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The Role of Classroom Management in Enhancing Language Learners' Motivation

Case study of second-year pupils at Ahmed Rida Houhou middle school in
Biskra

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DEDICATION

I dedicate this work

To my passed away father

To my lovely mother for her endless love and encouragement

To my dearest sisters and their husbands

To my brother

To all my family

To all my friends

To every person supports me to accomplish this work

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ABSTRACT

Teaching is an enjoyable and beneficial experience though it is sometimes a difficult and hard job. The main problem that teachers may face is to deal with teenagers. For them, it is very hard to control and discipline the students' behaviour in this age. The most appropriate solution for that is to manage the classroom perfectly. In classroom situation, the teacher works energetically to create an environment which is emotionally safe and physically ordered. Accordingly, the achievement, behaviour and motivation of the pupils can be influenced by the encouraging classroom circumstances. This descriptive study aims at investigating the role of classroom management in improving the students' motivation. For finding out the relationship between the two elements, we have hypothesized that if the classroom is well managed, then the pupils would be more motivated. The questionnaire is the basic research tool. The first questionnaire was distributed to four middle school teachers. The analysis of this questionnaire revealed that a strong relationship is between classroom management and the concepts: an orderly classroom environment, discipline and motivation. The second questionnaire was delivered to forty one (41) second year pupils at Ahmed Rida Houhou middle school. The analysis of such questionnaire showed that the pupils' behaviours are the reactions to the teacher's actions and behaviours in the classroom. Depending on these findings, we suggest that teachers are expected to be motivated in order to support the students and make them interested in the academic content. Another main recommendation is that it is advisable for the teachers to model different life skills, habits and routines.

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General Introduction

Teaching effectively is one of the main goals that the teacher wants to achieve inside the classroom. Different strategies are used to promote the learners' achievement and to enhance the teacher's roles. Facilitator, observer, promoter and controller are examples of the teacher's roles. In addition, the role as manager is the major task that the teacher focuses on to provide the appropriate learning environment. Classroom management is strongly related to teaching-learning process. It is one of the conditions of effective teaching and productive learning. The goal of classroom management is to prevent the disruptive behaviour and to encourage the appropriate one. In classroom situation, the teacher is supposed to apply several techniques and strategies for creating a positive climate that motivates and maximizes the students' learning opportunities. Basically, several classroom management skills related to the various structural classroom elements should be used. Creating a physical and social environment, establishing a number of rules and procedures, as well as time, space and transition management. All these responsibilities are expected to be done by an effective teacher for the sake of providing a well managed classroom. The impact of classroom can be noticed on both teaching and learning processes.

The term motivation is one of the learning conditions. It is the key of the students' academic success. In the classroom, both teacher and learners are supposed to be motivated. Whenever the educator is encouraged and interested in the subject matter, the students become motivated and encouraged to learn. Furthermore, the high level of the students' willingness gives an opportunity to effective teaching and active learning to take place. The learners' motivation is improved or reduced depending on several classroom circumstances. Classroom management is one of these factors. A relaxed and ordered learning environment is the setting in which the students feel emotionally safe. Through this study, we are going to broaden the aforesaid ideas and find out the role of classroom management in enhancing language learners' motivation.

1. Statement of the Problem

Teaching is becoming gradually hard. Many teachers decide to discontinue teaching due to the various classroom obstacles. Both novice and new educators have difficulties in classrooms. One of these difficulties is to present the educational content in a way that satisfies all the learners of a particular group. To deal with the students' inappropriate behaviour is another problem. It is a difficult and challenging task for teachers to discipline

the students' way of behaving. The most appropriate solution is to determine the different reasons for learners' misbehaviour. Disordered classroom, unmotivated teacher, noisiness, teachers' misbehaviour and boring lessons are some of the main factors that make the students uncomfortable and willing to behave inappropriately. Such factors are the basic elements of the process of managing classroom.

Creating a physical and social learning environment is very needed in classroom setting. Without classroom management, teaching and learning cannot be sufficient. Poor managed classroom is an issue that exists in different classes of the Algerian middle schools. Disordered classroom and difficulty in dealing with the teenagers are the basic reasons for the aggression in today middle schools. The negative effect of poor managed classroom is on teaching and the students' motivation. Motivation is a critical aspect in learning process. It is the energy that enhances the students to learn effectively. So, the poor managed classroom makes the students unmotivated and psychologically tense. The proof that serves this idea is violence and misbehaviour in today classes. Through this research, we are going to investigate the different classroom circumstances that encourage and improve the students' willingness to learn and solve the problem of teachers' carelessness in their classrooms.

2. Aims of the Study

The basic aim of this study is to examine the role of well managed classroom in improving the learners' motivation. In addition to investigate the different skills that teacher provides in the classroom in order to play the roles of manager and motivator at the same time. This depends on the relationship between the two components: the appropriate learning environment and students' enthusiasm. Two subordinate objectives are included here:

- To give a background information about the terms classroom management and motivation
- To find out the various elements of classroom management according to which the students become motivated.

3. Research Questions

Here are the two questions that are going to be answered through this research:

- What is the role of classroom management in enhancing language learners' motivation?
- How can classroom management enhance language learners' motivation?

- What is the role of the teacher in managing the classroom and motivating the pupils to learn?
- Does the process of managing the classroom depend only on the teacher?

4. Research Hypothesis

For the sake of answering the previous questions, we assume that if the classroom is well managed, then the pupils would be more motivated.

5. Research Methodology

For reaching aforesaid research aims and finding out the correlation between a well managed classroom and the students' willingness to learn, a descriptive method will be adopted. The questionnaire is going to be the appropriate used tool to accomplish this quantitative study. The questionnaire and its analysis are so significant for the validity of the present study. Accordingly, the research hypothesis will be confirmed or rejected. The basic data will be gathered via two kinds of questionnaire. Moreover, the first questionnaire will be distributed to four teachers of English at Ahmed Rida Houhou middle school at Biskra. The main purpose of such questionnaire is to get the teachers' opinions about the different skills they usually use to create a well organized classroom. The second questionnaire will be delivered to forty one second year pupils at the same middle school. The sample is randomly selected. The aim of this questionnaire is to obtain the pupils' attitudes toward their teacher's actions and toward the learning atmosphere where they learn.

6. Structure of the Study

For the accomplishment of this research, two main parts are included. The main concern of the theoretical part is to give background information about the essential elements; classroom management and learners' motivation. Two chapters are included in this part. The practical is about the data gathered from the analysis of the teachers and students' questionnaires. One chapter is contained in this part.

The first chapter is about classroom management. It presents an overview about the role of manager that the teacher plays in the classroom. The chapter contains the different strategies and skills that the educator uses in the classroom for the purpose of creating a peaceful environment. This chapter focuses also on the importance of well managed classroom in urging the students' appropriate behaviour. The term discipline and its relation to classroom management are the other discussed elements.

The second chapter is about learners' motivation. It provides a better understanding of motivation and its importance. The learners' attitudes' toward the teacher are also discussed. The chapter contains both kinds of sources of students' motivation (inside and outside classroom) beside the basic motivational conditions that are expected to be created in the classroom. The strategies, that the educator usually uses to motivate the students, are presented as another element beside the others.

The last chapter is based on the analysis of both teachers and students' questionnaires. This chapter includes the description of the questionnaires, their analysis and the discussion of the results. Accordingly, the validity of the research hypothesis is confirmed or rejected. Thus, the role of classroom management in improving the students' willingness is deduced.

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Classroom Management

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Introduction

Teaching and learning processes are strongly connected. Concerning teaching, the educator is the major responsible. Learning is the process that the pupils present. In classroom situation, the teacher performs different roles. To give the academic content perfectly is the basic role; this cannot occur without the exact conditions. The students' appropriate behaviour is the vital condition according to which the teaching-learning process can occur. Whenever the students behave appropriately, the classroom will be well disciplined. Adopting an effective methodology to teach with besides managing classroom perfectly facilitate to the classroom environment to be conducive to learning. This chapter will deal with classroom management and its elements; the definition and importance of classroom management, its strategies. In addition to the definition of the term discipline and preventing misbehaviour. Finally, the four categories of pupil behaviour that will be presented.

1.1. Definition and Importance of Classroom Management

An effective teacher is an effective classroom manager. Basically the teacher is the core of classroom where various conditions should be provided for achieving the teaching objectives and for improving the learning process. One of these conditions is classroom management which is considered to be 'the actions and strategies teachers use to solve the problem of order in classrooms.' (Doyle, 1986; in Stronge, Tucker, Hindman, 2004: 64). So it is creating an orderly learning environment through different actions that the teacher uses besides teaching appropriate values in the students. In addition, classroom management is the practices and strategies used by the teacher to make respectful, responsible learners and to achieve productive classroom environment. (Lawrence and Dworkin 2009: 751). In other words, using various strategies that help in creating comfortable environment where smooth running of the lessons despite disruptive behaviour by students. Correspondingly, well managed classroom is the setting where the good behaviour is promoted and the students' misbehaviour is prevented via different rules and routines. (Evertson et al, 1983; in Oliver, Wehby, Reschly, 2011:7). Various components such as managing time, space and transitions are included within the term classroom management.

An effective teacher produces a well managed classroom in which the students attain high level of achievement, whereas the classroom of ineffective teacher is poorly managed. Oliver and Reschly (2007: 1-2) indicate that many new and inexperienced teachers give up immediately when they start teaching because of the lack of experience in this career. In

addition, the inability to organize the students and to deal appropriately with their disruptive behaviours. This is just an evidence to prove that classroom management is so important and needed in the teaching-learning process. Such idea can be supported by what Edmund Emmer, Julie Sanford, Barbara Clements, and Jeanne Martin (1982; in R.Marzano, J.Marzano and Pickring, 2003: 4) indicate

At all public school grade levels effective classroom management has been recognized as a crucial element in effective teaching. If a teacher cannot obtain students' cooperation and involve them in instructional activities, it is unlikely that effective teaching will take place... In addition, poor management wastes class time, reduces students time on task and detracts from the quality of the learning environment.

In other words, a well managed classroom is a condition for students to be actively engaged in different tasks. Whenever the students work in groups and accomplish classroom assignment, the educator becomes successful in performing the role of teaching efficiently. So, teacher's effectiveness is based on the management of classroom. If it is perfectly managed, comfortable classroom atmosphere and the appropriate use of time are invested.

There are several reasons for considering classroom management so important. These reasons are suggested by Seifert and Sutton (2009: 135-136): The first reason is the learners' diversity. In one class, each student is different from another. This difference is in the students' needs, levels of achievement, and the learning styles. As time changes in one session, the needs of learners change too. This can be an obstacle for the teaching and learning process. For solving and decreasing such problem, the teacher uses the appropriate classroom management strategy to deal with. The second reason is that the intentions of the teacher to achieve his objectives and the learners' way of thinking are different. The act of involving each student in all the classroom activities provides special focus on one student more than focusing on the others. In some students' opinions, when the tutor is providing efforts to engage a shy learner for example, this student is the preferable one. In addition to the consideration that the teacher is ignoring the other students who are intrinsically involved in classroom activities. As much the students' perspectives are as much the learners' way of responding will be. Fortunately, the teacher can play a role as a motivator in classroom. Some students attend school because they like learning as they are intrinsically motivated. Other learners attend school because of the comfortable atmosphere which is created by the teacher. This is considered as a step of attaining a well managed classroom that improves the students' motivation.

1.2. Discipline and Preventing Misbehaviour

One of the examples of the teacher's responsibilities is to solve various classroom problems. Students' misbehaviour is the major problem to deal with. R.Marzano, J.Marzano and Pickering (2003: 27) suggest that "effective discipline is a combination of effective management at the school level and effective management at the classroom level." Differently stated, well managed classroom and well managed school context together provide a classroom that is disciplined effectively. Energetically the educator supplies all the conditions (rules, procedures, materials, motivational environment...etc) for the classroom to be managed perfectly. Consequently, the students will not have the opportunities for misbehaviours. Otherwise, the undisciplined classroom will be the learning setting. Depending on what Marshall (2003; in Walters and Frei, 2007: 13) unlike classroom management which is concerned with the way of doing things. Discipline is interested in the students' way of behaving. The major responsible for classroom discipline is the learner. Further, the appropriate and inappropriate students' behaviours determine the level of controlling classroom.

Even if the purpose of teaching is to give students the complete academic materials, but classroom with students' misbehaviour is not the exact setting to do so. Misbehaviour as any phenomenon is not prevented directly. Determining its causes is the best solution to treat it completely. Thus, to avoid students' behaviours that disrupt the smooth running of lesson, the teacher should be aware of several reasons of misbehaviours. Kyriacou (in Cohen, Manion and Morrison, 2004: 292) proposes general reasons concerning this subject:

- Boredom (including if the task is too easy or uninteresting)
- Prolonged mental effort
- Inability to do the work (e.g. frustration or if they are not sure what is required)
- Being sociable (where students' social lives and relationships 'spill over' into the lesson itself)
- Low academic self-esteem (e.g. having experienced failure, lack of confidence and learned helplessness)
- Emotional difficulties (which may be out-of-school or in-school, for example bullying, which leads to attention-seeking behaviour)
- Poor attitudes (according low value to school work and school life)
- Lack of negative consequences for disruptive behaviour

Whether the negative factors are out or inside the classroom, they influence the students emotionally; so that the learners do not behave appropriately.

Intellectual, emotional and physical are the different kinds of threat that Cummings (2000: 117-122) proposes. These threats express several reasons of students' misbehaviour.

Intellectual Threats

Being in classroom where the environment is safe supports the students to act freely. Whenever the learners feel threats, particular misbehaviours will be the consequences. Here are a number of points the students may face one of them in the classroom.

- The students are forced to work cooperatively as well as they are asked to give answers or read loudly in front of the whole class. Individualism for some of students is the preferable style of learning
- The teacher informs the learners about unannounced test
- The students get directions that are not understandable
- The learners fear to be unable to accomplish the task on time or to fail in a specific topic
- In the classroom, the students marks are said aloud
- A fear of being called with negative words such as stupid
- Students feel that they have less intellectual capacity

Finding solution for these points is the best way to prevent this kind of threats.

Emotional Threats

Here are some points that are involved in emotional threats:

- Insulting and humiliating have a negative influence on students' emotional side. Thus, behaving inappropriately will be the result
- Family and its problems (divorce...etc)
- To be afraid of not conforming harmoniously to the other students (clothing differently...etc)
- Goals are impractical
- Friends are made awkwardly

For preventing such kind of threats, the emotional environment classroom should be created

Physical Threats

Behaving violently is an expressive way that students feel physically threatened. Methodology, classroom management, motivation are what influence discipline, so investing such components can prevent students misbehaviour.

1.3. Four categories of Pupil Behaviour

There are four categories of pupil behaviour are suggested by Lewis (2009: 16-17); pupils of the first category are characterized with the appropriate responses to various things. The work that the teacher asks them to do is very interesting as well as easy to understand. The lack of concentration can be the characteristic of the pupils of second category. The interest in the work and the confidence to accomplish this work are not enough. The rewards, punishment, praises are the powerful keys the pupils' positive behaviour of this category. In the third kind of behaviour, the teacher focuses on isolating the learner within the class or taking away from the classroom. Additionally, discussing with each other is what the teacher allows the isolated pupils to do. The purpose of this discussion is to reach an agreement that based on; unwarranted behaviour will not be repeated. This is after the teacher explanation inappropriate behaviour effect the third category students on the other pupils. The students' awareness of their inappropriate behaviour helps them to be convinced with the agreement that they have developed with their teacher. Doing such discussion several times is helpful from the pupils to change behaviour from the third category to one of the previous categories first or second. Even if the teacher provides all his procedures, but the misbehaviour occurs yet again.

1.4. Strategies for Effective Classroom Management

The educator as the major responsible for teaching effectively is expected to perform three basic roles as R.Marzano, J.Marzano and Pickering (2003: 3) describe them. First, setting up instructional strategies and following them. Second, being responsible for classroom curriculum design and finally, managing classroom. This final role is achieved by following a number of strategies. According to Peace Corps Office of Overseas Programming and Training Support (OPATS, n.d: 41-59) several strategies are suggested.

- Appropriate Learning Environment should be Created
- Setting up Classroom Procedures
- Creating a Motivational Environment

- The Appropriate Use and Management of Time
- The Individuals Engagement in Work is Fruitful
- Life skills and the appropriate learning habits should be taught.

1.4.1. Appropriate Learning Environment should be Created

Four components are included in this process. Preparing classroom, setting up the appropriate classroom atmosphere, classroom community that is created and classroom rules that are needed for a positive effective learning environment. A positive classroom atmosphere is very important and helpful for both the teacher in doing his work as well as for the learners in receiving the information. The classroom as any place is characterized with concrete things that should be arranged (for example: tables, chairs...etc) and abstract things that the teacher and students feel (such as: emotional feelings, beliefs...etc). According to Walters and Frei (2007: 34-35), there are two types of environment. Correspondingly, having classroom that is physically and emotionally managed is what the teacher has to achieve. Concerning the classroom that is provided with emotional environment; the comfortable relaxed enjoyable atmosphere is its characteristic. Here are different strategies that (ibid, 45-49) suggest for realizing the expected learning classroom including the emotional environment.

- **Showing Interest in Students**

Stronge (2007: 22) indicates that teaching effectively is not as much related to teaching practices as it is strongly connected to the teacher's characteristics. In other words; the teacher effectiveness is based on the various affective characteristics that the educator has and depending on which the level of students' achievement is determined. Caring about and being interested in students are the key to enter their hearts.

Caring is one of the roles that the teacher plays in classroom beside the roles of fairness and respect. It includes other features such as listening, understanding and knowing students. If the teacher has these features, he will make the students emotionally comfortable and consequently, creating peaceful classroom environment. Ridnour (2006: 27) indicates that "Caring is a bridge to whatever a student defines as success. Frustration, hostility, confusion, and hatred are bridges to failure." In other words, the more teacher is caring about students, the more success they achieve as well as the more knowledgeable and confident in themselves they become. The teacher as a source of encouragement with his way of talking, his gestures and of course his facial expressions give an impression of being interested in students.

Example of this is when students enter the classroom; the teacher may look to them with smile on his face followed by vital greeting. The students directly understand that they are welcome into classroom. Walters and Frei (2007: 45) claim that the best way the teacher uses to show interest in students is specifying some minutes at the beginning and the end of the instructional time for students. Listening to learners and sharing their life experiences. Trying to solve their personal problems is another help that the tutor can give to students via listening. The students written tasks about what they have experienced or interested in are evaluated by the teacher. Taking into consideration that they are a group of students each individual has the right to be interested in.

- **The Teacher's Wants and Expectations are Clearly Communicated**

The teacher is supposed to have expectations for his students' achievement and outcomes. As the basic of teaching process, expectations are what the students will accomplish in accordance with their personal abilities as well as with their levels of achievement. According to Marzano (2007: 162) the teachers' low or high expectations for the students affect his way of behaving or acting with his learners. This consequently, has an impact on the achievement of students. So the teachers' actions as being kind, friendly with specific student are strongly connected to high expectations that the teacher has for this student and vice versa. Additionally, as Raudenbush (1984 ; in ibid : 164) states in his Meta- analysis about the issue of student expectancy and its effects ; the difficulty of changing behaviour toward a student whom low expectancy has been developed for, is what the teacher may face. Furthermore, a student with a low expectancy has a lass teacher's interest (the teacher makes less eye contact, smiles less...etc) from the one with high expectancy. For the students to achieve successfully understanding and mastering of the academic content, the teacher communicates his expectations and beliefs. In order to do so, the educator is expected to deal with all students fairly and flexibly. The difference in the teacher's behaviour toward the students is related to two various kinds of expectations whether high or low. According to Ambady and Rosenthal (1992; in ibid: 165), this difference is called *thin slices of teacher behavior* according to which the students will behave in class. For communicating expectations there are two kinds of thin slices of teacher behaviour. First, *affective tone*. It is based on the relationship between the teacher and learners. In one hand, the teacher communicates positively with students whom he has developed high expectations (being kind, more friendly ...etc). In the other hand, communicating negatively with the students will be the situation when dealing with low expectancy students (smiling less, less friendly...etc). In this case, the teacher develops himself for changing negative behaviours toward students of low expectancy. Second, *quality*

of interaction with students. It is based on the way in which the educator interacts with students. The learners with high expectancy are the preferable kind for the teacher to deal with. It is the teacher choice to interact with students equally or differently. Limited time, brief comments and little information are given on the responses of low expectancy students. All in all, the teacher's behaviour is related to the expectations that have been adopted for the students' success in classroom setting. Accordingly, the teacher is expected to develop actions that facilitate the way of behaving toward low- expectancy students and make it the same as behaving toward the students with high expectancy.

- **Being Objective, not Judgmental**

The purpose of the teacher is to create an effective environment where both tutor and students achieve the best. Being objective is a characteristic that the teacher needs to have in order to deal appropriately in occasions where being judgmental is not valid. Additionally, before taking decisions about particular results for specific situation where the student is a major responsible, it is better for the educator to understand the reasons for the students' behaviours.

- **Showing and Making Students See that the Teacher is Human**

The principle of no one is complete is what the teacher focuses on. Walters and Frei (2007: 47) indicate that "one of the most important life skills students can learn is how to make mistakes, identify them as mistakes, and learn from them. The teacher can be a powerful ally in learning this skill." In other words, the educator reflects the state of easily accepting the idea of being imperfect. So, he tries to show that the mistake is just a way one passes through to attain the information that is intended to be learned. The students involve in new experiences without fear of making mistakes.

- **Lot of Time Should be Spent Among Students**

Having a seat beside the desk during all the lesson time without moving around may give an impression of being not interested. When the learners are working in pairs or small groups, the teacher may guide them and even observe how they are discussing a given problem or activity. For doing so, the educator is expected to move around from the place he stands in front of the students to the back of the class. This gives an opportunity to the teacher to notice everything in the classroom and to spend a lot of time among students.

- **Working to Get Buy- In From the Student**

In class, sometimes students misbehave because of different reasons. One of them is that the teacher focuses on achieving the lesson objectives which are mentioned at the beginning of the session without paying attention to the students' misunderstanding. This situation is when the instructional time of the lesson is not sufficient, so the teacher is required to give the complete content rapidly. For the sake of avoiding of the students' misunderstanding, the tutor has to work to get buy-in from the students using various strategies. Example of these strategies is making students concentrate with the lesson and its content from the beginning. Creating Buy-In experience provides a lesson that is connected to what the students already know as well as being purposeful is another feature.

Providing physical classroom environment includes paying attention to several components such as: classroom preparation, creating a community, setting up classroom rules. An effective classroom arrangement is very needed in supplying an easy movement in the classroom. The teacher walks around to see how things are going on in addition to help, to guide and even to connect with students. This can be facilitated via classroom that is well organized. J.Warner, Bryan, D.Warner (2006: 81) suggest various elements that are included in organizing classroom. Examples of these elements are: traffic flow, the way of arranging the tables (desks), temperature of the room, room lighting and walls. The teacher is expected to think about the room space and how he is going to use it. Arrangement of desks (tables) is the most important component in classroom to begin with. It is related to the teacher's decisions about placing the tables appropriately. Furthermore, putting in mind the students' needs and number, ways of teaching as well as some points that arrangement is based on. These points are: the space to move in class is sufficient and choosing the places for tables so as the teacher can be seen by all students and vice versa.

Creating a Community

This is another step for an environment that is physically developed. Providing community in the classroom is very helpful for the teacher to create the intended atmosphere. Cooperative learning is the basic for classroom community to be created. Sometimes individualism is not successful in doing certain activities. So working cooperatively will be the best choice in such situation. Olsen and Kagan (1992; in Richards and Rodgers, 2001: 192) claim that

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Differently stated, learning cooperatively is beneficial for the individuals to become responsible for learning experience and encouraging each other so that the members of one group attain success together. Goss Lucas and Bernstein (2005: 81) indicate that cooperatively learning groups can either be formal which refers to doing an academic research together for the whole term or for only specific period of time of this term, or informal in which the a number of individuals work together for a very short period of time in order to get a particular activity done. Working in groups when doing various activities is purposeful. Accordingly, Shindler (2010: 27-28) uses different studies of several researchers to extract the importance of working cooperatively in class; learning in groups influence the students positively. The variety of learning styles is as much as the students' numbers in each group without forgetting the students' needs that are met. Another benefit for cooperative learning is that the learners become skillful in interacting socially with each other as well as with other people. In addition, Cohen, Manion and Morison (1977: 180) suggest some benefits of cooperative learning; one of them is the students self esteem is improved. The teacher's decision to use cooperative learning or not is connected to certain conditions such as the type of tasks that are given to students. According to Harmer (2001: 114-118) to do the activity as a whole class, pair work, group work or individually is what the teacher asks the students to achieve.

- **Whole-class Grouping**

It is based on the idea that the teacher explains the lesson while the students receive the content and participate to answer questions if necessary. Whole class grouping has a number of benefits that make it useful. Harmer (2001: 114) proposes that the activity which is shared among individuals gives the opportunity of the whole group interaction and exchanging ideas as one family. Second, whole-class is helpful for the teacher to avoid repetition of explanation or even the instruction given. Third, it facilitates the observation and evaluation of students' development. Fourth, the educator has the power to conduct the whole class safely.

As another side, whole class grouping is not helpful for the teacher because every individual prefers to have and produce something differently from the others (the variety in activities, time of doing a task...etc). Whole-class grouping does not give such chance. Some students have good ideas to share with others, but they do not do so due to the difficulty of participating in the whole class. Furthermore, in whole class teaching, students depend on the

teacher to provide them with information. They are not motivated enough to find out knowledge by themselves. The interaction between students is not easy when having whole-class grouping.

- **Working Individually**

For the sake of achieving autonomous students, the teacher makes them working on their own. Individualized learning facilitates to the teacher to act appropriately with different kinds of students; depending on the various personalities that are as much as the number of students in class. Individualized learning is a key factor of making autonomous students who find out things by themselves using different sources. Calm environment will be provided instead of noisiness if individualized learning is used.

As negative outcomes, learning cooperatively is discouraged when the students are working individually. As well as, much time and preparation of equipments are required in individualized learning.

- **Working in Pairs**

Working in pairs is another kind of grouping that Harmer (2001: 116-117) suggests. Several activities are provided for students to work on. Examples of these tasks are: producing and performing dialogues, analyzing texts...etc. In one hand, working in pairs is beneficial because it is made easily and quickly. Cooperative learning is encouraged. This facilitates independently communicating with each other as well as taking the responsibility to practice the task given all together. At the same time, one or two groups are discussing activity with the teacher and the others are carrying on their work. All students have a chance to talk for a sufficient period of time. In the other hand, the teacher will be in situation to deal with when the two students of a particular group have a difficulty in interacting with each other. The two students use the mother tongue and change the topic from the discussion about the task to another subject. Thus, noisiness and disorder are in the environment where teaching and learning cannot take place. In circumstances, the students may misbehave.

- **Working in Small Groups**

The number of students depends on the activity given as well as the teacher's decision. Normally, the group is formed of five students, but in other cases the group can be larger depending on the given activity. In group work positive side, every student has the chance to speak. In addition, the amount of speaking is becoming increasable. There is no

difficulty in interacting with each other because of the variety in personalities as well as ideas that give the opportunity of being flexible. Being able to decide certain things without the relying on sour the teacher as the main source. Students are free in choosing the time and level to participate in the group. They are not forced to participate as in working individually or in pairs. The negative side of working in groups, can be summarized here. Group work is not easy as pairs to be organized. It takes much time. Furthermore, the movement and discussion are in environment where noisiness and disorder are its characteristics. Some students do not prefer to work in groups due to the desire to get the teacher' interest and to be in group where each student is respected and relaxed.

Classroom Rules

For the purpose of providing a positive classroom atmosphere that conducive to learning, the teacher plan for managing the classroom environment emotionally as well as physically. Using different ways where one complete the other. Establishing and teaching classroom rules is fruitful for creating peaceful ordered classroom. The beginning of school year is considered to be the appropriate time for establishing rules. According to Nicholls (2004: 107) “a rule defines general expectations of acceptable and unacceptable behaviour that will cover different situations; for example, expecting pupils to be quiet and attentive when the teacher is talking.” In other words, a rule is related to the different kinds of learners' behaviour that are expected to happen in classroom setting. Accordingly, following the rules can guarantee the desirable behaviour to be achieved and the undesirable behaviour to be avoided. In addition, praises and rewards will be the outcomes for the students. Moreover, the rules have specific value in the classroom. When students break the rules, a number of consequences will be applied. Henshall Wilson (2004: 148) claims that some teachers involve their students in the process of establishing class rules. They ask the students to suggest a number of rules and set up them all together. Bearing in mind the particular rules that the teacher has prepared. Consequently, the rules established are based on the one that the teacher prepares. Others favour to set up the rules by themselves depending on certain guidelines. Coetzee, Van Niekerk and Wydeman (2008: 92) suggest some guidelines for the teacher to follow in establishing class rules. First, using few numbers of rules that are connected to rules of school. Henshall Wilson (2004: 148-149) prefers to use around five rules, it can be less or more than this number. Second, using positive rules statement. ‘Do’ is better than ‘do not’ as Nicholls (2004: 107) refers to stating rules in a positive way. Third, negotiating rules with students. Fourth, providing understood rules that can be taught and explaining the consequences of these rules. Consequences are used in the case of breaking such rules. Fifth,

writing rules on the poster board and putting this board in place where everyone can see them. Sixth, Henshall Wilson (2004: 149) suggests the rules to be measured. Stating rules objectively rather than subjectively; 'be honest' cannot be used. In general, short, clear and easily changed (flexible) rules are desired to be set up.

1.4.2. Setting up Classroom Procedures

The aim of planning and using different techniques is to achieve an effective learning environment. Rules and procedures are so essential for well managed classroom. Without rules and procedures, comfortable relaxed peaceful classroom environment cannot take place. Seifert and Sutton (2009: 137) indicate that "procedures or routines are specific ways of doing common, repeated classroom tasks or activities. Examples include checking daily attendance, dealing with students who arrive late, or granting permission to leave the classroom for an errand." In other words, procedures are the particular techniques used for successful achievement of classroom tasks. McLeod, Fisher and Hoover (2003: 76) claim that procedures are characterized with their specificity to one behaviour and their difficulty. Each set of procedure is linked specifically to each one of classroom activities. Thus, establishing procedures is not an easy task for the teacher. The educator can make procedures by himself; the discussion with students is not used. Another teacher prefers to involve the students' opinions in his prepared procedures to come up with final set of expected procedures all together. Routines or procedures are critical to the smooth running of lessons and classroom activities. As they facilitate to the students differentiating between the appropriate and inappropriate behaviours. When procedures are not provided in classroom or they are not effective, the negative effect on time and on students will be the outcome. This is what Evertson and Worsham (2003; in Marzano, 2007: 118) refer to in this quotation:

It is just not possible for a teacher to conduct instruction for students to work productively if they have no guidelines...inefficient procedures and the absence of routines for common aspects of classroom life...can waste large amounts of time and cause students' attention and interest to wane.

What Marzano suggests is just one of the evidences about the importance of procedures as the fundamental aspect in creating well managed classroom.

Procedures are varied in accordance with the different activities. Van der Horst and McDonald (2003; in Coetzee, Van Neikerk and Wydeman, 2008: 91) propose a number of basic areas depending on which procedures are set up. First, procedures that are related to administration register class which includes several aspects that the teacher is the responsible

to record. Aspects such as recording the learners' attendance and absenteeism (ibid: 145). Second, procedures that are related to the movement of students. Entering and leaving the classroom are considered to be the students' movement that can create noisy and chaotic environment; so, setting up procedures is the solution of that. Third, procedures that are connected to the maintenance of classroom clean. Housekeeping is very needed to create a well managed classroom. Thus, procedures are helpful to promote the idea of keeping clean classroom. Fourth, this is about procedures that are created in accordance with lessons and the way of achieving them. Routines are for the lessons materials to be distributed and gathered. Fifth, routines that are linked to teacher- learners relationship. Being respectful is one of the principles for interacting with each other. Finally, procedures for peers-relationship and communication. Learning cooperatively is a means by which the members of one group communicate and discuss together to practice a given assignment.

For setting up procedures McLeod, Fisher and Hoover (2003: 77-81) indicate some guidelines to be followed.

- Clear procedures are established. Setting up classroom procedures clearly, explicitly and positively is very essential. Procedures cannot be understood by students if they are not clear. Routines cannot be taught unless they are stated in form of 'do something' with the avoidance of using 'do not do' as possible.
- Rational procedures are needed. Four are connected to this. First of all, when the students can achieve what is required, the procedure is reasonable. Otherwise, it cannot be valid. Second, the need for establishing procedures is important. In some situations there is no need to set up routines. If the teacher does so, all students with their curiosity want to try. Third, human nature is taken into consideration while preparing procedures (this is related much more to children). The purpose of establishing them is to support the students to achieve the best. Thus, when teacher asks the learners to follow procedures which affect negatively their innate behaviours, it will be difficult to accomplish such purpose. Finally, providing procedures that do not require more resources for enhancing them. Sometimes, procedures cannot be reasonable because they require more time and energy. Thus, such kind is not helpful for the teacher to keep well managed classroom.
- Enforceable procedures are essential. The validity of routines to be applied in every time and every circumstance is what the teacher seeks to achieve.

1.4.3. Creating Motivational Environment

The teacher aims at investing the appropriate classroom setting where the motivational environment is presented. The educator uses different strategies to encourage students' motivation. Here are some of these strategies that Stipeck (1988) and Hunter (1982) ((in Louisell and Descamps, 1992); in Coetzee, Van Neikerk, Wydeman, 2008: 105) indicate:

- The teacher challenges the students by providing assignments and lessons that seem to be difficult but not too much. It is preferable to link the learners' real life experiences.
- Praise is beneficial when it is used at the right time and situation.
- The teacher encourages the students' responsibility of keeping well organized classroom.

Arends (1998; in Coetzee, Van Neikerk, Wydeman, 2008: 105) proposes other ways; some of them are:

- The failure is unacceptable because of the 'knowledge of results' that is used.
- The teacher meets the students' needs to create enjoyable learning environment. This is fruitful in investing an effective classroom environment.

When the teacher meets what the students want, automatically the learners will be engaged in the input as well as in doing the activities they are asked to practice. Here are critical motivational wants that the teacher is expected to invest for the sake of making classroom environment conducive to learning. Such needs are what Ridley and Walther (1995: 24) indicate: *emotional safety, fun, self-confidence, belonging, power and freedom*. In addition to the other needs that Ridnour (2006: 86-88-89) suggests: order, respect and acceptance.

Emotional Safety: as previously mentioned in creating learning environment strategy for classroom management. An environment that is emotionally invested make students feel comfortable and safe. Depending on the efforts that the teacher gives to achieve such goal.

Fun: this concept is connected to the interest and relevance of what the teacher provides the students with. Boring classroom setting means that the absence of interesting lessons and assignments is its characteristics. Whenever, the tutor brings materials (things) that are related to the students' life experiences, the level of learners' motivation and engagement in classroom tasks will be increased. Furthermore, if the lessons are not enjoyable, it will be so hard for students to understand even if they are easy. Ridley and Walther (1995: 30) claim

that “students have to be shown the relevance; they have to be sold on the value of material. If that is not enough, teachers have to find a way to make the material interesting and relevant.” In other words, learners can learn if only they are conscious about the value which the information has. For that a number of strategies are suggested in (ibid: 30-32):

- Adapt academic tasks to students’ interests and language
- Provide information and ask questions in a way that intrigues students and makes them want to think
- Provide meaningful ways for students to get actively involved in a task
- Be flexible and allow variation in your learning approach to accommodate learning process differences in your students
- Find ways to connect the curriculum with the world outside of the classroom.

Self-Confidence: having fun (relevant and interesting) material in classroom is not sufficient to make students motivated. Confidence is another need that completes the previous one. Making the learners believe in their own abilities is necessary to realize learning goals successfully. Concerning that a number of steps are proposed by Ridley and Walther (1995: 35-40). The teacher is expected to bear in mind such steps; first, the teacher develops himself to be ready to provide additional help when necessary. Being patient gives the learners an opportunity to ask for more explanation. Second, the vital is not to give the information only, but it is to make sure that students understand it. Third, humiliating students is classroom factor that leads to failure. Whenever the educator humiliate the learners, inactive and unmotivated gradually become their effective characteristics. Fourth, providing feedback in details with quickness and accurateness as its features is beneficial. Fifth, the primary concern of teaching purposefully is the individual student and the way in which the information is received and understood. Sixth, appropriate, perfect, realistic students’ goals are set based on the guidance of the teacher. Finally, activities are designed to meet the variety of students’ expectancies high or low.

Belonging: is another students’ need. When it is missing, it influences the learners’ achievement negatively. Ridley and Walther (1995: 43) indicate that belonging includes other affective needs such as the sense of respect and acceptance. The classroom is as the home where each member belongs to. Marzano (1997; in Erwin, 2004: 47) claims that “students feel accepted usually feel better about themselves and school, work harder, and learn better. Your job as a teacher begins with helping students to feel accepted by both you and their peers.” Differently stated, learners fell comfortable and perform well in classroom where they feel

that they are accepted. In addition, the teacher as a source of students' encouragement develops strong positive relationship with the students. Erwin (2004: 48) suggests that the best way to build a relationship with students is learning their names. Names are the identities of the learners. So, using them to call students show a sense of importance. There are different ways to learn the students' names; one of them is *nametags with symbols*. Nametags include the favourable names and symbols that give information about them.

Power and Freedom: Ridley and Walther (1995: 57) indicate that to share the students in planning and taking decisions about various types of classroom activities is crucial for making them responsible. Classroom activities such as establishing rules and procedures as well as designing assignments to take responsibility together (teacher and students) in doing so, established procedures will never be forgotten by students. The learners' power and ability to learn independently are the positive consequences of sharing classroom responsibility with the students.

1.4.4. The Appropriate Use and Management of Class Time

Time is an essential element that the teacher works effectively to use appropriately. McLeod, Fisher and Hoover (2003: 20) indicate that "time management is critical to student achievement and attitudes toward learning." In other words, managing time shows to the learners the exact value of this time so they spend it in doing beneficial things. The students lack of motivation, ineffective established rules and procedures, boring learning environment (lack of fun) are the factors of wasting time. For avoiding time to be wasted, the teacher attempts to improve these negative factors. Coetzee, Van Niekerk and Wydeman (2008: 20) suggest some rules to follow for time to be saved and used appropriately. The teacher bears in mind the importance of time in order to use it completely. Respecting time is essential. To save it; the teacher begins and ends the lesson at time. Furthermore, these lessons have to be planned and prepared. McLeod, Fisher and Hoover (2003: 44) refer to lessons as being interested and flexible. Flexibility facilitates to the students' needs and attitudes to be met. Each individual has his own style of learning, his own mental capacity and his own level achievement. Another rule is that the activities are practiced (done) in the appropriate way. Each activity of these has the exact time to do it. Thus, it is favourable to choose doing the activities that seem difficult when the teacher has the full energy. The easy tasks are done later on. The teacher and his knowledge about the students and their various, the tasks are given accordingly. Another successful way to save time is to decide to finish the activities at limited time. Lack of motivation is one of the factors of wasting time. So, the teacher does

the best to encourage learners to achieve high quality work. As the educator is competent in managing his time as the well managed classroom will be.

1.4.5. The Individual Engagement is Fruitful

Engagement is very needed in the classroom. The teacher achieves success when he provides well planned lessons and engages the students effectively. Vella (2002: 203) indicates that the students' engagement is one of the principles of learning. Each individual is an active participant in the classroom situation where everyone is expected to be involved in different tasks. According to Newmann (1992; in Committee on increasing High School Students' Engagement and Motivation to Learn, 2004: 32) claims that the students involve psychologically and physically in the variety of academic materials. Moreover, the emotional engagement includes the intrinsic positive emotions toward what is intended to be understood, mastered as well as skillful in. Emotions such as being interested in the material, the strong desire to get successful excitement are involved. Behavioural engagement includes the students' attention, doing assignment. If both behavioural and emotional engagements are provided, the tutor can be sure that students are deeply involved.

- Investing interesting and flexible materials
- Motivational classroom environment
- Opportunities for working cooperatively to achieve a sense of belonging
- Well time management
- Well prepared lessons

All of these examples for what the teacher can do to keep the learners engaged.

Managing Transitions

The teacher may face so many problems. When the students are doing a particular task and the educator asks them to transition to another activity. In some cases, it is difficult to do so. Specially in time that they are strongly engaged in the task. kapalka (2009: 105-106-107) proposes some reasons that make transitions so difficult for students; in addition to steps for decreasing transition problems. First, the enjoyment that they feel while doing a particular task. Second, the diversity in self-control. Some students are skillfully control themselves while others do not. The learners with poor willpower find it difficult to transition away from one task to another. The tutor may find himself in situation where transition problems emerge. So, here are different steps to be followed:

- The teacher and students preparations are needed.
- Rules have to be set up
- Rewards for applying the rules are beneficial. Rewards motivate students to behave appropriately and follow the rules.
- Consequences for disobeying the rules are established.
- Warnings are used. The teacher gives warnings before starting the transition
- Transition is implemented
- Finally, practicing.

1.4.6. Life skills and Appropriate Learning Habits should be Taught

Peace Corps Office of Overseas Programming and Training Support (n.d: 56) suggest that the educator can teach different life skills through various strategies he uses to manage his classroom. Besides, providing well managed classroom to present the academic materials in good circumstances. According to Commonwealth of Australia (2005; in Lewis, 2009: 12) caring, being responsible, being respectful and honest; in addition to other values are effectively taught through classroom management. The role of the teacher is to focus on the life skill he wants to teach. Furthermore, he attracts the students' attention and communicates clearly the skill that is intended to make learners skillful in it.

Conclusion

Throughout this chapter, we come to a conclusion that the effectiveness of teaching is fundamentally based on classroom that is well managed. Additionally, classroom management is a critical component that the teacher is expected to provide. Its importance is what makes the teacher considering its different strategies and following all of them. The educator energetically works to create an environment that is conducive to learning depending on the relationship between the strategies. Each strategy completes the other one. So, classroom will be well managed if the teacher follows all the strategies.

Chapter Two

Learners' motivation

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Introduction

The teacher plays various roles in classroom situation. One of these roles is being the major responsible for managing the classroom environment emotionally and physically. This can encourage the learning process to take place. In addition to several conditions that should be provided for the sake of facilitating to the students to learn. Motivation is one of these conditions. It is a vital element for the students' academic success. So when the students are not enthused, it will be hard for the teacher to give the academic content. This will be discussed in the following chapter that will include the definition of the term motivation, the two kinds of motivation and the relationship between them. In addition to students' attitudes, sources of motivation, creating the basic motivational conditions and the strategies that the teacher may use in order to motivate the students.

2.1. Definition of Motivation

Motivation is a fundamental aspect of the academic achievement. According to Jordan, Carlile and Stack (2008: 154) the Latin word 'to move' is the original source from where the term 'motivation' derives. People are moved through different elements; so as they take actions. This is indicated by the word motivation. In addition, motivation as a vital principle in the learning process for Gardner (1985; in Graham, 1997: 96) is considered to be the energy and need that someone has to perform several actions and to achieve a specific goal. Furthermore, the reasons for doing such actions, the choice of accomplishing a particular type of action without another as well as the degree of performing them are the components that motivation is based on.

Concerning motivation in classroom situation, it is related to learners, teaching - learning process and the teacher as the major motivator. Brophy (2010: 3) claims that "the concept of *student motivation* is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers". Interest, desire and energy are three features as signals of being motivated provided to do the given academic tasks. Moreover, these activities are the preferable and enjoyable ones for the learners that they choose to be involved in. Students' motivation is one of the factors of classroom to be well disciplined beside classroom management, well planned lesson, methodology and interactive relationships. This is what Ur (1996: 262, 275) indicates in addition to some features of motivated learners. Here are these characteristics:

- Positive task orientation

- Ego-involvement
- Need for achievement
- High aspirations
- Goal orientation
- Perseverance
- Tolerance of ambiguity

First, easy or difficult tasks, there is no difference; motivated students have a very high confidence in themselves to do both kinds of activities. The try to do activities that seem difficult is what Lee (2005: 331) refers to as taking risks.

Second, getting success is what the motivated students believe in. They consider it very significant for achieving a sense of worth and positive opinions of themselves. This is included in the point of ego- involvement.

Third, to have different needs is what makes motivated students develop a powerful desire to reach them and to face the obstacles easily.

Fourth, ambition is a key factor of the students' high positive outcomes. The best achievement is the only thing they can be satisfied with.

Fifth, students with this characteristic (goal orientation) know exactly what the goals for which they work energetically.

Sixth, whatever the learning difficulties the students may face, they remain working actively.

Seventh, ambiguity is not a problem for learners who are motivated. Self-confidence is what makes them aware of the idea that everything can be understood after a short period of time.

All in all, these are only some of the various characteristics that facilitate identifying motivated students. Thus, the term motivation is clarified.

Motivation, as a helpful element in the teaching and learning processes, has a positive impact on students and their achievement. Taylor and Mackenney (2008: 21) indicate that both emotions and behaviours are affected positively by motivation. Such influence is based on the motivational strategies that the tutor may use in the classroom. The effective strategies encourage the students to have good emotions toward classroom and learning; so they behave accordingly. Alderman (2004: 18) suggests three psychological functions through which motivation is described. *Energizing behaviour* is the first psychological function. Students' engagement in one activity without another is what motivation allows students to do. The reason for doing so is related to the second function which is *directing behaviour* and the third function is regulating *persistence of behaviour*.

2.2. Two Kinds of Motivation

Motivation is very important for students to get a variety of knowledge and skills. Here are two types of motivation: intrinsic and extrinsic. These two kinds are just examples of several types of motivation.

2.2.1. Intrinsic Motivation

Students with intrinsic motivation are engaged in different activities by themselves. Engagement can be identified as *behavioural engagement* that is based on participating in academic material, *emotional engagement* that depends on the beliefs, interests of students. *Cognitive engagement* is connected to motivation and its goals of learning. (Sharan and Geok Chin Tan, 2008: 41). Being interested in a particular task and providing the effort and time to do it is what the intrinsic motivation is about. For Deci (1975; in Brown, 2000: 164) intrinsic motivation is:

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 lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of *competence* and *self-determination*.

Furthermore, learners use their inner desire to work on an academic material that they like and value. Students are actively involved in various tasks to achieve several personal goals and to be curiously satisfied without relying on the external factors. Deci and Ryan (1985; in Elliott, et al. 2005: 15) indicate that feeling of enjoyment and excitement in doing the various kinds of activities are the features that characterize the students with intrinsic motivation. In addition, the understanding of provided information, curiosity to know new things, ability to give a great value to what is intended to be learnt as well as power to achieve learning goals. These are other characteristics of students to be intrinsically motivated which Reid (2007: 16) suggests. Comparing this type to the extrinsic motivation; intrinsic motivation is the powerful one. The reason for that is the students who are innately motivated are involved in the activities easily and immediately for the purpose of getting high level of achievement.

It is fruitful for the teacher as a source of motivation to bear in mind some points to be followed. These points are what Coetzee, Niekerk and Wydeman (2008: 104) propose to improve the students' intrinsic motivation. First, the teacher creates an appropriate classroom

environment conducive to learning. This gives the students an opportunity to enjoy and continue learning energetically. Second, different types of activities; easy or difficult, a sense of balance between them is created. Third, the teacher focuses on presenting a sense of encouragement. By doing so, the educator gives the students chance to develop confidence in themselves and their abilities. Fourth, large tasks are divided into small ones. This can help students to accomplish the whole assignment without feeling boredom. To share learners in making decisions and controlling the classroom is another supportive action the teacher can do. Finally, comparing students is discouraged in the class.

2.2.2. Extrinsic Motivation

Different from the type within which students are innately motivated and intrinsically engaged in academic tasks; extrinsic motivation is based on several external factors. According to Elliott, et al. (2005 : 15) “ an individual is said to be extrinsically motivated when the individual engages in a task primarily in order to receive a reward or to avoid some form of punishment”. So, the external factors energize students to become eager for being involved in a particular activity. Further, even if the enjoyment and excitement feeling are missing while doing a task, but the extrinsic motivated students engage in and perform such activity. Jordan, Carlile and Stack (2008: 157) indicate that praise and high scores can function as effective reinforcers for which learners are motivated. In classroom context, students achieve the best for the purpose of satisfying the teacher so as to praise or give them good marks. Sometimes, extrinsic motivation is not helpful. When the teacher gives students tasks that take a long duration, they will become bored and here the educator is required to give more energy and time to reenergize his students. In contrast, students who are innately motivated actively engage in activities and continue doing so. Ur (1996: 278 – 279) suggests a number of sources that enhance students’ extrinsic motivation:

- Success and its rewards
- Failure and its penalties
- Authoritative demands
- Tests
- Competition

Success and its Rewards

Success in extrinsic motivation is a key factor to make learners provide energy and effort to do the task that comes next. In other words, the students become extrinsically motivated

and engage in a particular activity depending on the success they got in the task before the present one. Thus, learners gradually build up confidence in themselves and in the ability to accomplish the task positively. In this situation, even if the assignment is not perfectly and correctly done, but it is considered to be success. To understand the activity only is success in itself.

Failure and its Penalties

To expect the negative consequences for not providing the efficient time, effort and energy in doing a task is a successful way for students to be extrinsically motivated. Awareness of imperfect work and insufficient interest in the academic material helps the students to be aware of failure as undesirable outcome. As a result, becoming extrinsically motivated is the situation of some students but for others it is not.

Authoritative Demands

Authoritative demands are another source of external encouragement for students. Whenever the educator asks them severely to get a particular assignment done, they do their best to perform the task and satisfy the teacher. In some cases, the inappropriate use of authoritative demands effect negatively the students' personalities and achievement. It is better for the teacher to be skillful in making use of such type of demands in order to raise the extrinsic motivation in his students.

Tests

As a fourth external motivator, tests are what make students work hard. They also urge them to do well by the end of a specific period of time.

Competition

To consider competition and challenging each other is another essential external source that allows students to be externally motivated. The basic of that is each individual invest the best of his ability and skill to achieve the highest level. Usually their purpose is not to learn but is to gain the contest.

2.2.3. Relationship between Extrinsic and Intrinsic Motivation

As it has been said, to be intrinsically motivated is what gives someone the power and energy to engage in particular tasks in addition to enjoy doing them. In contrast, praises, incentives functions as the factors that motivate people extrinsically. Even if the intrinsic

motivation is the powerful one, but it is not enough for learning successfully. “Intrinsic motivation to learn is a necessary but insufficient component for academic achievement. If rewards are used appropriately, intrinsic and extrinsic motivation will be complementary components.” (Corno and Rohrkemper, 1985; Convington and Mueller, 2001; in Alderman, 2004: 250). The positive use of rewards as well as the incentives encourages the intrinsic motivation; such relation between the two types of motivation gives the opportunity for success to be achieved. Intrinsic and extrinsic motivation complete each other so as the academic achievement is realized. Alderman (2004: 250-253) proposes several points that show how the intrinsic motivation is effected by extrinsic motivation and its elements.

- Effect of extrinsic rewards on intrinsic motivation
- Controlling and informational aspects of rewards
- Rewards, task contingencies, and goals
- Verbal praise

Effects of Extrinsic Rewards on Intrinsic Motivation

The effect of rewards on intrinsic motivation is not always positive, but it can be negative in some cases. Depending on certain research findings that the work of Alderman is based on, as the rewards are clearly and directly stated, as the tasks toward which the intrinsic motivation is developed, are quickly and perfectly done. An example of that is a task, toward which the motivation is intrinsic, is provided with various incentives conditions, the degree of accomplishing certain task is evaluated. Moreover, as the rewards are positive and clearly presented, the outcomes will be better than the results that are achieved according to inconspicuous rewards or no incentives are stated.

Controlling and Informational Aspect of Rewards

The rewards can influence positively the students’ motivation if only the received information gives an idea that these incentives denote the students developing competence to do a particular activity. The controlling aspect of rewards is related to considering incentive as a purpose to get via being interested and participating in a specific task. So here, the opportunity to be autonomous is reduced.

Rewards, Task Contingencies, and Goals

Working on a particular activity for just accomplishing it or for the consequences of this activity and here the quality of these consequences is what matters. The second type of

condition for rewarding students is the most effective one. According to Schunk (1983b; in Alderman, 2004: 251) “rewards contingent on the quality of the task outcome had positive effects on the level of task performance, self-efficacy judgment, and skill development of children”. When students work on a task to complete it only for getting the reward, their development will not be enhanced. In the case that quality of the results is valued and for which students are rewarded, the learners’ competence and ability to perform tasks successfully are improved. Students can be more motivated by clear rewards when there is no goals they want to achieve. Furthermore, the more the reward is conspicuously stated, the more it will be attractive and the goal will be neglected.

Verbal Praise

Verbal praise is another external factor which extrinsic motivation is based on. Praise beside positive feedback can affect the intrinsic motivation to become more powerful. The appropriate use of praise allows it to be valued. Brophy (2010: 139-140) proposes that:

Effective praise expresses appreciation for students’ efforts or admiration for their accomplishments, in ways that call attention to the efforts or accomplishments themselves rather than to their role in pleasing the teacher. This helps students learn to attribute their *efforts* to their own motivation rather than to external incentives, and to attribute their *successes* to their own abilities and efforts rather than to external supports.

In other words, the teacher praises students for their actions that deserve doing so. Praise functions more as a source of encouragement for students’ intrinsic motivation than as a form of extrinsic motivation. Moreover, learners will feel that the realized actions and achievements are as signals of being highly competent to deal with a given academic material. There are several features that function as the basics for praise effectiveness. Such features; *contingency*, *specificity* and *sincerity/ variety/ credibility* are what O’Leary and O’Leary (1977; in Alderman, 2004: 253) suggest.

- **Contingency.** Exactly like rewards, praise can be offered if only the learner performance is considered a condition to be achieved.
- **Specificity.** In order to perform activity outcome, the students use certain things like energy and strategies. Thus, specificity is related to praising a particular element (one of the used components: energy or strategies...etc).
- **Sincerity/ variety/ Credibility.** The use of praise is based on the actions that students do and which deserve to be appreciated. Giving this value to praise makes it an

important factor to attain. The statement that expresses praise is changed from time to time for the sake of making it special.

2.4. Students' Attitudes

In general, attitudes are the personal opinions of something or the emotions that any person can feel toward this specific thing. In particular, students' attitudes are the emotions that the learners feel toward themselves firstly and toward the teacher, learning process and classroom environment secondly. Wlodkowski (1978: 36) claims that the four concepts: perception, judgment, emotion and behaviour are what attitudes based on. Whenever the students understand something, they will immediately judge it in order to develop emotions and then they will behave according to these emotions. Attitudes can be positive or negative; positive attitudes toward the previous elements foster the students to learn, whereas the negative attitudes make the learners disappointed and unenthusiastic.

Attitudes toward the Teacher

In classroom situation, the teacher is the primary responsible for the students and learning environment. So when students develop positive attitudes toward the teacher, teaching-learning process will be encouraged. Wlodkowski (1978: 38) indicates that the learners will have the desire to learn and the energy to engage in different academic activities, if they like their teacher. Basically, the students will mimic all things that are related to the teacher; they will adopt his way of behaving, talking...etc. In addition, the teacher will be handled respectfully by the students who have positive attitudes toward him. In the other hand, "students who don't like their teacher are programmed to resist, rebel, disrupt, and subvert the learning goals of their teacher." (ibid: 38). In other words, developing negative attitudes toward the teacher makes the students not interested in all what the teacher presents and do their best to disturb the running of teaching process. These negative attitudes influence the students so they can be unmotivated because their primary concern is to misbehave and annoy the teacher. When the educator faces the situation in which the learners develop negative attitudes toward him, he may adopt some strategies to deal with such situation. Here are a number of strategies suggested in (ibid: 38-43):

- Making a strong teacher-learners relationship that is based on sharing time, feelings, and values. A good relationship between the teacher and learners make both of them close to each other. Being interested in the students is what

encourages them to trust their teacher and change the negative attitude to a positive one.

- Developing the skill of listening sympathetically is an effective way to show caring in students. Whenever the teacher attentively listens to learners, he gives the impression of being respectful and interested in them. Through the interaction with students the teacher reformulates what they say in order to show the understanding of that message.
- Acceptably and warmly, the teacher behaves toward the students. To clearly communicate to students that they are valuable, the teacher may provide help for them, encourage, and care about them. For revealing warmth, the educator uses *eye contact, facial expression, spacial distance...etc.* Handling the students with these ways may make the students change their negative attitudes to positive ones.
- Making meeting whether with the whole class or with individuals. In some cases, the negative attitudes toward the teacher are developed by a number of students; here the best solution is that the teacher makes meeting during which the negative attitudes are discussed and the teacher's feeling toward these attitudes is described. At the end of this meeting, the teacher expresses his wants. In addition to asking the learners to propose their opinions, so that the educator and the students will be satisfied. Further, the positive attitudes will be encouraged to replace the negative ones.

2.5. Sources of Motivation

Motivation is the power that encourages the individuals to be engaged in several activities. As it has various factors that have either positive or negative influence, it also has a number of sources. Harmer (2001: 51-52) identifies four sources of motivation: *the society we live in, significant others, the teacher and the method.*

2.5.1. The Society we live in

Society, as a source of motivation, is the setting from where students can develop positive or negative attitudes toward the knowledge they would like to acquire. In the classroom, students come with their attitude toward learning; positive attitudes means the learner will be motivated as well as ready to enter the learning experience and vice versa.

2.5.2. Significant Others

This source includes family (parents, brothers, sisters, and friends). Every one of them can play an important role in encouraging or discouraging the students learning process. Thus, being interested in or having positive ideas about the subject that these students choose, may motivate them. Otherwise, they will be disappointed and unmotivated.

2.5.3. The Teacher

The tutor, as a vital active participant in the classroom and its activities, is the main source. For students' motivation to be continued, the teacher is expected to have certain encouraging characteristics as being motivated...etc.

2.5.4. The Method

It is the basis for the tutor to teach effectively and the learner to learn successfully. If there is no appropriate method is followed, means teaching and learning processes will be much more difficult and students unmotivated.

2.6. Creating the Basic Motivational Conditions

Without motivation, teaching and learning processes cannot take place. Motivation whether intrinsic or extrinsic is one of the elements that the teacher focuses on in classroom setting. The teacher follows certain strategies to promote and improve the students' motivation, but before doing so the classroom should be endowed by particular conditions. Such conditions are critical in helping students to feel comfortable and encouraging them to be motivated. Dornyei (2001: 31) indicates three major motivational conditions that each one of them completes the other. Here are the three conditions in the same order as Dornyei mentions them.

- Appropriate teacher behaviours and good relationships with the students.
- A pleasant and supportive classroom atmosphere.
- A cohesive learner group with appropriate group norms.

2.6.1. Appropriate Teacher Behaviours and Good Relationships with the Students.

Dornyei (2001:31-40) claims that teacher behaviours and actions in classroom can have a positive effect on students and their motivation. Concerning that four basic elements are going to be discussed.

The first one is the educator's eagerness. To be interested in the topic being taught and to communicate this interest is what the enthusiastic teacher is characterized with. Whenever the learners feel and respond positively to the love and interest the teacher gives to a specific topic, the level of being successful in teaching the academic material increases. Additionally, the teachers' attitudes and feelings toward the matter being taught can effectively be observed by students if only the tutor clearly mentions the causes of being interested in that subject.

The second one is commitment and expectations for the learners' educational advancement. As already mentioned in the first chapter about classroom management, showing interest and caring about students give them the energy to become powerful and emotionally safe. If the teacher behaves according to the idea that considering teaching as a purposeful career (teaching students not to get money but, for making them succeed), the learners will notice this and will behave accordingly. Dornyei indicates some strategies through which the teacher can show his interest in students and their learning advancement.

- Provide help in any time. To be a source of aid and support, the teacher gives the impression of being interested. Thus, the students will trust him.
- Give the opportunity to each student to ask for more explanation.
- Respect the exact time of tests and papers to be corrected.
- Plan additional tasks.
- When things are not going as they should be, the teacher will present a sense of interest.
- Invest the opportunity of sharing them the problems they may face and allowing them to call him at any time they need help (even at home).

Teacher Expectations

High expectations are necessary to be developed about the students' achievement. The learners may perform or do things in specific level according to what the teacher expect from them. High expectations encourage the students to successfully master the academic material. Otherwise, they will fail in their learning experience.

The third point is good relationship with students. The teacher and his role in the classroom is the responsible for providing the appropriate motivational classroom environment. Wentzel and Wigfield (2009: 301) indicate that "Effective teachers are typically described as those who develop relationships with students that are emotionally close, safe,

and trusting that provide access to instrumental help and that foster a more general ethos of community and caring in classrooms.” In other words, making a relationship with learner is as a condition for teaching effectively. Such relationships encourage the students to feel comfortable and confide in their teacher. These characteristics are essential in motivating the learners accomplish the academic success. When the teacher cares, interests in his learners and interacts with them, the students will trust and share with him the different problems that they may face. So, a positive relationship with students is very critical in enhancing learners’ motivation and creating a community where its members are related to each other. Teacher-students relationship is based on three elements as Dornyei (2001: 37-38) claims.

- Accepting the student as they are. Positive attitude is developed toward them.
- Listening is a vital component that strengthens the relationship with the learners. In addition to paying attention and concentrating carefully in what they are saying. Here are four actions the teacher may do to be an effective listener and attentive.
 - Greeting and knowing the students’ names
 - Smiling
 - Remarking anything new in their look
 - Sharing students their personal experience and their interesting topics.
- Being available for them. It is difficult to do so because of the insufficient time, but the teacher is expected to invest his best effort to achieve such goal.

The fourth point is good relationship with the parents. For many students parents are the basic source of their motivation. So, it is a vital action for the teacher to develop a strong relationship with parents. In general, family is interested in the academic achievement that the children can reach; this supports and facilitates the endeavour of the teacher to make a good relationship with parents. Brophy (1998; in Dornyei, 2001: 39) propose that “one of the most distinctive features of teachers who have been successful with hard -to-reach, at-risk students is that they reach out to these students’ families, get to know them, keep them informed of what is going on school and involve them in decision-making.” Differently stated, it is difficult to deal with some students; the only successful way that the teacher can use to attain these kind of students is to build a rapport with the learner’ parents and take their opinions if necessary. When the teacher has the family in his side, they will work all together for motivating the students to achieve success.

2.6.2. A pleasant and Supportive Atmosphere in the Classroom

Concerning the second motivational condition, it is an important factor for making the students emotionally safe and motivated enough to accomplish different kinds of tasks. According to McCombs and Pope (1994: 81-82) to create a positive motivational atmosphere, three basic techniques are used.

- Promote the students self-determination to be expressed.
- Taking risks in doing the educational materials is supported.
- Appropriate learning atmosphere that is based on social interaction, respect and other characteristics that affect the individuals positively. Such characteristics are the fundamental principles of this positive atmosphere.

First, promote the students self-determination to be expressed and progression to be achieved. When the teacher considers the students self-determination and responsibility for their learning and as well as controlling themselves as the main goal, various strategies will be developed to achieve this objective. Doing so is only a signal of movement from usual classroom to more developed one where the students are active not just passive. The first idea to bear in mind is that the teacher facilitates, guides, encourages the students to find and use knowledge by themselves. Another thing is that the teacher, as the responsible for class, attempts to include the different students' needs within the choice of topics and makes each individual presents information using his own style. Sometimes, the teacher decides to ask students doing tasks in small groups according to the subject to be studied for the purpose of developing various skills.

The second way for providing supportive classroom atmosphere is taking risks in doing the educational materials is supported. The basis of this is to promote the students to improve skills of taking risks as well as the acceptance of making mistakes as a part of learning process. Doing so, helps students to be more motivated and avoid the negative effort of feeling such bored and being afraid of failure...etc. Taking risks in doing the educational material can be promoted; for that McCombs and Pope (1994: 89-91) suggest four kinds of strategies:

- Strategies for encouraging Academic risk taking through modeling
- Strategies for encouraging acceptance of success
- Strategies for assessing unique accomplishments
- Strategies for helping students choose appropriate rewards

Strategies for Encouraging Academic Risk Taking Through Modeling

For some students, to take risks is not an easy task because of fear of failure that they have. In their opinions, if they make mistakes when doing particular activities, the teacher and even peers will comment and criticize them negatively. In this situation, the students will be disappointed and will never take risks again. Instead, the appropriate learning environment where criticism is not allowed and respect is provided will be the supportive setting for students to take risks and learn effectively. When a learner asks a question which the teacher has no idea about its answer, the teacher comfortably tells the students that he does not have the right response of the question. In addition, he requires the students' viewpoints. The teacher will efficiently succeed in modeling the situation of taking risks without forgetting that all the students will seek to find the right answers and will be encouraged to take risks to present their knowledge.

Strategies for Encouraging Acceptance of Success

These strategies are based on the idea that each individual does a particular task or assignment according to what this person is interested in. Such interest can be the same concern of someone else. So, whenever the students bear in mind this idea, the academic success will be the positive consequence of every individual. McCombs and Pope (1994: 90) indicate that "students need to develop skills in sharing their knowledge and presenting their findings to others in ways that value each student's unique talents and contributions." In other words, the information can be the same, every individual has his own capacity and style to perform and share this knowledge with others.

Strategies for Assessing unique Accomplishments

Students like anyone else will become more enthused, if they take into consideration that the teacher will evaluate their final work as it should be. Developing tools, which can be used in assessing students' works, is helpful for learners to evaluate themselves.

Strategies for Helping Students Choose Appropriate Rewards

Rewards are one of the external factors that affect the extrinsic motivation of students. Assisting students to make good choices of rewards gives them the opportunity to be more sufficient and fruitful for students' motivation and their achievement.

The appropriate learning atmosphere that should be created. This is the third way which the teacher uses to accomplish classroom environment which motivates students to learn. The

educator, as a source of the students' motivation, is expected to establish classroom atmosphere where students feel emotionally safe. This can be invested by using different effective strategies that depend on the teacher choice.

2.6.3. A Cohesive Learner Group with Appropriate Group Norms

Concerning a cohesive learner group with appropriate group norms, Dornyei (2001: 42-43) claims that in classroom situation, students can be of two categories. The students with the first category are motivated and have a positive attitude toward learning. The students with the second category are unmotivated and have a negative attitude toward learning. The learners with this category usually misbehave and do not have the ability to pay attention. The thing that they can do is to make small groups or as Dornyei refers to *cliques*; their purpose is not to learn, but to create an environment where aggressive feeling, mock and inappropriate behaviours, are its fundamental features. In such situation, the best solution for that is to discipline classroom; not to control each individual but to discipline the students as group (clique). The appropriate term to be used is *group dynamics* which refers to having knowledge about the students' way of behaving and developing. Two elements related to group dynamics are going to be presented.

The fruitful aspect, for providing motivation in classroom, is a cohesive learner group to be created. Cohesiveness is very important in classroom because it allows a sense of community to be developed. James Raffini (1993; in Dornyei, 2001: 43) indicates that "While there are too few rewards in school teaching, one of the most satisfying is the pride of accomplishment that comes from teaching in classroom that has developed this level of cohesiveness." In other words, whenever the members of a particular group hold the responsibility and work all together to attain the goals of this group, gratification of the academic achievement is realized and the students are more motivated. Cohesiveness makes the group members as a community where everyone feels that he is accepted. Dornyei (2001: 43-45) suggest some components that positively influence the process of establishing a cohesive learner group:

- Time is an important factor. As much passing time all together as the group will be cohesive.
- The degree of cohesiveness to the amount of personal information the members of group have about each other. The role of the teacher is to provide several activities at the beginning or during the running of lesson. The aim of such tasks is to allow the

students to mention and share their personal information (name is an example of this information).

- Learning cooperatively is a successful way to encourage interaction among students. The learners are asked to do and perform tasks that are based on working in pairs or in small groups. Seating is also sufficient; the teacher is expected to change the students seating from time to time in order to encourage their closeness.
- Enjoyment of learning in class is efficient for motivating students to belong to such community.
- The teacher may provide activities that can be done as a whole group. When the whole group accomplishes the task successfully, happiness as one group realization will be the positive consequence.
- Presenting enjoyable tasks such as puzzles on which each set of students works to contest another one; this supports the relationship between the students of each group.

The second element is the group norms that should be established. Setting up rules (norms) is as the step that completes the previous one which is creating cohesive learner group. Group norms are the basic for determining the appropriate way that students should behave in and the inappropriate way that they should avoid. Group rules are established clearly and both teachers and learners agreed on. For making these rules efficient for learning and classroom; their purpose has to be obvious for everyone and the negative consequences are planned for the case that these rules do not be respected by the students. With more focus on the teacher respect of the rules which are related to both educator and students. Whenever he forgets to apply the rules, the students will consider these norms unnecessary to follow. So, the teacher bears in mind that he is the major responsible in establishing and following the rules for the sake of modeling the process for students to do the same.

2.7. Strategies for Motivating Students

Motivation is very important for being successful in the educational setting. It is one of the learning factors on which the teacher focuses more. Motivated students are the favorable kind for the tutor due to the teaching process that will be facilitated, when dealing with these students. The unmotivated learners are the kind with whom the teacher faces many problems. These difficulties are related specially to misbehaviour. For the sake of encouraging the students' motivation in the classroom, a number of strategies are developed; before dealing with this point, it is better to have an idea about the factors that affect negatively the students' motivation and decrease it. These factors are what Westood (2008: 24) suggests.

- The boredom and irrelevance as two characteristics of activities that are provided
- Excessive educational material is presented
- Diversity in the teaching method is missing
- Reinforcing and disapproving negatively
- Success is missing

So, to invest the appropriate conditions in the classroom for motivating the students, the teacher is expected to prevent all the factors that reduce the level of students' motivation.

The students' needs are the basis for motivational strategies to be provided. When the learners do not feel relaxed and comfortable, they will never perform and express best what they have. Wlodkowski (1978: 59) claims that:

One way to view successful teaching is as process that meets fundamental needs of students. When students do not want to learn, it is quite probable either that they are experiencing needs that interfere with the learning process or that our teaching neglects, satiates, or threatens their current need state.

Differently stated, the students' needs as another factor have an impact on the students' desire to learn. If the learners have needs that are not related to their educational experience, they will of course lose their abilities to learn. The other case is the teacher responsibility; when he does not take the students' needs into consideration, so the classroom environment will not be motivating and the learners will be disappointed. Meeting different learners' needs is a signal of teaching effectively; basically the educator is expected to plan for several strategies that each one of them is based on satisfying a particular need. *Physiological, social, individual, cognitive* and *existential* are the various kinds of needs which Maslow's hierarchy of needs (in Jordan, Carlile and Stack, 2008: 163-165) shows. To develop strategies that are related to physiological needs, the teacher bears in mind the classroom environment that should be created and the teaching materials (lessons, equipments, methods) that should be provided. Concerning the social needs, the teacher focuses on the interaction and relationship between classroom members to be enhanced. To meet the individual needs, the teacher develops strategies that are based on showing interest in each student. Besides, supporting every individual to become skilled at dealing with the different academic materials. The educator adopts certain strategies that aim at meeting the cognitive needs; so that the students become attentive, confident and satisfied. Self-fulfillment is promoted through the strategies that focus on meeting the existential needs. Barkley (2010: 81-93) proposes a number of tips and

strategies for encouraging the students to be motivated; some of these strategies are presented here:

- Expecting the students to be involved in academic materials and improving the high positive characteristics of an effective teacher. To expect the learners to be engaged in the given activities, the educator uses the best of his abilities and skills to reach certain points. In the case that the teacher's provided effort does not achieve positive results, he tries to ask the learners to suggest activities that they are interested in and like to work on. Another point to focus on is that the students respond according to the teacher's image which he reflects. If the teacher is motivated, interested, respectful, confident...etc, the learners will behave in positive way. Otherwise, students' disrespect and lack of motivation will be the consequences of what the teacher reflects.
- Meeting the students' needs in the classroom as it should be not less or more. To take into account that the students have some needs to be met, encourages the teacher to develop the flexibility skill.
- The efficient use of praise and criticism is a helpful strategy that reduces the negative factors which have been discussed.
- Encouraging the students' autonomy. Being responsible for own learning is what the students prefer. Barkley (2010: 85) indicates that "in classroom, students are more motivated to engage in meaningful learning if they are acting of their own volition." In other words, when learners have the choice of controlling their own actions that they invest energetically to reach high accomplishment, they will be more motivated and achieve their goals successfully. Wlodkowski, Raffini, Brophy (2008, 1996, 2004; in Barkley, 2010: 85-86) propose some strategies for fostering autonomy:
 - A successful way that the teacher can use is by investing the students with the reasons for doing a particular activity.
 - A variety of tasks are presented to give the students the opportunity to make choices.

Additional to these strategies, Reid (2007: 18-23) suggests another kind of strategies that can be used for the purpose of motivating students to learn:

- Supporting diversity in learning styles. Learners are not the same. Every individual has his own way of thinking and learning. To be flexible is a helpful characteristic for the teacher to give the students chance to learn in the way they like.

- Creativity is essential to be promoted. Some students will be unmotivated because of the lack of opportunities to be creative. The educator is expected to allow students to express themselves depending on the ability to do things differently.
- Feedback about students own progress should be invested.
- Encouraging students the sense of being confident in their personal capacities. Support and positive feedback are needed to be presented in the classroom in order to make the learners believe in the abilities they have.
- Providing the opportunity to work in group. To work in groups is an effective way of encouraging students' motivation.

Conclusion

In this chapter, we have focused on students' motivation as the core of learning process. The level of the learners' motivation is very critical for both teaching and learning. Whether the students are intrinsically or extrinsically motivated, they rely primarily on the teacher as a major source of motivation. So, all what the teacher provides in classroom (conditions and strategies) have a positive impact on the students motivation and their achievement.

Chapter Three

Field Work

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Introduction

The purpose of this research is to investigate the impact of classroom management on students' motivation. For the completion of this study, literature review and practical parts are included. The first part has been discussed in the previous chapters; the second is going to be accomplished depending on the analysis of questionnaires. Questionnaires, as the used tool, have been distributed to both teachers and students as major participants and whose opinions are significant for the research hypothesis to be tested. The aim of the questionnaire, the description of the questionnaires, data analysis, results discussion, suggestions and recommendations are contained in this chapter.

3.1. Teachers' Questionnaire

3.1.1. The Aim of the Questionnaire

This questionnaire was administered to four middle school teachers of English. The main purpose of this questionnaire is to find out the ways and strategies that the teacher may use in order to attain well managed classroom. As well as the conditions and strategies the teacher follows for the purpose of enhancing students' motivation.

3.1.2. Description of Teachers' Questionnaire

In general, background information and two sections are the structure depends on which both questionnaires (teachers' questionnaire, students' questionnaire) are organized. They consist of series of multiple questions. In closed-ended questions, the participant is expected to tick the appropriate answer according to yes-no responses or one of the suggested options.

It consists of twenty five questions that are divided according to the sections. Four questions are for getting data about personal information; degree, years of teaching experience and the teacher's responsibilities. Section one is about classroom management. Eleven questions are contained in this section. The purpose is to obtain data about the term classroom management as a teacher responsibility, its importance, the followed strategies, in addition to discipline and the reasons for students' misbehaviour. Section two is about motivation. To gain data that is based on identifying motivation, its significance for students' achievement, intrinsic and extrinsic as two kinds of motivation. In addition to the strategies that the teacher may adopt for the sake of improving students' motivation and creating the motivational classroom environment depending on certain conditions.

3.1.3. Analysis of Teachers' Questionnaire

Background Information

Item one: kind of degree that every teacher has

The four teachers claim that Baccalaureate ITE diploma is their degree.

Item two: The teachers years of experience

Four teachers	Teaching years
Teacher one	21
Teacher two	23
Teacher three	24
Teacher four	27

Table 1: The teachers' years of experience.

In the above table, it is obvious that all teachers have a long period of time (more than 20 years of experience). 21, 23, 24, 27 are the years of teaching that the four educators claimed that they have in this career. This data can support the validity of responses that the teachers gave according to their long experience in teaching.

Item three: Teaching in middle school is hard or easy

	Yes	No
Number of teachers	04	00
The justification of answer	<ul style="list-style-type: none">➤ Nowadays, teaching teenagers is really tiring.➤ Dealing with teenagers is not an easy job.➤ It is hard to deal with teenagers (a big responsibility).	

Table 2: Teaching in middle school is hard or easy

In the above table, for all teachers 'Yes' as an option is the appropriate answer. In their opinions, teaching in middle school is a hard career. Three teachers claimed that it is hard to deal with teenagers. So, this is the basic reason for which the process of teaching is so difficult. One teacher did not provide a justification for his answer. The present finding gives an idea about the problems that the educator may face in classroom and leads him to lose

control of class. Thus, when the teacher invests energy and time to control the class and to deal appropriately with teenagers, this effort will be noticed and give positive consequences.

Item four: The different responsibilities that the teacher can take for teaching effectively?

Concerning the teacher responsibilities that are needed for teaching effectively, the shared answer between three teachers is focusing on the teaching method beside keeping on searching for new skills and dominating the class. These are the additional responsibilities that two teachers stated as the second duties after focusing on the teaching method. One teacher claimed that bearing in mind and concentrating on the psychological side of the pupils is the teacher responsibility for teaching effectively. The important thing is that every teacher has his own way of teaching and expressing the action of being effective differently. Depending on the experience they have in this career.

Section one: Classroom Management

Item one: The teachers’ definitions of the term classroom management

	The term classroom management
Teacher one	To create a comfortable atmosphere for teaching , attract the students, make them involved, advice and teach them...etc
Teacher two	To manage: class time, schedule and activities. To make students occupied all the time.

Table 3: Definitions of the term classroom management

It is clear that only two teachers answer the question while the other two teachers do not provide any response. According to the above table, both educators manage their classrooms depending on the purposes and goals of teaching they previously stated. Through the definitions presented, the obvious is that the teachers do not invest all the elements of classroom management, but at least they are concerned with the students’ engagement as a key factor of facilitating teaching- learning process.

Item two: The various elements that classroom management is related to

	Teachers	Percentage
An orderly classroom environment	✓	✓
Discipline	✓	✓
Motivation	✓	✓
All of them	04	100

Table.4: The teachers’ opinions about the elements that classroom management is related to.

This table shows that all teachers choose the option ‘all of them’ as the right answer. So, classroom management is related to the three components: an orderly classroom environment, discipline and motivation. What the table reveals is a support to the idea that managed classroom is very needed for motivating pupils. When the classroom is organized, the learning will take place in an environment without misbehaviour.

Item three: The teachers’ opinions about the importance of classroom management

Response	Number of teachers	percentage
Yes	04	100
No	00	00

Table.5: The teachers’ opinions about the importance of classroom management

The table reveals that all (04 with percentage of 100%) teachers answer with ‘Yes’. This agreement helps to encourage the notion of considering management so crucial for classroom. Such significance given to classroom management is justified by the four teachers with:

- If the teacher does not manage his classroom, he will not reach the stated objectives.
- When the class is quiet, the teacher can transmit the message at ease.
- The teacher cannot give any knowledge in an uncontrolled class.
- To reach the aims (have good results).

Item four: The elements that classroom management has an impact on

	Students' motivation	Students' achievement	Students' behaviour
Teacher one	✓		✓
Teacher two	✓		✓
Teacher three		✓	
Teacher four	✓		
Total	03	01	02

Table.6: The teachers' views about the element(s) that classroom management can influence

It is obvious that the majority of appearing times is for students' motivation. Three teachers choose the option 'students' motivation' as an appropriate response. Accordingly, the major impact of classroom management is on it. Two teachers claimed that managed classroom influence more the students' behaviour. Only one teacher argued that the major influence of classroom management is on students' achievement. Both 'students' motivation' and 'students' behaviour' are the options that two teachers selected as the correct answers. This result promotes the notion that motivated learners are actively engaged and interested in different activities. In addition, they need the comfortable quiet classroom environment. Thus, the misbehaviours as well as the disruptive behaviours will be the avoidable actions. Concerning the justification of the answers, all the four teachers do not provide the reason for choosing a particular response.

Item five: The strategy (ies) the teachers usually use to provide well managed classroom

	Teacher1	Teacher2	Teacher3	Teacher4
Creating the appropriate learning environment	✓	✓	✓	
Establishing rules and procedures	✓			
Creating a motivational environment	✓	✓	✓	
Using and managing class time appropriately	✓	✓	✓	
Engaging students in academic tasks			✓	
Teaching life skills (values) and learning habits	✓			
All of them				✓

Table.7: The strategy (ies) the teachers usually use to provide well managed classroom.

The table shows that the choices ‘creating the appropriate learning environment’, ‘creating a motivational environment’ and ‘using and managing class time appropriately’ appear three times. The other options ‘establishing rules and procedures’, ‘engaging students in academic tasks’, ‘teaching life skills (values) and learning habits’ as well as the choice ‘all of them’ appear only one time. The present findings indicate that only one teacher uses all the strategies that the above table includes. The strategies that appear three times are useful and important for classroom to be at least managed. The purpose of following such strategies is to make the students motivated enough and psychologically relaxed.

Item six: The kind of classroom environment that the teachers provide

	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Emotional environment	✓			
Physical environment				
Both		✓	✓	✓

Table.8: The kind of classroom environment that the teachers provide

It is obvious in this table that three teachers claimed that both kinds of environment are provided in their classrooms while only one teacher stated that the emotional atmosphere is supplied in his class. Relying on these results, the teacher is expected to adopt the role of being interested in the students and their achievement for the sake of reaching the class emotional safety as the powerful type. The class arrangement is what the teacher is supposed to accomplish in order to help the emotional environment working efficiently. Concerning the way of investing particular kind of environment, one teacher averred that using different ways for making the students love him, is a successful step of creating an emotional atmosphere.

Item seven: Whether the teachers develop expectations about pupils achievement.

All (04) teachers choose ‘yes’. They develop expectation about their students’ achievement. The types of expectations are presented here:

	Teacher one	Teacher two	Teacher three	Teacher four
High expectations				
Low expectations				
Both	✓	✓	✓	✓

Table.9: Whether the teachers develop expectations about pupils achievement

The above table clearly presents the data that the four teachers develop both kinds of expectations. High and low expectations about the students' achievement are needed in classroom. They assist the teacher to know whether to encourage the students with high expectations or to improve the students with low expectations.

Item eight: The teachers' opinion about the kind of group that is helpful.

Three teachers stated that they prefer their students to work cooperatively. Only one teacher claimed that to work individually is what he asks his pupils to do. Accordingly, the cooperative learning is the favorable one. Declaring that is based on several reasons. Diversity of learning styles in one group helps every individual of the group members to acquire new skills; this is one of the reasons for what working cooperatively is desirable.

	Teacher one	Teacher two	Teacher three
Working as a whole group			
Working in small groups	✓	✓	✓
Working in pairs		✓	
All of them			

Table.10: The teachers' opinion about the kind of group that is helpful.

This table obviously shows that 'working in small groups' appeared three times as an appropriate answer while 'working in pairs' has been chosen for one time . Working as a whole group is not preferred by this sample. Every individual of the three teachers claimed that, to work cooperatively in general and to perform different academic materials as a small team (five or six members in one group) in particular, is what he desires the students to do.

Item nine: The teachers' views about the pupils' needs they usually meet

	Teacher one	Teacher two	Teacher three
Emotional safety		✓	✓
Fun		✓	✓
Self-confidence	✓		
Belonging			
Power and freedom	✓		

Table.11: The teachers' views about the pupils' needs they usually meet

The table reveals that three teachers answered this question, whereas the other teacher did not provide a response for it. Accordingly, two educators avowed that emotional safety is the need they ordinarily meet. Self confidence was stated by one teacher as critical need to be met. For ‘power and freedom’ also only one teacher said that are the particular necessities he typically tries to meet.

Item ten: Some reasons for students’ misbehaviour.

Two teachers did not respond to this question. The other two teachers answered the question and proposed the following causes for the learners’ misbehaviour:

- Surcharge of programme
- The students are teenagers (it is a difficult age)

Item eleven: Certain strategies that the teachers use in the classroom to prevent misbehaviour. Only two teachers who did such question and they suggested the following:

- Invest the opportunities for pupils to talk to you and express themselves
- Form groups which contain pupils of all levels
- Simplify the language form used in the class
- Use different materials (visual, audio.....)

Section two: Motivation

Item one: The teachers’ definitions of the term motivation.

For this question, no response has been gotten. The four teachers did not answer the question.

Item two: The necessity of pupils’ motivation

All teachers answered with ‘Yes’ as an agreement for claiming that it is essential for students to be motivated. All teachers did not invest he required justification for particular answer.

Item three: The teachers' opinions about the type of their pupils' motivation.

	Intrinsically motivated	Extrinsically motivated
Teacher 1	✓	
Teacher 2	✓	
Teacher 3	✓	
Teacher 4		✓
Total	03	01

Table.12: The teachers' opinions about the type of their pupils' motivation.

The above table reveals that three teachers declared that their pupils are intrinsically motivated and only one teacher claimed that his pupils are extrinsically motivated. So the students with intrinsic motivation have certain features to be differentiated from the students with extrinsic motivation.

Item four: Whether the intrinsic motivation is enough for pupils' success or not and whether the extrinsic motivation has a particular effect on the intrinsic one.

	Yes	No	Yes	No
Teacher 1	✓			
Teacher 2	✓			
Teacher 3		✓	✓	
Teacher 4		✓	✓	

Table.13: Whether the intrinsic motivation is enough for pupils success or not

It is obvious in the table that two teachers agreed with the statement that intrinsic motivation is enough for getting the academic success while the other two teachers disagreed. Teachers who responded with 'Yes' claimed that extrinsic motivation has a particular impact on it. This result encourages the idea that even if the innately enthusiastic students can achieve success independently (without relying on external factors), but they need to be extrinsically motivated to improve the intrinsic one.

Item five: The teachers' views about the characteristics of intrinsic motivation

	a	b	c	d	e	f	g	h
Teacher 1	✓			✓	✓			
Teacher 2	✓			✓	✓			
Teacher 3	✓			✓	✓			
Teacher 4	✓							

Table.14: The teachers' views about the characteristics of intrinsic motivation.

The table shows that three teachers chose the options 'positive task orientation (a)', 'high aspirations (d)' and 'goal orientation (e)' as the appropriate answers. For one teacher the choice 'positive task orientation (a)' was the right response. No one of the four teachers selected at least one of the other options 'ego-involvement', 'need for achievement', 'perseverance', 'tolerance of ambiguity' and 'all of them', as an appropriate answer. Accordingly, when students take risks in doing activities for the purpose of accomplishing certain goals as well as being ambitions, the teacher will consider them as innately enthusiastic students.

Item six: Checking whether the motivation of pupils who extrinsically motivated is affected by certain factors.

All teachers did not provide answers for such question.

Item seven: knowing if the teachers consider themselves as one of the pupils' motivation

The four teachers responded with 'yes'. This means that each one of them consider himself as an active source of pupils' motivation.

Item eight: Checking whether teachers use certain strategies for the purpose of improving the students' motivation or not.

Two teachers did not provide responses for such question while the other two teachers claimed that they use several strategies for the sake of enhancing their students without proposing some of them.

Item nine: Following such strategies is beneficial or not.

The two previous teachers stated that doing so is very beneficial. Claiming that strategies are helpful or not, teachers certainly depend on the teaching experience that they have in this career and the levels of achievement the motivated students realize.

Item ten: Knowing if there are some condition(s) to create a motivational environment

All the four teachers said that there are various conditions to provide a motivational environment. For them to give the pupils chance to learn from each other through working in groups is fruitful. As well as using modern visual aids can result positive consequences.

3.1.4. Discussion of the Analysis

The analysis of the teachers' questionnaire reveals multiple facts on the teachers' attitudes toward classroom management, its importance and how it is strongly related to students' motivation. Moreover, the analysis provides specific data about the strategies that these teachers typically follow in order to attain a desired managed classroom that can urge pupils to learn. Concerning the section about background information, all teachers have a long period of experience (more than 20 years) in teaching. Thus, the teachers' responses can be reliable and the validity of this study can be supported. The majority of teachers claimed that to focus and give great importance to teaching method is one of their responsibilities. This encourages the classroom to be disciplined when considering teaching methodology as one of the factors that influence discipline.

Through section one which is about classroom management, it is clear that teachers are aware of what the term classroom management exactly refers to. According to the answers that the four teachers gave, classroom management is strongly connected to the concepts: an orderly classroom environment, discipline and motivation. In addition to its impact on students' motivation as the three teachers have claimed. The relation and influence on such elements are based on several strategies like the appropriate use of class time, creating the classroom environment conducive to learning and developing motivational atmosphere. These three strategies are what the majority of teachers (three of them) said that they usually use in their classrooms. Doing so, can motivate the students who are unmotivated and improve motivation of pupils who are innately enthusiastic. Consequently, every individual will be engaged in different tasks. This interest in activities, makes the students do not have the time to misbehave. Talking about learning cooperatively three teachers asserted that they typically ask their pupils to do the tasks in the form of groups rather than to perform individually. Only

one teacher insists that he asks his students to do individual work. Results as these do not reduce the value of working individually, but at least they make cooperative learning the favorable one. Whenever the teachers find the chance to answer open-ended questions, they directly include the encouragement of students to work in small groups as a form of learning cooperatively. The purpose of using small groups is to support and give the opportunity to learn and motivate each other.

Section two is about students' motivation. Concerning the significance of the students to be motivated, all (04) teachers stated that motivation is necessary in classroom. This importance pushes the teachers to plan for motivating pupils to learn. Three teachers claimed that their students are intrinsically motivated. Two teachers declared that intrinsic motivation is not sufficient for getting the academic success and the extrinsic motivation influence it. This is not the case for the other two teachers who said that intrinsic motivation is enough. These findings do not guarantee that being innately motivated is not affected by extrinsic motivation, but at least the idea of considering the intrinsic motivation as the powerful one, can be supported. Four teachers averred that pupils with intrinsic motivation are characterized with 'positive task orientation'. These pupils feel confident in themselves; such feeling leads them to take risks and do the challenging activities. This can help the teacher attempt to provide challenging tasks for the purpose of making the students engaged and interested in specific kind of assignments. Such try is one of the strategies the teacher may use to attain well managed classroom. This can confirm the relation between classroom management and motivation. 'High aspirations' and 'goal orientation' are the characteristics of students with intrinsic motivation as what the three teachers said. The four teachers declared that they play the role of being source of their pupils' motivation. From this we can say that every action or behaviour can affect the students positively or negatively and according to which the pupils will behave.

3.2. Pupils' Questionnaire

3.2.1. The Aim of the Questionnaire

This questionnaire was given to forty one second year pupils in Ahmed Rida Houhou middle school. The Arabic language was used in order to translate the questionnaire so that the pupils may understand it. The pupils answered the open- ended questions in Arabic. The basic aim of the questionnaire is to get data that concerns the students' personal views about classroom environment if it is comfortable, motivating and conducive to learning.

3.2.2. Description of Pupils' Questionnaire

Students' questionnaire consists of nineteen questions; each set of these questions is included in a particular section. Two questions are for collecting data about background information. Sex and question about the pupils' attitude toward English language. Concerning section one, it is based on gathering information about classroom management and its elements. This section contains nine multiple questions. Section two includes eight questions. It is based on getting data about learners' motivation, its kinds and sources.

3.2.3. Analysis of Pupils' Questionnaire

Background Information

Item one: Pupils' sex

	Number	Percentage
Male	22	53.66
Female	19	46.34
Total	41	100

Table.15: Pupils' gender

It is obvious that there is not a huge difference between the number of male and female. The male participants are 22 with percentage of 53.66% and the female are 19 with percentage of 46.34%.

Item two: The pupils' attitudes toward English language

	Number	Percentage
Yes	41	100
No	00	00

Table.16: Whether the pupils like English

All the students (4/ 100%) chose the option 'yes'; they like English language.

Section one: classroom management

Item one: whether the pupils feel comfortable in the classroom

	Number	Percentage
Yes	36	87.80
No	05	12.20
total	41	100

Table.17: Classroom comfortableness

The table clearly shows that the majority of pupils (36 with percentage of 87.80%) responded with 'yes' and only (05 with percentage of 12.20%) pupils answered 'no'. These findings help us to conclude that almost all the pupils feel comfortable in the classrooms where they learn. So here, the emotional safety is provided with high degree that makes this percentage (87.80%) of students feel it.

Item two: Rules and procedures are followed or not

	Number	Percentage
Yes	39	95.12
No	02	04.88
Total	41	100

Table.18: Rules and procedures are followed or not

The above table reveals that almost all the pupils (39 with percentage of 95.12%) selected the option 'yes' as the right answer, whereas only 02 (04.88%) pupils chose the option 'no' as the appropriate. 39 pupils follow the rules and procedures; this does not mean that they do not break these rules and routines, but they follow them under the appropriate conditions that meet their needs. In addition, this finding indicates how much the rules and procedure are clear and simple; so as the pupils understand and follow them.

Item three: Various times the pupils may break the rules

	Number	Percentage
Always	09	21.95
Sometimes	20	48.78
Rarely	08	19.51
Never	04	9.76
Total	41	100

Table.19: Various times the pupils may break the rules

In this table, it is obvious that the majority of pupils (20 with percentage of 48.78%) preferred to choose the option ‘sometimes’ as an appropriate answer. In the second place, 9 (21.95%) pupils who selected the choice ‘always’ as their favorable answer. 8 (19.51%) pupils whose the option ‘rarely’ was their right response and finally, the choice ‘never’ was the exact response of 4 (9.76) pupils. Accordingly, the learners sometimes may break the classroom rules and the reason for this is the conditions of class environment that could not meet their different needs.

Item four: Whether the negative consequences are applied or not and times in which pupils repeat breaking the rules.

	Number	Percentage
Yes	11	26.83
No	30	73.17
Total	41	100

Table.20: Whether the negative consequences are applied or not

The table reveals that the majority of pupils (30 with percentage of 73.17%) responded with ‘no’ and only 11 (26.83%) pupils answered with ‘yes’. So, as what the 30 learners claimed, the teacher does not apply any negative consequences when they do not follow the classroom rules. These findings make us conclude that the pupils do not and will not respect such rules. In addition, they cannot feel the importance of them. Consequently, they repeat breaking the rules whenever the pupils find the occasion to do so. For the 11(26.83%) pupils who said that the teacher usually implement a number of negative consequences, they may break a particular classroom and the teacher does so for only limited times.

The following table contains answers of the secondary question about times that the pupils repeat breaking the rules

	Number	Percentage
Sometimes	25	60.98
Rarely	06	14.63
Never	10	24.39
Total	41	100

Table.21: Times in which pupils repeat breaking the rules.

The obvious is that the majority of pupils (25 with percentage of 60.98%) said that they sometimes repeat breaking the rules. 10 (24, 39%) pupils claimed that they never repeat breaking the rules and only 06 (14.63%) said that they rarely repeat breaking them. Accordingly, there is a remarkable difference between the values; ‘sometimes’ as an option is the preferable one according to the majority of pupils. The reason for this is the missing of negative consequences as 30 (73.17%) pupils have been claimed.

Item five: The kind of learning (individually or cooperatively) the pupils prefer. In addition to kind of groups the pupils like to learn in when the cooperative learning is the favorable one.

	Number	Percentage
Individually	09	21.95
Cooperatively	17	41.46
Both	15	36.59
Total	41	100

Table.22: The kind of learning (individually or cooperatively) the pupils prefer

Through the table, it is noticeable that 17 pupils with percentage of 41.46% prefer to learn cooperatively. In the second place, 15 (36.59%) pupils chose the option ‘both’ as the right answer; this means that they like to learn individually and cooperatively. In the third place, only 09 (21.95%) pupils who claimed that they favor to learn individually. So depending on what the majority of learners said, the cooperative learning is the helpful one exactly as what the majority of their teachers said.

	Number	Percentage
Working as a whole class	01	02.44
Working in small groups	27	65.85
Working in pairs	08	19.51
All of them	05	12.20
Total	41	100

Table.23: The kind of groups in cooperative learning

The above table shows that 27 (65.85%) pupils said that they like to work in small groups. 08 (19.51%) pupils claimed that they prefer to work in pairs, whereas 05 (12.20%) learners said that they favor working in all types of groups (whole class, small groups and pairs). Only 01 (02.44%) pupil claimed that he prefer to work as a whole class. Working in small groups is the needed one in classroom. For the three teachers, this kind of group is the most useful one.

Item six: Whether the classroom motivate the pupils or not.

	Number	Percentage
Yes	17	41.46
No	24	58.54
Total	41	100

Table.24: Whether the classroom motivate the pupils or not.

The table obviously shows that 24 (58.54%) pupils answered the question with 'no', whereas 17 (41.46%) responded with yes. So, for the majority of pupils the classroom environment where they learn is not motivating, but for the other pupils the classroom is motivating. The learners with 'yes' response claimed that the classroom encourages them by:

- The classroom is comfortable, calm and clean.
- The pupils are motivated.
- Most of the time, noisiness does not exist.
- Feeling of happiness in the classroom.
- The pupils do not criticize each other.

- The teacher encourages the pupils through accepting the mistakes they usually make as well as showing appreciation for their participation.
- The teacher helps them when necessary.

Item seven: The teacher begins and finishes the lesson at time

	Number	Percentage
Always	31	75.61
Sometimes	09	21.95
Rarely	01	02.44
Never	00	00
Total	41	100

Table.25: The teacher begins and finishes the lesson at time.

The table clearly reveals that the majority of pupils (31 with percentage of 75.61%) chose the option ‘always’ as an appropriate answer. Only 09 (21.95%) pupils selected the choice ‘sometimes’ and 01 (2.44%) pupil chose the option ‘rarely’. Concerning ‘never’ as an option no one has chosen it as the right answer. Generally speaking, the teacher always begins and finishes the lesson at time. This shows that the teacher at least respect the instructional time.

Item eight: The pupils’ opinions about moving from one activity to another.

	Number	Percentage
Like that	00	00
Sometimes like it	18	43.90
Do not like it	23	56.10
Total	41	100

Table.26: The pupils’ opinions about moving from one activity to another.

It is obvious in the table that 23 (56.10%) pupils claimed that they do not like to stop a particular task and move to another one. 18 (43.90%) pupils said that they sometimes like doing so and no one of 41 pupils like to move to a different activity. Such findings indicate that the majority of pupils are enjoying what they are doing. So, it is difficult to stop the enjoyable task to a new one.

Item nine: Whether the pupils concentrate or not in some classroom conditions.

	Number	Percentage
Concentrate	02	04.88
Do not concentrate	39	95.12
Total	41	100

Table.27: Whether the pupils concentrate or not in some classroom conditions.

This table reveals that 39 (95.12%) pupils do not concentrate in the lesson when the classroom is noisy or there is someone who is misbehaving. Only 2 (4.88%) stated that they concentrate. The difference between the values is obvious. Noisiness and misbehaviour are the conditions that make the pupils inattentive in the classroom.

Section two: Motivation

Item one: Kinds of motivation that pupils have.

	Number	Percentage
Intrinsic motivation	30	73.17
Extrinsic motivation	11	26.83
Total	41	100

Table.28: Kinds of motivation that pupils have.

It is obvious that the majority of pupils (30 with percentage 73.17%) said that they are interested in doing a specific activity. So, they are intrinsically motivated. The other learners (11 with percentage of 26.83%) claimed that they accomplish a given task because the teacher asks them to do so. Thus, these pupils are extrinsically motivated.

Item two: Sources of pupils' motivation

Here the number indicates the times that a particular source has been chosen.

	Number	Percentage
Family	15	31.92
Teacher	07	14.89
Peers	03	06.38
All of them	22	46.81
Total	47	100

Table.29: Sources of motivation

22 (46.81%) pupils said that all the sources of motivation (family, teacher and peers) encourage them. For 15 (31.92%) pupils 'family' as an option was their right answer; 7 (14.89%) pupils claimed that the teacher is the source from where they get more enthusiastic. Only 3 (6.38%) learners who preferred to choose 'peers' as their basic source. In consequence, all prompting sources are important; each one has its own value.

Item three: if the source is the teacher, how can he motivate you?

The majority of pupils did not answer such question. Some pupils said that their teacher cares about them, guides and repeats the lesson if necessary.

Item four: External factors that make the pupils do a particular task.

	Number	Percentage
Get a good mark	35	56.45
Praise from teacher	20	32.26
Avoid punishment	07	11.29
Total	62	100

Table.30: External factors that make the pupils do a particular task.

The table above shows that the option 'get a good mark' has been chosen 35 (56.45%) times; the one after this is 'praise from teacher' has been selected 20 (32.26%) times. 7 (11.29%) times for which the choice 'avoid punishment' has been preferred. Depending on such results, the learners are usually motivated and interested in a certain assignment for the

sake of getting whether a good mark or praise from teacher. Sometimes, other pupils work so as not to be punished.

Item five: The reasons that make pupils unmotivated

	Number	Percentage
Boredom	23	38.98
Excessive academic material	22	37.29
Criticism	14	23.73
Total	59	100

Table.31: The reasons that make pupils unmotivated

This table shows that ‘boredom’ has been chosen 23 (38.98%) times beside ‘excessive academic material’ which has been selected 22 (37.29%) times. 14 (23.73%) times for which ‘criticism’ was preferred to be the appropriate response. It is clear that the two values (23 and 22) are nearly the same. So, boredom and excessive academic material are the major causes that make pupils unenthusiastic. In addition to criticism which is considered to be another reason for pupils to get unmotivated.

Item six: Different ways that the teacher uses to present the lesson.

	Number	Percentage
Seat and present the lesson	03	07.32
Walk around and help you if necessary	38	92.68
Total	41	100

Table. 32: Different ways that the teacher uses to present the lesson.

The above table clearly indicates that almost all pupils (38 with percentage of 92.68%) said that they prefer the teacher to walk around in the classroom and help them if necessary. Only the minority of pupils (3 with percentage of 92.68%) who claimed that they favor the teacher to seat and present the lesson. Accordingly, walking around in the classroom is beneficial because it encourages the interaction between the teacher and his pupils as well as their relationship.

Item seven: Whether the academic activities are enjoyable or not.

	Number	Percentage
Yes	40	97.56
No	01	2.44
Total	41	100

Table. 33: Whether the academic activities are enjoyable or not.

This table obviously reveals that 40 (97.56%) pupils answered with ‘yes’; means that the activities the teacher gives them are enjoyable. Only 01 (2.44%) pupil who responded with ‘no’; for him the tasks that the teacher gives are boring. This pupil justifies his answer as the activities are uninteresting and difficult to understand.

Item eight: Whether the pupils use certain strategies for motivating themselves or not

	Number	Percentage
Yes	38	92.68
No	03	07.32
Total	41	100

Table.34: Whether the pupils use certain strategies for motivating themselves or not

It is obvious in the table that almost all the pupils (38 with percentage of 92.68%) have several strategies to follow for the sake of motivating themselves. 03 (07.32) pupils claimed that they do not have strategies to be motivated. Such results help us to know that not only the teacher who plays the role of motivator, but also the learners.

3.2.4. Discussion of the Analysis

The analysis of the pupils’ questionnaire provides data about the classroom environment and the pupils’ needs that this atmosphere is based on in order to encourage both teaching and learning processes. Through background information questions we can find that, all the pupils whether male or female like English language. This result does not add anything except that the pupils like the teacher of English and all what he does.

Section one is about classroom management. Almost all the pupils (87.80%) claimed that they feel comfortable in the classroom; stating such information means that the majority of learners are emotionally safe and physically relaxed. Thus, the teacher is interested in his

pupils, he clearly communicates his expectations about the pupils' achievement, he spends a lot of time among them and the classroom is ordered. These are the different elements that characterize the class environment and make these students emotionally and physically at ease. The reason for making the other (12.20%) pupils uncomfortable may be they feel that one of the previous elements is missing.

Concerning classroom rules and procedures, the majority of pupils (95.12%) stated that they usually follow them. Generally speaking, these rules are clear and the pupils are satisfied so, they understand and follow them. Such finding does not guarantee that the pupils never break the procedures. Sometimes the classroom rules and procedures are broken as the majority of pupils (48.78%) have been stated. Minority of pupils claimed that they (always, rarely and never) disobey the rules. The most important thing is that the class procedure and routines can be disobeyed at least for one time as repeating breaking the rules can occur. For that, high number of pupils (60.98%) said that they sometimes replicate disobeying the class rules, whereas some of them claimed that they rarely and never doing so. The main cause of such replication of breaking the rules and procedures is the missing of negative consequences that the teacher is expected to apply. Accordingly, the majority of pupils (73.17%) stated that the teacher does not apply particular negative consequences. Only (26.83%) pupils claimed that their teacher apply several negative consequences; this may occur only few times (one time) that is why these pupils said so. Depending on what (73.17%) learners said and the result that the pupils sometimes repeat disobeying the rules, the negative consequences are very significant for breaking the procedures to be not repeated.

For (36.59%) pupils both cooperative and individual learning are preferred; for (41.46%) pupils to learn cooperatively is what they like. The minority of learners (21.95%) favor to do different tasks individually. Exactly as the three teachers stated (they prefer their learners to work cooperatively). Also the majority of pupils favor the cooperative learning in general and working in small groups in particular. So, learning cooperatively is beneficial and very crucial for creating community where its members are the teacher and pupils. (58.54%) pupils said that the classroom environment does not motivate them to learn, whereas (41.46%) pupils claimed that class atmosphere motivate them to learn and they justify that by mentioning several point. Such as the classroom is comfortable, the pupils do not criticize each other...etc. The missing of negative consequences for the repetition of breaking the rules may make the classroom undisciplined from time to time. Here some pupils may misbehave and the learners cannot concentrate. That what the majority of pupils (95.12%) stated via answering question 9 in section one. They do not concentrate when the classroom is noisy and

someone is misbehaving. Almost all the pupils claimed that the teacher begins and finishes the lesson at time. This can guarantee that the teacher is respecting the time. No one of the pupils like to transition to another activity. High number of pupils (56,10%) said that they do not like to stop a particular activity and move to another one; 18 pupils sometimes like that. Pupils prefer to continue doing an activity they enjoy so here reducing transition (as an important element in classroom management) is helpful.

Section two is about motivation. Concerning the kinds of motivation, most of the pupils (73.17%) stated that they are intrinsically motivated; however, only (26.83%) pupils said that they are extrinsically motivated. Such results indicate that pupils with intrinsic motivation depend more on themselves and are interested in whatever the teacher gives them. Their motivation can be improved by the external sources. The pupils with the other type rely more on the external sources and with whom the teacher finds some difficulties. The majority of learners (46.81%) claimed that the teacher, family, peers are their sources of motivation. 31.92% pupils said that family is their source of motivation; only (14.89%/ 6.38%) pupils claimed that (the teacher/peers) are the source of being enthusiastic. In consequence, all the sources of motivation are significant for pupils to get their energy and desire in order to be successful. Outside classroom, the family plays an important role in encouraging the pupils and inside classroom the teacher is the basic motivator in addition to peers. Some of the pupils said that their teacher cares about them, helps, guides, and repeats the lesson if they need so. Claiming this gives us an idea about the classroom environment and how it can be motivating. Most of the pupils (56.45%) stated that they do a particular academic task for getting a good mark while others (32.62%) do so for gaining praise from teacher. Only (11.29%) perform a specific activity for avoiding punishment. Whatever the purposes for which the pupils do the academic tasks, they are several external factors that the teacher may use in order to motivate his pupils. Even if the pupils become motivated for a period of time, they can be unmotivated for certain reasons like boredom, excessive academic material as the majority of pupils said (38.98%/ 37.29%) and criticism as (23.73%) pupils claimed. Such causes have to be reduced, classroom management and its strategies is helpful for the teacher to do so. Most of pupils (92.68%) prefer the teacher to walk around and help them if necessary. When the teacher does this, he will spend a time among them and everyone feels that he is the only person who cares about. Without forgetting the enjoyable activities that make the learners like leaning and the classroom community they are in.

Conclusion

The analysis of the questionnaires reveals that the primary concern of teachers is to teach effectively. Whether to focus on the teaching method or to create the appropriate learning environment; such effectiveness is strongly related to well managed classroom. In addition, this study shows that the students are motivated in a classroom where these elements: noisiness, criticism, boredom and excessive academic materials do not exist. Accordingly, our hypothesis is confirmed. A well managed classroom has a positive impact on students' motivation.

Suggestions and Recommendations

Depending on what has been said before, managing classroom is the basic responsibility that the teacher is concerned with besides investing the different conditions to motivate the students to learn. Relying on the data that the first two chapters provide and the results of the questionnaires' analysis, we present these suggestions:

- Teachers are expected to be motivated in order to support the students and make them interested in the academic content. Such enthusiasm shows to the learners that the teachers like this job and the academic materials are so significant.
- It is advisable for the teachers to listen actively to the students. The educators would specify short periods of time during which they listen carefully to students' problems and try to solve them together. This is very helpful for building strong relationships with the learners.
- It is better for the teachers to establish some regulations as a reaction for those who break classroom rules. By doing so, the teachers will keep order in classroom and avoid noisiness that reduces the level of students' motivation.
- It is advisable for the teachers to model different life skills, habits and routines. Respect, taking risks are the basic life skills that the educators are expected to focus on.
- Teachers are expected to be fair and treat all the students in the same way. So that every individual such fairness and respect.
- The teachers may walk around in the classroom and assist the learners when necessary. This can enable the educators to observe, guide the students and show interest. In this case the students can be more active and motivated.
- It is advisable for the teachers to focus on enjoyable academic material. This may work as a successful way engaging the students in different assignments.
- Educators are expected to accept the wrong answers of the students and consider them as positive attempts to learn. This encourages the students to take risk and neglect the idea of fear of failure.
- It is advisable for the teachers to build a good relationship with the students' parents. This supports the educators' attempts to motivate and encourage the learners to attain best achievement.

General Conclusion

An effective teaching is not an easy task. It requires a variety of skills and experiences. One of these skills is to be an effective classroom manager. Accordingly, the instructional time and space are used efficiently. The classroom is organized emotionally and physically. The students feel psychologically safe and relaxed. Thus, they do not find an opportunity to misbehave. These classroom conditions can have a positive impact on the pupils' desire to learn. For the purpose of finding out the relationship between a well managed classroom and the students' motivation, this research is conducted. Through the current study, our hypothesis is confirmed and our questions are answered. If classroom is well managed, then the pupils would be more motivated. The basis of this is the results gathered from the analysis of both teachers and students' questionnaires. The findings revealed that the majority of the strategies for motivating learners are part of the process of managing the classroom. Furthermore, the teacher uses different ways to create a well disciplined and organized classroom. At the same time, some of these strategies can be used for the purpose of promoting the students to learn. In addition, managed classroom helps in reducing several factors that have a negative impact on pupils' motivation. So, the role of classroom management in increasing language learners' motivation is meeting the students' needs (belonging, fun...etc). This is the vital step for creating a motivational environment. Moreover, the process of managing the classroom depends primarily on the teacher who follows several strategies to control the pupils' behaviour in well organized classroom. Additionally, the educator applies some actions to motivate the pupils to learn. Correspondingly, the research questions are responded. Another thing which the results showed is that the pupils prefer the teacher to be active so that they enjoy learning and even feel the importance of the academic content the teacher presents. Consequently, the teacher is a critical source of motivation. The motivated students rely on him in improving their level of enthusiastic and the unmotivated learners depend on the teacher in empowering them to learn. All in all, a well managed classroom has a positive effect on pupils' motivation. Accordingly, the learners' achievement will be influenced and the academic success will be attained.

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Appendix A

Teachers 'Questionnaire

This questionnaire serves as a data collection tool for a research study that aims at investigating the role of classroom management in enhancing language learners' motivation. This research will be done to get the Master degree.

I would appreciate your effort to answer the following questions. Your answers will give great help for the accomplishment of this study.

Please, tick () the choice that best represents your answer and give full answer where necessary. (You can tick more than one answer.)

Thank you very much in advance.

Background information:

1. What kind of degree do you have?

.....

2. How long have you been teaching English?

.....

3. Is it a hard job to teach in middle school?

a. Yes

b. No

Justify your answer.

.....

4. What are the different responsibilities that the teacher can take for teaching effectively?

.....

Section one: classroom management

1. What does the term classroom management mean for you?

.....

.....

2. In your opinion, classroom management is related to

a. an orderly classroom environment

- b. discipline
- c. motivation
- d.all of them

3. Is it necessary for classroom to be managed?

- a.Yes
- b.No

Justify your answer

.....

4. For you, the major impact of classroom management is on

- a. students' motivation
- b. students' achievement
- c. students' behaviour

Why?

.....

5. Which strategy do you usually follow to provide well managed classroom:

- a. Creating the appropriate learning environment
- b. Establishing rules and procedures
- c. Creating a motivational environment
- d.Using and managing class time appropriately
- e. Engaging students in academic tasks
- f. Teaching life skills (values) and learning habits
- g. All of them

h Others

.....

.....

6. In your classroom, the kind of classroom environment that is provided is

- a. Emotional environment
- b. Physical environment

c. Both

How is it invested?

.....

.....

7. Do you develop expectations about your students' achievement?

a. Yes

b. No

If yes, are they

a. high expectations

b. low expectations

c. both

8. You usually ask your students to work

a. individually

b. cooperatively

If individually, say why?

.....

If cooperatively, which of the following points is the helpful one?

a. Working as a whole group

b. Working in small groups

c. Working in pairs

d. all of them

9. In your classroom, the students' need(s) you usually meet are

a. emotional safety

b. fun

c. self- confidence

e. belonging

f. power and freedom

10. Suggest some reasons for students' misbehaviour?

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

11. Propose certain strategies that you use in the classroom to prevent misbehaviour?

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

Section two: motivation

1. What does the term motivation mean for you?

.....
.....

2. Is it necessary for your students to be motivated?

a. Yes

b. No

Justify your answer

.....

3. In your classroom, the majority of your students are:

a. Intrinsically motivated

b. Extrinsically motivated

4. Do you think that intrinsic motivation is enough for getting the academic success?

a. Yes

b. No

If no, does the extrinsic motivation have a particular effect on it?

a. Yes

b. No

5. Does intrinsic motivation is characterized with

a. Positive task orientation

b.Ego-involvement

c.Need for achievement

d.High aspiration

e.Goal orientation

f.Perseverance

g.Tolerance of ambiguity

h.all of them

others like

.....
.....
6. In classroom, is there any factor(s) that motivate students with extrinsic motivation?

a.Yes

b.No

If yes, what are they?

.....
7. Do you think that you as a teacher can be one of the students' motivation sources?

a.Yes

b.No

If yes, how?

8. Do you use certain strategies for the purpose of improving the students' motivation?

a.Yes

b.No

if yes, suggest some of them

.....
.....
9. Following such strategies is:

a.very beneficial

b.beneficial

c.not beneficial

10. Is there such thing as condition(s) to create a motivational environment?

a. Yes

b. No

If yes, propose some of them

.....

.....

.....

Thank you for your collaboration

Appendix B

Pupils' Questionnaire

Dear students,

You are kindly requested to give your attitudes toward the classroom environment. Your answers are very significant for this research. Please, tick () the choice that corresponds to your answer. Thank you very much in advance.

Background information:

1. Sex:

a. Male

b. Female

2. Do you like English language?

a. Yes

b. No

Section one: classroom management

1. Do you feel comfortable in the classroom?

a. Yes

b. No

2. Do you follow the rules and procedures that the teacher gives you?

a. Yes

b. No

3. How often do you break the classroom rules?

a. Always

b. Sometimes

c. Rarely

d. Never

4. When you break the classroom rules does the teacher apply some negative consequences?

a. Yes

b. No

If yes, you repeat breaking the rules

a. Sometimes

b. Rarely

c. never

5. Do you prefer to learn

a. individually

b. cooperatively

c. both

If cooperatively, the favourable one is

a. working as a whole class

b. working in small groups

c. working in pairs

d. all of them

6. Does your classroom environment motivate you to learn?

a. yes

b. no

If yes, how?

.....
.....

7. The teacher begins and finishes the lesson at time

a. Always

b. Sometimes

c. Rarely

d. never

8. When you are doing a task and the teacher asks you to move to another activity you

a. like that

b. sometimes like it

c. do not like it

9. When the classroom is noisy or there is someone who is misbehaving you

a. concentrate

b. do not concentrate

Section two: motivation

1. You generally do a task because

a. you like doing so (intrinsic motivation)

b.the teacher asks you to do (extrinsic motivation)

2. Your source (s) of motivation is

a. family

b. teacher

c. peers

d. all of them

3. The source is teacher how can he motivate you?

.....
.....

4. You usually like to do an academic activity to get

a. a good mark

b. praise from teacher

c. to avoid punishment

5. Do you usually become unmotivated because of

a. boredom

b.excessive academic material

c.criticism

6. Do you prefer the teacher to:

a. seat and present the lesson

b.walk around and help you if necessary

7. Are the activities the teacher gives you enjoyable?

a.Yes

b.No

If no, why?

.....
.....

8. Do you have certain strategies you use to motivate yourself?

a.Yes

b.No

If yes, suggest some of them

.....

.....

.....

.....

.....

Thank You

الملخص

التدريس هو تجربة ممتعة و نافعة إلا انه عمل صعب و شاق في بعض الاحيان. السبب في هذا يعود إلى صعوبة التحكم في المراقبين و تصرفاتهم. الحل الأمثل لمواجهة المشكل يكمن في إدارة و تنظيم القسم جيداً حيث يبذل الأستاذ مجهوده لخلق جو مريح من الجانب النفسي و المادي. إن الظروف الجيدة تعمل على تسهيل عمليتي شرح و فهم المحتوى الدراسي إضافة إلى التأثير الإيجابي على كل من الإنجازات المدرسية للتلاميذ, تصرفاتهم و المستوى التحفيزي لديهم. لهذا الغرض قمنا بإجراء الدراسة التي تهدف إلى إيجاد دور عملية تنظيم و إدارة القسم في تطوير و تنمية رغبة التلاميذ في الدراسة. و لإبراز العلاقة بين هذين العنصرين إفتراضنا أنه إذا كان القسم مهياً و منظم جيداً فإن التلاميذ يتحفزون أكثر للتعلم. لإثبات صحة هذه الفرضية أنشئ البحث الذي يعتمد على تحليل نوعين مختلفين من الإستهيبان كوسيلة لإتمام الدراسة. وزع الإستهيبان الأول على مجموعة من أساتذة الطور الإكمالي بهدف الحصول على آرائهم حول مسؤولية إدارة القسم و الإستراتيجيات المستعملة فيها. إضافة إلى دور الأستاذ في تحفيز التلاميذ لتبني شعور إيجابي تجاه أنفسهم, قدراتهم, المحيط الدراسي و الشعور تجاه الأستاذ. الإستهيبان الثاني قدم لتلاميذ السنة الثانية بالطور الإكمالي من أجل أخذ بعض الآراء تجاه الوسط المدرسي للقسم الذي يفضله التلاميذ عادة. نتائج التحليل تزود بمختلف الشروط الضرورية في القسم و تصرفات الأساتذة التي تحفز و تريح التلاميذ بالإضافة إلى العوامل ذات التأثير الإيجابي على رغبة التلاميذ في الدراسة و بهذا تكون قد أثبتت صحة الفرضية.