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The Techniques used by EFL Teachers to motivate their Learners in the Algerian Secondary Schools

The case of the secondary schools of Draa-El-Mizan and Tizi Gheniff

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Dedications

To my beloved family:

My parents L'hocine and Fatma

My brothers Amar and Hamid

My sisters Djamila, Karima, Safia

To my dear husband Mohamed and my family in law.

To all my friends.

Slimani. 3

To my father Ibrahim and my mother Malika

To my brothers Lounes, Hocin, Hakim , Farid and his wife Kahina

To my sisters Fatiha, Farida, Razika and her husband Samir

To my nephews, Aylan, Ibrahim and Yelina

To all my Family and all my Friends.

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Abstract

The present study aims to figure out the techniques used by teachers to motivate their learners, how teachers view motivation and the barriers that undermine it in classroom, teachers' techniques to motivate their learners in OUARZDINE Achour and Polyvalent in TIZI-GHENIFF as well as HAMDANI Said, TECHNICUM and MOUSSAOUI in DRAA-EL-MIZAN secondary schools. Our research relies on the Self-Determination Theory of Deci and Ryan (1980). To collect data, we administered a questionnaire to twenty two (22) teachers. In addition to thirty (30) classroom observations attended with ten (10) teachers and an interview conducted with them. For the analysis of data, a mixed-research method is used. The study, in fact, combines quantitative and qualitative methods. We used a Descriptive Statistical Analysis relying on the SPSS computer program to analyze the results obtained from the questionnaire and classroom observation. As regards the interpretation of the teachers' interview, we followed the Qualitative Content Analysis method. The main results of the questionnaire indicate that (46%) of teachers see motivation as important and other (46%) consider it as very important. Moreover, the classroom observation's results showed that teachers' motivational techniques are giving opportunities for the open exchange of opinions, providing effectance relevant feedback and establishing good relations with learners. Finally, the interview revealed that integrating motivation in the teaching process faces some difficulties such as teachers' lack of motivation, the large size of classes and lack of means.

Key words: Academic motivation, motivational techniques, self-determination theory.

List of abbreviations

BMD: Bachelor, Master, Doctorate

EFL: English as Foreign Language

Q: Question

Hp: Hypothesis

SPSS: Statistical Package for Social Sciences

SDT: Self-Determination Theory

Ts: Achievement Outcome

Ms: Motive for Success

Ps: Probability to Succeed

Is: Incentive Value of Success

IM: Intrinsic Motivation

EM: Extrinsic Motivation

AM: Amotivation

CET: Cognitive Evaluation Theory

QCA: Qualitative Content Analysis

ICT: Information and Communication Technologies

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General introduction

❖ Statement of the problem

Applied linguistics and educational psychology advanced many approaches and theories to come up with the different problems that face teachers and learners along the teaching/learning processes. Thus, some of the most problematic and important issues in education are students' involvement, performance and achievement. As a matter of fact, motivation is a good solution to these problems as it concerns the willingness to engage and pursue an action. Therefore, motivation is of extreme importance in order to accomplish any task or activity in life and notably in school.

In second language learning, motivation is among the key factors that teachers have to take into consideration to help their learners to master a language, in such a way that they provide a real boost for them to involve in the learning process, to perform eagerly and to improve their achievements, because motivated learners are seen to be more susceptible to assimilate knowledge, acquire skills and solve tasks easier and faster, while unmotivated ones require more time and energy to do the job knowing that usually this is not due to a lack of ability but to a lack of effort. Teachers' contribution in motivating their learners is ever so significant; Anderman and Midgely (1998) stated "*although it may sometimes seem that teachers have no control over students' attitudes about learning, research confirm that they do*" (as cited in Brewster and Fager, 2000, p:5).

A lot of research has been conducted to investigate the ways to motivate students; among them we can cite Bandura (1982), Weiner (1985), Covington (1992) and Deci and Ryan. In addition, various studies on language learning claim that motivation plays an important role in language learning, this includes a work conducted by Dornyei (1994).

Moreover, In the Algerian context, various researches conducted focused mainly on university students' motivation toward speaking English. In this respect, studies conducted by Loukriz (2012) investigated the teachers' motivational strategies to enhance students' oral fluency. In addition, Aggouni (2015) investigated the role of motivation to enhance the speaking performance of third year BMD students of Biskra University. Besides, Guerid (2015) tackled the issue of enhancing the level of motivation of first year's economic students in learning English. In MMUTO, a study conducted by Lhadj Mouhand and Nait Abdelaziz (2014) investigated the first year students' motivation towards learning English in the department of English at MMUTO. Indubitably, conducting this research in a different context, that is, in the secondary school as the first attempt in the department of English of MMUTO to be made in the secondary school rather than at the level of University would be an add.

❖ Aims and significance of the study

The current study attempts to identify the techniques used by EFL teachers to stimulate their learners to study. Therefore, the present work concerns teachers of the secondary school, a choice made for the reason that pupils in this phase prepare along three years to a great challenge in their academic career which is the baccalaureate examinations that allow them to have access to the University. Thus, motivation would have an ultimate role to push them to study and succeed. To investigate this issue, the study will be carried out in five secondary schools in TIZI-OUZOU, Polyvalent secondary school and OUARZDINE Achour of TIZI-GHENNIF, HAMDANI Said and TECHNICUM of DRAA EL MIZAN and MOUSSAOUI AHMED of AIT YAHIA MOUSSA secondary school. More importantly, this research is threefold objective. First, to find out how teachers in the Algerian secondary schools motivate their learners, that is, the techniques they use to motivate their pupils. The second objective is to sort out the teachers' attitudes towards motivation. The third objective

is to uncover the difficulties that face motivation and its implementation in the real context. This research is worth conducting, its significance lies on providing another insight to teachers and educators who seek information about effective ways to motivate learners.

❖ **Research questions and hypothesis**

Dealing with the topic of motivational techniques raises the following questions:

Q1. How do the teachers view motivation in EFL classrooms?

Q2. How do the teachers motivate their pupils?

Q3. What are the barriers that hinder the motivation in the teaching/learning processes?

Attempting to answer the above questions the following hypothesis are advanced:

Hp1. Teachers value the importance of motivation.

Hp2. Teachers do not give enough importance to motivation during instruction.

Hp3. The teachers use different techniques to motivate their pupils in class.

Hp4. The teachers do not use any technique to motivate their pupils.

Hp5. Teachers face some difficulties in motivating their pupils.

Hp6. Teachers do not face any problems in motivating their pupils.

❖ **Research techniques and methodology:**

This study adopts the mixed method approach methodology. This means that the research uses both the quantitative and the qualitative methods for the collection and the analysis of the data, given that it intends to measure the EFL teachers' techniques to motivate

pupils. The research data are collected from the secondary schools' teachers at POLYVALENT secondary school and OUARZDINE Achour of TIZI-GHENNIF, HAMDANI Said and TECHNICUM of DRAA EL MIZAN and MOUSSAOUI Ahmed of AIT YAHIA MOUSSA. The data will be gathered using three main instruments; a questionnaire for teachers, and classroom observation adding an interview with teachers which will provide the study with in-depth and detailed exploration and valuable information, mainly about the different techniques used by teachers to motivate their pupils. For the quantitative part, we use a descriptive statistical method relying on SPSS computer program and the quantitative analysis to produce statistical data in order to make the analysis of data easy. For the qualitative part, we explain and interpret the results obtained from the open-ended questions of the questionnaire and the interview. To end up, the study relies on the Self-Determination Theory (SDT) as the theoretical framework to be adopted in this work.

❖ **The structure of the dissertation:**

This dissertation follows the traditional-simple model. It involves a general introduction, four chapters and a general conclusion.

The general introduction presents the statement of the problem, aims and significance of the research, research questions and hypotheses, research techniques and methodology and structure of the dissertation. The first chapter provides "the literature review". It consists in reviewing the main important literature related to the study. The second chapter entitled "Research Design" introduces the data collection and the data analysis procedures. It gives a description of the research design, the research instruments, and the data collected from the respondents. The third chapter named "Presentation of the findings" presents the data gathered from the research tools and analyzed statistically. The fourth chapter is labeled

“Discussion of the findings” and intends to discuss the outcomes included in the previous chapters, trying to provide answers to the research questions.

Lastly, the general conclusion provides an overall summary of the different points tackled throughout the research, as well as the limitations of the research and suggestions for further research.

Introduction

This chapter is concerned with reviewing the literature related to the topic of motivation. Besides, it presents the major theories of motivation in relation to education. This chapter will open with definitions of some relevant concepts. Then, it introduces key cognitive theories of motivation. After that, it reviews the theoretical framework adopted in this study.

1.1 Defining motivation

Defining motivation is an arduous task, for it is impossible to give an exact definition to a broad term defined from different outlooks. To start with a global definition, we would like to appeal to Dornyei and Ushioda (2001) who write: “*the only thing about motivation most researchers agreed on is that, by definition, concerns the direction and magnitude of human behavior*” (p.4), meaning that, motivation is about the reason that instigates people to do something as well as the time and effort required to prosecute it.

Narrowly, in the academic context, Gottfried (1990) defines motivation as “*the enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task endogeneity and learning of challenging, difficult and novel tasks*” (as cited in Gottfried, Fleming and Gottfried, 2001, p.3); in other words, students want to learn new hard tasks and feel curious about experiencing endeavors, and when learning arises interest on them, they pursue that experience. Moreover, Bomia *et al.* (1997) add, “*in relation to education, motivation refers to a student’s willingness, need, desire and compulsion to participate in, and to be successful in, the learning process*” (p.4) in other words, when a student wants to contribute in the different learning tasks, willing to accomplish them, means he/she is motivated to learn.

In short, motivation in school is a powerful psychological factor teachers can use to goad their students to better be able to perform and increment their achievements.

1.2 Motivational strategies

Motivational strategies refer to the techniques that incite an individual to act as well as ways that influence the human behavior. In this respect, Dornyei (2001) postulates, “*Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect*” (p: 28).

1.3 Importance of motivation in school settings

It is highly agreed that motivation is a necessary condition for teachers to promote their students’ learning engagement and push them to perform enthusiastically to better be able to increase their learning outcomes and thus succeeding their academic career. Motivation reflects students’ choices of learning tasks, time and effort they devote to them and in overcoming the hindrances they endure in the learning process (Peklaj and Puklek, 2006). Besides, Ames (1990) claims, “*motivation is important because it contributes to achievement*” (p.410) this means that motivation contributes in enhancing the students’ performance. In addition, Zingier (2008) argues “*Motivation decreases absenteeism. It is one of the greatest achievements of teachers because this leads to higher academic achievement throughout life*” (as cited in Bukurie, 2016, p.239), i.e. when a student is motivated to learn he/she would most likely enjoy attending the classes. Moreover, Bomia *et al.*(1997) claimed that motivation “... *seeks to increase factors that move a student toward becoming more involved in the class and subject matter*” (p.4), meaning , the aim of academic motivation is to increment sources that can incite students to contribute and take part in the learning process. Furthermore, Kushman, Sieber and Harold (2000) ascertain “*high motivation and engagement*

in learning have consistently been linked to reduced dropout rates and increased level of students' success" (as cited in Broussard, 2002, p.1). That is to say, motivation has a great influence on students' performance, the more a student is motivated the more he/she has the tendency to involve in learning.

1.4 Motivation and Interest

Generally, the concept of interest is used interchangeably with intrinsic motivation although intrinsic motivation does not cover all the aspects of interest (Schiefele, 1991). Interest is content specific related to the person and his/her motives, Hidi and Baird (1986) state, "*interest occurs only in the interaction of stimulus and person so that one can never stipulate its origin to the exclusion of the other*" (cited in Hidi, 2001, p. 193). Researchers on interest (e.g. Hidi, 2001; Hidi and Harackiewicz, 2000; Schiefele, 1991) differentiate between two types of interest. The first type, individual interest, defined as the stable motivational orientation and a relatively enduring preference for certain topics, subject areas, or activities developed over time and associated with incremented knowledge, value and positive feelings. The second type, situational interest, conceived as an emotional state generated by environmental stimuli that may or may not endure over time (Schiefele, 1991; Hidi and harackiewicz, 2000).

1.5 Motivation and Context

The environmental factors such as tasks and materials design, evaluative practices as well as the social and cultural context have a great influence on learners' level of motivation. Ames (1992) proved that tasks that contain variety and novelty are more capable of rising interest in learning and mastery orientations, thus their impact on learners is highly significant. In addition, evaluation practices influence learners' motivation in such a way that

they help them promote their goals and shape their competence self-perception. What is more, the social and cultural context like teachers, peers, schools, family, society and culture all these factors contribute in forestalling and expediting learners' motivation in classroom (Dornyei and Ushioda, 2001).

1.6 Key cognitive theories of motivation

The scientific study of motivation traces its roots to 1930s, when the study of motivation was purely mechanistic which viewed people as unconscious and controlled by environmental factors, and from 1960s, the field knew a shift to a cognitive view to motivation, as a result a wealth of theoretical orientations emerged (Graham and Wiener, 1996).

1.6.1 Expectancy- Value Theories

According to these theories, motivation is resolute by the person's expectation and the probability to do well in a task and the value they associate to their outcomes. Achievement Motivation Theory, Attribution Theory, Heckausen's Value Model and Eccles' *et al.* Expectancy Value Model are instances of these theories (see Graham and Weiner, 1996; Dornyei and Ushioda, 2001; Eccles and Wigfield, 2002), these theories are classified as expectancy-value based because they focused on the individuals' expectations of the consequences that may follow if a behavior is likely to be acted and the value they associate to that behavior as they are (i.e. expectancy and value dimensions) considered as basic determinants of motivation.

- **Achievement Motivation Theory**

Atkinson's classic theory of achievement motivation suggested that achievement outcome (Ts) is the result of; the motive for success (Ms), the probability to succeed (Ps) and the incentive value of success (Is), where:

- (Ms) is the tendency to put up with hindrances to contend for success.
- (Ps) is the mental expectation that performing a certain action will lead to success.
- (Is) is an affect which is called "pride in accomplishment".

(Is) and (Ps) are related by inversion because it is believed that the pride (Is) felt after succeeding in a difficult task 'low Ps' is greater 'high Is' than that felt after succeeding in an easy task 'High Ps and low Is' (Graham and Weiner, 1996; Dornyei and Ushioda, 2001).

- **Attribution theory**

This theory is mainly based on Bernard Weiner's work (e.g.1992), expounds that the way individuals explain or attribute the causes of their outcomes determines their motivational beliefs. Weiner pointed out that ability, effort, task difficulty, luck, mood, family background and help or hindrance from others are major attributions of achievement, and these attributions are classified into three causal dimensions:

- Locus of causality, refers to causes explained as internal or external i.e. outcomes attributed to internal causes when outcomes are seen to be resulted by inside factors and to external causes when the outcomes are attributed to be resulted by outside factors.
- The stability dimension indicates whether the causes are changeable over time or not.
- Controllability implies whether the causes can be controlled or not.

For instance, ability is considered as internal, stable and uncontrollable cause, while luck is an external, unstable and uncontrollable cause. It is argued that locus of control, stability and controllability has direct influence on achievement when a student explains his failure in certain task to an unstable cause like effort this has an impact on his/her expectations to succeed in future tasks than when he/she attributes it to stable causes such as ability (Eccles and Wigfield, 2002; Dornyei and Ushioda, 2001). An example to understand students' drop out of school when attributed to internal, stable causes such as ability, students then, suffer from increasing level of self-esteem, and because ability is stable this may result on anticipating future failure (Weiner, 2000).

- **Heckhausen's expectancy value model**

Heckhausen (1991) in this model highlights that motivation is determined according to the value associated to the consequences of the behavior. Thereby, this model initiates four types of expectancies (Eccles and Wigfield, 2002).

- Situation-outcomes which refer to the subjective tendency to achieve an outcome without acting.
- Action-outcomes, adverts to the subjective tendency to achieve an outcome by acting.
- Action-by-situation outcomes, insinuates the subjective tendency that certain situational factors will hinder or expedite the outcomes of an action.
- Outcome-consequence indicates the subjective tendency of attaching specific consequences to a specific outcome.

It is worth heeding that outcomes in Heckhausen's expectancy value model are defined as the immediate result of one's action, outcomes do not carry any incentive value, but they are

followed by different consequences to which the incentive value is attributed.(Eccles & Wigfield, 2002).

- **Eccles' *et al.* Expectancy value model**

In this model Eccles and her colleagues (e.g. Eccles et al. 1983, Meece et al. 1990) postulate that the characteristics of the task influence the individuals' choices. All choices have "costs" inasmuch as one option often abolishes other options. As a result, the tasks associated value and the likelihood to succeed determine a choice i.e. one chooses an option rather than other available options according to the value he/she associates to that choice and the probability to succeed in it. Eccles *et al.* suggest four components of task value:

- Attainment value, when the person is interested in a task for the sake of mastering and performing it well.
- Intrinsic value that refers to the enjoyment or the appreciation a person has in performing a task.
- Utility value, determined inasmuch as the task can be useful to current or future goals.
- Cost, identified in terms of negative aspects of the task engagement like anxiety and fear of failure including the expended effort and time required to succeed (Eccles and Wigfield, 2002).

Achievement motivation theory, attribution theory, Hichausen's model of expectancy-value are theories that paid much attention on expectancy rather than value. Among the scholars who tried to tackle the valence dimension of achievement motivation are Eccles and her colleagues who provided a comprehensive model of the achievement value.

1.6.2 Ability self-perception theories

Contemporary constructs agreed on the view that ability self-perception has a great impact on the person's achievement outcomes. Ability self-perception means, the peoples' view about themselves as being competent and capable of performing well in a given task. The following constructs adopts this principal (see Graham and Weiner, 1996).

- **Self-efficacy theory**

Self-efficacy theory was popularized by Albert Bandura (1977, 1986, and 1989) and it refers to peoples' own perception of their capabilities to do well in a task according to which their level of motivation is determined. Self-efficacy beliefs impacts peoples' willingness to persevere and strive for success and determine their goals and the effort to be exerted to attain it. Bandura distinguished between two types of expectancy beliefs:

- Outcomes expectations, the belief that certain behaviors will yield certain outcomes.
- Efficacy expectations refer to the belief that one can perform efficaciously the behaviors essential to generate an outcome.

Presumably, people with a low belief in their competence give up easily and relinquish when face impediments instead of striving and focusing on the way to do the task adequately (Eccles and Wigfield, 2002).

- **Self-worth theory**

Covington (1992) in his Self-worth theory claims that motivation is defined in terms of the willingness to protect self-image or the sense of personal value and worth. Also it postulates that students need to feel themselves competent in order to think they are worthy, especially when they are jeopardized by poor performance that may debilitate their self-confidence but in such situations, students may embark in negative learning behaviors like

avoidance of engaging in difficult tasks, not trying novel activities in which they are not confident to perform well, or making excuses to avoid negative feedback or negative attributions that may impair their reputation and self-worth (Eccles and Wigfield, 2002; Lai, 2011).

- **Learned Helplessness**

When self-efficacy theory tried to understand the meaning of “I can”, learned helplessness theory (Seligman, 1975 and Dweck & Leggett, 1988) dealt with understanding the meaning of “I cannot”, that is to say, the way people react to the perception that their outcomes are not related to their actions. Individuals in a state of helplessness believe that their events are uncontrollable and that their failures are unovercomeable. Consequently, people in a state of helplessness often suffer from demotivation and low performance. When the individual generalize the experience to future experiences that are controllable, helplessness then becomes a learned phenomenon. There are three dimensions of causal attributions of failure distinguished in learned helplessness theory:

- When an individual attributes his/her failure to internal causes, he/she will suffer much more loss than when they attribute them to external causes.
- When failure is attributed to stable causes, negative effects of failure will endure longer than those explained to unstable causes.
- When the causes of failure are thought to be global i.e. generalized across experiences, deficiencies are likely to be greater than causes seen to be specific.

Deducibly, individuals susceptible to be in a state of helplessness are those who attribute their failure to internal, stable and global causes (Graham and Weiner, 1996).

1.6.3 Goal theories

Goal theories attempt to deal with the reasons lying behind peoples' engagement in an action, because goals are meant to direct and stimulate the behavior. People may engage in action with the expectation of performing well, but they need a goal to give it sense and meaning this probably boosts them to perform better thus, it is important for individuals to think why they are doing this for?. In this respect, Goal Setting Theory, Goal Orientation Theory, Goal Content and Multiplicity attempted to deal with reasons of engagement (see Dornyei and Ushioda, 2001).

- **Goal setting theory**

Locke and Latham in their theory of goal setting (1990) aim to explain the differences in the attributions attached to the goal and the resulted differences in performance, knowing that goals differ in terms of specificity, difficulty and goal commitment. When people expect that they are able to achieve the goal and they attach special importance to those goals, their commitment will rise up. Locke (1996) recapitulates the main findings of previous research in five points:

1. The more challenging the goal, the greater the accomplishment.
2. The more clear and specific the goal, the more precisely the behavior is regulated.
3. When goals are both challenging and specific, they bring highest performance.
4. Commitment to goals is most critical when goals are challenging and specific.
5. Commitment rises up when a) the individuals believes that the goal is important, and b) when the individual believes that achieving the goal is possible (cited in Dornyei and Ushioda, 2001).

This theory was applied in school settings with a focus on improving students' self-efficacy, intrinsic motivation and self-regulation in learning.

- **Goal-orientation theory**

This theory was initiated to understand children's learning and performance in educational settings. Therein, it distinguishes two different types of goal orientations (Ames 1992, Nicholls et al. 1990):

- Mastery orientation also called task-involvement goals, the learners seek to learn the content and master the task to increment their competence.
- Performance orientation also labeled ego-involvement goals, learners seek to show their abilities, gain positive evaluation of their competence and outperforming other students.

Mastery orientation learners prefer to commit to difficult and challenging tasks because they aim to progress and learn more, while performance orientation learners engage in tasks they are certain they can perform because they are afraid of losing face (Dornyei and Ushioda, 2001; Eccles and Wigfield, 2002).

- **Goal content and multiplicity**

Works on the cognitive representations of the content of students' goals led by Wentzel (2002 & 2007) provided considerable inspections on the contribution of multiple social and academic goals and their influence on students' academic achievement. Wintzel demonstrated that social competences of students improve their academic performance; she believes that the higher social competences are, the higher the achievement goals will be. Therewithal, she gave much more attention to the content of what students try to accomplish (Dornyei and Ushioda, 2001).

Summing up, theories focused on the reason of engagement provided powerful explanations of what pushes a person to do certain task. It is worth mentioning that goals are thought to be of extreme importance in motivating people and specifically students.

- **Self-determination theory (SDT)**

Self-determination theory is a macro theory of human motivation developed by Deci and Ryan (1980). This theory is divided into two sub-theories.

1. Organismic Integration theory

This sub-theory differentiates between intrinsic motivation (IM), extrinsic motivation (EM) and amotivation (AM) (see Figure 1)

- **Intrinsic motivation**

Deci and Ryan (1980) define intrinsic motivation as *“The intrinsic motivational subsystem is based in the need for competence and self-determination and its derivative needs such as cognizance and achievement”* (p: 39). Similarly, Hidi and Harackiewicz (2000) claim *“Intrinsic motivation is typically defined as the motivation to engage in activities for their own sake”* (p: 157). In education, when students inherently stirred up to learn by themselves for personal desire or need means they are motivated by inside reasons. What is more, Bomia *et al.* (1997) illustrate *“...examples of these influences are one’s self-concept, self-esteem, self-satisfaction, personal values, and personal/emotional needs and drives”* (pp: 5). That is, influences residing within the person like students’ self-image (i.e. the way they view themselves), self-respect, and the desire to feel proud of their own accomplishments, and specific needs and desires are among the inherently motivating sources.

- **Extrinsic motivation**

To define what extrinsic motivation is Deci and Ryan (1980) postulate: *“the extrinsic motivational subsystem is based in the primary drives and in acquired needs, such as the need*

for money or status” (p: 39). This means that, the behavior is enacted for outside reasons as to get material things. Bomia *et al.* (1997) provided examples of this type and charted “*examples of these outside sources are rewards; positive or negative outcomes; and comfort or discomfort*” (p: 4). In relation to education, when students study to get a reward or avoid punishments from their teachers or parents means they are extrinsically motivated to study. Extrinsic motivation is composed of four types:

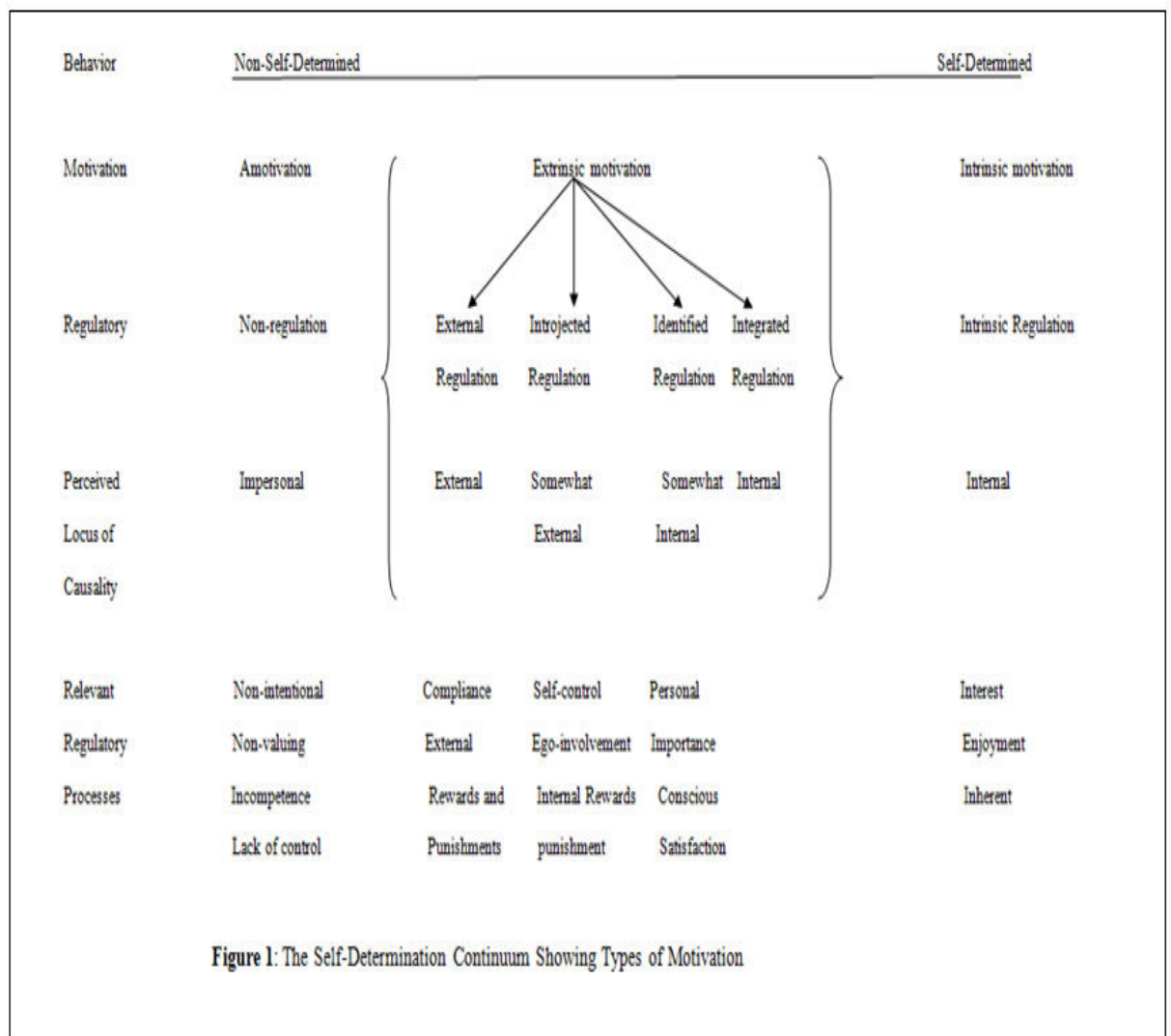
- External regulation, behaviors enacted for completely outside reasons such as threats or rewards (Dornyei and Ushioda, 2001).
- Introjected regulation, behaviors are enacted to satisfy internal contingencies such as seeking pride, avoiding shame, feeling guilty (Dornyei and Ushioda, 2001; Niemic and Ryan, 2009)
- ❖ Both external and introjected regulations are seen to have an external locus of causality (Niemic and Ryan, 2009).
- Identified regulation, engage in action because it is personally important, valuable or useful (Dornyei and Ushioda, 2001; Lavigne, Vallrand and Maquelon, 2007; Niemic and Ryan, 2009).
- Integrated regulation, when those identified regulations are attached with other aspects of the self, needs or identity (Dornyei and Ushioda, 2001; Niemic and Ryan, 2009).
- ❖ Both identified regulation and integrated regulation are seen to have an internal locus of causality (Niemic and Ryan, 2009)

➤ **Amotivation**

Deci and Ryan (1980) explain: “*the amotivational subsystem involves a belief in a nonrelationship between behaviors and outcomes. This system is characterized by non-activity rather than intrinsically or extrinsically motivated behavior*” (p: 39) i.e. the absence of motivation, the unwillingness to act and the nonseignificance of the behavior or its

outcomes. In addition, Dorney & Ushioda (2001) state “*there is also a third type of motivation, amotivation (AM), which refers to the lack of any kind of motivation whether intrinsic or extrinsic*” (p: 23). Meaning, students are not motivated neither by outside nor by inside sources, students who are amotivated think that they are not responsible for their acts, instead they are directed by factors out of their own control.

Accordingly, motivation is placed along a continuum from high to low level of self-determination (Figure 1). The highest level of self-determination is the intrinsic motivation (IM), the lowest level is amotivation (AM).



2. Cognitive Evaluation Theory (CET)

The other sub-theory in SDT ascertains that there are social and environmental factors that facilitate or thwart intrinsic motivation. CET focuses on the main psychological needs for competence and autonomy relatedness (Figure 2).

➤ **Competence**

The need for competence refers to the feeling of effectively doing a task (Niemic and Ryan, 2009). In this respect, Deci and Ryan (2000) state: “*the theory argues, first, that social-contextual events (e.g., feedback, communications, rewards) that conduce toward feelings of competence during action can enhance intrinsic motivation for that action*” (p.70) i.e. to feel good at something.

➤ **Autonomy**

The need for autonomy refers to feeling oneself as responsible for their actions for instance, students are autonomous when they willingly expand effort and devote time to do their schoolwork (Niemic and Ryan, 2009). Regarding this, Deci and Ryan (2000) posit: “*...choice acknowledgement of feelings, and opportunities for self-direction were found to enhance intrinsic motivation because they allow people a greater feeling of autonomy*” (p.70) i.e. to have a sense of control of oneself actions.

➤ **Relatedness**

The need for relatedness refers to the feeling of being connected to other people for example, in classroom, this need is satisfied when a student feels that their teacher respects and likes him (Niemic and Ryan, 2009). It is argued that satisfying the need for relatedness

contributes in improving intrinsic motivation, in this regard, Deci and Ryan (2000) claim that “... a secure relational base does seem to be important for the expression of intrinsic motivation to be in evidence” (p.71).

According to SDT, the satisfaction of these basic needs is necessary for the nourishment of intrinsic motivation and internalization of extrinsic motivation (Gagne and Deci, 2005). All this means that, these needs when satisfied people will be intrinsically motivated and thereby they become more self-determined.

In short, relating this to education, the teacher can help his/her students internalize the extrinsically motivated behaviors by supporting the need for autonomy, the more the teacher is an autonomy supportive the more capable he/she becomes of satisfying the needs for competence and autonomy. Moreover, the satisfaction of the autonomy, competence and relatedness needs is necessary in maintaining intrinsic motivation to make students self-determined.

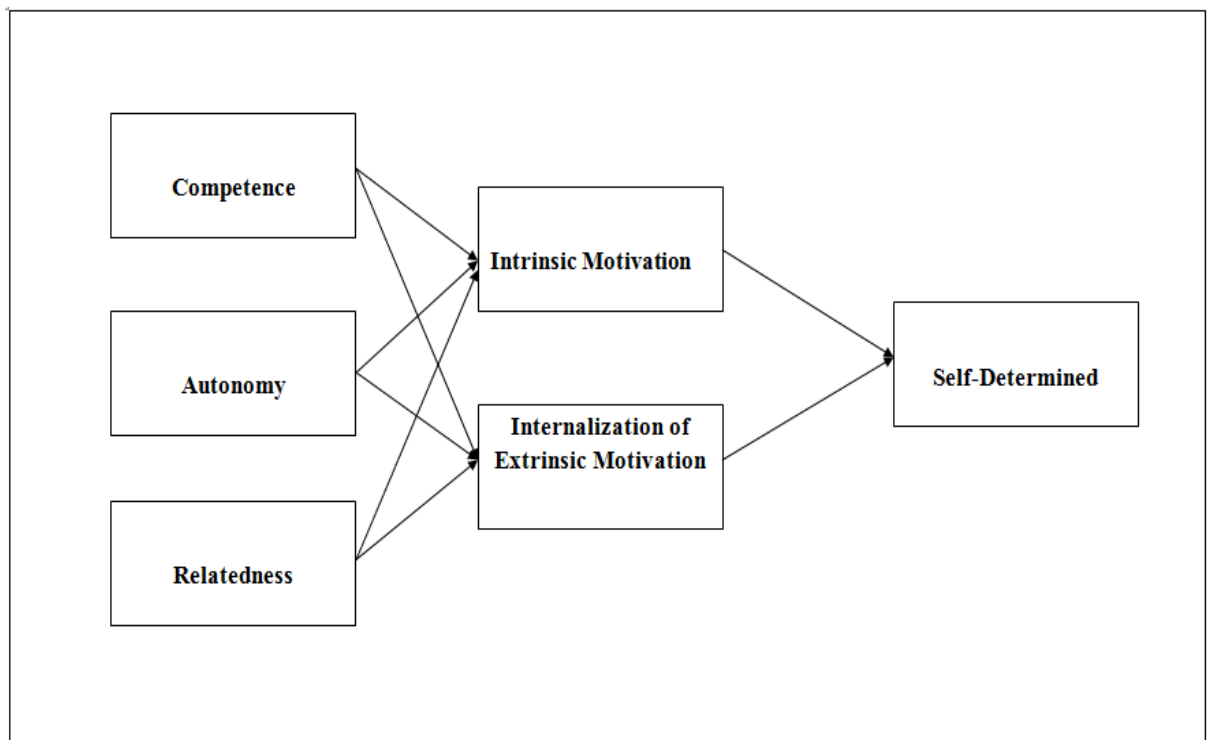


Figure 2: Hypothesized Model of Self-Determination

Conclusion

The review of the literature shows that motivation is widely studied and received a great attention from educational psychologists as well as applied linguists. The concept of motivation is studied from different perspectives and different contexts this led to a complexity in giving its exact image. This chapter provides some of important insights in the field of motivation and major related concepts as well as the key constructs, models and theories dealt with the issue of human motivation. The adoption of SDT is very relevant to this topic as it helped explaining the nature of the techniques used by teachers to motivate their learners.

Introduction

This chapter is concerned in presenting the method used in this research; it portrays the instruments and procedures used in collecting and analyzing data adopted to carry out this study. The present chapter is divided into two parts, the first part is devoted to depict the instruments and procedures of data collection as well as the setting and the participants of the research and the second part is about the data analysis procedures and instruments.

2.1. Research Method

The current study is a multi-methodological research for both collecting and analyzing data; it tends to rely on a mixed method using both qualitative and quantitative methods to better answer the research questions. The quantitative method permits to gain abundant data which will be afterward analyzed using descriptive statistical method. The qualitative data gathered from open ended questions will be analyzed using qualitative content analysis (QCA) method.

2.2. Setting and Participants of the study

The study is executed in different secondary schools of TIZI OUZOU (OUARZDINE ACHOUR and Polyvalent in TIZI GHENIFF, HAMDANI SAID and TECHNICUM in DRAA EL MIZAN and secondary school of AIT YAHIA MOUSSA). The target population of the research involves all the teachers of secondary school; twenty two (22) teachers participated in the study. The choice of secondary school teachers is made for the purpose that pupils at this level are preparing for an important final examinations that allow them to have access to the university, thus they are highly in need for motivation to succeed.

2.3. Procedures and instruments of data collection

In the attempt to answer the research questions we opted for the use of three main research tools. A questionnaire of nineteen (19) items administered to twenty two teachers, a classroom observation of a checklist of nine (09) items, and an interview of five (5) items.

❖ Teachers' questionnaire

A questionnaire is a data collection tool that helps the researcher to gather a huge amount of information about his/her topic of study from a selected sample of participants. Brown (2001) defines a questionnaire as “*a research instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers*” (Brown, 2001 as cited in Dornyei, 2003). The choice of a questionnaire as the data collection instrument to use in this study is due to the fact that it helps gathering a large amount of information in a short time.

The questionnaire constructed for this study holds nineteen (15) items; it is split up into four parts. The first part is about the background information of the respondents; it contains only one (01) question. The second part include three (03) items, one (01) close-ended question, one (01) open-ended and one (01) concerning the importance of motivation. The third part about the motivational techniques contains eleven (11) items; and they are all close-ended items. The questionnaire administered on October 29th, 30th and 31st 2017 and on November 5th, 6th and 7th 2017.

❖ Classroom observation

Classroom observation is another instrument of data collection used in order to get more reliable data. Classroom observation defined as a form prepared before collecting data to sketch out and record the behavior and the situational features during observation

(Tavakoli, 2012). The choice of this instrument to be used in this investigation is for the reason that classroom observation allows recording data immediately in its real context, this help in making the investigation more valid. The current study involved a checklist of twelve (12) items delineated in thirty (30) sessions attended with ten (10) secondary school teachers each one of them we have assisted three (03) sessions, the observations took place from October 29th 2017 till November the 7th 2017.

❖ Interview

Interview is defined as “*a data collection method in which a researcher and participant engage in a conversation focused on questions related to a research study*” (Tavakoli, 2012 p: 294). The interview conducted in this study took place in the secondary school of HAMDANI at Draa El-Mizan. It was carried out with five (5) teachers between October 29th and November 7th 2017. We conducted the structured interview to obtain in-depth information about the difficulties that undermine motivation in the classroom. The interview comprises five (5) questions which were asked face-to-face with the teachers.

2.4. Procedures and instruments of data analysis

To analyze the data collected from the questionnaire, the classroom observation and the interview, two methods are used; quantitative and qualitative methods. Numerical data will be analyzed by a descriptive statistical method while textual data will be analyzed by a qualitative content analysis (QCA).

❖ Descriptive Statistical Method

Close-ended items generated numerical data that will be analyzed by a descriptive statistical method with the help of a computer program called the Statistical Package for Social Sciences (SPSS).

❖ **Qualitative Content Analysis (QCA)**

We used qualitative content analysis in our investigation to analyze open ended questions of the questionnaire and the interview. Indeed, QCA is “*a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns*” (Hsieh and Shannon, 2005:1278), i.e. it deals with interpreting texts. Another definition given by Mayring (2014): “*content analysis is a method of data analysis, i.e. it concerns language material which already exists in a finished form*” (p. 56).

Conclusion

This chapter introduces the means of data collection and procedures of data analysis as well as the settings and the participants of the study. It describes the different research instruments used in this study: questionnaire, classroom observation and interview; to analyze them two main scientific tools that are frequently used in social sciences have been adopted. For the quantitative information a descriptive statistical method relying on SPSS computer program was used to analyze data gathered from the close ended questions in the questionnaire and the classroom observation. As regards the qualitative part, content analysis was adopted to interpret the data gathered from the interview and open ended questions. Also it presents settings and the participants i.e. when and where the study was carried out.

Introduction

This chapter deals with the presentation of the findings obtained from the questionnaire, the classroom observation, and the interview. First, the study uses the statistical analysis for the close ended questions. Then, it accounts for the qualitative content analysis for the interpretation of the open ended questions in the questionnaire and for the analysis of the results obtained from the interview. For the sake of organization and clarity, the outcomes are represented in percentages and displayed in tables, and pie charts. This result chapter is divided into three sections. The first covers the presentation of the results of the questionnaire. The second one presents the results obtained from the classroom observation. Then, the third one presents the results obtained from the analysis of the interview.

3.1. Presentation of the Questionnaire's results

I. Teachers' profile

- **Professional Experience:**

Question one: How long have you been teaching English?

	For one year	For five years	For ten years	For fifteen years	For twenty years	Total
Frequency	4	3	9	5	1	22
Percentage	18,2	13,6	40,9	22,7	4,5	100

Table (01): Professional Experience

The results show that 40% of the participants are teaching English since ten years. 22% of them answered that they are in the domain since fifteen years. 18% of the respondents said

that they have the experience of only one year. 13% of the participants answered that they are teaching English since five years, and only 4% of the respondents have the experience of twenty years.

II. Teachers' attitudes towards motivation

Question two: motivating pupils is:

	Necessary	Very important	Important	Slightly important	Not important	Total
Frequency	12	12	1	1	00	26
Frequency	46,2	46,2	3,8	3,8	00	100

Table (02): The importance of motivation

This table indicates that 46% of teachers consider motivation as necessary and 46% see that it is very important. 3% of the respondents have answered that motivation is important factor and other 3% of teachers respond with slightly important. No one of the respondents consider motivation as being not important.

Question three: In case you notice that some of your pupils are not motivated, do you keep teaching or you stop and try to motivate them?

	Yes, I stop	No, I don't stop	No answer	Total
Frequency	19	2	1	22
percentage	86,4	9,1	4,5	100,0

Table (03): Teachers' reaction towards unmotivated pupils.

The results indicate that the majority of teachers (86%) stop the lesson when they notice that their pupils are not motivated and try to motivate them while 9% of teachers keep teaching without stopping. Only 4% of them did not answer the question.

Question four: How do you detect lack of motivation on your pupils?

Teachers detect lack of motivation through learners’:

- Lack of concentration and attention.
- Lack of participation.
- Noise.
- Remaining silent when the teacher asks question.
- Looking around.

III. Teachers’ motivational techniques:

A- Autonomy

Question Five: How often do you give free activities to your pupils?

	Always	Sometimes	Rarely	Never	Total
Frequency	4	15	1	2	22
Percentage	18,2	68,2	4,5	9,1	100

Table (04): Teachers use of free activities.

The results demonstrate that the majority of teachers (68%) answered the question with “sometimes”. 18% of the them answered with “always”. 9% said that they never give free activities to their learners. 4% of the participants respond with “rarely”.

Question Six: Do you encourage your pupils to express themselves freely?

	Yes	No	Total
Frequency	21	1	22
Percentage	95,5	4,5	100

Table (05): Teachers encouragement of pupils to express themselves freely.

The results show that 95% of teachers encourage their pupils to express themselves freely. 4% of them answered the question by “No”.

Question Seven: How often do you reward your pupils when they succeed?

	Always	Sometimes	Rarely	Never	Total
Frequency	7	12	2	0	21
Percentage	33,3	57,1	9,5	0	100

Table (06): Teachers use of rewards for motivating learners.

The results illustrate that majority of teachers (57%) sometimes reward their pupils when they succeed, (33%) always reward them, and only (9%) who rarely do it. One of the teachers did not answer this question.

Question Eight: Do you oblige your pupils to do their school works?

	Yes	No	Total
Frequency	19	3	22
Percentage	86,4	13,6	100

Table (07): Teachers’ tendency to oblige their learners to do their school works.

The table shows that 86% of teachers answered the question with “yes” they oblige their learners to do their school works. 13% of the participants answered with “no”.

B- Competence

Question Nine: As a teacher, I

- a) Inform my pupils about their strengths and weaknesses
- b) Stick to giving marks
- c) Explain to my pupils how to improve their performance

	a	b	c	Total
Frequency	13	1	16	30
Percentage	43,3	3,3	53,3	100

Table (08): Teachers’ way of giving feedback.

The results indicate that 53% of teachers respond with “explain to my pupils how to improve their performance”. 43% of them answered with “inform my pupils about their strengths and weaknesses”. Only 3% of participants answered with “ stick to giving marks”.

Question Ten: Do you show your learners how much they have progressed or learnt?

	Always	Sometimes	Rarely	Never	No answer	total
Frequency	9	10	1	1	1	22
Percentage	40,9	45,5	4,5	4,5	4,5	100

Table (09): Teachers’ reaction towards their pupils progress.

The table indicates that 40% of teachers answer that they always show to their learners how much they have progressed or learnt. 45% of them answered with “sometimes” and 4% of participants said that they rarely show to their pupils how much they have progressed. 4% of the respondents answered that they never show to their pupils how much they have learnt. 4% of teachers prefer to not answer the question.

Question Eleven: How often you introduce activities that are optimally challenging?

	Always	Sometimes	Rarely	Never	Total
Frequency	4	16	2	0	22
Percentage	18,2	72,7	9,1	0	100

Table (10): The introduction of activities that are optimally challenging.

A higher percentage 72% chose the answer “sometimes” which means that they sometimes introduce activities that are optimally challenging. 18% answered that they always present activities that are optimally challenging. Only 9% chose “rarely” and 0% answered with “never”.

Question Twelve: Do you explain to your pupils why a task is meaningful or relevant?

	Always	Sometimes	Rarely	Never	No answer	Total
Frequency	14	5	1	1	1	22
Percentage	63,6	22,7	4,5	4,5	4,5	100

Table (11): Teachers’ explanation of the relevant of a task.

The table indicates that the majority of teachers 63% answered the question with “always”, that they always explain to their pupils why a task is meaningful. 22% opted for the answer

“sometimes”. 4% of them chose “rarely”. 4% of participants answered with “never” and 4% of them did not answer the question.

Question Thirteen: Do you motivate your learners by:

- a) Showing them the importance of instruction
- b) Being humorous
- c) Encouraging them
- d) Varying tasks
- e) Giving rewards

	a	b	c	d	e	Total
Frequency	8	8	12	10	03	41
Percentage	19,5	19,5	29,3	24,4	7,3	100

Table (12): Teachers’ techniques for motivating learners.

The table shows that 29% chose the answer (c) which is: teachers motivate their learners by encouraging them. 24% opted for the answer (d) that they prefer to motivate their pupils by varying tasks. 19% chose the answer (a) which is: teachers motivate their pupils by showing the importance of instruction. 19% selected the answer (b) “being humorous” and 7% chose the answer (e) “giving rewards”.

C- Relatedness

Question Fourteen: Do you try to establish good relations with your learners?

	Yes	No	Total
Frequency	22	0	22
percentage	100	0	100

Table (13): Teachers’ relationship with their pupils.

The table indicates that all teachers try to establish good relations with their pupils.

Question Fifteen: Which of the following statement(s) better define(s) your relation with your pupils?

- a) My pupils are like my friends
- b) My pupils are like my children
- c) My pupils remain pupils

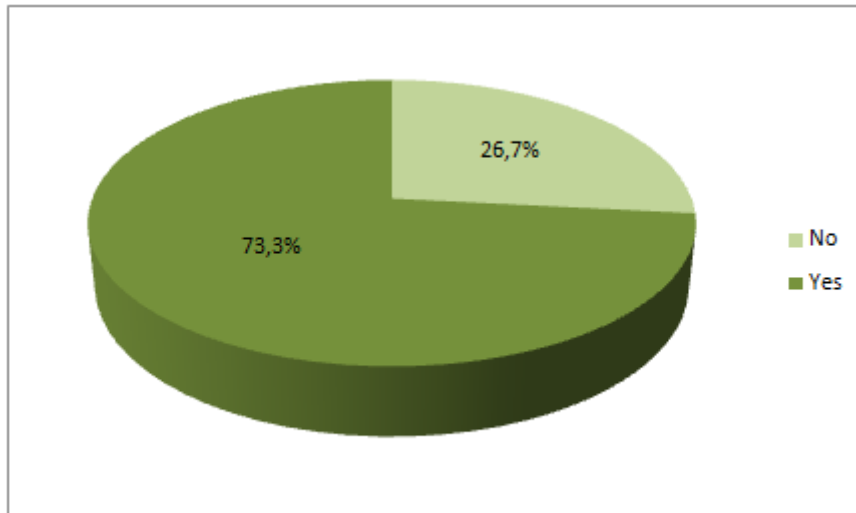
	a	b	c	Total
Frequency	6	11	5	22
Percentage	27,3	50	22,7	100

Table (14): The nature of the relation between teachers and their pupils.

The results show that 50% of the participants chose the answer (b) which is “my pupils are like my children”. 27% selected the answer (a) that is “my pupils are like my friends”. 22% chose the answer (c) that is “my pupils remain pupils”.

3.2. Results of the classroom observation

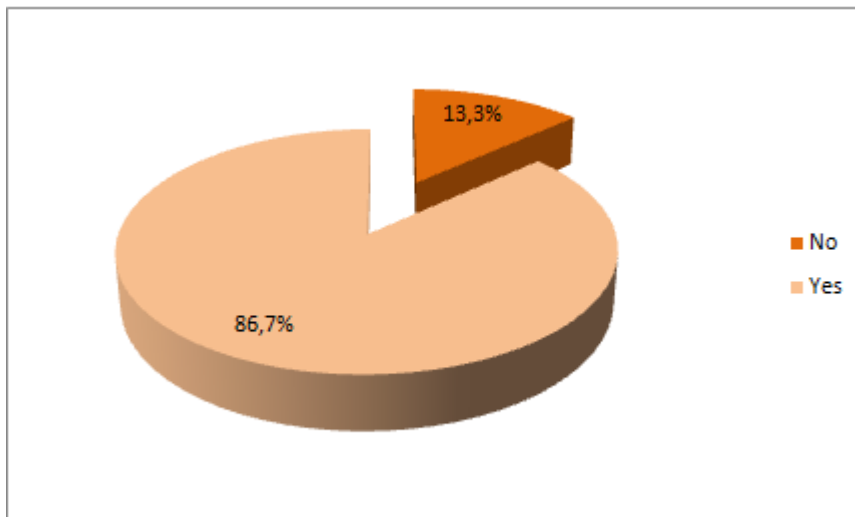
- 1) The teacher start the lesson with an attention grabber



Pie chart 01: Teachers' use of attention grabber.

The results demonstrate that 73,3% of the participants start the lesson with an attention grabber, while 26,7% start the lesson directly without an attention grabber.

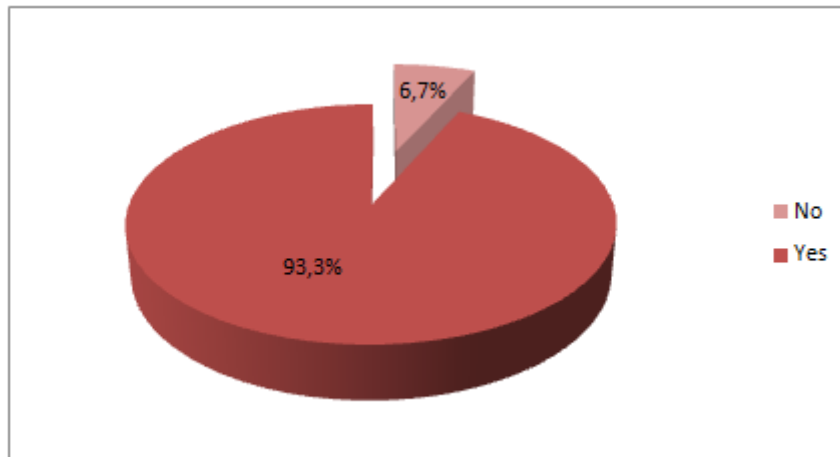
2) The teacher elicits answers from the pupils



Pie chart 02: Teachers' elicitation of answers from their pupils.

The results display that 86,7% of teachers elicit answers from their pupils, while only 13,3% said that they do not elicit answers from them.

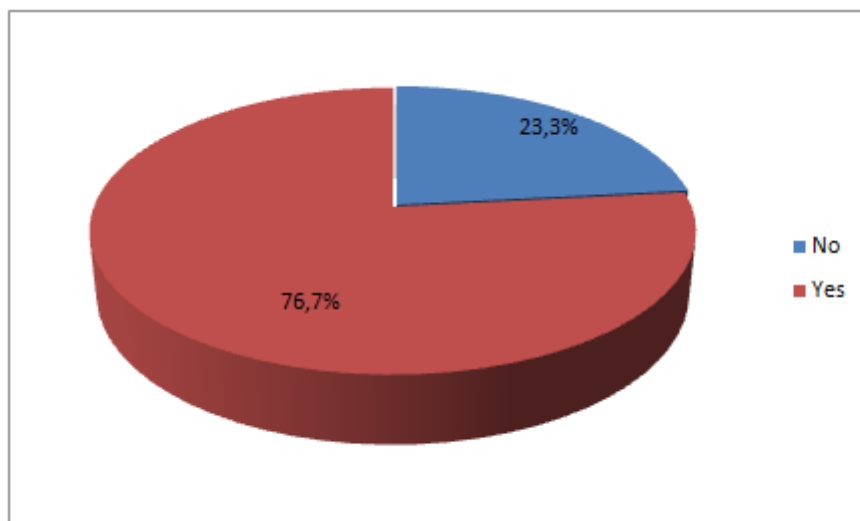
3) The teacher makes their pupils active



Pie chart 03: Teachers' making their pupils active.

The results indicate that the majority of teachers (93,3%) make their pupils active during the instruction. 6,7% of teachers do not try to make them active.

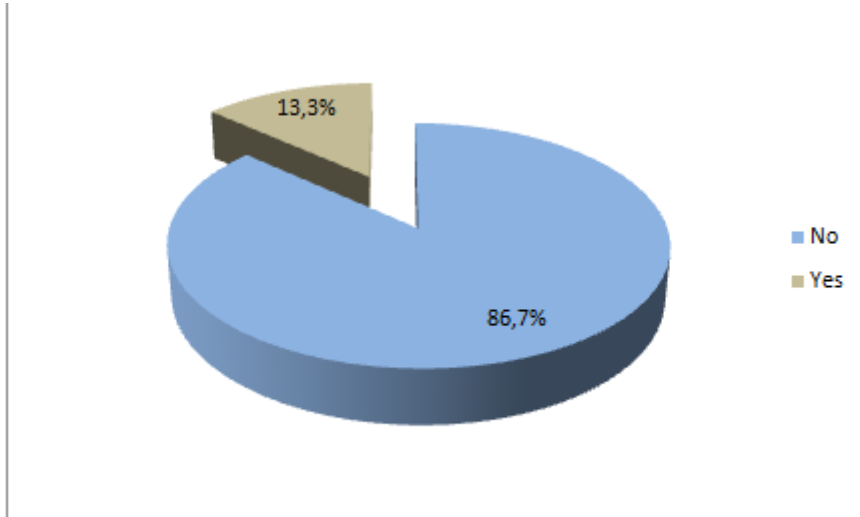
4) The teacher supervises, monitors, and evaluates their pupils



Pie chart 04: Teachers' surveillance of their pupils.

The results show that 76,7% of teachers supervise, monitor, and evaluate their pupils. While 23,3% of them don't supervise, monitor, and evaluate their pupils.

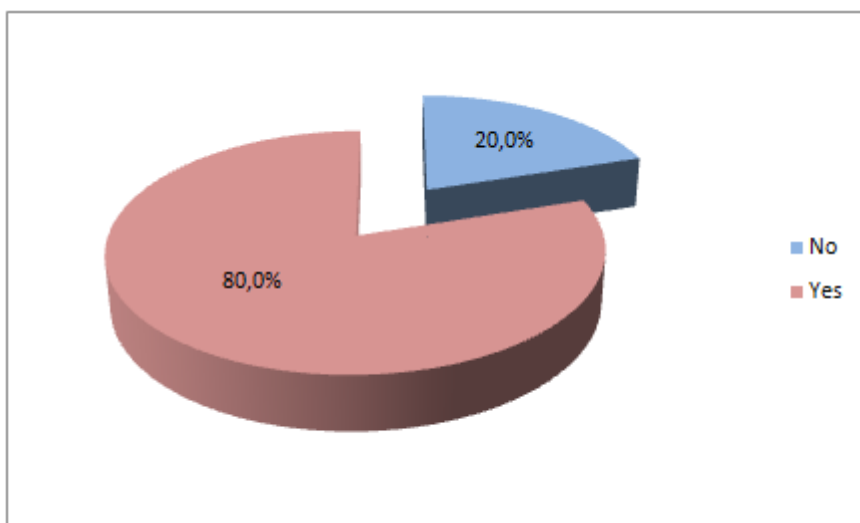
5) The teacher gives free activities



Pie chart 05: Teachers' use of free activities.

The results display that 86,7% of the participants don't give free activities to their pupils. Only 13,3% of teachers that give them to their pupils.

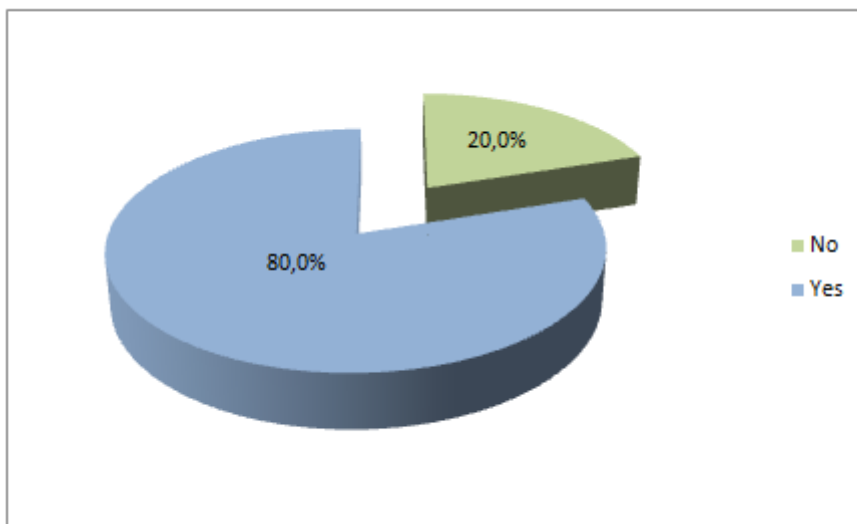
6) The teacher encourages their pupils to express their opinions and feeling



Pie chart 06: Teachers' encouragement of their pupils to express their opinions and feelings.

The results show that the majority of teachers (80%) encourage their pupils to express their opinions and feelings. While (20%) of the participants don't encourage them to express themselves freely.

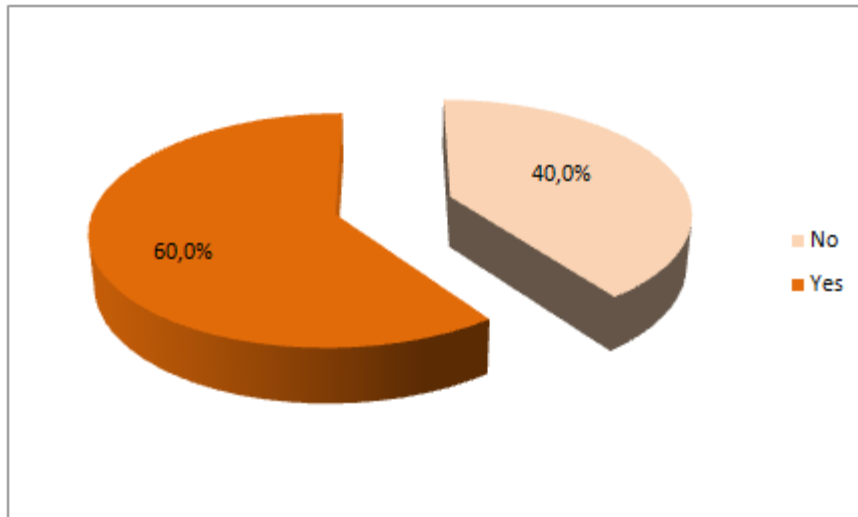
7) The teacher gives feedback to their pupils



Pie chart 07: Teachers' tendency of giving feedback to their pupils.

The results display that (80%) of teachers give feedback to their learners. While (20%) of them don't give feedback to their pupils.

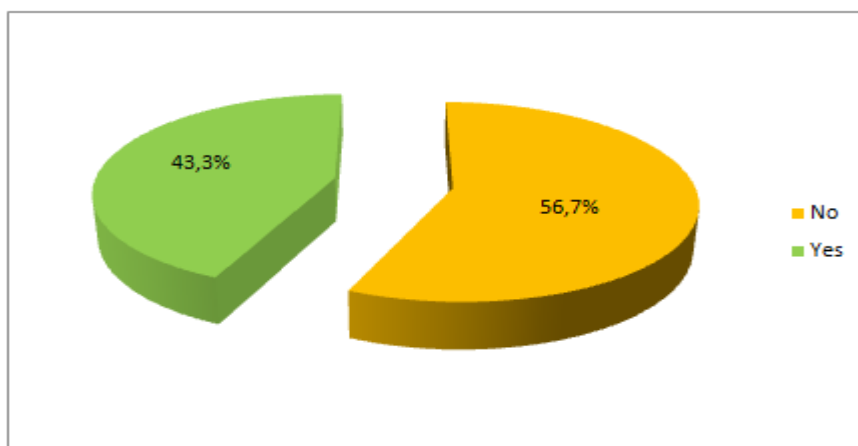
8) The teacher obliges their pupils to do their activities



Pie chart 08: Teachers' tendency to oblige their pupils to do their activities.

The results indicate that (60%) of the participants oblige their pupils to do their activities. While (40%) of teachers don't oblige them.

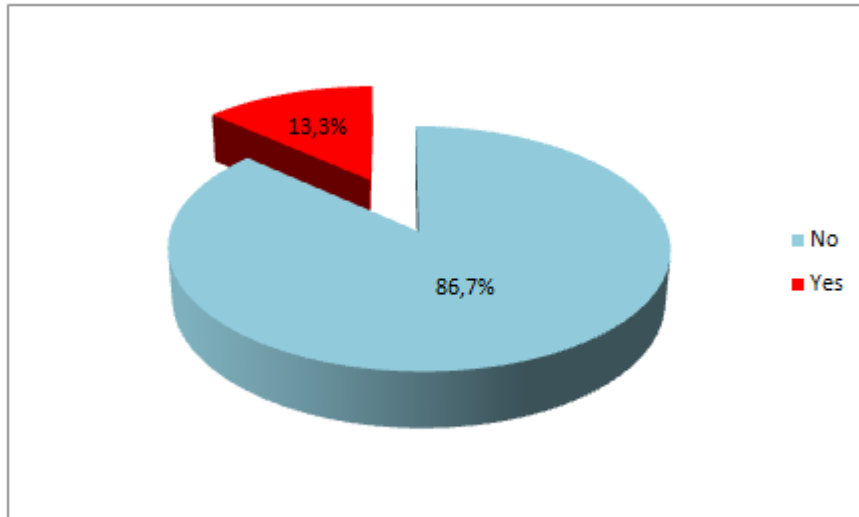
9) The teacher explains the purpose and usefulness of each activity



Pie chart 09: Teachers' explanation of the purpose and usefulness of the activity.

The results show that (56%) of teachers explain the purpose and usefulness of each activity while (43%) of the participants don't explain it.

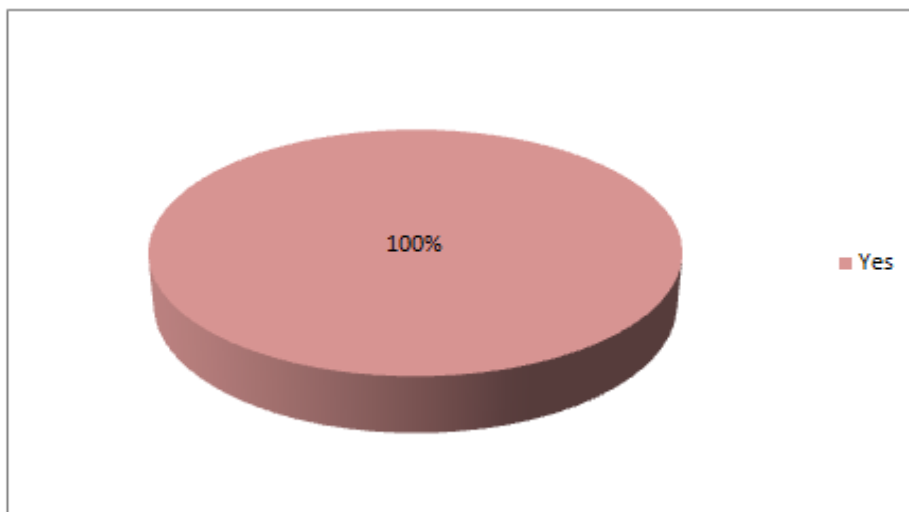
10) The teacher provides their learners with challenging tasks



Pie chart 10: Teachers' use of challenging tasks.

The results show that (86%) of teachers don't provide their pupils with challenging tasks. Only (13%) of teachers that provide their pupils with challenging tasks.

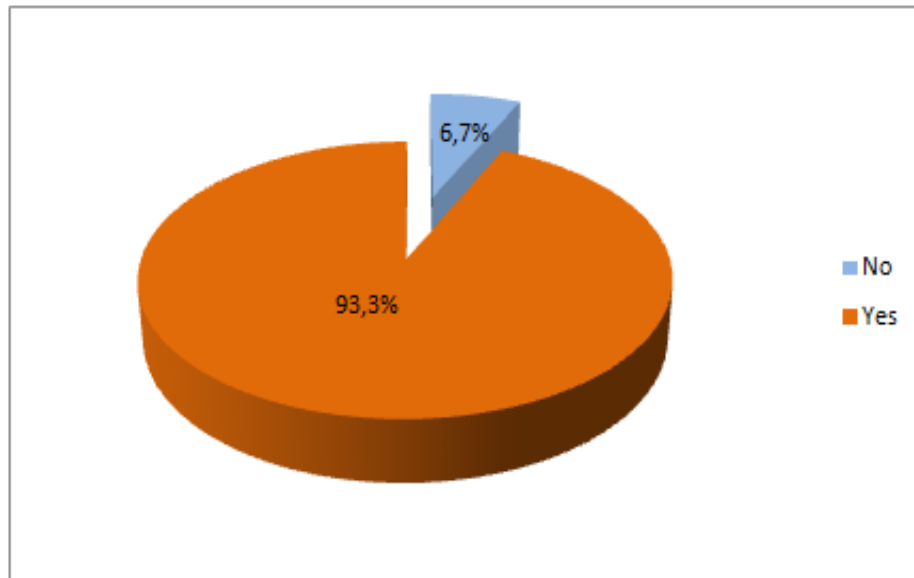
11) The teacher shows respect to their pupils



Pie chart 11: Teachers' relationship with their pupils.

The results indicate that all the teachers (100%) show respect to their pupils.

12) The teacher establishes good rapport with their pupils



Pie chart 12: Teachers' establishment of good relationships with their pupils.

The results show that the majority of teachers (93%) establish good relations with their learners, and only (6%) of them who don't have good rapport with their pupils.

3.3. Results of the interviews

The third data collection tool used in this research is an interview which was conducted by 5 teachers from HMDANI Said secondary school. This tool helped us to gather a large amount of information and details about the barriers that undermine the maintenance of motivation in classrooms.

Question one: according to your personal experience, what do you think about teaching as a profession?

The majority of teachers think that teaching is hard, because pupils are tumultuous, and teachers don't receive the sufficient support from the authorities, parents, and even pupils to facilitate their work.

Question two: what do you think about learners' motivation to learn in class?

Teachers showed their awareness of the problem of learners' lack of motivation through their lack of involvement, neglect of their school works and their carelessness as well as lack of attention and concentration.

Question three: do you implement motivation as part of your teaching style?

Teachers said that motivation is an important element in their teaching style and they try to motivate them when it is possible because sometimes motivating pupils is not an easy task.

Question four: what are the difficulties that may face you in maintaining and/or creating motivation among your pupils?

Teachers in this respect highlighted the following barriers:

- Learners lack of attention and neglect
- The large size of classes
- The overloaded program
- Lack of means especially modern means.

Question five: can you suggest some solutions in order to better be able to implement motivation in classroom?

Teachers have suggested the following solutions:

- Providing learners with extracurricular activities such as sports and other cultural activities as well as providing spaces of entertainment.
- Providing a room specific to languages equipped with the essential tools such as data showers, computers...

Conclusion

This chapter presented the results obtained from the questionnaire administered to twenty two teachers and the thirty classroom observations attended with ten teachers from the secondary schools of OUARZDINE Achour and POLYVALENT of TIZI-GHNIFF as well as HMDANI Siad, TECHNICUM and MOUSSAOUI Ahmed of DRAA EL-MIZAN and the interview that were conducted with five teachers from HMDANI. From the results obtained, it is clear that the majority of teachers give enough importance to motivation and they use different techniques to maintain it in the classroom. These results are going to be discussed in more details in the following chapter.

Introduction

The present chapter is devoted to the discussion of the results gathered from questionnaires handed to teachers and interviews conducted with them; as well as classroom observations. The results show that most of the teachers give enough importance to motivation using certain techniques, despite the difficulties they face in maintaining it during lessons. For more detailed discussion of the findings the SDT is used to interpret them. This chapter involves four sections. It opens by discussing the teachers' profile. Then it discusses the teachers' perceptions and attitudes towards motivation. After that, it deals with the barriers that undermine the implementation of motivation in the teaching/learning processes. Finally, it discusses the motivational techniques used by teachers.

4.1. Teachers' Profile

The findings demonstrated that teachers' professional experience have no significant differences on their perception and attitudes towards motivation or the techniques they use to motivate their learners. Therefore, the professional experience is neither an advantage nor a hindrance in implementing motivation as a necessary factor in the teaching/learning processes. There are other factors that impact the maintaining of motivation in class.

4.2. Teachers' attitudes and perception of motivation

As it was stated earlier in the first chapter, motivation is of extreme importance in enhancing pupils' performance. Thus, the teachers' views about motivation and their awareness of its importance is necessary to sort out whether or not motivation is likely to take part in their teaching style. In attempt to tackle this issue, we have used the necessary data collection tools which are; questionnaires administered to a sample of teachers of the

secondary school, classroom observations attended and interviews conducted with them, these tools helped in better understanding the issues raised in this work. Therefore, the results exhibited that 46% of the teachers view motivation as necessary and other 46% consider it as very important, only a minority i.e. 3% think that motivation is slightly important (see table 02). In addition the results demonstrated that the majority of teachers (73%) start their lesson with an attention grabber (see pie-chart 01) this means that, teachers check their learners' readiness to receive information before going ahead in the lesson. Moreover, in order to figure out whether or not learners are motivated to learn from their teachers' view, we asked them and they claimed that the majority of pupils are not motivated. In this respect, one of the teachers said that it depends on the classes; according to her the classes of scientific stream are more motivated than the classes of literary stream. Teacher two stated: "*there is not such things in the Algerian context, in one class I work with two or three pupils...*" Another teacher confirmed: "*most of them are not motivated*" other teachers also said that the majority of pupils come to study because they feel obliged to do or because their parents want them to do. This means that teachers are aware of this problem of learners' lack of motivation and they are able to detect lack of motivation among their pupils through their neglect, disinterest, lack of concentration and misunderstanding, others detect it when pupils become noisy, play with their phones or look around and when they show little involvement and participation. In such situations, most of the teachers i.e. 68% stop the lesson to motivate the pupils and then carry on while 9% of them prefer to keep teaching instead of wasting time because the lesson will not move on if they consider this kind of issues (see table 03). Similarly, facing the truth that most of the pupils are lacking motivation, we intended to know if teachers make efforts to motivate their learners, some of them showed their great attention to this, others showed reservations about it. Accordingly, one teacher said: "*I try to motivate them whenever it's possible*" other teachers stated that they usually or frequently do, while teacher two honestly

declared: *“well, not really it’s not as easy as you may think”*. All this means that, teachers are aware of the problem of pupils ‘lack of motivation and view it’s implication as part of their teaching style as of extreme importance in order to increment learners’ performance, involvement and achievements. In fact, these findings confirm previous work of (Kirondo, 2014) who stated: *“it was found that, majority of teachers viewed motivation as of paramount importance for students’ performance”* the findings also confirm the first hypothesis (hp1) and infirm the second one (hp2) that were already advanced in the general introduction.

4.3 Teachers’ motivational techniques

It was stated earlier that motivation is defined from different outlooks; therefore ways of motivating people differ from one theory to another. As far as our study is concerned; SDT, as the theoretical framework adopted in this study, will help us identifying the techniques used by teachers to motivate their pupils in the Algerian secondary school.

It was already indicated in the literature review that SDT posits that the satisfaction of the basic needs for autonomy, competence and relatedness facilitates intrinsic motivation and the internalization of extrinsic motivation, this leads people to become self-determined and self-regulated. Those needs will be discussed fully below to sort out whether or not teachers of the secondary schools promote and support those needs, and thus we will identify the techniques they use to motivate their learners.

- **Autonomy:**

To enhance intrinsic motivation in classroom, Niemic and Ryan (2009) states: *“strategies for enhancing autonomy include providing choice and meaningful rationales for learning activities, acknowledging students’ feeling about those topics, and minimizing pressure and control”*(P: 139). That is to say, there are some techniques that help teachers enhancing the

sense of autonomy among their pupils. In this respect, the findings obtained from the questionnaire revealed that only 18% of the teachers frequently give free activities to their learners, 68% provide them with this kind of activities from time to time, and 9% of teachers never do this while 4% rarely give free activities to their pupils (see table 04), in support to this, the classroom observation demonstrated that the majority of teachers i.e. 86% (see pie-chart 05) provide their pupils with free activities. Teachers explained that they give freer activities rather than free activities as home works or workshops at the end of each unit. What is more, the results indicated that almost all the teachers give opportunities to their learners to express their opinions and feelings (see table 04) the same result is obtained from the classroom observation which exhibited that 80% of the teachers provide a room for open exchange of opinions in the classroom (see pie-chart 06). However, it was found that most of the teachers i.e. 86% tend to oblige their learners to do their home works (see table 07). In addition the results of the classroom observation showed that 76% of the teachers supervise their pupils (see pie-chart 04), in SDT, this kind of pressure and control putted on pupils undermine their autonomy self-perception. These findings demonstrate that the techniques used by the teachers of DRAA EL-MIZAN and TIZI-GHNNIF secondary schools to support their pupils' autonomy are providing opportunities for exchanging opinions, this goes in line with previous work conducted by (Chirkov and Ryan, 2001) which found that the internalization of academic motivation is increased by parents' and teachers' autonomy support in Russian and US high school learners.

- **Competence:**

Niemic and Ryan provided the kind of strategies that should be used to enhance pupils' competence self-perception and they claim: "*strategies for enhancing competence include providing effectance relevant, as opposed to norm-based evaluative, feedback and optimally*

challenging tasks”(P:193). In other words, teachers if they introduce effectance relevant feedback and challenging tasks, their pupils will have the feeling of self competence. In this respect, the findings obtained from the classroom observations portrayed that most of the teachers i.e. 80% give feedback to their pupils (see pie-chart 07), teachers then, were asked about the kind of feedback they provide, 53% of the answers depicted that teachers tend to show their learners how to improve their performance, while informing pupils about their weaknesses and strengths was found to be used in a ratio of 43% The least common way of giving feedback was sticking on giving marks and grades (see table 08).

It was already stated above, that providing effectance relevant feedback (i.e. showing the pupils how to improve their performance and informing them about their strengths and weaknesses) are among the strategies that enhance pupils' competence self-perception rather than norm based evaluative feedback (i.e. marks and grads). More importantly, the results revealed that only the minority of teachers 13% provide challenging tasks to their pupils (see pie-chart 10). Challenging tasks tape pupils' creativeness and thus, they increase their self-esteem and their competence self-perception. More than that, showing to pupils how much they progressed may also increment their level of self-esteem. However, only 40% of the teachers frequently do this, and 45% of them do it from time to time, the remaining teachers do it rarely or never (see table 09). Moreover ,the classroom observation's results showed that most of teachers tend to elicit answers from their learners rather than spoon-feed them. Thus, helping the learners to actively involved in the learning process rather than passively involved and this, in fact, increases their competence self-perception (see pie-chart 2). As far as this study is concerned, the techniques used by teachers to support the need for competence are giving effectance relevant feedback, eliciting answers from their learners and making them actively involved in learning. These findings confirm previous works of (Deci *et.al*, 1999) who found that both autonomy and competence are necessary for the maintenance of

intrinsic motivation. It is also worth mentioning that, the factor of competence or ability self-perception is believed to be important in motivating students, theories such as self-worth theory argues that students need to feel themselves competent in order to think they are worthy and so they will be more motivated, in addition to self-efficacy theory which claims that students' motivation is determined by their perception of their own abilities (see chapter 1).

- **Relatedness:**

The third need highlighted in SDT is the relatedness need. Niemic and Ryan (2009) state: “Strategies for enhancing relatedness include conveying warmth, caring, and respect to students” (p: 139). That is, if the teacher shows respect and carelessness to their pupils the feeling of relatedness will be available. In this respect, the findings of the present work found that all the teachers show respect to their learners (see pie-chart 11) and almost all of them i.e. 93% establish good relationships with their learners (see pie-chart 12). Teachers then were asked about the kind of relationships they establish with their learners, the answers were: half of the teachers consider their pupils as their children. While 27% consider them as friends; others tend to make limits with their learners. It is argued that pupils when they feel liked and appreciated by their teachers they tend to show more willingness to study. Thus, the belongingness need and the feeling of being connected to the school environment notably to teachers enhance pupils' motivation. With respect to this study, teachers' techniques to support the relatedness need are, showing respect to learners and trying to establish good relations with the pupils. These findings confirm previous works (Jang *et.al.* as cited in Niemic and Ryan, 2009) that autonomy, Competence and relatedness facilitate intrinsic motivation.

In this work teachers were asked about other techniques they use to motivate their pupils (see table 13), encouraging them was found to be the most used (29%), in addition 24% of the answers proved that varying tasks is another commonly used technique among teachers of the secondary school. The results obtained from the interview showed that giving novel tasks is an effective strategy to motivate learners, one teacher said: *“pupils show interest and attention when I bring them something new”*.

Above all, the findings of the current research confirm the third hypothesis (hp 3) and deny the fourth one (hp 4) which were already advanced in this study.

4.4. The barriers that hinder motivation in school

Although the difficulties that faces it in classroom, teachers are aware of the importance of motivation in school settings, and its maintenance in classroom faces serious difficulties. The interpretation of the findings collected from the interview made with teachers displayed that the implementation of motivation in class is not an easy task. Teachers, in answer to a question about their opinion about teaching as a profession, showed that they are not highly motivated to teach. A teacher claimed that teaching is becoming unbearable, others showed that teaching is very hard due to the weak level of pupils, their indiscipline, neglect, lack of attention and the unwillingness and lack of efforts to learn, some teachers refer this neglect to the overloaded program and the pressure of parents, one teacher declared: *“some pupils study because their parents want them to do, I’ve heard this from their mouths”*. Pupils’ attitudes have a great impact on teachers’ motivation towards teaching, a teacher overtly declared: *“pupils are very tumultuous and the majority of them are weak and don’t make efforts, this makes teaching a little bit boring”*. Another teacher said: *“well, I can’t tell you that it’s bad, but difficult, there are classes with whom I enjoy my work, classes of the scientific stream are motivated and expand great effort this motivates me too, while other*

classes of the literary stream are weak and this makes teaching really hard and boring". In fact, it's hard for teachers to motivate their learners while teachers themselves are not motivated and vice-versa, teachers could not be motivated unless pupils show attention and care about their studies. As it was stated earlier in the literature review, that environmental factors impact pupils' motivation in class, teachers' attitudes are among those factors. These findings go in line with (Skinner and Belmont, 1993) that there is a reciprocal effect of teacher behavior and students' engagement.

Another important result obtained from the analysis of the interview demonstrated that teachers face difficulties in considering motivation in large classes. One of the teachers claimed: *"some classes are crowded they contain more than 30 pupils in one class, do you think it's possible to motivate them in one hour?"* Another teacher confirmed: *"we couldn't consider these issues in crowded classes, unfortunately because we don't have time, if we do so we will not move in the lesson"*. Therefore, class size highly influences pupils' motivation and impedes its creation and maintenance in the classroom; this confirms the findings of (Cakmak, 2009) that students could be motivated more easily in less crowded classes.

Moreover, teachers referred to the increasing hours that pupils spend in studies, this put them under pressure suggesting that pupils need to have some fun by providing time for extracurricular activities. In this respect, a teacher highlighted: *"I think that pupils spend a lot of time studying from 8:00 of the morning to 16:30h, some of them arrive at home at 18:00h, absolutely they will not have time to do their homeworks, revising lessons or prepare them, that's too much, they need to amuse, they are young to bear this pressure"*. The overload of information makes pupils feel pressed and reduces their attention and concentration in class. Another teacher said in this respect: *"pupils don't pay attention and concentrate, because they are exhausted with large amount of information they receive, spaces of entertainment are*

required". These findings go with previous results found by (Yildiz, 2016) that extracurricular activities are vital in enhancing learners' motivation.

Furthermore, the findings of this study portrayed that classrooms are not equipped with the essential tools; especially the modern means to enhance pupils' motivation and involvement and the facilitation of learning as well. One of the teachers suggested to provide a special room or a laboratory of languages equipped with the essential ICT tools such as: computers, data showers...etc in order to provide pupils with a variety and novel tasks like videos, animated pictures, recordings...etc this most probably enhance students motivation, another teacher said: *"pupils show interest and attention when I bring them something new"*. Another teacher also claimed: *"personally, I like working with data shower because this help learners' pay attention as this help me bring them some novel tasks"*. This result confirmed previous findings (Kreutz and Rhodin, 2016) that students' motivation increased when integrating ICT in the EFL classrooms because lessons got more fun. The findings also confirm the fifth hypothesis (Hp 5) and refute the sixth one (Hp 6) which were already advanced in the general introduction.

Conclusion

In conclusion, this chapter included four sections; the first section dealt with the discussion of the results of the teachers' profile; it revealed that the professional experience of the teacher has no impact on teachers' view of motivation, or the way they motivate their pupils. The second section entitled teachers attitudes and perception of motivation; devoted to discuss the way teachers view motivation and it was found that teachers consider motivation as necessary and of extreme importance in teaching, they also aware of the necessity of integrating it in their teaching style. The third section, coped with the motivational techniques that teachers use to motivate their learners; it was came to the conclusion that the secondary

EFL teachers of OUARZDINE Achour, POLYVALENT of TIZI_GHENIFF and HMDANI said , TECHNICUM AND MOUSAOUI ahmed of DRAA EL-MIZAN motivate their pupils by providing opportunities to exchange ideas, giving effectance relevant feedback, making the learners actively involved in learning and establishing good relations with the pupils, in addition to other techniques such as encouraging pupils, showing them the importance of instructions as well as variety and novelty of tasks. The fourth and the last section, focused on figuring out the difficulties that impede the implication of motivation in the teaching process and it revealed that, teachers' lack of motivation, the large size of classes and the lack of means i.e. ICT tools are among the hindrances that undermine motivation in teaching.

General conclusion

This research study has investigated the teachers' techniques to motivate their learners in different secondary schools of TIZI OUZOU. It focused on identifying the techniques used by EFL teachers to stimulate their learners to study, as well as the barriers that undermine its integration in the context. Conducting this research and dealing with this topic is important as its ultimate aim is to help teachers and educators to find ways and techniques that may be used by EFL teachers to motivate pupils in the secondary school.

The study of teachers' techniques of motivation has fascinated many researchers all over the world. A plethora of research articles and books have been published on this subject. They helped us to deepen our understanding and enlarge our knowledge on this field.

This research has three main objectives. The first objective is to find out how teachers in the Algerian secondary school motivate their learners. The second objective is to sort out the teachers' attitudes towards motivation. The third objective is to uncover the barriers and difficulties that undermine the implementation of motivation in the teaching process.

Due to the complexity of investigating the techniques used by teachers to motivate learners in some secondary schools of TIZI OUZOU, our study, then has adopted the Self-Determination Theory of Deci and Ryan. This framework has provided us with essential information on the ways teachers motivate their learners. The results have confirmed some hypotheses and infirmed others.

To answer the advanced research questions and to check the hypotheses, the study relied on a mixed-research method, combining the quantitative and the qualitative research method in both data collection and data analysis. The study relied on three data collection tools which are a questionnaire administered to twenty two teachers of English in

TIZI_GHENIFF and DRAA EL-MIZAN secondary schools, as well as classroom observations with ten teachers of secondary schools and an interview conducted with five teachers from HMDANI Said of DRAA EL-MIZAN secondary school. For the quantitative method was used for obtaining statistical data which were analyzed relying on the SPSS computer program, while the qualitative content analysis was used to interpret the findings obtained from the interview and the open ended questions.

The study demonstrated that teachers give enough importance to motivation despite the difficulties they face in implementing it in the real context of the teaching process. Among these difficulties, the teachers' lack of motivation due to the pupils' lack of attention, neglect and lack of efforts; in addition to the large size of classes and the overloaded program as well as lack of means especially the modern means i.e. ICT tools. Furthermore, the study found that the motivational techniques that teachers use to motivate their pupils are providing opportunities for exchanging opinions, giving effective relevant feedback and making learners actively involved in the learning process as well as establishing good relations with the learners. In addition, teachers motivate their learners by encouraging them, novelty and variety of tasks.

It is hoped that this modest work has contributed in providing considerable insights on the topic of motivation and shed some light on the barriers that face its implementation in the teaching process. However, the study concerned some of the secondary schools of TIZI-OUZOU and concerned only teachers, further studies may be conducted to investigate this topic in other secondary schools or other levels such as middle school as well as testing the effectiveness of these techniques from the pupils' point of view.

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Appendix1: Teachers' Questionnaire

Dear teacher,

Our research investigates teachers' techniques to motivate unmotivated learners. Therefore, you are kindly requested to answer this questionnaire as it constitutes an important part of our research. The answers of this questionnaire will be used only for an academic purpose. Thank you for your contribution.

I. Teacher's profile

• Professional Experience:

1- How long have you been teaching English?

- a) Since one year
- b) Since five years
- c) Since ten years
- d) Since fifteen years
- e) Since twenty years

II. Teachers' attitudes towards motivation

2- Motivating students is:

- a) Necessary
- b) Very important
- c) Important
- d) Slightly important
- e) Not important

3- In case you notice that some of your pupils are not motivated, do you keep teaching or you stop and try to motivate them?

Yes

No

4- How you detect lack of motivation on your students?.....
.....
.....

III. Teachers' motivational techniques :

A. Autonomy

5- How often do you give free activities to your pupils?

Always

sometimes

rarely

never

6- Do you encourage your pupils to express themselves freely?

Yes

No

7 How often do you reward your pupils when they succeed?

Always

sometimes

rarely

never

8- Do you oblige your pupils to do their school works?

Yes

No

B. Competence

9- As a teacher, I:

a) Inform my pupils about their strengths and weaknesses

b) Stick to giving marks

c) Explain to my pupils how to improve their performance

10- Do you show your learners how much they have progressed or learnt?

Always sometimes rarely never

11- How often you introduce activities that are optimally challenging?

Always sometimes rarely never

12- Do you explain to your pupils why a task is meaningful or relevant?

Always sometimes rarely never

13- Do you motivate your learners by:

- a) Showing them the importance of instruction
- b) Being humorous
- c) Encouraging them
- d) Varying the tasks
- e) Giving rewards

C. Relatedness.

14- Do you try to establish good relations with your learners?

Yes No

15- Which of the following statement(s) better define(s) your relation with your students?

- a). My students are like my friends
- b). My students are like my children
- c). My students remain students

Thank you

Appendix 2: Classroom Observation

Items to be observed	Yes	No
1. The teacher start the lesson with an attention grabber		
2. The teacher elicits answers from the pupils		
3. The teacher makes their pupils active		
4. The teacher supervises, monitors, and evaluates their pupils		
5. The teacher gives free activities		
6. The teacher encourages their pupils to express their opinions and feelings		
7. The teacher gives feedback to their pupils		
8. The teacher obliges their pupils to do the activities		
9. The teacher explains the purpose and usefulness of each activity		
10. The teachers provides their pupils with challenging tasks		
11. The teacher shows respect to their pupils		
12. The teacher establishes good rapport with their pupils		

Appendix 3: Teachers' Interview

Thank you for accepting to answer our questions,

This interview is part of our research which aims to collect data about teachers' motivational techniques in the Algerian secondary school, the purpose of this interview is to obtain your opinions about the motivation in classroom and the barriers that hinder its implementation as well as suggesting some solutions.

Question one: according to your personal experience, what do you think about teaching as a profession?

Question two: what do you think about learners' motivation to learn in class?

Question three: do you implement motivation as part of your teaching style?

Question four: what are the difficulties that may face you in maintaining and/or creating motivation among your pupils?

Question five: can you suggest some solutions in order to better be able to implement motivation in classroom?

Appendix 4: Interview's Transcription

Teacher one

Thank you for accepting to answer our questions,

Question one: according to your personal experience, what do you think about teaching as a profession?

A: well, I can't tell you that it's bad, but very difficult.

Question two: what do you think about learners' motivation to learn in class?

A: it depends on the classes, there are classes with whom I enjoy my work, classes of the scientific stream are motivated and expand great effort this motivates me too, while other classes of the literary stream are weak and this what makes teaching really hard and boring.

Question three: do you implement motivation as part of your teaching style?

A: Yes.

Question four: what are the difficulties that may face you in maintaining and/or creating motivation among your pupils?

A: I think that pupils spend a lot of time studying from 8:00 of the morning to 16:30h, some of them arrive at home at 18:00h, absolutely they will not have time to do their homework, revising lessons or prepare them, that's too much, they need to amuse, they are young to bear this pressure, because this prevents them to pay attention in class or concentrate or making efforts.

Question five: can you suggest some solutions in order to better be able to implement motivation in classroom?

A: as I said pupils need to amuse and have some fun, authorities should or “must”, it’s an obligation, to provide spaces for entertainment, and reduce the hours or the program in order to lighten the tension putted on pupils.

Thank you.

Teacher Two

Thank you for accepting to answer our questions,

Question one: according to your personal experience, what do you think about teaching as a profession?

B: honestly, teaching is becoming more and more unbearable, this generation lacks discipline, I enter the classroom, and I find some pupils beating each other, sometimes they play with their phones, connecting on facebook without any respect for the teacher, not as before a teacher was respectable.

Question two: what do you think about learners’ motivation to learn in class?

B: (laughing) there is not such things in the Algerian context, in one class I work with two or three pupils others are absent-minded.

Question three: do you implement motivation as part of your teaching style?

B: well, not really because it’s not as easy as you may think.

Question four: what are the difficulties that may face you in maintaining and/or creating motivation among your pupils?

B: I told you before that it's not easy, pupils don't pay attention or concentrate instead they play with their phones, chatting with each other, it's not possible to work in such situations if we pay attention to these issues, we will not move on in the lesson. Even when the teacher come to class motivated, pupils will break him/her down with their unsupported behavior. In addition to all that, there is a lack of means, especially modern ones, we are teachers of English, and ICT tools became indispensable in learning a second or a foreign language.

Question five: can you suggest some solutions in order to better be able to implement motivation in classroom?

B: I think that pupils show interest when I bring them something new, so I suggest to use the modern means of teaching in order to be able to provide them with various novel tasks.

Thank you.

Teacher Three

Thank you for accepting to answer our questions,

Question one: according to your personal experience, what do you think about teaching as a profession?

C: teaching was my dream, I used to play the role of a teacher in my childhood, but when I interned this domain I found it very hard to be a teacher, pupils are very tumultuous and the big majority are weak and don't make efforts, this make teaching a little bit boring.

Question two: what do you think about learners' motivation to learn in class?

C: most of them are lacking motivation

Question three: do you implement motivation as part of your teaching style?

C: I try to motivate them when it's possible.

Question four: what are the difficulties that may face you in maintaining and/or creating motivation among your pupils?

C: pupils don't concentrate and don't make effort, most of them are weak and undisciplined more than that some classes are crowded they contain more than 30 pupils in one class, do you think it's possible to motivate them in one hour? In addition to lack of tools.

Question five: can you suggest some solutions in order to better be able to implement motivation in classroom?

C: classes have to be reduced in the number of pupils, and lighten the program to provide more free time for them. For the lack of tools, I suggest to provide a room specific to languages equipped with the sufficient materials such as computers, data showers to provide more variety of tasks such as videos, animated pictures, songs.....

Thank you.

Teacher four

Thank you for accepting to answer our questions,

Question one: according to your personal experience, what do you think about teaching as a profession?

D: being a teacher is not an easy task, even though I try to make more effort and enjoying my work.

Question two: what do you think about learners' motivation to learn in class?

D: some pupils study because their parents want them to do; I've heard this from their mouths.

Question three: do you implement motivation as part of your teaching style?

D: Yes, I do it usually.

Question four: what are the difficulties that may face you in maintaining and/or creating motivation among your pupils?

D: pupils don't pay attention and concentrate, because they are exhausted with large amount of information they receive, spaces of entertainment are required. In addition to the large size of classes we couldn't consider these issues in crowded classes, unfortunately because we don't have time, if we do so we will not move in the lesson".

Question five: can you suggest some solutions in order to better be able to implement motivation in classroom?

D: pupils need to have spaces of entertainment, as well as providing sufficient tools.

Thank you.

Teacher five

Thank you for accepting to answer our questions,

Question one: according to your personal experience, what do you think about teaching as a profession?

E: being a teacher is not an easy task, even though I try to make more effort and enjoy my work.

Question two: what do you think about learners' motivation to learn in class?

E: there are some pupils who are motivated because they make efforts and participate in class, they show their willingness to study unlike others I mean the majority come only because they feel obliged to do.

Question three: do you implement motivation as part of your teaching style?

E: Yes, I frequently do.

Question four: what are the difficulties that may face you in maintaining and/or creating motivation among your pupils?

E: there are too much difficulties, I refer to lack of tools.

Question five: can you suggest some solutions in order to better be able to implement motivation in classroom?

E: personally, I like working with data shower because this help learners' pay attention as this help me bring them some novel tasks.

Thank you.

