PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

University Mohammed Seddik Ben Yahia, Jijel

Faculty of Letters and Languages

Department of English Language

An Investigation of Teachers' Use of Motivational Strategies in Written Expression Classes

The Case of Teachers of First- Year Students at the Department of English, Mohammed Seddik Ben Yahia University, Jijel

Dissertation submitted in Partial Fulfilment of the Requirements for Master Degree in Language Sciences Studies

Submitted by: **Supervised by:**

Fahima LAYOUL   Boutkhil GUEMIDE

Members of the Jury:

Dr. Salima MAOUCHE	President	University Abd Errahmane Mira, Bejaia
Dr. Fadela KACI	Examiner	University Abd Errahmane Mira, Bejaia
Mr. Boutkhil GUEMIDE	Supervisor	University Mohammed Seddik Ben Yahia, Jijel

2017

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2017

"Tell me and I forget, teach me and I may remember,

involve me and I learn."

-Benjamin Franklin-

Declaration:

I hereby declare that this Master's thesis has been composed solely by myself and it has been written by me in its entirety, under the supervision of Mr. Boutkhil GUEMIDE; this thesis has not been submitted, in whole or in part, in any previous application for a degree, or any institution for assessment purposes, and it was not previously presented to another examination board and has not been published.

Further, I have duly acknowledged all the sources of information which have been used and have been cited and referenced in the present study titled "An Investigation of Teachers' Motivational Strategies in Written Expression Classes".

I agree with the storage of this work in the library of the Faculty of Letters and Language at the University of Jijel and making it accessible for study purposes.

Jijel: 27 June 2017

FAHIMA LAYOUL

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Dedications

"In the Name of Allah, Most Gracious, Most Merciful,

All the Praise is due to God alone, The Sustainer of the World"

Every challenging work requires guidance and support of those who are very close to

our hearts.

This modest work is dedicated to my tender father, whose affection and support and

love were my source of inspiration in every success I made in life, and whose prays

of day and night make me able to get such success and honour,

To my belove mother, my brothers "***Haroun***" and ***"Idriss",*** for embracing and

nursing me with love and encouragement and for their delicate companionship,

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those who add the special taste of joy to our family,

To my aunts ***"Samira"*** and **"*Wahiba"*** for their priceless words and support,

To my uncles **"*Abdelaziz***" and **"*Djamel***" for their support,

To my grandmothers, **"*Messouda* and *Halima***",

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To some people who have passed away and still in my memory. I know you would

have been happy seeing this work accomplished; May Allah be merciful with you all.

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Abstract

The teacher's use of motivational strategies is generally believed to enhance students' motivation. Therefore, the ultimate goal of this exploratory study is to investigate teachers' motivational strategies in written expression classes, and the link between the teachers' motivational practice and their student's language learning motivation; particularly, in relation to writing for being the most complex productive skill. Henceforth, the basic hypothesis adopted in this research set out that students may find learning the writing skill more stimulating if teachers incorporate motivational strategies in written expression classes; the second hypothesis states that students may also be motivated and develop their writing skill if teachers use motivational activities in their teaching practice. To test these hypotheses, an observational study and two questionnaires have been used. The classroom observation took place at the Department of English, University of Mohammed Seddik Ben Yahia, Jijel. The first self-report questionnaire was designed and administered to a sample comprising ten teachers; the second questionnaire set to sixty students from the aforementioned university. The method of this research work is quite descriptive; both quantitative and qualitative research paradigm proceeded in order to gather data. Accordingly, the analysis of the results generated by the two research instruments confirm the first research hypothesis; that teachers use motivational strategies in their teaching practice; the second hypothesis shows that teachers do not use motivational activities in written expression classes and that the research hypothesis is not confirmed. Finally, the obtained results should be taken into consideration in both fields of teaching and research.

Keywords: Motivation, motivational strategies/activities, writing skill

List of Abbreviations and Symbols

ASD: Autism Spectrum Disorder

BC: Before Christmas

EAP: English for Academic Purposes

EFL: English as a Foreign Language

e.g.:   Example

ESL: English as a Second Language

ESP: English for Specific Purposes

etc.:   et cetera

Fig.:   Figure

FLL: Foreign Language Learning

FSW: Find Someone Who

i.e.:   That is to Say

L1:   First Language

L2:   Second Language

N: Number

N':   Number

P.:   Page

Q: Question

SLA: Second Language Acquisition

%:   Percentage

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General Introduction

1.   Background of the Study:

A rich bulk of research has been carried out to study motivation and its implications in the psychological and pedagogical setting. It is now recognized that motivation is one of the key factors that impact the rate and achievement of second/ foreign language learning (Dörnyei, 1998: p. 117).

Motivation has gained a wide interest compared to the other factors involved in determining the EFL success/failure in foreign language learning, particularly, for being the primary impetus to initiate learning efficiently. In this sense, it is fair to say that without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language proficiency, whereas most learners with strong motivation can achieve a working knowledge of the L2, regardless of their language aptitude or any undesirable learning conditions (Gardner, 1959: p. 106). Henceforth, the role of motivation is essential in second/ foreign language learning.

By and large, the ultimate goal of students who study English as a foreign language is to master the EFL four skills, i.e. listening, speaking, reading and writing. In particular, writing as a productive skill is considered as an indicator of the academic level of achievement and a vital necessity to accomplish the various academic writings. A great majority of students consider the writing skill as a daunting task; they usually face the problem to learn all the writing mechanisms and apply them appropriately. Hence, an EFL teacher should put much emphasis on how to empower the students' desire through the use of different motivational strategies and activities which may stimulate the students' interest and raise their motivation as

well to engage them in the writing process; thus, students will gradually grasp the skill of writing and its mechanisms and develop their writing proficiency.

2.   The Literature Review:

In the course of the most recent decades, the concept of motivation has been an interesting topic for different researchers. Moreover, it has turned out to be considerably important and very necessary to motivate students. However, research on motivation has evolved for second (ESL) and foreign language (EFL) learning from centering and portraying the composition of students' motivation to a detailed list of practical suggestions in assisting teachers to boost their students' motivation. Thus, the use of motivational strategies centered in the real classroom has become the subject matter for a myriad of researches and researchers.

This research study focuses on investigating teachers' motivational strategies in written expression classes, yet the issue still invites many different areas which ought to be explored. Through reading literature, the following studies have been found to remain closely related to the actual study.

In this light, many researchers (Brophy, 2010; Dörnyei, 1994; Kumaradivelu, 1994; Oxford & Shearin, 1994; Williams & Burden, 1997) have written on motivational strategies and signify its importance in the teaching practices. According to them, "motivational strategies are adopted for improving L2 learners' motivation, and therefore, helping them to learn a language proficiently" (Orio, 2013: p. 5).

A similar finding was allocated by Dörnyei & Csizer, 1998 in which they conducted a study about motivational strategies. This study was an attempt to revise the original list of the strategies by grounding them through systematic and

classroom-based research. The study revealed ten motivational strategies the participating teachers considered to be the most significant strategies in terms of their usefulness in the classrooms. The proposed strategies are widely known as the "Ten Commandments" (p. 34).

A quite similar conclusion also appeared in a study conducted by Xavier (2005) examining the importance and frequency of forty- three (43) motivational strategies divided into sixteen (16) conceptual domains. The study showed that from the sixteen conceptual domains of motivational strategies, three are potentially motivating. Results of this research study also revealed some of the strategies that were regarded as important, have been utilized in the classroom.

Hsu (2014) investigated the differences between novice teachers and experienced teachers when applying the motivational strategies in the EFL classes. His study was concerned with the Taiwanese secondary teaching practice of the foreign language. The results of this study uncovered that the motivational strategies of the novice teachers and the experienced teachers vary from each other on account of the number of accomplishments and experiences each one has. Therefore, he expresses that there are a few standards which may contrast from one teacher to another such as, teachers' pedagogical knowledge, teaching belief, and instructional style (p. 134).

Another study that has influenced this research is that of Dörnyei and Cheng (2007) entitled "The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan". The study aimed at determining the Taiwanese teacher-respondents' perspectives on the importance of the list of motivational

strategies in their teaching practice and how often they implemented the given strategies listed by the researchers (p. 153).

The literature review revealed that a number of studies were conducted in accordance to the psychological construct "Motivational Strategies". However, a few research studies were conducted in relation to motivational strategies and the writing skill; and therefore, more studies are needed to tackle with this regard.

3.   Statement of the Problem:

The actual problem observed in the Algerian context, especially in the case of first-year EFL students at the English Department of Mohammed Seddik Ben Yahia University is that students learn the English language in a non-native context, which impacts their production of language as a means of communication.

The writing skill in English is unlike speaking, listening, and reading, i.e., students lack the chance to practice writing outside the classroom, so what students learn in class is practiced inside and has a little chance to be developed outside. This represents one of the problems that restrict EFL learners and demotivate them to engage in the written expression module, and hence, to acquire the EFL writing skill proficiently.

However, motivation is seen as one of the key factors in determining EFL students' success/failure in EFL learning. Thus, the role of motivation in foreign language learning is essential, and the role of the teacher represents the heart of the teaching and learning process; whereas, the teacher lacks the use of motivational strategies as well the motivational activities that may motivate his students to develop their writing skill.

Results of the pre-interview that has been made with some of the first-year EFL students at the English Department of Mohammed Seddik Ben Yahia University of Jijel about how teachers stimulate their attention and interest, and what motivational strategies and activities their teachers use in their teaching practices, particularly in a written expression class for first-year EFL students, was the driving force for conducting this research.

More precisely, the collected pre-interview data have shown that first-year EFL students could not recognize the different motivational strategies that their teachers used in written expression module. Hence, the actual research tends to investigate the teachers' motivational strategies in written expression classes which considered as a clue in developing the students' writing skill.

In this regard, the present research study attempts to empower teachers to motivate their students through the use of some motivational strategies and techniques, also, to implement some motivational classroom activities that may enhance students' motivation towards the writing skill, and thus, to develop their writing abilities and to achieve higher levels of attainment in the mastery of the target language.

4. Aims of the Study:

The present research aims to explore the teachers' motivational strategies and activities in written expression classes as a means to raise students' willingness and persistence in the writing module, and hence, to develop their writing skill.

The intention of this study is to figure out the motivational strategies that EFL teachers most use in their teaching practice from both the educational psychology, and pedagogical perspective; particularly in writing classes with first-year EFL

students, and finally, to give some recommendations about implementing those motivating strategies in order to promote students' readiness and ability in written expression classes, and therefore, to achieve and master the skill of writing.

5. Research Questions:

The present research addresses the following questions:

- Do EFL teachers implement motivational strategies in their process of teaching the writing module?
- Do EFL teachers use motivational classroom activities to help students develop their writing skill as first-year EFL students?
- What motivational strategies does the EFL teacher use in written expression classes?
- Do motivational strategies affect the student' enthusiasm and desire in written expression classes?

This research will study these questions in an attempt to bring some clarity to the actual situation of teaching writing in first-year EFL classes at the University of Mohammed Seddik Ben Yahia Jijel.

6. Hypotheses:

Based on the assumption that the teachers' personalities and qualifications; in addition to the use of the most appropriate motivational strategies would have beneficial effects on the students' readiness to gain a proficiency in achieving and mastering the writing skill. In this sense theses hypotheses stated:

🞣 **Hypothesis one:**

It is hypothesized that if teachers incorporate motivational strategies in written expression classes, students may find learning the writing skill more stimulating.

🞣 **Hypothesis two:**

It is hypothesized that if teachers' use the motivational classroom activities in their teaching practices; particularly, in regard to the teaching of the writing module may raise students' motivation and willingness, and affect their writing skill development.

7. Methodology and Means of the Research:

The present research is conducted through the descriptive method since the nature of the subject requires such type. Therefore, it undertakes this research through describing the theoretical framework of the proposed topic in the first part and analyzing the classroom observation and both the teachers' and students' responses to the questionnaires in the second part.

The third chapter is devoted to the field work. The data of this research are collected from both a qualitative and a quantitative research paradigm. The selection of the participants was guided by the purpose to collect data about the teachers' motivational strategies used in written expression classes. To ensure the findings and reach the objective of this study, two primary tools are being used: A Survey Questionnaires and Classroom Observation.

The participants were informed about the aim of the current research problem, and have been ensured that the confidentiality of the underlying information was maintained. The participants voluntarily agree to participate in the study. The

Questionnaires have been administered to the EFL teachers to investigate their motivational strategies in written expression classes, and also to the EFL students to figure out what motivational strategies has been followed by the EFL teachers in this module; both the participants are asked open and close-ended questions. In addition, the classroom observation is being used comprising the same purposes as the questionnaires did.

8.   The Structure of the Study:

The present research discusses the theoretical framework about the role of motivation in foreign language learning, and it sheds light on the teachers' use of motivational strategies. Also, it presents the ways of teaching the writing skill through demonstrating some motivational strategies and motivational classroom activities that may affect students' motivation in writing classes.

The second step is devoted to the analysis of data obtained from both the EFL teachers' and students' questionnaires and the classroom observation. Some pedagogical recommendations with regard to the teachers' use of motivational strategies in written expression classes are also given. This study will be mainly divided into three main chapters:

The first chapter highlights the main elements related to motivation in language learning. Under this context, some definitions, types, and a brief historical overview of research about the L2 motivation as well as the different theoretical models related to the construction of motivation are addressed in this chapter. Also, it provides some factors that affect and could be affected by motivation. Further, it highlights the role of an EFL teacher in motivation, and presents different strategies

used by EFL teachers in written expression classes; taking into account both the psychological perspective and the pedagogical perspective.

The second chapter traces writing as an output skill including its definition, an overview of writing skill instruction in the foreign language classroom, its importance, and its purposes. Moreover, it stresses some approach to teaching writing, and it highlights the writing relationship to other EFL skills. Also, it sheds light on the different problems in relation to the writing skill and the difficulties faced in the teaching process. This chapter ends by stating the role of motivation strategies in written expression classes.

Chapter three is devoted to the research methodology and data collection analysis. In this chapter, the data gathered from both the teachers' and students' questionnaires and the classroom observation will be analyzed; by focusing on their views about the motivational strategies used in written expression classes. Accordingly, the collected data have been qualitatively and quantitatively analyzed to see whether the obtained results confirm or reject the hypotheses. Furthermore, some pedagogical recommendations for teachers and future research are also provided in this chapter.

Chapter One: Insights into Research on Motivation and Motivational Strategies

Introduction:

When attempting to clarify any achievement or disappointment in English language learning, the term motivation is regularly utilized by either teachers or students. Indeed, it is one of the key learner factors that determine the rate of success and accomplishment. Without adequate motivation, even individuals with the most remarkable abilities cannot accomplish long haul objectives in learning a foreign language. In these lines, motivating EFL students to develop in the target language is quite intricate. In many cases, these students confront challenges and difficulties in learning English and are often demotivated to learn. Research in classroom motivation has found that certain strategies can help these students embrace more positive attitudes and turn out to be more spurred and motivated in the learning process.

That is to say that motivation is needed to help students expand and persist their efforts in the learning process. Due to its significant importance, motivation has been the subject of a considerable amount of research in recent decades (Dörnyei & Ushida, 2011; Rayan & Deci 2003; Gardner, 1985); exploring the nature of this complex construct and its implication in educational and pedagogical settings.

This chapter seeks to present an overview of motivation in EFL teaching, including a definition, a brief historical overview, the different theoretical models, its types and some factors that affect and could be affected by motivation. Moreover, it attempts to highlight the notion of motivational strategies, its definition, and framework. Also, it remains with the role of an EFL teacher in motivation as being an agent of change. Finally, the motivational strategies that EFL teachers implement

during the process of teaching writing from both the educational psychology and the pedagogical perspective are also presented.

1.1. Definition of Motivation:

It is commonly known that learning occurs when we want to learn. The notion of motivation is related to the desire and willingness to learn. In general, motivation denotes the driving force that pushes the learner to learn something new and take an action in a particular activity. There has been a wide assortment of theories concerning motivation over the last few decades. In fact, it is only thirty years ago that this concept begins to be systematically investigated by psychological and educational perspectives (Brown, 1987, & Burstall, 1975: p. 52).

The term '*motivation'* has numerous and diverse meanings in which different researchers held theirs owns opinions on what is motivation. However, the actual study stands only for the standpoints of Cohen (1990), Dörnyei and Otto (1998), Heckhusen (1991), Williams and Burden (1997).

In particular, Cohen (1990) defines motivation in general terms as "Something that drives people to do what they do" (Cited in Bentham, 2002, p. 120).

Another definition was provided by Heckhusen (1991) who defines motivation as "A global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences, and then implements it with some measure of energy, along a particular path" (Cited in Dörnyei and Otto, 1998, p. 64).

Moreover, Dörnyei and Otto claim that "Motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs,

coordinates amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out" (Dörnyei and Otto, 1998: p. 64).

Williams and Burden (1997) agree that motivation is something that comes from within the individual. They define motivation as "[…] a state of cognitive and emotional arousal, which leads to a conscious decision to act and which, gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal" (p. 120).

In other words, motivation is the key factor that inspired students to keep going in the learning process. In his proverb, the famous Chinese philosopher Confucius (551 BC – 479 BC) says "Tell me and I forget, teach me and I remember, involve me and I learn". Another one says "you can take a horse to water, but you cannot make him drink"; that is to say that motivation is needed in the learning process, all students need to be involved and motivated even the 'cleverest ones' which means that students can learn when they are motivated by suitable motivational strategies.

1.2. Historical Development of Language Learning Motivation Research:

Motivation masters a significant role in the process of language learning. It is important to comprehend its theoretical advancement in this field to be able to consider its relevance in the learning and teaching of foreign language.

Second language motivation has been a thriving area within L2 studies in the attempt to figure out other disciplines in which motivation is being related.

What supervene is a summary of the major periods that have been emerged to inquest what constitute motivation and how it functions. Correspondingly, research

in motivation development conducted by Ushioda and Dörnyei (2012) arrived at identifying three pioneers prototypical 'phases' described as: (1) the social psychological period (roughly 1959-1990), (2) the cognitive situated period (during the 1990s), and (3) the process- oriented period (the turn of the century).

1.2.1. The Social Psychological Period (roughly 1959- 1990):

The social psychological period, as its name indicates, was chiefly concerned with the social and psychological aspects of language motivation. Since learning a language requires a sort of incorporation of its culture and its social atmosphere, theories have been thriving within this period and were mainly influenced by Lambert and Robert Gardner (Gardner & Lambert, 1959), two Canadian researchers who examined motivation in second language learning.

As stated by Ushioda (2012), the "L2 motivation varied from the motivation of other types of learning. This was considered as a deemed arguments of the theories which were being postulated in this period, and gain a major emphasis" (p. 54). Therefore, Gardner and Lambert (1972) yield one conceivable explanation behind this is that a foreign language subject, unlike other subjects, can be identified by a set of social-cultural factors among which are, learners' cultural stereotypes, language attitudes as well as geopolitical considerations (p. 276).

Also, Gardner and Lambert (1972) considered that motivation to learn the language of the other community as an essential impulse held the responsibility for bolstering intercultural communication and affiliation. They embraced a social psychological approach based on the principle that students' attitudes toward the specific language group are restricted to influence how successful they will be in incorporating aspects of that language (Gardner, 1985, p. 6).

Moreover, in this period, new perspectives were provided in relation to the educational field as they were been depth insights in the theories concern at that time: more attentions to learners' attitudes towards the language group, their identity, as well as their geopolitical properties were provided extensively when planning language courses as well language motivation research.

1.2.2. The Cognitive Situated Period (during the 1990s):

While the social psychological period had its emphasis on the significance of states of mind and feelings of language learners towards the L2 communities and the L2, the cognitive period catch sight to fetch the concentration of the realization back to the psychological field accentuating mainly cognition (or mental processes).

The learning settings and the necessities of the students and teachers in the classroom were viewed as more relevant than the community and the social context. This did not imply that the social and psychological discoveries were ignored. In fact, the idea was to expand the previous speculations yet with regard for other cognitive perceptions. However, theories of social psychological period received manifold criticism by researchers. The first researchers that put much emphasis to scrutinize and criticized social psychological theory were Crookes and Schmidt (as cited in MacIntyre, 2002: p. 47).

The cognitive situated period put much emphasis on one aspect of human psychology, which is human cognition. In other words, this period deals with human cognition. Cognitive-motivational theories endeavor to approve cognitive psychological theories to the language learning classroom, by the virtue of many researchers in the field (e.g., Crookes & Schmidt, 1991; Brown, 1990; Skehan, 1989)

(Dörnyei, 2005: p. 76). Research began to focus on "cognitive-situated" influenced by the late of the 1980s and the early 1990s.

The cognitive situated period has depicted the impact of two focal issues. The need to adapt the main advancement in motivation psychology which witnessed an ongoing cognitive revolution, in this matter, researchers exhibited seemingly that motivation is critically affected by the individuals believe about their willingness and capacities, possibilities, potentials, limitations and past performance alongside the attributes of the assignments and objectives to be reached (e.g., values, gains, and hardships).

Second, the pervasive insights of the previous period, namely, the social psychological period, has driven researchers to overlap language learning motivation with the social and cultural aspects of the target community, which, in turn, augment the extent of research to a large scale point of view. Subsequently, makes a need to limit it down to a briefer and succinct model customized to all learning situations; as a case in point, generating a micro perspective to the research field of language learning motivation was approvingly required.

In addition, Dörnyei (1994, p. 279) asserts motivation on three different levels of factors, which likewise were greatly contributed to this period:

- **Language level:** it deemed the language and the community, as well as the instrumental and integrative motivational systems; as it graved up reactions in relation to the target language as proposed by Gardner;

- **Learner level:** includes the learner's personal traits and cognitive procedures;

- **Learning situation level:** it outlines on three specific motivational learning factors within the classroom refers to the teacher, course, and group of

learners in which an individual interacts is best illustrated in the following

figure :

Language Level	**Integrative Motivational Subsystem** **Instrumental Motivational Subsystem**

Learner Level	**Need for Achievement**
	Self-Confidence
	  ★ Language Use Anxiety
	  ★ Perceived L2 Competence
	  ★ Causal Attributions
	  ★ Self-Efficacy

Learning Situation Level
  Course-Specific
  Motivational Components
	Interest
	Relevance
	Expectancy
	Satisfaction

Teacher-Specific
  Motivational Components
	Affiliative Motive
	Authority Type
	Direct Socialisation of Motivation
	  ★ Modelling
	  ★ Task Presentation
	  ★ Feedback

Group-Specific *Motivational Components*	**Goal-orientedness** **Norm & Reward System** **Group Cohesion** **Classroom Goal Structure**

Fig. 1: Dörnyei's (1994) framework of L2 motivation (From Dörnyei, 1994, p. 78).

1.2.3. The Process- oriented Period (the past five years, the turn of the century):

The cognitive- situated approach, emerging in the 1990s, soon drew attention

in mint conditions to another perspective of motivation; highlight the significant of

considering motivation as a process in itself. This period was referred as the process-

oriented period; it is mainly based on second language learning motivation as a

process.

Motivation could be overseen as a process if it was identified to certain

learning behavior and to a classroom process. Research for this period has required

the adoption and reliance of a process-oriented approach to motivation. There was

an essential to adapt to the adjustments and the progressing changes that language

learning motivation undergoes during the period of language learning, that is, the dynamicity and variability of motivation over the language learning process inflicted a slant for a process-oriented paradigm. In Dörnyei (2005) words "Looking at it from this perspective, motivation is not seen as a static attribute but rather as a dynamic factor that displays continuous fluctuations" (p. 83).

Moreover, the author suggested that motivation can change even during an L2 class. Thusly, if during a single class motivation varies; during years of L2 learning, it can encounter diverse stages. This dynamic feature of motivation is crucial for the investigation of how it affects learning. Along these lines, research within the process-oriented period operated in correspondence to the momentum changes that endure language learning motivation. The adoption of this paradigm to motivation required that the process of motivation in SLA and FLL settings is to be apportioned into several discrete phases of advancement.

The three phases of research on motivation are based on Dörnyei and Otto's (1998) research on second language learning motivation, which is referred to as the process-oriented period. Dörnyei and Otto's (1998) present new mechanisms and components (as cited in Dörnyei, 2005: p. 83).

- **The Pre- actional Stage:** This preplanning stage was alluded to by Dörnyei as *'choice motivation'*. It tends to generate motivation, this initial phase ascribes motivation to as termed choice, subsequently, because generated motivation prompts to the choice of the objective and goal or the task and assignment that individual will seek after.

- **The Actional Stage:** The main emphasis of this stage is to ensure learners motivation. That is to say that motivation needs to be "actively maintain and protected" amid the time the action takes place. As an example, by inserting

pleasant and intriguing activities or tasks that can stimulate learners interest along the task time as a supportive learning atmosphere. In this phase, learners are convincing to the sustainment of their motivational state in spite of the impact of diversions inside the formal setting of language exposure. This phase also is known as '*executive motivation'* (p. 84).

- **The Post- actional Stage:** In Dörnyei & Otto (1998) words "There is a third phase following the completion of the action—termed motivational retrospection—which concerns the learners 'retrospective evaluation of how things went. The way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future" (p. 84). Briefly, means that this stage is ensuring completion of the assignment or the activity portrayed by a reflective behavior over the past involvement with an evaluative perspective. The three stages are further detailed in the figure below:

Preactional Stage	Actional Stage	Postactional Stage
CHOICE MOTIVATION	**EXECUTIVE MOTIVATION**	**MOTIVATIONAL RETROSPECTION**
Motivational functions:	*Motivational functions:*	*Motivational functions:*
• Setting goals • Forming intentions • Launching action	• Generating and carrying out subtasks • Ongoing appraisal (of one's achievement) • Action control (self-regulation)	• Forming causal attributions • Elaborating standards and strategies • Dismissing the intention and further planning
Main motivational influences:	*Main motivational influences:*	*Main motivational influences:*
• Various goal properties (e.g., goal relevance, specificity and proximity) • Values associated with the learning process itself, as well as with its outcomes and consequences • Attitudes towards the L2 and its speakers • Expectancy of success and perceived coping potential • Learner beliefs and strategies • Environmental support or hindrance	• Quality of the learning experience (pleasantness, need significance, coping potential, self and social image) • Sense of autonomy • Teachers' and parents' influence • Classroom reward- and goal structure (e.g. competitive or cooperative) • Influence of the learner group • Knowledge and use of self-regulatory strategies (e.g., goal setting, learning, and self-motivating strategies)	• Attributional factors (e.g., attributional styles and biases) • Self-concept beliefs (e.g., self-confidence and self-worth) • Received feedback, praise, grades

Fig. 2: A process model of L2 motivation (From Dörnyei, 2005, p. 85).

1.3. Theories of Motivation in Psychology:

The significant of the multidimensional construct of motivation was the primary impetus of a rich arrow of theoretical dogmas engender. Many researchers worked on the construct of motivation in different ways, giving rise to the emergence of a plenty of theories set within different time periods. The present work attempted to figure the most overwhelming theories in the field.

1.3.1. Abraham Maslow's Hierarchy of Human Needs:

Maslow (1962) in Good and Brophy, 1990, p. 364 attempted to synthesize a large body of research related to human motivation. His theory was hierarchical in

the sense that more basic needs needed to be met before time and space were given over to accomplish other higher needs.

Maslow (1968) contends that "The single, holistic principle that binds together the multiplicity of human motives is the tendency for a new and higher need to emerge as the lower need fulfils itself by being sufficiently gratifying" (p. 31). He categorized the needs into two groupings. The first grouping is alluded to as 'deficiency needs', because they motivate people to act only when they are unmet to some degree. It encompasses four levels represented as follow:

- **Physiological needs:** are those needs sought after for human survival such as air, food, water, clothing sleep and rest;

- **Safety needs:** include those needs that provide a person with a sense of security and well-being. Personal security, financial security, good health and protection from accidents, harm and their adverse effects are all included in safety needs;

- **Esteem needs:** allude to the need for self-esteem and respect, with self-respect being slightly more important than picking up respect and admiration from others;

- **Social needs:** are essential to humans so that they do not feel alone, secluded and depressed. Friendships, family and intimacy all work to satisfy social needs.

The second grouping is referred to as 'growth needs' because people constantly strive to satisfy them. Initially, Maslow put only one growth need, 'self-actualization', aligned for person's need to reach his or her full potential. The need to become what one is capable of is something that is exceedingly personal; for

example, while I might have the need to be a decent parent, you might have the need

to hold an executive-level position within your organization. In other words, self-

actualization needs refer to self-fulfillment the need to build up all one's potential

talents and capabilities), then, he altered his mind by including other levels: cognitive

needs (such as curiosity, exploration, and understanding) and aesthetic needs (such

as beauty, order, art).

In a nutshell, Maslow expressed that individuals are motivated to accomplish

certain needs and that some needs overshadow others. Our most basic need is for

physical survival, and this will be the first thing that motivates our behavior. Once that

level is satisfied, the next level up is what motivates us, and so on. Maslow's (1943,

1954) *hierarchy of needs* is a motivational theory in psychology comprising a five tier

model of human needs, often depicted as hierarchical levels within a pyramid as

shown in the figure below:
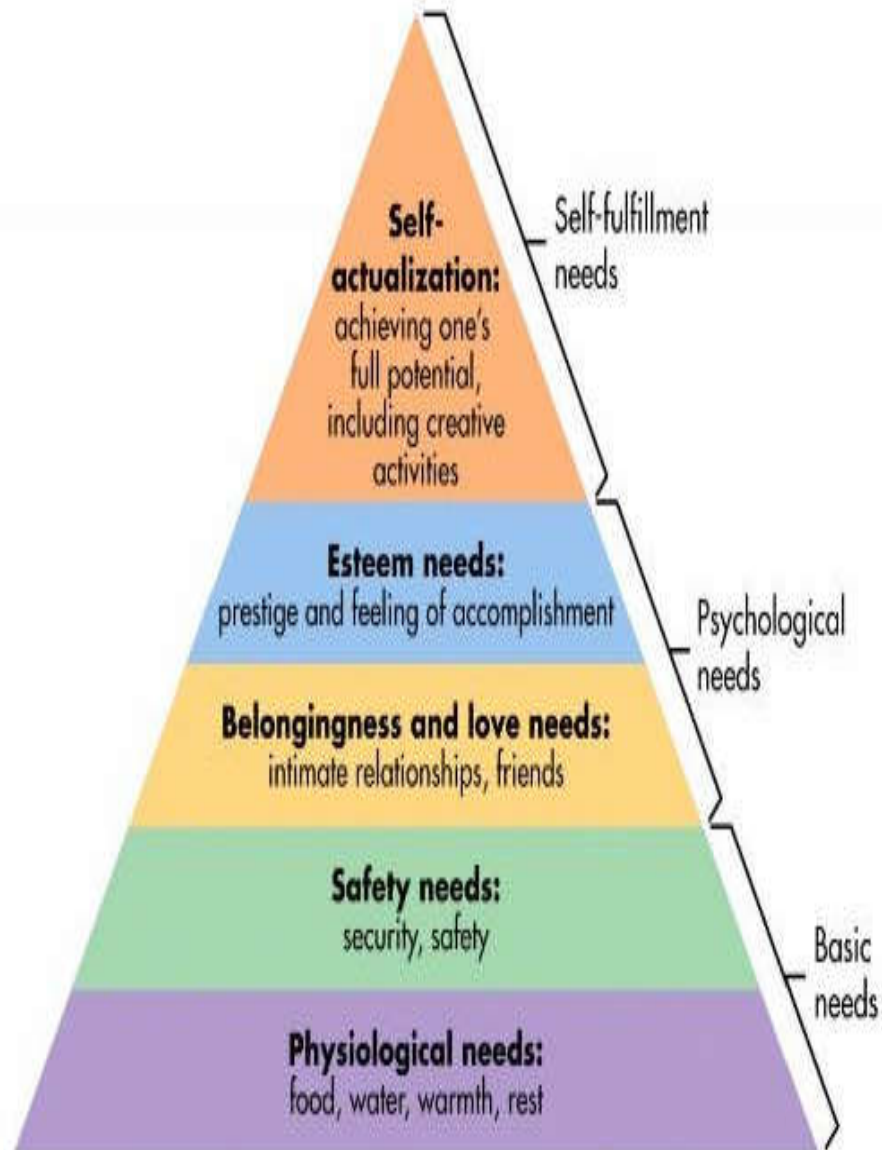
Fig. 3: Maslow's Hierarchy of needs in 1943.

1.3.2. Achievement Motivation Theory:

On the whole, the achievement motivation theory is the theory that certain individuals are motivated to succeed by seeking out achievement. These people are empowered by succeeding at difficult tasks and troublesome assignments, and they are also propelled and motivated by pointing out different methods of accomplishment.

This theory is mainly grounded on the assumption that those who are motivated by achievement buckle down and stretch themselves to the furthest reaches of their capacity in order to improve their work and get tangible outcomes.

Achievement motivation frequently appears differently in relation to disappointment shirking and failure avoidance, in which the person is spurred to simply avoid failure. That is to say that failure avoidance motivated people do not put as much work into what they do and concentrate on passing rather than surpassing expectations. These people are more likely to take on simple tasks and basic errands that they are more likely to succeed at, which is in stark contrast to achievement-motivated people who seek out difficult tasks to complete.

In essence, achievement-motivated people to find enjoyment in performing challenging tasks and see difficult tasks as opportunities to better themselves. These people believe in continuing to endeavor something in order to succeed instead of surrendering or moving to something else. They strive to improve their skills and consider success as a personal responsibility. The emphasis is typically on individual success rather than group or company inclusive success (Atkinson and Raynor 1974: p. 11).

1.3.3. Goal Theory:

A lot of researchers put much emphasis on the 'Goal theory 'and consider it as a fundamental construct in the study of motivation. A lot of early research on general human motivation shed light on basic human needs, the most vital such paradigm being Maslow's (1968) hierarchy of needs, which recognized five classes of needs: physiological, safety, love, esteem, and self-actualization.

Originally the concept of a 'need' has been supplanted by the more specific construct of a 'goal', which is seen as the 'engine' or the motor to flame the action

and provide the direction in which to act. In this manner, the goal theories, as well as the cognitive perceptions of goal properties, are viewed as the basis of motivational processes. Particularly, the goal theory focuses on the reason and purposes that students perceive for achieving.

In the frame of this perspective, four mechanisms exist, by which goals impact the individuals' performance in different cases and certain situation. As postulated by Locke and Lathman (2002) "the first goals have a directive function; they seek to direct individual's attention and efforts toward goal reaching and goal-relevant activities at the expense of actions that are not relevant. Second, they regulate exertion expenditure in that individuals adjust their effort to the difficulty level required by the task. Third, they positively encourage individual's persistence until the goal is accomplished. Four, they enhance the search for relevant action or task undertaking strategies" (p. 89).

It is important to note that goals are not only outcomes of shooting for but also are measured by which to assess one's performance; that is to say that these goals could help in raising the individuals' cognitive abilities when attempting to set solutions and widening their knowledge so as to reach goals.

In a word, goal theory is an overall approach to motivation that emphasizes the need to establish goals. A relationship exists between goal difficulty, level of performance, and effort involved. This relationship will remain positive, so long as the person is committed to the goal, has the pre-existing ability to attain it doesn't have conflicting goals.

1.3.4. Self- determination Theory:

The self-determination theory, as a standout amongst the most compelling theories to the second language motivation research, put forward one of the most well-known distinctions in motivation theories which are the reflections of the interlaced impact of both internal and external incentives. As for Deci, Comell, and Ryan (1989) "Self-determining means to experience a sense of choice in initiating and regulating one's own actions" (p. 580). This theory focuses the importance of 'intrinsic motivation' in driving human behavior and the notion of growth and development, as well as it deals with external active encouragement.

Self- determination theory does not take a gander at extrinsic and intrinsic motivation as partitioned entities but rather as a continuum moving from the extrinsic to the intrinsic. The basic thought of this continuum is internalization which is defined as 'an active process through which people engage their social world, gradually transforming socially sanctioned mores or requests into personally endorsed values and self-regulation' (Deci & Moller, 2007, p. 589).

This theory states that there are three fundamental psychological needs: the need for competence, relatedness, and autonomy.

Competence relates to the need for social interaction and showing aptitudes. Relatedness alludes to the need to belong and feel connected and associated with others, and autonomy to the craving to participate in the learning activity.

By and large, it can be said that self-determination theory serves to portray the way in which the fulfillment of essential needs can be framed into actions. It presents individuals as agents of their own behaviors rather than responding to external stimuli. It shows that there are more complex components behind the

traditional distinctions of extrinsic and intrinsic incentives often found in psychological theory.

1.3.5. Social Motivation Theory:

In the recent decades, a number of theories have been put forward to account for the pervasive social impairments found in Autism Spectrum Disorders (ASD). Among the various endeavors, the notion of a core deficit in social cognition has turned out to be a standout amongst the most noticeable accounts of ASD. However, the effect of motivational factors on the advancement of social skills and social cognition has received little attention.

Very recently, social motivation has emerged as a promising research domain at the intersection of social psychology, behavioral economics, social neuroscience and evolutionary biology. In (Boumeister and Leary, 1995) words "The importance of social motives in everyday life is not surprising given that successful social interaction is the cornerstone of our remarkable evolutionary success as a species" (p. 89). That is to say, our ability to cooperate and interact with others in complex and mutually advantageous and this ability is driven largely by various social motives.

In this lines, (Boumeister and Leary, 1995) confirmed that "The motivation or need to belong, for example, is certainly fundamental to humans' sociability and gregarious". It is both individually obvious and empirically evidences that human need meaningful social contact, and the motivation for such contact is crucial to maintain a healthy sense of adjustment and a sense of identity. Indeed, so fundamental is this motivation to a subsidiary that many treat to this essential human

need to form and maintain interpersonal relationships can have serious negative psychological consequences (p. 91).

In sum, the idea that social motivation is a powerful force guiding human behavior and that disruption of social motivational mechanisms may constitute a primary deficit in autism. In this framework, motivational deficits are thought to have downstream effects on the advancement of social cognition and deficits in social cognition are therefore construed as a consequence, rather than a cause, of disrupted social interest.

1.4. Types of Motivation:

The motivation construct gains a noticeable agreement in the literature, and a great major of researchers put forward a rich set of theories of motivation within different times of periods, and stand for many definitions that seemed to be distinct from one researcher to another.

However, different research works cast light on the term motivation, and each held it owns' classification way to identify the motivation types and orientation due to the fact that these types have been already commanded. In the scale of orientations, different taxonomies were pointed out in accordance to the researcher or author who proposes them; however, it is crucial to say that these are defined as goals and as reasons for learning a language (Gardner 2010, p. 16).

In the frame of this perspective, the most extensive and significant research in second language learning was carried by Gardner and Lambert (1959) who clearly assert in his research that the integrative construct was distinguished between mainly two types,   namely,   integrative and instrumental.   Ensuing subtitles will deal

considerably with the significant types of orientations and motivations underscored by the distinctive research works.

1.4.1. Integrative Motivation:

As a matter of fact, integrative motivation reflects learner enthusiasm and desire to integrate into the target language community, as well as to identify or become integrated both culturally and socially. In this regard, Yule (2006) point out that "…learners with an integrative motivation want to learn the second language for a social purpose, in order to take part in the social life of a community using the language and to become an accepted member of that community". (p. 168); by the same token, Brown (2008) maintains that "the integrative side describe learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group" (p. 170).

Learner's ultimate goal in such a case of learning a second or a foreign language, demonstrate a strong affective to a partial or a complete inclusion and involvement with the target community.

Another point aligned with Gardner and MacIntyre (1991) (as cited in Brown, 2008, p: 41) that this type of motivation is termed as integrative orientation; that is, learners desire is oriented to be involved and integrate within a particular community of the target language thus, to act as a member of them and to be in touch with their culture; briefly to be a part of them. Therefore, Clément, Dörnyei, and Noels (1994) highlight that L2 motivation is lay on positive attitudes towards the L2 community and on adopting similar customs of the members of that community (p. 38).

In a word, integrative motivation lay behind the 'presence' of learners' strong desire to approach with foreigners and 'Anglophone culture'.

1.4.2. Instrumental Motivation:

Dörnyei (1994) argued that "Gardner motivation construct has often been understood as the interplay of two components, integrative and instrumental motivations" (p. 274). Integrative motivation, as clearly explained above, refers to learners' desire to be involved within the target community culturally and socially; partially or completely. However, instrumental motivation stands for learning a language for functional purposes.

More specifically, instrumental motivation manifests that learners of a language draw themselves in a language learning experience with an extreme point of accomplishing a gain or improving a state. It is instrumental in light of the fact that learners make language learning an instrument or a mean of reaching a foreordained objective.

In this perspective, Brown (2008) upheld that "The instrumental side of the dichotomy referred to acquiring a language as a mean of training instrumental goals: furthering a career, reading technical material, translation, and so forth" (p. 170); that is to say that instrumental motivation lent to the desire to achieve proficiency in the target language for utilitarian reasons.

1.4.3. Extrinsic and Intrinsic Motivation:

In similar veins, a scale of taxonomy was proposed by Deci and Ryan (1985). They discovered two types of motivation: extrinsic and intrinsic. The former takes place when the learner undertakes an activity due to the presence of external rewards or in order to avoid punishment. In contrast, the latter has to do with the delight the learner encounter when he/ she is learning the language (Dörnyei, 1994, p. 275).

As for Deci and Ryan (1985), "Intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning when the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring is likely to flourish" (p. 245). To put in short, intrinsic motivation lay behind the learner own desire, interest, curiosity for self-serving goals rather than achieving external goals.

1.5. Factors Affecting Motivation:

The motivational variable has been moved through a bunch of research works, all attempting to distinguish its segments and to point out the most affected factors that could impact the motivational state of learners, thus, within a direct or indirect way such factors prevent the way toward learning as well as hinder the process of learning.

As for Brophy (1987), "Motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)" (p. 11). In other words, as motivation is acquired by individuals, it is targeted by a myriad of factors that may shape the initial constellation of attitudes individuals develop toward learning.

Some of the important factors which may affect the learner's motivation are as follows:

1.5.1. Internal Factors:

Internal factors are those factors that come from within and provide a sense of satisfaction. What follow are some of these factors which may affect the human motivation and desire to learn.

1.5.1.1. Emotions:

Emotional experiences play a vital role since behind the main reasons for deciding to study a foreign language or keep up along with a particular task, emotions and feelings are involved. Those emotions and feelings experienced during foreign language learning/instruction are then critical to comprehend. In these lines, teachers can adjust their way of teaching in a manner that can help them decrease the negative influence of that emotions which may impact learners' motivational energy and vitality and by contrast, improve the advancement of those emotions can enact learners' motivation. In this context, Ford (1992) defines emotions as "inherent in motivation" (p. 8) i.e., as an incorporated part portion patterns.

In short, emotions role in the crucial construct motivation is linked to the relation between a student affect and goal patterns. It is found that negative affect was identified with lower learning goals relative to higher ability goals or in concert with low ability goals.

1.5.1.2. Anxiety:

Anxiety is another crucial factor that affects learners during the process of second/ foreign language learning. Due to its significant in language learning, a myriad of research and researchers focuses on building array of studies on the notion of anxiety and thus have generated widely varying definitions.

According to Horwitz, Horwitz & Cope (1986) anxiety is defined as a "subjective feeling of tension, apprehension, nervousness, and worry" (p. 125). However, anxiety has a twofold impact on the progression of second/ foreign language learning; it can either be positive or negative.

Therefore, learners need a portion of anxiety to engage in learning settings. That is to say, learners require a moderate level of tension, apprehension along the advancement of a particular task otherwise; learners slip into neglecting the importance of learning and thus, collapse their desire and impetus to gain ratings of second/ foreign language proficiency.

1.5.1.3. Attitude:

As emotion and anxiety interfere to determine the success or the failure of second/ foreign language learning, attitudes towards language learning receive an equal importance. An individual attitude towards something is that predisposition the one holds in his mind about it, and it could be either positive or negative. If it was positive, the person will react in a positive way and vice versa.

In this perspective, learning a language is closely related to the attitudes towards the languages. Karahan (2007, p. 84) states that "positive language attitudes let learner have positive orientation towards learning English. As such, attitudes may play a very crucial role in language learning as they may influence students 'or failure in their learning". In other words, attitude is considered as a basic factor affecting language performance and received considerable attention from both second/ foreign language researchers.

1.5.2. External Factors:

External factors are any influence comes from an outside source. The following headlines are some of these factors which may influence learners' motivation and persistence to learn.

1.5.2.1. Teachers' Factor:

Basically, internal and external factors affect student's motivation along the progression of learning a second/ foreign language. Therefore, these factors occupied an important position in determining the success or the failure of language learning. In this context, the teacher is one of the crucial factors that highly influence student's attitudes and achievements, and may either support or hinder their accomplishment along the advancement of learning a language.

What precede was best lens in Dörnyei (2001a) claim, he state that "teachers play a significant role in socializing and shaping the motivation of their students through their personal characteristics, verbal and non–verbal immediacy behavior, active motivational socializing behavior, and classroom management practices" (p. 31). Humiliating students at whatever point they commit errors or mistakes, laughing at them and asking them to talk about a subject they do not know much about, are some examples of teachers' behavior that might affect their willingness and motivation (p. 49).

In sum, teacher factor endure student's motivation and that is why teachers should take responsibility for their own transactions with their students, and work harder to maintain their motivation towards learning.

1.5.2.2. The Atmosphere in the Classroom:

Besides the factors mentioned above, learners motivation are seem to be affected by external factors. Accordingly, learning and teaching conditions have a valuable contribution to the learner's motivation and thus, tend to externalize both students' success and failure.

The learning environment in a language class assumes an essential part in making a language course effective. In fact, what makes an effective language course is a pleasant, motivating, encouraging and free of stress environment. In other words, the atmosphere in the classroom is one of the crucial factors that lay behind the students' motivation that is why teachers have to be aware of student's emotional and academic needs.

In frame of this perspective, Harmer (2001, p. 52) announces that "Acting as a motivator, the teacher will create a positive atmosphere in the classroom and the students will be encouraged, therefore; the learning process become easier and successful". As well as the teachers knowledge about the appropriate choice of what methods and motivational strategies should be adopted can greatly reduce students' despair, stress and resistance that may lead to failure, and help engage them in learning situations and hence, reserve and protect their motivation.

1.6. Definition of Motivational Strategies:

Learners in the process of learning in general, and learning English as a foreign language in particular, usually come to the classroom with their own particular arrangement of requirements, and with a set of need and interest, and unless they perceive that their needs will be met by a learning situation, it might be difficult to

preserve their individual motivation and sustain it along the learning process (Keller, 1993).

A great major of researches and researchers agree upon that classroom teachers could highly impact learner motivation. Accordingly, EFL teachers tend to use a set of techniques and strategies that can help learners connect their individual interests and goals, and thus, directing their motivation. In this regard, (Crookes & Schmidt, 1985: p. 487) stated that, "It is possible that interest may be engendered in students partly by remarks the instructor makes about the forthcoming activities".

As L2 motivation is perceived as one of the primary factors of the L2 learning process, strategies that are utilized to motivate L2 learners are seen as a vital aspect of L2 motivation. However, the majority of the conducted research in the field of L2 motivation has been concerned with understanding the idea of motivation, examining its constructs, and theorizing diverse sorts of motivation which may relate to L2 learning and teaching. In the meantime, most of these studies have paid only little attention to studying the practical strategies and teaching practices which EFL teachers can use to generate and foster their students' motivation.

Motivational strategies in L2 research are procedures utilized by EFL educators to promote and maintain students' motivation to learn English. As for Dörnyei (2001a, p. 28), motivational strategies are defined as "those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect".

Moreover, much of the research on motivation in language learning put much emphasize on the use of specific motivational strategies, which are defined by Guilloteaux and Dörnyei as "instructional interventions applied by the teacher to elicit and stimulate students' motivation" (2008, p. 56). Dörnyei further contends that "they

are techniques that promote the individual's goal-related behavior" (2001b, p. 28). That is to say that '*motivational strategies'* are these techniques or steps employed by teachers in their teaching process to draw out and direct student's motivation in learning a second/ foreign language.

To put in nutshell, particularly in written expression classes, it is important that teachers relies upon different strategies in their teaching process in order to boost their students' proficiency and achievement level; as well to attract and stimulate their attention. Similarly, motivational strategies can greatly improve learning outcomes for students entering the classroom with various learning styles and capacities.

1.6.1. Motivational Strategies Framework:

Recently, a great major of researchers in their research studies on motivation outlines frameworks for L2 motivation upon a set of motivational strategies that may a teacher rely upon in L2 classrooms (Dörnyei, 1994; Williams & Burden, 1997).

Dörnyei (1994) evolve a three-level framework that comprises language level, learner level and learning-situation level. The significance of this framework lies to its acknowledgement of the multidimensional nature of L2 motivation.

Among this framework, a consistent number of motivational strategies draw on the theories of motivation in educational psychology, early L2 motivation research and Dörnyei's (1994) own experience. Illustrations of these motivational strategies are: encouraging students to set achievable learning objectives, and making the teaching materials relevant to the students by ascribing them to students' needs.

It is worth noting that Dörnyei (1994) demonstrates that these strategies are not 'rock-solid golden rules, but rather suggestions that may work with one teacher or

group better than another' (p. 280). Another manifold description model of L2 motivation is exhibited by Williams and Burden (1997), which incorporates various factors affecting motivation. They considered the L2 motivation as a multi-dimensional construct and recognize that 'an individual's motivation is also subject to social and contextual influences' (p. 121). These impacts encompass, for instance, teachers, the learning settings, and the training framework. They likewise point out some factors which L2 teachers could use to impact students' motivation in a positive way.

The motivational factors were gathered by whether they were internal or external factors and extremely grounded on the research of motivation in educational psychology. Examples of internal factors are the intrinsic interest of activity, and the perceived value of the activity. In terms of external factors, they identify with the social and contextual impacts, for example, parents, class teachers, and school ethos.

The most notable framework in the area of second/ foreign language that can accommodate diverse teaching strategies was established by Dörnyei (2001b). Dörnyei (2001b) in his framework he stated that L2 motivational teaching practice encompasses four primary dimensions. One of the strength qualities of this framework is that it is centered on theory as it depends on the 'procedure arranged model' proposed by Dörnyei and Ottó (1998).

Another character of this framework is the capacity to include distinctive techniques and strategies inside its four main areas. The framework incorporates four areas which are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. Every selected area includes a set of motivational

strategies which are broken down into more than one-hundred (100) motivational strategies.

A more comprehensive framework of L2 motivational strategies is presented in the figure below:
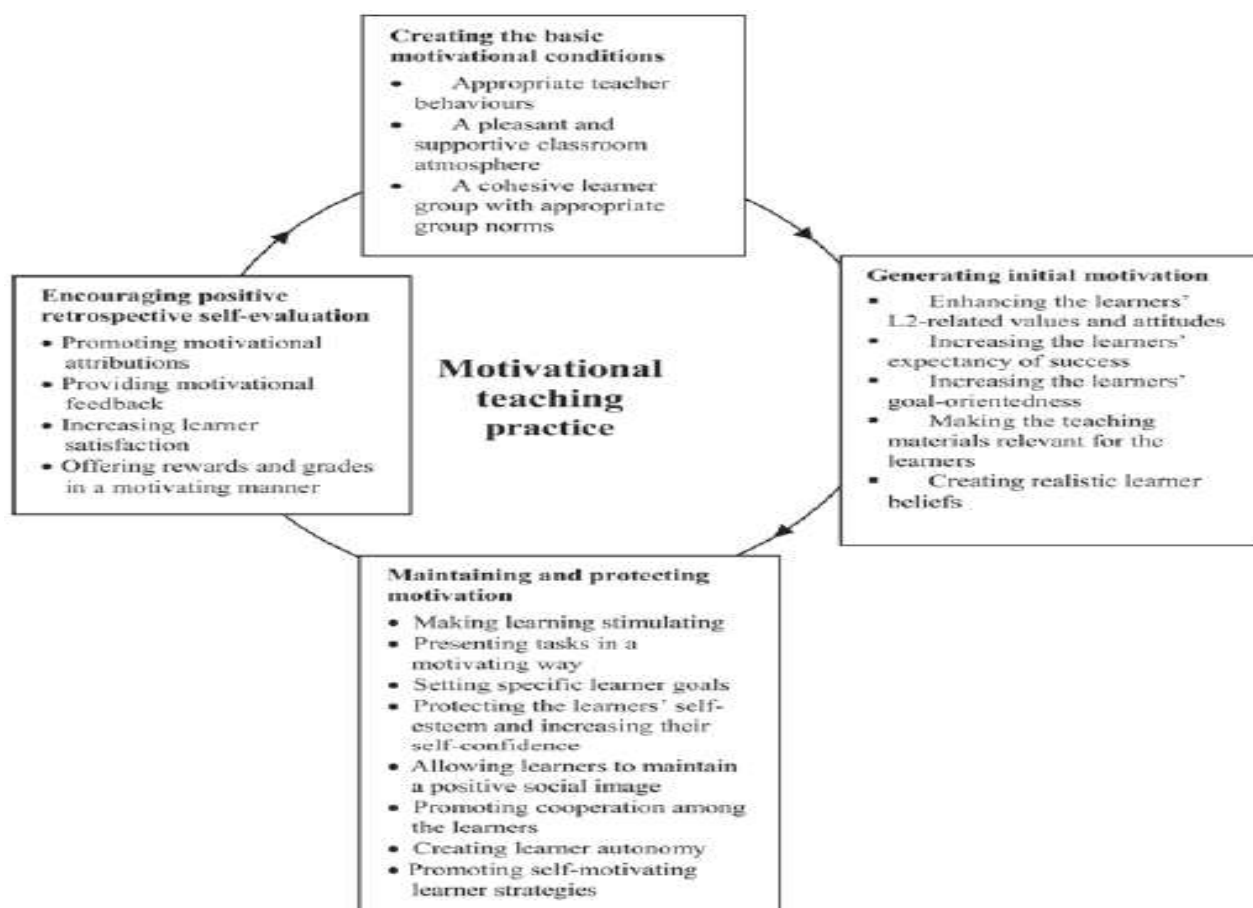
Fig. 4: The four dimensions of Dörnyei's framework of motivational teaching strategies (From Dörnyei 2001b, p. 29).

1.6.2. The Role of EFL Teacher in Motivation:

Learners are considered as the most vital component in the course of teaching and learning which frames the center of the entire operation. Therefore, as indicated by Ellis (1997), learners must be considered as a great objective which all

teachers must give careful consideration towards, and should help their students to accomplish better comprehension of foreign language.

A bulk of research was conducted related to this matter; researchers in the field agree upon that a proficient teacher is the one who take a step towards success in helping students to engage and achieve a learning task of second/ foreign language. This success depends to an expansive extent on the strategies and methods that a teacher may use and implements in learning situations in teaching his/her students. In this regard, Cook (2001, p. 8) states that "successful teaching techniques have to suit the particular student".

Henceforth, the teacher role as an agent of change should put much emphasis on how to motivate and engage students in learning language. The latter is being a daunting and complex matter, in that it concerns an academic and social aspect of classroom settings.

Moreover, the language teacher comes at play with regard what is reveals of responsibilities in the language learning to sustain the language learning process a more propelling motivation. Therefore, teachers experiences is no less important, it needs to cast a great deal of consideration creating and evolving programs which can keep students interested and gain obtainable short terms objectives and goals.

As for Walsh (2002) and Kumaravadivelu (2003), they pointed out that "teachers need to create interesting lessons in which the students' attention is increased" (p.p. 3-23). That is to say that teacher practices are sometimes be complemented by the use of teaching techniques and strategies which are not frequently called upon by other teachers in standard subject areas or branches of knowledge.

To sum up, the development of students' skills in second/ foreign language learning increases when the teacher has the ability to motivate students. The teacher's role in motivation is important because it creates a free-stressed atmosphere and establishes a relationship of mutual confidence and cooperation.

1.6.3. Teachers' Motivational Strategies in Written Expression Classes:

Writing is an essential ability and a vital skill to be mastered in learning English as a foreign language. It is not just a mean of communication where students can share their thoughts and ideas as well as to express their feelings and emotions; it is actually a prerequisite to master other language skills. "Man has primitive needs to write.… Children want to write, in fact need to write, before they want to read" (Elbow, 1973).

This study comes to investigate motivation as one of the important factors that influence second or foreign language learning in general, and the motivational strategies implemented in written expression classes by the EFL teachers in particular.

By looking at the motivational strategies implemented in the written expression classes, it is found that a great major of researches lunch serious studies to examined L2 motivational strategies in different contexts such as Hungary, Taiwan, Turkey and Saudi Arabia, but still a few studies endeavors to lies these motivational strategies into one specific area, especially in relation to the productive skill "writing".

The actual study tends to cast light on those motivational strategies from a psychological and pedagogical perspective, and more precisely to investigate those

motivational activities that the teacher can rely upon in the process of teaching the written expression module to stimulate the students' attention and interest.

Further tuning, the research study attempts to highlight the significance of using motivational strategies and activities as a modern teaching method of foreign languages, which support students' development and facilitate their goals achievement.

Teachers are key actors who shape the learning environment and whose main tasks include motivating students to learn. Teachers can differ in the way in which they try to motivate students to learn and their motivational strategies can vary from one teacher to another.

From an educational psychological perspective, Dörnyei (1998) set out different strategies in which the teacher can rely on while dealing with students, reflecting on its potential usefulness. He outlines them under the title: "Ten Commandments for Motivating Language Learners" are further detailed in the figure below; however, teachers' motivational strategies in written expression classes are not only restricted to Dörnyei illustration.

Ten Commandments of motivation
1. Set a personal example.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the task properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize the learners with the target language culture.

Fig. 05: Ten Commandments for Motivating Language Learners (From Dörnyei, 1998, p. 131).

With respect to the various motivational strategies related to the pedagogical perspective, teachers put much emphasis on the use of different activities which considered as a kind of motive to generate the learning environment; hence, to protect and maintain learns' motivation. That is to say, motivation is closely related to the learning process. It can help to achieve the different objectives the learners' desire; implementing specific activities can make the achievement of these objectives slow but effective.

To wrap up, in Dörnyei (1998) words, "Motivational strategies in education effects students' motivation and how students learn and   behave towards a subject matter. It can direct behavior toward particular goals, and help to increased their effort and energy"

Conclusion:

Language learning is a complex process in which motivation plays a major role. This chapter has sketched the historical development of the theory and research on motivation taken from the fields of psychology and educational psychology. Moreover, it has presented the different types of motivation as well as the factors that could influence L2 learners' motivation. The chapter also partakes the meaning of motivational strategies and pointed to its framework. Furthermore, it stressed the role of an EFL teacher in motivation as well as presented the various motivational strategies that the teachers rely upon from both an educational psychological and a pedagogical point of view.

Chapter Two: An Overview of Teaching Writing Expression in Foreign Language Classroom

Introduction:

Mastering the skill of writing is an essential need for any learner whose final goal is to use English. In this sense, an EFL teacher endeavors to cast light on this productive skill 'writing' and its significance. Teachers herein the teaching of the writing process, tend to imply or follow a certain use of methods, strategies, and tools which greatly suit the teaching of the writing practices; as well to help the students and strongly effect on their writing skill and thus, help them to achieve its objective.

In a similar vein, it is widely agreed that writing is the most valuable and complex skill even for natives. Unlike the other skills, writing needs much time and effort to be acquired; it is considered to be the most difficult and complex task since it can be used to evaluate the students' performances, ideas, and emotions into a piece of writing that may be shared with others, and therefore, it can be considered as a mean of communication.

In Grabe and Kaplan (1996) words "Probably half of the world's population does not know to write adequately and effectively" (p. 87). In other words, even writing has played a vital role in learning a second language, since it is required by the academic studies to evaluate the learner's abilities; the most of the learners perceive it as a daunting task because of its complex nature.

The current chapter presents the most important studies that have tackled the issue of teaching the writing skill in EFL classes, so as provide the necessary theoretical background for the appreciation of the potential correlation between this phenomenon and another important psychological phenomenon, namely motivation.

The role of motivational strategies in written expression classes and some motivational activities are also presented.

2.1. Definition of Writing:

The graphic representation of language has developed throughout different periods of time, from syllabic writing to the alphabet writing. In a few years later, this discovery confirms that only a few numbers of symbols are sufficient and can be used to represent a language in its written form. This representation form has been considered by many students as the most difficult and complex skill to be mastered.

Due to this belief which was considered as a gateway, different definitions of writing were suggested from various perspectives of scholars, linguists and researchers who assert that writing in its simplest and linguistics form, is defined as the use of symbols that are producing in a written form all what have been heard or read (Oxford & Shearin, 1994: p. 17).

Pedagogically speaking, writing is known as a pillar learning process through which learners acquire knowledge in one hand, and then teachers will test them in order to evaluate their proficiency's level on the other hand. According to the definition that was stated by, the term 'writing' refers to "The activity of writing in contrast to reading, speaking and listening, and it is derived from the verbs 'to write', which means the act of putting letters and words on paper by using different tools such as a pen, pencil, etc.. It is also, the spelling, pronunciation, and grammar of language". As contends by to Widdowson (2001: p. 37), writing can be defined as "It is the transforming of linguistics rules of language into usage" meaning that students must be competent while producing any piece of writing and they must take into consideration all the linguistics rules.

In the same context, Raymond (1980: p. 2) stated the following definition: "Writing is more than a way of medium of communication that is based on the use of visual marks system, but it is also a means of idea and emotional writing and expression; it is a way of finding out what people know and what they really need to learn". That is to say, writing is the most significant cultural accomplishments of human beings, which is used by them as a tool for recording, conveying and sharing information and stories with readers beyond the immediate moment.

Hence, writing is far more complex than transforming words into symbols, it is said to be the most sophisticated skill since it is based on a thinking process in its own right. The latter requires conscious intellectual that involves the conventional arrangement of letters into words, words into sentences, etc.

In Rivers (1968) own words, writing can be defined as "It is the act of putting in a conventional graphic from what has been spoken" (p. 242). That is to say that spoken words disappear as soon as they are spoken, however, writing freezes the writer's ideas and thoughts and makes them visible and permanent, which enables the writer to communicate with his readers and at the same time gives them the ability to examine and test them. In that case, the writer thinks a lot before/when writing what she/he wants to communicate with. So, she/he tries as much she/he can keep here her/ himself honest with readers since it is a way of arguing with them.

Byrne (1988) claim that, the process of writing a composition is understood as a dialogue between the writer and the reader, became both of them share common social knowledge in spite of its different forms and levels which create a context from a dynamic knowledge, and since it enables the reader to examine the writing's quality, writing them shows the inter-subjectivity of both of them, i.e., writer and reader (p. 6).

In Hyland words, "We don't just write, we write something to achieve some purpose ". In other words, writing is the right way to get something done, and we can make anything by writing such as telling stories, to request an overdraft, to craft a love letter, to describe a technical proven, etc.; however, writing should have a certain structure, vocabulary, and social conventions in order to organize the messages and to present them in a way that enables the reader to recognize his own purpose (Hyland, 2003: p. 8).

In the light of the previous definitions, the most common suggestion that suite to define 'Writing' is not just a speech written down, but also an act that facilitates communications through the use of language, i.e., it is a process of delivering messages to others by expressing ideas and feelings in form of letters, newspaper, advertise events, etc.; each of these means of communication carries out a specific purpose and by respecting also all the linguistic rules of that language.

2.2. An Overview of Writing Skill Instruction in Foreign Language Classroom:

By and large, EFL teachers in their teaching practices rely upon four basic approaches, particularly, in EFL instruction namely controlled writing, rhetorical writing, process writing and English for specific purposes (ESP) (Bacha, 2002: p. 165); each of these approaches mainly, and effectively, impact the learning process of writing.

In this perspective, the controlled writing approach focuses on the practice of language patterns and grammatical accuracy; that is to say that 'Writing' is perceived as an opportunity for the learner to manipulate and transform language forms (Raimes, 1991: p. 408). Whereby, 'Rhetorical' writing centered on "models of writing

above the sentence level and advocated the different rhetorical modes of narration, cause–effect, comparison–contrast, argumentation, etc., and took into account the cultural and linguistic background of the writer" (Bacha, 2002: p. 165).

Regarding the 'Process' writing, Raimes (1991) contend that "This approach mainly concentrates on the various things writers do prior to writing (brainstorming), while writing (revising), and until they prepare their final product (proofreading)"; In other words, this approach is reflected in the instruction through the implementation of practices that "allow their students time and opportunity for selecting topics, generating ideas, writing drafts and revisions, and providing feedback" (p. 410). By the same token, the English for specific purposes derives from a focus on content as related to the writing tasks common in certain discourse communities. Its implementation in L2 instruction was realized through tasks built around reading and writing in the content from various disciplines. Closely related to the latter, English for Academic Purposes (EAP) centers around the consideration of the reader or audience of a discourse community that defines certain forms of writing (Raimes, 1991: p.p. 411- 412).

In a nutshell, the extent to which any of these approaches impact the process of learning to write in English depends greatly on curricular trends in EFL programs and teachers' preferences, in this context Hyland (2003) considered these various approaches to writing as perspectives or teaching orientations teachers are likely to adopt in an eclectic way "accommodating their practices to the constraints of their teaching situations and their beliefs about how students learn to write" (p. 2).

In the frame of this perspective, Hyland (2003) identified seven teaching orientations to writing according to their focus and ways they are enacted in teaching

practices. These teaching orientations consider the four approaches formerly described but add three new ones and some features important to the discussion of writing in second language learning. When the focus is on language structures, writing is understood as a product in which language knowledge is attained through imitation and manipulation of models. The teaching orientation to writing as text functions extend to the way paragraphs and texts are structured in the forms of patterns to be remembered and reproduced. This orientation is usually used to prepare L2 learners for college-level academic writing (p.5).

However, Writing as creative expression explores learners' opinions and experiences highlighting their self-discovery. The teaching orientation that looks into the writing process focuses on learner's cognitive processes as related to planning, writing, drafting, revising and editing and the teacher's role is one of a guide in the process of creating awareness of strategies to write; In these lines, teacher's response (feedback) during the writing stages is also an essential part of this teaching orientation to writing. This is considered to be as Hyland (2003) asserted "the dominant approach in L2 writing teaching today" (p. 14).

Henceforth, the teaching orientation focused on content looks at the topics learners write about while the teaching orientation focused on genre and context of writing underscore the purpose and audience learners write for. This overview of the teaching orientations to writing defines the varied forms L2 instruction can take and the varied ways they can impact the learner's development of this language skill.

2.3. The Importance and Purpose of Writing:

By and large, the human being is growing up speaking their first language, and sometimes a second and a third one, but the first language comes because of a

matter of birth of course. In other words, the act of speaking is acquired naturally and unconsciously by children and also learners; that is to say that individuals are also exposed to that language and as a result, they are using its spoken form naturally.

However, the written form or the ability to write must be consciously learned; meaning that writing would not be naturally acquired just like speaking, but accordingly will have to learn how to write. Harmer (2004: p. 3) agrees that writing must be learned, and he provides many reasons for teaching writing in EFL classes. He illustrates these reasons as follow:

- **Reinforcement:** Writing offers the opportunity for them to work on their own and to rely on themselves, their skills as well as their knowledge since they have calm time which provides them for personal contact. Emig (1977) claims that "Writing is considered as a unique form of language" (p. 122); he argued that writing inherits the re-informing cycle involving hand, eye, and brain and makes a unique powerful multi-representational model for learning (p. 125);

- **Language development:** It means that the thinking process or the mental activity that learners go through before and while writing is very important. It helps Learners to construct properly written texts in all parts of the ongoing learning experience;

- **Learning style:** many learners appreciate the production of a language in a slow manner, i.e., "Writing" because it provides enough time for individuals to communicate with others indirectly, apart face to face interaction or communication. Hence, when people produce any piece of writing on a paper, they must think just about the purpose of it to complete the assignment or to get a degree, etc;

➕ **Writing as a skill:** unlike the speaking skill, writing is characterized by its complex nature. Individuals tend to improve their pronunciation in order to be great speakers. In similar, learners pass through the necessary procedures and steps of writing essays or paragraphs, as an example, in order to improve their writing skills and gain a professional writing, thus to be good writers. In other words, learners need to know how the writing system operates in terms of punctuation and the construction of paragraphs.

Regarding the writing main purposes, Braine and May (1996) affirms that "Writing has four common purposes which are: writing to inform, writing to explain, writing to persuade and writing to amuse others" (p. 8). The first purpose of writing is to inform, more precisely, it aims to point out the readers into those specify topics of which the writers have some knowledge about. The purpose of this kind of writing is to provide interesting details and facts in order to hold the readers' attention. So, the writers may share interest knowledge to the readers.

Writing to explain is the second purpose, it is ground upon providing more description of the topic which is not clear, and to make it understood to the readers by stating some facts and illustrations as an example. In other words, the writer, in that case, deals with the nuclear topics and tries to make them clear and comprehensible.

Braine and May (1996: p. 9) referred to the third purpose which is "writing to produce ". It is considered as the most demanding one and the more ambitious one among the other type of writing. It means that the writer goal, in this case, is to convince the reader and make him accept his thoughts and ideas.

The last purpose of writing is to " amuse others" .i.e., when the writers use language and establish well forms of writing to share and express their ideas and point of view in a very different way, in that case, it is written to entertain and give the reader an amazing and enjoyable assignments such as stories, novels, etc.

By these lines, it is inferred that the importance of writing is to express thoughts, ideas and convey messages to the reader in a correct spelling, punctuation, grammatical structure, and also in accordance with the suitable selection of vocabulary. In this context, Kroll (1990) stated that "Writing allows us to share communication not only with contemporaries but also with the future generation". Accordingly, many changes in technology and society come to exist in which it has been altered and will continue to alter in relation to the ways in which language is used to communicate and think (p. 45).

Henceforth, based on that belief, researchers estimate that by the end of 2020, students will need powerful literacy abilities that will enable them to fully participate in society and in their workplaces. Thus, in order to make the students/learners prepared to meet these changes and demands, they need to improve their competencies that will be required in order to be successful in the workforce (In Day and Koorland, 1997: p. 78).

2.4. Approaches to teach writing:

Due to the complex nature of the productive skill 'writing', a great major of EFL learners consider it as a daunting task and a difficult skill to be master. Accordingly; along these lines, the fact of developing this process is not an easy task. Therefore, the teaching of writing has been a central element in education, and this interest in writing as a skill leads to the emergence of different conflicting views

concerning the most effective approach to teaching L2 writing. Some approaches seem to be the prevailing ones in teaching writing as product- oriented approach and process- oriented approach.

2.4.1. Product- oriented approach to the teaching of writing:

By and large, the product-oriented approach, as its name suggests to the teaching of writing, was mainly accentuated on mechanical aspects of writing, grammatical and syntactical structures as well as on a set of activities which require the learner to be engaged in imitating and transforming text models. In this regard, Nemouchi (2008) stated that "Indeed, the imitation of a model was seen as crucial", and hence, it is always seen as a starting point. This approach is principally concerned with "correctness", the form of the final product, and the final result of the writing process (p. 5).

Subsequently, the role of the model is important in the sense that it leads students from a point of departure to an end with a task to replicate. The model then comes first and shows a completed text as well. Besides, this approach fails to perceive that individuals write for an audience and for a purpose and that ideas are created and formulated amid the process of writing.

In a word, the product-oriented approaches to writing largely concern the forms of the written products composed by students. This approach upheld a set of exercises as it typically deals with sentence-level writing and paragraph-level organization. Students are regularly given a framework which illustrates a pattern of theoretical organization; then, they are made a request to fit their ideas and thoughts into this framework. Both the content and the form which the students deal with are to a great extent controlled by the teacher. Since the principle concentrate of these

approaches is in written form, grammar is stressed and a particular exertion is made to avoid errors and to maintain a strategic distance from blunders (Hyland, 2003, p. 3- 4).

2.4.2. Process- oriented approach to the teaching of writing:

It is worth to mention that the process-oriented approach stresses that writing itself is a formative procedure and a developmental process that creates self-discovery and significance.

While the mechanical aspects of writing are vital, they should not meddle with the composing process. This composing process requires much revision and rewriting as well as update and modification. The teacher mediates and intervenes. He stands as guides for students during the composing process yet does not emphasize "correctness" and the final product. The accentuation on "correctness" and the final product comes only toward the very end of the writing process (and, frequently, a noteworthy with "correctness" is postponed until towards the middle or even end of the writing course). Rather than worrying about the form, students focus on conveying a written message. Hence, the product of writing will foster with the discovery involved in composing (Matsuda, 2003: p. 72).

The process-oriented approaches according to Matsuda (2003) shifted attention from the traditional view of looking at writing purely as a product to emphasize the process of writing. Concomitantly, these approaches are basically concerned with the process of how ideas are developed and formulated in writing. Writing is viewed as a process through which meaning is created.

As well, this approach portrays writing as taking after various processes: First, a writer starts writing ideas as drafts. Subsequently, he verifies whether the writing and the organization make sense to him or not. From that point onward, he

checks whether the writing will be clear to the reader. That is to say, this approach concentrates on how clearly and efficiently a student can express and organize his thoughts and ideas, not on the correctness of form. Students are initially asked to go through such writing processes, attempting to sort out and express their thoughts obviously. The assumption is that what the student as a writer will state to become clearer through these processes. Students are additionally taught writing devices used in marking the organization and in making the general coherence clearer (Raimes, 1991, p. 76).

In a nutshell, researchers after identifying the significance of both approaches, they spot to that teaching writing must involve both process and product. Teachers should first core interest on the organization of the writing. As the following stride, they should deal with grammatical issues and problems found in writing. When students are not good at sorting out their thoughts and ideas, the teacher should deal with this before proceeding onward to grammatical mistakes (apparently, later in the term). This is for a few reasons, among them that better organization often leads to the decrease of different mistakes and, obviously, the reasonable articulation of thoughts is the real purpose of writing.

2.5. The Relationship between Writing Skill and other EFL skills:

Being able to use a language in a communicative way, however, is not just a single unified skill. Particularly, learning English as foreign language means to master the EFL four skills namely: listening, speaking, reading and writing. Generally, languages are taught and assessed in terms of these 'four skills'. Listening and reading are known as 'receptive' skills; while speaking and writing are known as 'productive' skills. What follows highlights some insight into research on the

correlation between these language skills and demonstrates how each skill has an implicit power to impact growth on the other.

2.5.1. The Relationship between Writing and Reading:

In spite of their distinctive characteristics, writing and reading are two interrelated EFL skills. The former is productive, whereas the latter is receptive. Both supplement each other and each skill is one outcome a proficient user of the other since they prompt to the same objective: Learning. Writing and reading are two aspects of literacy. Writing involves the encoding of a message or some likeness thereof, that it makes an interpretation of our thoughts into language. Reading has to do with the disentangling or the translation of this message. Both of them are connected with language and communication of ideas. In this perspective, It is argued by Stosky (1983) that "better writers tend to be better readers (of their own writing as well as of other reading material), that better writers tend to read more than poorer readers" (p. 629); this implies that proficient readers can rich adequate writing and those who are good writers this accordingly of a number of reading materials.

From a historical perspective, reading was more underlined than writing in Education in Britain, for instance, in the eighteenth and nineteenth centuries, reading stimulated primary attention in education before writing and this is on the grounds that Fogarty (1993; referred to in Tribble, 1996: p. 11) claim that "it is desirable that the majority should read in the way they can be given instructions and can be educated into a particular ideology; writing, on the other hand, assumes the giving of instructions and the formation of views about society." In an industrialized society, reading is a survival skill which empowers you to respond to a scope of social

demands (reading is a pervasive requirement: looking at an alarm clock, glancing at the newspaper, or checking the departures board). Writing, in contrast, is a less vital skill yet one which can prompt to more proactive parts.

Most recent trends in teaching English focused on that reading and writing are correlated, yet researchers have only recently begun to explore and investigate this association. (Charge & Taylor, 1997; Eisterhold, 1991; Rodenich, 1998, as cited in Sadek, 2007: p. 200) gave a decent arrangement of empirical results and logic which bolster the association between them.

Writing and reading, it seems that the two skills are separated in that reading is a passive activity and that writing is an active one; still, these two language skills are correlative and can be firmly developed. As it is observed by Johnson (2008, p. 7), the apparent relationship between the former skills is that reading turned out students to become better writers. Through reading, students have permanent contact with the rules of grammar, so they build up a sense of the structure of the language and grammar and increment their vocabulary. Therefore, reading in the writing classroom is comprehended as the fitting contribution for the acquisition of writing skills because it is generally assumed "that reading passages will somehow function as primary models from which writing skills can be learned, or at least inferred" Eisterhold (1990, p. 88).

The nature of this reading-writing link, however, is frequently thought like Krashen's notion. In fact, Krashen (1984: cited in Eisterhold, 1990) asserted that "The advancement of writing ability occurs via comprehensible input with a low affective filter" (p. 73); in these lines, Krashen theorizes that writing competence derives from large amounts of self-motivated reading for interest and/or pleasure.

The evidence that there is a current connection amongst reading and writing is the result of the correlation review conveyed by (Stotsky, 1983, as cited in Kroll, 1990) who concluded that " 'better' writers tend to be 'better' readers due to the existing correlations between reading achievement and writing ability. As well as, 'better' writers read more than 'poorer' writers" (p. 88). That is to say that the more individuals obtain reading experiences the better writing quality they will get. In addition, the actual correlations between reading capacity and measures of syntactic multifaceted nature in writing reinforce 'better' readers to produce more syntactically mature writing than 'poorer' readers.

Finally, a great major of researchers argued that the skills are best learned when they thought together. What precedes stands to exhibit the writing-reading relationship and how each skill impact to probe growth on each other.

2.5.2. The Relationship between Writing and Speaking:

According to Crystal (1987), "Writing is sometimes thought to be little more than 'speech written down'. Speech correspondingly is often judged by its closeness to writing". That is to say that speaking and writing intercourse are rooted to the same linguistic resource and that they take place in fundamentally distinct communicative situations as they can be used to the same communicative goal. Both writing and speaking are clearly productive activities in that they create language outcomes when it comes to communication (p. 52).

On the basis of these two productive skills as being quietly important to the language learning, a great major of research and researchers admit their vital role, and that both writing and speaking are complementary skills. Kress (1989; cited in Tribble, 1996: p. 12) contends on this view by confirming that "the person who

commands both the forms of writing and speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone". However, many factors and reasons may intervene to make these two output skills entirely different.

The relationship between speaking and writing can be analyzed in a set of points of contrast. Brown (1994) cast light on this view by providing more explanation to distinguish the two productive skills in terms of performance, production time, distance, orthography, complexity, vocabulary, and formality.

In the case of *performance*, for instance, speaking skill is supposed to be more momentary and must be processed in real time while written language is permanent and it can be read and re-read as often one skill. Second, *Production time*, on its part, relates to the fact that in speech, the spontaneous nature of the medium makes that the flow of conversation has to be kept up with no enough time to totally monitor what is being said. Writers, on the other hand, go through a whole process of planning, drafting and revising; hence they have much more production time. *Distance* involves the absence of a shared context between writer and reader; there is no immediate feedback. Consequently, the next needs to be as clear and intelligible as possible. As well as, the *orthography* of both skills is considered as the difficult nature of writing, i.e., writing 'carries a limited amount of information compared to the richness of devices available to speakers' to enhance a message. Among such devices, pitch, speech, and pausing can be given as examples. Aside from the orthography, the written medium is complex in that it uses long clauses and subordinators, which is not the case of the spoken medium where short clauses are joined by coordinators and this represents their level of *complexity.* Similarly to *vocabulary,* written texts tend to contain a wider variety of words and lower

frequency words than oral speech. Finally, writing tends to be more *formal* than oral speech due to the social and cultural implementation in which is ordinarily put. Henceforth, writing is considered as more medium of communication in comparison to speech (p. 119).

However, in this perspective, Harmer (2004) perception on this claim is twofold; on one side he entirely agrees upon but contradicts in the other side. In his view, the differences between writing and speaking may fade and blur away in some contexts. For instance, the use of written language in text messaging and internet chatting seems to be more like speech than written discourse where speakers seem to be speaking while using written words. Another example is the degree to which a formal speech follows the rules of writing in terms of structure, organization, and use of language; such types of speech seem to be more writing rather than speaking.

In sum, whatever the differences that may exist between the two output skills and whatever the level that students may reach in any skill, speaking and writing are still integral skills; the law level in speaking may be developed through writing and vice verse.

2.5.3. The Relationship between Writing and Listening:

Writing and listening as two distinct language skills with regard to their characteristic. Yet, each skill has an implicit power to impact growth on the other, and thus, the skill of writing and listening are two interrelated EFL skill and both supplement each other.

The relationship between writing and listening is best illustrated in Hirsch claim. By this token and in Hirsch (1977) other words; is that successful writers do not simply express thought but transform it in various ways for the needs of the

reader. Whereas oral discourse "normally takes place in an actual situation that provides abundant nonlinguistic clues to the speaker's intended meaning, written discourse, by contrast, depends upon supplying a sufficient context for interpretation in the absence of the contextual clues found in ordinary speech, a context which is determined by the conventions of code and audience". That is to say, this eccentricity of written discourse creates problems which cannot be solved even by the ablest of native speakers without practice and instruction, and which often prove insurmountably difficult for students lacking sufficient experience in reading and writing.

One method, however, whereby students can learn to focus on the concept of the audience, a method which has not yet received a great deal of attention, is to provide them with the opportunity of not only reading their own discourse but of listening to it as well. Listening to their own writing, as well to that of their classmates enables student writers to cultivate a necessary detachment from their own writing, and an imaginative attention to the audience. Such a technique can benefit college student writers at all levels and is particularly useful to disadvantaged writers who often experience severe difficulty in establishing an adequately developed context for their written discourse in the absence of actual audience feedback (p. 21).

In a nutshell, listening as a receptive skill perceived as a primary channel of learning a language. Yet of the four dominant macro-skills (listening, speaking, reading and writing), it is frequently inaccessible for second and foreign language learners due to its implicit process. The secondary skill, speaking, continues or proceeds listening cognitively. Aural/oral skills go before the graphic skills, such as reading and writing, as they form the circle of language learning process. In any case, regardless of the significant relationship with other language skills, listening

comprehension is treated lightly in the applied linguistics research in which half of our daily conversation and three-quarters of classroom interaction are virtually committed to listening comprehension.

2.6. Difficulties of Writing:

In spite of the great importance in which the writing skill yields, its complex nature encounters a set of difficulties for learners to develop and master the writing skill. In EFL classes, Kroll (1990) supports this point of view when stating that "Writing is frequently a difficult skill for any language user" (p. 140). That is to say that writing represents a fairly challenges task for both native and non-native speakers. In sum, for English as a second language, it seems fair to say that writing an academic paper is particularly difficult.

On the whole, Kroll pointed out the most common difficulties an EFL learner may encounter through developing the skill of writing are further detailed as follow:

- *Grammar:* grammar is considered as the core of any foreign language. Learners can master their writing in foreign languages in accordance with the background and the grammar knowledge of that language. Sometimes these difficulties are referred to the interference of the L1 or L2. Most of the grammatical errors are categorized in: verb tense and form, the use of the negative form, the subject verbs agreement prepositions, articles, plurality, etc. Correspondingly, learning English as a foreign language encounter a set of grammatical rules in which learners find some difficulties in learning and acquiring such as the use of tenses complex structure.

- *Vocabulary:* poor vocabulary is one of these difficulties that most of EFL learners faced while writing. This problem is just like an abstraction of

proficiency for learners. Shelby (2016) stated that "Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to master thoroughly" (p. 3).

For example, when learners go forth to their mother tongue to gauge about particular thoughts while writing a piece of paper in the English language, their final assignment in such a case with regard to the students writing is considered as a very poor writing according to its vocabulary.

That is to say that EFL learner mostly encounters the obstacle of finding words synonyms and they keep repeating the same words which cause receptivity.

- *Mechanics:* by referring to mechanics, a rich bulk of researchers agreed that the features which specify the way of writing in any language are called "Mechanics or convention" spelling, punctuation, and capitalization are the three main mechanics that lead to a professional writing, but most of EFL learners find it too difficult to achieve them. Spelling, for instance, is the most difficult challenge for learners, and it seems to be much more complex due to the tracking spelling found in the English language; meaning that an EFL learner may face some difficulties to find out the correct spelling of a particular word with regard to its pronunciation.

- *Organization:* the organization of writing is represented as a serious problem for EFL learners that determine which pattern is suitable for the writing genre. *L*earners who lack the knowledge of the organization find it too difficult choosing the appropriate model that may rich their topic and level while writing. So, learners cannot follow the systematic organization of sentences and paragraphs, and to put them in a logical arrangement.

In sum, EFL learners are often failing to appreciate the value of organizing linguistic material strategically, so to secure the maximal impact. Again this weakness can be seen within and across sentences; the misunderstanding of ideas and the failure to communicate the purpose of writing are the worst results that may be caused by the poor organization.

2.7. The Role of Teachers' Motivational Strategies in Written Expression Classes:

When learning English as a foreign language, learners undergo to a set of procedures in which they should incorporate to in order to master the EFL four skills, namely, listening, speaking, reading and writing.

Writing as an output and productive skill is considered as the most daunting and difficult skill for an EFL learner to achieve and master. This reflects the subject matter of the teachers' role about how to reinforce their students to accomplish the writing skill objective.

It is commonly known that 'when we want to learn we learn'. That is to say that learning English as a foreign language does not only rely on what the teacher provide as being the instructor and the center of change in the classroom.

Therefore, learners bring with them their enthusiasm and desire to integrate into doing a particular task, and thus to learn. Learners' willingness, persistence, impetus and the desire for achievement are some related identified terms to encapsulate the notion of motivation. Henceforth, learners' motivation in the process of learning English requires teachers to utilize more motivational strategies in order to improve students' achievements.

In Dörnyei (2001a) other words, the effective teachers should use different motivational strategies to encourage students taking communication initiatives. Thus, they can provide them with wide and rich chances of using the language as much as possible (p.30).

Researches on the notion of motivation cast light on that motivation are recognized as one of the key factors that determine success in learning a foreign language. Motivation researchers found that motivational strategies that teachers implement and utilize can effectively impact learners' motivation toward learning a foreign language (e.g., Banya & Cheng, 1997; Dörnyei, 1994a; Fives & Manning, 2005; Stipek, 1996); along these lines, Dörnyei (2001a) displayed more than one hundred (100) motivational strategies in his text "Motivational Strategies in the Language Classroom".

These motivational strategies could be categorized into four gatherings: Creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and finally rounding off the learning experience (empowering positive self- evaluation).

The concept of all these strategies is standing upon the idea that teacher behavior, awareness, and knowledge significantly influence students' motivation for learning a foreign language. That is why researchers ought to view the strategies in motivating language learners as an important aspect of motivation toward learning a foreign language. Therefore, several research studies constructed and condensed motivational techniques for teachers in classroom application (e.g., Alison & Halliwell, 2002; Brown, 2001; Chambers, 1999; Williams & Burden, 1997).

Moreover, Dörnyei (1994a) incorporated a few pertinent motivational components into a multilevel, second-language motivational construct in order to understand second language motivation from an educational perspective. Based on these components, he made a practical motivational strategy list containing thirty strategies to help language teachers better comprehend what motivates their students in the second language classroom (p. 78).

2.8. Motivational Strategies in Written Expression Classes:

Initially, writing may not be a preferred activity for some students, so it is important to use motivational strategies during instruction. As discussed in chapter one, the actual study only cast light on those motivational strategies from a pedagogical perspective; particularly, to such various activities the teachers implement in teaching the written expression module to create a free stress atmosphere, making language course effective and thus, sustain the learner motivation towards the writing module. Some of the motivational strategies and activities that may enhance students' motivation in written expression classes are given in what follow.

2.8.1. Some Motivational Strategies in Teaching Writing:

Motivational strategies have gained significant attention in the 1990s when a major paradigm shift in L2 motivation research highlighted the significance of the learning environment in shaping situated aspects of the learners' motivational disposition. Different researchers distributed somewhat unique arrangements of suggested motivational techniques (e.g., Alison, 1993; Dörnyei, 1994; Oxford & Shearin, 1994; Williams & Burden, 1997) that classroom practitioners could apply to

enhance their teaching practice by making a more motivating classroom environment.

Accordingly, the most precise endeavor to date and produce such taxonomy was made by Dörnyei (2001b, p. 29), who proposed a parsimonious system of four main dimensions:

- Creating basic motivational conditions by establishing a good teacher/student rapport, creating a pleasant and supportive classroom atmosphere, and generating a cohesive learner group with appropriate group norms

- Generating initial motivation, that is, "whetting the students' appetite" by using strategies designed to (a) increase the learners' expectancy of success and (b) develop positive attitudes toward the language course and language learning in general.

- Maintaining and protecting motivation by promoting situation-specific task motivation (e.g., through the use of stimulating, enjoyable, and relevant tasks), providing learners with experiences of success, allowing them to maintain a positive social image even during the often face-threatening task of having to communicate with a severely limited language code, and promoting learner autonomy.

- Encouraging positive retrospective self-evaluation by promoting adaptive attributions, providing effective and encouraging feedback, increasing learner satisfaction, and offering grades in a motivational manner.

The aforementioned figure 4 (p. 38) presents the schematic representation of the model, indicating the main macro-strategies associated with each dimension.

2.8.2. Some Motivational Activities in Teaching Writing:

On the whole, teachers may interview students and caregivers, or conduct preference assessments to determine preferred topics to use during instruction. For example, when planning for instruction, a teacher might present several pictures to a student and say, "Choose one". After repeating this process several times, the teacher uses the items most often selected as the content for writing. Teachers also should determine powerful reinforces and deliver them frequently during instruction to ensure that writing is motivating for the learner (Graham and Harris, 2005: p. 77).

Roberts (2013) suggested some motivational activities that may stimulate students' attention and increase their motivation for a written expression class are given below:

2.8.2.1.   Circle Writing:

In this activity, students are sitting in a circle and pass pieces of paper around, writing a sentence each time. This can be utilized for stories, but they will require some subsequent work to make them more coherent (however that is a decent task in itself). Another possibility is to invite each student to write a topic that he knows something about at the top of its piece of paper. At that point when the papers are passed around, the alternate students write a question they'd like replied about the topic. When the paper comes back to the original students, they write a short article about their topic, answering the questions they have been given. This provides a very clear audience or a group of onlookers and reason to write. It likewise gives a reason for students to read each other's work, as they look to see whether their questions have been answered.

2.8.2.2. Jigsaw Writing:

Jigsaw writing is another way of structuring collaborative writing so that the process is plainly characterized and defined. This works admirably with picture stories or cartoon strips. Placed students into small gatherings or groups and provide each group with one or two pictures from the sequence. They have to write a passage portraying what is going on or occurred in their picture(s), and ought to have a copy each. [Incidentally, ensure everybody is utilizing the same tense.] After that, the teacher regroups the students into larger groups so that there is someone in each group who has written about each of the pictures and asks them to decide on the correct order of the pictures and roll out any improvements necessary to transform their passages into a coherent whole. Students can then read and compare the distinctive forms and versions.

2.8.2. 3. Sentence Chains:

This activity is based on the teacher, he writes a word on the board and then students shout out words that follow using the last letter(s). The last letters they use, the more points they get. The teacher keeps writing as quickly as possible as the students offer up correct words such as *Smilengthosentencementality*….. Then, the teacher gives students a blank piece of paper and in pairs with one student being the secretary, they play! This is a great game for simple spelling practice and also to get students noticing language and how words end/begin. They can also play for points. Compound words and phrases are acceptable!

2.8.2.4. Surveys / Reports:

Students have a survey question or a questionnaire. They walk around the class recording information. After, instead of reporting to the class orally, they can write up the report about their findings. This can also be used with FSW (Find Someone Who) games. Students use a picture bingo card to walk around the classroom and ask students yes/no questions. They write the answers with a check or X and the student's name in the box with the picture. After, they write up a report about which student ……. / didn't …… certain things.

2.8.2.5. Realia:

Realia can also help to catch students' attention. Bring in a bag with a selection of unconnected objects. Ask students to pick one out each and either describe it in as much detail as possible (this is a great mindfulness activity), or put the students into two (2) students or three (3) students and ask them to write a short story which involves all the objects in their group, before comparing their stories for similarities and differences.

To wrap up, it seems self-evident that a writing activity should avoid having a room full of bored-looking students. Henceforth, the more engaging a writing activity the more language students are likely to produce, and will then give them the best opportunity to sustain their interest and motivation as well as to develop their writing skill.

Conclusion:

This chapter has presented the theoretical underpinnings as well as the literature review that frame the concept of writing. Moreover, it gives an overview of the main tenets and concepts related to teaching writing. Finally, the link of motivational strategies with that of teaching writing has also been addressed in detail.

Chapter Three: Research Methodology and Data Collection

Analysis

Introduction:

After the theoretical framework and review of literature were presented in the previous chapters, this chapter is dedicated to the case study and the findings obtained with the investigation tools. The objective of this case study is to investigate teachers' use of motivational strategies in written expression classes for EFL first-year students at the English Department University of Mohammed Seddik Ben Yahia, Jijel; through the investigation of students' and teachers' perspectives, attitudes and expectations.

Henceforth, a descriptive method is devoted to the research paradigm, sample, population and tools. Moreover, the current study is devoted to data presentation and data analysis of the results generated by two data gathering tools which helps to confirm or disconfirm the hypothesizes: Questionnaire and Classroom Observation.

Furthermore, an overview of the research methodology, research setting, population and participants, research instruments, data collection procedures, data analysis and interpretation of the obtained results will also be explained. This chapter is divided into two main sections wherewith the research methodology and data analysis will be under lens.

3.1. Research Methodology:

The current research study is in line with the quantitative and qualitative research paradigm in the sense that counting and measuring of numerical data is

done in this study; additionally, a classroom observation was arranged since it tries to throw some new light on the issue being investigated and to gain insights into one's own teaching.

This technical supposition gave a boost to the actual study to uphold qualitative and quantitative instruments reflected in a questionnaire and classroom observation designed and intended to meet this end. Moreover, it tries at testing a correlation between the two focal variables, namely teachers' motivational strategies and written expression course.

After analyzing the findings gathered by the questionnaire survey and the classroom observation; the results were analyzed and tabulated to show consequence, and then the results were converted into percentage.

Further fine tuning of the research methodology, research setting, population, and instruments are displayed in the subsequent headlines.

3.1.1.   Research Setting:

Respondents were selected from Jijel area. They were mostly undergraduate and graduate male and female of students and teachers selected from Mohammed Seddik Ben Yahia University, Jijel; particularly, at the Faculty of Letters and Languages Department of Letters and English. The research has done through structured questionnaire which will fill up by the respondents. For classroom observation teachers were selected from the same university and department.

3.1.2.   Research Participants:

In order to well investigate the issue presented in this study, and for obtaining the necessary information as for reliable and valid results, the research study relies

upon two different sample populations as an endeavor to examine and to gather as much as the possible amount of useful information; in the current study, the sample populations constitute a determinant tool to reach the required data and to gain precise results.

In this view Polit, Beck, and Hungler (2001) state that population is "The entire aggregation of cases that meet a specified set of criteria" (p. 233). In the similar vein, they point out that "A sample population is the whole subset of the population, which is actually investigated by researcher and whose characteristics, were generalized to entire population… Sampling should also determine the best representation of the population, so as to allow for an accurate generalization of results" (p. 84).

In the current study, both students and teachers were solicited to participate in the process of data collection; first-year EFL teachers and students at the University of Mohammed Seddik Ben Yahia, Jijel.

A sample of 10 EFL teachers and 60 English language students were the two subjects who entirely participated in the completion of the questionnaire designed for the current research work. This research sample is representative of a population comprised of approximately 18 EFL teachers and 350 EFL students at the University of Mohammed Seddik Ben Yahia, Jijel. Hence, the students sample of the in hand research is practically represents (17, 14%) of the whole population and the teachers sample is above to the half of the whole population (55, 55%). Conjointly, the teachers sample is comprised of eight (08) females and (02) male as well (09) male and (51) female students who kindly participated in responding to the questionnaire.

3.1.3. Research Instruments:

The actual research study aimed at investigating the motivational strategies employed by EFL teachers in written expression classes; in order to cover this investigation, two questionnaires were developed (teachers' questionnaire and students' questionnaire) including a set of different motivational strategies to reach the main objective of this study.

Moreover, to overcome the inherent shortcoming of self-reported questionnaires, namely that the respondents are likely to be tempted to describe their behaviors in a better than real light, according to what they believe to be the positive or the expected answers (i.e. 'social desirability bias'); and by realizing the risk that the participants who rated certain motivational strategies as 'never' in the 'frequency' questionnaire, and might be hesitant to admit that they rarely adopted these strategies, another research tool was develop to maintain the validity of the research data which is *'Classroom Observation'*.

Both the questionnaire and classroom observation are based on Dörnyei's (2001b) systematic overview of motivational strategies. This questionnaire differed in some aspects from the instrument used in Dörnyei and Csize´r's (1998) including a set of motivational activities, based on Roberts, that might be use to teach the writing skill; both surveys attempted to be investigating and differ on their broad motivational dimensions.

3.1.3.1. Questionnaire:

As stated earlier, the current study confides to the quantitative research paradigm, which was adopted to accommodate the building of a correlation

relationship between the two main variables of the study. Hitherto, a self-report questionnaire was designed so as to quantify the degree of the correlation between the two variables in question.

The use of the self-report questionnaire aims at enabling the learners to evaluate their language learning experiences. Chronbach and Meehl (1995) argued that psychological and personality variables are more open to be 'postulated' or inferred in order to discover a person's characteristics or traits (as cited in McDonald, 2008). A self-report method may lead the participants to answer diligently and thus, greater validity should ensue.

The items supplied in the questionnaire provide clear descriptions about the situation. In addition, the study tried to focus attention on the variables provided in the literature.

3.1.3.2. Classroom Observation:

The current research uses classroom observation as a data gathering tool which conceived to inquire about the teachers uses of motivational strategies in their teaching practice; particularly, in written expression classes, and how students experienced the series of lessons.

In Stuart (2011) other words, observation is the most appropriate technique if one wants to find out what people are actually doing, which is not only basing their actions according to what they say they do. Moreover, this technique is the possibility of getting direct impressions from watching, registering actions and listening to what is being said on the actual field, without any other direct influences on the data such as restrictions that a student may feel in answering interview questions that his or her own teacher is conducting.

Observation also minimize the aspect of intrusiveness as it is not taking the - respondents' time unnecessarily. As this is an action research, the aim is not to assess or evaluate or to get generalizable findings but to explore what is going on in the classroom through using observation.

The focus of the observation in this study was on the teachers: (1) on the way they motivate their students in the lesson and its tasks; (2) on what motivational strategies the teacher uses in written expression classes; (3) on what motivational activities teachers usually implement with regard to the writing skill.

Real time observation was the method used of gathering the data. This means that the observation is observed and analyzed as the teaching and learning actually happens in the classroom without any use of electronic means of recalling the data, such as audio or video taping (Wallace, 1998). The data were recorded only through taking notes and with an observation checklist was specifically developed for this investigation.

3.1.3.3. Triangulation:

In a word, the present study uses triangulation for data collection. Data triangulation was done by gathering information from teachers and students, and methodological triangulation is achieved by gathering data from questionnaire and classroom observation.

The term triangulation is used when a combination of qualitative and quantitative forms of inquiry is used. Triangulation of the data produced by different research methods is thought to be a simple and common form of combining methods. As stated by Dawson (2002) "Various reasons have been advanced for the use of combined methods triangulation, including increasing the concurrent, convergent and construct validity of research, the ability to enhance the

trustworthiness of an analysis by a fuller, more rounded account, reducing bias, compensating for the weakness of one method through the strength of another, and in testing hypotheses" (p. 20). The two different methods of data collection involved in the study could be generated within triangulation.

3.1.4.   Description of the questionnaire:

As it has mentioned earlier, the first research tool used to collect data of this study was a questionnaire. In fact, this latter is worth for this research due to its capacity to gather information and its practicality. So, this study depends on the data collected through a written questionnaire; it starts with a small introduction that shows the aims of the study. It is worth mentioning that the students' questionnaire consists of four sections. The first section provides personal information about the students. The second one includes questions about students' attitudes and perceptions towards the writing skill, and the third section endure the motivational strategies in written expression classes, while the forth one is about opinions and suggestions about motivational strategies. The design of the questionnaire of the EFL teachers comprises of five sections. The first section is an attempt to gather background, personal, and demographic data. The second section endeavors to pick up teachers' awareness about students' motivation in written expression, while the third one is an attempt to investigate teachers' motivational strategies. The fourth one is about teaching the written expression in EFL classes, and lastly the fifth section cast light on teachers' motivational strategies in written expression classes.

In this sense, each section of these questionnaire has a set of questions ordered in a logical way, twenty questions in the students' questionnaire and twenty-four questions for the teachers' questionnaire, which fall into three types: closed

questions, open ended questions, and mixed questions or to tick up the most convenient answer from multiple choice questions or to cross the degree of agreement on a 5 points Likert scales.

3.1.5. Data Collection Procedures:

A set of procedures were followed while collecting data; respectively the procedure of each instrument is presented in the subsequent headlines:

3.1.5.1. Questionnaire:

The questionnaire was administered to the EFL teachers and students at the department of English during official classes and course time enabling the researcher to brief the participants about the study. Both teachers and students were informed that the researcher was eminently respective to the confidentiality and anonymity of the participants. The participants verbally consented to participate in the study, and then the questionnaire was randomly handed to the sample of students as a way to respect the random sampling procedures; and selectively to the sample of EFL teachers of the written expression module. The study addressed the samples in the period posterior to the first semester exams of the academic year 2016-2017 in an attempt to make them consider their previous learning experience, and to meet the needs of the work. In all cases, the students completed their responses in a medium time of 20 to 25 minutes with the presence of the researcher to clarify any ambiguity that might affect or lead to misunderstanding on the part of the students.

The teachers' questionnaire in the other side was usually given right after the observation of their classes. The teachers hand their responses day after distributing the questionnaire. The administration and collection of the questionnaire on the whole sample endure for a week period. The portion of responsiveness to the

questionnaire was 100% amongst the entire sample as it was directly distributed and collected.

3.1.5.2. Classroom Observation:

In the actual research study, five (5) EFL classes were under observation, and due to the time constraints only 10 sessions were attended, two (2) sessions for each class with the teacher of that group. Thus, five (5) EFL teachers were under observation. Each session took one hour (1h); in total, the classroom observation endures ten (10) hours. The observation of the session took place at varying times during the day, in the morning, or afternoon according to each group schedule. Moreover, the observation was scheduled with each teacher in advance as well the observation was non-intervention because during the actual teaching of the classes there was no intervention of any hand on the part of the observer.

3.1.6. Data Analysis Procedures:

The data collected in the present study was of two types: quantitative and qualitative. The most obvious distinction between the two sorts of data is that the former deals with numbers and usually employs statistical techniques, whereas qualitative data do not, or only to some extent. For instance, if one is to count, calculate percentages and use statistical analysis, one must have data that are amenable to these procedures. As a result, quantitative research typically employs what are usually referred to as structured forms of data. Furthermore, the remaining questionnaires of the whole sample were subjected to statistical analysis. Microsoft Excel software was used to compute descriptive statistics and reliability analyses of the questionnaires.

3.2. Data Analysis and Interpretation of the Results:

After completing with the data gathering process, the time clocks for the analysis processes to take charge. The summary of the data is presented in tables holding the frequencies of the respondents' choices, trailed by exposition comments including the percents of the choices occurrence within each table. It is vital that the percents in the comments are tallied in various ways according to each scale. For the scale with multiple items, the percents are counted in relation to the aggregate appraisals of each table; i.e. the sum of the total ratings. Additionally, the data gathered by means of the survey questionnaire and classroom observation are devoted to the analysis and interpretation.

3.2.1.   Students' Questionnaire:

3.2.1.1. Aims of the Students' Questionnaire:

This questionnaire is designed to investigate the first-year EFL teachers' motivational strategies and activities in teaching the wring skill from the perspective of their students. In other words, this survey questionnaire aims at investigating the teachers' uses of motivational strategies/ activities in their teaching practice of the writing skill. Moreover, it aims at investigating the students' attitudes and perceptions towards the writing skill and their opinions and further suggestion to be applied in written expression classes.

3.2.1.2.   Analysis and Interpretation of the Students' Questionnaire:

This part provides an analysis of the information obtained through students' questionnaire.

Section One: the Students' Profile

The major aim of this section is to get background information about the chosen sample of students.

➢ **Q1: Gender**

Options	Male	Female	Total
Students' Number (N)	09	51	60
Percentage %	15%	85%	100%

Table 1: Gender related results
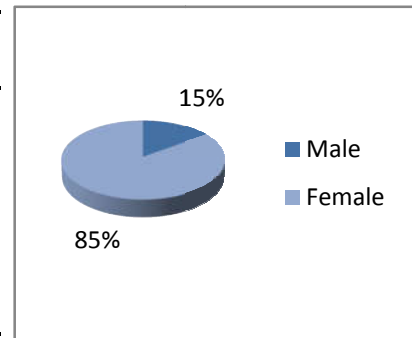
Figure 6: Gender related results

The inequality in the distribution of gender-related data is due to the small number of males as compared to female students in university, who are destinated to study English as a foreign language. However, the sample has joint both genders to exclude the gender-related paradox. Trough the table 1 and figure 6 above, males represent a portion of (15%) of the sample, and females represent (85%) of the sample.

➢ **Q2: Age**

Options	N	%
In between 18-21	52	86,66%
In between 21-24	5	8,33%
In between 24-27	1	1,66%
In between 27-30	2	3,33%
Total	60	100%

Table 2: Students' age results
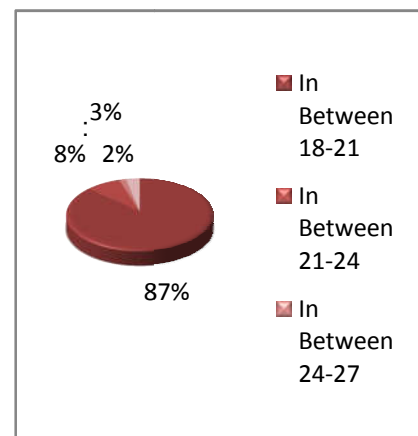
Figure 7: Students' age results

Results about students' age reveal that there is no significant variation among them; the majority of students reach the University level in the normal age. There is no significantly contributive age gap that might affect their perceptions. The table 2 and figure 7 above estimated (86, 66 %) of the students that have reached University in their normal age, (8, 33%) represents students who have some delays, it is assumed that this is because of failing exams or having English as an extra diploma or other similar factors, Yet both the portion of (3, 33%) and (1, 66%) represents a bit older students that might be pinned to the previous reasons.

➢ **Q3: Was studying English at the university your first choice?**

Options	Yes	No	Total
Students' Number (N)	17	43	60
Percentage %	28,33%	71,66%	100%

Table 3: English as the learners' choice to study at the university
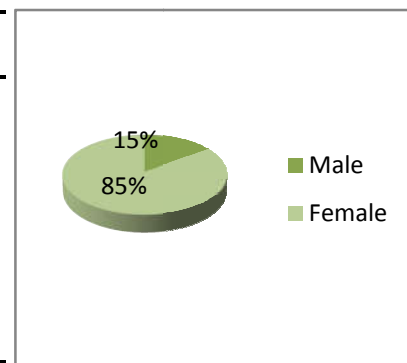
Figure 8: English as the learners' choice to study at the university

This question deals with the learners' past interest and motivation to learn English as their major at the university. It is worth noting that all the 60 students answered this question. To this end, and relying on the table 3 and figure 8 above, (71, 66%) stated that English wasn't their first choice whereas, (28, 33%) claim the opposite i.e. English was their primary choice to study at the university.

➢ **Q 4: Why did you choose to major in the English Language?**

Options	N	%
a. Intrinsic Motivation	43	71.66%
b. / c. / d. Extrinsic Motivation	10	16.66%
e. Instrumental Motivation	4	6,66%
f. Integrative Motivation	3	5%
Total	60	100%
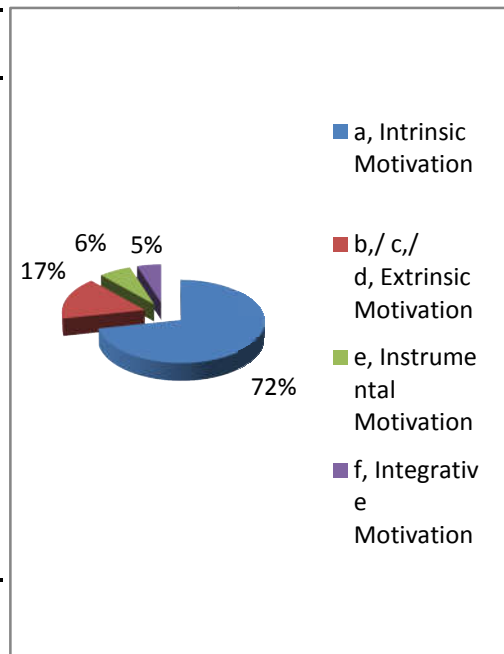
Table4: Students' prior motivational orientation

Figure9: Students' prior motivational orientation

The above table and figure highlighted that the majority of students (71, 66%) are intrinsically motivated, (16, 66%) are influenced by extrinsic factors, while lower rates are linked to instrumental motivation (6, 66%) and integrative motivation (5%). Since the majority of respondents opted for intrinsic motivation item, it is presupposed that their interest of the English language study is the driving force behind their choice of carrying out the academic pursuit of English language whereas other orientations fall into marginal accounts for them.

➢   **Q5: How do you find learning English at University?**

Options	N	%
Very boring	6	10%
Boring	22	36,66%
Interesting	26	43,33%
Very interesting	6	10%
Total	60	100%
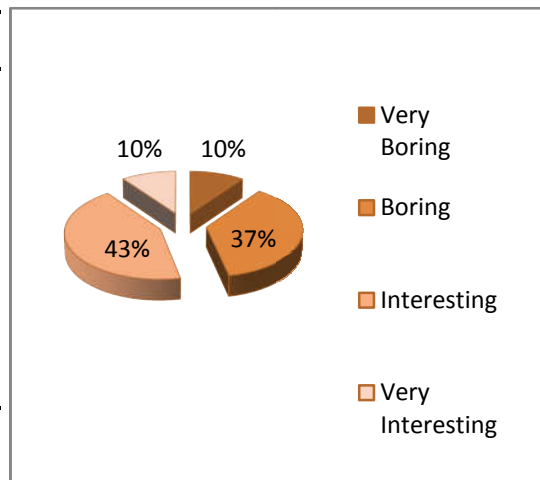
Table 5: Students' opinions about English learning at university

Figure 10: Students' opinions about English learning at university

Question five (5) is meant to reveal the students' opinions about learning English at university i.e. if the university atmosphere is encouraging or not. Table 5 and figure 10 include four different opinions in which learners' perspectives are as follows: (43, 33%) stated that they find learning English at University interesting. (36, 66%) considered it as boring and (10%) students considered learning English as very interesting. However, (10%) students chose very boring as their perspective. Generally, it can be said that approximately half students considered that learning English at university as boring while the other half deemed it as interesting.

Section Two: Students' Attitudes and Perceptions towards the Writing Skill

Five questions are included in this section; all of them are intended to know about the students' attitudes and perceptions towards the writing skill.

➢ **Q6: Pick the most important skill that you need to develop:**

Options	N	%
Reading	10	16,66%
Writing	12	20
Listening	17	28,33%
Speaking	21	35%
Total	60	100%

Table 6: Students' perceptions towards the importance of EFL skill
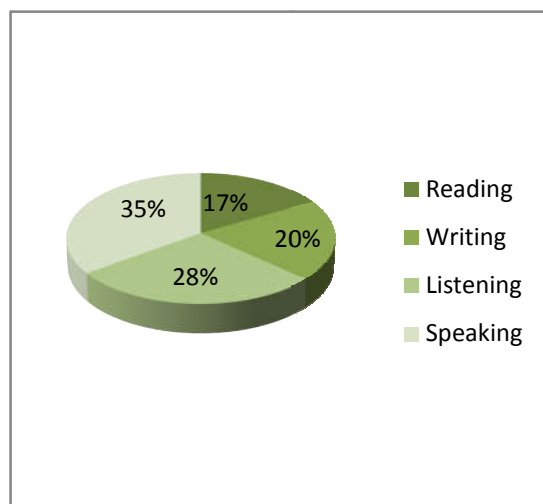
Figure 11: Students' perceptions towards the importance of EFL skill

The question at hand tries to find out what EFL skills the students need most to develop for achieving successful communication. First, it is of great importance to note that all the participants answered this question. The above results in table 6 and figure 11 shows that (35%) of the students opt for speaking, (28, 33%) opt for listening, (20%) opt for writing. Insofar, as reading is concerned, only (16, 66%) of the students believe it to be the last skill to be developed. Thus, it could be assumed that students are aware of the importance of developing the EFL skills as they are complementary to each other. However, the two dominant answers, suggest that developing the receptive skill "Listening" and the productive skill "Speaking" is seen by the majority of students as the two EFL skills most needed.

➢ **Q7: How do you find writing in English?**

Options	N	%
Very easy	4	6,66%
Easy	43	71,66%
Difficult	13	21,66%
Very difficult	0	0%
Total	60	100%
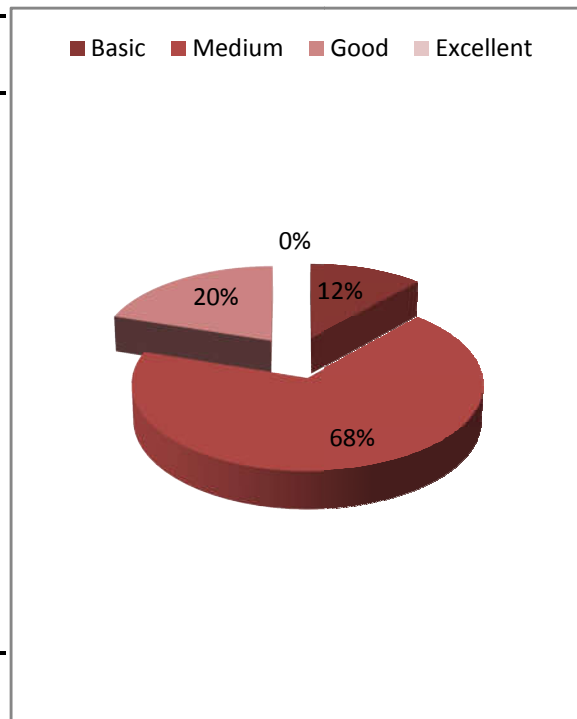
Table 7: Students' attitudes towards writing in English

■ Basic ■ Medium ■ Good ■ Excellent

0%
20%   12%
68%

Figure 12: Students' attitudes towards writing in English

Trough the table 7 and figure 12 above, it can be concluded that (71, 66%) of the students find writing in English easy, (21, 66%) state that it is difficult, (6, 66%) find it very easy and (0%) of students consider it as very difficult. Results about students' attitudes towards writing in English reveal a major discrepancy among the two dominant answers, and this maybe because of their various background knowledge regarding the English language.

➢ **Q8: How do you evaluate your language proficiency while writing?**

Options	N	%
Basic	7	11,66%
Medium	41	68,33%
Good	12	20%
Excellent	0	0%
Total	60	100%

Table 8: Students' consideration to their writing proficiency
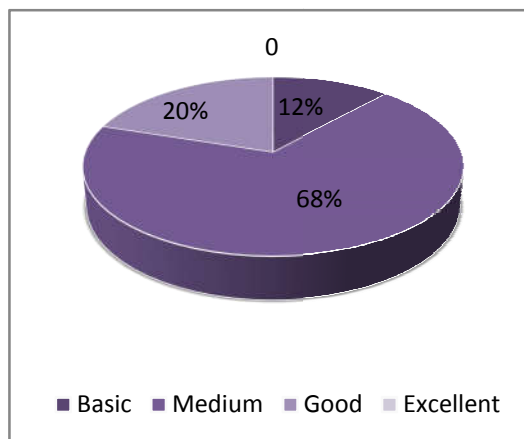
Figure 13: Students' consideration to their writing proficiency

It is noticeably clear from the table 8 and figure 13 above that (68, 33%) of the students opt for medium average, (20%) of the sample believe that they have a good proficiency of language; this could be probably because of their high self- confidence, (11, 66%) opt for basic average, and (0%) of the students opt for excellent average, this show that language proficiency is not yet gained among the first year of instructions.

➢ **Q9: How do you find the Written Expression module?**

Options	N	%
Very interesting	22	36,66%
Interesting	28	46,66%
Ordinary	10	16,66%
Not interesting	0	0%
Total	60	100%

Table 9: Students' attitudes towards the written expression module
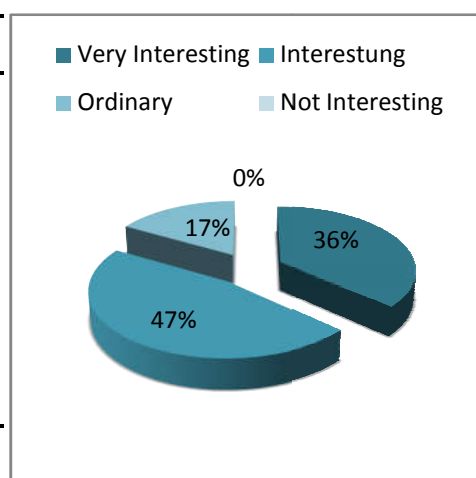
Figure 14: Students' attitudes towards the written expression module

The findings presented in the table 9 and figure 14 above reveal that (46, 66%) of the students find that the written expression module is interesting, (36, 66%) find it as very interesting whereas, only (16, 66%) consider it as ordinary, and (0%) of students opt for not interesting. This might be interpreted that the majority of students at their first-year target career find the skill of writing interesting, and this might stimulate their attention to its importance along the learning process.

> ➢ **Q10: To what extent has the Written Expression course helped you improve your writing performance?**

Options	N	%
Very much	38	63,33%
Somewhat	13	21,66%
Not sure	6	10%
A little	3	5%
Not at all	0	0%
Total	60	100%

Table10: The effect of written expression courses on improving students' writing performance
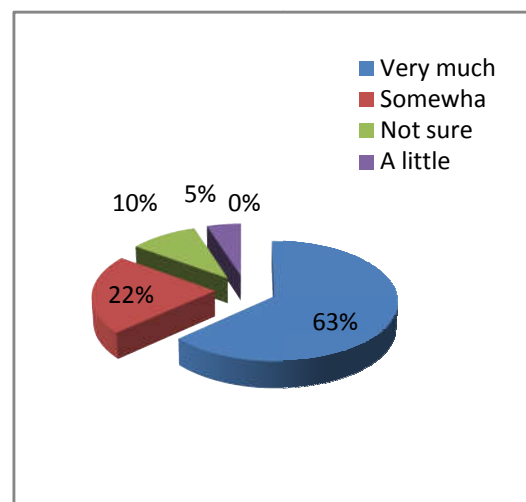
Figure 15: The effect of written expression courses on improving students' writing performance

In order to dig deeper into the learners writing performance, this question is meant for giving data on the effect of written expression courses on improving students' writing performance. This question was answered by all the informants. Therefore, more than half participants represented by a percentage of (63, 33%) opted for very much i.e. the written expression courses are extremely helpful. However, (21, 66%) of the participants confessed that the writing course is somewhat helpful, (10%) opt

for not sure, and (5%) opt for a little. At this particular response, it is useful to draw

attention to the reasons behind.

Section Three: Motivational Strategies in Written Expression Classes

It is noteworthy to mention that this section includes the major questions which

center the main goal of this study; the section includes seven questions aim to gather

data from students about motivational strategies in written expression classes.

➢   **Q11: What do you think about the teacher of Written Expression?**

Options	N	%
Motivating	14	23,33%
Neutral	39	65%
Boring	7	11,66%
Total	60	100%

Table 11: Students' perceptions of the written expression teacher
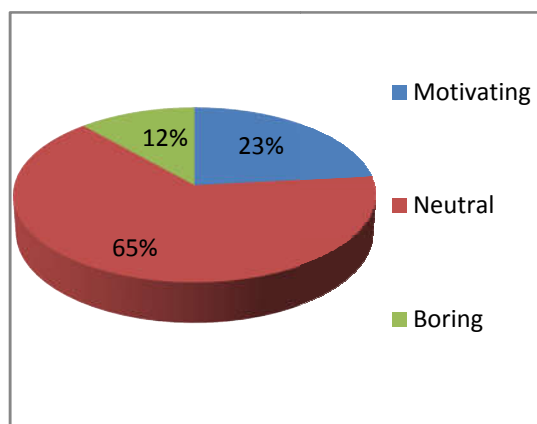
Figure 16: Students' perceptions of the written expression teacher

The table up head demonstrates that (65%) of the sample opt for neutral, (23,

33%) opt for motivating, and (11, 66%) opt for boring. The results conclude that most

of the firs-year EFL students consider their teachers of the written expression module

neither motivating nor boring; this conclusion assumed that the EFL teachers have a

moderate level of motivation during their teaching practice of writing.

➢ **Q12: Do you think that the teacher of Written Expression encourages you enough to write in English?**

Options	N	%
I strongly agree	12	20%
I agree	25	41,66%
Neutral	21	35%
I disagree	2	3,33%
I strongly disagree	0	0%
Total	60	100%

Table12: Students' perspectives of their teacher's encouragement
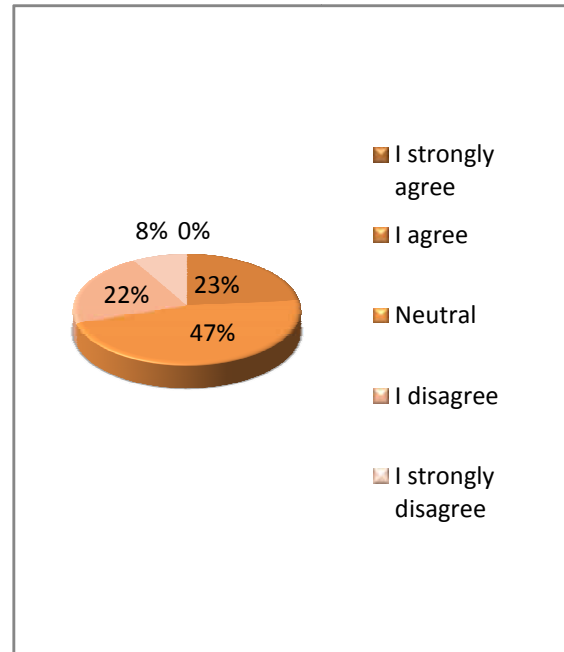
Figure 17: Students' perspectives of their teacher's encouragement

As far as the students' perspectives of their teacher's encouragement, it is crystal clear from the table 12 and figure 17 that (41, 66%) and (20%) of the students fingered the two degrees of positive agreement, (35%) choose the neutral stand, while (3, 33%) and (0%) selected the disagreement options. This conclusion might be interpreted to that nearly half of the sample are positively satisfied about the teacher role in written expression classes.

➤ **Q13: Does your teacher build rapport with you i.e. makes you feel close to him/her?**

Options	N	%
I strongly agree	0	0%
I agree	14	23,33%
Neutral	28	46,66%
I disagree	13	21,66%
I strongly disagree	5	8,33%
Total	60	100%
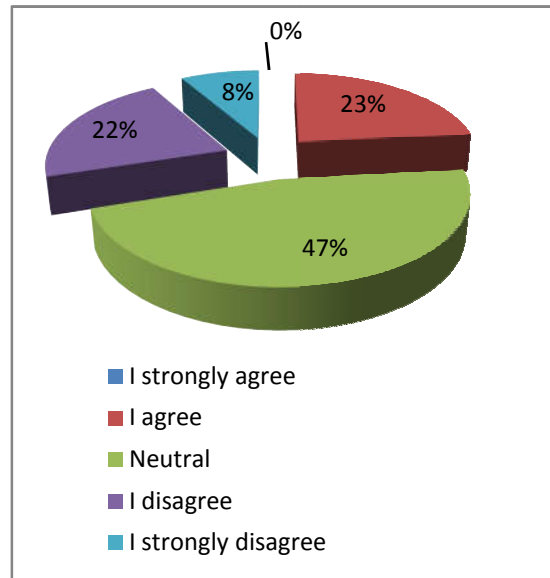
Table 13: Teacher- student rapport in classroom

Figure 18: Teacher- student rapport in classroom

Through the table13 and figure 18 above, it can be concluded that there is a general discrepancy with regard to the statement of agreement. (46, 66%) have chosen the neutrality choice. Only (23, 33%) represents the respondents that accept and positively agree that teachers of written expression module build rapport with them; whereas, as compared to the agreements portions, (21, 66%) opt for disagree, and (8, 33%) of the respondents go with rejecting the aforementioned statement. From these results, it is assumed that teacher of writing skill need to cast light on this particular issue, as it is considered as one of the paramount motivational strategies.

> **Q14: Which of the following strategies are usually used by your teacher in Written Expression classes?**

Options	N	%
a-c-d-g	1	1,66%
g	10	16,66%
b-d	3	5%
a-b-h	1	1,66%
b-f-g	3	5%
a-c-f-g	2	3,33%
b	5	8,33%
b-g	1	1,66%
b-f	1	1,66%
e	1	1,66%
b-c	1	1,66%
a-c-f-h	1	1,66%
c	1	1,66%
b-c-f-g	1	1,66%
a-b-c-g	2	3,33%
f-g	3	5%
b-d-f-g-h	1	1,66%
b-g-h-	1	1,66%
a-g	3	5%
a	2	3,33%
a-b-f-g	1	1,66%
a-b-c-g	1	1,66%
b-e-g	1	1,66%
a-b-g	2	3,33%
a-b-c-d-g	1	1,66%
a-b-	2	3,33%
a-b-e-g	2	3,66%
a-b-g-h	1	1,66%
f	3	5%
b-c-e	1	1,66%
d-e-f	1	1,66%
Total	60	100%

Table14: Motivational strategies in written expression classes
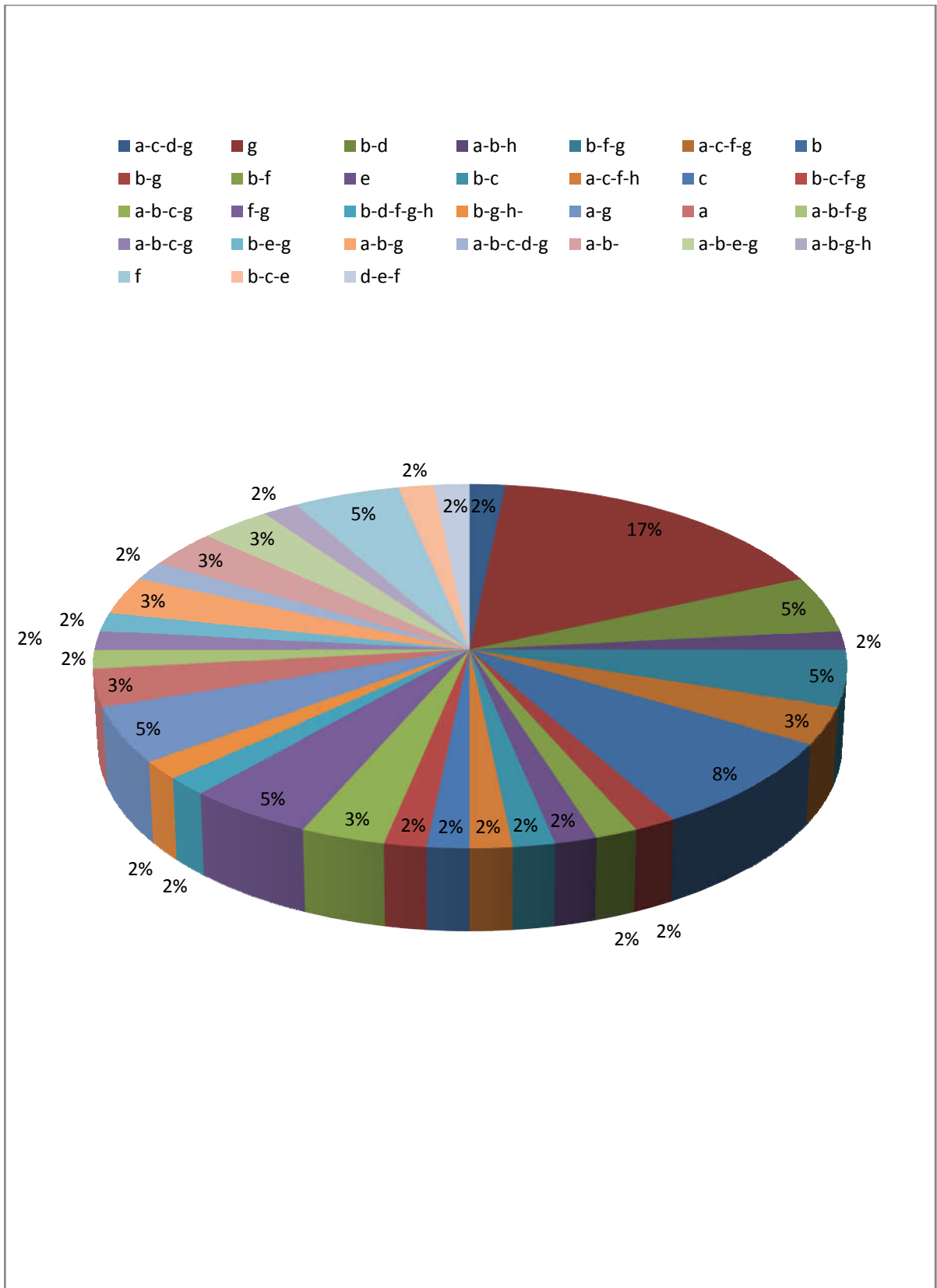
Figure19: Motivational strategies in written expression classes

The table above is representative for the teachers' use of motivational strategies in written expression classes; the held results shows that the whole sample ticks different motivational strategies represented in varying proportions i.e. teachers in their teaching practice, particularly, in teaching the writing skill tend to incorporate a set of strategies that assumed to enhance the students motivation towards this productive skill. The most dominant response provided by the students, affirms that the item G represented by the portion of (16, 66) is the most motivational strategy implemented in written expression classes.

➢ **Other(s), please specify.**

Options	N	%
Answered	11	18,33%
Not answered	49	81,66%
Total	60	100%

Table15: Students' answers related results
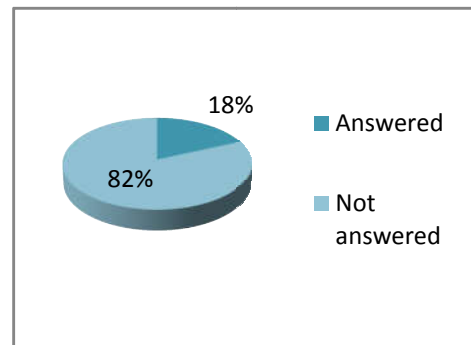
Figure 20: Students' answers related results

(81, 66%) of students in the above presentation of table 15 and figure 20 provide further motivational strategies used by their teachers in written expression classes, whereas, (18, 33%) opt for no answer.

➢ **Q15: Which strategies would you like the teacher to use more frequently?**

Options	N	%
Answered	34	56,66%
Not answered	26	43,33%
Total	60	100%

Table 16: Students' perceptions towards the use of motivational strategies
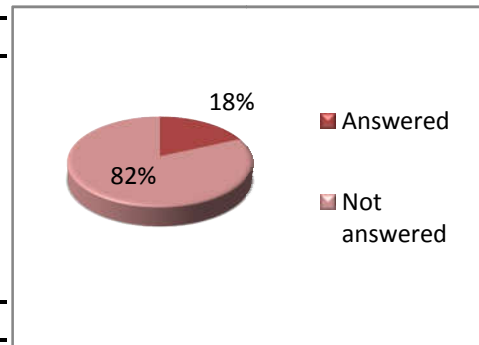
Figure 21: Students' perceptions towards the use of motivational strategies

(56,66%) of students in the above presentation of table 16 and figure 21 address different motivational strategies to be implemented more frequently by their teachers in written expression classes; whereas, (43,33%) opt for no answer.

➢ **Q16: How often does your teacher use the following activities with your class?**

Activity (Circle writing)	N	%
Always	0	0%
Often	0	0%
Sometimes	6	10%
Rarely	7	11,66%
Never	47	78,33%
Total	60	100%

Table17: Frequency of using the circle writing activity
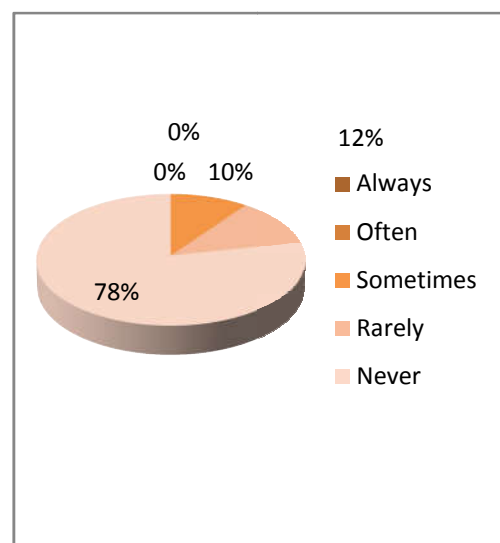
Figure22: Frequency of using the circle writing activity

The answers tabulated above reveal that (78, 33%) of the sample opt for never, (11, 66%) opt for rarely, (10%) opt for sometimes, whereas, the two (0%) portion of the respondents signal the always and often option. Apparently, the circle writing activity is assumed to be one of the ignored motivational strategies used by EFL teachers to boost the students' motivation towards the skill of writing.

Activity (Jigsaw writing)	N	%
Always	0	0%
Often	0	0%
Sometimes	0	0%
Rarely	8	13,33%
Never	52	86,66%
Total	60	100%

Table 18: Frequency of using the jigsaw activity
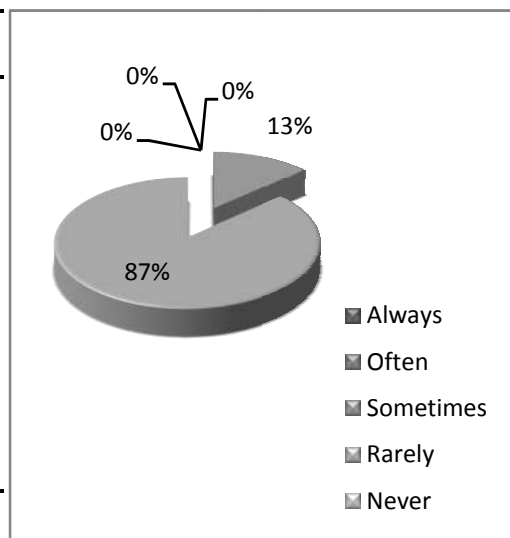
Figure 23: Frequency of using the jigsaw activity

This question aimed to gauge the frequency of using the jigsaw writing by EFL teachers as a way to enhance students' motivation towards the writing skill. The table 18 and figure 23 above shows that (0%) of the respondents opted for always, often, and sometimes three times in a row. While (13, 33%) opt for rarely, (86, 66%) of the respondents signal the always option. The obtained results clearly denote that EFL teachers never incorporate this kind of activity in their teaching practice.

Activity (Sentence Chains)	N	%
Always	0	0%
Often	0	0%
Sometimes	0	0%
Rarely	5	8,33%
Never	55	91,66%
Total	60	100%

Table19: Frequency of using the sentence chains activity
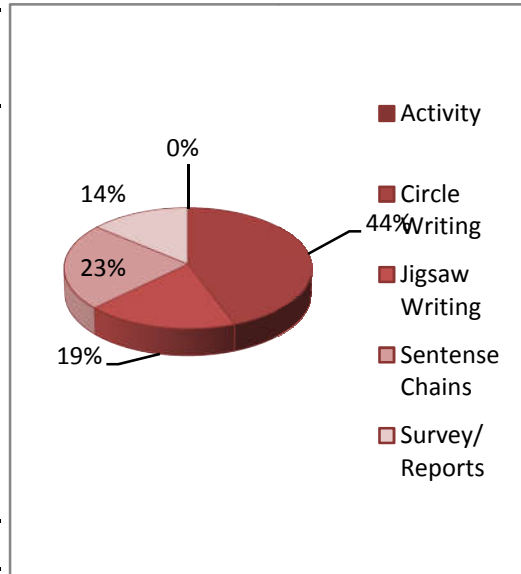
Figure24: Frequency of using the sentence chains activity

Through the table 19 and figure 24 above, the results make clear that almost all the sample signal the never option, represented by the portion of (91, 66%). However, only (8, 33%) of respondents opted for the rarely option. Hence, the results indicated that the sentence chains activity is a neglected activity in written expression classes.

Activity (Survey/ reports)	N	%
Always	0	0%
Often	0	0%
Sometimes	4	6,66%
Rarely	13	21,66%
Never	43	71,66%
Total	60	100%

Table 20: Frequency of using the survey/ reports activity
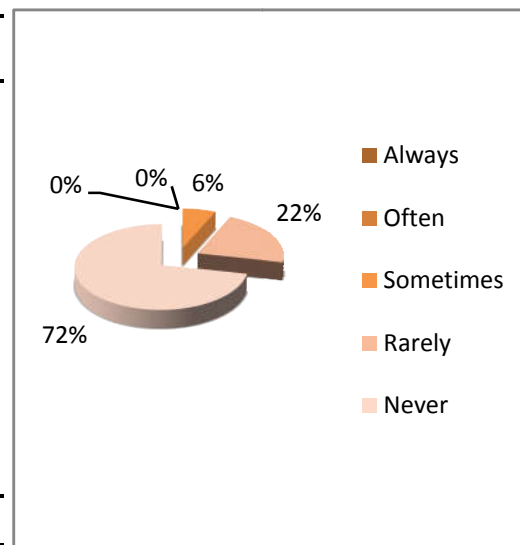
Figure25: Frequency of using the survey/ reports activity

Considering table 20 and figure 25 above, (71, 66%) of the selected students opt for never option, (21, 66%) opt for rarely option, (6, 66%) of the respondents opt for sometimes option, whereas, (0%) signal the often and always option. The survey reports activity as showed through the obtained results is quiet top never used to promote the students' motivation in writing.

Activity (Realia)	N	%
Always	0	0%
Often	0	0%
Sometimes	4	6,66%
Rarely	7	11,66%
Never	49	81,66%
Total	60	100%

Table 21: Frequency of using the realia activity
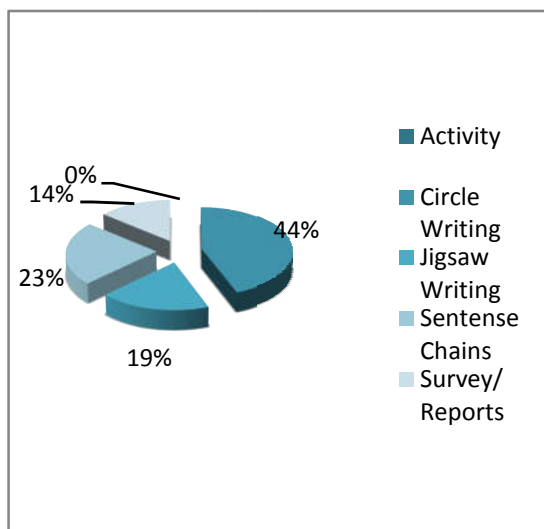
Figure 26: Frequency of using the realia activity

The table 21 and figure 26 above reveal that (81, 66%) of the sample opt for never, (11, 66%) opt for rarely, (6, 66%) opt for sometimes, whereas, the two (0%) portion of the respondents signal the always and often option. Apparently, the realia writing activity is assumed to be one of the ignored motivational strategies used by EFL teachers to boost the students' motivation towards the skill of writing.

> **Q17: Which of the activities mentioned in the table above do you enjoy most?**

Activity	N	%
Circle Writing	19	31,66%
Jigsaw Writing	8	13,33%
Sentense Chains	10	16,66%
Survey/ Reports	6	10%
Realia	11	18,33%
Non of them	2	3,33%
No answered	4	6,66%
Total	**60**	**100%**

Table 22: Students' preference of motivational activities in written expression
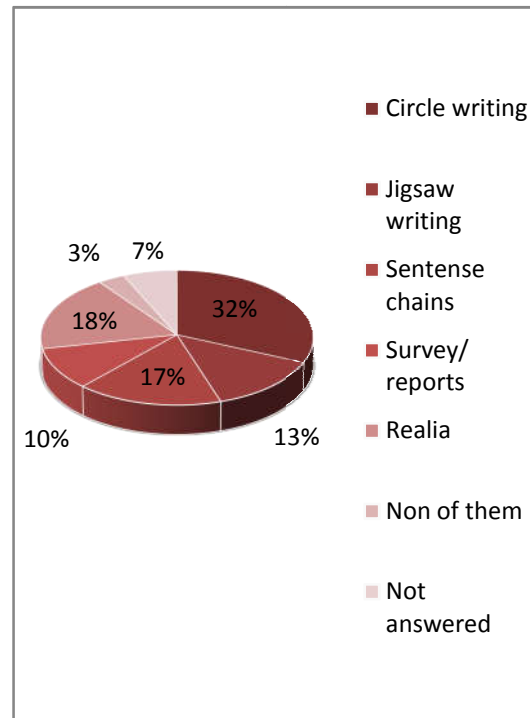
Figure 27: Students' preference of motivational activities in written expression

This items information sheds light on the students' preference of motivational activities in written expression. The answers reveal that (31, 66%) of the respondents find the circle writing activity is the most enjoyable activity, (18, 33%) choose the realia type of activity, (16, 66%) devoted to the sentence chains activity, (13, 33%) opt for the jigsaw writing, (10%) opt for the survey/ reports activity. However, (6, 66%) of the sample didn't answer, and (3, 33%) state that none of the aforementioned activities are enjoyable. The results obtained point out that most of the student were interested in these motivational activities, and considered it as enjoyable.

Section four: Opinions and Suggestions about Motivational Strategies

The section number four is the last section includes in the students' questionnaire; it is about knowing the students' opinions and what suggestions can students make with regard to motivational strategies.

➤ **Q18: Do you find that teacher uses of motivational strategies in written expression classes are important?**

Options	Yes	No	Total
Students' number (N)	56	4	60
Percentage %	93,33%	6,66%	100%

Table 23: The importance of using motivational strategies in written expression module
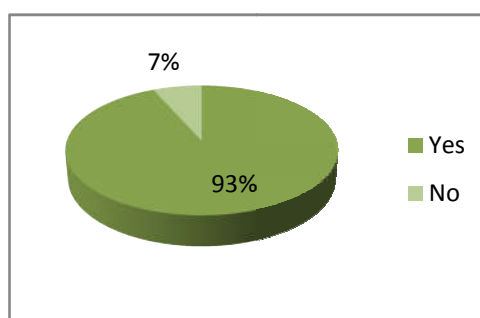
Figure 28: The importance of using motivational strategies in written expression module

It is crystal clear from the percentages shown in table 23 and figure28 that (93, 33%) of the students i.e. almost the whole sample are aware of the importance, of intervene, the motivational strategies in written expression classes. However, only (6, 66% of the students find that incorporating motivational strategies during the process of teaching the writing skill is in not essential; this is might be because they are not aware of its importance.

➢ **Why?**

Options	N	%
Answered	27	45%
Not answered	33	55%
Total	60	100%

Table 24: Students' justification about the importance of using motivational strategies in written expression Classes
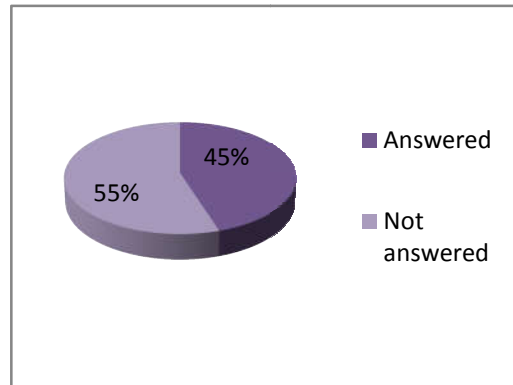
Figure 29: Students' justification about the importance of using motivational strategies in written expression classes

Through the table 24 and figure 29 above, (45%) of the students, who opted for yes in the previous question, provide further explanation about the importance of using motivational strategies in written expression, however, (55%) of the students left without an extra explanation.

➢ **Q19: Do you think that the teacher's motivational strategies are necessary for you to improve your writing?**

Options	N	%
I strongly agree	36	60%
I agree	18	30%
Neutral	4	6,66%
I disagree	2	3,33%
I strongly disagree	0	0%
Total	60	100%

Table 25: Students' perceptions towards the necessity of using motivation strategies
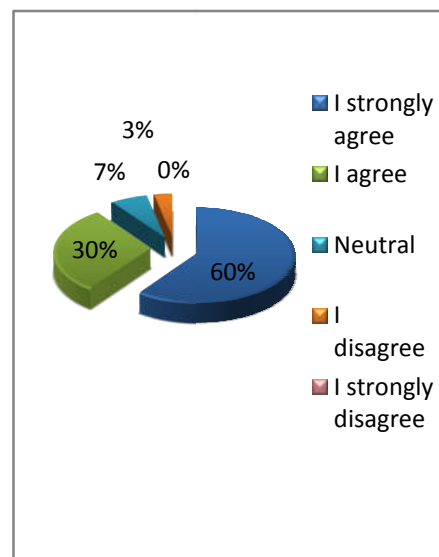
Figure 30: Students' perceptions towards the necessity of using motivation strategies

The table 25 and figure 30 above reveals that first- year EFL students shows a tendency towards accepting the teachers' use of motivational strategies to improve their writing skill, a portion of (60%) rates for strongly agree, (30%) rates for agree, (6, 66%) rates for neither agree nor disagree, (3, 33%) rates for disagree, and (0%) rates for strongly disagree.

➢ **Q20: What other strategies do you suggest that the teacher should use more to motivate you to write more and better?**

Options	N	%
Answered	26	43,33%
Not answered	34	56,66%
Total	60	100%

Table 26: Students' suggestions of motivational strategies
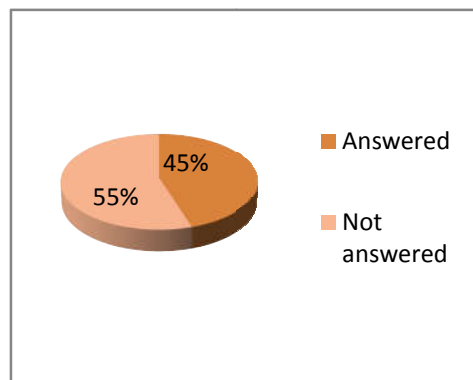
Figure 31: Students' suggestions of motivational strategies

Through the table 26 and figure 31 above, (43,33%) of the students provide further suggestions in regard to the teachers' use of motivational strategies, as a means to increase the students' writing ability, or at least their interest in writing classes, however, (56,66%) of the students didn't answer.

3.2.2. Teachers' Questionnaire

3.2.2.1. Aims of the Teachers' Questionnaire:

This questionnaire is designed to investigate the first-year EFL teachers' motivational strategies and motivational activities in teaching the wring skill. Also, the ultimate goal of this research tool is to investigate the teachers' perspectives, attitudes and expectations in line with the construct of motivation and motivational strategies/ activities in written expression classes.

3.2.2.2. Analysis of the Teachers' Questionnaire:

Section One: Background Information

Four questions are included in this section; they are about teachers' qualification, teaching experience, years of teaching written expression in university, and the teachers' decisions about teaching the written expression module. The ultimate goal for this section is to get background information about the chosen sample of first-year EFL teachers.

> **Q1: Would you, please, specify the degree you hold:**

Options	N'	%
Licence	0	0%
Master	6	60%
Magistére	4	40%
Ph,D	0	0%
Total	10	100%

Table 27: Teachers' academic degree
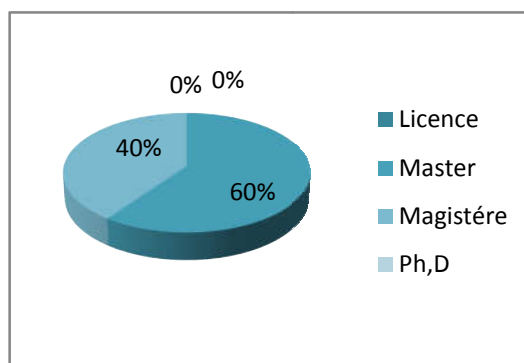
Figure 32: Teachers' academic degree

The table 27 above is representative of the degree that first-year EFL teachers hold; the held results show that (60%) of the teachers holds the Master degree,

(40%) holds the Magistére degree, whereas, none of the chosen sample holds the license degree, and no one is a Ph. D holder. The above results give face that the majority of the EFL teacher are part- time teachers.

➢ **Q2: Teaching experience**

Teaching Experience	N'	%
1 - 4	5	50%
4 - 8	3	30%
8 - 12	0	0%
12 - 16	1	10%
16 - 20	1	10%
Total	10	100%

Table 28: Experience in teaching
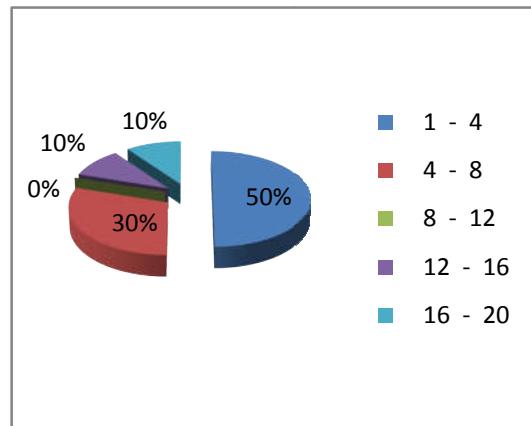
Figure 33: Experience in teaching

Question 2 is meant to reveal the teachers' years of teaching experience; through the table 28 and figure 33 above, (50%) of the teachers have their teaching experience in between one to four years, (30%) were teaching from four to eight years, (10%) of the EFL teachers has a teaching experience in between twelve to sixteen years, and only one teacher represented by a percentage of (10%) has more that twelve years familiarity with the proficient.

> ➤ **Q3: How many years have you been teaching Written Expression module at the university?**

Years of Teaching Experience	Teatchers' Number	%
1 - 4	9	90%
4 - 8	1	10%
Total	10	100%

Table 29: Years of teaching the written expression module
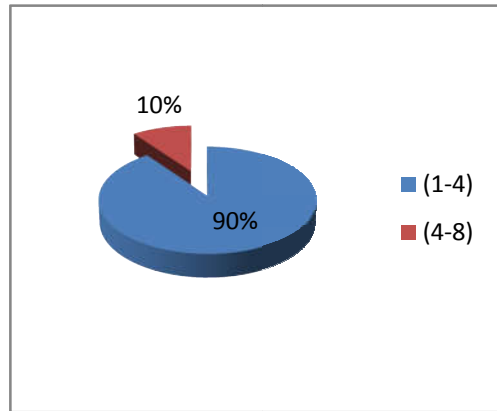
Figure 34: Years of teaching the written expression module

Again, determining how long these teachers have been teaching the written expression module at university is the aim of this question. Almost all the surveyed teachers represented by a percentage of (90%) have been teaching written expression for one to four years; however, only one teacher demonstrates a percentage of (10%) has been teaching writing for four to eight years. From the obtained results, it is noteworthy to mention that only one teacher spent a long period dealing with the specialty and thus, gained an extensive experience regarding the skill of writing.

> **Q4:The decision to teach written expression is :**

Options	Teachers' Number (N)	%	Total
Personal choice	8	80%	10
Instructed by the administration	2	20%	100%

Table30: Teachers' decisions
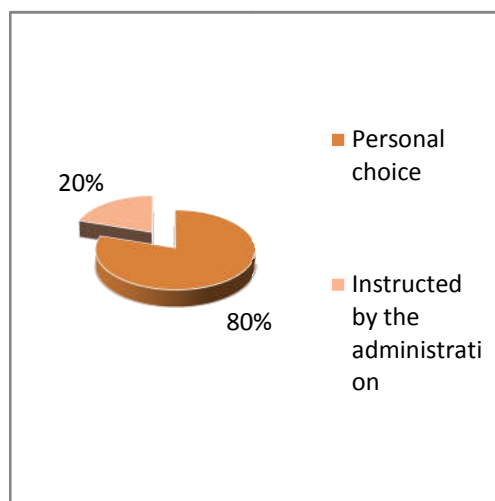
Figure 35: Teachers' decisions

The table 30 and figure 35 up head, clearly state that (80%) of the respondents admitted that the decision to teach written expression module is a personal choice, whereas, (20%) represents those teachers who were instructed by the administration to teach the previously mentioned module. This is a clear indication that the EFL teachers show their personal interest about the value of this productive skill.

Section Two: Teachers' Awareness about Students' Motivation in Written Expression:

Section two is meant to reveal the teachers' awareness about students' motivation in written expression; this section includes four main questions.

> **Q5: To what extent do you find the teaching of the writing module motivating (i.e. for students)?**

Options	N'	%
Extremely motivating	0	0%
Very motivating	1	10%
Somehow motivating	4	40%
Not very motivating	3	30%
Not at all	2	20%
Total	10	100%

Table31: The effect of writing teaching module on students' motivation

- Extremely motivating
- Very motivating
- Somehow motivating
- Not very motivating
- Not at all
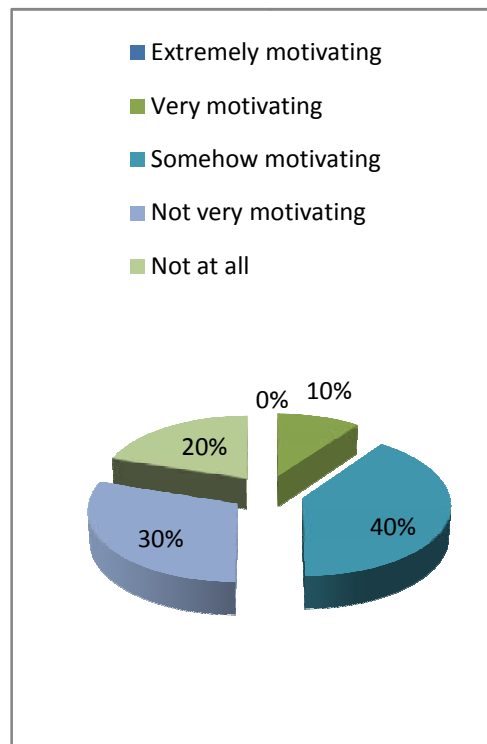
Figure36: The effect of writing teaching module on students' motivation

The table 31 and figure 36 reveals that (40%) of the teachers consider the teaching of writing module as somehow motivating, (30%) find it not very motivating, and (20%) admitted that it is not motivating at all, in contrast, only (10%) of the EFL teachers find the teaching of this module very motivating. Eventually, (0%) of the respondent consider it as extremely motivating, thereby, the above results show that approximately half of the sample agree that the teaching of writing is demotivated to some extent. Thus, motivation should be emphasized.

➢ **Q6: Is developing the skill of writing affected by students' motivation in written expression classes?**

Options	Yes	No	Total
Teachers' Number (N)	10	0	10
Percentage %	100%	0%	100%

Table32: The effect of motivation in developing the students' writing skill
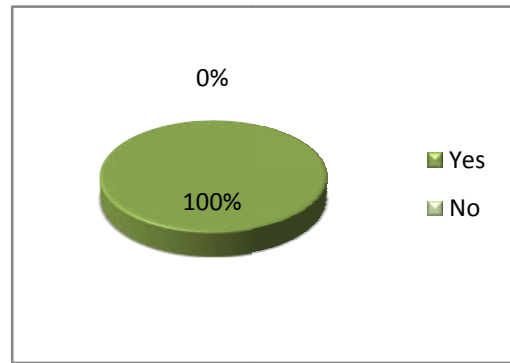
Figure 37: The effect of motivation in developing the students' writing skill

The results yielded from the table 32 and figure 37 above, point out that the whole sample (100%) agree on the impact of students' motivation in written expression classes. The results obtained affirm the importance of motivation to develop the students' writing skill.

➢ **Q7: How do you evaluate your student's motivation in written expression classes?**

Options	N'	%
High	0	0%
Medium	5	50%
Low	4	40%
Not answered	1	10%
Total	10	100%

Table33: Teachers evaluation of students' motivation in written expression classes
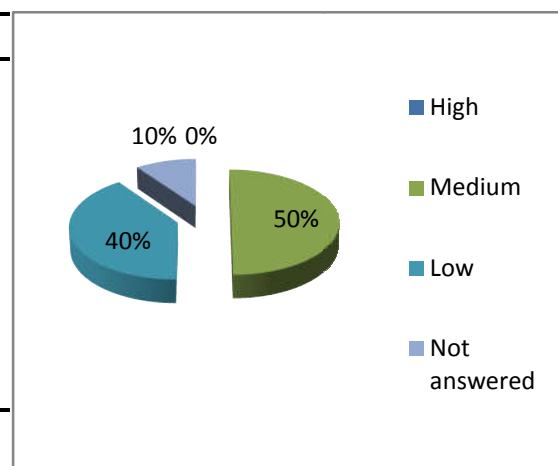
Figure38: Teachers evaluation of students' motivation in written expression classes

The present question aims at getting the teachers insight about the students' motivation in written expression classes. In this closed question, teachers were asked simply to opt for one of the options. Following this line of thoughts, half of the sample (50%) evaluates their students' motivation as medium while (40%) opted for low. whereas, only one participant didn't answer. By taking into account that none of the teachers evaluate their students' motivation as high, and in relation to the results in table, teachers should put much emphasis on raising their students' motivation, using different motivational strategies and activities.

➢ **Q8: Do you think that it is the teacher job to motivate students to write?**

Option	N'	%
Yes	7	70%
No	2	20%
Not answered	1	10%
Total	10	100%

Table34: The teacher motivates students to write
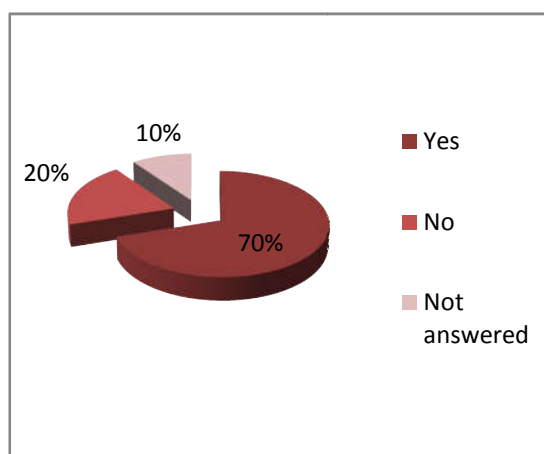
Figure 39: The teacher motivates students to write

The answerers tabulated above reveal that (70%) of the respondents opt for yes, (20%) opt for no, while only one teacher (10%) didn't answered. Hence, approximately the whole sample agree that is the teacher who motives students inside the classroom; particularly, in written expression classes. However, those who contrast might be because they highly encourage students' intrinsic motivation rather than extrinsic motivation.

➢ **Please justify why?**

When asked to clarify their answers, nine teachers provide their justification, while only one teacher didn't answer. The teachers' justifications were summarized in the following points:

- Making things clear to students renders the task easy for students. Easier is very often motivating and could encourage students to perform better.

- It is important to infuse students with motivation about written classes, to make them change their negative believes about writing because writing is important as speaking; a good speaker should be a good writer, too.

- Simply because the teacher is the only one who knows about the learning type of his students as well as the strategies they prefer to implement to facilitate the writing process and make it more enjoyable.

- Arousing a kind of interest in students to write may push them to do their best to practice writing several times, especially when the teacher provides unswerving support. One feedback from the teacher can be a push either forward or backward.

- The teacher could make students more motivated by making them enjoying writing.

- The students are more affected by the teacher than by any other motivating factor.

Teachers who opted for "No" justify by saying:

- Because even the teacher tries, there is no positive result since students are not motivated from inside and hold negative attitudes towards the writing skill that is why teachers' efforts to motivate them go in vein.

Section Three: Teachers' Motivational Strategies

Knowing about the teachers' motivational strategies is the main focus of the third

section of the teachers' questionnaire; this section constitutes four main questions.

➢ **Q9: Are there particular teaching strategies you usually use in written**
   expression module?

Options	Yes	No	Total
Teachers' Number	10	0	10
Percentage %	100%	0%	100%

Table35: Teaching strategies in written expression module
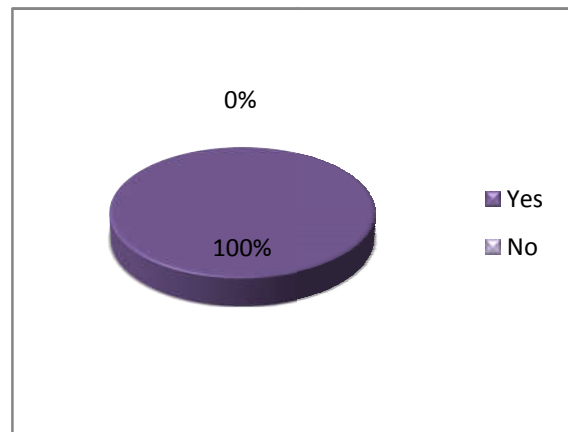
Figure40: Teaching strategies in written expression module.

The findings above show that all teachers (100%) assert that they tend to use

particular teaching strategies in their teaching practice of writing; this reveals that

each teacher follows the strategy that suits their teaching practice.

> ➤ **Q10: What are the criteria do you consider when selecting those methods or strategies? (You may choose more than one answer).**

Options	N'	%
a- b	1	10%
a- b- d- e-	2	20%
b-c-	1	10%
b- c- e	1	10%
b- d- e	1	10%
c	1	10%
e	1	10%
f	2	20%
Total	10	100%

Table36: The specific criteria considered when selecting teaching strategies
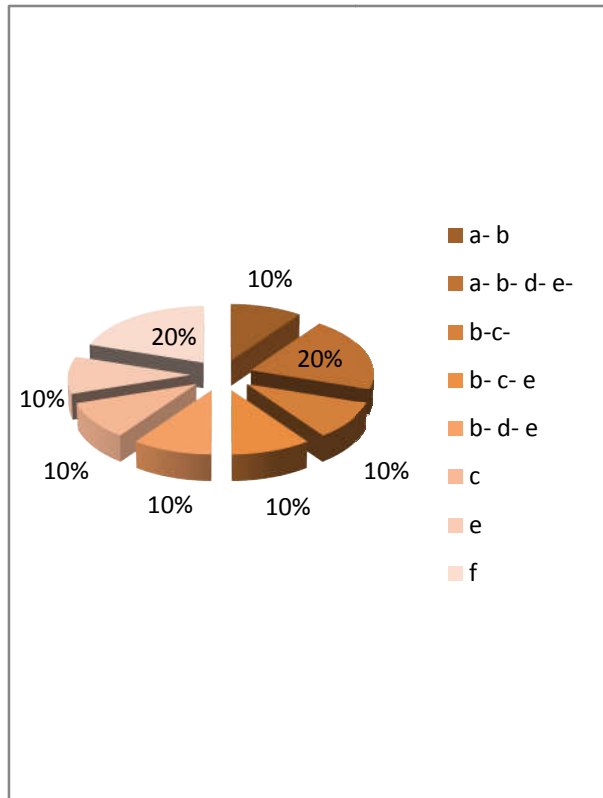
Figure41: The specific criteria considered when selecting teaching strategies

In relation to the results obtained in the previous question, the present question is meant to get a deeper insight into the specific criteria considered when selecting those teaching strategies. Based on the results shown in the table 36 above, the reported percentages were as follow: f (20%), a- b- d- e- (20%), the rest option, respectively, were devoted to the same rate (10%); In summary, it is quite clear that all the teachers tend to consider at least one of the suggested criteria. The question follows is meant to figure out other selective criteria.

> ### Other(s), please specify.

It is noteworthy to mention that only two teachers were answered this question; the criteria relied are as follow:

- The students' preferences.

- Students' styles.

> ### Q11: How do students react through these strategies?

Options	N'	%
Positively	5	50%
Negatively	2	20%
No-reaction	2	20%
Not answered	1	10%
Total	10	100%

Table37: The students' reaction to teaching strategies
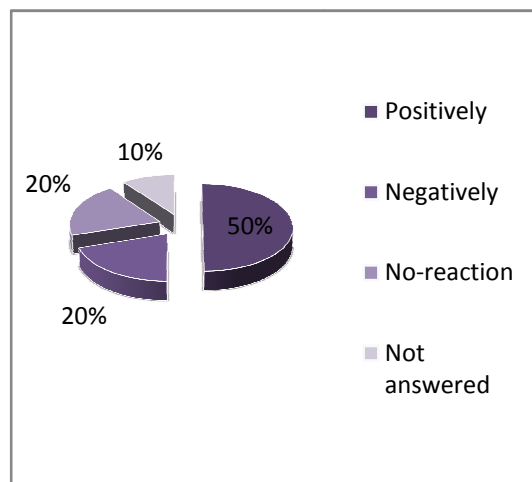
Figure 42: The students' reaction to teaching strategies

The third question in section three aims at knowing the students' reaction to the teaching strategies. Through the table 37 and figure 42 above, (50%) of the teachers assert that the students' reaction is positive, (20%) admit that it is negative, (20%) of the teachers said that their students show no reaction towards their teaching strategies, whereas, only one teacher (10%) didn't' answered.

➢ **Q12: When selecting these strategies, how often do you consider students' motivation important?**

Options	N'	%
Always	3	30%
Very often	4	40%
Often	2	20%
Sometimes	1	10%
Never	0	0%
Total	**10**	**100%**

Table38: The importance of students' motivation to the selected strategies
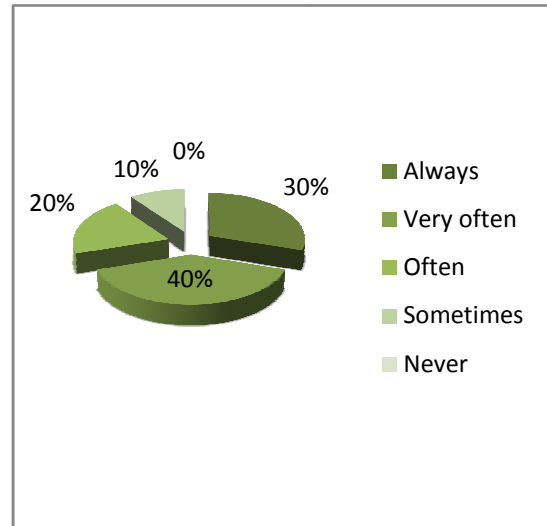
Figure43: The importance of students' motivation to the selected strategies

The present question is in relation to the previous questions. The findings presented in table 38 above shows that about the half of the sample (40%) are very often considering the students' motivation as important, however, (30%) are aware of the importance of motivation, (20%) opted for the often option, and (10%) opted for the sometimes option, whereas, (0%) of the chosen teachers opted for the never option. Hence, it can be said that half of the EFL teachers are aware of the importance of motivation in the learning process, while the second half of the sample ignore its importance.

➢ **Whatever your answer is, please justify why?**

Options	N'	%
Answered	5	50%
Not answered	5	50%
Total	10	100%

Table39 : Teachers' justification
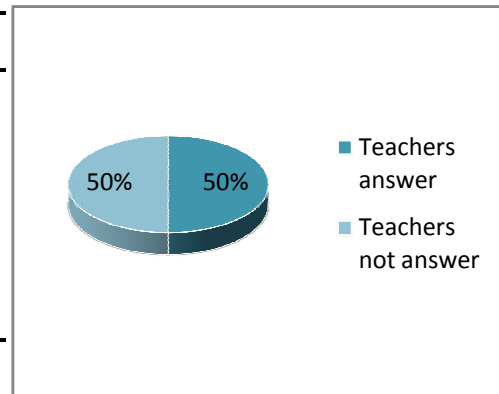
Figure 44 : Teachers' justification

This question has been asked in order to get more details about the teachers' perceptions towards the importance of students' motivation. The above table indicated that (50%) of the teachers accept to provide a comprehensive explanation about the intended matter, while the second half of the sample refuses to answer. The teacher's answers are clearly presented in the following point distinctively as follow:

- Simply because motivation means a good performance.

- The students' aversion for writing make them demotivated towards any selective method, hence I do not always consider their motivation important in my strategies' selection.

- Motivation is important to improve the students' proficiency and level.

- The more motivated are the students; the most effective is the strategy, and this show in the students' performance and also their reaction to the teachers' questions.

Section Four: Teaching Writing Expression in EFL Classes

The present section is the forth section in the teachers questionnaire; its main focus is to collect data in accordance to the teaching of writing in EFL classes. This section includes seven questions serves to achieve the aforementioned purpose.

➢ **Q13: What is the approach you use to teach writing?**

Options	N'	%
The process approach	3	30%
The product approach	0	0%
Both	7	70%
Total	10	100%

Table 40: The teacher's opinion on the best approach to teach writing
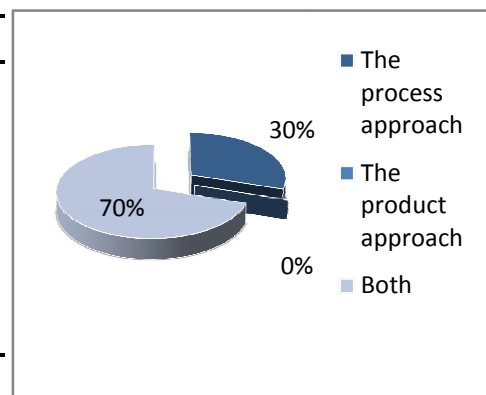
Figure 45: The teacher's opinion on the best approach to teach writing

The above table highlights that (70%) of the teachers use both of the approaches to teaching the skill of writing, (30%) tend to use the process approach, whereas, none of the respondents (0%) assert that they rely on the product approach. The results support the dominance of the use of both approaches i.e. teachers view writing as an exploratory and recursive process that involves moving forward and backward respecting the different stages in writing from one hand, and at the meantime they emphasize the final draft that the students produce.

> ➢ **Other(s), please specify.**

This question is meant to address more precision to the teachers' answers; whereby, it is noteworthy to mention that only one teacher states other teaching approaches as follow:

- The text- based approach.

> ➢ **Q14: Do you think that the "Written Expression" course you are teaching is good enough to improve your students' level in writing?**

Options	Yes	No	Total
Teachers' Number	7	3	10
Percentage %	70%	30%	100%

Table41: Teachers' perceptions of written expression courses for improving students' writing level.
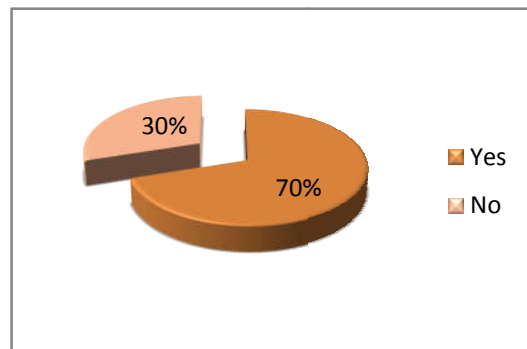
Figure 46: Teachers' perceptions of written expression courses for improving students' writing level.

Reflecting upon the results shown in the table 41 and figure 46, it is worth saying that (70%) of the teachers find that the "Written Expression" course they are teaching is good enough to improve the student's level in writing, whereby, (30%) assert the opposite; the latter, it could be assumed that the written expression course or program should be reviewed   in terms of contents and approaches as well.

> ➤ **Q15: The time allotted to written expression is:**

Options	N'	%
Very Sufficient	4	40%
Sufficient	3	30%
In-sufficient	3	30%
Total	10	100%

Table42: The teacher's opinion on the allotted time to written expression courses.
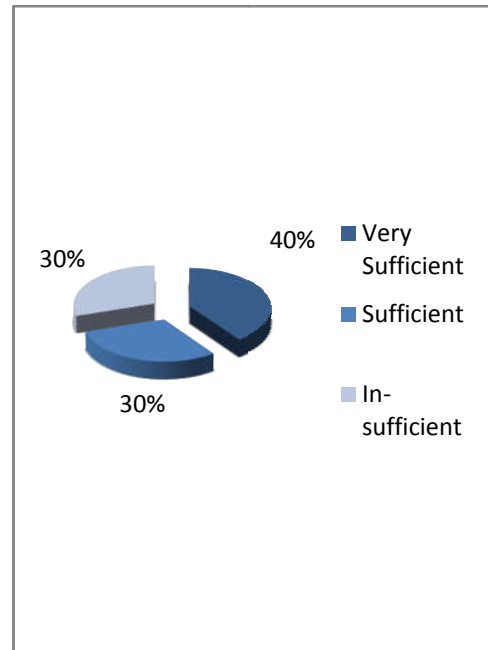
Figure 47: The teacher's opinion on the allotted time to written expression courses.

The results from the table 42 and figure 47 above show that (40%) of the respondents find the time allotted in "Written Expression" is very sufficient, (30%) find it sufficient, however, (30%) admit that it is in- sufficient. Regarding the dominance answers, and in relation to the previous question data; this leads to the results that the teachers satisfactory about the program of writing, and four and a half hours per week affirm that students can enhance their writing skill.

➢ **Q16: In comparison with other EFL skills, is the writing skill:**

Options	N'	%
More Important	3	30%
Less Important	0	0%
Equally Important	7	70%
Total	**10**	**100%**

Table43: The teacher's opinion on the importance of the writing skill against other EFL skills
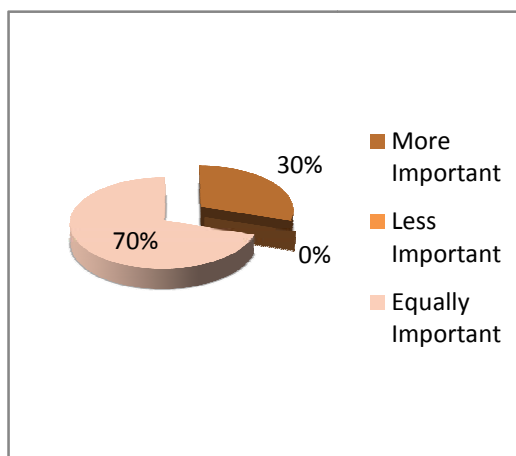
Figure 48: The teacher's opinion on the importance of the writing skill against other EFL skills

It is noticeably clear from the table 43 and figure 48 above that (70%) of the chosen sample find the skill of writing equally important to the other EFL skills, and only (30%) mentioned that writing is more important. It is presupposed that the majority of the teachers are aware that all the four skill are complementary to each other.

➢ **Please explain.**

This question completes the previous question by showing the teacher's opinion about the importance of the writing skill against other EFL skills. It is noteworthy to mention that only two teachers didn't answer this question; the others explained each with its own choice as follow:

- All the four skills are important in learning a language, the four skills are interrelated.

- All the four skills are equally important.

- The skills are equally important because they have different functions. Unlike reading and listening which are receptive skill, writing is similar to speaking in that it is an active one; it is a mode of communication.

- All the skills are equally important and need to be integrated because you can listen or read something and use it in writing. There is a mutual relationship between the skills.

- Because they complete each.

- Simply because we rely on writing a lot when it comes, for example, to apply for a job or an interview, write a job application letters pass a doctorate contest … etc.

- It is more important because it is the most difficult productive skill to be mastered.

➢ **Q17: From your experience in teaching Written Expression, what difficulties do your students encounter when writing?**

Options	N'	%
a- b- c- d-	1	10%
a- b- c-	1	10%
b	1	10%
b- c	3	30%
b- c- d	4	40%
Total	10	100%
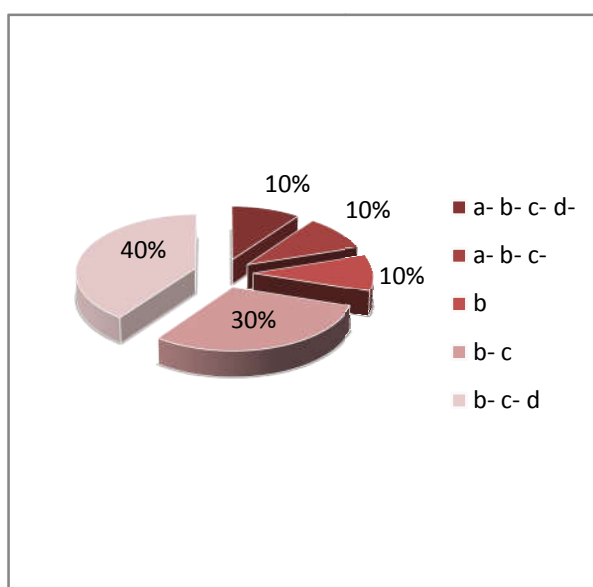
Table44: The teacher's opinion on the most students' writing difficulties in Written Expression courses.

Figure 49: The teacher's opinion on the most students' writing difficulties in Written Expression courses

The total number of teachers believes that their students encounter some difficulties when writing. The results from the table 44 above show that (40%) of the teachers state that their students have problems with the b- c- d items, (30%) highlight the b- c difficulties, and (10%) of the teachers claims that their students face problems in all the aspects previously mentioned, the two rates presented by (10%) find the a- b- c and b items are the most students difficulties; this implies that the great majority of students encounter different difficulties when writing.

➢ **Other(s) please specify.**

This question is meant to point out other writing difficulties that students may face; only half of the sample accept to answer this question. The student's other difficulties are as follow:

- The interference of the first language in structuring sentences.

- Writing coherent paragraphs, being informative in writing and developing their critical thinking.

- Difficulties in regard to the content and organization.

- Difficulties in regard to punctuation and capitalization.

- The equality of ideas.

➢ **Q18: Do overcrowded classes affect the class performance?**

Options	Yes	No	Total
Teachers' Number	10	0	10
Percentage %	10%	0%	100%

Table45: The teacher's opinion on the class performance in overcrowded classes.
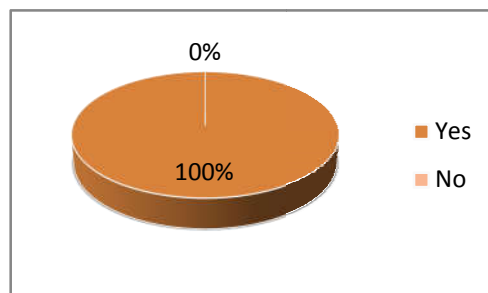
Figure 50: The teacher's opinion on the class performance in overcrowded classes.

It is of great importance to indicate that all the teachers (100%) answer this question by opting for the "Yes" option; the held results show that overcrowded classes are another factor that may affect the class performance in writing.

➢ **Whatever your answer is, please explain how?**

The current question is an exploratory question to how could overcrowd classes affect students' performance in writing. The entire sample provides further explanation except one teacher who didn't answer; teachers' answers could be summarized in the following points:

- Overcrowded classes hinder the teacher's work by not letting them provide feedbacks individually.

- Mainly when evaluating students' performances, discipline problem affects the class performance.

- With a large class, you may have learners with very different abilities; consequently, students who are not interested or who have a poor level may distract other students and create noise. However, with a small class, you can monitor the students as well their performance.

- There will be no enough time to get the answer of all students, so the teacher won't correct all of them.

- An overcrowded class will be by all means noisy and less disciplined, which in turns can distract students performance. For example, students who sit at the back; it is good to have a small class to reach all the individuals.

➢ **Q19: Do your learners easily assimilate the writing skill during their first year of instruction in writing?**

Options	Yes	No	Not answered	Total
Teacher's Number	2	7	1	10
Percentage %	20%	70%	10%	100%
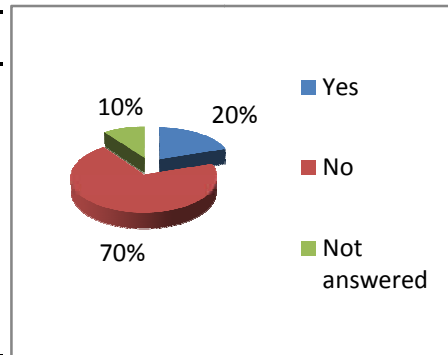
Table46: The teacher's opinion of students' writing skill assimilation during the first year of instruction in writing.

Figure 51: The teacher's opinion of students' writing skill assimilation during the first year of instruction in writing.

The results, of the table 46 and figure 51 above, show that (70%) of the teachers declare that their students do not easy assimilate the writing skill during their first year of instruction in writing; this is due to the fact that writing is the most complex and difficult EFL skill; whereas, a portion of (20%) represent teachers who oppose, and assert that the writing skill is easily to assimilate. It should be noted that (10%) of the sample did not answer; it seems evident that those who did not answer, did not have sufficient knowledge that allows them to give their answers confidently.

➢ **Please explain.**

The teachers explained this fact by providing the following reasons:

- Students lack the basis of writing skills.

- Students have poor abilities.

- Students cannot get acquainted with all bases of grammar and academic year in two (2) semesters.

- Students encounter a lot of difficulties when they write in a foreign language for the first time such as directness in style.

- Students lack the writing practices.

Section Five: Motivational Strategies in Written Expression Classes

This section is the last section includes in the teachers' questionnaire, it comprises of five main questions; all the entire questions aims to gather data about what motivational strategies are used, by EFL teacher, in written expression classes to enhance students' motivation towards the writing skill.

> **Q20: Do you find the use of motivational strategies in Written Expression classes important?**

Options	Yes	No	Total
Teachers' Number	10	0	10
Percentage %	100%	0%	100%

Table47: The teacher's opinion on the importance of using motivational strategies in Written Expression classes
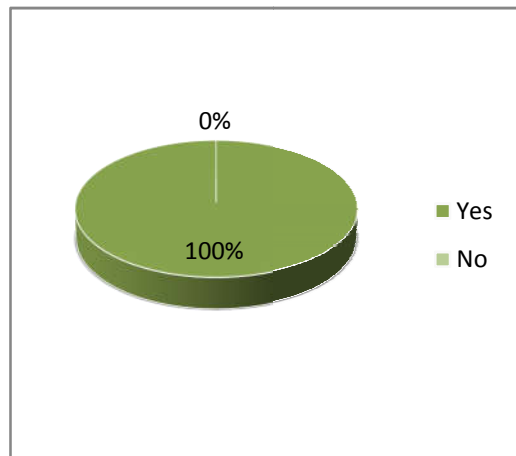
Figure 52: The teacher's opinion on the importance of using motivational strategies in Written Expression classes.

The table above is concerned with the teacher's opinion on the importance of using motivational strategies in "Written Expression" classes. It must be noted that the whole overall sample (100%) opt for the "Yes" option. Through the table above, it

can be concluded that teachers of writing are all aware of the importance and necessity of motivation, in carrying out the academic pursuit of English language in general, and in written expression classes in particular. The next question gives a clear insight of the teachers' choice.

> **Why?**

The results support the dominance of the previous answer because of the following reasons provided by the respondents:

- Motivational strategies boost students' interest and willingness in the module.

- Motivational strategies most of the time change the attitude of the students towards writing from being a negative attitude to being a positive one.

- Students generally think that written expression module is very boring. So, the use of motivational strategies helps to motivate the students first then make the session more interesting and enjoyable at the same time.

- Motivational strategies increase motivation.

- Motivational strategies enhance students' performance.

- Motivational strategies can be a good factor for improving students' writing level.

➢ **Q21: In Written Expression classes do you tend to use a particular motivational strategy?**

Options	Yes	No	Not answered	Total
Teachers' Number	7	2	1	10
Percentage %	70%	20%	10%	100%

Table48: The teacher uses of motivational strategies in writing classes
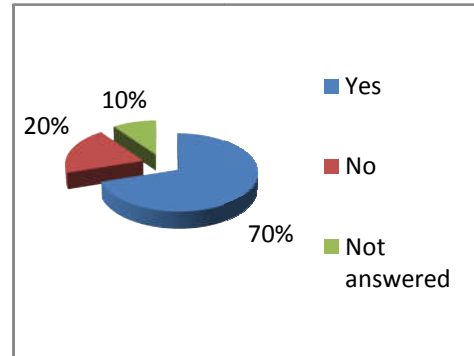
Figure 53: The teacher uses of motivational strategies in written classes

The results show that in what concerns the teacher uses of motivational strategies in writing classes, (70%) of the teachers state that they tend to rely on some specific strategies in their teaching practice, (20%) stand for the "No option, and only one teacher did not answer. The results reveal that teachers are aware of the motivational strategies first, and of their uses especially with regard to the most complex and difficult productive skill; writing.

➢ **Please specify.**

This question is meant to explore the teachers' use of motivational strategies in writing classes, it is crystal clear to mention that almost the whole sample accept to answer this question. Teachers' answers are summarized in the following points:

• Teachers tend to provide their students with positive feedback to help them improve their writing performance.

• Teachers rely on making their students work either in pairs or in groups.

• Teachers promote peer- correction.

- Rewarding and considering their efforts as important and necessary to work better.

- The teachers pointing out the importance of the module, encouraging them to read extensively to develop alone in writing, give students to write and have the teacher feedbacks on their pieces of writing.

> **Q 22: Please tick the motivational strategies you most implement in your own teaching practice in Written Expression module:**

Options	Always	Often	Sometimes	Never	**Total**
1. Show students that their effort and achievement are being recognized by you.	6	2	2	0	10
Percentage %	60%	20%	20%	0%	100%

Table 49: Showing Students' effort and achievement
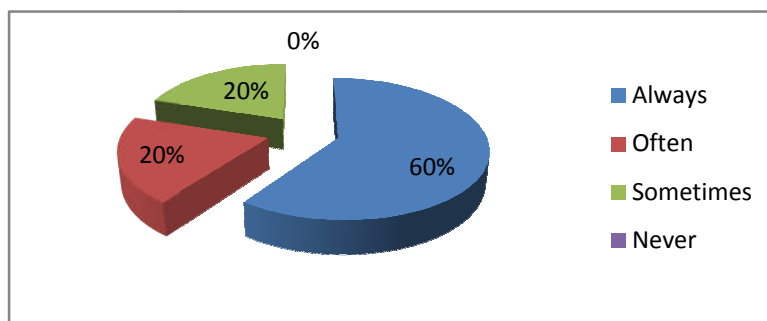
Figure 54: Showing Students' effort and achievement

It is crystal clear from the percentages shown in table 49 and figure 54 above that (60%) of the teachers tend to recognize their students' effort and achievement. The two (20%) demonstrate those teachers who often or sometimes use this motivating strategy, whereas, it is found that none (0%) of the teachers who rejected the use of this strategy.

Options	Always	Often	Sometimes	Never	Total
2. Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.	2	5	3	0	10
Percentage %	20%	50%	30%	0%	100%

Table 50: Students' main reasons behind their failure
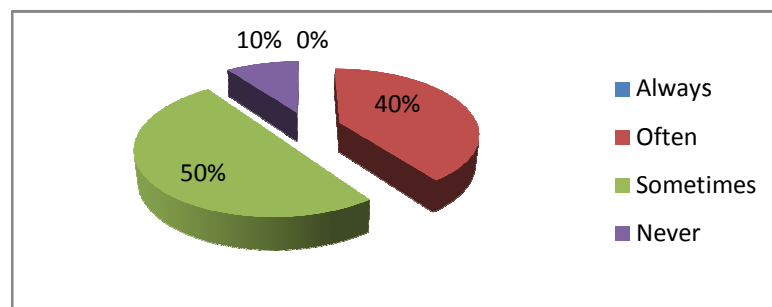
Figure 55: Students' main reasons behind their failure

As shown in table 50 and figure 55, (50%) of the teachers are often used the intended strategy, (30%) signal the sometimes option, however, only (20%) of the teachers declare that they always use it, and the portion of (0%) demonstrate those teachers who signal the never option.

Options	Always	Often	Sometimes	Never	Total
3. Include activities that require students to work in groups towards the same goal (e.g. plan a drama performance) in order to promote cooperation, and then ask them to write what they demonstrate.	0	4	1	5	10
Percentage %	0%	40%	10%	50%	100%

Table 51: Including activities for students to work in groups
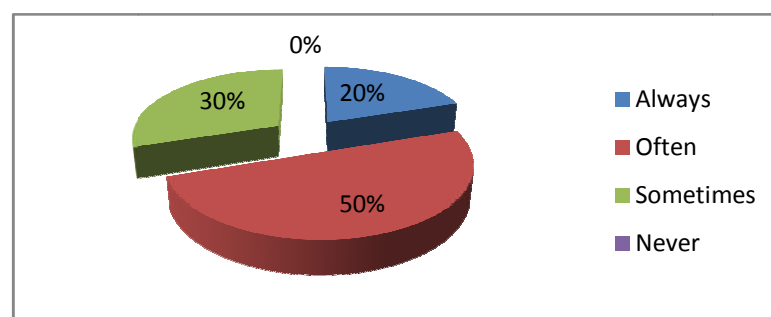
Figure 56: Including activities for students to work in groups

The result obtained from table 51 and figure 56 shows a discrepancy between the (50%) who assert that they never include activities for students to work in group, and the (40%) who admit that they often use it. Therefore, a portion of (10%) reveals that they sometimes use it, and none rating was held for always.

Options	Always	Often	Sometimes	Never	Total
4. Notice students' contributions and progress, and provide them with positive feedback.	7	2	0	1	10
Percentage %	70%	20%	0%	10%	100%

Table 52: Noticing students' contributions, process and making feedbacks
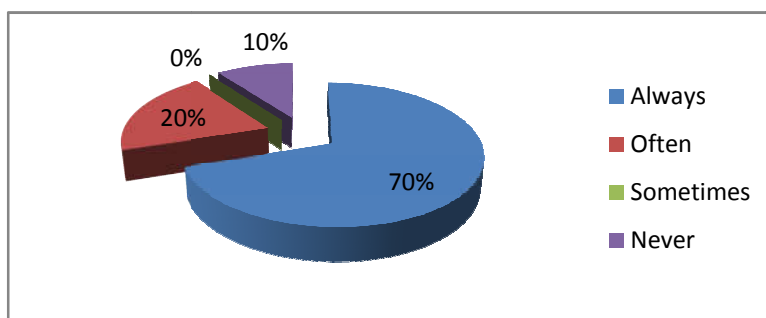
Figure 57: Noticing students' contributions, process and making feedbacks

The results from the table above 52 and figure 57 demonstrates that (70%) of the respondents they always implement the aforementioned strategy, (20%) stands for the often option, and only (10%) were held for never, and (0%) was held for sometimes.

Options	Always	Often	Sometimes	Never	Total
5. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	7	1	2	0	10
Percentage %	70%	10%	20%	0%	100%

Table 53: Creating a supportive and pleasant classroom climate for students
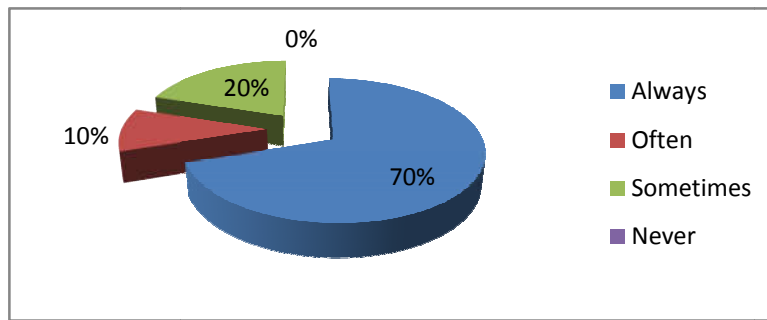
Figure 58: Creating a supportive and pleasant classroom

The table 53 and figure 58 denotes that (70%) of the sample are all the time attempt to create a supportive and pleasant classroom climate for students, (20%) state that they sometimes emphasize this motivating strategy, yet only (10%) signal the often option to demonstrate their frequency of using this strategy; it clear from this results that none (0%) of the teachers shed light on this enthusiastic strategy.

Options	Always	Often	Sometimes	Never	Total
6. Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	2	2	2	4	10
Percentage %	20%	20%	20%	40%	100%

Table 54: Finding out students' needs, goals and interests
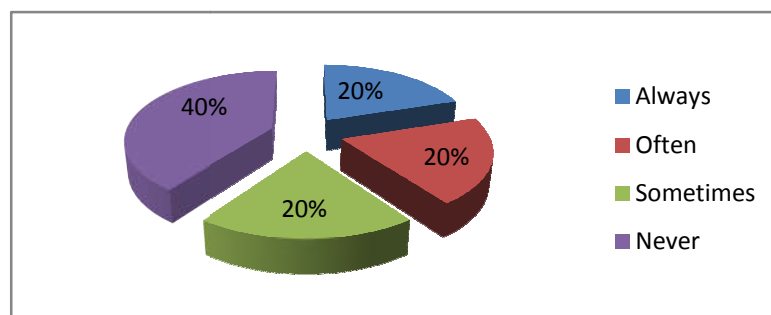
Figure 59: Finding out students' needs, goals and interests

The table 54 and figure 59 overhead denotes the teachers results about the frequency of using the motivating strategy mentioned in the table above. (40%) of the teachers signal the never option, and clearly, (20%) and (20%) and (20%) are representative for always, often and sometimes respectively.

Options	Always	Often	Sometimes	Never	Total
7. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation or peer teaching).	4	3	1	2	10
Percentage %	40%	30%	10%	20%	100%

Table 55: Encouraging students' participation in activities
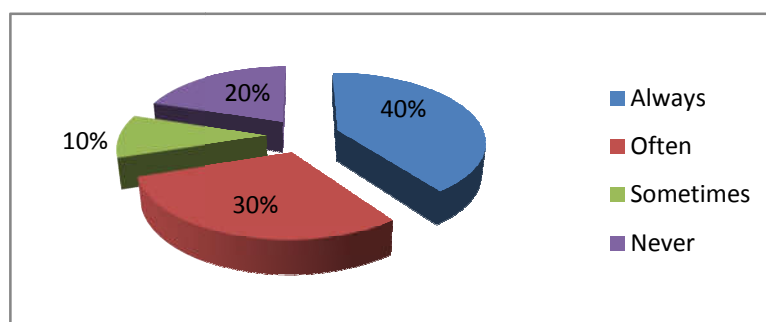
Figure 60: Encouraging students' participation in activities

According to the table 55 and figure 60 up head, (40%) rates for always, (30%) rates for often, (20%) rates for never, and (10%) was marked for sometimes.

Options	Always	Often	Sometimes	Never	Total
8. Establish a good relationship with your students.	7	3	0	0	10
Percentage %	70%	30%	0%	0%	100%

Table 56: Establishing good relationship with students
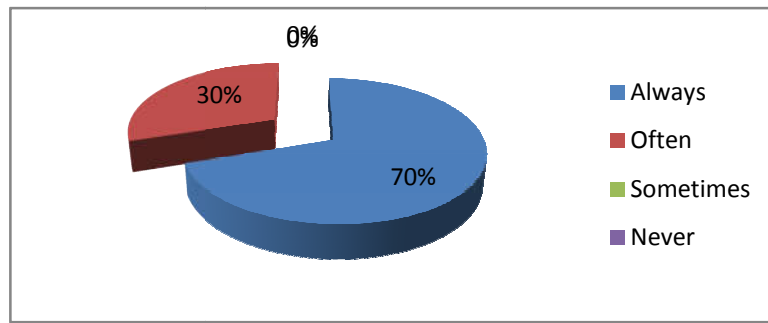
Figure 61: Establishing good relationship with students

It is clear from table 56 and figure 61 overhead that the majority (70%) of the teachers signal the always option, whereas, (30%) signal the often option, the two rating represent by (0%) are marked for sometimes and never.

Options	Always	Often	Sometimes	Never	Total
9. Break the routine of the lessons by varying presentation format (e.g. a whole-class lecture can be followed by group work).	6	2	1	1	10
Percentage %	60%	20%	10%	10%	100%

Table 57: Breaking routine in presenting lesson in classroom
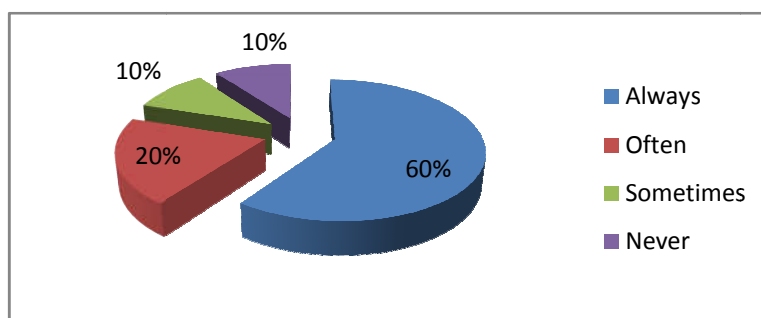
Figure 62: Breaking routine in presenting lesson in classroom

The table 57 and figure 62 above shows that, (60%) were chosen in response for always, (20%) go for often, and (10%) and (10%) attend for sometimes and never.

Options	Always	Often	Sometimes	Never	Total
10. Show your enthusiasm for teaching English by being committed and motivating yourself.	4	5	1	0	10
Percentage %	40%	50%	10%	0%	100%

Table 58: Showing enthusiasm and motivation for teaching English
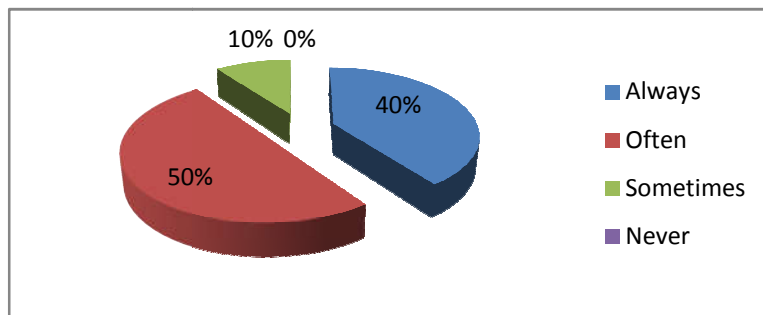
Figure 63: Showing enthusiasm and motivation for teaching English

Results from table 58 and figure 63 above reveals that (50%) of teacher's rates for often, (40%) rates for always, and (10%) rates for sometimes, and none of the teachers rates for never.

Options	Always	Often	Sometimes	Never	Total
11. Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.	4	3	3	0	10
Percentage %	40%	30%	30%	0%	100%

Table 59: Assuring grades to reflect students' achievement
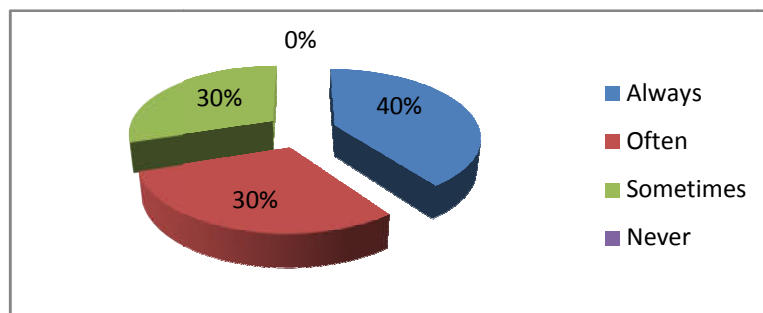
Figure 64: Assuring grades to reflect students' achievement

The table 59 and figure 64 above highlighted that (40%) of the ratings was recorded for always, an equal portion was rated for often (30%) and sometimes (30%), and (0%) of the rating were made for never.

Options	Always	Often	Sometimes	Never	Total
12. Teach the students self-motivating strategies (e.g. self-encouragement) so as to keep them motivated when they encounter distractions.	4	4	1	1	10
Percentage %	40%	40%	10%	10%	100%

Table 60: Teaching students self- motivating strategies
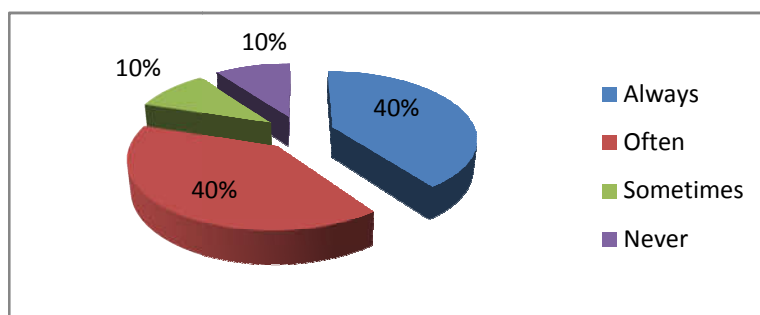
Figure 65: Teaching students self- motivating strategies

The table 60 and figure 65 above reports that, an equal portion was rated for always (40%) and often (40%), and (10%) of the ratings was recorded for sometimes and (10%) were made for never.

Options	Always	Often	Sometimes	Never	Total
13. Make tasks challenging by including some activities that require students to solve problems or discover something (e.g. practice with words to pick up the topic sentence for a paragraph to write about it).	1	4	2	3	10
Percentage %	10%	40%	20%	30%	100%

Table 61: Making challenging tasks by including activities for students
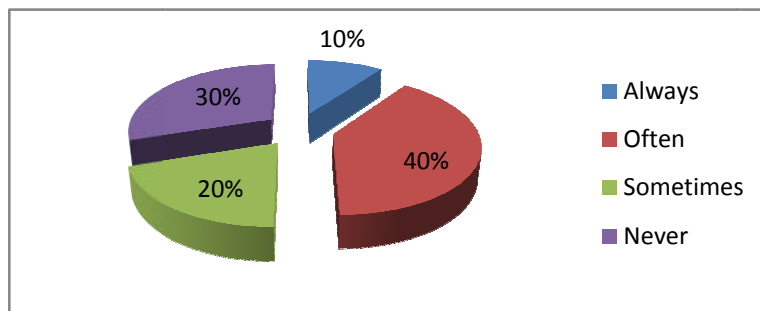
Figure 66: Making challenging tasks for students

The results from the table 61 and figure 66 above demonstrate that (40%) were made for often, (30%) were made for never, and merely (10%) and (20%) were made properly for always and sometimes.

Options	Always	Often	Sometimes	Never	Total
14. Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).	6	1	1	2	10
Percentage %	60%	10%	10%	20%	100%

Table 62: Reminding students' of successful mastery of English
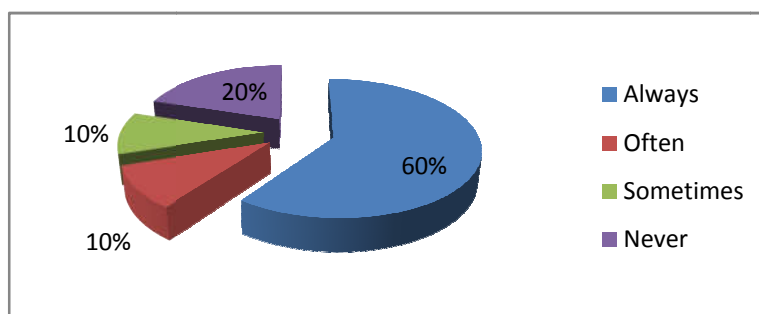
Figure 67: Reminding students' of successful mastery of English

The results reported in this table show that the majority of the EFL teachers, represented by the portion of (60%), always use the intended motivating strategy mentioned in the table. Respectively, (10%), (10%) and (20%) of the ratings were reported for often, sometimes and never.

Options	Always	Often	Sometimes	Never	Total
15. Bring in and encourage humor and laughter frequently in your class.	5	4	1	0	10
Percentage %	50%	40%	10%	0%	100%

Table 63: Bringing humor and encouraging students' in class
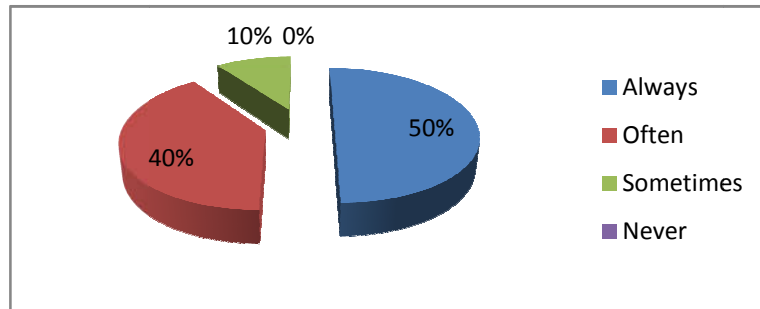
Figure 68: Bringing humor and encouraging students' in class

As shown in table 63 and figure 68, half of the chosen sample tends always to bring humor and encourage students' in writing classes; (40%) goes for often, (10%) goes for sometimes, and none of them (0%) goes for never.

Options	Always	Often	Sometimes	Never	Total
16. Use grades in a motivating manner to reduce as much as possible students demotivating impact.	2	2	2	4	10
Percentage %	20%	20%	20%	40%	100%

Table 64: Using grades to reduce students' demotivation
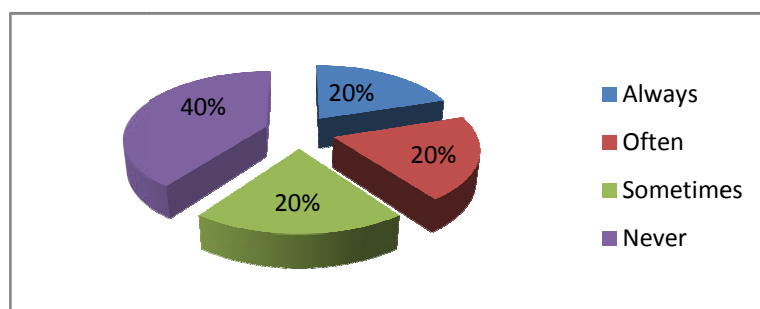
Figure 69: Using grades to reduce students' demotivation

The table 64 overhead denotes that, (40%) rated for never, an equal portion was
rated for always, and often (20%) and sometimes (20%).

Options	Always	Often	Sometimes	Never	Total
17. The teacher offering his/her students praises for their efforts or achievement thus the students will be so motivated to make more efforts.	3	3	1	3	10
Percentage %	30%	30%	10%	30%	100%

Table 65: Offering students praises for their efforts or achievement
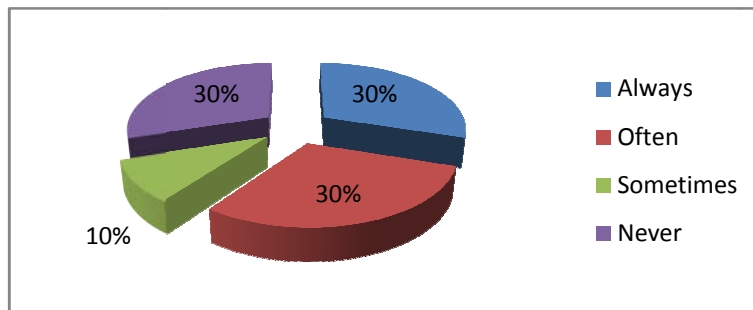
Figure 70: Offering students praises for their efforts or achievement

The frequencies in the table 65 and figure 70 above demonstrate that (30%) of the
rating goes for the always option, the equal portion goes for often (30%) and never
(30%), whereas, merely (10%) rated for sometimes.

Options	Motivational Strategies in Educational Psychology				Total
	Always	Often	Sometimes	Never	
N'	70	50	24	26	170
Percentage %	41,17%	29,41%	14,11%	15,29%	100%

Table 66: Frequency of using motivational strategies in educational psychology
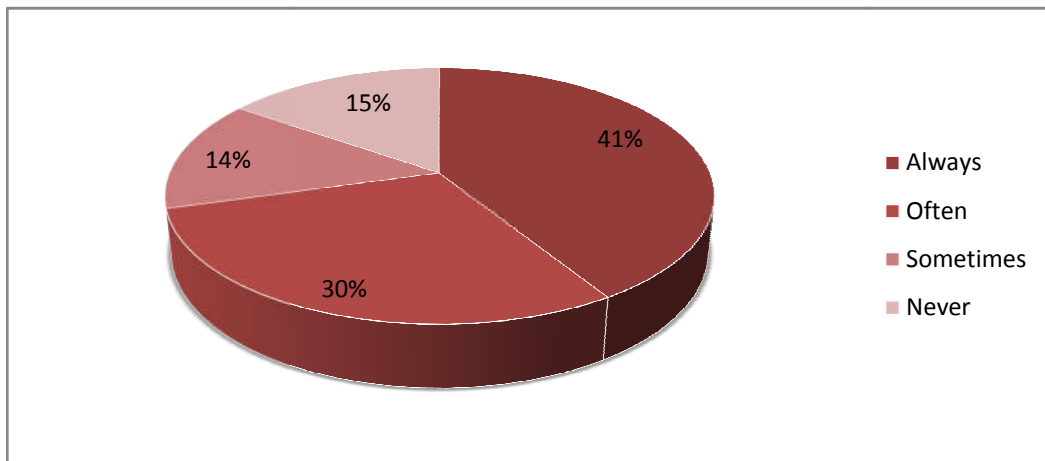
Figure 71: Frequency of using motivational strategies in educational psychology

Results included in the summative table above are representative of the frequency of using motivational strategies in educational psychology. This table holds the percentages of each subscale which were counted in relation to the general ratings; ALWAYS used 70 times out of 170 meaning that 41.17% of teachers ALWAYS use the strategies suggested, OFTEN used 50 times out of 170, this reveal that 29,41% of teachers OFTEN use the aforementioned strategies, NEVER used 26 times out of 170, this means that a portion of 15,29% of the EFL teachers are often using the strategies suggested, and SOMETIMES used 24 out of 170 times; it is crystal clear that 14,11% of teachers sometimes use the previously suggested strategies.

Options	Motivational Classroom Activities				Total
	Always	Often	Sometimes	Never	
N'	0	1	5	44	50
Percentage %	0,00%	2,00%	10,00%	88,00%	100%

Table 67: Frequency of using motivational classroom activities
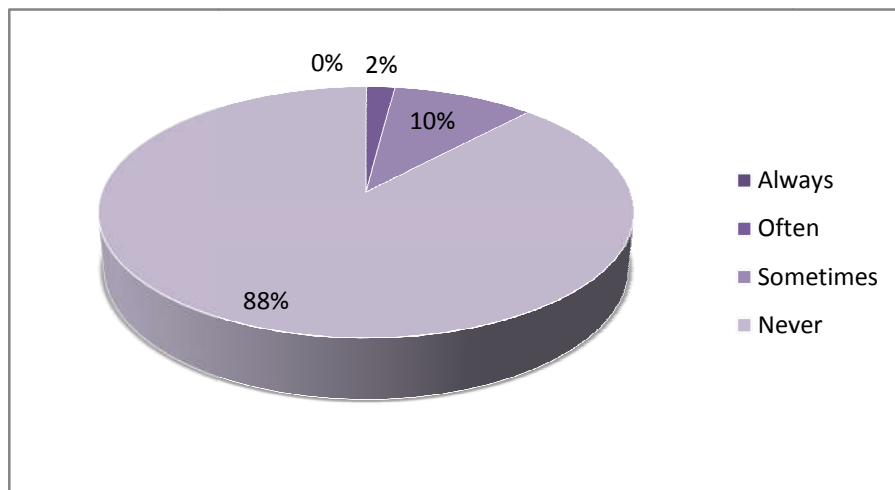
Figure 72: Frequency of using motivational classroom activities

It is evident from the summative table of the teachers' frequency of using motivational classroom activities that, NEVER is used 44 times out of 50 meaning that (88%) of the whole sample do not implement the motivational activities in written expression classes. However, SOMETIMES is merely used 5 times out of 50 i.e. a portion of 10% of teachers use these motivating activities in their teaching practice, and OFTEN is only used 1 time out of 50 meaning that 2% of the whole sample often uses the suggested motivational activities. Teachers, of written expression module, do not use the motivational activities to enhance students' enthusiasm toward the writing skill; it is clearly evident from the ALWAYS portion represented by (0%).

➢ **Please mention other strategies you adopt in classroom.**

Options	N'	%
Teachers answered	1	10%
Teachers not answered	9	90%
Total	10	100%

Table 68 : Teachers' motivational strategies
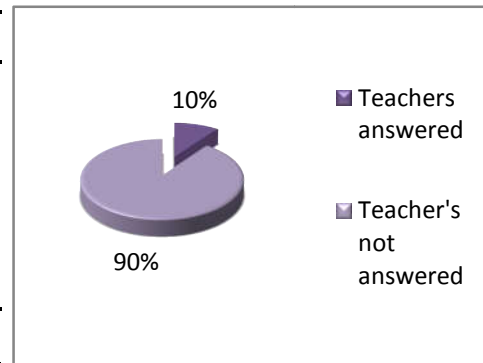
Figure 73 : Teachers' motivational strategies

The answers tabulated above reveal that (90%) of the respondents didn't specify other motivational strategies they usually adopt in their teaching practice, however, only (10%) accept to answer this exploratory question; it is presupposed that the (90%) of teachers motivational strategies are aforementioned in the previous table since the majority of the answers are devoted to the "Always" option.

➢ **Q23: Do you think these strategies suit them and make them motivated?**

Option	N'	%
Yes	7	70%
No	1	10%
Not answered	1	10%
Some of them	1	10%
Total	10	100%

Table 69: Teacher's opinion to the relevance of the above strategies on students' motivation
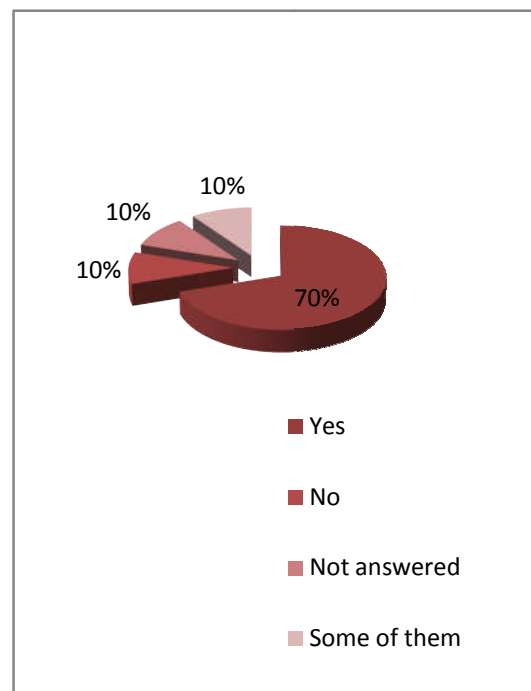
Figure 74: Teacher's opinion to the relevance of the above strategies on students' motivation

Results from the table 69 and figure 74 overhead denotes that (70%) of the teachers signal the yes option, (10%) signal the no option, (10%) of the respondents state that some of them are considered as suitable to motivate them, whereas, (10%) represents respondents that they didn't answer. Thereby, from the above results, it can be inferred that a great majority of teachers find that motivational strategies are the driving force to arouse the students' motivation especially with regard to this intricate language skill.

➢ **Q24: What motivational strategy (ies) do you suggest to improve the students' writing skill?**

Options	N'	%
Teachers' answered	8	80%
Not answered	2	20%
Total	**10**	**100%**

Table 70: The teacher's suggestion of motivational strategy (ies)
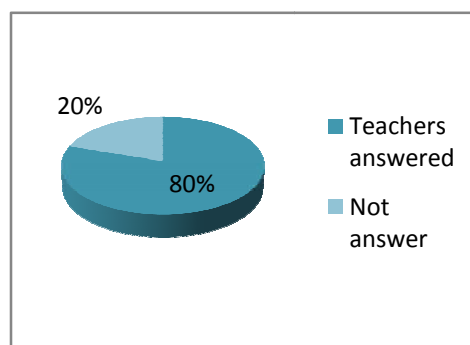
Figure 75: The teacher's suggestion of motivational strategy (ies)

It is noticeably clear from table 70 and figure 75 up head that (80%) provide their suggestions, whereas, only (20%) didn't answer this question. From reading the answers, the majority of respondents point out the motivational strategies that may improve the students' writing skill as follow:

- Keeping a notebook with students to write new words.

- Put much emphasis on making the students practice i.e. to write.

- Peer- editing.

- Encourage students by providing positive feedbacks and washbacks.

- Encourage students to practice extensive reading.

3.2.3. Classroom Observation:

3.2.3.1. Description of the Classroom Observation Checklist:

In order to carry out this research instrument, a classroom observation grid is specifically developed with slight modification to achieve the main aim of the actual research study. The latter was originally derived from Dörnyei's (2001b) systematic overview of motivational strategies. The observational checklist focus on investigating teacher's uses of motivational strategies and some motivational activities in writing classes; moreover, it attempts to have a useful insight about the teacher's uses of motivational strategies/ activities for first-year EFL students at the University of Mohammad Seddik Ben Yahia, in Jijel, and also to collect data about day- to- day written expression courses in real teaching and learning situations.

The motivational strategies checklist ground on Dörnyei (2001b) parsimonious system of the four main dimensions namely creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation; in addition to some motivational activities based on Roberts motivating activities in writing. The observation devoted to the five (5) classes, started on the thirteenth of April and ended on the twenty-seventh of the same month.

3.2.3.2. The Purpose of Classroom Observation:

The data collected in the classroom observation was through a check list. The reasons and the purposes behind the choice of classroom observation as a main

gathering data tool of this research are: to investigate what are the teachers'
motivational strategies as well the motivational activities implemented in teaching the
skill of writing; also, to give clear insights about what is happening in classroom, it is
a useful tool that allows observing different behaviors, to note and describe the inside
picture of teaching and learning within the process approach.

Furthermore, the classroom observation assists to collect different
motivational strategies/ activities apart from those includes in the survey
questionnaire.

3.2.3.3. Data Collected

Through observing the five (5) classes of the writing module, the EFL
teachers covered the utilization of the following motivational strategies mentioned in
the checklist:

Classroom Motivational Strategies in Writing Classes Observation Checklist

(Based on Dörnyei's (2001b) systematic overview of motivational strategies

Observer _____ Teacher_____

Class _____ Start Time_____

	Motivational Strategies	Implemented in his teaching	Not Implemented in his teaching	Comments
Creating the basic motivational conditions	1. Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.	√		
	2. Show students that you care about their progress.		√	
	3. Have sufficiently high expectations for what your students can achieve.		√	
	4. Develop a personal relationship with your students.		√	
	5. Create a pleasant and supportive atmosphere in the classroom.	√		
	6. Encourage risk-taking and have mistakes accepted as a natural part of learning.	√		
	7. Bring in and encourage humor.	√		
Generating initial motivation	8. Raise the learners' intrinsic interest in the L2 learning process.		√	
	9. Encourage learners to conduct their own exploration of the L2 community (e.g. internet).	√		
	10. Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.	√		
	11. Increase the students' expectancy of success in particular tasks and in learning in general.	√		
	12. Draw attention from time to time to the class goals and how particular activities help to attain them.	√		

			Not Implemented	
Maintaining and Protecting Motivation	13. Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.		√	
	14. Make learning more stimulating and enjoyable by breaking the monotony of classroom events.		√	
	15. Vary the learning tasks and other aspects of your teaching as much as you can.	√		
	16. Present and administer tasks in a motivating way.		√	
	17. Whet the students' appetite about the content of the task.	√		
	18. Build your learners' confidence by providing regular encouragement.		√	
	19. Promote cooperation instead of competition.	√		
Encouraging positive self-evaluation	20. Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.	√		
	21. Encouraging positive	√		
	22. Increase learner satisfaction.	√		
	23. Use grades in a motivating manner, reducing as much as possible their demotivating impact.		√	
	24. Make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views.		√	
	25. Make sure that grades also reflect effort and improvement and not just objective levels of achievement.		√	

Motivational Strategies	Implemented in his teaching	Not Implemented in his teaching	Comments
1. Circle writing			EFL teachers lack the use of the aforementioned writing activities.
2. Jigsaw writing			EFL teachers lack the use of the aforementioned writing activities.

3. Sentence Chains				EFL teachers lack the use of the aforementioned writing activities.
4. Surveys / Reports				EFL teachers lack the use of the aforementioned writing activities.
5. Realia				EFL teachers lack the use of the aforementioned writing activities.

Table71: The main data derived from observation of writing classes at Jijel University

3.2.3.4. The Analysis of the Observation:

Henceforth, the observation of these five (5) written expression classes revealed the previously mentioned motivational strategies; following by a set of points included other strategies and activities as follow:

- The EFL teachers show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.

- The teachers attempt to create a pleasant and supportive atmosphere in the classroom.

- The teachers encourage risk-taking and have mistakes accepted as a natural part of learning.

- The teachers encourage learners to conduct their own exploration of the L2 community.

- The teachers regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.

- The teachers increase the students' expectancy of success in particular tasks and in learning in general.

- The teachers draw attention from time to time to the class goals and how particular activities help to attain them.

- The teachers vary the learning tasks and other aspects of your teaching as much as you can.

- The teachers whet the students' appetite about the content of the task.

- The teachers promote cooperation instead of competition.

- The teachers encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.

- The teachers encouraging positive.

- The teachers increase learner satisfaction.

- The teachers lack the use of the aforementioned writing activities.

- The teachers give students the chance to correct their classroom task each individually.

- The teachers encourage students to talk and discuss their written thoughts and ideas.

- The teachers encourage peer-assessment.

- The teachers integrate with their students in small groups during the task.

- The teachers raise students' satisfaction by calling them with their first name.

- The EFL teachers value the L2 learning and advice students to gain great knowledge about.

- The teachers attempt to build rapport with their students.

- The teachers support students' self-confidence to answer teachers' questions.

- The teachers provide positive feedback such as by saying "Very Good!"

- The teachers choose among the students who will answer her/his question to maintain their attention towards the lesson.

- The teachers encourage accurate student self-assessment.

- The teachers made task correction with the whole class.

- The teachers tolerate students' errors and reply by giving the exact answer in a positive manner.

- The EFL teachers rely more on giving tasks through distributing handout.

- The EFL teachers attempt to create an applause classroom atmosphere.

- The teachers raise students' awareness about the tasks.

- The teachers support students' individual work.

- The teachers encourage peer-correction.

- The teachers show students that you care about their progress.

- The teachers make students work in-pairs.

- The teachers make students work in small group.

- The teachers make correction of the task with each group separately.

- Some EFL teachers support students' competition instead of students' cooperation.

All in all, first-year EFL teachers revealed to implement different motivational strategies in their teaching practice from the psychological perspective; particularly, in the writing classes. In a similar vein, it is found that EFL teachers use other motivational strategies apart from Dörnyei's (2001b) systematic overview of motivational strategies. However, it is found through the observation of these five (5) EFL classes; a lack of using motivational classroom activities from the pedagogical perspective related to the writing skill is obviously remarked.

3.3. Overall Discussion of the questionnaires and classroom Observation Results:

After sifting the results through, it was indicated that EFL teachers use of different motivational macro-strategies, from the psychological perspective; whereby, the different motivating activities was found to be unimplemented. Assessing the sample after the first semester of teaching practice was a nice strike for the research to capture the students and teachers various perceptions' towards the importance of incorporating motivational strategies in written expression classes.

The findings unveil that motivation affects students in their writing development; henceforth, the whole sample agrees on the importance of using motivational strategies in writing classes. Therefore, the general responses provided by the teachers and the students, in accordance to the motivating activities incorporation inside the writing classes, show that teachers do not apply these kinds of activities in their teaching practice to project enthusiasm among students; however, the findings indicate that most of the students involved in the study held a positive attitude that learning should involve enjoyable learning activities.

In this regard, the teachers stratify different reasons back to this nonuse; the time insufficiency, the management of large EFL classes and the teaching conditions (i.e. classroom environment) are considered a hinder to most of the motivational activities use. Furthermore, it is noteworthy to mention that the results indicate a portion of (15, 29%) which represent those teacher who hardly ever uses this motivating strategies related to the psychological perspective; and even more, the results obtained disclose that teacher's are rarely and occasionally use those motivational strategies; while they use some strategies regularly, there are some strategies they either do not

know about or do not know how to apply them within the written expression classroom context.

By the same token, it is found that teachers of written expression module are very often taking students' motivation into consideration; whereas, students appoint to the necessity of teachers' motivational strategies as a means to enhance their writing abilities especially as first-year EFL students. From the pre-indicated results, it is presupposed for teachers to shed light on students' motivation since the most of them averse writing and consider it as the most difficult and complex EFL skill. Also, it is of a great importance to stress those teachers and students who refuse to answer the questions; the latter assumed to be because of their lack of knowledge and awareness about the intended matter.

Furthermore, it was reported crosswise the survey questionnaires and classroom observation that nearly all the teachers make use of these strategies, and since the sample of teachers is a mix of part- time teachers and permanent teachers, slightly more than half of the strategies were underused relative to the teachers' perceptions of their importance and use.

Finally, in pursuance of investigating the teachers' motivational strategies in written expression classes, and trough sieving the results, the current study could drive to the conclusion that teachers tend to implement different motivational macro-strategies in educational psychology, whereas, the motivational classroom activities were hardly ever used. The results of this exploratory study coincide with and are confirmed by what has been emanated from the literature; in a similar vein, the research confirmed what has been stated in the literature review spotting light on that motivational strategies may enhance students' persistence and willingness in written expression classes and hence, developing their writing skill.

Limitations of the Study:

Since no research work could go unchallenged, the present study has been faced with some limitations during its accomplishment. Various constraints were encountered during the scene of development of the study. Therefore, realizing and elucidating limitations of a study is one way of showing the trustworthiness of the study to its readers (Glesne, & Peshlein, 1992).

The limitation of time insufficiency was the prime constraint that stands against the possibility of carrying out the work within other methodological paradigms. Accordingly, the present study may appear to lack the required in-depth treatment that would have yield an exhaustive analysis at the level of self-reported responses and observation of the participants and provide casual interpretations for the findings.

Moreover, the reliance on self-report data; both the teachers' questionnaires survey and students survey asked participants to assess themselves, the teachers' survey asked teachers about their use of motivational strategies while the students' questionnaire asked students of their individual state. Self-report data can be limiting because participants' perceptions of themselves are not always fully accurate. This accounts for some of the differences between observational data and survey data.

Furthermore, since the topic of this study is sensitive, the participants might have self-censored their views and opinions to meet social and academic expectations. Even though the participants were aware of the confidentiality of the data obtained, it was possible that the participants might not present views and opinions that show negative sides of the participants themselves or other people. This factor was particularly relevant to teachers' questionnaires who were asked about their use of motivational strategies and activities in the written expression class.

The sample population of this study is limited to 60 EFL students and 10 EFL teachers. This sample population may not be very representative and this demonstrates another limitation of this research study. As well as, the nature of the topic under research requires a stringent practical analysis for the findings and imposes an in-depth view to the phenomenon under investigation; on the other hand, the fact that it could be find many explanations for the results of this study illustrates how hard it can sometimes to figure out what the results of a correlational study really mean.

It is also noteworthy that although efforts were made to prevent biases in the analysis and interpretations of the results, there were several obstacles in the operationalization that were difficult to overcome. One example of these obstacles was the list of strategies used in the study is not exhaustive there were many other strategies that were observed but not considered in the analysis.

Conclusion:

This chapter was committed to provide clearer insights into the methodological components in the current study and to display the analysis and interpretations of the results generated by the two research instruments; the survey questionnaires and the classroom observation. The findings of this research drive the conclusion that first-year EFL teachers revealed to implement different motivational strategies from the psychological perspective in written expression classes. However, it is found that teacher's lack the use of different motivational activities, from the pedagogical perspective, that may boost students' motivation towards the writing skill. Henceforth, it can be said that the questions of the present research work have been answered

and the aims achieved. However, the first hypothesis of this research study has been confirmed while the second one has been disconfirmed.

Pedagogical Recommendations:

By taking into account the conclusions of this research, some recommendations can be provided to both of the use of motivational strategies/activities to teach the writing skill and further research studies; in order to promote the productivity of both and ensure that learners will benefit from their learning.

In regard to the use of motivational strategies/activities to teach the writing skill, and among the shortcomings revealed in the data analysis; greater priority in change should be given to:

- Teachers must recognize the diverse learning styles of the students in their classes, and use a variety of motivational tools to meet these different needs.

- The teachers should incorporate the strategies revealed in this research study more frequently thus; teachers have the capability to motivate students.

- The teachers should project enthusiasm in their lessons. Thus, writing can be perceived as exciting.

- The teachers should strive to create a class environment in which students feel free to participate in discussions and activities; thus, a non-threatening environment in the classroom supports student motivation to learn.

- The teachers should incorporate motivational activities in relation to the writing skill to generate interest among their students.

- Teachers should make use of questioning techniques not only to keep students on task but also to check for understanding and to expand the thinking of their students.

- Teachers should have high expectations about their students' ability for success through being committed to their learning and progress.

- The teacher should use grades in a motivating manner, reducing as much as possible their demotivating impact.

- Teachers need to attend more training on the use of motivational teaching strategies with regards to the teaching of writing in particular.

Apparently, the following recommendations and suggestions are hoped to be interesting and of value for the future research:

- It is recommended to test the correlation between the aforementioned motivational strategies and students' motivation and English achievement.

- To rate the frequency of the teachers' use of motivational strategies in different written expression classes, as well in different learning contexts, seems really interesting to figure out the different teaching strategies and their effectiveness.

- It is also recommended that the current research could expand the scope of this study, and investigate the effectiveness of these and other so-called techniques and strategies through either a cross-sectional or longitudinal studies.

- There is a definitive need to replicate this study with larger number of students to set different motivating techniques, strategies, and activities according to their needs.

- For future research, it is also interesting to test the applicability of the findings to a larger population. Results from such studies of more diverse classrooms would provide valuable information for teachers hoping to increase motivation among students of diverse populations.

- Among the present research study, teachers revealed a lack of using different motivational activities in their teaching practice, this is why it is worth to recommend investigating the main reasons behind this matter; and even more important to put to test a particular motivating activity (e.g. Circle Writing) and determine its impact on learners' motivation.

- This research proposes that future research could also look at the perception of teachers towards the use of motivational strategies, in general, and the use of some motivational active, in particular, in their teaching of writing. This is so because one reason why teachers do not widely and regularly employ motivational strategies in their teaching of writing could be attitudinal rather than knowledge.

- Last but not least, to test if the lack of using motivational activities in written expression classes will affect students' motivation, and can bear negative consequence on their learning achievement seems to be very interesting for a further research.

General Conclusion

Motivation, besides many individual cognitive and affective factors, is one of the effective elements influencing language proficiency as well as learning outcomes in second language development. Knowing the strategies which promote motivation can help teachers have a better understanding of the role of motivation in learning a foreign language. However, little research has been conducted in both the psychological and educational perspective, in order, to investigate what are these motivational strategies and activities that teachers make use of in their teaching practice.

The present study has attempted to investigate whether the EFL teachers' make use of these motivational strategies and activities; particularly, for teaching the writing skill to promote second language learning among their students; and if any which strategies and activities are implemented. The main assumption of this piece of research is that students may find learning the writing skill more stimulating through the teachers' use of motivational strategies and activities. Moreover, the design of the study was aimed at gauging these strategies in written expression classes, as a means to raise students' willingness and persistence in the writing module.

In order to answer the major questions of this study and to best deal with this topic of investigation, a review of the literature was necessary. Chapter one of the current study tackles the language learning motivation background, theories, types and the components of the motivational constructs. In addition, it attempts to highlight the notion of motivational strategies and its framework. Chapter two brought to light the background of teaching the writing skill in EFL, its pedagogical development and its relation to other EFL skills. Furthermore, some approaches to teaching writing were reviewed, with the greater emphasis put on the major contributions of different

motivational strategies in the fields of psychology and education. Chapter three was devoted to defining the methodological and analyzing the data generated by the teachers and students questionnaire, and classroom observation as the major tools in conducting this piece of research.

In the light of the literature review and to achieve the aims of this study a questionnaire was designed and administered to a randomly selected sample of EFL teachers and students. Regarding teachers' questionnaire, they were administered to ten (10) EFL teachers out of eighteen (18) teachers. Considering students' questionnaire sixty (60) students' out of three-hundred and fifty (350) were given the questionnaire to fill in. Moreover, a classroom observation was also conducted for the purpose of gathering more data. As part of the classroom observation procedures, five (5) EFL classes at Mohammed Seddik Ben Yahia University, Jijel was selected and observed for a period of fifteen (15) days.

After conducting a detailed analysis of the participants' responses in section two, the results has provided a moderate support for the first hypothesis of this study which was stated, "It is hypothesized that if teachers incorporate motivational strategies in written expression classes, students may find learning the writing skill more stimulating". On the contrary, the present study showed that teachers lack the use of motivational activities in written expression classes. That is, the research hypothesis is not confirmed. Finally, some suggestions and recommendations concerning pedagogy and future research are also indicated.

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Appendix A

Students' Questionnaire

Dear Students,

The questionnaire in-hand is part of a master dissertation at the department of English, University of Mohammed Seddik Ben Yahia, Jijel. It aims to investigate the Teachers' Use of Motivational Strategies in Written Expression Classes.

I would appreciate your co-operation to answer the questions honestly and thoughtfully. Your answers are very important for the validity of this research.

Please, tick (√) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential, and will only be used for research purposes.

Section One: the Student's Profile

1. **Gender:**   a- Male ☐   b- Female ☐

2. **Age:** ……………… years old.

3. **Was studying English at the university your first choice?**

   Yes ☐   No ☐

4. **Why did you choose to major in the English Language? (You can tick more than one answer)**

   a- You are interested in studying it ☐
   b- Your parents made the choice for you ☐
   c- You had no better choice ☐
   d- You were influenced by other people ☐
   e- You want to get a good job in the future ☐
   f- You want to integrate in or get close to the target culture and people ☐

5. **How do you find learning English at University?**

   Very Boring ☐   Boring ☐   Interesting ☐   Very Interesting ☐

Section Two: Students' Attitudes and Perceptions towards the Writing Skill

6. **Pick the most important skill that you need to develop?**

   Reading ☐
   Writing ☐
   Listening ☐
   Speaking ☐

7. **How do you find writing in English?**

   Very easy ☐   Easy ☐   Difficult ☐   Very difficult ☐

8. **How do you evaluate your language proficiency while writing?**

   Basic ☐   Medium ☐   Good ☐   Excellent ☐

9. **How do you find the Written Expression module?**

   - Very interesting ☐
   - Interesting ☐
   - Ordinary ☐
   - Not interesting ☐

10. To what extent has the Written Expression course helped you improve your writing performance?

Very much [   ]   Somewhat [   ]   Not sure [   ]   A little [   ]   Not at all [   ]

Section Three: Motivational Strategies in Written Expression Classes

11. What do you think about the teacher of Written Expression?

Motivating [   ]   Neutral [   ]   Boring [   ]

12. Do you think that the teacher of Written Expression encourages you enough to write in English?

- I strongly agree [   ]
- I agree [   ]
- Neutral [   ]
- I disagree [   ]
- I strongly disagree [   ]
-

13. Does you teacher build rapport with you i.e. makes you feel close to him/her?

- I strongly agree [   ]
- I agree [   ]
- Neutral [   ]
- I disagree [   ]
- I strongly disagree [   ]

14. Which of the following strategies are usually used by your teacher in Written Expression classes?

- a. Involves you personally in writing [   ]
- b. Gives you enough chances to contribute your ideas [   ]
- c. Expresses his/her belief in your ability and skills [   ]
- d. Expresses support for your attempts [   ]
- e. Gives extra grades for your being active and productive [   ]
- f. Makes you work in pairs or groups [   ]
- g. Suggests interesting topics to write about [   ]
- h. Uses new and interesting techniques in every class [   ]

Other(s), please specify.
………
………
……

15. Which strategies would you like the teacher to use more frequently?
………
………
……

16. How often does your teacher use the following activities with your class?

Activity	Always	Often	Sometimes	Rarely	Never
1. Circle Writing: this activity lens where students sit in a circle and pass pieces of paper round, writing a sentence each time.					

2. Jigsaw Writing: this works admirably with picture stories or cartoon strips. Placed students into small gatherings or groups and provide each group with one or two pictures from the sequence. They have to write a passage portraying what is going on or occurred in their picture(s), and ought to have a copy each.					
3. Sentence Chains: this activity is based on the teacher, he writes a word on the board and then students shout out words that follow using the last letter(s). The more last letters they use, the more points they get.					
4. Survey/ Reports: students have a survey question or a questionnaire. They walk around the class recording information. After, instead of reporting to the class orally, they can write up the report about their findings.					
5. Realia: in this activity the teacher rings in a bag with a selection of unconnected objects. Ask students to pick one out each and either describes it in as much detail as possible.					

17. Which of the activities mentioned in the table above do you enjoy most?

………
…….
……

Section four: Opinions and Suggestions about Motivational Strategies

18. Do you find that teacher uses of motivational strategies in written expression classes are important?

Yes ☐   No ☐

Why?

………..…………
………
………..

19. Do you think that the teacher's motivational strategies are necessary for you to improve your writing?

- Strongly agree   ☐
- Agree   ☐
- Neutral   ☐
- Disagree   ☐
- Strongly Disagree   ☐

20. What other strategies do you suggest that the teacher should use more to motivate you to write more and better?

………
……
……
………

Thank you.

Appendix B

Teachers' Questionnaire

Dear Teachers,

The present questionnaire is administered for the sake of gathering data for a Master Dissertation in Applied Linguistics. The main concern of the actual research work is to investigate the Teachers' Use of Motivational Strategies in Written Expression Classes at Mohammed Seddik Ben Yahia University, Jijel. I will be so grateful and fortunate if you spare some precious time to answer all the questions appropriately and thoughtfully. Your contribution will be of grateful help to make the research work achieve its objective. The results will be kept anonymous and confidential, and will only be used to the accomplishment of the research work purposes.

Receive in advance my sincere grateful thanks for your assistance.

Miss. Fahima Layoul

Department of Letters and English Language

Faculty of Letters and Languages

University of Mohammed Seddik Ben Yahia, Jijel

Section one: Background Information

1. **Would you, please, specify the degree you hold:**

   Licence ☐
   Master ☐
   Magistére ☐
   Ph.D ☐

2. **Teaching experience** ……………………………………… year(s).

3. **How many years have you been teaching written expression module at the university?**
   …………………………………………………………… year(s).

4. **The decision to teach written expression is :**

   Personal choice ☐
   Instructed by the administration ☐

Section Two: Teachers' Awareness about Students' Motivation in Written Expression

5. **To what extent do you find the teaching of the writing module motivating (i.e. for students)?**

   Extremely motivating ☐
   Very motivating ☐
   Somehow motivating ☐
   Not very motivating ☐
   Not at all ☐

6. **Is developing the skill of writing affected by students' motivation in written expression classes?**

   Yes ☐   No ☐

7. **How do you evaluate your student's motivation in written expression classes?**

   High ☐
   Medium ☐
   Low ☐

8. **Do you think that it is the teacher job to motivate students to write?**

   Yes ☐   No ☐

Please justify why?
……
……
………………………………………………………………..

Section Three: Teachers' Motivational Strategies

9. **Are there particular teaching strategies you usually use in written expression module?**

   Yes ☐   No ☐

10. **What are the criteria do you consider when selecting those methods or strategies? (You may choose more than one answer)**

    a- Students' Needs ☐
    b- Students' Level ☐
    c- Personal experience ☐
    d- Students' background knowledge ☐
    e- Students' motivation ☐
    f- All of the above ☐

Other(s), please specify.

………

………

…….

11. How do students react through these strategies?

Positively ☐   Negatively ☐   No-reaction ☐

12. When selecting these strategies, how often do you consider students' motivation important?

Always   ☐
Very often   ☐
Often   ☐
Sometimes   ☐
Never   ☐

Whatever your answer is, please justify why?

………

………

………

Section Four: Teaching Writing Expression in EFL Classes

13. What is the approach you use to teach writing?

The process approach   ☐
The product approach   ☐
Both   ☐

Other(s), please specify.

………

………

………

14. Do you think that the "Written Expression" course you are teaching is good enough to improve your student's level in writing?

Yes ☐   No ☐

15. The time allotted to written expression is:

Very Sufficient ☐   Sufficient ☐   In-sufficient ☐

16. In comparison with other EFL skills, is the writing skill:

More Important   ☐
Less Important   ☐
Equally Important   ☐

Please explain.

………

………

………

17. From your experience in teaching Written Expression, what difficulties do your students encounter when writing?

a- Manipulation of foreign language letters to form words.   ☐
b- Structuring: composing a grammatical correct sentence.   ☐
c- Choice of appropriate vocabulary.   ☐
d- Communication: including the social context.   ☐

Other(s) please specify.

……

……

……

18. Do overcrowded classes affect the class performance?

Yes ☐   No ☐

Whatever your answer is, please explain how?

……

……

……

19. Do your learners easily assimilate the writing skill during their first year of instruction in writing?

Yes ☐   No ☐

Please explain.

……

……

……….

Section Five: Motivational Strategies in Written Expression Classes

20. Do you find the use of motivational strategies in Written Expression classes important?

Yes ☐   No ☐

Why?

……

……

……

21. In Written Expression classes do you tend to use a particular motivational strategy?

Yes ☐   No ☐

Please justify.

……

……

……

22. Please tick the motivational strategies you most implement in your own teaching practice in Written Expression module:

Motivational Strategies in Educational Psychology	Always	Often	Sometimes	Never
1. Show students that their effort and achievement are being recognized by you.				
2. Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.				
3. Include activities that require students to work in groups towards the same goal (e.g. plan a drama performance) in order to promote cooperation, and then ask them to write what they demonstrate.				
4. Notice students' contributions and progress, and provide them with positive feedback.				

5. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.				
6. Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.				
7. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation or peer teaching).				
8. Establish a good relationship with your students.				
9. Break the routine of the lessons by varying presentation format (e.g. a whole-class lecture can be followed by group work).				
10. Show your enthusiasm for teaching English by being committed and motivating yourself.				
11. Make sure grades reflect not only the students' achievement but also the effort they have put into the task.				
12. Teach the students self-motivating strategies (e.g. self-encouragement) so as to keep them motivated when they encounter distractions.				
13. Make tasks challenging by including some activities that require students to solve problems or discover something (e.g. practice with words to pick up the topic sentence for a paragraph to write about it).				
14. Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).				
15. Bring in and encourage humor and laughter frequently in your class.				
16. Use grades in a motivating manner to reduce as much as possible students demotivating impact.				
17. The teacher offering his/her students praises for their efforts or achievement thus the students will be so motivated to make more efforts.				
Motivational Classroom Activities				
18. Circle Writing: this activity lens where students sit in a circle and pass pieces of paper round, writing a sentence each time.				
19. Jigsaw Writing: this works admirably with picture stories or cartoon strips. Placed students into small gatherings or groups and provide each group with one or two pictures from the sequence. They have to write a passage portraying what is going on or occurred in their picture(s), and ought to have a copy each.				
20. Sentence Chains: this activity is based on the teacher, he writes a word on the board and then students shout out words that follow using the last letter(s). The more last letters they use, the more points they get.				
21. Survey/ Reports: students have a survey question or a questionnaire. They walk around the class recording information. After, instead of reporting to the class orally, they can write up the report about their findings.				
22. Realia: in this activity the teacher rings in a bag with a selection of unconnected objects. Ask students to pick one out each and either describes it in as much detail as possible.				

Please mention other strategies you adopt in classroom.

……
……
……
……

23. Do you think these strategies suit them and make them motivated?

Yes   ☐   No   ☐

24. What motivational strategy (ies) do you suggest to improve the students' writing skill?

……
……
……

Thank you for your collaboration.

Appendix C

<table>
<tr>
<td colspan="5">Classroom Motivational Strategies in Writing Classes Observation Checklist
(**Based on Dörnyei's (2001b**) systematic overview of motivational strategies</td>
</tr>
<tr>
<td colspan="5">Observer _____Teacher_____
Class _____Start Time_____</td>
</tr>
<tr>
<td colspan="2">**Motivational Strategies**</td>
<td>Implemented in his teaching</td>
<td>Not Implemented in his teaching</td>
<td>Comments</td>
</tr>
<tr>
<td rowspan="7">**Creating the basic motivational conditions**</td>
<td>1. Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td>2. Show students that you care about their progress.</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td>3. Have sufficiently high expectations for what your students can achieve.</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td>4. Develop a personal relationship with your students.</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td>5. Create a pleasant and supportive atmosphere in the classroom.</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td>6. Encourage risk-taking and have mistakes accepted as a natural part of learning.</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td>7. Bring in and encourage humor.</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td rowspan="5">**Generating initial motivation**</td>
<td>8. Raise the learners' intrinsic interest in the L2 learning process.</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td>9. Encourage learners to conduct their own exploration of the L2 community (e.g. internet).</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td>10. Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td>11. Increase the students' expectancy of success in particular tasks and in learning in general.</td>
<td></td><td></td><td></td>
</tr>
<tr>
<td>12. Draw attention from time to time to the class goals and how particular activities help to attain them.</td>
<td></td><td></td><td></td>
</tr>
</table>

	13. Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.			
Maintaining and Protecting Motivation	14. Make learning more stimulating and enjoyable by breaking the monotony of classroom events.			
	15. Vary the learning tasks and other aspects of your teaching as much as you can.			
	16. Present and administer tasks in a motivating way.			
	17. Whet the students' appetite about the content of the task.			
	18. Build your learners' confidence by providing regular encouragement.			
	19. Promote cooperation instead of competition.			
Encouraging positive self-evaluation	20. Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.			
	21. Encouraging positive			
	22. Increase learner satisfaction.			
	23. Use grades in a motivating manner, reducing as much as possible their demotivating impact.			
	24. Make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views.			
	25. Make sure that grades also reflect effort and improvement and not just objective levels of achievement.			

Motivational Activities	Implemented in his teaching	Not Implemented in his teaching	Comments
1. Circle writing			
2. Jigsaw writing			
3. Sentence Chains			
4. Surveys / Reports			
5. Realia			

Résumé

On croit généralement que l'utilisation de stratégies de motivation du professeur améliore la motivation des étudiants. Par conséquent, le but suprême de cette étude exploratoire est d'examiner les stratégies de motivation des professeurs dans des classes d'expression écrites et le lien entre la pratique de motivation des professeurs et la motivation d'apprentissage des langues de leur étudiant; particulièrement, par rapport à l'écriture pour être la compétence productive la plus complexe. Dorénavant, l'hypothèse de base adoptée dans cette recherche a précisé que les étudiants trouveront l'apprentissage de la compétence d'écriture plus stimulante si les professeurs incorporent des stratégies de motivation dans des classes d'expression écrites; la deuxième hypothèse indique que les étudiants seront motivés et développeront leur compétence d'écriture si les professeurs utilisent des activités de motivation dans leur pratique pédagogique. Pour tester ces hypothèses, une étude d'observation et deux questionnaires ont été utilisés. L'observation de classe a eu lieu au département d'anglais, Université de Mohammed Seddik Ben Yahia, Jijel. Le premier questionnaire d'auto-évaluation a été conçu et administré à un échantillon comprenant dix professeurs; le deuxième a été fixé à soixante étudiants de l'université susmentionnée. La méthode de ce travail de recherche est assez descriptive ; le paradigme de recherche tant quantitatif que qualitatif a procédé pour recueillir des données. En conséquence, l'analyse des résultats produits selon les deux instruments de recherche confirme la première hypothèse de recherche; ces professeurs utilisent des stratégies de motivation dans leur pratique d'enseignement; la deuxième hypothèse a montré que les professeurs n'utilisent pas d'activités de motivation dans des classes d'expression écrites et que l'hypothèse de recherche

n'est pas confirmée. Finalement, les résultats obtenus devraient être pris en considération dans les deux domaines d'enseignement et de recherche.

Mots-clés : Motivation, stratégies de motivation/activités, compétence d'écriture

ملخص

استعمال الإستراتجيات التحفيزية من قبل المعلمين غالبا ما يعتمد لتعزيز الدافع التحفيزي للطلبة، و بناءا على ذلك فإن: الهدف الأسمى لهذه الدراسة الاستكشافية هو التحقيق في الإستراتجيات التحفيزية المعتمد عليها في أقسام التعبير الكتابي، والرابط ما بين الممارسة التحفيزية للمعلمين، و الدافع التحفيزي لطلابهم من أجل تعلم اللغة، لاسيما فيما يتعلق بالكتابة لكونها أكثر المهارات الإنتاجية تعقيدا. وبناءا على ذلك فإن الفرضيات الأساسية المعتمدة في هذا البحث، تنص على أن الطلبة سيجدون بأن تعلم مهارة الكتابة أكثر تحفيزا، إذا ما أدمج المعلمون الإستراتيجيات التحفيزية في أقسام التعبير الكتابي. والفرضية الثانية تنص على أن الطلبة سيتحفزون ويطورون مهاراتهم الكتابية، إذا ما استخدم المعلمون الأنشطة التحفيزية في ممارساتهم التعليمية، ولاختبار هذه الفرضيات، تمت مراقبة الأقسام الدراسية في كلية اللغة الإنجليزية بجامعة محمد الصديق بن يحي في ولاية جيجل، وقد تم تصميم أول استبيان عن التقرير الذاتي وإدارته لعينة تضم عشرة معلمين. أما الاستبيان الثاني فيضم ستين طالبا، من الجامعة المذكورة سابقا، أما المنهجية المعتمدة في هذا البحث فهي وصفية تماما. كل من النموذج الكمي و النوعي شرّعا لأجل جمع البيانات، و بناءا على ذلك، فإن تحليل النتائج المتحصل عليها من خلال الوسيلتين البحثيتين، تؤكد أول فرضية من البحث، بأن المعلمين يستخدمون الإستراتجيات التحفيزية في ممارساتهم التعليمية، و أظهرت الفرضية الثانية، ان المعلمين لا يستخدمون الأنشطة التحفيزية في أقسام التعبير الكتابي، و بهذا تكون الفرضية البحثية غير مؤكدة، و في الأخير ينبغي أن تؤخذ بعين الاعتبار النتائج التي تم الحصول عليها في كل من مجالات التعليم و البحث.

الكلمات المفتاحية: الدافع، الإستراتجيات التحفيزية/ التطبيقية ، مهارة الكتابة