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An Investigation of the Teachers' Strategies used to Increase the EFL Learners' Motivation

The Case of Master One Students at the Department of English, Mohammed Seddik Ben Yahia University

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Dedication

In the name of Allah, the most Gracious, the Most Compassionate.

I have the great honor to dedicate this modest work to :

 All the members of my family; my dearest mother, father, brothers and

sister who supported and inspired me to persevere with the hard moments.

An awful lot of thanks and gratitude to my lovely fiancee "Kawther " for

her invaluable encouragement.

To my partner and friend "Houssem" who bore and provided the full

support and backup.

 to my friends and those who sincerely supported me with their prayers,

kindness, and efforts.

Thank You

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In the name of Allah,

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The most merciful, without whom this

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This work is dedicated :

To my dear parents whose their support and love always has strengthened my will ,

to my beloved and the sole brother "Yacer" ,

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Abstract

The present study aimed at investigating the teachers' use of motivational strategies and techniques to increase and enhance English Foreign Language Master One student's motivation, at the department of English, University of Mohammed Seddik Ben Yahia, Jijel. Thus, the basic hypothesis adopted in this research set out that in the context of the university of Jijel,teachers would use a variety of motivational strategies to help their learners achieve better productivity,so when teachers implement and use the motivational techniques appropriately, the learners are supposed to be motivated to learn. Moreover students are supposed to be aware of the teachers' use of these motivational strategies. To accomplish this study, two questionnaires were conducted, for both teachers and learners. The learner's questionnaire was administrated to 64 English Foreign Language students. The second was addressed to five teachers in the English department at Mohammed Seddik Ben Yahia Jijel University. The obtained results showed that the lion's share of teachers are relying on motivational strategies when delivering their lessons.Moreover, the appropriate implementation and use of motivational strategies by teachers shapes a very effective framework to increase the learners' motivation for language use and enhance their classroom participation ,and this is conditioned by the student awareness about the use of motivational strategies ,the thing that confirmed the given hypotheses .

List of acronyms and abbreviations

E.F.L: English as a foreign language

E.L.L: English language learners

E.F.L: English as a foreign language

E.S.L: English as a second language

S.L: second language

T.L: target language

e.g.: Example

i.e.: That is to Say

L1: First Language

L2: Second Language

N' Number

P.: Page

Q: Question

ICTs : Information Communication Technologies

%: Percentage

List of tables

List of figures

Table of Contents

General Introduction

I- Statement of the Problem

Although motivational strategies have been argued to be helpful if they are used appropriately by teachers in class, still some teachers may argue that they could not help students who are neither intrinsically nor instrumentally motivated. This belief may hinder teachers from seeking knowledge or ways of implementation of certain motivational strategies .Beside the teacher's personal perception, other justifications as the time constraints and class size, or other pedagogical responsibilities may be given as excuses and obstacles in the face of implementing motivational strategies in the Algerian educational context.

II. Aim of the Study

• This study aims to investigate the strategies or techniques that are used by the EFL teachers to promote English foreign language learner's motivation; moreover, it provides a contribution to the improvement of learners' poor classroom productions in English through the suggestions of the teachers' motivational strategies. This study tried to pinpoints how these strategies can be used by the teacher and contribute to improve EFL learners' motivation. It also takes an attempt to shed the light on the impact of the teachers' strategies in creating a more motivated atmosphere.

III. Research Questions

The present study aims at describing and investigating the teacher's use of techniques at the university of Mohamed Seddik ben Yahia to increase Master One students' motivation, and the effects of these strategies on students' motivation and English achievement.

The study will try to answer the following questions:

1. What techniques are used by teachers in order to teach English effectively in a non-motivated atmosphere?

2. What are the causes of learners' lack of motivation?

3. What are the criteria that determine the teachers' use of certain strategies?

4. How do students respond to these motivational strategies, are they aware enough of their real use?

IV. Hypothesis

Starting from what has been mentioned above, this study hypothesizes that:

- In the context of the university of Jijel,teachers would use a variety of motivational strategies to help their learners to achieve better productivity.

V- Means of Research

Among the most dominant methods of data collection, we may find that interviews, classroom observation in addition to questionnaires are used extensively researchers in different educational contexts.

However ,on one hand, we may fine that interviews are very effective in framing a clear idea about the students' needs to perform effectively within an educational framework, and may pinpoint clearly the teachers plans and strategies to suit these needs, on in the other hand, and for some subjective reasons, it could result to a distortion in the data collection especially in face to face data elicitation i.e. interviews, in addition to its time consuming nature most of times.In the present study two questionnaires are used ,one is addressed to teachers ,the other one is to master one students.

VI. Structure of the Study

The present study is composed of two chapters: the first one is theoretical and it is divided into two sections, section one is concerned with motivation, section two deals with teacher's techniques and strategies to increase EFL learners motivation. The second chapter is practical and it represents the description of the tools of research, analysis of data, findings together with suggestions and recommendations for a more developed research.

Chapter one: Literature review

Section one: Motivation

Introduction

1.1.1. Definition and overview

1.1.2. Motivation and Psychology

1.1.3. Motivation Theories in Psychology

    1.1.3.1. Attribution Theory

    1.1.3.2.Expectancy-Value Model of Motivation

    1.1.3.3. Self- Efficacy Theory

    1.1.3.3. Self- Efficacy Theory

    1.1.3.4. Self-Worth Theory

    1.1.3.5. Goal Theories

        1.1.3.5.a. Goal Setting Theory

        1.1.3.5.b. Goal-Orientation Theory

1.1.4 Types of Motivation:

    1.1.4.1. Intrinsic and Extrinsic Motivation dichotomy

        1.1.4.1.a.Intrinsic Motivation

        1.1.4.1. b.Extrinsic Motivation

    1.1.4.2. Integrative/Instrumental motivation dichotomy

        1.1.4.2.a.Integrative motivation

        1.1.4.2.b. Instrumental motivation

1.1.5. Factors affecting motivation

    1.1.5.1. Teachers' factors

1.1.5.2. Environmental factors or the atmosphere in the classroom

1.1.6. The importance of motivation in second language learning

1.1.7 Motivation in the EFL Classroom

Conclusion

1.2 Section Two: Motivational Strategies

Introduction

1.2.1   Definition of motivational strategies

1.2.2 The importance of motivational strategies

1.2.3 Motivational strategies

     1.2.3.1 Motivation by task

     1.2.3.2 Motivation by reward

     1.2.3.3 Pair work and Group work

     1.2.3.4 Motivation by feedback

     1.2.3.5 Motivation by achievement

     1.2.3.6 Motivation by the use of ICTs

     Conclusion

Introduction

The comparison between students who are successful at language learning and those who are not can be related to the efficiency of the teacher' techniques and strategies used in the classroom, and their strong effect on the student's behavior change . It is widely known that people involved in language teaching believe that students who really want to learn will succeed whatever the circumstances in which they study , teachers can create the suitable atmosphere to push students do their best and give the sufficient work to reach success, it seems logical and reasonable to think that motivation is one of the most important factors affecting the students' behavior toward learning and it is regarded as a key issue in language learning process.

This study will give an overview about what motivation is , evolving views and types of motivation that are involved in the learning process and in English foreign language learning in particular.

1.1.1. Definition and Overview

Explicitly expressed , motivation is a factor that determines the extent of people's desire to do an activity. The term motivation is used quite broadly in the field of education. Because motivation is considered to be one of the most influential factors in learning and academic achievement, a number of researchers from diverse field of education studies have tried to define, analyse and conceptualise this term.Brown (1987) defines it as "an inner drive, impulse, emotion or desire that moves one toward a particular action"(p.117).

Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. Woolfolk (1998) defines "Motivation as an internal state that arouses, directs and maintains behavior" (p 372).Salvin (2001) defines, "Motivation as an internal process that activates, guides and maintains behavior over time". (p 345)   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 an inner state that represents a push for the individual to do a specific thing or to achieve a goal as a kind of self-satisfaction or accomplishment. It is a behavior which comes from inside the individual thus it is impossible for others to motivate or activates the individual desire to do something ,but they simply can creates the appropriate environmental variables that's may lead or results to an increase or decrease of motivation, in other words motivation is an individual psychological state that takes place inside the persons mind, but things that may increase that motivation may come from the inside, like a need, or from the outside as external factors like rewards .

Talking about motivation will tackle the notion of to do something ,so this motivation is not necessarily directed to learn, at least learning at school, because when someone wants to talk about learning motivation it is needed to differentiate between deferent types of motivation that generally lead to an effective teaching/learning process. As it is already mentioned before ,teachers has nothing to do with the learners motivations' generating ,because motivation has to come from the learner his or her self in the first place ,if not, so the role of the teacher will come as a 'Manipulator 'in the sense of motivating and pushing the learner to learn.

If the researcher wants to talk about student motivation,he cannot skip the idea that; it is the students' desire to participate in the learning process,but that will include also the reason and objectives that underlie their involvement in the academic activity, Although students may be equally motivated to perform a task, the source of their motivation may differ. Some students are intrinsically motivated may undertake an activity "for its own sake, for the enjoyment it provides or just for self satisfaction. On the other hand, you may find that some students that are extrinsically motivated take actions within a classroom activity to obtain some rewards such as grades or simply to avoid punishment. As it is stated above, the word motivation to learn could be understood as the desire that leads to an academic benefit to the learner regardless of whether this desire is from an inside or outside source.

1.1.2. Motivation and Psychology

In the attempt to understand human behavior, psychology is giving significant importance and attention to motivation. This need to comprehend motivation, its causes and effects on individuals, gave rise to a number of different theories. In general, psychological theories attempt to explain one or all of these three notions: **choice,** or why someone decides to do something; **effort,** or how hard someone pursues the activity; and **persistence,** or how long someone sustains the activity (Pintrich & Schunk, 1996). However, each of these motivational approaches focuses on distinct aspects of the issue, attributing motivation to different sources (Williams & Burden, 1997), such as instincts,

biological needs, and reinforcement of behavior. Consequently, as psychological theories have changed, so have the explanations and interpretations about the precise nature of motivation.

One of the pioneers in coining a significant motivational theory that have an impact on psychology was Sigmund Freud in the beginning of the twentieth century (see in Mackay, 1989, and Pintrich & Schunk, 1996). Freud in his book "Beyond the Pleasure Principle 1920"defined motivation as a psychical energy formed by the instincts of life (Eros) and death (Thanatos) It is these two instincts, which are part of the individual's unconscious, that force humans to act. Based on this, psychoanalysis suggests that motivation is an internal driving force outside of one's personal control. It is notice in here that Freud's theory does not take into account environmental, cognitive and social factors as part of the motivational behavior.

Other theories came to cover the pitfalls of Freud's theory. Behaviorist theories, such as Pavlov's classical conditioning (1927) and Skinner's operant conditioning (1953), claimed that motivation arises, increases or is sustained as behavior to the extent that it is reinforced. More specifically, they postulated that individuals are conditioned to take actions by being rewarded or punished. Therefore, for behaviorism, external forces play a more important role in determining motivation than internal forces (Pintrich & Schunk, 1996; Williams & Burden, 1997). In contrast, similar to psychoanalysis, drive theories emphasized internal factors as the main determinants of motivation. Drives were explained as internal forces that seek to maintain the optimal states of the organism's mechanisms. Thus, drive theories, such as that of Hull (1943), argue that human motivation is activated when actual or potential survival needs of an individual are threatened.

Although these theories extended the understanding of motivation by including biological and environmental factors, they did not provide a thorough picture of the issue.In the 1960s, inspired by drive theories, humanist psychologists Maslow (1962) and Rogers (1963) formulated theories that took into account the physical, emotional, interpersonal and intellectual aspects of an individual—the 'whole person'—to explain human motivation (Eggen & Kauchak, 2004). These

so-called humanistic theories hypothesized that individuals ultimately seek their self-actualization, but that the achievement of this goal depends on the fulfilment of lower and more basic needs, such as those for survival, safety and comfort (Pintrich & Schunk, 1996). Unlike psychoanalysis, behaviorism, and drive theories, humanistic theories stressed the importance of intrinsic and affective factors, such as self-esteem and desire for social acceptance, as determinants of motivation (Burden, 1995).

These early theories have provided insightful information to the understanding of motivation. However, taken in isolation, none of them has offered an adequate account for the issue.

1.1.3. Motivation Theories in Psychology

The various understandings of motivation and its importance lead to the emersion of many deferent theories that all may share a mutual purpose which is giving a clearer understanding to the notion of motivation ,each scholar start from his own perspective or the others understanding of the issue .

1.1.3.1. Attribution Theory

Weiner (1992) explores motivation from an attribution perspective. He stated that attribution theory is based on the idea that the individuals' explanations of their past successes or failures has an influence on their future behavior (p 255).It suggests that there is a casual relationship between past experiences and an individual's motivation to initiate future actions. Within the framework of attribution theory, three casual features of motivation are identified, which are locus, stability and controllability. Locus is the location of the cause and it can be internal or external to the individual. An example of internal cause is the ability or effort factor, whereas luck is considered an external cause. Stability refers to the relative survival of a particular cause over time. For example, aptitude would be a stable factor, while effort and skill are considered unstable. The final casual feature is controllability, which points to an individual's

control over a particular cause. A factor such as effort can be regarded as a controllable casual factor, whereas shyness would be a less controllable factor (Weiner, 1985, p.74.)

One of the strengths of attribution theory is that it points out that human action does not occur in isolation, but rather it has its antecedents and consequences. People's choice of behaviors depends on prior experiences and individuals' subjective views of these events. The main assumption of attribution theory is that self-attributed success leads to higher satisfaction than external factors in that it is 'ego enhancing' to attribute success to the self rather than an external factor, and 'ego-defensive' to attribute failures to external factors rather than to the self (Weiner, 1992, p.245).

Therefore, it can be assumed that when students succeed in a task they are likely to attribute their success to their ability and effort. However, in the case of failure, they may ascribe their failure to bad luck or bad teaching. If a factor of failure is perceived as controllable or unstable, such as effort (controllable) or luck (unstable) students are more likely to succeed if they try again, whereas if the reason for failure is perceived as internal (ability) they are more likely to fail. The most dangerous attribution for past failure affecting future success is attributed to ability, which is uncontrollable, stable and internal and creates feelings of shame and humiliation.

A main critique of this theory is related to the factors which are external and controllable, such as a difficult course. Pintrich and Schunk (2002) argued that it is not possible to combine these two attributes which are external to the individual and yet controllable. The debate seems to hinge on who is regarded as being in control. Weiner (2007) argued that it is from the perception of the individual who believes the other party has the control. Here,I can be seen that the main limitation of this theory is based on the fact that all these factors are purely perception-based and so vary dramatically among n individuals based on how they perceive such factors, which is also acknowledged by Weiner (2007). He recognised the effect of other people, such as teachers and peers, on students' perceptions which can also affect the amount of effort the students will expend

on that activity in the future. This is an important theory in terms of this study as it indicates that teachers have a role in motivating students. The perception of ability, in attribution theory, is clearly shown as the most motivating or demotivating factor in terms of students' future efforts, yet Weiner's (1985, 2000) main focus is on how past experiences affect their perceptions. Other theories, such as self-efficacy theory explore the causes and factors contributing to these beliefs in more detail.

1.1.3.2. Expectancy-Value Model of Motivation

According to Wigfield (2009), expectancy-value theories of motivation are based on a cognitive view of human behaviour. Some theorists in this field (e.g., Atkinson, 1957; Wigfield, 1994; Wigfield & Eccles, 1992) argued that two key factors can explain individuals' choice, persistence and performance on a task: their expectation of success in a certain task and the value which they attach to their success on such task. (p.55) .

Within expectancy-value model, achievement motivation theory has been developed and the leading researcher of this theory is Atkinson (1957, 1964). This theory suggested that there are two underlying factors affecting motivation, which are the need for achievement and the fear of failure. These two factors include the individuals' perceptions of their success probability and the incentive value such as the value of succeeding in a task. According to this theory, an individual with a high need for achievement could fail at a task and their motivation would increase. The motivation of a student with a high level of fear of failure would decrease in the same situation.

From this model of motivation, it can be seen that individual motivation is viewed as innate behaviour which is influenced by the outcomes and the process of a task. In addition, it also explains the role of external factors such as teachers in influencing individual motivation.

1.1.3.3. Self- Efficacy Theory

A leading theorist of self-efficacy is Albert Bandura, who introduced this theory in 1977 as part of his social cognitive theory of motivation. Social learning theory suggested that an individual's achievement depends on the interactions of three factors, namely cognitive and personal factors, behaviour and environmental events. One of the indexes of the cognitive factor is the beliefs of self-efficacy (Bandura, 1977). Self-efficacy is 'people's beliefs about their capabilities to exercise control over their own level of functioning' (Bandura, 1993, p.118). It concerns an individual's self -belief regarding their own abilities to succeed in a task. It has an influence on an individual's feeling, thinking, motivation and behaviour. People with low self-efficacy perceive difficult tasks as 'personal threats'. They focus on their own weaknesses and the difficulties they encounter rather than paying attention to doing the task successfully. In contrast, people with high self-efficacy have a strong sense of achievement behaviour which helps them to approach difficult tasks, to persevere with a task, and to 'sustain their efforts in the face of failure' (Bandura, 1993, p.144).

1.1.3.4. Self-Worth Theory

Self-worth theory is associated with the work of Covington (Covington, 1992, 2000; Covington & Beery, 1976). He (1992) stated that self-worth theory 'assumes that the search for self-acceptance is the highest human priority, and that in schools self-acceptance comes to depend on one's ability to achieve competitively'(p.74). This theory presumes that individuals are motivated to establish and maintain a sense of personal worth since their worth will be measured in relation to their ability to achieve. In the school settings, students develop many defensive strategies, in particular when they have doubts about their ability to achieve a task or activity. Such strategies include 'self-worth protection', 'self-handicapping' and 'defensive pessimism' strategies (Covington, 2000). Within a self-worth protection strategy, students, who have fear facing failure, consider 'not trying' as 'a virtue'. They do not try to do a task, or at least give the impression that it is not being done in order to provide an excuse for their failure. The next

strategy is self-handicapping in which failure-threatened individuals make excuses by creating some obstacles (either real or imagined) to their performance. For example, if students study at the last minute for their exam, their failure will not be attributed to their inability, but instead it can be attributed to low efforts. Defensive pessimism is a technique in which individuals lower the expectations of succeeding or the importance of a task so that they reduce their feelings of anxiety and do not take their study seriously. Students, therefore, may become more concerned with preserving their sense of self-worth rather than their academic progress. Covington (2000) indicates that, in a school context, students evaluate their worth in terms of the kinds of grades they achieve. A criticism of this theory would be to the idea of individual and competitive learning which does not take into consideration the notion of cooperative learning. In

the environment of cooperative learning, strategies such as self-handicapping are reduced as the element of direct competition is removed in order to promote students' motivation (Slavin, 1996; Sharan & Shaulov, 1990).

1.1.3.5. Goal Theories

Another theory emerged to explain the same concept of motivation ,which is the goal theory . In relation to the goal theories ,two deferent type of theories could be distinguished that are :

1.1.3.5.a. Goal Setting Theory

Two of the main advocates of goal setting theory are Locke and Latham (e.g., Locke & Latham, 1990; Locke & Latham, 2002). They (1990, pp.81-85) argue that the actions of individuals 'is caused by purpose, and for action to take place, goals have to be set and pursued by choice'. Locke and Latham (2002) found that specific and difficult goals motivate people more than encouraging them to do their best. Therefore, the main qualities of motivating goals are specificity and difficulty as they lead to persistence in doing a task as well as better performance (Locke & Latham, 1990).

Along with these qualities, three factors are necessary in order to set effective goals. These factors are goal commitment, feedback, and task complexity. To ensure people's commitment to achieve a goal, the goal attainment should be important and people should believe in their capability to achieve it (self-efficacy). Feedback on the people's progress and setting complex tasks are also factors to set effective goals (Locke & Latham, 2002).

Although the previous research of Locke and Latham (1990, 2002) is related to organisational context, it was found that using goal setting with students motivates and helps them sustain their efforts in the task (Page-Voth & Graham, 1999). Oxford and Shearin (1994) recognise the usefulness of goal setting in stimulating L2 learning motivation and believe that it is massively under-utilized in language education.

However, it should also be recognised that overusing goals or setting goals within very complex tasks may have an opposite effect on students' performance as they become preoccupied with achieving the goal rather than focussing their efforts on performing the task. Although Brophy (2004) suggested that goal setting can be used in the educational setting as a powerful motivational strategy, he suggested three conditions to implement goal setting effectively. These conditions include introducing realistic and specific goals, and introducing them before students start working on a task. He seemed to disagree with Locke and Latham (1990, 2002) , as he believes that, in the language learning environment, setting overly challenging goals can be counterproductive.

1.1.3.5.b. Goal-Orientation Theory

Unlike goal setting, goal orientation theory is related to educational psychology, where researchers adopt different approaches to investigate how children learn and enhance their performance (e.g., Ames, 1992; Dweck, 1992; Pintrich, 2000). The focus of part will be on the areas which are related to the subsequent literature of second language motivation, which are

mastery and performance goals. A significant contribution of the theory lies in its distinction between two types of goal constructs which are mastery orientation and performance orientation (Ames, 1992).

Students who are mastery-oriented are motivated by their willing for successful learning and performing of specific tasks; whereas students who are performance-oriented do the tasks in order to show their ability, have good marks and demonstrate their ability compared to others (Ames, 1992). Ames and Arches (1988, p.260) argued that mastery goal-oriented students approach the task with 'more effective strategies, preferred challenging tasks, had a more positive attitude toward the class, and had a stronger belief that success follows from one's effort.' On the other hand, performance-oriented students 'tended to focus on their ability, evaluating their ability negatively and attributing failure to lack of ability' (Ames & Arches, 1988, p.260).

It appears that performance-oriented students are more concerned with how they appear to othersand focus on their ability. Their focus on their ability could be linked to the theory of self-efficacy, which is discussed earlier. The treat here is that if they fail, they are less likely to try again. Mastery-oriented students focus more on learning to perform a task successfully which results in a stronger sense of self-worth and this could play a key role in motivating them. Therefore, it can be said that mastery-orientated students are more motivated to complete the task, as they are more likely to continue until they succeed. As performance-oriented students will view their self-worth in terms of grades and achievement, they are more likely to resort to using the strategies mentioned earlier by Covington (2000) to protect their self-worth.

Both goal setting and goal-orientation theories focus only on academic achievement in the academic context. However, Wentzel (2000, 2007) argued that students' achievement can be affected by the integration of both social and academic goals, because goals are 'socially derived constructs that cannot be studied in isolation of the rules and conventions of culture and context' (Wentzel, 2000, p.106). So far, this part has discussed some of the common motivation theories in

psychological research, which are relevant to this study. Most of these theories inform the research in L2 motivation, in particular in the 1990s. In the following section, the important stages in the development of L2 motivation research will be presented.

1.1.4 Types of Motivation

Diving in the field of motivation may enable us to distinguish four types of motivations ,that could be arranged in terms of dichotomies, intrinsic and extrinsic Motivation dichotomy and Integrative/Instrumental motivation dichotomy.

1.1.4.1. Intrinsic and Extrinsic Motivation Dichotomy

Another way to define motivation is via the reason (or reasons) which leads or control the individuals' behavior, or the motive behind his act in a specific way. In a way or another we may notice that the phenomenon of motivation is not limited to just humans, it can take place within every organism living society including animals plants etc. The seek to know the reason behind certain acts done by a person or a group of people enable to know that there is a verity in the nature of motives that are directing the human acts ; nearly every behavior is directed by a specific motivation .

1.1.4.1.a.Intrinsic Motivation

Intrinsic motivation refers to getting motivated from the inside or what is so called self-motivation. On the other hand ,extrinsic motivation comes to represent the motivations that is generally caused by exterior factors, and herby we are going to discuss what we mean by Intrinsic Motivation .Ryan and Deci, 2000, defined Intrinsic motivation as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward. (pp. 56). i.e. it is the act of being motivated by internal factors to perform

certain actions and behavior meaning that you are doing something just because you want to do it, where is neither pressure nor any sort of rewards for your actions but you still have the desire to do them simply you want to you believe it is the right thing to do.

The notion of intrinsic motivation can also be coined in the term of the stimulation that drives an individual to bring about change or perform certain behavior for his or her own internal satisfaction or pleasure. The brainchild of intrinsic motivation was first known when conducting experimental studies of animal behavior. It was noticed that even some animals engaged in playful activities even without any presence of reward. Intrinsic motivation is an important factor that helps and supports the individuals learning improvement and push themselves to be better.

Accordingly, some needs areleading to intrinsic motivation, these causes could be some up in **autonomy** as the individuals' need to complete control his own life ,**relatedness** which plays the ones' desire to maintain connection with others within the same society and finally,**competence** which is the person's need to do be the best and succeed. Giving an example related to this could represented in Sir Arthur Conan Doyle's best character of his detective stories, which is Sherlock Holmes, the famous fictional detective, this man never solved cases for money or fame. Curiosity always got the best of him and he solved them because he wanted to, he needed to for self-satisfaction of knowing. However some advantages could be the fruits of intrinsic motivation, generally hobbies and passion are mostly the result of intrinsic motivation, the later considered as long lasting and self sustaining,also in relation to the educational atmosphere a student who obtains an intrinsic motivation focuses more on the subject rather than punishments or rewards, this helps the student to learn better.But on the other hand we may find that it is easy process to foster the individuals' intrinsic motivation it is a long one which requires special treatments.

1.1.4.1. b.Extrinsic Motivation

In contrast to what is mentioned above in relation to Intrinsic Motivation, Extrinsic Motivation refers to action or behavior performed for the hopes to receive external rewards . This form of motivation differs from intrinsic motivation in the way it works, its effects, advantages and disadvantages. (Ryan and Deci, 2000) defined Extrinsic motivation as "Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value" (p. 220) .

Whenever an individual performs an action or behavior because the outer factors such as punishments or rewards, such form of motivation affects he or she is called extrinsic motivation. An infinite number of causes of extrinsic motivation could be distinguished. Some of the most common needs (external factors) that lead a person to do certain actions are: punishment, rewards (money), praise competition... etc. Since extrinsic motivation can be controlled from an outsider ,so numerous advantages can be recognized, starting from its use to motivate a whole group ,thus increasing the productivity within an educational environment , direct impact and benefit on the individuals behavior can take place also because of Extrinsic incentives. These motivations can lead to behavior, which would have never been possible otherwise. Taking as an example a student that might never have the intrinsic motivation to study, but external factors like scholarships, money ,trips or other forms of prize might motivate the student to study harder. But on the other hand, some disadvantages may take place since the external factors may shape break down to the individual' intrinsic motives the thing that interfere with a person's happiness.

A question that may raise in here is that ,which form of motivation is directing our behavior more ? As human being we are motivated by both intrinsic and extrinsic motives, there is no saying which among them is more beneficial, as it largely depends on the situation and the

individuals being motivated. The major purpose of both kinds of motivation remains the same. The final objective is enabling the individual to get a job done or fulfill a final objective. In conclusion, both forms of motivation are really needed, depends on the learners setting, in order to reach and complete a goal.

1.1.4.2. Integrative/Instrumental motivation Dichotomy

As mentioned above there are two types of motivation that will be analyzed for their special relevance for second language learning. The question arises why there is a need to learn a second language if there is already a language given to oneself that enables him to communicate? This is when integrative and instrumental motivation become important.

1.1.4.2.a.Integrative motivation

When it comes to the acquisition of ones first language, motivation is not really an issue, because this motivation can not really be judged in terms of good or bad motivation. Students who are supposed to learn a second language could argue the need for doing this, because they do not necessarily need the second language, while their first language already formed their social and mental life, thus the learning of an additional language could be regarded needless. In order to reach the goal of a successful foreign language teaching, the teacher has to generate a certain interest within his students that make them want to be involved in classroom activity.

Integrative motivation describes and reflects whether the students can identify with the target culture and people, in a way or another , or rejects them.

The idea of integrative motivation develops the assumption that the more that a student admires the target culture, the more successful the student will be in the foreign language classroom. The learning of a second language enables the students to participate more freely in the activities of other cultural groups; this idea formulates the ultimate goal of second language learning. There is a universal purpose of learning languages, which is the ability to communicate with people from other

cultures. Characteristic for this kind of motivation is the urge on behalf of the teacher. It is up to him to integratively motivate his student. The teacher has to point out this ultimate chance of second language learning, but it the decision of the students if they accept and realize this opportunity second language learning offers to them.

1.1.4.2.b. Instrumental Motivation

The idea of instrumental motivation sets itself apart from the idea of integrative motivation. Instrumental motivation means learning the language for an ulterior motive unrelated to its use by native speakers- to pass an examination, to get a specific type of job, and so on ; hence instrumental motivation stands in sharp contrast to integrative motivation because instrumental motivation is not related to a specific culture or people from a specific culture whatsoever. Culture is the leitmotif when we talk about either integrative or instrumental motivation. If the teacher tries to instrumentally motivate his students, he has to ask himself the question why his students should learn a second language. According to the idea of instrumental motivation, the teacher has to point out to his students that studying a foreign language can be important for them because it will someday be useful in getting a good job.

Motivation is an important factor in EFL teaching/ learning. Some researchers are of the view that both types are important to fulfill the purpose of learning. Therefore, it is necessary to know the interrelationship between both types. Brown (2000) suggested that for learning target language learners prefer the combination of these two types. Wong. Fillmore (1991) viewed three conditions necessary for learning L2.

 a) The need of motivated students to learn target language.

b) Native speaker's support to learn L2.

c) Contact between native speakers of target language and learners of the foreign language.

Clement and Kruideniet (1983) stated that L2 learners who want to make friends among the target language people can be either instrumentally or integratively motivated (p.91) . On the contrary, some researchers suggested that both types are not easy to distinguish into different categories. One important aspect that should keep in mind regarding this dichotomy of motivation is that can be seem in the words of Ellis (1997) "as complementary rather than as distinct and oppositional" (p. 76) .

1.1.5. Factors Affecting Motivation

1.1.5. 1. Teachers'related factors

Students' learning motivation is directly affected by teaching techniques that are supported with appropriate teachers 'guidance and advice. According to Dornyei (2001) 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., A direct impact on the learners by the teachers way of explaining and dealing with learners the thing that may lead for a better understanding.

The teachers' appropriate guidance or advice that are provided to students are supposed to help and support the flow of knowledge from the teacher to the learner. Motivation acts as a driving force that encourages the learner to learn, initiate the learners to adopt appropriate skills as well as facilitate the process of gaining knowledge. Furthermore, teachers and their teaching methods also affect students' motivation. Students' interest in school and wish for learning are affected by such factors as teachers, instructors, school circumstances, and their friends in classroom. However, when compared, teachers are seen to be the most important factor because they have major role in the students' learning. Teachers' feedback influences students' learning motivation when they realize that s/he follows their individual development. For instance, teachers

should catch the students attention and motivate them to the topic of the day just at the opening stages of the lessons. Moreover, teachers should vary the activities, materials because students are reassumed by the existence of classroom routines that they can depend on. And for that reason checking the activities, varying tasks and materials are important processes that increase students' interest presses can help to avoid his demotivation.

1.1.5.2. Environmental Factors

Besides the factors mentioned above, classroom features or environmental factors also affect students' motivation. These factors are not related to the teacher but to the environmental conditions such as classroom size, order of desks, demographic factors, situations, technological learning tools in the classroom, climate, weather conditions, etc. Knowing and trying to find solution for these problems will provide more friendly and motivated environment for both learners and teachers. Students learn new information in their classroom with their classmates. That's why we cannot deny the effect of the peers in the learning process. Like the teachers' factors; students' peers also affect students' attitudes toward the language learning outcomes since students may like learning the language when their peers like it. Furthermore, students' previous learning experiences influence their present learning outcomes. When they were successful learners before, they would tend to learn the way of success for their later life. In addition, the knowledge from their past learning experiences is considered as the knowledgeable background from which they are able to continue studying at present and in the future. Students who have successful learning background can study well at present. When we begin to talk about classroom features, we can say that physical conditions such as lighting, atmosphere, order of desks, showing all kinds of visuals, useful materials have significant influence on learning. Also, for example,if the classroom has many students, generally it demotivates students because it creates difficulty in studying due to disadvantageous.

1.1.6. The Importance of Motivation in Second Language Learning

Starting from what already tackled above we can say that motivation is a critical issue that needs to be taken into account; many theorists mentioned the role of motivation in foreign language learning and teaching. Basing on their viewpoints, it can be can concluded that it is easier to teach some one who is highly motivated than one who is moderately motivated, so motivated learners will make more mental efforts for more production, they more likely to use available learning resources, thus the learning is better and longer lasting.

Many factors are fused interchangeably to success in second language learning such as learners' factors (attitude, aptitude, intelligence, personality, etc), teachers' factors, teaching and learning condition, and motivation. Among those factors, motivation is considered as a key factor determining the success or failure of a foreign language learner.

Motivation drives many behaviors and that is why it is important to understand the value of motivation in an educational environment especially in EFL teaching/learning .
There are recognized indexes of motivation, which is important to be aware of, so we can understand much better the value motivation.

Table 01: *indexes explaining the value of motivation*

Index	Relation to motivation
Choice of tasks	Choosing a task freely indicate motivation to perform a task.
Efforts	High efforts indicates motivation.
Persistence	Working for longer time indicates motivation.
Level of achievement	Choice, efforts and persistence rise task achievement.

In the classroom, educators should be aware of these indexes and reinforcement activities in order to motivate learners and interest them for some partiality there is a term for this process, which

called situational motivation, it is a phenomenon in which aspects of immediate environment enhance motivation to learn particular things or behavior in a particular way.

1.1.7 Motivation in the English Foreign Language Classroom

In the field of education, motivation was and still is a major problem for most teachers of English as foreign language, it is easily to consider it as one of the most important factors that leads to a better learning. Motivation plays a very important role in enhancing the students' English learning performance. But we can notice that most of our students have low motivation to learn English,this feeling may result from the idea or the sense that whether "English will be useful for my future or not" specially in a French bilingual country like Algeria, and as a result less working chances in case of acquiring English instead of French .Many scholars in educational psychology stream argued that the teacher ought to understand and appreciate the role and importance of motivation in any learning.Littlewood (1987) observes that teaching English as Foreign Language is mainly based on motivation as one of the bases that push the learner to fulfill a task or not, how much energy he devotes to it, and how long he perseveres. (p 53)

Motivation in EFL classrooms is regarded as a complex phenomenon that includes many factors that are working interchangeably, and that includes the learners interests,needs,curiosity and desire to know and experience new things .These factors play a role in every kind of learning situation. It is largely considered that student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behaviour.The teacher has to activate these motivational components in the students,but that is the noticeable problem. How can it be done in every class everyday?

Conclusion

Developing the learners motivation in EFL classroom requires more than just getting in the class and delivering your lesson. In a seek to increase the learners and enhance the students' production is the role the creative competent teacher , the one who have the ability to exploit the notion of motivation to enhance his own working or teaching atmosphere ,it is his role to provide them with materials and use different motivational strategies with an extreme final objective to increase students' motivation. And productivity.

Section Two: Motivational Strategies

Introduction

The spread of English language learning throughout the world has determined the need for effective instructional models. The need for effective teaching strategies, including strategies designed to motivate students, has become a part of EFL educational models. Motivation strategies concerned with the experience of learning, demonstrates how teachers in particular can make learning more efficient and effective for all students.

A significant point that could be tackled in here is that motivation is crucial for effective learning and this develops from an understanding of the learning process. Teaching strategies are about learning and principally about facilitating to teachers to help learners build an effective way to develop the learners independence.

Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect (Dörnyei, 2003, p. 28). This research has been conducted in order to identify application level of motivational strategies used by teachers to increase the learner's motivation.

1.2.1   Definition of Motivational Strategies

Why do we use `motivation' if its meaning is so vague? simply because it is a very convenient way of referring to what is a rather complex issue. For example, when we say that a certain student is `motivated', most teachers and parents can well imagine what we mean by a keen, committed and enthusiastic learner who has good reasons for learning, who studies with vigor and intensity, and who demonstrates perseverance yet it would be rather cumbersome to be more specific and list all these attributes. Similarly, we will have no problem envisaging an `unmotivated' learner, even though, again, it might be quite tricky to describe exactly what this `unmotivation' consists of.

The term is just as useful for theoreticians and researchers as for practitioners because it highlights one basic aspect of the human mind. This aspect is related to what one wants/desires (i.e.

`conative' functions), in contrast to characteristics related to what one rationally thinks (i.e. `cognitive' functions) or feels (i.e. `affective' functions). As Snow, Corno and Jackson (1996) summarize in the Handbook of Educational Psychology, this triadic distinction of the human mind (according to conation, cognition and affect) has been around for hundreds of years, and it is certainly a useful division when we consider specific learners: Aren't a student's `keenness', `cleverness' and `temperament' obvious features to consider when we start describing someone in our class (e.g. Rupert is a sensitive and bright student who is genuinely interested in history. . .)? To summarize, `motivation' is related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation. It is strongly believed that ninety-nine per cent of language learners who really want to learn a foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude.

"Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it in fact, almost any influence a person is exposed to might potentially affect his/her behavior. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect". Dornyei 2001(p.28.)

Motivational strategies are defined as instructional interventions applied by the teacher to improve and stimulate students' motivation and also self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation.
Dornyei (2001), defines motivational strategies as "techniques that promote the individual's goal"

It is important that a teacher use different strategies when teaching to improve his students' language proficiency level,in an interesting strategy that catches the students' attention. Similarly, motivational strategies can greatly improve learning outcomes for students entering the classroom with different learning styles and abilities. Stephen (2006) points out that "Strategy has the power to transform passive students into active learners equipped with the tools to promote strategic

planning and independent reflection". Besides, the use of adequate strategies helps to attain the maximum of goals and success.

1.2.2 The Importance of Motivational Strategies

Dörnyei (2007) claims that motivation is one major key factor in determining the success or failure in foreign language learning. Therefore, the aspects of motivation should be seen as one of the more important elements to consider when conducting studies on second or foreign language motivation (p.1). Undeniably, motivation is important considering that the students with high motivation can achieve more learning in the specific foreign language than brighter students with lack of motivation.(Chuan & Dörnyei 2007, p.1).

Based on the fact that motivation is the process of arousing, sustaining and regulating activities we may extract three main important key that are : concepts:Arousal of behavior,sustaining the behavior,regulating the behavior or activity.

Concerning the arousal of behavior you can take the example of a child who study in class, he's nine years old and his desire is to be a doctor, this means that the child's behavior is already aroused to become a doctor. The challenges to sustain this aroused behavior of the child, this task can be done by himself or with help of family members.

Second, sustaining behavior is reflected in the attitude of the child and this can be noticed in his marks especially in science. This reflect that the child is sustaining the motivation of becoming a doctor. Sometimes, it may happen at certain age that the child is slowed down in the pace of study or become very fast in his achievement behavior and loses his night sleep in the stress of preparation. He needs to control or regulates his motivation of becoming a doctor. In this process, teacher's and parent's roles are crucial. Here we assume that arousal, sustaining and regulating are three main important aspects of making motivational strategies that measure the desire of the learners. If any of these three is missing, motivation is not complete.

According to what has been said above, the importance of motivational strategies can be stated as follow:

•	Encourage the psychological behavior towards the goal to be achieved, for example if teachers are motivated for some particular goal to achieve, they will be encouraged to do certain activities for their learners to rich the particular goal and the learners will accomplish their task successfully.

•	Sustain the behavior on the task, which means motivational strategies helps the individual to sustain on the job or on the task.

•	Direct the behavior in a particular direction, weather the direction is right or wrong,control the purpose.

•	Regulate or control the behavior for the accomplishment of aims.

•	Help in keeping focused.

•	Help for a guided study, it guided the motivation to become a doctor, pilot …

•	Goal orientation, if you are highly motivated you will be highly goal oriented it foster the concentration on your goal.

•	Help teachers to be systematic and organized, the more you are motivated, the more you will be systematic and organized in your assignments and activities.

•	Encourage self-evaluation to assess whether you are on the right path or not, whether your progress is satisfactory or not, if the individual is motivated for a certain goal, he will be anxious if he is on the right path or not, he will be assessing his self every time and every day with the aim of the right path or not and this self-evaluation.

1.2.3. Motivational Strategies

The good teacher is the one who has the skill to recognize differences within a settings and subjects in the same class, thus different type of motivational strategies are advised to be used.

1.2.3.1 Motivation by Task

Many students believe that just thinking about certain types of task can be sufficient to demotivate them. Hardness and non-relevancy are concerned; Success in task achievement is very important factor for learner's motivation, thus, for successful learning. Therefore, the teacher is responsible of providing and developing achievable tasks to guarantee the learners success. This in turn can be the first major barrier that has to be overcome in order to maintain motivation.

In other words those student that may have already experienced failure in dealing with specific tasks, they may be demotivated to repeat them again, and will not want to to engage in learning new material in any way at all. For a better successful learning, it is important that learners experience success before they become de-motivated. The success that comes by creating achievable tasks.so when teachers are developing tasks for their students they should be aware about the task difficulty and relevancy ,and how to present this tasks, generally in order to be more easy to be understood it is better to be in a form of gradual steps that could be achieved and every step leads to the next one, the thing that motivate learners.

1.2.3.2 Motivation by Reward

In the field of educational psychology, rewards are considered as behaviors that leads to a modification in the learner's willingness to learn. Students are motivated to achieve and conform to appropriate behaviors when either intrinsically or extrinsically rewarded. Those students who prefer intrinsic motivation enjoy personally challenging projects and accomplishing educational tasks just for the love of learning. An extrinsic approach requires more tangible rewards such as marks, pencils and money.

Students often give less than full effort when attempting class projects, classwork and various tasks. Through a reward-based system, students will show interest and increased participation in everyday classroom duties and responsibilities

On one side we can see that rewards have a great effects on the learners behavior, but this should be ,but generally they are considered to be a "short-term strategy – a step towards self-motivation."

1.2.3.3 Pair Work and Group Work

There is a general agreement on that some learners prefer to learn on their own individually, whereas others need social interaction. More recent evidence shows that the successful teacher is the one who is able and skilful enough to motivate his/her students to participate in the lesson using "Group work" appropriately. Classroom interaction which is a part of larger social interaction could be very beneficial to the learner ,since it is helpful in developing social skills ,such as turn taking and sharing ,listening to people's opinions.so the process of helping and working with others can in itself be motivating.Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners.

Many researchers have addressed the fact that constructive and positive group working harmoniously can be a significant motivator. A motivated group will be able to pull the resources of all the members of the group together and this can be a strong motivating force.

Since the learners, mental interests and capacities are different, so Second Language Acquisition is vary from one individual to another in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role-play and imitation. In here ,The group interaction enable the learner to increase and enhance what he is weak in, and push him to be a part of the task and participate by breaking his fears. Obviously more students find it less stressful, if not much comfortable to learn certain rules or usages of language from their pears and schoolmates than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which "pair work" or "Group work" can provide.

1.2.3.4 Motivation by Feedback

Feedback is a broad term with varied meanings depending on the domain. In psychology, it is defined as 'information provided by an agent regarding aspects of one's performance or understanding' (Hattie & Timperley, 2007, p81).

" Every learner needs feedback to ensure he/she is on the correct path, but feedback is often used as a means of grading or correcting. Using feedback in this way teachers run the risk of de-motivating the learners. It is important that feedback is seen as different from correcting work. Feedback should be continuous and formative and should not necessarily come at the end of a task. Moreover, feedback should be positive or framed in a positive manner." Motivating Learners in the Classroom: Ideas and Strategies Gavin (p.15) .

There are different ways that feedback can be delivered to an individual (Skipper and Douglas, 2012) .Consequently these different ways help the learners to be a part of the class, motivate him to participate for better learning. Teachers when tackling the correctness or non-correctness of a task, so feedback here is related to a task performance. Also the feedback can come in a form of guidance to the learner, showing him how to fulfill, process and complete task;a feedback can come to support the learners self-regulation, helping the individual to develop better awareness of the learning process.

1.2.3.5 Motivation by Achievement

It is widely believed that the need for achievement is another different human motive that can be distinguished from other needs. What is special about achievement-motivated people is that they are interested in personal achievement rather than any positive feedback or rewards comes from success .they may accept the rewards but for them, it is not the final desire itself.

The key point here is what do we mean by achievement? Achievement is not necessarily reaching the goal set by the teacher. Achievement depends on the learner and their readiness for the task. If a person does not achieve then the task will need to be revised until they can achieve it! That is why the steps used in breaking down tasks are important.

A successful teacher is aware about this sensitive point, so it I very essential for him to insure and rise the learners possibility to reach his achievement as a kind of motivation and as a way to a better learning , as Jere Brophy 1998 stated that "The simplest way to ensure that students expect success is to make sure that they achieve it consistently".p 60.James Raffini (1993) stated that ``While there are too few rewards in school teaching, one of the most satisfying is the pride of accomplishment that comes from teaching in a classroom that has developed this level of cohesiveness." (p.95) .

Dorney 2001 discussed the same notion under different term which is the `expectancy of success' Dorney suggest that "Increasing the learners' expectancy of success has been one of the most researched factors in motivational psychology for the past four decades, which is due to the undeniable fact that we do things best if we believe we can succeed. Similarly, we learn best when we expect success." (p.57) .

It is true, expectancy of success is not enough in itself if it is not accompanied by positive values; we are unlikely to initiate a task, even if we expect to succeed in it, that we do not enjoy and that does not lead to valued outcomes. Expectancy of success and values go hand in hand,which is why motivation theories that are based on these two key components are called `expectancy-value theories'

1.2.3.6 Motivation by the use of ICTs

The ICT is an acronym that stands for Information and Communication Technology. ICT or ICTs is a wide concept, however, this term refers to tools or materials that can be located and used in a classroom, such as computers, tablets, audiovisual materials, projectors. Since our universities are equipped with various types of ICTs, teachers should exploit these materials when teaching, considering them and their use when planning lessons. It is believed that Students seem to be more active participant and feel more

confident, interested and they think the lessons are more varied when the teachers are using ICTs within a classroom, since they are considered as a source of information and entertainment.

Conclusion

To elaborate the complex nature of motivational strategies , a numerous motivational theories have been developed since motivation began to be studied as a discipline separate from learning in the 1930s. The importance of motivational strategies in learning has been widely recognized. It is believed that motivational strategies provides the primary impetus to initiate learning and later the driving force to sustain the learning.

However, on the other face of the coin we may find that certain strategies believed to be useful to motivate students to exhibit appropriate behavior and to achieve academically. Research shows, however, that some strategies have limited utility as motivators and are effective only when used under specific conditions. There is also a philosophical argument against using motivational strategies, that it is more appropriate for a teacher-centered classes rather than to be used in student-centered classes to motivating students.

Chapter Two

Research Methodology, Analyses and Discussion of Results

2. Chapter Two: Research Methodology, Analysis and Discussion of results

Introduction

2.1 Section One: Research Methodology

2.1.1 Setting

2.1.2 Research tools

    2.1.2.1 Students' Questionnaire

        2.1.2.1.1 Aim of the Questionnaire

        2.1.2.1.2 Description and administration of the Students' Questionnaire

    2.1.2.2 Teachers' Questionnaire

        2.1.2.2.1 Aim of the Questionnaire

        2.1.2.2.2 Description and administration of the Teachers' Questionnaire

2.1.3 Limitations of the study

2.2 Section Two: Analysis and discussion of results

Introduction

2.2.1 Analysis and Interpretation of the learners' questionnaire

    2.2.1.1 Discussion of the learners' questionnaire

2.2.2 Analysis and interpretation of the teachers' questionnaire

    2.2.2.1 Discussion of the teacher' questionnaire

2.2.3 Suggestions and Recommendations

Conclusion

General conclusion

Chapter Two: Research Methodology, Analysis and Discussion of Results

Introduction

This chapter comes to represent the practical parts of this research work that aims to investigate on the teachers use of different motivational strategies for the purpose of increasing his students motivation. The chapter is devoted to the presentation and analysis of data collected through the implementation of research tools. It consists of two sections, the first section presents a full description of research methodology designed to investigate the teacher's techniques and strategies that are really applied in the field. It includes a description of the research tools, the administration, the population (participants) and nature of the study. The second section is about the analysis and discussion of data obtained from both teachers' and learners' questionnaires that were addressed to master one level students and teachers in the department of English language, University Mohammed Seddik Ben Yahia Jijel.

Section One: Research Methodology

2.1.1 Setting

To shed light on the teachers' use of motivational strategies to increase and enhance EFL learners' motivation, two questionnaires are designed to obtain the data needed. Firstly, the learners' questionnaire that was addressed to the population of Master One LMD English language students at the department of foreign languages at Mohammed Seddik Ben Yahia University, Jijel. The size of the population consists of is 163 students. The taken sample of this study composed of 64 students selected randomly from the existing population. The questionnaire was carried out on April 10, 2018. It was delivered during the course of TEFL in the amphitheater with the presence of the teacher and in a friendly atmosphere. It took the students from 10 to 15 minutes to accomplish the questionnaire. Further explanation were given to the students in case of difficult questions or ambiguity were found.

Secondly, there is the teachers' questionnaire where the target population concerned was Master One LMD teachers' in the department of English, University of Mohammed Seddik Ben Yahia, Jijel. The number of population was nine (9) teachers and the sample of this study consists of five (5) teachers selected as the ones who have more than one session with master one students. The questionnaire was handed out to 05 teachers, in a cooperative way. It was administered during the whole last week of April, some teachers handed back the questionnaires the week after and others took more time to do so.

The questionnaire was administered in disadvantageous circumstances, were most teachers were busy with their teaching context and barely had time to respond to the questionnaires. Thus, researchers had to wait for a considerable period of time until respondents return back the questionnaires.

2.1.2 Research Tools

The present study tackles and investigates the teachers' use of motivational strategies within an EFL classroom for increasing their learners' motivation, thence both the teachers' and learners' points of view are very essential to build a clear idea about what is really going on in the classroom.so teachers' and students' questionnaires are used to collect the needed data .

2.1.2.1 Students' Questionnaire

2.1.2.1.1 Aim of the Questionnaire

This questionnaire is mainly designed to diagnose the students' awareness about the frequency of teachers' motivational strategies use, and their behavior's evaluation and attitude toward these strategies and techniques to increase students' motivation.

2.1.2.1.2 Description and Administration of Students' Questionnaire

The questionnaire used in this study was distributed to 64 master one English students out of 163 ,selected randomly from different groups at Mohamed Seddik ben Yahia University Jijel on April 10, 2018. It consists of three sections. The first section includes two questions about the learners' gender, and if studying English at university was their first choice. The second section, which correspond to the learners' behavior toward the use of motivational strategies, includes 15 questions that varies from yes or no questions, multiple-choice questions and open-ended questions. It gather information about the learners' behavior toward the use of certain tasks selected by their teachers , giving feedback, rewards and the learners' familiarity with group/ pair work and the use of ICTs.

Concerning the administration of the students' questionnaire, it was distributed to the population in a friendly atmosphere, with the presence of their teachers at the beginning of the session of TEFL to be handed back after.

2.1.2.2 Teacher Questionnaire

2.1.2.2.1 Aim of the Questionnaire

Because we investigate the use of teacher's techniques and strategies to increase EFL learners' motivation, it is asserted that we need effectively a range of teachers' opinions and attitudes towards their methods and ways of teaching to motivate and ameliorate their students' attention and motivation in the learning process and make them more active and participative. In addition, it aspire to find out problems faced by teachers during their classes with non-responsive students.

2.1.2.3 Description and Administration of the Teachers' Questionnaire

This study relied on the information collected through a questionnaire given to (05) master one English teachers at the university of Mohamed Seddik ben Yahia Jijel.The questionnaire consists of three sections and each section deals with a specific aspect checked by the use of different types of questions . The first section provides background information about the participants and it consists of 05 questions related to the teachers' age, years of expertise, the reasons behind choosing teaching English a profession. The second one is concerned with teacher' and the learners' classroom interaction, the teachers' behaviors toward their learners in the classroom that may create the appropriate teaching/learning atmosphere .It is made up of 05 questions, which are yes or no questions except for the first question, which is multiple-choice question. The last section includes 11 questions deal with the use of motivational strategies and what strategies are being used .

Concerning the administration of the teachers' questionnaire. The target population of our questionnaire consists of all the teachers of Master One in the department of English. There is no possible way to work with all the teachers of the department, as such, we decrease the sample to (05) teachers. So,the questionnaire was delivered to (05) teachers in a period of 7 days on April 2018, it was distributed in a corporative manner from the teachers' part during their working time.

2.1.3 Limitations of the Study

Since working in the field is totally a horse from another color in comparison to the theoretical part, a group of limitation emerged to hinder the normal process of our study, and that occurs mainly due to time constraints and the preparation for the exams from the subjects part, that was also the main reason behind not using other research tools like classroom observation and both teachers and students' interviews, so it was almost impossible to work with the whole population of master one students and it was a waste of time to wait for them to give back the questionnaires. Therefore, the number has been reduced to cover 64 students to answer the questionnaire. Additionally, some students ignored to answer open-ended questions or simply not telling everything that takes place in the classroom or just giving half answers, the thing that makes the analysis a little bit limited. Another limitation of this study is that, the covered population was not maybe enough to give a representative data of all master ones' students, covering other classes from other universities would give more reliable data. Moreover, the absence of the appropriate highly educational environments including the lack of the primary sources characterized our working conditions.

2.2 Section Two: Analysis and Discussion of Results

2.2.1 Analysis and Interpretation of the Learners' Questionnaire

Part one: Learners' Profile

Q1: What is your gender ?

Table 02: *Gender*

Option	Subjects	Percentage
Male	11	17,19
Female	53	82,81
Total	64	100
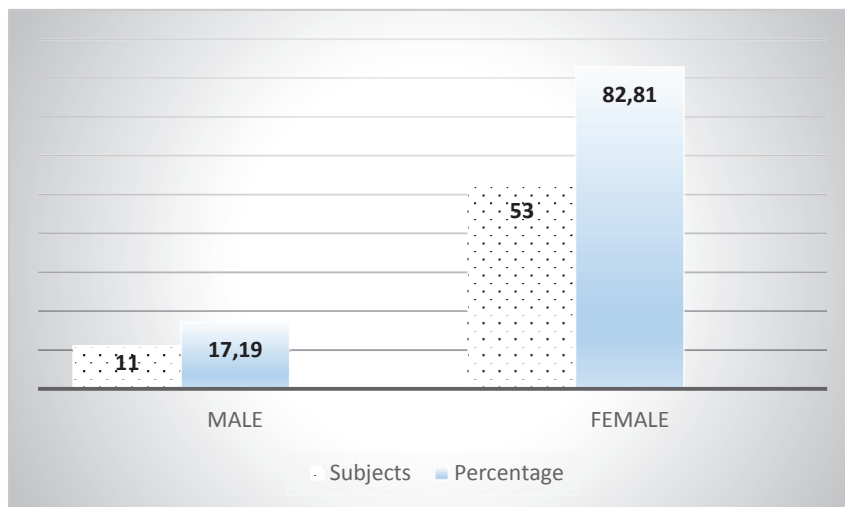
GRAPH 01**:** *Learners' gender*

As appears in Table 01 the female students outnumber males. Eleven (11) male subject have been recorded (17, 19%) out of sixty-four (64) students, whereas the rest was of female sex, that is fifty-three (53) i.e. (82, 81%). We can notice an inequality in gender-related data, and that may permit girls to be more interested in collaborating.

Q2: Was studying English at university your first choice?

Table 03*: Learners' choice of studying English*

Option	Subjects	Percentage
Yes	63	98,44
No	1	1,56
Total	64	100
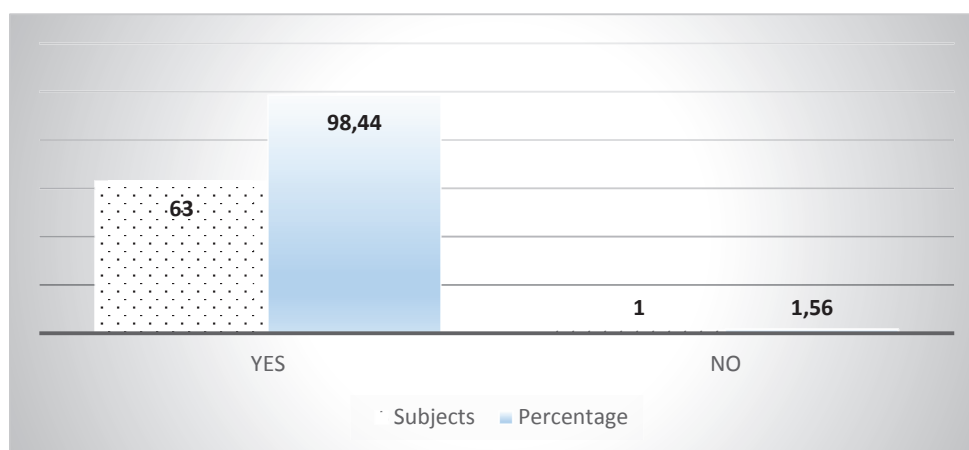
GRAPH 02: *Learners' choice of studying English*

In this question , subjects were asked whether studying English at the university was their first choice or not ,the lions' share responses were positive ,63 students said 'Yes ' which represents (98,44%),and only one of them (1,54 %), said No .In fact the purpose behind this question is to deal with the learners' past interest as a kind of motivation to learn.

If yes, why?

Table 04: *Learners' reason of choosing studying English*

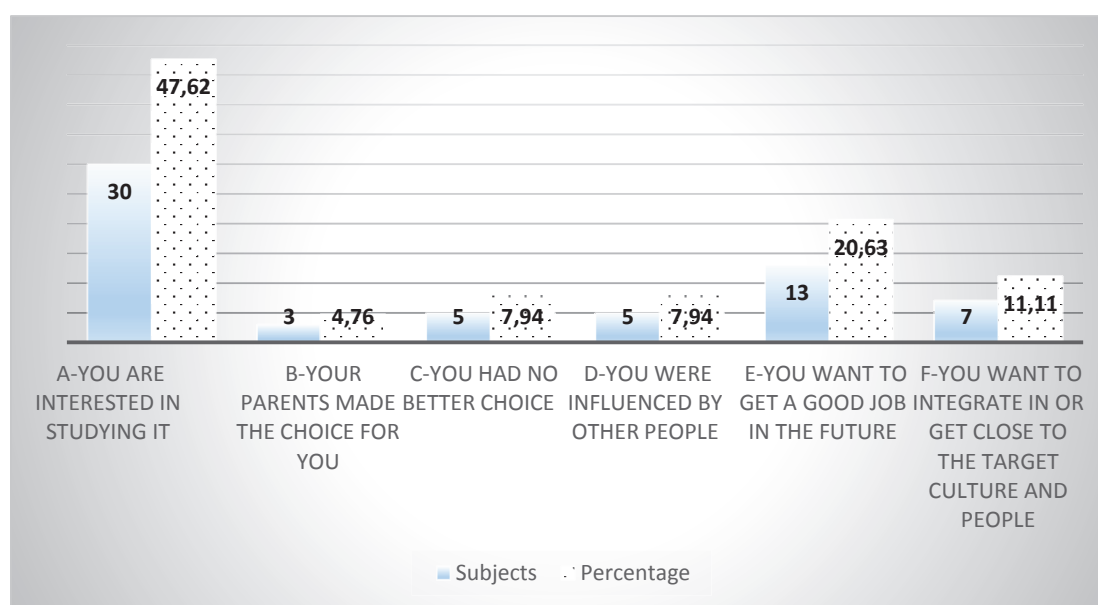| Option	N°	Percentage
a-You are interested in studying it	30	47,62
b-Your parents made the choice for you	3	4,76
c-You had no better choice	5	7,94
d-You were influenced by other people	5	7,94
e-You want to get a good job in the future	13	20,63
f-You were influenced by other people	7	11,11
Total	63	100

GRAPH 03: *Learners' cause of choosing studying English*

In relation to the previous question ,subjects were asked to precise the cause behind their choice of studying English, so , here, they were provided with a set of possible choices from which they have to choose those which best describe their case. Out of 63 subjects who picked the answer "yes" in the previous question (i .e. 98.44%), 31 subjects(48.44%), mentioned that the their reason why they choose English as a field of study is that they are interested in it,3 subjects (i .e. 4.69%) replied that parental decision was behind their choice of English,5 subjects

considered their choice as an obligation since they did not have any better choice, the same number of subjects (5subjects) believed that they were influenced by other people,13 subjects (i .e. 20.31%) took their choice of English purely for professional purposes,and the last 7 subjects of our population (i .e. 10.94%), said that they choose English simply because they want to be a part or to get closer to the target culture and people i.e. for integrative reasons.

Part Two: Motivational Strategies

What is remarkable in this section is that it includes central questions that are tackling the leading goals of this study, by which the data collected from a number of questions covering particular learners' behavioral reactions toward motivational strategies.

Q01: Do you think that motivation has an important role in changing your classroom behavior**?**

Table 05: *Motivations' role in changing the learners' classroom behavior*

Option	Subjects	Percentage
Yes	63	98,44
No	1	1,56
Total	64	100
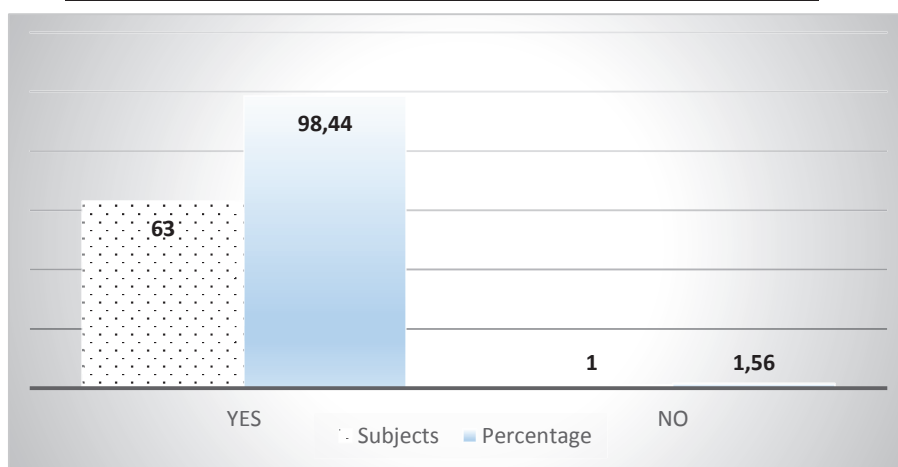
GRAPH 04*: Motivations' role in changing the learners' classroom behavior*

In this question subjects were asked whether motivation is playing an important role in changing their classroom behavior or not, in table 4,it is clearly demonstrated that the majority of subjects 63 (i .e. 98,44%) strongly believe that motivation has a direct impact in changing their behavior within a classroom activity ,whereas one (1) subject thinks that motivation has not that importance in changing his behavior ,so other factors may do.

Q2 : Do you think that motivation has any role in fostering the concentration on your goals ?

Table 06*: Motivations' role in fostering the learners' concentration on his/her goals*

Option	Subjects	Percentage
Yes	**51**	**79,69**
No	**13**	**20,31**
Total	**64**	**100**
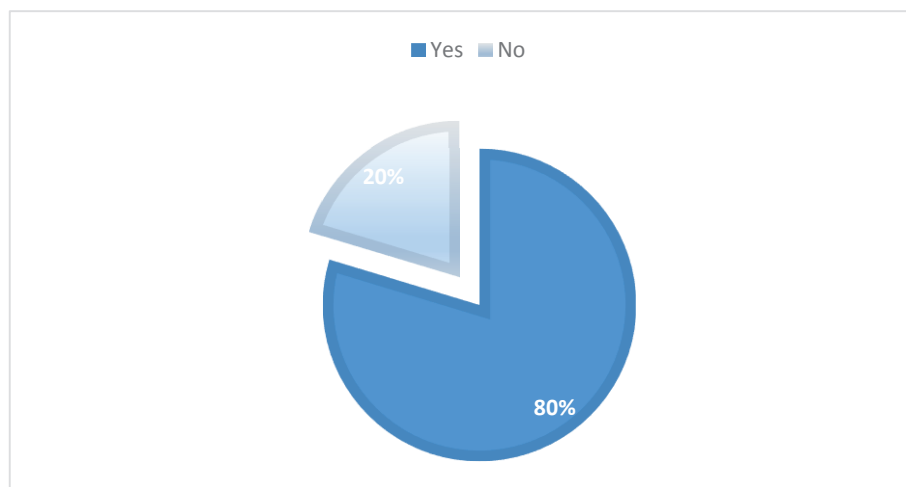
GRAPH 05: *Motivations' role in fostering the learners' concentration on his/her goals*

The question above was asked to show the learners' awareness about the role of motivation in fostering concentration on his/her goal, The table 05 indicates that most of the students (51 subjects (i .e. 80%) urge on the importance of motivational strategies in fostering their concentration on educational goals ,the rest 13 subjects (i .e. 20%) think that motivation has nothing to do with their goals' concentration .

Q3: Is it important for the teacher to use different strategies when delivering his lesson?

Table 07: *The importance of the use of different strategies by the teacher*

Option	Subjects	Percentage
Yes	61	95,31
No	3	4,69
Total	64	100
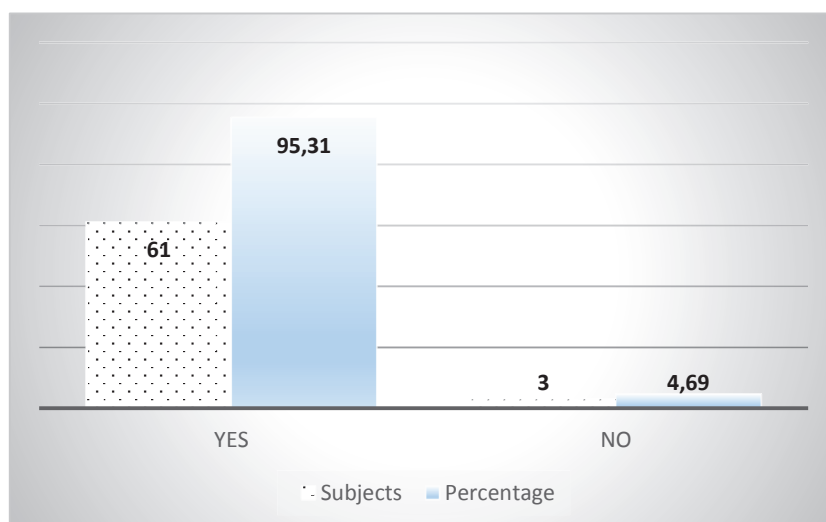
GRAPH 06: *The importance of the use of different strategies by the teacher*

Table 06 shows the students' opinion about the impact of using different strategies to motivate students ;61 subjects (i .e. 95,31%) see that the use of different strategies as a vital source of their motivation ,variety achieved by the teacher when delivering the lesson brings life to their classroom participation. The minority (3 subjects) that represents 4,69 % believed that there is no significant benefit in using different strategies when the teacher is delivering his lesson.

Q4: Is the nature of tasks important to make you active to participate in class?

Table 08: *The importance of the tasks' nature in the learners' participation*

Options	Subjects	Percentage
Yes	62	96,88
No	2	3,13
Total	64	100
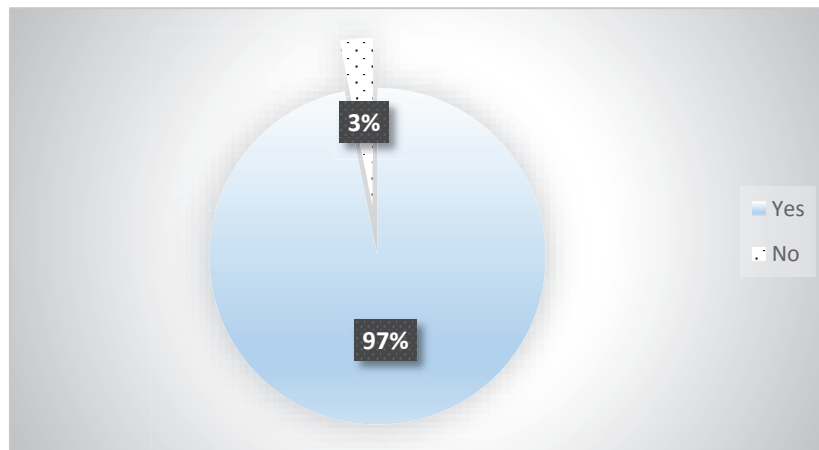
GRAPH 07: *The importance of the tasks' nature in the learners' participation*

This question focused on the extent to which the nature of tasks determines the learners' willingness to participate, and as a result increasing his or her classroom interaction. Meaning that the tasks' degree of difficulty and its' closeness to the learners' concerns determines the learners level of classroom participation .The biggest portion of students (96,88 %) stated that the nature of the task has a big role in their classroom participation whereas (3,13 %) think the opposite.

Q5: Do you think that success in dealing with specific tasks is enough to maintain your motivation?

Table 09 *:The role of task success in maintaining the learners' motivation*

Options	Subjects	Percentage
Yes	34	53,13
No	30	46,88
Total	64	100
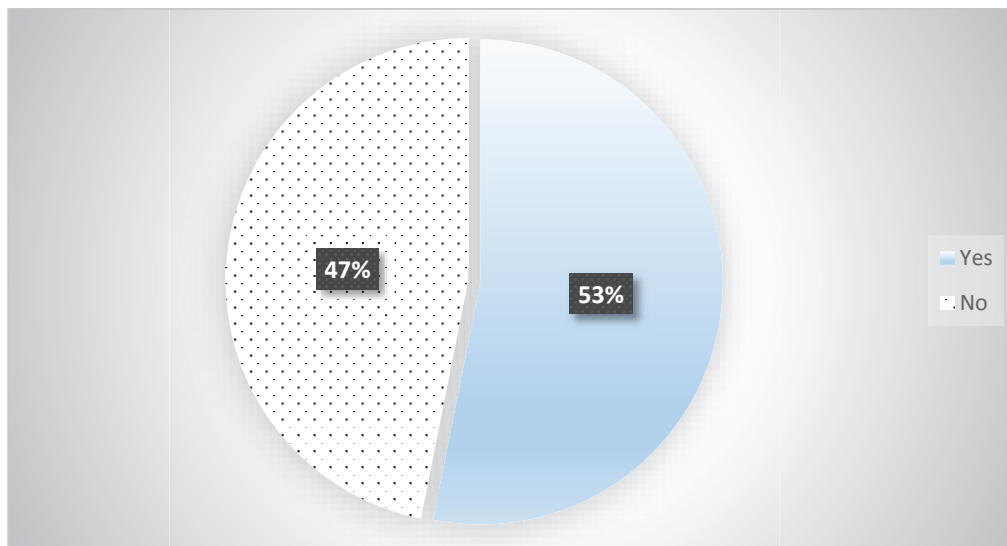
GRAPH 08: *The role of task success in maintaining the learners' motivation*

In table 08 students were asked to report whether their success in dealing with a specific task is going to maintain their motivation, and consequently the failure in the fulfillment of certain tasks may demotivate them .What is noticeable in the results is that students were almost equally divided in their responses. 34 subjects (53, 13 %) stated that their success in dealing with tasks is simply going to maintain and preserve their future participation, the rest of the portion 30 subjects (46, 88 %) think the opposite.

Q6: How often does your English teacher give you feedback that helps you to learn?

Table 10: *The frequency of feedback given by the teacher to help learners*

Option	Subjects	Percentage
Very often	**4**	**6,25**
Often	17	26,56
Sometimes	**41**	**64,06**
Never	2	3,13
Total	64	100
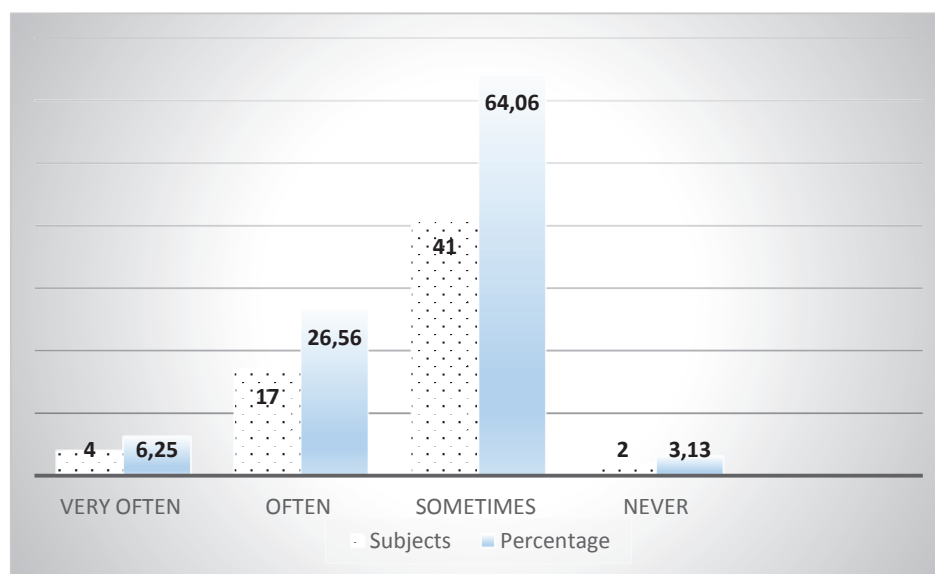
GRAPH 09 **:** *The feedback frequency given by the teacher to help learners.*

This question aims at knowing the frequency of the teachers' feedback given to learners as a kind of support or a push to learn, It is clearly stated that most of the subjects (41 subjects i .e. 64,06 %) noticed that their teachers are "sometimes" giving them feedback that may help them to learn,17 subjects said within a class the teacher may "often" give them feedback ,4 subjects mentioned that teachers are "very often" giving them feedback ,2 subjects think that teacher "never" give them a feedback that may encourage them to learn.

Q7: Do you think that any kind positive/negative feedback can affect your classroom motivation?

Table 11 *:The effect of the feedback on the learner's motivation.*

Option	Subjects	Percentage
Yes	54	84,38
No	10	15,63
Total	64	100
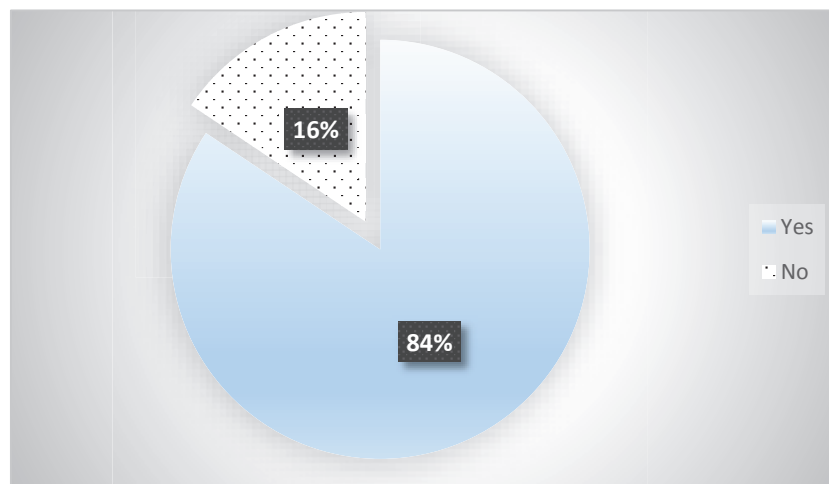
GRAPH 10 : *The effect of the feedback on the learner's motivation.*

It is commonly known that the classroom interaction cycle includes the following steps: teachers pose questions ,learners are supposed to participate ,give answers, solve task then the teachers give feedback to the participants .Table 09 indicates the impact of the teachers' feedback on learners motivation to learn. However the largest portion believe in the noticeable impact that may a feedback mark on the learners' behavior, whether positively or negatively (84,38%), other subject (15,63%) think that positive or negative feedback has nothing to do with their classroom motivation .

Q8: Do rewards have any kind of direct or indirect impact on your class participation?

Table 12 *: The rewards' impact on the learners class participation*

Option	Subjects	Percentage
Yes	60	93,75
No	4	6,25
Total	64	100
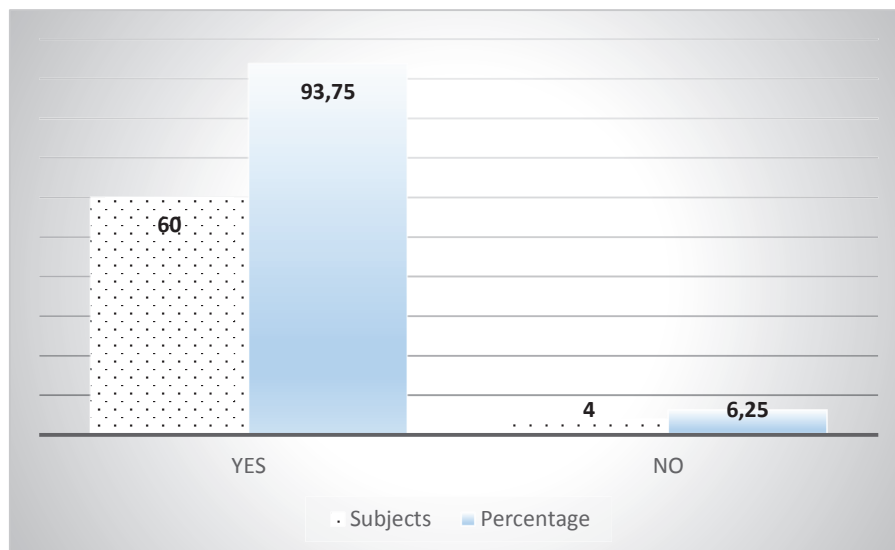
GRAPH 11 : *The rewards' impact on the learners class participation*

In the answer to the above question, the totality of 60 (93,75%) of the respondents said that rewards helped them to improve their classroom participation, numerical minority of 4 subjects out of total 64 (i.e. 6.25%) said that they are not affected by rewards when they participate. This explains the fact that the majority think that their classroom participation has a direct relation to how much they are rewarded.

Q09: Are you familiar with pair /group work in your classroom?

Table 13: *Learners' familiarity with pair/group work in the classroom*

Option	Subjects	Percentage
Yes	58	90,63
No	6	9,38
Total	64	100
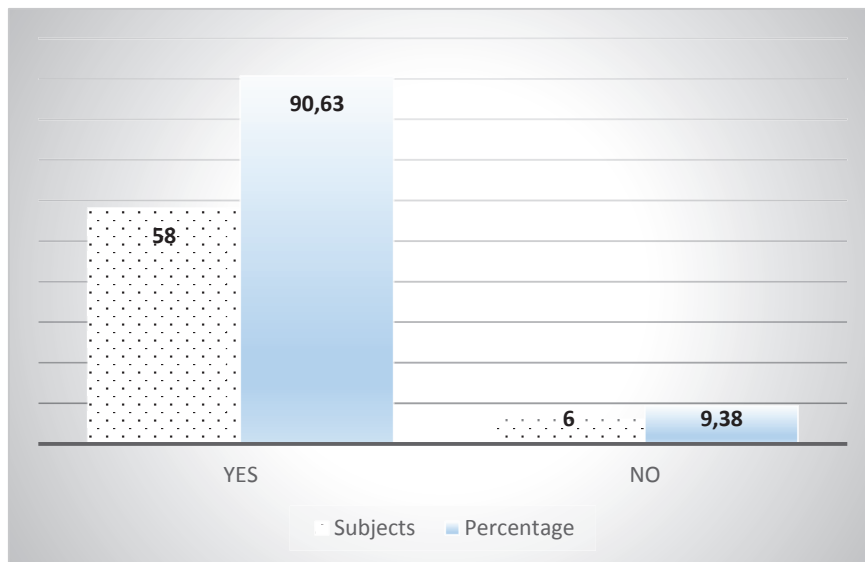
Figure12: *Learners' familiarity with pair/group work in the classroom*

The statistics related to this item show that (90.63%) of the subjects have experienced either pair group, group work or both of them, and that gave them a hand in their learning, against (9.39%) who have not. That is to say, the majority of respondents are more likely to be familiar with the use of pair/ group work within a classroom, the thing that rose their awareness about the importance of this strategy to enhance the learner's motivation and affect their learning out comes.

Q 10 : Does group interaction increase and enhance what you are weak in and push you to be a part of the class ?

Table 14 *: The impact of the group interaction on the learners' classroom behavior*

Option	Subjects	Percentage
Yes	62	96,88
No	2	3,13
Total	64	100
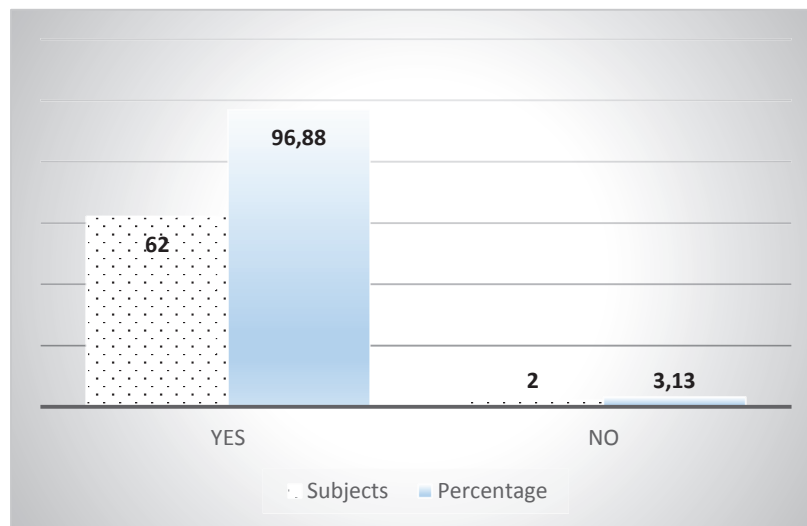
GRAPH 13 : *The impact of the group interaction on the learners' classroom behavior*

Tackling the learner's familiarity with pair/group work in the previous question, made us curious to know about the effects of this type of strategy on the learner's motivation augmentation. The table 13 demonstrates that the majority of subjects (96, 88% vs. 3, 12%) consider their group work within a classroom environment as a source to enhance and improve their weaknesses, since it is encouraging them to be a part of the class by imitating and benefiting from other mates and peers.

Q 11: Do you think that the teacher who insures your "classroom personal achievement" is maintaining your motivation.

Table 15 :*The relation between the learners' "classroom personal achievement" and learners' motivation*

Option	Subjects	Percentage
Yes	57	89,06
No	7	10,94
Total	64	100
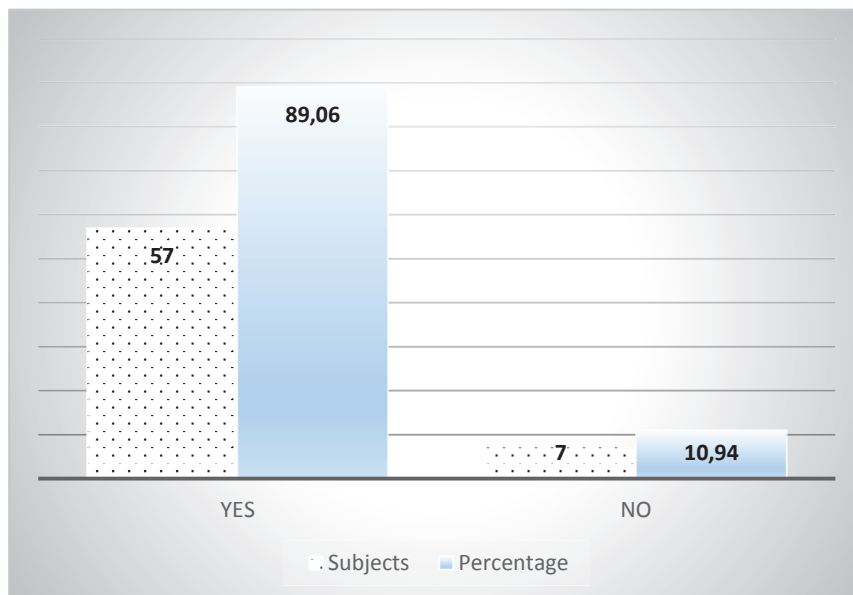
GRAPH 14: *The relation between the learners' classroom personal achievement and learners' motivation*

As far as the students' perspectives of their classroom personal achievement' insurance, it is crystal clear from the table 13 and figure 13   that the lion's share of the subjects (89, 06%) fingered the "Yes" answer showing their positive agreement ,and the (10, 94%) stand for the "No". Thus, teachers who enable their students to express their abilities within an academic environment and giving the floor to such kind of behaviors are helping these learners to participate more.

Q12: How can you classify the use of ICT in class in monitoring your classroom progress and motivation?

Table 16: *ICTs classification in monitoring the learners 'classroom progress and motivation*

Option	Subjects	Percentage
Not important	2	3,13
Somehow	4	6,25
Important	19	29,69
Obligatory	39	60,94
Total	64	100
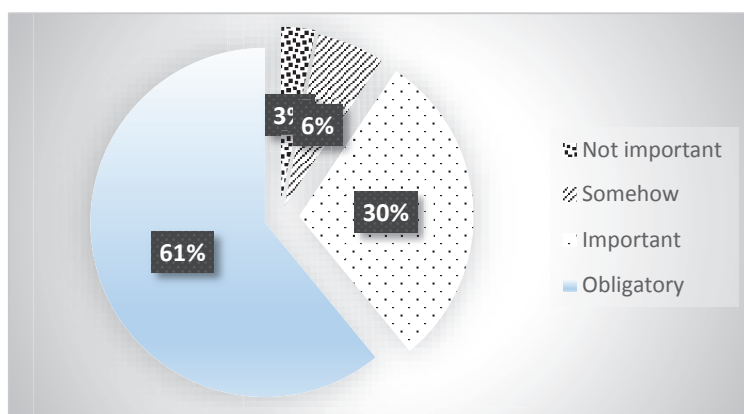
GRAPH 15: *ICTs classification in monitoring the learners' classroom progress and motivation*

As far as the students' reaction to this question, from the table 14 and figure 14, it is shown that the learners responded positively by ticking the two degrees of positive agreement, (60, 94 %) for ICTs as an obligation, (29,69 %) think the use that ICTs is important ,(6,25 %) and (3, 13%) selected less importance or disagreement to the use of ICTs. Hence, the majority of subjects considered ICTs as mediators, facilitators, and a source of information and entertainment.

Q13: What are the factors that you think they most hinder your' motivation?

This question has been introduced as an attempt to have a global view on the factors that may hinder the learner's motivation within an academic environment. Therefore, this open question is devoted for learners to supply their views and opinions based on their learning experience. Learners' various views about the most hindering factors of their motivation are listed below:

- When teachers do not supply positive feedback when students make efforts, or to give negative one.

- The nature of topics proposed by the teacher to be discussed.

- The language used by the teacher and his teaching style.

- Psychological factors (shyness, fear of making mistakes, stage-phobia …)

Q14: Classify any other motivational strategies that you may find helpful in fostering your learning?

The aim of this question is to give the floor to know what kind of strategies attract the students attention more, so that teachers would know what motivates learners to be a part of his class interactively ,in other words to see what are the motivational strategies, from the students' perspective, more applicable . A number of strategies are extracted from the subjects' propositions and are listed below:

- Wider use of high-tech that may provide more fun when learning and that may include the use of social media as a mean of teaching .

- Strategies that may give a bigger role to learners as class participants, strategies that enable them to express themself more, following the saying involve me I learn, and that itself may include strategies like role-play.

- The integration of some games in teaching/ learning process .

2.1.6 Discussion of the Students' Questionnaire

Through the sifting process of the data collected from the students' questionnaire, and in seek to answer the research questions in order to confirm the given hypotheses i.e. students should be conscious about their teachers' use of motivational strategies ,it was clearly indicated that learners in EFL classes are aware enough about the benefits that could be yielded from the different strategies used by their teachers as a source of motivation to increase their classroom productivity and enhancing their level. Moreover, on the bases of that we observed we could state that:

- Student within an EFL class are no more passive participants who receive the transmitted knowledge from that teacher, they are more active ones and need a creative teacher who is able to establish the appropriate educational atmosphere and increase their motivation to learn.

- The lion's share of the Master's one students in the English departments are aware of the importance of the motivational strategies in increasing their motivation to learn ,Subjects statistics and comments point that they enjoy more when they are within an education atmosphere where teachers are using strategy, believing that this kind of strategies bring verity to the class the thing that may create fun.

- Students' evaluation of the use of motivational strategies as a technique for increasing the learning motivation implies the students' readiness for such use of technique and strategies.

- Motivational strategies play the role of the icebreaker between the teacher and his students, creating a warm suitable learning atmosphere.

- Some strategies like the use of ICTs are shaping additional source of extra information for leaners.

- The existence of a logical relationship between deferent learners' conditions, and a need to the use of different motivational strategies by the teacher, the thing that should be taken into consideration when planning his lesson.

- Some strategies generate the acceptance of the majority of students like motivation by feedback strategy, so teachers should be aware of the use of it.

- In the field of education, such techniques and strategies can productively help students develop motivation and even instil self-motivation, and can help teachers manage the course, the classroom, students' motivation, and their own performance.

These findings uncover the fact that students are ware enough about the motivational strategies effects on the degree of their motivation, the whole sample agreed on this importance of using these techniques.

Finally, in fulfillment the investigation of the teachers' motivational strategies in EFL classes and trough sieving the results, the current study could drive to the conclusion that teachers tend to implement different motivational strategies to enhance students' persistence and willingness, whereas, most of the student are conscious and reacting positively to them, the thing that increase their classroom motivation and productivity.

2.2.2 Analysis and Interpretation of the Teachers' Questionnaire

Part one: Teachers' profile

Q 01: What is your gender?

Table 17: *Teachers' Gender*

Gender	Subjects	Percentage
Male	2	40
Female	3	60
Total	5	100
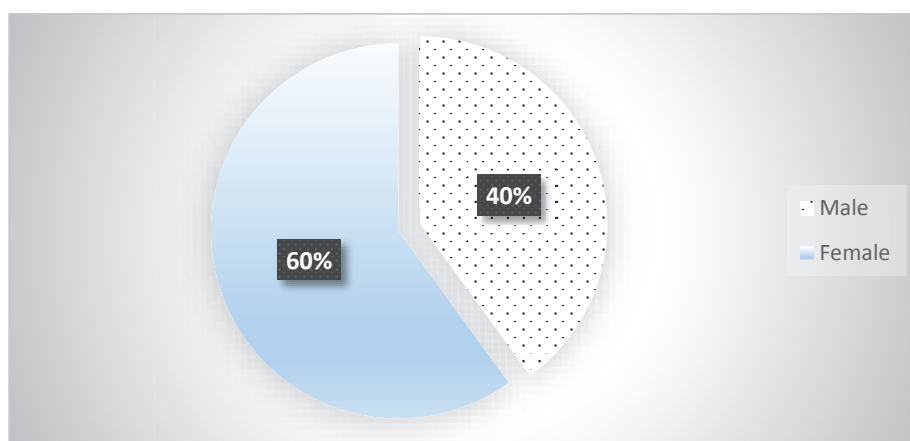
Figure 16: *Teachers' Gender*

As it is clarified by table above we can notice that , 60 % of the teachers are female ,i.e. (03) teachers ,on the other hand we can see that 40 % of them are male.

Q 02: Teachers' Age:

Table 18: *Teachers' Age*

Options	Subjects	Percentage
Under 30	**2**	**40**
Between 30-50	**3**	**60**
51 and above	**0**	**0**
Total	**5**	**100**
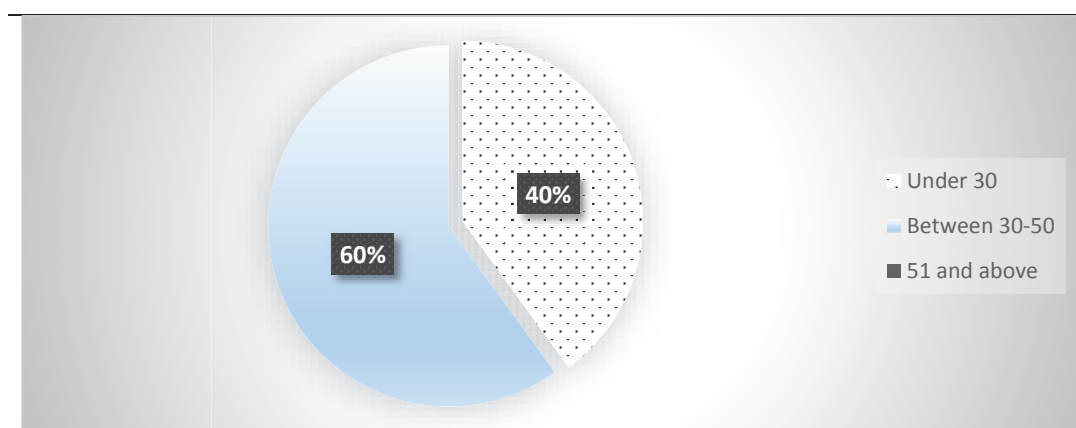
Figure 17: *Teachers' age*

The results of the table above show that 60 % of the teachers are between 30 – 50 years, 40 % of them are under 30 years and no one is above 51. The purpose of having the teachers' age here is to investigate the difference between young and old teachers in applying motivational strategies and to know which category (old or young teachers) is more active and interested in implementing motivational strategies.

Q 03: Would you please specify the degree you hold.

Table 19: *Teachers' academic degree*

Options	Subjects	Percentage
Master	2	40
Magister	2	40
Doctorate	1	20
Total	5	100
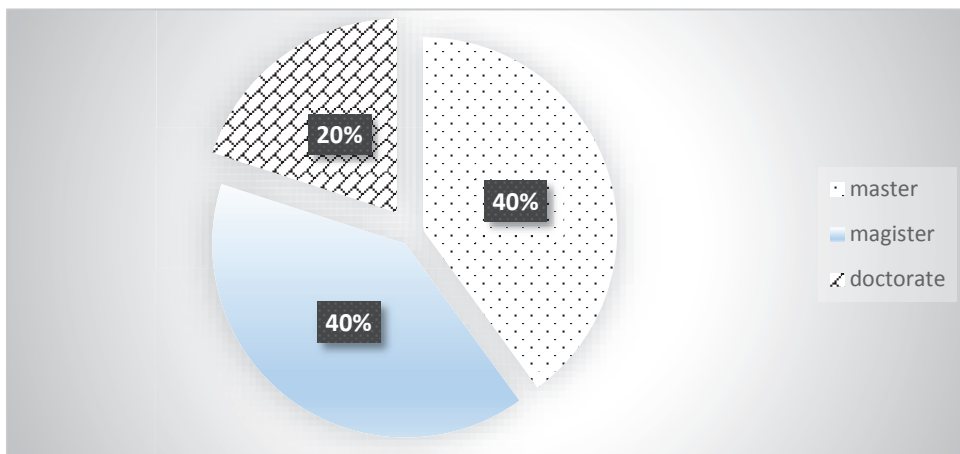
Figure 18: *Teachers' academic degree*

The results from the table and the figure above state that 40 % of the teachers are holding a master degree, 40 % also are holding a magister degree, while 20 percent of them hold a doctorate degree. We do not assume that our sample is representative to a certain level due to the low number of teachers of the master one level and the lack of corporation also.

Q 04: How many years have you been teaching English?

Table 20: *Teaching Experience*

Number of years	Subjects	Percentage
20 years	1	20
11 years	1	20
10 years	1	20
3 years	2	40
Total	5	100
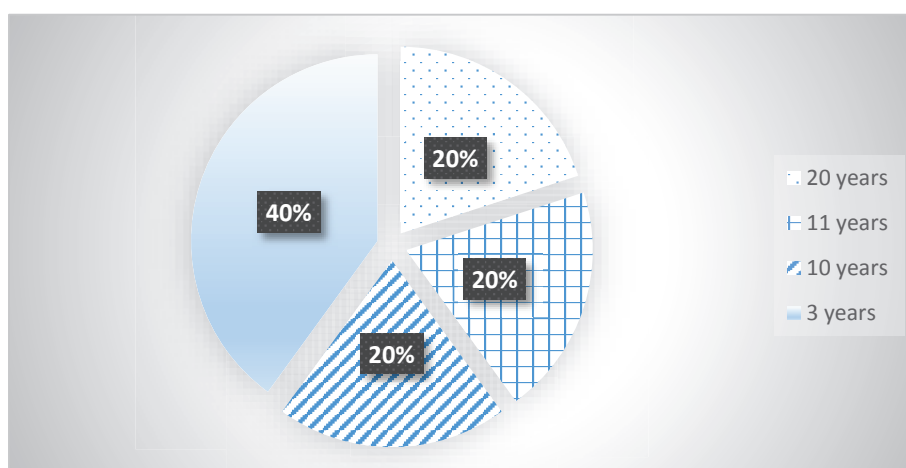
Figure 19: *Teaching Experience*

Teachers here are asked to give in numbers how many years they have been teaching English i.e. their teaching experience. The most experienced teachers have been teaching for 20, 11 and 10 years (20 % for each category), we can notice that 60 % of teachers have more than 10 years in teaching English. Finally, 40 % of teachers have been teaching English for 3 years.

Q 05: Why did you choose to be a teacher of English?

Table 21*: Cause of teaching English*

Options	Subjects	Percentage
You like English	4	80
To get a job	1	20
Total	5	100
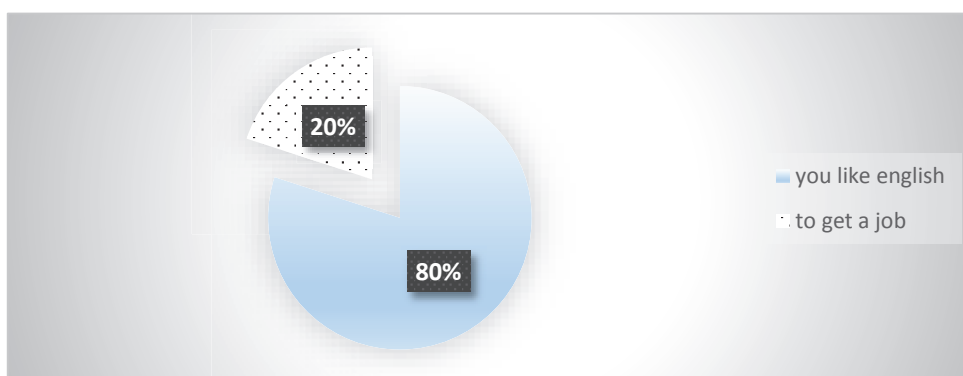
Figure 20: *Cause of teaching English*

As the table and figure above indicates, the majority of teachers (80%) selected teaching English because of loving the English language, while (20 %) of teachers selected teaching English to get a job. Thus, it can be claimed that these teachers are motivated to teach, the thing that support their creativity to use verity of motivational strategies.

Part Two: Teacher Learner relationship

Q 01: The teacher should show the learners that they accept and care about them.

Table 22*: Teacher's care and acceptance of learners*

Options	Subjects	Percentage
Strongly agree	**4**	**80**
Agree	1	20
Neutral	**0**	**0**
Disagree	0	0
Strongly disagree	**0**	**0**
Total	5	100
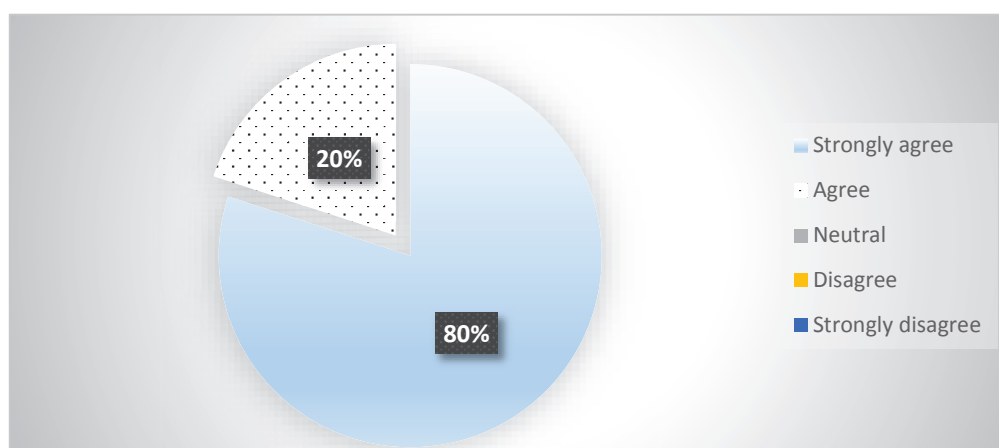
Figure 21: *Teacher's care and acceptance of learners.*

The aim of this item is to investigate the behavior of teachers in showing their acceptance and care about the learners. As shown in the table and figure above, all the teachers (100%) strongly agree and agree (80 % strongly agree and 20 % agree) that teachers should show the learners that they accept and care about them, this implies that our teachers are aware of the necessity of involving strategies and techniques that helps the learners fill comfortable toward their teachers.

Q02: The teacher should pay attention and listen to the learners.

Table 23: *Teachers' attention*

Options	Subjects	Percentage
Yes	5	100
No	0	0
Total	5	100
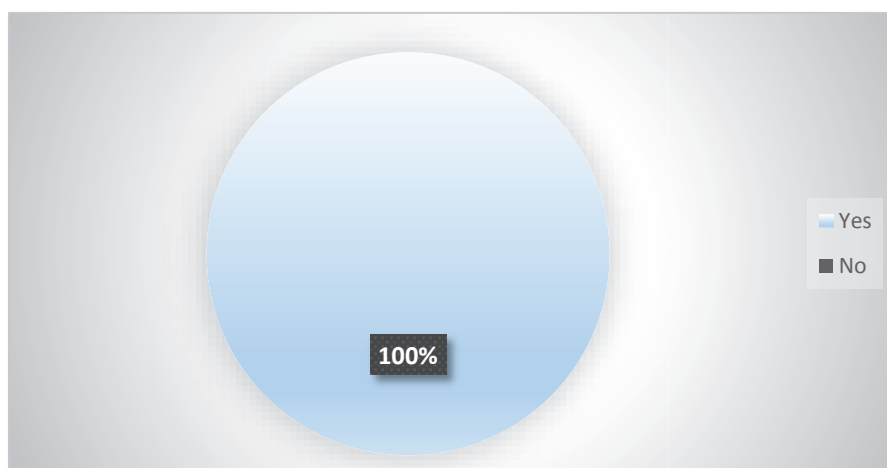
Figure 22: *Teachers' attention*

As shown in the table and figure above, all the questioned teachers answered positively and no teachers give the answer 'No', indicating that teachers should pay attention and listen to the learners, which push the students to work with the teacher. This implies that teachers are aware of applying this strategy and techniques to increase their EFL learners' motivation.

Q03: The teacher should indicate their mental and physical availability.

Table 24: *Mental and Physical availability.*

Options	Subjects	Percentage
Yes	4	80
No	1	20
Total	5	100
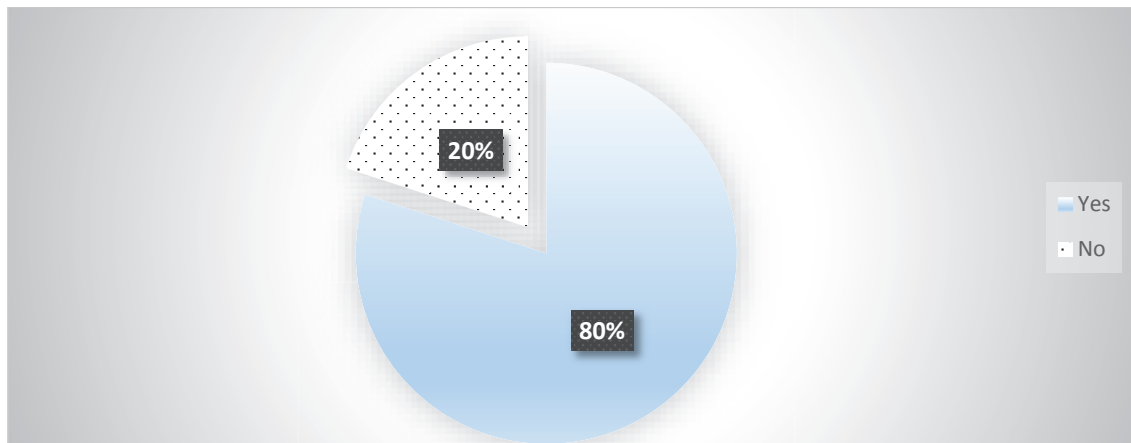
Figure 23*: Mental and Physical availability.*

According to the table and figure above, the majority of teachers (80%) claimed that they should indicate their mental and physical availability in the classroom while 20% of them claimed the opposite. Availability is an important aspect for a good teacher learner relationship but it is difficult in realization because the teacher needs more extra time with his learners, and teachers may show availability by giving their e-mail address and telephone number to their students. Furthermore, teachers might use the chances to meet their students in the playground, at school events or at school lunch for any case, the student needs any support.

Q04: Teachers should show their own personal interest in the EFL with their students.

Table 25: *Showing personal interest in the L2 with students.*

Options	Subjects	Percentage
Yes	4	80
No	1	20
Total	5	100
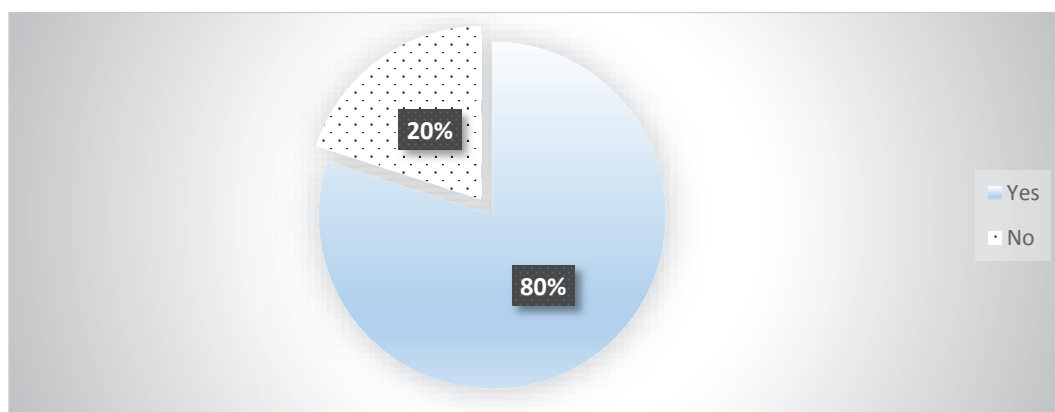
Figure 24: *Showing personal interest in the L2 with students*

Teachers, here, were asked to say if they should share their own personal interest in the EFL to their students. The statistics for this item show that four (04) teachers, which represent the majority (80%), are sharing their own personal interest in the L2 with the learners while only one (01) teacher is against the idea. Logically, when a person engage in teaching a second language, it is because of personal interests and benefits. The purpose behind this kind of behavior from the teacher is to show the learner positive dimensions that he might experience before in learning and teaching English, his personal dream achievements and professional potentials that took place thanks to his learning and teaching English, the thing that may be a kind of motivation to his learners.

Q 05: Teachers should show learners that they value L2 learning as a meaningful experience that produces satisfaction and enriches life.

Table 26*: showing learners that teachers value L2 learning.*

Options	Subjects	Percentage
Yes	5	100
No	0	0
Total	5	100
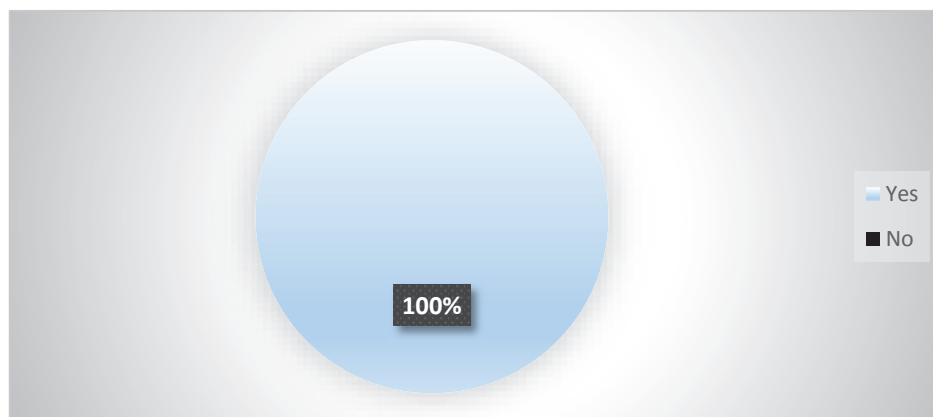
Figure 25: *showing learners that teachers value L2 learning.*

According the table and figure above, all the teachers' response positively to this question by saying that they should show learners that they value L2 learning as a meaningful experience that produces satisfaction and enriches life. The purpose behind this question is to state the personal value that teachers give to the L2 when planning or presenting their lessons. Furthermore, presenting the L2 learning as an effective reason to gain a highly academic level and have more experience in dealing with students concerning their learning methodology.

Part Three: Motivational strategies

Q 01: Do you often take into account the importance of motivation when planning your lessons?

Table 27: *Taking into account the importance of motivation in planning lessons.*

Options	Subjects	Percentage
Yes	4	80
No	1	20
Total	5	100
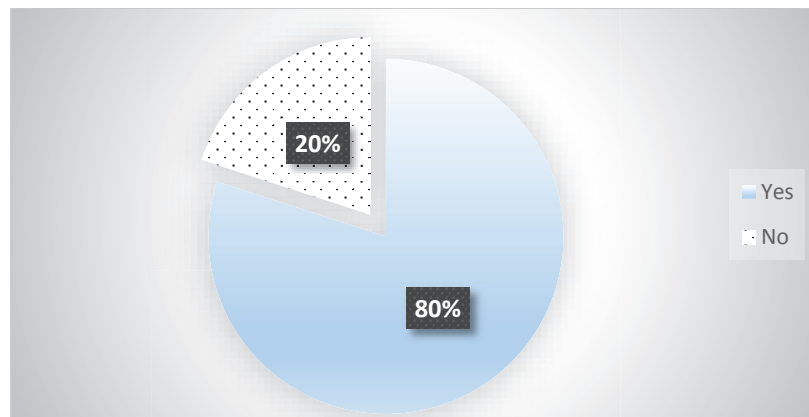
Figure 26*: Taking into account the importance of motivation in planning lessons.*

A quick glance at the table and figure above show that the majority of teachers (80%) are taking into account the importance of motivation in planning their lessons. While (20%) of them do not give it much importance. Depending on the response of the majority of teachers, it is extremely vital for the learners' sake to take into consideration their level of motivation and work to increase it by using appropriate materials.

Q 02: How can you evaluate your use of motivational strategies?

Table 28: *Evaluation of motivational strategies use.*

Options	Subjects	Percentages
High	3	60
Above average	1	20
Average	1	20
Below average	0	0
Low	0	0
Total	5	100
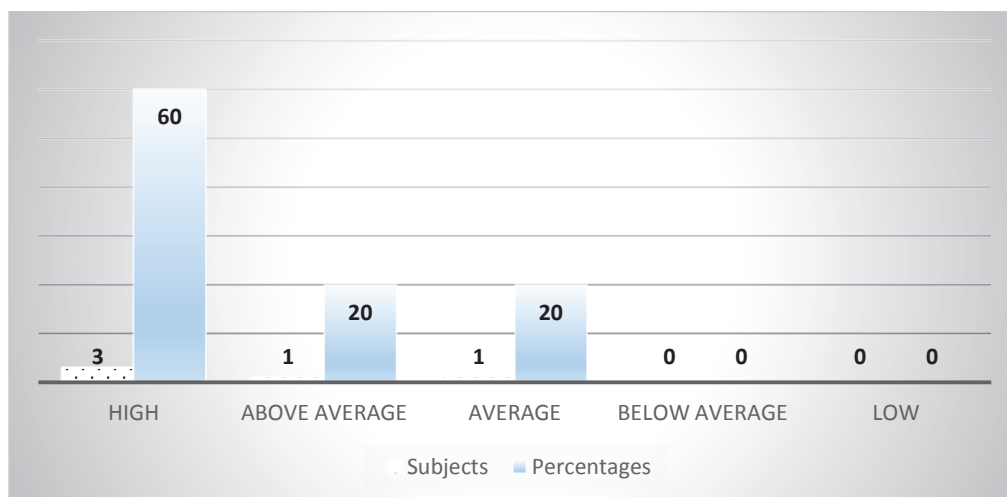
GRAPH 27: Evaluation of motivational strategies use.

As the table and figure indicate, (60%) of the teachers evaluation of motivational strategies use was high, (40 %) was above average and average equally, while no teacher evaluate it with below average and low, maybe due to the lack of experience. This implies that teachers are applying and using motivational strategies with their learners. Moreover, what keeps teacher teaching and their learners learning is always the use of motivational techniques.

Q 03: Do you include activities that lead to the successful completion of whole-group tasks or involve small-group competition games?

Table 29: *The use of group task activities.*

Options	Subjects	Percentage
Yes	3	60
No	2	40
Total	5	100
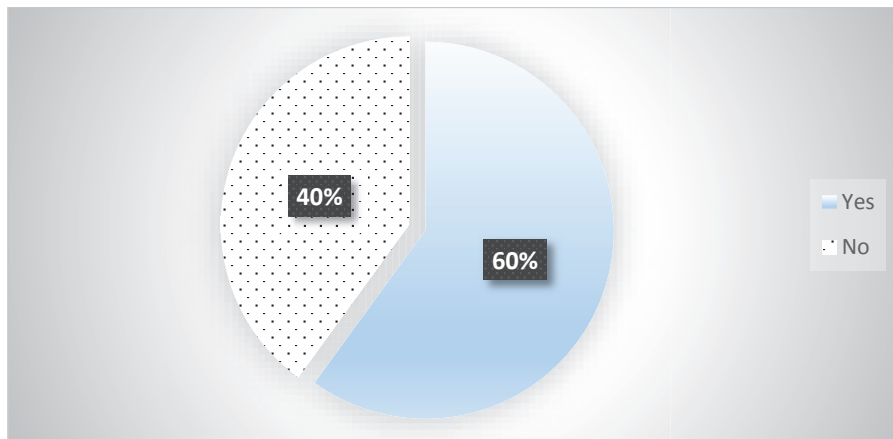
GRAPH 28*: The use of group tasks activities.*

As shown in the table and graph above, (60%) of teachers claimed that they include activities that lead to the successful completion of whole-group tasks or involve small-group competition games. While (40%) of them do not include such activities, maybe because they implement other types of activities or they do not find them motivating or even interesting. Small group tasks activities and project works are always creating interaction and various situations in which the behavior and level of a learner influences another learner. In addition, competition games in which groups of class competing with each other always lead to a special case of group

achievement and success. Those types of activities always work on increasing the learners' motivation.

Q 04: Does cooperative group work enhance student's participation?

Table 30: *The role of cooperative work in enhancing the students' participation*

Options	Subjects	Percentage
Yes	4	80
No	1	20
Total	5	100
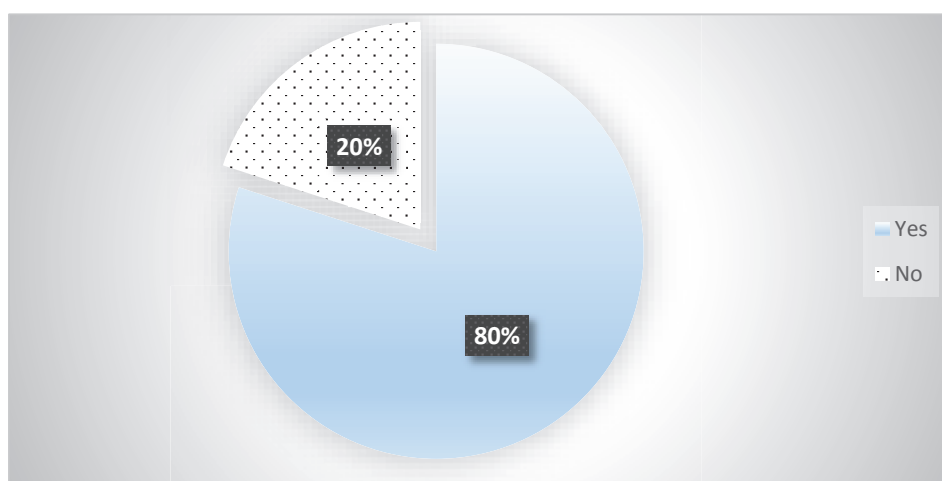
Figure 29: *The role of cooperative work in enhancing the students' participation*

Analyzing the table and figure above we may notice that (80%) of the teachers are for the idea that cooperative group work enhances students' participation in class, while (20%) of them were against, Maybe because they do not have enough experience to deal with cooperative work. Cooperative work is the instructional use of small groups so that students work together to develop their own and others learning, this collaboration in doing tasks and activities may provide students with more opportunities for learning that may not find by working individually.

Q05: Do you believe that the nature of the task affects the student's motivation?

Table 31: *The effect of the task nature on the learners' motivation.*

Options	Subjects	Percentage
Yes	5	100
No	0	0
Total	5	100
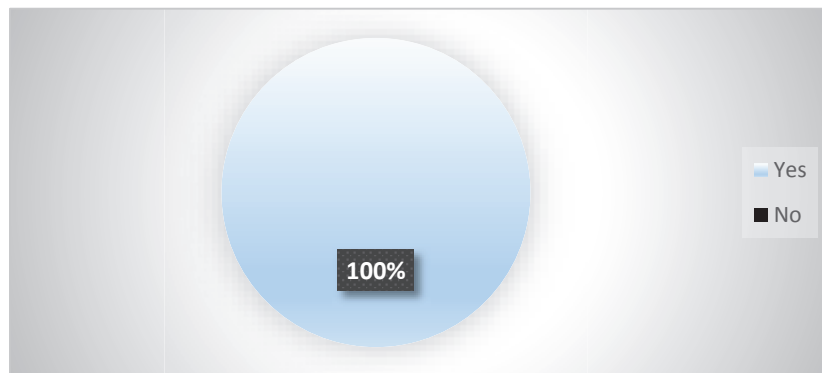
Figure 30: *The effect of the task nature on the learners' motivation.*

Teachers here are asked if the nature of tasks affects the students' motivation or not. According to the results shown in the table and figure above, all the teachers (100%) answer with « yes ». which implies the fact that teachers are aware about the motivational strategies affect on the learners' learning process in general, and whether the task nature affects the learners' motivation in specific.

Q6: Does failure in dealing with previous specific tasks demotivate learners to repeat them again?

Table 32: *Failure in dealing with previous tasks as a cause in demotivating student.*

Options	Subjects	Percentage
Yes	2	40
No	3	60
Total	5	100
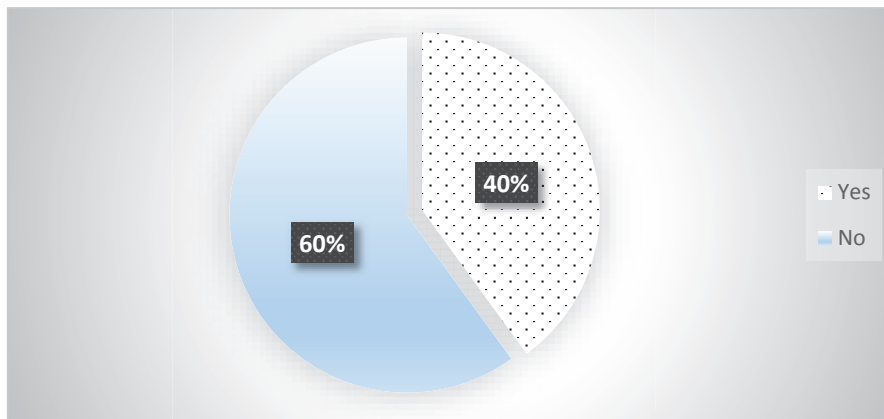
Figure 31*: Failure in dealing with previous tasks as a cause in demotivating student*

A quick look at the results above indicates that teachers were almost divided into two equal parts. The first portion (40%) agreed on the idea that learners 'failure in dealing with specific previous tasks will result a student demotivation to repeat these tasks again. While (60%) of the teachers believed that such kind of failure has nothing to do with students future potential behavior. What should be taken into consideration is that the teachers' judgment on this question was a result of a long period of expertise.

Q7: Do you take into account the use of ICTs when planning your lesson

Table 33: *The use of ICT' when planning the lesson*

Options	Subjects	Percentage
Yes	5	100
No	0	0
Total	5	100
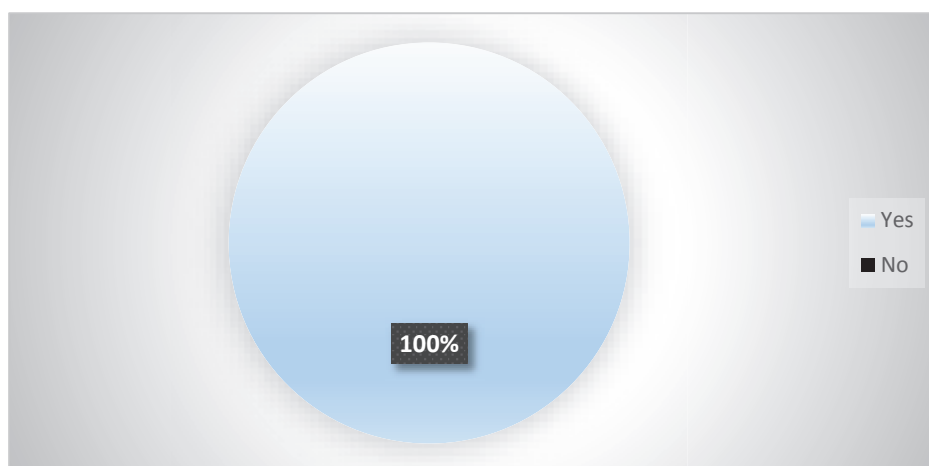
Figure 32*: The use of ICT' when planning the lesson*

What can be noticed from the results of the table and the figure above is that all the teachers are taking into account the use of ICTs when planning their lessons, i.e. they consider ICTs as a part of the class when delivering their lessons This confirmed the effectiveness of using ICTs in facilitating the preparation and the presentation of the course.

How often,

Table 34: *The frequency of ICTs' use*

Options	Subjects	Percentage
Some times	0	0
Often	3	60
Very often	2	40
Total	5	100
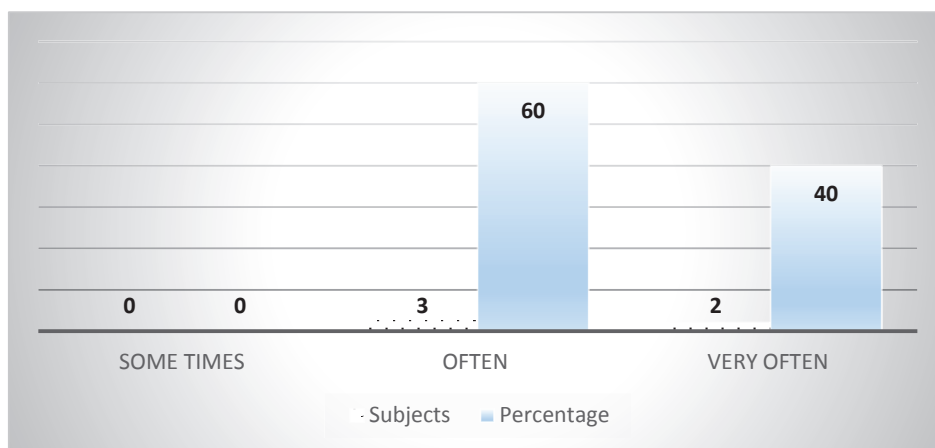
GRAPH 33: *The frequency of ICTs' use*

The examination of this item shows that (60%) of teachers often use ICTs when planning their lessons, (40%) use ICTs very often, and no teacher use it sometimes. Which reveal that the use of ICTs by teachers really exist in planning or even presenting the lessons. ICTs generally create classroom verity, the thing that may motivate students to be an active part within the classroom and share the classroom management with their teachers. It is also a point of strength that helps learners to focus better, and could be a source of information that facilitate the learning process.

Q8: Do rewards have any direct or indirect impact on the learners' motivation.

Table 35: *The rewards impact on students' behavior*

Options	Subjects	Percentage
Yes	4	80
No	1	20
Total	5	100
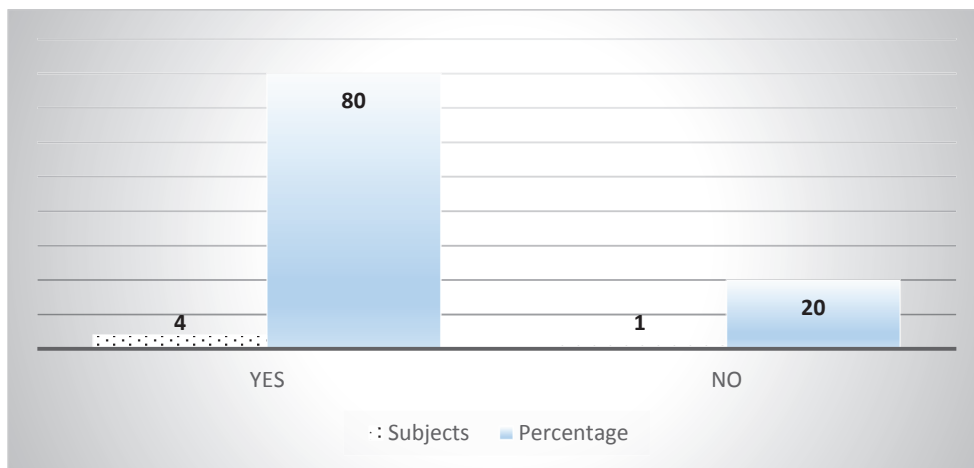
GRAPH 34: *The rewards impact on students' behavior*

The above results showed that the majority of teachers (80%) believed that there is an impact of the rewards given by them on the learners classroom behaviors ,whereas (20%) thought the opposite, by means that there is neither direct nor indirect impact of rewards on the students motivation.

If yes, what kind of rewards may increase the learner's motivation in class?

The aim of this item is to know more about the types of rewards that teachers think they may increase the learners' motivation in class. Only three of the teachers (60 %) have answered this question,

and two teachers did not answer the question maybe because they do not have enough experience in the field to pay attention or to notice these factors. The answers of the three teachers who answered the question were centered around adding extra marks, just praising works, mere praise from the teacher and a special gift like books. The learners' motivation in class is one of the most important factors the teacher is looking to have for an educative environment and rewards will be a good solution.

Q 09: Do you work on the insurance of the learners' classroom achievement as a kind of motivation?

Table 36: *Working on the insurance of the learners' classroom achievement*

Options	Subjects	Percentage
Yes	5	100
No	0	0
Total	5	100
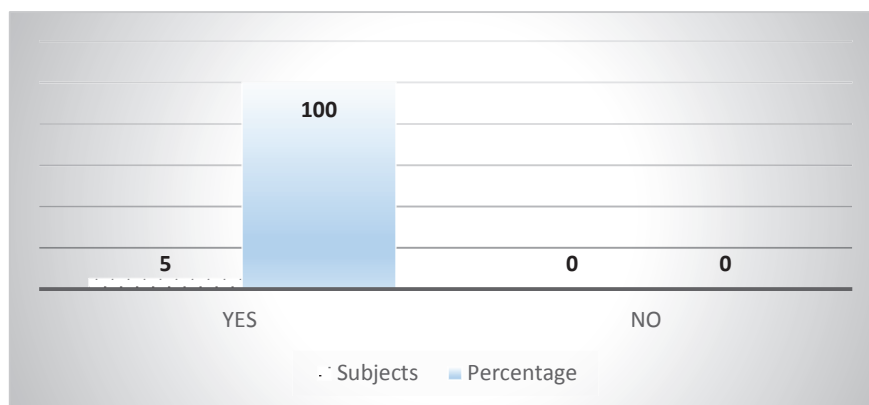
GRAPH 35: *working on the insurance of the learners' classroom achievement.*

There is a very important point that should be discussed when it comes to motivation, which is the learner classroom achievement, means the regulated goals set by teachers to give their learners a certain degree of satisfaction concerning their current level and if the teachers are aware of working on it during their classes. All the questioned teachers (100%) said that they are working on insuring the learners' classroom achievement which reveals the implication of certain motivational strategies that lead to the both teacher and learner success.

Q 10: Is motivating students one of your strengths?

Table 37: *Motivating* students *as a teachers strength point*

Options	Subjects	Percentage
Yes	3	60
No	1	20
I don't know	1	20
Total	5	100
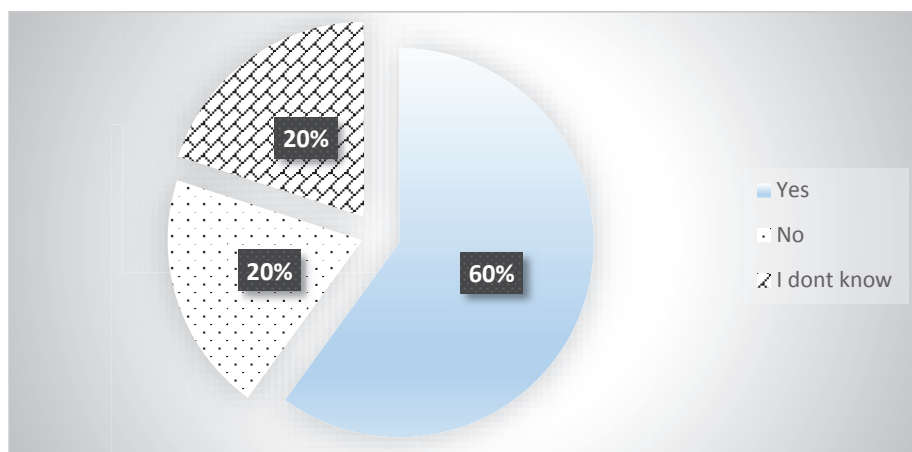
GRAPH 36: *Motivating* students *as a teachers strength point*

As the table and graph above shows, 60 % of teachers claimed that motivating learners is one of their strengths, only one teacher (20%) said no and the other teacher response was "I do not know", and lack of confidence maybe a reason or even it might be a modesty from the teacher.

Q11: What are the factors that you think they most hinder students' motivation?

The aim of this item is to investigate the factors that teachers think they hinder their learners' motivation. Only (60%) of the teachers have answered this question, and the other two teachers have ignored it may be because of the teacher's slackness or not having enough experience to notice such factors. The teachers who have answered the question were giving responses as follow:

- Reluctance to learn

- Difficulty of the environment.

- Absence of a highly academic environment.

- Lack of job opportunities.

- Personal problems.

- Blaming students, distinguishing between them and ignoring their presence.

Through the above comments, which were given by different subjects we may notice that demotivating the learners have different and various aspects and reasons ,but there is a mutual reason that most of them have agreed about, which is the lack or the absence of an appropriate highly academic atmosphere. In all cases, it is the teacher's role to help solving these issues.

2.2.2.1 Discussion of the Teacher' Questionnaire

Analyzing and interpreting the results obtained from the teacher questionnaire has revealed many facts concerning what techniques are currently being used by teachers in order to teach

English effectively in a non-motivated atmosphere. Moreover, what are the criteria that determine the teachers' use of certain strategies.

In general, when teachers implement and use the motivational techniques appropriately, the learners are supposed to be motivated to learn. All teachers would use a variety of motivational strategies to help their learners achieve better production. However, the lack of using motivational strategies by teachers can hold negative consequences on students' learning engagement. For the teacher learner relationship, there should be a good classroom connection and consistency between the teacher and his learners in order to sooth the atmosphere especially for the learner in order to prepare him psychologically to accept the teachers' behavior and his methods of teaching. When the teachers were asked about the factors they think they most hinder their learners' motivation and what are the main solutions to motivate those who have reluctance , teachers seems to be aware of the necessity to be motivated in their own self to develop and improve a student motivation. However, the great majority of them did not focus on the fact that it is the teacher major role to motivate his learners. Findings obtained from the analysis of teachers' questionnaire showed that teachers focus on enhancing students' attention, participation and interaction by using group and pair work tasks, and using ICTs in their lessons.

Finally, when it comes to the teachers' evaluation of their application and use of motivational strategies, they seem to be aware of its importance and effectiveness on the development of their learners' participation and motivation.

Conclusion

To sum up ,this chapter was to deal with the quantitative results of the study, it was divided into two sections. The first section describes the nature of research methodology including the setting ,research methods and tools, population and limitations of the study, the second section focused on the analysis and discussion of the results and it deals with the obtained data

interpretation and elucidation and making a logical relationship between the results and the main

research questions in a try to answer them in a try confirm the given hypothesis.

General Conclusion

The ultimate goal behind this study has been to shed the light on what is really going on in first year master classes concerning the motivational strategies that are actually used by teachers to increase the learner's motivation. And as a sub purpose we deeply investigated to which extend the learners are affected by the application of these strategies on their educational behavior .

This study is conducted on the basis of two main chapters ,by which the first one is divided into two sections ,these two sections have been mainly presented as descriptive part which is a review to the related literature ,the first section by its turn is theoretical covering motivation as a psych-educational concept in relation to teaching learning process. The points that have been tackled in here are a definition and overview of motivation   The second section is mainly an outline for some theoretical issues related to the major motivational strategies that are used by teachers ,and what really motivates learners when delivering the lesson. The second chapter which is the practical part of this study, is concerned with the analysis of the extracted data that was gathered from both the teachers' and the learners' questionnaires, it provided a better understanding of the actual use and consumption of the motivational strategies in the field.

In the general scheme of the study, the obtained results come to confirm the stated hypothesis i.e.in the context of the university of Jijel, teachers are actually using a variety of motivational strategies to help their learners to achieve better productivity, and the good implementation of these strategies will result motivated students ,but the condition was the learners awareness about the use of these strategies which also has been confirmed by the obtained results.It is also stated that nowadays learners my need specific motivational strategies i.e. strategies that include more modern topics and materials.Thus, the teachers' role comes to take the lead in covering all the updates that are related to the subject matter.

This study can be very useful for teachers in general to cover the pitfalls and difficulties included in the curriculum ,and beneficial ,specially for novice among them ,to cover their lack of expertise.

2.2.3 Suggestions and Recommendations

This study investigated the use of motivational teaching strategies and their effectiveness in enhancing students' motivation in learning English as foreign language in Master One classes. So, a number of suggestions could be taken into consideration

- The motivational strategies described in this study may be specific to Master One classes at Mohamed Seddik Ben Yahiya Jijels university ,their use in different settings (different learning environments and time,place and population) may be useless.Inother words it would be useful to know whether there are certain culturally or contextually teaching strategies in teaching English as a foreign language that cannot be applied to other contexts.

- Since a single classroom is including different learners, the use of a variety of motivational strategies is advised.

- The use of more than one motivational strategy is possible;also, taking the positive points from different strategies and use them would be very creative from the teacher's side.

- The teacher's role also could be understood in confirming the effectiveness of teaching strategies and link them to students' achievement.

- Maintaining and protecting the learners motivation is the key of success concerning this kind of strategies, and that would take place through varying teaching strategies and material (ICTs) used by the teacher.

- Increasing the amount of Role-play in class is a very simple motivational strategy desired by students .

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Appendices

Appendix1: Students' Questionnaire

Appendix2: Teachers' Questionnaire

Learners' Questionnaire

Dear students, this questionnaire is a part of our investigation about the use of teacher techniques and strategies to increase EFL learner's motivation.

Please answer the following questions as sincerely as possible bearing in mind that there is no correct or wrong answer, all answers are taken into consideration.

Respond to this questionnaire according to what you are experiencing in your English Language learning.

Part One: learner's profile

1- Gender

Male ☐   Female ☐

2- Was studying English at the university your first choice?

Yes ☐   No ☐

If yes, why?

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 ☐

Others …………………………………………………………………………………

Part two: Motivational strategies

1. Do you think that motivation has an important role in changing your classroom behavior?

   a. Yes ☐   b. No ☐

2. Do you think that motivation has any role in fostering the concentration on your goals?

   a. Yes ☐   b. No ☐

3. Is it important for the teacher to use different strategies when delivering his lesson?

   a. Yes ☐   b. No ☐

4. Is the nature of tasks important to make you active to participate in class?

   a. Yes ☐   b. No ☐

5. Do you think that success in dealing with specific tasks is enough to maintain your

   motivation?   ☐

   a. Yes ☐   b. No

6. How often does your English teacher give you feedback that helps you to learn?

Very often ☐   Often ☐   Sometimes ☐   Never ☐

7. Do you think that any kind positive/negative feedback can affect your classroom

   motivation?

   a. Yes ☐   b. No ☐

8. Do rewards have any kind of direct or indirect impact on your class participation?

   a. Yes ☐   b. No ☐

9. Do you show interest and increase your participation in the class when you are rewarded

   by the teacher?

   a. Yes ☐   b. No ☐

10. Are you familiar with pair /group work in your classroom ?

a. Yes ☐   b. No ☐

11. Does group interaction increase and enhance what you are weak in and push you to be a part of the class ?

a. Yes ☐   b. No ☐

12. Do you think that the teacher who insures your "classroom personal achievement" is maintaining your motivation.

a. Yes ☐   b. No ☐

13. How can you classify the use of ICT in class in monitoring your classroom progress and motivation?

a. Not important ☐   b. Somehow ☐   c. Important ☐   d.Obligatory ☐

14. What are the factors that you think they most hinder your' motivation?

………………………………………………………………………………………

………………………………………………………………………………………

……

15. Classify any other motivational strategies that you may find helpful in fostering your learning?

……………………………………………………………………………………

……………………………………………………………………………………

Thank you

The Teacher Questionnaire

Dear teacher

This questionnaire is part of a research work, which aims to investigate the teachers'

techniques and strategies to increase EFL learners' motivation of first year master's student LMD

at the Department of English, University of Mohammed Seddik Ben Yahia Jijel

You are kindly requested to answer the following questionnaire. Please tick the appropriate

box or boxes and make full sentence when never necessary. Your answer will be important for the

completion of this work.

Thank you in advance for your collaboration.

Part One: teacher's profile

1- Gender   Male   ☐   Female   ☐

2- Age: please specify.

Under 30   ☐

Between 30_50   ☐

51 and above   ☐

3- Would you please specify the degree you hold?

Master   ☐

Magister   ☐

Doctorate   ☐

4- How many years have you been teaching English?

……

5- Why did you select to be a Teacher of English?

You like English ☐

To get a job ☐

Part Two: Teacher-Learner relationship

1- The teachers should show learners that they accept and care about them.

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

2- The teacher should pay attention and listen to each of his learners.

Yes ☐   No ☐

3- Teachers should indicate their mental and physical availability.

Yes ☐   No ☐

4- Teachers should share their own personal interest in the L2 with their students.

Yes ☐   No ☐

5- Teachers should show learners that they value L2 learning as a meaningful experience that

produces satisfaction and enriches life.

Yes ☐   No ☐

Part Three: Motivational strategies

1- Do you often take into account the importance of motivation when planning your lesson?

Yes ☐   No ☐

2- Do you use motivational strategies?

Yes ☐   No ☐

If yes, what are the motivational strategies that you generally use?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

3- Do you include activities that lead to the successful completion of whole-group tasks or involve small-group competition games?

Yes ☐   No ☐

4- Does cooperative group work enhance student's participation?

Yes ☐   No ☐

5- Do you believe that the nature of task affect the student's motivation?

Yes ☐   No ☐

6- Does failure in dealing with previous specific tasks demotivate Learners to repeat them again ?

Yes ☐   No ☐

7- Do you take into account the use of ICTs when planning your lesson ?

Yes ☐   No ☐

- How often ?

Never ☐   Sometimes ☐   Often   Very often ☐

8- Do rewards have any direct or indirect impact on the learners motivation ?

Yes ☐   No ☐

If yes ? what kind of rewards may increase the learners motivation in class ?

……………………………………………………………………………………………………

……………………………………………………………………………………………

9-Do you work on the insurance of the learners' classroom achievement as a kind of motivation ?

Yes ☐   No ☐

10-Is motivating students one of your strengths?

Yes ☐   No ☐

11. What are the factors that you think they most hinder a students' motivation ?

……………………………………………………………………………………………

……………………………………………………………………………………………

Thank you

ملخص

تهدفت هذه الدراسة إلى التحقق من مدى اهتمام واستخدام الاساتذة للتقنيات والاستراتيجيات التحفيزية بهدف زيادة

وتعزيز تحفيز طلبة اللغة الإنجليزية كلغة أجنبية سنة أولى ماستر في قسم اللغة الإنجليزية، بجامعة محمد صديق بن يحيى،

جيجل. وبناء على ذلك، فإن الفرضيات الأساسية المعتمدة في هذا البحث تنص على أنه عندما يقوم المدرسون بتطبيق تقنيات

التحفيز بشكل مناسب، يُفترض أن يكون المتعلمون او الطلبة محفزين للتعلم، وبالتالي ستكون نتائجهم أفضل. علاوة على ذلك،

قد يؤدي نقص أو سوء استخدام الاستراتيجيات التحفيزية من قبل الاساتذة إلى عواقب قد تؤثر سلبا على تفاعل الطلاب وبذلك

تعلمهم في الصف. لإتمام هذه الدراسة، تم الاعتماد على استبيانين موجهين لكل من الاساتذة والطلبة. تم تسليم استبيان الطلبة

إلى 64 طالبًا للغة الإنجليزية اما الثاني فكان موجها إلى خمسة اساتذة في قسم اللغة الإنجليزية في جامعة محمد صديق بن

يحيى جيجل. وأظهرت النتائج التي تم الحصول عليها أن اغلبية الاساتذة يعتمدون على الاستراتيجيات التحفيزية عند تقديم

دروسهم، وأن استخدام الاساتذة المناسب لهذه لاستراتيجيات التحفيزية يشكل إطارًا فعالاً لزيادة دافع المتعلمين لاستخدام اللغة

وتعزيز مشاركتهم في الفصول الدراسية الشيء الذي أكد الفرضيات الموضوعة في بداية هذه الدراسة.

الكلمات المفتاحية :

الاستراتيجيات التحفيزية

زيادة وتعزيز التحفيز

نتائج

Résumé.

L'objective de notre études et de tester l'importance accordée par les enseignant à l'emploi des méthodes et stratégies motivationnelles afin d'élever et valorisé le degré de motivation chez les étudiants de première année Master au sein du département d'anglais à l'Université de Mohamed Seddik ben Yahia Jijel. Dans cette optique, les hypothèses principale dans notre travail de recherches consistent à montrer que si les professeures réussissent a appliquer les stratégies motivationnelles convenablement et que les étudiants se montrent motives vis-à-vis le processus d'apprentissage les résultats seront fructueux. De plus le manque de non-maitrise des stratégies motivationnelles de la part des professeurs peuvent avoir des répercussions qui peuvent influencer négativement l'interaction entre les étudiants en class.Afin de poursuivre cette études nous avons opté pour deux questionnaires adressés aux professeures aussi qu'aux étudiants ou nous avants distribue celui des étudiants de la faculté d'anglais alors que le deuxième a été destiné à cinq professeure au niveau du département a anglais à l'Université Mohamed Seddik ben Yahia Jijel.Les résultats obtenus indiquent que la majorité des professeurs optent pour ces stratégies motivationnelles lors de la présentation de leur coures et que l'emploi adéquat de ces stratégies motivationnelles représentent un effet efficace pour augmenter la motivation des étudiants à pratiquer cette langue et à poursuivre leurs études durant l'années universitaire chose qui confirme les hypothèses que nous avons émise.

Les mot clefs :

Méthodes et stratégies motivationnelles

Motivation

Résultats