Teaching Clasroom Strategies for increasing the learner motivation for the lesson cours

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Teaching strategies in increasing the learner motivation

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Abstract

The present study aimed at investigating the importance of incorporating motivational strategies to increase student motivation. It suggested how the use of different teaching strategies to encourage student's involvement inside the class and the difficulties teachers faced in order to create and maintain a motivational environment .Besides, it sought to find out the relationship between teaching strategies, student motivation, and students performance. Hence it was hypothesizes in this study that motivation is very important and teaching strategies increased student motivation ,the teachers used different teaching strategies to motivate student such as rewarding , giving positive feedback , engaging students in the learning process and by creating and maintaining a healthy environment that is challenging and encouraging , there was a positive and complementary relationship between teaching strategies , student motivation and student performance in a way that each one causes the following .

Key words: studentmotivation, teaching strategies

Acknow ledgments:

Dedication

This work is dedicated

To our parents

For their endless love and support

To our friends

For their encouragements in moments of difficult and stress.

Khadidja and Marwa

List of Abbreviations and Symbols

E F L: English as a foreign language

S C T: Social Cognitive Theory

L2: Second language

A MTB: Attitude Motivation Test Battery

FL: Foreign language

SLA: Second language acquisition

SDT: Self determination theory

ADHD: Attention deficit hyperactivity disorder

ESL: English second language

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1. General Introduction

Teaching and learning English as a second or a foreign language has not been easy neither for teachers ornor for learners. It is often a complex task that involves a multiplicity of psycho-sociological and linguistic factors (Dornyei, 1998; 2010a). Teachers face problems while teaching the language such as student's individual differences; and learners come across difficulties while learning it like lack of interest and environmental conditions. Many factors contribute to these problems and difficulties and one of the most common factors is motivation.

Motivating students is an essential element that is necessary for quality education especially in EFL classes. It is probably the most important factor that educators can target toimprovelearning (Olson, 1997).Moskovsky and Alrabai suggested that (2009) motivation is more critical than great education, capacities or educational modules in learning a dialect and keeping it up (Dornyei&Csizer, 1998). It is the key for victory (Csizer&Dornyei, 2005; Sugita & Takeuchi, 2017, Hapsari, 2013). It makes a difference understudies to overcome any undesirable learning conditions they confront in learning the dialect (Cheng &Dornyei 2007; Guilloteaux&Dornyei 2008).

Nevertheless, motivating students can be challenging for teachers since they play the major role in the teaching and learning process. Teachers of English should therefore develop their teaching strategies so that their students will be more active and engaged in the learning process, they will learn the language better than others (Hisma,oglu,2000; Mc Coombs and Whistler,1997).Teachers can use different strategies which must suit the needs and abilities of students (Herrel and Jordan,2004:p.5). Many researchers reported that positive and active classrooms create higher academic achievement for the students. As cited in (Costantino,1995) teachers and educators create teaching strategies to use in the classroom for

teaching English to increase student's engagement and involvement in the classroom that lead to good English learning.

Therefore, teacher's fundamental task is to get students motivated throughout the teaching and learning process (Shuell, 1986:p.429). Students' achievement and motivation in learning English are affected by the educational and motivational strategies that teachers use in the classroom. Any change in the teachers' strategies causes changes in the students' involvement and achievement (Bernaus, Wilson and Gardner, 2009).

2-Research problems

In today's classroom, students come to school with a variety of academic abilities, learning styles, and multiple intelligences. It has become an immense challenge for teachers to meet every student's need in today's mixed ability classrooms when students are not taught at their interest or readiness levels frustration and boredom increase causing a lack of motivation.

Teachers on the other hand have the major effect on students, their learning process, and their achievement. Therefore, it is necessary for teachers to create and maintain a healthy environment for teaching and learning processes to take place. This can be achieved through the appropriate selection and application of classroom strategies such as motivational strategies to increase student's motivation to learn English as a second/foreign language.

3-Research Questions

This study seeks to answer the following questions:

1. What is the effect of teaching strategiesin increasing students' motivation?

2. What are the different teaching strategies teachers use to motivate students?

3. What is the relationship between teaching strategies, students motivation and students performance?

4. Research Hypotheses

1- motivation is very important especially in EFL classes.

2-Teaching strategies do increase student's motivation.

3-Teachers use different teaching strategies to motivate students such as rewarding, giving positive feedback, engaging students in the learning process, and also by creating a healthy environment that is challenging and encouraging.

4- There is a positive and complementary relationship between teaching strategies, students motivation, and students performance in a way that each one causes the following.

5. Aims of the Study

This study aims at investigating the importance of incorporating motivational strategies to increase students' motivation. It suggests how teachers use different teaching strategies to encourage student's involvement inside the class and the difficulties teachers face in order to create and maintain a motivational environment. Besides, it seeks to find out the relationship between teaching strategies, students motivation, and students performance. Finally, this research study also attempts to give further recommendations for other teaching strategies that can help in increasing students' motivation.

6. Research Design and Methodology

In order to confirm the validity of our research hypothesis and to answer the questions of ourstudy in order to reach the intended outcomes, one research instrument is used which is the

questionnaire. The latter will be provided for university teachers of English in Mohamed Seddik Ben Yahia University, Tassoust, Jijel.

7. Structure of the Dissertation

This research is basically composed of three chapters; the first two chapters are tied for the theoretical part whereas the last one constitutes the practical part of our research. Chapter one is basically about motivation, it gives an overview of what is motivation, types of motivation, dichotomies of motivation, theories of motivation, factors that most influence motivation, and the importance of motivation in EFL classes.

The second chapter talks about teaching strategies by presenting different teaching strategies, motivational strategies used by teachers in EFL classes, difficulties teachers face to create and maintain a motivational environment, the relationship between teaching strategies, students motivation, and students performance, and also it sheds light on the importance of teaching strategies in increasing student motivation in EFL classes.

The third and last chapter is the practical part which consists of an analysis of teachers' questionnaire that seeks to answer the main research questions. It presents the findings and results of the current study. And it gives recommendations for further research.

Introduction

Learners across the globe are getting interested in learning English. This is because the fact that English today is considered to be the language of international communication. However, the reasons for wanting to learn English differ significantly from learner to learner so as their motivation. In language classrooms, being in unnatural conversational situations students need motivation more than other learning milieus, Nakata (2006) states that "motivation plays a particularly crucial role in an EFL situation where learners are separated logistically and physiologically from the target culture".(P:19). It is demonstrated to be one of the main determinants of second language learning achievement in numerous studies (Crookes and Schmidt, 1991; Gardner and Smythe, 1975 ; Oxford &Shearin, 1994). Many studies have been written about students' motivation in EFL classroom and many models have been proposed to explain this study (e.g., Clément, 1980; Gardner, 1985 and Macintyre, Clément & Noels, 1998). In each of the models it is claimed that motivation is important in learning a second language. Gardner (2001) cites "… to me, motivation is a central element in demining success in learning another language in the classroom setting"This chapter is set up to give an overview about motivation, types and theories of motivation, and the importance on motivation in EFL class.

1. Definition of Motivation

Motivation is frequently used in both educational and research contexts. However, there isvery little agreement of the exact meaning of this concept in the literature (Dörnyei, 1998). Motivation is most often defined as a state in which we feel the need or desire to behave in a certainway in order to achieve a goal (Petz 1992, as cited in Sviben, 2006). But, the concept of motivationcan be studied in different ways.Pintrich and Schunk (1996, as cited in Sandoval Pineda, 2011, p. 32) define motivation as aprocess which cannot be observed

directly, but can be inferred by behaviors as "choice of tasks, effort, persistence, and verbalizations". According to them, motivation involves goals that provideimpetus for action and it requires physical or mental activity geared towards attaining goals. Deciand Ryan (2000) claim that most contemporary theories of motivation assume that people initiate and persist at behaviors to the extent that they believe these behaviors will lead them to a desired outcome. According toSviben (2006), people see motivation as a unique concept which varies in itsquantity. However, people do not differ in how motivated they are, but in that which type ofmotivation derives their actions (Deci and Ryan, 2000, as cited in Sviben, 2006).

Dörnyei and Otto(1998, as cited in Sandoval Pineda, 2011) define motivation as the changing arousal in a person thatinitiates, directs, coordinates and evaluates the cognitive and motor processes, where initial wishesand desires are selected, prioritized and acted out. Dörnyei (2001, as cited in Sandoval Pineda,2006) claims that motivation is responsible for the reasons people decide to do something, how longthey are willing to do it and how hard they are going to pursue it. According to Sandoval Pineda (2011), Gardner (2010) similarly explains motivation, sayingthat it is a construct that is difficult to define. It is important to mention that Gardner discussesmotivation in terms of second language learning (Kassing, 2011). He claims that motivation drives an individual to put in effort to achieve a goal (Gardner, 2001, as cited in Kassing, 2011).

Gardner identifies characteristics that motivated individuals show and, according to him, they "express effort in attaining a goal, show persistence, attend to the tasks that are necessary to achieve the goals, have a strong desire to attain their goal, enjoy the activities necessary to achieve their goal, are aroused inseeking their goals, and have expectancies about their successes and failures" (Sandoval Pineda, 2011, p. 32).

2. Types of Motivation

Many scholars such as Tudor, (1994), Arnold and Brown (1999), Littlewood(1996) have suggested two very general types of motivation (integrative and instrumental) . The integrative motivation refers to the learner's desire to integrate with the speakers of L2, and even become part of the L2culture. It is very similar to intrinsic motivation. On the other hand, the instrumental motivation, which occurs when the learner need to get, for example, a job or to pass his examination, it is very similar tote extrinsic motivation (Gardner &Lambert, 1972). These types are discussed below.

2.1. Integrative and Instrumental Motivation

Gardner (1979, 1985); Gardner &Lambert (1972) proposed that motivation is influenced by two orientations to language learning. An integrative orientation is typical of someone who identifies with principles, the target language and community and who approaches language study with the intention of entering that community. Such an individual is thought to have an integrative, more enduring motivation for language study. It is regarded that integrative motivation is a key constituent in assisting the learner to develop some level of skill in the language. It is also theorized that" integrative motivation typically underlies successful acquisition of a wide range of registers and a native-like pronunciation"(Finegan 1999, p568).On the other hand, instrumentally motivated learners are more likely to see language learning as enabling them to do other useful things, but as having no special significance in itself. Such learners will be motivated if they see language learning as having beneficial career scenes or something that will enable them to use transactional language with speakers of the foreign language. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is

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even desired. Gardner & Lambert (1972)recommended that individual with an integrative orientation would show greater motivational orientation and is a very famous motivational field. However, Ely (1986)claims that it is not always easy to differentiate between integrative and instrumental motivation. But, in the later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been recognized as a considerable factor in some research, while integrative motivation is repeatedly linked to successful second language acquisition. Ellis (1997) found that commonly students choose instrumental reasons more often than integrative reasons for the study of language. Those who do select an integrative approach to learn language are usually more highly motivated and overall more successful in language learning. Brown (2000) also suggested that an instrumental orientation was more important than an integrative orientation ,and also pointed out that in India, where English is a second language, it is rare for second language learners to be successful with instrumental purposes being the underlying reason for study. He also pointed out that both orientation of motivation are not necessarily mutually exclusive. Learners not often choose one form of motivation when learning a second language but rather a mixture of both orientations. Learners could use the instrumental orientation as a central goal and involve integrative attitude such asL2 community to learn language.

2.2. Intrinsic and Extrinsic motivation

Motivation has also been classified into the intrinsic and extrinsic motivation theories by Gardner, Deci and Ryan (1985). They assert that learners who are interested in learning tasks and outcomes for their own sake (intrinsic) rather than for rewards(extrinsic) are likely to become more effective learners. According to them, intrinsic motivation refers to motivate to engage in an activity because that activity is enjoyable and satisfying to do.

Nakamura(1989) defines intrinsic motivation as when the experience of doing something generates interest and enjoyment and the reason for performing the activity lies within the activity itself, then the motivation is likely to be intrinsic (as cited in Williams & Burden, 1999, p123).On the other hand, extrinsically motivated behavior are those actions carried out to achieve some instrumental end such as earning a reward or avoiding a punishment. According to Nakamura (1989), "when the only reason for performing an act is to gain something outside the activity itself, such as passing exam, or obtaining financial rewards, the motivation is likely to be extrinsic"(as citedin Williams & Burden, 1999, p123p123).However, it is important to note here that this type of motivation does not necessarily mean a lack of self-determination in the behaviors performed. Dickinson (1987)argues that success increases motivation only in children who are focused on learning goals, that is, who are intrinsically motivated. Koestner& McClelland (1990)suggest that if external actions improve feeling of capability, as when someone is told s/he has done a task excellent, intrinsic motivation is likely to increase. On other hand, actions which lead to feeling of incompetence are probably to undermine intrinsic motivation. However, Williams &Burden (1999) believe that it is not easy to distinguish between these two types of actions in learning as"(many of our action are probably promoted by a mixture of both extrinsic and intrinsic reasons" (p. 123).

3. Factors Influencing Motivation

3.1. Parent Influence on Motivation

Brewster and Fager (2000) believe that the earliest influences on a child's motivation to learn are parents and the home environment they come from. Stipek and Seal (2001) concur and add that the community contributes tremendously to a child's academic competence.

The home environment shapes a child's initial attitude toward learning. When parents promote their child's natural curiosity by welcoming questions and encouraging exploration, they give the message that learning is worthwhile ("Student Motivation," n.d.). Parents that support learning and provide fun, educational experiences for their children stimulate children to develop positive attitudes towards learning ("Student Motivation," n.d.). Stipek and Seal (2001) remark that parents can help build intellectual skills starting at birth and continuing throughout the child's school years.

According to Stipek and Seal (2001), parents are the first and most important teachers in their child's life. Parents can make a difference in their child's academic development and can teach the joy of learning by modeling it. Stipek and Seal explain how modeling teaches children valuable strategies for finding information. Fuller (2004) adds that modeling is a powerful tool because children learn through imitation.

Fuller indicates that parents should model curiosity and pleasure when they themselves are seeking knowledge. Fuller (2004) also finds that motivated children tend to have close, loving relationships with their parents. She finds that unmet emotional needs can block children from learning. Fuller points out that a secure parent-child relationship is a huge foundation for the child's self-worth. With positive views of themselves, children become more motivated and take risks needed for learning and achievement. These children will keep working toward their goals even when frustration and setbacks become possible. Stipek and Seal (2001) concur and add that the closer a child feels to their parents, the more he or she will confide in them.

Fuller (2004) finds that when there is open communication between parents and their children, learning and motivation are boosted. Good communication allows children to feel safe when sharing ideas and feelings. This stimulates intellectual growth. In order to build a

strong relationship, Fuller suggests that families engage in fun activities together such as sports, painting, reading, or other hobbies. She summarizes that direct involvement shows a child that he or she is valuable.

Stipek and Seal (2001) claim that nurturing a child's interests outside of school is important because conditions in the home or community are more conducive to fostering passions than the school environment. They discovered that parents can broaden their child's experiences by taking them to museums, aquariums, farms, parks and historic sites. Virtual visits to web sites are also very meaningful. Stipek and Seal (2001) find that this is a great way for families to bond and these activities enhance school learning.

To help children be successful with homework, Brewster and Fager (2000) suggest that parents create a place that is conducive to learning and studying. When parents provide a physical climate including academic supplies, ample lighting, and few distractions, children are more likely to focus on learning. Stipek and Seal (2001) agree and add that parents who set aside work time, reinforce study skills, and clarify assignments emphasize the value of learning and homework. Reinforcement at home to complete assignments shows children that parents are interested in their academic achievement. Stipek and Seal (2001) find that a parent who develops supplemental learning activities, promotes internet exploration, researches career requirements and plays educational games with their children has a vested interest in their child's education and future.

According to Stipek and Seal (2001), adults who experience difficulty in school are likely to be sympathetic to the problems their children face. The researchers indicate that parents should refrain from negative discussions about learning. Portal and Sampson (2001) believe that parents need to express positive feedback which can help instill self-confidence in their children. When parents focus on improvement and effort, they stress to their children

that grades are only one small indicator of their educational progress. Fuller (2004) adds that grades do not tell the whole story and do not guarantee success in life. When parents have attainable expectations for their children, children are encouraged to work hard and improve regardless of their grade.

When children are performing well in school or showing improvement, parents need to acknowledge this achievement (Stipek& Seal, 2001). These researchers found that parents do not need to use excessive rewards to acknowledge their child's achievement. Stipek and Seal suggest that parents verbally praise achievement and give specific feedback about accomplishments. Positive feedback nourishes a child's feelings of competence, which naturally increases intrinsic motivation.

Fried (2001) stresses that parents should stay current with what is happening with their child at school. He believes that it is important for parents to get to know their child's teachers. Fried suggests that parents observe classes, volunteer to help, and become active in the district parent-teacher organization. Stipek and Seal (2001) add that it is also important for parents to read monthly newsletters, report cards, and teacher notes that are sent home. They believe that staying in contact with teachers allows parents to gain and share vital information about their child's progress and achievement.

Brewster and Fager (2000) believe that active parent involvement shows numerous benefits including increased student motivation and engagement in school. Children who receive the right support and encouragement during early years will be creative and adventurous learners throughout their lives ("Motivating Leaming," n.d.).

3.2. Teacher Influence on Motivation

According to Mendler (2000), a teacher's role as a motivator is to enhance the development of students' positive sense of self and motivation for learning. In order to build student motivation, teachers must establish a student-teacher relationship, create a positive classroom environment, build student competence, de-emphasize grades, give frequent feedback, build on mistakes and prior learning, incorporate many teaching styles, relate curriculum to students' lives, give students choices, and communicate with parents.

One cannot underestimate the power of the student-teacher relationship. Mendler (2000) highlights the importance of a teacher caring more about the student as a person than as a learner. Teachers that take the time to get to know their students and interests establish positive, personal relationships. Mendler recognizes that students are more motivated in school when they feel their teacher genuinely cares about them and their school success.

Researchers also claim that teachers should share parts of their own personal lives with students if they are interested in building long lasting relationships. Sharing personal information helps students see teachers as approachable human beings, not just authority figures (Brophy, 1 998; Mendler, 2000; Portal & Sampson, 2001; Smith, n.d.; Vitto, 2003; Wright, 2002).

Although teachers do not have control over the individual characteristics of their students, they do have control over the kind of classroom environment they construct (Turner & Patrick, 2004). Brophy (1 998) believes that teachers can create an inviting physical climate that is comfortable and compatible for instruction. Brophy further claims that displaying student work, colorful and encouraging posters, and accessible desk arrangements can make the classroom a welcoming place.

It is important that teachers de-emphasize grades and focus on effort. Effort should be rewarded along with quality of work (Davis, 1999; Haines, 2001; Mendler, 2000; Wright, 2002). Putting the focus on effort is crucial for increasing achievement, motivation and promoting learning. Many students do not try because they believe that even if they work hard, their achievement will not improve (Mendler, 2000). Mendler (2000) encourages teachers to give a separate grade for effort. This grade will be based on factors such as participation and homework. An effort grade will reinforce the importance of each individual working to his or her highest potential. Mendler also believes that teachers should allow students to retake tests and quizzes, revise papers, and re-do assignments. He thinks that by giving these options, teachers let students know that their effort can lead to improved achievement.

So, teachers have multiple tasks to perform inside the classroom in order to motivate learner. Starting from creating a healthy environment where students feel at ease to learn the language, to building a strong relationship with learner which gives them a sense of existence and matter inside the classroom, then moving to presenting the courses, performing activities, correcting mistakes, and giving positive feedback. It is with no doubt that teachers have the major influence on learners and their motivation.

3.3. Social Constructivism

Oldfather, West, White and Wilmarth (1 999) state that social constructivism is defined as learning constructed through interactions with others. Teachers believing in this theory structure their classrooms so students work together to make sense of information. Old father et al. (1999) believe that in order to learn, students must construct new knowledge in ways that are meaningful to them.

According to Old fatheret. al. (1999), a social constructivist classroom provides opportunities for social interaction and self-expression. This can be accomplished by infusing cooperative learning or other group activities into the curriculum. Johnson, Johnson, &Holubec(1998) define cooperative learning as .." the instructional use of small groups so that students work together to maximize their own and each other's learning" (p. 5). Johnson et al. (1998) find that this type of learning promotes higher achievement, increased motivation to learn, positive relationships among students and teachers, along with favorable social skills and greater productivity by all students.

Oldfather et al. (1999) state that a teacher who utilizes cooperative learning helps students understand that they are co-constructors of knowledge and can make sense of things themselves. These researchers believe that students have the power to seek knowledge and understand the world. Mendler (2000) notes that students also begin to feel a sense of empowerment when they are in control of their own learning. Johnson et al. (1 998) state that cooperative learning maximizes all student learning and promotes positive interdependence. Johnson et al. continues that the class believes that they achieve or fail together and they hold themselves and each other accountable for high quality work. The students are able to build positive social skills and evaluate their effectiveness as a team. Student empowerment and feelings of success and competence lead to increased motivation (Mendler, 2000). Oldfather et al. state that a teacher who holds the social constructivist stance focuses on learning as sense-making and not just the acquisition of rote knowledge. This causes learning to become student-centered and the teacher now serves as a guide. Learning becomes a collaborative enterprise in which students help each other and share different prior knowledge. The conversations are structured and unstructured depending on the task and the flow of ideas is multidirectional. "Traditional student and teacher roles are viewed as flexible" (Oldfather et

al., 1 999, p. 74). Mendler (2000) recognizes that when students are actively engaged in their learning, the quality of their work and their level of learning improves. He adds that students become intrinsically motivated to educate themselves, which is a valuable life-long skill.

According to Oldfather et al. (1999), in the social constructivist classroom, student choice is valued and supported. Mendler (2000) believes that one of the most significant methods of motivating students is to give the power of learning directly to the student. He states that educators must define academic standards, and procedures, but students should be encouraged to share their input and have choices as much as possible. The learning environment can be greatly improved by having groups of students involved in solving difficult problems. The classroom emulates the workplace, captures student interest, and develops self-directed learners ("It's Just," 2002). Students build on each other's ideas and take responsibility for their learning. Oldfather et al. (1999) concur and add that members of the class support each other's learning, celebrate each other's successes, and view errors as a natural part of learning and as an opportunity for growth.

They go on to say that students feel safe to participate without fear of ridicule. The cooperative classroom is less intimidating for most students because discussions take place in small groups rather than one individual addressing a teacher's question in front of the entire class. When students feel comfortable and competent in the classroom, they will be more motivated to participate. Student motivation will always be a topic in education with many different viewpoints. The above literature review shows what many researchers believe are the best ways to motivate kids. The three primary influences that most agree upon are: parents, teachers and peers. Each group plays its own role in the educational process. Understanding how to best utilize each is and should be the goal of all educators.

4. Theories of Motivation

Motivation can be defined as a need or desire that energizes and directs behavior (Myers, 2001, as cited in Shirkey, 2003). The study of motivation has been influenced by various psychological theories. Each of these theories state different sources of motivational needs, and each have certain drawbacks. Let us examine some of these theories that have developed over the years.

4.1. Behavioral Views

Behavioral views of motivation concentrate on extrinsic factors (external rewards or punishments) and reinforcement of desired behaviors (based on John Watsons' mechanistic concept that behaviors could be totally described in terms of observable responses to certain stimuli). An extrinsically motivated student performs "in order to obtain some reward (good grades, teacher approval, etc.) or avoid some punishment external to the activity itself," as opposed to a student who is intrinsically motivated and undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Lepper, 1988 as cited in Shirkey, 2003). B.F. Skinner's operant conditioning theory proposes that the voluntary responses of people are strengthened when reinforced by rewards and weakened when they are ignored or punished. Related to students, Skinner developed programmed instruction, in which students were given positive reinforcement for correct responses, motivating the student to proceed with desired consequences. The behavioral approach is limited, however, in that it stresses external motivating factors (praise, good grades, rewards, etc.), which may lead to certain drawbacks. For example, students motivated in such a manner may be less likely to learn if no tangible reward is given. In certain instances, extrinsic rewards actually decrease intrinsic motivation factors that may have been present (Cameron & Pierce, 1994; Eisenberger& Cameron, 1996; Ryan &Deci,

1996 as cited in Shirkey, 2003). Following Skinner's lead, many behavioral learning theorists devised techniques of behavior modification on the assumption that students are motivated to complete a task by being promised a reward of some kind. Many times the reward takes the form of praise or a grade. Sometimes it is a token that can be traded in for some desired object; and at other times the reward may be the privilege of engaging in a self-selected activity. Operant conditioning interpretations of learning may help reveal why some students react favorably to particular subjects and dislike others. For instance, some students may enter a required math class with a feeling of delight, while others may feel that they have been sentenced to prison. Skinner suggests that such differences can be traced to past experiences. He would argue that the student who loves math has been shaped to respond that way by a series of positive experiences with math. The math hater, in contrast, may have suffered a series of negative experiences. The Power of Persuasive Models Social learning theorists, such as Albert Bandura, call attention to the importance of observation, imitation, and vicarious reinforcement (expecting to receive the same reinforce that we see someone else get for exhibiting a particular behavior). A student who identifies with and admires a teacher of a particular subject may work hard partly to please the admired individual and partly to try becoming like that individual. A student who observes an older brother or sister reaping benefits from earning high grades may strive to do the same with the expectation of experiencing the same or similar benefits. A student who notices that a classmate receives praise from the teacher after acting in a certain way may decide to imitate such behavior to win similar rewards.

4.2. Cognitive Views

Cognitive views on motivation propose that behavior is influenced by the environment and self-perception. Compared to the behavioral view of external stimulus/response, cognitive

views tend to be more internal and information processing based. Based on Jean Piaget's equilibration, assimilation, accommodation, and schema formation, cognitive views stress an innate desire on the part of people to keep balance and organization in their perceptions of the world around them. When imbalance occurs, schemas are modified to regain desired balance and organization. In terms of motivation, students may become motivated to learn in order to achieve desired equilibrium, and obtain a feeling of mastery over their environment. Cognitive dissonance theory, developed by Leon Festinger, and based on Piaget's views on disequilibrium, states that people will act in such a way as to resolve discrepancies between different beliefs or actions. Cognitive views have certain limitations. These include difficulty in achieving the lack of balance (or disequilibrium) needed to motivate students to modify schema, and the difficulty in measuring the need for achievement in individuals. Cognitive views stress that human behavior is influenced by the way people think about themselves and their environment. The direction that behavior takes can be explained by four influences: the inherent need to construct an organized and logically consistent knowledge base, one's expectations for successfully completing a task, the factors that one believes account for success and failure, and one's beliefs about the nature of cognitive ability.

4.3. Humanistic Views

Humanistic views of motivation can be attributed to Abraham Maslow. Maslow described (1970) a hierarchy of needs that drove motivations. Maslow was a very influential person in regards to the study of motivation, and his writings have led to many subsequent studies and attempts to develop grand theories of motivation. First, at the lowest level of Maslow's hierarchy, are physiological needs (need to satisfy hunger and thirst), second are safety needs (need for safety, security, organization and predictability), third comes belongingness and love needs, fourth comes esteem needs (self-esteem, achievement,

competence, recognition, respect), and fifth, at the highest level, are self-actualization needs (living up to one's fullest potential). To adhere to Maslow's hierarchy of needs, it becomes the teachers' duty to ensure that all lower hierarchical needs are met before achievement, competence, and fulfilling potential are accomplished. This is one of the drawbacks of Maslow's theory that arises in practical application, due in part to limited resources including money and time.

4.4. Self-Determination Theory

Self-determination theory, developed by Edward Deci and Richard Ryan, focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT posits a natural tendency toward growth and development. Unlike these other theories, however, SDT does not include any sort of "autopilot" for achievement, but instead requires active encouragement from the environment. The primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness.

Another concept that is fundamental to the SDT is the concept of motivation (Deci& Ryan, 2000; 237). Motivation or learned helplessness is the situation in which people lack the intention to behave. They see no relation between the efforts they make and the outcomes they get. This happens when they lack self efficacy or a sense of control on the desired outcome.

4.5. Social Cognitive Theory

More recent developments include Social Cognitive Theory (SCT), proposed by Albert Bandura, and arising out of previous notions espoused in Social Learning Theory, which has been in existence for some time (since the 1890's, in one form or another). SCT

emphasizes social origins of behavior, and proposes that cognitive factors play a central role. SCT also takes the stance that learning can occur from observation of people and the world around us, as well as from reading books and other materials. Central to SCT is the concept of self-efficacy, and the major contribution it makes towards cognitive development. The latest approach in developing a broad, integrative theory of motivation is Temporal Motivation Theory. Integrating theories of motivation. Introduced in their 2007 Academy of Management Review article, it synthesizes into a single formulation the primary aspects of all other major motivational theories, including Incentive Theory, Drive Theory, Need Theory, Self-Efficacy and Goal Setting. Notably, it simplifies the field of motivation considerably and allows findings from one theory to be translated into terms of another.

5. The Importance of Motivation in Language Learning

Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been principally concerned with describing, measuring and classifying its role in theoretical models of the language learning process (Ushioda, 1996). Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. Moreover, motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent (Dörnyei, 1998, as cited in Huang 2007). Motivation determines the extent of active, personal involvement in L2 learning; research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers and how long they persevere and maintain L2 skills after language study is

over (Oxford &Shearin, 1994, as cited in Huang 2007). Conversely, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement (Dörnyei&Csizér, 1998, as cited in Huang 2007).

5.1. Motivation in L2 Field

Motivation to learn is an intricate, multifaceted construct. When the target of the learning process is the mastery of an L2, the picture becomes even more complex. In view of this inherent complexity, it is no wonder that there had been a considerable diversity of theories and approaches in the study of motivation in the L2 field. Depending on their research priorities, scholars highlighted different aspects of L2 motivation, and few attempts had been made to synthesize the various lines of enquiry (Dörnyei, 2001b). The following overview of the L2 motivation studies will start with a summary of Gardner's influential motivation theory. Following, a number of alternative constructs and expending model will be presented.

5.1.1. Gardner's Motivation Theory

While an L2 is a learnable school subject in that discrete element of the communication code can be taught explicitly, it is also socially and culturally bound, which makes language a deeply social event that requires the incorporation of a wide range of elements of the L2 culture (Dörnyei, 2001b, as cited in Huang 2007). This view had been broadly endorsed by L2 researchers, resulting in the inclusion of a prominent social dimension in most comprehensive constructs of L2 motivation. The significance of this social dimension also explained why the study of L2 motivation was originally initiated in Canada and that it was dominated by a social psychological emphasis there (Dörnyei, 2003, as cited in

Huang 2007). Gardner's studies about socio-psychological motivation had great influence in L2 field (Gardner& Tremblay, 1994a; Gardner& Tremblay, 1995 as cited in Huang 2007); his studies were reviewed in the following.

5.1.2. The socio-Educational Model

The socio-educational model proposed by Gardner (1985b. as cited in Huang 2007) incorporated various individual variables such as cognitive and affective variables in order to provide a comprehensive interpretation of language learning. This model's main importance lies in its clear separation of four distinct aspects of the second language acquisition process: antecedent factors, individual difference variables, language acquisition contexts and outcomes (Dörnyei, 2001). Gardner and Macintyre (1993 as cited in Huang 2007) states that all these four aspects are influenced by social-cultural milieu, and they provide a schematic representation of the socio-education model (Figure 2.1). The models posited that biological and experiential are two main antecedent factors which must be considered when attempting to study the role of individual difference variables in the process of learning a second language (p. 8). For example, the prior language experience (experiential factors) could affect level of language attitudes, motivation and language anxiety (p.8).Six individual difference variables include both cognitive and affect variables also played significant roles in this model. Intelligence, language aptitude, and language-learning strategies are cognitive variables; on the other hand, language attitudes, motivation and language anxiety are affective variables. This model shows that language attitudes have a causal influence on motivation which has reciprocal relationship with language anxiety. Then all this individual difference variables with the exception of language attitudes will have a direct effect on formal learning environment, but only motivation is shown to have a direct role in the informal context because an individual who is not motivated will not take part in this context.

Tremblay and Gardner (1995 as cited in Huang 2007) later extended this model by incorporating into it new elements from expectancy-value and goal theories and this new model also was empirically tested (Figure 2.2). Tremblay and Gardner suggested that there are a number of variables mediating the relationship between language attitudes and motivational behavior (p. 515). These mediators are goal salience, valence, and self-efficacy. This extended model indicated that goal salience was influenced by language attitudes because positive language attitudes will orient students to develop specific learning goals (p. 515). A second mediator valence is influenced by attitudes, and there is a causal path between valence and motivational behavior, which suggests that higher levels of motivational behavior resulted when learning is valued. The self-efficacy is shown to be influenced by language attitudes and in turn to influence motivation behavior (p. 515).

In response to these expansions, Gardner and Tremblay (1994a as cited in Huang 2007) recognizes the exploration of other motivational theories as a way of expanding the motivation construct but advocated that such endeavor was of no value in the absence of pertinent empirical research (p. 366).

In addition, they also emphasized that the socio-educational model of second language acquisition was not a static formulation; it was continually undergoing change and development, as new relevant information was uncovered (1994b, p. 524 as cited in Huang 2007). Finally, Williams and Burden (1997 as cited in Huang 2007) offered a detailed framework of L2 motivation, as part of a larger overview of psychology for language teachers. They also considered L2 motivation to be a complex and multi-dimensional construct; the main grouping category in their construct is whether the motivational influence is internal or external (Dörnyei, 2001a as cited in Huang 2007). Moreover, within these two categories they distinguished a number of subcomponents, following some current themes in

educational psychology (p. 19). Tremblay and Gardner (1995 as cited in Huang 2007) later extended this model by incorporating into it new elements from expectancy-value and goal theories and this new model also was empirically tested. Tremblay and Gardner suggested that there are a number of variables mediating the relationship between language attitudes and motivational behavior (p. 515). These mediators are goal salience, valence, and self-efficacy. This extended model indicated that goal salience was influenced by attitudes, and there is a causal path between valence and motivational behavior, which suggests that higher levels of motivational behavior resulted when learning is valued. The self-efficacy is shown to be influenced by language attitudes and in turn to influence motivation behavior (p. 515).

5.1.3. The Attitude/Motivation Test Battery (AMTB)

The Attitude/Motivation Test Battery (Gardner, 1985a.) attempted to measure various individual difference variables proposed in Gardner's socio-educational model of second language acquisition (Masgoret, Bernaus, & Gardner, 2001, as cited in Huang 2007). The composition of the AMTB can be grouped into five categories: motivation, integrativeness, attitudes toward the learning situation, language anxiety, and other attributes (Gardner &Macintyre, 1993, as cited in Huang 2007). First, motivation is assessed by three scales, motivational intensity, desire to learn L2 and attitudes toward learning L2. Next, integrativeness is the total on three scales too, attitudes toward the target language group,interest in foreign languages, and integrative orientation. Then, attitudes toward the learning situation refer to affective reactions toward the language teacher and the language course. Moreover, Language anxiety is measured by L2 class anxiety and L2 use anxiety. Finally, other attributes include instrumental orientation, parental encouragement and orientation index.

5.1.4. Classroom-Friendly Models

Dornyei argues that So much is going on in a classroom at the same time that no single motivational principle can possibly capture this complexity ... Therefore, in order to understand why students behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspectives. (Dornyei, 2001a). Dornyei (1994 as cited in Pigott 2008) developed an extended, classroom-friendly model (table 1) in which L2 motivation is conceptualized on three levels. It is important to note that the model approaches motivation from three perspectives simultaneously – it does not attempt to divide motivation into three sub-types. The Language Level addresses the social side of L2 motivation, subsuming Gardner's Integrative and Instrumental concepts. The Learner Level represents individual characteristics of the learner, and concerns internal desire for achievement and issues related to self-confidence. The Learning Situation Level is associated with classroom specific motivational factors: Course-specific, Teacher-specific, and Group-specific motivational components.

LANGUAGE LEVEL
Integrative motivation subsystem
Instrumental motivation subsystem
LEARNER LEVEL
Need for achievement
Self-confidence
Language use anxiety
Pervieved L2 competence
Causal Attributions

Self-efficacy					
LEARNING SITUATION LEVEL					
Course- specificmotivational components					
Interest	Relevance	Expectancy	Satisfaction		
Teacher-specificmotivational components					
Affiliative drive	Authority type	Direct socialization	Modelling	Taskpresentation	Feedback
Group-specific motivational components goal-orientedness					
Norm&reward system					
Group cohesion					
Classroom goal structure					

Table1. Dornyei's (1994) framework of L2 motivation (1994: 78)

Interest is related to intrinsic motivation and concerns a student's inherent curiosity about the immediate environment and the world around him/her. Relevance concerns the extent whichthe student perceives that course is connected to personal values, goals, or needs. Expectancyrefers to the student's expectation that he/she will succeed in a task/course, and

Concerns taskdifficulty, the amount of effort required, assistance at hand etc. Satisfaction concernstheoutcomeof an activity: intrinsic rewards such as pride and/or extrinsic rewards such as reward or praise. Ofthe teacher-specific sub-components, affiliative drive refers to student desire to do well in orderto please the teacher. Authority type concerns whether the teacher is seen as controlling orautonomy supporting. Modeling concerns the example set by the teacher in terms of behavior, effort expenditure. Task-presentation concerns the extent to which the teacher effectivelycommunicates the purpose and value Oftasks. (Dornyei, 1994: 277-8). The construct was accompanied by advice to teachers on how to motivate learners.

Thesestrategies were refined for Dornyei and Otto's Process model of motivation (1998, see section2.2.1 as cited in Pigott 2008). At the time the model was published, the only systematicallyinvestigated components were the components of the language level and the self-confidencesubcomponent of the learner level. Dornyei also observed that affiliative drive was considered tobe the most important teacher-related motive in the educational psychology field. Since that time, group components have received some research attention. In an examination of motivation as asocially mediated process, Ushioda (2003 as cited in Pigott 2008)concludes that Collectivemotivation can all too easily become collective demotivation, boredom,or at the far end of thespectrum, collective dissatisfaction or rebellion, often in the form of classroom counter-culturesdefined by rejection of educational aims and values. (pp. 93-94).Another classroom-oriented model was developed by Williams and Burden (1997 as cited inPigott 2008) (table 2) from a social-constructivist perspective. Motivational factors are dividedinto internal and external factors. This results in a model very different in conception to Dornyei'sconstruct. One example is the degree to which an activity is perceived as being interesting.InDornyei's model, interest is treated as a subcomponent of the course (i.e. an external factor).InWilliams and Burden's model, it is treated as an internal factor. Space precludes a discussion of the merits of either approach, but discrepancies in outlook between the two models serve as a reminder that motivation is a complex field that benefits from multiple perspectives.

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity - arousal of curiosity. - optimal degree of challenge. Perceived value o activity	Significant others - parents. - teachers. - peers.

- personal relevance. - anticipated value of outcomes. - intrinsic value of attributed to the activity. Sense of agency - locus of causality. - locus of control re : process and outcomes - ability to set appropriate goals. Mastery - feeling of competence. - awareness of developing skills and mastery in a chosen area. -Self-efficacy. Self-concept - realistic awareness of personal strengths and weakness in skills required. - personal definitions and judgments of success and failure. - self-worth concern. - learned helplessness. Attitudes - to language learning in general - to the target language. - to the target language community and culture.	The nature of interaction with significant others - mediated learning experiences. - the nature and amount of appropriate praise - the nature and amount of feedback. - rewards. - punishments, sanctions. The learning environment - comfort. - resources. - time of day, week, year. - size of class and school. - class and school ethos. The broader context - wider family networks. - the local education system. - conflicting interests. - cultural norms. - societal expectations and attitudes.

Other affective states	
- confidence.	
- anxiety fear.	
Developmental age and stage.	
Gender	

Table2. Williams and Burden's (1997) framework of L2 motivation (in Dornyei, 2001a: 20)

6.L2 MOTIVATION RESEARCH FROM THE LATE 1990S TO THE PRESENT

This section covers recent L2 motivation research concerning the temporal nature of motivation,demotivation,the relationship of motivation to classroom behavior, and motivation intheJapanese

6.1.Motivation and Time

Dornyei and Otto (1998 as cited in Pigott 2008) draw on the work of Heckhausen and Kuhl'sAction Control Theory (1985, in Dornyei, 2001b) in developing a model of motivation thatincorporates a temporal dimension. Motivation is conceived of as consisting of three stages: thePreactional Stage; the actional stage; and the Post actional Stage. Dornyei argues that "Ignoring'time' can (and often does) result in a situation when two theories are equally valid and yetcontradict - simply because they refer to different phases of the motivation process." (Dornyei,2001b: 16 as cited in Pigott 2008). Thus, it is possible to view integrative orientation, motivational intensity and student attributions, for example, as part of a single motivationalprocess. In addressing the relationship of motivation with time, Dornyei and Otto's modeltherefore plays a unifying role. In the model, the four Course- Specific Motivational Componentsfrom the 1994 model (see above) are supplanted by Schumann's (2001 as cited in Pigott2008)five stimulus appraisal dimensions, developed from a novel, neuro biological perspective oflanguage acquisition. They are: novelty (degree of

unexpectedness/familiarity), pleasantness (attractiveness), goal/need significance (whether the stimulus is instrumental in satisfying needsor achieving goals), coping potential (whether the individual expects to be able to cope with theevent), and self and social image (whether the event is compatible with social norms and theindividual's self-concept). (Dornyei, 1998: 58). These dimensions were not chosen because theywere empirically tested, but because they "capture well the various situation-specific appraisalsproposed in the L2 literature." (1998: 58). Further analysis of the validity of the categories istherefore warranted.

Dornyei (2001a) uses the process model as a template for motivating strategies to be used byteachers in the classroom: Creating the basic motivational conditions; Generating initialmotivation; Maintaining and protecting motivation; and Encouraging positive and retrospectiveself-evaluation. He offers 102 concrete motivational strategies. For example, under thesub-heading Promote the development of group cohesiveness, he suggests: "Try to prevent theemergence of rigid seating patterns." (p. 138). In terms of implementing the strategies, Dornyeiemphasizes quality rather than quantity, arguing that a positive motivational climate in theclassroom can be created by a few well-chosen strategies.

5.2. Motivation and Behavior

Although there has been a substantial amount of research measuring the relationship betweenmotivation and achievement (Gardner, 2001 as cited in Pigott 2008), rather less has been done onits relationship with the mediating variable of behavior. In particular there has been relativelylittle research on how the integrative orientation/motivation affects behavior and preferences inthe classroom. Two notable exceptions are studies by Jacques (2001 as cited in Pigott 2008)andSchmidt and Watanabe (2001). Both studies compared the relationship between motivation andpreference for instructional activities grouped into five subscales following factor analysis: Practical Proficiency Orientation, Challenging

Approaches, Cooperative learning, Innovative Approaches and Traditional Approach. Results suggested that relationships between motivationalsub-scales and preferences for instructional activities are numerous, and that :Students who studylanguage solely as a university requirement do not value language learning in and of itself. Less strong relationships were apparent between those same learners and a preference for challengingactivities.

Additionally, challenge was a positive element for those students who place a high value on language learning, but not so for anxious students. (Jacques, 2001: 203). Other relevant aspects ofresearch into language learner psychology include Willingness to Communicate (WTC) and strategy use. Empirical research (Clement et al, in Dornyei, 2005: 208) has shown that two of thestrongest predictors of WTC are communication and anxiety and perceived communicationcompetence - predictors that are also closely linked to L2 motivation. Strategy use is clearly an aspect of motivated behavior. O'Malley and Chamot (1990 as cited in Pigott 2008)suggestthatthere is a threshold below which there is no strategy use by students. They note that:"Learningstrategy instruction would be most valuable for students who are not successful learners, yet theseare the very students who may be least motivated to try new strategies, since they may not haveconfidence that they are able to learn successfully anyway."(p.160-1) presumably there is acoexistent lack of motivation. Thus, motivation leads to the use of strategies which in turnsustains motivation.

7. The Effect of Motivation on Second Language Learning

Motivation is one of the important aspects of second language acquisition. Motivation is a kind,ofdesire for learning. It is very difficult to teach a second language in a learning environment if thelearner does not have a desire to learn a language. Taken into consideration

from that aspect ,tobeable to make the learner active and desirable in learning process gains importance.

In the 1990s, researchers in the field of applied linguistics called for an expansion of the motivational construct in second language learning (Skehan 1991; Oxford &Shearing, 1994; Dörnyei, 1994 as cited in Gomleksiz 2001). Preliminary evidence has emerged in recent research,which not only demonstrates the relevance of the new motivational constructs (such asgoal-setting, causal attributions and so on) in language learning, but also shows that incorporationof such new elements into the existing theoretical models is likely to result in more elaboratemodels of language learning motivation (Tremblay & Gardner 1995).

Reece & Walker (1997 as cited in Gomleksiz 2001), express that motivation is a key factor in thesecond language learning process. They stress that a less able student who is highly motivated canachieve greater success than the more intelligent student who is not well motivated. Sometimesstudents may come highly motivated and the task of the teacher is to maintain motivation of thestudents. The task of the teacher is to maximize the motivation. Shulman (1986 as cited inGomleksiz 2001), expresses that students' learning is facilitated most effectively when studentsare motivated, and that motivation can be enhanced through the creation of appositive affectiveclimate. Crookes & Schmidt (1991 as cited in Gomleksiz 2001),defines the motivation in termsof choice, engagement and persistence, as determined by interest ,relevance ,expectancy andoutcome.Motivation depends on the social interaction between the teacher and the learner. To be able tocreate an effective learning environment having highly motivated students necessitates stronginterpersonal and social interaction. According to Cooper &McIntyre(1998ascitedinGomleksiz 2001), if it is accepted that learning is claimed to be dependent on certain types ofinterpersonal and social interaction, it follows that circumstances that make these forms ofinteraction desirable or at least congenial

become a necessary prerequisite of effective learning .Itcan also be said that the appropriate forms of interaction help the learner solve his or her problemsin the learning process.

The importance of the teacher factor in having a high level of motivation in second language acquisition cannot be neglected. The success of a teacher in second language acquisition in schoolaffects directly the success of learners. Cooper & McIntyre (1998 as cited in Gomleksiz2001)underline the importance of the teacher factor in students' achievement. They add that themorsuccessful the teacher is in focusing and facilitating effective pupil calibration ,them or effectivethe teacher will be in facilitating effective pupil learning.

The choice of teaching strategy on motivation is emphasized by Reece & Walker (1997 as cited inGomleksiz 2001). The choice of teaching strategy has an effect upon the motivation and interestof the student. The manner in which the teacher approaches the teaching strategy will have aneffect upon motivation: an enthusiastic approach is more likely to motivate than a dull approach.

When the learning of a second language takes place at home with the support of the neighborhood and local schools, it seems to be learned with relative ease, sometimes automatically. But when the process happens in the classroom, the school social context and the special conditions under which such learning takes place have a decisive influence. That is one ofGardner's hypotheses (1985 as cited in Madrid et al. 1993) and with the learning of English informal situations (primary and secondary schools, and first year University in Granada), whereEnglish is taught as a curricular subject, but not used as a means of instruction or communication.This latter context is referred to as second language acquisition (Krashen 1988 as cited in Madridet al. 1993). For most psycholinguists, either in a language learning situation or in a secondlanguage acquisition context, the importance of the learner's attitudes and motivation plays amajor role. A quick look at the major theories of language

acquisition will suffice to demonstratethis. Krashen's monitor model considers attitudes and motivation most influential in unconsciouslanguage acquisition. The learner's motivational level acts as an affective filter on language intake(Krashen 1981:102 as cited in Madrid et al.1993).In Carroll's conscious reinforcement model (1981), language learning begins when the learner feels motivated to communicate something tosomeone. Reinforcement takes place when the desired end is obtained. In Bialystok's strategymodel (1978 as cited in Madrid et al. 1993),it can be assumed that learners will seek languageexposure only if they feel motivated. Thus, using their explicit and/ or implicit knowledge, communication will take place. Lambert's social psychology model (1974) is more explicit than byalistok's. He establishes causal links between attitudes, orientation and motivation, and proficiency in L2. That is, learners' achievement largely depends on their attitudinal and motivational state. Schumann's acculturation model (1978), though concerned solely with naturalsecond language acquisition situations, also considers that affective and personal factors arehighly certain social, affective, attitudinal and motivational conditions: low languages hock, ego permeability, positive group attitudes, cohesiveness, etc. Some of these factors are also veryinfluential in Gardner's socio-educational model (1985), which considers the learner's intelligence, aptitude, motivation and attitudes, and social anxiety as factors which determine the learner'soutcome. Whereas intelligence and aptitude for languages play a primary role in formal languagesituations, their influence in informal language experiences Gardner considers beingsecondary.Nevertheless, attitudes and motivation as well as situational anxiety play a primary role both inlanguage learning situations and in second language acquisition contexts. So, it seems obvious toconclude that attitudes and motivation are the most important determinant factors in the learningor acquisition of second languages.

Conclusion

To sum up, although motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it, it is a crucial factor in learning English as a foreign language. Motivation whether it is intrinsic or extrinsic, instrumental or integrative it is clear that a person's motivation is flexible rather than fixed it can go up and down depending on the context of language learning, and it is influenced by many variables such as: parents, teachers, and social constructivism. Researchers have described motivation in a range of terms, from instincts, to needs, to desires, to conditional behavior as a consequence the word motivation has become very broad and many theories have emerged along its history trying to give a clearer understanding to the construct of motivation, and why it is so fundamental to second/foreign language teaching and learning process.

Chapter two:

Teaching Strategies

Introduction

Today, there is a considerable interest in the notion of motivation to learn second or foreign language and the pressing question that foreign language teachers endlessly ask is '' What can we do so as to motivate our students ?''. Crucially, Dornyei(2001b) says '' From a practicing teacher's point of view, the most pressing question related to motivation is not what motivation is but rather how to it can be increased.''(P: 52). He further adds '' It is an unflattering indication of the detachment of research from classroom practice that very little work has been done in the L2 field to devise and test motivational strategies systematically'' (P :52).motivation is undoubtly an essential element of every teacher's teaching practice, yet this is an issue that poses a problem on a daily basis in the classroom. In this vein, Y.K., Singh & R. Nath. (2005) state ''Motivation occupies a central place in the teaching/ learning process. It is in fact, indispensable to learning. Every teacher, at one time or another is faced with the problem of motivating students to learn. Therefore, it is essential to think of the ways and strategies for achieving motivation in the classroom situation.'' (P: 97). The second chapter is concerned with teaching strategies, its definition, different strategies used by teachers, the relationship between teaching strategies, students' motivation, and students 'performance, the importance of teaching strategies in increasing students 'motivation, and further recommendation for other teaching strategies.

1. Definition of Teaching Strategies

Researchers define teaching strategies in different ways. According to Herrell and Jordan (2004: p.5) teaching strategies are "the approaches

that can be used across curricular areas to support the learning of students" Wandberg and Rohwer (2010: p.164) define teaching strategies "to refer to the structure, system, methods, techniques, procedures, and process that a teacher uses during instruction. These are strategies the teacher employs to assist students learning". In addition, teaching strategies are the strategies that teachers can use alone or with others. These strategies must suit the needs of the principal and the teacher and must be appropriate for the students' needs and abilities (Picard, 2004).

The term teaching strategy is often mixed with terms teaching methods and techniques; however, there are certain differences between these terms. A teaching method is the way or behavior is carried forward in the instructional process. A technique is a detailed list of rules or guideline for a teaching activity. Whereas, a teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies.

2. Types of Teaching Strategies

Some researchers divided teaching strategies into traditional and Non-traditional strategies (Nabors et al, 2012), whereas others said that teaching strategies should take into consideration the four language domains which are: reading, writing, listening and speaking. (Wandberg& Rohwer, 2010).

2.1. Traditional and Non-Traditional Strategies

Teaching strategies can be divided into two types: Traditional and Non- traditional strategies.

2.1.1. Traditional Strategies

Lecturing is considered a traditional strategy because the teacher talks most of the time, while the students only listen. This means that students are passive learners (Cashin, 2010). Teachers prefer to use lecturing strategy because it provides a large amount of information in a short time (Kalmakis et al., 2010 ; Williams &Calvillo, 2002, as cited in Nabors et al., 2012). Students also prefer lectures strategy because they like to be passive, since they feel familiar and comfortable (Diekelmann , Swenson & Sims, 2005).

2.1.2. Non-Traditional Strategies

Non-traditional strategies refer to active learning strategies in which students are active in the learning process and are engaged to learn. Princ (as cited in Nabors et al, 2012, Paulson & Faust, 1998) stated that active learning is not just a transmission of information, but focuses on developing learners' skills and increasing students' attention in the classroom. The techniques that teachers use promote creative thinking, students involvement and develop problem solving skills. Some of the active strategies are discussion, group work, lecture, case studies, concept analysis, games, and concept mapping. Lecture strategy can also be considered non- traditional if the teachers use active strategies with them such as asking questions throughout the lecture.

2.2. The Four Language Domains of Teaching Strategies

Teachers should select strategies which can be used to engage students to lean in different language domains. (Wandberg&Rohwer, 2010).

2.2.1. ReadingStrategy: Students will be able to comprehend the material and the information that is printed or written such as articles, textbooks, and handouts.

2.2.2. Writing strategy: Students will be able to communicate with information in written or printed words.

2.2.3. Listening Strategy: students will be able to understand and comprehend oral language form despite the variety of speakers.

2.2.4. Speaking Strategy:students will be able to talk, express ideas andsay anything in a variety of settings. (Echevarria et al, 2004 as cited in Wandberg&Rohwer, 2010).

3. Motivational Strategies in Teaching English as a Foreign/ Second Language

How to engage and motivate students through motivational teaching strategies has pushed second/foreign language researchers due to its significant contribution to academic performance and achievement in learning a second/foreign language. Dornyei states that "motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects" (2001a, p. 28). In addition, Guilloteaux and Dornyei define motivational strategies as "instructional interventions applied by the teacher to elicit and stimulate students' motivation" (2008, p.56). Dornyei further contends that "they are techniques that promote the individual's goal-related behavior" (2001b, p.28). Motivational teaching strategies are thus steps or techniques employed by teachers in their teaching practices to facilitate students' motivation in learning a second/foreign language.

The motivational strategies in teaching a second/foreign language are usually "grounded in sound theoretical considerations" (Guilloteaux&Dornyei, 2008, p.56). While effective and motivational teaching strategies have been proposed by scholars in education and educational psychology areas, few were specifically contributed by second/foreign language scholars. The most notable framework in the area of second/foreign language that can accommodate diverse teaching strategies was established by Dornyei (2001b). His model for motivational second/foreign language teaching practice comprising four main dimensions is presented below:

MOTIVATIONAL TEACHING STRATEGIES
Creating basic motivational conditions Laying the foundations of motivation through establishing a good teacher-student rapport, creating a pleasant and supportive classroom atmosphere,   and generating a cohesive learner group with appropriate group norms.
Generating initial motivation, that is, "whetting the students' appetite", by enhancing the learners' language-related values and attitudes, increasing the learners' goal-orientedness, making the teaching materials relevant for the learners, and creating realistic learners beliefs.
_Maintaining and protecting motivation_by making learning stimulating, presenting tasks in a motivating way, setting specific learners' goal, protecting the learners' self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, promoting cooperation among the learners, creating learner autonomy and promoting self-motivating learner strategies.

*Encouraging positive retrospective self-evaluation*by promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

Table 3. Dornyei's framework of motivational teaching strategies (Dornyei, 2001b, p. 29)

Exhibiting exemplary behaviors' by teachers was ranked the first in the list. English teachers in Taiwan considered that a good language teacher should present themselves as a personal role model for their students. This is a significant difference from studies conducted in other contexts and is relevant, given that this study, like my study, was conducted in an Asian setting.

The results of Cheng and Dornyei (2007) study were quite similar to Dornyei and Csizer (1998). Both studies, Dornyei and Csizer (1998) and Cheng and Dornyei (2007) reveale that four aspects (displaying motivating teaching behaviors, promoting learners' self-confidence, creating a pleasant classroom climate and presenting a task properly) were believed to be the most motivating teaching practices in those study contexts.

3.1.Motivational teaching strategies based on second/foreign language teachers' perceptions

In the past, motivational psychologists have been more concerned about what motivation is than about how we can use this knowledge to motivate learners. Most research has been conducted on identifying various motives or validating theories in motivation rather than establishing substantive techniques to increase it. Recently, however, there has been a marked shift and more researchers have decided to look at

the pedagogical implications of research by conceptualizing motivational teaching strategies.

A number of scholars have proposed and published slightly different frameworks or lists of recommended teaching strategies likely to motivate students to learn (for example Brophy, 2010; Dornyei, 1994; Kumaradivelu, 1994; Oxford &Shearin, 1994; Williams & Burden, 1997). These are intended to be applied by classroom practitioners in improving their teaching practice. However, most of the frameworks were primarily derived from either teaching experiences or the scholars' own beliefs about the effectiveness of those frameworks within their classrooms. Foreign language teaching and learning has often been undertaken with strategies based more on intuition than scientific inquiry (Park & Lee, 2006). Similarly, most of those diverse techniques recommended lacked supporting empirical evidence. In relation to his own earlier framework of motivational teaching strategies, Dornyei admitted that "many of its components have been verified by very little or no empirical research in the field of L2" (1994, p.283). Nevertheless, Dornyei addressed this issue in studies of teaching and semi-formal interviews amongst two groups of graduate students and a group of international teachers on a British Council summer course. Dornyei then developed a set of motivational teaching strategies that he refers to as the "Semi intuitive set of ten motivational macro-strategies" (Dornyei, 1996).

Semi-Intuitive set of ten motivational macro-strategies
1. Make the language classes interesting by selecting varied and engaging topics, material, and activities.
2. Have humor, fun, and games in class.

3. Create a pleasant and friendly atmosphere.

4. Promote learner autonomy by allowing freedom in the classroom and sharing as much responsibility with the learners as you can.

5. Make the course relevant by doing a need analysis and adjusting the syllabus accordingly.

6. Set a personal example in being motivated and committed yourself.

7. Develop the learner's confidence by encouraging them, giving them positive feedback, and making sure that they regularly have a feeling of success.

8. Make the foreign language "real" by introducing its culture, using authentic materials, inviting native speakers, and arranging native-speaking pen friends for your students.

9. Develop a good and trustful relationship with the learners.

10. Emphasize the usefulness of the knowledge of the foreign language

Table 4. Dornyei's semi-intuitive set of ten motivational teaching strategies (1996).

Further empirical evidence was gathered in a study to identify motivational teaching strategies based on classroom data (Dornyei&Csizer, 1998). This study was an attempt to revise the original list of the strategies by grounding them through systematic and classroom-based research. The strategies were selected on the basis of a questionnaire administered to a total of 200 EFL teachers at various language teaching institutions, ranging from elementary schools to universities, in Hungary. Based on these teachers' responses, the study revealed ten motivational strategies that the participating teachers considered to be the most significant strategies in terms of its usefulness in their classrooms. The proposed strategies are widely known as "Ten Commandments" (Nakata, 2006, p.64).

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

Table 5. Ten commandments of motivation based on Dornyei&Csizer' study inHungary (1998).

Clearly, this list of teaching strategies was more concrete, condensed and less overwhelming for average classroom teachers to manage than the previous lists (Dornyei, 1996). However, since every single classroom and language learning environment is unique in numerous ways, the use of a list of motivational teaching strategies that came from a single empirical study must be treated with care.

Therefore, with this consideration in mind, Cheng and Dornyei (2007) conducted a large scale survey study in a different context involving teachers as participants, to replicate and improve the previous study by Dornyei and Csizer (1998). Cheng and Dornyei surveyed English teachers in Taiwan to answer (1) how important the teachers perceive certain motivational strategies to be and (2) how frequently they actually employ these strategies in their daily practices. By adopting a snowballing

sampling method in recruiting the participants, whereby several key informants were then identified and then were asked to introduce other potential participants, these scholars surveyed the substantial figure of 387 teachers of English in Taiwan. The participants were English language teachers who taught English in a wide range of institutional contexts and they represented a variety of backgrounds in terms of teaching experience and educational background. Furthermore, the participants were from different parts of Taiwan to ensure the diversity. The data were gathered by using two kinds of questionnaires sent to two groups of participants. The first questionnaire was a ranking questionnaire to rate the strategies that the teachers deemed as important, and the second one was a questionnaire to identify the frequency of each strategies used. The findings ranked the 10 strategies that the Taiwanese English teachers found most important as follows:

The rank of ten motivational strategies
1. Set a personal example with your own behavior.
2. Recognize students' effort and celebrate their success.
3. Promote learners' self confidence.
4. Create a pleasant and relaxed atmosphere in the classroom.
5. Present tasks properly.
6. Increase the learners' goal-orientedness.
7. Make the learning tasks stimulating
8. Familiarize learners with L2-related values.
9. Promote group cohesiveness and set group norms.
10. Promotelearnerautonomy.

Table 6. Ten motivational strategies based on Dornyei and Cheng's study (2007)

Exhibiting exemplary behaviors by teachers was ranked the first in the list. English teachers in Taiwan considered that a good language teacher should present themselves as a personal role model for their students. This is a significant difference from studies conducted in other contexts and is relevant, given that this study, like my study, was conducted in an Asian setting.

The results of Cheng and Dornyei (2007) study were quite similar to Dornyei and Csizer (1998). Both studies, Dornyei and Csizer (1998) and Cheng and Dornyei (2007) revealed that four aspects (displaying motivating teaching behaviors, promoting learners' self-confidence, creating a pleasant classroom climate and presenting a task properly) were believed to be the most motivating teaching practices in those study contexts.

3.2. Motivational Teaching Strategies in Teaching ESL/EFL Based on Language Learners'Perceptions

Language teachers may be a very relevant and valuable source of insights regarding what teaching strategies/methods work effectively to increase their students' motivation to learn a second/foreign language. However, many studies have not included the voice of one of the biggest stakeholders in second/foreign language learning: that is the learners. Learner' voices should not be neglected, since teachers may not be aware of students' motivation:

> When teachers say that a student is motivated, they are not usually concerning themselves with the students' reason for studying, but are observing that the student

does study, or at least engage in teacher-desired behavior in the classroom and possibly outside it. (Crookes & Schmidt, 1991, p.480).

These scholars imply that the effectiveness of strategies in teaching L2/FL should not solely be measured by gaining teachers' opinions and perceptions about their use and effectiveness. It is also important for educators to pay attention to what students believe in this aspect, as students' own perceptions and beliefs may be as relevant as the perceptions of teachers, external observers or general beliefs about it as described in the literature.

In responding to this matter, Deniz (2010) employed a quantitative study to gather students' perceptions of some motivational approaches applied by teachers in second/foreign language learning. This study studies the views of students of the English Language Teaching (ELT) Department of the Education Faculty in one university in Turkey. The motivational strategies scale developed by Dornyei (2001b) was employed as the instrument to gather the data from 179 student-teachers, comprising 42 males and 137 females. This study found that student-teachers' motivation was closely aligned with Dornyei's motivational teaching strategies ("ten commandments") although those ten motivational strategies were not frequently employed by teachers in the classrooms. Moreover, the student-teachers observed that their teachers showed variation in the use of those motivational teaching strategies.

4. Teaching Strategies Teachers Use to Create and Maintain Motivation

Dornyei's framework of motivational teaching strategies reveals eight macro-strategies that fall under maintaining and protecting motivation.

These eight macro-strategies are making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners' self-esteem and increasing their self-confidence, letting learners to maintain a positive social image, creating learner autonomy, promoting self-motivating strategies and promoting cooperation among the learners (Dornyei, 2001b, p.29). However, my study findings showed only four motivational teaching strategies related to this third stage of Dornyei's framework for motivational teaching strategies: varying the teaching methods and materials, incorporating technology into the classroom activities, encouraging active learning and employing peer feedback.

4.1. Variation in Teaching Methods and Materials

Student-teachers found incorporating a variety of materials and classroom activities was a significant motivational strategy in this EFL class. This suggests that creativity of teachers in choosing materials and methods of teaching is important in engaging and motivating student-teachers (Dornyei&Csizer, 1998). A decrease in attention and an increase in boredom of students in the class often results from repetitive teaching (Lightbown&Spada, 2006).

Researchers agreed that varying teaching materials and methods have a positive impact onstudent-teachers' engagement in the class activities and increases their motivation to learn. They aregue that the repetition on teaching methods and materials was not likely to maintain and engage the student-teacher's attention and engagement throughout the teahing-learning. (Deniz&Dornyei, 2010).

4.2. Integrate Technology in the Classroom Activities

Information and Communication Technologies (ICTs) are very important in the field of education because they can change the environment of the classroom and allow the subject matter to become more accessible to the learner (Mishra & Koehler, 2006). For this reason, EFL teachers must decide how - and how not - to use technology in the classroom (Morgan, 2008). In this regard, integrating technology into classroom instruction involves more than just teaching computer skills, it demands that educators look for means of innovation in order to encourage students' engagement and build up their learning; therefore, one way to accomplish this important aim is the use of instructional technology in an effective way.

Some theoretical and empirical studies have been carried out to confirm that the use of ICTs in the teaching and learning process is crucial. It has been demonstrated that the use of technology motivates students' interest in the contents to be studied (Mayora, 2006, as cited Teaching English with Technology. In this concern, Ilter (2009 p. 136) states that "technology might be one of the factors that affect students' attitude positively in the teaching-learning process". Furthermore, according to O'Dwyer, Russell, Bebell, and Tucker-Seeley (2005), technology allows students to develop critical thinking skills, high levels of understanding and solve problems.

Technology and English language education are very closely related (Singhal, 1997). If we go back to the past, various educational institutions used to provide classes in language laboratories that enabled learners to implement technology devices where teachers monitored students' interaction. Although the use of technology was very positive in the learning process, it slowly became unattractive and boring (Singhal, 1997). Currently, the use oftechnology in the classroom has opened up new possibilities for language education through the web generations that positively contribute to the teaching-learning process. The first one

developed was Web 1.0, which was used to send messages through a unidirectional system (Ban & Summers, 2010). Later, Web 2.0 opened a platform that allowed interaction, collaboration and better communication. Nowadays, Web 3.0 offers the possibility to search for required information in an organized way; it also suggests other content related to the proposed topic (Miranda, Gualtieri&Coccia, 2010).

Different technological tools are applied to help English language students improve their learning skills. The tools that are worth mentioning comprise English language learning websites, Computer-Assisted Language Learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, CD-players, and learning video-clips (Nomass, 2013). The positive outcomes of the tools listed above can only be possible with appropriate methodology and teachers' management applied in the classroom.

4.3. Active Learning (Group/Pair Work)

Brown (2007) defines active learning as a form of learning in which the learners use opportunities to decide about aspects of the learning process. He also defines it as a mental activity that refers to the extent to which the learner is required to use his or her mental capabilities in the process of learning. Active learning deals with engaging students in an activity or task that will make the learner think and analyze the information being taught. It may occur at every stage or level of a lesson, from getting the students engaged in the topic, through actively and consciously taking part in discovering language and rules, to free, active production. In addition, Bell and Kahrhoff (2006, p. 1) believe that "active learning is a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process." Active learning techniques affect

students' creative thinking level and this demonstrates that creative thinking can be changed via education (Bakır, 2011)

Having students perform an activity at their choice wether in a group or pair is widely considered to be a motivational strategy in teaching English (Dan-Ping & Qian, 2007; Dornyei, 2001a; Macaro, 1997; Peacock, 1998; Young, 1991). Group work not only addresses the affective concerns of the students, it also increases the amount of student talk and comprehensible input as well as language practice opportunities. Students could learn a great deal from each other when working in a group or in pair.

Similarly, the student-teachers reported that working in a group or pair where the lecturers only acted as facilitators and did not do "the talking" all the time was very motivating. This teaching method was perceived as a motivational strategy by the student participants in this study. The student-teachers believed as an adult learner at university level they should be encouraged and trained by their lecturers to be more active in their own learning.

In a traditional teacher-led class, where chances to speak and practice the language are often rare, students may see group/pair work as the chance to practice the foreign language. Working with peers in a small group or in pairs gave students ample time to practice their speaking skill in both instructional and conversational English. Group or pair work offered more opportunities to use English.

Moreover, students felt more secure about sharing ideas and opinions in small groups (Garret &Shortall, 2002). A small group of peers provides a relatively intimate setting and

usually a more supportive environment (Peacock, 1998; Schweers, 1999). In fact, both the lecturersand student-teachers reported that the amount of students' talk was far greater in small groups than amongst the class as a whole. Students not only tend to talk more but also use a wider range of speech acts in the small-group/pair work context (Murray &Christison, 2011; Shimizu, 2006).

4.4. Feedback

4.4. Feedback from Teachers

Getting feedback on their work is commonly expected by students. One function of feedback is to identify aspects of students' performance which were unacceptable and provide steps for the students to improve it (Brophy, 2010; Dornyei, 2001b). However, the manner and timing of delivering feedback to students is significant. In addition, teachers should pay attention to the composition of feedback to ensure that it is not overly, public or face-threatening to students (Dornyei, 1994; Stipek, 1998).

Learner's motivation can be most easily developed in a safe classroom climate in which students feel that they do not run the risk of being ridiculed (Ming-zhu& Xian-rong, 2007). Losing face or being humiliated in public was an intolerable learning experience by these student-teachers. Humiliation of student-teachers in front of their peers might influence student-teachers' confidence, as they might start to avoid volunteering answers for fear of being embarrassed publicly. Public embarrassment should always be avoided as it may prevent students from taking risks in their learning; and result in students who tend to stick with easy tasks, withholding effort and avoiding risks (Brophy, 2010; Dornyei, 2001b).

Students appreciated teachers who use indirect correction (by giving communal feedback or implementing non-teacher feedback) in the classroom. Indirect correction appeared to encourage students to do self-correction and feel less embarrassment (Theobald, 2006). The students tend to be more interested and engaged in the course ifthey could assess their progress by receiving feedback even if it was just a few words from their lecturers. Prompt and timely feedback is far more effective in motivating students learning than delayed feedback (Dornyei, 2001b). Students feel that they could not identify any mistakes and reflect on ways to improve if feedback occurred long after completing a task. When feedback is given promptly, the learner has "an 'online' awareness of his/her progress" (Dornyei, 2001b, p. 124). Immediate feedback was preferred by many student-teachers in this study as delayed correction tended to make it difficult for them to recall anything that happened prior to the correction.

5.The relationship between teaching strategies learners' motivation and learner's academic performance

Since motivation is acknowledged as a key factor in determining success in foreign or second language learning academic attainment, strategies that maintain language learners' motivation are of interest to educators. A number of studies have been conducted by educational researchers in order to gain a better understanding of how language learners' motivation can be positively affected during the language learning process (Bernaus& Gardner, 2008; Dornyei&Csizer, 1998). Nakata (2006) states that unlike aptitude, which cannot be changed since it is innate, motivation can fluctuate factor over time. Nakata (2006), Brophy (2010) and Dornyei (2001a) contend that the fluctuation of motivation, academic achievement and the amount of

the effort exerted may be affected by two main factors; internal and external factors (teachers, parents, peers, and community). This means motivation of students is something a teacher can influence.

As described earlier, motivation can be developed by interactions between the learner and external factors, including teachers, parents, and peers (Bernaus& Gardner, 2008; Brophy, 2010; Dornyei, 1994; Sugita & Takeuchi, 2010). Among those external factors that influence students' motivation in learning a foreign language, the teachers' teaching strategies and practices play a more significant role than the rest (Chambers, 1998; Cheng &Dornyei, 2007; Dornyei, 1998; Dornyei, 2001a; Gan, Humphreys &Hamp-lyon, 2004; Guilloteaux&Dornyei, 2008; Trang &Baldauf, 2007). These studies highlight the fact that "the teacher's level of enthusiasm and commitment is one of the most important factors that affect the learners' motivation" (Dornyei, 1998, p.130) and teachers' choices of strategies in the classroom affect students' motivation to learn. Student participant in Trang and Baldauf's (2007) study of demotivation in English language learning in a Vietnamese context came to conclusion that the participants were in agreement that teachers' contributed to their motivation to learn English. Amongst the four demotivating categories related to language teachers, teaching methods were considered the primary source of students' demotivation. This explicitly indicated that teachers and their use of teaching methods had a strong impact on students' demotivation or motivation to learn.

A subsequent review of studies examining beginning teachers' perceptions of problems they often face in the classroom found that motivating pupils was the second most serious problem that the teachers encountered (Vennman, as cited in

Dornyei, 2001a). Thus, the teachers' role in the language learning process should not be underestimated.

Students' levels of foreign language proficiency are influenced by attitudes, motivation, teachers and classroom experiences. Nikolov (1999) found that students' motivation and proficiency in the development of their foreign language skills were strongly related to experiences they gained in the classroom. Being a significant part of the classroom environment, teachers obviously affect both students' motivation in learning and their academic attainment. Students may be motivated to learn if the teacher provides the students with the appropriate conditions in the classroom and utilizes motivational teaching strategies (Dornyei, 2001a).

To this end, by adopting a qualitative approach, Dornyei (1998) interviewed 50 secondary school learners, studying either English or German as a foreign language in various schools in Budapest and found that of all the demotivating factors ranked by these students, teacher-related factors were ranked as the most important. Teacher-related factors were: the teachers' personality, the teachers' commitment to teaching, the level attention teachers paid to students, the teachers' competences, the teaching method, teachers' style and their rapport with students.

Additionally, Guilloteaux and Dornyei (2008) in their recent investigation into the motivational teaching practices used by English language teachers in South Korea point out that there was significant correlation between the language teachers' motivational teaching practices and increased levels of the learners' motivated behaviors in learning English as the foreign language in this study context. In this quantitative study, 27 language teachers and 1,381 students from 40 classes of junior high schools took part. Three different types of data collection instruments were

employed in this study; namely a classroom observation scheme, a student questionnaire and a teacher evaluation scale. This study concluded that the teachers' motivational teaching practice was directly related to the students' immediate response in the classroom and their approach to classroom learning. Though the teachers participating in this research implemented a limited range of motivational strategies in their practices due to the lack of knowledge and training, the researchers found there was a positive connection between the motivational language teaching strategies used by teachers and student' motivation in the context of study.

similarly, in their large scale quantitative study in investigating factors that students perceived as motivators/demotivators in their learning in college classes in West Virginia University in USA, Gorham and Christopher (1992) came to the conclusion that students frequently perceived teacher-related factors such as teachers' negative behaviors' to be the main cause of their decreased motivation in their learning. Learners lacking motivation tend to attribute their failure to their teacher.

Gan et al., (2004) conduct a qualitative study concerning unsuccessful and successful college students' learning experiences in learning English in one Chinese university. Other studies agree that unsuccessful language learners mostly attribute their lack of success to factors outside themselves; in Gan and colleagues' study students blamed their language teachers, saying that the teachers were not supportive of them and their teaching style was boring. In conclusion, students always located inadequacies in their learning environment, particularly their teachers.

Based on the previous illustrated studies it is clear that teachers influence their students' level of motivation to engage in classroom activities. Enhancing students' motivation is an ongoing process as motivation to learn fluctuates. It requires hard

work by teachers and persistence in creating suitable and effective strategies in teaching the second/foreign language in their classrooms. Teachers do not have complete control over their students' motivation; nonetheless they can significantly initiate and maintain it by providing a supportive language learning atmosphere in the classroom through their motivational teaching strategies. Teachers have the primary responsibility to shape better learning environments for their foreign language learners (Hedge, 2000; Nakata, 2006).

By taking the findings of his study as the reference, in which 11 year old students were asked to give reasons for enjoying or not enjoying any previous foreign language learning experiences that they had been through, Chambers (1998), just like Nakata (2006), argues that teachers and their use of teaching strategies affect a student's attitude toward an academic subject, and that teachers carry a large responsibility to motivate their students. What teachers do is therefore the key determinant for motivating language learners. Dornyei maintains that "teachers' skills in motivating learners should be seen as central to teaching effectiveness" (2001b, p.116). Teachers have the responsibility to provide opportunities for learning and to encourage language learners to realize their potential and maximize their progress. The class environment is an important factor in the development of interest in and enjoyment for studying a second/foreign language (Song, 2005). It is important for language teachers to realize that providing a safe and non-face threatening learning environment is crucial for strengthening and preserving students' motivation. In stressing the role of teachers in a second/foreign language classroom, Lightbown and Spada (2006) assert that:

If teachers can make their classroom places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where the learning goals are challenging yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn. (p.57).

Teachers have control over the learning environment, which plays a crucial role in students' motivation to learn.

6- Challenges related to motivational teaching strategies faced by EFL teachers

6.1. The EFL teacher's commitment to their permanent workplace

Nbina's (2010) study of secondary school teachers concluded that low salaries and insufficient facilities, like the lack of professional development opportunities, were the main demotivating factors for teachers. Addison and Brundett (2008) also found long working hours and heavy workloads to be sources of demotivation.

In addition to the findings related to human factors, Sugino (2010) added that some other school-related factors, like too much stress on examinations, long meetings, too much paperwork, and frequent changes of teaching materials, had a negative impact on teachers' motivation as well. On the importance ofworking conditionsand workplace environment, Nelson and Economy (2003) and Kazeem (1999) also emphasized the role these factors play in motivating teachers. In their investigation of public schools in Kenya, Matoke et al. (2015) concluded that the lack of sufficient developmental programs for teachers, such as seminars and workshops, was the main cause of demotivation.

According to research (Delannoy&Sedlock, 2000, cited in Matoke et al., 2015), the policy of increasing teachers' salaries in Brazil has failed to improve the performance of

teachers. Han and Mahzoun (2017) also reported that salary was not a determining factor in the demotivation of the teachers.

Ololube (2006) investigates the job satisfaction and motivation of 680 secondary school teachers in Nigeria through a survey research design. The main causes of dissatisfaction and demotivation for Nigerian teachers in the study were reported to be the feeling that they are not treated fairly by the administrators and the government since teaching is ranked among the lowest-paid jobs in Nigeria. They also complained about being forced to work in insecureenvironment. In addition, they had no chance to advance in their jobs.

6.2 FLEXIBILITY OF EACH TEACHING STRATEGY AND METHOD

Teachers argued that even though they wanted to employ a variety of teaching strategies and methods that they assumed to be motivational in teaching English in their class, they still found obstacles to implement this idea. The lecturers suggested that particular strategies might not fit the nature of their course or every studentteacher's expectation.

Not all students can have enough material books, computers and Internet to study. So they face some weak readiness to learn the target language .In addition; of the interest that play a major role in learning a second or foreign language.

Teachers sometimes fail to meet students needs consequently they fail to design appreciate or relevant tasks in accordance to their current abilities.

6. 3 STUDENTS INDIVIDUAL DIFFRECES

Student's individual differences concerned with gender, mental and academic ability or intelligence, in addition to achievement level, ethnicity, culture and learning style.

Dealing with a mixed classroom with students from different backgrounds is not always an easy task. It is not possible to motivate all students in one course;each student is different in numerous ways. One strategy could be perceived as effective and motivating by some whereas the rest of the student-teachers might not feel the same way.

There are many students here, not only one but many. Each of them has a different idea, different wish. Let say lecturer A, the way he teaches was cool, motivating, or the way he transferred his knowledge was good but on the other side there must be a student who did not like it and this student would be lazy about joining in on the class. So to employ just one good strategy, I think it would be difficult; it is difficult. Maybe one strategy is good enough, but there are so many students here.

6.4.Supporting media and facilities

Thought it is highly important to vary teaching methods that teachers used to ensure students engagement in the learning/teaching process, teachers findit not always possible to use media and facilities in their classroom. Teachers are very selective to what to implement in their courses sot they do not agree on all kinds of media in teaching the language because they do not support certain technologies. In addition, the availability of facilities is another problem facing students to motivate students especially when the faculty is not well equipped by all sorts of facilities.

7. Other Teaching Strategies Supporting Motivation

Keeping students motivated and ready to learn is not an easy task, therefore teachers always look for effective ways and strategies to support learners' motivation. Here are some of those strategies.

7.1. Giving advice and encouragement

This strategy is very common among teachers because it is the least of things a teacher can do for his learners. Also it helps learners to make good grades. Learners always need advice and encouragement to overcome the obstacles they face throughout their learning process, and the teachers' words are very powerful to inspire them to improve and succeed.

7.2. Showing appreciation and   praising students' work

When students work hard to do a task, it is very important for teachers to praise them and point out their success so they know that their hard work is paying off. Praising students can make a huge difference in their achievements. Saying something positive like "thank you" or "well done" will boost their self-confidence to do more efforts in order to succeed. They see that they are capable of even small successes.

8. The importance of teaching strategies in increasing student motivation

Teaching strategies have many advantages as lots of researchersshowed.

Costantino (1999) claimed that because of the importance ofteaching strategies, teachers should use them in the classroom to teachEnglish. Teaching strategies motivate students to learn English and theymake students understand better.

According to Tanner, Bottoms and Bearman (2000) good teachersknow their students and what interest and challenge them. Some ofteaching strategies challenge students and give them the role in theclassroom therefore they make them learn English effectively.

Learner (2003) stated that to teach the four skills (reading, writing, listening, and speaking) teachers should use different teaching strategiesand these strategies should reflect the four skills and improve them.

Neo (2005) argued that students learn by interacting with each otherso teachers should use the strategies that achieve this purpose like groupworking, pair discussion. Cheesman (2006) argued that teaching strategies increase the criticalthinking and the students' motivation to participate in the class.

Wilkinson &Jablon (2006) claimed that teaching strategies not justfor teaching but also they could be used to change the climate, to controlthe class. The researcher stated that students' achievement depend onstudents' engagement not teachers' control because students learn betterand effective when they are engaged in the learning process.

Moreover, Kumar (2007) stated that to help students to acquireEnglish language, they should be engaged in the learning process and to beactive and this can only happen by using teaching strategies.

Finally, Hamiloðlu and Temiz (2012) teaching strategies are veryimportant, they check students' understanding, give the students anopportunity to say their opinion. And some of the strategies like questioning arouse students' curiosity.

9- The Role of the Teacher

Traditionally, the role of the teachers and students in the classroom is very fixed and limited one especially when it comes to student's role. Before teachers were the dominance in the classroom, teacher is the guide and the main element in the learning process , the traditional methods discourage students to take an active role through the participation in the classroom , especially it kills the students skills in general and the communication in specific .

Modern teaching focuses on new method what called student centered; it means the student must show their skills , engagement in the learning process by making theme take part in the decision making in the classroom by expressing their ideas and point of views.

In addition, teacher's role in teaching strategies is important, because the successful implementation of motivation depends crucially on teachers good teaching strategies , therefore , teachers and learners should work hand in hand to the establishment of a cooperative and collaboration in the classroom , teachers and students should contribute to their part of the teaching and learning process and be aware of what and what not to do in order to achieve the objectives and goals of teaching strategies , the teacher role in encouraging support of students autonomy , relevance , and relatedness of the materials increases motivation to learn .

Conclusion

To conclude all of what have been said so far in the second chapter, we can view that teachers are not short of ways, teachers strategies and teaching practice to better address and serve the population of diverse learners in their classrooms to stimulate their interest and motivate them to learn the English language. It has been stated that there are many teaching strategies that teachers can use in their EFL classrooms to motivate learners in various ways in which students respond positively to these strategies that allows them to be more of active rather than passive learners. So, the review of this chapter have revealed that teaching strategies play a major role to increase students' motivation hence improve their performance in the target language

Chapter three: Research Methodology and Data Analysis

Introduction

This chapter outlines the methodology used in our thesis to investigate teachers'
teaching strategies to increase students' motivation in EFL classes. After dealing with
theoretical part discussing the importance and impact of teaching strategies in increasing
students' motivation, this chapter starts by outlining the research tool we used, than a
description of the sample; followed by a description of the questionnaire. The chapter is also
devoted to analyze and discuss the data obtained from the questionnaire. It also presents the
findings and results concluded from this study .Finally, the chapter closes with a
recommendation for further research and a conclusion.

Research tool

In this research, a teachers' questionnaire was adopted to reach the objectives of the study.
The questionnaire was administered to university teachers in the English department with the
aim of eliciting teachers' perceptions toward classroom strategies and their impact on
students' motivation.

Participants

The participants of this questionnaire are 15 teachers of English department, Mohamed
Seddik Ben YahiaUniversity;it investigatedtheir views and perception towards teaching
strategies.

Teacher's questionnaire

3.1.1 Aims of the questionnaire:

The questionnaire was conducted to explore teachers 'perceptions toward the importance of motivation in EFL classes and different teaching strategies that teachers use in the classroom to increase students' motivation.

3.1.2 Administration of the questionnaire:

The sample of the questionnaire covered English teachers at Mohamed Seddik Ben Yahia university Jijel.The questionnaires was administered online.

3.1.3 Description of the questionnaire:

The questionnaires is made up of 19questions, it composes of a set of questions which are mixture of closed questions where the teachers was asked to answer by yes or no or to tick up the answers from a number of choices .and open ended questions where the teachers were requested to suggest other alternative answers and give their opinions which isnecessary.

Section One (1-3): Background Information

The first three questions to get background.

Section Two (4 -6): Student Motivation

The question 4 concerning the teacher views on their students about motivation.

Section Three (7 -17): Teaching Motivational Strategies

This section is about teaching motivational strategies.

Section three: Suggestions for further research (18- 19)

Q 18 is about the role of the teachers in the classroom to motivate their students.

Finally, Q19 was asked to find out whether they use other alternative strategies to increase student's motivation in the classroom and mention theme.

Results and interpretation:

Section one: Teachers profile (1 -3)

In the first phase study reports, teachers from Mohamed Seddik Ben Yahiauniversity answered the first three questions concerning their backgroundinformation (age and gender) and experience regarding years of proficiency.

Q 1: What is your gender?

a) Male

b) Female

Table7: *Gender of Participants*

Option	Number	Percentage%
A – male	3	20%
b- female	12	80%
Total	15	100%

The majority of teachers of English department Mohamed Seddik Ben Yahiauniversity are female (80%).

Q 2: What is your age?

a) Under 30

b) From 30 until 50

c) 55 and above

Table 8:*Teacher'sage.*

Option	Number	Percentage%
a-under 30	5	41,2%
b- from 30 until 50	10	58,8%
c- 55 and above	0	0%
Total	15	100%

A considerable number of teachers 10 (59%) were between 30 until 50 years old which indicates teachers long experience in the field of teaching and wide knowledgeof subject matters . Whereas 5of them (41%) were under the age of 30 years old.

Q3: What is your degree?

a) Master

b) Magister

c) Phd /doctorat

Table9:*Teacher'sdegree.*

Option	Number	Percentage%
a-Master	5	33,3%
b-Magister	6	40%
c-PhD/doctorate	4	26,7%
Total	15	100%

Majority of teachershave got a Magister degree . Followed by 33% to teachers who had a Master degree. Finally, only 27% on teachers are doctorates.

Section two: Motivation in EFL Classroom (4 -6)

In the second phase of the study, teachers asked to answer questions related to motivation. Reports of questions 4-6 indicate: teachers' perception towards their student's motivation, factors that most influence students' motivation, and the importance of motivation in EFL classes.

Q 4: How would you describe your students?

a) Very motivated

b) Mildly motivated

c) Demotivated

Table10:*Teachers' perception toward their student's motivation*

Option	Number	Percentage%
a-very motivated	2	13,3%
b-mildly motivated	12	80 %
c-Demotivated	1	6,7%
Total	15	100%

From the above table, 80% teachers considered their students mildly motivated whereasse, 13% noticed that they are very motivated. The rest, (7%) confessed that their students are demotivated.

These results have shown that most of students in EFL classes are mildly motivated and this can be beneficial in the learning process of the English language and for teachers to obtain their teaching successfully.

Q 5: What are the factors that influence student motivation?

a*)* Parents

b*)*Teachers

c) Social construction

d) Personal interests

Table 11:The factors of motivation

Option	Number	Percentage%
a-parents	0	0%
b-teachers	4	26,7%
c-social construction	3	20%
d-personal interests	8	53, 3%
Totals	15	100%

Participants asked to select the factor that most influence students' motivation in the EFL classroom.(53%) of teachers agreed that personal interests are the most factors that influencestudent motivate. (27) teachers represented teacher factor. While, (20%) teachers opted for the social construction factor.

We can drive from the above mentioned results that personal interests or what we call intrinsic motivation was the main factor influencing motivationbecause it had to do with meaning and purpose, learning and growth.

Q 6: Is motivation important in EFL classes?

a) Yes [ ]

b) No [ ]

Table12: *The importance of motivation in EFL classes*

Option	Number	Percentage%
a-yes	15	100%
b-no	0	0%
Total	15	100%

This question was directed to find out the importance of motivation in the EFL classes.

All teachers agreed on the importance of motivation in the EFL classes

Motivation has a key role to play in enhancing student'sperformance.

For example, to tell the story of key concepts and how they have first came into being anddeveloped,this strategy is use to capture the attention of the students to enable them To demystify the concept in question and unable them to retain the meaning for a longer period.

 Motivation has a key role in enhancing student performance who is he don' with it we cannot learn anything new if we are motivated, the more student are motivated to learn the more frost they would do to learn the EFL because without motivation we cannot continue the study.

To conclude the importance of motivation should be clearly understood by the teacher, and the fundamental aim of motivation is to stimulate and to facilitate learning activity because learning is an active process that needs to be motivated. McMurry said I" believe that motivation is the most important principal in education". In addition, it enhances student performance in the class.

Section three: Teachers'motivational strategies (7-19)

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 teacher's reactions toward motivational strategies.

Q 7: Do you use teaching strategies in your classroom?

a)Yes

b) No

Table13:*teaching strategy use*

Option	Number	Percentage%
a-yes	**15**	**100**%
b-no	**0**	**0%**
Total	**15**	**100%**

This question was posed to know if teachers use teaching strategies in the classroom. All teachers 15 agreed that they use teaching strategies in the classroom.

The results indicated that the teachers ways and methods of teaching and that all EFL teachers use teaching strategies in their classes to facilitate the learning process

Q 8: How often do you use teaching strategies in your classroom?

a)Always

b)Often

c) Sometimes

d) Never

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Table 14: the frequency of using teaching strategy

Option	Number	Percentage%
a-always	7	46,7%
b-often	7	46,7%
c-sometimes	1	6,7%
d-never	0	0%
Total	15	100%

The question was posed to reveal teachers' frequency of using teaching strategies in EFL classes. The highest two percentages of teachers answers were in favor of the two first options (always / often).Whereas, only 7% state that sometimes use them.

The use of teaching strategies took a great part of the lesson course, because teachers aware about theuse of teaching strategies in enhancing student's motivation.

Q 9: Why do you use teaching strategies?

a) To develop student skills

b) To facilitate the teaching and the learning process

c) To motivate your student

Table15: *The reason behind using teaching strategies.*

Option	Number	Percentage%
a-To develop student skills	1	6,7%
b-To facilitate the teaching or the learning process	8	53, 3%
c-To motivate your student	6	40%
Total	15	100%

As it is mentioned in the table, (53%) teachers used them to facilitate the learning and the teaching process. While, (40%) of teachers use teaching strategies to motivate their students.

As a result, most of teachers use teaching strategies to facilitate the learning and the teaching process , these latter give enough motivation to student to acquire better knowledge in the EFL classroom , while , 40% also answered that student   motivation is a reason behind teaching strategies because its important role is to facilitating the teaching and learning process , students get motivated when all circumstances (family , class atmosphere , teachers) encourage them to study .

 Q 10: Do teaching strategies have an impact on student?

a) Yes ☐

b) No ☐

Table16:*Teacher's perception toward the impact towards teaching strategies on student*

Option	Number	Percentage%
a-Yes	15	100%
b-No	0	0%
Total	15	100%

All teachers agreed that teaching strategies have an impact on students.

 It might affect the student's behaviors in a positive way as student became involved in the learning process.

 One of the benefit of teaching strategies is that they establish a fixed of expectations from the part of both the teacher and the students,

Absolutely, teaching strategies to influence students learning .They are tools that facilitate their comprehension of the language.

 They also serve in developing their skills, hence motivating them; they enhance their intrinsic and extrinsic motivation.

Effective teaching strategies upgrade learning.

As for the informants answer to this question, teaching strategies have an impact on student because it influences students positively in the learning process and make them do more efforts, show their skills in the comprehension of the language.

Q 11: To what extent do teaching strategies increase student motivation?

a) Very much ☐

b) Not much ☐

c) Little ☐

d) Not at all ☐

Table17: *The level / extent of teaching strategies in increasing student motivation*

Option	Number	Percentage%
a-Very much	13	86,7%
b-Not much	0	0%
c- Little	2	13,3%
d-Not at all	0	0%
Total	15	100%

Majority of teachers thought that teaching strategies have a major role in increasing students motivation to high extent and it is shown in their answers that were in favor option one (very much). while, (13%) teachers believed that teaching strategies is little.

This result showed that teaching strategies have a big role in enhancing / increasing student motivation to a very large extent because it pushes student to involve and have a big role in enhancing student motivation.

Q12: How do student react to teaching strategies

a) Positively ☐

b) Neutral ☐

c) Negatively ☐

Table18: *The student reaction toward teaching strategies*

Option	Number	Percentage
a. Positively	12	80%
b.Neutral	3	20%
c.Negatively	0	0%
Total	15	100%

The examination of this items revealed that 80 % teachers have a positive believed that their students are positive toward teaching strategies, 20 %teachers opted neutral toward theme.

As it is clear in the table, we can deduce that the student have a positive reaction on teaching strategies. Because, it helps theme in the acquisition the knowledge in the lesson course / it facilitate the learning and the teaching process for both learners and teachers.

Q 13: What are the difficulties/challenges that teachers face to motivate students?

a) Lack of materials ☐

b) Demotivated students ☐

c) Learners individual differences ☐

Table19:*The challenges that face student motivation*

Option	Number	Percentage%
a-Lack of materials	4	26,7%
b-Demotivated students	8	53,3%
c-Learners individuals differences	3	20%
Total	15	100%

The statistics of this item shown that (53%) teachers reported that demotivated students

 (20%) teachers observed that the learner individual differences are the difficult that face the

learner motivation ion.

As a result, demotivated students are the most challenge that teacher's face in the EFL

classroom, the student is the basic element   of the learning process, if the student does not

have a high level of motivation then the learning process fail.

Q14: what is the relationship between motivational strategies, motivation, and student's performance

Teacher's views and opinion about the relationship between motivation, motivational

strategies and student's performance

 This question was intended to specify the relationship between student motivation,

motivational strategies and learner performance.

Teachers by the use of those motivational strategies inside the EFL classroom, increase

student motivation, Also student motivation can raise their performances in learning by

starting to participate more, negotiate with classmates and teacher

Motivational strategies increase student's motivation which in turn increases student's

performance.

There is a deterministic relationship between the use of teaching strategies and the increase in student's motivation also motivational strategies increase students performance.

It is a win relationship that teaching strategies increase student's motivation and that gives them the desire to learn and develop the language and engage in the classroom lesson and this enhance students performance in the class they start to participle more , become active learners , and proficient through mastering the language .

The more students are motivated through motivational strategies which are applied by their teachers, the more students are highly involved and engaged in different tasks and activities.

We can drive from the above mentioned results that motivation gives the push to students for making better participation in the task by participating communicate easily without fear through the motivational strategies that teachers use in the EFL classroom.

Q 15: Express your opinion about how important each strategy

Table 20:Thefrequency of each strategy

Option	Very important	Important	Less important	Not important
a. Develop a good relationship	11	4	0	0
b.Integrate technology in the classroom activities	5	7	3	0
c.Make the language classes interesting by using interesting tasks and topics	12	3	0	0
d.Promote learners autonomy by appreciating learners questions	8	7	0	0
e.Present the task properly	8	6	1	0
f. Create a pleasant relaxed atmosphere in the class	9	6	0	0

In the EFL classes teachers use a lot of   strategies ,especially   to increase student motivation , those strategies are ; to develop a good relationship, to integrate technology in the classroom activities , make the languageclasses interestingby using interesting topics and tasks , promote learners autonomy by appreciating learners question ,present the task properly and create a pleasant atmosphere in the class.

To develop a good relationship:

11 teachers considered it as a highly important strategy to increase student motivation, regarding this strategy. Dornyei (2001) explicated that language teachers who share warm personal interaction with their students , who respond to students concerns in empathic manner and who succeed in establishing relationship of mutual trust and respect with learners are more

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likely to inspire theme in academic matters than those who have no personalities with learners , nevertheless , Dorneyi (2001) reminds that teachers relationships with students depends on the cultural context of the country in general and the specific area in particular .

 Integrating technology in the classroom activities:

 7 teachers reported that it is important so teachers need to use technology in order to meet new global emerging demands. In addition it improves knowledge retention andengagement, finally the use of technology in the classroom helps in improving teaching, so the teacher can use different apps or resources to enhance the traditional ways of teaching

Make the language classes interesting by using interesting tasks and topics:

12 teachers said that is very important when teachers use activities that make learning engaging and fun, students are more willing to participate and take risks and the teacher must have passion for learning and teaching as well as to understand needs and interests of the students.

 Promote learners autonomy by appreciating learner'squestions:

8 teachers state   that it is very important give positive rewards because it push the student to learn by motivate them.

 Present the task properly:

 8 teachers admitted that it is very important make a to do list and not everything in the list needs, be flexible, manage change and communicate

 Creating a pleasant relaxed atmosphere in the class:

 9 teachers said that it is very important it is really important for teacher to create a positive and engaging classroom atmosphere. So, teacher's responses to children's behavior will help

to set the tone of the class environment, teachers must talk, teach and communicate positively and avoid showing anger.

Q 16: form your individual experience, how frequently do you use each strategy by checking the proper response

Table21:*Teachers' frequency about each strategy*

Option	Always	Often	sometimes	Never
a. Encourage cooperation like group work	7	1	1	0
b.Give reward	3	6	6	0
c.Variation in teaching methods and materials	7	7	1	0
d. Social interaction	9	2	3	1
e. Providing positive feedback	13	2	0	0
f.Showing appreciation and praising students work	13	2	0	0
g.Support cooperation	7	6	1	1
h.Incorporating fun activities like games	5	5	4	1
I. The use of ICTs	3	6	4	2

Teachers use some strategies in the classroom in order to enhance the learner motivation for the lesson course, those strategies are: encouraging cooperation like group work, give reward, variation in teaching methods and materials , social interaction , providing positive feedback ,showing appreciation and students work , support cooperation , incorporating fun activities like games and the use of ICTs

Encouraging cooperation like group work:

7 teachers consider that it is always necessary because it is fosters learning and self improvement, develop a strong communication skills, plan and manage time in addition, it refines understanding through discussion and explanation.

Give reward:

The same number 6choose the same option (often /sometimes), it means give positive feedback that encourage the student / learner to learn it leads to the increase of student motivation.

Variation in teaching methods and materials:

The same number 7 choose option (always /often) As Jolly and Bolitho say" Materials should also be contextualized to the experience , realities and first language of learners , as important part of this involves awareness on the part of teacher designer of the socio cultural appropriacy "

Social interaction:

9 teachers agree that is always required SaaifAlamsaid "when spending quality time with friends, freely settle down for deep and meaningful conversations about any topics, this can help you maintain a strong bond with your soulmates"

Strong appreciation and praising students work strategy:

13 teachers said it is always like Thomas Wolf says "I put the relation of a fine teacher to a student just below the relation of a mother to a son "

Incorporating fun activities fun activities like games:

The same number 5 choose the same option (always / often) researcher show that when we have fun with others, these experiences have a positive effect on building trust and developing communication, having fun give opportunity to connect and be creative when we laugh together , this sends an external non verbal message that says :" We are alike , we share values"

The use of ICT'S strategy:

6 teachers said that it is always, 1 said that is never our own experience as both a print and digital publisher indicates clearly that technology enhances teaching and learning because "effective use of ICTs across the curriculum results in significantly increased level s of pupil engagement which in turn raises level of attainment, particularly with struggling learners, thinking more broadly thought, as a nation we are considered world experts in information technology. halting investment in ICTs in education will not only have a dire effect on teaching and learning in schools but will also seriously jeopardize our country s longer term future as a global leader in this industry" Andrea Carr

Q17: Do you think the use of ICTs increase student motivation

a – Yes

b– No

Table22 :*The role of ICTs in increasing student motivation*

Option	Number	Percentage
A- Yes	15	100%
B – no	0	0%
Total	15	100%

This question was asked to determine the impact of ICTs in increasing student's motivation.

It might have a positive impact in student behavior in increasing their learners interest it may also create a feeling of joy in class.

It facilitates the learning and the teaching act. Also, the use of technology now caters to students interests.

ICTs use guarantee an improved involvement in class from students hence more motivated students.

Using technology in the class is always interesting for students it captivate their attention to the content of the lesson, it is different and out of the usual instruction , students never get bored , and they can relate since they are used to it .

ICTs are designed to be highly compatible with human cognitive process and are also designed to make learning a fun and pleasant experiences.

As for the informant's answers to this question, we deduce that the use of technology increase student motivation because ICTs encourage and push   student / learner to learn and search for knowledge by themselves. In addition, have the desire and interest to learn and making the learning process fun and easier.

Q18: As teachers what do you play in your classroom to motivate your student?

Justification: The teachers opinions/views the role of teachers in classroom to motivate their student

This question was posed in order to know the teachers role in classroom to motivate their students

Teacher play a major role in the classroom, he / she is the sector / motivator of their student in the learning process

Supporting my student and making them participate in learner process

I usually guide them but let them work on their own and by using different teaching strategies vitiating the teaching technique, new materials that could interest student others suggested that I believed this is the most important task of language teachers and looking always for new strategies to make my student motivated.

It is a fundamental to the teacher if the teacher does not motivate the student no real learning will take place, as motivator is a full time job always focused on my students to push them to learn, encourage theme, be creative in my teaching method, and always appreciate their work. As role model to give them inspiration and someone they can look up to so that student bring out the best in trying to match what they like and this itself is a motive.

 We can drive from the above mentioned results that teachers have a multiple role in the classroom; they do not stick to one role but differentiate their task according to their situation as a motivator to focus on their students to learn, as a guide and as a support to their student.

Q19: If you use other strategies in your classroom to increase student motivation please mention them.

Justification 19: other alternative strategies used in the classroom to increase student motivation

This question was an open-ended question for teachers to add other strategies asked in order to determine the others strategies used in the classroom to increase student motivation, that encouraging discussions in class using groups and pair work, use positive feedback in addition they give jokes and historical anecdotes to make learning fun.

Stimulating cooperation in the classroom is the engine I'm using to fuel my student motivation I use ICTs. For example I ask theme sometimes about their opinion in the way things go inside the class what they prefer and what they would like to change or add.

I sometimes get out the usual and ask about things unrelated to the lesson or studying trying to ask them feelsI'm.

I sometimes use games, collective work, I let my students challenge themselves and others, and I give theme rewards to certain question.

We can drive from the above mentioned results that teachers use positive comments and feedback to encourage learners to learn. Also, collective work and group work make students challenge themselves and classmates because it creates a competition atmosphere.

Discussions of the Results of the Teachers Questionnaire

The results obtained from the analysis of the questionnaire answered by different teachers of English teaching different levels at Mohammed Seddik ben Yahia University, demonstrate that teachers agree on the positive perception of teaching strategies in increasing students motivation in EFL classes.

The discussion of the first section, teacher'sprofile, majority of English teachers at

the department of English are female, that have the magister degree.

Concerning the discussion of the second section; student motivation ;teachers considered their student mildly demotivated because not all of them live in the same atmosphere , some of them suffer from family problems , mental problems , problems with classmates , others live in a better atmosphere that encourage and push them to learn , also , the dominant factor that influence motivation is intrinsic motivation because students intrinsic motivation produces students with a real interest in the subject matter who learn who learn for learning sake .They enjoy exploring the material and mastering it, All teachers answers emphasis on the importance of motivation, we cannot neglect the it because motivation is the most important principal in education in general and in student performances in specific .

All teachers use teaching strategies because it is a tool that facilitate the learning and the teaching process , it is beneficial for learners because it facilitating to theme to acquire knowledge and information , encourage them to learn enhance their motivation , beneficial for teachers because it is facilitate the process of teaching by organize and manage of time .

 Teachers face a lot of difficulties to motivate their students, and demotivated student or the learner is the most challenge of the teachers, student must be active, have the desire to learn, participate in the classroom. Obviously, it must to have a strong relationship between

motivational strategies, motivation and students performance because motivational strategies enhance student's motivation which in turn increases student performances.

Encourage cooperation like group work; give reward, variation in teaching method and materials, social interaction, providing positive feedback, showing appreciation and praising students work, support cooperation, incorporation fun activities like games and the use of ICTs, those strategies are always used by the teachers because they raise the student motivation.

Develop a good relationship , integrate technology in the classroom activities , make the language classes interesting by using integrating tasks and topics , promote learners autonomy by appreciating learners questions , present the task properly and create a pleasant relaxed atmosphere in the classroom are important strategies , teachers used to enhance the student level of motivation and facilitating the teaching process.

All teachers reported that the use of ICTs helps in increasing student's motivation because students who learn in technology rich classrooms are excited about learning, they are focused on task and they were engaged in their work teaching strategies in their courses to motivate students and enhance the teaching and learning.

Conclusion

This chapter highlights the main findings of the analysis undertaken is the study which lead to belief that teaching strategies do increase students motivation in EFL classes. The results of the questionnaire of teachers strongly support the importance of teaching strategies as an effective method in increasing students' motivation. Moreover, there is enough evidence to say that if teachers of English use different teaching strategies students motivation would be

increased and students' performance. So, it is important for teachers to implement teaching

strategies in their courses to motivate students and enhance the teaching and learning

1-Putting it all together

"The main aim of the present study has been to investigate the effect of teaching strategies in increasing student's motivation in EFL classes. In other words this study validates the idea that students inside the classroom need some push out by teachers in order to get motivate to learn the language".

Thestudy is made up of two sections: one theoretical and the other practical. The theoretical part is in its turn divided into two chapters.The first chapter the first chapter provided some definition of motivation its types intrinsic and extrinsic / dichotomy of motivation. In addition the factors of motivation

The second chapter discusses focus on teaching strategies and student motivation, first it provided definitions of strategy, teaching strategies also the teaching strategies used to create maintain motivation in addition to motivational strategies, motivation in the EL filed. The motivational strategies in teaching English as foreign language, the relationship between teaching strategies learners' motivation and learners academic performances in addition to the challenges that related to motivational teaching strategies faced by EFL teachers as the end we have conclusion.

The last chapter is concerned with the field of investigation. The data was gathered through a questionnaire,this was followed by an analysis and interpretation ofthe findings, recommendation, suggestions for further studies, limitation of the study and a conclusion of the chapter in addition to a general conclusion

2-**Pedagogical recommendations**

On the light of the findings of the present study, we propose the following recommendations addressed to the teachers use of teaching strategies to raise their motivation about teaching motivational strategies.

Teachers should resort alternative strategies used in the classroom such as stimulating cooperation , ask students about the things unrelated to the lesson , use games to make learning as fun and collective work

3- Limitation of the study

The present study achieved its goals by exploring teaching motivational strategies in increasing learner motivation and answered the research question , nonetheless it has some limitations, mainly practical ones due to CONID 19 pandemic:

- We did not have access to any materials and document of the English language Department s library.

- We could not meet enough times to discuss the issues of the dissertation and had to settle on line discussions.

- At the start , we wanted to get thirty (30) teachers to answer our questionnaire , due to the sanitary conditions , it look us two weeks to get only fifteen(15) answered questionnaires.

- At the preminarly stage of conducting this research , and before the outbreak of COVID-19 pandemic , we planned to conduct a classroom observation for a whole semester with different third year classes .It could really pave the way for us to be more insightful about the types of teaching motivational strategies to increase student motivation.

4- Suggestions for further studies

The following are some issues that can be suggested to the future researchers:

Conducting in- depth studies about the teaching strategies, it can be specify to only one strategy for example , the use of ICTs because it is considered as a suitable strategy ,especially nowadays learners use technology .

Applying other alternative tool of research to investigate the current issues such as classroom observation to look for the best strategy teacher's use in the EFL classroom

Due to COVID - 19 pandemic, it was impossible to rely on experimental methods to explore the different teaching strategies teachers inside the EFL classroom.

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Appendix:

Teachers Questionnaires:

Dearteachers:

You are kindly requested to complete the following questionnaire which is designed for research work on EFL teacher's perception on teaching strategies to increase student's motivation. We ensure you that your answers will be anonymous and will be used for research purposes only.

Thank you for your effort and cooperation

Q1: what is your gender?

a) Male ☐

b) Female ☐

Q2: what is your age?

a)Under 30 ☐

b) from 30 to 50 ☐

c) 55 and above ☐

Q3: what is your degree?

a)Master ☐

b)Magister ☐

c)Doctorate/ PHD ☐

Q4: how would you describe your students?

a) Very motivated ☐

b) Mildly motivated ☐

c) Demotivated ☐

Q5: what are the factors that influence student motivation?

a) Parents ☐

b) Techers ☐

c) Social construction ☐

d) Personal interests ☐

Q6: What is the importance of motivation in the EFL classes?

Justify your answer

Q7: Do you   use teaching strategies in your classroom?

a) Yes ☐

b) No ☐

Q8: How often do you use teaching strategies?

a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Never ☐

Q9: Why do you use teaching strategies?

a)To develop students skills ⬜

b)To facilitate the teaching / the learning process ⬜

c)To motivate your students ⬜

Q10: Do teaching strategies have an impact on students?

a)Yes ⬜

b)No ⬜

    Justify your answer

Q11: To what extent do teaching strategies increase student's motivation?

a)Very much ⬜

b) Not much ⬜

c) Little ⬜

d) Not at all ⬜

Q12: How do student react to teaching strategies?

a) Positively ⬜

b) Neutral ⬜

c)Negatively ⬜

Q13: What are the difficulties / challenges that teachers face to motivate students?

a)Lack of materials ⬜

b) Demotivated students ⬜

c) Learners individual differences ⬚

Q14: What is the relationship between motivational strategies, student motivation and students performance?

     Justify your answer

Q15: Express your opinion about how important each strategy is for developing learner's motivation by checking the proper answer.

Option	Very important	Important	Less important	Not important
Develop a good relationship				
Integrate technology in the classroom activities				
Make the language classes interesting by using integrate tasks and topics				
Promote learners autonomy by appreciating learners questions				
Present the task				

properly				
Creat a pleasant relaxed atmosphere in the classes				

Q16: from your individual experience, how frequently do you use each strategy by the proper response?

Option	Always	Often	Sometimes	Never
Encourage cooperation like groupe work				
Give reward				
Variation in teaching methods and materials				
Social interaction				
Providing positive feedback				
Showing positive				

feedback				
Showing appreciation and praising student work				
Support cooperation				
Incorporatibg fun activities like games				

Q17: Do you think the use of ICTs increase students motivation?

a) Yes   ☐

b) No   ☐

    Justify your answer

Q18: As teachers what do you play in your classroom to motivate your students?

    Justify your answer

Q19: If you use other strategies in your classroom to increase student motivation, please mention theme

Resumé:

   La présente étude visait à étudier l'importance d'incorporer des stratégies de motivation pour augmenter la motivation des élèves. Il a suggéré comment utiliser différentes stratégies d'enseignement pour encourager la participation des élèves à l'intérieur de la classe et les difficultés rencontrées par les enseignants pour créer et maintenir un environnement de motivation. En outre, il a cherché à découvrir la relation entre les stratégies d'enseignement, la motivation des élèves et les performances des élèves. Par conséquent, il a émis l'hypothèse dans cette étude que la motivation est très importante, en particulier dans les cours d'anglais de langue étrangère et que les stratégies d'enseignement ont augmenté la motivation des étudiants, les enseignants ont utilisé différentes stratégies d'enseignement pour motiver les étudiants telles que récompenser, donner des commentaires positifs, impliquer les étudiants dans le processus d'apprentissage et en créer et maintenir un environnement sain qui est stimulant et encourageant, il y avait une relation positive et complémentaire entre les stratégies d'enseignement, la motivation des élèves et les performances des élèves d'une manière que chacun cause ce qui suit

Mots clés: motivation des élèves, stratégies pédagogiques

ملخص

هدفت الدراسة الحالية إلى التحقق من أهمية دمج الاستراتيجيات التحفيزية لزيادة تحفيز الطلاب. اقترحت كيفية استخدام استراتيجيات التدريس المختلفة لتشجيع مشاركة الطلاب داخل الفصل والصعوبات التي يواجهها المعلمون من أجل إنشاء بيئة تحفيزية والحفاظ عليها. إلى جانب ذلك ، سعت إلى معرفة العلاقة بين استراتيجيات التدريس وتحفيز الطلاب وأداء الطلاب. ومن هنا افترض في هذه الدراسة أن الدافع مهم للغاية خاصة في فصول اللغة الإنجليزية الأجنبية واستراتيجيات التدريس زادت من تحفيز الطلاب ، واستخدم المعلمون استراتيجيات تدريس مختلفة لتحفيز الطلاب مثل المكافأة ، وإعطاء ملاحظات إيجابية ، وإشراك الطلاب في عملية التعلم ومن خلق والحفاظ على بيئة صحية صعبة ومشجعة ، كانت هناك علاقة إيجابية ومتكاملة بين استراتيجيات التدريس وتحفيز الطلاب وأداء الطلاب بطريقة تسبب كل منها ما يلي.

الكلماتالمفتاحية: تحفيزالطالب،استراتيجياتالتدريس