

DEDICATION

I would like to dedicate this work:

To my Father and Mother

To my Brothers and Sisters

To my best friends who have always been a source of motivation.

To Dr. Bashar Ahmed, the teacher who has been my model all these years

To my teachers and fellows at the Mohamed Kheider University

To all those who encouraged me, supported me, and prayed for me

To those who contributed in the elaboration of this modest work

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In particular, I would like to thank my family and my friends for their encouragement.

ABSTRACT

In our present study, we attempted to see the impact of extrinsic motivation factors on students' engagement through a close reading of authentic materials. Thus, we have used a descriptive method for the data collection (classroom observation and two main questionnaires administered to both teachers and third year L.M.D students, at the Branch of English at Mohamed Kheider University of Biskra). We have also opted for a qualitative data analysis. Moreover, this dissertation is divided in to three main chapters. The first two chapters dealt with the theoretical part and the third chapter is concerned with the field work. As far as all parameters of our research are concerned, the key words of our study are Extrinsic Motivation, Students' Engagement, Close Reading and Authentic Materials. Therefore, this study aims at suggesting to teachers some strategies of motivating learners that may serve for learners' engagement, which in turn, serve them for a close reading of authentic material. Eventually, the results of the present study show that extrinsic motivation factors help learners to better engage in close reading authentic material.

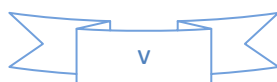
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List of Abbreviations

EFL: English Foreign Language

ESL: English Second Language

Fig: Figure

N: Number

LMD: Licence Master Doctorat

%: Percentage

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General Introduction

Introduction

The world is becoming smaller and English is the language used to communicate and also used in many areas such as technology, science and business. Thus, English is called a lingua franca which means many nations are using it as means of communication. In this range of idea two main kinds of English learners have been identified: English as second language learners (ESL) and English as foreign language learners (EFL) according to the context they are learning English. ESL refers to those who are learning English as second language within the speech community and EFL refers to those who are learning this language as second language out of the speech community. This later case concerns this research.

Moreover, the worldwide demand has created a considerable need for qualitative language learning-teaching and learning-teaching materials. In order to make teaching more interesting and meaningful, English teachers use different types of motivation to enhance learners' engagement. Therefore, many theoreticians have poured huge amount of ink trying to find out the best method of motivating learners because, it is a crucial element for engaging learners in any study. This engagement seems to be more significant when it is linked to a close reading of authentic materials. In so doing, learners can easily develop their communicative competence abilities which are the goal of any language teaching-learning. For this, teachers have to motivate learners and providing them with close reading strategies.

In addition, in this research we aim to synergize findings from extrinsic motivation and close reading techniques in order to better understand their role in the language teaching and language learning process.

1. Statement of the problem

Reading is one of the four learning skills which lead to accuracy and fluency if appropriately taught. That is why engaging students toward this receptive skill are very important in the teaching-learning process. Thus, the use of extrinsic motivation seems to be a great factor for students' engagement towards this great success. The fact that students are less engaged in close reading of authentic material is whether due to their lack of extrinsic motivation or because enough "importance" is not given to the reading skill in the curriculum itself. In this study would try to apply teachers, learners and authentic material as extrinsic motivator in order to improve students' engagement in teaching learning process.

2. Research questions

This dissertation attempts to address five (5) questions.

1. What is meant by extrinsic motivation?
2. How can extrinsic motivation impact the students' engagement?
3. Do extrinsic motivations improve learners' engagement to achieve their learning?
4. What is meant by close reading?
5. What is the relationship between extrinsic motivations, students' engagement through close reading of authentic material?

3. Hypotheses

1. We hypothesize that if an effective consideration is given to the extrinsic motivation parameters to engage learners, learners can readily be motivated to engage in close reading of authentic material.

2. We hypothesize that if close reading techniques are applied to help language learners to understand texts, songs, videos and the like, students will be engaged thoroughly in the Teaching-learning process.
3. We hypothesize that if authentic materials are available to learners, learners autonomy can be achieved

4. Significance of the study

Understanding and explaining certain extrinsic motivation parameters in order to enhance students' engagement through a close reading of authentic materials are very important. When it comes to the learning process researchers such as Stephen Krashen have stated that, motivation is everything. Thus, the significance of our study appears at the implementation of some techniques and methods for generating, maintaining and increasing students' engagement through close reading of authentic materials through extrinsic motivation. In doing so teachers might need to strengthen the effectiveness of the extrinsic motivation in order to enhance effective engagement of the learners and at the same time learners can have some hints to better achieve their learning process.

5. Aims of the study

This work aims to:

1. Identify the nature of the correlation between extrinsic motivation and students' engagement.
2. Help textbook writers and syllabus designers to have feedback about the learners' engagement in close reading of authentic materials with regard to the extrinsic motivation.

3. Provide teachers knowledge and skill for reflecting critically on various theoretical and practical aspects of extrinsic motivation, as well as on how these aspects can contribute to better engage students in close reading of authentic materials.
4. Assist learners to have inside into close reading of authentic materials.

6. Methodology

In the present study, we have used a descriptive method for the data collection and a qualitative data analysis. Therefore, through this research we would like to see the impact of extrinsic motivation parameters in enhancing students' engagement through close reading of authentic material. Thus, as far as the data collection is concerned, we have used questionnaires for six (6) teachers making up two (2) teachers in each module (Methodology, Didactic, and Psycho-pedagogy) and for fifty one (51) students of third year LMD. After data collected, we have analyzed the questionnaire. Moreover, each student (participants) was giving one point for an expected answer and one point for an unexpected one and then we calculated the proportions. We have also adjusted this later from the maximum as well as from the minimum in order to equal the exact percentage. In addition, we have attended three (3) sessions of lecture in each module for observation. However, this later has been impossible for us concerning the didactics module since third LMD students did not have this module in the second semester.

7. Limitation of study

For this research we have directed two main questionnaires one for Teachers that have been teaching methodology, didactic or Psycho-pedagogy module. As teachers sample we have chosen two (2) teachers at random in each module making up six (6) teachers. The second one was directed for two groups of third year LMD students making up fifty one (51) students.

Thus, in both questionnaires we have used factual questions, likert scales, true or false (yes or no), multiple choice and open-ended questions.

Moreover, the idea behind choosing these teachers was no longer to discriminate the others. However we would like to see the impact of praising, rewarding or giving positive feedback in enhancing students' engagement through close reading authentic material. In this range of idea, we believe that psycho-pedagogy teachers are more close to these affective factors since psycho-pedagogy itself deals with the application of psychological theories about the mind in the classroom. As far as learners engagement is concerned didactics teachers are suppose to be more in touch since didactics deals with not only how to teach but also with how to well teach. Finally, methodology deals with the elaboration of learning strategies.

8. Structure of the study

This research is divided into three (3) main chapters.

The first chapter deals with a brief theoretical overview of extrinsic motivation, types of extrinsic motivation, the main source of extrinsic motivation. In addition the second chapter is concerned with the main strategies of close reading and the relationship of this later with students' achievement and authentic material. Then, the third chapter of the proposed research examines the main causes of extrinsic motivation experienced by third year of Biskra LMD English learners.

Introduction

Generally speaking, in the process of teaching-learning foreign language motivation can be one of the major factors that impact the success of this process. In doing so, Slavin, R. E. (2003) considers motivation as “one of the most important ingredients of effective instruction”. Thus, it seems to be very beneficial for teachers to be familiar with motivation theories and its’ main related issues.

Moreover, motivation is a broad concept that is mainly characterized by its’ two features. Intrinsic and extrinsic motivations are the two general classes of motivation as differentiates in self determination theory. From the terminological point of view it is very useful to distinguish between these two kinds of motivation. The former refers to ones’ inside desire of doing things and the later refers to all external factors that generate the desire of doing things. In other words, intrinsic motivation is doing “something because the act of doing it is enjoyable in itself” (Williams and Burden, 1997; 136). while extrinsic motivation is “fueled by the anticipation of reward from outside and beyond the self” (Brown, 2007; 172)

However, for the aim of clarification in this part of our dissertation we will concentrate only on extrinsic motivation in order to discuss its’ main issues. Before investigating to some practical applications of extrinsic motivation for motivating students, we should examine the issue from a theoretical perspective.

1.1. Definition of Motivation

Generally speaking, motivation is defined as a force that determines the extent to which someone is engaged in doing a given task. Gardner, R. C. (1985) defines motivation as “the consideration of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” (p10). That is to say, according to him we can speak of a motivated person who wants to achieve a certain purpose through devoting as much effort as needed to achieve this goal as well as reveals satisfaction with the activities related to

achieving this goal. Based on Deci, and Ryan's (1985) self determination theory, motivation is related to all aspects of "activation" and "intention", including energy, direction, and persistence. Motivation to learn is synonym to student success. However the sources of motivation are complex. The external forces can influence behavior but ultimately it is the internal force of motivation that sustains behavior.

1.1.a. Extrinsic motivation

Littlewood (1981) defines motivation as: "The crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it and how long he perseveres" (p.53). By so doing this "crucial force" is characterized by two main factors, whether internal or external. Thus, extrinsic motivation is one of these two forms of motivation which are comprised any external factors that lead to motivation. Brown, 2007 states that: "Extrinsic motivation refers to our tendency to perform activities for known external rewards, whether they are tangible (e.g., money) or psychological (e.g., praise) in nature". Differently stated, the desire to perform a given task is regulated by external force. Also, to put it simply extrinsic motivation refers to doing something because it leads to a separable outcome; a reward of some form, such a good grades and a good job (Deci and Ryan,2000;60).

1.2. Theories of Motivation

From the theoretical point of view, we can say that the concept of motivation does not lead itself to an easy definition. That is to say, it means many things for many researchers in the field, "depending on the theory of human behavior you adopt" (Brown,2001;73). That is why it seems to be useful to clarify in what sense we use the term, because it does not exist an ideal theory of motivation. Thus, as far as motivation is concern several theories have been

suggested, from the humanistic views who perceived motivation as a need for self esteem, Self-fulfillment and the like, in one hand and in other hand sociocultural view who, considered motivation as engaged participation in learning communities, maintaining identity through participation in activities of group. In addition to these views, let's consider motivation from the behaviorists as well as from the cognitivists point of view.

1.2.a. The Behaviorist Theories

Behaviorists approached motivation from it scientific view is in sense that they carried out some experiments on animals to understand how humans are motivated to learn (Slavin, 2003). In doing so, certain researchers were attracted by this perspective. Such Pavlov (Classical Conditioning), Thorndike (The Law of Effect), and mainly by Skinner (Operant Conditioning). According to these scientists, motivation is simply seen as “the anticipation of reward” (Brown, 2007;168) they noted that reward acts as a reinforcer in individuals. Slavin (2003) would define a reinforcer as “any consequence that strengthens a behavior”(144). As one can say, Students, for example, when feeling ambitious for a positive reinforcement, engage themselves to perform according to prior experience with reward (teacher's praise) when giving a correct answer to win another positive comment (reward). To put it simply, it goes without saying that behaviorists see that “our actions are at the mercy of external forces such as rewards” (Williams and Burden, 1997; 119). That is to say, our desires of acting are conditioned by the external demand.

1.2.b. Humanistic Theory

Humanistic views of motivation perceive the individual as a whole and examine the interrelationship of the diverse human needs. In other words they perceived motivation as a need for self esteem, self fulfillment and the like. Thus, one of the most influential humanistic

theories is the Abraham Maslow hierarchy of needs which was introduced to the world in the 1940's and 1950's.

As far as the needs of individual students are concerned, Maslow's hierarchy of needs is the most well known and respected classification of human need. He believed that people have several needs to satisfy during the course of their life. Therefore he classified these needs hierarchically in a pyramid from the lowest to the highest:

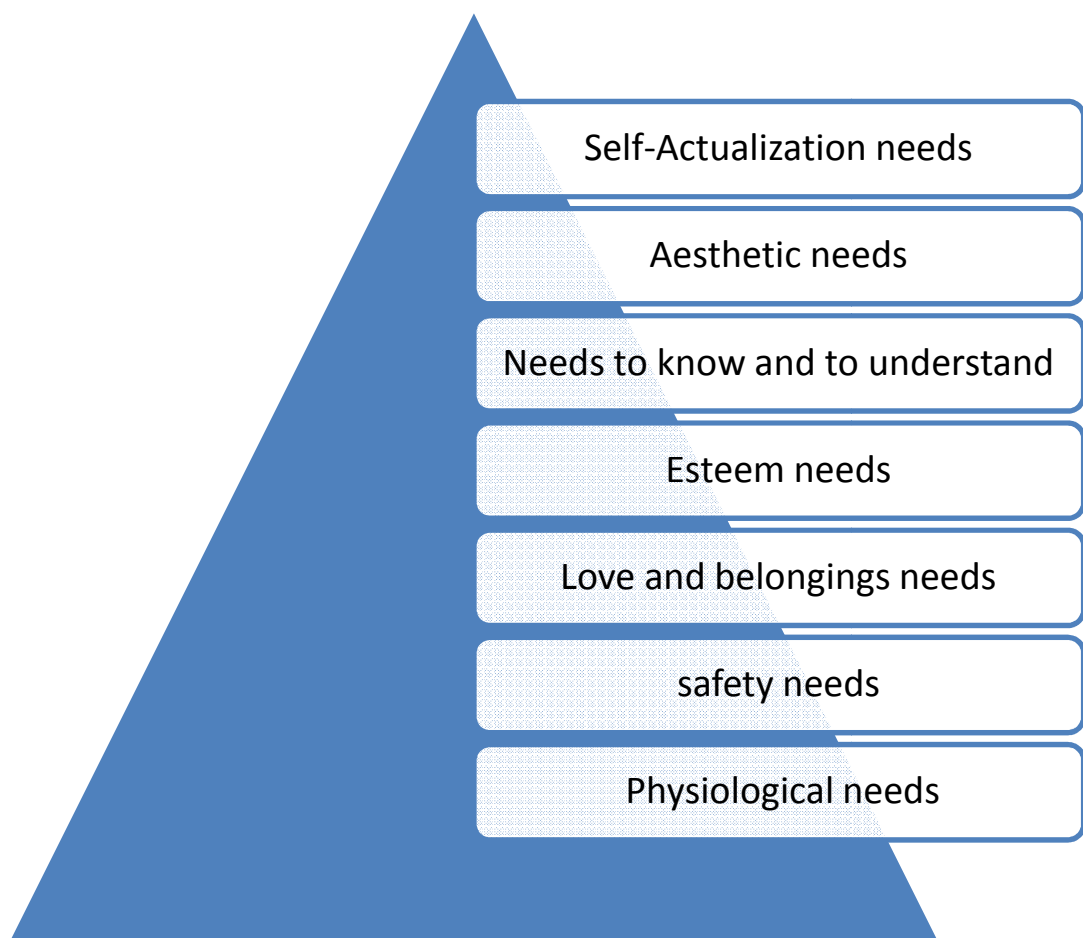


Diagram: 1: Abraham Maslow's Hierarchy of Needs

Deficiency needs (lower needs)	Growth needs (higher needs)
1_ Physiological needs	5_Needs to know and to understand
2_ Safety needs	6_Aesthetic needs
3_Belongingness and love needs	7_Self-actualization
4_esteem needs	

Table : 1 : Abraham Maslow’s Hierarchy of Needs

Maslow (in Salkind, 2008) made a distinction between “deficiency needs” and “growth needs”. He classified the lowest four layers of the pyramid as “deficiency needs” that overlap: the physiological needs; (need for survival (hunger, thirst, sleep...), safety needs (need for security, protection, stability, freedom from damage...), belongingness and love needs (needs to belong to and feel loved by important persons like family, friends, colleagues at work...), and esteem needs (needs for appreciation, status, confidence, self-respect...). He again, noted that Maslow classified the three highest layers as “growth needs”. These needs include: cognitive needs (needs to know, understand, to explore...), aesthetic needs (needs to appreciate, and look for beauty and tidiness in the environment), and self-actualization (acceptance of self and others, spontaneity, extroversion, creativity...). Self-actualization as defined by Maslow (1954) is “the desire to become everything that one is capable of becoming” (Slavin, 2005).

The importance of this hierarchy to motivation is that the lower-level needs must be satisfied at one level before the next higher order of needs become predominant in influencing behavior. Slavin (2005) stated that once these basic needs are satisfied, “a person’s motivation to satisfy them diminishes.” However the “growth needs” keep growing and are by no means fully satisfied. That is to say, learners will not be ready to learn if they have not had their

lower level needs met. For instance children, who are sent to school hungry, are often not able to learn. Their lower needs must be met first.

1.2.c. Overview of the Cognitivists Theories

In contrast to the behaviorist theory that perceives motivation in terms of anticipation of reward, the cognitive point out motivation “centers around individuals making decisions about their own actions” (Williams and Burden, 1997: 119). That is to say, individuals are in command of their acts; they make decisions on their own in order to achieve the goals they planned. In this rang of idea many cognitivists were influenced. Thus, in the following are three main theories.

1.2.c.1. Attribution Theory

This theory, was developed by many theorists such as Jones and Dadvis, (1965); Kelley (1973), but through time it was elucidated by many researchers such as Weiner Bernard that it aims at comprehending individuals’ explanations to their success or failure in accomplishing a given task. It is worth reiterating that Weiner (1986) and others (Slavin, 2003, Dörnyei, 2001, Williams and Burden, 1997) describe attribution theory in terms of four explanations for success and failure: ability, effort, the perceived difficulty of a task, and luck. These attributions are either internal or external (locus), stable or unstable (stability) and controlled or uncontrolled (controllability) Williams and Burden, (1997). A major assumption of attribution theory is that individuals usually try to uphold a positive self-image (Slavin, 2003, Thompson, Davidson, and Barber, 1995). Consequently, while they perform well in a given activity, they relate their success to their own efforts or ability. But when they fail, they relate their failure to uncontrollable external factors (task difficulty and luck).

1.2.c.2 Expectancy Theories

The expectancy and value constructs initially were defined by theorists such as Lewin (1938) and Tolman (1932). Therefore, the expectancy theory, or the expectancy-value theory, was influenced by many cognitivists, mainly by the 1950's. The main issue in expectancy theories is the concern with what direct and shape learners inherent motivation rather than what motivates them. Moreover, the theory's main focus is "on the belief that people's efforts to achieve depend on their expectations of reward."(Slavin, 2006 :325). Students with different goals appear to be motivated if they believe that there is a positive relation between efforts, performance and reward. According to the main principles of expectancy theories Atkinson (Salkind, 2008) suggested that motivation is made up of three major elements: expectancy (that has to do with the learners convictions about their potentials and their expectations for success); instrumentality (the link between success and reward); and value or valence (valuing the results of success). That is to say, this theory claims that students can be successful if they apply reasonable effort and appreciate the value of the learning activities.

1.2.c.3 Goal Theory

Many theorists viewed this theory as "situation-specific aims that establish a framework for how individuals engage in and experience achievement tasks" (Salkind, 2008;690). Thus, this goal theory claimed that goals diverge in relation to "a performance mastery dichotomy". For instance, a student may want to get a good grade in the class because she wants to learn and understand the material (mastery goal) Or, a student may want good grade just to demonstrate to others (namely teachers, classmates, parents) that she was smarter than others (performance goal). Moreover, this theory has an effect on motivation since it provides students with opportunity to set their own "learning goals" that enhance their "ego-involvement" and help them

“perform” well in a specific activity. According to Slavin (2005) students’ motivation is either oriented towards “learning goals” or “performance goals”.

1.2.c.4 Self Determination Theory

Self-determination theory is one of the most general and wellknown in motivation theories for the distinction of intrinsic versus extrinsic motivation. This theory that was proposed by Deci and Ryan focuses on the social conditions that either support or thwart these inherent tendencies of intrinsic motivation and integration. The Self-determination theory differentiates between intrinsic and extrinsic motivation as general classes of motivation, and then it distinguishes various types of extrinsic motivation, which vary in their relative autonomy (Deci and Ryan 2000). According to Salkind, (2008) Self-determination theory is “the experience of choice and endorsement of the actions in which one is engaged.” He stated that self-determination theory is founded on three factors: autonomy, competence, and relatedness. First, the need for autonomy is a desire to be in control of one’s actions. It indicates the compatibility that exists between one’s deeds and emotions, and willingness and volition. Second, Competence factor, briefly, means one’s belief for how well s/he can perform a task or the desire for mastery. Third one is relatedness, which signifies the need of belongingness to a particular group, and the need to uphold strong relationships within this group.

1.3. Types of Extrinsic Motivation

The concept of motivation is mainly divided in two dimensions, that is to say intrinsic and extrinsic motivation. Thus, each one has his own indicators. In this part of our dissertation we will focus only on extrinsic indicators as elaborated in Self-determination theory. Based on Deci and Ryan’s (1985) self determination theory motivation is related to all aspect of

“activation” and “intention” including energy, direction, persistence, and equifinality. Moreover, in this theory extrinsic motivation is considered as having four main types; externally regulated, introjected regulation, identified regulation, integrated regulation.

1.3.1. The externally regulated

The externally regulated is the types of extrinsic motivation that refers to all external factors that can determine ones motivation in doing a given activity such as reward, praise or avoidance of punishment. That is to say people perform certain behaviors so as to satisfy external demand or to get external reward. In this rang of idea, Wentzel and Wigrield (2009) stated that “Such behaviors are initiated and regulated by external contingencies and are experienced as relatively controlled.” It means that, these external regulated behaviors were usually experienced as being alienated. Thus, it is the teachers’ job to know how to use them appropriately. Hence, teachers should go through types of extrinsic reward in order to know when, how and why they should use them.

1.3.1.a. Nature of reward

Briefly speaking, a reward is a gift that one may receive after doing well in a given activity. For instance student may do something good and receive a compensation for the teacher, this compensation is a reward. The implementation of reward in the educational has its significance in Skinner's theories. The American psychologist Skinner (1904-1990) was one of the first psychologists who investigated the process of language acquisition in terms of language behavior. His theory of operant conditioning remains one of the most influential principles in language teaching methodology where he distinguishes three main stages that are involved in the learning process: the stimulus or situation (S), the behavior (B), and the reinforcement (R). Stimulus is the situation in which the learner's performance will take place.

Behavior is the performance itself. Reinforcement refers to any reaction from the part of the teacher towards the learner's behavior.

Moreover, researchers such, Lepper, Greene and Nisbett (1973) conducted many experiments to study the effects of rewarding learners for doing a given task. Rewards proved to be effective element in increasing motivation and achievement in the class since most students try to avoid negative judgment and seek to gain positive feedback from the teacher for their abilities and efforts. It would appear that reward is a significant strategy that can be used by teachers to solidify students' motivation in the learning process. As stated above, here are some types of extrinsic reward that can be distinguishes; verbal, unexpected tangible, expected and tangible task non contingent rewards, expected and task contingent rewards, and expected and tangible performance contingent.

_ The verbal rewards refer to the use of positive feedback and praise. The student who receives appreciation from the teacher towards his/ her performance in front of the other students is more likely to perform well in next sessions.

_ Unexpected tangible rewards “reward is delivered without any promise beforehand (Cameron and Pierce, 2002)”.

_ Expected and tangible task contingent rewards “this type of reward is comparable to hourly payments or monthly salaries in organization Ryan, Mims and Koestner, (1983).

_ Expected and tangible task contingent rewards “this type of reward is offered for completing an activity, however without considering the quality of performance. It is comparable to piece rate payment systems in organizations (Ryan et al. 1983).”

_ Expected and tangible performance contingent is the “type of reward that is tied to a specified level of performance. It is equivalent to certain types of bonuses and incentives in organizations (Ryan et al. 1983).”

Teachers have the mission to choose the type of reward that can be used when, how and why according to the students attitude and socio cultural background.

1.3.2. Introjected regulation

The introjected regulation means that people perform behaviors with certain externally imposed rules or pressure that they accepts as norms they should follow avoiding guilt, or obtaining self esteem. Moreover, as suggested by Wentzel and Wigrield (2009) in this regulation the “behavior is regulated by anxiety and the avoidance of shame or guilt for failing, and by rewards of pride and ego-inflation for success”. For instance, students may do tasks to get other classmate approval or avoid being punished by teacher.

1.3.3. Identified regulation

This regulation occurs when people identified the usefulness of some behaviors and took it as he/she own value. By so doing, student may engage in doing a given activity because he knew the importance of this activity and he viwed this as his own goals. This type seems to be the more autonomous form of extrinsic motivation, because when people act in accord with identified behaviors or values they feel volition and self endorsement Wentzel and Wigrield (2009).

1.3.4. Integrated regulation

The integrated regulation may be the most developmentally advanced form of extrinsic motivation which referred to people who has fully assimilated the identified regulation to themselves. That is to say that the integrated regulation occur when people take the new regulation in their life and make it with individuals’ other values, needs, and identity. For example people deciding to learn a language which is necessary for them to be able to pursue

their interests. Even though this type may be in between extrinsic intrinsic motivation it was still viewed as extrinsic motivation, since people with integrated regulation were regarded as doing behaviors out of the presumed external value which was separable from the behavior (Deci and Ryan, 2000).

1.4. Features of extrinsic motivation

From terminological point of view, extrinsic motivation is concern with this motivation that comes from all external factors. Thus, as far as extrinsic motivation is concern in educational psychology many external factors can be useful in enhancing learners' achievement. Let consider in the following teachers, learners and by then authentic material as extrinsic motivator.

1.4.1. Teachers as extrinsic motivator

Broadly speaking, teaching is all about objectives. Therefore, teachers should assist learners to realize the purpose of learning the target language because, when learners see practical purposes in learning the language, they are motivated even if the language is not significant in the learner's community Dörnyei(1990), Ghaith (2003) and Oxford (1996). An effective teacher is therefore, the one who is always trying to improve his quality of performance and the resulting learning opportunities for students. Teachers should also have some basic knowledge of learning strategies in order to stimulate students. For such a purpose, learning strategies should be flexible, creative and constantly applied. Stimulating learning environments provide variety of presentation style, methods of instruction and learning materials. In so doing students will learn even in boring situation if provided with motivators such as feedback, rewards and so on. Regardless of these motivators the learning environment will be often tense and stressful. As long as teachers as extrinsic motivator is

concern Kathryn R. Wentzel, Allan Wigfield (2009) defined effective teachers as “ Those who develop relationships with students that are emotionally close, safe, and trusting, that provide access to instrumental help, and that foster a more general ethos of community and caring in classrooms”. That is to say, the extent to which a teacher is related to their students has an impact on their classroom experience and so therefore on their achievement because, the positive and negative behaviors exhibited by teacher determine the extent of effectiveness. According to my light, teacher personality seems to be one of the first set to look for an effective teacher.

In addition, self determination theory (Deci and Ryan 2000) posits that students will engage positively in the social and academic tasks of the classroom when their needs for relatedness, competence, and autonomy are met. In this regard the correlation between teachers and students is a big deal that teachers should put in the central of their teaching goals. Thus teachers should provide students with extrinsic incentives. According to Slavin (2005) extrinsic incentive is “a reward that is external to the activity, such as recognition or good grade” (348). He stated a range of extrinsic incentives that can sustain motivation in students which teachers should routinely use. Then, teachers should “express clear expectations” about the activities they want their students’ to achieve, to help them get the appropriate reward (mark, praise).

Consequently, teachers are asked to provide learners with “clear, immediate and frequent feedback”. Feedback, as defined by Slavin, (2006:340), is “information on the results of one’s efforts”. Nunan, (1991) noted that feedback can be positive and “consists of short interjections. Like “good”, “okay” or negative which “consists exclusively of the instructor repeating the learner’s response with a rising intonation” (p.195). He claimed that positive feedback as being more significant than negative feedback in the process of changing students’ behavior. Thus, it is very important as effective teacher to provide learners with

various activities so that to cover all learners needs. By so doing, teachers can promote and encourage activities such peer work, group work, role play and so on, in order not to put them to compete but to complete one another. Teachers should pay a particular attention because some students have significant academic abilities, but because they are shy or quiet in the class, they are sometimes uninterested and their capacities are hidden. Such type of learners cannot engage in the different learning-teaching process, and their participation can be inhibited by lack of motivation. Terrel and Rundulic (1996) argue that rewarding students for completing a task improved self-esteem, which increases motivation. In so doing, reward can be useful for teachers in order to involve learners in the learning process.

1.4.2. Learners as extrinsic motivators

As far as extrinsic motivation is concern with all external parameters, learners can extrinsically motivate each another in the process of learning foreign language. With regard to their attitude learners are divided in two types. That is to say introversion and extroversion. The former represents the type of people who are generally timid and inhibited while the later represents the type of people who are sociable and outgoing. According to Brown (2007) extroversion is “the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people.” In other words, extroverts usually need the presence of others to feel good.

Moreover, extrovert learners have an advantage in learning as they create learning opportunities. They preferred group participation activities. In this range of idea they can extrinsically motivate others to take risk, to reduce anxiety and so therefore to engage them in all learning issues. For instance, one may have hope or strong believe on what he/she is doing by comparing him/her self with other classmate. “Preadolescents who viewed their friends as

having high academic goals behaved in ways that helped promote their own academic achievement” Wentzel and Wigfield (2009).

1.4.3. Authentic material as extrinsic motivator

The most significant ways to learn a foreign language seems to be, the fact learners should be in touch with authentic materials. By authentic material we mean books, song, videos and the like, done by native speakers for native speakers. These materials can motivate learners with regard to what they bring as advantages. Therefore, authentic materials are with significant advantages for learners so that they helped them to be in touch with the speech community. To put it simply, with authentic materials learners can understand how the language is used in real world. In so doing, they will practice real-life materials, and the satisfaction of solving real-life problems will provide powerful incentives for future learning. Therefore, students need to know that all these materials that are assigned to them are an essential part in the whole instruction so that they would not wonder every time about the effectiveness of these materials.

1.5. Extrinsic motivation and student engagement

There was an apparent divergence in definition, as time passed and as our understanding and implementation of student engagement developed. The term “student engagement” refers to students’ willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers’ directions in class Chapman,E.(2003).

Thus, this Chinese proverb Tell me, and I'll forget; show me, and I'll remember; involve me, and I'll learn recognizes the importance of task involvement for successful learning. Central to this involvement the use of certain extrinsic motivation parameters such as rewarding can be with great contribution. That is to say, motivation in general and students’ engagement are

very important in the process of language learning. By so doing, teachers may create some artificial forces that can engage students in their learning process as result of their success. It is in this range of idea that Shulman (2002) cited in Barkley, (2010), also places engagement at the foundation of his learning taxonomy, “learning begins with students’ engagement”. In this range of idea we can say that students’ engagement is with great significance in learning process. Significant because without this student may have some “bad behaviors” that can be indicates through unexcused absences from classes, cheating on tests, and damaging school property (Chapman, 2003). In this range of idea, Oldfather (1995) argues for using extrinsic rewards to motivate those who are academically frustrated.

Moreover, in the classroom, when the student receives one of forms of rewards such as, verbal praise, teacher’s approval, rewarding attendance, he or she will certainly gain a strong feeling of confidence. With this in mind, he or she will be more motivated to engage in the learning and more likely to answer a new question or to take part in a given activity.

Conclusion

To sum up, motivation is a broad concept which may mean many things to many researchers in the field of interdisciplinary. Through time, many theories have been elaborated to motivation depending on the conceptualization of the concept. In light of this fact, it is important to notice that all the theories are different from one another, but they all agree that motivation is the center of all human learning and all models integrate many types. They focused on other aspects like integrativeness and instrumentality. With this in mind, the use of extrinsic motivation such as reward has been acknowledged as being important in the English language courses because of the numerous advantages of knowing about it and which contribute to a great extent in the learning of the foreign language. Therefore, a number of researches in academic contexts acknowledge the benefits of motivation on three main

dimensions: learners' engagement, learners autonomous and learners' achievement. In this case Teachers should stress on extrinsic motivation by expressing clear expectations, providing learners with clear intermediate and frequent positive feedback and verbal praise because, motivation is a major concern in improving reading and consequently fostering literacy (Anderson, Hiebert, Scott &Wilkinson, 1985). In this respect learners may be engaged thoroughly through close reading of authentic materials.

Introduction

Reading is one of the most powerful skills in the process of foreign language teaching, language learning because, it gives access to knowledge. Thus, “Read” was the first word of the first ayah (Al’Alaq) of the Saint Quran that was revealed to Prophet Muhammad (Peace Be Upon Him). That is to say reading is an essential skill in learning any subject matter.

As far as reading is at the center of learning, researchers have provided many types of reading because people read for different purposes. Thus, close reading is a type of reading which asked to the reader not only to engaged in reading and understanding the meaning of the text printed words but also being sensitive to read between lines. To put it simply, close reading means a purposeful or a critical analysis of a text where readers have to pay a particular attention to the intrinsic meaning of the text and also on the extrinsic meaning. The former refers to the text printed knowledge and the later to the reader background knowledge of the text.

Moreover, this part of our dissertation will discuss the essence of close reading with regard to the specialists’ point of view in accordance of the historical overview, the main strategies of a close reading that can be used by teacher in order to help their students. By so doing we will investigate a brief correlation of close reading and students achievement with regard to the use of authentic material.

2.1 Definition

Many researchers have attempted to define reading. The essence of reading has been investigated but, no single research could be ideal to include all the aspects of the actual reading activity. However, most of the definitions that have been elaborated to explain reading, agree on the fact that it includes underlying complex procedures and mechanics due

to its multifarious factors such as biology, cognition, culture, emotions, and the like. As far as reading is concerned, close reading can be one of the best ways or the most important skill we need to achieve reading goal. Close reading is a key requirement of the Common Core State Standards and directs the reader's attention to the text itself. That is to say, The Common Core State Standards (CCSS, 2010) turns the spotlight of the English/language arts standards to ensuring an increase in students' ability to comprehend more and more complex text across their school careers. Close reading deals with complex text, because not all material requires a close reading. Thus, in the following we will discuss complex text in the sense of authentic material to the English foreign language learners. First of all, let have a bird eyes about what is meant by close reading and complex text.

2.1. a. Close reading

Briefly speaking close reading is a critical analysis of a text that emphasis on significant elements. Close reading is a system of system, because it goes through one process to another. The Common Core State Standards define Close reading as a systematic investigation of a complex text that focuses on the meanings of individual words and sentences as well as the overall development of events and ideas. It aims to the reader to extract evidence from the text as well as draw non-trivial inferences that logically follow from what they have read.

According to Diana Sisson and Betsy S. (2014), Close reading is “purposeful re-readings and analysis of short pieces of complex text”. That is to say, when doing a close reading, you have to closely analyze the text and explain why details are significant. Cummins, S. (2013) defines close reading as analyzing multiple levels of a text: words, phrases, sentences, and accompanying features; and by “considering the weight of the meaning” of these features, “the student can begin to see how important details fit together to

support the author's central idea(s) in a section of the text of the whole text". Being able to identify central ideas and their supporting evidence provides a "basis for critiquing the author's ideas, thereby moving into deeper thinking about the text as a whole".

Moreover, Lucinda MacKethan claimed that close reading is a process in which first "we go through a text carefully, examining and putting together all the striking elements of the text that produce its meanings." It means that, when undertaking a close reading activity we have to pay a particular attention to what is printed for a purpose of decoding. Secondly "we trace patterns and make connections." That is to say we have to make a link about what you have understood about the structure of text. Finally "As we read, we use as evidence the key, relevant language tools that a text gives us in order to gain a clear understanding of the author's ideas and purposes." By so doing, the reader have to focus on the authors' intention with regard to the words meaning as well as on every single element that can be helpful to better understand implicitly and explicitly the text.

2.1.b Complex text

Broadly speaking complex text refers to the extent of challenging the text is for the reader. A text complexity is regarded as being subjective, because the extent of complexity resides on the reader rather than text. Therefore the complexity matter may depend to one another, that is to say a text which can be complex to one student may not be surely for another. As far as determining text complexity is concern the Common Core State Standards suggest that it consists to three equally important parts or indicators which we have to take in to consideration.

First, the quantitative indicators refer to those aspects of text complexity such as word length (Does the text contain more multisyllabic than monosyllabic words?), word frequency (Are rare words used within the text?), sentence length (Is the majority of sentences long?).

Then, the Qualitative indicators which refer those aspects of text complexity best measured by an attentive human reader, such as text structure (Is the text structure sophisticated, e.g., problem/solution?), text features and graphics (Does the text lack text supports and graphics/illustrations to aid comprehension?) Sentence complexity (Are complex sentence structures frequently used in the text?). Finally, Reader indicators is variables specific to particular readers such as background knowledge (does the text demand previous prior knowledge or content knowledge in order to construct meaning?), student interest (does the topic hold little interest for the reader?), motivation (does the student demonstrate little “will” to read the text?)

2.2 . History of close reading

The term of close reading seems to be a new concept for many people. However, people have been reading closely for years. According to Juel, 1998; Spolsky, 1990 cited in Diana and Betsy (2014) “Close reading can be traced to the term *exegesis*, which derives from the Greek, meaning to “lead out” and refers to the critical explanation or interpretation of a text, specifically sacred text”. In addition Gorman, (2009), cited in Diana and Betsy, (2014) pointed out that “another appropriate description of exegesis is ‘close reading’ a term borrowed from the study of literature”. Therefore, close reading refers either to a method or to an account resulting from the practice of that method.

From the academic perspective, close reading was originally associated with the work of New Critics. The idea of New Criticism, derives from John Crowe Ransom’s 1941 book, *The New Criticism*, which is regarded as his own teaching methods and become known as New Critics, focused on a “close reading” of text. As reaction to the New Critics which viewed close reading as meaning through text centered or focus on text intrinsic meaning, it was the Reader Response Theory that is diametrically opposite. This theory claimed that it is

the readers who bring meaning to the text it takes in to account the extrinsic power of a text. As one can say, in the New Critics meaning already exists within the text it is just waiting for the reader to discover it whereas in Reader Response it is the reader who constructs the text meaning. Therefore Through time close reading has attracted the attention of many scholars who have differently interpreted the concept. That is to say, certain may use the term critical, intensive, purposeful reading or reading between lines to describe or define close reading. For instance, we have close reading with the Common Core State Standards and Reading Between the Lines with ACT. This later served as an impetus for the Standards' emphasis on college and career readiness. In one or in other, all of them deal with reading a complex text, annotation, and repeatedly reading to answer text-dependent questions which need certain strategies.

2.3 Close Reading strategies

A number of publications and curriculum guides have stated that close reading is an instructional practice (Boyles, 2013).

2.3.1 Pre-Close reading instructions

Before engaging in the process of any reading in general and close reading in particular readers need to be aware of the four important levels of reading that we should employ them all simultaneously. That is, first the linguistic level where we need to pay a particular attention to the surface parts of the text such as the knowledge of vocabulary, grammar, syntax and the like. The second is the semantic level, here we need to take into consideration the deep structure of the text words meaning. Then, the third the structural level, we need to link as much as possible the relationship of word within the text. The final one is made by the cultural level where we are asked to make a correlation between the text intrinsic and its'

extrinsic meaning. That is to make a link between the text knowledge and the real world knowledge. Before asking to the students for a close reading of a given text, teacher should plan the close reading parameters or features in order to help their students to have an easy access to the close reading process.

Moreover, students for undertaking a close reading of text teachers should provide them with some certain main features of good and poor readers. According to Baker & Anderson, 1982; Deshler, Ellis, & Lenz, 1996; Palincsar & Brown, 1984; Pazzaglia, Cornoldi, & DeBeni, 1995; Yuill & Oakhill, 1991 “Children who are poor comprehenders have been shown to have difficulty spontaneously engaging in active strategies to enhance understanding and retention of information and to circumvent comprehension failures” (cited in Richard et al., 2009). That is to say, knowing about the characteristics of these two features is very significant, because when we read or learn to read without being aware of the feature of good readers we are reading or learning to read poorly. Thus, good readers can easily be engaged in close reading because they approach reading with a sense of purpose. Indeed, teachers should identify good and poor readers in their classes. By so doing they need to encourage good readers and assist poor readers. Here are certain characteristics of good and poor reader.

Poor readers	good readers
<ul style="list-style-type: none"> - They lack of the automatic skills of good reader. - They rarely monitor their understanding. - They are less accurate. - They are slower reader. - They use few of the effective strategies. 	<ul style="list-style-type: none"> - They read rapidly and accurately. - They use cognitive and metacognitive strategies. - They have the ability to judge what they are reading. - They are active processors of text. - They have the abilities to brainstorm as the read. - They have ability to cite evidence to support claim

Table 2: Characteristics of good and poor readers

In addition, learners need to know that close reading deals with a piece of text or a short text. Therefore, not all texts need close reading rather complex texts. Teachers have the challenge of finding a text. Teachers may easily elaborate a complex text by following the three main indicators (Qualitative, Quantitative and Reader) stated above. After having these abilities in mind readers should narrow down their purpose and then start reading closely.

Furthermore, to narrow their purpose teachers should let them to know how to approach text. So they need to know that:

_The text should be annotated. In this step readers are asked to amend the text, which means underlining key words, expressions. Thus, readers may write down any single element that can be helpful to discover the text intrinsic meaning and therefore to use note taking strategy as far as they read to support evidence after all.

_They have to consider the Wh questions of the historical and cultural context of the text, such as who wrote the text, to Whom the text and why?

_ Readers need to pay a particular attention of the use of the language within the text. That is, the figures of speech (irony, metaphor, personification and the like), repetitions (that indicate an emphasis) and the word choice (link the words with the context of the text in order to better understand them).

_They should relate text based items with their experiences. Readers are asked to make connection between the text knowledge and their background or real world knowledge. For this teachers might use pre-reading strategy such as brainstorming, class discussions, semantic mapping and so on.

2.3.2 While close reading instructions

Briefly speaking, the process of close reading must start with a pen or pencil in hand, and whenever something attracts our attention, make a note of it on the page. Thus it is preferable to underline, circle, or bracket passages that seem important and note why in the page margins. For the sake of clarification we can even use different colors for different kinds of responses.

Moreover, during the close reading, readers are asked to read the text several time. We have to read, reread and reread again so that text complexity will be easier. This step according to Sisson and Betsy S. (2014) is made by three (3) levels. The first level is the “surface comprehension” where readers are asked to skim the text in order to have an idea of

what the text is about. After the second cycle of reading, “you will focus on inferential comprehension to help them understand what the intent is for the passage, i.e., intermediate comprehension”. Finally, the third level is the “core comprehension” where readers are asked to reread the text in order to dig more deeply.

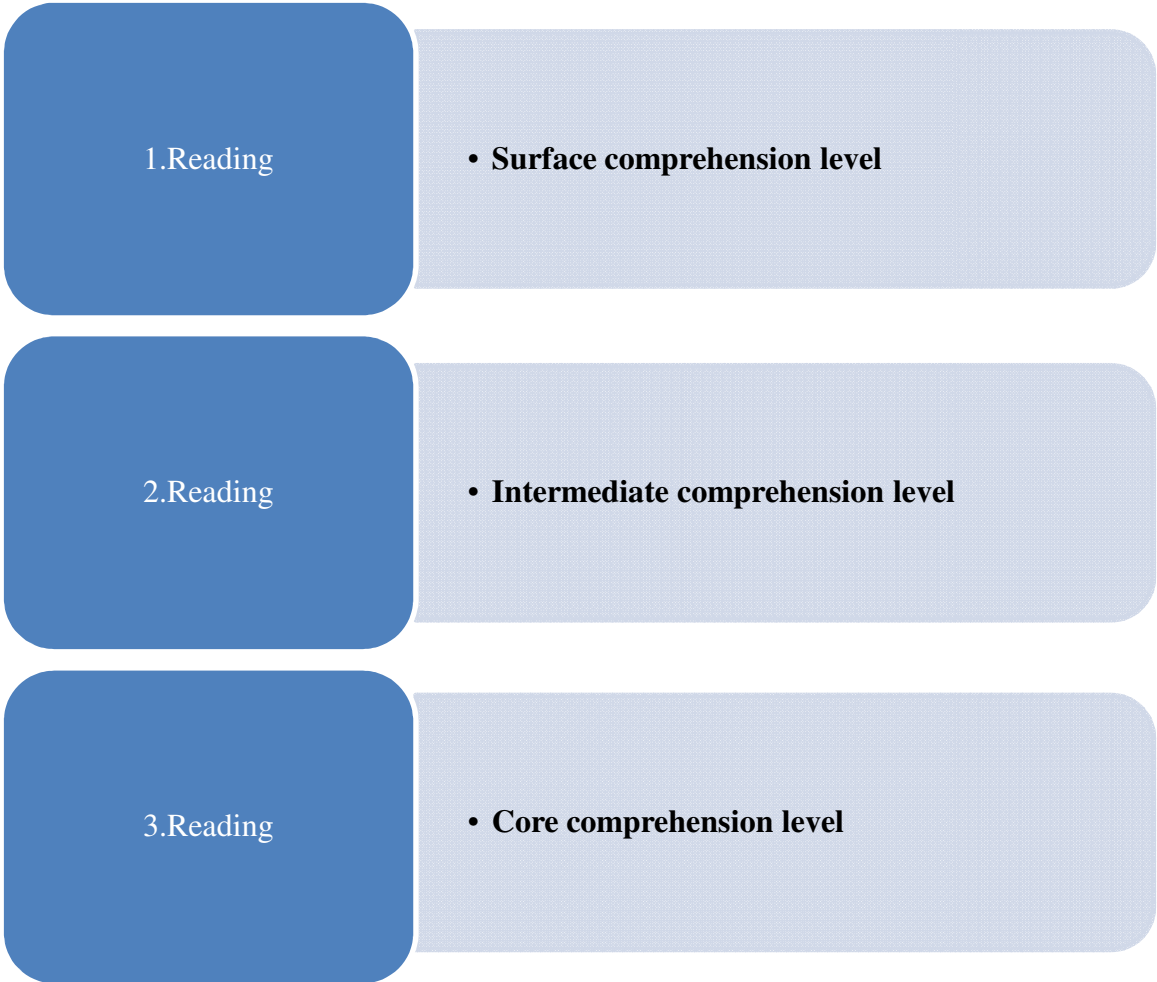


Fig 2: Comprehension levels

2.3.3 Post close reading instructions

The post close reading is very significant in this process. First of all, the reader should be able to answer to some questions such as:

- _ Am I able to paraphrase or to summarize what I have read?
- _ Can I summarize the meaning of this text in my own words?
- _ Am I able to illustrate the idea of the text with regard to my background knowledge?
- _ Does my understanding fit the meaning of the text? If no! What is missed?

In order to assess learners understanding Paraphrasing or/and summarizing can be one of the best ways for teacher to surely recognize that learners have really understood the author's meaning. Also the extent of learners' comprehension can be determined by the extent through which they can use their background knowledge to illustrate the text issues.

In addition, teachers should allow interactions between learners-teacher and learners-learners. These interactions should be related to the text that they have read issues. By so doing teachers have to provide to the students with some writing and speaking exercises as far as they motivate them.

2.4. Implementing close reading strategies in classroom practice

Generally speaking the implementation of close reading strategies in classroom practice may depend mainly according to the extent of the nature of text to be read and the purpose of the text. Sheila Brown and Lee Kappes(2012) noticed six (6) steps where most close reading lessons pointed out, that are:

- _ Selection of a brief, high-quality, complex text

The first step consists of the text selection, with the regard to the text selection criteria mentioned above. Teachers are asked to choose short text by then should use pre-reading activity to refresh students' background knowledge about the text to be read because it facilitates students to approach the text through multiple reading.

- _ Individual reading of the text

Students are asked for a silent reading.

- _ Group reading aloud

Teachers are asked to encourage cooperative work (reading) in order to assist students that struggle reading independently and therefore, to engage all students to be at the same cross.

The group read aloud can be teacher or student led.

_Text-based questions and discussion that focus on discrete elements of the text

Questions and discussion should focus on any single attracted element of the text. In this step teacher is asked to interact with students about the main ideas of the text, author's word choices and repetition, academic vocabulary, figure of speech and the like.

_Discussion among students

In this step teacher should give enough time to students, either in small groups or across the whole class to discuss about their understanding of the text. So that it will ensure that the text as opposed to personal reflections remains the focus as the reader explores the author's choices. For instance students can discuss the text ideas related to the wh (who, what, why how...) issues or teacher might ask for a quick oral summary of text.

_Writing about the text

One of the main purposes of close reading is to enable students to reflect on the knowledge gained through close reading of the text in short or long written passages.

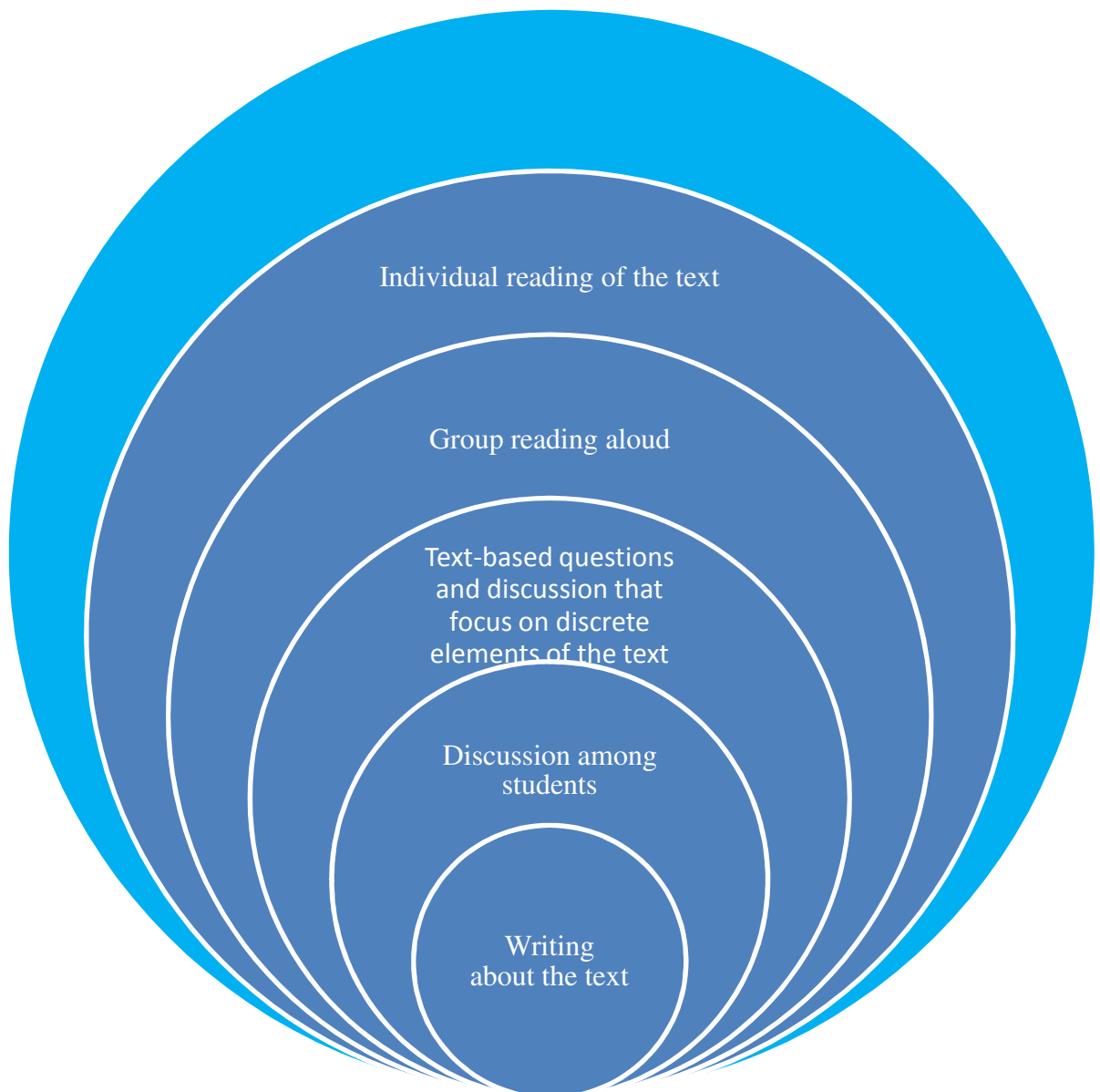


Fig: 2: Process of close reading strategies in classroom practice

In addition, Cummins, S. (2013) also identifies five strategies for close readings that she develops throughout her book: knowledge of text structures and topical vocabulary, establishing a purpose for reading, self-monitoring for meaning, determining what's important in the text, and Synthesizing.

2.5 Close reading and students' achievement

In the process of second/foreign language learning/acquisition a number of researchers have pointed out that reading is an important skill in achieving academic success (Carrell, 1988; Anderson, 1994). According to Nuttall (1982) “The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it”. That is to say, reading is with great contribution in order to master a foreign language. Therefore, to become an active reader, we have to rid ourselves with the idea that reading is one of the most important skills that lead to accuracy and fluency if appropriately taught because many learners do not know how to set goals for their learning. Thus teachers have to help learners set specific and short-term goals because they “can help the learner to structure the learning process” (Dörnyei, 2001) and therefore engage them to the learning process to achieve those goals successfully.

Moreover, it seems to be the teachers' task (decision maker or/and guider) to make students independent reader by providing them with strategies to use as part of making them autonomous because of “the importance of self-starting and of self-taking responsibility for one's own learning” (Brown 2007). In this perspectives motivating learners by using of reward and feedback can be one of the best ways to engage them through reading. Close Reading can be an important strategy to accelerate and deepen learners own learning Sheila Brown and Lee Kappes(2012). As far as foreign language learning is concern, reading authentic material can be with considerable contribution.

In addition, learners' achievement in the process of foreign language learning can be regarded in terms of being communicatively competent. Hence, it would be beneficial if communicative language characteristics can be taught. Here are the characteristics of Communicative Language Teaching as identified by Brown (2001):

“Classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence”; that is to say learners should link their learning of the grammatical rules, lists of vocabulary, with learning how to use them appropriately.

“Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes”. To mean that teacher should provide learners with different activities, tasks or exercises in order to assist them to use the language for meaningful objectives.

“Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use”. In fact, fluency and accuracy complete one another. However, priority is given to fluency since the main goal of communicative language teaching is the use of language as means of communication.

“Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom”. The classroom activities should provide students with the skills needed to communicate in real world contexts.

“Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.”

“The role of the teacher is that of a facilitator and a guide.”

Briefly speaking, Communicative Language Teaching enables students to communicate in the foreign language using the different types of communicative competence. Thus, the use of

authentic material can help learners to make use of the language in real world contexts more practical.

2.6. Close reading and authentic material

Providing learners with settings for close reading of authentic materials in the foreign language learning context can be one of the best ways for achieving their learning success. The idea of using authentic materials is with two main purposes in this dissertation. First, it has been noticed that close reading deals with complex text. In this range of idea authentic materials in this dissertation are regarded to be complex as far as foreign language learning is concern. Therefore authentic materials are generally defined as a text (for instance) written by a native speaker for the native speakers. So we consider that this text can be complex for foreign language learners. In fact, the text complexity might depend to one to another.

Then, the second purpose is that, authentic materials can help learners to understand how the language that is concern is used within the speech community. Learning a foreign language is also learning about the language in order to be communicatively competent. That is to say, language is a means of communication or interaction so it seems to be quasi impossible to learn a language without a real communication or interaction. Thus, using authentic materials can be the path through this interaction can be possible in foreign language learning context. So when engaging in close reading of authentic text, readers are not only getting or mastering the linguistic knowledge but also the socio-cultural knowledge. These parameters (linguistic, socio-cultural knowledge) are very significant in the process of foreign language learning because they give access to a textual and contextual analysis. So that learners can be able to use the language appropriately. In addition, Honeyghan, G. (2000) suggested authentic texts “can enrich and enhance the curriculum with information that is current, practical, relevant, and significant. Students are able to appreciate the main purpose

of reading, which is to read for pleasure, information, and survival”. Through reading authentic texts, students develop a connection between literacy at home and in school, allowing them to broaden their knowledge base and deepen their learning.

Conclusion

Close reading is different from reading for pleasure. It is reading whereby readers are asked to think about it and so therefore to understand it in different perspectives. Close reading is a key requirement of the Common Core State Standards. According to Brown and Kappes(2012) “Close Reading of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons”. That is to say, in classroom context close reading require a piece of text in order to keep learners attention because it is an ongoing process. Thus, training in close is a primordial requirement in language teaching. It would be very beneficial for the language teachers to be familiar with certain strategies under which close reading takes place. Understanding the function of these strategies enable to be aware of the instructions needed for close reading. Therefore teachers would be able to determine which strategy to use, when, how, why, with regard to the purpose. It has been noticed that, not any text need close reading but complex text. In this dissertation we use authentic material (text) to refer to the idea of complex text.

Introduction

This chapter is devoted to the description and the analysis of the data obtained through the implementation of our research. Thus, in the first part we explain the sample and the method used to carry out this study. Moreover, in the second part we have a brief description and analysis of both teachers' and students' questionnaires and also a summary of the observation. As in the final part a recommendation and the limitation of the research are made.

3. Part one

3.1 Sample of the research

For this research we have directed two main questionnaires one for Teachers that have been teaching methodology, didactic or Psycho-pedagogy module. As teachers sample we have chosen two (2) teachers at random in each module making up six (6) teachers. The second one was directed for two groups of third year LMD students making up fifty one (51) students. Thus, in both questionnaires we have used factual questions, likert scales, true or false (yes or no), multiple choice and open-ended questions.

Moreover, the idea behind choosing these teachers was no longer to discriminate the others. However we would like to see the impact of praising, rewarding or giving positive feedback in enhancing students' engagement through close reading authentic material. In this range of idea, we believe that psycho-pedagogy teachers are more close to these affective factors since psycho-pedagogy itself deals with the application of psychological theories about the mind in the classroom. As far as learners engagement is concern didactics teachers are suppose to be more in touch since didactics deals with not only how to teach but also with how to well teach. Finally, methodology deals with the elaboration of learning strategies.

3.1.2. Method of research

In this present study we have used a descriptive method for the data collection and qualitative data analysis. Therefore, through this research we would like to see the impact of extrinsic motivation parameters in enhancing students' engagement through close reading of authentic material. Thus, as far as the data collection is concern we have used questionnaires for six (6) teachers making up two (2) teachers in each module (Methodology, Didactic, and Psycho-pedagogy) and for fifty one (51) students of third year LMD. After data collected, we have analyzed the questionnaire. Moreover, each student (participants) was giving one point for an expected answer and one point for an unexpected one and then we calculated the proportions. We have also adjusted this later from the maximum as well as from the minimum in order to equal the exact percentage. In addition, we have attended three (3) sessions of lecture in each module for observation. However, this later has been impossible for us concerning the didactics module since third LMD students did not have this module in the second semester.

3.2 Part two: Description and analysis of questionnaires

3.2.1 Description of questionnaire

For this present study, we have conducted two questionnaires, one for teachers and one for students. The questionnaires contain questions of the multiple choice type, where the teachers/students put a tick in the corresponding boxes after reading the questions attentively.

3.2.1.1 Students' questionnaire

This questionnaire was composed of (17) questions divided into two (2) sections; the first section deals with students' background information, and the second section involves questions about the students' attitudes and their level of extrinsic motivation towards close reading of authentic material.

3.2.1.2 Teachers' questionnaire

Teachers' questionnaire was composed of (23) questions divided into two (2) sections; the first section deals with background information about teachers, and the second section involves questions about teachers' perceptions and their role in motivating learners towards close reading of authentic material.

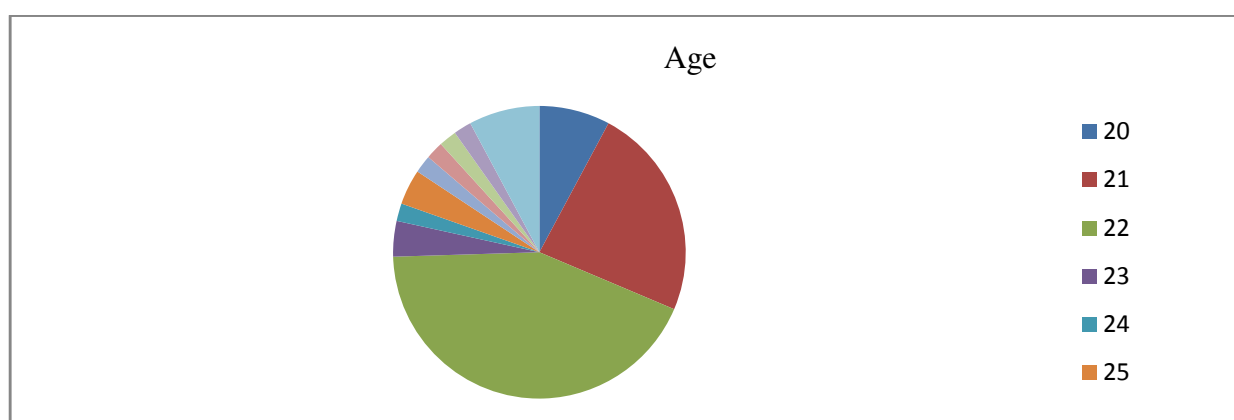
3.2.2 Analysis of students' questionnaire

3.2.2. 1 Section One: Background Information

Students' Age

Years	20	21	22	23	24	25	26	27	38	47	No Answer	Total
N	4	12	22	2	1	2	1	1	1	1	4	51
%	8%	24%	44%	4%	2%	4%	2%	2%	2%	2%	8%	100%

Table 3.1: Students' Age



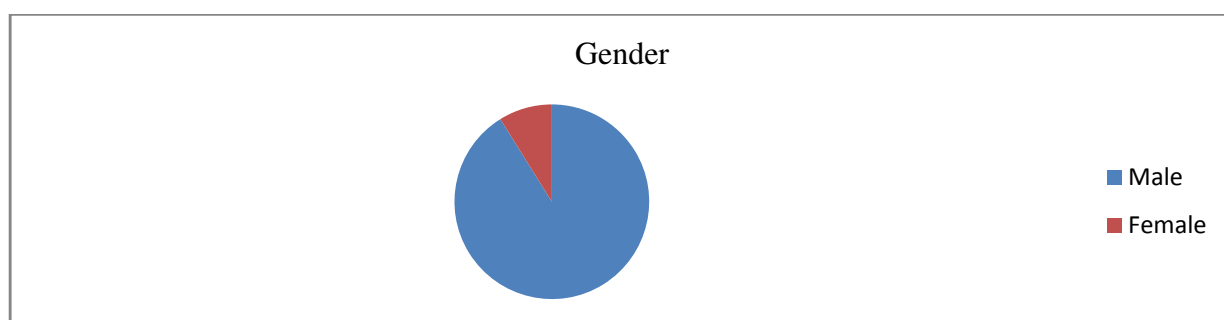
Graph: 3.1: Students' Age

All our subjects in the selected sample are adult students whose ages vary between 20 and 47 years old. With regard to the total number of the sample (51), we have 80% of students whose ages vary between 20 and 23 years. Only 5 students 10% ages vary between 24 and 27 years, whose subjects we might believe either they have repeated years or not having started early their primary education. Then, 2 students 4% ages are 38 and 47 years old. According to my light these students are learning English for specific purpose. Final we have 4 students 8% who did not mention their ages.

Gender of participants

Gender	Male	Female	Total
N	10	41	51
%	20%	80%	100%

Table 3.2: Students' gender



Graph: 3.2: Students' gender

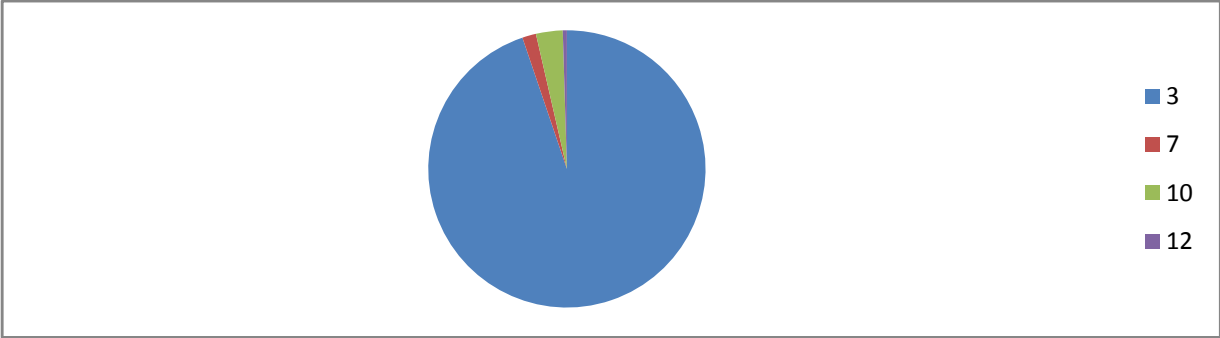
We have a considerable number of female students than males with regard to the sample of our study. We have noticed only (10) male students out of a total of 51 making up (20%), whereas female students are 41 (80%). Broadly speaking, we can say that females are

expected to be more interested or are more successful in a foreign language learning more than males.

Question 1: How long have been studying English?

Years	3	7	10	12	Total
N	28	7	14	2	51
%	55%	14%	27%	4%	100%

Table 3.3: Students’ years studying English



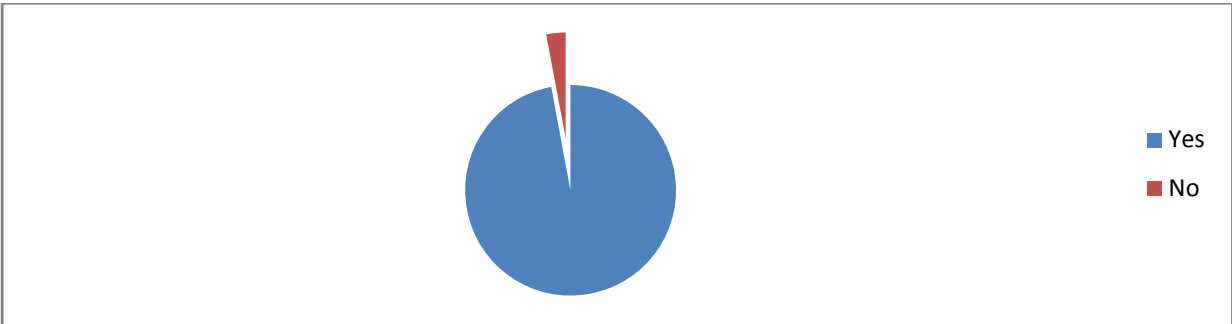
Graph:3.3 Years of studying English

14% of students stated that they have been studying English for seven (7) years, (27%) of students declared that they have been studying English for ten years and those who stated 12 years making up (4%). However, the majority of the students (28) or (55%) stated that they have been studying English for three years. That is obviously their logical number of years at university as third years LMD students.

Question 2: Was coming into English your personal choice?

	Yes	No	Total
N	38	13	51
%	75%	25%	100%

Table 3.4: Students’ choice of studying English



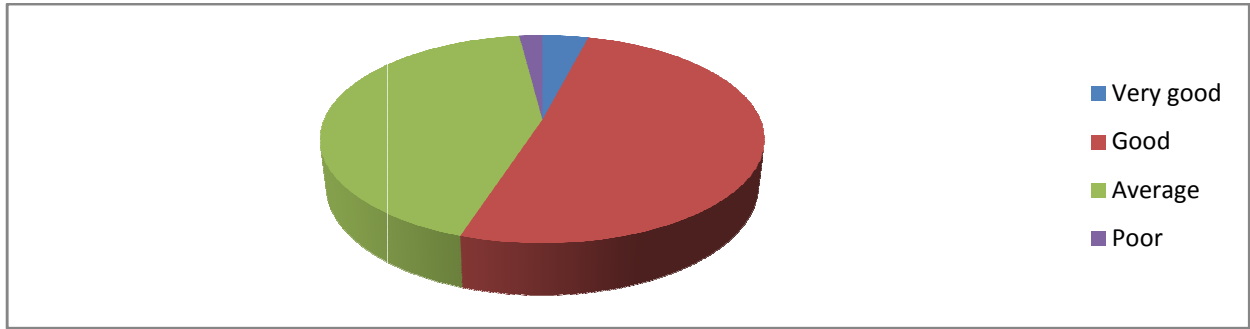
Graph:3.4: Students’ choice of studying English

A number of students making up (75%) stated that coming into English were their personal choices whereas (25%) declared the opposite. We can say, students who opted for “yes” are strongly motivated than those who say “no” as far as their learning English foreign language is concern.

Question 3: What is your proficiency in English like?

	Very Good	Good	Average	Poor	Total
N	2	26	22	1	51
%	4%	51%	43%	2%	100%

Table 3.5: The students’ considerations for their level in English



Graph: 3.5: The students' considerations for their level in English

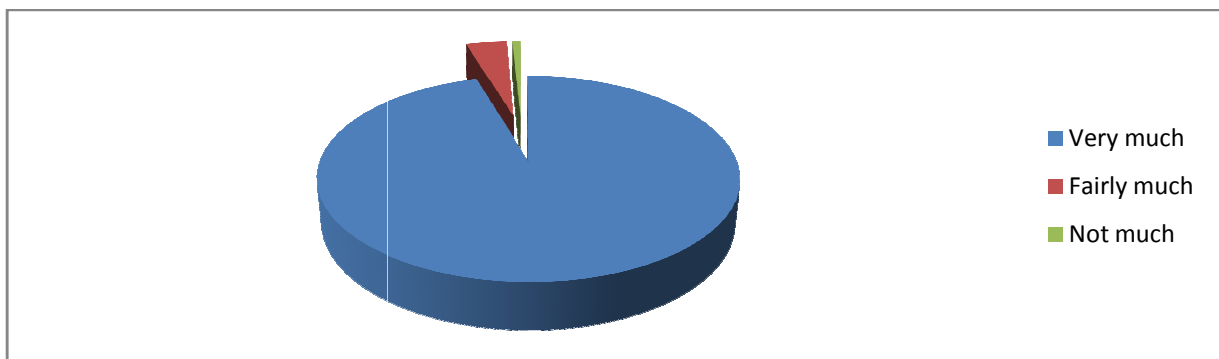
Two of the students such (4%) consider their level as very good in English. (51%) state that their level is good, (43%) state that their level is average whereas one considers his/her level as poor. Generally speaking, learners link their level to the extent through which they are communicatively competent.

Question 4: Do you like English?

Please state your reasons whatever your choice is

	Very much	Fairly much	No much	Total
N	31	17	3	51
%	61%	33%	6%	100%

Table 3.6: The students' feelings towards the English language



Graph: 3.6: The students' feelings towards the English language

(61%) of the whole sample affirmed that they like English very much. Their reasons can be categorized as follow:

_I like English very much because it is a lingua-franca.

_I like English very much because am strongly interested with the English language (accent) and culture.

_I like English very much because it is my favorite language and also it is easy to learn.

Therefore, these confirm that this portion went for English as a first choice because they are intrinsically and extrinsically motivated.

While (33%) declared that they like English fairly much and stat reasons such:

_I like English fairly much because I need it for my career and/or job.

_ I like it fairly much because of role model.

_ I like it fairly much because it gives me an easy access to acquire knowledge.

Thus we can say, students of this portion were not really willing to study English and were extrinsically motivated (parents, friends, media, and so forth).

In addition, only (6%) of the sample stated that they do not like English much. According to my light these students seem to be obliged (no other possibility) to learn English.

They expressed reasons such as:

_I do not like English much because it was not my personal choice.

_I do not like English much because am not interested in learning it as a language.

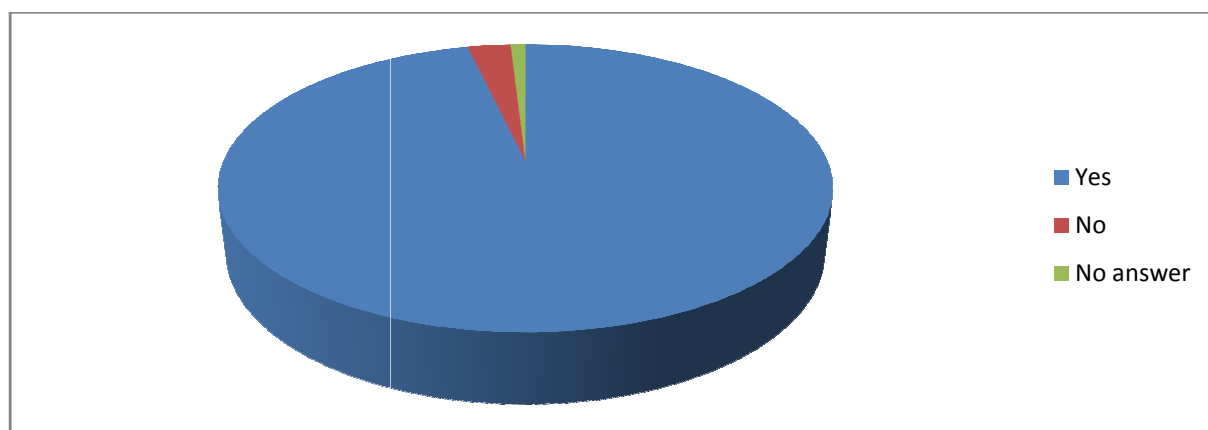
These students do not like English much and, this can explain their lack of motivation and lack of interest.

Question 5: Do you feel up to undertake reading authentic material on your own?

Please say why?

	Yes	No	No answer	total
N	35	12	4	51
%	69%	23%	8%	100%

Table 3.7: The students’ feelings of undertaking reading authentic material on their own



Graph: 3.7: The students’ feelings of undertaking reading authentic material on their own

(69%) of our sample affirmed “yes” for undertaking reading authentic materials for their own. They highlighted certain reason by saying:

I do feel up to undertake reading authentic material on my own:

_ In order to enrich my knowledge.

_ In order to improve my reading skill.

_Because reading authentic materials are more reliable and valid to understand the language in use.

_Because I feel stressed when am with classmate and it allow me enough time to choose my own topic. By so doing I will have enough time to discover many things and memorized some.

In addition, (23%) of the sample affirmed “no” and stated these reasons:

_I do not feel up to undertake reading authentic material on my own because of the complexity of text.

_Because am not interested by reading itself and reading is a classroom activity.

_Because of the lack of reading strategy.

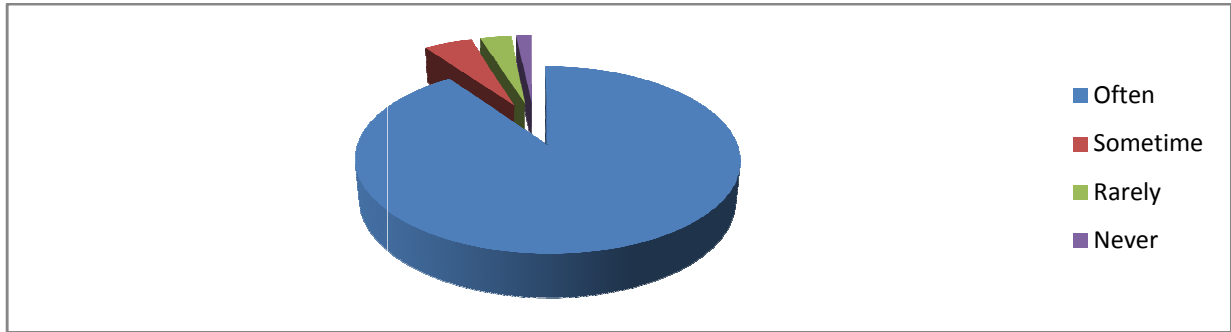
Thus, only (8%) of students did not mention anything as far as undertaking reading authentic material on their own is concern. Therefore, some students are against or hesitant about whether they like hard challenging texts, though a good number say they do.

3.2.2.2 Section two

Question 6: How often do you receive reward or feedback outside the classroom?

	Often	Sometime	Rarely	Never	Total
N	6	23	15	7	51
%	12%	45%	29%	14%	100%

Table3.8: Students’ frequency of receiving reward or feedback outside the classroom



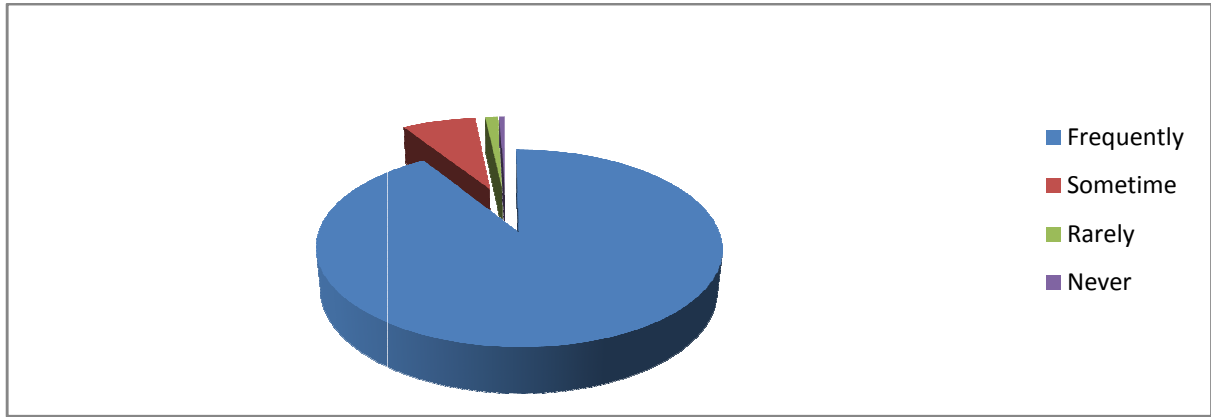
Graph: 3.8: Students' frequency of receiving reward or feedback outside the classroom

As we can see it on the table (12%) stated that they often receive reward or feedback outside the classroom. (45%) affirmed that they receive sometime reward or feedback out of the classroom. While (29%) declared rarely and (14%) stated that they never receive reward or feedback outside the classroom. Thus, we can say that the good news is that a number of learners surrounding (parents, friends, and so forth) are aware of the use of reward or feedback. However, with regard to its' significance on learners achievement it should be constantly in order to keep them on going.

Question 7: How often do you receive reward or feedback in the classroom?

	Frequently	Sometime	Rarely	Never	Total
N	10	33	6	2	51
%	20%	64%	12%	4%	100%

Table 3.9: Students' frequency of receiving reward or feedback in the classroom



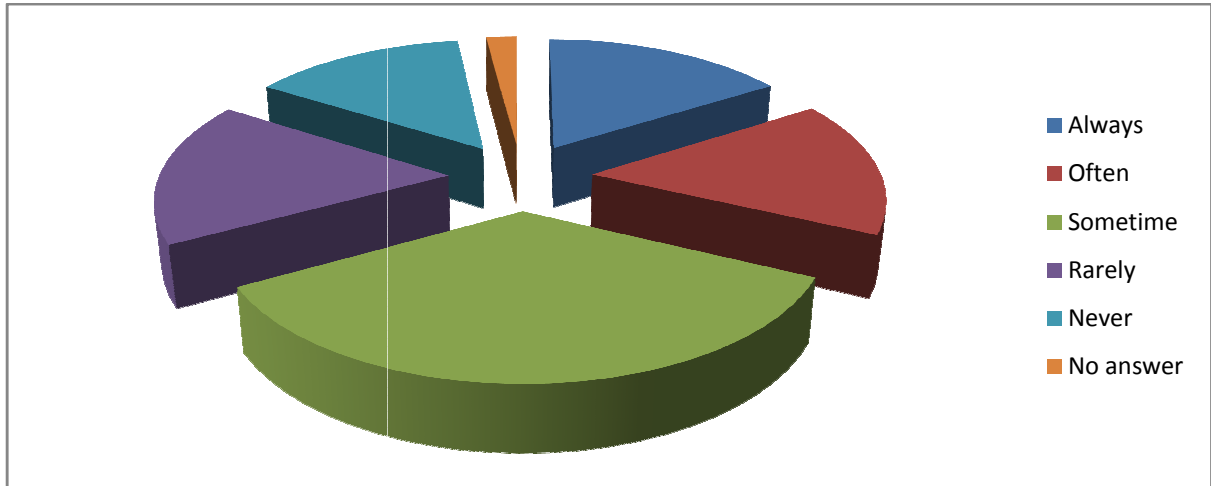
Graph: 3.9: Students' frequency of receiving reward or feedback in the classroom

(20%) of our selected sample affirmed that they frequently receive reward or feedback in the classroom and (64%) declared sometime. Whereas (12%) of students answered rarely and only (4%) opted for never. As we can see it here, as far as teachers as extrinsic motivator is concern we can say that they are playing their role. However, with regard to the importance of this later in learning process we can say it should be constantly use under certain conditions such why, how, when. It is important for the part of teachers to use motivation factors such as praising, rewarding or/and giving positive feedback in order to involve their students.

Question 8: Does your teacher praise you when you answer correctly?

	Always	Often	Sometime	Rarely	Never	No answer	Total
N	8	8	18	9	7	1	51
%	16%	16%	35%	17%	14%	2%	100%

Table 3.10: The teachers' frequency of praise for the students' correct answers



Graph: 3.10: The teachers' frequency of praise for the students' correct answers

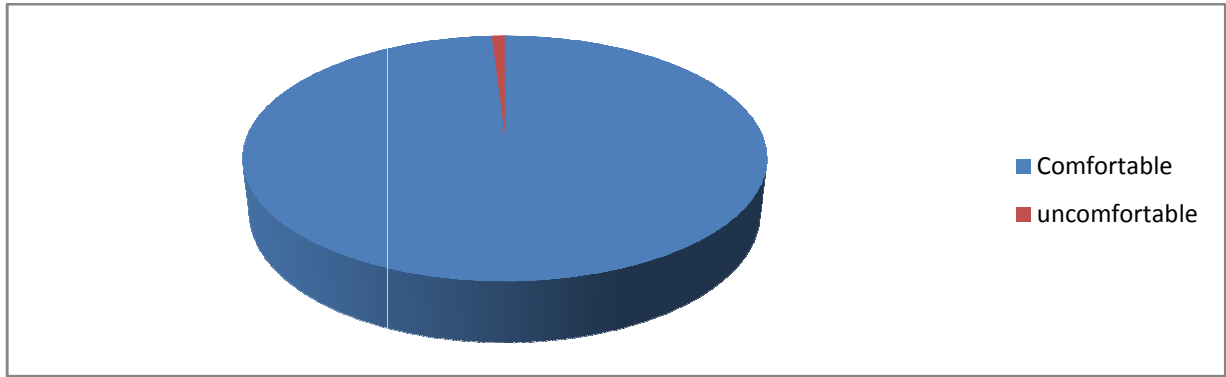
It is important on the part of the teacher to praise their students in order to enhance their motivation which is an essential factor in the language teaching. The answers revealed by (8) students (i.e. 16%) were always, (8) students making up (16%) answered often, (10) declared sometime, (9) affirmed rarely whereas (7) students making up (14%) opted for never and one student did not mention anything.

Question 9: How do you feel when your teachers' praise you in front of your classmates?

Whatever your answer, please express your feelings and /or attitudes?

	Comfortable	Uncomfortable	Total
N	47	4	51
%	92%	8%	100%

Table 3.11: Students' feelings when teachers praise them in front of their classmates



Graph: 3.11: Students’ feelings when teachers praise them in front of their classmates

The answers revealed by (47) students (i.e. 92%) were comfortable, while the rest of the students (4) making up the equivalent of (8%) answered uncomfortable.

Comfortable	Uncomfortable
<ul style="list-style-type: none"> _Self confidence _Relaxed and happy _Engagement to do more 	<ul style="list-style-type: none"> _ Shy students

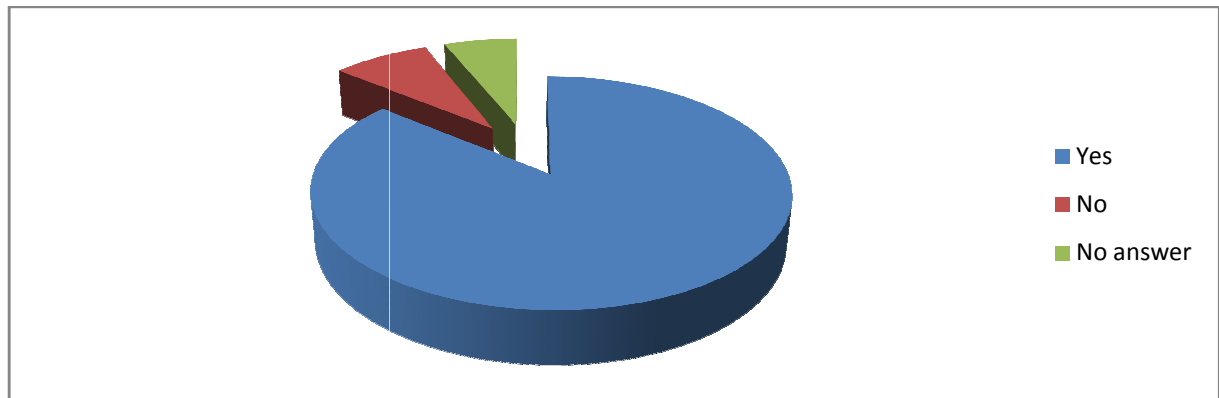
Table 3.12: Students reasons of feelings and/or attitudes

The majority of the students (92%) affirm that they feel comfortable when they receive teachers praise in front of their classmate. They feel so because it boosts their self confidence and motivate them to do more. While the rest of the percentage (8%) reveals that students feel uncomfortable because they are introvert learners.

Question 10: Does this motivate you to read more/extensively?

	Yes	No	No answer	Total
N	44	4	3	51
%	86%	8%	6%	100%

Table 3.13: whether praising students motivate them to read more/extensively



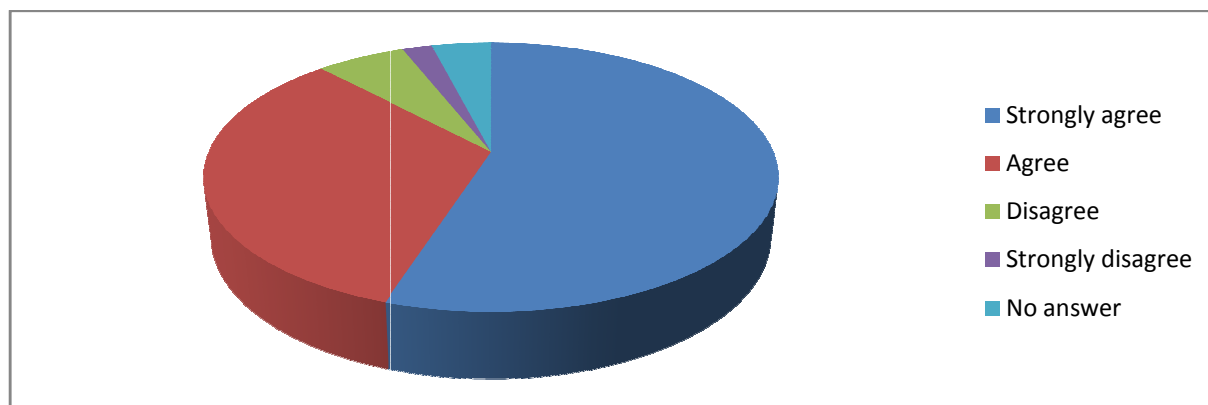
Graph: 3.12: whether praising students motivate them to read more/extensively

(86%) of the students believe that teachers' praise engage them to read extensively. Thus teachers' praise generally creates learners engagement. That is the why teachers should constantly use it. However, as we have to say there is no rule without exception. Therefore (8%) confirm this exception who believes the opposite. In addition (6%) did not mention anything.

Question 11: To what degree do you agree that in order to master English you need to read in extensively English?

	Strongly agree	Agree	Disagree	Strongly disagree	No answer	Total
N	28	17	3	1	2	51
%	55%	33%	6%	2%	4%	100%

Table 3.14: Learning a language means reading extensively in it



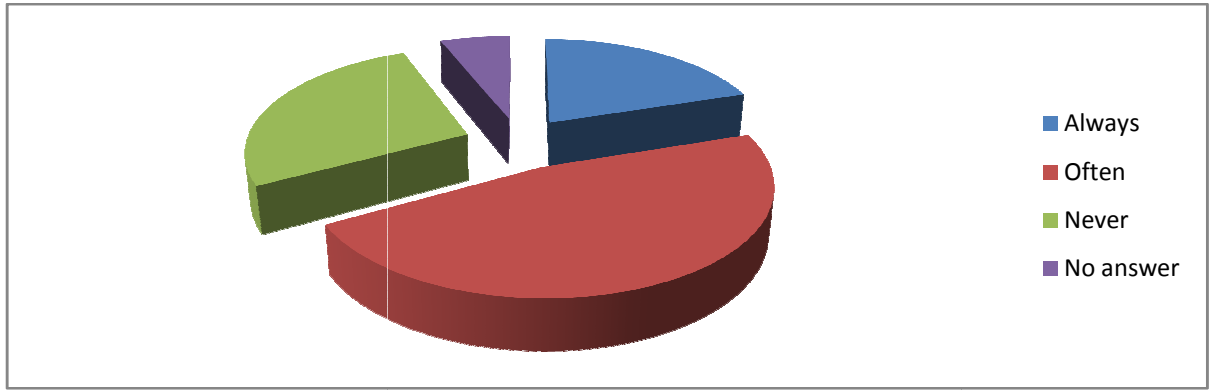
Graph:3.13: Learning a language means reading extensively in it

Several studies revealed that in order to learn a foreign language, we have to read extensively in it. Many students (55%) strongly agree about. Others (33%) say that they agree. While the rest of them (6%) and (2%) affirm that learning a foreign language is not necessarily reading extensively in it. (4%) did not say anything.

Question 12: Does your teacher urge you to use close reading?

	Always	Often	Never	No answer	total
N	10	24	14	3	51
%	20%	47%	27%	6%	100%

Table 3.15: whether teachers urge students to use close reading



Graph:3.14: whether teachers urge students to use close reading

Teachers, as instructors and also classroom decision makers, have to encourage their students to read. The results, as shown in the table, are described as follow: (20%) state that they are always encourage by their teachers to read. (47%) opted for often, (27%) is obtained by the students who opted for never and finally (6%) of the students did not mention anything.

Table 16: What close reading evoke for students

_Positive view of what close reading for students

a) It evokes for me an overview of knowledge (vocabulary, culture, history, poetry).

b) It evokes for me the fact of being aware of writing skill.

c) It evokes for me a development of critical thinking.

d) It evokes for me a better understanding of linguistic background (grammatical structure, words spelling) for achievement.

Positive point of view	a)	b)	c)	d)	Total
N	13	4	3	28	48
%	25%	8%	6%	55%	94%

Table 3.16: Positive view of what close reading for students

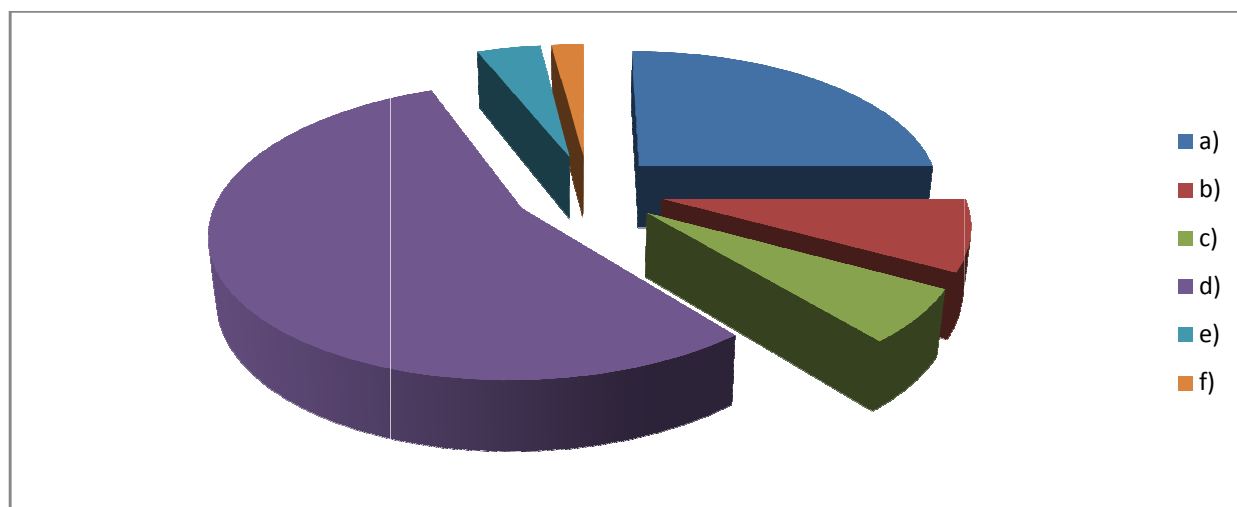
_Negative view of what close reading for students

e) It evokes nothing for me (am not interested in reading).

f) No idea.

Negative point of view	e)	f)	Total
N	2	1	3
%	4%	2%	6%

Table 3.17: Negative view of what close reading for students

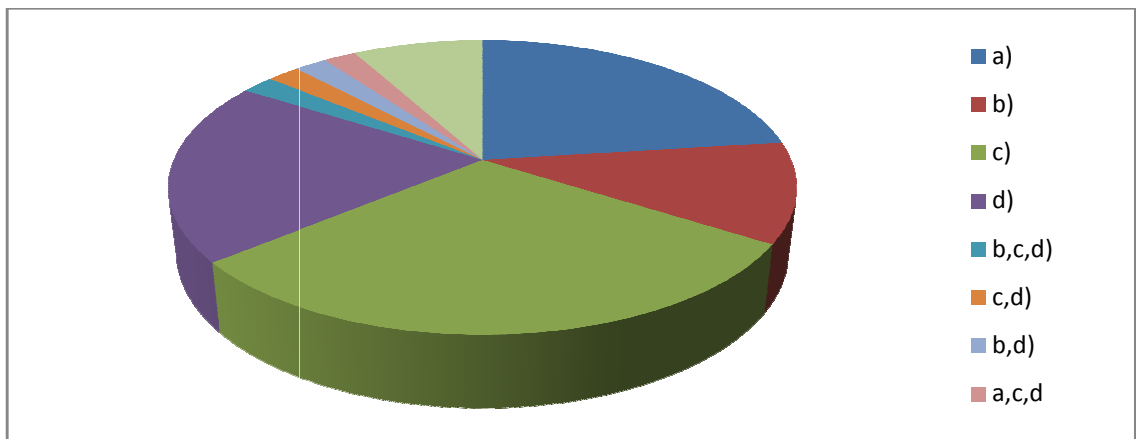


Graph: 3.15: The stereotype of close reading according to students

Question 14: Do you think that you do not participate in reading activity because:

	a)	b)	c)	d)	(b,c,d)	(c,d)	(b,d)	(a,c,d)	No answer	Total
N	12	6	15	10	1	1	1	1	4	51
%	23%	11%	30%	20%	2%	2%	2%	2%	8%	100%

Table 3.18: The reasons behind students' lack of participation to reading activity



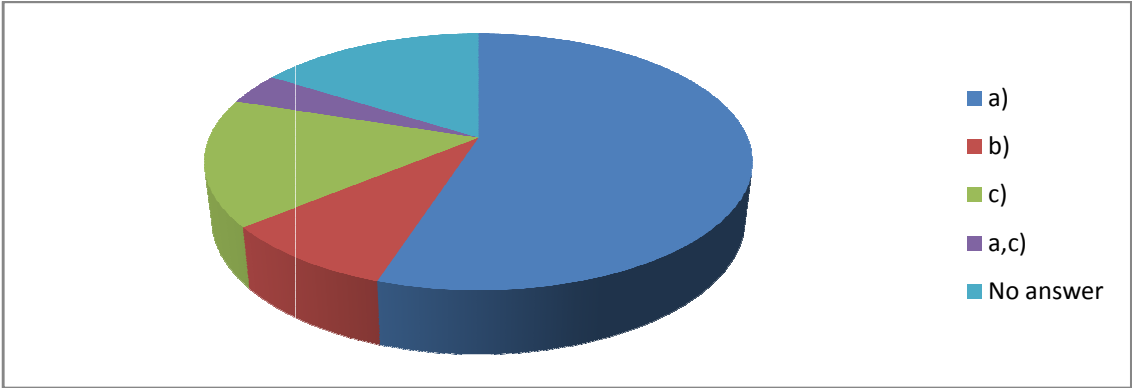
Graph:3.16: The reasons behind students' lack of participation to reading activity

Through this question, we would like to know what really hinder learners' motivation to participate in reading activity. Thus, (23%) of our selected sample admitted that they do not participate because of their poor of reading skill, (11%) declared for the fear that classmates laugh at them, (30%) stated that it is due to their lack of interest, (20%) affirmed that teachers' negative feedback is behind of this and some of them mixed two (2) to three (3) statements together making up (8%). While (8%) did not mention anything. Therefore, teachers have first to avoid negative feedback as much as they can since it hinder learners' participation and also provide learners with reading skill as far as elaborating learning condition.

Question 15: Do you think that you participate because:

	a)	b)	c)	(a,c)	No answer	Total
N	28	5	8	2	8	51
%	55%	9%	16%	4%	16	100%

Table 3.19: The reasons behind students’ participation in reading activity



Graph: 3.17: The reasons behind students’ participation in reading activity

(55%) of the students reported that they participate when they are interested by the text itself to be read, (here we have material as extrinsic motivator), (9%) affirmed for teachers praise, (teachers as extrinsic motivator) (16%) declared that they do so because of teachers positive feedback and (2) students making (4%) combined text interest and teachers feedback as reasons. While (16%) did not mention anything. As it is mentioned above, it is obvious that in order to attract learners’ attention to reading activity teachers have to take learners’ need (text) in to consideration as well as praising them and making positive feedback.

Question 16: What do you think of reading authentic materials?

Students’ opinion about reading authentic materials

_Positive view of reading authentic materials

I think that reading authentic materials can:

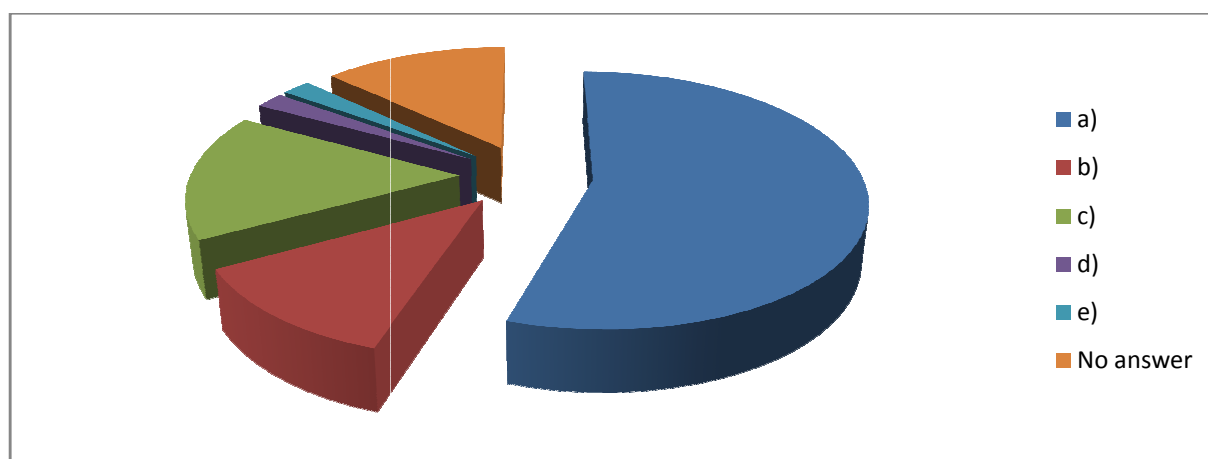
- a) Help me to be communicatively competent.
- b) Assist me to better my writing skill.
- c) Allow me to be more close to the native speakers.

_Negative view of reading authentic materials

- d) Am not interested in reading in general.
- e) We can learn in some ways regardless of reading.

	a)	b)	c)	d)	e)	No answer	Total
N	28	6	8	1	1	7	51
%	55%	12%	16%	2%	2%	13%	100%

Table 3.20: Students’ opinion about reading authentic materials



Graph:3.18: Students’ opinion about reading authentic materials

(55%) of students affirmed that in order to be communicatively competent we have to read authentic materials, (12%) stated that reading authentic materials help them to master their writing skill (how to link ideas), (16%) declared that reading authentic material help them to understand how the language is manipulate by the native speaker. Only two (2) students making up (4%) opted for the opposite due to their lack of motivation in the learning process. In addition, (13%) of students skipped the question without mentioning anything.

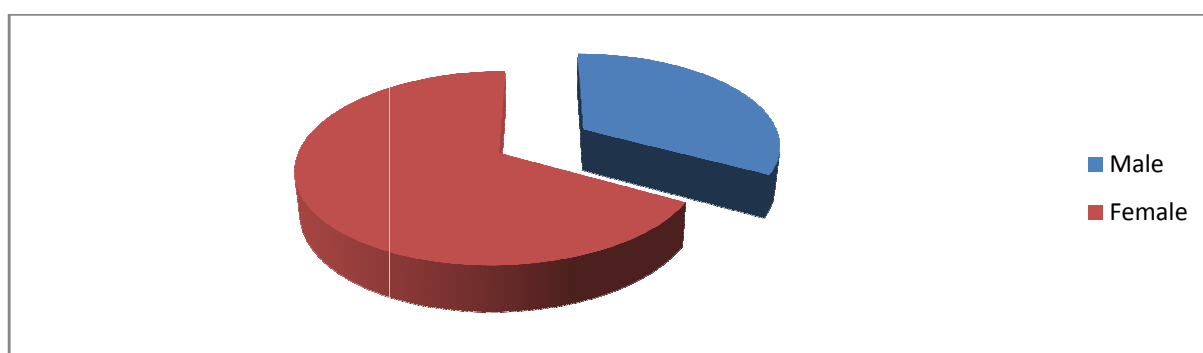
3.2.3 Analysis of teachers' questionnaire

3.2.3.1 Section one: Background information

Gender

	Male	Female	Total
N	2	4	6
%	33%	67%	100%

Table 4.1: Gender of participants



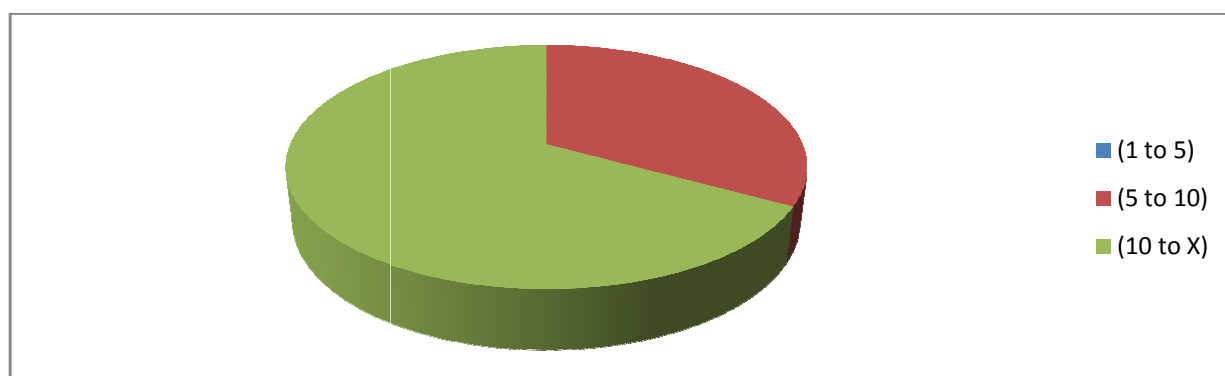
Graph: 4.1: Gender of participants

With regard to table above, it is obvious that the majority of our selected sample of teachers is females making up (67%), while (33%) represents males. These results may suggest that females are more interested in teaching than males.

Question 1: How long have you been teaching English at university?

Years	(1 to5)	(5 to 10)	(10 to X)	Total
N	0	2	4	6
%	0%	33%	67%	100%

Table 4.2: Years of teaching English at university



Graph:4.2: Years of teaching English at university

(33%) of the teachers affirmed that they have been teaching for more than five years and are with regard to our sample the portion of teachers who have experienced teaching at university for few years ago. Whereas (67%) of the teachers stated that they have started early their teaching career and they have been teaching for more than ten years.

Question 2: How long have you been teaching?

Years	(1 to 5)	(5 to 10)	(10 to X)	Total
N	1		1	2

Table 4.3: Psycho-pedagogy module

From the two (2) teachers of psycho-pedagogy module, one of them affirmed that he/she has been teaching psycho-pedagogy module for the period between one to five years. The other one declared that he/she has been teaching psycho-pedagogy module for more than ten years.

Years	(1 to 5)	(5 to 10)	(10 to X)	Total
N		1	1	2

Table 4.4: Methodology module

As it is mentioned in the table above, we have two (2) teachers of methodology module. One affirmed that he/she has been teaching this module for the period between five to ten years and the other one declared for more than ten years.

Years	(1 to 5)	(5 to 10)	(10 to X)	Total
N	2			2

Table 4.5: Didactic module

It is obvious that we have noticed two (2) teachers of didactics module and all of them stated that they have been teaching this module for the period between one to five years. No teacher (0) noted that s/he has been teaching didactics module for the period between five to ten or more than ten years. Thus, we can say that didactics teachers in this sample have started

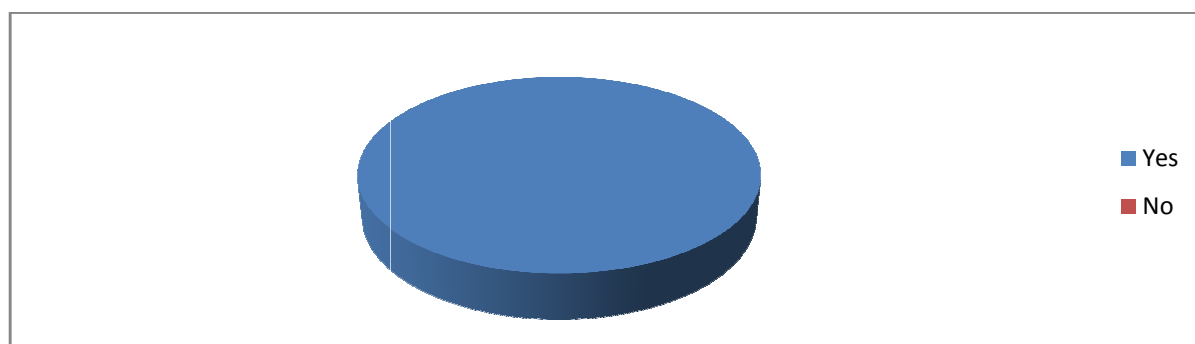
teaching this module in this few years since they all have been teaching at university for a period more than five years.

Question 3: Do you like teaching (Psycho-pedagogy, Methodology, Didactics) module?

Do please, say why?

	Yes	No	Total
N	6	0	6
%	100%	0%	100%

Table 4.6: Teachers’ feelings of teaching such module



Graph:4.3: Teachers’ feelings of teaching such module

From this question we would like to know if these teachers of these modules are really interested with teaching such. Therefore, the two of (Psycho-pedagogy, Methodology, Didactics) module making up six (6), all of them opted for “Yes”. That is to say they are all motivated in such teaching. Thus, their motivation in so doing is significant because, they have to enjoy what they are doing (teaching module) in order to make learners to enjoy what they are teaching.

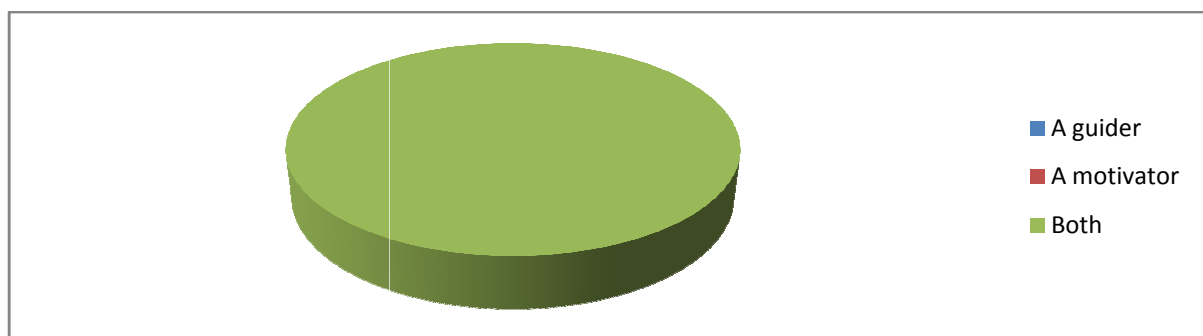
Moreover, Didactics module teachers stated that teaching such module is very interesting mainly for novice teachers. While Methodology module teachers affirmed that they are fond of research and helping students researchers and like teaching things related to practice as well as feeling that they are teaching and learning at the same time. In addition, Psycho-pedagogy teachers stated that they do like teaching such module because they consider it as the heart of education.

3..2.3.2 Section two

Question 4: What is the role of a (Psycho-pedagogy, Methodology, Didactic) teacher?

	A guider	A motivator	Both	Total
N	0	0	6	6
%	0%	0%	100%	100%

Table 4.7: Psycho-pedagogy, Methodology, Didactics or teachers' role



Graph: 4.4: Psycho-pedagogy, Methodology, Didactics or teachers' role

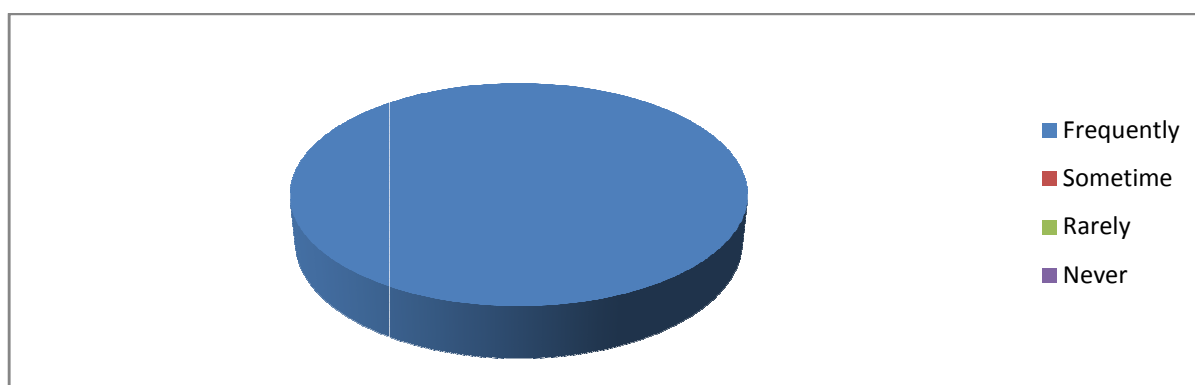
All teachers of our selected sample opted for both. That is to say teachers should be a motivator because without motivation no effective learning and guider because knowledge and awareness are important.

Question 5: How often do you motivate your students?

Whatever your answer, do please say why?

	Frequently	Sometime	Rarely	Never	Total
N	6	0	0	0	6
%	100%	0%	0%	0%	100%

Table 4.8: Teachers' frequency of motivating learners



Graph: 4.5: Teachers' frequency of motivating learners

All of the teachers affirmed that they frequently motivate their students. Under this we can understand that they believe to the fact that, if students are not motivated and involved in the course learning anything may not be effective. In addition to that we can also say that they agree with the recent teaching approaches, such as Communicative Language Teaching (CLT) as well as the Communicative Based Approach (CBA), the role of the teacher is to motivate, interact as well as guide learners to help them be on going learners by developing their autonomy.

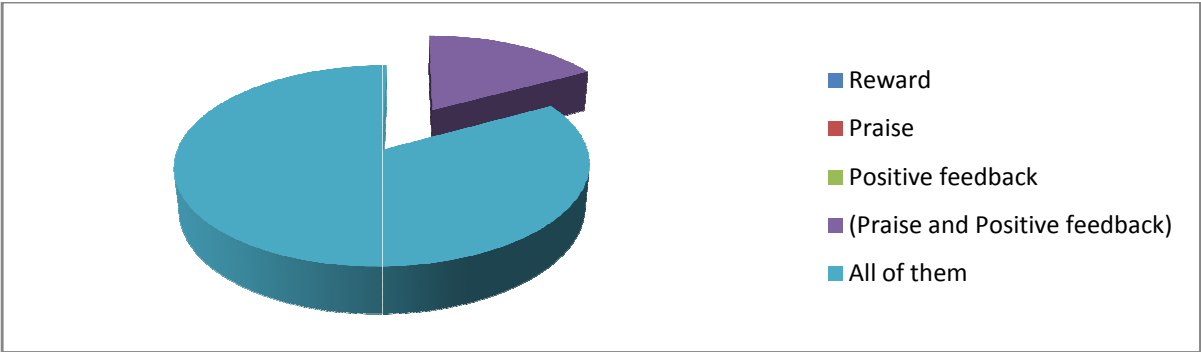
They noticed that first, (Psycho-pedagogy, Methodology, Didactic) are not so different from other subject teachers. "To be or not to be, that is the question". Then, affirmed that without motivation nothing works (no teaching and learning process will not take place) so

motivation should be always there. Finally, they suggest all teachers to motivate their learners since they have the necessary knowledge and awareness to do it.

Question 6: Which kind of motivation do you often use?

	Reward	Praise	Positive feedback	(Praise and positive feedback)	All of them	Total
N	0	0	0	1	5	6
%	0%	0%	0%	17%	83%	100%

Table 4.9: Frequency of kind of motivation often use by teachers



Graph: 4.6: Frequency of kind of motivation often use by teachers

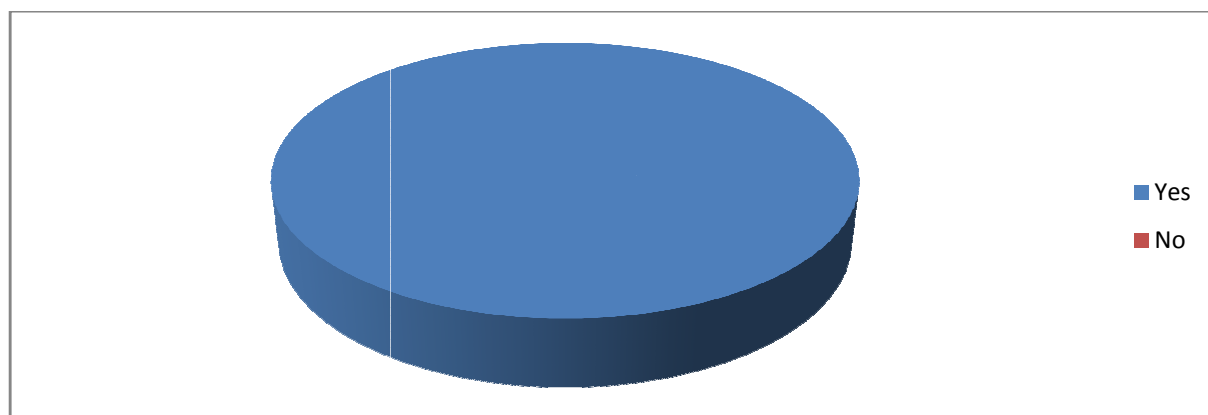
Rewarding, Praising, giving positive feedback are essential affective factors that teachers should always take into consideration. From the table above can see that (83%) of teachers stated for the use of all of these factors. while one teacher making up (17%) opted only for the use of praise and positive feedback.

Question 7: Do your students feel comfortable when they receive one of these types?

Do please, say why?

	Yes	No	Total
N	6	0	6
%	100%	0%	100%

Table 4.10: Frequency of teachers' opinion of their students feeling comfortable



Graph: 4.7: Frequency of teachers' opinion of their students feeling comfortable

When it comes to the language teaching researchers agree that motivation is everything. Thus, (100%) of the teachers making up (6) affirmed that praising, giving positive feedback and/or rewarding learners are the best ways of involving them in the course and so therefore feeling comfortable.

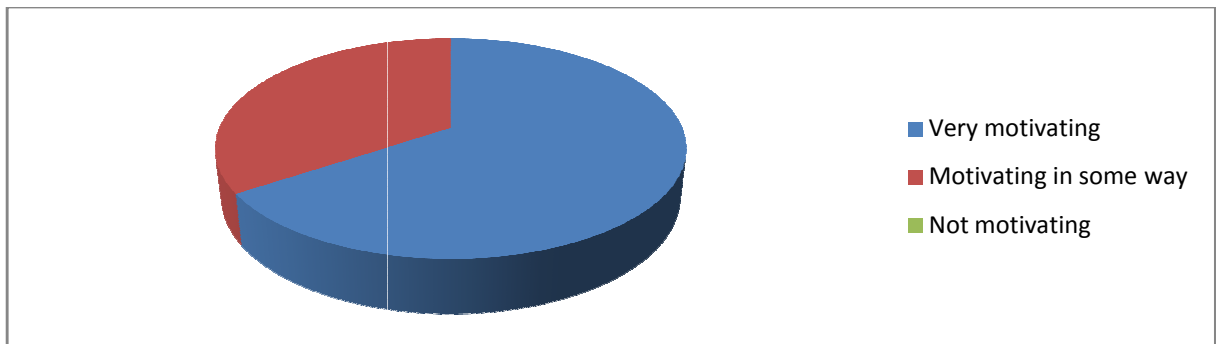
Furthermore, they stated that, by so doing learners important, able to do better and even their self esteem and self efficacy increase. Also affirmed that, by providing learners with these factors will make them love you (teacher) and love what you teach them. They noticed that they use them according to the situation and all of them used in a motivating and friendly manner.

Question 8: To what extent do you imagine the impact of this on their engagement?

Whatever your answer, do please say why?

	Very motivating	Motivating to some way	Not motivating	Total
N	4	2	0	6
%	67%	33%	0%	100%

Table 4.11: Teachers' consideration of the impact of motivation on their students' engagement.



Graph 4.8: Teachers' consideration of the impact of motivation on their students' engagement

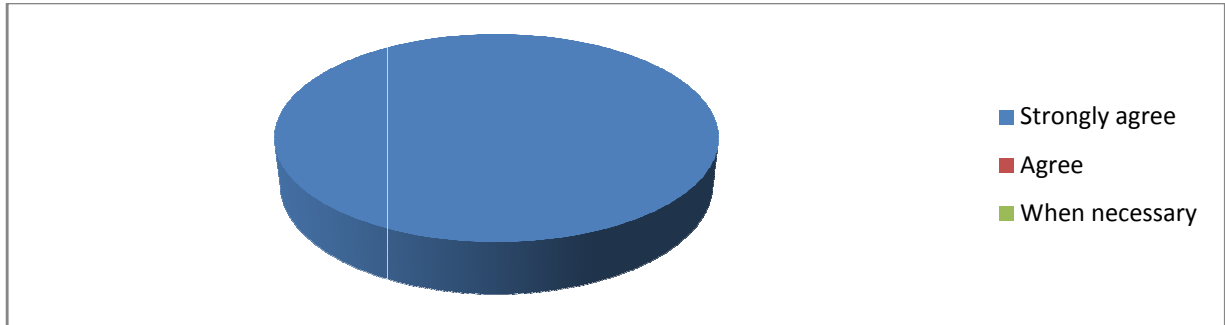
(67%) of the teachers believe that rewarding, praising and giving positive feedback their students are very motivating for their engagement while (2) teachers making up (33%) opted for motivating in some way.

Teachers stated that each time a learner receives a reward, a positive feedback or he/she is praised he/she tries to do more because, he/she will feel that he/she has the capacities to take part in the lesson. Thus, these affective factors are very important for learners' engagement since they assist them to discover themselves.

Question 9: Do you agree that in order to learn the language students have to read in it?

	Strongly agree	Agree	When necessary	Total
N	6	0	0	6
%	100%	0%	0%	100%

Table 4.12: Teachers consideration of learning a language means reading in it



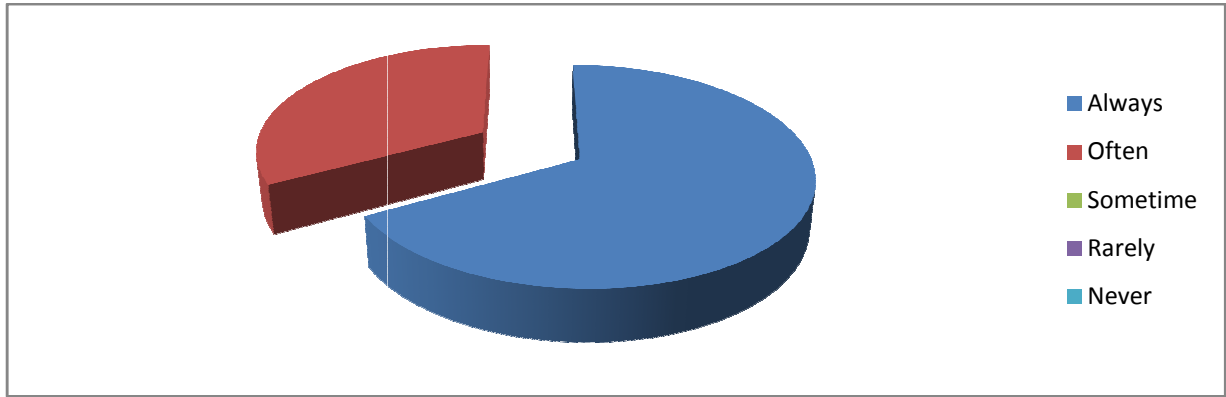
Graph:: 4.9: Teachers consideration of learning a language means reading in it.

In order to learn a language reading is very helpful mainly when it comes to the foreign language learning context. As we can see it from the table above all the teachers of our selected sample strongly agree that English foreign language students have to read English in order to learn.

Question 10: Do you encourage them to read?

	Always	Often	Sometimes	Rarely	Total
N	4	2	0	0	6
%	67%	33%	0%	0%	100%

Table 4.13: Frequency of teachers in encouraging learners to read



Graph:: 4.10: Frequency of teachers in encouraging learners to read

Teachers ought to encourage their students to read for a better mastery. (67%) of teachers affirmed that they always encourage their students to read. (33%) declared that they often do so.

Question 11: How can you describe or define close reading?

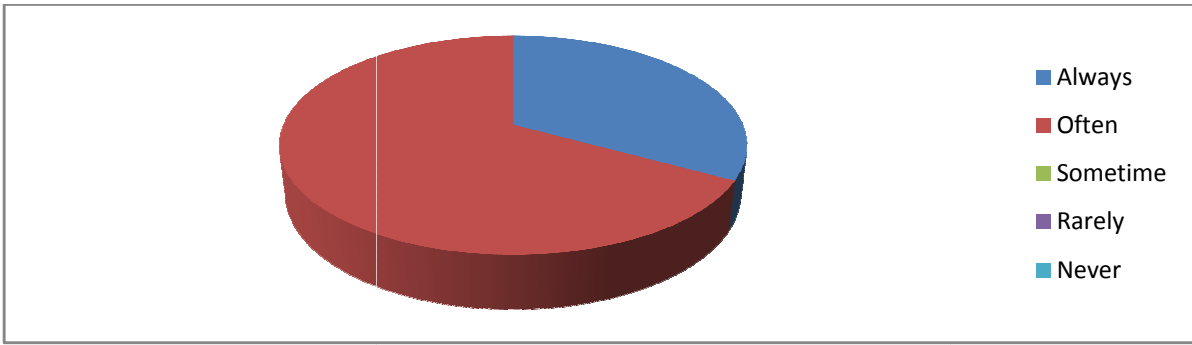
By this question, we want to know how teachers view close reading. Thus, they all affirmed that it is an analytical or a methodological reading which goes through certain processes by motivating students to read, reread and read again in order to get the text meaning from different angles. Some of them described it as a combination of both skimming and scanning a text and others as extensive reading.

Question 12: Do you ask students to undertake close reading of a text?

Do please say why?

	Always	Often	Sometime	Rarely	Never	Total
N	2	4	0	0	0	6
%	33%	67%	0%	0%	0%	100%

Table 4.14: frequency of students' initiation to close reading by teachers



Graph:: 4.11: frequency of students’ initiation to close reading by teachers

From the table above we can notice that the teachers ask their students to undertake close reading. (33%) of teachers affirmed that they always ask their students. (67%) of them noted that they often do so. Teachers excluded “Sometime”, “Rarely” and “never”.

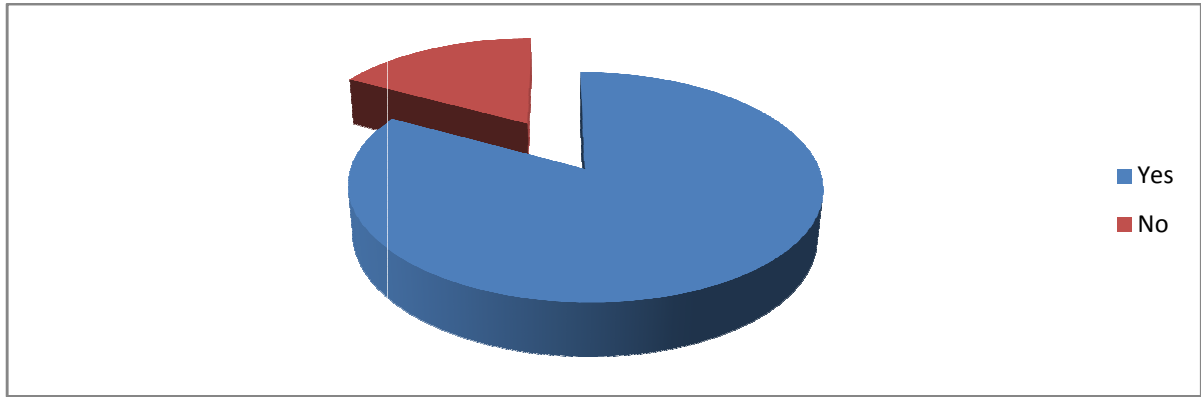
Therefore, they justified their answers by saying that it is the best way to master the target language because, reading brings fluency and this later brings mastery. Thus, they stated that for this purpose in any lesson and for any purpose, reading tasks must be integrated in order to train them understanding the main ideas as well as text texture.

Question 13: Do you explain or provide your students with strategies for a close reading of text?

Do please say why?

	Yes	No	Total
N	5	1	6
%	83%	17%	100%

Table 4.15: Teachers’ consideration of close reading strategy



Graph::4.12: Teachers’ consideration of close reading strategy

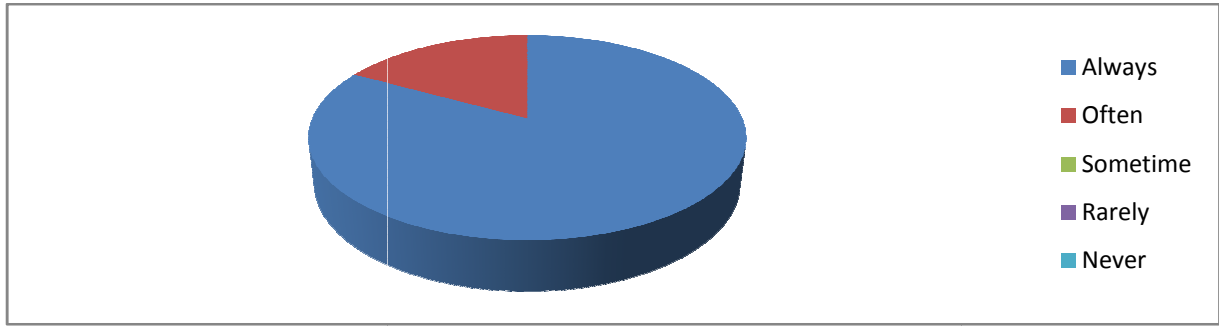
The teacher should be an instructor. (83%) of teachers affirmed “Yes” they do, as far as explaining or providing learners with close reading strategies. However, only one of them opted for “No”. All of them noticed that in doing anything, strategies (“metacognitive, cognitive” and pre- during-post) are needed to develop any kind of skill because knowledge and awareness are essential. The teacher who opted for “No” noticed that it is because reading is not part of the university syllabus.

Question 14: Do you praise them when they answer correctly after a reading of text?

Do please say why?

	Always	Often	Sometime	Rarely	Never	Total
N	5	1	0	0	0	6
%	83%	17%	0%	0%	0%	100%

Table 4.16: Frequency of teachers praise after learners’ correct answer in a reading task



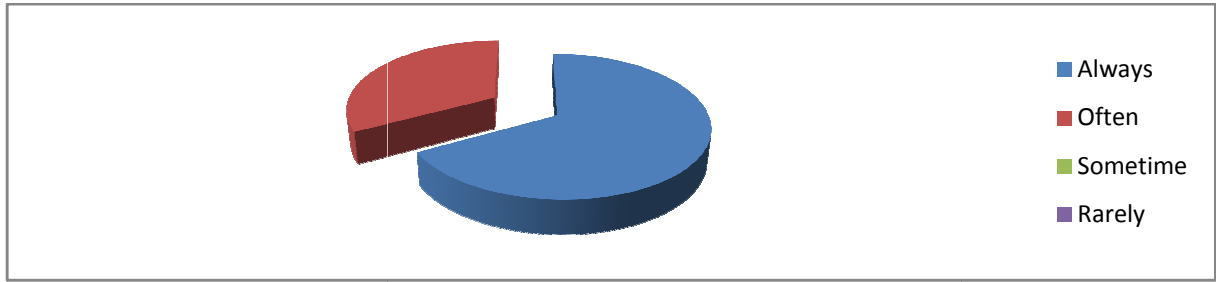
Graph:4.13: Frequency of teachers praise after learners’ correct answer in a reading task

Praising students encourages them to get involved (collaborative, cooperative, interactive and competitive). For this purpose (83%) of teachers affirm that they always praise their student when they answer correctly a reading comprehension question. One of teachers making up (17%) of them opted for often. But all of them agree on the common point that praising students develop their motivation and self confidence. Regardless of this idea, the teacher who opted for often stated that reading closely a text is a task performed by the learner alone since reading is not an implemented skill at university that is why we (teachers) have to praise learners who volunteer to do such tasks.

Question 15: Do you take their feelings into account when inviting them to read?

	Always	Often	Sometime	Rarely	never	Total
N	4	2	0	0	0	6
%	67%	33%	0%	0%	0%	100%

Table 4.17: Frequency of teachers on students’ feelings before asking them to read



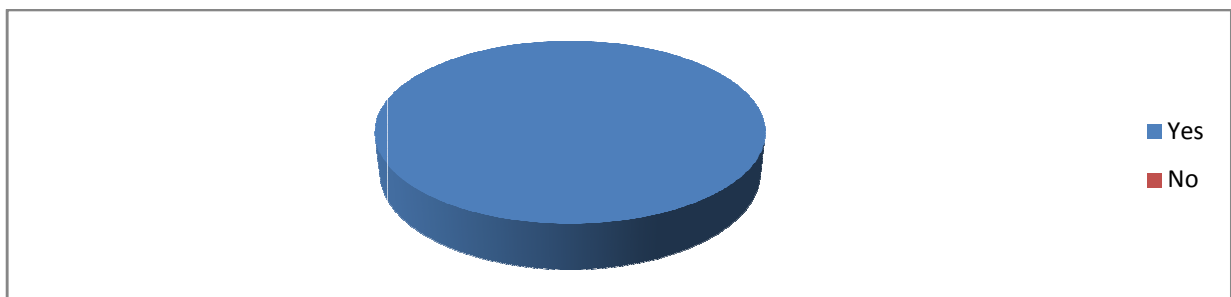
Graph:4.14: Frequency of teachers on students' feelings before asking them to read

It is said that teachers have to consider their students feelings in order to avoid giving them negative feedback. (67%) of teachers declare that they always consider it while (33%) of them opted for often

Question 16: Does this encourage them to participate?

	Yes	No	Total
N	6	0	6
%	100%	0%	100%

Table 4.18: Teachers consideration of taking into account students feelings on their participation



Graph: 4.15: Teachers consideration of taking into account students feelings on their participation

The whole teachers, making up (100%), affirmed that praise encourage students to participate.

Question 17: Do you think that they participate because:

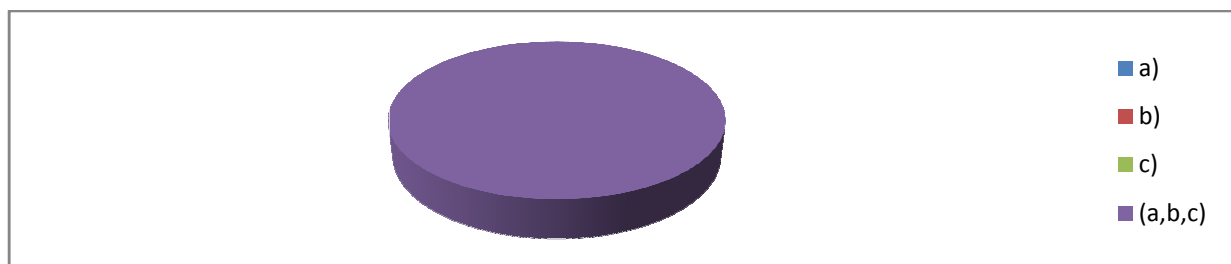
_ a) They are extrinsically motivated

_b) They are interested by the text

_c) They like you (the teacher)

	(a, b, c)	(a, b or c)	Total
N	6	0	6
%	100%	0%	100%

Table 4.19: Teachers opinion behind students' participation



Graph:4.16: Teachers opinion behind students' participation

By asking this question, we want to know the reasons behind the students' participation. (100%) of teachers making up (6) affirmed that the students participate because they are “motivated” (a,b,c).

Question 18: Do you think that students do not participate because:

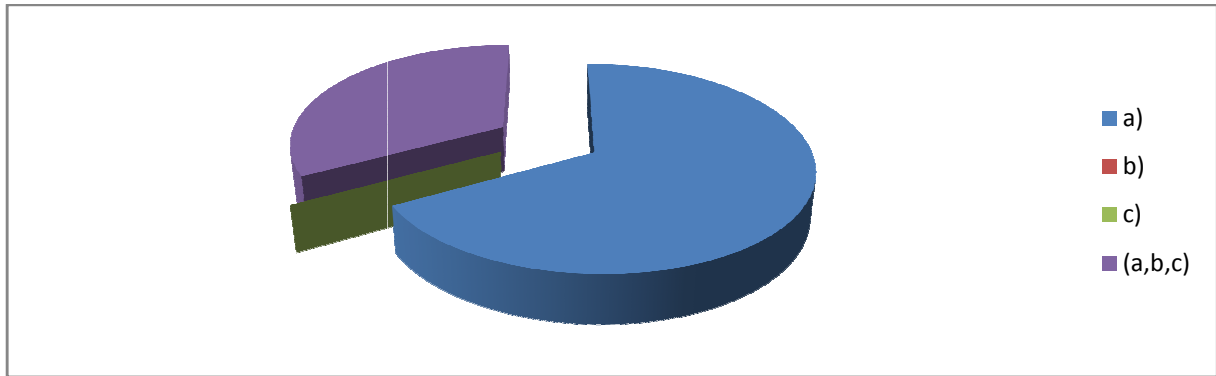
_a) They have a poor reading skill

_b) They are shy

_c) They are not interested by the text

	a	(a,b,c)	Total
N	4	2	6
%	67%	33%	100%

Table 4.20: Teachers opinions about students lack of participation



Graph: 4.17: Teachers opinions about students lack of participation

(67%) of the teachers stated that students do not participate because they have a poor of reading skill. That is to say, possessing strategies proves to have an important role in reading motivation because the more strategies readers possess, the higher their beliefs about their abilities are, and the more they are likely to engage in reading and reading activities, which would result from an increase in intrinsic motivation (Deci et al., 1991). (33%) affirmed that their lack of participation may be due to many factors such their poor reading skill, shyness and their lack of motivation.

Question 19: According to you, teaching a language means:

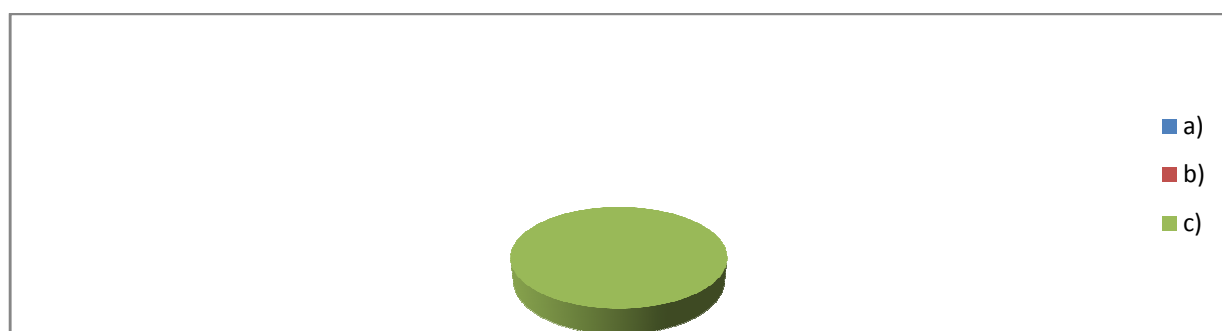
_a) Teaching a close reading strategies using authentic material.

_b) Knowing how to motivate learners.

_c) Both.

	a)	b)	c)	Total
N	0	0	6	6
%	0%	0%	100%	100%

Table 4.21 : Teachers consideration of language teaching



Graph: 4.18: Teachers consideration of language teaching

It is obvious from the table above that all of the teachers making up (100%) declared that teaching a foreign language means knowing how to motivate learners and providing them with strategies for a close reading authentic material. Thus, motivation is very significant for learners' engagement. This later should be directed through close reading authentic material since it helps learners to understand how the language is used by native within the speech community. The next question gives more details about that.

Question 20: I take it for granted that you are experienced teacher, what do you think about the implementation of close reading strategies using authentic material?

Our entire selected sample agrees that, it is very beneficial to implement strategies of close reading using authentic material since it will help them develop not only their linguistic skill but also their analytical as well as their writing abilities. Therefore, they have suggested

giving more importance to reading in the curriculum because authentic materials are now not a big issue, they are available.

Question 21: How often do you think that extrinsic motivation factors can impact learners' engagement?

This question was asked to collect qualitative data about teachers' opinion on the impact of extrinsic motivation factors in engaging students. First of all, teachers of our selected sample noticed that it is up to a given teacher to mold his/her learners. Then, affirmed that extrinsic motivation is every important for learners engagement but claimed that other conditions should be taken into account like number of students where teachers cannot control all of them plus the time given and when, how to give feedback. In addition, some of them finally opted for a combination of both (intrinsic and extrinsic motivation) in order to complete one another because they are all necessary for learners' involvement. However, others put them into compete and gave the priority to intrinsic motivation because it last longer.

3.2.4 Discussion

The analysis of the students' questionnaire reveals that the affective factors do really impact their level of engagement through a close reading of authentic material since, rewarding students for completing a task improved self-esteem, which increases motivation Terrel and Rundulic (1996). The learners' answers, in part two, demonstrated that those who are really extrinsically motivated to study the English language show a great deal of interest in reading. It may be in the same range of idea that Anderson, Hiebert, Scott and Wilkinson (1985) claimed that motivation is a major concern in improving reading and consequently fostering literacy. Also the analysis answers revealed that there is a strong link between their

extrinsic motivation and their engagement through close reading. In addition, this analysis affirmed that their achievement is directed by their engagement through close reading authentic material since this later will provide them with significant knowledge to better their level of mastery.

The teachers' questionnaire analysis, as the students' one, affirm that praising, rewarding or giving positive feedback are effective methods that promote motivation and encourage learners to read. This idea was supported by Meyer (1995) who argues that motivating students to become active readers requires a national program that rewards reading. In the second section, the majority of the teachers' answers revealed that they see that their students are really engaged in close reading when they are motivated giving many justifications to support their points of view. The analysis of answers also demonstrated that all teachers seem to agree that in order for their learners to achieve their learning goal, they should read closely authentic material. This idea goes with Honey Han (2000) one who asserted that authentic texts "can enrich and enhance the curriculum with information that is current, practical, relevant, and significant. Students are able to appreciate the main purpose of reading, which is to read for pleasure, information, and survival". Through reading authentic texts, students develop a connection between literacy at home and in school, allowing them to broaden their knowledge base and deepen their learning. Therefore, without reading, nobody can develop mainly analytical or writing skill needed in English foreign language learning context.

However, motivation has been subjects of intensive research. That is to say, that it was appreciated with regard to its two general classes. Thus, extrinsic motivation parameters are no longer an ideal fact for students' achievement. Vallerand et al. (1989) explain that intrinsic motivation for achievement means that individuals undertake activities for the sake of the pleasure its achievement provides, to face new challenges, or to create something new. Therefore, as it is said by one teacher of our selected sample "In fact we prefer intrinsic

motivation because it lasts longer”. This maybe a suggestion that teachers should enhance intrinsic motivation through arousing interest in learners, maintaining students’ curiosity, using variety of interesting presentation modes, and helping students set their own goals. In addition, in order not to put these two types of motivation into compete but to complete one another, teachers should, also, maintain extrinsic motivation by expressing clear expectations, providing learners with clear, intermediate and frequent feedback (verbal praise).

3.2.5 Observation

Briefly speaking, our intention behind this observation were to make a comparison between what students and teachers noticed in the questionnaires and what actually goes in the classroom. For the data collection we have assisted to one (1) lecture in each module (psycho-pedagogy and methodology) per week since 5 April to 19 April 2015 making up three lectures in each module. Therefore, this observation was a passive observation using a checklist. Thus, the analysis of this data attempts to highlight the most outstanding aspects that have already been seen in the analysis of questionnaires.

Here are the most important key points of our observation checklist:

- _ Do teachers actually provide learners with affective factors?
- _ Which kind of motivator factors do they often use?
- _ How it is perceive by the learners?
- _ Does this actually motivate them to participate?

First of all, motivation is an effective element for fostering learning and it is highly recognized and emphasized by teachers who acknowledge their role to motivate students. Therefore, when we asked students about their interest in reading, the majority of them

claimed that reading is interesting for them. So we can safely put it teachers effort to motivate students are fruitful. Thus, we have observed that all teachers try to raise students' motivation through acknowledging what they can do and praising them in case they do well.

Conclusion

A number of researches in academic contexts acknowledge the benefits of motivation on three main dimensions: learners' engagement, learners autonomous and learners' achievement as stated in the first chapter. These dimensions are the basis to successful learning and should be considered in every aspect of learning and teaching. For this reason, teachers should carefully reconsider their techniques of motivating learners. Therefore engaging learners through close reading authentic material is very great for learners achievement since close reading authentic material provides learners with communicative competence abilities. Thus, the question to be answered is whether we can generalize these results to the whole population of the study. In fact, the impact of extrinsic motivation parameters through a close reading can be a very unstable feature because it is highly influenced by individuals' experiences with reading tasks and, therefore, it would be very delicate to make any generalizations as far as these parameters are concerned in human science.

General Conclusion

Conclusion

To sum up, this dissertation is an attempt to see the connection between extrinsic motivation factors on students' engagement and so therefore the correlation of this later with close reading of authentic material on their achievement. Thus, knowing how to motivate learners and providing them with effective strategies for a close reading authentic material are very essential in teaching English. That is to say, teachers should give more importance to motivation parameters such as stressing on the use of “praise”, “positive feedback” and “reward”. Because the extent to which a student is motivated define the extent of his/her engagement. Therefore, this later seems to be significant for achievement when linked toward a close reading authentic material.

In addition, in doing anything knowledge and awareness are very essential. For this purpose teachers should provide learners with different reading strategies that cover the instruction of strategies to be used for a close reading. If the purpose of close reading is not only the understanding of what is printed but also paying a particular attention to any single detail with the regard to the reader background information, it would be better to close read authentic material in order to build certain culture in the foreign language.

Moreover, results from the analysis of students' questionnaire and the observation support our research hypothesis which postulates that if an effective consideration is given to the extrinsic motivation parameters to engage learners, they can readily be motivated to engage in close reading of authentic material. This research may be supported by further research for the sake of improving these affective factors to involve learners through a close reading of authentic material in order to quantify the extent to which good close readers of authentic material are good writers.

The results of this investigation as any study, inevitably contains some constraints, limitations and recommendations.

_The most significant limitation is that of time. Because of time constraints, it was only possible to describe the variation and diversity of extrinsic motivation factors through a close reading authentic material. Some more time would help extend the study to identify or quantify the extent to which these factors connect with each other impact students' engagement through close reading authentic material within individuals in order to check the persistence of these individuals by the time with regard to their writing abilities for instance.

_Another limitation consists in the number of participants to the study. Though the respondents who participated in the main study represent 15% of the third year students, the results obtained cannot be generalized to all learners. A better setting would have included a great number of students from different levels.

_In addition, as in the direction of our hypothesis and sample, the observation in didactics module was impossible since third year LMD students did not have this module in the second semester during which time the observation should take place.

_Because of its significant contribution in learning process teachers should constantly motivate their learners. One of the great teacher stated that "as a teacher, the best moment of my personal proud is when I accompany a learner during few years, then I meet him as a colleague teacher this is my success and achievement". That is to say, teachers should consider their learners' success and achievement as their own.

_Decision makers should think about integrating **READING** as a module in our syllabus. Then, authentic material should be available to all learners and reading strategies should also be considered. Because the more strategies readers possess, the higher their beliefs about their abilities are, and the more they are likely to engage in reading and reading activities, which would result from an increase in intrinsic motivation (Deci et al., 1991).

Appendices

Appendix A

Questionnaire for the Students

Fellow students,

The present questionnaire is designed to collect information needed for the accomplishment of our master's dissertation. We would be very grateful if you could answer the following questionnaire for the sake of our study about the impact of **extrinsic motivation** (the use of **reward** and **feedback**) in enhancing students' engagement through **close reading** authentic material.

Please, put a tick (√) in the corresponding box and make full statements whenever necessary and also you can give more than one answer where necessary.

Section One

Age:

Gender:

a- Male

b- Female

1. How long have you been studying English? years.

2. Was coming into English your personal choice?

a- Yes

b- No

3. What is your proficiency in English like?

a- Very good

b- Good

c- Average

d- Poor

4. Do you like English?

a- Very much

b- Fairly much

c- Not much

State your reasons whatever your choice is

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

5. Do you feel up to undertake reading authentic material on your own?

a- Yes

b- No

Why?

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

Section Two

6. How often do you receive reward or feedback outside the classroom?

a- Often

b- Sometimes

c- Rarely

d- Never

7. How often do you receive reward or feedback in the classroom?

a- Frequently

b- Sometimes

c- Rarely

d- Never

8. Does your teacher praise you when you answer correctly?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never

9. How do you feel when your teachers praise you in front of your classmates?

a- Comfortable

b- Uncomfortable

Whatever your answer, please express your feelings/ and or attitudes?

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

10: Does this motivate you to read more/ extensively?

a- Yes

b- No

11. To what degree do you agree that in order to master English you need to read in extensively English?

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

12. Does your teacher urge you to use *close reading*?

a- Always

b- Often

c- Never

13. What does close reading evoke for you?

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

14. Do you think that you do not participate in reading activity because?

a- You have a poor reading skills

b- You fear that your classmates would laugh at you

c- You are not interested

d- Fear of teachers' negative feedback

1. Do you think that you participate because you

a- Are interested by the text in front of you

b- Are waiting for teachers praise

c- Are waiting for teachers positive feedback

17. What do you think of reading authentic materials?

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.....
.....

Thank You!

Appendix B

Questionnaire for the Teachers

Dear teachers,

The current questionnaire is designed with a view of collecting information needed for the accomplishment of our Master's dissertation. The latter undertakes to study the impact of the use of reward and feedback in enhancing students' engagement through close reading of authentic material.

Please, put a tick (✓) in the corresponding box and make full statements whenever necessary and also you can give more than one answer where necessary.

Thank you very much indeed

Section One

Gender:

a- Male

b- Female

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

a- One to five (1 to 5) years

b- Five to ten (5 to 10) years

c- More than ten (10 to X) years

2. How long have you been teaching the Methodology module?

a- One to five (1 to 5) years

b- Five to ten (5 to 10) years

c- More than ten (10 to X) years

3. Do you like teaching Methodology module?

a- Yes

b- No

Do please, say why?

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

Section Two

4. What is the role of a Methodology teacher?

a- A guide

b- A motivator

c- Both

5. How often do you motivate your students?

a- Frequently

b- Sometimes

c- Rarely

d- Never

Whatever your answer, do please say why?

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

6. Which kind of motivator do you often use?

a- Reward

b- Praise

c- Positive feedback

d- All of them

7. Do your students feel comfortable when they receive one of these types?

a- Yes

b- No

Do please say why?

.....

.....

.....

.....

8. To what extent can you imagine the impact of this on their engagement?

a- Very motivating

b- Motivating in some way

c- Not motivating

Whatever your answer, do please say why?

.....

.....

.....

9. Do you agree that in order to learn the language students have to read in it?

a- Strongly agree

b- Agree

c- When necessary

10. Do you encourage your students to read?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never

11. How can you describe or define close reading?

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

12. Do you ask students to undertake close reading of a text?

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

Do please say why?

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

13. Do you explain or provide your students with strategies for a close reading of text?

- a- Yes
- b- No

Do please say why?

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

14. Do you praise them when they answer correctly after a close reading of text?

- a- Always
- b- Often
- c- Sometimes
- d- Rarely
- e- Never

Do please say why?

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

15. Do you take their feelings into account when inviting them to read?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never

16. Does this engage them to participate?

a- Yes

b- No

17. Do you think that they participate because?

a- They are extrinsically motivated

b- They are interested by the text

c- They like you (the teacher)

18. Do you think that students do not participate because?

a- They have a poor reading skill

b- They are shy

c- They are not interested by the text

19. According to you, teaching a foreign language means:

a- Teaching a close reading strategies using authentic material

b- Knowing how to motivate learners

c- Both

20. I take it for granted that you are an experienced teacher, what do you think about the implementation of close reading strategies using authentic material?

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21. How often do you think that extrinsic motivation factors can impact learners' engagement?

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Personal Contribution

Do please feel free to write your comments.

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Thank you ever so much indeed.

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RESUME

La présente étude vise à étudier l'apport de la motivation qui a pour vocation l'incitation à une lecture critique des œuvres authentiques par les étudiants de la troisième année (LMD) Anglais comme langue étrangère au Département des Lettres et Sciences Humaines Université Mohamed Kheider de Biskra.

En effet, nous avons émis une certaine hypothèse qui se présente de façon que voici: Ces étudiants auraient une motivation multidimensionnelle pour une lecture critique des œuvres authentiques si une attention particulière est donnée de façon tous azimute aux paramètres de cette motivation transcendante.

Ces étudiants auraient une chance de se lancer humblement dans le processus d'acquisition si ils sont assistés par des techniques et méthodes d'une lecture critique pour comprendre des textes, vidéos, image photographiques...

Ces étudiants auraient une chance d'atteindre le niveau de leurs autonomies si les œuvres authentiques sont accessibles pour eux.

En amont, pour décanter le bien fondé de nos hypothèses nous avons d'abord effectué une observation de classe dans trois (3) modules (Psychopédagogie, méthodologie et didactique) et trois séances dans chaque module. Ainsi, nous avons utilisé deux questionnaires un pour 51 étudiants de troisième année LMD et l'autre pour 6 professeurs repartis en trois modules Psychopédagogie, méthodologie et didactique module, soit 2 professeurs dans chaque module. Force est de constater que ces 51 étudiants et les 6 professeurs constituent notre échantillon de recherche effectué dans l'université Mohamed Kheider de Biskra pour l'année académique 2014-2015.

En aval, l'analyse des résultats obtenus des observations et des questionnaires ont révèlés que les étudiants, professeurs participants à l'étude ont modestement confirmés nos hypothèses, ce qui signifie que cette motivation qui émane de l'extérieur est d'un apport capital dans l'incitation des étudiants vers une lecture critiques des œuvres authentiques qui d'ailleurs sans risque de se tromper est la condition sinequanone pour une maîtrise d'une langue étrangère.