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MOHAMMED KHEIDER UNIVERSITY BISKRA

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DEPARTMENT OF FOREIGN LANGUAGE

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Teacher' Role as Motivator to Reduce Anxiety in EFL Classes

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Presented by:

Miss. BOUMARAF SANA

Supervised by:

Dr. SAIHI HANANE

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## **General Introduction**

The role of teachers in creating a learning environment that is conducive to effective learning with special regard to the improvement of the quality of teacher activity and perceptions toward the English teaching process and knowing how to turn the language classroom into an anxiety free and motivated zone is very important in the process of teaching, researchers have analyzed language teaching strategies and found out that teacher's strategy choice is related to students' purposes and need for the task they are engaged in (Oxford, 1990,p.8).Moreover, researcher on the branch of motivation also is seen as crucial for many reasons ;most of English' teachers have been searching for new ways in order to be more successful or help their students to become proficient students in learning a foreign or a second language, teacher must know what students do and how they feel while they are learning, motivation is the psychological quality that leads students to achieve a goal and basically for others, is to reduce anxiety ,motivation often performs two important characters in language learning process; it firstly arouses people's interest and secondly helps students to minimize this psychological problems.

### **1. Statement of the problem**

This study aims at showing the role of ELT and their teaching style in motivating EFL learners ,also ,to determine the main motivational strategies used by the teachers .In addition, to know what are the main sources and reasons of anxiety in EFL Learning process ,and what should be adopted by ELT to motivate learners in term of decreasing anxiety .

### **2. Aim of the Study**

This study aims to discover the role of English teachers that has a big impact in learning process through the use of motivational strategies .However ,students of EFL may suffer from feeling of stress nervous or anxiety this feeling is increased among EFL learners that's why ELT may have

troubles in dealing with learners ,our investigation is a result of the interest of how to motivate learners to solve those psychological troubles.

Thus, the reason for student's failure in learning EFL is anxiety and teachers should be aware in their teaching process according to student's needs and decrease their anxiety using good strategy of motivation in order to improve their student in facing their psychological problems ,researcher observe that in Algerian universities motivation may be the neglected aspect in fact learners with a sufficient motivation can achieve their goal in learning English .

### **3. Significants of the study**

In this dissertation, we aim to know more about the ELT' role as motivator in EFL classes and the motivational strategies involves as a solution of psychological troubles . They should be made aware through intensive practice of these strategies which leads further to the influence on their learners that allow them to decide about what strategy to use , how to adopt it , and how to manage anxious feeling . Thus, making students aware of the language anxiety will help them to overcome the difficulties they face when they learn .

### **4. Research questions and hypothesis**

Teaching a foreign language is not an easy task and being aware of learners and solve their psychological problem is crucial in the practice of language teaching. Anxiety is also considered a difficult and challenging aspect to be overcome in a foreign language. For this reason, we have to put the following research question:

- To what extent can the teacher be a source of motivation for anxiety in English as foreign learning context EFL students of Biskra University?

On the basis of these question, the following hypothesis is put forward:

- The teacher's role may reduce the student's anxiety for learning English as a foreign language at Biskra University.

## **5. Research methodology**

Concerning data collection, we would administer two main questionnaires; one to teachers, and the other to learners of EFL classes. The teachers' questionnaire would be directed to all without conception. The purpose behind this is to make our finding concerns with all the modules and in order to know how do the teacher deal with language learners during many years of evaluation and observation of learners' needs and requirements.

Since it is not possible to deal with all the classes of English language (because of time constraints), we have to take a representative sample (we will explain the randomization process later on) to be given the questionnaire. The aim of the learners' questionnaire is to know more the students' opinion about their teachers as well as their feeling while they are exposed to learn a subject in a formal context.

After collecting the required data for this research, we would analyze them quantitatively and qualitatively to understand the issue under study; i.e., the importance of teacher role, we believe will overcome anxiety.

## **6. Structure of the Study**

The present research will be basically divided into three main chapters. Chapters one and two will be devoted to the literature review and chapter three will be about the analysis of both quantitative and qualitative responses and the results obtained from the teachers and students questionnaires.

The first chapter will be devoted to the teaching process. It will comprise a description of teacher; what we mean by teacher; types of teachers; and the teacher's belief. We will also try to shed light on the characteristics of good teacher. In this chapter, we will also try to explore

the factors of teacher effectiveness, furthermore we cannot pass without speak on the main roles of teachers in teaching EFL .

In the second chapter of the literature review, we will try to discuss the subject of motivation and anxiety according to the different standpoints . We will consecrate a good deal of our discussion for identifying motivation and anxiety, their types . We will focus on the strategies of motivation and how the teacher can adopt those later on EFL classes to help the students to be less anxious. Finally, the last chapter of the proposed research will be mainly an investigation of the role of ELT in motivate the LMD students' in order to overcome their anxiety.

## **7. Research Limitations**

As researchers, we could face many challenges along the way. Time limit is the biggest obstacle we can face; even though we were able to finish our work by the decided deadline, more time could have been really helpful for even better outcomes. In terms of resources some books were very difficult to obtain. There was also the difficulty of collecting the questionnaires from the students ;some students did not reply to our questionnaire others left out some questions .

## Chapter one

### Teacher's Role in EFL Classes

#### Introduction

Education is one of the most important and difficult of all people endeavors and teachers work hard and try to make the best in the difficult situation of learning process and make it easy and available, in addition to this teacher is the center of this circle. In this chapter, we, firstly, introduce some background information, definitions, types and beliefs related to the 'teacher'; then, we move to the characteristics of good and effective teachers. Finally, we explore the positive role of teachers in the academic setting.

#### I.1 Definition of Teacher

Teacher is the most important person towards the value of learning process, the use of strategies by teacher therefore spread through every part in the delivery of information to students, furthermore; to be successful in this process teacher should be aware in transferring the whole ideas of the task fluently. As Harmer (2001) points out, teacher seems like an *actor* because he is 'always on the stage' or he is like *orchestral conductor* for the reason that 'the teacher directs conversation and sets pace and tone'. Yet others feel like *gardeners* 'because he plants seeds and watches them grow' (p.56).

Then, many trainers are fond of quoting from a work called *The Prophet* by Kahlil Gibran 'if teacher is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind' (Gibran, 1991, p. 76, cited in Harmer, p.56). Marion and Burdner (1997) goes so far as to say that "teachers would then habitually draw the attention of their learners to the process they are going through in language learning, help them to develop an awareness of how they go about their learning and seek, through the process of mediation, to

gradually give control to their learners ” (p. 165); this means that teacher is a person who have to know how to manage not only the class or to give instructions , but also teacher is have to manage even the learners ‘way in dealing with those information and the way they behave in classroom , besides , teacher can lead and control his/her students to be careful and aware about the tasks they receive, and try to obtain and achieve their goals .

Of unquestionable importance , the teacher is the person that shows help to someone to learn how to do something , gives instructions , impart information and guides a person in the study of something .In addition ,the teacher is the guider and the facilitator that built the appropriate condition for the learners to learn appropriately (Douglas ,2007 , p.8).

Dictionaries also give a variety of messages about teaching . According to the Cambridge International Dictionary of English, ‘teaching’ means to impart knowledge or to instruct or train someone. Besides to that, Longman Dictionary of Contemporary English suggests that ‘teaching’ means to show somebody how to do something or to change somebody’s ideas.

## **I.2 Types of Teacher**

Types of Teacher are numerous , according to the strategies and way used inside the classroom in order to organize and nourish the students mind , the teacher differ this dependsto his/here personality and emotional control , According to the scholar Glosser (1999) there is two type of teacher :

### **I.2.1 Leader Teacher**

The leader teacher is characterized by a number of features, this type of teacher is :open-minded, tolerant, easy going and motivator .In addition , the leader can be controller ,collaborator and helper. It is democratic type of teachers who inspire their students , and make them more flexible in taking knowledge in specific situation and make sense and be responsible about what they learn .



## **I.2.2 Boss Teacher**

This type of teacher look hating their job and seem to be impatient ;also , they are always the leader of the range , they do not give opportunities to the students to express their feeling or even participate in the task .The boss instructor has a number of feature are as follow : authoritative , imposing , punisher , intolerant and discipline maker .Moreover , the boss teacher is very aggressive and he/she do not accept any judgment about the ideas given .

## **I.3 Teacher's belief**

There is an evidence that teachers are highly influenced by their beliefs , which are very related to their values , according to their conceptions of their place within the world and their views of it .Moreover, beliefs are more effective in teaching process than knowledge in determining how individuals organize and define tasks and problems, and were better predictors of how teachers behaved in the classroom . Richards 1998 affirm that teachers' belief are a set of knowledge and position of teachers build up during a period of time in a given context in a specific situation , these set of elements are about teaching and learning practice inside classroom (Richards,1998,p.66).

Pajares (1992 )argue :

“attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy, to name but a few that can be found in the literature.”

(Pajares,1992,p.309)

In addition, according to Nespor (1987) teacher's beliefs are closely related to teacher's thoughts and knowledge but provide an effective filter which screens, protects or reshapes subsequent thinking and information processing (p.19). Argyris and Schon argue that teachers have all the time infer people's beliefs from the ways in which they behave rather than from what they say they believe (p.188-190).

Furthermore, teacher's beliefs about what learning is will affect everything that they do in the classroom whether these beliefs are implicit or explicit. Thus teacher's deep-rooted beliefs about how language is learned will permeate their classroom actions more than a particular methodology adopted to transfer knowledge to their students from the textbook. To go deeply the teachers also hold a combination of beliefs about those whom they teach 'students'. The sociologist Roland Meighan in (1990) has suggested that there are a number of ways that allow the teacher to understand the learners and this understanding reflects individual teacher's views of the world and also have a profound influence on their classroom (p.123). Teacher's beliefs, therefore, to consider how teachers' views of themselves as persons and what they believe to be the most appropriate with their learners can influence the learning process.

For the humanistic teacher, teachers essentially use personal expression of the self. As Pine and Boy express it 'Pupils feel the personal emotional structure of the teacher long before they feel the impact of the intellectual content offered by that teacher' (p. 3). Thus, a teacher must convey a sense of self-confidence in using the language whilst at the same time respecting the learner's attempts to express themselves and their views in the language. Whilst the humanistic teachers believe and begin with the premise that everything they do or say has, or could have a significant impact on the personal growth and development of their students. Another consequence is that teachers are involved in the learning process and they must recognize.

To conclude, teacher's beliefs must be from teachers to themselves, to their learners and to their knowledge and thoughts in order to build a good quality and provide a relaxed atmosphere to their

learners .One comprehensive review of the literature on teacher's beliefs concluded that these had a greater influence than teacher's knowledge on the way they planned their lessons , on the kinds of decisions they made and on their general classroom practice (Pajares 1992,p.37).

## **I.4 Characteristics of good teacher**

Most teachers do not want to be just good teachers, they want to be great teachers (Nwrel , 2001, p. 18) , according to Stronge (2007) The teacher is the representative of the content and the school. How a teacher presents himself makes an impression on administrators, colleagues, parents, and students. Often a student links the preference to a particular subject to a teacher and the way the subject was taught(p.36).

A teacher who exudes enthusiasm and competence for a content area may transfer those feelings to the students. In addition, how the teacher relates to the pupils has an impact on the students' experience in the class. The teacher's personality is one of the first sets of characteristics to look for in an effective teacher. Many aspects of effective teaching can be cultivated, but it is difficult to effect change in an individual's personality. There are a number of teacher' characteristics that contributed to making students education a good career match.

### **I.4.1 Passion**

Probably more than anything else, teachers report that it's important to have a passion for what to do. In many of the studies referenced in the literature, it is singled out "enthusiasm for children" as a key attribute. For the teachers, however, something stronger than enthusiasm makes a truly good teacher; it is closer to drive. Being a good educator is not always easy; there may be physical and financial challenges, for example. "This is not a career for someone just looking for a job working with students because they are cute and it looks like fun. This is a career that must ignite teacher's passion"(Richards,1998,p.130).

### **I.4.2 Perseverance**

This is another characteristic that referred to perseverance as “dedication”. Whatever term we use, what will be described is the willingness to fight for one’s beliefs, whether related to children’s needs or education issues. Teachers have to be willing to be long-term advocates for improving the lives of their students .

### **I.4.3 Willingness to take risks**

Successful educators are willing to shake up the status quo to achieve their goals for students. Great teachers are willing to go against the norm. Taking a risk means not settling for a no answer if a yes will improve the quality of a student’s education. For example, Integration of programs had never been done before, and faculty and administration alike looked at the idea with skepticism. To secure administration approval, the teachers had to conduct research, do a parent survey, and bring in outside experts. They set themselves impossible goals then scramble to achieve them. Academic freedom allows university teachers to take chances and try different things in the classroom. It is exciting to try things that may fail; if you succeed then you have accomplished something and if they do not succeed then you have learnt that teachers need to make some adjustments.

### **I.4.4 Pragmatism**

Pragmatism is the flip side of perseverance and willingness to take risks. Pragmatists are willing to compromise. They know which battles are winnable and when to apply their resources in support of children. The important point, the effective teachers understand that by temporarily settling for small wins, they are still making progress toward their goals.

### **I.4.5 Patience**

To be an effective teacher, the need is to have patience both when dealing with “the system” and when working with students. Not every student learns quickly. Some behaviors can challenge even the most effective teacher. Students need reminder after reminder. Good teachers have a long fuse for exasperation, frustration, and anger. They regard all such challenges as exactly that challenges. Effective teaching requires patience.

### **I.4.6 Flexibility**

Indeed, any job in education demands that you be able to deal well with change and unexpected turns. Whether it is raining outside and teachers have to cancel outdoor play, even though he /she funding agency has drastically reduced the operating budget, teachers need to be able to switch gears at a moment's notice and find an alternative that works.

Sometimes the challenges are both drastic and sudden. Flexibility exemplifies a vital character trait that respondents felt effective teachers must have.

### **I.4.7 Respect**

Teachers strongly believed that respect for students and their parents is basic to being a good teacher. Some identified this characteristic as an “appreciation of diversity.” We may describe it as not only respecting students all backgrounds, but also as maintaining the belief that everyone's life is enhanced by exposure to people of different backgrounds who speak a variety of languages. Teachers know that children's self-concepts flourish in an environment of respect. Good teachers create this environment naturally.

Whilst to be an effective teacher, Stronge, 2007 claim that teachers should respond to students with respect, and even in difficult situations teachers must communicate high expectations consistently and conduct one-on-one conversations with students ( p.22).

## **I.4.8 Creativity**

Teacher takes creativity to teach in a physical environment that is less than ideal or when resources are limited. It takes creativity to teach students from diverse backgrounds who might not approach education in the same way.

It takes creativity to teach children with differing learning styles who think and learn in different ways. And most of all, it takes creativity to make learning fun. Creativity is a hallmark of a good teacher.

## **I.4.9 Authenticity**

This is another frequently cited characteristic of effective teaching. This attribute as “self-awareness.” Being authentic means knowing who students are and what students stand for. It is what gives students integrity and conviction. Students are shrewd judges of character; they know whether a teacher is authentic, and they respond accordingly.

## **I.4.10 Love of learning**

To inspire students with a love of learning, they said, teachers themselves ought to exhibit this characteristic. Teachers who are lifelong learners send students the message that learning is an important part of life. Being a good teacher involves seeking out knowledge about recent research on teaching.

## **I.4.11 High energy & Sense of humor**

Though it may have more to do with temperament than disposition, many teachers felt it important that teachers display high energy. Most students respond positively to teachers with high energy levels, valuing their enthusiasm. On the other side the effective EFL teacher should have a sense of humor because learning should be fun; nothing conveys this message more than a room that is filled with spontaneous laughter. John Varga summarizes the importance of this

characteristic in teaching: “All children ask is that we love them and respect them and be willing to laugh when it’s funny . . . even when the joke’s on us.”

## **I.5 Effective Teacher**

Research indicates that teacher preparation/knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness.

To the greatest possible and unintentionally , teachers can effect personal growth and the achievement of learners , the unlimited number of lectures that students experience in their class, with the positive and the negative ,can greatly impact in their lives .

Therefore ,the effective teacher must deal successfully with his/her learners this effectiveness demands a set of factors for example preparing for a simple and clear lesson , furthermore , the effective teacher should help student and encourage them to achieve a high level of proficiency in learning the language and developing the interaction with their classmates andteacher , a raisetheirawareness about the topics they are dealing with . Further evidence claimed by Arnold (1999) about the positive effectiveness of teacher , is to reverse the meaningless and boring atmosphere to enjoyable and pleasant for students , also ,teacher have to make materials interest according to the students’ need that contributes to their increment(p.177). “L2 educators need to model the emotional intelligences they are trying to teach through caring ,respectful , and honest interactions with students and colleagues ” (Christon, 1997, p.3, cited in Arnold, p.107).

As Waters (1998, p.11) concedes that teacher, need to nourish and sustain himself as a first step towards more effective teaching , even if he cannot control all factors in their situation .A teacher who, for example ,lacks self esteem or any other emotional control will hardly be able to contribute learners’ emotional factors.Pine and Boy (1977) has supported that when students are exposed to the material they fell the teacher’s personal emotional structure long before they get

the information and the intellectual content of that lecture. The foundation upon which teachers base their ability to adapt to changes and successfully navigate the complexities of the classroom comes largely from their personal abilities and experiences. These personal abilities and experiences can be classified as prerequisites to teaching that is, competencies that are acquired and demonstrated before the teacher ever walks through the schoolhouse door (Pine and Boy, 1977, as cited in Arnold 1999, p.107). Prerequisites of effective teaching are often considered in relation to novice teachers, but in fact they reflect the accumulated competencies and experiences that any teacher brings to the classroom. Research suggests that the following prerequisites are linked to effective teachers:

### **I.5.1 Verbal Ability**

Has a positive effect on student achievement. Effective teachers know their students. Effective teachers carefully consider their audience when delivering a message. They observe reactions and decide how best to get their point across to different individuals and how to communicate with them, both individually and collectively.

### **I.5.2 Content Knowledge**

As measured by majoring in the subject area or participating in professional development in the content contributes to increased student learning, teachers cannot teach what they do not know. Moreover, The relationship between teacher knowledge and student acquisition of knowledge makes sense. Successful teachers know the content and can determine the essential knowledge and skills that are necessary for mastery of the subject in order to integrate them into effective instruction (Langer, 2001).

### **I.5.3 Educational Coursework**

The research addressing educational coursework typically refers to the courses teachers took as part of their preparation program for teaching or as a part of postgraduate work to earn their



teacher certification, but education a course work does not stop with the signing of a teaching contract. According to Stronge (2007) teachers must continue to develop their professional knowledge in order to renew their licenses and, perhaps more importantly, to renew themselves. For many teachers, this renewal entails taking graduate classes in education, attending conferences, and participating in a myriad of other professional development opportunities (p.56).

### **I.5.4 Teacher Certification**

Regardless of the type of certification held, results in teachers being more effective than their uncertified counterparts .Pajares( 1992) affirm that teacher certification is determined by individual states and is issued to individuals whom the state deems qualified to teach based on its criteria. In most states, proper certification or licensure is the operational definition of a “highly qualified teacher” as required in no child left behind. Although being certified does not necessarily guarantee effectiveness, students of certified teachers typically do have higher levels of achievement than do students of uncertified teachers(p.16).

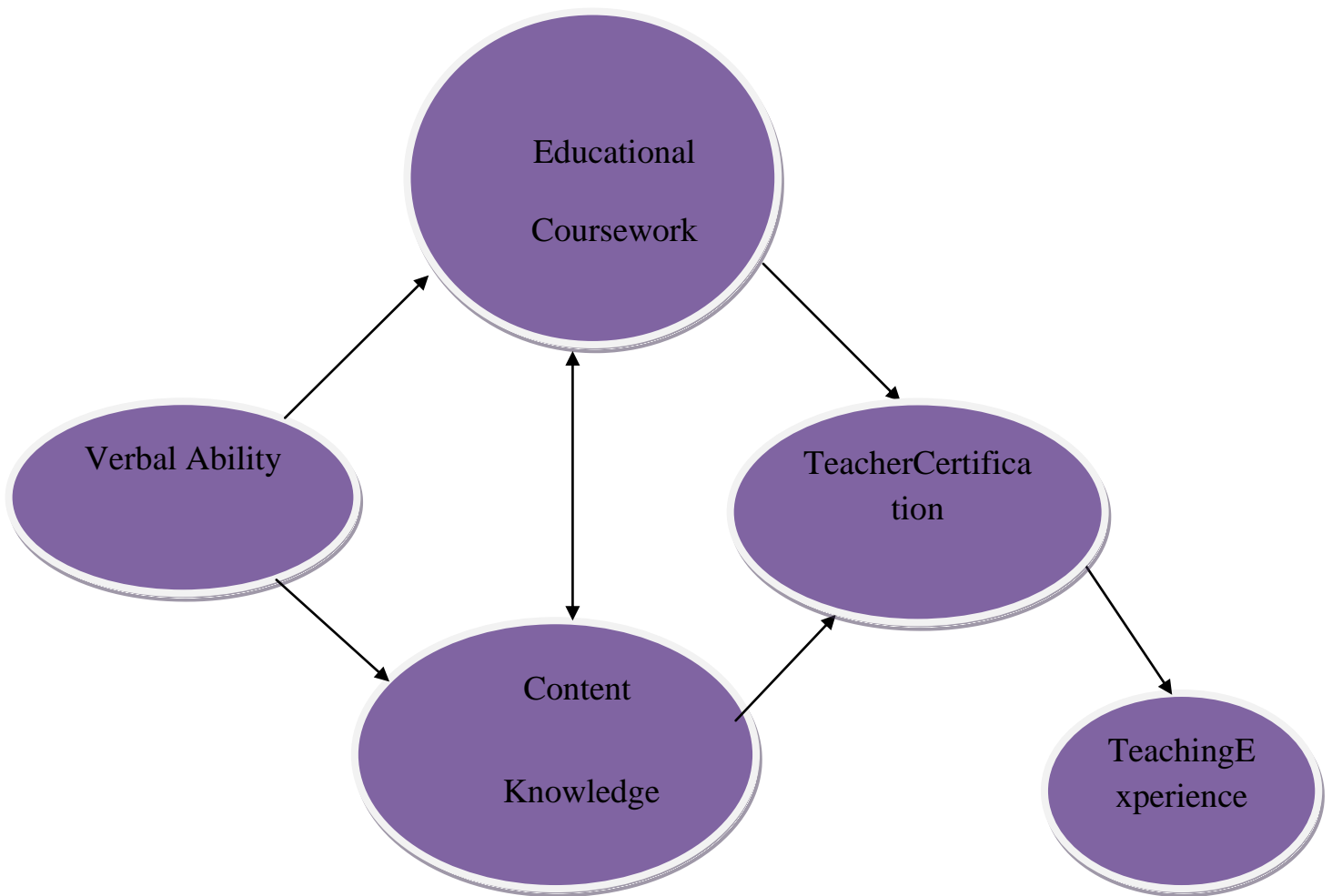


Figure 4.1: Visual representation of prerequisites to effective teaching (example of clustering) (Pajares , 1992,p.17).

In the above figure proposed by Pajares (1992), there are the main prerequisites are linked to effective teachers .

Fortunately , Marion and Burden (1997 )argues that to be an effective teacher should make balance between , on one hand teaching aspect , the teachable tasks and skills in the language , and on the other hand work hardly to improve learners' ability in analyzing language , to make guesses as taking risks to learn from their mistakes (p 26).

Moreover, teaching effectiveness based on teacher's belief about themselves , about learning and its educational relevance this is argued by William and Burdner (1997,p.75) .Salzberger-

Wittenbeig (1983) notes that many students came to class with an idea that the teacher ought to have an encyclopedia mind which pours out facts and information rather than someone who is concerned to help students to learn and acquire ways of finding out about the world ; she emphasize that not given what they expect , at first students may “ feel angry and cheated as if one was withholding something they feel entitled to and could possess if only the teacher would be more willing to share”(Salzberger-Wittenbeig : Henry and Osborna , 1983 ,p. 25-26).

## **I.6The Roles of Teacher**

There are clear signs today that the importance of teacher’s role in language learning process because teacher has a big impact on students’ achievement ,therefore , teacher is active participant and initiator . Feuerstien’s notion mediation gives a very empowering role to the teacher , he does not deny the importance of what individual bring to the learning situation .

### **I.6.1Controller**

teacher take infer situation from students and will be as guider where are students working , here instructor tell them to do things , organize drills .

Harmer (2001) argue :

“ Teacher who view their job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controller ; of course there are times when acting as controller makes sense such as when announcements need to be made , when order has to be restored , when explanations are given , or when teacher is leading question”

and answer session (p.58).

### **I.6.2 Organizer**

Organizing students to do various activities is the most important roles performed by teacher in foreign language learning .Furthermore, once the students are ready for the activity , we will

want to give any necessary instructions , saying from where to start and where to stop , ‘the important tool in instruction is for the teacher to organize a demonstration of what is to happen ‘ (Harmer , 2001, p . 59)

Here, the researchers claim that organization plays a major role in the Foreign Language learning , they summarize this role as follows :

Engage  $\implies$  instruct (demonstrate)  $\implies$  initiate  $\implies$  organize feedback

Harmer (2001) claim that, teacher need to explain the task and tell students what thier learning purpose is , and give them instruction about how to achieve it , and how long they have to do this . once the teacher said ‘ you have four minutes for this’ he will not change that time . While students are doing this teacher can observe their progress since this will give the teacher valuable information about how well they are doing individually and collectively (ibid. p.213).

### **I.6.3 Facilitator**

It is argued that the classroom atmosphere is very important the role of teacher is to facilitate it and make students cope with different states and events inside the class , Hurwitz and Cope (1991) emphasized that teacher should make the environment of learning the target language less stressful and arise the motivation inside it .

### **I.6.4 Caregiver**

Caring is defined as an act of bringing out the best in students through affirmation and encouragement (Strong, 2007, p.22). Obviously, the characteristics of caring go well beyond knowing the students, including qualities such as patience, trust, honesty, and courage. Specific teacher attributes that show caring include attentiveness, gentleness, understanding, knowledge of students as individuals, nurturing, warmth and encouragement. Students who perceive their

teachers as caring tend to engage more with the content, take intellectual risks, and persist in the face of failure.

Furthermore, caring can be demonstrated in many ways by teachers but, at its core, caring means teachers understand and value students as unique individuals. Teachers who show that they care about students enhance the learning process and serve as role models to students (Noddings, 1984, 1992)

## **Conclusion**

It is an acknowledged fact that there is consensus in the teaching English as a second or foreign language context about the role and the care given to the students. Many teachers still favor to be not only good teachers but better than that, despite to that, the lack of experience and years of practice. Teachers, therefore, should examine their ways when dealing with students after the delivering information to students. Emphasis should be on the ETL role in the EFL classes. More importantly, they should be aware of the effect of their characters and on their way of behaving inside the classroom, and identifying their attitudes.

## **Chapter two**

### **Motivation and Anxiety in learning foreign language**

#### **Introduction**

There has been a good development of literature in the field of English language instruction dealing with the psychological aspects of learning, such as motivation and anxiety. Numerous researchers have shown that both motivation and anxiety are significant factors in foreign language learning. A variety of factors exist that affect the level of success learners achieve in a second language learning environment. These include factors in the target language itself, the learners' attitudes toward learning the target language. Of these, motivation to learn the language and classroom anxiety an affective, emotion driven factor have been selected as topics in this chapter. In this chapter, we will mention two parts the first is about motivation, we give its definition, types and finally the motivational strategies. In the second part we are going to mention anxiety its definition, types and sources of anxiety in academic settings. For the last part, we are going to mention the teacher's adaptation of motivational strategies to reduce anxiety inside the EFL Classes

#### **1. Motivation**

##### **1.1 Definition of motivation**

For the past three decades, motivation has been an important area for empirical research and theoretical work within the context of learning foreign language, 'motivation is, without question, the most complex and challenging issue facing teachers today' (Schiendeckers and freeman in 1999 cited in Dörnyei 2001, p.1). Motivation represents one of the most appealing variables used to explain the differences in learners during language learning (Pintrich and

Schunk, 2002), and motivation is one of the most significant factors that impacts the rate and success of language learning (Dörnyei, 1998;p.120).In social psychology , Ryan and Deci (2000) define motivation as the driving force that moves individuals to do something .Such a force depends on multiple internal , external ,and social factors which can change over time , making the levels of motivation variable(p.143).

In the education and research fields , motivation is a broad term that gathers diverse approaches and views .Dörnyei , (1998) states , “Although ‘motivation’ is a term frequently used in both educational and research context , it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept ‘ ’ (p.117) .Thus, motivation is regarded as an inner drive, wish, impetus, motion or desire that leads one to perform a particular action. Individuals drive, need for achievement and success, desire for stimulation and new experience are all components included in the vast and large concept of motivation.

Motivation is one of the positive psychological for many EFL learners. FL motivation is the move from the pain according to Skinner : motivation is always more efficient of positive reinforcement than avoiding quite encourages , as we teach a language we can also educate learners to live more satisfying lives and to be responsible members of the society (Arnold 1999 ,p. 3). Furthermore, motivation is a grouped factors that ‘ energizebehavior and give it direction’(Hilgard,Atkinson and Atkinson1979 , p.281) ; this mean that motivation is the source of power and giving someone the enthusiasm and determination to learn a foreign language and this accomplished one there is a path and direction to do it under a source of power and energy .Chomsky agree that motivation is to make student be interesting about what they learn and what creates motivation is the important part of the matter of learning .

Harmer(2001) points out that motivation is an important factor to succeed in learning the language , learners have to be interesting on the task in order to achieve their goals , he add that

if there is no motivation learners will be uncomfortable and will fail and have a negative result(p.51). Brown(2000) claims that a cognitive view of motivation includes factors such as the need of exploration , activity , stimulation , new knowledge, and ego enhancement that help students to be more aware about the teacher explain and discuss it logically and scientifically (p.164).

## **1. 2 Types of Motivation**

According to Gardner and Lambert (1972), there are two kinds of motivation: integrative motivation, referring to a holistic learning approach toward the speech and culture of the target language group, and instrumental motivation, referring to language learning for more immediate or practical goals. More recently, new motivation classifications have been identified, namely intrinsic and extrinsic motivations. To be specific, intrinsic motivation, like integrative motivation, implies learning a second or foreign language is for the pleasure inherent in doing so.

### **1.2.1. Intrinsic Motivation**

Learning and intrinsic motivation are mutually reinforcing; intrinsic motivation facilitates learning, and when students acquire new skills and observe their own growth, they feel more successful and their intrinsic desire to learn increases. Furthermore, intrinsic motivation is then not linked to any tangible reward that the task will bring, but rather aims at bringing about certain internal consequences, namely, feelings of competence and self-determination. It is defined as the desire to engage in an activity for its inherent satisfaction rather than some separable consequences as pointed out by Ryan & Deci (2000).

Intrinsically motivated learners usually display intellectual curiosity, find learning fun and continue seeking knowledge even after the formal instruction (classes), which is after all the major goal of education .Likewise , IM is the natural curiosity and desire to learn that we are all



born with. We experience intrinsic motivation when we find ourselves seeking answers to a question that intrigues us or pushing ourselves to work hard to master a skill.

### **1.2.2. Extrinsic Motivation**

On the other hand, causes learners to do a task for a tangible reward. The reason for performing an act is to gain something outside the activity itself such as passing an examination, getting money, winning a prize or having higher grades and even gaining certain types of positive feedback or avoiding punishment. In an educational context (classroom), the task is initiated and regulated by the teacher (an external origin). The learners are involved in a regulation by following the teacher's rules and avoiding embarrassment'.

For Deci (1975) argue that :

‘Intrinsically motivated activities are those 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 intrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination.’

(Deci, 1975, p. 32)

Despite the fact that both types of motivation are factors vital to success in learning a second or foreign language, much debate among researchers has been focused on which kind of motivation is more significant for L2 learners. Researchers have different perspectives for language learning outcomes toward the two types of motivation. For example, integrative motivation was viewed as superior to instrumental motivation for predicting the success of L2 learning, and it is claimed that intrinsic motivation plays an important part in learning a foreign language. (Dörnyei, 2001). EMI is when we work for an external reward or to avoid an external punishment provided by someone else.

### 1.3 Strategies of Motivation

Motivational strategies aimed at increasing learner satisfaction usually focus on allowing students to display their work, encouraging them to be proud of themselves and celebrate success, as well as using rewards. The feeling of satisfaction is a significant factor in reinforcing achievement behaviour, which renders satisfaction a major component of motivation. The latter, though, do not work properly within a system where grades are Covington(1999) contended that "the ultimate embodiment of school rewards, providing a single index for judging overall success and failure in school". In other words, grades focus on performance outcomes, rather than on the process of learning itself. Consequently, "many students are grade driven, not to say, 'grade grubbing,' and this preoccupation begins surprisingly early in life" (Covington, 1999, p.127).

The strategy used in foreign language classes is to present new material that attract students and make them more interesting on the lectures according to Dörnyei (2001) contended that in the various structural units and the teacher should focus on motivational concept to make students more approved and have a high level of self-confidence. Furthermore , teacher should use behavioural strategies because the teacher behaviour influence on students than ha/she must show a good example and modelling student behaviour consciousness raising about self-regulated strategies or stage managing classroom events .

The positive encouragement another motivational strategy that is used for student in order to achieve self-evaluation and providing a positive feedback and increasing learner satisfaction The teacher use a motivational strategy in order to protect the learners self-esteem and self-confidence , this strategy is used in order to make the students work and push them to achieve their goal .Another motivational strategy applied by the ETL is creating a supportive learning environment this can be by a number of steps , firstly , focusing on the goal of learning rather than achievement ; when teacher focus on the goal of learning and improving over time rather

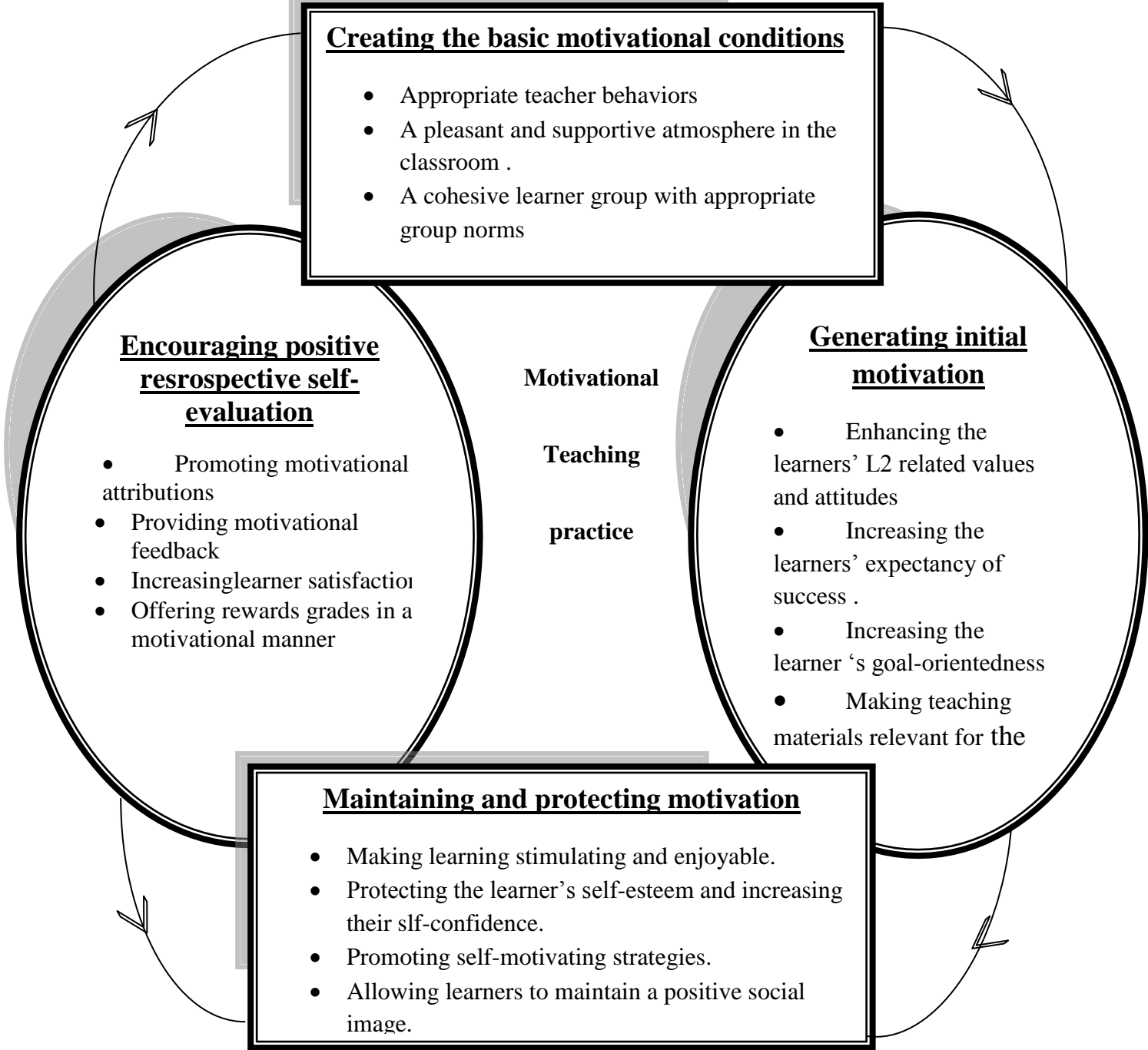
than on the goal of performing well quickly or on the first attempt, students are more likely to be motivated to learn. In a supportive learning environment, grades reflect effort and progress toward learning goals and students are given clear evaluation criteria and specific, private feedback on what they accomplished well and what needs improvement.

The next step which is followed is to emphasizing effort rather than intelligence ; Students who believe that intelligence is an innate and static trait will naturally not be as motivated if they perceive of themselves as intellectually inferior. Convince students that there is no such thing as “smart” or “dumb” people but rather hard workers and not-so-hard workers and provide role models who have shown effort and persistence through challenges. Show students that our brains are always changing and growing and hard work will result in success. Also, Covington (1999) argue that when educators allow students to revise their work, they reward effort and encourage students to achieve deep learning rather than memorization of facts(p.14). For example, allowing a student to rewrite a term paper or redo a set of math problems after the teacher’s feedback can help the student improve their work and feel like their effort contributes to a better grade. Furthermore , the teacher should focus on personal improvement rather than relative success ; a practice which inevitably leads to some students feeling inferior is comparing students to one another. Try switching the paradigm from relative success or failure to personal improvement; not how students compare to others, but how they compare to their previous selves. Show students their own growth and they will begin to believe in their own learning and see that effort does equal results.

Educators can also minimize competition and comparisons between students by featuring all student work on the walls of the classroom, rather than a select few, which can send the message that only a few can be successful and cause others to lose interest in putting forth effort.tge teacher have to apply another strategy by encourage student totake risk and experimentation

when learning ; the primary goal, students are encouraged to ask questions, experiment, and take risks in their attempts to approach and grapple with the material.

Educators can do this by inviting students to express opinions and insights. “Mistakes” or incorrect answers can be reframed as valuable opportunities for learning and growth by asking students why they think they got a particular result or what they might do differently next time, rather than making students feel embarrassed for getting the wrong answer.



**Figure 3.1** :The components of motivational teaching practice in the L<sub>2</sub> classroom(Dörnyei 2001, p.29)

We go further , Dörnyei (2001) bestowed in the above figure have explained the main motivational steps that are used in the classes which are as follows : maintaining and protecting motivation ,creating the basic motivational conditions, encouraging positive retrospective self-evaluation ,generating initial motivation .

Show care for all students Particularly during adolescence, youth are motivated when they have social connections, feel accepted, and feel they belong. Research with middle school students has shown that students' perceptions of their teachers as "caring" predicted motivation, as well as social and academic achievement, even when prior motivation was controlled for. In other words, students performed better socially and academically when they felt cared for by their teachers, even when past experiences with school had reduced their motivation or they had previously struggled academically. The love and care of the teacher, as perceived by the students, was more influential in predicting future success for the students than their previous motivation. This study reinforces the point that teachers' attitudes and beliefs can have a profound effect on students. However, it is not the amount of care that teachers have per se, but how much care the students perceive teachers have , our care for our students will only have an effect on student performance if they feel that care.

## **2 .Anxiety**

### **2.1 Definition of Anxiety**

Foreign language anxiety is becoming ever more vital in Second Language Learning Studies. Generally, anxiety is one of the most documented psychological phenomenon its viewed to be detrimental to performance on learning tasks that require attention and deliberate effort ,Chastain(1998) defines it as a state of apprehension and uneasiness or fear caused by the anticipation of something threatening.

Broadly speaking , anxiety is a foreboding, tension, state of intense agitation, and dread, occurring from a real or perceived threat of impending danger, also its a nervousness connected to an arousal of the autonomic nervous system , and associated with feeling of frustration , self-doubt , apprehension , or worry. The experience of anxiety have general physical and emotional characteristics, but it is unique for each person. Furthermore, It is important for teacher to be familiar with the symptoms of anxiety. If the students ,For example, understands that the intense adrenaline rush them feel when anxiety hits cannot harm them, it may prevent his anxiety from spiraling out of control into a panic attack instead the learner could learn to say to himself ,“I know this is just a chemical in my body that is making me feel bad but it can’t really hurt me.”

Moreover , anxiety is a mind-body reaction that occurs instantaneously, and its effects are felt physiologically, behaviorally, and psychologically all at the same time. MacIntyre views anxiety as a feeling of worry and emotional reaction that arises while learning or using a second language , Horwitz et al. offer a similar definition , arguing that learning anxiety is a mixture of feelings , beliefs and behaviors related to the uniqueness of the process of foreign language learning .Therefore, the pervasive impact of anxiety on the language learning process makes the identification of language anxiety an important component of second language research.

Mussen et al (1974) concluded that:

“Anxiety is not a pathological condition in itself but a necessary and normal physiological and mental preparation for danger ... anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results.”

(p. 387).

According to Horwitz, and Cope (1986) FL anxiety is “a distinct complex of self - perceptions, beliefs, feeling, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. This means that anxiety is related to self - focused, negative and anxious cognition during the learning process. Highly anxious students often have relatively negative self-concepts .On the other hand, being a complex, multidimensional phenomenon, language anxiety manifests itself in students differently, almost unavoidably, intricately intertwined with other factors, among which motivation might be one .There is an argument given by Garden and MacIntyre (1993) that when learners are expected to do a performance they have anxiety related directly to performing inside the context of the target language .In fact , anxiety is associated with negative feeling which comes as a results of giving wrong answer in the classroom , interact with classmates , having tests , being a volunteer to do an activity.

## **2.2 Sources of Anxiety**

Foreign language learners while they are learning or using the language they experience anxiety in some kind of negative feeling such as nervousness ,uneasiness , or being worry .Learning anxiety can be attributed to different factors ,Young (1991)claimed that language anxiety is caused by a set of interrelated sources from three aspects : the learners ,the teacher and the

interactional practice that are influenced in the classroom context learner beliefs about learning and teacher beliefs about teaching , also classroom procedures and instructor-learner interactions

The other source of language anxiety, explicated by Horwitz et al (1986) consists of: ‘Self perception, beliefs, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process’ (Horwitz et al 1986 , p. 128, cited in Dörnyei 2001,p.364). Fear of negative evaluation, on the one hand, Learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or as an attempt to learn a new language, but as a danger for them especially in front of their teachers or their peers. As a result, they keep silent most of the time and refuse to participate in language classroom activities because They feel that others ‘ teachers or classmates’ may negatively evaluate their language ability. Moreover , other researchers argue that students may feel anxious due to their difficulty in understanding the teacher’s instruction and the fear of making mistakes when participate in the learning of foreign language environment.

Test anxiety, according to Horwitz et al (1986) *ibid* , on the other hand , is another source that causes anxiety, Learners who experience test anxiety consider the foreign language process, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills in this context Foreign language learners feel the fear of failure and doing badly in a test. (Horwitz et al, 1986, cited in Dörnyei, 2001).

Moreover ,the effects of anxiety on the Target Language learning and performance, pointed out by MacIntyre (1998) that language anxiety is in relation with the low levels of language learning achievement , he added that unpleasant language learning experience can disturb learner’s self-esteem and self-confidence and hinder learners performance under the anxious feeling and become a traumatic experience .



To conclude , language learning anxiety is emanated from the peers negative judges and fear of being laughed at by others students also lack of preparation and the most important is the behavior of the teachers and their negative evaluation this mean that Anxiety caused by different learning situations, such as learner's like trying to understand mathematical quizzes or presenting an oral conversation in classroom.

## **2.3 Types of Anxiety**

Anxiety it is entirely related to the psychology of the individual. It can rather acquire forms of manifestation and can be categorized . Anxiety is classified into three types: (1)State Anxiety, (2)Trait Anxiety, and(3) Situation-Specific Anxiety, and(4) Facilitative versus Debilitative Anxiety.

### **2.3.1 State anxiety**

The first type of anxiety is known as state anxiety, is named state because anxiety sometimes arise in a particular event or situation, is considered as an obstacle and an interruption of individual's emotional equilibrium. It start as a fear of a specific episodes this is claimed by Arnold in 1999 that learners have anxious feeling when they are performing in the language and they experience this feely only for a short time and then disappearing with this passing state . A person who experienced a state anxiety is more likely to feel stress and nervousness or unable to confront any event. It is an unpleasant feeling which can seriously disturb the individual's ability to react positively to any situation and in a certain environment.

For example, emotional equilibrium will be put into question when there is a bad news about their mate or a very close friend, he becomes so anxious (Spielberger et al, 2005). Situational anxiety is an emotional case differ from a person to another its feature is the feelings of tension about real anticipated threats that may have cognitive, behavioral, or physiological

manifestations. It may negatively influence FL learning and learners' performance, as it can interfere

with their learning, social, and emotional development (Salkind, 2008, p.38).it is argued that teacher must know more about state anxiety that comes to his /her student in a particular period of time .

Moreover, high levels of state anxiety are particularly harmful. It can even disable the person's tendency to engage in adaptive behavior aimed to end and overcome this feeling, for example encountering lot of difficulties. These individuals are more likely to present state-anxiety in some circumstances, especially in normal day-to-day activities, as an example, people who are accustomed to facing tremendous amount of difficulties in their everyday life. The learner bored and very disturbed emotionally and hence very much anxious about his future in the question of the exam makes.

### **2.3.2 Trait Anxiety**

According to Spielberger et al (2005) trait anxiety is a general characteristic of an individual's personality. Individuals, who experience an anxiety trait, will tend to have an attitude and reaction which reflects their ability to understand the nature of certain environmental stimuli and stressful situations as more or less difficult or threatening. People who develop a more anxiety-trait are much more prone to reacting to a large level of stimuli, and will be more able to worry in less dangerous and hard situations.

Trait anxiety, as MacIntyre and Gardner (1991, p.87) describe, refers to a more permanent feeling of anxiety, i.e. a learner suffering from this type is likely to be highly apprehensive in a number of objectively non threatening situations. It is provoked by the confrontation with threat.

### **2.3.3 Situation-Specific Anxiety:**

The third type is situation-specific anxiety which is related to the general orientation of anxiety and certain situations, or on a learning context in which the learner does not find himself capable to be proficient in a second language in speaking or reading passages. Also, this type focuses on the situations in which anxiety is aroused. It refers to the apprehension experienced by EFL learners in oral expression skills in some learning contexts.

### **2.3.4 Facilitative and Debilitative Anxiety**

Anxiety is a unique emotion it can be a positive type that we call facilitative or helpful anxiety, this kind can be a strong motivational drive to some students, especially when recognized as a chance for their learning and when learners experience it they might know how to optimize their negative affectivity for their own good, for example it may keep a person alert and provide him with motivation. According to Scovel (1978) this type of language anxiety can play a role to keep students aware of what will happen in their performance in the foreign language. (Scovel 1978, cited in Arnold 1994, p.61).

In fact, this type of anxiety helps him to improve the progress of learning and performance, The former does not inhibit the preparation for tests and exams, and can motivate the learner to learn and succeed, Such anxiety may be facilitating if it prompts the learner to devote more effort to language learning; in turn the self image will be enhanced as learning outcomes are enhanced. (Hedge and Tricia, 2000).

Fortunately, Scovel (1978) claim that facilitating-anxiety keeps the learner motivated pushing them to do more efforts to reduce the negative impact of anxiety and “fight” the new information. (Scovel 1978, cited in Ellis 1994, p. 482). Indeed, experiencing moderate anxiety can be helpful and facilitate the learner’s performance, can lead to better performance in language learning and it can serve as a motivator through motivating learners to be willing to confront the

new learning task, For example, a student can become slightly anxious before a major exam; the slight anxiety felt can motivate the student to study for the exam and do

better because of the time spent preparing for it. In contrast, high levels of anxiety may interfere with the student's ability to concentrate, process information, or remember information from long-term memory. Under these circumstances, the student is less likely to do his or her best on the exam .

Whereas having severe anxiety can be debilitating and significantly hinders one's performance through motivating them to assume an avoidance attitude and therefore tends to escape from the learning task (Scovel,1978 cited in Moira, 2006, p.1- 2). But some stress can have devastating effects and can lead him to forget several issues at one go during an exam

Debilitating- anxiety, however, the harmful type of anxiety has a negative impact on student's motivation and his preparation before and during exams, like waiting until the last minute to revise and prepare for a big test or exam, feeling more anxious and unprepared or arriving at a test late and having to answer all of the questions in time. (Alpert and Haber, 1960). Stress is considered as the cognitive part of anxiety and can have a negative effect on performance .

Dörnyei (2005) concluded that anxiety does not only hinder achievement but in some cases improves and develops it. In addition the work of Bailey (1983), give a result that those two types of anxiety are closely related with the self-image of language learners and the learners to compare themselves continually with others and react emotively to such comparison, wish to perform better results and evaluation (Bailey, 1983: 96, Cited in Graham 1997).

For example failing to answer the question will only hinder the future performances of the learner, and makes him less and less efficient in the classroom.

### **3. Teacher adaptation of motivational strategies**

How can we turn the language classroom into an 'anxiety-free & motivated zone'? The answer is relatively straightforward: by reducing or removing the factors that can lead to anxiety and fear. If the EFL class has a generally warm and supportive climate, which has been mentioned as one of the basic motivational conditions. (Dornyei, 2001, p.92) Stimulating the different positive emotional factors, such as motivation, can greatly facilitate the language learning process, when the teacher teaches the language. However, motivating learners can be difficult; there are no magic formulas or programs to motivate individuals. Motivation is also personal. While one of them may appreciate time off, the next may enjoy new challenges in the learning task. The basic rule is to discover what students want and create a way to give it to them or encourage them to learn it. Following this principle should motivate them and allow them to become engaged in the success in achieving a high level of success in learning English. Moreover, teachers have to teach students the rule of language and educate learners to be more satisfied and to be responsible members inside the classroom, in order to do this teachers have to know their affective natures and needs.

Motivational strategies cannot work in a vacuum, nor are they set in stone. There are certain preconditions to be met before any attempts to generate motivation can be effective. Appropriate teacher behaviour and good teacher-student rapport, a pleasant and supportive classroom atmosphere, and a cohesive learner group characterised by appropriate group norms are those conditions in motivating learners.

For Alison (1993), a key element is to establish a relationship of mutual trust and respect with the learners, by means of talking with them on a personal level. This mutual trust could lead to enthusiasm. At any rate, enthusiastic teachers impart a sense of commitment to, and interest in, the subject matter, not only verbally but also non-verbally - cues that students take from them

about how to behave, and neglect about the negative feeling of anxiety. Whatever is done by a teacher has a motivational, formative, influence on students (Alison , 1993, p.132). In other words, teacher behaviour is a powerful "motivational tool" (Dörnyei, 2001,p. 120). Teacher influences are manifold, ranging from the rapport with the students to teacher behaviours which "prevail upon" and/or "attract" students to engage in tasks. Ideally, all learners exhibit an inborn curiosity to explore the world, so they are likely to find the learning experience per se intrinsically pleasant. In reality, however, this "curiosity" is vitiated by such inexorable factors as compulsory school attendance, curriculum content, and grades .Most importantly, the premium placed on them apparently, teachers have to increase their learners' "goal-oriented", make curriculum relevant for them, and create realistic learner beliefs, they will come up against a classroom environment fraught with lack of cohesiveness and rebellion.

On the other hand, learner motivation will reach its peak in a safe classroom climate in which students can express their opinions and feel that they do not run the risk of being ridiculed. Moreover to be motivated to learn, students need both ample opportunities to learn and study encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organise and manage the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occur within a relaxed and supportive atmosphere (Good and Brophy, 1994 ,p. 215).

Teacher in the adaptation of motivational strategies , should Show students their own growth and they will begin to believe in their own learning and see that effort does equal results. Educators can also minimize competition and comparisons between students by featuring all student work on the walls of the classroom, rather than a select few, which can send the message that only a few can be successful and cause others to lose interest in putting forth effort. A practice which inevitably leads to some students feeling inferior is comparing students to one another.

In an ordinary class, many if not most, students do not understand why they are involved in an activity. It may be the case that the goal set by outsiders (i.e., the teacher or the curriculum) . Thus, it would seem beneficial to increase the group's goal-orientedness. This could be achieved by allowing students to define their own personal criteria for what should be a group goal (Alison , 1993, p.188).

As the language classroom is likely to be, it is important to find out how to maintain and increase the learners' self-confidence and teachers can reduce classroom anxiety by making the learning context less stressful. (Dörnyei, 2001, 130)

Teachers can foster the belief that competence is a changeable aspect of development. There is a social climate or atmosphere which sets the prevailing mood in every classroom. Children do bring anxieties and antagonisms from home, playground and other lessons, but it is the teacher's approach which mainly determines the state of the classroom environment. Successful innovations with methods and materials may crucially depend on the nature of the milieu into which they are introduced. Establishing an atmosphere which is favorable to change, because pupils and teachers are confident together, requires the development of good relationships based on positive expectations.

The motivational strategies also apply in order to reduce anxiety in EFL classes ,intrinsically motivated students often perform better than extrinsically motivated students and are more satisfied in their work. Extrinsic rewards and pressures such as directives, deadlines, and high pressure evaluations have been shown to decrease intrinsic motivation .students who feel effective, supported, safe to take risks or try new things, and who see the value of their work are more intrinsically motivated in their work. For most academic staff, this intrinsic motivation comes from the teacher desire to connect with and make a difference for EFL learners . In order to sustain the energy required to meet the demands of the school environment, it becomes even

more crucial for the teacher to tap into the passions for helping learners and to support one another as a community in achieving this vision.

## **Conclusion**

In general, motivation and anxiety are two interrelated aspects in psychological education, thus the teacher cannot move without taking into account those important elements. Moreover, motivation is the "neglected heart" of our understanding of how to design instruction (Keller, 1983, quoted in Dörnyei, 2001, p. 116). Many teachers believe that by sticking to the language materials and trying to discipline their refractory students, they will manage to create a classroom environment that will be conducive to learning. Nevertheless, these teachers seem to lose sight of the fact that, unless they accept their students' personalities and work on those minute details that constitute their psychological make-up, they will fail to motivate them. What is more, they will not be able to form a cohesive and coherent group, unless they succeed in turning most psychological problems as anxiety that hinders students' acceptance of any given tasks. Learning a foreign language is different to learning other subjects. Therefore, language teaching should take account of a variety of factors that are likely to promote, or even militate against, success. Language is part of one's identity and is used to convey this identity to others. As a result, foreign language teaching has a significant impact on the psychological being of the learner, since it involves the adoption of new psychological strategies that reflect behaviours and ways of thinking of EFL learners.



## **Chapter three**

### **Data analysis and interpretation**

#### **Introduction**

This chapter is devoted to the analysis and interpretation of the data obtained through the implementation of the present research. As a first step, we start by introducing the population of the study. Second, we describe, analyze and interpret the questionnaires results. Which, in turn, help us confirm or disconfirm our hypotheses about Teacher's Role as Motivator to Reduce Anxiety. We provide two sections, the first one deals with the teachers' questionnaire analysis, and the second deals with the students' questionnaire analysis. In addition to that, we present our research findings about the role of teacher at the level of university, to motivate students in order to minimize anxiety .

#### **I .1. Methodology**

As the work related to the descriptive methodology, we have relied upon a series of questionnaires, which has been deemed to be an appropriate form of data collection and analysis for such type of research. The questionnaire has been constructed with the view of collecting the role of the university teachers of English in motivating the EFL students to be less anxious .

##### **I.1.1 Description of the questionnaires**

For this present study, we devised two questionnaires, one for teachers and one for students. The questionnaires contain questions of the multiple choice type, where the teachers/students put a tick in the corresponding boxes after reading the questions attentively. The results of the questionnaires serve to investigate the teacher role to motivate lecturers to reduce anxiety as an effective strategy that centers attention on the psychological and affective side of their learners. questionnaires .Okobia (1998) reports that the questionnaire is a set of questions used to test the

hypothesis of the research. The respondents are expected. The collected data can be about feelings, beliefs, experiences, or attitudes of the participants. Moser and Kalton (1971) state that the questionnaires are easy to analyze and not expensive .

## **I.1.2. Population (participants)**

### **I.1.2.1The Teachers**

Teachers at the University of Biskra make up the whole population. We dealt with the sample of ten (10) teachers selected randomly, from the entire population. All the participants in this study (professors, doctors, and set-teachers). The reason behind such a choice was to examine the degree to which the teachers have role to motivate EFL learners to minimize the anxious feeling .

### **I.1.2.2The Students**

EFL Classes' (first, second, third ) Year LMD students of English, at the University of Biskra department of English, in the population of our present study . We dealt with a sample of sixty (60) students. The participants, in this study were recruited from different classes.

The students' age ranged from seventeen to twenty six. The reason behind choosing to work with all the levels is that the role of teacher by the use of motivational strategies is adopted for to minimize anxiety is concerned for all the EFL classes. They are still in late adolescence and affect counts very much for them; teachers have apply the role to motivate students in order to minimize anxiety , that leads to be more comfortable and to be good . We think so because if the teacher do not play the effective role the students will never be motivated and will never be free from the anxious feeling and thus they will perhaps never be able to learn the language .

## **I.2. Administration of the questionnaire**

### **I.2.1. The teachers' questionnaire**

Since teachers are familiar with this type of studies, all that we can say is that the teachers' questionnaire was administered to ten (10) of teacher selected randomly. It took them nearly 15 minutes of their time .

### **I.2.2.The students' questionnaire**

The students' questionnaire was administered to twenty students from different classes and levels , making up 60 students. Students were given identical instructions, before they complete the questionnaire, on how to do so and for what reason it was designed. They were notified that: a) it is not a test, b) what matters is their opinions (no true or false answers), c) their participation is going to be really appreciated, d) it is an important component in our study, and e) the answers they will provide would remain completely confidential (even though they were not asked to write their names). The questionnaire took the students nearly 20 minutes of their time (which is largely enough for them to answer). With what mentioned above, we do believe that our questionnaire was administered in good conditions .

## **I.3. Analysis of the questionnaires**

### **I.3.1 The teachers' questionnaire**

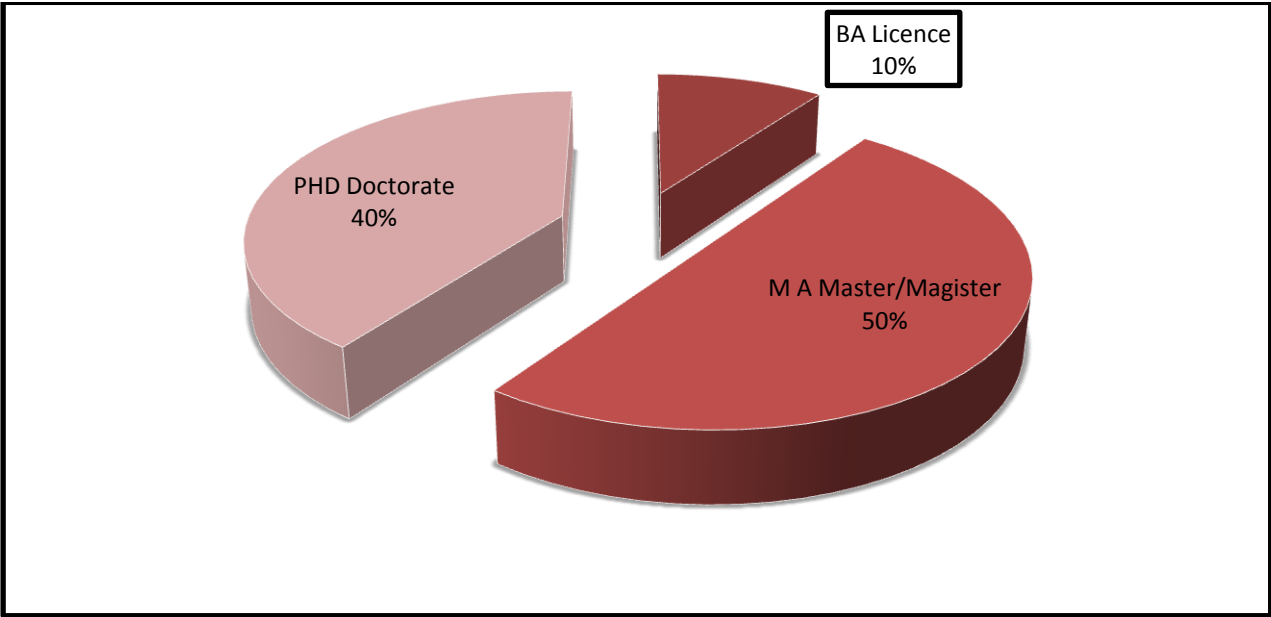
The teachers' questionnaire was composed of (11) questions composed of Two sections; the first section is about background information about teachers. The second section deals with the level of the teachers' motivation towards anxiety using motivational strategies at university.

#### **I.3.1.1 Analysis of the teachers' questionnaire**

##### **Section one :background information about teachers**

**Question 1 Degrees held**

- a) B A License
- b) M A Master / magister
- c) PHD Doctorate



**Graph 1 : Teachers' degrees held**

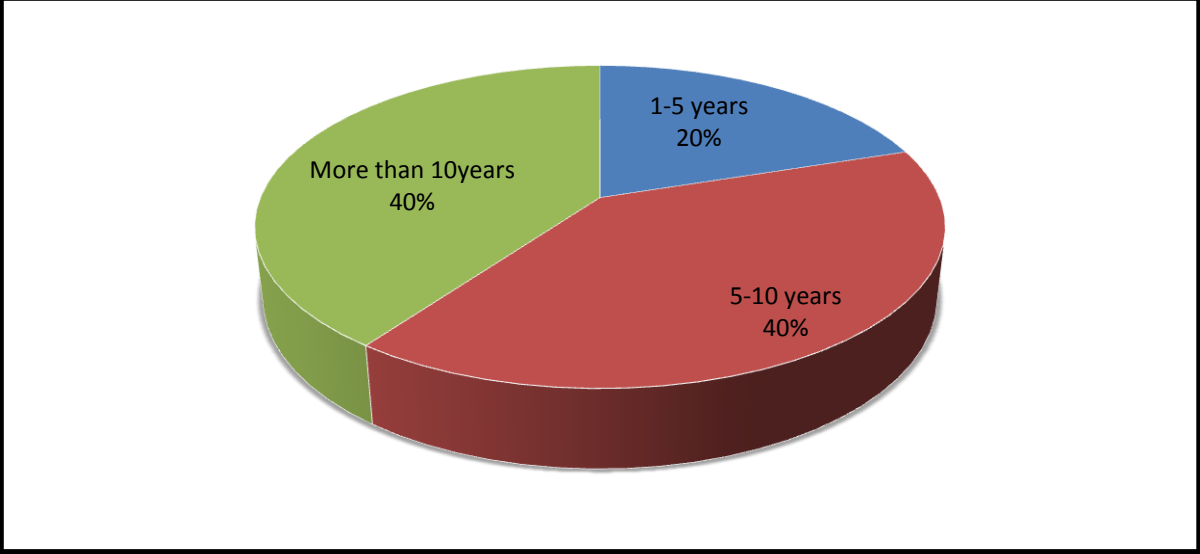
A quick glimpse at the teachers' degrees held , we can notice that the majority of them 50% have M A master/magister degree , whereas 40% have a PHD doctorate, and concerning the license degree is represented only by 10% from the whole population .

**Question 2 Experience :**

- a) 1-5
- b) 5-10 years
- c) pre than 10years

The majority of informants' experience in teaching English ranges between 6-10 years (04teachers) (40%)and (04 teachers) have more than 10 years of experience , i.e. about (40%) those two categories have a great participation in our survey , it mean that this could help us to

have an important idea about the teacher role in EFL classes . Despite ,only 2 informants have an experience ranging between 1-5 years(20%).The figure below shows the findings :



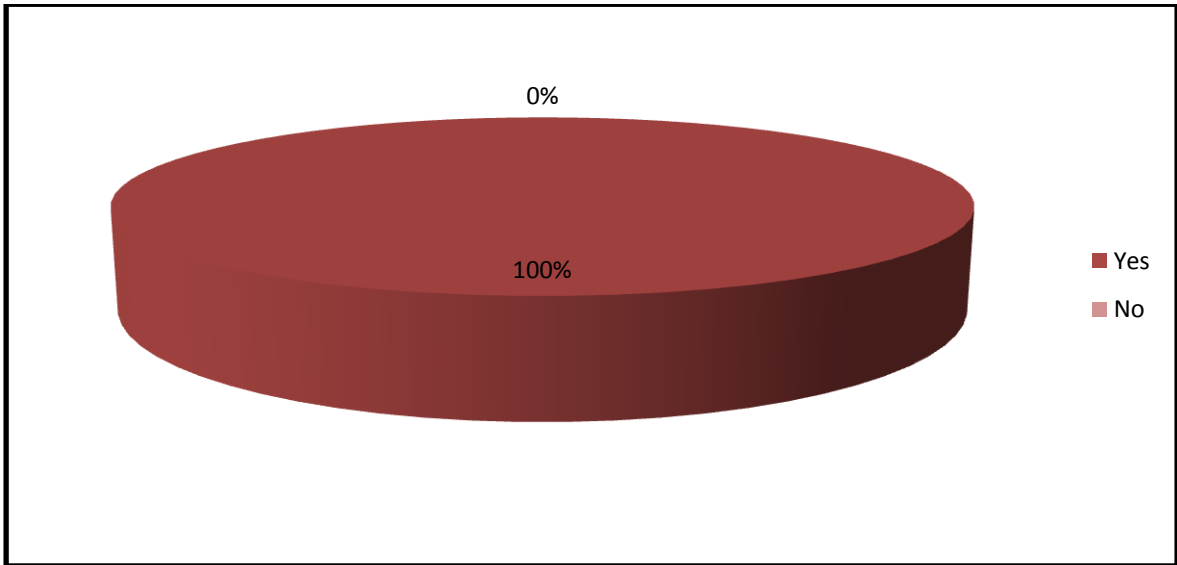
**Graph 2 : years of experience**

**Section two:**

**Question 3 According to you , is it the teacher’s role to motivate EFL learners ?**

- a) Yes
- b) No

The respondents were totally positive and argue on the opinion that the teacher is the important person in EFL classes ,they should play the role of motivation to support their students , 100% of our informant affirm that as the figure below shows :



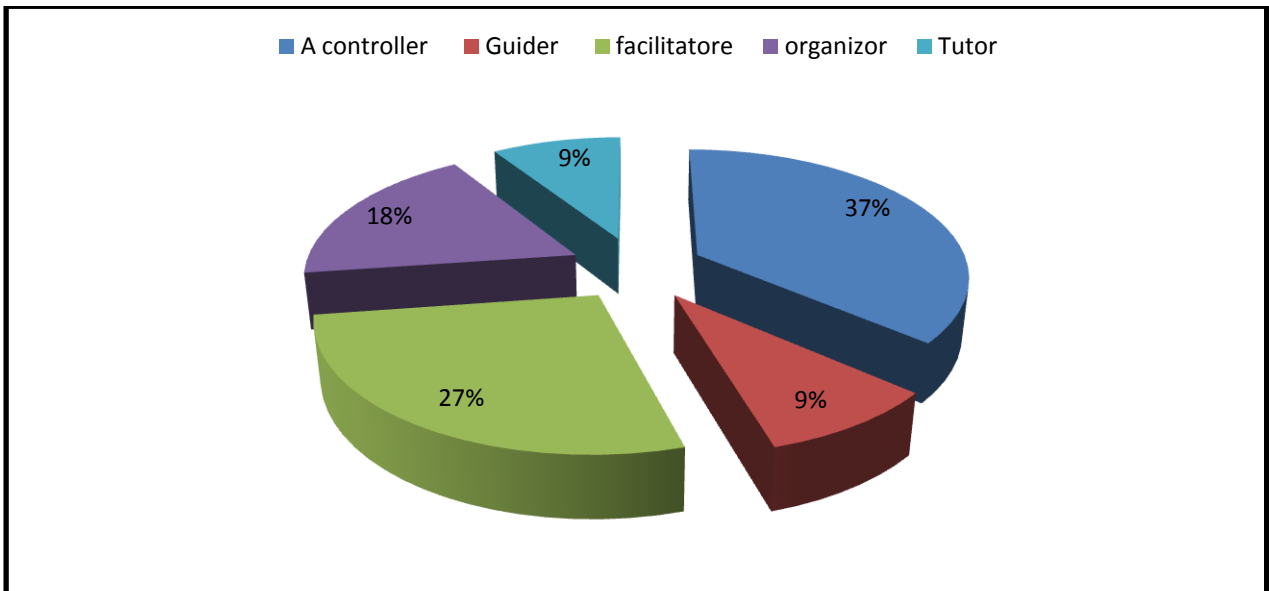
**Graph 3 : the teacher 's role in motivating EFL learners**

**Question 4 Do you consider yourself as :**

- a) Controller
- b) Organizer
- c) Facilitator

Other .....

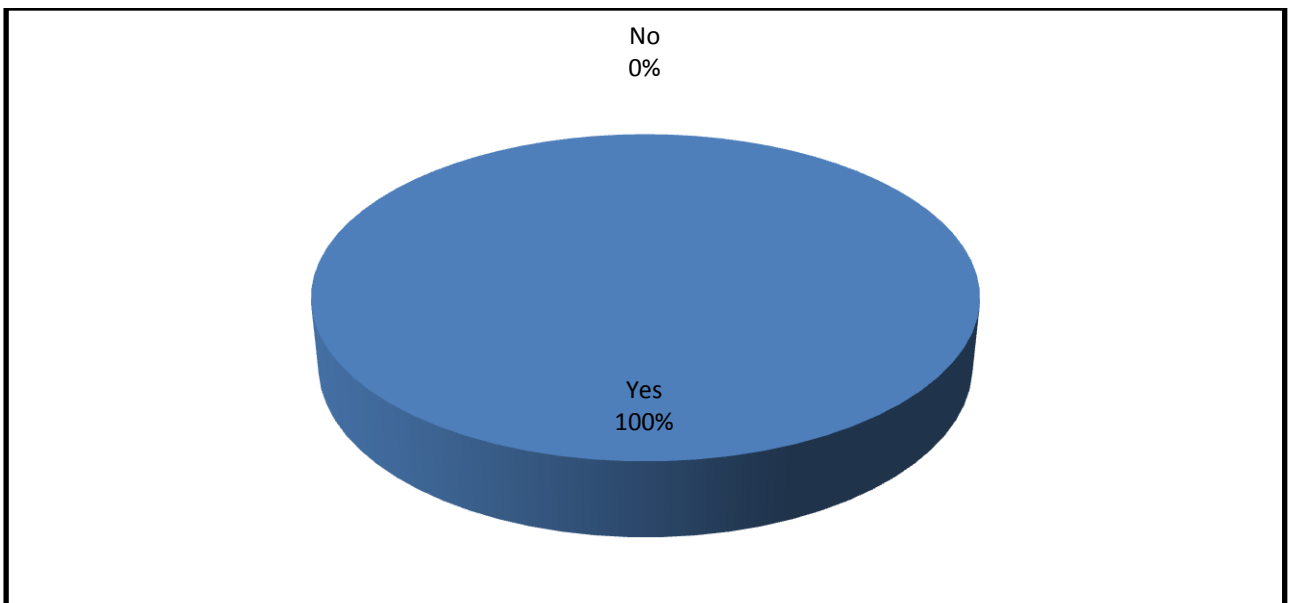
When we have asked the participants , how they would describe themselves as ETL the majority of participant (four teacher) would describe themselves as a controller (37%) and others (27%) describe themselves as organizer .However , three teacher (27%) they consider themselves as facilitator , on the other hand we have notice that only one participant would describe himself as a guide (9%) ,finally , another participant choose to answer that he consider himself as tutor (9%).figure 13.



**Graph 4 : The role of English teacher**

**Question 5 Do you see that you have beliefs in your career?**

- a) Yes
- b) No



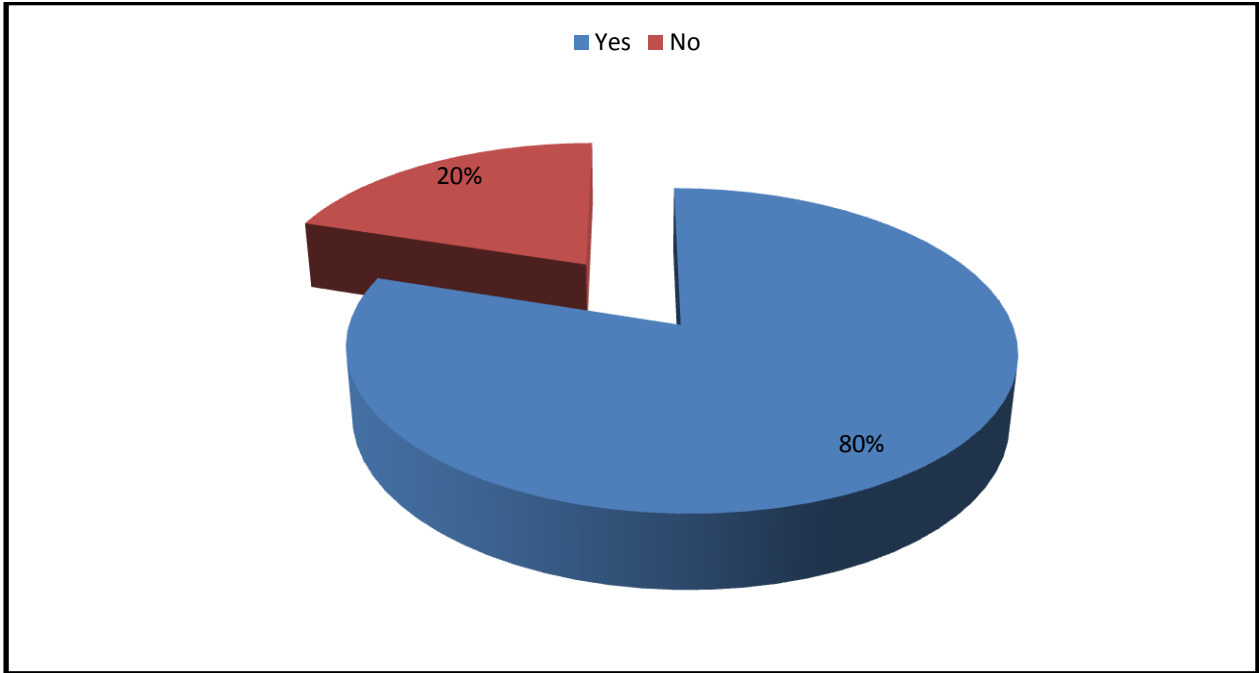
**Graph 5 :English 'teachers beliefs**

To the question concerning the teacher' beliefs in their career as English teachers, all the respondents(100%) affirm that they have beliefs in their career as the figure below shows .

**Question 6 Do you use sense of humor during class with your students ?**

- a) Yes
- b) No

80% of the teachers claim that they use sense of humor with their students , while only 20% of them said that they donot use any kind of humor during class maybe this due to time . It is worth noting here that there is a great relationship between time and the sense of humor . Students should feel at ease when they learn , time pressure should be avoided in order to help students to be less anxious and more motivated.



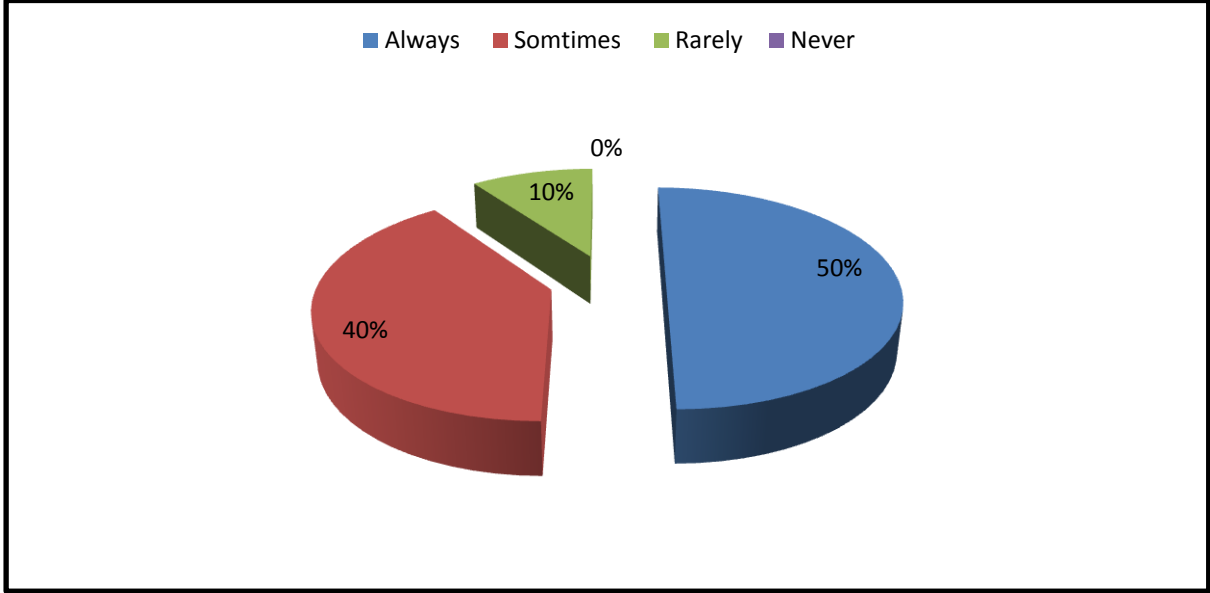
**Graph 6 : the use of humor' sense during class**



**Question7**Do you motivate your learners to be good ?

- a) always
- b) sometimes
- c) rarely
- d) never

The results point out that the respondents often motivate their students to work. This is a clear interpretation that teachers are aware of the importance of motivation in helping students, we can have a result that five teachers affirm that they always motivate their students it is represented 50% of the total number, whereas four (40%) teachers have affirmed that they motivate them, on the other hand only one teacher answered 'rarely' i.e. 10% and none of ETL have answered negatively by 'never' (figure 16).



**Graph 7 :Teachers' frequency of motivating students**

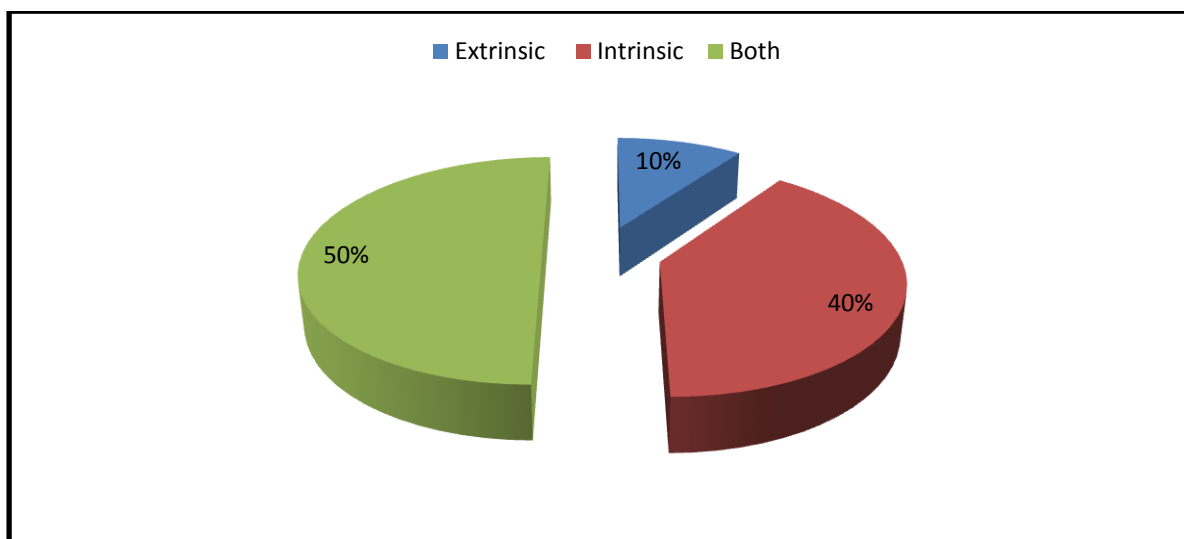
**Question 8** According to you what is the more effective type of motivation ?Why ?

a)Extrinsic

b)Intrinsic

why ? .....

Nearly all the teachers believe in the efficiency of both types of motivation ‘ IM& EM. This is a clear indication that teachers are implementing them in their classrooms represent 50 % from the whole population are agree in that , and about 40% of the whole see that only the IM can be the more effective to change the students behavior and minimize their psychological problem , despite, for the rest i.e. about 10 % , have an idea that the English’ students are affected by the EM in term of rewards and high grads .



**Graph 8 :the more effective type of motivation in EFL classes**

➤ **The justification :**

→ The majority of teachers see that both types are effective in EFL classes, this respond were given by five teachers,that represent 50 % from the whole , the justifications was very logic and positive , since those two types of motivation are complementary and each type can influence on the other in one hand and affect the students psychological mood .

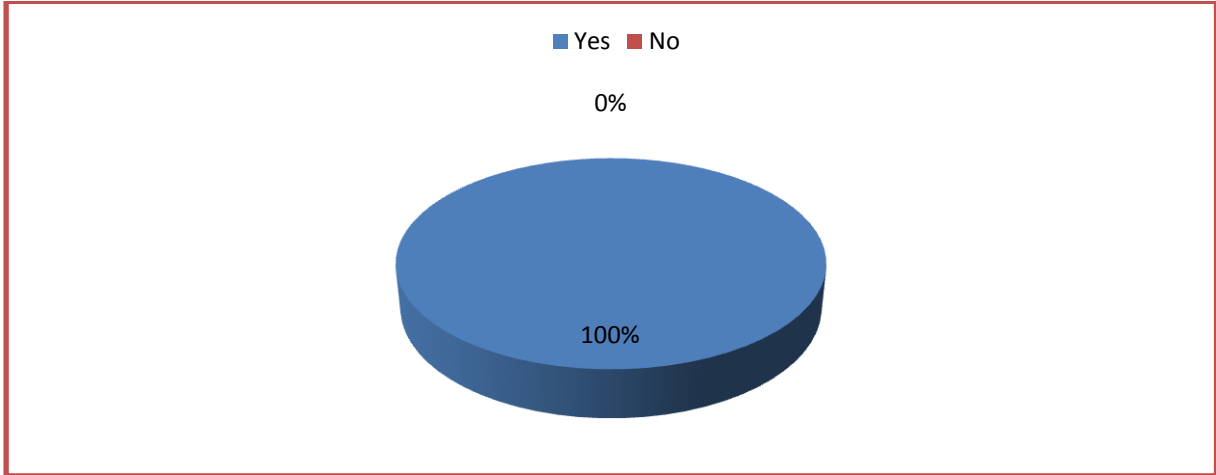
The effective type of motivation that must be used in EFL classes is the Intrinsic type this answer is given by four teachers present(40 % ) , teacher here affirm that this type is more effective because it comes from inside and students cannot achieve any level if something they are going to learn doesnot originated from their own beliefs and desires .

→ However for the rest , the effective type of motivation that must be used in EFL classes is the Extrinsic type given by one teacher (10 % ) of the whole , because , all students are motivated under the extrinsic type in form of rewards and the positive evaluation .

**Question 9**do you try to build self-confidence to your students ?

- a)Yes
- b) No

How ?.....



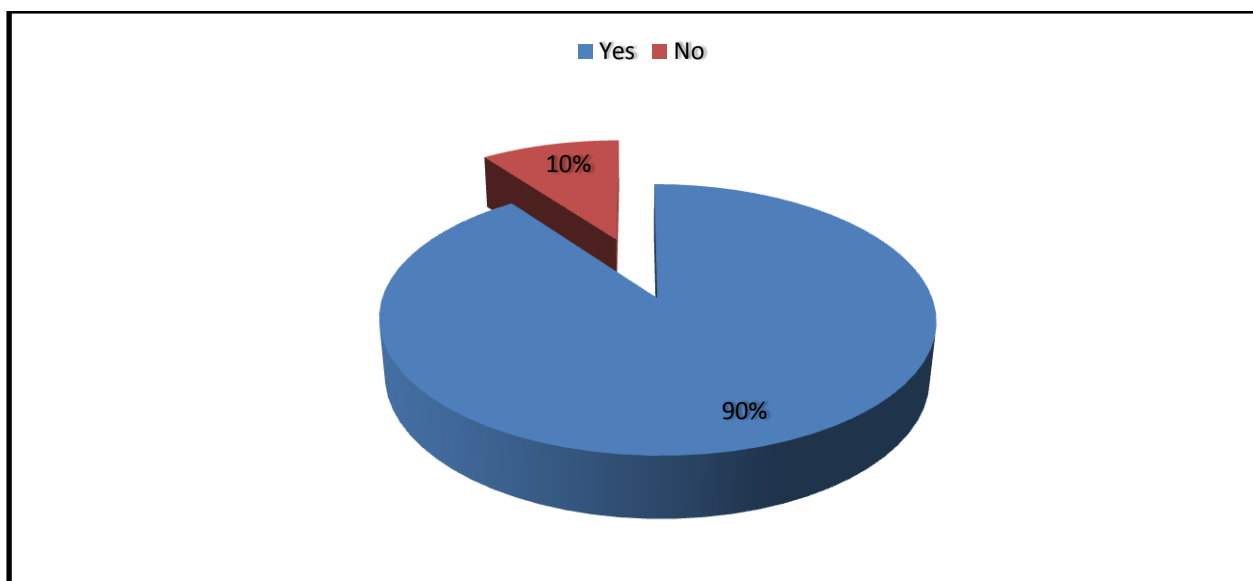
**Graph9 :Teacher' build students' self confidence**

**How ?** The ways that teachers use in order to create a self-confidence to their students , differ from one teacher to another and the answers were differ from teacher to another according to the way they teach and deal with students and make them feel at ease and comfortable , even if they make mistakes ,another teacher answer by the following ‘I create trust between me and my student s in order to motivate them and make them more confidante’.On the other hand , teachers affirm that praising students’ achievement ,commenting positively on their performance , encouraging them to empowertheir abilities is some kind of building students’ self-confidence .

**Question 10 Do you create a relaxingatmosphere to your students ?**

- a)yes
- b)No

Concerning thecreation of a relaxing atmosphere , the majority of our informants affirm that they try to create a relaxing and a comfortable atmosphere in their classes , nine teachers answer positively ( 90% ), whereas only one teacher 10% has a negative answer i.e. they do not even try to build the needed atmosphere.

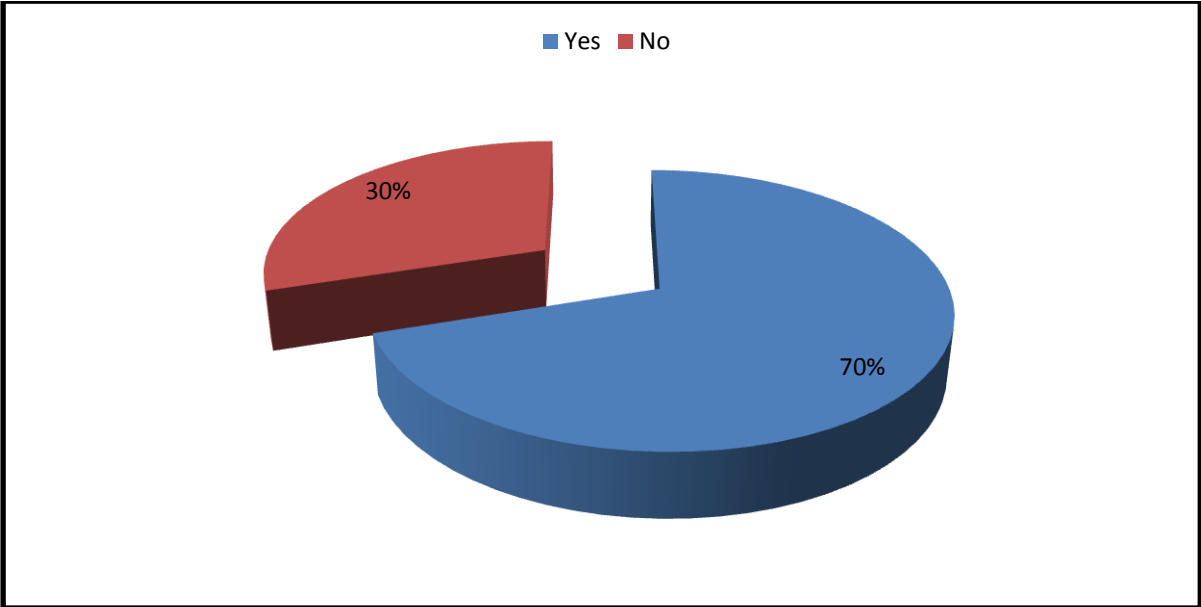


**Graph 10 :teacher building of a relaxed atmosphere**

**Question 11 Do your students feel anxious ?**

a) Yes

b)No



**Graph 11 :The teacher opinion about their students ' feeling during lectures**

The table above shows the majority of teachers (70%) think that their students feel anxious while they are taking a lecture .(30%) of them think that the students in English classes feel at ease .

**I.3.2Analysis of the students’ questionnaire**

**I.3.2.1The students’ questionnaire**

The students’ questionnaire was collectedly of (9) questions composed of two sections ; the first section deals with background information about the students , the section number two deals with the role of the teacher and the atmosphere inside the classroom.

**Section one: Background information**

**Question 1:student’age**

17-20

21-25

more than 26

Years	17-20	21-25	More than 25	Total
Number	19	35	6	60
%	32 %	58 %	10 %	100 %

**Table1: Students' Age**

A quick glimpse at this table will reveal that there are five (3) age groups in our selected sample. All our subjects are teenage students whose ages vary between 17 and 26 years old. Out of the total number of the sample (60), we have 19 subjects 32 % who are between (17 -20) years of age; this may mean they start early their primary education. From 21-25 years old subjects (35) represent a numerical majority (58%). Besides, more than 26 years old make only the 10 % of the whole population believed to be older subjects .

**Question 2: Choosing to learn English was :**

- a) Personal
- b) Obligated

	Personal	Obligated	Total
Number	50	10	60
%	83%	17%	100%

**Table2: The reason for majoring in English**

Fifty participants, making up (83%), opted for "Personal" while only ten participants ; i.e. (17%) opted are "obliged". We assume that the baccalaureate average of the minority that forms (5%) did not allow them to follow the specialty they wanted to. This question is one reason, among many, behind the level of the students' motivation.

## Section two: Motivation and attitudes

**Question 3 Do you think that your teacher is :**

- a) Controller
- b) Organizer
- c) Facilitator

	Controller	Organizer	Facilitator	Total
Number	20	23	17	60
%	34%	38%	28%	100%

**Table 3: The students' description for their teachers**

In EFL class, teachers ought to be guides or facilitators in order for them to smooth the progress of learning for students and motivate them to overcome anxiety. Not controllers who create nothing, but inhibition and anxiety in the class. A controller is what (34%) of the participants opted for. While (38%) affirmed that they would describe their teacher as a facilitator and other (28%) they would describe their teachers as facilitator and this is what student need in such language classes .

**Question 4 Do you think that your teacher is a motivator ?**

- a) Yes
- b) No

	Yes	No	Total
Number	49	11	60

%	82 %	18 %	100 %
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**Table 4: Whether teacher motivate students**

What students need in their classes , is to have a great caressing from their teachers, since teacher before all is a care giver this is really the important and can be presented by motivating them , and when we have asked students about their teacher the answer where positive i.e. 82 % they respond by yes ,while only 18 % they answer by No ,represented by 18% from the whole population .

**Question 5 Do you feel relaxed in your class ?**

a) Yes

b) No

	Yes	No	Total
Number	44	16	60
%	73 %	27 %	100 %

**Table 5 : The students feeling in the class**

This question is related to the learners’ personality. The majority of the participants (72%) affirm that they feel relax when they participate, while the rest of the percentage (28%) reveals that students feel uncomfortable.

**Question 6 Do you feel your heart pounding when you are to answer in the class?**

a) Yes

b) No



	Yes	No	Total
Number	42	18	60
%	70 %	30 %	100 %

**Table 6: The students feeling when they participate**

This question is related to the previous ones about the learners' personality and their feeling while they are in a formal situation (classroom). The majority of the participants (70%) argue that they feel their heart beat fast when they participate, while the rest of the percentage (30%) reveals that students they feel a normal feeling .

**Question 7 Do you feel anxious when you are in the class ?**

- a) Yes
- b) No

	Yes	No	Total
Number	25	35	60
%	42 %	58 %	100 %

**Table7 :The students' anxious feeling**

Concerning the anxious feeling of students in their classes, thirty-five respondents (58%) report that they donot have this feeling during class, however , twenty-five (42%) say they confirm that they feel anxious while they learn . Anxious feeling in English classes seems to correlate with the students achievement and personality.

**Question 8 What makes you anxious ?**

- a) The teacher explanation
-

b) Passing a test /exam

c) The teacher's evaluation

Other.....

	The teacher explanation	Passing test /Exam	The teacher's evaluation	Total
Number	8	36	16	60
%	13 %	60 %	27 %	100 %

**Table8 : The source of student's anxiety**

The table shows clearly that the passing exam/test and the teacher's evaluation are the primary source of encouragement respondents have. Concerning the anxiety that comes during the time when teacher explain something , have been answered by eight respondents presented by 13 % , while sixteen respondents (27%) say that they feel anxious when their teacher evaluate them . However, the majority of respondents 36 respondents (60%) report that their anxious feeling comes from the passing of an official exam or a having test .

**Question 9 Do you want to be motivated in order to :**

a) Get a good mark

b) Be less anxious

	To get good mark	To be less anxious	Total
Number	37	23	60
%	62 %	38 %	100 %

**Table 9: The students desire to be motivated**

Respondents' order of the reasons proposed clearly shows that they give great importance to motivation in order to get good mark thirty-six respondents (62%) i.e. in term of external motivation, and eighty-three (38%) respectively consider wanting to be a motivated students the most important reason to be less anxious i.e. the internal motivation.

### **I.3.3 Global analysis of the teachers' & students' questionnaires**

The global understanding of the teachers' questionnaire, we can notice that ELT' role to motivate learners and encourages them in learning the language and, thus, minimize their psychological troubles such anxiety. In the 1<sup>st</sup> question, the majority of the teachers' answers was positive 100% affirm that is the teacher role to motivate students because the teacher must be in the first place as a care giver the 5<sup>th</sup> question is related to this later in which the teacher of English at university of Biskra declare that they always attempt to motivate their learner whereas only 10% they rarely do this and no one of our informants neglect this important process in teaching this foreign language, from this we can conclude that ELT are aware about their student and they take care of them. Farthermost, the analysis of 2<sup>nd</sup> question 37% of answers demonstrated that all teachers seem to agree that they should play the role of facilitator in order for make their learners feel relaxed and less anxious; and encourage them and this is what is really needed in EFL classes, however, only 9% would describe themselves as guider and tutors. In the 8<sup>th</sup> question, 50% of the teachers affirm that the most effective type of motivation are is to use both type of motivation i.e. 'intrinsic & extrinsic' and they give many justifications to support their point of view saying that those two types are complementary and each one supports the other; in order to make EFL learners more motivated and less anxious the EFL teachers must focus on the two types in order to be more efficient. Moreover, in the last question 70% of the teachers affirm that their students feel anxious during a lectures. Eventually, the general understanding of teachers' questionnaire results, we can notice that teacher' answers were very positive. This is because when we have looked globally to section two we directly understood

that their opinions and attitudes towards our statements are entirely supporting our previous hypothesis concerning the teacher role in motivating students to reduce anxiety . Furthermore , The analysis of the students' questionnaire reveals that the teacher role in learning English do really influence the level of the students' motivation to be more confident and less anxious. Firstly ,when we see ( question 1)The learners' answers, in part two, demonstrated that the majority of students 38% describe their teachers as organizer , while only 28% of the students would describe their teacher as facilitator and this is what teachers ought to be guides or facilitators in order for them to smooth the progress of learning for students and motivate them to overcome anxiety .Furthermore , the students' declaration in (the question 4)those who are really relaxed are the majority 82%, while only 18% declare that they feel uncomfortable this is due to their inner feeling may be they have problems in understanding the task or the atmosphere is somehow disturbed.We go further in (the question 5 )the majority of students 72% declare that they do not feel anxious due to their teachers' care to study the English language and because ELT show a great deal of interest and enthusiasm during class hour , nevertheless, there are students 28% make a declaration that they feel anxious may be are those who did not have chose to major the English branch .Further, in (the question7) we can notice that 58% of the students do not face the anxious feeling during class however 42% confirm that they have a problem with this psychological barrier .The analysis of (the question 8)we can perceive that the students' answers revealed that there is one main source of anxiety almost for all students 60% which is the fear of passing an exam or having a test ,while only 13% of the EFL students replay that the source of their anxiousness is from the teacher' evaluation ,Finally , 62% of the students in the last question affirm that their desire to be motivated is to get good mark i.e. extrinsic motivation in term of rewards and positive evaluation;hence , merely13% of them have answer by the following ; they want to be motivated for their intrinsic needs which is to be less anxious . All in all, the English' students declaration can give a clear idea on the importance of teacher in different angle of the teaching-learning process

## **Conclusion**

This chapter provides clear answers for the research questions and confirm our hypotheses. The findings demonstrate generally positive attitudes toward teacher role in solving psychological problems foreign language learning. Teachers sampled in this study held positive views about ELT effectiveness in EFL classroom . Moreover, the results prove that teachers who ignore the use of motivational strategies cannot go forward in solving students' psychological troubles . The findings also examined how teachers' of English affect foreign language students' intentions and behavior . More importantly,The analysis of the questionnaires provided a significant data about the students' opinion about their perceptions their feeling inside the classroom, and their preferences concerning their teachers' role. Moreover, though the students classified the language anxiety as being their last priority in learning English, this does not mean they denial its importance.

## Pedagogical Recommendations

Coming to the most important part in this study, here some recommendations will be suggested for teachers to help their students to control the different psychological barriers in order to minimize their anxiousness and therefore to increase their level of motivation :

- ✓ Since the teacher role is very important the teachers should present himself properly from the first section to build a good appearance
- ✓ Moving to the second point ,the teacher has a central place in EFL classes he should know more about the teaching beliefs .
- ✓ Besides to that, the teachers should pay attention to the psychological barrier and give more care especially to the anxious feeling because it is very dangerous and can harm the learning process.
- ✓ Furthermore motivation is very important and beside to that teacher must concentrate on both type because they are complementary .
- ✓ Supporting the teaching process by a specific strategies can help them to control or even overcome the psychological barriers that hamper the students. For instance ,encouraging them to be proud of themselves and celebrate success; and creating a supportive learning environment this can be by a number of steps.
- ✓ Nevertheless , the use of behavioural strategies is very important because the teacher behaviour influence on students than ha/she must show a good example and modelling student behaviour consciousness raising about self-regulated strategies or stage managing classroom events .
- ✓ Moreover , the teacher teach students the rule of language and educate learners to be more satisfied and to be responsible members inside the classroom , in order to do this teacher need to know more about their affective natures and needs .

✓ Eventually , the English teacher can do more progress to develop their role in teaching English as foreign language especially in developing their awareness in the psychological barrier and what feat the students' need.

## General conclusion

Teaching in EFL classes is very crucial for many reasons , in one hand to find away how to deliver knowledge to learners in a given context ,on the other hand , the importance of having a way to deal and take care of students and solve their problems .Furthermore ,being severe teachers may demotivate students to learn . A teacher should be tolerant, flexible and understanding ,he should not create any psychological obstacles in the classrooms the ETL also have to believe that being well at ease is a prerequisite for learning this is indeed a very important one. The commonplace belief is that almost everybody in his/her inner feelings thinks that controlling teachers are more respectable, more awe inspiring, and, more importantly, more competent than autonomy supportive ones but in fact being guides or facilitators is more efficacy in EFL classes or any other learning context because he smooth the progress of learning for students and motivate them to overcome anxiety. Not controllers who create nothing, but inhibition and anxiety in the class. The teacher of English as a result should manage those two important factors which are motivation and anxious feeling in order to make the learning process more effective and interested by the use of the needed strategies appropriately and make students feel at ease and be free from anxiety .

The present study has dealt with the role of English teacher in motivating EFL learners to minimize their anxious feeling . Its main concern was investigating of the use of Motivational Strategies that overcome anxiety or at list minimize its level among the students of different levels of English department at the university of Biskra . Known that the role teacher have agreat influence in EFL classes and the use of motivation is the best strategy that deals most with the learners' anxiousness , we devoted the first chapter to speak about firstly, some background information, definitions, and types and beliefs related to the 'teacher' ; then,we move to the characteristic of good and effective teacher . Finally, we explore the positive role of



teachers in the academic setting. And the second chapter that is about motivation and the anxiety.

All teachers, around the globe, agreed upon the idea that the use of motivational strategies is a very motivating way that helps the learners to be free from a vague of unpleasant emotion that is experienced in the class, this is confirmed after the analysis of the student' and the teachers' questionnaire. As a matter of fact, the use of motivation is an effective strategy because it focuses on solving the learner' psychological trouble. It gets the learners be interested with any given task in order to create an anxiety free atmosphere and, at the same time, make them understand that the teacher is there to facilitate and guide them since they give more attention to solve their psychological problem. Accordingly, the motivational strategies are recommended to be implemented in language classes in general. As a final point, the present dissertation has shed some light on the Teacher adaptation of motivational strategies in EFL classes. And that it may be supported by further research for the sake of improving teaching at the level of university.

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## APPENDIX A



MOHAMED KHEIDER UNIVERSITY OF BISKARA



FACULTY OF LETTERS AND LANGUAGE

DEPARTEMENT OF FOREIGN LANGUAGES

ENGLISH DIVISION

### *Teachers' Questionnaire*

Dear teachers ,

This questionnaire is devoted to gather the needed information for the accomplishment of master dissertation , we want to shed light on the 'Teacher's Role as Motivator to Reduce Anxiety in EFL Classes' , we would be very grateful if you could help us by filling in the questionnaire :

#### ➤ Section one : background information about teachers

1. Degrees held

d) B A License

e) M A Master / magister

f) PHD Doctorate

2. Experience :

a) 1-5 years

b) 5-10

c) More than 10 years

**Section two :**

1. According to you , is it the teacher's role to motivate EFL learners :

- c) Yes
- d) No

2. Do you consider yourself as :

- a) Controller
- b) Organizer
- c) Facilitator

Other .....

3. Do you see that you have beliefs in your career?

- c) Yes
- d) No

4. Do you use sense of humor during class with your students ?

- c) Yes
- d) No

5. Do you motivate your learners to be good ?

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

6. According to you what is the more effective type of motivation ? Why ?

- a) Extrinsic
-

b) Intrinsic

explanation.....  
.....  
.....

7. do you try to build self-confidence to your students ?

a) Yes

b) No

How ?.....  
.....  
.....

8. Do you create a relaxing atmosphere to your students ?

a) yes

b) No

9. Do your students feel anxious ?

a) Yes

b) No

**Thank you dear teacher**

**We wish you all the best in your career**



## APPENDIX B



MOHAMED KHEIDER UNIVERSITY OF BISKARA



FACULTY OF LETTERS AND LANGUAGE

DEPARTEMENT OF FOREIGN LANGUAGES

ENGLISH DIVISION

### *Students' Questionnaire*

Dear students ,

We are undertaking a study on 'Teacher's Role as Motivator to Reduce Anxiety in EFL Classes' , the current questionnaire is an attempt to gather the needed information for the accomplishment of master degree the results of the dissertation are based on your response you are kindly requested to answer the following questions .

We hope that you will answer with full attention, honesty and interest.

To answer the questions, you are required to put a tick (×) in the box correspondent to your answer. You may seek clarification from us whenever you feel the need for that.

#### ➤ Section one: Background information.

1. Age :

17-20

21-25

more than 26

2. Choosing to learn English was :

c) Personal

d) Obligated

➤ **Section two :Motivation and attitude**

1. Do you think that your teacher is :

d) Controller

e) Organizer

f) Facilitator

2. Do you think that your teacher is a motivator ?

c) Yes

d) No

3. Do you feel relaxed in your class ?

c) Yes

d) No

4. Do you feel your heart pounding when you are to answer in the class?

c) Yes

d) No

5. Do you feel anxious when you are in the class ?

c) Yes

d) No

6. What makes you anxious ?

d) The teacher explanation

e) Passing a test /exam

f) The teacher' s evaluation

Other.....

.....

.....

.....

7. Do you want to be motivated in order to :

c) Get a good mark

d) Be less anxious

**Thank you**

## الملخص

إن التدريس لما له من أهمية يجب أن يحظى باهتمام من قبل الأساتذة خاصة في اقسام اللغة الإنجليزية ،وبصفة كبيرة مايتعلق بالاضطرابات النفسية التي تواجه الطلبة والحلول الواجبة لها . لقد قام الكثير من الباحثين و المهتمين بهذا الموضوع بعدة أبحاث ودراسات عملا على إيجاد منهج في تدريس هذه اللغة ،للتخفيف من حدة المشاكل النفسية التي تعترى الطلبة حيال تعلم اللغة الإنجليزية ،و كذا طريقة اختيار المادة المناسبة لهم وخلق جو يحفزهم على استيعاب هذه المادة إذ أن طريقة الاستاذ والمادة المدرسة لديها تأثير كبير لجذب الطالب وتحريره من توتره النفسي إذ أن هذه الإستراتيجية تخلق لدينا طالب نموذجي . من خلال دراستنا هذه سنتطرق للتعرف على طريقة و دور اساتذة اللغة الانجليزية باستعمال مختلف استراتيجيات التحفيز لحل مشكل التوتر النفسي الذي يواجهه الطلبة وتثبط من تطورهم النفسي . كما تطرقنا الى بعض استراتيجيات التحفيز وتذكير الاساتذة لأن يكونوا حريصين على ادوارهم المختلفة التي مبتغاها خلق جو خال من التوتر من جهة و تحفيز الطلبة لزيادة ثقتهم بالنفس ما ينعكس ايجابا على سلوكهم من جهة أخرى ،وقد وجدنا أن رأي الأساتذة في هذه الطريقة إيجابي معتبرينها جيدة ومؤثرة في أسلوب التعليم . هذه الدراسة تمت على أساتذة وطلبة قسم اللغة الانجليزية في جامعة محمد خيضر بسكرة ،باستخدام إستمارتين وكانت نتائج الدراسة مؤكدة للفرضية المقترحة و أن المشكل الذي يواجه الطلبة يمكن تخطيه ،خاصة أن طريقة التعليم الجديدة سهلة التنفيذ إذا حرص الأستاذ على إستعمال الإستراتيجيات المقترحة في التحفيز .

# DEDICATION

Before all THANK *ALLAH* FOR HELPING ME , To the most precious people to my heart ; to the ones who gave birth and meaning to my life, to the persons who gave me strength and hope: To my dear mother and beloved father I dedicate this work.

To my brothers and sisters

To all those who prayed for me and besought God to help me

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## **Abstract**

In the field of Teaching English as a foreign language ,learners need a considerable attention from their teachers , especially in managing psychological problems that may hamper their achievement . Many researchers and classroom teachers are doing researches to find out what is really needed in teaching this target language ,and to solve the learners' psychological problems in English learning context . Selecting the suitable materials and creating the appropriate atmosphere is one important research branch. The role of teacher can truthfully reflect the student's behavior and solve their troubles ,because it is argued that the teacher' position have an important influence on motivating their students to be free from anxiousness ,this research surveyed English as foreign language university teachers in order to identify the nature of their role and the use of the different motivational strategies toward the language anxiety that hinder EFL learners achievement ,the ELT have to make them more motivated and overcome their anxious feeling or at list minimize it . Eventually, this study aims at suggesting some strategies of motivation,making ELT aware of the different roles in their classes that serve in creating an anxiety free atmosphere. The findings gathered in this study confirmed the set hypothesis in that the problems students face in learning can be avoided if the teachers are aware of the importance of the use of motivational strategies.

## **List of abbreviations**

**EFL:** English as a Foreign language

**ELT:** English Language Teacher

**EM:** Extrinsic Motivation

**FL:** Foreign Language

**IM:** Intrinsic Motivation



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