

Dedications

We dedicate our modest work to our family for their care and support all along our studies.

Special dedication to our parents: Larbi and Bahia

To our lovely sisters Leila and Lynda

To our gentle brother Rabah

To all our closest friends and classmates with whom we shared precious moments

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Abstract

This study explores the role of multimodal scaffolding techniques in motivating EFL Middle School pupils at the OUSMAIL Houcine Middle School of Tamda, Ouaguenoune (Tizi Ouzou). This research is centered around three objectives First, it aims to explore middle school teachers of English and first year MS1 pupils' attitudes towards the use of multimodal scaffolding strategies to enhance the learners' motivation. Second, it checks whether these teachers use Multimodal resources such as pictures, dialogues and videos and scaffolding strategies like translation and modelling. Finally, it explores whether these resources and strategies are effective to motivate first year MS pupils. This study is based on the application of Dornyei L2 motivation framework (2001), the application of Vygotsky's theory of learning, as far as the "Zone of Proximal Development" (1997) is concerned and Kress's theoretical considerations about multimodality (2010). It combines both the quantitative and the qualitative methods. In fact, it relies on a questionnaire that is addressed to first year middle school pupils, an interview that is conducted with their teachers of English and finally a classroom observation which is conducted at the middle school. It uses a statistical method to elicit statistical data, then adopts qualitative content analysis for the interpretation and the explanation of the qualitative results. After the discussion of the results, it was found out that both the learners and their teachers of English have positive attitudes towards the implementation of scaffolding techniques and using multimodal resources in the English classes during the teaching and learning processes. Also, the results provided evidence that multimodal aids and scaffolding strategies are often used effectively by the teachers of English in order to motivate their EFL learners. The findings revealed also that using such aids and strategies to teach English is a relevant method to enhance the pupils' motivation, raise their confidence and self-esteem.

Key words:

EFL teachers, Motivation, Multimodal resources, Multimodal scaffolding, Scaffolding strategies.

List of Abbreviations and Acronyms

FLL: Foreign Language Learning

EFL: English Foreign Language

Q: Question

H: Hypothesis

IN: Intrinsic Motivation

EM : Extrinsic Motivation

MTP: Motivational Teaching Practice

ZPD: Zone of Proximal Development

QCA: Qualitative Content Analysis

MS: Middle School

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General conclusion

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General Introduction

1. Statement of the Problem

Nowadays, learning English as a foreign language has its significance all over the world. But, many beginner foreign language learners face difficulties in learning English and developing it due to so many factors such as the lack of motivation in the EFL classroom. A large body of research have been conducted in the Algerian context and also at the global level raising the issue of demotivation in the foreign language learning process, especially with beginner learners.

Motivation is one of the most crucial factors which play an important role in the FLL process. Accordingly, the efficiency of any teaching and learning situation is mainly dependent on the learners' motivation and their willingness to learn a foreign language. Thus, it is worth investigating the topic of motivation in the educational context with beginners. Various studies like "The Techniques Used by EFL Teachers to Motivate their Learners in the Algerian Secondary Schools: The Case of Draa-El-Mizan and Tizi Ghenif" have shown that EFL learners need to be motivated to learn English. So one of the major roles of EFL teachers is to enhance their pupils' motivation using a number of motivating strategies. Many studies, such as "Effects of Motivational Scaffolding on the Motivation, Motivational Control, Action and Performance of Undergraduate Students", have shown that "Scaffolding" and "Multimodal teaching" are among the motivating strategies that are used by EFL teachers to enhance their pupils' motivation.

EFL teachers' scaffolding is one of the teaching strategies which help EFL teachers to create a motivating environment in their classrooms. Larkin (2002) stated that scaffolding allows EFL teachers to accommodate their learners' individual needs. Scaffolding is used as a metaphor to describe the type of assistance offered by a teacher or a peer to support the learning process. In addition, the emergence of technology allowed EFL teachers to use multiple modes while teaching English, especially when introducing new words and topics to beginners.

'Multimodality' is a new theory of learning which introduces this considerable evolution in instruction. That is to say, the evolution of the teaching process from using a single mode into using multiple modes to teach a foreign language. The main concern of multimodal theory of learning lies typically in the combination of distinctive modes or resources to convey meanings. It is mainly the use of different materials including visuals (images), audio (songs and dialogues), audio-visuals (videos) and gestural movements (facial expressions). Moreover, several studies have proven the significance of using multiple modes in teaching EFL learners to enhance their motivation such as the dissertation submitted by ADEL and BENTOUATI (2018) which is entitled *"Teachers' and Learners' Attitudes towards the Role of Multimodal Resources on Enhancing Students' Vocabulary Acquisition. Case Study: Second Year Students in the Department of English at MMUTO"*.

In the Algerian context, many studies investigated the use of scaffolding strategies by EFL teachers to motivate their pupils such as the dissertation submitted by BELLAHSENE and ACEM (2018) which is entitled *'Enhancing EFL students' Motivation through teachers' kinesics: A case Study in the Private School "HiMi" Tizi-Ouzou'* at MOULOUD MAMMERI University of Tizi-Ouzou. It focuses on discovering to which extent teachers' body language can develop EFL learners' motivation. They found that teachers' use of their kinesic behavior is an effective teaching strategy that EFL teachers adopt inside their classes to foster learners' motivation.

Other studies have been conducted on demotivation such as the dissertation submitted (2017) by AMEUR at MOULOUD MAMMERI University of Tizi-Ouzou which is entitled *"Investigating the Factors that Demotivate English Foreign Language Students: The Case of Master 1 Students in the Department of English"*. It aims at identifying the internal and external demotivating factors which impede the process of foreign language learning. Its findings show that the teacher, the learning environment and the course content are the external factors which demotivate Master 1 students. Whereas, shyness, nervousness and the lack of confidence are

the internal factors which demotivate Master 1 students.

At the global level, JING and CHEN conducted a study (2020) which is entitled “*Scaffolding Theory Based on Multimodality*”. It analyzes the modes of combining two theories in the second language acquisition process, focusing on the writing skill. That is, they combined “the scaffolding theory of learning” and “Multimodality: the theory of communication”. They found that applying multimodal auxiliary and scaffolding teaching theory to teaching can change the traditional teacher-centered teaching model of college English writing class, take students as the center, arouse students' interest in learning, and finally improve students' English level.

The major contribution of these studies has been to increase our understanding of motivation and to which extent scaffolding techniques and multimodal teaching help EFL teachers to enhance their learners' motivation in different educational contexts.

Although many researchers have conducted studies on the significance of scaffolding strategies and others on the importance of the multimodal way of teaching in motivating EFL learners in the educational context, there is a lack of research in combining both “The scaffolding theory of learning” and “Multimodality: the theory of communication” to investigate the issue of ‘Motivation’ in the educational context, more specifically in middle school with beginner EFL learners.

2. Aims and Significance of the Study

The overall aim of this research is to explore the effectiveness of multimodal scaffolding in motivating EFL learners. In order to explore such an issue, our study is conducted in the middle school setting with EFL middle school teachers and their pupils. Our study tends to reach mainly three objectives. First, it explores the teachers of English and first year MS1 pupils' attitudes towards their EFL teachers' use of multimodal resources and scaffolding strategies to motivate them. Second, it investigates whether multimodal resources and

scaffolding strategies are used by teachers of English under investigation. Third, it explores the effectiveness of such aids and strategies as aids in enhancing EFL learners' motivation.

A major significance of such a study is to allow us as future teachers to reach an understanding of the effective ways which help us to motivate EFL learners to learn English.

3. Research Questions and Hypotheses

3.1. Research Questions

In order to achieve the purpose of our study, we attempt to find answers to the following research questions

Q1. What are the middle school EFL pupils' and teachers' attitudes towards the use of multimodal scaffolding strategies to motivate the EFL learners during their learning process ?

Q2. Do EFL teachers make use of multimodal resources and implement scaffolding strategies to motivate their pupils?

Q3. Are these resources and strategies effective to enhance the EFL learners' motivation?

3.2. Hypotheses

In an attempt to answer these questions, we have advanced the following hypotheses:

H1. EFL teachers and learners have positive attitudes towards the use of multimodal resources and scaffolding strategies in the English classes.

H2. EFL teachers use multimodal resources in order to motivate their learners like images and videos. They also implement scaffolding strategies such as providing feedbacks, modelling and translating.

H3. The use of these resources and strategies to teach English are relevant to enhance the pupils' motivation.

4. Research Design and Methodology

To carry our research, we adopt mixed-method that combines both the qualitative and

the quantitative approaches for the collection and analysis of data. Our study takes place at OUSMAIL HOUCINE middle school. It deals with EFL teachers and first year Middle School pupils. To investigate our topic, we rely on three distinct tools to collect data, namely the questionnaire, the interview and the classroom observation based on Dornyei framework of L2 motivation “Motivational Teaching Practice” (2001), Vygotsky’s learning theory as far as the “Zone of Proximal Development” (1997) and Kress theoretical consideration about multimodality (2010).

The results of the questionnaire are analyzed and presented in the form of tables and diagrams. The close-ended questions of the questionnaire are analyzed using the quantitative method, while the checklist of the classroom observation and the results of the interview are analyzed using the qualitative method.

5. Structure of the Dissertation

In terms of structure, the present dissertation follows the traditional simple model. It includes a General Introduction, four chapters and a General Conclusion. We introduce the topic of investigation and the main research questions in the General Introduction. The first chapter deals with the Review of the Literature which provides the theoretical background of the study as well as definitions of terms. It is divided into three main parts. The first part is about motivation, and some definitions are provided. The second part is about scaffolding, some definitions as well as scaffolding strategies used by teachers to motivate EFL learners are provided. The last part is about multimodality, and some definitions and key concepts are provided. ‘Research Design and Methodology’ is the second chapter, in which we provide a detailed description of the context of investigation and the participants, and we present the data collection tools. In addition, we explain the procedures of data analysis which are ‘Descriptive Statistics’ and ‘Qualitative Content Analysis’. The third chapter presents the findings of the questionnaire, the interviews and the classroom observation. As regard the last chapter which is entitled ‘Discussion of the Findings’, it discusses and interprets the findings. Our work ends

with a General Conclusion which summarizes the main research findings and suggests recommendations.

Chapter One: Review of the Literature

Introduction

This chapter reviews the literature related to the topic of motivation and multimodal

scaffolding strategies used by EFL teachers to motivate their learners. It is divided into three sections. The first section deals with motivation, its importance in foreign language learning (FLL) focusing on Dörnyei theoretical framework (2001) and some definitions according to different authors. Then we introduce the types of motivation, including instrumental motivation, integrative motivation, intrinsic motivation, and lastly extrinsic motivation. The second section deals with the notion of scaffolding including some definitions, basic scaffolding strategies and the ZPD concept relying on Lev Vygotsky's theoretical framework mainly the "Zone of Proximal Development" (1997). Finally, the last section is about the approach of social semiotics and multimodality. It includes definitions of multimodality according to different authors, its importance in motivating EFL learners and the types of multimodal resources used by EFL teachers to motivate their learners.

1. Motivation

Motivation, particularly in foreign language learning (FLL) settings is crucial because it has been widely accepted as one of the key factors that influence the success of FLL. In other words, the success or failure of a FLL process often depends on the extent to which learners strive to attain their purpose besides their desire to do so.

Motivation is a term frequently used in both educational and research contexts. The latter generally refers to the choice people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect (Keller, as cited in Crookes and Schmidt, 1985: 481). Whereas in education, motivation refers to the learners' persistence on their learning tasks, the time and effort they devote to them and their coping with the obstacles they encounter in the learning process.

Motivation is a concept which has gained a considerable set of definitions in both social psychology and second/foreign language learning research thus, defining motivation is a

vigorous task. Although many researchers have concluded that there is no general agreement on defining motivation, several definitions of the concept are provided.

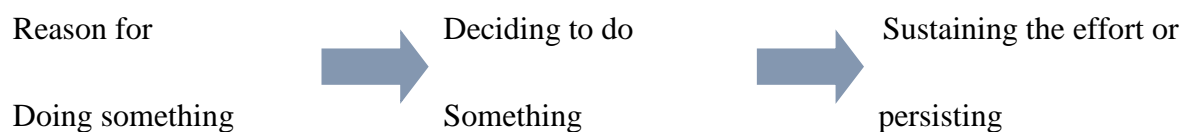
Basically, the word ‘motivation’ derives from the Latin verb ‘movere’ meaning ‘to move’. Motivation, as its name suggests, is what ‘moves us’. It is the reason to do or not to do anything at all.

Gardner (1985) explains motivation as a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goal to be accomplished. This perception of motivation is also reflected in the definition of Madrid’s and Canado’s (2001) who considered motivation as “*a set of processes which involves the arousal, direction, and sustaining of behavior. It is employed to indicate, for instance, a subject’s persistence and his/her pervasive work on certain task and not on other activities*”. This means that motivation does not only arouse the initial interest and incite an action or a behavior. But also, it maintains the state of arousal and push someone to complete an action and reach the desired objectives. Thus, the perception of motivation as belonging solely to the initial stages of an action is a limited understanding of the concept.

Dornyei and Ushida (2001:4) provide a global definition of the term motivation stating that “*the only thing about motivation most researchers agreed on is that, by definition, concerns the direction and magnitude of human behavior*”. That is to say, motivation moves us to do or not to do something. Many researchers agreed on this definition, such as Gredler, Brossard and Garrison (2004: 106) who referred to motivation as “*the attribute that moves us to do or not to do something*”. Guay, Ratelle, Roy and Litalien (2010) claim that motivation is “*the reasons underlying behavior*”.

In addition, there is an attempt to achieve a synthesis of conceptions of motivation by Williams and Burden (1997) defining motivation as “*a state of cognitive and emotional arousal, which leads to conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal*”. To make these three

stages of motivation clearer, let's see the following model of motivation:



Many researchers view motivation as the driver of human action in general and learners' action in particular for a special purpose. In addition, these definitions proposed by different researchers indicate that the concept of motivation can be understood as a condition that activates and sustains behaviors toward some directions and reaching some goals. However, motivation research is an ongoing area of research and, thus, definitions are continuing to mature as the discussions and studies take place. Although there has been no general agreement on definitions of motivations, several studies agreed on the importance of motivation particularly in FLL process and reaching the learning' objectives.

1.1. Motivation and Foreign Language Learning

Motivating foreign language learners to learn in school is a topic of great concern for educationalists. Moreover, motivating pupils so that they can succeed in school is one of the greatest challenges of education. Thus several studies indicate the importance of motivation in FLL process and reaching the learning' objectives. For instance, Dornyei (2005:65) claims that *"motivation is of great importance in SLA: it provides the primary impetus to initiate L2 learning and later the driving force to sustain the language and often tedious learning process"*. That is to say, motivation is a kind of desire for learning, it is linked with language achievement thus it is one of the important factors for learning a second language proficiently.

Furthermore, many studies have shown that motivation is essential for second/foreign language learning process because, it directly influences how much effort the learners make, and how long they persist and maintain FL skills after completing their language study (Cheng and Dornyei, 2007:155). In addition, cognitive skills in the foreign language do not guarantee

that a learner can successfully master a foreign language. Thus, along with ability, motivation is seen as the major source of variation in educational success (Keller,1983).

It is pertinent to note that achieving high level of motivation in the classroom leads to higher levels of understanding (Vansteenkiste et al., 2009), creativity (Koestner et al., 1984), productivity (Das Carlo, Swadi and Mpofu, 2003), and achievement (moulaert et al. and Sobral). These positive outcomes all together make motivation one of the most important elements of learning. So, it is important to recognize the fact that motivating is a central element of a good teaching. Among other models which attempt to explain motivation in an educational context, (Dornyei,1994:280).

1.2. Types of Motivation

a. Instrumental Motivation

Instrumental Motivation refers to that impulse which drives human beings to reach goals and objectives. According to Gardner and Lambert (1972:57), “*instrumental motivation suggests and implies that a learner learns the Language in support of a purpose relating to occupation or further useful motives*”. Whereas, Tileston (2010:8) defines this type of motivation as “*The desire to do something because of the promise of or hope for a tangible result*”. Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a job promotion or getting into university. Thus, this type of motivation refers to the one that drives the human being to reach goals and objectives.

b. Integrative Motivation

According to Gardner and Lambert (1972:57) ‘*integrative motivation means learning the Language with the intention of participating in the culture of its people.*’ That is to say, integratively motivated learners want to learn the language so that they can better understand and get to know the people who speak that language. While Tileston (2010) defined integrative motivation as the evolvment that generates from inside. This refers to a learner’s

intrinsic orientation and desire to learn a foreign language.

Furthermore, Qashoa (2006) said that integrative motivation is distinguished by the learners' positive attitude towards the target language group, and the desire to interact with those group members. That is to say, they are also interested in the culture associated with that language. For instance, in the North American context, integrative motivation has proven to be a strong impetus to successful language learning, and that several studies have found that integratively motivated language learners are more successful than those who are instrumentally motivated because their motivation is stronger than the instrumental one.

c. Intrinsic Motivation

Intrinsic motivation (IM) is also referred to as "Self-motivation". Generally, this psychological factor is referred to as "Motive Force" which arises from the inside of the individual; something which incites an action or a behaviour. It refers to an internal factor which initiates and stimulates a behavior. According to Ryan and Deci (2000: 56) "*Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence*". Thus, learners are intrinsically motivated when they engage in a task or in a behavior because of the inherent satisfaction of the activity rather than the desire for a reward or specific outcome. IM has proven to be important in educational situations. For that, Walker, Greence and Mansell (2006:1-12) assert that "*Intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge*". Thus, IM can improve the learners' performance and their learning outcomes.

d. Extrinsic Motivation

Extrinsic motivation (EM), as opposed to IM, is focused on external factors and environmental rewards. These rewards can be tangible, such as money or grades, or intangible, such as praise or fame. Accordingly, Deci and Ryan (1980 :39) postulate that "*the extrinsic*

motivational subsystem is based in the primary drives and in acquired needs, such as the need for money or status". This means that, EM is based on meeting an external goal, garnering praise and approval, winning a competition, or receiving an award or payment.

1.3. Dörnyei Motivational Teaching Practice (MTP) (2001)

Dörnyei (1994) first proposed a framework of motivation in educational contexts, this framework consists of three levels of motivation ; mainly the language, the learner and the learning situation levels. In fact, this framework was later expanded and transformed in Dörnyei (2001) into a comprehensive taxonomy of motivational strategies.

Dörnyei (2001) argues that *"so much is going on in a classroom at the same time that no single motivational principle can possibly capture this complexity"*. Therefore, in his book (2001), he has provided a framework of motivational teaching practices which described the process of motivating language learners in the classroom. This framework consists of four main dimensions, each dimension involves 35 concrete motivational strategies and more than 100 techniques that teachers can use to enhance their learners' motivation, engagement, and achievement in learning a second or foreign language.

Motivational teaching practice (MTP) (2001) contains four main phases ; creating motivational conditions ; generating student motivation ; maintaining motivation and protecting motivation ; and encouraging retrospective self-evaluation. Hence, this process indicates that learners' motivation should be built, generated, maintained and encouraged (Dörnyei, 2001 :29).

a. Creating The Basic Motivational Conditions

Dörnyei assumes that if the learners do not feel comfortable in the classroom while the teaching process then the motivational strategies that their teachers use are going to be in vain. Thus, EFL teachers need to create the appropriate atmosphere and a pleasant classroom environment to help learners build positive attitudes towards the learning process. For instance,

an EFL teacher can create the basic motivational conditions through establishing a good teacher-learner rapport and creating a pleasant and supportive classroom atmosphere. This dimension involves establishing supportive learning conditions which foster learners' motivation. In order to create the basic motivational conditions, Dornyei (2001) asserts that teachers need to establish good relationship with learners, create a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms.

b. Generating Initial Student Motivation

Pupils are not always eager to expand their knowledge and learn a new language. This means that, learners motivation cannot be guaranteed and that a major role of any teacher is to actively generate a positive attitude towards L2 learning.

Generating learners motivation is the second dimension in MTP which Dornyei divides into five categories, mainly :

1. Enhancing learners' language sense and attitude : learners' values determine their performance and achievement. Three types of language-related values are distinguished mainly : intrinsic, instrumental and integrative values.
2. Increasing the learners' expectancy of success : learners do things best if they expect to succeed. Paradoxically, they are less motivated to learn if they feel they will never achieve their objectives.
3. Increasing the learners' goal orientation : Dornyei (2001) argues that L2 learners need to be aware of what they are learning and the goal of completing any learning activity.
4. Making the teaching material be relevant to the learners : teachers link their learners' lives inside the classroom to their external worlds. This refers to authenticity and relevance of the language being learned and its connection to real-life contexts (Henry et al. 2017 ; Pinner 2014 ; Poupore 2014).
5. Creating realistic learners' beliefs : it is a fact that most of the learners have some beliefs

about language learning, and most of these beliefs are false. Thus, teachers tend to employ strategies that create realistic learners beliefs about the process of language learning.

c. Maintaining and Protecting Motivation

If motivation is not actively maintained and protected, learners will get tired or bored of the activity and lose their interest. In this dimension, Dornyei (2001) discusses various strategies that can be employed to maintain learners motivation in the language classroom.

These six areas are relevant for the classroom application :

1. Making learning stimulating and enjoyable.
2. Presenting tasks in a motivating way.
3. Setting specific learner goal.
4. Protecting the learners' self-esteem and increasing their self-confidence.
5. Creating learner autonomy.
6. Promoting self-motivating learner strategies.

d. Encouraging Positive Retrospective Self Evaluation

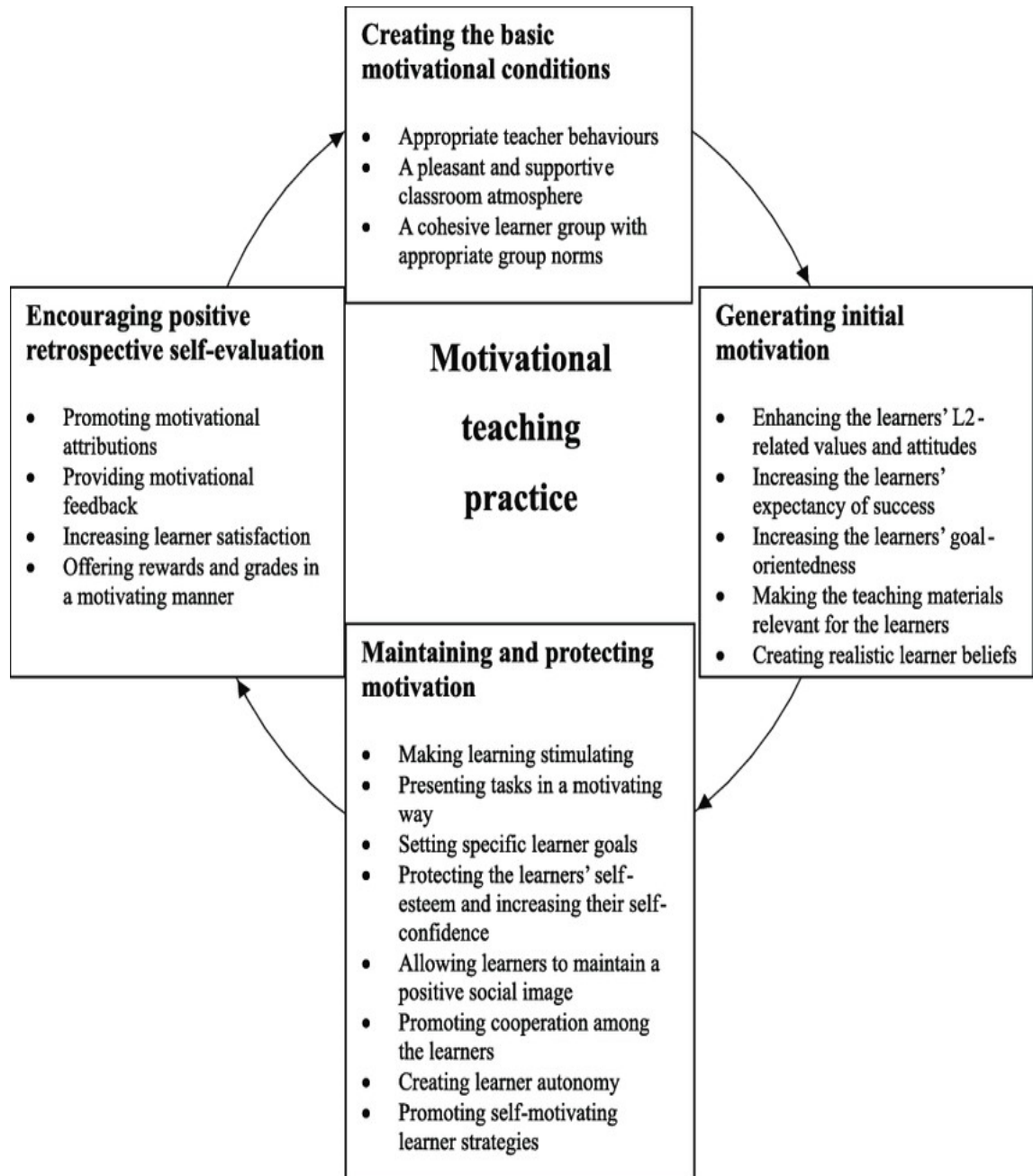
Learners' appraisal of their past performance does not depend only on the level of success they have achieved, but also on how they interpret and perceive their achievement. For this reason, EFL teachers tend to use strategies to help their learners to evaluate their past performance in a positive way. Dornyei (2001) discusses different strategies that can be employed by EFL teachers to encourage learners' positive retrospective and self evaluation.

1. Promoting motivational attributions : attribution refers to the explanation people offer about why they were successful or why they failed. And the general recommendation is to promote effort attributions and prevent ability attributions. For instance, in failure situations, teachers would emphasize the low effort exerted as being a major reason for this failure.
2. Providing motivational feedback : feedbacks are another form of external evaluation which directly impact the learners' self-appraisal. Motivational feedbacks have various functions, mainly ; increasing the learner satisfaction and lifting the learning spirit, promoting a positive

self-confidence in learners, and promoting learners reflection constructively on areas that need to be improved.

3. Increasing learner satisfaction.

4. Offering rewards and grades in a motivating manner.



Motivational Teaching Practice. (Dörnyei, Z, 2001 :29).

2. Scaffolding

The term scaffolding is coined by the psychologists Wood, Bruner, and Ross in 1976.

In education, the word itself means a way for teachers to provide support and help while students master new concepts and skills. Scaffolding refers to instructional strategies teachers implement in classroom with their learners; some of these strategies are for fun and engaging learners to be more active, which in fact helps them to be autonomous and work independently. Teachers' scaffolding means that teachers guide the teaching through their scaffold, that is their help, enabling their learners to master the knowledge and skills they have learned, so that they can carry out higher levels of cognitive activities. Thus, the latter is considered as an instructional support which is used to guide learners through various stages of skills acquisition.

Moreover, scaffolding teaching indicates that teachers set up scaffolds for their learners in the "zone of proximal development" (ZPD). It means that they provide appropriate support for their learners to complete their own learning tasks, so that they can climb up the scaffold and step over the "zone of proximal development" from 'the actual development level' to reach 'the potential level of cognitive development'. That is to say, learners will be able to work independently and reach the objectives their teachers have set.

Many researchers have proposed various definitions of scaffolding. A more general definition of scaffolding is provided by Gibbons (2009:4) stating that "*Literally scaffolding is something placed around buildings, thus enabling the builders to access the emerging structure. As soon as the building can support itself, the scaffolding is removed*". Commonly speaking, scaffolding is a temporary or movable platform for workers to stand or sit on when working at a height above the floor or ground. Whereas, scaffolding in the context of education refers to "*the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level*" (Raymond, 2000).

Vygotsky believed that learning does not occur in isolation. Rather, learning is a social process, guided by interactions with classmates and others involved in the lesson. Vygotsky (1978) defined scaffolding as "*the role of teachers and others in supporting the learners' development and providing support structures to get to that next stage of level*". Scaffolding

is a teaching method that provides temporary support to learners as they develop new skills.

Furthermore, after the work of Vygotsky, Bruner (1983:60) has defined scaffolding as *“a process of setting up the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it”*. The latter is also defined as a *“process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts”* (Wood et al. 1976, p. 90). These definitions agree on the same perception of instructional scaffolding as being to the assistance and support given by teachers to learners in order to help them move towards new skills. It is also characterized as an activator which facilitate the student’s mastery of a concept and achievement of instructional objectives.

Moreover, Hammond and Gibbons (2005:11) describe scaffolding as a *“combination of the pre-planned and the contingent that enables teachers to provide new learning challenges for their students, while at the same time providing necessary support for meeting those challenges.”* This indicates that the teachers’ important role is to be a good model as they are the first source of knowledge.

Teachers offer support to their learners while sharing new knowledge, teaching new concepts and demonstrating how to solve problems to allow students to get to that next stage or level. Then they slowly remove the scaffold when the students can accomplish a task without any assistance or help from teacher. The learners become more competent. Eventually, they will assume responsibility for learning and mastering new skills. This distance between what a learner can do without support and what a learner can do with others’ guidance is referred to as *“Zone of Proximal Development”*. In short, the teacher creates a ZPD and provides the scaffolding for learners to be successful (Moll, 2001).

2.1. Zone of Proximal Development (ZPD)

The Zone of Proximal Development (ZPD) is a key construct in Vygotsky's theory of

social learning and cognitive development. It is characterized by Vygotsky (1978:86) as *“the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”*. That is to say, ZPD is that gap between what a learner can do independently and what they can perform with the help of a teacher or more competent peers. The ZPD represents the amount of learning possible by a learner given the proper instructional conditions. Thus the term ‘Proximal’ refers to those skills that the learner is ‘close’ to master. Vygotsky’s major insight regarding the ZPD was that instruction and learning do not follow the development, but rather pave the way for development to follow.

Bredo (1997), Campione, Brown, Ferrara, and Bryant (1984) perceive the ZPD as a test of a student’s developmental readiness or intellectual level in a specific domain.

However, Belmont (1989) viewed the ZPD as an alternative to the conception of intelligence.

Moreover, Vygotsky (1978:86) stated that:

...the zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the "buds" or "flowers" of development rather than the "fruits" of development. The actual developmental level characterizes mental development retrospectively, while the zone of proximal development characterizes mental development prospectively.

Furthermore, Goldstein (1999) has characterized the ZPD as *“a socially mediated space that is formed through relationships involving sensitivity and trust.”* In other words, ZPD is created by the interaction between students and between students and their teacher as they engage in supportive tasks which foster learners’ positive emotions. However, the concept of the ZPD is criticized by Lambert and Clyde (2000:20) as follow: *“We feel... that Vygotsky’s ZPD presents a restricted view of learning processes and reduces the learner’s role to one of passively and dependence upon the adult”*.

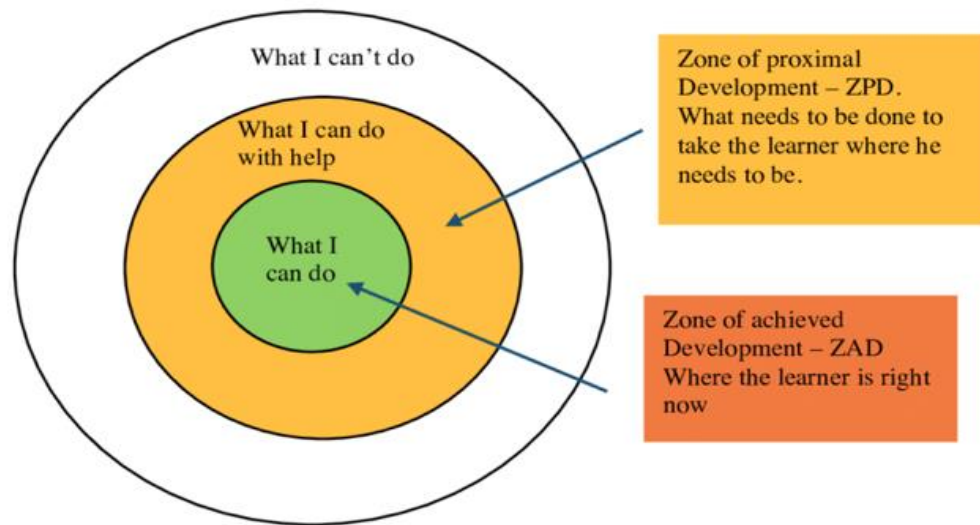


Figure 2: Vygotsky's Zone of Proximal Development (1978).

2.2. The Application of ZPD in the Classroom

The ZPD is a useful concept for teachers, and to ensure that the learners are learning in their zone of proximal development, teachers must provide new opportunities for learners to work slightly beyond their current skills and provide ongoing support to all students. And to apply the concept of the ZPD, teachers instruct in small steps according to the tasks a learner is already to do independently. This strategy is referred to as 'Instructional scaffolding'. In fact, instructional scaffolding refers to the process of controlling task elements that are beyond the learners' capabilities so that they can focus on and master those features of the task that they can grasp quickly (Bruning et al., 2004; Puntambekar and Hubscher, 2005).

In a learning situation, a teacher initially might do most of the work, after which the teacher and the learners share responsibility. As learners become more competent, the teacher gradually withdraws the scaffolding so that the learners can perform independently. But, before teachers can begin supporting learners, they should know how these tasks, referred to as 'scaffolds', are applicable to everyday life. The teacher then builds on these scaffolds to develop the learner's zone of proximal development. To teach by using the ZPD, teachers should stress

the connection between the learner's prior knowledge with the new task or concept being learned.

In order to put Vygotsky's theory into practice in the classroom, a set of steps are to be followed. Feuerstein et al (1980). (Cited in Verenikina, I. M. (2003). "Vygotsky's Socio-Cultural Theory and the Zone of Proximal Development") explain that *"The idea of dynamic assessment was elaborated on the basis of the ZPD"*. Thus, the first step is assessment. A teacher should assess their learners' current level to identify what they already know, what knowledge they lack and locate their ZPD. By identifying this prior knowledge, the teacher can build on that skill set when introducing new concepts. Karpov and Haywood (1998), cited in Verenikina, I. M. (2003) state that *"According to Vygotsky, for the curriculum to be developmentally appropriate, the teacher must plan activities that encompass not only what children are capable of doing on their own but what they can learn with the help of others"*. The teachers then, can build on that prior knowledge through scaffolding; the scaffold will help students move from what they already know to what they should learn by the end of the class. Lastly, teachers can help learners connect their new knowledge to their prior one through structuring activities suitably so that learners have appropriate scaffolding for practicing the concept.

2.3. Scaffolding Strategies

Teaching strategies like modeling, feedback, questioning, instruction and cognitive structuring are applications of Vygotsky's Zone of Proximal Development. These strategies scaffold learners learning from assistance by others to self-learning that is autonomous learning.

a. Modelling

Modelling is an instructional strategy used in the teaching and learning process, which involves making a representation of something to serve like a model. Modelling is considered as the first stage of scaffolding; as providing language models is a form of scaffolding learning.

With modeling the teacher engages their learners by showing them how to perform a

skill. This provides the learners with both visual and verbal examples of what they are expected to do. According to Bandura (1977), learning can occur by watching others and then modelling what they do or say. Teachers practice the latter through showing and not only telling. That is, they show learners the desired outcomes before they complete a task. This is also known as observational learning. Moreover, modelling in EFL learning is providing learners with a written or oral model of the language that the teacher would like the learners to produce.

Bandura (1977) states that

Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.

Thus, Modeling focuses on learning by observing others.

Furthermore, according to Vygotsky (1978) most important learning by the child occurs through social interaction with a skillful tutor. In other words learning takes place using meaningful and purposeful interactions with others. The teacher may provide verbal instructions or model certain behaviours for the child. Vygotsky termed this as collaborative or cooperative learning.

b. Feedback

Feedback is another form of scaffolding. *It is a consequence of teaching and a response to learner performance.* Feedback refers to the information given to the learners about their performance or behavior relative to learning objectives or outcomes. Sadler (1989) argues that *“feedback in educational contexts is information provided to a learner to reduce the gap between current performance and a desired goal.”* A feedback can be provided by both teachers and peers to learners in a variety of ways. A feedback can be formal, informal, oral, written, formative or summative.

The aim of a feedback is to improve the learners' performance and encourage them to

get engaged in the classroom. Thus, Shute (2008) states that the primary purpose of feedback is to help learners adjust their thinking and behaviours to produce improved learning outcomes. Furthermore, Espasa and Menses (2009) and Narciss and Huth (2004) argue that feedback is widely regarded by scholars as crucial for improving not only knowledge acquisition but also learner motivation and satisfaction. In addition, feedback can be a major influence regarding learners goal orientations. In other words, it is a factor found to notably influence the learners' success and efforts in school.

c. Questioning

Asking questions is essential for checking pupil understanding and keeping them engaged with the task at hand. Questioning is a skill that is an integral part of classroom life and essential to every teacher's pedagogical repertoire. It is a flexible tool that opens opportunities for learners to discuss and debate. It is a teaching tool which encourages the learners to express their opinions and share alternative points of view. Thus, using effective questioning in the classroom allows learners to achieve optimal learning outcomes. Cotton (1988) defines questioning as being an "*interrogative process that stimulates a response by allowing the individual to use his or her cognition to produce information based on the question asked*".

In classroom settings, teachers' questions are considered as instructional stimuli that convey to learners the skills they are expected to master and directions for what they are to do and how they are to do it.

According to Hannel (2005) teacher questions promote student engagement. While Dekker-Groen (2015) argued that the teacher and learners' questions influence the classroom engagement. Thus, question posing is considered to be effective on the one hand as stated by Black et al., (2003) that challenging questions will enable the teacher to be better informed about learners' progress. On the other hand, it helps students learn because it forces

them to think critically and memorize the material being taught.

d. Instructing

Instruction is one of the major teacher class activities. Smaldino, Lowther, Russell, and Mims (2015:25) define instruction as “*any intentional effort to stimulate learning by the deliberate arrangement of experiences to help learners achieve a desirable change in capability*”. In addition, Reigeluth and Carr-Chellman (2009: 6) say that instruction is “*Anything that is done purposely to facilitate learning*”. Thus, it is simply giving directions to what should be done. Reiser & Dick (1996) argue that effective instruction is the instruction that enables students to acquire specified skills, knowledge, and attitudes. And that during the effective instruction, students can be motivated well. Instructing is a strategy which refers to any type of teaching technique a teacher uses to help learners learn or gain a better understanding of the course material. It is a process through which a teacher adds supports for learners in order to enhance their learning and aid them in the mastery of tasks.

Teachers’ clear instructions ensure the learners comprehension of what they need to achieve in the classroom. That is, they help the learners reduce their insecurities and confirm their teachers’ expectations so that they will reach success.

e. Cognitive structuring

Cognitive structures, also known as schemas, refer to mental patterns or frameworks that maintain and organize a body of information of a particular topic. They are mental processes that individuals use to process and understand information.

Many research studies have demonstrated the significance of cognitive structures. For instance, Ausubel (1963:217) highlighted its importance in the accumulation of knowledge, “*if existing cognitive structure is clear, stable and suitably organized, it facilitates the learning and retention of new subject matter. If it is unstable, ambiguous, disorganized, or chaotically organized; it inhibits learning and retention*”. Thus, cognitive structures aid in learning because

new information can be incorporated more readily, and the association with established concepts extends the structure to the new information. In addition, cognitive structures are integral for comprehension and memory.

3. Social Semiotics and Multimodality in Language Education

Social semiotics and multimodality have had some contributions to the teaching of foreign languages. It has been applied to the analysis of EFL textbooks. But, it can also be used to the analysis of classroom practices. Mentioning the works of Yassine (2012) entitled “Culture Issues, Ideology and Otherness in EFL Textbooks: A Social Semiotic Multimodal Approach” and Yassine (2014) entitled “*Multimodal Design of EFL Textbooks: A Social Semiotic Multimodal Approach*”.

3.1. Social Semiotics

Social semiotics is an important school in the field of semiotics, which investigates how meaning is created and how it is communicated. It is widely used to explore issues related to EFL in educational context. It has its origins in Functional Linguistics, more specifically in the work of Michael Halliday (1978), who argued that the grammar of a language is not a code or a set of rules for producing correct sentences but a resource for making meanings. Later on, this approach has been developed by many scholars among them Kress (2001) and Van Leeuwen (2001).

Van Leeuwen (2005:01) defined social semiotics as a “*new and distinctive approach to the practice and theory of semiotics*”. In fact, social semiotics is concerned with the study of meaning creation, interpretation and transmission in a social context. As for Hodge and Kress (1988:261), they argue that “*social semiotics is primarily concerned with human semiosis as an inherently social phenomenon in its sources, functions; concepts and effects*”. That is to say, social semiotic approach is concerned with the study of meaning-making in a given social context.

Social semiotics has been developed as a theory of multimodal sign-making in the works of Robert Hodge, Gunther Kress and Theo van Leeuwen. Later on, the New London Group developed this approach, which paved the way to a theory of communication; that is: the theory of multimodality.

3.2. Multimodality and Foreign Language Teaching

The theory of multimodality is a theory introduced by Gunther Kress (2001). It is a theory which looks at the many different modes that people use to communicate with each other and to express themselves. The central assumption of the theory of multimodality is that meanings are made using different modes at the same time.

Bezemer (2012) referred to multimodality as the inter-disciplinary approach that understands communication and representation to be more than language". Furthermore, Van Leeuwen (2014:281) offers a very clear definition of Multimodality "*The term multimodality refers to the integrated use of semiotic resources (e.g: language, image, sound, and music) in text and communicative events*". Furthermore, Lutkewitte (2014) refers to multimodal composition as composition using multiple modes that work purposely to create meaning.

3.3. Multimodal resources

The term multimodal resources can be defined as the use of various modes of communication that carries further meaning; including language, images, graphs, sounds, gestures, etc.

Kress (2001:1) states that "*each mode does a specific thing; image shows what take too long to read, and writing names what would be difficult to show. Colour is used to highlight specific aspects of the overall message*". That is every mode displays something particular and implies several interpretations.

a. Visual resources

Visual resources can be defined as a set of concrete material that foreign language

teachers use to explain and illustrate concepts and ideas. Visual resources include images, figures, graphs, maps, drawings used by teachers in order to establish, explain and associate ideas and concepts to make the learning process more effective.

b. Auditory resources

This type of resources refers mainly to the tools that are mainly related to the act of hearing. In fact, Middleton (2009:143) argues that “audio has the potential to promote the academic activity in engaging students through media intervention”. Thus, auditory resources ensure learners success in various domains where the foreign language is frequently used.

c. Audio-Visual resources

This type of means combines the two previous ones; the visual resources and the auditory ones. These tools enlarge learners’ input and motivate them to look for every single detail in the English language. Thus, Anzaku (2001) claims that the audio-visual material is an extra support that helps to convey instructional meanings and exchange information in addition to language in the classroom situation.

Conclusion

In this chapter, we have reviewed three main elements related to our research topic. The first section gives an overview of motivation and its importance in EFL learning; where we have relied on the model of motivation advanced by Dornyei (2001). The second section discusses the concept of scaffolding in EFL learning. The third section is about the concept of social semiotics and the theory of multimodality in EFL teaching.

Chapter two: Research Design and Methodology

This chapter presents the research design used in our research. It comprises two parts dealing with the procedures of data collection and data analysis applied throughout our study. The first section, which is entitled ‘Procedure of Data Collection’ provides the type of research method used in this study followed by the description of the context of investigation and the sample population. In addition, it points to the description of the instruments used for our data collection, and it explains the piloting of the pupils’ questionnaire. The second section is about the data analysis. It is entitled ‘Procedure of Data Analysis’. It presents the methods used in analyzing the data collected from the pupils’ questionnaire, the teachers’ interview, as well, the classroom observation. The descriptive statistics method is adopted for the analysis of the results obtained from the questionnaire. As for the analysis of the interview and the classroom observation, the qualitative content analysis (QCA) is adopted to summarize the results into categories and analyze them.

1.Procedures of Data Collection

In order to collect data, we adopted a mixed-methods approach combining both qualitative and quantitative methods. That is, we used a questionnaire, an interview and classroom observation sessions.

1.1. Research Method

In order to carry out our investigation, we have adopted a mixed-methods approach combining both qualitative and quantitative methods for the collection and the analysis of the data. We have mainly used a questionnaire for quantitative data collection, interviews and a classroom observation to collect qualitative data. We have adopted the mixed-methods approach to carry out our research, because it is not enough to answer our research questions using only one tool. In fact, each tool contributes to better explore our research. Moreover, Johnson (2007:112) stated that “*mixed method research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative*

viewpoints, data collection, analysis, inference techniques, for the purpose of breadth and depth of understanding and corroboration". Accordingly, we opted the mixed-methods approach to increase the validity and the reliability of our data.

1.2. Context of Investigation and Sample Population

This study has taken place at OUSMAIL HOUCINE MS of Tamda, Ouaguenoune located in Tizi Ouzou. The target population of the research involves first year MS pupils and EFL MS teachers. The choice of first year MS pupils is made for the purpose that they are EFL beginner learners who need to be supported by their EFL teachers. At the same time these learners need to use multimodal resources to facilitate the learning process.

Regarding the tools of data collection, a questionnaire is administered on May 29th 2023 to 115 EFL MS pupils. The interviews are conducted with three EFL Middle School teachers. We conducted face to face interviews which took place within the range of time, April 24th 2023 to April 26th 2023. The interviews lasted approximately fifteen (15) to twenty (20) minutes with each teacher. Lastly, we attended 13 classroom observation sessions which took place from April 24th 2023 to May 10th 2023, including (08) sessions in the morning from (08 A.M to 11A.M) and (05) sessions in the afternoon from (13 P.M to 15 P.M). Hence the combination of these three techniques have allowed us to bring valid information which helped us answer the research questions.

2. Data collection tools

The data from this survey were obtained from three data collection techniques, namely a questionnaire, a semi-structured interview and classroom observation.

2.1. Pupils' Questionnaire

Collecting participants' opinions about their teachers' use of scaffolding strategies and multimodal aids is one of this dissertation's aims. In order to reach this aim, we used a questionnaire to collect data. A questionnaire according to Nunan is "*an instrument for the collection of data,*

usually in written form consisting of open and / or closed questions and other probes requiring a response from subjects” (1992:231).

The reasons behind selecting a questionnaire as data collection technique in this research is that it allows us as investigators to collect huge amount of data in a short period of time, as well, it can generalize the data from a sample to population (Creswell, 2003).

The questionnaire we administered to first year MS pupils starts with a brief introduction that explains to the informants the objectives we wanted to reach and the importance of their contribution to our research, followed by sixteen (16) close-ended and open-ended questions. The questionnaire is divided into three sections. The first section is entitled “Pupils’ Profile”. The second one is entitled “Pupils’ familiarity with multimodal learning”, it contains questions about the students’ knowledge about multimodal learning and their perceptions toward their teacher’s use of audio visual aids and technology in order to motivate them to a better learning process. “Pupils’ familiarity with scaffolding techniques” is the last section of the questionnaire. It includes questions mainly about pupils’ opinions about the scaffolding strategies implemented by their teachers for the sake of motivation.

We designed the questions in English, then we translated them into Arabic, because it is the language that the pupils understand better. Their level in English does not allow them to understand and answer all the questions. Thus, we designed the questionnaire in Arabic to help us gather valid data by making it easy for the respondents to answer.

2.1.1. Piloting of the Questionnaire Addressed to Middle School pupils

At the beginning of our data collection phase, we designed and piloted the questionnaire addressed to first year Middle School pupils. We have randomly distributed five (05) questionnaires in order to ensure the clarity and the understanding of all the questions items, as well, to identify the problems before implementing the full survey. As stated by Creswell (2012: 390) *“a pilot test is a procedure in which a researcher makes change in an instrument based*

on feedback from a small number of individuals who complete and evaluate instrument". This piloting allowed us to change and clarify some questions by reformulating them to make it easy for the respondents to answer and ensure that we collect accurate and valid data.

2.2. Teachers' interview

In our research study, we conducted three (03) semi-structured interviews with EFL Middle School teachers at Ousmail Houcine MS of Tamda, Ouaguenoune (Tizi Ouzou). In fact, an interview according to Creswell (2014: 25) is *"asking questions from the research and getting answers from participants in a study"*. The interview includes (08) questions about the multimodal scaffolding strategies EFL teachers tend to implement in order to motivate their learners and the difficulties they face in this process. It is a face to face interview conducted within the range of time, April 24th, 2023 to April 26th, 2023. It lasted approximately fifteen (15) to twenty (20) minutes with each teacher.

The data collected from the interviews were recorded, then summarized and analyzed depending on the theoretical framework. This allowed us to gain rich and detailed data from the participants' own words and expressions.

2.3. Classroom observation

Hora & Ferrare (2013) defined classroom observation as *"a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons"*. The latter is used in our study as a research tool for gathering data in a natural setting. In fact, we chose OUSMAIL HOUCINE M.S and we attended 13 sessions. Including (08) sessions in the morning from 08 A.M to 11 A.M and (05) sessions in the afternoon from 13 P.M to 15 P.M. The observation took place from April 24th to May 10th.

We used classroom observation as a tool for collecting data as it allows us to directly see what teachers and learners are doing in the classroom rather than relying on what they say

they do or on the use of external labels to describe what they do.

3. Procedure of Data Analysis

In order to analyze the data collected from questionnaire, interviews and classroom observation, we opted for both the quantitative and the qualitative methods. Firstly, ‘descriptive statistics’ is used to analyze the data collected from the questionnaire. Whereas the ‘qualitative content analysis’, is used for the analysis of the data obtained from the interviews and the classroom observation.

3.1. Quantitative Data Analysis

According to Creswell (2014: 3) quantitative research is “*an approach for testing objective theory by examining the relationship among variable*”. In order to analyze quantitative data, we used ‘descriptive statistics’, which dealt with the closed-ended questions. This data analysis technique transforms answers obtained from data collection tools into numerical and statistical data. After transforming the data to statistics, we presented them in form of pie charts and diagrams.

3.2. Qualitative Data Analysis

Qualitative research according to Creswell (2014: 3) is “*an approach for exploring and understanding the meaning individual or group ascribe to a social or human problem*”. In order to analyze qualitative data, we used Qualitative Content Analysis (QCA). Indeed, we used method to analyze the data obtained through the interviews and classroom observation; that is coding and classifying the results into categories about the study being conducted.

Conclusion

To conclude, this part of the dissertation has presented the research methodology followed in this work. First, it presents the population and the context of investigation.

Moreover, it describes the procedures of data collection; in this chapter we defined the

tools of data collection that we have used while conducting this research; which are: a questionnaire, interviews and a classroom observation. Lastly, we described the data analysis tool that we have adopted; which are: statistical analysis (for quantitative data) and Qualitative Content Analysis (QCA) for (qualitative data).

Chapter three: Presentation of the Findings

Introduction

This chapter deals with the presentation of the findings obtained from the questionnaire we have administered to the fourth grade Middle School pupils, the interview we have conducted with their teachers and the classroom observation. The aim of this chapter is first, to highlight the use of multimodal scaffolding strategies with the fourth year Middle School pupils and then, to see whether multimodal scaffolding strategies use motivate them. The findings are presented in percentages and displayed in tables and diagrams. This part is divided into three sections. The first section is devoted to the presentation of the findings of the questionnaire designed for pupils. The second section of this chapter is devoted to the results obtained from the interviews conducted with the teachers. Finally, the third section deals with the results obtained from the classroom observations.

Presentation of the Findings

1. Results of the Pupils' Questionnaire

Section One: Pupils' Profile

Question One: How long have you been studying English ?

a). One year b). Two years c). More

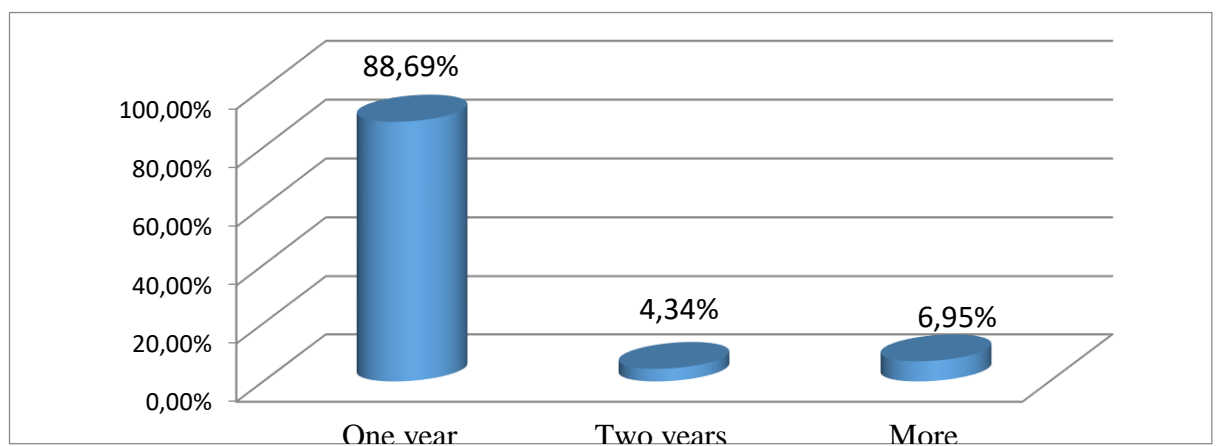


Diagram (01): The period of time they have been studying English

One hundred and eight (108) pupils making up (93,91%) have been learning English for one year, while seven (07) pupils representing (6,08%) pupils have been learning English for

two years. And none has been learning English for more than two years.

Question Two: Do you like reading books, watching movies, etc in English?

a). Yes

b).No

Yes	101	87,82%
No	14	12,17%

Table (01): pupils' attitudes towards reading books and watching movies in English

Among one hundred and fifteen first year MS pupils, one hundred and one (101) of them making up (87,82%) like reading books and watching movies in English, while fourteen pupils (40) representing (12,17%) are not interested in neither reading books nor watching movies in English language.

Section Two: pupils' attitudes towards the effectiveness of using audio visual aids in the classroom by their teachers to motivate them.

Question Three: have you heard about learning using pictures and videos in the classroom?

a). Yes

b). No

Yes	99	86,08%
No	16	13,91%

Table (02): Pupils' familiarity with multimodal learning.

Through this question, we intended to know whether first year Middle School pupils know about learning through the use of multimodal aids. Ninety-nine (99) pupils making up 86,08% claim that they hey have heard about multimodal learning, while sixteen (16) pupils

- a). Effective b). Not effective

Effective	107	93,04%
Not effective	08	6,95%

Table (05): Pupils’ opinions about the effectiveness of using technology in English classes.

The results indicate that 107 pupils asserted that the use of technology in English classes is effective. Eight (08) pupils (6,95%) said it is not.

Question Seven: When you use technology in classroom, you feel

- a). Very motivated b). Motivated c). Less motivated d). Not motivated at all

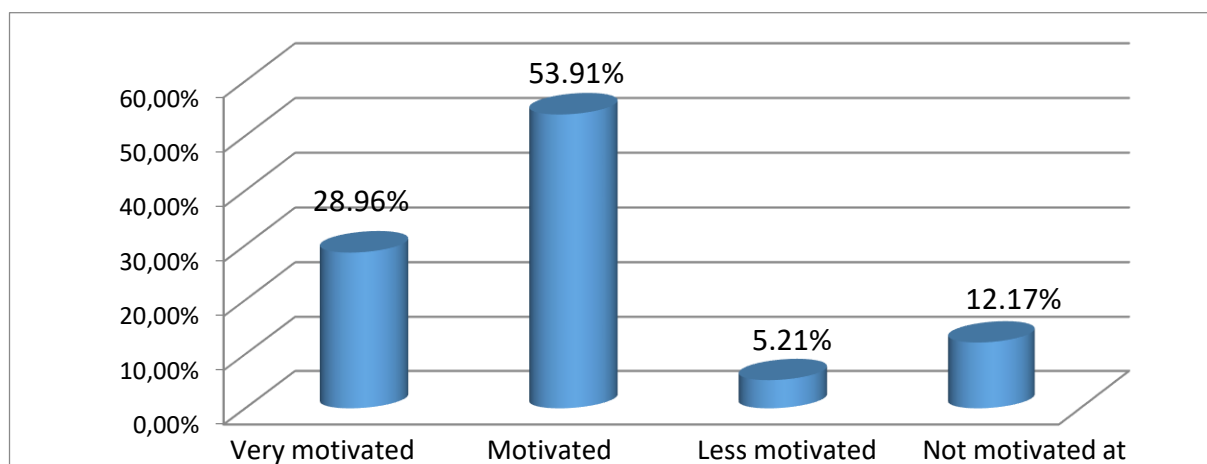


Diagram (02): Pupils’ feelings about using technology in the classroom

Thirty three (33) of pupils’ making up (28.96%) admitted that they are very motivated when working with technology in the classroom, While sixty too (62) of pupils representing the majority with (53.91%) feel motivated. However, 6 pupils feel less motivated and 14 pupils don’t feel motivated at all.

Question Eight: Learning English using pictures and videos in the classroom is:

- a). Effective b). Not effective

Effective	109	94,78%
Not effective	16	13,91%

Table (06): Pupils’ opinions about the effectiveness of using pictures and videos to learn English

The results reveal a high proportion of the learners under investigation (94.78%) agreed that learning English using pictures and videos in the classroom is effective, while 16 pupils representing (13.91%) said that it is not effective.

Question Nine: You understand your teacher’s explanation displayed in:

- a). Pictures b). Videos c). Pictures and videos d). Teacher’s words only

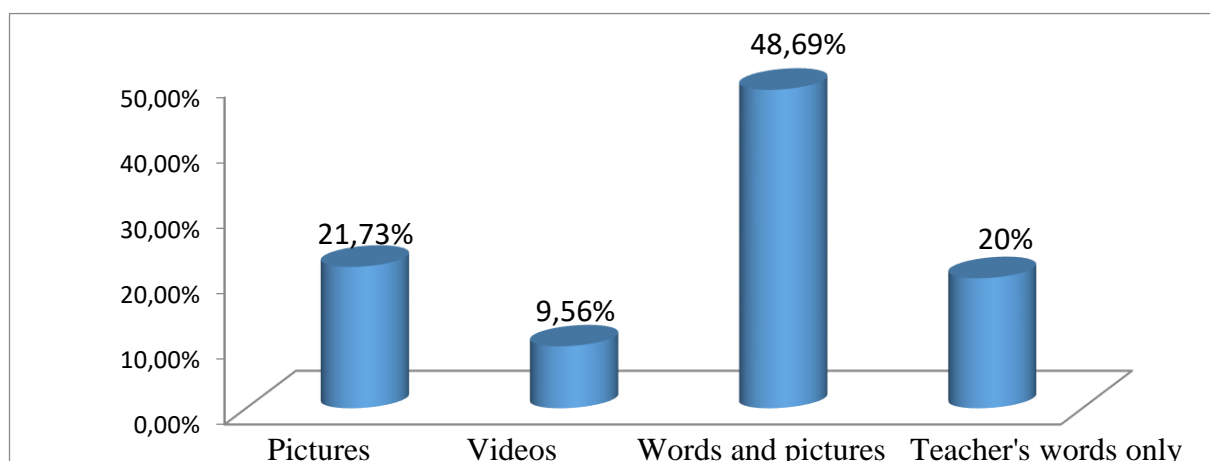


Diagram (03): Pupils’ preference in understanding an explanation

The majority of the pupils about fifty six (56) making up (48.69%) prefer an explanation that is presented in both words and pictures. 25 pupils stressed on pictures only while 20 other prefer the explanations displayed in their teachers’ words only. While, a minority of pupils like the videos more.

Question Ten: How often do you prefer using these audio visual aids?

- a). Always b). Often c). Sometimes d). Never

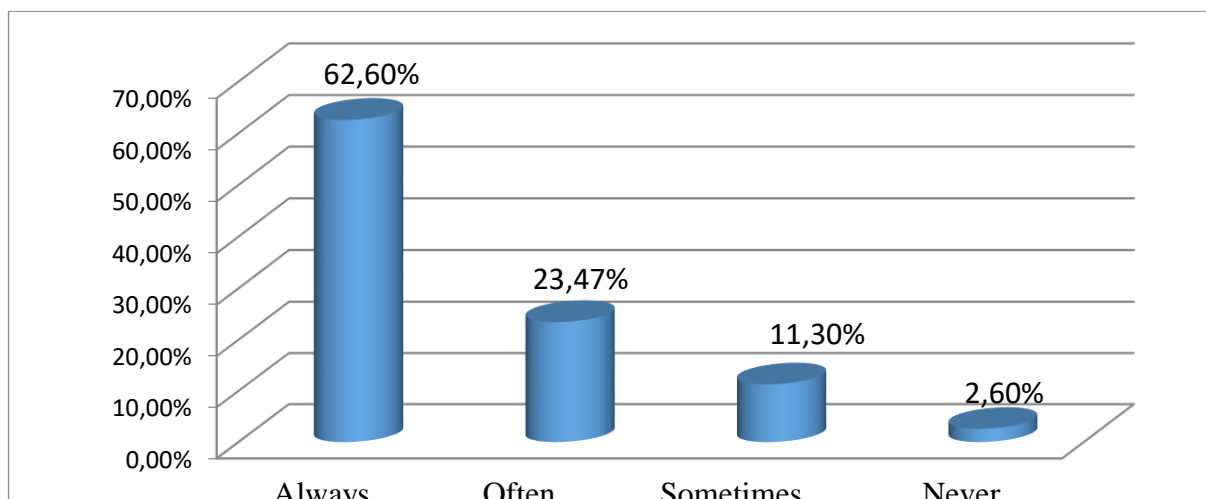


Diagram (04): The use of audio visual aids.

The majority of the pupils (62,60%) prefer always using the audio visuals. (23,47%) like often use them. While (11,30%) prefer to use audio visuals only sometimes and (2,60%) do never like use them.

Section Three: pupils’ attitudes towards their teachers’ use of scaffolding techniques in the classroom to motivate them.

Question Eleven: Do your teachers’ frequent questions while explaining the lesson keep you motivated longer and make you follow the explanation

- a). Yes b). No

Yes	97	84,34%
No	18	15,65%

Table (07): Pupils’ attitudes towards the teachers’ frequent questions about motivation

The majority of the participants (84,34 %), that is ninety seven (97) pupils said ‘Yes’. They agreed that their teachers’ frequent questions while explaining the lesson kept them motivated longer and made them follow the explanation. While eighteen (18) pupils

representing (15,65%) of the participants said that this did not motivate them.

Question Twelve: do you find it important when your teacher reminds you of the previous lesson before starting a new one?

- a). Yes, I do b). No, I do not.

Yes	115	100%
No	00	00%

Table (08): Pupils’ preference in reminding them of previous lessons.

The results indicate that all the participants; one hundred and fifteen (115) representing (100%) admitted that they like it when their teacher reminds them of the previous lesson before starting a new one or not.

Question Thirteen:

a). How do you do the exercises in the classroom ?

- a). Individually b). In pairs c). In groups

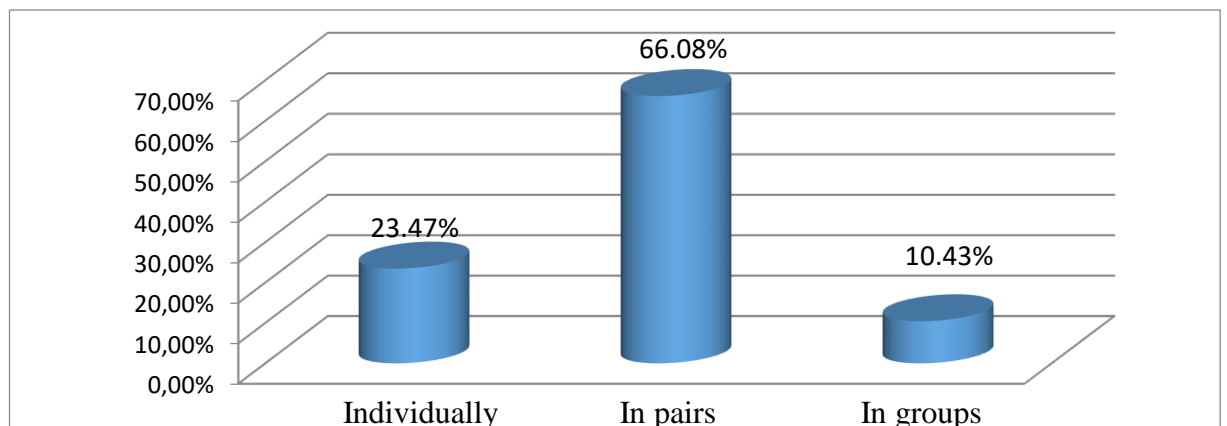


Diagram (05): pupils’ way of doing their English exercises in the classroom.

The majority of the pupils, that is (66.08%), claimed that they do their exercises in the classroom in pairs. (23.47%) said that they do their exercises individually, while a small percentage of pupils (10.43%) claimed that they do them in groups.

b). How do you prefer doing your English exercises?

a). Individually

b). In pairs

c). In groups

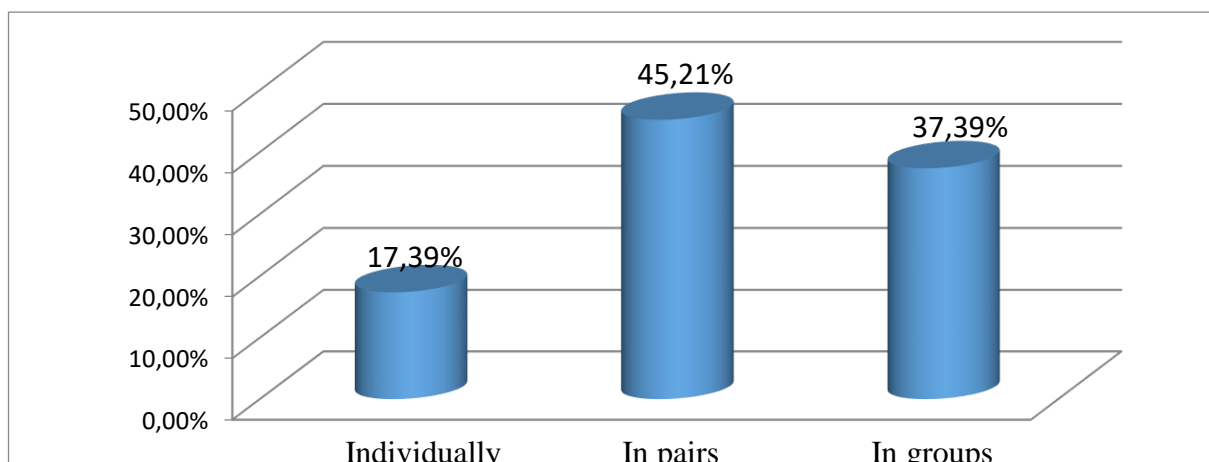


Diagram (06): pupils' preference in doing their exercises of English in the classroom.

These results show that the majority of the pupils (45,21%) prefer to do their exercises of English in pairs, while (37,39%) like doing them in groups. However, a small number of pupils, twenty (20) representing (17,39%) prefer to do their tasks individually.

Question Fourteen: Do you prefer when your teacher translates the words that you don't understand into the language that you master better or not?

a). Yes

b). No

Yes	97	84,34%
No	18	15,65%

Table (09): Pupils' opinion about their teachers' translation role in motivation

The majority of the participants (84,34%) said that they like when their teacher translates the words they don't understand into the language they master better, whereas,

facial expressions they feel very motivated. As for (9,56%) of pupils, they feel less motivated. However, no one admitted that they feel unmotivated.

2. Results of the Teachers' Interviews

The second data collection tool used in our research is the interview which we have conducted with three (03) Middle School teachers of English. The interview helps us to bring more details and deepen our investigation to answer our research questions. The following are the detailed results of the interview.

Question One: Do you think that motivation is important in EFL teaching process? Say why, please.

The three teachers said 'Yes'; motivation is important in EFL teaching process. They argue the importance of motivation in the teaching process in a way that it is a condition to activate their learners' behavior to learn or not to learn. They assert that motivation is critical to achieve success in learning because, it help the pupils to focus on their goals and reach their objectives.

Question Two: Are pupils always motivated?

The aim of this question is to know more about the motivational state of the pupils. The three teachers claim that the pupils are not always motivated. In fact, they said that they could not generalize the issue of demotivation and argue that all of them are always motivated or all of them always demotivated. That is to say, all the teachers said that it depends on the learners, each one is different from the other. they argue that some pupils are still motivated longer, other lose their interest in the first twenty minutes. One teacher referred also to the imbalance of the trimesters; that is to say in the first trimester the pupils are still fresh while in the last trimester, especially in the last days, most of them lose completely interest, some of them do not even come to school.

Question Three: How do you recognize pupils' demotivation?

Two teachers said that they recognize their pupils' demotivation when they no longer follow with them that is the lack of focus, their change in mood and their inappropriate comments. While the third teacher admitted that, they recognize that their pupils lost their motivation when they start talking with each other about topics out of the lesson and also when they sleep on the table. They agree that when pupils lose their energy they would certainly lose their motivation.

Question Four: Do you use scaffolding strategies in order to motivate your pupils? If yes, what are those scaffolding techniques you use?

This question is asked to know whether Middle School teachers use scaffolding strategies. The three teachers responded positively, all of them use to implement scaffolding strategies while explaining all the lessons whatever its type. The first teacher uses modeling, translation, and incorporate visual aids. The second teacher pre-teach vocabulary, activate their prior knowledge and always make use of positive feedbacks as well as they give them time to talk and practice. As for the third teacher, they use to scaffold their pupils through checking for their understanding by asking them questions and using technology such as demonstrating the lesson before starting the explanation through videos.

Question Five: Do you use multimodal resources in order to motivate your pupils? if yes, what are those multimodal resources you use ?

The aim of this question is to know if multimodal tools are used by teachers to motivate their pupils and what are those multimodal resources they use. Two teachers responded positively, they claim that they use different multimodal resources such as visuals like images, audio visuals (videos) and kinesthetic. Whereas the third teacher said that they do not make use of such multimodal resources in their teaching process neither to teach better nor to increase their pupils' motivation.

Question Six: To which extent teaching using multimodal scaffolding is effective in

motivating pupils?

We asked this question to know more about the effectiveness of using multimodal scaffolding in motivating pupils. Two teachers assert that the use of multimodal scaffolding in the classroom make it easier for them in the process of teaching through demonstrating complex ideas and sometimes they display the whole lecture. Both of them claimed that it helps them to keep their pupils motivated longer and raise their interest to take part in the class. and also, the learners showed great interest when they are exposed to audio visuals especially as they are still young. However, the third teacher, argued that the support that the teacher offers like translating difficult words, the use of positive feedbacks and giving them much time to practice is more effective than showing pictures or videos. The third teacher declared that the use of multimodal aids often results in the pupils' raising noise in the classroom as they talk and even laugh on some pictures and videos.

Question Seven: What is the difference between traditional teaching and multimodal scaffolding teaching in terms of pupils' motivation?

All the interviewees agreed on one single perception concerning the traditional way of teaching; it is that the traditional teaching model is not free of multimodal resources nor scaffolding techniques as they convey explanations through communication and communication has never been mono mode. However, the evolution of technology and new means of teaching made this process easier for both the teachers and the learners. One teacher, refers also to the new theories of learning which are constantly progressing.

Question Eight: What are the difficulties you faced while implementing scaffolding strategies and multimodal resources in teaching English?

The two teachers claimed that they use multimodal resources in teaching English agreed on one difficulty that they still face, which is 'financial issues' that is the lack of materials like data show to project. As for the scaffolding techniques, the teachers said that they

have not enough time to appropriately scaffold their learners as they have only two (02) hours per week, adding to that the huge number of pupils per class make it difficult for them to guide and support all the pupils individually and provide them with the necessary assistance for each individual according to their different levels of development.

3. Results of the Classroom Observation

1) Teacher starts the lesson with an attention grabber.

Yes	76	66,66%
No	39	33,33%

Table (11): Teachers' use of attention grabber.

The results demonstrate that (66,66%) of the participants start the lesson with an attention grabber, while (33,33%) start the lesson directly without an attention grabber.

Yes	37	33%
No	78	67%

Table (12): Teachers' assessment of their pupils' capacities before starting new lessons.

The results display that (67%) of teachers assess their pupils' capacities before stating each new lesson. Whereas, (33%) do not assess their pupils' competencies before tackling new lessons.

Yes	115	100%
No	0	0%

Table (13): Teachers' modelling.

The results indicate that all the participants (100%) model to their pupils what they are expected to do and how to do. We have noticed that all the teachers engage their pupils by showing and visualizing them how to perform a skill.

Yes	76	66,66%
No	39	33,33%

Table (14): Teachers' encouragement of their pupils to express their opinions and feelings.

The results show that (66,66%) of the teachers use to encourage their learners to express their feelings and opinions. While, (33,33%) of the participants do not encourage their pupils to express their feelings and opinions.

Yes	115	100%
No	0	0%

Table (15): Teachers' elicitation of answers from their pupils.

The results display that (100%) of teachers, that is all of them, elicit answers from their pupils. We have noticed that the teachers ask questions that create space for pupils to share their thinking about specific content and to give their own opinion. It is noticeable that this helps increase pupils understanding and maximize their engagement in the classroom, which make them motivated.

Yes	115	100%
No	0	0%

Table (16): Teachers' making their pupils active.

The results indicate that all the teachers (100%) make their pupils active during the instruction. During our observation, we have noticed that all the teachers use to engage their pupils and make them active through discussions, asking them questions and ask them to

explain ideas in their own words. This helps them to be more focused and allow them to better understand what they are learning.

Yes	37	33%
No	78	67%

Table (17): Teachers' use of challenging tasks.

The results show that (67%) of teachers don't provide their pupils with challenging tasks. Only (33%) of teachers that provide their pupils with challenging tasks.

Yes	76	66,66%
No	39	33,33%

Table (18): Teachers' tendency to use of collaborative work.

The results show that the majority of the teachers make collaborative activities. Only (33,33%) of participants tend to make individual tasks. We have noticed that the majority of teachers ask their pupils to work together on activities or learning tasks. Sometimes they work in groups, at other times, they tend to work in pairs. This allow them to discuss about the activity and that everyone express his/her ideas. We have noticed that, this interaction between the learners motivates them to learn more than when working individually.

Yes	115	100%
No	0	0%

Table (19): Teachers' tendency to give feedback to their pupils.

The results display that (100%) of teachers give feedbacks to their learners.

We have noticed that, all the teachers tend to give their opinions about their pupils' performance. In fact, we noticed that this help the learners to be more focused and to achieve

their objectives.

Yes	115	100%
No	0	0%

Table (20): Teachers’ relationship with their pupils.

The results indicate that all the teachers (100%) establish good relationships with their pupils.

It is noticeable that all the teachers show respect and establish good relationships with their pupils. We have noticed that the majority of the pupils love their teachers of English. For instance, they give their teachers gifts and hug them each time the English class finishes.

Yes	78	67%
No	37	33%

Table (21): Teachers’ tendency to use audio resources.

The results show that only (33%) of teachers use audio resources in classroom to teach English. While (67%) of them do not use audio aids.

During our observation, we have noticed that only one teacher use to integrate audios. Audios are not largely used in teaching English due to the lack of materials.

Yes	115	100%
No	0	0%

Table (22): Teachers’ tendency to show not to tell.

The findings indicate that (100%) of teachers use to show how to do and how to say instead of only telling them. We have noticed that the teachers tend not only to tell them what to do but instead they show them how to do things. For instance, they show them the final

product that they are expected to reach. For example, one teacher showed them how to write a paragraph in which they introduce their families. later every one of them wrote his/her own paragraph introducing their own families.

Yes	78	67%
No	37	33%

Table (23): Teachers’ tendency to integrate visual resources.

The results show that (67%) of teachers tend to integrate visual resources in their teaching process. While, (33%) of them do not use them.

During our observation we have noticed that the teachers use different kinds of visual resources such as: pictures, drawings and real objects. They use them to motivate pupils, to enhance their understanding of new lessons, and to help them practice what is already learned.

Yes	115	100%
No	0	0%

Table (24): Teachers’ tendency to use verbal techniques.

During our observation we have noticed that all of the teachers (100%) use some verbal techniques such as word definitions, synonyms and antonyms of new words. In addition to that, they use translation in some cases, like when a pupil says a word in Arabic they provide its English equivalent word.

Pupils’ interest and motivation when working with visual representations.

Noticeably, Pupils support the implementation of visuals in classroom (pictures, videos, objects). They show their interest when their teacher includes these materials in the lesson. Sometimes, they ask their teacher by themselves to bring them those materials every time they have an English class.

Visual representations' efficiency in motivating pupils to learn better and take part in the class.

During the classroom observation, we have noticed that teachers' frequent use of gestures, pictures, facial expressions, and drawings in the classroom seem to have a positive effect on pupils' motivation. The multiplicity of these different modes of representation contributes to meaning-making which assist the pupils in getting clear ideas about the new skills and information they are learning.

Teacher's use of gestures and facial expressions to guide pupils' attention.

From our observations, we have noticed that all the teachers often use gestures and facial expressions to guide their learners' attention.

Following all what has been presented, it comes out that the majority of the learners under investigation are motivated to learn English as a foreign language either for practical or intrinsic purposes. While a small number of them are less motivated. The motivated learners make academic progress more than the less motivated ones. Thus, motivation is an influential factor in the teaching-learning situations. Thus, Overton-Healy (2008) argued that "*Learning is a function of motivation*". And in order to motivate EFL learners to learn English, EFL teachers use multimodal resources such as : pictures of new words or grammatical rules, audios and dialogues and a number of scaffolding strategies such as: translating new words into the language they master better, positive feedbacks, and supporting collaborative work. These are resources and strategies used by EFL teachers, towards which both first year MS pupils and EFL teachers have positive attitudes and support their use in the classroom during the teaching and learning process. Moreover, the use of such resources and techniques are proven to be adequate to raise EFL learners motivation and performance.

Conclusion

This chapter presents the findings gained from MS pupils' questionnaire, teachers'

interviews and classroom observations. The results of the pupils' questionnaire have provided accurate data on their attitudes about their EFL teachers' use of both scaffolding strategies and multimodal resources to motivate them. The findings obtained from the teachers' interviews have shown the teachers' use of multimodal scaffolding techniques to motivate their learners. The results gained from the classroom observations have provided accurate data on the pupils' behaviour in the classroom while working with visuals and also while their teachers scaffold them.

Chapter four: Discussion of the Findings

Introduction

This chapter discusses the main results obtained from the three research techniques: the questionnaire, the interviews and the classroom observation that are used to collect data which would bring answers to the advanced research questions and would check the validity of the hypotheses. It is divided into three main parts. The first part deals with MS teachers of English and first year pupils' attitudes towards the use of multimodal aids and scaffolding strategies to motivate EFL learners. The second part is devoted to the EFL teachers' implementation of effective multimodal resources and scaffolding strategies to motivate their learners. The last part deals with the impact of EFL teachers' use of multimodal aids and scaffolding techniques on pupils' motivation.

1. Pupils' Profile in Relation to Motivation

The 115 pupils who responded to the questionnaire were chosen randomly. However, we took into consideration the fact that they are EFL beginner learners. From the results, we notice that the age of the participants is between 11 and 13 years old. And the majority are females. (87,82%) of first year pupils like reading books and watching movies or cartoons in

English due to several reasons such as: the easiness of the language. The results of the pupils' questionnaire mainly their answers to the third question show that the reasons why the pupils' like reading books and watching movies in English are different from one learner to another. Thus, we classified the main answers into three types of motivation; which are: intrinsic, integrative and instrumental motivation.

a. Intrinsically Motivated Learners

Intrinsic motivation is also referred to as “Self-motivation”. Generally, this psychological factor is referred to as “Motive Force”; something which incites an action or a behaviour. Pupils who are internally motivated said *“I like reading books in English because it is an easy language to learn as some English words are written in the same way as French language”*. Others assert that *“I like watching English cartoons because it is my source of fun and passion”*. Thus, passion is an example of internal motivation which encourages EFL learners to learn English. Other pupils said *“my curiosity pushed me to discover this international language and encouraged me to master it”*. Curiosity is another example of intrinsic motivation.

b. Instrumentally Motivated Learners

First year pupils who are instrumentally motivated said *“I am interested in learning English because it is a growing international language which may offer to me a better future”*. This mainly refers to the practical reason behind learning a foreign language. That is to say, learning may occur for its own sake rather because it will have positive consequences in the future. Tileston (2010:8) defined this type of motivation as *“The desire to do something because of the promise of or hope for a tangible result”*. It is noticeable that the majority of the learners under investigation who are instrumentally motivated show higher progress than the internally motivated pupils. In fact, almost all the instrumentally motivated learners make more efforts and invest much time which result in a clear progress in their learning level. Accordingly,

teacher (A) asserted that *“Depending on my own experience in teaching, I noticed that when a pupil is extrinsically motivated, even if they are not interested in the content of the course, they will study that course to succeed in the exam, because they know that it is important for their future”*.

The main utilitarian reasons addressed by the learners are mainly: get a good job in the future, further higher education, to travel overseas and to look more knowledgeable.

c. Integratively Motivated Learners

The results of the pupils' questionnaire show also that some learners are integratively motivated. Integrative motivation means the EFL learners' intrinsic desire to learn a foreign language to become part of that language speech community. Qashoa (2006) said that integrative motivation is the learners' positive attitude towards the target language group, and the desire to interact with that speech community. This means that, EFL learners want to learn English for the sake of getting in touch with English native speakers as well as, knowing more about their culture and their country. The main extrinsic reasons addressed by the pupils under investigation are: understand English movies and books, know and learn about English native speakers' way of life, interest about the cultures around the world. For instance, one pupil said *“I like English because I want to go to America and make friends”*.

To conclude, almost all the first year MS pupils, that is (87,82%) are motivated. While, some of them (12,17%) are not motivated. Similarly, to some findings cited by Zanghar (2012) which revealed that most of the studies about learners' motivation showed that learners instrumentally motivated was higher than the integrative motivated ones, we found that in the Algerian context among the motivated learners under investigation, the majority of them are instrumentally motivated. As opposed to Horwitz (2017), who argued that in the North American context, integrative motivation is considered a strong stimulus to successful language learning. Thus, the supremacy of one motivational type over the other one may differ between the contexts and the participants under investigation.

2. EFL learners and Teachers' Positive Attitudes Towards the Use of Audio-Visual Aids to Motivate EFL Learners.

This section deals with the participants' positive attitudes towards raising the EFL learners' motivation through the use of multimodal resources. Hence, both teachers and learners express their positive views.

2.1. Learners' Positive Attitudes Towards the Use of Multiple Modes by their EFL Teachers to Motivate Them

The analysis of first year MS pupils' questionnaire revealed that the majority of first year MS pupils have positive attitudes towards learning English via a combination of various communicative modes. For instance, section two, diagram (4) shows that a large number of EFL learners prefer when their EFL teacher explains the lessons using pictures and videos. In addition to that, Chacko (1981) argued that *“Good learning resources can help solve certain language barrier problem as they provide accurate visual image and make learning easier for the student”*. Thus, most of the first year MS pupils found that using multiple modes such as videos, pictures, songs, gestures, and facial expressions motivate them to concentrate longer and grab their attention to learn because new knowledge is transmitted to them in an enjoyable way.

In fact, combining various modes to teach English as a foreign language is considered an effective strategy to motivate EFL beginner learners in the Middle School. That is, these multimodal resources attract their attention and motivate them to explore this new language. In section two from the learners' questionnaire, the gathered results from question (09) demonstrate that only (20%) of first year MD pupils prefer when their teacher explains the lessons using only their words. While the remaining (80%) of them vary between learning using pictures, videos and pictures and videos interchangeably since they bear in mind that explaining a new concept using audio visuals is better than explaining it with only words and that it takes

less time to understand it when it is visualized in front of them. Nevertheless, the linguistic mode should be incorporated in addition to other tools.

Moreover, in section two, question (08) revealed that a large number of the participants (93,04%) confirmed that the use of modern technology such as projectors of slides and computers which contain different modes of communication mainly the audio-visual ones that are often used by their EFL teachers to teach English as a foreign language is an effective way. They believe that they are able to cope with the modern world. Hence, they have negative attitudes towards the traditional teaching process which focuses only on the linguistic mode of communication.

Additionally, from the results obtained from question (07), it is revealed that the majority of first year pupils feel motivated when using new technology mainly learning using slides which illustrates the main information about each topic. For instance, we noticed that when the lesson is presented in a motivating way the learners learn better. Thus, this way of teaching; that is the multimodal teaching, fits with the two motivational strategies advanced by Dornyei (2001) in the third dimension in which teachers try to maintain and protect their learners' motivation. Thus, In this situation, teachers make learning stimulating and enjoyable, and present tasks in a motivating way.

First year MS pupils construct personal attitudes towards learning using multiple modes. For instance, they believe that these multiple modes are important materials which make the FLL process a simple and easy task. For that, referring to section two in the pupils' questionnaire, the outnumbered learners under investigation have confirmed that these modes need to always be used in the classroom.

2.2. EFL Teachers' Positive Attitudes Towards the Use of Multiple Modes to Motivate EFL Learners

Teachers of English at OUSMAIL HOUCINE MS Tamda, Ouagenoune in Tizi Ouzou have noticed a clear progress in their pupils' learning level since they started introducing multiple modes of communication in their classrooms to explain new ideas and lessons. As well as, to motivate the first year MS pupils to be more active through receiving new knowledge in different ways using a variety of teaching tools like flashcards. Almost all the interviewed EFL teachers expressed their positive attitudes towards introducing, in addition to the linguistic mode of communication, other communicative modes such as: pictures, audios, videos, gestures and facial expressions; they noticed that their learners enjoy learning using them, motivate them to take part in the classroom and persist longer as well they grab their attention.

In addition to that, their multimodal resources help EFL teachers to easily transmit new ideas and information. As the teachers (A) stated *“middle school pupils are in their first stages of learning, they are still beginners. So in order to motivate them to learn English as a foreign language we need to go beyond the traditional way of teaching which focuses only on teachers' words and explanations”*. This answer emphasizes mainly the lack of the traditional teaching and also on the importance of motivation during the learning process. For this, referring to the first question from the EFL teachers' interviews, teacher (C) stated that *“Motivation in foreign language learning is essential because it pushes the learners to work more to reach their objectives and achieve success. Thus the learners who are motivated see higher achievement in comparison to the less motivated learners. And to achieve this state of motivation and desire to succeed we use to use various objects and strategies”*.

Thus, motivation is one of the important factors which influence the progress of the learners' learning. In this sense, Brown (1987:114) argues that motivation is an *“inner drive, impulse, emotion or desire that moves one to particular action”*. So, motivated learners can achieve goals and invest time and energy to reach success more than unmotivated ones.

In line with the previous study submitted by Sahnoun.L and Iddir.K entitled *“EFL Teachers and Students perception of Motivational Behavior the Case of Second year Students in the*

Middle School "AIT AISSA OUZIYANE " in Maatka", it can be concluded that enhancing the learners' L2 values and attitudes and increasing their expectancy of success increase their performance performance.

Both the English M.S teachers and learners have positive attitudes towards using multimodal resources and they believe that they are useful aids to adopt in the classroom situations. Hence, the first advanced hypothesis is confirmed.

3. Teaching and Learning English as a Foreign Language at OUSMAIL HOUCINE Middle School

This second section attempts to discuss the multimodal resources and scaffolding techniques used by Middle School EFL teachers to motivate their learners.

3.1. EFL Teachers' Implementation of Effective Multimodal Resources as Means for Motivating First Year Middle School Pupils to Learn English

The outcomes of the classroom observation reveal that most of the English language teachers use multiple modes to teach English as a foreign language as well as to motivate their EFL learners. Thus, we noticed that most English classes are no longer traditional. This reveals that, teachers under investigation maintain and protect their learners' motivation using two motivational strategies advanced by Dornyei (2001) which are making learning stimulating and presenting tasks in a motivating way.

Accordingly, teaching a foreign language using authentic materials plays a significant role in the teaching and learning process as they keep the learners involved in the target tasks such as in listening and help them to take part in the classroom which helps them to increase their learning level. In addition to that, they raise the learners' motivation and grab their attention towards the lesson particularly, and the language generally. Regarding this, Peacock (1997:152) argues that authentic materials *"May increase learners' levels of on- task behaviours concentration, and involvement in the target activity more than artificial*

materials”. Thus, such materials motivate EFL learners, and raise their involvement to discover more about the target language.

3.2. Effective Multimodal Resources Used by EFL Teachers to Motivate

First Year Middle School Pupils

The findings show that most of the EFL teachers use a variety of multimodal resources during their English classes including visual resources such as: pictures illustrating new words and grammatical rules, auditory resources like: dialogues and audio-visual ones. therefore, most of the teachers use these aids and argue that they play a great role in conveying knowledge.

a. Visual Resources

Teachers of English at Ousmail Houcine Middle School of Tizi-Ouzou opted for images and different visual objects to present new knowledge mainly when starting a new sequence; which brings new vocabulary and subjects. During to the classroom observation we noticed that teacher (B) presents each new sequence using visuals like pictures presenting the main words of the new topic. For instance, teacher (A) used pictures of flags, dishes and monuments to introduce the new lesson instead of explaining it by words only. This makes it easy for the learners to understand and assimilate easily and fastly. In this sense, Mayer (2001, cited in Dolati, 2011:6) claims that: *“If the instruction is given in the class using both words and visuals learning becomes faster»*. To emphasize this idea teacher (A) asserts that: *“I used to often use different visual objects to simplify the input being received by my pupils and motivate them to persist/ resist longer*. Referring to the Diagram (8) almost all first year Middle School pupils expressed their positive attitudes towards the use of visuals during their learning process. One pupil said *“I like when my teacher of English shows us pictures which illustrate what will deal with”*. Another learner said *“Learning English through visuals helps me to understand better and remember, at the same time it is a source of fun. So, this raise my motivation to learn*

English language and make me love it”.

The interviewed EFL teachers also claimed the effectiveness of using such aids. For instance, teacher (A) said *“Personally I use pictures, flashcards and other visual aids to motivate my pupils, because when the learners are motivated to do some behaviour, they do it easily and fastly”*. Whereas, teacher (C) mentioned that these aids help the EFL teachers also to control their learners. Teacher (C) said *“The use of visuals to teach English as a foreign language is helpful is a way that; visuals may effectively and fastly what we cannot do with only words”*.

Therefore, this emphasizes the English idiom *‘A picture is worth a thousand words’*. During the classroom observation, we noticed a significant difference between first year Middle School pupils taught by teacher (A) and those taught by teacher (B) who studied the same lecture of grammar which was *“The present continuous”*. Pupils in the classroom (A) were at ease during their learning process, adding to that they gained time. However, pupils in classroom (B) felt a kind of ambiguity and vagueness shown in their repetitive questions. Thus, Learners generally are very motivated to learn grammar, for example, when the grammatical rules are presented using multiple modes.

Moreover, two or three pupils in the classroom (B) asked the same question which is *“What do we mean by a flag”*. Whereas, pupils in classroom (A) have not asked such question because they already saw the translation of the words flag and an example. That is, the teacher (A) used a picture of the Algerian flag and the translation of the word *“Flag”* in Arabic. We noticed that, in addition to the effectiveness of visual aids in motivating EFL learners, these objects save time and allow the teacher to do less effort during the learning process. However, EFL teachers use other forms of resources which enhance their pupils’ motivation and boost their leaning level like auditory resources.

b. Auditory Resources

Auditory resources are another form of teaching aids that EFL teachers opt for. The results of the present research imply that the auditory mode at Ousmail Houcine MS is reflected in the use of English dialogues to teach English as a foreign language. Middle School pupils under investigation assert that *“When we listen to English native speakers dialogues we become more aware of the right pronunciation of English words at the same time this increase our desire to learn English”*. Thus, auditory resources are effective to motivate EFL learners and arouse their enthusiasm.

c. Audio-Visual Resources

Audio-Visual resources have received great value among EFL teachers. These resources are widely used in instructions and they are viewed as some of the prominent techniques used by EFL teachers to keep their learners motivated along their learning process. Referring to the first question of the EFL teachers’ interview, teacher (B) asserted that *“Keeping the learners motivated during their learning process is one of the important objectives of an EFL teacher”*. And in order to achieve this goal teacher (A) and (C) tend to use videos while explaining lessons. Furthermore, the results of the pupils’ questionnaire reveal that the majority of pupils feel motivated when they learn through audio-visual aids. In this sense Canning-Wilson (2000) reveals that the learners prefer learning language through the use of videos, which is often used to mean quite different things in language teaching. In this issue Arthur (1999) claims that video can give learners realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability.

3.3. EFL Teachers’ Implementation of Effective Scaffolding Techniques as Means for Motivating First Year Middle School Pupils to Learn English

The results of the EFL teachers’ interview and the classroom reveal that EFL teachers at OUSMAIL HOUCINE MS use different scaffolding strategies to motivate their EFL learners and create an appropriate environment in the classroom to make the learning process more

effective and successful.

Furthermore, teaching English as a foreign language using strategies which help the learners to accomplish the learning objectives plays an important role in motivating the learners through allowing them to be more active in their own learning process and increasing their expectancies for success.

2.2.1 Effective Scaffolding Strategies Used by EFL Teachers to Motivate First Year Middle School Pupils

The findings show that EFL teachers at Ousmail Houcine MS use a variety of scaffolding techniques in the classroom to motivate their learners to learn English such as: question asking, translation, positive feedback, recalling previous lesson, kinesics.

A. Recalling Previous Lessons

Recalling previous lessons before starting a new one is one of the most important scaffolding strategies that are used by EFL teachers during their teaching process. It is widely used by EFL teachers at Ousmail Houcine MS. They argued that it is necessary to summarize the previous lesson being taught before starting a new one to help the pupils to assimilate better what they have studied. Blazer (2014 :344) argues that *“To receive full credit on this assignment, a student must correctly identify the most relevant information from a class session, summarize and prioritize this information, and deliver it confidently to the class.”*

The findings of the classroom observation reveal what EFL teachers use to daily recapitulate what has been previously taught. We noticed that the pupils have positive attitudes towards this scaffolding technique as it helps them to internalize their knowledge and raise their motivation. Hence, this fits with the first dimension of motivation proposed by Dornyei which is “Creating the Basic Motivational Conditions”. For instance, the teachers under investigation create an appropriate learning and motivational condition through summarizing and recalling the previous lesson before starting a new one.

The EFL teachers under investigation assert that this scaffolding technique is usually linked up with “Question Asking” which is also considered a strategy which increase learners’ motivation and stimulate their creativity and critical thinking.

B. Question Asking

The findings of the teachers’ interview show that EFL teachers tend to use “Question Asking” strategy for the sake of allowing their learners to organize their ideas and help them to be focused on what they still need to learn. Teacher (A) confirmed that they make the learners active during their learning process and keep them in charge of their own learning is effective in two important ways. The first is that, it helps the teachers to evaluate their learning knowledge and understanding. The second, it makes the learners more autonomous; which in fact, motivates them to learn and go beyond their level towards new knowledge and skills. In addition to that, teacher (B) assumes that “Questions stimulate critical thinking and maintain strong relationships between the learners and the teacher through their discussion”. During the classroom observation, in the classroom (A) where the teacher asks a variety of questions at all stages of their pupils’ learning along their learning process, we noticed that the learners pay close attention to the lesson being taught. This leads us to say that questions are an effective way to raise pupils’ motivation and reinforce their engagement and participation in the classroom. In this sense, Oga-Baldwin, et al., (2017) asserted that learners' engagement enhances autonomous motivation. In addition to that, pupils who are encouraged to be autonomous build their confidence and self-esteem.

However, in classroom (C), where the teacher does not ask questions, the learners were too passive. The learners only receive information from the teacher and internalize it. We noticed a great difference between the two classrooms in terms of pupils’ motivation. Almost all the pupils in classroom (C) lost their interest as they only absorbed the information and knowledge being taught. This method then does not evoke any form of feedback.

In fact, this scaffolding strategy is an example of how teachers protect and maintain their learners' motivation through creating learners' autonomy.

C. Positive Feedback

The findings of the pupils' questionnaire, Diagram (15) show that all the pupils under investigation responded positively that their teacher's positive feedback to motivate them to learn better and take part in the classroom. Furthermore, their teachers asserted that they were aware of the great impact of their feedback on their learners' performance in the classroom and their motivation to reach their goals. The findings of the classroom observation reveal that positive feedback provided by the teacher help the learners to be more confident and strive to learn more. Thus, providing feedbacks which stimulate the pupils' confidence play an important role in increasing their motivation. In this sense, Scheidecker and Freeman (1999 :106) argue that *"A good rule of thumb is regardless of how small it, every success must be celebrated"*. Thus, negative feedbacks can lead to negative and unapropriate classroom atmosphere which results in the learners learning level' decrease and demotivation.

Hence, this shows that the teachers encourage positive retrospective self evaluation through providing their learners with positive and motivational feedback ; which is the second motivational strategy advanced by Dornyei (2001) in the fourth motivational dimension.

D. Translation

Another scaffolding technique which is widely used by EFL teachers during their teaching process is translating key words or the content into their learners' mother tongue. The findings of the classroom observation reveal that Middle School EFL teachers offer a translation into their pupils' first language. Referring to the first year Middle School pupils' questionnaire, Diagram (15), almost all the pupils under investigation mainly (84,34%) have positive attitudes towards their EFL teachers' translation of some key words into their native language. This technique is supported by EFL teachers under investigation for various reasons.

E. Kinesics

Richmond and Mc Croskey's (1995:261) assert that "*many teachers discovered that body language helps them to be better controllers, managers, helpers because kinesics is more subtler and can be used more often*". For that, all the teachers of English under investigation assert that they tend to usually use gestures in addition to the speech to help the learners to understand the meaning of new words easily. For instance, we observed in classroom (A) the learners did not understand what do we mean by "breathing" thus, their teacher started breathing to explain the meaning of the word; then, the learners directly understood its meaning. In this sense, Richmond (2002) stated that when the teacher uses nonverbal behavior, the learners tend to listen more, learn more, and have a more positive attitude about school. Similarly, Witt and Wheelless (1999) suggested that when teachers engage in nonverbally behavior in the classroom, their learners are more satisfied and learn more.

Moreover, the majority of the pupils under investigation that is (90,43%) admitted that when their teacher uses gestures and facial expressions they feel very motivated.

F. Collaborative work

The findings of the pupils' questionnaire reveal that (45,21%) of them prefer doing the exercises in pairs and (37,39%) like to do their tasks in the classroom in groups while only (17,39%) prefer to do their exercises individually. Thus, the majority of them support the collaborative work. Some pupils assert that working in groups or in pairs helps them to communicate the problem that they need to solve which allow them to think critically. In this regard, Long (1996) argues that when L2 learners interact, they receive many opportunities to negotiate meaning. Other pupils emphasized the importance of social interactions which allows them to learn from each other. The impact of the interaction on the nature and outcome of LREs has recently gained more attention (Chen, 2018). Others, like working in groups because it makes them remember well the input. This idea is referred to by Storch (2008) arguing

that learners can remember the input that they have received from their peers during group work, and use it later correctly.

Furthermore, the results of the classroom observation sessions show that the majority of the teachers under investigation ask their pupils to work in pairs or in groups to allow them to express their ideas and discuss the activities. We have noticed that collaborative work in the classroom raises the learners' motivation to learn English while developing social relations. Thus, according to Vygotsky's Social Development Theory (1997), social interactions form the most important part of a learner's psychological development and learning. And according to Dornyei's (MTP) (2001) promoting cooperation among the learners is a motivational strategy which allows the teachers to protect and maintain learners motivation.

To conclude, it is important to admit that the majority of English teachers at Ousmail Houcine MS convey information through the use of multimodal aids such as: picture and videos, and implement various scaffolding strategies like: modelling, feedbacks and supporting collaborative work in the classroom. Thus, the second advanced hypothesis is also confirmed.

4. The Effectiveness of Audio-Visual Resources and Scaffolding Strategies in Enhancing Pupils' Motivation

The findings of the teachers' interviews and the classroom observation showed that the EFL teachers are aware of the importance of their learners' motivation during their learning process. Thus, they tended to use strategies and objects to motivate them.

After the teachers started using audio-visual objects they noticed an increase in their pupils' learning level which they argue due to their psychological state; that is, their motivation. First year pupils assert "*We remember better when the teacher uses other communication modes other than the linguistic one*". In this sense, Mayer (2003:307) asserted that "*students learn more deeply from the combination of words and pictures than from words alone*". Moreover, the findings of the classroom observation revealed that the scaffolding strategies used by the

teachers of English at Ousmail Houcine MS encourage the social interaction among the learners as well as between the teacher and their learners, which help establish a good rapport between the EFL teachers and their learners.

Conclusion

In this chapter we have discussed the main findings related to the positive impact of multimodal resources and scaffolding strategies in enhancing first year Middle School pupils' motivation. The results gathered were analyzed in three main sections. The first section has dealt with the EFL teachers and learners' positive attitudes towards using multimodal resources and scaffolding strategies as means of raising first year MS pupils' motivation. The second section is about the implementation of both effective multimodal resources and scaffolding techniques by EFL teachers to motivate their learners, the types that are mainly used by EFL Middle School teachers at Ousmail Houcine MS are highlighted. The last section has dealt mainly with the positive implications of multimodal scaffolding instruction on EFL learners motivation and performance. That is, the role of multimodal resources and scaffolding techniques in stimulating learners' motivation.

General Conclusion

General Conclusion

This present research has investigated the topic related to the impact of multimodal resources and scaffolding strategies on motivating first year Middle School pupils at Ousmail Houcine MS of Tamda, Ouaguenoune (Tizi-Ouzou). It has focused on the contemporary theory advocated to teaching and learning foreign languages, that is, “The theory of Multimodality” and “The Zone of Proximal Development”. This research has investigated the EFL MS teachers’ and first year MS pupils’ attitudes towards EFL teachers’ use of multimodal resources and scaffolding strategies as means of raising first year MS pupils’ motivation. This investigation has also emphasized the impact of teaching English as a foreign language using multimodal resources and scaffolding techniques to motivate EFL learners. It has also dealt with the implications that these resources and strategies have on instruction in the sense of stimulating pupils’ motivation during their learning process. Thus, the study of this topic is a worthy case to mention that the process of teaching and learning foreign languages may be successful through the use of multiple modes other than the linguistic one and scaffolding techniques.

The main objective of this research is to explore the impact of such resources and strategies on first year middle school pupils in the English classrooms during their learning process, that is, whether these techniques stimulate pupils’ motivation or not.

In order to investigate and bring valid answers to the advanced hypotheses, we have treated our topic through three different sections in chapter one. In the first section we have dealt mainly with motivation and foreign language learning, Dornyei model of motivation and its types. In the second section, we have referred to scaffolding in instruction, the “Zone of Proximal Development” and its application in the classroom, and the scaffolding strategies. Concerning the last section, we have dealt with multimodality and foreign language teaching and the types of multimodal resources.

A mixed-method research which combines both qualitative and quantitative methods has been used to answer the research questions and confirm or refute the advanced hypotheses. Three research tools have been used to investigate this study, a questionnaire for first year Middle School pupils, an interview with EFL MS teachers and classroom observation at Ousmail Houcine MS. Concerning the data analysis, we have used descriptive statistics for the analysis of the quantitative data and qualitative content analysis for the analysis of qualitative ones.

The analysis of the data has shown that teaching and learning English through the use of multimodal resources and the implementation of scaffolding strategies is a relevant method to raise first year pupils’ motivation at Ousmail Houcine MS.

Accordingly, the use of these resources and strategies stimulate the English learners’ motivation and interest during their learning process. Thus, both the EFL teachers and first year pupils under investigation have positive attitudes towards this modern method of teaching and learning English as a foreign language. Hence, such teaching way has implications on first year Middle School pupils.

We cannot deny the fact that we faced many difficulties in this work. Since, our work was made during the last trimester when all the EFL teachers under investigation were about to finish the program with first year pupils. Another issue was that the literature review

related to our topic was not available in details; for instance, we found summaries and synthesizes of authors words rather than their own words.

This work had provided EFL teachers and pupils' attitudes towards the use of motivational resources and the implementation of scaffolding strategies to raise learners' motivation. In addition to that, it discussed the motivational techniques used by the teachers and their impact on learners' motivation. In fact, this research raises awareness about the learners' motivating and demotivating techniques and behaviours. Hence, this work would allow teachers to know more about what motivates and demotivates the learners.

To sum up, this present research is about the role of multimodal resources and scaffolding strategies on stimulating first year Middle School learners' motivation. It is important to mention that the gathered results confirm our advanced hypotheses. Moreover, other investigations can be done by changing the settings of the investigation. Another suggestion is to explore the difference between the traditional method of teaching and the multimodal scaffolding teaching method in terms of EFL learners' motivation.

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Appendix 01 Questionnaire

Dear Middle School pupils:

This questionnaire is part of a research work. You are kindly invited to answer the questions by ticking off the right answer, and providing comments when it is necessary. It aims to investigate the use of multimodal scaffolding by EFL Middle School teachers in order to motivate their pupils at OUSMAIL Houcine Middle School of Tizi Ouzou. The results of this questionnaire will be used for academic purposes thus your answers would be anonymous.

Thank you for your collaboration.

Section one: pupils' profile.

01/ How long have you studied English?

One year Two years More

02/ Do you like reading books, watching movies, etc in English?

Yes No

Section two: pupils' attitudes towards the effectiveness of using audio visual aids in classroom by their teachers to motivate them.

03/ Have you heard about learning using pictures and videos in the classroom?

Yes No

04/ Do you prefer when your teacher uses pictures and videos while explaining the lesson or not?

Yes No

05/ Do you think that audio visual aids should always be used in English classes to increase your motivation?

Yes No

06/ As a pupil, using technology in the English classes is:

Effective Not effective

07/ Learning English using technology in classroom makes you feel:

Very motivated Motivated Less motivated Not motivated at all

Say why, please.

.....
.....

08/ Learning English using pictures and videos in the classroom is

Effective Not effective

Say why, please.

.....
.....

09/ You understand your teacher's explanation displayed in:

Pictures Videos Words and pictures Teacher's words only

Say why, please

.....
.....

10/ How often do you prefer using these audio visual aids while learning English?

Always Often Sometimes Never

Section three: pupils' attitudes towards their teachers' use of scaffolding techniques in classroom to motivate them.

11/ Do your teachers' frequent questions while explaining the lesson keep you motivated longer and make you follow the explanation

Yes No

12/ Do you prefer when your teacher reminds you of the previous lesson before starting a new one or not?

Yes No

13/ How do you do your English exercises in classroom?

Individually In pairs In groups

How do you prefer doing your English exercises in classroom?

Say why, please.

.....
.....

14/ Do you prefer when your teacher translates the words that you don't understand into the language that you master better, or not?

Yes No

15/ Do your teacher's positive feedback motivates you to learn better and take part in the class?

Yes No

16/ How do you feel when your teacher uses gestures and facial expressions

Very motivated Less motivated Not motivated at all

Appendix 02

Pupils' Questionnaire : Arabic Version

اعزائي التلاميذ :

يشرفني ان اقدم لكم هذا الاستبيان الذي يعد جزءا من بحثنا. ادعوكم للاجابة على الاستبيان الاتي الذي يهدف الى معرفة فعالية استخدام الوسائل المتعددة الوسائط و دعم الاستاذ في تحفيز التلاميذ في متوسطة الشهيد اوسماعيل حسين -تامدة-

اشكركم مسبقا لتعاونكم معنا

• الباب الاول : معلومات عن التلاميذ

1/ كم من عام درست اللغة الانجليزية

سنة واحدة سنتين اكثر

2/ هل تحب قراءة الكتب و مشاهدة الافلام باللغة الانجليزية

نعم لا

• الباب الثاني :اراء التلاميذ عن فاعلية استخدام الوسائل السمعية البصرية في القسم من طرف استاذهم

لتحفيزهم

3/ هل سمعت من قبل عن الدراسة بواسطة الصور و الفيديوهات في القسم

نعم لا

4/ هل تفضل حين يستخدم استاذكم الصور و الفيديوهات اثناء شرحه للدرس

نعم لا

5/ هل تظن انه يجب استخدام الوسائل السمعية البصرية دائما في القسم لتحفيزكم

نعم لا

6/ انت كتلميذ. استخدام التكنولوجيا في القسم طريقة طريقة

فعالة غير فعالة

7/ تعلم اللغة الانجليزية بواسطة التكنولوجيا في القسم يجعلك

محفز جدا محفز اقل تحفيزا غير متحفز اطلاقا

لماذا من فضلك

.....

.....

8/ الدراسة بواسطة الصور, الفيديوهات في القسم طريقة

فعالة غير فعالة

لماذا من فضلك

.....

.....

9/ تستوعب شرح استاذك عندما يكون بواسطة

الصور الفيديوهات شرح الاستاذ و الصور شرح الاستاذ فقط

لماذا من فضلك

.....

.....

10/ كم من مرة تفضل استخدام هذه الوسائل السمعية البصرية اثناء تعلم اللغة الانجليزية

دائما غالبا احيانا ابدا

• **الباب الثالث:** اراء التلاميذ عن استخدام استاذهم لتقنيات السقالات في القسم لتحفيزهم

11/ هل اسئلة استاذكم المتكررة اثناء شرح الدرس تجعلك محفز لفترة اطول و يساعدك على فهم الرس

نعم لا

12/ هل تفضل عندما يقوم استاذكم بتذكيركم بالدروس السابقة قبل البدء في درس جديد

نعم لا

13/ هل تقوم بحل التمارين في القسم بشكل

فردى جماعى

كيف تفضل حل التمارين فى القسم.....

لماذا من فضلك

.....
.....

14/ هل تفضل ان يقوم استاذكم بترجمة الكلمات التى لا تفهمها الى اللغة التى تتقنها بشكل افضل ام لا

نعم لا

15/ هل ردود فعل الاستاذ الايجابية مثل احسنت , جيد , الخ تساعد فى تحفيزك و تجعلك تشارك فى القسم

نعم لا

16/ هل استخدام استاذك ليدىه و تعابىر وجهه اثناء شرح الدرس يساعد فى تحفيزك

نعم لا

Appendix 03

Structured interview

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.

Thank you in advance for accepting to answer our questions.

Question one: Do you think that motivation is important in the EFL teaching and learning process? Why?

.....

.....

Question two: Are pupils always motivated?

.....

Question three: How do you recognize pupils' demotivation?

.....

Question four: Do you use scaffolding strategies in order to motivate your pupils? If yes, what are those scaffolding techniques you use?

.....

.....

Question five: Do you use multimodal resources in order to motivate your pupils? if yes, what are those multimodal resources you use?

.....

.....

Question six: To which extent teaching using multimodal scaffolding is effective in motivating pupils?

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Question seven: What is the difference between traditional teaching and multimodal scaffolding teaching in terms of pupils' motivation?

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Question eight: What are the difficulties you faced while implementing scaffolding strategies and multimodal resources in teaching English?

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Appendix 03
Classroom observation checklist

Items to be observed	Yes	No
Teacher models the learners what they are expected to do.		
Teacher provides feedbacks to their pupils.		
Teacher starts the lesson with an attention grabber.		
Teacher elicits answers from their pupils.		
Teacher makes their pupils active.		
Teacher encourages their pupils to express their opinions and feelings.		
Teacher assesses their pupils capacities before beginning each new lesson.		
Teacher bet for a collaborative than an individual work.		
Teacher provides their pupils with challenging activities.		
Teacher establishes good rapport with their pupils.		
Teacher frequently uses audio resources to motivate their learners to learn better.		
Teacher shows and do not tell.		

Teacher integrates visual aids to motivate the learners to be active in the classroom.		
Teacher uses verbal techniques in teaching English.		
Pupils show interest and get motivated when their teacher uses visual representations.		
Visual representations are efficient for motivating pupils to learn better and take part in the class.		
Teacher uses gestures and facial expressions to guide pupils' attention.		

