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Title

**Investigating teachers' opinions about the use of motivational strategies: Case of
English language Teachers in the Department of English at Mouloud Mammeri
University of Tizi Ouzou**

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Dedications

Mecheri Daouiya

I dedicate this work to my splendid parents, Mecheri Arezki and Lasni Hadjila, who encouraged and motivated me to achieve this work, to my beloved brothers Mohamed Lamine, Djamel and his wife Nadia, my lovely sisters Yassmina and Amel and their Husbands Djamel and Mohammed, my teachers, my friends, and all those who helped me, supported me and pray for me throughout this research.

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Abstract

This work is an exploratory study about motivational strategies. It aims to investigate EFL teachers' opinions about these strategies and their use of these latter to enhance students' learning of English as a foreign language in the department of English at Mouloud Mammeri University of Tizi-Ouzou. To reach these aims, we have chosen two data collection instruments: a survey submitted to 30 teachers, and a structured interview conducted with 8 other teachers in the Department of English. A mixed method, combining the qualitative and quantitative methods to data analysis is adopted. The study relies on Cheng and Dörnyei' (2007) theoretical framework about the motivational strategies. The findings show that the teachers attribute importance to the use of most of the existing motivational strategies, but the degree of importance they attribute for each category of strategies varies from one teacher to another. Concerning the interviews, they have revealed that the teachers use different motivational strategies to motivate their students; however, they use just few of them. Among the strategies they use, some are not present in the framework provided by Cheng and Dörnyei. This suggests that the interviewed teachers are either not aware of all these strategies or they neglect the majority of them when they teach, so the teachers are required to have some reflections about the use of these strategies.

Key words: *motivation, motivational strategies, Cheng and Dörnyeis' motivational strategies (2007), opinions, EFL teachers, mixed method.*

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List of Abbreviations

- C : Category
- EFL : English as a Foreign Language
- EL : English Language
- H : Hypotheses
- L2 : Second Language
- MMUTO : Mouloud Mammeri University of Tizi-Ouzou
- MS : Motivational Strategies
- Ps : Participants
- Q : Question
- QCA : Quantitative Content Analysis
- S : Strategy
- SLA : Second Language Acquisition

List of Symbols

- %: Percentage
- X: The Calculated Percentage
- Z: The Value of the Answers
- Y: The Total Number
- =: Equal
- x: Multiply
- ÷: Division

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*General
Introduction*

1. Statement of the problem

The English language is one of the most important languages all over the world. In fact, many countries introduce it in the teaching learning process; mainly in higher education as it becomes an accessing source to modern knowledge, scientific research and to global communication.

Acquiring and developing English as a Foreign Language (EFL) is a difficulty faced by many students in the learning process. To overcome this difficulty and attain the mastery of that language, learners must develop the four language skills (reading, writing, listening and speaking); meanwhile, they need to be motivated. But the problem is that learners are not always motivated. In fact, the questioning of English language learners in the department of English at Mouloud Mammeri University of Tizi Ouzou (MMUTO) reveals that they are not motivated in most of the cases; the teachers in this department also confirmed this fact when we have asked them about the learners' motivation. One major factor that may explain the demotivation of the learners is the insufficient use of motivational strategies by teachers. So, we have found that it is significant to investigate the importance attributed to these strategies by teachers of the same department and check whether they use all the strategies of motivation.

Many researches have been conducted in the Algerian context and also at the global level about motivation in the learning process. However, the researches conducted on the use of motivational strategies (MS) in EFL teaching are not so numerous; at the international level, we have found one dissertation submitted by Muhammed Aprianto Budie Nugroho, and Nining Mayda under the title *Motivational Strategies in Teaching English as a Foreign Language* in Indonesia. Their researches aims to analyze motivational strategies in teaching English as a foreign language and to examine students' attitudes towards motivational

strategies that were applied by teachers. the findings of this research show that the way the teachers applied motivational strategies in teaching EFL determined student's positive and negative attitudes towards motivational strategies applied by teachers in teaching EFL.

Another dissertation submitted by Iida Kalmari in the University of Jyväskylä in the Department of Language and Communication studies in May, 2017 in Finland under the title *Motivational Strategies used by English Teachers: Student' opinions*. This study focused on the students' opinions about the motivational strategies used by teachers, mainly the ones they consider as more prominent. The study revealed that the students prefer many strategies about those used by their teachers to motivate them. Another study about opinions is carried out in the University of Salford, submitted by Eman Alshehri under the title *Saudi EFL Teachers' and Students' perception of Motivational Strategies*. This study considered Saudi EFL teachers' and students' understanding of the motivational strategies used by EFL teachers to promote their students' motivation to learn a second language. The results show that teachers and students agree that motivational strategies in the EFL classroom are important and it is necessary to ensure the students' motivation. The findings show that it exist certain similarities between teacher and student perceptions, and there are also many significant differences between their views.

In the Algerian context and at the level of Department of English at MMUTO, there is only one dissertation submitted by Ms. Lynda Amrane and Ms. Imane Toumi on October, 2018, under the title *The Effective Role of Rewards in Motivating Students to Avoid Spelling Errors in the Department of English at MMUTO: The case of First – Year Students*. This study has dealt with just one motivational strategy, which is the use of rewards. The finding of this research study indicates that the use of rewards in teaching process is important to enhance students' motivation, and recommends every teacher to use this strategy to increase students' motivation. Our work, however, is different from the studies that have been cited before, as it

is an investigation dealing with two aspects together, which are the opinions of the teachers about the motivational strategies and their use of these strategies, and the situational context of this research work is different from the other studies' context as it will be carried in the department of English at MMUTO and it concerns just the teachers combines two aspects: opinions and use.

Many scholars share the belief that motivation provides the primary source to start learning, and that it operates as a helpful facilitator in achieving success. Dörnyei and Csizér (1998, p.203) claimed that with lack of motivation, learners with the most notable abilities cannot develop their fully language skills. Therefore, EFL teachers should use the motivational strategies when they engage in the teaching process. In fact, one of the roles that must be taken in the teaching process is the role of a motivator by using different motivational strategies. According to Wlodkowski (1999, p. 67) the motivational strategies contribute to stimulating or creating a motivational condition, 'a mental/emotional state of being in which the learner shows eagerness to acquire new information, knowledge, insight and skills'. It is also agreed that 'motivational strategies are used to increase student involvement and to save the action when ongoing monitoring reveals that progress is slowing, halting, or backsliding' (Dörnyei, 2001).

2. Aim and Significance of the Study

The aim of this study is to determine teachers' opinions about the importance they attribute to motivational strategies and the use of these strategies in their teaching process to enhance students' EFL learning in the department of English at Mouloud Mammeri University of Tizi Ouzou, and to seek whether they attribute importance to these strategies in the classroom. This work is significant in the sense that it helps the teachers to reflect on the use of these MS and to increase their awareness about them.

3. Research Questions and Hypotheses

3.1. Research Questions

To achieve the purpose of our study, we attempt to find answers to the following research questions:

Q1. Do teachers of English attribute importance to the motivational strategies to enhance students' EFL learning in the department of English at Mouloud Mammeri University of Tizi Ouzou?

Q2. Do teachers of English use the motivational strategies to enhance students' EFL learning in the department of English at Mouloud Mammeri University of Tizi Ouzou?

3.2. Hypotheses

The following hypotheses are developed departing from the research questions posed above:

H1. Teachers attribute importance to the existing motivational strategies to enhance students' EFL learning in English department at Mouloud Mammeri University of Tizi Ouzou.

H2. Teachers use almost the existing motivational strategies to enhance students' EFL learning in English department at Mouloud Mammeri University of Tizi Ouzou.

4. Research Techniques and Methodology

To conduct this research, we have adopted the mixed method approach, which combines both quantitative and qualitative techniques, in relation to data collection and data analyses tools. For quantitative data, a survey distributed to thirty teachers in the department of English at Mouloud Mammeri University of Tizi Ouzou to express their opinions about the importance of motivational strategies for developing learners' motivation. For qualitative

data, eight teachers in the department of English are interviewed to obtain their views and perceptions about the use of motivational strategies to enhance students' EFL learning. As means of interpretation of the findings, quantitative statistical analysis used to analyze a survey, and qualitative content analysis (QCA) has been used to analyze the interview.

5. Structure of the Dissertation

The following study follows the traditional complex model; it consists of a general introduction, four chapters and a general conclusion. The general introduction presents the subject of the study and includes the statement of the problem, the aim and significance of the study, the research questions and hypotheses, and the methodology and the structure of the dissertation. The first chapter is the review of literature; it accounts for the key concepts and information related to motivation and opinions and explains the theoretical framework of Zöltan Dörnyei and Chih-hui Chang (2007) on which the study is based. The second chapter is research design and methodology; it gives explanations and details about the method of analysis, the setting and participants involved in the study, and the procedures used to collect and analyse the data. The third chapter is the presentation of the findings, which displays the results collected from the research tools. The last chapter, which is the discussion of the findings, involved the discussion and the interpretation of the finding. Finally, the dissertation ends with a general conclusion which summarizes the whole work and reviews' concepts, the main finding of the research study.

*Review of The
Literature*

1. Introduction

This Chapter aims at reviewing the literature related to our subject of study, which is teachers' use of motivational strategies in their classrooms, and their opinions about the importance they attribute to them in their teaching process to enhance students' EFL learning. It starts by providing information and definitions of key concepts about opinions, motivation, demotivation, and motivational strategies; then, it deals with the description and explanation of Dörnyei and Cheng's motivational strategies (2007).

1.2.1. Definitions of Opinions and their Importance

Shultz (2005, p. 14) view that opinions are an important concept which is equivalent to beliefs that are value judgments about an object; he assumed that opinions involve a person's judgment about the likelihood of events or relationships regarding some objects', opinions are persons' views formed about something; generally it isn't related to fact or knowledge. Shultz (2005), states that 'the term opinions continues to be used synonymously with attitude particularly in the area of survey research and polling'. On the other hand, Campbell (1963) claims that 'When we talk about concepts such as attitudes, opinions, and beliefs, we are basically talking about acquired behavioural disposition'. From the above definitions, we can deduce that opinions, beliefs, and attitudes are practically considered the same, and each deals with people's behavioural dispositions. Taking into consideration the behavioural dispositions, Young and Lee (1984) asserts that the relationship between attitudes and behaviour is a cause/effect relationship. Teachers in order to teach they have to change their behaviour this means that when we have positive attitudes, we have the tendency to do something and when we have negative we show reluctance and don't be ready to do such things.

These concepts are related to persons' behaviour, as how Opinions and attitudes are important concepts that are useful in our lives when we decide to do something. They help us to organize our thoughts and respond to people, things or other ideas (Cited in Shultz 2005, p. 06). In our research we have used these terms (*opinions, attitudes, beliefs, views*) interchangeably.

1.2.2. Teachers' Opinions in Teaching and Learning Process

It is generally agreed that teachers' opinions have a great impact on individuals' behaviour. Accordingly to Borg (2001, p. 187), teachers' opinions refer to 'Teachers pedagogical beliefs of this relevance to an individual's teaching'. Pajares (1992, p. 314) acknowledged that, 'All teachers hold beliefs, however defined and labelled about their work, their students, their subject matter, and their roles and responsibilities', from the scope of the previous definitions teachers' opinions plays a significant role in teaching and learning process when it is important when teachers give their views about new information and experiences that they interpret to learners. However these views can influence teachers and learners.

1.2.3. Impact of Teachers' Opinions and Attitudes in Teaching and Learning Processes

Attitudes have the same role as opinions have in the individuals' action or performance. According to Ajzen and Fishbein (1992), attitude is the most important factor which influences both the behaviour of teachers and students in the classroom. Heather et al. (2009), assume that teachers' beliefs influence their consciousness, teaching attitude, teaching methods and teaching policy. Teacher beliefs also influence to a great extent teaching behavior and by consequence learner development. (Cited in Borg 2001, p. 1401)

From what has been said before, teachers and learners behaviour can be influenced either positively or negatively depending on the attitudes they have. When they have positive attitudes, they show readiness to do something, as it was explained before.

Moreover, Krachen (2009, p. 33) also claims that “a positive language attitude let the learners have a positive orientation towards learning English” (Cited in Mouili. et al, 2014). The same reasoning is applied when the learners have negative attitudes. That is to say, they become reticent or they do not show any positive behaviour that enhances their learning.

1.3. An Overview of Motivation

1.3.1. Definitions of Motivation

Motivation as a concept has gained a considerable set of definitions in both social psychology and second language learning research .According to Madrid and Canado(2001, p. 321), the term motivation is considered as “a set of processes which involves the arousal, direction, and sustaining of behaviour. It is employed to indicate, for instance, a subject’s persistence and his/her pervasive work on certain task and not on other activities”. Loewen and Reinders (2011, p.119) on the other hand, view motivation as “a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity” (Cited in Alghamedi 2014, p.2). From the previous definitions, the concept of motivation can be understood as a process through which we emphasise on a particular behaviour or choose one particular activity instead of the others by expending efforts and showing a strong desire to do it.

1.3.2. Importance of Motivation

It is generally agreed that it is impossible to achieve success in foreign language learning without motivation. Indeed, motivation is one of the most important aspects in

teaching foreign language, especially the teaching of English language. According to Astuti (2013, p. 14), the teacher plays an important role in motivating students especially in the foreign language classroom. For example, the development of classroom engagement increases when the teacher has the ability to build students motivation in teaching and learning process. Ramirez (2010, p. 22) states that teacher's ability to motivate is important because it creates a free-stressed atmosphere and establishes a relationship of mutual confidence and motivation'. From this statement, it is clear that a teacher, especially language teacher, should have the ability to make a positive classroom atmosphere and good relation with students in classroom, and should make efforts to ensure this atmosphere because when all classroom elements support each other, students' motivation to learn confidently will be established. So, the importance of motivation in teaching and learning process puts the teacher in the situation in which he is expected to take the role of students' motivator.

1.3.3. Motivation and Language Learning

Language teachers often believe that the significant reason behind the students' failure is the lack of motivation. In fact, Dornyei (2001a) asserts that motivation facilitates learning a language for a number of learners. Also, Shearin (1994) agree that 'motivation affects the language level of the learners'(Cited in Çolak 2008, p. 32).

In the scope of the previous definitions, motivation is considered as one of the crucial elements predicting English language (EL) level and achievement. Thus, some learners might achieve better language learning results if they are motivated.

Dornyei (2001), also, narrows the understanding of motivation by limiting it to the context of language learning and defined it as one of the significant factors that affects language learning process .Motivation for him:

Provides the primary impetus to embark upon learning and later the driving a force to sustain the long and often tedious learning process...motivation to

learn foreign language involves all those effects and cognitions that initiate language learning, determine language choice and energize the language learning process (Cited in Lim, 2012, p.57).

This quotation reveals that Dornyei attributes importance to the involvement of all those cognition and meta-cognition factors that strengthen and affect language choice and language learning.

1.3.4. Types of Motivation

Robert Gardner and Wallace Lambert (1959, 1972) consider that ‘language acquisition is related to ‘social psychological factors in the form of integrative and instrumental motivation’. (Cited in Walker 2011, p. 4)

1.3.4.1. Integrative and Instrumental Motivation

1.3.4.1.1. Integrative Motivation

Integrative motivation refers to the learner’s desire to integrate to and communicate with a community using a second or foreign language. Jacqueline Norris-Holt (2001) states that ‘Integrative motivation is characterized by the learner’s positive attitudes towards the target language group and the desire to integrate into the target language community’. (Finnegan, 1999) consider that this type of motivation is the most prominent one because it has some positive effects like developing the level of proficiency and language acquisition.

1.3.4.1.2. Instrumental Motivation

It is another type of motivation that refers to the goal of obtaining some concrete rewards when learning a second/foreign language. Hudson (2000) considers instrumental motivation as ‘the desire to achieve something practical from a second language study’. It is agreed that learners who are instrumentally motivated make efforts and try to do their best to achieve some educational and career goals.

Both types of motivation are considered in the learning / teaching process; however, the emphasis is put on one of them depending on the reasons behind the learning of a foreign language. So, when the purpose is the integration in groups and communities, the emphasis is put on integrative motivation; and when the purpose is the achievement of some goals like obtaining an important job, the emphasis is put on instrumental motivation. In case when both purposes are targeted, the two types of motivation should be taken into consideration.

In addition to the two previous types of motivation, researchers distinguished two other types on the basis of the interests shown by the learners: the intrinsic motivation and the extrinsic motivation.

1.3.4.2. Intrinsic and Extrinsic Motivation

1.3.4.2.1. Intrinsic Motivation

Intrinsic motivation is the result of the learners' enjoyment and interest in doing a task. This type of motivation has been defined by many researchers. Among them, there is Deci and Ryan (1985) who consider it as

Evidence whenever students' natural curiosity and interest energize their learning. When the educational environment provides optimal challenges and rich resources of stimulation and a context of autonomy, this motivational wellspring in learning is likely to flourish (Cited in Dörnyei 1994).

Accordingly, intrinsic motivated learners are the ones who are involved in doing their activities due to their inner pleasure and not to external rewards.

1.3.4.2.2. Extrinsic Motivation

Extrinsic motivation refers to the instances in which the learners perform specific tasks in order to avoid punishment, or in order to get a reward. Deci et al. (2006) assume that it is 'the propensity to take part in activities because of the reasons which do not link to the

activity. These reasons can be the anticipation of reward or punishment'. According to Gardner and Lambert (1972), the learning outcomes can be affected and controlled by these two types of motivation. So, both types are important to avoid the learners' demotivation and reach the optimal outcomes.

1.4. Demotivation

1.4.1. Definition of Demotivation

Various studies have shown that some English learners lose interest and motivation during the language learning process (Ayako, 2004; Dornyei and Murphy, 2003). According to Dornyei (2001a, p. 143), demotivation is "a specific external forces that reduce or diminish the motivational basis of a behavioural intention or an on-going action". Being aware of negative effects of demotivation and trying to avoid them is an important aspect to be considered by the teachers if they want to ensure a motivating atmosphere of learning and enthusiastic learners. Thus, they are expected to know the reasons of demotivation to avoid them.

Dornyei (2001a) has provided some factors that cause demotivation among English language learners. They are presented in the following lines:

1.4.2. Factors of Demotivation

According to Dornyei (2001) there are nine factors of demotivation that hinder the learning process, which are as follows:

- Teachers' personalities, commitments, competence, teaching methods
- Inadequate school facilities (large class sizes, unsuitable level of classes or frequent change of teachers)
- Reduced self-confidence due to their experience of failure or lack of success

- Negative attitude toward the foreign language studied
- Compulsory nature of the foreign language study
- Interference of another foreign language that pupils are studying
- Negative attitude toward the community of the foreign language spoken
- Attitudes of group members
- Course books used in

To regain learners' motivation teachers need to use some motivational strategies.

1.5.1 Motivational Strategies in EFL Learning and their Importance

According to Dörnyei (2001, p. 28), motivational strategies are techniques that enhance the individual's behaviour associated with their goals; it refers to those motivational effects that are consciously made to achieve some positive effects in language learning process. Narottam Chandra Sil (2017, p. 13) consider the use of these strategies as an important aspect that language teachers need to employ in order to increase students' motivation when they learn the target language, or to alleviate the language difficulties encountered in the learning process. Departing from Dörnyei and Chandra' assumptions, it becomes clear that the behaviour of the learners to achieve particular goals in language learning is affected by the use of particular motivational strategies. So, the teachers are required to use these strategies in order to increase students' motivation and their readiness to behave in particular way in order to achieve the needs and the goals related to the learning of particular aspects in the target language, like the learning of English vocabulary.

1.5.2. Motivational Strategies Framework

Learner’s motivation is one of the key factors that determine success in learning a foreign language. It is found that teachers use motivational strategies that can effectively influence learners’ motivation toward learning a foreign language (Banya& Cheng, 1997; Dörnyei and Csizér, 1998).

In our research, we try to describe and explain the strategies of motivation formulated by Dörnyei and Cheng (2007), which were divided into ten macro strategies. We have used all these strategies to show teachers’ opinions about the use of motivational strategies in the teaching process, as it has been explained that opinions have an effect on the behaviour of teachers and on their teaching process.

In these tables we have referred to the categories by using the letter C.

1.5.2.1. The Ten Motivation Macro strategies

	Categories
C1	Proper teacher behaviour
C2	Recognize students’ efforts
C3	Promote learners’ self-confidence
C4	Create a pleasant classroom Climate
C5	Presenttasks properly
C6	Increase learners’ goal-orientedness
C7	Make the learning tasks stimulating
C8	Familiarize learners with L2-related values
C9	Promote group cohesiveness and group norms
C10	Promote learner autonomy

Ya-Nan He, 2009, p.15

Table 01: The Ten Macro Strategies of Motivation

1.5.2.2. Cheng and Dörnyei's Motivational Strategies (2007)

Table 02 shows the combination of the ten macro strategies (categories) and the twenty eight motivational strategies adopted by Dörnyei and Cheng (2007) on the basis of the ten categories,

C1: Proper teacher behaviour	1. Establish good relationship with students
	2. Show your enthusiasm for teaching.
	3. Be yourself in front of students
C2: Recognize students' efforts	4. Make sure grades reflect students' efforts and hard work
	5. Monitor students' progress and celebrate their victories
C3. Promote learners' self-confidence	6. Make clear to students that communicating meaning effectively is more important than being grammatically correct
	7. Provide students with positive feedback
C4. Create a pleasant classroom	8. Bring in and encourage humor
	9. Create a supportive classroom , so that the students will take risks
	10. Use a short and interesting opening activity to start each class
C5. Present tasks properly	11. Give good reasons to students as to why a particular task is meaningful
	12. Give clear instructions by showing examples

C6. Increase learners' goal-orientedness	13. Help students to develop realistic goals about learning English
	14. Encourage students to set personal learning goals
	15. Find out students' needs and build them into a course
C7. Make the learning tasks stimulating	16. Introduce various interesting topics
	17. Break the routine by varying the presentation format
	18. Make tasks challenging
C8. Familiarize learners with L2-related values	19. Increase the amount of English/the target language you use in the class
	20. Invite native speakers to class
	21. Familiarize students with the cultural background of the target language
	22. Encourage students to use English/the target language outside the classroom
C9. Promote group cohesiveness and group norms	23. Ask students to work toward the same goal
	24. Let students suggest class rules
	25. Encourage students to share personal experiences and thoughts
C10. Promote learner autonomy	26. Encourage students find out mistakes by themselves
	27. Encourage learning from classmates in small groups
	28. Give students choices in deciding how and when they will be graded

Cheng and Dörnyei, 2007, p.157

Table 02: The Motivational strategies of Cheng and Dörnyei (2007)

This table shows the motivational strategies of Cheng and Dörnyei (2007), which are based on the ten macro strategies. According to Cheng and Dörnyei (2007), the way in which the teachers should behave is ensured by establishing a good relationship with the learners and showing eagerness to be themselves in front of students. Kunter (2008, p. 468) affirms that ‘Teachers who were more enthusiastic about teaching showed higher quality instructional behaviour’, so teachers’ behaviour is an essential factor to motivate students to learn. The teachers are also expected to increase the learners’ orientation towards reaching particular goals. Cheng and Dörnyei (2007), for example, assume that when teachers make grades, they reflect student’s expended efforts, monitor their progress and celebrate their victories, and motivate them to learn a foreign language (Dev. P. C, 1997), on the other hand, claims that teachers should encourage students to trust in their efforts to achieve successful results. Another motivational category that the teachers should take into consideration is the choice of stimulating tasks by choosing interesting, challenging topics and using different formats of presentation. This category is emphasized by Pittman, Emery, and Boggiano (1982) who claim that in order to increase students’ motivation towards learning a language; teachers should provide them with challenges to make the learning tasks stimulating.

Self-confidence is the most important element to increase learners’ motivation. So Cheng and Dörnyei (2007) insist also on the promotion of learners’ self- confidence by making it clear to students that communicating meaning effectively is more important than being grammatically correct. They add that positive feedback is another effective factor that helps students to be motivated. Gottfried (1983) stated that positive responses to students’ questions can increase students’ motivation. Another category which is valued is the insurance of a pleasant classroom by encouraging humour, creating a supportive classroom, and using interesting opening activities to start each class. According to some researchers, making the classroom more enjoyable ensures an important role in influencing student

motivation and achievement. (Grolnick& Ryan, 1990; Nabholz, 1944).The following category which is taken into consideration is the one which emphasizes the importance of pair works, team works, and group presentations. Long and Porter (1985, p. 208) argue that group work ‘enhances language practice opportunities and improves the quality of student talk [...] group work motivates learners’.

Learners of a second language should be aware of L2 learning values in order to increase their learning motivation, another category taken into account is the familiarization of students with L2 learning values, such as encouraging the maximum use of the target language inside and outside classroom and inviting them to acquainted with the cultural background of the target language. The final category which is considered is the promotion of learners’ autonomy that can be reached by encouraging students to find out mistakes by themselves, encouraging their learning from classmates in small groups, and giving to students’ choices to take decisions about the time and the manner in which they will be graded. According to Harper (2007, p. 23) stated that ‘Autonomy is a basic human need that has an impact on motivation’.

Conclusion

This chapter dealt with the review of literature related to our subject of investigation. First, it introduced the concepts of opinions, motivation, demotivation, motivational strategies, and provided definitions and clarifications about them. Then, it provided the description and the explanation of the framework of analysis involving the motivational strategies formulated by Cheng and Dörnyei (2007).

*Research Design
and Methodology*

Introduction

This chapter is about the methodology. It covers the research design and the procedures of analysis. First, it describes the context of the study, giving clarifications and details about the participants and setting, the tools used to gather the data of this dissertation, including a survey and an interview, the method of data analysis, which combines the qualitative and the quantitative methods. Then, it shows how the framework provided by Dörnyei and Cheng (2007) was applied in order to check the importance attributed by teachers to the motivational strategies, and to determine the motivational strategies used by teachers to enhance students' EFL learning at the level of the department of English at MMUTO.

2. Participants and setting

The investigation has taken place in the Department of English at UMMTO, during the academic year 2018/2019 in a period of two months, May, June and the beginning of September. The population of the study consists of a representative sample of two groups of Algerian English language teachers: the first group consists of 30 members, who expressed their opinions about the importance of motivational strategies in a survey containing 28 items classified into ten categories, and the second group consists of 8 English language teachers answered eight questions included in a structured interview.

3. Data Collection Tools

A wide range of well-established methods for eliciting the required data that help an academic research to be carried out are found. To achieve the objectives of this study, we have chosen a survey and an interview as tools to gather the data: the survey administered to one group of teachers and the interview conducted with another group. The survey is

considered to be as one important data collection tools, the reason behind the choice of this method is due to the fact that a single method would be unable to capture all the aspects being treated in our study. According to L.J McIntyre (1999, p. 74), Surveys are eligible of gathering information from large groups of people, and it is appropriate to collecting data of the whole sample. It is defined as a research method, used for collecting data from a pre-defined group of respondents, interest. It has a variety of purposes and can be carried out in many ways depending on the methodology chosen and the objectives to be achieved. Besides, the interview defined as a qualitative research technique to collect in-depth information on people's opinions, thoughts, experiences, and feelings with respondents to explore their perspectives on a particular idea, program or situation.

3.1. Description of the Survey

The Survey is composed of two sections: the first section deals with the teachers' profile and the second section is concerned teachers' opinions about the importance of motivational strategies. This section is made up of one table involving 28 items, which are categorized into ten groups containing from two to four items, classified according to the way in which the teachers should behave, the recognition of the students efforts, promotion of learners' self- confidence, creation of a pleasant classroom atmosphere, presenting tasks, and making of learning tasks' stimulating, familiarization of learners with the L2-related values, promotion of group cohesiveness and group norms, and promotion of learners autonomy. Each category contains four choices included in 4 point of Likert scale, which ranged as follow: very important, less important to not important.

3.2. Description of the Interview

In our study, the interview is the second instrument that we have used to collect data, we have conducted it with eight English Language Teachers in the department of English, and this interview contains eight open-ended questions to obtain the teachers' views on the use of MS to enhance students' EFL learning.

4. Method of Analysis

4.1. Quantitative Method

The quantitative analysis of the data collected from the teachers' survey obtained using statistics and percentages. The rule of three has been used, and applied as follow:

$$x = \frac{z \times 100}{y}$$

X is the calculated percentage, Z is the value of the answers, and Y is the total number of the participants.

4.2. Qualitative Method

Qualitative Content Analysis (QCA) is a method that is used in this study to analyse the open-ended questions of Teachers' interview. Dörnyei. Z (2007, p. 24) claims that 'Qualitative research involves data collection procedures that results primarily in open-ended non numerical data which is then analysed primarily by non-statistical method'.

5. Data Analysis Procedures

To do our analysis, we have relied on one recurrent method, which is a mixed method combining the quantitative and the qualitative methods. According to Creswell (2012) a mixed methods research is a procedure for collection and analysis of data which combine both quantitative and qualitative research in a one study to understand a research problem.

This section describes the procedures of data analysis of the data collected from the Survey submitted and the interview conducted with teachers in the department of English at UMMTO which are analysed according to the Mixed Method Approach. This later involves the combination of both quantitative and qualitative methods of Analysis, we have used the quantitative analysis in order to analyse the answers provided in the surveys by providing percentages. Concerning qualitative method is used in order to analyse the data provided in the interviews qualitatively, since the questions are open-ended questions. Concerning the ten categories we are going to check whether the teachers behave in a proper way, whether they ensure the recognition of students' efforts, and promote the learners' self-confidence, to check also whether teachers ensure a good atmosphere in the classroom, and if they provide interesting tasks, whether they increase learners' orientation to reach particular goals, and whether they Make the Learning Tasks Stimulating, then, we are going to check whether teachers familiarize students with the L2- related values, and whether they promote their students to work in group toward the same objectives and the same rules, and finally whether teachers ensure the learners autonomy. So, we have to verify the answers of teachers to realize whether their behaviour is ensuring all these strategies.

Conclusion

This chapter describes the methodology used to carry out this study. Firstly, it presents the participants and the context in which this investigation was conducted .Moreover it describes the procedures of data collection; in this chapter we defined the tools that we have used for conducting this research: which are A Survey and interview. Finally, we described the procedures of data analysis which are statistical analysis (for quantitative data) and Qualitative Content Analysis (for the qualitative data).

*Presentation of
the Findings*

Introduction:

This chapter presents the results reached after collecting the data from the survey distributed to one group of teachers consisting of thirty members and interviews conducted with another group composed of eight other teachers which aim to provide answers to the questions asked earlier, which areas follows:

Do teachers of English attribute importance to the motivational strategies to enhance students' EFL learning in department of English at Mouloud Mammeri University of Tizi Ouzou?

Do teachers of English use the motivational strategies to enhance students' EFL learning in the department of English at Mouloud Mammeri University of Tizi Ouzou?

The results of thirty surveys are presented in percentages, shown in tables and the results of the interviews are reported in paragraphs. The chapter is divided into two main sections; the first presents the results collected from the surveys in which the teachers express their opinions about the motivational strategies highlighted by Cheng and Dörnyei and the second presents the results obtained from teachers' answers to the questions included in the interviews, which inquire about their use of the existing motivational strategies.

I. Presentation of the results of the surveys

Teachers' surveys consist of answers in which they express the importance they attribute to each motivational strategy identified in each category.

C1: Proper Teacher Behaviour

Strategies	Very Important	Important	Less Important	Not Important
1. Establish good relationship with students	73, 33 %	26,66%	0%	0%

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2. Show your enthusiasm for teaching	70%	30%	0%	0%
3. Be yourself in front of students	43,33%	46,66%	10%	0%

Table 03: Teacher’s Proper Behaviour

Table 03 represents the results of the first category, *Proper Teacher Behaviour*, which contains three items numbered 1, 2, 3. The majority of participants, represented with 73% and 70%, give a great importance to the first two strategies, i.e. ‘establishing good relationship with students’ and ‘showing your enthusiasm for teaching’. The remaining participants, represented in 26, 66% and 30% successively, view that these two strategies are important. This means that the teachers’ opinions about the importance of the two strategies are positive. Concerning the third strategy, ‘Be yourself in front of students’, it is shown that the majority of teachers (90%) attribute importance to this strategy. 43,33 % of the participants consider the strategy very important and 46,66% consider it not important. 10%, however, consider it less important.

C2: Recognize Students’ Efforts

Strategies	Very Important	Important	Less Important	Not Important
4. Make sure grades reflect students’ efforts and hard work	23,33%	56,66%	20%	0%
5. Monitor students’ progress and celebrate their victories	36,66%	50%	10%	3,33%

Table 04: The Recognition of Students’ Efforts

Table 04 represents the results of the second category, which is “Recognise Student’s efforts”; it contains two items numbered 4 and 5. About half of teachers (56, 66%) give

importance to the Strategy ‘Make sure grades reflect students’ efforts and hard work’ and one forth (23,33%) attribute a great importance to it. The remaining teachers (20%) consider it less important. The fifth strategy which states ‘Monitor students’ progress and celebrate their victories’, is given importance by teachers: 36, 66% view it very important and 50% consider it important. Few of the teachers (10%) give less importance to this strategy and the minority of them (3, 33%) didn’t give any importance to it.

C3: Promote Learners’ Self-Confidence

Strategies	Very Important	Important	Less Important	Not Important
6. Make clear to students that communicating meaning effectively is more important than being grammatically correct	10%	60%	30%	0%
7. Provide students with positive feedback	56,66%	3,33%	40%	0%

Table 05: Promotion of Learners’ Self-Confidence

Table 05 is about the third Category, which is ‘Promote learners’ self-confidence’; it contains two items numbered 6 and 7. This table shows that 70% of teachers give importance to the strategy which emphasizes the idea that teachers should explain to the learners that communicating meaning effectively is more important than being grammatically correct. 30%, however, consider this strategy less important. The second strategy in this category conveys the idea that students should be provided with positive feedback. 60% of the participants attribute importance to the strategy while the remaining 40% view it as less important.

C4: Create a Pleasant Classroom

Strategies	Very Important	Important	Less Important	Not Important
8. Bring in and encourage humor	20%	49,33%	23,33%	10%
9. Create a supportive classroom, so that the students will take risks	40%	46,66%	13,33%	0%
10. Use a short and interesting opening activity to start each class	26,66%	53,33%	20%	0%

Table 06: The Creation of a Pleasant Classroom

Table 06 represents the results of the fourth category which is ‘Create a pleasant classroom’; it contains three items numbered 8,9,10. The majority of the teachers give importance to these three Strategies. In the first strategy, about a half percent of teachers (49,33%) view that the encouragement of humor in the classroom is important whereas 23,33% of them give less importance to it. Only 20% view that it is very important. A minority (10%), however, didn’t give importance to this strategy. Besides, it is shown in the table that about half of teachers (46,66%) view that the creation of a supportive classroom, so that the students will take risks is important, while 40% view that it is very important. A minority of participants (13,33%) give less importance to this strategy. Concerning the last strategy in this table, about half of teachers (53, 33%) view that it is important. Only 26, 66% of teachers view it as very important. The minority of them (20%) give to it less importance.

C5: Present Tasks Properly

Strategies	Very Important	Important	Less Important	Not Important
11. Give good reasons to students as to why a particular task is meaningful	43,33%	40%	16,66	0%
12. Give clear instructions by showing examples	53,33%	33,33%	13,33%	0%

Table 07: Proper Presentation of tasks

Table 07 represents the results of the fifth category which is “*Present tasks properly*”; it contains two items numbered 11 and 12. The overwhelming majority of teachers give importance to these two Strategies. As shown in the table, 43, 33% of the respondents view that explaining to the learners why the given task is meaningful is very important. Whereas 40% of them consider this strategy important. The remaining teachers (16,66%) give view less important. The second strategy in this table is given a great importance by 53,33% of the respondents while 33,33% of them view it as important and a minority (13,33%) attribute less importance to it.

C6: Increase Learners’ Goal-Orientedness

Strategies	Very Important	Important	Less Important	Not Important
13. Help students to develop realistic goals about learning English	50%	50%	0%	0%
14. Encourage students to set personal learning goals	26,66%	53,33%	20%	0%

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15. Find out students' needs and build them into a course	40%	46,66%	13,33%	0%
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Table 08: The increase of Learners' Goal-Orientedness

Table 08 is about the sixth category stating "Increase learners' goal-orientedness"; it contains three items numbered 13, 14, and 15. We notice from the results that about half per cent of teachers give importance to these three strategies. Concerning the strategy which states "Help students to develop realistic goals about learning English", 50% of the respondents confirm that it is very important and the other teachers who constitute again 50% consider the strategy important. The results about the second strategy, however, reveal that 53,33% of teachers contend that the encouragement of students to set personal learning goals is important whereas only 26,66% answered that it is very important. A minority represented with 20% give to it less importance. As far as the third strategy is concerned, 46,66% of the respondents assume that this strategy is important, whereas 40% of them consider that it is very important. Few teachers (13,33%), however, give less importance to this strategy.

C7: Make the Learning Tasks Stimulating

Strategies	Very Important	Important	Less Important	Not Important
16. Introduce various interesting topics	43,33%	46,66%	10%	0%
17. Break the routine by varying the presentation format	30%	53,33%	16,66%	0%
18. Make tasks challenging	50%	33,33%	6,66%	10%

Table 09: Insurance of Stimulating Learning Tasks

Table 09 concerns the seventh category which states “Make the learning tasks stimulating”; it contains three items numbered 16, 17, and 18. From the results reported in this table, we can deduce that 90% of the respondents give importance to the first strategy, i.e. the introduction of various topics in teaching. 43, 33% view it very important and 46,66% view it important. There is 10%, however, that consider this strategy less important. The second which states “Break the routine by varying the presentation format” is given a great importance by 30% of the teachers; 53,33% of them view it important. 16,66% of them, however, answered that it is less important. Concerning the third strategy which invites the teachers to make the tasks they give challenging is considered very important by 50% of the respondents. 33,33% of them have chosen the answer ‘important’. Few of the respondents, representing 10%, consider this strategy not important, and a minority of them (6,66%) give less importance to it.

C8: Familiarize Learners with L2-Related Values

Strategies	Very Important	Important	Less Important	Not Important
19. Increase the amount of English/the target language you use in the class	66,66%	33,33%	0%	0%
20. Invite native speakers to class	30%	40%	16,66%	13,33%
21. Familiarize students with the cultural background of the target language	43,33%	43,33%	13,33%	0%
22. Encourage students to use English/the target language outside the classroom	40%	43,33%	13,33%	3,33%

Table 10: Familiarizing Learners with L2-Related Values

Table 10 represents the results of the eighth category which is “Familiarize learners with L2-related values”; it contains four items numbered 19, 20, 21, and 22. The results shown reveal that all of the teachers give importance to the strategy which is concerned with the amount of English or the target language that the learners should use: 66,66% chosen the answer “very important” and 33,33% have chosen the answer “important”. The second strategy here, which is about the invitation of native speakers to class is attributed a great importance by 30% of the respondents; 40% of them view it just important. Few of the participants (16,66%) give less importance to it, and a minority of them (13,33%) didn’t give any importance to this strategy. The third strategy which is about the familiarization of learners with the cultural background of the target language is seen as very important by 43,33%of teachers whereas 43,33% consider it important. A minority of them (13,33%) attributes less importance to it. The forth strategy which urges the teachers to encourage the students to use English/the target language outside the classroom is considered important by 43,33% of the participants and very important by 40%. Some of them (13,33%) responded with “less important”, and a minority of teachers (3 ,33%) did not consider it important at all.

C9: Promote Group Cohesiveness and Group Norms

Strategies	Very Important	Important	Less Important	Not Important
23. Ask students to work toward the same goal	46,66%	26,66%	20%	6,66%
24. Let students suggest class rules	6,66%	23,33%	43,33%	26,66%
25. Encourage students to share personal experiences and thoughts	46,66%	36,66%	10%	6,66%

Table 11: Promotion of Group Cohesiveness and Group Norms

Table 11 represents the results of the ninth category which is “Promote group cohesiveness and group norms”; it contains three items numbered 23, 24, and 25. The results about the first strategy show that 46, 66% of the participants consider the asking of students to work toward the same goal is very important, and that 26, 66% of them view this strategy as important. Few of them (20%) give attribute less importance to it, and whereas the minority of 6, 66% assume that this strategy is not important. As far as the strategy “Let students suggest class rules” is concerned, the table shows that almost half per cent of participants (43, 33%) give less importance to it, whereas 26,66% of them contend that it is not important. Few of the participants (23, 33%) assume that it is important and a minority of the teachers give great importance to this strategy. The results also show that 46,66% of the participants consider the encouragement of students to share personal experiences and thoughts as very important, 36,66% of them consider this strategy important,, few of them (10%) assume that it is less important and a minority representing 6,66% of the participants didn’t give importance to this strategy.

C10: Promote Learner Autonomy

Strategies	Very Important	Important	Less Important	Not Important
26. Encourage students find out mistakes by themselves	60%	36,66	3,33%	0%
27. Encourage learning from classmates in small groups	60%	33,33%	6,66%	0%
28. Give students choices in deciding how and when they will be graded	16,66%	3,33%	53,33	26,66%

Table 12: Promotion of Learners’ Autonomy

Table 12 shows the results of the last category, which is “Promote learner autonomy”; it contains three items numbered 26, 27, and 28. From the results shown here, we can notice that the overwhelming majority of teachers give importance to the two first strategies. The strategy which states ‘Encourage students find out mistakes by themselves’ is attributed a great importance by 60% of the teachers. 36, 66% of the participants responded that it is important, and a minority of the teachers (3,33%) answered that is less important. Speaking about the strategy “Encourage learning from classmates in small groups”, we can notice that the results reveal that 60% of the participants give a great importance to it whereas 33, 33% of them view that it is important and 16, 66% of the respondents consider it less important. Concerning the last strategy, which inform the teachers about the necessity to give students choices in deciding how and when they will be graded, is answered in a varied way. 53, 33% of the respondents give less importance to this strategy, 26, 66% of them consider it not important, a minority of participants (3, 33%) responded that is important. There is just 16, 66% of participants assuming that it is very important.

II. Presentation of the results of the Interviews

The sub-section II represents the results of the eight questions conducted in the interview with teachers in the department of English at Mouloud Mammeri university of Tizi Ouzou.

Q1: Do you think that motivation is important in EFL teaching and learning process?

Justify your answer please.

This question is constructed to determine teachers’ beliefs about the importance of motivation in EFL teaching and learning process. The results show that all the interviewed teachers have a positive view about the importance of motivation; four out of eight teachers assume that motivation is of great importance in the teaching process. The two first asked

participants said that ‘without motivation, students cannot achieve their goals or be successful in EFL learning’, and the two other teachers replied that ‘students need motivation because of the many things that attract their attention and distract them from studying’. Another teacher assumed motivation is important and justified his answer by saying ‘students need motivation because they cannot participate and be active, especially if they are not psychologically prepared to learn’. The three other teachers affirmed that motivation is very important. According to them, ‘it contributes a lot to improve students’ academic achievement and makes them work in advance’.

Q2: Are students always motivated?

The responses to this question show that all the participants have the same views about student motivation; they responded that students are not always motivated. Some provided the same arguments by saying: ‘students lose their motivation because of some factors such as the teaching methods applied and the boring contents, which are used’.

Q3: Do you use particular strategies to motivate them? Can you cite some of them please?

The aim behind this question is to explore whether teachers use particular strategies to motivate their students. According to their answers, all of them use various motivational strategies and they cited some of them used in their classroom. Four teachers have responded that they encourage students’ humour by using jokes and make learning funny; they also encourage students’ communication and debates. Two other teachers use pair and group-work, and they try to use different teaching materials in their lessons like data show. They also affirmed that they design tasks and activities according to students’ abilities, interests. Sometimes, they use rewards. One teacher, use brainstorming and positive reinforcement as

strategies to motivate their students. The last one replied that he shows enthusiasm and he tries to ensure variation in the presentation of lessons to motivate his students.

Q4: Have these motivational strategies created any positive learning effects? Explain.

Here, all the participants agreed that these motivational strategies have positive learning effects. Most of them explained that using motivational strategies makes students feel confident and they become active. Three teachers answered that the lessons would be fun and help them achieve their success. One teacher, however, said that the unmotivated students he teaches have moved to the top level, i.e., their results were much better.

Q5: Which motivational strategies among the cited ones are most valuable for promoting motivation among the learners?

This question intends to demonstrate the motivational strategies that are most valuable for promoting motivation among the learners. Half of teachers considered that “encouraging communication and debates” and “peer assessment” are the most valuable. Two of them added, it is the use of “different materials” like data show. Another participant answered that it is the use of rewards to encourage students to learn. Two others responded that the “encouragement of humour”, increases students’ motivation. Finally, one participant argued that “brainstorming” and “positive reinforcement” can be the most valuable strategies to promote motivation among the learners.

Q6: Which motivational strategies do you use most often? Why?

This question aims to determine which motivational strategies that teachers use most often. According to their answers half of them use the same strategies to motivate students which are as follow: “bringing humour”, “establishing good relationships with students”, “giving them positive feedback” as it makes the students self-confident, the learning easy, and

helps the students to work in advance. Two participants use “brainstorming” because they think that this strategy makes the students active. However, there is one teacher only who prefers the use of “data show” as teaching material because he believes that this is a good strategy to motivate students and attract their attention. The last one said that he uses “rewards” because it encourages them to do more efforts.

Q7: How do you recognize students demotivation?

The purpose of this question is to know how teachers recognize their students' demotivation. The majority of teachers responded that they remark that their students are demotivated when they become quite, talkative in classroom, and when they feel lost. One teacher notices the students' demotivation when they indulge in activities which are off tasks. The last answer to this question is that the demotivation of students is remarked when they fail in their EFL learning process.

Q8: Which factors do you think lead to the demotivation of the learners? And what do you do to regain their motivation?

The aim of this question is to find the factors that the teachers think are leading to the demotivation of students. The majority of teachers assumed that the factors that make students demotivated are: the method and the content of teaching, the lack of self-confidence and the appropriate material. Some solutions are suggested by the teachers to regain the students who lose their motivation. These strategies are the use of gestures, the choice of appropriate topics (according to their interests, abilities, age and gender), the use of humour in classroom and the encouragement of the learners by providing positive feedback. There is only one teacher who claims that social and family problems can be factors that lead to students' demotivation, so he assumed that talking with them to understand their problems can be a solution to regain their motivation.

Conclusion

This chapter presents the results obtained from the surveys answered by thirty teachers in order to check their opinions about the strategies of motivation, provided by Chang and Dornyei, and the results obtained from the interviews conducted with eight other teachers belonging to the same department, the department of English language at MMUTO, in order to check their use of motivational strategies. The results were reported in tables by the use of the rule of three and in the form of paragraphs. The following chapter will be concerned with the discussion and interpretation of the findings of the research.

*Discussion of
the Findings*

Introduction

This chapter is devoted to the discussion of the findings obtained from both the surveys and the interviews designed to get teachers' answers concerning their opinions about the motivational strategies included in the model of Dörnyei and Chang and their use of different motivational strategies in their classes. The discussion and the interpretation of the obtained results will answer the research questions and confirm or refute the hypotheses set in the general introduction. This chapter is divided into two sections: the first one deals with the discussion of the data resulted from the surveys, containing twenty eight items, answered by thirty teachers. And the second section deals with the discussion and interpretation of the results obtained from the interviews conducted with eight other teachers.

1-Discussion of the Findings obtained from the Survey

1.1 Teachers Opinions towards the importance of motivational strategies to enhance students' motivation

The analysis of teachers' answers concerning their opinions about the importance of motivational strategies in the process of teaching and learning revealed different results with relation to Cheng and Dörnyei's (2007) proposed motivational strategies, which are categorized into ten macro strategies aiming to enhance students learning, in general, and their motivation, in particular. The discussion and the interpretation will be organized according to the ten categories. That is to say, we start from the first category until we reach the last one.

The results about the first category, emphasising the idea that teachers' behaviour should be a proper one, show that all the teachers agree that the establishment of a good relationship with the students and being enthusiastic is either important or very important. This suggests that their views are completely positive about these two strategies and that they

may behave in this way in their classes, thus influencing the learners behaviour positively. Following this idea, Kunter (2008, p. 468) assumes that ‘Teachers who [are] more enthusiastic about teaching [show] higher quality instructional behaviour’. Besides, Cheng and Dörnyei (2007) contend that ‘Teachers consider appropriate behaviour on their part to be a crucial factor when motivating students’. The third strategy which stimulates the teachers to be themselves in front of students, however, has been considered less important by 10% of the teachers. This means that this strategy is not seen as important by the whole teacher inspite of its effects on the students’ motivation.

The results of the second category that concerns the recognition of students’ efforts showed that the strategies making sure that students’ efforts and hard work is reflected by the grades attributed by teachers and monitoring the students’ progress and the celebration of their victories is given importance by approximately 80 %. There is only 20% of the teachers who consider the first strategy within this category as less important and that 13% view the second strategy as either less important or not important at all. This means that there are some teachers that may ignore these strategies in their teaching process, and if they do they will affect the learners’ motivation and learning as well.

The results of the third category, which is concerned with the promotion of learners’ self-confidence, showed that 70% of teachers consider the strategy which emphasises the importance of being communicatively effective is more prominent than being grammatically correct. 30%, however, consider this not really important. This leads us to think that one third of the teachers may neglect this aspect in their teaching. As far as the strategy concerned with the importance of positive feedback, we noticed that 40% of teachers attribute less importance to it though the researchers and scholars insist on its effect on students. Ya-Nan He(2009, p39), for example, argues that ‘Teachers have to emphasize the

importance of setting an example with their own behavior and increasing their students' self-confidence by giving positive-feedback'. The previous views of teachers about the importance of positive feedback make us to think that some teachers are not really promoting learners' self-confidence.

The results of the fourth category, which is about the creation of a pleasant classroom, show that more than 80% of them have positive views about the creation of a supportive classroom by encouraging students to take risk when they answer or by using short, interesting activity to start each class. However, there are some teachers who attribute less importance to this category. This is reflected in the answers of teachers who do not agree about the importance of using humor when they teach and who give less importance to the two other strategies. This means that the creation of a pleasant classroom may not be ensured by these teachers since the behaviour of teachers and the activities they give affect the motivation of learners, the learning process, and the atmosphere of learning. Many researchers (see Brophy, 1987; Cunniff, 1989; Grolnick & Ryan, 1990; Nabholz, 1944), in fact, assume that making the classroom climate more enjoyable has been found to play an important role in influencing student motivation and achievement and in creating a pleasant classroom as well.

The results of the fifth category concerned with the proper presentation of tasks show that the majority of teachers (approximately 85 %) explain to their students why the task they give is important and meaningful and give clear instructions by showing examples. According to Moskovsky and Alrabai (2009), enjoyment in the classroom by using interesting activities raises students' intrinsic motivation. The results explained, here, confirm that the teachers sustain this view and that their tendency in teaching may reflect such strategies, tendency in teaching.

The results of the sixth category which invites the teachers to increase learners' goal-orientedness showed that all the teachers give importance to the strategy insisting on importance of teachers' help to develop realistic goals about English learning. 80%, however, encourage them to set personal learning goals and 85% agree that it is important to help students to find their needs and build them into a course. It is worth noticing here that some teachers view these three strategies as not really important or they are less important. This means they are not really in favor of this category.

The results of the seventh category, which is about the making of the learning tasks a stimulating ones, show that there is only 10% of teachers who view the introduction of various interesting topics less important, and 16,66% consider that breaking the routine by using different presentation formats is also less important. The same percentage of teachers consider that giving challenging tasks to students as being less important or not important at all. This means that the stimulation of the students is not really favored by some teachers though this aspect is emphasized by the scholars. Pittman, Emery, and Boggiano(1982), for example, confirm that providing the learner with challenges is one of the essential factors of making the learning tasks stimulating.

The results of the eighth category, which insists on the idea that teachers should familiarize the students with L2-related values, show that the teachers attribute importance to the students' use of the target language in the classroom and outside the classroom, however the percentages varies:100% are in favor of the use of English inside the classroom, 85% are in favor of the use of English as a target language outside classrooms, and approximately 87% are in favor of the familiarization of the students with the cultural background of the target language, 70% of the teachers consider that the invitation of the native speakers to class as important. However, there are some teachers who consider the three last strategies in this

category as less important though the percentages are not really high. This means that the teachers are in favor of this category to a great extent. The teachers who are not in favor are the ones who may not provide more opportunities to the use of the target language.

The results of the ninth category, which is related to the promotion of group cohesiveness and group norms, show that the percentages of the teachers who do not give importance to the strategies included in this category are higher than the percentages given about the previous categories. In fact, the first strategy is viewed by approximately 27% of teachers as being not important, and the second strategy is considered by 70% of the teachers consider the second strategy also not important. The third one, however, is considered by just 17% of teachers as being not important. All these results confirm one idea which is that the teachers may not take into consideration students' group cohesiveness and norms, and this does not increase students' motivation.

The tenth category, which is the last one, is concerned with the promotion of learners' autonomy. The results about it showed that the overwhelming majority of teachers encourage students to find out mistakes by themselves and learn from classmates in small groups. Thus, they can ensure these two strategies that are required to promote the autonomy which is again viewed as important to increase the learners' motivation, as Harper (2007) said, 'Autonomy is a basic human need that has an impact on motivation'. More than 80% of teachers considered that giving students the choices to take decisions about the time in which they will be graded and the manner in which they will be evaluated is less important or not important at all. This suggests that the promotion of the learners' autonomy is supported to a particular extent and the teachers did not attribute a great importance to the last strategy within this category. Thus, they are expected to use the two first strategies in their teaching and neglect the last one.

2. Discussion of the Results obtained from the Interviews

All the interviewed teachers have positive beliefs about motivation in learning a foreign language; one of the participants argue that motivation help students to learn better and the unmotivated students who cannot succeed in EFL learning process. In this context, Al-Otaibi (2004) affirms that motivated learners with high level of motivation expend much of their time to get aims in learning foreign language and motivated learners can also learn language more than unmotivated ones. Another participant stated that motivation is very important because without motivation students can't achieve their objectives. The results obtained from this question are in agreement with all the views provided by scholars about the importance and the positive effects of motivation on the learners' success. This means, probably they may try to motivate their students.

Teachers' Views about Students' Motivation

All the participants claimed that students are not always motivated; most of them added that students lose their motivation due to some factors, such as the content of teaching which is not interesting, the methodology of teachers, and type of the activities which are provided. The answers of the teachers here suggest that their behaviour and tendency in teaching may influence the demotivation of the students' motivation, The answers of the teachers here indicate that their behaviour and tendency in teaching may affect students' motivation. Therefore, teachers have to avoid all of those factors that discourage learners.

Teachers' Use of Particular Strategies to Motivate the Students

The results of the question inquired about the motivational strategies that the teachers use revealed that the teachers use different MS to increase their students' motivation, and each one cited the strategies that she/he uses. In the current study, four teachers answered that they

try to make their behaviour contributing to the increase of students' motivation, and that they encourage humour in their classrooms. This strategy is related to the fourth category of our frame work of analysis which is the creation of a pleasant classroom, so their behaviour ensures a good atmosphere for learners. In addition to the previous strategies, the teachers encourage communication and debates during lessons, and favour peer assessment, group works, the use of different material like data show, the design of tasks and activities according to students' abilities and interest, the rewarding of students' efforts, brainstorming and positive reinforcement. So these results lead us to think that the teachers use the motivational strategies in their teaching process; however, the majority of the strategies given in Cheng and Dornyei's model are not cited by them. This meant that they ignore them or they are not aware of them. Therefore, teachers need to have some insight on using these strategies.

Effects of Motivational Strategies

The results about this point showed that all the teachers share the same idea that these motivational strategies have positive effects on students' motivation and learning. The majority of them clarify that the use of MS increases students' self-confidence and make them active. Some of them consider them as strategies that make lessons enjoyable and helps students to be successful. One participant claimed that most of the unmotivated students have ameliorated their level of learning and become more motivated after the use of these strategies. Dörnyei 2001b: 28) confirms the teachers' affirmation as he states that motivational strategies have a great impact in achieving some systematic and continuing positive outcomes. Thus, the answers about the effects of MS have confirmed the effective role of these strategies in EFL teaching and learning process.

The Most Valuable Motivational Strategies Used to Promote Motivation among the Learners

The results concerning this point showed that teachers considered the establishment of good relationship with students and the use of different materials (like data show), and providing students with positive feedback as being the most important strategies that the teacher may use to increase students' motivation. In addition to this result, some teachers viewed that using rewards and bringing humour to classroom, encouraging pair and group works are other valuable strategies to which the teachers may refer to increase students' motivation. Brainstorming and positive reinforcement are, however, considered as the most important ones by only one teacher; he argued that these strategies make students' active. The strategies emphasized by the interviewed teachers are also emphasized in the answers provided in the surveys. But, the two later strategies are not present in the ten categories of our frame work of analysis.

Motivational Strategies Used Most Often by Teachers

The results about the question concerning this point showed that four teachers claimed that they frequently use humour aspect, establish good relationships with students, give them positive feedback, and ask them to do pair works or group works in order to motivate their students. For them, these strategies of motivation make the students self-confident and help them to work in advance. Two of them use brainstorming because it makes students active. Finally, there is just one participant who rewards his students to encourage his students to work and learn better. Another teacher use data show to motivate the students and attract them. From the answers of teachers, we can deduce that the motivational they use frequently are the ones they site in the previous answers. They did not mention other strategies that are included in Chang and Dornyei's model. This may suggest that the strategies used by the

interviewed teachers in the department of English at MMUTO are limited, but the ones they use are proven to be stimulating, attractive, and enhancing the students' interaction and cooperation. For, example, the majority of teachers use pair and group works which are benefic, as Long and Porter (1985) argued that 'group work enhances language practice opportunities and improves the quality of students talk [...] group work motivates learners' p.(208) .

Recognition of Students' Demotivation

The results concerning students demotivation revealed that the majority of teachers share similar views about the way in which their students reflect their demotivation; they argued that student are demotivated when they are quite, talkative, lost, and disturb their classmates. One participant stated that students are demotivated when they indulge in activities which are off task". So, they consider all these remarks as signs of demotivation.

Factors that Lead to the Demotivation of Learners

The results concerned with this point showed that the majority of teachers share the same idea about the different factors that lead to the demotivation of learners. All of them pointed out to the methods and the contents of teaching, the lack of self-confidence and the appropriate materials. Many researches confirm the views of the asked teachers. Among them, we find Dornyei (2001a), Sakai and Kikuchi's (2009) assumptions and ideas about motivation and every aspect or factor related to it.

Some strategies have been suggested by the participants to regain the motivation of their students, like the use of gestures, the choice of topics (according to their interests, abilities, age, and gender), the introduction of humour aspect to make the atmosphere favourable, and the use of positive feedback to encourage the learners.

From the above discussion, we can deduce that all the teachers to whom we have distributed the surveys attribute importance to the strategies included in the framework of Dornyei and Chang, but the importance attributed varied from one strategy to another and sometimes from one teacher to another. Most of them have positive opinions about all the strategies and few of them have negative opinions about some strategies that belong to some categories cited in the survey, like the importance of positive feedback which is proven to have positive effects on students' self-confidence, the permission to students to take decisions in the arrangement of group works and group rules and discussions, and the promotion of their autonomy by giving them the choice to decide on time and manner of grading.

Teachers with whom we have conducted the interviews also have argued that positive opinions motivation plays an important role in EFL teaching and learning process; however, they claim that students are not always motivated and that they need some strategies to motivate them. The participants cited the strategies of motivation that they use when they teach English, but they did not mention most of the strategies included in the framework of analysis. This means that they are either not aware of them or just neglect them. So they are encouraged to get some ideas about these motivational strategies and try to use them to increase student motivation and improve their learning.

From these results we can deduce that the hypothesis stating that teachers attribute importance to the existing motivational strategies is confirmed, but just to a particular extent as they attribute less importance or no importance to some of them. Concerning the question dealing with teachers' use of motivational strategies, the confirmed hypothesis is that which states that teachers use only some of the motivational strategies that exist.

Conclusion

This chapter has discussed the data collected from the answered surveys dealing with the teachers' opinion about the importance attributed to motivational strategies and the data obtained from the interviews concerned with teachers' use of motivational strategies. The discussion of the findings provided us with clear answers about the research questions and the hypotheses formulated in the introduction.

*General
Conclusion*

General Conclusion

This study aimed to explore the opinions of teachers on the importance of motivational strategies and their use of these strategies to promote students' learning of English as a foreign language and increase their motivation to learn.

To realize this investigation and reach the aims, we have conducted the study in the department of English at MMUTO. The participants were thirty teachers chosen randomly to answer the surveys, the first tool used to collect data, and eight other teachers with whom we conducted structured interviews, the second tool of data collection. The survey contained twenty eight items about the motivational strategies formulated by Cheng and Dornyei, categorized into ten macro categories designed to obtain opinions about each strategy. The interview involved eight questions about the use of these strategies by the interviewed teachers. Data collection procedure has been done in two months and a half; it started in May and finished in the second week of September. Concerning the method of data analysis, we have used a mixed method, which combined the quantitative used to analyse the data quantitatively by representing them in tables in the form of percentages and the qualitative method used to analyse the data qualitatively as the interviews included open-ended questions.

The results obtained revealed that all the teachers have positive opinions about almost the strategies that are included in the survey and the majority of teachers also viewed that the use of motivational strategies is very important to increase the students' motivation, but the strategies they have used are limited in number in comparison to the strategies identified by Cheng and Dornyei. These results led us to confirm partially the hypothesis that stated that teachers attributed importance to all motivational strategies and confirmed also the

second hypothesis concerning the use of these strategies, i.e. the hypothesis that stated the teachers use just some of the motivational strategies formulated by Cheng and Dornyei.

These results lead us to believe that teachers need to think about those strategies that they do not attach importance to and strategies that they do not use in their daily teaching practices in order to motivate students, improve their learning and reach their goals related to proficiency in English as a foreign language.

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Appendices

Appendix 01: Teachers' Survey

This Survey is designed to make a research in the department of English at Mouloud Mammeri University of Tizi Ouzou. It seeks to investigate teachers' opinions about the importance of motivational strategies to enhance students' EFL learning. In order to achieve this academic objective, you are kindly requested to express your opinions about the importance of these strategies. The result of this survey will be used only for an academic purpose, so we ensure the anonymity and confidentiality of your answers.

I. Teachers' profile

Sex: Female Male

Language of teaching: _____

Module taught to the learners: _____

Categories Strategies	Very Important	Important	Less Important	Not Important
C1: Proper Teacher Behaviour				
1. Establish good relationship with students				
2. Show your enthusiasm for teaching				
3. Be yourself in front of students				
C2: Recognize Students' Efforts				
4. Make sure grades reflect students' efforts and hard work				
5. Monitor students' progress and celebrate their victories				
C3: Promote Learners' Self-Confidence				
6. Make clear to students that communicating meaning effectively is more important than being grammatically correct				
7. Provide students with positive feedback				
C4: Create a Pleasant Classroom				
8. Bring in and encourage humor				
9. Create a supportive classroom, so that the students will take risks				
10. Use a short and interesting opening activity to start each class				

Categories Strategies	Very Important	Important	Less Important	Not Important
C5 : Present Tasks Properly				
11. Give good reasons to students as to why a particular task is meaningful				
12. Give clear instructions by showing examples				
C6: Increase Learners' goal-Orientedness				
13. Help students to develop realistic goals about learning English				
14. Encourage students to set personal learning goals				
15. Find out students' needs and build them into a course				
C7 : Make the Learning Tasks Stimulating				
16. Introduce various interesting topics				
17. Break the routine by varying the presentation format				
18. Make tasks challenging				
C8 : Familiarize Learners with L2-Related Values				
19. Increase the amount of English/the target language you use in the class				
20. Invite native speakers to class				

Categories Strategies	Very. Important	Important	Less Important	Not Important
21. Familiarize students with the cultural background of the target language				
22. Encourage students to use English/the target language outside the classroom				
C9: Promote group Cohesiveness and group Norms				
23. Ask students to work toward the same goal				
24. Let students suggest class rules				
25. Encourage students to share personal experiences and thoughts				
C10: Promote Learner Autonomy				
26. Encourage students find out mistakes by themselves				
27. Encourage learning from classmates in small groups				
28. Give students choices in deciding how and when they will be graded				

The motivational strategies items were adapted from Cheng and Dörnyei (2007).

Appendix 02: Teachers' Interview

Dear Teachers,

The purpose of this Interview is to obtain information about the teacher's views and use of motivational strategies to enhance students' learning English as a foreign language at Mouloud Mammeri University. In order to achieve this academic objective, you are kindly requested to answer these questions. The result of this survey will be used only for an academic purpose, so we ensure the anonymity and confidentiality of your answers.

Thank you very much for your cooperation.

Q1: Do you think that motivation is important in EFL teaching and learning process? justify your answer please.

Q2: Are students always motivated?

Q3: Do you use particular strategies to motivate them? Can you cite some of them please?

Q4: Have these motivational strategies created any positive learning effects? Explain.

Q5: Which motivational strategies among the cited ones are most valuable for promoting motivation among the learners?

Q6: Which motivational strategies do you use most often? Why?

Q7: How do you recognize students demotivation?

Q8: Which factors do you think lead to the demotivation of the learners? And what do you do to regain their motivation?