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The Influence of Teacher's Professionalism on EFL Learners' Motivation

The Case of Master 02 Students of English at the university of Mohamed khider, Biskra

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Dedication

I dedicate this work to:

My beloved parents, **Abd El Kadder** and **Nour El Houda**

To my brothers **Zoubeyr** and **Housseyn**, and my sister **Amina**.

To all my **Friends**.

Thank you all for your support and encouragement through this
journey.

I love you all!

May Allah bless you all!

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Abstract

English became a lingua franca in the last decades, and it is essential in all fields and domains, which made learning English a necessity for individuals to communicate worldwide. Therefore, having an effective educational process of English became the aim of universities, which requires professional teachers and motivated learners. Consequently, it lead us to conduct this study to identify the importance and influence of teachers' professionalism on learners' motivation and enhance it by developing their professionalism. We hypothesized that teachers' professionalism and learners' motivation have a relative relationship. And that teachers' level of professionalism has a direct influence on their learners' motivation. We adopted the mixed-method approach for the study at hand. To gather data, we submitted a questionnaire online to the English students of master two at the University of Mouhammed Khider Biskra. The findings from the collected data showed agreement with our hypothesis by the respondents; meaning, the results proved that the relation between the teachers' professionalism and the learners' motivation is a relative relationship. In addition, the level of teachers has a direct impact on the learners' motivation, and that teachers need to motivate their learners, be more professional, vary the use of teaching strategies, and be more work ethical. Additionally, according to learners, teachers need to develop and enhance their professionalism because learners tend to mimic their teachers. Therefore, teachers must continually develop their professionalism and undertake training and seminars to ensure this development. Due to the fact that an effective teaching and learning experience requires teachers that know how to outcome challenges and well aware of the possible ways to motivate their learners.

Key words: Teaches' professionalism, Learners' motivation

List of Abbreviations and Acronyms

&: and

CPD: Continuing Professional Development

Et al: Et alii (And Others)

i.e.,: that is

(n.d): No date

%: percent

EFL: English as a foreign language

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General Introduction

General Introduction

This study aims to investigate on the relation between the teachers' professionalism and learners' motivation, and to know how teachers can develop their professionalism motivate their learners and result in an effective learning proves. Therefore, this research will be built on two theoretical chapters and a practical. First, chapter one is entitled "Teachers' Professionalism Development." We will identify teachers' professionalism as well as the qualities of a good teacher. Moreover, we will explain how important it is to develop their quality and how to develop effectively. Furthermore, examples of realizing this development will be introduced. Like, attending continuing professional development programs (CPD); also, teacher training programs, both pre-service and in-service teacher training programs. Besides, the will to clarify teacher competencies, training requirements, and professional learning for teaching. Additionally, to explain the relation of teacher character and creating positive classrooms. All of which is to clear the possible tools that can help teachers develop

Second, the third chapter is entitled "Learners' Motivation." It will start by defining the learning and educational processes. After that, we will identify motivation and two of its types: intrinsic/extrinsic motivation and Maslow's hierarchy of needs. In addition, the importance of knowing learners' characteristics as well as the characteristics of successful learners. Furthermore, a definition of learning preferences and definition of learning styles all visual, aural, read/write and kinesthetic learners; also, the importance of knowing the learning styles. Followed by defining the models of learning styles both Gardner's multiple intelligences and learning style model and Kolb's experiential learning style model. Finally, a definition of learning strategies. All in all, it helps both learners define their own learning styles and learning strategies, and the teachers to know the variety of their learners' learning styles and learning strategies.

Finally, the practical chapter entitled “Data Analysis” .In it we will define some basic research methodology terms and analyse. The approach we will be using is the mixed method approach For which we collected data by submitting an online students’ Questionnaire for Master two English students at the University of Mouhammed Khider Biskra. The questionnaire is used to collect data that will enable us to discuss our research questions and hypothesis.

1. Statement of the problem

Studies prove that teacher's professionalism is a necessary characteristic that every teacher has to obtain in order to be competent and to be able to motivate his/her learners. Despite that, learners in the English department at the University of Mohamed Kheider Biskra reveal a certain level of teacher's unprofessionalism. This can be seen in the teacher's lack of support to students and their needs such as enhancing the learning environment. Also, personalizing the students' demands as if they were personal problems. This causes an unprofessional treatment to the students' needs and demands, which lead to the demotivation of students through the academic year. Furthermore, teachers state that the learners' level is decreasing every year claiming that students do not want to study. In addition, the long time it takes teachers to give feedback on tests even sometimes not providing the correction due to lack of time. All of that puts a question mark on the teachers' professionalism and how they could be influencing their students through such acts.

2. The aim of the study

This study aims to clarify the importance of teachers' professionalism and developing it and its influence on learners' motivation. Also, the relation between teachers and learners through the learning process. Moreover, provide clear information about the learning motivation theories which help teachers to motivate learners.

3. Significance of the study

The significance of this study is its contribution to know the relation between the teachers' professionalism and the learners' motivation. Also, to clarify the importance of teachers' professionalism in intriguing the learner's motivation. In addition, knowing the learning motivation theories. Furthermore, to clarify the influence of creating a positive relation between learners and their teachers.

4. Research Questions

This research will answer the following questions:

- 1- How can teachers enhance their level of professionalism to increase their learners' motivation?
- 2- What kind of relationship and influence does teachers' professionalism have on learners' motivation?

5. Research Hypotheses

Based on the research questions we hypothesize that:

1. Teachers' professionalism is an integral feature to increase learners' motivation.
2. The relationship between teachers' professionalism and learners' motivation is a relative relation.

6. Methodology

To confirm the hypotheses and gain workable data, this research is conducted to prove the importance of knowing the learning motivation theories, and the teachers' professionalism's role to have an effective teacher. According to the nature of the research, it will be held under the mixed method approach since we need to define the relation between our variables.

6.1. Population and Sampling

Our study is at Mouhamed Kheider University of Biskra, with master two students of English division. The purpose of choosing this sample is the variety of different experiences students had with teachers along their learning process.

6.2. Data Gathering Tools

Data will be collected using a questionnaire consisted of structures. The questionnaire will be administered to the participants online due to the current situation of the pandemic. The data

collected will be based on students' real life experiences along the five years of learning they passed, which makes the data collected factual.

6.3. Data Analysis

The gathered data would be analyzed automatically and manually using Google forms and Google sheets.

7. Structure of the Dissertation

This research is built on three chapters, two theoretical chapters and a practical one. Chapter one is to clarify the importance of the teacher's professionalism and developing it. Also, mentioning the qualities of a good teacher and teachers training. Chapter two is about the learners' motivation, to define the learning motivation, learning theories which could be used by teachers. Furthermore, to clarify the qualities of good learners. Chapter three is devoted to the field work analysis which will explain the relation between the teachers' professionalism and the learners' motivation through the collected data

Chapter One:

Teachers'

Professionalism

Development

Chapter One: Teachers' Professionalism Development

Introduction

Teaching is a fundamental part of education. Through it, teachers relate between students and the subject matter to result in a proper learning process. That means teachers play an essential role in developing learners, enhancing their learning skills, and motivating them. Therefore, this chapter will tackle the concept of teachers' professionalism development and shows how it is possible for teachers to keep developing professionally. In order to accomplish that, we will identify teachers' professionalism as well as the qualities of a good teacher. Moreover, we will explain how important it is to develop their quality and how to develop effectively. Furthermore, examples of realizing this development will be introduced. Like, attending continuing professional development programs (CPD); also, teacher training programs, both pre-service and in-service teacher training programs. Besides, the will to clarify teacher competencies, training requirements, and professional learning for teaching. Additionally, to explain the relation of teacher character and creating positive classrooms. Overall, it is to spot the light on the aspects that enable teachers to develop professionally and, as a result, to enhance the educational process for themselves and the learners as well. Because no matter how professional teachers are or naturally gifted, it is essential for them to keep developing professionally.

1.1. Definition of professionalism

Professionalism is doing a job with competence, ethics, skill, and courtesy. It can distinguish between someone who gets paid for doing work professionally and an amateur person. Professionalism is to describe someone who shows professionalism through taking their work seriously, "Dictionary definition," ("professionalism, "n.d.). Therefore, professionalism is identified by high standards that should be seen in a worker through doing his job, for example: to be ethical, skillful, competent, and serious.

1.2. Definition of teachers' professionalism

According to Baggini (2005), professionalism is defined for today's teachers as the amount to which they can overcome challenges and use their abilities and experiences connected to their job. Additionally, a professional teacher refers to a person paid to teach at the most basic level; at a higher level, it can apply to teachers who represent the best in the profession and establish the highest standards (Tichenor and Tichenor, 2005). For Phelps (2006), professionalism is increased when teachers apply excellence as a criterion for evaluating their actions and attitudes. In other words, the highest standards are used to assess professionalism. Therefore, teachers' professionalism is set by high standards that can be seen in the way they outcome problems and their field-related capacities.

1.3. Qualities of a good teacher

A good teacher should have certain qualities that enable him to improve teaching. Therefore, he is to be easy to deal with and friendly. Also, capable of creating a solid bond with his learners. For that, Azer (2005, pp67-68) mentioned these good teacher qualities. To start, a good teacher is devoted and passionate about his work, and it shows that in the manner he seeks to fulfill his learners' needs. In addition, he is a main source of motivation. In addition, he works on developing his learners' critical thinking by acknowledging them about how to organize and evaluate ideas critically. Finally, a good teacher deeply listens and interacts with learners while communicating with them, and he does his work with integrity. Therefore, a good teacher takes his work seriously and inspires his learners to work hard and keep developing their skills through the learning process.

Moreover, Rodgers et al. (1997) claimed that good teachers are full of positive attitudes towards learners. Also, they are creative and do take care of learners.

1.4.Improving Teacher Quality

" improving teacher quality including increasing the number of highly qualified teachers in the classroom... increasing student access to institutions of higher education...providing funding for teacher preparation, training for teachers already in the classroom"(Ashby, 2009,p.11). Teachers should be prepared and taught the primary skills for teaching effectively in order to increase the quality of their instruction. The teacher's quality is likely to improve by practice, hard efforts, attending seminars and workshops.

1.5.Definition of Continuing Professional Development (CPD)

Professional development guides teachers to improve and learn new needed knowledge to become effective teachers that can help solve learning difficulties students face in the classroom. Mizell (2010) defined professional development as follows:

Professional development refers to many types of educational experiences related to an individual's work. Doctors, lawyers, educators, accountants, engineers, and people in various professions and businesses participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job. (p.3)

That means that professional development enables individuals to learn about new skills that will help them develop their performance despite the nature of their work. In other words, it is essential to develop professionally in all fields.

Whereas continuing professional development is based on learners' needs continuous self-assessment. CPD leads teachers to improve and develop their skills, habits, and competence. In other words, it helps teachers gain knowledge that empowers them to be updated.

Moreover, Megginson and Whitaker (2003) stated that “Continuing Professional Development (CPD) is a process by which individuals take control of their learning and development, by engaging in an on-going process of reflection and action...CPD provides the

opportunity to soar like an eagle or a helicopter and look at our career progress from a wider perspective" (p.5). In other words,

1.6.Effective Professional Development

Effective professional development is essential for teachers and their teaching ability. It can influence the teachers' teaching practices and the outcomes of the students' learning. Effective professional development incorporates the following elements by (Hammond, Hyler & Gardner, 2017). Firstly, the focus on content, meaning that it concentrates on a specific curriculum and how it could be improved. Secondly, active learning is included. It makes teachers engaged in providing and developing different teaching strategies in accordance with the students' learning styles to result in professional learning. Thirdly, effective professional development supports collaborative work between teachers and the sharing of ideas to create institutions capable of changing the instruction of education's fundamental level. Finally, professional development is a continuous practice because it provides sufficient time for teachers to learn new strategies and techniques to simplify their training and practice.

Moreover, Dunne (n.d.pp68-69) mentioned few principles of effective professional development, said that it "helps teachers develop the knowledge and skills to create vision, mirrors methods to be used by students, builds a learning community, develops teacher leadership, links to the system, and is continuously assessed.". Also, he advocated that professional development is more related to teachers due to its focus on their work and providing teachers with the opportunity to choose for their learning.

Mizell (2010) with an answer to what is effective professional development? He said:

Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work. Professional development is ineffective unless it

causes teachers to improve their instruction or causes administrators to become better school leaders. (p.10)

Effective professional development contributes to improving the teachers' skills and knowledge through learning new strategies and techniques. Thus, it requires deep planning to ensure the fulfillment of the teachers' needs. Hence, effective professional development is effective only when teachers improve their teaching level.

1.7. Teacher Competencies

Teachers have to work collaboratively to realize better results through planned goals and objectives. To accomplish that, the quality of educators must be considered to help reach those goals and objectives. Moreover, the teacher's personality influences teaching development. Saldaña (2012) A competent teacher must have related skills and knowledge to his teaching occupation. A dependable teacher is easy to adjust and modify according to the circumstances, and he is open to criticism, feedback, and new ideas. Teachers should be communicatively competent and able to participate in different kinds of meetings. As a result, a teacher is seen as an essential component, and he is considered as a role model who carries a certain level of respect in the learning process.

Selvi (2010) said, "Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education,... it must be reviewed so that teachers' competencies should be redefined depending on the development of the whole life of human and education" (pp 167-168). In addition, Nessipbayeva (n.d.) claimed that to be a teacher, one must have the following competencies. The capacity to manage the classroom encourages positive relationships between colleagues, teamwork, organization, and time management. The ability to teach effectively by using different points of view and various learning and teaching strategies will create critical thinking and problem-solving learners. Furthermore, a competent teacher evaluates and assesses the learners' performance, projects and achievements to motivate

them to set their learning goals. Finally, he understands how education technologies can help to maximize and improve students' learning.

Every teacher must undergo training before entering the teaching profession to understand how to educate in the classroom; education requires a specific level of ability and competence. That is necessary so that fresh researchers and teachers can understand how to improve competency through teacher training. (Oser, Achtenhagen & Renold, 2006).

A teacher is responsible in his classroom; if he is competent and knows how to deal with his students, there is no question that he will produce positive outcomes and gain the reputation of a competent teacher. Being a competent teacher allows them to deliver suitable lessons, and it also allows them to have a deeper understanding of the teaching and learning process. As a result, teachers will have a better understanding of their student's learning process. In addition, attending training for teachers are taught how to teach, as well as what strategies and approaches should be used, is deemed critical for them, and this will lessen the problems that a teacher may face in the classroom when he is face to face with his students.

1.8. Teacher Training

A well prepared and capable teacher paves the students' way to success. Therefore, teachers must undertake training. They are put in a group to feel free, comfortable, and express themselves honestly; to provide their facilitators with clear feedback. Moreover, through the training process, facilitators work collaboratively to assist the participants by using different strategies. So, participants are prepared to outcome their work challenges (Annan et al., 2003).

Also, professional training programs ensure teachers' continuous professional development. It also provides training in the use of new educational programs and curriculum appropriate for teaching to build and improve teaching efficiency and qualifications (Devjak & Berčnik, n.d.).

Moreover, according to Richards and Farrell (2005), teacher training involves understanding basic concepts and principles as a prerequisite for teaching. Often it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. It also involves trying out new strategies in the classroom, usually with supervision. (p.3). Training is the process of studying and learning the fundamentals and principles of teaching that teachers will use in their classrooms. Teacher training also includes experimenting with new strategies in the classroom under observation and receiving feedback from experts.

Furthermore, designing teacher programs will help enhance the teachers' competencies to practice their professional skills in teaching. Also, the concentration should not be dominant on the teaching subject; it should be more on the interactive teaching dimension.

In addition, Future teachers are to guide and help learners in building their knowledge. Moreover, teachers will gain more knowledge in specific fields in which they train and specialize. They are prepared to work collaboratively with other teachers and school staff to achieve educational objectives. Therefore, training teachers in a specific subject should be distinct from any other program offered to other teachers who specialize in a different subject (Martinet, Raymond & Gauthier, 2001).

Overall, having facilitators assist teachers is vital in helping them comprehend the sessions and lectures that they will be teaching. Teachers should also pursue professional growth. Teachers should be trained in order to provide qualified and efficient instruction. Furthermore, training assists teachers in determining which tactics are most effective in the classroom. It also helps them in learning more about the subject they are teaching.

There are two kinds of teacher training pre-service teacher training and in-service teacher training. Both of them has their role in forming and acknowledging teachers.

1.1.1. Pre-service Teacher Training

Pre-service teacher training was defined as “a teacher education programme of one year duration which provides training to prospective teachers” (Dwivedi & Singh, 2012, p.33).

Teachers receive more knowledge and skills in pre-service training, which can help them boost their self-efficacy, ability, and confidence (Karina & Akoh, 2014).

From teachers’ experiences as former students and future teachers in classrooms, they will be able to develop ideas that will guide their future practices. In pre-service training instead of examining the teachers and their knowledge about concepts for example on how to engage in learning or the use of authentic tasks, facilitators present hypothetical classroom situations and asked for the teachers’ opinions and reactions to such situations (Kennedy, 1999).

Overall, pre-service teacher training is an essential experience for teachers' professional education programs. It is named pre because before being ready to serve as a teacher, they undertake the pre-service training to be educated about how to teach. It is a period through which experts guide and supervise teachers to make them competent professional teachers ready to teach to gain and develop teaching skills.

1.1.2. In-service Teacher Training

In-service training motivates teachers to be more effective. It is a method for instructors to develop their knowledge and abilities in order to improve their job performance. Furthermore, in education, instructors need to change. In-service training is also necessary for instructors to improve their professionalism. The in-service training is critical for instructors to use their abilities in learning and teaching (Zulkifli, 2014).

Amadi (n.d., p.174) defined in-service teacher training as a workshop for employed professionals, paraprofessionals, and other practitioners to acquire new knowledge and better

methods. For improving their skills toward more effective, efficient, and competent rendering of service in various fields and to diverse groups of people. In other words, workshops enhance working teachers' teaching skills and introduce them to various English teaching methodologies. When a teacher completes his education at a college, he or she will need to learn more knowledge and skills to improve their teaching performance as future instructors and extra education to help them become better teachers.

Specializing in any occupation requires training. Teaching is no different because teachers need to training before they start their work as teachers. Furthermore, even as working teachers, there must be on-going training for them because it enables them to face the problems they face as educators successfully. Moreover, if teachers do not train, their learners will suffer, and teachers may leave the field of teaching early (Kelly, 2018). In addition, a teacher must be capable of motivating and understanding his learners' needs. Also, teachers should be patient, well-organized, and inventive. Moreover, Teachers should collaborate and communicate with other teachers to make teaching much easier for them, and they should be able to find each other if they need assistance. Finally, Teacher education is essential and valuable for new instructors since it improves their teaching abilities.

That means that in-service training should equip teachers with a variety of teaching techniques, methods, and abilities to choose the one that best suits their teaching style and the learning styles of their students while they are teaching. In-service teacher training allows instructors to continue their professional development while they are teaching.

1.9. Professional learning for teaching

Learners should be given a choice by being asked about their learning interests. Learners should also learn how to be creative to make learning more professional and honest about their

ideas on teaching. When the educational process deviates from the plan, students should inform their teachers about their concerns to succeed (Clark, 2015).

Professional learning is a critical component of improving teachers' training and developing perspectives on a continuing career. When teachers can connect with coworkers, professional learning for teachers may be more effective. Furthermore, instructors wish to be lifelong learners for their students and be professionally developed (Marcinek, 2015).

Professional learning for teaching has a positive influence on teachers. Ginsberg (2011, p.4) said that "professional learning that provides a sustained focus on academic success among diverse student groups is imperative." It helps teachers in maintaining a constant focus on instruction and academic accomplishment.

1.10. The Influence of the Teacher's Character on Creating Positive Classrooms

Undoubtedly when a teacher has a good character, he will create a positive environment because it plays a significant role. Majid, Ali, and Alias (2014) claimed that a teacher's character refers to the aspects of his personality and actions influenced by the ideals to which they are attached. Confidence, experience, and the capacity to understand his or her students are among the qualities a teacher should possess. Also, he should be a risk taker, has the ability to use technology in the classroom, and is capable of focusing solely on the main aspects of teaching (Lancaster, 2017).

Besides, Ashley (2016) introduced the following qualities of an effective teacher. First of all, an effective teacher can develop relationships built on trust and respect with his learners to create a safe and productive classroom. Second, he should be patient, sympathetic, with a kind personality, and has awareness of his student's differences. Third, a good teacher must comprehend how his students are learning and progressing in a given subject. Forth, an effective teacher is full of love and passion towards his job. Finally, He should be able to

motivate and interest his students in learning (2016). That means that the teacher's personality impacts students' learning and the teachers themselves. A competent teacher orders his classroom. Also, he is capable of facilitating lessons for his students. Moreover, he motivates his learners by using different teaching strategies and results in creating an active classroom.

Furthermore, Orlando (2013) stated that a teacher should be characterized by his sense of humor and respect in the classroom. Also, he is skilled and passionate in his job. Finally, he is professional.

Moreover, Erwin and Jonathan (2016) explained how a teacher is able to create a positive learning environment. Also, they claimed that the learners' achievements are related to the learning environment created by teachers. The most essential thing a teacher can do is be open-minded and get to know their students better to create a strong bond with the learners.

Overall, the personality and character of a teacher are crucial. If he is trustworthy, patient, confident, respectful, a motivator aware of his learners' needs and shows care, he will establish an organized and a manageable positive classroom. Despite the fact that teaching is not an easy task, a teacher is competent and capable of dealing with his learners' needs and defining their learning styles.

Conclusion

To conclude, teaching is a highly demanding profession, requires constant work and ongoing progress towards achieving excellence. Furthermore, to realize all the highest required standards, teachers need a high level of professionalism. Therefore, this chapter was about the teachers' professional development. It discussed teachers' professionalism and the qualities of a good teacher. Also, improving their quality, and how to develop effectively. After that, the ways they can realize this development. Like, continuing professional development programs (CPD), and attending teacher training programs, both pre-service and in-service training

programs. Besides, it clarified teacher competencies, training requirements, and professional learning for teaching and the relation of teacher character and creating positive classrooms. That is to show the importance of professional development for teachers and to lead them towards a successful teaching experience. Through this, they will influence their learners and pave their way towards success.

Chapter Two:
Learners'
Motivation

Chapter Two: Learners' Motivation

Introduction

Motivation is a crucial element for developing in any field especially in the learners' learning process because it drives them to accomplish more and be successful in their learning experience. Therefore, this chapter is talking about learners' motivation. To understand how to motivate learners we will start by defining the learning and educational processes. After that we will identify motivation and two of its types: intrinsic/extrinsic motivation and Maslow's hierarchy of needs. In addition, the importance of knowing learners' characteristics as well as the characteristics of successful learners. Furthermore, a definition of learning preferences and definition of learning styles all visual, aural, read/write and kinesthetic learners; also, the importance of knowing the learning styles. Followed by defining the models of learning styles both Gardner's multiple intelligences and learning style model and Kolb's experiential learning style model. Finally, a definition of learning strategies. All in all, it helps both learners define their own learning styles and learning strategies, and the teachers to know the variety of their learners' learning styles and learning strategies. Moreover, this will enable teachers of developing content that matches the variety of learning styles they have in the classroom and to present it in a manner that helps teachers motivate their learner and stimulate their cognitive preferences and abilities to result in better processing of information and an effective learning experience.

2.1. Definition of learning

Learners progress through learning. According to Clark and Mayer (2011) learning is attaching new knowledge to your memory. Also, it involves understanding the given information, rearranging it in your mind and linking it to prior information (p.33). Furthermore, Ambrose et al (2010, p.3) said learning is a procedure that leads to development and it is a result of experiences. Also, it improves the chances of better performance and future learning.

Therefore, learning is making sense of new information, like new skills and new experiences, and linking it to prior knowledge.

2.2. Definition of Education

Education is important in peoples' lives because everyone needs to be educated. For that, Parankimalil (2012) defined education as gaining new skills and knowledge that enables a person to be educated and cultured. Education is developing individuals according to their demands and needs. Additionally, Schmidt (2002) said that education is the development of a person's skills knowledge and behaviors in relation to any domain. Overall, education is improving the skills and knowledge of people in any field according to their demands and needs.

2.3. Definition of motivation

The definition of motivation for Tohidi and Jabbari (2011, p.820) is: “Powering people to achieve high levels of performance and overcoming barriers in order to change”. Motivation is the driver of guidance, control and persistence in human behavior”. Furthermore, Cherry (2020) claimed that “Motivation is the force that initiates, guides, and maintains goal-oriented behaviors. It is what causes us to take action, whether to grab a snack to reduce hunger or enroll in college to earn a degree. The forces that lie beneath motivation can be biological, social, emotional, or cognitive in nature.” Therefore, motivation is biological, social, emotional, or cognitive drives that push people towards realizing their goals.

2.4. The Intrinsic/Extrinsic Motivation Theory

This theory is built on two types of motivation: intrinsic motivation and extrinsic motivation. Tohid and Jabbari (2011, p.821) conducted that intrinsic motivation exists within the individual himself and is driven by the enjoyment of accomplishing something. Whereas, extrinsic motivation is motivation that comes from outside the individual as in rewards like

money and grades as well as a crowd cheering an individual to win. Additionally, Cherry (2020) said that intrinsic motivation arises from the individual himself like solving a complicated crossword just to feel the gratitude of solving it. While extrinsic motivation arises from outside the individual which involves money, social recognition, or praise. That means that intrinsic motivation comes from the learner himself and it's driven by his want to accomplish something and feel the satisfaction of realizing his goals. On the other hand, extrinsic motivation is comes from the surroundings of the learner like being motivated by his teacher to push ahead and succeed through his learning.

2.5.Maslow's Hierarchy Pyramid of Needs

McLeod (2018) conducted that Maslow's hierarchy of needs is a psychological motivational theory built on five levels of human needs mostly formed as a pyramid. Also, the lower needs must be met before one can ahead into accomplishing higher needs. And these needs from the lowest to the highest are: physiological, safety, love and belonging, esteem and self-actualization. Furthermore, Gawel (1996, p.1) said that Maslow's theory is a hierarchy that explains how people persuade personal goals in their work. Also, that it is a sequence most people following which higher needs can't be realized until lower basic needs are fully satisfied. In addition these needs are summarized by Martell (2019) in figure1:

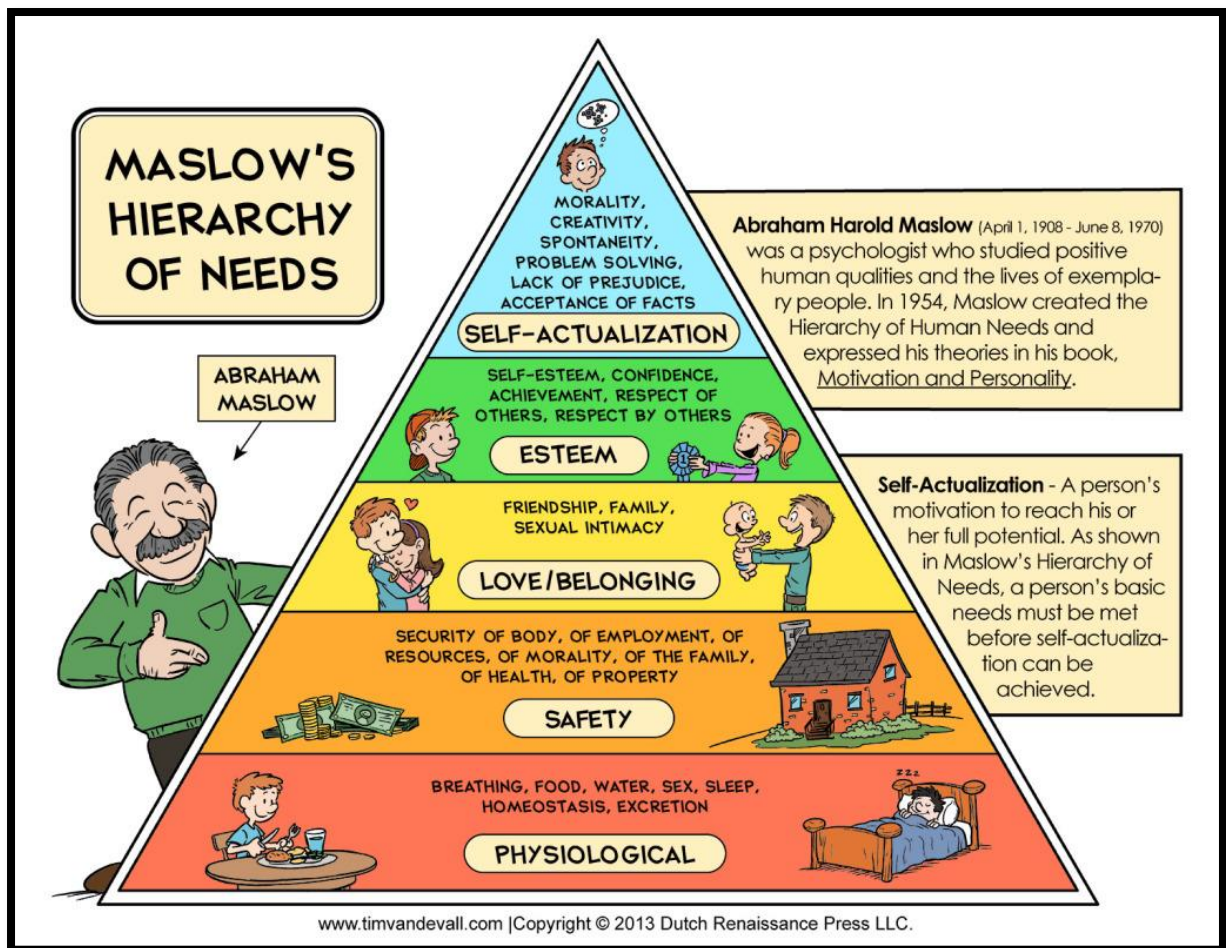


Figure 1: Maslow's Hierarchy of needs

As a result, according to Maslow's hierarchy of needs learners wouldn't be able to reach self-actualization or self-development before realizing more basic needs like being safe, feel welcome, feel of belonging, and to have suitable time and place for conducting their studies.

2.6.Importance of Knowing Learners' Characteristics

Knowing the characteristics of learners is crucial according to Drachler and Kirschner (2011):

The concept of learner characteristics is used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social or cognitive self that may influence how and what they learn. Learner characteristics are

important for instructional designers as they allow them to design and create tailored instructions for a target group. It is expected that by taking account of the characteristics of learners, more efficient, effective and/or motivating instructional materials can be designed and developed (p.1).

As a result, it is essential to identify the characteristics of learners to help know their capacities and what and how they can learn. Also, it helps instructors in creating and developing effective and motivating educational materials.

2.7.Characteristics of successful learners

Successful learners have various characteristics that help them accomplish the learning process successfully. "The Oak Meadow Team" (2021) says successful learner lead their own learning and engage with their environment by asking questions and thinking for themselves. Also, their interests, inner motivation, and self-discipline drives them to push through challenges and show the determination to succeed. Moreover, they nurture good habits and exercise their bodies and minds. Finally, they know when to ask for help and learn from their mistakes.

Additionally, Stade (2021) claimed that a good student values education and has a growth mind set. In addition, he is consistent, persistent, organized, and sets goals. Furthermore, he is brave, takes care of his mental health, and knows how to deal with failure. Finally, a good student connects learning to life and partners with teachers.

Thus, successful learners characterize with a strong will and a sense of responsibility towards learning. Also, they are flexible and able to adapt, they do their best to reach their goals and accomplish the task of learning and developing successfully.

2.8. Definition of Learning Preferences

Miller (2021) claims that learning preferences refer to what extent a student prefers specific educational modalities over others, such as in-person instruction vs. watching a video online. Also, she clears that they differ from learning styles because they don't focus on one learning style for delivering information. Rather, delivering various modalities results in better learning.

That means, every learner has his unique learning preferences. Therefore, it is more effective to stimulate different learning preferences to result in better learning.

Moreover, Bargar, Bargar and Cano (1994) said that each learner's learning preferences can influence the learning reports or discussions. In addition, Bargar et al gave explained by these examples. First, intuitional learners can examine possible outcomes. Second, perceptual learners are able to find sources of information. Third, learners who prefer sensation are more attentive to discussions. Finally, those who prefer feeling push for group work.

All in all, every learner has his own learning preferences, on which he relies to make his learning experience easier and more effective.

2.9. Definition of Learning Styles

To learn new skills and knowledge learners tend to rely on their cognitive abilities to better comprehend the given information. LeFever, (1995, p.17) said, a learning style is how an individual understands information best and then processes or uses what he has learned. It means, learners process data through the learning style that fits them best.

Furthermore, Francis (2016) defined learning styles as the learner's ability to engage with his learning environment, and these styles are linked to the person's cogitative and psychological behavior. In addition, when a person is exposed to new information he cognitively relates it to his old knowledge.

Overall, learning styles are used by learners to better understand and process new information, and relate it to their prior knowledge to be able to use when needed.

2.10. The types of learning styles

There are four types of learning styles, visual, auditory, kinesthetic, and reading/writing. Scientists and psycholinguistics have abbreviated these four learning stars into "VARK".

The VARK mode of learning styles have been summarized by Othman and Amiruddin (2010) in the following figure.

Mode	Tendency in learning process
Visual	Learning by looking at pictures, graphs, videos, and graphics. Could not take complete note during presentation.
Aural	Receive learning by listening method, by speaking or from music, discussion, and explanation.
Reading	Prefer words and texts as an information obtaining method. They like presentation style, by text or writing.
Kinesthetic	More likely to experience through physical movement aspect while studying, such as, touch, feel, hold, perform and move something. They prefer hands on work, practical, project, and real experience.

Figure 2: The Tendency in Learning Process Base on VARK Mode (Othman and Amiruddin, 2010, p.658)

This table indicates the learning styles which learners use to receive and process new information through. Also, There are students who use just one style while other use multiple styles because once the learner knows the style or styles that fit him best he keeps on using them to improves the process of learning.

2.10.1. Visual Learners

Visual learners depend on seeing to learn better. Lefever (1995) claimed that this kind of learners prefer using pictures, images, maps to understand new information. Also, Kelly (2017) said, to remember details visual learners may say expressions related to something visual like “let’s have a look at this”. This enables them to remember or retrieve what they have studied. Also, visual learners tend to memorize directions and different places.

Additionally, Jester (2000) mentioned that:

These learners need to see the teacher’s body language and facial expression to fully understand the content of a lesson. They generally prefer to sit at the front of the classroom. These individuals think in pictures and may learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts, use of interactive whiteboards, and handouts (p.1).

In other words, visual learners depend highly on seeing to be able to fully understand the content of their lessons. Furthermore, they learn best through the use of picture, videos, graphs, and handouts.

2.10.2. Auditory Learners

Auditory learners rely on their listening to learn best. Van (2009, p.12) suggested that “if you are an auditory learner, you can learn best by hearing information. Unlike the visual learner, you probably prefer to go to your class and listen to the lecture before you read the text chapter”. Significantly, Walling (2006) defined auditory learners as learners who comprehend new topics or knowledge through listening, speaking and saying words out loud.

Therefore, auditory learners focus on the use of their listening and speaking to better process new data. In addition, music and rhythms can help them understand better while studying.

2.10.3. Read/ Write Learners

Jester (2006) said that “individuals with this preference prefer information displayed as words. Emphasis is placed on text-based input and output: i.e. reading and writing in all its forms.”(p.2). significantly, Flavin (2019) claim that “Reading and writing learners are extremely comfortable with the written word. They prefer to consume information by reading texts and can further absorb information by condensing and rephrasing it. The traditional college textbook and annotation process works well for the reading/writing learning style.”

Therefore, read/write learners can be identified as learners who like to read and write information to understand and remember them easier.

2.10.4. Kinesthetic Learners

Kinesthetic learners differ from all the previously mentioned types. To know more about this type we take Mentana (2007) definition, he said, kinesthetic learners learn best by involving physically in doing things. In addition, they prefer hands-on activities like experiments. So, to reinforce concepts they create maps and flash cards that help them learn. Finally, these learners create personal self-study strategies to help them learn and recall information. In the same way, Flavin (2019) cleared that kinesthetic learners are the hand-on learning type because they learn effectively by doing. Also, having to sit down for too long and being inactive makes them nervous. Additionally, they learn best by physically engaging in activities which helps them remember and recall information best.

Therefore, kinesthetic learner rely on moving, touching, and doing things to process information better.

2.11. Importance of Knowing the Learning Styles

It is important for learners to know their own learning styles to enhance their learning and achieve better results. This idea was cleared by Hawksworth (2015) where he said, once learners know their learning styles they will understand better the way they brains receive and process information best. Thus, whenever a learner is aware of his learning styles he will study smarter and be able of extending his capacities to reach his goals. In addition, Staff (2018) claimed that learners will benefit more in their studies and future jobs when they know and understand the learning style that suits them best. Also, that will help them outcome challenges, spare time, and smartly manage their studies.

Overall, it is important for learners to identify and comprehend their learning styles because that gives them a push forwards into knowing the suitable way for their minds in processing information. Which will lead them to ease their learning process and makes them study smarter. In addition, sharing their learning style with their teachers helps them even more. Because, teacher will enhance and develop lessons and present them in a convenient way to stimulate the learners' preferences and motivate them to learn efficiently.

2.12. Models of Learning Styles

Models of learning styles enable teachers of creating an environment that fits learners' learning styles best. It ensures a motivational learning process that goes hand in hand with the needs of learners. And to understand this more we will presents the two main models of learning styles: Gardner's multiple intelligences and learning style model and Kolb's experiential Learning style model.

2.12.1. Gardner's multiple intelligences and learning style model

Gardner's model was summarized by Kennedy (n.d.) in the following figure:

Howard Gardner's Eight Intelligences	
Intelligence type	This type of learner often...
Visual-spatial (picture smart)	<ul style="list-style-type: none"> • Learns best with visual icons • Is artistic • Is able to read maps, blueprints, and graphs, with ease
Verbal-linguistic (word smart)	<ul style="list-style-type: none"> • Has strong reading skills • Is able to write well • Can process academic lectures effectively
Musical-rhythm (music smart)	<ul style="list-style-type: none"> • Taps a beat with a pencil or foot or hums softly during silent work time • Processes information by associating it with beats and rhythms that allow them to make sense of data and store it in the brain • Learns and studies best with headphones on
Logical-mathematical (number smart)	<ul style="list-style-type: none"> • Is good with math and numbers • Is a linear thinker • Needs order and systematic directions or steps in order to process the content
Bodily kinesthetic (body smart)	<ul style="list-style-type: none"> • Is a good athlete • Has excellent fine motor skills • Benefits from concrete, hands-on learning activities
Interpersonal (people smart)	<ul style="list-style-type: none"> • Enjoys socializing with others • Needs to interact with others in order to process information • Benefits from group brainstorming
Intrapersonal (self-smart)	<ul style="list-style-type: none"> • Processes information best by working alone in quiet solitude • Finds working with groups to be distracting
Naturalistic (environment smart)	<ul style="list-style-type: none"> • Gravitates toward natural patterns • Gains brain stimulation when in a natural, outdoor environment • Improves engagement with tasks when exposed to the sights, sounds, and smells of the outdoors

Figure 3 : Gardner's Multiple Intelligences and Learning Style Model (Kennedy, n.d.)

According to Nelson (1998) in his book of developing students' multiple intelligences Howard Gardner reasoned that people are not born with the same degree of intelligence. Also, people have different intelligences that are placed in different areas in the brain each of them can be seen through certain interests and skills, and each of them is related to the other.

Furthermore, Kennedy's (n.d.) in the previous figure and Nelson in his book advocate that Gardner's model has eight considerable intelligences. First, visual-spatial learners, they are learners who learn best through pictures and visual icons. Second, verbal-linguistic learners, their best way for learning is by reading or writing. Third, musical-rhythm learners, listening to music, making beats, or humming helps them learn the best. Fourth, logical-mathematical, they are good in mathematics and they learn best by systematic steps or directions to comprehend and learn effectively. Fifth, bodily-kinesthetic learners, are learners who learn best through hands-on activities because movements intrigue them to process information better. Sixth, interpersonal learners, for them socializing and interacting or in other words group work

makes them learn best. Seventh, intrapersonal learner, this type of learners like to learn alone and is silence and group work distracts them. Finally, naturalistic learners, this kind prefers learning outdoors because their brains are stimulated by the natural and outdoor incitement.

Overall Gardner’s model provides us with a variety on intelligences and learning styles which would help both teachers and learners when identified. Besides, identifying the learners’ type of intelligence and learning styles by teachers helps in creating and presenting lessons that stimulates and motivates learners to learn better.

2.12.2. Kolb’s Experiential Learning Style Model

Kolb presented a learning circle of four stages in his experiential learning style. McLeod (2010, p.1) said they are: “concrete experience, reflective observation, abstract conceptualization, and active experimentation.” And he summarized the kolb’s circle in the following figure:

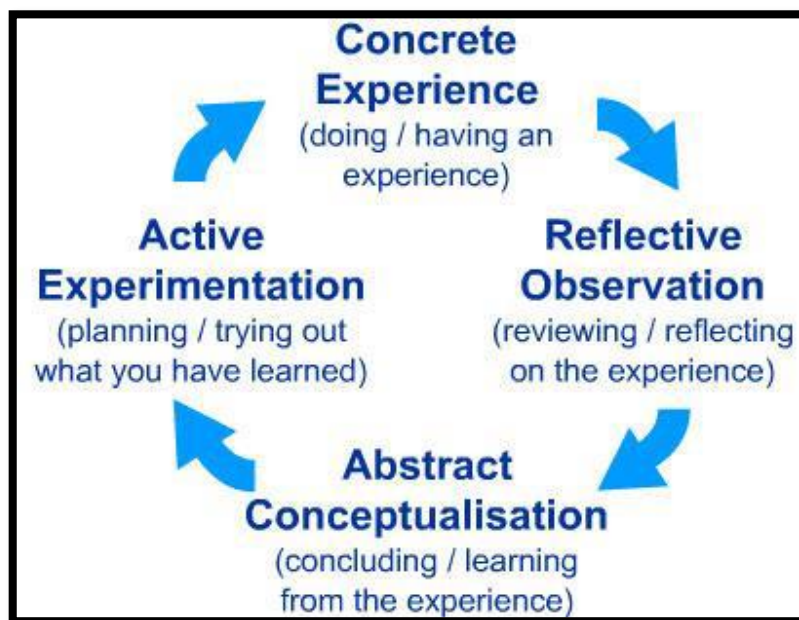


Figure 4: The Kolb’s Experiential Learning Style (McLeod, 2010, p.1)

Firstly concrete experience which is doing or having an experience. Secondly, reflective observation in which learners observe and review the experience. Thirdly, abstract conceptualization, this means to learn new knowledge and process it from the experience.

All in all, Kolb's experiential learning style model is created out of four steps namely: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Therefore learning through this cycle motivates learners to learn better through experiencing the knowledge in hand which they will be able to test in future experiences.

2.13. Definition of Learning Strategies

Deshler and Schumaker (1986) said that "the overall intent of learning strategies instruction, therefore, is to teach students skills that will allow them not only to meet immediate requirements successfully, but also to generalize these skills to other situations and settings over time"(p. 584). Moreover, According to Shi (2017) "Learning strategies are steps taken by learners to enhance their learning. An active use of language learning strategies helps learners in control of their own learning by developing language skills, increasing confidence and motivation in learning process" (p. 24). Learning strategies are steps and instruction that help learners to enhance and take control of their learning. Also, they aid them to reach their goals successfully in less time and to develop their skills and generalize these skills to different situations. Furthermore these strategies were summarized by Lee (2010) in the following figure:

Direct strategies:	
1. Memory strategies	- Creating mental linkages - Applying images and sounds - Reviewing well - Employing action
2. Cognitive strategies	- Practising - Receiving and sending messages - Analysing and reasoning - Creating structure for input and output
3. Compensation strategies	- Guessing intelligently - Overcoming limitations in speaking and writing
Indirect strategies:	
1. Metacognitive strategies	- Centring your learning - Arranging and planning your learning - Evaluating your learning
2. Affective strategies	- Lowering your anxiety - Encouraging yourself - Taking your emotional temperature
3. Social strategies	- Asking questions - Cooperating with others - Empathising with others

Figure 5: Learning Strategies Classification (Lee, 2010, p.140)

From Lee's (2010, p.140) summary we can see that the learning strategies are divided to two main categories direct strategies and indirect strategies. To start, direct strategies have three sub strategies they namely are: memory strategies, cognitive strategies, and compensation strategies. Furthermore, indirect strategies that are also built on three sub strategies, metacognitive strategies, affective strategies, and social strategies. Every, and each learning strategy is characterized by certain criteria as cleared in the figure above.

Conclusion

In conclusion, motivation is necessary to push learners towards accomplishing their goals. It intrigues and drives them to work smarter and harder in order to learn effectively. For that we have defined learning and education and followed them with a definition of motivation. Also we have identified both intrinsic/extrinsic motivation and Maslow's hierarchy of needs so the teachers know their learners needs. Also, the importance of knowing the learners characteristics and the characteristics of a successful learner. Furthermore, we have identified the learning styles which teachers can find in their learners, also the importance of knowing these learning styles for both learners and teachers. Additionally, we have identified both Gardner's multiple intelligences and learning style model and Kolb's Experiential Learning Style Model. Finally, we defined the learning strategies to help teachers know how it is possible to enhance their learners' motivation towards learning. Overall, knowing learners needs, learning styles, learning strategies and how to motivate them intrigues their cognitive capacities and drives them to learn effectively and reach their goals successfully.

Chapter Three:

Data Analysis

Chapter Three: Data Analysis

Introduction

This chapter includes a study with the aim of knowing the nature of the relation between teachers' professionalism and the learner's motivation. It will identify basic methodology terms and analyze the collected data. The research instrument was used is a questionnaire for master two English students at the university of Mouhamed Khider Biskra. The goal of the questionnaire is collecting the master two learners' views about their own level of motivation; also, the level of their teachers' professionalism, and to prove or disapprove if there is a relation between teachers' professionalism and learners' motivation. Since, the master two learners' have an experience of five years in the university, they would provide vital data from the experiences they had.

3.1.Data Collection tools

The choice of data collection tools depends highly on the nature of the research in hand. Because, it enables researchers of collecting vital data to be used in proving or disapproving the hypothesis of the research. Therefore, in this research the data method used is a questionnaire. Acharya (2010, p.02) "Questionnaire design is very crucial and important part of the research, because an inappropriate questionnaire misleads the research, academics and policymaking. Therefore, a set of adequate and appropriate questions in a sequential order is required in a questionnaire." In other words, the questionnaire and its design have a major role in collecting useful and usable data for a research.

3.2.Research Sampling Techniques

According to Wani (n.d, p.1) population is any chosen group of human beings or of non-human entities like objects or geographical places. It is named Universe by some statisticians. That mean, a population is any entities a researcher want to conduct a study about. On the other

hand, sampling was defined by Hanlon and Larget (2011, p.7) as “a subset of the individuals in a population; there is typically data available for individuals in samples.” Meaning a sample is a small part of the population that characterizes and identifies the whole population. In addition, a population is too broad to conduct a study on; so, a researcher needs a small sample from that population to conduct a research on. Therefore, the main function of the sample is to enable researchers to conduct research studies on chosen individuals from the population in order to derive applicable conclusions on the whole population.

In the study at hand, we used one of the non-probability sampling techniques, which is purposive sampling. To define purposive sample Wani (n.d, p.5) said” It is selected by some arbitrary method because it is known to be representative of the total population.” A purposive sample is selected according to specific standards related to a particular study.

3.3.Research Approach

Selecting the proper research approach depends highly on the nature of the research. Therefore, to conduct this research we chose the mixed method research approach, because we need to quantify and qualify. It enables us to give a better understanding to the collected data from the questionnaire.

3.4.Research Design

To tackle this study we chose the case study as a research strategy. Brown (2008, p.10) claims that a case study provides a more humanistic and holistic understanding to the research problem. This means, the method of case study helps to better understand the study at hand by collecting and organizing data.

3.5.Data Collection Method

To conduct this research we chose one data collection method, a questionnaire for master two English students.

3.5.1. Learners' Questionnaire

The questionnaire used for this study aims to clarify students' attitudes towards their motivation while studying English as a foreign language. Furthermore, to know the students' perceptions about their teachers' professionalism. In addition, to elicit the students' experiences with their teachers through their educational experience. This questionnaire attempts to clarify the level of learners' motivation at the beginning and if it was influenced by their teachers or not and to know what kept them motivated through their educational journey. Additionally, to clarify what learners think of their teachers' professional level and how they have rated it? To know how they evaluate their educational experience and if they believe that their teachers' professionalism can influence their motivation.

3.5.1.1. Structures and content of the Questionnaire

This questionnaire contains thirteen questions and is divided into three sections. It had a variety of question: Yes/No questions, selecting the suitable answer from series of choices, a question that needed justification, and an open ended question. Additionally, each of the sections asked questions to collect data about a specific objective. The questionnaire was submitted online for the master two students at the English department and it received forty-one answers.

The questionnaire was structured as follows. First, section one is about the learners' background information. It consists of two questions asking about the students' Age and their Gender. Second, section two deals with the students' attitudes towards their motivation while studying English as a foreign language and it has four questions. (Q1) to know if studying English was their own choice or not. (Q2) is to know their level of motivation at the beginning of their studies as English students. (Q3) asks if the students' level of professionalism was influenced by their teachers through the process of learning. (Q4) is to identify what really kept

the students motivated through their learning experience. Third, section there is about Students' perceptions about their teachers' professionalism and it has 7 questions. (Q1) to find out what might have demotivated the learners while conducting their studies. (Q2) asks learners to rate their teachers' level of professionalism. (Q3) in this question learners are asked to evaluate their learning experience, so we know how satisfied they were. (Q4) this question is dedicated to clarify how often their teachers motivated them through the learning process. (Q5) in this question learners are asked if they agree that the teachers' professionalism has an influence on their motivation. (Q6) here they are asked to weather agree or disagree that the relation between the teachers' professionalism and the learners' motivation is a relative relation. (Q7) is to know the learners opinion about how their motivation could have been improved by their teachers.

3.6.Data collection procedures For the Questionnaire

The questionnaire was conducted online for the safety of the respondents. Therefore, it was made on Google forms and shared in Facebook so learners get an even chance to answer this questionnaire. It enabled us to collect valuable data for our research from forty one students.

3.7.Data Analysis Procedures

The collected data from the questionnaire is analysed both automatically and manually. First automatically on Google forms for the quantitative data. Second, manually on Google sheets for the qualitative data.

3.8.The Results

The learners' questionnaire was defined to know if the teachers' professionalism has an influence on the learners' motivation and to identify the relation between the mentioned variables. The results were as follows:

3.8.1. Learners' Questionnaires

Section One: learners' background information

Item 01: Gender

Table 1 : Respondents' Gender

Gender	Respondents	Percentage
Male	12	29.3%
Female	29	70.7%
Total	41	100%

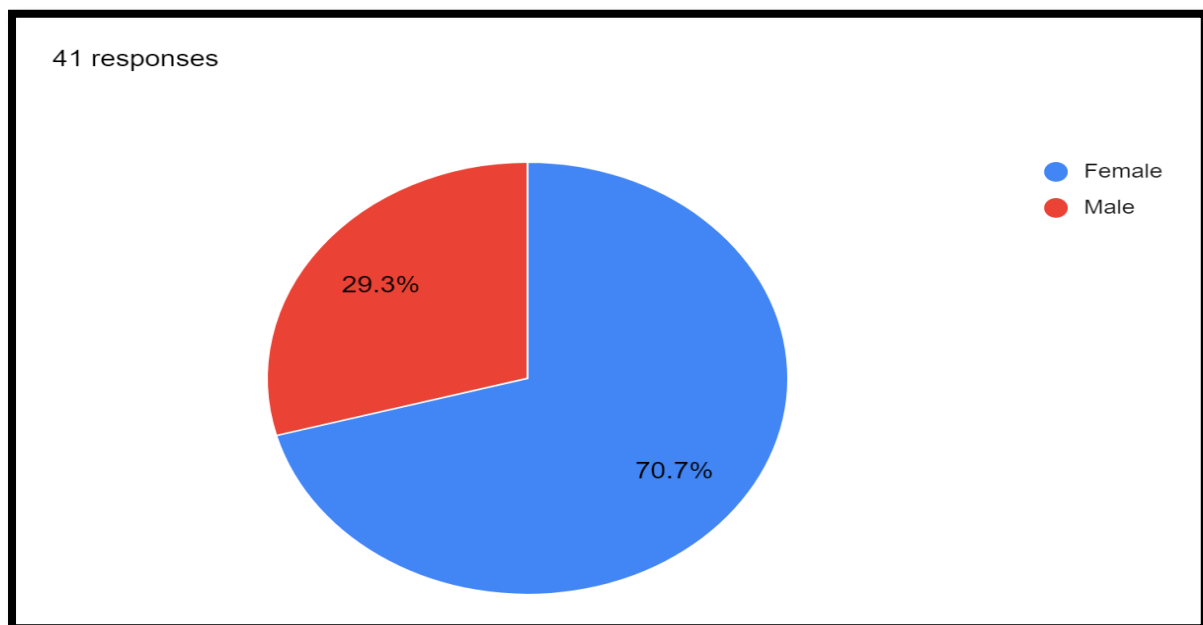


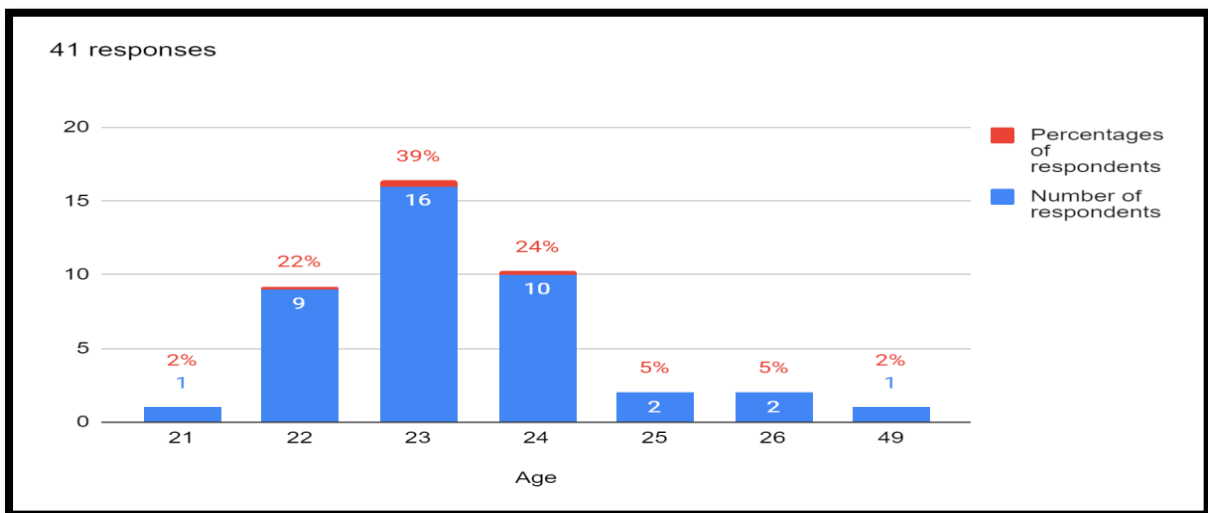
Figure 06: Respondents' Gender

This question- item represents that 70.7% of the respondents are females and 29.3% of the respondents are males. This means that our respondents represent the reality of the population to which the questionnaire was submitted, it is female dominated. Therefore, our sample is a proper representation of the population.

Item 02: Age

Table 2: Age of Respondents

Age	Respondents	Percentage
21	1	2%
22	9	22%
23	16	39%
24	10	24%
25	2	5%
26	2	5%
49	1	2%
Total	41	100%



Graph 1: Age of Respondents

This question-item represents that 2% of the respondents are 21 years old and it is the same percentage for 49 years old respondents, 22% of the respondents are 22 years old while 39% are 23 years old, 24% of them are 24 years old, and 5% is the percentage for each 25 and 26

years old respondents. This means that the ages gathered from the samples' replies represent the population well because the majority of master two students are 23 years old.

Section Two: Students' attitudes towards their motivation while studying English as a foreign language.

Item 03: Was studying English your own choice?

Table 3: The Nature of Respondents' Choice to Study English

Choices	Respondents	percentages
Yes	41	100%
No	0	0%
Total	41	100%

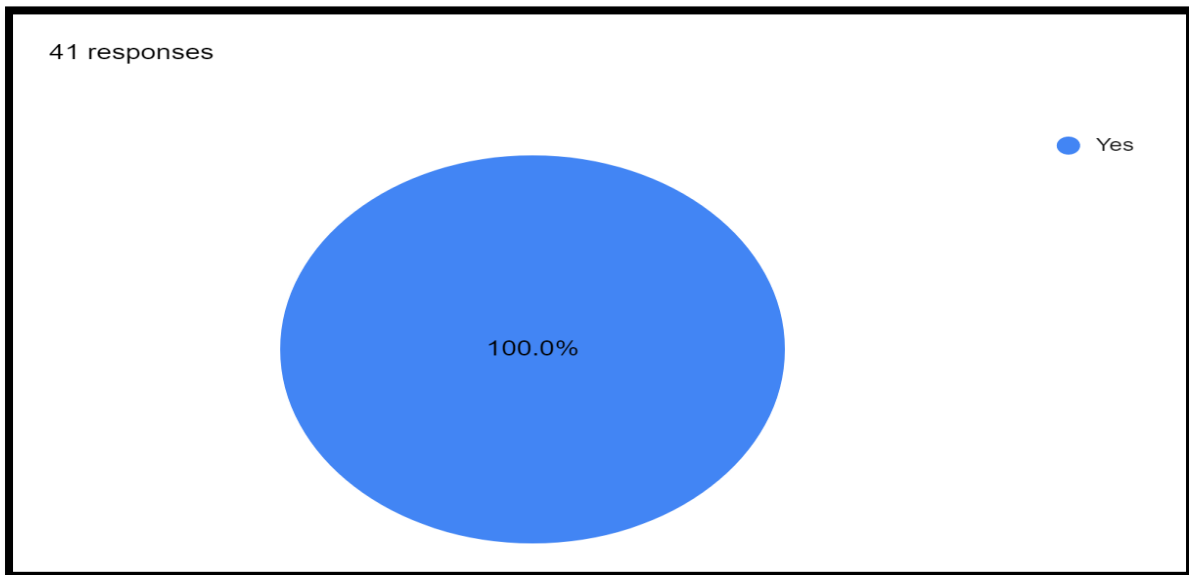


Figure 6 : The Nature of Respondents' Choice to Study English

The respondents replies represent that 100% of them chose to study English whereas 0% of them were imposed to study English. Therefore, they all have a reason for joining in the English studies.

Item 04: How can you describe the level of your motivation at the beginning of your studies?

Table 4: Respondents' Level of Motivation

Level of motivation	Respondents	Percentages
High	19	%
Medium	19	%
Low	3	%
Total	41	100%

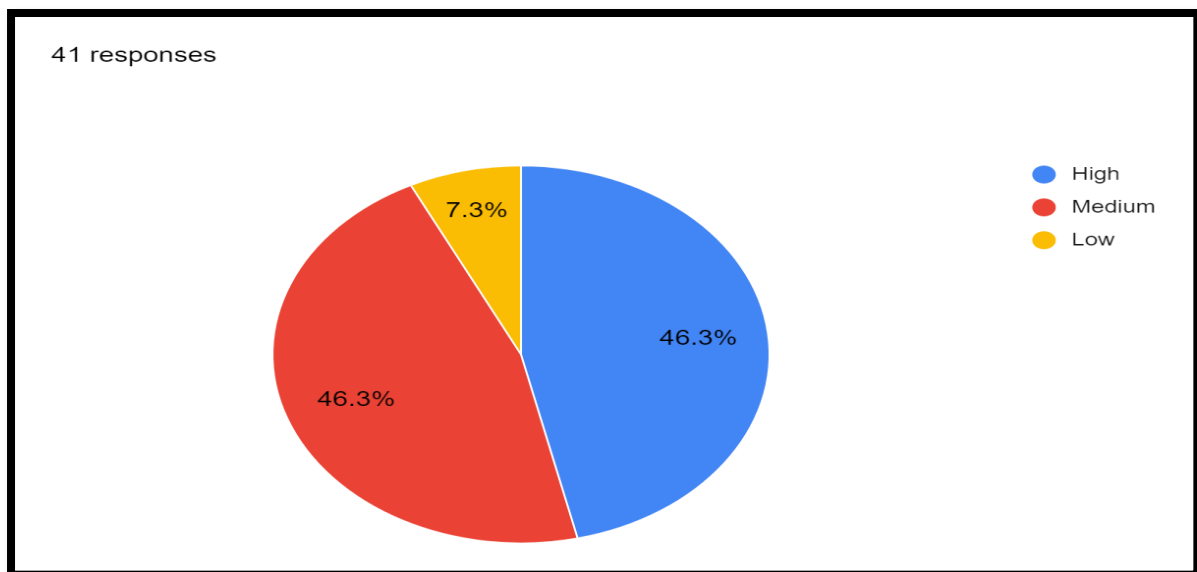


Figure 7 : Respondents' Level of Motivation

According to the respondents, replies 46.3% of them had a high level of motivation when they first joined the branch of English and it was the same percentage for those who had a medium level of motivation, whereas 7.3% of the respondents had a low level of motivation. This means every and each one of them had a certain level of motivation depending on their reason fo conducting their studies in English.

Item 05: Did your teachers help you to increase your level of motivation, did not influence your level of motivation, or decreased your level of motivation?

Table 5: The Teachers' Influence on the Learners' Motivation

The influences	Respondents	Percentages
Help you to increase your level of motivation	19	46.3%
Did not influence your level of motivation	12	29.3%
Decreased your level of motivation	10	24.4%
Total	41	100%

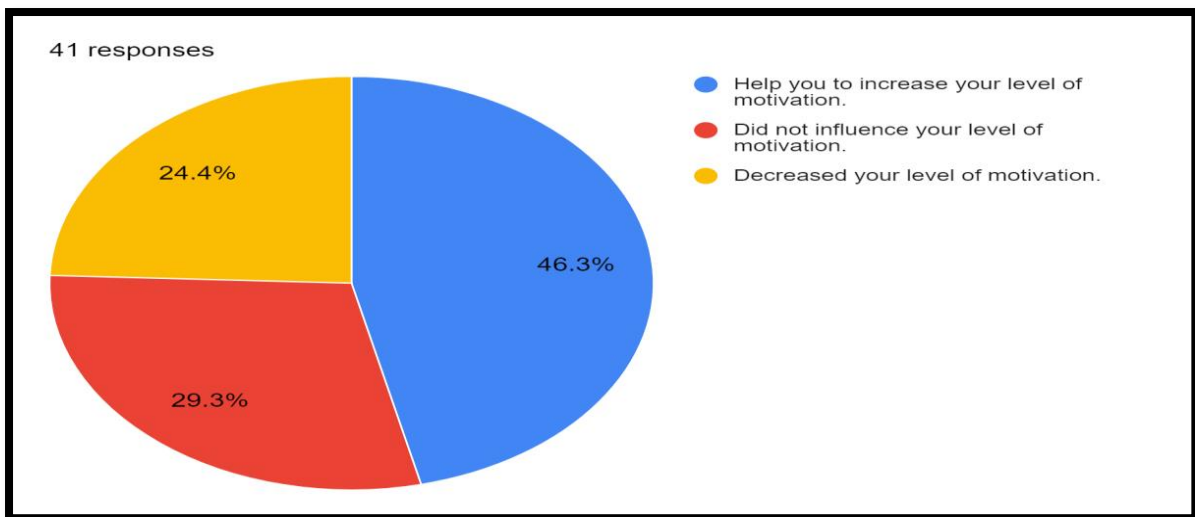


Figure 8: The Teachers' Influence on the Learners' Motivation

These answers represent that 46.3% of respondents' motivation was increased by their teacher, 29.3% of them had no influence from the teachers on their motivation, and 24.4% of the respondents experience a negative influence on their motivation from the teachers. Consequently, the teacher can influence his learners' motivation both positively and negatively.

Item 06: What kept you motivated through your studies?

Table 6: The Respondents' reason to keep on Being Motivated

The reasons	Respondents	Percentages
Your teachers' motivation.	3	7.3%
Your goal to have a good job.	28	68.3%
Your aim to make your parents proud.	10	24.4%
Total	41	100%

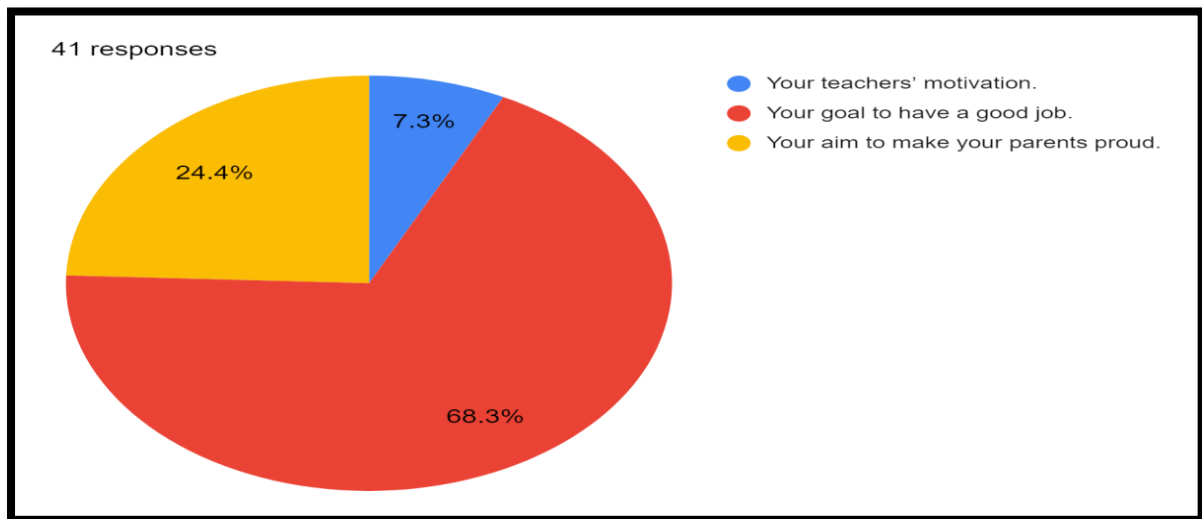


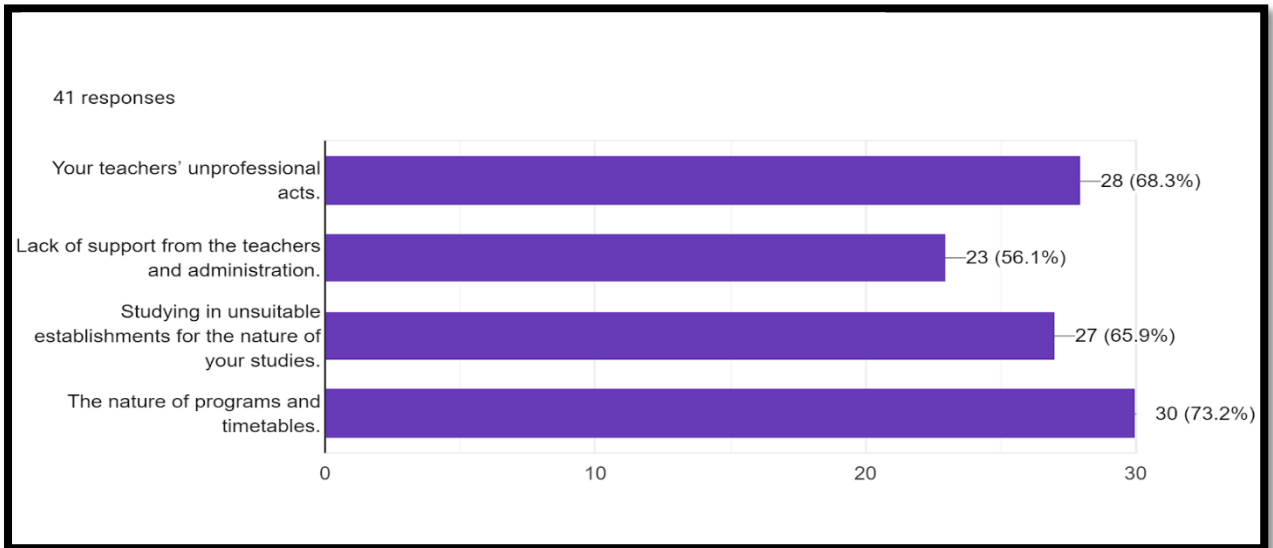
Figure 9: The Respondents' reason to keep on Being Motivated

In this question-item, respondents cleared that 7.3% of them kept on being motivated due to their teacher's motivation to them, while 68.3% of them kept motivated for the aim of having a good job, and what kept the last 24.4% of the respondents motivated was their goal to make their parents proud. This means the reasons of motivation varied but the strongest was to have

a good job and followed by making the parents proud and finally the teachers' motivation to their learners.

Section Three: Students' perceptions about their teachers' professionalism

Item 07: What makes you demotivated? (You can choose more than one)



Graph 2: The Reasons That Demotivated the Respondents

The answers of the respondents represent that 68.3% were demotivated by their teachers' unprofessional acts and the lack of support from the teachers and administration demotivated 56.1%. Also, 65.9% of them were demotivated by studying in unsuitable establishments for the nature of their studies, and 73.2% of the respondents cleared that they were demotivated by the nature of programs and timetable. Therefore, the administration should improve the timetables and the nature of the programs, to provide suitable establishments for the nature of the learners' studies, to be supportive to learners, and to set high standards of professionalism for teacher recruitment and enables them to take continuing professional development programs. In addition, the administration should undertake surveys at the end of the year to know what they need to improve from the learners' view.

Item 08: How can you rate your teachers' level of professionalism?

Table 7: Respondents' Rating to Their Teachers' Level of Professionalism

Levels	Respondents	Percentages
Excellent	3	7.3%
Good	21	51.2%
Average	10	24.4%
Weak	7	17.1%
Total	41	100%

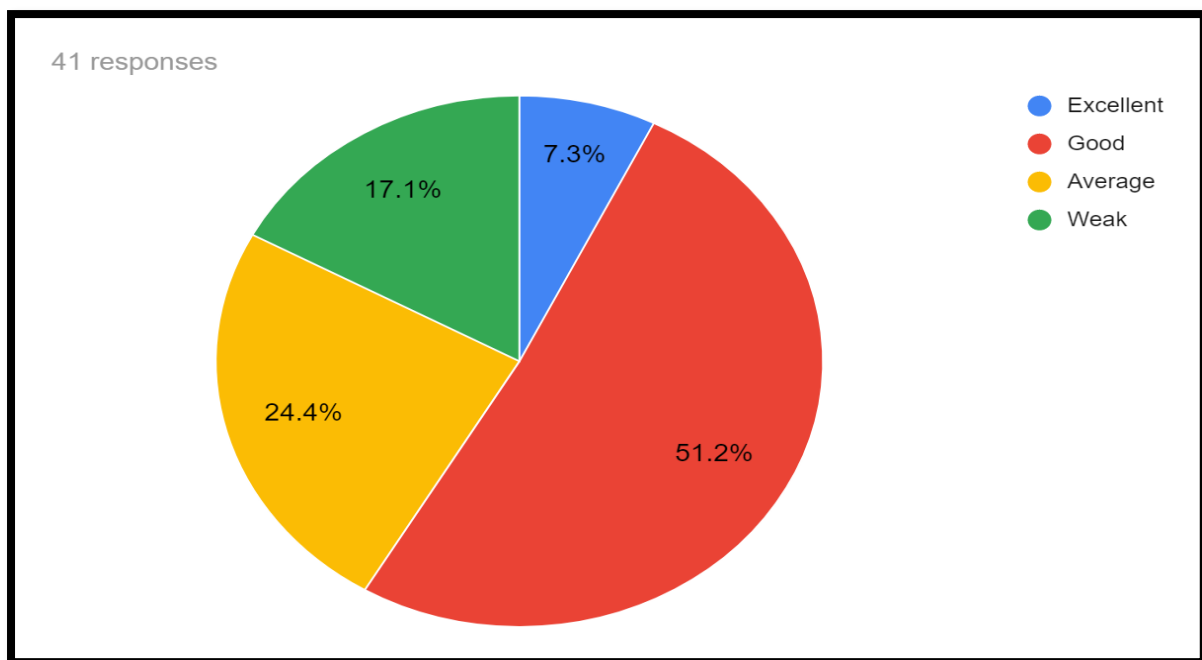


Figure 10: Respondents' Rating to Their Teachers' Level of Professionalism

The respondents clarified through their answers that 7.3% rate their teachers' level of professionalism as excellent, 51.2% gave it a good rate, 24.4% rated it as average, and 17.1% rated it as weak. Consequently, teachers should consider the rating of their learners and work for developing and improving their own level of professionalism.

Item 09: How would you evaluate your academic experience with your teachers?

Table 8: Respondents' Evaluation of Their Academic Experience with Their Teachers

Evaluation	Respondents	Percentages
Very satisfied	1	2.4%
Satisfied	10	24.4%
Neutral	21	51.2%
Not satisfied	9	22%
Very dissatisfied	0	0%
Total	41	100%

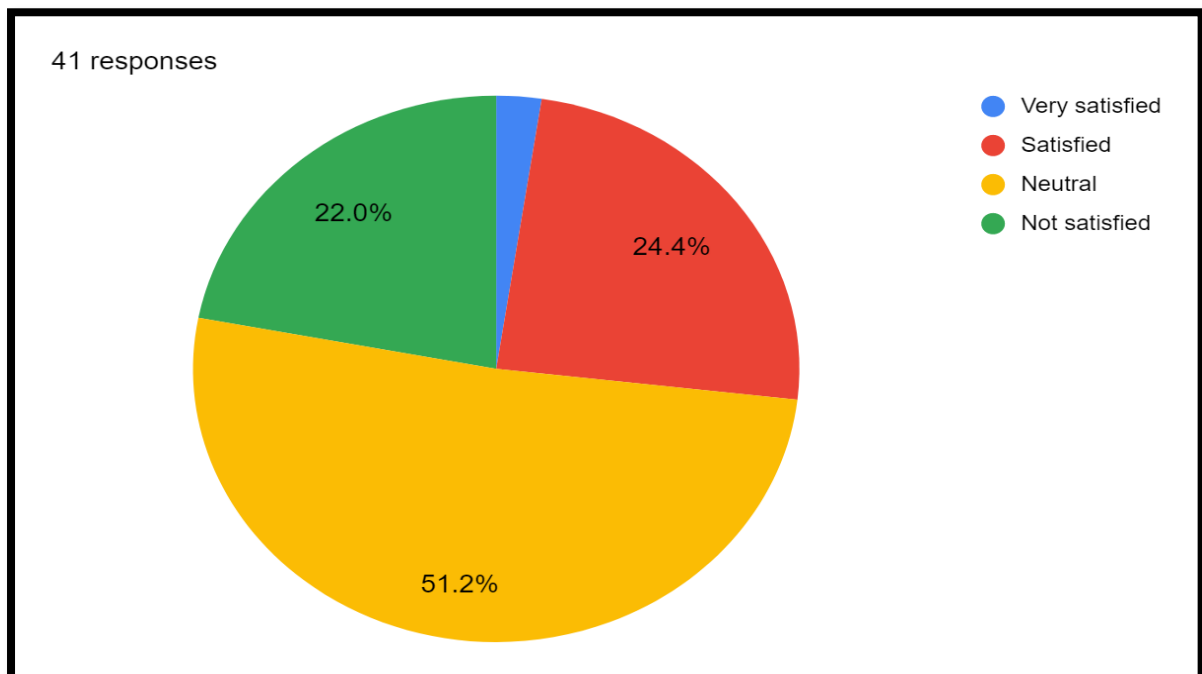


Figure 11: Respondents' Evaluation of Their Academic Experience with Their Teachers

The replies on this question indicate that 2.4% of the respondents were very satisfied with their academic experience, 24.4% gave it the evaluation of satisfied, 51.2 % respondents were neutral, 22% of the respondents were not satisfied whereas no one was very dissatisfied.

Consequently, most of the respondents were neutral and not satisfied; therefore, teachers should work on enhancing and developing to be able to satisfy the majority of learners.

Item10: How often did your teachers motivate you?

Table 9: How often teachers Motivated the Respondents

Choices	Respondents	percentages
Always	3	7.3%
Sometimes	29	70.7%
Never	9	22%
Total	41	100%

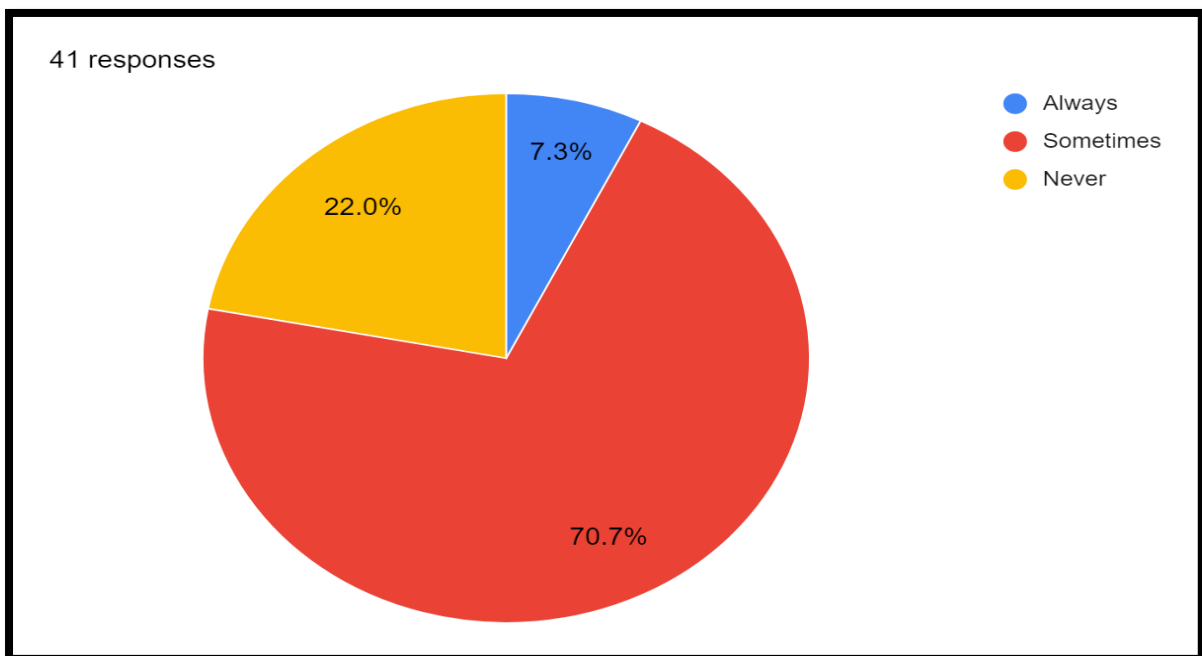


Figure 12: How often teachers Motivated the Respondents

The respondents' answers represent that 7.3% of them claimed that they teachers always motivate them, 70.7% said that their teachers motivated them sometimes, and 22% said that

their teachers never motivated them. Teachers should consider that it is always good to spread positive vibes and motivate learners’ as much as possible

Item11: Do you agree with this statement “the teachers’ professionalism has a direct influence on learners’ motivation?”

Table 10: Respondents’ Agreement to the Influence of Teachers’ Professionalism on Their Motivation

Agreement	Respondents	Percentage
Yes	39	95.1%
No	2	4.9%
Total	41	100%

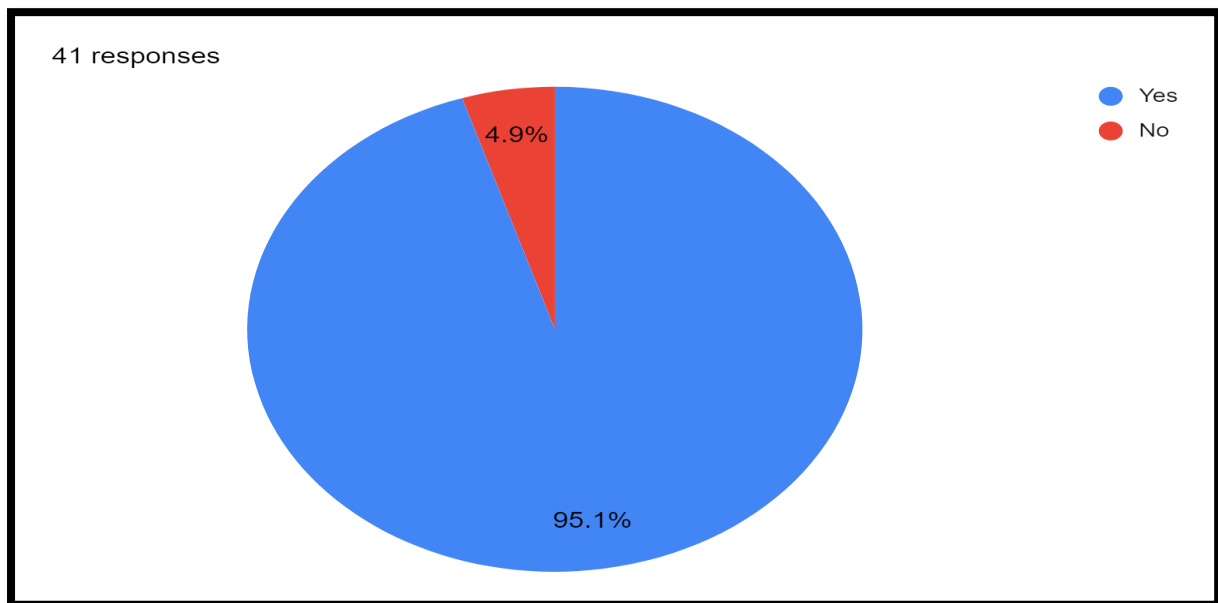


Figure 13: Respondents’ Agreement to the Influence of Teachers’ Professionalism on Their Motivation

The respondents’ replies are divided to 4.9% for those who think that the teachers’ professionalism has no influence on the learners’ motivation, while the majority of 95.1% of

respondents believes and agrees that the teachers’ professionalism has a direct influence on the learners’ motivation. As a result, learners’ motivation can be directly influenced by their teachers.

Item 12: Do you agree that the relation between the teachers’ professionalism and the learners’ motivation is a relative relation, and explain why?

Table 11: Respondents Agreement to Whether teacher’s Professional and Learners’ Motivation Have a Relative Relation or Not

Agreement	Respondents	Percentages
Yes	40	97.6%
No	1	2.4%
Total	41	100%

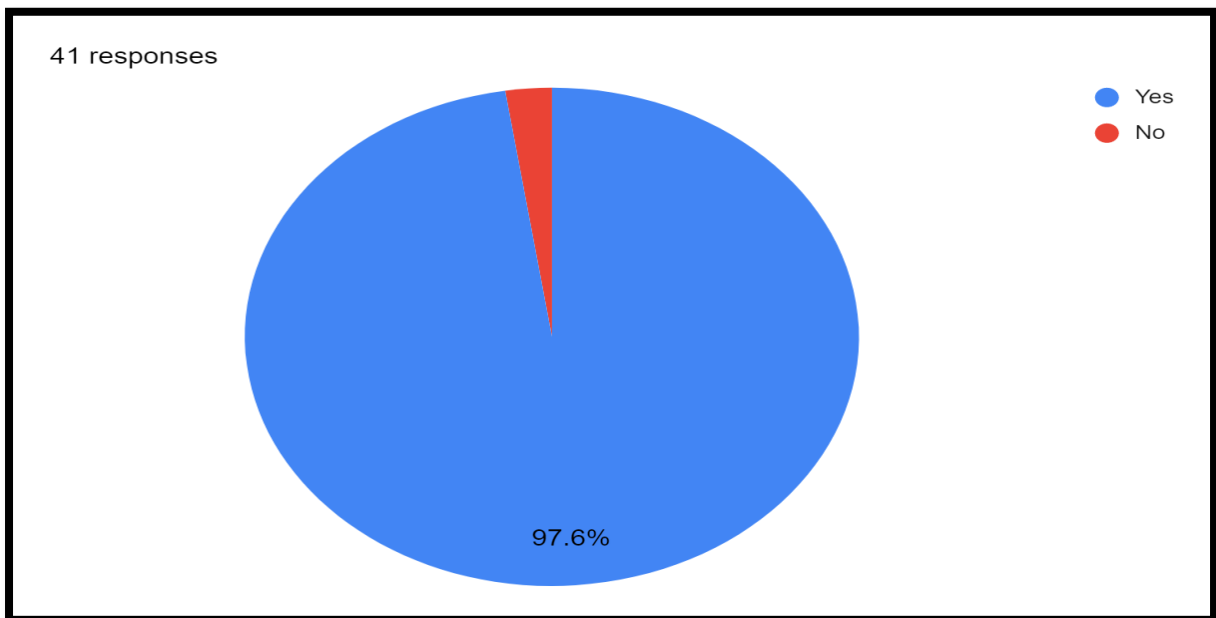


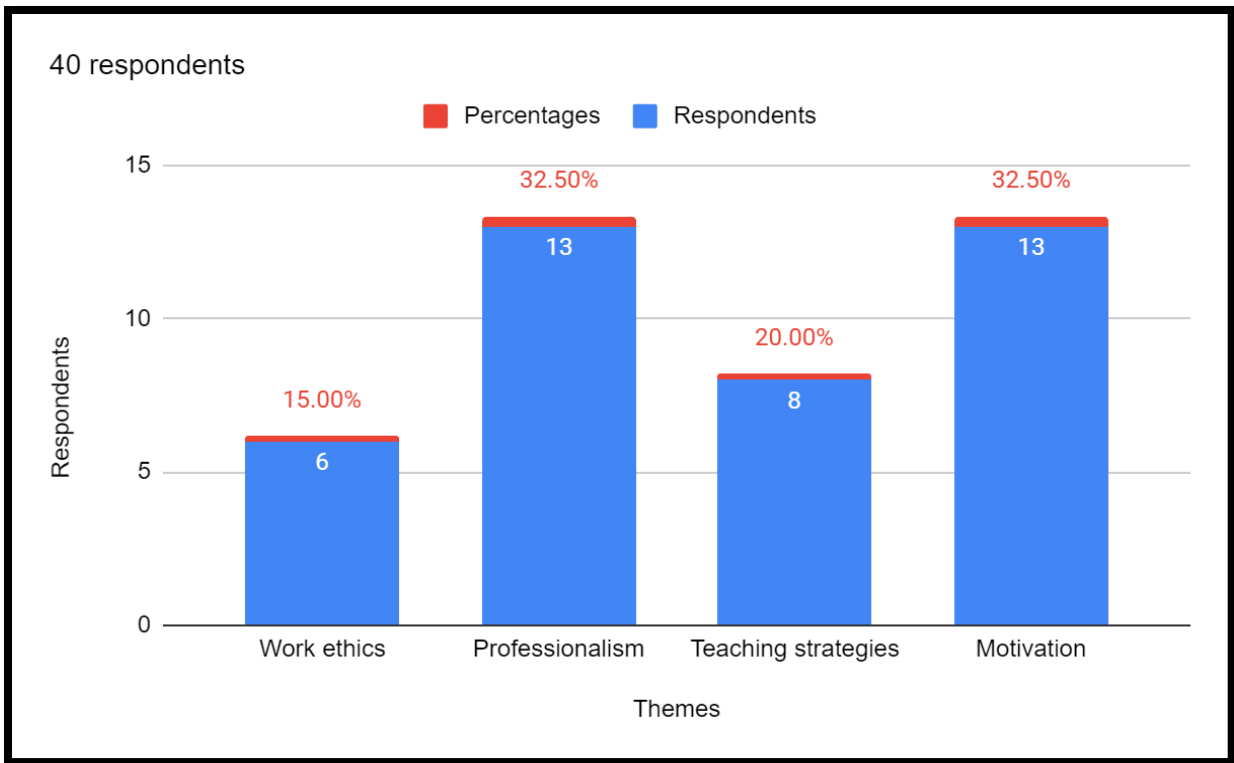
Figure 14: Respondents Agreement to Whether teacher’s Professional and Learners’ Motivation Have a Relative Relation or Not

For this question respondents replies represent that only 2.7% of the respondents disagree with the idea that teachers' professionalism and learners' motivation have a relative relation. In the other hand, the majority of 97.6% of the respondents agree that the relation between teachers' professionalism and the learners' motivation is relative. Therefore, the relation between our variables is relative. Moreover, respondents explained their answers by saying that teachers are the source of the language, knowledge and motivation therefore the more professional, ethical, helpful and problem solver the more they will motivate their learners, because learners tend to mimic their teachers and get influenced by them. Also, they cleared that it's possible to be influenced both positively and negatively by their teachers and their attitudes.

Item 13: In your opinion, what can your teachers do to improve your level of motivation?

Table 12: Themes to Help Improve Respondents' Motivation

Themes	Respondents	Percentages
Work ethics	6	15%
Professionalism	13	32.5%
Teaching strategies	8	20%
Motivation	13	32.5%
Total	40	100%



Graph 3: Themes to Help Improve Respondents' Motivation

In this question, respondents were asked about what their teachers can do to improve their level of motivation. Their answers represent that 15 % think that their teachers have to develop their work ethics to help them be more motivated, 32.5% for require their teachers to improve their level of professionalism and to motivate them more often so they get more motivated; and 20% of the respondents want their teachers to vary their teaching strategies so they can influence the learners' learning skills and consequently make them more motivated. Therefore, teachers should consider theme for points assigned by the respondents in order to influence their learners positively.

Discussion of the Results

To summarise, this chapter is designed to analyse the collected data from the learners' questionnaire. The results from the analysis of the learners' questionnaires came up positive with the research theories. This chapter attempts to clarify how teachers can enhance their level

of professionalism to increase their learners' motivation, and to identify the nature of the relation between these two variables.

Moreover, in the analysis of the learners' questionnaire the sample represented the characteristics of the population positively in both age and gender. The respondents cleared that they had a certain level of motivation which was influenced both positively and negatively by their teachers through the learning process. Also, they said their teachers motivated them sometimes but it was not the main reason that kept them motivated. They kept on being motivated for earning a chance to get a good job and the aim of making their parents proud. Besides that, they were demotivated by the nature of their learning programs and timetables, the teachers' unprofessional acts, lack of suitable establishments to the nature of their studies and the lack of support from both the teachers and the administration. In addition, most of them believe that their teachers have a good professionalism level, still other respondents claimed that it was average and or weak. Furthermore, when it came to their level of satisfaction with the academic experience with their teachers, three quarters of the respondents were either neutral or not satisfied which represents an average to a low level of satisfaction. Additionally, almost all of the respondents agreed that the professionalism of the teachers has a direct influence on the learners' motivation. Also, they believe that the relation between teachers' professionalism and the learners' motivation is relative because teachers can influence their learners' motivation both positively and negatively. Finally, respondents mentioned four aspects or themes that teachers can enhance in themselves to result in improving their learners' motivation. The mentioned themes are work ethics, professionalism, teaching strategies and motivation. Therefore, to be more professional, motivational, work ethical and more aware of the variety of teaching strategies will result in a better educational experience that push the learners' motivate positively.

The result

To conclude, the role of teachers' professionalism is essential to improve learners' motivation. Therefore, teachers must have an ongoing professionalism development to be aware of how to motivate and support their learners in order to result in a successful learning process. This was positively agreed with by the respondents' answers and the final result of our study. Results that answered our research questions and confirmed our research hypothesis as follows:

1. How can teachers enhance their level of professionalism to increase their learners' motivation?

We hypothesized that "Teachers' professionalism is an integral feature to increase learners' motivation." It was confirmed by 95.1% of the respondents that the teachers' professionalism has a direct influence on the learners' motivation. Also, respondents claim that in order to make learners more motivated, teacher have to improve in for areas: professionalism by 32.5% of the respondents, motivating learners by 32.5% of the respondents, work ethics by 15% of the respondents, and the last 20% of respondents said teachers need to use more teaching strategies. Therefore, to create a better learning environment and motivate learners towards their studies teachers need to enhance their professionalism and to be updated with the new teaching methods, because their professionalism has a direct influence on learners' motivation.

2. What kind of relationship and influence does teachers' professionalism have on learners' motivation?

For this research question we hypothesized that "The relationship between teachers' professionalism and learners' motivation is a relative relation." The respondents' answers came positive and agreed with this hypothesis, because 97.6% of the respondents believe that the relation between the teachers' professionalism and the learners' motivation is relative. Meaning the teachers can influence their learners' motivation both positively and negatively which was

seen in the respondents' answers on whether their teachers increased decreased or didn't influence their motivation through the learning process. The majority of 46.3% respondents said that their teachers influenced them positively and increased their motivation, 24.4% of respondents said that they were influenced negatively by their teachers and their motivation was decreased, while the rest claimed that they were not influenced. Consequently, teachers can relatively influence their learners' motivation either positively or negatively; therefore, they should be more professional with positive attitudes in the classroom so they can increase the chances of the positive impact on their learners.

Recommendations

Teaching is a big responsibility which teachers should be aware of. They must know that it requires continuing work and development in order to be good professional teachers. Also, teachers should consider the importance of not only developing themselves but developing their learners through positive attitudes motivation and to be a good example to be followed. Furthermore, they consider their learners needs and different personalities because that would help them know how to influence them best. Additionally, the following are some concluded recommendation and suggestions to help teachers from our study:

Concerning teachers' professionalism:

- Teachers must keep on training and improving to better influence their learners, because their level of professionalism has a direct influence on their learners' motivation.
- Teachers should consider in-service training programs to enhance their level of professionalism.
- Continuing Professional Development (CPD) is another tool they can rely on to develop their teaching capacities and be updated.
- Knowing the variety teaching styles and strategies helps teacher to drive their teaching capacity and develop it.

- Teachers should always keep on learning and enhancing their level of English and be aware of recent studies to enlarge their knowledge.
- Training is essential therefore teachers should not stop training and consider taking it when possible.

Concerning learners' motivation:

- Learners have a variety of learning styles and learning strategies which teachers must be aware of to motivate the learners and help them ignite their cognitive capacities.
- Feedback is essential in the learning process; consequently, teachers have to provide it to their learners so they know their mistakes and learn from them.
- A positive attitude is crucial for learning in this sense teacher must build good professional relationships with their learners to have the capacity of influencing them.
- When in the classroom teachers should show the best in themselves because learners tend to mimic their teachers. Therefore, it would result in a positive motivating environment.
- Give learners the freedom to express their ideas freely and support them in their academic problems.
- Time and place of the course has a main influence on the learners want to drive. Therefore, both the administration and teachers must work on providing a suitable setting for their learners' studies.

General conclusion

General conclusion

The study at hand seeks to identify the influence of the teachers' professionalism has on the learners' motivation. Our case study was conducted with the English branch master two students at the University of Mouhammed Khider Biskra. We undertook this work to identify the way teachers can enhance their professionalism to increase their learners' motivation. Also, to identify the nature of the relation between teachers' professionalism and learners' motivation. The study is built on two theoretical chapter and one practical chapter. The first chapter is entitled "Teachers' Professionalism Development." In it we defined teachers' professionalism, how teachers can improve their level of professionalism and the types of training they can undertake to make their development possible. The second chapter was entitled "Learners' Motivation" in this chapter, we defined learning, education, and motivation. Also, two motivational theories intrinsic/extrinsic theory and Maslow's hierarchy of needs. Furthermore, the importance of knowing the characteristics of learners and the characteristics of a good learner. In addition to learning styles and the importance of knowing them as well as the learning strategies of learners. All of which, is to help teachers know the variety of learners they can meet and how it is possible to intrigue their cognitive capacities and motivate them.

Moreover, the data analysis chapter presented definitions to basic elements of research methodology and the analysis of the students' questionnaire was in the practical chapter. First, the gathered data proved that in order to improve the teachers' professionalism they have to enhance their professionalism, work ethics, knowledge and usage of teaching strategies and to motivate their learners more often. Additionally, it cleared and defined the relation between teachers' professionalism and learners' motivation as a relative relationship. Meaning, teachers can influence their learners' both positively and negatively.

Therefore, teacher must be fully aware of their responsibility and the impact they can apply on the learner. In order to influence their learners positively and motivate them, they have to work on developing their professionalism's level. That development can be realized by undertaking training and professional development programs so they can be updated and aware of the different ways they can outcome classroom problems.

Limitation

In conducting this research, we faced problems concerning lack of communication with the supervisor and due to short time and poor management of time we could not perfect our work.

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Appendix

Appendix

Students' Questionnaire

Dear students,

This questionnaire is a data collection tool for a master dissertation in sciences of the language. It investigates "The Influence of Teachers' professionalism on EFL Learners' Motivation. Your answers will be of a great help to us. Will you please respond by placing a tick (✓) in front of the appropriate answer, and complete where necessary.

Thank you for your cooperation.

SAHNOUNE Younes; University of Mouhamed Khider Biskra

Section one: Background Information

Gender: **Male** **Female**

Age:

Section two: Students' attitudes towards their motivation while studying English as a foreign language

1) Was studying English your own choice?

Yes

No

2) How can you describe the level of your motivation at the beginning of your studies?

- High
- Medium

- Low

3) Did your teachers:

- Help you to increase your level of motivation.
- Did not influence your level of motivation.
- Decreased your level of motivation.

4) What kept you motivated through your studies?

- Your teachers' motivation.
- Your goal to have a good job.
- Your aim to make your parents proud.

Section three: Students' perceptions about their teachers' professionalism

1. What makes you demotivated? (you can choose more than one)

- Your teachers' unprofessional acts.
- Lack of support from the teachers and administration.
- Studying in unsuitable establishments for the nature of your studies.
- The nature of programs and timetables.

2. How can you rate your teachers' level of professionalism?

Excellent

Good

Average

Weak

3. How would you evaluate your academic experience with your teachers?

- Very satisfied
- Satisfied
- Neutral
- Not satisfied
- Very dissatisfied

4. How often did your teachers motivate you?

- Always
- Sometimes
- Never

5. Do you agree with this statement “the teachers’ professionalism has a direct influence on learners’ motivation.” ?

- Yes
- No

6. Do you agree that the relation between the teachers’ professionalism and the learners’ motivation is a relative relation, and explain why?

- Yes
- No

7. In your opinion, what can your teachers do to improve your level of motivation?

Thank you for your collaboration

SAHNOUNE Younes; University of Mouhamed Khider Biskra.

المخلص

أصبحت اللغة الإنجليزية لغة مشتركة في العقود الماضية، وهي ضرورية في جميع المجالات، مما جعل تعلم اللغة الإنجليزية ضرورة للأفراد للتواصل في جميع أنحاء العالم. لذلك، أصبح وجود عملية تعليمية فعالة للغة الإنجليزية هدفًا للجامعات، الأمر الذي يتطلب مدرسين محترفين ومتعلمين متحمسين. وبالتالي، فقد قادنا إلى إجراء هذه الدراسة لتحديد أهمية وتأثير احترافية المعلمين على دوافع المتعلمين وتعزيزها من خلال تطوير احترافهم. افترضنا أن احترافية المعلمين ودوافع المتعلمين لها علاقة نسبية. وأن مستوى احتراف المعلمين له تأثير مباشر على دافع المتعلمين. اعتمدنا نهج الطريقة المختلطة للدراسة في تناول اليد. لجمع البيانات، أرسلنا استبيانًا عبر الإنترنت إلى طلاب اللغة الإنجليزية للماجستير الثاني في جامعة محمد خضر بسكرة. أظهرت النتائج من البيانات التي تم جمعها اتفاق مع فرضيتنا من قبل المستجيبين. بمعنى، أثبتت النتائج أن العلاقة بين احتراف المعلمين ودوافع المتعلمين هي علاقة نسبية. بالإضافة إلى ذلك، فإن مستوى المعلمين له تأثير مباشر على تحفيز المتعلمين، وأن المعلمين بحاجة إلى تحفيز المتعلمين، وأن يكونوا أكثر احترامًا، وتنويع استخدام استراتيجيات التدريس، وأن يكونوا أكثر أخلاقية في العمل. بالإضافة إلى ذلك، وفقًا للمتعلمين، يحتاج المعلمون إلى تطوير وتعزيز احترافهم لأن المتعلمين يميلون إلى تقليد معلمهم. لذلك، يجب على المعلمين تطوير قدراتهم باستمرار وإجراء التدريب والندوات لضمان هذا التطور. يرجع ذلك إلى حقيقة أن تجربة التدريس والتعلم الفعالة تتطلب معلمين يعرفون كيفية مواجهة التحديات ويدركون جيدًا الطرق الممكنة لتحفيز المتعلمين.

الكلمات الأساسية: احتراف المعلم ، وتحفيز المتعلمين