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**Creating Effective Classroom Environment to Promote Students'
Motivation to Learn English as a Foreign Language**

A Case of Third Year Students of Mofdi Zakaria Secondary School at
Wed Souf

A Dissertation Submitted in Partial Fulfillment of The Requirements
for Master Degree in Science of Language

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DEDICATION

I dedicate this dissertation to my dear parents the sources of my happiness and success, words can never express my deep love to them.

To my dear brothers from SADOK to AYOUB.

To my dear sisters from NAIMA to FATMA.

To my niece ' RAHAF'

To my dear fiance HAMZA

To all my friends and classmates in Biskra University and in El-oued University.

ACKNOWLEDGEMENTS

ABSTRACT

We have noticed that the process of teaching and learning face many obstacles and difficulties in secondary schools, especially in teaching English as a foreign language.The difficulties that teachers encounter are such : lack of effective classrooms as well as students' motivation. We always wonder why our classrooms seem not suitable, and why students seem not effective in the classroom. To highlight this problem, the present work suggests some techniques and strategies for creating effective classroom environment to promote students motivation to learn English as a foreign language. Along this study, we try to prove the necessity of providing suitable conditions that enhance the management of the class and students disruptive behavior, as well as their motivation for success, more importantly, we try to present more strategies for teacher to plan and organize classroom activities and behaviors. Also, we have focused in the second chapter on the models of motivation that are well known in educational psychology, as well as on the characteristics of a good teacher and his role in enhancing student's motivation to learn English. In this dissertation, we will attempt to investigate data and we will suggest appropriate solutions to the learners problems ; we rely on two tools of research : a) Students questionnaire and b) Teacher questionnaire administrated to the third year students of literary branch of Mofdi Zakaria secondary school at Wed Souf (55 students), and to their teachers of English language as a foreign language (6 teachers). The data gathered tools revealed that students and teachers find difficulties in creating effective atmosphere and in maintaining motivation and engagement in classroom activities. We believe in this study that the role of the teacher is essential and in the heart of teaching-learning process. So we suggested some characteristics and qualities of effective teachers.

LIST OF ABBREVIATIONS

- ➢ ARCS : Model of motivational design
- ➢ B.A : Licence
- ➢ M.A : Magister
- ➢ PHD : Doctorate
- ➢ FL : Foreign language
- ➢ L2 : Second language
- ➢ i.e. : It means
- ➢ SST : Student talking time
- ➢ TTT : Teacher talking time
- ➢ N : Number
- ➢ % : Percentage
- ➢ EFL : English as a foreign language
- ➢ PHUB : Peace be upon him

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CHAPTER TWO : Motivation

GENERAL INTRODUCTION

1. Aims of the Study :

This study aims to investigate the best strategies that teachers need to be aware about it in order to create an effective classroom environment. Moreover, this study intends to provide an overview on student behavior and motivation to learn to develop pro-active and effective classroom practices. Furtheremore, this work aims at highlighting the teacher's role in making an effective classroom and manipulating students' performence through using strategies that encourage students to engage in classroom activities.

Also, this study aims at providing the effective strategies to motivate students to learn foreign language. Particularly, it indicates the role of both teachers and students in the teaching-learning process i.e., how can teachers adapt their teaching practices in a way that will foster students' motivation, and how can students behave in the class when they are learning.

2. Statement of the Problem :

The subject under study was chosen out of an interest in the domain of classroom management, because as students of English language we always wonder why students seem to be not effective in classroom, and why teachers encounter difficulties to control and to manage the classroom such : over crowded classes , unsuitable classes (broken boards, tables, chairs, windows), students' disruptive behaviour …etc. Hence, classroom management can be defined as process through which an effective classroom environment is created. The theories that carried out to provide teachers with fit ways and strategies to manage the classroom failed to provide materials of direct classroom application. This failure refers to the different students' behaviors.

Indeed, making active and effective classroom is the role of both teachers and students. Maintaining motivation over the year is almost the teacher's role by

providing stimulating and appropriate tasks, and they will need to use motivational strategies capable of eliciting higher quality of student engagement in classroom activities.

In the field of language teaching and learning, the prominent motivational strategies and models were suggested by well known linguists as Gardne , Keller, Dornyei, Good & Brophy, Campbell ... etc.

3. Research questions :

This study aims at answering the following questions :

1. Why is well managed classroom necessery in the teaching-Learning process ?

2. What is the role of teachers to make an effective classroom ?

3. Who are the effective teachers ?

4. What motivational strategies used in the classroom do teachers think are most effective ?

4. Hypothesis :

If teachers provide materials of direct classroom application, they would make an effective and well managed classroom, and they would increase students' motivation and achievement in the class.

5. Research Methodology :

The method used in this research is the descriptive method, we go in deep to the students' and teachers' needs and difficulties in teaching –learning process. We shall conduct a quantitative study through designing two questionnaires, one for teachers of English language and another one for secondary school students.The method that

we followed in both questionnaires is random sampling in which there is a high level of objectivity.

6. The significance of the study :

The purpose of this study is to elicit the problems that face both teachers and students in the classroom during the process of teaching and learning English language, and to find the best solutions for them in order to create the effective classroom environment for students to motivate them to learn the foreign language .

Thus, creating effective classroom environment for students to learn English will enhance the teaching-learning process, and will elicit a higher quality of student engagement in classroom.

7. Limitation of the study :

1. In this research, a simple random sampling is used since the majority of students have nearly the same level, age, social status, and cultural background.

2. Our sample in this study is the secondary school students of El-oued and not all of the groups because of time restrictions.

3. This study is concerned with classroom environment and students' motivation. In addition, this study is concerned with classroom environment and motivation on the teachers' and learners' part.

8. Structure of dissertation :

*Chapter one : Classroom Environment

Deals with the development of various definitions of classroom environment and classroom management. Also, deals with the main characteristics of good and

effective classroom as well as the students' disruptive behavior and what can the teacher do in order to manage it and correct it.

*Chapter two : Motivation

Highlights the motivation in foreign language, the definitions, models of motivation, sources, and factors. We also provided the characteristics of effective teachers, and their role in increasing students' motivation to learn English language.

*Chapter three : Fieldwork

Outlines the fieldwork. It seeks to answer all the questions stated in the problem. It includes questionnaires for both teachers and students of secondary school in El-oued.

Introduction :

   This research focuses on building a knowledge base on the classroom environment and classroom management. In teaching if administration and teachers provide an effective learning environment, their students will grow well. So, creating effective classroom environment is needed to motivate students and teachers to do the best in the teaching-learning process, Thich Nhat Hanh (1991) states that :

When you plant lettuce, if it doesn't grow well, you dont blame the lettuce. You look into the reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce. Yet if we have problems with our friends or family, we blame the other person. But if we know how to take care of them, they will grow well, like lettuce. (P 78).

   Moreover, in order to create an effective classroom environment, the teacher have to create a well managed classroom. Because,it helps everyone engaged in the class to get dynamic learning experience.(Canter, 1976 ; in Kaliska, 2002 : P . 1) states that : ''you cannot get your needs met in your classroom unless you have an effective method of displine which you thoroughly understand and are comfortable utilisions'' ; he means that teachers and administrators have to be aware how to apply the successful and fit methods in the classroom in order to get the effective learning environment.

   We shall begin this chapter with multiple definitions of the classroom environment and its description. We then will turn to other element, the classroom organization ; how to organize the class, and we shall introduce the teacher attitudes and its impact on the classroom environment. Also, in this chapter we shall discuss why the classroom management is important, and how can the theories influence on the classroom behavior and on the disruptive one as well as on the way of managing it. In addition, we will itroduce some barriers that ban students from getting best learning and education. Thus, classroom management, students' misbehaviors, and the barriers of learning were the most trying issues for teachers and students. (Hicks, 2012, p. 30)

1.1. Definition of Classroom Environment :

The classroom environment is defined as : ''An important tool for the teacher''. (Dean, 2000, P. 84) Also, he stated that the focus on making the classroom well-organized and more attractive environment will motivate the pupils to get the effective learning.

According to Creemers and Rezigt (1996) the classroom environment is the place where the students learn and take courses. This environment includes the classroom's physical environment, the social system, the atmosphere, norms and values (p. 2). In addition, Brophy and good (1986) have show that : '' …classroom climate is one of the most important predictors of students' achievement.'' They mean that the provision of effective environment in the classroom will of course reflect positively on the students' achievements and engagement in the classroom.

1.2. The Psychological Environment :

According to (Engelbrecht et all, 1999, p. 72 in Mpya, 2007, p. 22) the atmosphere of the classroom should be supportive through nurturing the personal, cognitive and social development of all learners in order to encourage learning and maintain the motivating atmosphere of the classroom.''… a classroom needs to provide a safe and supportive environment in which all learners are willing to participate in class activities without feeling ridiculed''. (Khumalo, 2000, p. 34)

1.3. The Physical Environment :

According to Mpya (2007) '' the classroom shoud be wheelchair-friendly, doorways should be widened, and stairs should be removed and be replaced with ramps to allow movement'' (P. 22). The department of education should provide a safe and accessible environmaent in the classroom to encourage students to learn.

1.3.1. Immediate Students' Physical Needs : according to (Erwin, 2004, PP. 25-26) the students' main needs in the classroom are :

* Water : students and teachers should drink at least 8 ounce glasses of water each day in order to let the brain function well, and maintain electrolytic balance. Because the brain is about 78 percent water.

* Oxygen : Let students get the oxygen-rich blood through :

*Open windows to get fresh air in the classroom.

*Put plants in the class

*Energizer activities

* The need for a sense of safety, security, and order :

*Greeting

*Positive posters

*Guidelines for behaviour

*Avoid threatening, bribing, and punishing

1.4. Classroom organization :

The organization of the classroom is very important in the teaching-learning process. (Choate, 2004, P. 428 in Mpya, 2007, P. 23) stated that : '' creating an orderly setting is the first step in establishing an environment that is condusive to learning and preventing behavioral promblems''. The arrangement of the classroom should enable learners to be free and relax when they move in the class without disruption. Also, the department of education has to provide a library with sufficient books and magazines to help students in finding information. Moreover, (Alexander et al, 1992 in Dean, 2000, p. 79) suggest that :

''It is important for teachers to organize their classrooms so that they have the opportunity to interact with teir pupils : to offer explanations which develop thinking, to encourage speculation and hypothesis through sensitive questioning, to create, above all, a climate of interest and purpose''.

(Thich Nhat Hanch, 1991, pp. 45-46) suggests some organizational strategies to make the classroom environment more effective and motivated for learning. These strategies are :

1.4.1. Organize the Physical Environment to Reduce Distractions :

1-Seat students near teacher's desk.

2-Surround the weak student with other students who are good.

3-Avoid distracting stimuli. Try not to place the student near air conditioners, heaters, high traffic areas, doors, windows or pencil sharpeners.

4-Provide stimuli-reduced study area accessible to all students.

5- It is sometimes helpful for students to listen to music on a headset to screen out other disrations.

1.4.2. Organize materials so that they are easy to identify and easy to store :

1-Ensure students have their names prominently displayed all personal supplies.

2-Organize desks or lockers with labels and designated places for certain items.

3-Establish a regular time for all students to clean and organize their desks and lockers. Provide a map or picture of how the desk or locker should look when it is organized.

4-Encourage students to use folders and binders with different colours or labels with pictures to sepate subject work materials for each class.

5-Encourage use of pocket folders organized with new work on one side and graded work and class notes on the other side.

6-Be willing to provide adequate copies of handouts or materials.(see also,Dean, 2000,p. 53)

Figure 1 : Sample Seating Arrangments for the Classroom

Choose the best seating arrangement for your students, depending on the task and their needs while learning.
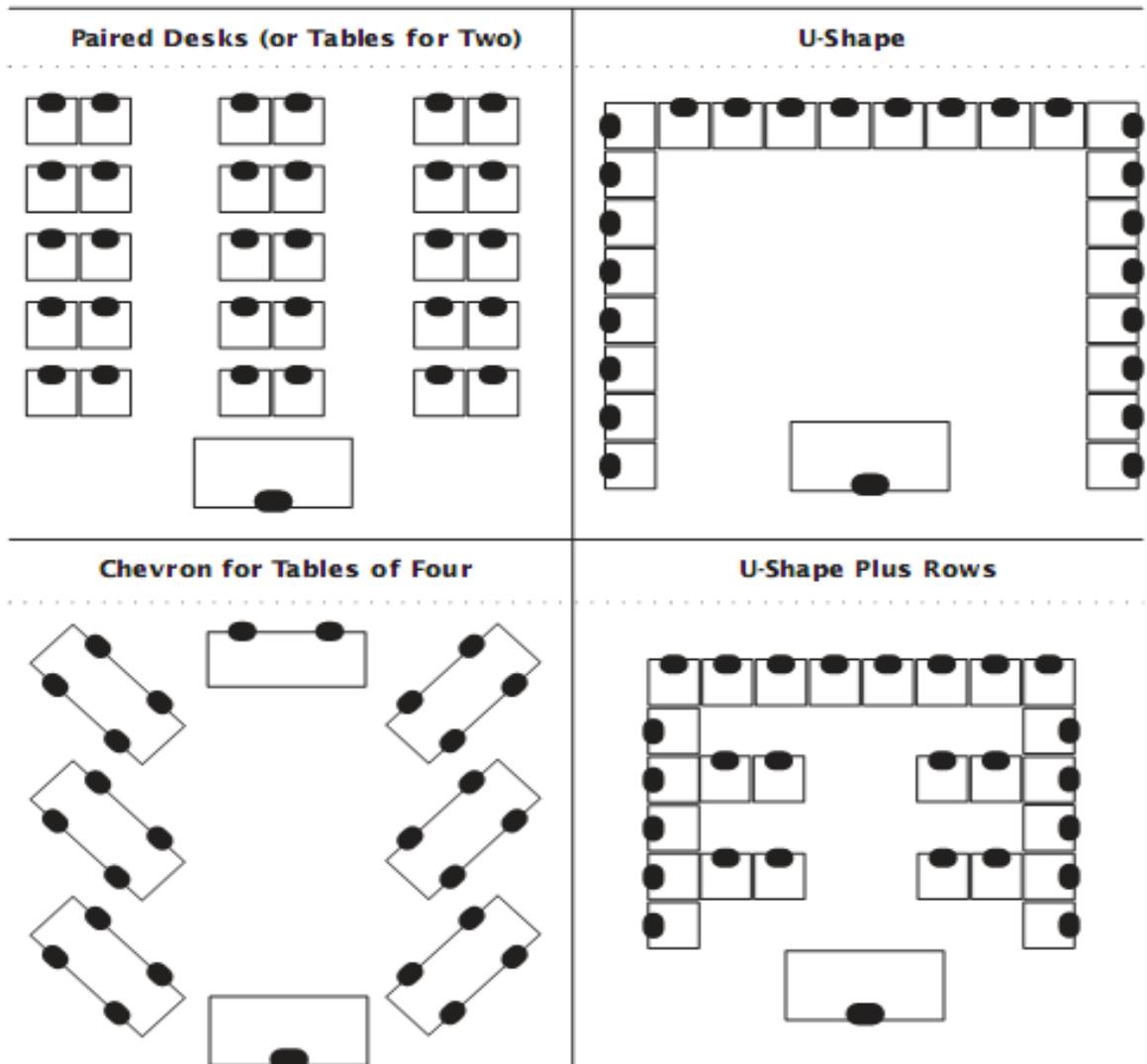
Figure 1 : Classroom Arrangement. (Cumming, 1990 in Cummings, 2000, p. 41)

1.5. Table : negative and positive classroom climate :

Negative classroom climate	Positive classroom environment
-The class begins the year unable to line-up effectively. - The teacher warns them that it ''must get better''. - The teacher points the students out when they come late or misbehave. - The teacher gets angry and threatens the students who make mistakes.	- The class begin the year able to line-up effectively. - When students fail to achieve something, the teacher then offers an encouraging message, and asks the students to try again. - The teacher is encouraging and projects a positive expectation. - The teacher uses humor and positively to promote a perfect behavior.

Table : The classroom Climate. (Wubbels et al, 1985, p. 11)

   This table shows the characteristics of the negative and positive classroom climate. The classroom will be positive if the teacher has a positive and good behaviour, and it will be negative if the teacher has a negative behaviour and attitude towards the teaching-learning process and towards students' behaviours.

1.6. Teachers' attitudes toward teaching-learning process :

   Students need teachers with high expectations who believe that all students have the ability to learn well. Also, they need teachers who are enthusiastic and have the ability to involve all students in the learning process. Erwin (2004) states that : ''students' genetic instructions are to seek a safe, orderly environment, feel a sense of importance, exprience a sense of independence, and have fun''. Moreover, according to Thich Nhat Hanh (1991) the key of creating a supportive and effective classroom environment is a teacher that his/her goal and objective is to be aware about the individual needs of students, and encourage them to be successful learners. (P. 44)

Figure 2 : Teachers' attitudes toward teaching-learning process :
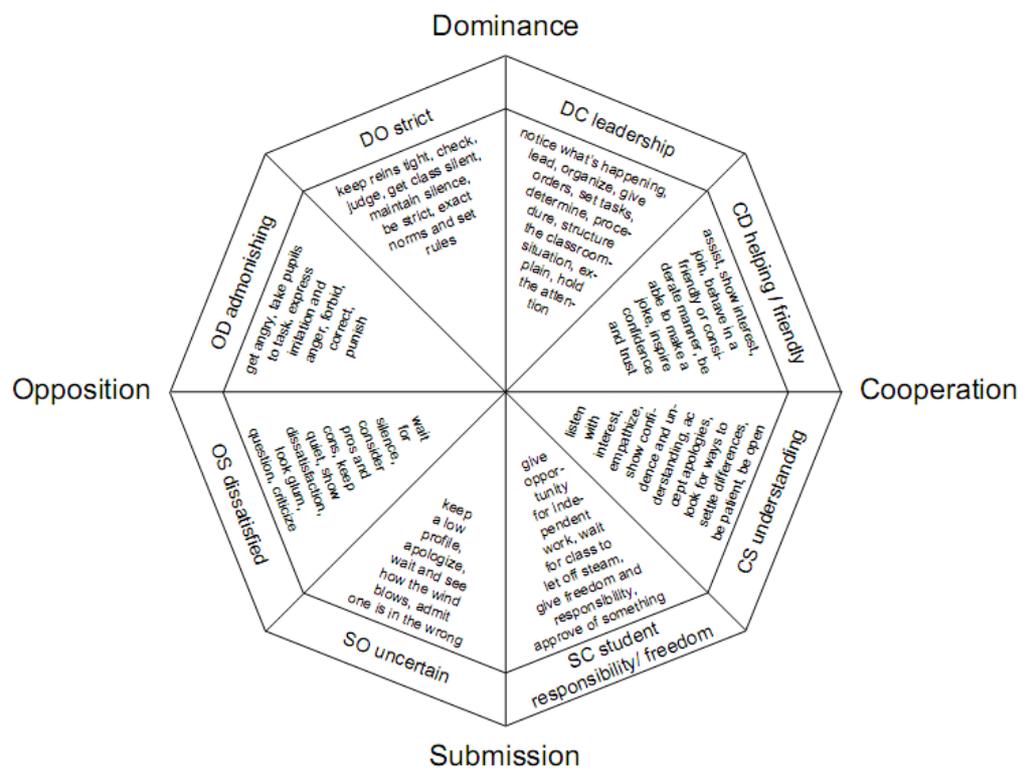
Figure 2 : Teachers' Attitudes.

(Wubbels, Brekelmans, Brok, and Tartwijik, p. 41).

1.7. Classroom environment according to teachers attitudes :

Wubbels et al, suggest eight aspects of teachers attitudes' influence on the classroom environment:

1.7.1. Positive attitudes :

1.7.1.1. Directive :

The learning environment with directive teacher will be well-structured and task-oriented. Also, the teacher who has this behavior is organized and complete their lessons on time.

1.7.1.2. Tolerant and Authoritative :

The atmosphere is well-structured, pleasant and task-oriented. The rules and procedures are obvious, and students are attentive and generally produce better work.

Authoritative teachers are enthusiastic and open to students' needs, and their lessons are well planned and logically structured.

1.7.1.3. Tolerant :

The learning environment is structured and supports students responsability and freedom. The teacher tries to develop closer relationship with his/her students, and organizes the lessons around small group work.

1.7.1.4. Authoritative :

The classroom atmosphere is pleasant, supportive and not confused. Thus, students enjoy attending, as well as free in the class, because there is no stress from the teacher**.**

1.7.1.5. Drudging :

The atmosphere is enthusiastic, supportive and competitive. The teacher with drudging attitude exerts a great effort to manage the classroom in order to successeed.

Greene in Thich Nhat Hanh (1991) provided additional characteristics of teachers who want to create positive classroom environment :

*Respensiveness

*Warmth

*Patience

*Humor

*Positive attitude toward inclusion

*Knowlege of and willingness to work with students with exeptional needs.

*Knowlege of different types of effective interventions

*Willingness to work collaboratively with other teachers.

Figure 3 : other aspects of teacher's positive attitudes according to Shindler (2010).
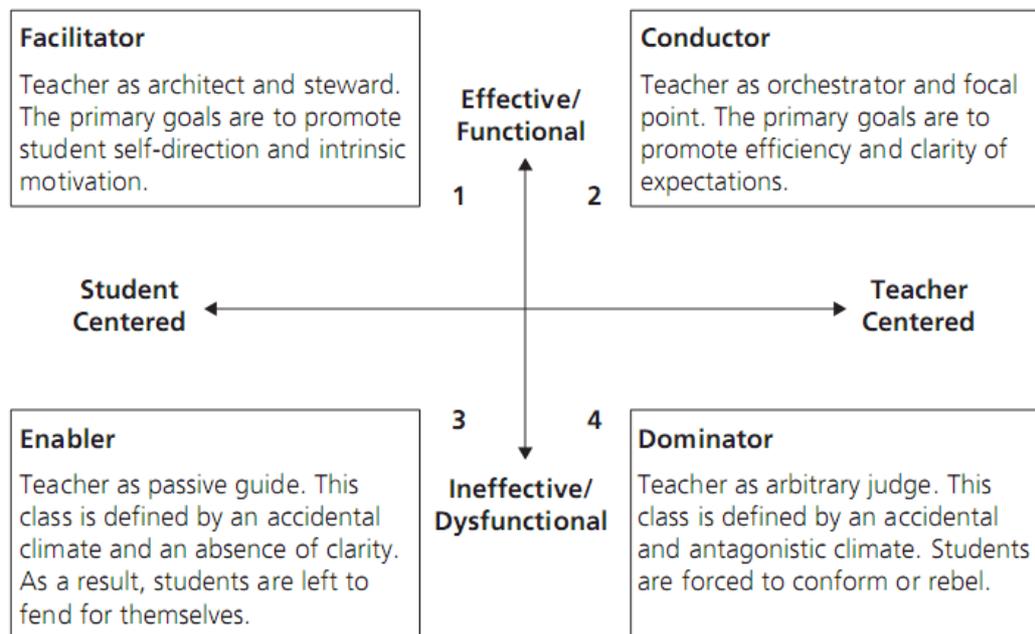
Figure 3 : Aspects of Teachers' Positive Attitudes.

(Shindler, 2010, P. 14)

1.7.2. Negative attitudes :

1.7.2.1. Uncertain :

The learning environment is so unstructured and not task-oriented, only the students in front are attentive. In addition, the lessons are poorly structured and not introduced completly. Uncertain teachers'behaviours in the classroom are arbitrary and they exert few efforts to stop the misbehaviour.

1.7.2.2. uncertain/ Aggressive :

The atmosphere with uncertain and aggressive teachers is disordered and full of disruptive behaviour ; teachers and students regard each other like enemies, and the learning is the last important aspect of this class.

1.7.2.3. Repressive :

The learning environment is guarded and unpleasant. Those teachers make their students uninvolved and work individually, and giving them bad grades or sarcastic remarks. Also, the lessons are structured, but not well organized.

We noticed that teachers attitudes have greate influence on classroom environment and students achievements. So, in order to make the classroom environment more effective and more suitable for learning to elicite a higher quality of students engagement in the class, the teacher should always have positive attitudes towards teaching-learning process as well as learners.

1.8. Classroom Management and Managing Students' Misbehavior.

1.8.1. Definitions of Classroom Management :

According to Kaliska (2002) the classroom management refers to the systematic instructional process that teachers use to guide students to be more effective and successful. (p. 4). While Good and Brophy (1997) refer it to the process of creating effective classroom environment. Furtheremore, Lewis (1999) defines classroom management as a means that teacher demonstrate rights between student and student or teacher and student who are in conflit (p. 270) . However ; Duke cited by Emmer and Stough (2001) states that classroom management is about ''… the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur'' (p.1). Also, Emmer and Stough (2001) elaborate this concept when they state that classroom management is about the ''…establishment and maintenance of order, designing effective instruction, dealing with students as a

group responding to the needs of individual student and effectively, handling the discipline and adjustment of individual students''. (P. 2)

1.8.2. The Importance of Classroom Management :

According to Hicks (2012) the classroom is very important and has essential influence on the teaching-learning process. Because, learning will never be developed and improved if the classroom is not effective and not well- prepared for learning. The second reason is to help students to meet the desired level of academic success in order to raise the accountability and high stakes testing, because this process will never take place without providing good classroom management. Moreover, poor classroom management will negativelly influence the teachers and students behavior. Also, it increases the violence and bullying in schools, as well as teachers' stress. (P. 32)

1.8.3. Theories of Classroom Management :

In order to help classroom envirenment exhibit behavior to learning, and to make the relationship between teachers and students more positive, the theorists such as Skinner, Piaget, Kounin, carried out theories that influence classroom management, the behaviorism and constuctivism theories were the main ones. (P. 17)

1.8.3.1. Behaviorism :

According to Cherry (2009) in Hicks (2012) the behavioral psychology or behaviorism is a theory of learning believed that all behaviors are acquired through conditioning. He also mentioned that there are two types of conditioning which are : classical conditioning type that is the natural response to a stimulus ; this type is associated with Pavlov's drooling dog experiment. Although this method can be

applied in teaching. But, the second type which is operant conditioning is more effective in educational setting.

  ''Operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an association is made between a behavior and concequence for that behavior''. (Cherry, 2009, in Hicks, 2012, p. 17). According to the behaviorists, teachers have to follow the techniques of rewarding and punishment when dealing with students in the classroom in order to reduce their misbehavior. Skinner in Kaliska (2002) mentioned that when the teacher rewards students for good behavior or punishes them for wrong behavior they will be aware how to behave in the classroom. The good behaviors that were rewarded will be repeated ; and wrong behaviors that were punished will be avoided, so that, to get a well-behaved classroom.

1.8.3.2. Constructivism :

  Piaget in Hicks (2012) limited the constructivism into two meaning : knowledge is accomodated or assimilated into schemata. Also, he shows that people's minds are like a ''filing cabinet'' in storing new information. Brains can store it in the existing schema ; which means to accomodate it, or make it in new folder or schema ; which means to assimilate it. Piaget stated that the process of accomodation and assimilation happens according to the children mental stage. He divided them into four strategies :

*The stage of sensori-motor intelligence (0-7 years)

*The stage of preoperational thought (2-7)

*The stage of concrete operations (7-11)

*The stage of formal operations (11-15)

  These stages have a great influence on the student behavior, and it should be in account in managing the classroom.

The main objective of the constructivism is to understand the mental capacity of students in the learning environment in order to know how to prepare an appropriate curriculum for learners. Moreover, the constructivist approach to classroom management gives pupils the chance to be a part of the decision making process and implementing self-governance ideals. (Hicks, 2012, p. 19)

1.8.4. Students' disracting and disruptive behavior :

According to Rogers (2011) the distractions and disruptions are shared in any classroom. He stated that the disruptive behaviors like uniform, misdemeanours, talking while the teacher is talking, gum-chewing, calling out or not having equipment. Also, using not respected tones such '' we'll hear'',''Jees, this is boring'', '' i don't care'',… Add to this insouciance, sulking, insolence, swearing and defiance, are led the teaching process to be stressful. Those disracting and disruptive behaviours are caused by : boredom ; fun ; immaturity ; inability to understand what is taught, or required ; how tolerance to frustration ; and home environment problems. (p. 21)

1.8.5. Principles of managing the classroom behavior :

According to (Barnes, 2006, p. 5) the learners misbehavior may be a reflection of the emotional, physical, and social problems. So, teachers have to turn misbehavior to their advantage through following the provided principles :

1- Take centre stage in the classroom, sounding confident and in charge even if you do not feel that you are.

2-Give plenty of praise and encouragement without inadvertently labelling students as ''brilliant'',''clever'', ''thich'', or''stupid''.

3-Avoid shouting and nagging. This is not effective, especially with very young children.

4-Avoid confrontation or an argument that you will likely lose.

5- When in double, always refer to the work and to any systems and habits that you expect from the class.

6-Give a difficult student the choice of doing something now or facing unspecified consequences late.

7- Keep the class on your side, even if you ignore a difficult child.

8-Avoid being so vigilant about minor incidents that you become a repressive and unrewarding teaching.

9-Keep up the pace and focus attention on the positive objectives of your teaching session, or students will find ways to be disruptive.

10-Always describe the behaviour that you want (eg : Ross, i need you to …) rather than the behavior that you are trying to stop (eg : Ross, stop doing that).

1.8.6. Barriers of learning :

According to (Visser, 2002 cited in Mpya, 2007, p. 8)'' … a barrier to learning is something that prevents the learner from benefiting from education.'' Moreover, Burden (2000) and the department of Education (2002) in (Mpya, 2007, p. 8) describe the barriers to learning ''… as those factors which lead to the inability of the system to accommodate diversity, which lead to learning breakdown or which prevent learners from accessing educational provisions.'' These barriers can be within the learners who need more planning and modification on their education to help and encourage them to learn. The barrier within the school or the education system which is unable to meet or adapt the needs of specific learners. Furtheremore, (department of education, 2002 in Mpya, 2007, p. 34) stated that '' … if the system fails to meet the different needs of a wide range of learners or if problem arises in for example, the learners or education system, that learner or system may be prevented from being able to engage in or sustain an ideal process of learning.'' This indicates that there are factors that prevent learning and development, that the educators have

to be aware about them. In addition, (the Department of Education, 2002, in Mpya, 2007, p. 35) mentions some of these factors (barriers) that prevent learning :

1.8.6.1. Socio-economic barriers :

The socio-economic conditions influence on the education in every society. They also indicate that in order to get a successful inclusive education, the schools have to provide enough and effective educators as well as provide enough teaching and learning materials that meet what the societies require or need.

(Kotele, 2000, p. 47) shows that South Africa and Lesotho are retarded in making a successful inclusive educational system because they have lack of teaching and human resources, funds, support, teaching aids, and well qualified educators.

1.8.6.2. Lack of access to basic services :

(The Department of education, 2002, p. 132 cited in Mpya, 2007, p. 35) stated that '' one of the most significant barries to learning … is the inability of learners to access the educational provision that does exist and their inability to access other services, which contribute to the learning process''. It means that this barrier refers to the learners' inability of using the given teaching aids and materials in the classroom.

1.8.6.3. Poverty and underdevelopment :

When the learners are under-nourishment they will lose their concentration and attention in the class, and will imped their ability to learn effectively. Also, when the learners are orphans or their parents are unemployed (without any income), they will withdraw from school, because their classmates insalt and humilate them.

1.8.6.4. Factors which place learners at risk :

The educators should be aware about some conditions within the society that have a negative influence on the learners. For example, physical problems such : body deases , and emotional problems like : frustration, stress….etc. Those problems of course will lose student's attention and concentration in the class.

'' For effective learning to take place an adverse social and emotional state of the learner will be a risk for learning breakdown.''(Department of education, 2002, p. 134 cited in Mpya, 2007, p. 37)

1.8.6.5. Attitudes :

Baron and Byrne in (Mpya , 2007, p. 38) describe attitudes as ''…internal representations of various aspects of the social or physical world-representation containing affective reactions to the attitude object and wide range of cognitions about it (thoughts, beliefs, judgements)''. Thus, the teacher attitude has a great influence on the learning process, because the teacher is the leader of the class.

1.8.6.6. Inflexibles curriculums :

The educators should be flexible and skilled, also be aware how to use different methods of teaching to engage learners with different abilities.They point out the main components of the flexible curriculum to make learning more effective. These components are :

*The style and tempo of teaching and learning.

What is taught ? The way the classroom is managed and organized.

*Materials and equipment, which are used in the learning and teaching process.

Thus, educators have to avoid inflexible curriculum, because it is not suitable to meet learners' diverse needs and requires. (See also Dean, 2000, p. 21)

'' What is taught or the subjects which learners are able to choose may limit the learner's knowledge base or fail to develop the intellectual and emotional capacities of the learner''. (Department of Education, 2002, p. 132 cited in Mpya, 2007, p. 39)

1.8.6.7. Language and communication :

According to (Mpya, 2007, p. 40) learners face linguistic difficulties in learning English and feel that they are not able to understand and to communicate with it.

Because, it is not their mother tongue. He also stated that :'' … second language learners are often subjected to low expectations, discrimination, and lack of cultural peers''. Hence, language and communication can be barriers when learners and teachers ignore the English language linguistic rules and find difficulties and problems in communicating with each other in the classroom (breakdown of communication).

1.8.6.8. Inaccessibility and unsafe built environment :

Mpya (2007) indicates that the classroom should be physically accessible for all learners, guard against the discriminatory factors, and should be safe and comfortable place in order to accomodate the physically disabled learner to develop his/her learning and make it effective foe them. Unsafe environment can be a barrier to learning. (p. 42)

1.8.6.9. Lack of parental recognintion and involvement :

(Engelbresh et al, 2003, p. 42 cited in Mpya, 2007, p. 43) insists on parental and caregivers involvement in the education. Because, when the learner feel that he/she is alone without any support and encouragement from his/her parent, he/she will be frustrated and become carelessness, and this of course will influence negatively on his/her learning development and achievement.

'' If parents … could be well informed about their importance in this course of action, they would become involved and take full responsability in supporting their children''. (Mpya, 2007, p. 43)

1.8.6.10. Disability :

Burden (2000) defines disability as'' … the social restrictions and constrains (barriers) imposed on persons with impairments in their pursuit of full and equal participation'' (p. 29). He refers it to the differences among people physical and physiological (in body structures : visual and hearing, and in body function). Also, he convinced educators to give the opportunity to the learners with disability to develop their learning.

The Department of Education (2002) shows that if the learners' particular learning needs are not met, the learning will breakdown, and effective learning will never take place. (p. 141)

Conclusion :

In general, we conclude from the data/ information mentioned above that the classroom teaching is a complex environment (Wubbels, P. 1). In order to let the effective learning take place, the classroom environment should be supportive and unthreatening place. And, it is not easy task to do that, but teachers have to attempt to achieve it through well organizing the classroom, supporting their lessons with materials and equipment, and through making their attitude positive towards teaching students. Also, the classroom is multidimensional in that many events occur over time. Therefore, students come with different learning needs and different behaviors (Laureate education cited in Hicks, 2012, p. 1). The studies reviewed in this chapter showed that the way a teacher manages the classroom will effect the pupil's behavior as well as their work. So,the teacher has to be careful when he deals with his/her students, also he has to be aware how to deal and how to manage the students' disruptive behavior ; because the best management of the classroom is to reduce and to minimize the learner's misbehavior, teacher's stress, and to create supportive and effective learning environment.

Introduction

Motivation is needed to improve students' and teachers' level of teaching and learning, we think that it is one of the key learning factors that determines the rate and success of L 2 attainment. In this chapter we shall discuss the motivation in foreign language, and we shall introduce the sources and factors that affect learners' level of motivation to acquire L2. Also; we shall state the various prominent models of motivation suggested by well known theorists, and then move to the characteristics of motivated teacher and learner as well as teacher role in the classroom. At the end of the chapter; we will focus on adopting a motivational teaching practice in the classroom.

2.1. Definition of motivation

Motivation is often considered as the key learner variable because without it, nothing much happens. It is also believed that students need to be motivated, even the cleverest students; that means student can learn as long as they are motivated with suitable motivational strategies. Hence, motivation is one of the most important concept in educational psychology .It provides the primary impetus to initiate second or foreign language (L2) learning. Gardner & Lambert (1959), the first pioneers of the social psychological approach, have demonstrated the importance of context in L2 learning motivation. A broad definition offered by Gardner (1985) is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity".(Ruesch, 2009, p. 4). Regarding the definition of motivation, other foreign experts provide different points of view. For instance, educational psychology; Rayan & Deci (2000) gave a quite simple definition for motivation "to be motivated is to be moved to do something" (Winke, 2005, p. 1). Although the bulk of definitions of motivation, all of them stress the fact that motivation is focal in the process of teaching and learning.

2.2. Motivation in Foreign language learning

Learning a foreign language is completely different than other subjects. It is not merely the learning of skills or rule, rather it involves the adoption of new social, cultural behaviors, and it takes learner into a new culture, a new way of thinking, a modification in self-image. "Learning a second language is ultimately learning to be another social person" (Crookall and Oxford (1988), cited in Williams & Burden, (1997). Hence, their attitudes toward foreign language, their own cultural beliefs, their integrativeness etc, plays vital role in learning foreign language. A distinction has been made in literature between 'integrative' and 'instrumental' motivation regarding foreign language learning. Integrative motivation refers to the desire to identify with and integrate into target language culture, which contrasted with instrumental motivation which refers to the wish and desire to study language for the purpose of attaining instrumental goals like career promotion, reading technical materials, translation, getting better job etc. Brown (2000) noted that the conclusion of many studies was that integrative motivation may indeed be an important requirement for successful second language learning. And some teachers and researchers have even gone so far as to claim that integrative motivation is absolutely essential for successful language. However, some other studies have shown that instrumental motivation is important in other situations. For example, in third world countries where English has become international language or English functions as a foreign language, it can be acquired very successfully for instrumental reasons alone.

2.3. Models of motivation

According to Guilloteaux (2007) the first empirical investigations related to L2 learning motivation were led by Gardner & Lambert (1959) and took place in Canada, and were aimed at identifying and measuring variables that shared variance in common with measures of English-French bilingualism. Through 1960s, 1970s and 80s, language learning motivation research was dominated by the *Social Psychological Approach* of Gardner and his Canadian associates. Takase (2003) noted such a perspective on motivation was well ahead of its time since social approaches to motivation research only started to become popular in the 1990s.

The models of motivation below are considered as the most relevant ones according to time evolution from 1959 to 2001.

2.3.1. Gardner & Lambert (1959, 1972): Socio-Educational Model:

Dörnyei (2003) noted Gardner & Lambert after thirteen years of study, they concluded that the learner's attitude have a crucial role in language learning motivational toward the target language and its culture. They identified two key orientations: instrumental and integrative orientation as motivational factors in second L2 learning .They believe that the notions of instrumental motivation refer to the learner's desire to learn a language for utilitarian purposes (such as school/university requirement, employment or travel). Which mean that the learner learns language in order to use it as a means for attaining goals. while integrative motivation refers to the learner's desire to learn a language in order to integrate successfully into the target language community, which mean that the learner learn language in order to involve his self into the social interchange and the culture of the second language group. See Ruesch (2009) for more information about socio-educational approach.

Thanks to Gardner the first one who defined the concept of motivation in L2 acquisition, but we criticize him because he limited motivation in the social facts, neglecting the mental abilities and psychological status of the L2 learner.

2.3.2. Vroom (1964) Expectancy Valence Theories VIE:

Learners' motivation to acquire a second language is determined by five values which are: **effort** (Should I expend the energy or not?), **valence** (Does the outcome have a value?), **expectancy** (Are my actions likely to lead to success?), **ability** (Can I reach success?) and **instrumentality** (Will the outcome yield other positive results?).

Vroom suggested other five values of motivation of L2 acquisition focusing on the humanistic self abilities and expectancy, agreed with Gardner in the instrumentality of motivation. (Vroom, 1964 in Bencharef, 2009)

2.3.3. Schumann (1978, 1986): Acculturation Model:

According to Chambers (1999) Schumann studied the personal variables effects like; relative status, integration, size of the learning group, amount of time in the culture, attitude, and cohesiveness of the group on adult language learning. He suggested three (3) strategies taken by adult learners: **assimilation, rejection** and **acculturation**, this means learning to function in the new culture whereas maintaining one's own identity (adaptability). According to Oxford and Shearin (1994) in Chambers, (1999) motivation to learn L2 increases when an individual chooses to acculturate and experiences success. Schumann was only interested in how to teach adults putting the emphasis on the personal variables effects neglecting the beginner's learner of L2.And he agreed with Gardner in the integrative of motivation.

2.3.4. Keller's model (1983):

Good & Brophy (1994) stated that Keller (1983) presented an instructional design model for motivation that is based upon a number of other theories. His model suggests design strategies that collect four components of motivation: arousing stimulating interest in the topic (**Attention**), creating importance to students' lives (**Relevance**), developing an expectancy of success and feelings of being in control (**Confidence**), and producing enjoyment in the outcome through intrinsic/extrinsic rewards (**Satisfaction**).Keller's model is a valuable heuristic for thinking about the design of instruction in classroom.

2.3.5. Keller (1987).The ARCS Model of Motivational Design:

Keller (1987) proposed in his *Book a Motivating Influence in the Field of Instructional Systems Design* a well-known and widely applied model of instructional design (Shellnut, 1998). The ARCS Model was broken by Keller each component into (3) three sub components. The following (figure1) illustrates it:

Figure 4.**The ARCS model components**

Perceptual Arousal   Learning

Requirements

Attention   inquiry Arousal   Confidence   Success Opportunities

                   Variability   Personal

Responsibility

Goal orientation   Intrinsic

Reinforcement

Relevance   Motive matching   Satisfaction   Extrinsic Rewards

                  Familiarity   Equity
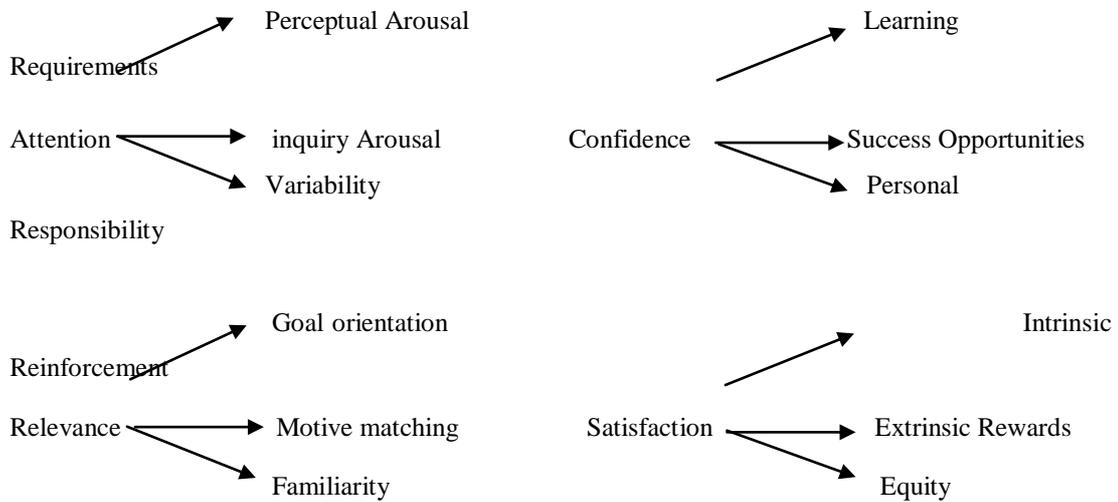
Figure 4: The components of ARCS Model. (Keller, 1987 cited in Khouni, 2008, p. 20)

2.3.6. Gardner (1985): Socio-Educational Model:

Gardner 1985 states: "refers to a complex of three characteristics which may or may not be related to any particular orientation. These characteristics are attitudes toward learning the

Language, desire to learn the language, and motivational intensity" (Gardner, 1985 in Root, 1999). The Gardnerian theory of SLA motivation is based on "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985 in Bencharef, 2009, p. 14). It is also based on the integrative motive. Motivation was the central concept of the model, but there were also some factors which affected this, such as integrativeness and attitudes. These were other factors that influenced individual differences, and were seen as complex variables. The figure bellow illustrates it:

Figure 5: Gardner's Socio-Educational Model

Integrativeness

(can include an integrative orientation)   **Motivation**

• desire to learn

• intensity

• attitudes

Attitudes

(can include an evaluation of a language teacher or course)
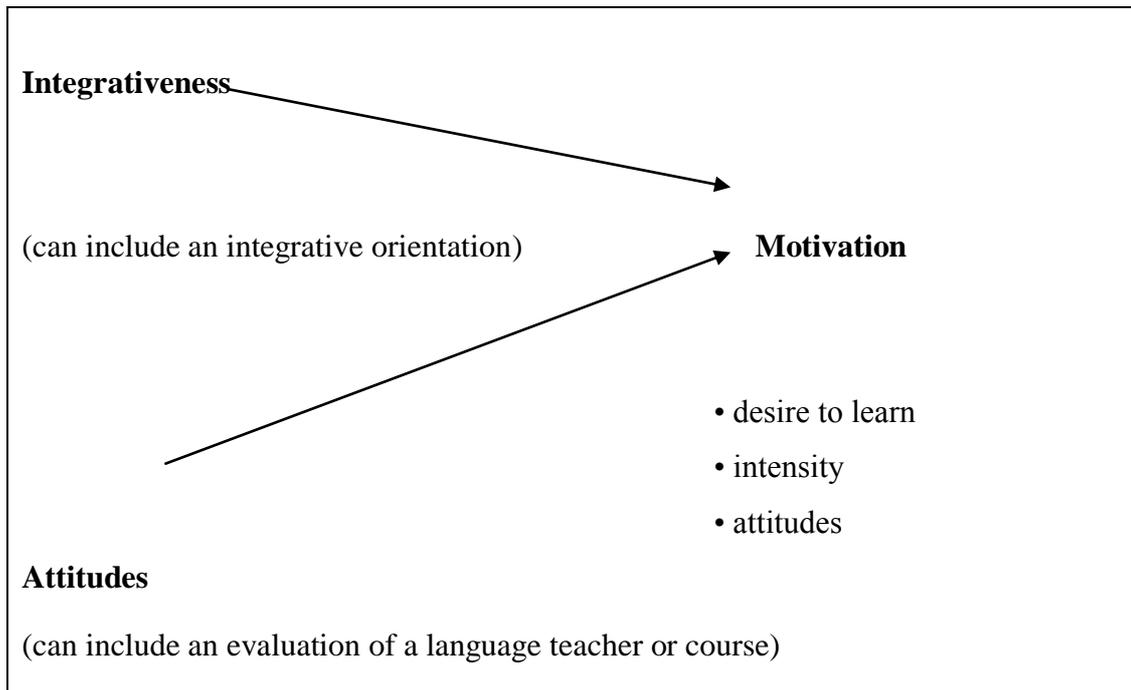
Figure5: Gardner's model. (Adapted from Dörnyei, Z. (1994). *Modern Language Journal, 78,* p. 517)

(See also kissau, 2006, p. 404)

Gardner appeared once more, to renew and improve his theory by adding four (4) orientations of motivation in L2 acquisition putting the emphasis on the interactively learner. His theory applies in only one learning situation, namely second language learners in Canada, ignoring the foreign language environment.

2.3.7. Deci & Ryan (1985/2002):Self-Determination (autonomy) Theory (SDT)

According to Brown (2000) the theory (SDT) is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. Without specifying their relationship with established L2 concepts instrumental and integrative orientation, that is extrinsic or intrinsic motivation, depending on whether

the stimulus for the behavior originated outside or inside the individual. See also (Sturgeon, p. 10)

Deci and Ryan determined two terms of motivation intrinsic and extrinsic that focuses on the learner's needs

2.3.8. Dörnyei Model (1990):

He postulated a motivational construct consisting of: an instrumental motivational subsystem, need for achievement, attribution about past failures, and an integrative motivational subsystem. Therefore Dörnyei (1990) considers " The instrumental orientation may acquire special importance, and the individual's L2 related affectively based motivation would be determined by a more general disposition toward language learning and the values the L2 conveys rather than ethnocultural attitudes toward the L2 community.*"(Dörnyei, 1990 in Clement & Dörnyei, 1994,* p. 421)

We noticed that Dörnyei (1990) was related to Gardner's model but in one side only, that is about the instrumentality of motivation.

2.3.9. Crookes and Schmidt (1991):

According to Khouni (2008) Crookes and Schmidt (1991) proved four areas of SL motivation:

- **The syllabus level**: refers to the choice of content presented and can influence motivation by the cognitive processing of L2 input.
- **The classroom level**: includes the techniques and activities employed in the classroom.
- **Factors from** level of curiosity and interest stimulated in the students.
- **The micro level**: involves
- **Outside the classroom:** involve informal interaction in the L2 and long term factors.

Crooks and Schmidt (1991) also suggested that motivation to learn a language

has both internal and external features**:**

Internal / Attitudinal factors	External / Behavioral factors
1-Interestin L2	1- Decision
2- Relevance	2- Persistence
3- Expectancy	3- High activity level
4- Outcomes	

Table 3: Structure of Motivation

Mentioned in "Tapestry of Language Learning" in Abisamra, N. (2009).

Crooks and Schmidt were interested in identifying the internal/ external factors that affect the L2 learner rather than his orientations and goals.

2.3.10. Oxford and Shearin (1994):

According to Qashoa (2006), Oxford & shearing analyzed the total of 12 motivational models including those from socio-psychology, cognitive development and socio-cultural psychology, and identified (6) six factors that impact motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes.

Oxford and Shearin haven't brought new model, they only extracted the six factors from analyzing twelve theories.

2.3.11. Dörnyei (1994):

In 1994, Dörnyei examined the levels of motivation; his taxonomy is comprised of three (3) levels:

- **The Language level**: is level which focuses on "orientations and motives related to various aspects of the L2". The motives and orientations at this

level determine the language studied and the most basic learning goals.(integrative and instrumental motivational subsystem).

- **The Learner level:** it is concerned with internal, affective characteristics of the learner related to expectancy. Here Motivation is influenced by the learner's need for achievement and self-confidence.

- **The Learning Situation Level**: is influenced by a number of intrinsic and extrinsic motives that are: course specific, teacher specific, and group specific. (Dörnyei, 1994, p. 279). See also Root,(199 , pp. 4-5)

Thanks to Dörnyei who brought another movement to theories which is **taxonomies** for the levels of the L2 acquisition.

2.3.12. Wen (1997):

According to Abisamra (2009), Wen identified four motivational factors: **motivation of instrumentality, intrinsic motivation, expected learning strategies and efforts,** and **passivity towards requirements.**

Wen hasn't brought a new fit definition for motivation; he only re-defined Vroom's concepts. See also Khouni (2008)

2.3.13. Dörnyei model (1998):

He suggests seven main motivational dimensions:

1. The affective/integrative dimension: integrative motives, affective motives, language attitudes, intrinsic motives/attitudes towards L2 learning/enjoyment/interest;

2. the instrumental/pragmatic dimension;

3. The macro-context-related dimension (multi-cultural/ intergroup / ethno linguistic relations);

4. The self-concept-related dimension (generalized/ trait-like personality factors): self-concept, confidence/self-efficacy, anxiety/inhibitions, success/failure-related

(attribution) factor, expectancy, need for achievement;
5. The goal-related dimension;

6. The educational context-related dimension (*learning*/ classroom/ school environment);

7. The significant others-related dimension (parents, family, friends). (Dörnyei, 1998)

Dörnyei specialized in extending his studies on motivation of L2 learners.

2.3.14. Dörnyei framework (2001):

In 2001, Dörnyei created a framework of motivational strategies that fits well the status of our universities and the level of our learners. His creation was explained in his book *Motivational Strategies in the Language Classroom* from his article *Attitudes, Orientations, and Motivation in Language Learning: Advances in Theory, Research, and Applications, p. 24, by Dörnyei, Z).*His framework is the only model that collects ideas from different theories and holds an eclectic approach. The figure presents the schematic representation of the module, indicating the main macro strategies associated with each dimension. It aims to examine the impact of teachers' motivational teaching practice on their students' language learning motivation, by controlling their attention in the class, their participation and volunteering in tasks. The key units in this taxonomy are as follows:

- Creating the basic motivational conditions, which involves setting the scene for the use of motivational strategies
- Generating student motivation, which roughly corresponds to the preactional phase in the model
- Maintaining and protecting motivation, which corresponds to the actional phase
- Encouraging positive self-evaluation, which corresponds to the postactional phase. The following figure illustrates it:
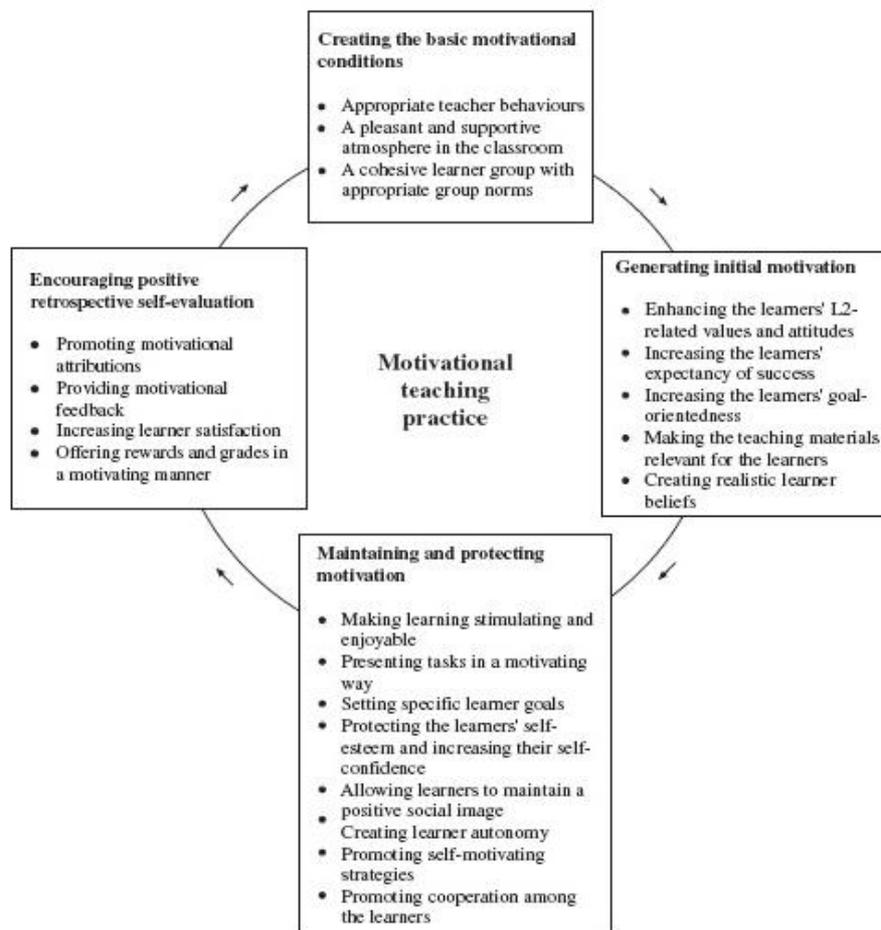
Figure 3: Components of motivational teaching practice in the L2 classroom.

2.4. Sources of motivation

¨Without knowing where the roots of motivation lie, how teachers can water those roots ¨. (Oxford and Shearin, 1994, quoted in Qashoa, 2006, p. 3)

According to Qashoa, Fisher (1990) suggested three main sources of motivation in learning as what educational psychologist said:

- The learner's natural interest: intrinsic satisfaction.
- The teacher/institution /employment: extrinsic reward.
- Success in the task: combining satisfaction and reward.

The simple fact of success and the effect on our behavior is the draw between the first two Sources of motivation, while the third is under –exploited in language teaching by the teachers and school systems. A person of course loves what he does, and likes to repeat it again .This means, in classroom if students have an idea of ¨No good at English ¨, they will not succeed, but will increase their feelings of failure .This also will lead to a downward spiral of a self-perception of low ability, low motivation, low effort, low achievement, low motivation, low achievement, and so on.

Generally, the source of motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person).According to Harmer (1998), Deci has brought broad definitions for the two concepts:

2.4.1. Intrinsically motivated activities: are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they led to an extrinsic reward...Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences namely, feelings of competence and self-determination.

2.4.2. Extrinsically motivated behaviors: carried out in anticipation of a reward from outside and beyond the self; and those who pursue a goal only to receive an external reward from someone else.

	Intrinsic	Extrinsic
Integrative	L2 learner wishes integrate with the L2 culture.	Someone else wishes t L2 learner to know the L for integrative reasons.
Instrumental	L2 learner wishes to achiev goals utilizing L2.	External power wants L learner learn L2.

Table: Motivational dichotomies **(**Brown, 2000, p. 166)

In addition Abisamra (2009) in her study *affect in language learning: Gender and Language Learning Strategies in E FL Proficiency* has classified the sources of motivation in the following table:

Sources of Motivational Needs	
behavioral/external	- elicited by stimulus associated/ connected to innately connected stimulus - obtain desired, pleasant consequences (rewards) or escape/avoid undesired, unpleasant consequences - imitate positive models
Biological	- increase/decrease stimulation - activate senses (taste, touch, smell, etc.) - decrease hunger, thirst, discomfort, etc. - maintain homeostasis, balance
Affective	- increase/decrease affective dissonance (inconsistency) - increase feeling good - decrease feeling bad - increase security of or decrease threats to self-esteem - maintain levels of optimism and enthusiasm
Cognitive	- maintain attention to something interesting or threatening - develop meaning or understanding - increase/decrease cognitive disequilibrium; uncertainty - solve a problem or make a decision - figure something out - eliminate threat or risk
	- meet individually developed/selected goal - obtain personal dream - take control of one's life - eliminate threats to meeting goal, obtaining dream - reduce others' control of one's life

Spiritual	• understand purpose of one's life • connect self to ultimate unknowns

Table 2: Sources of motivation (Abisamra, 2009) See Khouni (2008), Robinson (1992)

2.5. Factors that affect motivation

According to Brophy (1987) there are several factors affect student's motivation to learn a second language. Also, he states that:"Motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)." (Brophy, 1987 in Abisamra, 2009). Factors can be divided through many ways; Williams, & Burden, (1997) divide them into internal and external factors:

2.5.1. Internal Factors:

- **Age :**It is clearly mentioned in works of   Piaget, Maslow, Alderfer, Erikson,Vygotsky, ...
- **Gander:** Girls are known to acquire languages faster than boys. Hence, their motivation would be higher.
- **Religion:** It may be motivating for some students but not for others. In ISLAM (our religion) encourage people to learn other languages¨ who learnt the language of other cultures he would be saved from their evil¨. (The prophet Mohamed -P H B).
- **Goals:** Why the learner is studying the language.
- **Need:** How much the learner needs to study this language?
- **Interest and curiosity:** How interested the learner is in learning this language.
- **Attitude:** How the learner views this language and its speakers.
- **Expectancy:** How much the learner expects to succeed?
- **Self-efficacy / Competence:** Judging own ability and competence. How capable of success they think they are.

- **Native language proficiency:** The more academically sophisticated the student's native language knowledge and abilities, the easier it will be for that student to learn a second language, and then the more motivated s/he will be.
- **First foreign language:** like the daily use of French language in Algerian schools and environment, people can be mentioned if they had a high achievement in the first foreign language.

2.5.2. External Factors:

- **Teacher:** Learners can be influenced by: Encouragement, Expectations, Feedback Scaffolding, Task presentation, Teaching strategies & techniques, Rewards…
- **Course content & Classroom atmosphere:** Relevance, Attractiveness, Challenge. Relaxed, positive atmosphere (low affective filter).
- **Social Identity (Peer groups):** students tend to be heavily influenced by their peer groups. In second language learning, peer pressure often undermines the goals set by parents and teachers. For learners of English speaking like a native speaker may unconsciously be regarded as a sign of no longer belonging to their native-language peer group. It is important to keep these peer influences in mind and to foster a positive image for proficiency in a second language.
- **Role models:** Students need to have positive and realistic role models who demonstrate the value of being proficient in more than one language.
- **Home support:** If parents value both the native language and English, communicate with their children in whichever language is most comfortable, and show support for and interest in their children's progress, the children will definitely be more motivated to learn the second language.
- Order for the student to speak, s/he needs to feel s/he will be heard and that what s/he is saying is worth hearing.

    Concluding what we have mentioned, Dembo (2004) summarized three interactive components in the classroom that affect students motivation they are; a) Personal and sociocultural factors: which conclude individual

characteristics; b) The classroom environment factors: which pertain to instructional experiences in different courses and c) Students' beliefs and perceptions or Internal factors: which are influenced by both classroom environmental experiences personal and sociocultural factors.

2.6. Characteristics of a Successful / Motivated Language Learner

According to Harmer (1998) in his book *" How to Teach English "*, teachers are aware of their students who are more engaged with the process of learning .These are some good qualities they possess:

- Willingness to listening to English with eagerness and intelligence.
- Willingness to use the language (loudly or quietly) without fear.
- Willingness to ask questions when it is appropriate.
- Willingness to think about how to learn and invent their own skills.
- Willingness to accept correction and constructive criticism.

The stated qualities of good learners are the teacher's job as Gephard described 'Awareness of teaching empowering the more interest teachers have in gaining awareness of how they teach, the more freedom they have to direct their teaching toward successful student learning . (Gephard, 1994 in Khouni, 2008, p. 8)

2.7. Characteristics of an Effective/ Motivating Teacher:

The researcher Harmer (1998) attempted to know what makes a good teacher, he asked questions for different people some were teachers, others were teacher trainers, and of course students of different nationalities. The purpose of Jeremy's questionnaire is to come to identify the effective strategies used by ''good'' teachers.

- A good teacher must be approachable.
- A successful teacher is who has an affinity with the student that they are teaching.

- An experienced teacher is someone who tried to draw out the quiet students controls the more talkative ones.
- He should be able to correct students without offending them.
- A good teacher is someone who helps rather than shouts.
- A good teacher should be a good communicator with students and be more comfortable and enjoyable in explaining lesson.
- A good teacher who respect his students and act calmly in some situations.
- A good sense of humor and wit are great tool that helps a teacher to facilitate his task.
- A good teacher who has good time management.
- A good teacher should have fair attitude and evaluate students on their performance, not of personal rapports and likings.
- A good teacher should know everything related to the subject matter he teaches.
- A teacher should complete his work in the classroom and not to do it in after-school meetings.
- A good teacher should have a good management for his class and a good relationship with his students (friends).
- A good teacher should be meticulous and organized. This productivity of a teacher.
- The teacher should facilitate and simplify lessons and language as he can for his students. Good teachers make their lesson interesting; they love their job and enjoy it.
- Teacher interacts and shares their personality with them.
- Teacher's role in deleting the distinguish between students.
- They balance between entertainment and teaching-learning to have an enjoyable feedback.
- Developing students' speaking abilities.
- Teachers attempt to follow a pre-arranged plan and may have to abandon some or all of it, good teachers are flexible.
- Make a good atmosphere in the class by telling jokes, funny stories.

2.8. The role of the teacher:

A teacher plays a crucial role in the classroom, this role changes according to the activities and the stages of these activities. A teacher will enhance his effectiveness if he knows how to make these changes. The aim of the roles is to facilitate students' progress and success, but the teacher is not only a facilitator, the sections bellow show many roles the teachers should play:

Controller:

The role of teacher as a controller has to charge him to control the class and the students in acquiring knowledge "controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.'' (Harmer, 2003, p. 58). Transmissions of knowledge teachers seem comfortable in controlling. Students will always remember the teacher who had a gift, and who inspired them through their knowledge and charisma. However, the teaching process will have less obvious advantages if the teachers didn't possess the ability to inspire. This will lead students to be over-reliant on their teachers; and to reduce their opportunities to speak and to express their views. Fewer individuals will have a chance to speak, because the class is acting as a whole group; also, focusing more on transmission teaching will decrease the variety in activities and classroom atmosphere. The most common role of teacher according to many educational contexts is to announcement, restore the order, and give explanation, and leading questions and answering them. Although the role of controlling is used with most comfortable, they fail to go beyond it.

When the student feels that the teacher is controlling him/her, of course he/she will push himself to do the best in the class in order to get the teacher's appreciation.

Organizer:

> To be motivated to learn, students need both ample opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organize and manage the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supportive atmosphere. (Good and Brophy, 1994, p. 215)

The main role that teachers should have is to organize the different students various activities. This includes giving the students information, show them the way of doing an activity, grouping them into pairs or groups, and shutting them down when the time is over. It is important for teachers to apply this role when it is acquired. In order to get full advantages from the activity and to avoid wasting time, the teacher should explain it well and provide some time in engaging students' interest. For organizing something teachers should get students attention and ready, and then make clear what is going to happen by saying for example:" Now we are going to do this activity." The role of organizer is summarized as follows: Firstly, teacher engage students, Secondly, give instructions to them, thirdly, initiate them, and finally, he has to organize feedback.

Assessor:

the role of teachers here to act as an assessor, grading students, and giving a feedback, because the students need to know they get their English right or not. Teachers should tell their students for what they look, and what success looks like when they come to assess, in order to make the way easy for students to measure themselves and their level against this. Teachers have to introduce what they will concentrate to help students understand it well by saying for example "in grammar today I will focus on how to combine two sentences."A role as an assessor is obliging teachers to be always sensitive to the students' possible reaction.

When the teacher assesses the work of his students, he will give them the chance to evaluate their level in English. Thus, if the student finds his/her level low while his/her classmate's level high, he will try hard to improve his/her level.

Prompter:

The role of teacher here is as prompter, that he encourages and support students to think more creatively than hanging them on teachers every word. Also, a prompter teacher needs to be sensitive in supporting his students to speak or to do something else.

When the teacher supports and encourages his/her students, of course they will be motivated to learn his/her module.

Participant:

Also, the teacher's role is to participate and attend in students' discussions activities, and to provide feedback/ internet and to correct mistakes.

Resource:

Students want to know how to write or how to say, or the meaning of some vocabulary of what they prepare for presentation in the class, for example, know information in the middle of an activity or they need to know information about the book or web site in their searching for something. In these such situations teachers look like an important resources for them. In another case, when students are ignoring something about what they are studying, they immediately go to their teacher to ask him about it, but as what we know no teacher knows everything about the language, so the teacher here should guide his students to where they will find the information (answer), the main role that the teacher plays in this case is to encourage students use resources materials in order to let them rely on themselves, for example: direct students to good dictionaries or to create work instead answering all their questions. In this role teachers need to help and attend when their students need, but not always and in everything in order to avoid students' over-reliant on them.

Tutor:

Teacher's tutor role is like prompter and resource roles, that the teacher in this role has to round the class, staying briefly with group or individual, offer the source of

general guidance the teacher is describing, care about students' needs, however, to have a look on all of them as possible. Although, the role of teacher as a tutor is difficult, the learner feel supported and helped, and the classroom atmosphere is enhanced in it.

When the teacher act as a resource as well as a tutor, he will encourage his/her students to search and to work because they find a source to help and to provide for them information.

Observer:

Even teachers are acting as controllers, prompters, organizing students; they need to be observers too; to observe what students do in the class. Taking notes on their performance, to have columns for what students get wrong and right...etc. When observing students teachers should pay attention to them to understand every word, they should let them speak free and then correct their mistakes. The role of the teacher is not only observing students to give feedback, they also watch in order to judge the success of the different materials.

The teacher as performer:

In this role teachers need to act in different ways in the classroom according to the kinds of the activities they want to present, to get their students' attention. Teachers performance is not only to stand at the front of the class putting in a show, it has many different styles according to the situation, such as activities students are involved in a team game can best be managed if the teacher behave energetically, encouragingly, clearly, fairly. And in where students are involved in a role-play teacher should perform clearly, encouragingly, retiringly, and supportively to attract his/her students.

The teacher as teaching aid:

In addition, to the previous roles that teachers should perform, they have another kind of teaching which can help them so much 'mime and gestures'. It is the unique

kind of teaching can help them to convey meaning and atmosphere. Using mimes or gestures is not difficult, for example, to demonstrate words like fair or sad or happy is too easy for teachers. Also, using them work better than speaking.

There are many sources of language models that students can get such as: textbooks, reading materials of all sorts and audio and videotapes. But also teachers can model the language themselves. For instance, to model a dialogue, teachers should be sure that they can be heard and should animate their performance with as much enthusiasm as is appropriate for the conversation teachers are modelling. Also, teachers should provide comprehensible input and identify the way of how much they themselves should talk, and what kind of talk this should be. It has been assumed that on the whole we want to see more students-talking-time (STT) than teacher-talking-time (TTT). However; teachers need to be aware of the comprehensible language to give student opportunity to practice production.

2.9. Adopting a motivational teaching practice in the classroom :

According to Dörnyei (2001a) maintaining motivation in the classroom is largely the function and the role of the teacher in using motivational teaching practice and controling the classroom explicity.Moreover, when the teacher provide these conditions, the classroom will be safe and the relationship between student and teacher will be good. However ; in order to establish the process of motivational teaching practice, teachers have to meet three phases : generating initial motivation ; maintaining and protecting motivation ; and encouraging positive retrospective self-evaluation.

2.9.1. Generating initial motivation :

  For creating initial students motivation in the classroom and generating their positive attitudes toward L2 learning Dornyei (2001) has provided five main ways which are :

*Increasing the learners' expectancy of success : we will never successeed and never be motivated if we feel that we cannot successeed and achieve what we want.

*Increasing the learner's goal-orientedness : because many students do not understand the goal and the objective of the learning activity.

*Making the teaching materials relevant for the learners.

 (McCombs and Whisher, 1997, p. 38 in Dornyei, 2001, p. 227) state that '' educators think students do not care, while the students tell us they do care about learning but are not getting what they need''.

*Creating realistic learner beliefs : teachers have to be sure that the beliefs about language learning which are oriented toward students are correct, because false beliefs will hinder progress and success. (See also Daily, 2009, p. 14)

2.9.2. Maintaining and protecting motivation :

  According to Dornyei (2001) teachers who want to avoid students getting tired and bored from the classroom activities, they have to maitain and protect motivation during the time of giving sessions. He indicates that in order to achieve this process, teachers have to nurter motivation through :

*Making learning stimulating and enjoyable ;

*Presenting tasks in a motivating way ;

*Setting specific learner goals ;

*Protecting the learners self-esteem and increasing their self-confidence ;

*Creating learner autonomy ;

*Promoting self-motivating learner strategies.

The last one ''self-motivating learner strategies'' is unknown and underutilized system. (Corno, 1993, p. 16 in Dornyei, 2001, p. 228) describes it ''as a dynamic system of psychological control processes that protect concentration and directed effort in the face of personal and/or environmental distractions, and so aid learning and performance''. These strategies are very important in second language learning (l2), because it includes ways for learners to motivate themeselves and remain the action.

Dornyei (2001a) has divided self-motivating strategies into five main classes :

1*- Commitment control strategies to help learners to increase and protect their original goal commitment.

2*-Metacognitive control strategies for controling attention in the class.

3*-Satiation control strategies for adjusting students' disruptive emotions and moods.

4*-Environmental control strategies for reducing negative environment and increasing positive environment in the classroom.

2.9.3. Encouraging positive retrospective self-evaluation :

Dornyei (2001) indicates that the way learners feel about their past achievements and their success has great influence on their motivation as well as learning. However, there are many students are dissatisfied on their high-quality work, because they always focus on the level of success and on interpreting their achievement. Thus, in order to help learners to evaluate their past performance in a more positive way and light, teachers have to use appropriate strategies such as : accepting and praising their success and progress, don't critisize their way in achieving the high-level work, and to explain their past failure in a contrustive way.

Conclusion :

Motivating students to learn foreign language in the classroom is a complex task, but one that can easily be done by following some common foreign language teaching principles and by remembring that motivation is one of the key factors in student success. Moreover, in this chapter we have briefly examined a variety of techniques, strategies and macro strategies which teachers can employ in order to motivate their students. So, the teacher's role is not easy, he should know first the needs, interests and difficulties of their learners ; then, start applying motivational strategies in all stages of teaching-learning process inside the classroom.

Introduction :

In any investigation, the questionnaire should be designed and developed in the way that it provides global analyses of learners' needs and language learning objectives. In the secondary school's classrooms there is variation of learners in terms of : age, gender, learning situation, attitudes, students' interest, students' motivation. In this analysis we aim to gather as much information from third year students of literary branch at El-oued secondary school in order to determine learners' needs in terms of classroom environment, classroom management, and motivation to provide rich input for teacher decision making concerning creating effective classroom environment and students' motivation.

3-1The sample of the study :

The method that we followed is random sampling in which there is a high level of objectivity. The respondends were two groups of third year students literary branch of Mofdi Zakaria secondary school at El-oued. The two groups represented (55) students.

3-2 Students' quetionnaire :

3-2-1 The aim of the questionnaire :

We have devised a questionnaire in order to find out the major needs of terminal class in secondary school to develop and improve the situation of learning for pupils. It aims also at identifying the problems that students are suffering from and find the appropriate solutions to provide the effective atmosphere for learning and to raise their motivation.

3-2-2 The description of the questionnaire :

The quetionnaire was handed to two groups of third year literary branch students of Mofdi Zakaria secondary school at El-oued (the academic year 2012/2013). We handed to (65) student, but we got only (55) papers. This questionnaire includes three

types of questions : tick the appropriate answer, open questions, and yes/no questions. The questionnaire also is divided into three sections. First section was about students' general information (gender, streaming…) ; the second section was about students' attitudes of classroom environment and classroom management (kinds of difficulties that face them in learning, the impact of the classroom environment…). The third section was about learners' awareness about motivation ; which includes ten (10) questions about motivational strategies, factors of motivation, and kinds of helping materials… The questionnaire focuses on the students'needs and difficulties in learning English at secondary school and to find suitable solutions to create effective classroom environment to promote students' motivation to learn English language module.

3-2-3 Analysis of students' questionnaire results :

Item 1: Gender :

G	Male	Female
N	7	48
%	12,72	87,27

Table 1: Students'gender.

We notice that the majority of students is females (87,27%). This means that females are more interested and like literary branch. In contrast, we find only (7) males students with a percentage of (12,72%) from (55) students in class.

Item 2: How many hours do you learn English weekly :

We notice that the number of hours allocated for learning English in the secondary school with literary branch students is 4 hours weekly.

Item 3 : Do you think that time allocated to learn English is sufficient to develop your English level ?

Time	Yes	No
N	37	18
%	67,27	32,72

Table 3 : The time allocation.

This table shows that the majority of students (67,27%) see that the time allocated for learning English (4h) is sufficient to develop their level in English, it means that those students may understand well English language, or they take courses in their homes. Whereas (32,72%) of students say that the time (4 hours) is not enough in order to improve their level. This means that those students like English language or they find difficulties in understanding it quickly. So, they need additional hours for learning English.

Item 4 : How would you assess your level of English ?

Level	Excellent	Good	Medium	Bad
N	2	11	31	11
%	3,63	20	56,36	20

Table 4 : Students' level of motivation.

We notice that the level of the majority of students' self assessment in this class is medium with (56,36%) ; this may refer to the difficulties that face them in understanding English vocabularies, or to the teacher's method in teaching…etc. however, (20%) of respondents see their level in English module is bad ; this means that those students hate English module or they hate the teacher of this module. Only (2) students with percentage of (3,63%) see their level in English excellent ; this may be because those students have a well background about English language, and they are interested in achieving the best marks in English.

Item 5 : Do you enjoy learning English ?

Enjoy	Yes	No
N	45	10
%	81,81	18,18

Table 5 : Enjoy learning English.

We remak that the majority of students (81,81%) say that they enjoy when they learn English. It means that those students like English language and they have a desire to improve and to develop their English vocabularies in order to acquire more than one language. Incontrast, we find (10) ten students with percentage of (18,18)who say that they didn't enjoy learning English ; it means that they dislike English module or its teacher method or behavior.

Item 6 : Do you think that the classroom environment influences your level of learning ?

Influence	Yes	No
N	47	8
%	85,45	14,54

Table 6 : The impact of classroom environment.

The answer of the majority of the students (85,45%) was that the learning environment has great impact on their level of learning English. Logically, if the students are set in well-air-conditioned classes, well-arranged seats, calm and clean classroom, they will feel confortable and at ease ; therefore their learning will develop and improve. On the contrary, (14,54%) see that the classroom atmosphere hasn't any effect on their learning level.

Item 7 : If yes, is it because :

Cause	The decoration	The use of technology (computer)	Air conditioning
N	10	22	10
%	23,80	52,38	23,80

Table 7 : The reasons of classroom environment impact.

The respondents who said that the classroom environment influences their learning because of the use of technology (computer) (52,38%) especially these days when the use of computer, data show… become necessary. (23,80%) of the students said that the decoration of the classroom has an effect on their learning level, for example, the arrangement of seats and tables has a greate impact on achievements. Similarly, (23,80%) of respondents see that air conditioning is the main factor that influences their learning, especially in hot weather when the classroom becomes unbearable.

Item 8 : Which kind of difficulties do you face in learning English ?

Difficulties	The teacher method	The classroom environment	Misunderstand English vocabularies	Lack of helping materials
N	3	16	24	13
%	5,45	29,09	43,63	23,63

Table 8 : Kind of learning difficulties.

The answer of the majority of the students with (43,63%) was that misunderstanding English vocabularies is the main kind of difficulty that face them in learning English. This mean that they ignor what the teacher is saying in the class, or they didn't care about checking dictionnairies and translating difficult words.

However ; (29,09%) of respondents found the difficulties in learning English lie in the classroom environment. This interprets the great impact of classroom environment on their learning level, for example : air conditioning during hot weather, arrangement of seats and tables…. Not far from this rate (23,63%) of them said that the lack of helping materials in the classroom to support lessons is great problem that hinders students from achieving good learning. Whereas only (5,45%) of students found the difficulties in the method of the teacher.

Item 9 : What type of relationship exists between you and your teacher in the class ?

Relation	Good	Bad	Neutral
N	37	2	16
%	67,27	3,63	29,09

Table 9 : Type of relationship between student and the teacher.

We notice that the majority of students (67,27%) has a good relationship with their teacher of English module. Good relationship between teachers and students increases the latter's confidence in the teacher, decreases their inhibition and encourage them to talk freely and easily when they engage in conversations. Such an atmosphere normally enhances the students learning level. Whereas, (29,09%) of respondents their relationship with teacher is neutral ; it means that they deal with the teacher only in courses and activities, the relation is limited. Finally, only (2) students said that they have a bad relationship with the teacher, may be those students dislike English or they are not polite.

Item 10 : What type of relationship exists between you and your classmates in the classroom ?

Relation	Cooperation	Competition	Neutral
N	14	5	35
%	25,45	9,09	63,63

Table 10 : Type of relationship btween students.

   The majority of the sample (63,63%) said that their relationships are neutral. This prevents interpersonal and cooperative relationships among students, which has a negative impact on their learning. (25,45%) are cooperative, while competitive relationships are only (9,09%).

Item 11 : What are your reactions when you misunderstand the teacher ?

Reaction	Ask for help	Stay silent	Leave the room	Make noise
N	40	15	0	0
%	72,72	27,27	0	0

Table 11 : Student's reaction when they misunderstand the teacher.

   The table indicates that the majority of students (72,72%) prefered to ask the teacher for help when they misunderstand what he/she said. This is of course good behavior from students to improve and develop their learning, and to create a cooperative atmosphere between students and their teacher. Only (15) students with rate of (27,27%) who stay silent when they didn't get what the teacher is explaining. Whereas, no student leaves the room or make noise when they misunderstand the teacher.

Item 12 : What are your teacher reactions and behaviors when you misbehave ?

Reaction	Make you out from the class	Give you low marks	Complain to your family
N	24	7	2
%	43,63	12,72	3,63

Table 12 : Teacher's reaction with student's misbehavior

We noticed that the majority of students (43,63%) are puniched by sending them out of the classroom, they find this way is the best to reduce the misbehavior in the class in order to create and provide a calm and suitable atmosphere for effective learning. (12,72%) of respondents said that their teachers give them low marks when they disturb their classmates. Only (2) students their teacher punishes them by complaining to their families.

Item 13 : In your opinion, what is the best way for teacher to reduce your misbehaviors ?

Best way	Make you out from the class	Give you low marks	Complain to your family
N	27	4	17
%	49,09	7,27	30,90

Table 13 : The best strategy for reducing the misbehavior.

The table shows the majority of respondents (49,09%) said that the effective punishment that reduces their misbehavior is to send them out of the class. This proves that they start blaming themselves when they are sent outside. (30,90%) fear from complaining to their families. And only (4) students said that they stop making noise in the class only when the teacher gives them low marks in the exam. They found this punishment is the best strategy for reducing students misbehaviors.

Item 14 : Why do you misbehave in the classroom ?

We remak that almost all students stated that the boredom is the main reason for leading them to make noise and misbehave in the class. This may refer to the method and behavior of the English teacher, and to the long sessions with out motivational activities and technologies that attract students. Thus, English teachers have to provide challenged activities and competitions between learners in order to create effective atmosphere without bordem for reaching effective learning.

Item 15 : Who is a good manager teacher ?

Good teacher	Humor	Helpful and patient	Directive	Authoritative
N	11	27	2	15
%	20	49,09	3,63	27,27

Table 15 : The good manager teacher.

According to the opinion of the majority of the sample (49,09%) a good manager teacher is the teacher who helps his students when they need, because students want to be assissted more and prefer the teacher who remaisns patient when they misunderstand or make mistakes. Without any doubt a teacher with this behavior will provide a safe environment. (27,27%) respondents said that authoritative teacher is a good manager because he/she will dominate on his/her students as well as classroom, especially students with disruptive behavior, they need teacher with this attitude to organize them. Sense of humor was the answer of (20%) from the respondents. This indicates that those students prefer the teacher who laughs and jockes as well as deals with them like friends. Only (2) students see the directive teacher is a good manager, they need the teacher who orient and advice them all time. As a result we noticed that students need to find the help when they misunderstand something related to the lesson, to learn seriouslly, and to learn in funny atmosphere in order to avoid the stress.

Item 16 : Do you think motivation refers to :

Motivation	Effort to succeed	Desire to succeed	Fact of rewad
N	8	44	2
%	14,54	80	3,63

Table 16 : Definition of motivation.

There is a variety of definitions of motivation among students. That is (80%) of respondents refer the meaning of motivation to their desire and want for achieving success. And the percentage of (14,54%) ralate their motivation to effort expended in achieving goals. Whereas, (3,63%) of students do not possess motivation unless they get a reward.

Item 17 : In your opinion, which strategies the teacher applies are more motivating ?

Strategies	Show his/her enthusiasm	Ready to help you in any time	Support and encourage you	Rewarding by high grades
N	6	7	37	5
%	10,90	12,72	67,27	9,09

Table 17 : More motivating strategies.

The table shows that the majority of students (67,27%) prefer the teacher who supports and encourages them in order to be always motivated to learn. Whereas, the percentage of the teacher who are ready to help in any time is (12,72%), enthusiasm quality got (10,90%), and reward by high grades got (9,09%) which are nearly equivalent. This means that students need helpful and supportive teachers more then other ones.

Item 18 : What are the factors do you think that motivate you to learn English ?

0Factors	To have good	To satisfy your	To get the

	marks	parents	teacher's appreciation
N	8	10	37
%	14,54	18,18	67,27

Table 18 : Factors of motivation.

It is clearly noticed that (67,27%) of respondents are more motivated to learn English to get the teacher's appreciation. (18,18%) of students seek their parents approval, is also a sign of an effective orientation within students. Not far from the previous percentage, the rate of (14,54%) of students are more motivated to learn English to achieve the goal of getting good marks.

Item 19 : Do your parents want you to major in English module ?

Parents	Yes	No
N	47	8
%	85,45	14,54

Table 19 : Parents'desire to major in English.

This table confirms what we have found in table (18), the majority of students (85,45%) who seek their parents satisfaction see them as a source of motivation. And this interprets the great amount of effort they would expend in this direction.

Item 20 : Do your close friends like English ?

Friends	Yes	No
N	36	18

%	65,45	32,72

Table 20 : Close friends' desire to learn English.

   The table shows that the majority of students' (65,45%) close friends like English language. This means that those students will become more motivated when they contact with their close friends. The relationship with friends who like English language will influence positively on students level of motivation.

Item 21 : How do you find your motivation in learning English ?

Level	High	Medium	Low
N	10	40	5
%	18,18	72,72	9,09

Table 21 : Students' level of motivation.

   We remak that almost all students (72,72%) see their level of motivation in English is medium ; this may refer to some external factors like, the method of teaching, the difficulty of some modules, and huge number of students in one class…. However, (18,18%) of respondents have a high level of motivation to learn English ; those students may be influenced by some internal factors more than external ones. Only (5) students with percentage of (9,09%) their level of motivation is low, which is not so bad comparing to the sample.

Item 22 : If low, do you think it is because of ?

Cause	Method of the teacher	Your family is not interested in your studies and progress	The high level of your classmates

N	0	0	5
%	0	0	100

Table 22 : The reason of low motivation.

We think that it isn't necessary to draw a table, because only (5) students who consider having a low motivation. All of them (100%) referred to their classmates as being the reason for their low motivation when they show their high level of expertise and knowledge in English language by their participation, good marks, and the teacher's appreciation. However, the teacher's method and the family carelessness were not the reason for low motivation.

Item 23 : Do you think that the use of helping materials in classroom increases your motivation to learn ?

Materials	Yes	No
N	52	3
%	94,54	5,45

Table 23 : Using helping materials to increase motivation.

Almost all students see that using helping and authentic materials is very important to increase their motivation to learn. The percentage of (94,54%) proves that the teacher needs to facilitate lesson's absorption and enjoyable feed back. Only (3) students with a percentage of (5,45%) see that using helping materials doesn't increase motivation. They argue that the teacher's fluency and skillfulness are able to motivate them to learn English.

Item 24 : What kind of materials do you prefer ?

Materials	Books	Computer (data show)	Pictures/images	Teacher's gestures
N	21	27	0	7
%	38,18	49,09	0	12,72

Table 24 : Kind of materials used in the class.

We remaked that the majority of respondents (49,09%) find computers (data show) the most motivating material. As a modern means of technology that has many properties to help students in their studies and enhance their motivation to learn. However, (38, 18%) of the respondents prefer books, they find it more motivating. (12,72%) of students consider that the teacher's gestures are the most motivating and this can be explained that the teacher is a main factor in promoting students motivation.

Item 25 : If you do not speak English correctly and frequently, is it because of ?

Cause	Lack of motivation	Lack of practice	Lack of teacher's experience
N	4	49	2
%	7,27	89,09	3,63

Table 25 : The reason of speaking English not correctly.

We noticed that almost all students (89,09%) do not speak English language correctly because they lack practice. This means that students need more sessions of

oral activities and exersices in order to improve and develop their English vocabularies and expressions. (7,27%) of the respondents said that the lack of motivation is the main reason that prevent them from improving their speaking. They lack motivation to listen English series, films, cartoons, and to read stories. Only (2) students see that lack of teacher's experience in teaching prevents them from developing their speaking. In addition, students stated other factors that prevent them from speaking English fluenthy such as : the lack of technologies, lack English vocabularies, and some of them said that they have not time to study English at their homes to develop their English prononciation.

3-3 Teachers questionnaire :

3-3-1 The aim of the questionnaire :

The questionnaire aims at identifying the qualifications, methods, and techniques of teaching of English language teachers at El-oued secondary school. Also, it aims to know the various materials the teacher uses in classroom to improve the learning atmosphere, as well as enhance students' motivation to learn English. Moreover, to find out the problems which the teachers encounter in teaching FL, and the difficulties that face them in managing classroom and students' disruptive behavior.

3-3-2 The description of the questionnaire :

The teachers' questionnaire was distributed among eight (8) teachers at El-oued secondary school. Six (6) papers were handed back. The papers were answered anonymously. Whereas, two teachers refused to return their papers. The questionnaire was a mixture of closed and open questions. It consists of four main sections :

Section one : This section contains questions from 1 to 6. These questions seek general information about teachers, i.e. their qualifications, their experience in teaching English at secondary school, and their assistance in any training course.

Section two : It consists questions from 7 to 26, these questions were about : teacher's awareness about the meaning of classroom environment and classroom management, theories of classroom management, and how can the teacher manage the students disruptive behaviors.

Section three : This section is about teachers' awareness about motivation. It includes questions from 27 to 35, these questions investigate in teachers' awareness about meaning of motivation, using helping materials, and technologies. Also, it investigates in evaluating students' level of motivation.

Section four : About teacher's suggestions to give their personal opinions on the way teachers have to create effective classroom environment, and to motivate students to learn English language.

3-3-3 Analysis of teachers questionanaire results :

Item 1 : Age :

Age	25/30	32/34
N	3	3
%	50	50

Table 1 : Teachers' age

We remark that the rate of teachers of this secondary school who are between 25and30 year old is equivalent with the rate of teachers who are between 32 and 34 year old. This distribution signifies that the English language teachers of this secondary school are young, it means that those teachers are more motivated to teach more than the old ones, but they lack experience in managing the classroom and the disruptive behavior.

Item 2 : Gender :

Gender	Male	Female
N	3	3
%	50	50

Table 2 : Teachers' gender.

The table above illustrated that the number of males and females is equivalent in this school (3) males and (3) females. In fact the chosen teachers were those who were teaching English at the secondary school.

Item 3 : Which degree do you hold ?

The degree	License B.A	Master M.A	Doctorate PHD
N	3	3	0
%	50	50	0

Table 2 : Teachers' qualification.

We noticed from the table that the percentage of teachers with license degree (50%) is similar to the percentage of teachers with magister degree. This indicates that young teachers with such qualifications is something good to foster the process of language learning. Unfortunately, only one teacher who is still preparing his doctorate qualification. Which means that there is lack of high competent teachers.

Item 4 : how many years have you been teaching English ?

Years	1/2 year	9/10 year	More than 10 years
N	3	1	2
%	50	16,66	33,33

Table 4 : Teachers' experience in teaching.

The teachers questioned indicated that most of them have an experience of less than (10) ten years. The period of ten years or less is not sufficient at all to have effective training and refflective teaching, because in this period teachers are still acquiring knowledge more than searching knowledge for their pupils. Only (2) two teachers have an experience of more than (10) ten years, those teachers are experienced enough to lead the process of teaching and learning.

Item 5 : Did you attend any teacher training course before ?

Attending	Yes	No
N	5	1
%	83,33	16,66

Table 5 : Attending training course.

The table indicates that (83,33%) of participants said that they assisted training courses. This means that the school does an effort for the best formation of the English teachers which would enhance their experiences and develop their skills in teaching-learning process. Whereas, only (1) one teacher didn't attend any teacher training course.

Item 6 : If yes, where and when ?

The participants attended training courses in the following institutions :

- ➢ One teacher said : at Ouargla in lycee training courses (without mentioning the year).
- ➢ One teacher said : many times in different schools.
- ➢ One teacher said : this year (2013) during winter and spring holidays (without mentioning the place).
- ➢ One teacher said : in constantine (2011).
- ➢ One teacher said : at the MK university 2010/2011.

We noticed that the teachers have attended different courses in different places, and their training period was almost recently.

Item 7 : How would you define classroom environment ?

Classroom environment	An important tool for the teacher	An important predictors of students' achievements	Both of them
N	1	/	5
%	16,66	/	83,33

Table 7 : Definition of classroom environment.

We noticed that almost all participants of the sample (83,33) defined the classroom environment as both important tool for the teacher and important predictors of students achievements. This means that those teachers see the classroom as a place where they teach and play their role as instructors. Also, they look at the classroom as a place where the students prove and show their works and levels. However, only (1) one teacher said that the classroom environment is an important tool for the teacher.

Item 8 : How do you find the physical environment of your classroom ?

The physical environment	Exellent	Good	Bad
N	/	3	3
%	/	50	50

Table 8 : The physical environment of the class.

The table shows that the percentage of the respondents (50%) who said that the physical environment of their classrooms is good is equivalent with the percentage of teachers who said that the physical environment is bad (50%). Unfortunatly, no one sees the physical environment of his classroom excellent. The teachers who said that their classrooms are good may be they teach in the additional classes which were built only during the last few years in this secondary school, these classes were prepared well with white boards, new seats, and air conditioners. Whereas, the teachers who said that their classrooms are bad may be they teach in the ancient ones.

Item 9 : If bad, why ?

The teachers (3) who said that their classrooms are bad, justified their answers by many reasons :

➢ One teacher said that : most students lack the spirit of getting well with the English language.

➢ Two teachers said : overcrowded classes with different ages students, and they work in bad conditions concerning the classrooms ; boards, tables, chairs, and air conditioning.

Item 10 : What are the physical hinders and difficulties that face your pupils in learning ?

   We noticed that the majority of teachers of English in this secondary school face the same physical obstacals in teaching English. They stated that the main obstacal which faces them was the large and crowded classes with different students' level and ages. Also, they said that bad classrooms with broken boards, chairs, tables, windows, doors, and without air conditiong. Some teachers mentioned some psychological hinders such as : weak mental capacities, inability to understand what is taught, and the lack of motivation.

Item 11 : Do you think that the physical environment of the classroom has an impact on students' achievement and engagement in the learning process ?

The impact	Yes	No
N	6	/
%	100	/

Table 11 : The impact of classroom environment on students learning.

   We noticed that all teachers (100%) agreed that the physical environment of the class has a great impact on their students' achievement and engagement in the learning process. Therefore, when the classroom is dirty with broken boards, tables, chairs, the learning of course will be difficult or impossible. Because, students and even teachers can never learn or teach in these bad conditions ; they will lose their attention as well as their motivation. So, in order to get the effective learning, the administration and teachers have to provide effective and suitable environment.

Item 12 : In each case, why ?

The teachers who said that the physical environment influences the process of teaching and learning have claimed that they can not work in bad conditions ; one teacher said that good conditions mean easy work and good results. In addition, some teachers claimed that when the classroom is bad, the motivation will never take place.

Item 13 : What about the psychological environment, do you think that it is easy to make it safe and supportive ?

Psychological environment	yes	No
N	2	4
%	33,33	66,66

Table 13 : The psychological environment.

The table indicates that the majority of teachers (66,66%) see that the psychological environment of the classroom is not easy to make it supportive. Whereas, only (2) teachers said that it is easy for them to support the psychological environment.

Item 14 : If yes, through what ?

The teachers who said that it is easy to make the psychological environment safe and supportive have claimed that they can do that by motivating students to develop their skills through interactive method and through teachers expectations and artistity.!!!

Item 15 : If no, why ?

According to the teachers who see that the process of making the psychological environment safe and supportive is difficult. They referred this problem to many reasons they are as follows :

➢ One teacher said that : since they are adolecents, they need specific psychological treatment and it is not easy to accept advices and orders from anyone else.

➢ Two teachers said that the psychological environment is related to things which are not the responsability of the teacher like the huge number of students in one class, and the bad situation of the classroom.

➢ The last teacher added that sometimes you feel that the learners are fossilized and indifferent.

Item 16 : In your opinion, what is the very important physical need for pupils to learn effectivelly ?

The needs	The need for using technology	The need for air conditioning	The need for order and arrangement in the class	All of them
N	1	/	1	4
%	16 ,66	/	16,66	66,66

Table 16 : The important physical need.

The previous table shows that the majority of teachers (66,66%) see that all needs mentioned in this table are very important for pupils to learn effectivelly. Because, using technology is necessary these days to attract and motivate learners, also providing air conditioning is important to make a comfortable and fresh atmosphere during hot weather. In addition, learners need to learn in safe and arranged class in order to concentrate well with the teacher, and the vice versa.

Item 17 : Which barriers of learning do you think have a great impact on a pupil's achievement ?

The barriers	Poverty and underdevelopment	Unsafe buitl environment of the class	Inflexible curriculum	Lack of access to basic materiels	All of them
N	/	1	3	/	2
%	/	16,66	50	/	33 ,33

Table 17 : The barriers of learning.

We remark that (50%) of teachers considered the inflexible curriculum as the main barrier that has a great impact on their pupils, because it is not suitable to meet learners' diverse needs and requirements. (Department of education, 2002, in Mpya,2007, p. 39) states that ''what is taught or the subjects which learners are able to choose may limit the learner's knowledge base or fail to develop the intellectual and emotional capacities of the learner''. So, teachers should provide a flexible curriculum with its main components which are the style of teaching, what is taught, and the materials and equipment which are used in the teaching-learning process, in order to make the learning more effective. (33,33%) of the respondents see that poverty and underdevelopment, unsafe built environment of the class, inflexble curriculum, and the lack of access to basic materials are the main barriers of good learning.

Item 18 : Mention other barriers from your experience ?

Teachers mentioned some barriers that influence their learners, they are : the social status and the psychological attitudes. Thus, the teacher can not teach the students who do not want to learn, they do not want to improve themselves (lack of interest and self-confidence. Also, the huge number of students in one class, this of course

will reduce their motivation and their will. Moreover, one teacher said the teacher low level and unability for teaching is a barrier to get effective results.

Item 19 : What does classroom management mean for you ?

The definition	A process of creating effective classroom environment	A provision of materials and equipment	A set of strategies to solve problems	The organization of the class	1+4	3+4
N	4	/	/	/	1	1
%	66,66	/	/	/	16,66	16,66

Table 19 : The meaning of classroom management.

We noticed from the table that the majority of teachers (66,66%) defined the classroom management as a process of creating effective classroom environment. Those teachers related managing the classroom with providing suitable environment. The percentage of teachers who said that classroom management means the process of creating effective classroom environment and the organization of the class is equivalent with the rate of teachers who said the classroom management is the set of strategies to solve problems and the organization of the class (16,66).

Item 20 : Which theory of classroom management do you know ?

The theories	Behaviorism	Cognitivism	Both of them
N	1	/	4
%	20	/	80

Table 20 : Theories of classroom management.

The table indicates that the majority of teachers (80%) know behaviorism and cognitivism theories. This means that the well known theories among teachers are behaviorism and cognitivism. Only one teacher said that he knows only the behavioral theory.

Item 21 : Which one do you apply in your classroom ?

The theories	Behaviorism	Cognitivism	Both of them
N	2	/	3
%	40	/	60

Table 21 : Classroom management theories applied in the class.

The majority of teachers (60%) apply both theories behaviorism and cognitivism in their classroom. Because students sometimes need reward and punishment to learn and to stop bad behaviors, and sometimes need to be treated appropriatlly according to their mental capacities. We should mention that one (1) teacher didn't answer the question, he said that '' these are theoretical, they can never be used in practice''.

Item 22 : Do you give your students the opportunity to talk about their problems in learning ?

The opportunity of talking	Yes	No
N	5	1
%	83,33	16,66

Table 22 : Giving students the opportunity to talk in the class.

The table indicates that almost all teachers (83,33%) let their students talk and express their own ideas and opinions. This method of course will give more freedom for learners in the class, so that more participation and more motivation. This will

develop learning and will make effective classroom atmosphere. Only (1) teacher said that he/she prevents his/her students from talking and express their ideas. We don't know why ?

Item 23 : In your opinion, what leads to disruptive behavior ?

The reason	Boredom	Immaturity	Inability to understand what is taught	Weak mental capacities	All of them	3+4	1+2+3	1+2	2+4
N	/	/	1	/	1	1	1	1	1
%	/	/	16,66	/	16,66	16,66	16,66	16,66	16,66

Table 23 : The reason of disruptive behavior ?

   The table shows that all the rates are equivalent, only one teacher for one answer. One teacher said that when the student didn't understand what is taught he/she starts making noise in the class. Whereas, another teacher said that boredom, immaturity, inability to understand what is taught, and weak mental capacities are the main reasons for making disruptive behavior. Because, when the pupil feels that the session is boring, he/she will do anything to change the routine, even by talking, shouting, shwinging, interupting the teacher…etc. Or because their immaturity, so that they are still adolescents and their mental capacities are too limited ; they behave directly without thinking.

Item 24 : What kinds of disruptive behaviors do you find in your class ?

The kinds	Talking while the	Not having	Using not respected	All of	1+2	2+3

	teacher is talking	books and copybooks	tones	them		
N	1	/	/	3	1	1
%	16,66	/	/	50	16,66	16,66

Table 24 : Kinds of disruptive behavior.

We noticed that the majority of teachers (50%) suffer from all kinds of disruptive behaviors mentioned in the previous table. However, one teacher finds the kind of talking while they are teaching, and one teacher finds both of talking and comming without books and equipments. And another teacher finds comming without books and using not respected tones like'' this is boring'',''i do not care …etc. Thus, teachers have to find suitable methods and strategies to manage those disruptive behaviors.

Item 25 : Do you think disruptive students lack :

Lack of :	Discipline	Motivation	Both of them
N	1	1	4
%	16,66	16,66	66,66

Table 25 : What disruptive students are lack.

According to the majority of teachers (66,66%) of English at this secondary school, the disruptive students lack both dicipline and motivation. This means that those students have not regular and polite behaviors towads teachers and towards learning English language, also they do not have interest and care about this language. This may refer to their ignorence of English vocabularies and terms.

Item 26 : From your experience in teaching, how can you behave or react when the student misbehave ?

The reaction of teachers towards disruptive behaviors is varied. Each teacher has his/her own behavior and reaction according to his/her methodology in teaching and his/her student's misbehavior. So, their reactions are as follows :

➢ The first teacher said that he/she advices, warns, and punishes his/her student if necessary.

➢ The second teacher said that : i recognize the student, and i give him/her a chance to express his/her point of view in order to understand what he/she wants or need.

➢ The reaction of the third teacher is by calling the student, stop speaking and concentrating eyes sight with him/her.

➢ The fourth teacher said he/she remains patient and wise and tries to solve his/her problem positively. Also, the teacher said that he/she makes discussion with disruptive student to know the purpose of his/her misbehavior then he/she panishes him/her with appropriate way. Finally , two teachers said that they send the student out of the class if he/she misbehaves.

Item 27 : In your opinion, what does motivation mean ?

The definition	A fact of reward	Attaining goals	Desire to do something	The key of learning	2+4	3+4
N	/	/	2	2	1	1
%	/	/	33,33	33,33	16,66	16,66

Table 27 : The meaning of motivation.

We noticed that the definition of motivation differs from teacher to another. Two (2) teachers define motivation as a desire to do something. Also, the rate of teachers who said that motivation is a key of learning is equivalent with the previous rate(33,33%). In addition, the percentage of teachers who see motivation as attaining goals and as a key of learning (16,66%) is similar to the percentage of teachers who

define it as a key of learning and desire to do something. This means that till now there is no unique definition of motivation.

Item 28 : Which model/strategy of motivation do you apply ?

The answers of teachers are varied. Some of them said that they use extra-helping materials, making competitions between students, make clear goals, and interacting with all pupils. These answers are acceptable but, unfortunatly all teachers ignore the right models of motivation which are : Dornyei model, Gardner model …etc.

Item 29 : Are you motivated to teach English at secondary school ?

Motivation	Always	Often	Rarely	Never
N	2	4	/	/
%	33,33	66,66	/	/

Table 29 : Teachers' motivation to teach English at secondary school.

We noticed that (66,66%) of teachers are often motivated to teach English. This may refer to the long time of courses, or the huge number of students, or their fatigue from teaching. However, (33,33%) of teachers are always motivated to teach, may be because of their few years of teaching and their desire to apply their knowledge.

Item 30 : Whatever your answer is, why ?

The two (2) teachers who are always motivated to teach English language said that their teachers were encouraging them to learn more and more, and this was their choice since they are students. Whereas, teachers who are often motivated said that they like English language and like teaching, but sometimes they face obstacals and difficulties that reduced their motivation and will to teach.

Item 31 : What type of relationship you try to promote between students in the class ?

Types of relationship	Cooperation	Competion	Neutral	1+2
N	2	2	/	2
%	33,33	33,33	/	33,33

Table 31 : The type of relationship between students.

We remark that all the rates are similar (33,33%). Two teachers want to make the cooperation relationship between his/her pupils in the class. This is of course a good method, because the cooperation among students will develop learning and create a safe atmosphere through exchanging their ideas. And two teachers (2) try to promote a competitive relationship between their pupils. Also, this is very benefitial way because the motivation of pupils will increase. However, two (2) teachers try to promote the two relationships among their pupils in the class.

Item 32 : Do you use extra-helping materials to motivate your students ?

Using helping materials	Yes	No
N	4	2
%	66,66	33,33

Table 32 : Using helping materials.

The majority of teachers (66,66%) use extra-helping materials to motivate their pupils. This indicates that those teachers want their pupils to be more motivated and major in the class. Also, it means that teachers are ready to do everything that can add a positive result to their students and enhance their motivation to learn English. Only (2) two teachers do not use extra-helping materials, we ignore the reason.

Item 33 : If yes, from the list below which materials do your students appreciate ?

Materials	Pictures	Computers	Maps	Record-player	Teacher's gestures	1+5	1+2+5	1+2+4
N	/	/	/	/	/	1	2	1
%	/	/	/	/	/	25	50	25

Table 33 : Materials that students appreciate.

The table indicates that each teacher use more than one material. (50%) of teachers use pictures, computers, and their mimes and gestures. Only (1) one teacher uses pictures and his/her gestures. And (1) one teacher uses pictures, computers, and record-player.

Item 34 : How do you consider your students' motivation to learn English ?

Level of motivation	High	Medium	Low
N	/	4	2
%	/	66,66	33,33

Table 34 : Students' level of motivation.

We remark from the table that teachers' evaluation of students motivation is that the majority of students (66,66) have a medium level of motivation. This may refer to some external and internal factors. The external factors like : the teacher's method, the classroom environment (noise, random seating…etc), the difficulty of lessons, and parents' carelessness. On the other hand, the effect of internal factors sush as : student's desire to learn another language. (2) two respondents see their students' motivation to learn English is low.

Item 35 : In case it is low, do you think it is because :

There is no need to draw a table here because only two teachers considered their students' motivation low. One teacher has referred the reason to the learning environment ; that is the space and time, where and when lessons are given have a great role in increasing or decreasing the level of motivation. Whereas, the second teacher referred the reason to learners' carelessness to learn English as well as to their different capacities.

Item 36 : Teachers' suggestions : what can you do to create effective classroom environment, and to manage students' disruptive behavior in order to motivate them to learn English ?

For creating effective classroom environment, teachers have suggested some techniques and methods that help them maitaining effective atmosphere and motivation during the course. Their suggestions (their own words) were organized into a framework that serves as a reminder and which underlines the effective use of any management and motivational strategies in the classroom.

A- Effective behavioral tasks for teachers :

*The teacher should be patient and flexible.

*Has the ability to manage his/her class with wisdom.

*Apply successful strategies/techniques/methods related to the students level.

*Do not make difference between low and high pupils in the class.

*Encourage them all the time to learn English.

*Teacher should improve and develop him/herself all the time to built successful and cultural generations.

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*The teacher has to motivate him/herself first and then motivate his/her students.

*The teacher has to be facilitator and guide for his/her students.

*Being close to the students.

B- For students' activities :

*Preparing tasks and activities that students like.

*Use extra-helping materials (data show, record-player…etc).

*Ignore the bad conditions of the class by making competitions between students.

*Plan for novelty and variety.

*Divide students according to their levels and give them different levels projects.

*Ask disruptive students to achieve works inside the classroom.

Table 36 : Teachers' framework for classifying effective classroom environment strategies.

Conclusion :

In sum, the questionnaires that were oriented for both students of third year literary branch, and for the teachers of English in Mofdi Zakaria secondary school at El-oued have drawn our attention to the different needs and difficulties in teaching and learning English. As a result, we found that our classrooms are less the effective and suitable conditions of learning, also the majority of students lack motivation to learn English. On the other hand, some teachers seem sometimes neglecting the methods of teaching, as well as the main issues that are related with motivation or with the language as a whole.

General Conclusion

The procedures carried out in this study have almost interpreted the hypothesis stated in the introduction, i.e. if teachers provide fit materials and conditions of direct classroom application and students' disruptive behavior, they would make effective and well managed classroom. Thus, increasing students' motivation and achievement in learning English as a foreign language.

The case study is the learners of the third year pupils of literary branch at El-oued secondary school, we deduced that almost pupils lack the perfect and effective classroom environment to motivate them to learn English language. In fact, the results obtained from the students questionnaire revealed that students have a different desires and wants as well as behaviors and motivational system. Students concentrate merely on meeting minimal requirements, i. e. they influenced by the environment of the classroom and by the good and bad behaviors of their teachers and classmates. Also, they motivated only by grades and other extrinsic rewards or punishments. Moreover, we claim that our teachers lack the methodology of language teaching with all its components. Indeed, almost all teachers asked in the questionnaire ignore the prominent models of motivation and they do not apply any of the motivational strategies of any linguist from this domain. Teachers claim that motivational models cannot be interpret literally and applied in overcrowded classes and students' disruptive behavior were the direct cause of teachers'low motivation to teach and students' loss of interest and desire to learn. Therefore, teachers are facing considerable motivational challenges to make the atmosphere of the classroom suitable and effective, as well as to elicit a higher level of students' motivation and engagement in the classroom.

This work serves at stimulating teachers to use effective strategies capable of creating effective environment in the class to promote students' motivation to learn Englih in order to elicit a higher quality of student engagement in classrom activities. Also, the study provides an overview on findings in the fields of classroom management and language teaching, especially those for managing students' disruptive behaviors and motivating them to learn.

We would like to appraise the teacher's role, and remind him/her that his/her task is manipulating and improving the classroom atmosphere by adjusting the misbehaviors and providing the physical conditions like : authentic materials, air conditioning, and developing students' performance through extrinsic reward or punishment and using intrinsic motivational strategies to encourage students to engage in classroom activiities in order to motivate them to learn.

At the end, we wish hopefully that the suggestions and recommendatios implied in our dissertation could be useful and helpful for teachers of English in order to create effective classroom environment to develop the process of teaching and learning.

Recommendations

Being inspired from the results of students and teacher questionnaires, and from all what the theorists suggest in their models about the application of best techniques and strategies in FL classrooms to elicit a higher quality of student engagement in classroom activities, we suggest the following pedagogical implications for the administration, the teacher, and the student.

For the administration :

The administration should create an appropriate environment to foster the teaching-learning process, by :

➢ Controling the students' number in the classroom ; increasing the number of teachers who have high degree (Magister, Doctorate).

➢ Providing authentic materials and internet space and material.

➢ Providing books, references and works of different well-known writers.

➢ Organising training courses sessions for teachers to motivate them and renew their knowledge.

➢ Improving students learning environment (air conditioning, arranged seats, toilet…etc).

For the teacher :

The teacher is considered as a main factor in the process of teaching-learning. To get a better results and create effective classroom atmosphere teachers will need to use and follow some strategies that can help them develop learning, as well as motivating students and reducing their disruptive behavior such as :

➢ Decorate the classroom with pictures displays, students projects, and eurriculium content that invites students who are not interested and convinces them to stay.

➢ Regular change displays and room arrangements, balancing the familiar with the novel, in order to keep classroom fresh and inviting.

- Use the simplest strategy which is the smile.
- Minimize students anxiety.
- Have a sense of humor, and creat a funny atmosphere.
- Ignore unwanted behavior.
- Avoid physical interventions ; because when the teacher hits or pushes the students for wrong behavior, he/she will create confrontation and unsafe atmosphere.
- Reluctance to apologise ; when the teacher make some blunders and mistakes like snapping at students, accusing a pupil, or insalting him, he/she have to apology in order to avoid confrontation. Because pupils respect the teacher for his/her honesty.
- Adapt the behavior of students whom misbehave in the class in order to avoid conflict.
- Be available when students need help.
- Rough-tune lessons to reach students understanding.
- Encourage students comments and questions.
- Interact individualy with students.
- Offer rewards as incentives for good performance.
- Support lessons with technology aids.
- Conduct a needs analyses.
- Praise students work even if it is not satisfying.
- Encourage students to trust their abilities and love what they do.
- Incorporate contant the students find interesting and enjoyable.

For students :

The previous recommandations for administration and teachers are suggested for providing a safe and effective atmosphere to develop and to motivate student's learning level. Also, students should follow some recommandations and instructions to help teachers and administration in creating effective atmosphere as well as enhancing their level of motivation. These instructors are :

- Have self-confidence.
- Be challenger and have an idea of good in English.
- Stop making noise and disruptive behavior.
- Respect the teacher even he/she is bad.
- Have strong desire to study.
- Concentrate more with a teacher in the classroom.
- Rely on themselves in doing activities in the classroom.
- Remembes that the classroom is a place of learning.

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