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Mouloud Mammeri University of Tizi-Ouzou  
Faculty of Letters and Languages  
Department of English



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**EFL Teachers and Students perception of Motivational  
Behavior**

**The Case of Second year Students in the Middle School**

**"AIT AISSA OUZIYANE " in Maatkas**

**Presented by:**

Ms. SAHNOUN Lydia

Ms. IDDIR Kamelia

**Supervised by:**

Mr. ZERKA Hakim

**Board of Examiners:**

Chair: Mr. AOUINE Akli; (M.A.A), Mouloud Mammeri University of Tizi-Ouzou

Supervisor: Mr. ZERKA Hakim; (M.A.A), Mouloud Mammeri University of Tizi-Ouzou

Examiner: Ms. TACINE Houria; (M.A.A), Mouloud Mammeri University of Tizi-Ouzou

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*Firstly, I thank God for helping us to complete this work. Then, I would like to dedicate this work;*

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*To my beloved brothers « Nabil» and « Samy »who are always by my side.*

*To my dear friend, with whom I completed this work,*

*And to all those who love me*

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## **Abstract**

*The present study concerns second year middle school students' and teachers' perception of motivational behavior. Our study took place at "AIT AISSA Ouziyane" middle school. It is intended to determine the significance of perception of both teachers and learners in the teaching and learning process, and to find out the strategies, which fit more with middle school learners of the second year. To carry out the research, we have used qualitative and quantitative method. For the sake of gathering data, a questionnaire is distributed for middle school learners of the second year. In addition, an interview is made with EFL middle school teachers. Then, the data gathered were analyzed using the rule of three for close-ended questions, and quantitative content analysis for open-ended ones, qualitative content analysis was used to interpret the teachers' interview. The results obtained demonstrate that the majority of the responses affirm that motivational behavior affects learners either positively or negatively. Besides, the findings indicate that effective motivational strategies and behaviors obviously lead middle school students to better exam scores in English language and fostering the English four skills (reading, writing, listening and speaking.)*

**Key words:** *behavior ,English language, Motivation , Middle school teachers and learners, Perception.*

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## **List of Abbreviations**

- **AMBT:** The Attitude Motivation Test Battery.
- **EFL:** English as a Foreign Language.
- **ESL:** English Second Language.
- **H:**Hypotheses
- **L2:** Second Language.
- **MTP:** Motivational Teaching Process.
- **QCA:** Qualitative Content Analysis.
- **Q:**Questions
- **SLA:** Second Language Acquisition.
- **SPSS:** Statistical Package for Social Sciences.

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# **INTRODUCTION**

## **1-Statement of the Problem**

In the process of learning English as a foreign language, motivation is considered as one of the basic factors to improve learning. Good and Brophy (1994) warn that motivation cannot be involved in an arduous classroom and teachers have to create an effective learning environment for their learners . They maintain that language learning would be effective if it occurs in a relieved and friendly class. Motivation in education can be summarized as the student's willingness to undertake and persist in challenging tasks, seeking help, and endeavor to perform in school (Meece, Anderman and Anderman, 2006).

Many studies have been conducted to investigate the issue of the motivational behavior and strategies used by teachers. For instance, Harmer (1991:51) claims that “*a major factor on continuance of students' motivation is the teacher.*” That is to say, a teacher has a considerable effect on learners' motivation and learning. The idea is that learners usually like English just because they have a good teacher who motivates them and encourages them to learn. Teachers must be an effective role model for their learners in the classroom. Teachers are intended to be motivators by enhancing a sense of communication and maintaining useful strategies them delegating ineffective ones.

In fact, the presence of English language in middle schools curriculum is a real opportunity to introduce the language for learners. The latter enables them to know more about English and let them improve their English level in four skills (reading, writing, listening and speaking). Furthermore, motivational research and perceptual research provide a comprehension of factors affecting motivation. Many theories have mentioned the significance of motivation, and the application of these theories is already linked to learners' and teachers' involvement. For instance, as claimed by Corpus et al. (2009), learners' engagement and motivation can be positively influenced by teachers who showed inspiring

performance, which means that teachers' performance has a significant effect on learners' motivation. The point is that teachers affect learner's achievement in the classroom in a considerable way. According to social motivational theorists, "motivational convictions will be developed on learners who already get social help from their educators. In such a way, these motivational convictions will advance dynamic learning commitment." (Furrer & Skinner,2003:95). That is, teachers have to maintain a sense of motivation in the classroom. In this way, their learners will be able to learn and behave in a way that promote long term success.

An effective interaction in the classroom requires efficient and successful teaching strategies. Therefore, in order to make learners more motivated and excited to learn English in Middle schools, teachers should be aware of the appropriate teaching methods. The teachers' use of motivational strategies is linked to increased levels of learners' motivated learning behavior and their motivational state (Guilloteaux & Dornyei, 2008). During the last decades, the Algerian educational system, in general, and the teaching of the English language, in particular, had witnessed a sense of restoration and renewal. In fact, learners' level kept decreasing from one year to another, and this was revealed in the poor exams results. Therefore, the adoption of new useful and favorable teaching methods was highly recommended, since most learners have low motivation to learn English albeit the motivational effort made by their teachers. The question of how teachers and learners perceive motivational behavior in Middle schools is one that has been currently and frequently asked , but has proved challenging to be answered. Another problem that cannot be ignored is the failure of balancing the four skills while learning the English language. In our research, we have noticed that many second year students at "AIT AISSA Ouziyane" Middle school are not able to pronounce English words correctly, and then they have a real difficulty in writing, listening, reading and speaking as well.

## **2-Aims and Significance of the Study**

The present work is designed for investigating the attitudes and perceptions of both teachers and students about motivational behavior in the classroom. In order to explore such an issue, our study will be conducted in the Middle school setting. The current study attempts to identify the main strategies used by Middle school EFL teachers in order to motivate their students to learn English. More importantly, the aim of this dissertation is to show the role of an effective perception from both EFL teachers and second year middle school learners in the classroom. The first objective is set to identify teachers' behaviors that learners find motivational. The second objective consists of determining the view of learners. That is to say, which are the teaching ways or teaching techniques that they find more interesting and help them to learn and improve their English effectively.

It is worth conducting such a study to allow us as future teachers to reach an understanding of the influence of teachers' behavior in the classroom. That is, to guess all the main difficulties and problems that teachers and learners encounter in the teaching and learning processes. Then, trying to solve them and seek to avoid ineffective teaching motivational behaviors and strategies. The perception of students and teachers are so valuable, and absolutely teachers are able to apply new strategies that are compatible with pupils' requirements.

## **3-Research Questions and Hypotheses**

The present research proposes to examine effective and ineffective motivational behaviors and strategies. And to implement more appropriate and effective ones based on teachers' and learners' perception. Specifically, this study proposes to address the following questions:

- 1- What are the teachers' perceptions towards the use of motivational strategies to enhance the learners' level in EFL?

2- What are the students' perceptions towards the use of motivational strategies by their teachers to enhance their learning of EFL?

For the sake of answering the research questions, we put forward the following working hypotheses:

- **H1:** Teachers hold positive attitudes towards the use of motivational behaviors to enhance the learners' level in EFL.
- **H2:** Students find that motivational learning strategies used by their teachers attract them to study better.

#### **4-Research Techniques and Methodology**

To conduct our research, we adopted a mixed method research design. We combine quantitative and qualitative tools for data collection and data analysis. Our procedure for collecting data is the use of a questionnaire for second year Middle school learners and an interview for EFL teachers. Concerning the quantitative part, we use the rule of three, whereas the qualitative part we explain the results obtained by adopting content analysis. Through collecting data, we attempted to find the view of both teachers and students about the most effective motivational behaviors and strategies used in the classroom. The result of the questionnaires were analyzed and presented in the form of tables, and pie charts.

#### **5-Structure of the Dissertation**

In terms of structure, the present dissertation follows the traditional simple method, consisting of the General Introduction, four chapters, and the General Conclusion. The Introduction consists of presenting the topic, introducing the aims and telling the significance of the study, the research questions and hypotheses, methodology, and finally present the structure of the study. The first chapter is the Review of the Literature that consists of reviewing the main significant literature related to our study. The second chapter entitled 'Research Design and Methodology' takes the opportunity to insert the data collection and the

data analysis procedures. The third chapter labelled 'Presentation of the Findings' presents the data gathered from the research tools and then analyzed statistically. Fourth and the last chapter is named 'Discussion of the Findings' discusses and analyzes the findings of the study. Finally, the dissertation ends up with a General Conclusion summarizing the results obtained from the study.



# **LITERATURE REVIEW**

## **Introduction**

This chapter is concerned with reviewing the literature related to the topic of motivation and strategies used by EFL teachers in order to motivate their learners. It starts with some definitions of motivation and its significance in teaching and learning process according to different authors. Then, it deals with the importance of motivation in school settings, and its contribution in second language learning with taking EFL teachers role as an important element. Then, we introduced all types of motivation, which are instrumental motivation, integrative motivation, intrinsic motivation, and finally extrinsic motivation. After that, we shed light on the process-oriented model of motivation which consists on explaining Dörnyei's theory about motivation. The latter leads us to all of the principle communicative approach which attempts to clarify preceding teaching language methods and motivational teaching practice based on Dörnyei framework that is conducted to discern the effect of teaching strategies and behaviors on students' motivation.

Several studies indicate that motivation improves learning. Ames (1990:410) states that "*Motivation is important because it contributes to achievement.*" The latter denotes motivation significance in fostering students' performance. Dörnyei (2005:65) In his part 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 long and often tedious learning process.*" That is to say, motivation keeps the learner enthusiastic and leads him to success and achievement.

### **1-Definition of Motivation**

Due to the importance of motivation in language learning, it has become a central area of study. Motivation is an essential element in the teaching and learning processes. It is a complex and multifaceted construct, it has been considered as one of the factors that most

influence the success of second language learning by teachers and researchers (Gardner,1972, Oxford, 1996). It also determines “*the extent of active, personal involvement in foreign or second language learning.*” (Oxford, 1996:121). Meaning that motivation determines the efforts that have been made by learners in order to learn a foreign language.

There are various other views about motivation. For instance, Mata, Silva, et al, (2009:709) argue that “*motivation is generally more internally or more intrinsically oriented*”. Accurately, within the field of education, Gottfried (1990:82) defines motivation as “*the enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task endogeny and learning of challenging, difficult and novel tasks*” (as cited in Gottfried, Fleming and Gottfried, 2001:3). In other words, students want to learn and comprehend new challenging tasks and feel enthusiastic about experiencing endeavors. Moreover, Bomia *et al.* (1997:4) adds to say that “*in relation to education, motivation refers to a student’s willingness, need, desire and compulsion to participate in, and to be successful in, the learning process*”. That is to say, when a student participates and wants to accomplish different learning tasks, this means that he is motivated to learn. In short, motivation in school is an influential psychological component teachers can implement in order to help their students to reach their achievements.

## **2-The Significance of Motivation in School Setting**

Motivation stimulates many behaviors in an educational environment. In fact, it is necessary to understand the significance of motivation in a classroom. Motivation is described as a state that empowers, instructs and endures behavior. It implies objectives and requires activities. As Kushman, Sieber and Harold (2000:471) state “*high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased level of students’ success*” (as cited in Broussard, 2002:1). In other words, motivation has an appreciable influence on students’ achievement; the more students are

motivated, better results will be. In addition, Zingier (2008:24) argues, “*Motivation decreases absenteeism. It is one of the greatest achievements of teachers because this leads to higher academic achievement throughout life*” (as cited in Bukurie, 2016, 239). That is to say, when a student is motivated to learn he would already enjoy studying in the classroom, and then undoubtedly avoid absenteeism.

### **3-The Role of Motivation in the Language Learning**

Motivation is a prominent subject in the educational field. Lamb (2017:301) claims that “*motivation is recognized as a vital component in a successful language learning*”. This is one of the most dominant subject matters. One of the most arduous aspects of teaching is how to motivate EFL students. From the study conducted by Naiman et al 1978), (cited in Ur, 1991), The results reveal that the ultimate successful students are not those who own natural competence for learning, but those who maintain features associated to motivation. Ur (1991) lists the following features; Positive task orientation, whenever the learner wants to deal with tasks and challenges with self-confidence. Ego-involvement; In this situation, the learner finds that it is necessary to succeed in order to get a positive self-image. Need for achievement; the learner has to achieve and overcome difficulties in order to succeed. High aspirations; which means that a learner has to be ambitious or extremely motivated to get top grades. Goal orientation; in this situation, a learner is aware of the goals of learning and tries to achieve his objectives. Perseverance; that is whenever a learner makes effort in studying, and is not frustrated or discouraged by obstacles. And finally, Tolerance of ambiguity which means that the learner is not disappointed by situations when a lack of understanding or confusion are involved, with the confidence that understanding will come later with time.

#### **4- The Role of Teachers in a Classroom**

The role of the teacher in motivating learners is highlighted by Dörnyei (2001:116) who asserts, “*Teacher skills in motivating learners should be seen as central to teaching effectiveness.*” Of course, for the learners who are not interested in what is being taught and who especially are in need to be encouraged through extrinsic motivational factors. Teachers’ role is to guide the classroom in a way that meets the students’ requirements. The latter requires promoting supporting learning activities, correlating and cooperating with some challenging tasks, relying on various teaching behaviors, and implementing effective procedures to include all students. For example; when learners seem to be not interested in what is being taught, the teacher has to implement more challenging tasks and implement more enhancing techniques such as group work activities in order to maintain a sense of enthusiasm in the classroom.

Motivation plays a major role in the language learning process. Weinstein and Mayer (1986:315) suggested that “*good teaching includes teaching students how to learn, how to remember, how to think, and how to motivate themselves*». Teachers can cooperate with students in order to help them understand better outside the textbook. Teachers’ interaction with learners is a best way to realize achievements. Communication, real-life examples, are the best ways to learners to have a greater comprehension and appreciation of the subject.

#### **5-Types of Motivation**

##### **5-1- Instrumental Motivation**

It refers to the one that drives the human being to reach goals and objectives, the human being whose main motivation is instrumental will be completely task oriented. 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.*” This type of motivation mainly focuses on expanding, reaching and going. In addition, it always looks ahead and outside, those whose motivation is mainly instrumental

more than anything else is. The goal is to obtain concrete rewards when learning a second language.

### **5-2- 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.'* This type of Motivation mainly focuses on the motivation of permanence and stability, it always looks inside. Those whose motivation is mainly integrative will seek every opportunity to create greater internal cohesion and team spirit. It refers to the learners desire to integrate and communicate with a community using a second or a foreign language.

### **5-3-Intrinsic Motivation**

It is when people behave freely and willingly with no external promises or threats. It is considered autotelic self-directed, entails curiosity, spontaneity and interest. Intrinsic motivation is the eagerness and interest to do and take part in some activities. The Students who have intrinsic motivation are inclined to stay with complicated problems and gain knowledge from their mistakes. 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."* Intrinsic motivation is the result of learners' enjoyment and interest in doing a task.

### **5-4-Extrinsic Motivation**

Refers to the behavior that is driven by external rewards. 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"*. Emotions which are a source of motivation are external incentives such as money, and positive regard by others. It arises from outside the individual, as opposed to intrinsic motivation. Nakata (2006:10) states that *"Motivation has a link to cognition, feeling, emotions and environment."* It is very important

to notice that rewards can be either tangible or psychological in nature. Psychological forms of extrinsic motivation can include praise and public claim, for instance; a child might clean his room in order to get positive praise from his parents .Extrinsic motivation serves as a reinforcement for the desired behavior. Extrinsic motivation generally engenders instantaneous results and requires less effort compared to intrinsic motivation (Ryan and Deci, 2000).

## **6. Motivation Theories**

### **6-1-Gardners' Theory**

The research on second language learning was the central interest of two Canadian psychologists Gardner and Lambert ,it depends at first on social-psychological explanation of the concept of motivation since the 1950s(Crooked and Schmidt 1991). They have shed light on L2 motivation, it was the central research after Gardner and Lambert published a comprehensive summary of the result of ten-year long program. According to Gardner (2005), students' reaction is already related to classroom atmosphere, availability of materials, the curriculum and the teacher.

They made one of the most dominant frameworks of L2, who became one of the dominant frameworks to the language learning motivation since decades (Oxford, 1996).

In his constructed model, Gardner distinguished three important areas (a) the construct of the integrative motive, (b) the attitude motivation test battery, (c) the socio-educational model (Dornyei, 1998). The concept used by Gardner (1985), plays an important, role related to motivation and language. The features of language can affect many parts in the field of learning, it could shape attitudes such as its sound ,the manner of writing and so forth, even the learner and Teachers attitude toward learning a language, also it can affect the learner' feeling toward the teacher ,as it can affect also the learner motivation to learn the language.

Gardner (1985:10) believed that “*Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language*”. Which means the willingness of learning effectively the second language, and holding a positive attitude that can lead us to be motivated to this language and to have the strong desire to learn it. Motivation includes three elements ; effort (the effort to learn the language, and to do the impossible to master it ), desire(wanting to achieve a goal, and the willingness to learn ) and positive effect(enjoying the task of learning the language, holding positive attitudes toward language learning ) .

Another concept proposed by Gardner (1985) to discuss motivation called orientation ,according to orientation motivation can be define as a strong force that gives the learners effort to learn the language (Gardner and MacIntyre,1991),orientation is logical and rational Way for studying a second language (Gardner and Tremblay,1994).Gardner (1985) pointed out that motivation considered as orientation ,this explaining why a learner has a goal ;it is an orientation to the learners goals.

Orientation role which Gardner refers to as a “goal” is to make motivation at the top and to orient it to reach the goals (Gardner, 1985). Two orientations was presented by Gardner in particular, integrative orientations and instrumental orientation. According to Gardner integrative orientation refers to a positive attitude and desire that, the learners have toward the L2, and their willingness to be a part of that community .In The contrary to integrative orientation, instrumental orientation is defined as learning an L2 for pragmatic reasons; which means to learn the L2 to reach you interests, such as getting a highest salary or an important job.

Later he introduced two types of motivation, which are; the integrative motivation and the instrumental motivation. According to Gardner, integrative motivation refers to a feeling of membership and getting positive attitudes toward a language community, and to be part of the

target language community. While instrumental motivation is defined as learning a second language for pragmatic, to reach the interests, and to get higher degrees, a higher salary and getting a better job. According to Dörnyei (1998), Gardner's motivation theory has different areas, which include all of integrativeness, socio-educational model, attitudes towards learning situation, motivation, the attitudes motivation test battery, and finally attitudes toward the learning situation.

- ***Integrativeness***

Gardner and MacIntyre (1993:159) define Integrativeness as “*an individual's willingness and interest in social interaction with members of other.*” That is the willingness to learn and master a foreign language in order to interact with strangers .

- **Socio-Educational Model**

Gardner claims that two major variable, Motivation and attitudes who includes intelligence and language aptitude are linked to the achievement of an individual in the language learning.

- **Attitudes towards learning situations**

It refers to the learners' attitudes and feelings toward the L2 and their satisfaction, as well as the amount of motivation that they have toward the L2, the teachers and L2 course; It is the attitude toward the second language teacher and second language course.

(as cited in Dörnyei, 2005).

The role of attitudes and motivation in second language learning .The findings show that the reason of success in L2 learning came from the combination of positive attitudes and motivation (Gardner, 1985).

- ***Motivation***

Which is the effort, and the willing, as well as the attitudes toward language and learning. (as cited in Dörnyei, 2005).Gardner (1985:10) defines motivation “*As the extent to*

*which an individual works or strive to learn language because of the desire to do so and the satisfaction experienced in this activity.”*

- **The Attitude Motivation Test Battery ( AMTB)**

The attitude motivation test battery (AMTB) was developed by Gardner and Lambert in 1959 .In 1975 Gardner and Smyth redeveloped the test and it became the priority, and a central instrument in second language studies which involves motivation. He has a big influence that other theories of motivation were completely ignored .It is a research instrument to assess the major affective components shown to be involved ,or that can be found in second language learning. Test battery was developed to measure the various aspects of Gardner social educational model of second language acquisition.

- **Motivation**

According to Gardner (1985), evaluating effort and persistence, the willingness to learn the language and effective reaction to learning the language are three fundamental measures.

## **6-2- Behavioral Theory**

B.F.Skinner was one of the most influential American psychologist .A behaviorist was developed the theory of operant conditioning, the central idea here is that behavior is determined by its consequences, by the reinforcement or punishment, which make it more or less that the behavior will occur again. It is a concept that focuses on learners ‘learning, this theory of learning states that the environment are one of the significant factor to learn behaviors, he is also argued that the innate and inherited factors, have very little influence on behavior. Behavioral theory seeks to explain , interpret behavior, and analyzing the consequences and antecedents present in environment .Their main focus is on the learners’ learning, the main idea here is that the behavior caused through the interaction with the environment.

## **7-Perception**

### **7-1- Definition of Perception**

It is defined as a process that interprets,organize, and categorize information, this process includes the perception which select stimuli, then passes through our perceptual filters, and organized into our existing structures and patterns. They are interpreted and based on previous experiences. According to S.P.Robbins, perception is a process used by individuals to organize, explain their sensory impressions to give a good impression and meaning to their environment.

### **7-2-Importance of Perception**

Perception is very significant factor in understanding human behaviors, since every person perceives the world and approaches life problems in a different way, perception considered as a predictors to human behavior in the changed circumstances, by understanding their present perception of the environment. Teachers beliefs are principally the outcome of their personal experience. Borg (2003) Richard & Lakhort (1994).

With the help of perception , the people's need can be determined ,because people's perception is influenced by their needs ,is also very important for the teacher who wants to avoid making faults when dealing with learners in the classroom ,perception can be a crucial element because it offers more than objective output ,it invests an observation and manufactured and altered reality enriched with previous experiences.

It is absolutely important if we want to interact with others to try to see things from their perspective or walk in their paths for a while. If we walk in their paths we will win, and gain a new perspective about things, this is the way that we can understand, love, and help the other more appropriately.

## **8-Perception Theories**

### **8-1-Self -Perception theory**

Is an account of attitude formation developed by psychologist Daryl Bem. It asserts when there is no attitudes, caused by the lack of experience and the ambiguity in emotional response by observing their behavior, and they know what attitudes must caused people develop their attitudes.

The theory is counterintuitive in nature ,as the primitive wisdom is that we determines behaviors based on attitudes .Furthermore, the theory suggests that people stimulate attitudes without accessing internal cognition and moods states . The person interprets their behaviors in a rational in the same way they try to explain others behaviors, also when people are ensure about their feelings and motivations, they will use their own behavior to infer what they want.

### **8-2-Cognitive Dissonance theory**

The psychologist Leon Festinger published his theory of cognitive dissonance in his 1957 book, A THEORY OF COGNITOVE DISSONANCE.

Festinger suggested that when people hold a conflicting beliefs ,or when they have a contradicting actions with their beliefs ,they experienced discomfort .This is due to their cognitive dissonance who has become one of the most influential and researched theories in social psychology, people will try to reduce this dissonance to relieve the discomfort.

The drive to resolve dissonance or disharmony is called the “principle of cognitive consistency”, cognitive dissonance may prompt people to change their behaviors so that their actions stand with their believes. In this way, it give people opportunity to examine their valued and actions and achieves cognitive consistency.

As a result of cognitive dissonance, many people confront problematic actions. They may make positive changes in their life.

## **9-Process-Oriented Model of Motivation**

According to Dörnyei theory, ‘motivation is developed in a unique and dynamic way that is necessary to gain success in areas where prolonged learning is required.’ The process-oriented model of motivation consists on explaining Dörnyei’s theory through student motivation by focusing on motivational maintenance and volition, and motivational evolution and fluctuation. This model is embedded in the supposition that people unconsciously control their motivation and adjust it by increasing or decreasing their motivation based on the outcome of their current goals.

This period has many perspectives on L2 motivation (a) the first one by an William and Burden (as cited in Dörnyei and Ushioda ,2011) ,proposed two terms:(1) motivation for engagement ;wishes ,intentions ,decisions, and (2)Motivation during engagement ;feeling behavior during the learning process .

Dörnyei and Motto ‘s theories (as cited in Dörnyei and Ushioda ,2011) were the most complete one that were proposed during this period .Their approach considered two stages (1) action stages : goals translate into intentions and achievements and (2) motivational stage : motivational forces pre -actions .

This period clearly shows a more special interest in language learners and their specific circumstances .Dörnyei and Otto (As cited in Dörnyei and Ushioda ,2011) proposed the learner ‘ motivational stages suggesting that motivation needed to be explored from the perspectives at the learners personal level ,this period raises awareness on learners and their specific context in L 2 motivational research .

These models also explore the short term and long-term changes in the individuals’ motivation as they learn L2, this approach view motivation as a dynamic factor, which fluctuates within a class period, a year, and a lifetime.

## **10- The Principle Communicative Approach**

Communicative approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability. Communicative method focuses on language as a medium of communication, it recognizes that communication has a social purpose learner, which has something to say or find out, it is an approach for second and foreign language teaching which mainly focuses on developing communicative competence, this approach emphasizes the use of language for meaningful purposes in authentic situation.

The main principle of communicative approach include (1) goal of effective communication (2) learning language by using it to communicate (3) focus on meaning and appropriate usage (4) focus both on fluency and accuracy (5) use of authentic materials to reflect real situation and (6) integration of four skill, it is one of the important approaches to help learners to be able to contact with others in order to talk fluently and to express about themselves confidently. As what Littlewood said that Communicative approach in the language learning focuses on the language structural aspects and functional aspects. (Littlewood 1998).

### **10-1-Key Points for PCA**

- The Personal Significance Principle: The material must be classified as important to the language learner in order to focus on meaning;
- The Controlled Practice Principle: There should be practical and controlled activities that promote automatization of skills found in the target language. In other words, language learners should be given the framework to practice forms and skills of the target language.

Motivational strategies were defined by Guilloteaux and Dörnyei (2008) as the teaching practices that trigger student motivation. Dörnyei (2001:28) describes motivational strategies as the “*motivational influences that are consciously exerted to achieve some*

*systematic and enduring positive effect*”. A systematic collection of L2 motivational strategies has been laid out by Dörnyei (1994, 2001). This outlined provide 100 recommendations containing several and different strategies. Dörnyei claims that this quantity of strategies is overwhelming and hard for most EFL teachers to conduct. And claims that several teachers’ training courses have demonstrated that teachers need a smaller amount of strategies in order to be able to concentrate on the application of these strategies, Autonomy, competence and relatedness, these three basic psychology needs are essential to foster motivation and engagement in the classroom (Jang, Reeve & Deci, 2010).

According to de Charms, (1968) autonomy refers to the experience of volition and approval of one's behavior, autonomy also determines the capacity of an individual to make informed and forced decisions, having autonomy also determines the extent to which an individual has control over their options and choices and meets their desires accordingly .Competence defines the desired expressed by an individual to master their environment by enjoying valued outcomes within it (White, 1959). Relatedness defines the individual feeling of being connected to others (Baumeister and Leary, , 1995).

### **10-2- Dornyei’s Motivational Strategies to L2 Students**

Dörnyei and Csizer (1998) conducted a research involving 200 Hungarian teachers of English from various language-teaching institutions. The teachers were asked to complete questionnaires, in which they were supposed to indicate how frequently they used 51 motivational strategies listed in the questionnaires. From the result obtained from the questionnaires, Dörnyei and Csizer (1998) realized that ten major strategies “ten commandments” underpinned motivation for second language learners. Dörnyei (2001) expanded a total of 102, motivational strategies.

Motivational teaching practice (MTP) containing four phases; creating motivational conditions; generating student motivation; maintaining motivation and protecting motivation;

and encouraging retrospective self-evaluation. This cycle implies that student motivation should be built, generated, maintained and encouraged (Dörnyei, 2001:29). Then, in his later research, Dörnyei (2005, 2009) introduced the framework (MTP) by introducing the L2 motivational self-system. The main objectives of the system were to motivate the participants to put more time and effort into learning English by enhancing their vision of their ideal L2 self.

## MTP Framework

### Motivational Teaching Practice

#### **Creating the basic motivational condition:**

- Appropriate teacher behavior
- A pleasant and supportive classroom atmosphere.
- A cohesive learner group with appropriate group norms

#### **Encouraging positive retrospective self-esteem evaluation:**

- Promoting motivational attribution
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner.

#### **Generating initial motivation:**

- Enhancing the learner L2 related values and attitudes
- Increasing the learners expectancies of success.
- Increasing the learners' orientedness.
- Making the teaching materials relevant for the learners.
- Creating realistic learner belief.

#### **Maintaining and protecting motivation:**

- Making learning stimulating
- Presenting tasks in a motivating way
- Setting specific learners goals
- Protecting. The learners 'self – esteem and increasing their self-confidence.
- Allowing learners to maintain a positive social image.
- Promoting cooperation among the learners.
- Creating learners autonomy
- Promoting self-motivating learners strategies.

**Figure (1):** Motivational Teaching Practice (MTP) (Dörnyei, 2001:29)

This research has been conducted to find out the effect of applying motivational teaching strategies on students' motivation. Plenty of studies have used Dörnyei's motivational teaching practice framework (Alrabai, 2011; Asante, Al-Mahrooqi & Abrar-ul-Hassan, 2012; Papi, 2010). The studies of motivational teaching strategies generally found that there is a correlation between teacher motivational teaching strategies and students' motivation (Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2011). However, the teachers were not necessarily aware that their motivational teaching strategies impacted on learners' motivation (Kassing, 2011).

There have been few published studies of motivational teaching strategies conducted in an Indonesian high school context in order to understand the impacts of these motivational strategies on students' motivation. That will help English teachers understand the source of students' motivation, and then chose appropriate motivational teaching strategies. This approach allows data were different data collection techniques.( Yin,2003) from both the teachers and their students using interviews, classroom observations, and stimulated recall. The themes were analyzed in relation to Dörnyei's frameworks. The result of this study showed that most of the students involved in the study .held a similar perception that learning should involve enjoyable learning activities such as jokes, games, or funny stories. In addition to learning materials from the internet. They also joined doing activities involving body movement such as drama or role-play. Then, they said that they enjoyed learning in a relaxed classroom atmosphere.

### **10-3-Creating the Basic Motivational Conditions**

Dörnyei (2001) realized that three components are interrelated, appropriate teacher behaviors and a good relationship with students; a pleasant and supportive classroom atmosphere; and a cohesive learner group with appropriate group norms. From this phase, two

strategies are emerged; they are teacher behaviors and a pleasant and supportive classroom atmosphere.

#### **10-4-Teachers' Classroom Behavior**

Most students stated that a key factor in motivating their classroom learning is the teacher. The students reported that a teacher is the one that determines whether the learning is interesting or not. Therefore, the way of explaining lessons and the learning atmosphere is very significant. Warm, enthusiasm, and friendly manners are influential essential behaviors that every student find teachers' behaviors the first important factor influencing their motivation.

#### **10-5-Classroom Atmosphere**

In this study, many ESL teachers found that games, songs, jokes, and other fun activities would motivate students to learn in the classroom as long as they are used strategically (Dörnyei, 2009). Students on their part wanted a variety of learning environments.

#### **10-6-Generating Initial Motivation**

It is among motivational strategies that Dörnyei used in the classroom ,this strategies promotes the student's awareness of the instrumental values associated with the knowledge of an L2 ,it is regularly remind students that the successful mastery of L2 is instrumental to the accomplishment of their valued goals ,it is also reiterate the role the L2 plays in the world ,as well as, it's potential usefulness both for themselves and their community ,it encourages the learners to apply proficiency in real-life situations ,have the students negotiate their individual goals and outline a common purpose and display the final outcome in public ,finally to keep the class goals achievable by re-negotiating if necessary.

Enhancing learners' language value and attitude, increasing the learners' expectancy of success; increasing the learners' goal orientation; making the teaching material relevant to learners, and creating realistic learners' beliefs (Dörnyei, 2001). As we can see, to enhance

learning of language values, Dörnyei mentioned that learners' intrinsic motivation can be aroused by presenting interesting materials ( Dörnyei, 2001).Those is are some of the strategies that Dornyei used to motivate the students ,and to show the teachers the real ways to motivate their students.

#### **10-7- Variety of Learning Resources and Activities**

Students enjoy having various and several learning resources and activities especially activities, which involve body movement, materials from internet, English songs, challenging games, watching movies or listening to teachers' stories.

#### **10-8-The Usefulness of English**

The English language considered as a prestigious language, it gives you access to communicate fluently even internationally ,it is an instrument of get an acceptable job whenever you go ,it is really beneficial to leave the motivation to learn a second language that opens you many doors to success.

#### **10-9-Maintaining and Protecting Motivation**

Maintaining and protecting motivation, which is the third phase of motivational teaching practice, it is elaborated into eight categories: Dörnyei (2001)

- Making learning enjoyable;
- Presenting tasks in a motivating and enhancing way;
- Setting specific learner objectives;
- Increasing learners' confidence by protecting the learner self esteem;
- Letting learners to maintain a positive social image;
- Creating learner autonomy;
- Promoting self-motivating strategies;
- Promoting cooperation among the learners.

Among these strategies, two have been discussed. The Indonesian teachers in this study stress the importance of enjoyable and fun activities, which is in contrast with the views of teachers in other Asian setting ( Cheng & Dörnyei, 2007; Wong, 2014).

#### **10-10- Work Activities**

From this study, it was revealed that students enjoy working in groups. Since it help them to protect their self-esteem and self-confidence. As far as, they could ask questions to their friends in the group.

#### **10-11-Encouraging Positive Retrospective Self- Assessment**

Teaching the learner to appraise and react positively to their past learning is the last phase of Dörnyei framework. This is seen as necessary so that students see their past learning as something to promote, rather than hinder their future learning (Dörnyei, 2001).

The category of this phase is categorized in to Dörnyei (2001)

- Promoting motivational Attributions;
- Providing motivational feedback;
- Increasing learner satisfaction;
- Offering rewards and grades in a motivating manner.

Motivation depends on students and teachers perception of their motivational behavior ,how to motivate a students is the job of the teachers it is up to them to know how to attract their student and how to make them motivated and capture their attention ,as well as ,the willingness of the students that and the teachers ‘ way of teaching that make the students more motivated also we can add the environment that the teachers create to their students in order to put in their mind the real meaning of motivation.

As Good and Trophy assert ‘you can lead a horse to water, but you can’t make him drink.’(1994:209)

## **Conclusion**

To conclude, the review of the literature has shed light on different definitions and theories about motivation in the field of education. Additionally, this chapter has shown that motivation is widely received much attention from different educational psychologists, and highlighted all of the role of teachers in the classroom, that is to say; teacher's strategies and techniques used in order to motivate students are very important to enhance motivation. The latter may probably lead to a positive learning behaviors by students. Therefore, teachers awareness of their behavior is significant on this study. On the basis, we have tried to understand the way students perceive every behavior, strategy or technique used by their teacher. In the next chapter, we are going to deal with the research design and methodology where we will describe the way we collected our data and identify the different procedures we relied on.



**RESEARCH DESIGN &  
METHODOLOGY**

## **Introduction**

This chapter is methodological. It concerns the research design of the study and it is divided into two sections. The first section is entitled 'Data Collection Procedure'. It describes the techniques and the procedures of data collection used to investigate teachers' and students' perception of motivational behavior in the classroom, which consists of one questionnaire for EFL middle school learners, and an interview to EFL middle school teachers.

The questionnaire was designed for EFL Middle school learners and the interview was addressed to the EFL Middle school teachers. The second section is entitled 'Procedures of Data Analysis'. It explains the data analysis method, which is used for both qualitative and quantitative information.

### **1-Data Collection Procedures**

To clarify a topic, a distinction must be made between appropriate and inappropriate evidence. With regard to our topic, which is motivation, we have found that using a mixed method : a questionnaire as well as an interview, is very appropriate tools to communicate the content of our topic.

#### **1.1. Questionnaire**

As defined by Soul McLeod (2018:1), « *A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents.* » In our dissertation, we have distributed one questionnaire. It is intended for Middle EFL learners, regarding the subject of our topic, and the objective that we want to attend in the dissertation.

## **1.2. Teachers' interview**

The interview was addressed to the EFL teachers of Middle school of different level, six teachers were asked in the Middle school for the purpose of obtaining different opinions about the learners and the English language.

## **1.3. Mixed Method Research**

The Mixed method integrates both quantitative and qualitative approaches to analysis in order to get answers to the asked questions. Creswell (2011:269) claims that:

Mixed method research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumption that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses in collecting, analyzing and mixing both quantitative and qualitative data in a single study or a series of studies.

To understand more the process of qualitative and quantitative analysis , the reader should explore the positivistic which means quantitative, and naturalistic which means qualitative in more details. Generally, at the most basic level, quantitative involves the collection and analysis of numerical data; it is a process of quantifying the data, while qualitative research considers normative or experimental data; it is a process of interpreting the data. (Hayes et al; 2013).

## **2. Setting and Participants**

The questionnaire was distributed for Middle school learners of different levels in the middle school. We expected to take the data gathered from both sides more seriously. The questionnaire was distributed for fifty learners. Fifty questionnaires were distributed to pupils of different classes and levels, and the interview was done with six EFL Middle school teachers, on which (09) questions were asked to EFL teachers.

## **3. Data Analysis Procedures**

They are procedures taken by students to transform and model the data gathered to useful information, and to support the decision making, it is a system of applying statistical

and / or logical techniques in the purpose of interpreting and evaluating data We have chosen these two procedures because our research findings are both quantitative and qualitative, and they are a common data analysis to each dissertation. ( Shamoo & Resnik 2003).

### **3.1 Quantitative Content Analysis**

For the analysis of the information gathered from the questionnaire, we preceded the rule of three to calculate the percentage. The rule of three, which is applied as follows:

$X = \frac{y \times 100}{m}$ . X is the calculated percentage, Y is the value of the similar answers, and M is the total number of the participants. The results are interpreted in terms of numerical data in form of percentages presented in form of pie charts, tables and bar graphs.

### **3.2 Qualitative Content Analysis**

This form of analysis is useful for analyzing large amount of textual data collected through interviews or groups and offers possibilities for categorizing. Shank (2002) defines qualitative research as ‘*a form of systematic empirical inquiry into meaning.*’ This method, therefore, allows us to describe and interpret in a detailed way the data gathered from the interview ,it was a textual interpretation ,we interpreted it in a form of texts.

## **Conclusion**

This chapter has presented the research design and procedures of data collection and data analysis. First, it has presented the procedures of data collection explaining how the data were collected. Then, for the analysis of the process, we have chosen a statistical method. We used the rule of three since the questionnaire was distributed for a large population, then we used the qualitative analysis for the teachers’ interview. The information obtained from these data procedures will help us to gain new insights and understanding the different views.



**PRESENTATION OF THE  
FINDINGS**

## **Introduction**

This chapter is about the findings, it presents the results from the questionnaire administered to (50) EFL Middle school learners, but we based on the answers of second year level .The interview which was addressed to six EFL middle school teachers. The purpose of this chapter is to see whether the views of both teachers and learners fit together or not . In addition to that,we seek to identify the most effective strategies and the significant of the perception from two sides; EFL teachers and EFL learners that reflect the motivational behavior which learners and teachers find the most appropriate and a key factor in the teaching and learning processes .The Mixed Method which is used to explain the gathered data quantitatively and qualitatively in order to support the results obtained from the questionnaire of the EFL middle school learners , and the interview that we made with the teachers .Thus, it is organized into two sections .The first one is devoted to the presentation of the results of learners' questionnaire whereas the second one covers the results gained from the teachers' interview.

### **1-Presentation of the Students' Questionnaire Results**

#### **1.1. Students' Questionnaire**

The questionnaire directed to the EFL Middle school learners , contains 11 questions in the content of the learners, which was distributed to (50) EFL middle school learners .

#### **Section One: General Information about the Participants**

##### **Question1: what is your educational level?**

As we mentioned in the title, we addressed our research to the students of the Second Level of the Middle school, we asked this question to specify the level of the students and Their English level, and to be precise .

**Question 2: Do you like the English language?**

Answer	Percentage
Yes	54%
No	46%

**Table 01: The Significance of English Language**

Most of the students' answers were "yes" at 54% highlights the extent of their interest in the English language and the amount of motivation they have towards it. As for the negative answers "No" at 46%, they indicate that the students have difficulties understanding the language and they are demotivated.

**Question 3: How do you see the use of English language in our society?**

This question was asked to see the opinion of the Middle school students of the second level of the English language as a social language that is used to speak and to communicate; most of the answers were encouraging and this due to their interest in the English language.

**Question 4: Have you used the private schools to learn the English language?**

Answer	percentage
Yes	80%
No	20%

**Table 02: The private English Courses**

As it is evident in the table, most of the students answered "yes", this is really important, since we see the students interested a lot to the English language and their motivation toward this language, it is really an encouraging result for them and for the society.

**Section two: Students' Perception of Teachers' Motivational Behavior.**

**Question 5: Students' perceptions is important for the skills development.**

Answer	Rate
Strongly agree	60%
Agree	20%
Slightly agree	10%
Disagree	10%

**Table 03: Students' Perception**

The table shows that the majority of middle schools students of the second year were positively attracted to perception related to motivation, the percentage of (60%) find their perception of teachers' motivational behavior is important while only few students disagree about this statement.

**Question 6: The perception (students' opinion of their teachers 'strategies) is a means for building and enhancing motivational strategies.**

Answer	Percentage
Yes	80%
No	20%

**Table 04: The Importance of the Perception**

As we notice here that the (Yes) answer is the most dominant one and this is due to the strong perception that we find in the students mind to enhance their strategies, and bring strategies that are more effective to the classroom and to their teachers.

**Question 7: Are teacher’s motivational behavior and students’ responses a key factor for rooting strategies?**

Answer	Percentage
Yes	60%
No	40%

**Table 05: Teachers' Motivational Behavior and Teachers' Responses.**

If yes;

- ✓ Influencing teachers
- ✓ Boosting motivation
- ✓ Rooting out motivational strategies
- ✓ Updating the four skills

We see here that the positive answers outweigh the negative by a large percentage. The majority say “yes” 60%, and this means that the sense of discussion between the students and their teacher is clear, and this is to develop strategies that are more effective better than the old ones. It we can notice that in their suggestions that a call for enhancing motivation ,empowering perceptions ,and rooting out motivational strategies .As for the negative answers, their percentage did not exceed 40% ,this indicates the absence of the sense of discussion.

**Section Three: Teachers’ motivational behavior and the students’ Perception**

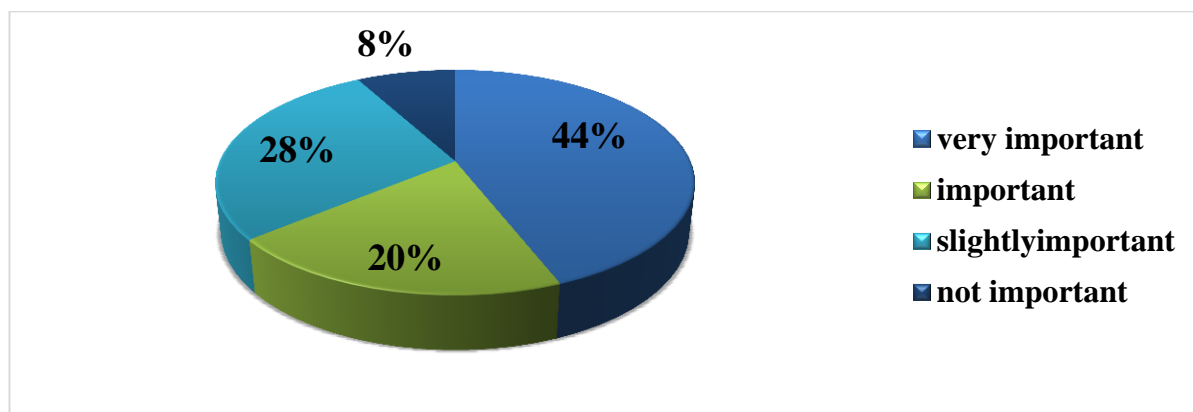
**Question 8: Can educators support their students to enhance their skills?**

Answer	Percentage
Yes	60%
No	40%

**Table 06: The Role of Educators**

Most of the answers to this question were positive at 60%, and this is due to students' beliefs in the capabilities of their teachers, and providing them with the necessary motivation to develop their skills. . As for "No", we find the minority of 40%.

**Question 9: Does the perception of students and teachers considered as a strong influencer in field of education**



**Diagram 01: Students' and Teachers' Perception**

This question revolved around the perceptions of students and teacher, this question was asked to see how the students perceive perception and teacher's perception. The answers were encouraging perceptions of the students and teachers, the students' impression reflect their positives and the spirit of interaction between them and their teachers. 'Very important' was highest percentage 44%, as for the suggestions they were encouraging the students and teachers to highlight their skills and strategies. As for the other answer, they ranged between 28% for 'slightly important', 20% for important and 8% for not important.

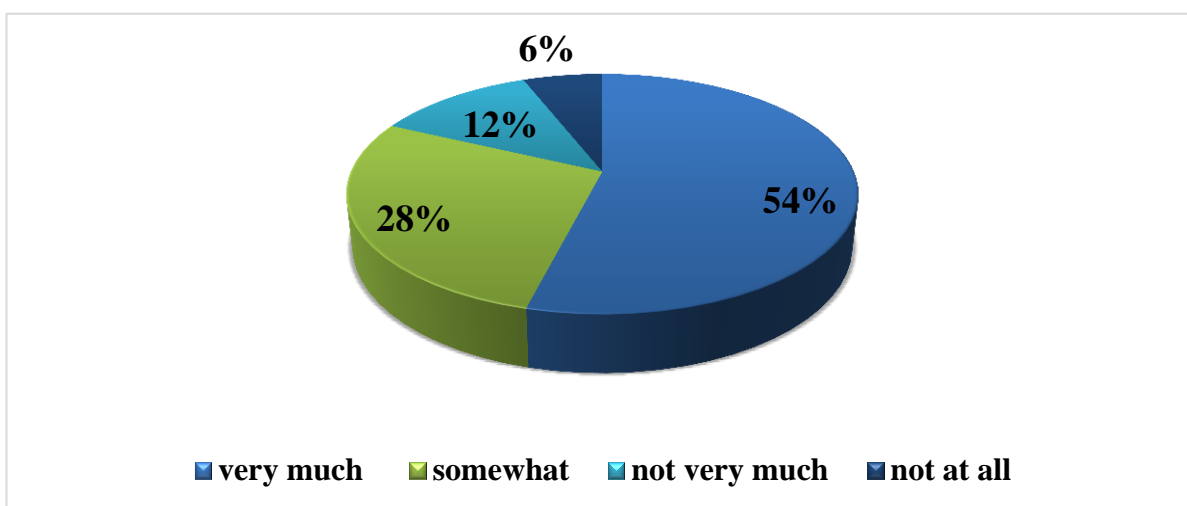
**Question10: Do you find that motivation is really significant that can lead students to the highest level?**

Answer	Percentage
Yes	70%
No	30%

**Table 07: The Significance of Motivation**

In this question, the importance was given to motivation , we used to see the students' opinion, 70% of them said «yes »; this means that motivation is the key factor that encourages students to learn and to progress in their education and this drives the students to work. For who answered «No», we find 30% this is due to the demotivated factors that they have or their teachers created that.

**Question 11: To what extent can perception raise the four skills?**



**Diagram 02: The Role of Perception in Raising the Four Skills**

We ran this question to see students' impressions about the perceptions related to improving the four skills. “Very much” is the most dominant percentage in the diagram with 54% and this is related to the importance they have toward the four skills and the motivation they want them to enhance and to master ,the remaining answers is between 28% for “somewhat” and 12%for “not very much”, and 6% for “not at all”.

**2-Teachers' interview**

**2-1-The Results of the Interview**

The analysis of this section is based on the data obtained through the interview which is conducted with (06) teachers from AIT-AISSA OUZIYAN Middle school. The interview, in fact are a hand writing , it is written and interpreted into texts .The analysis is made using Qualitative Content Analysis (QCA) and aims at finding out the teachers' perception of

motivation ,and what motivation presents in the classroom , the way teachers can motivate and grab their students attention .In addition ,the best way to deal with unmotivated learners .The results shown below come from transcripts of the interview.

### **2-2-Participants**

The sixth( 06) teachers selected for the interview are all teachers in AIT- AISSA OUZIYAN Middle school , all of them teach English as a foreign language. Even if some of the participants share some features, such as their inclination to the English language ,their way of teaching , the distinction between them is marked by their experience In fact, we selected in particular the English language teachers .

### **3-3-The Questions**

- **Question 01: According to your professional experience, what is the role of motivation in the language teaching and learning processes?**

The question has been answered, first by starting with the concept of motivation, the answers were different according to the teachers' experience, some of them explained the concept of motivation as the desire to progress while others agreed that it is a learning instinct presents in the minds of learners that consists in being attracted to a particular goals.

- **Question 02: In each classroom, we find learners who are more involved than others, The question is: How can a teacher grab his learners' attention?**

The answers of the teachers were different, and this is due to the different levels and the capabilities they have in their minds .The different techniques as well as how the teachers deal with their learners, especially the second year Middle school teacher who told us that is common among learners the majority have a strong attraction to learn, we call them curious, whereas the others is a matter of getting better scores. As for attracting learners' attention, the teachers pointed to give them teamwork and creating a spirit of challenge among them are successful factors in attracting and developing their motivation.

▪ **Question 03: How do you motivate your students?**

When the interviewees were asked about how do they motivate their learners, the answers, of course, were different .While some of them assert that “creating a cooperative atmosphere” and “rewarding learners” are the best ways to motivate the learners, others consider the use of humors, the good relationship with the learners, and the varied activities and materials motivate the learners more.

▪ **Question 04: In your opinion, what is the best way to deal with unmotivated learners in the classroom?**

The teachers agreed that it is too hard to deal with unmotivated learners. They said that it is really a hard job. When there are unmotivated learners in the classroom, this causes a distraction to the motivated ones. So to make them motivated is to provide them “simple instructions”, and grab their attention by “using motivational strategies”, especially the multimodal strategies, such as , music, use of songs,use of videos ,films, reality shows .

▪ **Question 05: During instruction, what kind of activities do you provide your learners with in order to motivate them?**

The teachers said that giving them quiz activities, teamwork and especially homework can motivate them and make them curious to learn more. Another thing is to give them a challeng8ng activities that they never done before.

▪ **Question 06: According to your point of view, what types of motivation is more important: intrinsic or extrinsic? Why?**

The Middle school teachers did not know deeply the meaning to these two concepts , but when we explained them their meaning they agree that the best type to use is definitively intrinsic motivation, the intrinsically motivated students engaged in an actively solely ,enjoy it and getting personal satisfaction .

- **Question 07: Do you encourage your students to use only the English language in the classroom?**

When it comes to use the English language in the classroom, all the interviewees of course agreed upon the fact that, since the use of the language can frequently make the learners' confident when they communicate with it, also to be a multilingual person opens many doors to better future.

- **Question 08: What is the influence of motivation on the learners' four skills?**

The teachers agreed at first that motivation goes with will; that is to say the student's will toward something special, when they related that to the four skills. The teachers answered that when the learners have a really good motivation, they will get what they want easily, and this is related to the four skills when the learners have this will to learn, listen, speak, read and write.

- **Question 09: What are the most Demotivation factors that you noticed in your learners?**

Here the answers are varied, each teacher answered according to his own learners, the majority of EFL teachers told us that the "old strategies", "lack of communication", "lack of materials to work with" are among the factors that demotivate the learners and distract their attention.

## **Conclusion**

This chapter has presented the data analysis statistically and textually, first it has presented the results obtained from the EFL students' questionnaire in a statistical way, used shape, and tables. Then, for the interview made with EFL teachers, the data obtained were interpreted in a form of texts. Generally, the data analysed help us to understand different opinions of the EFL teachers



## **DISCUSSION OF THE FINDINGS**

## **Introduction**

This chapter is devoted to discuss the results of the study obtained through the questionnaire and the interview administered to both EFL teachers and pupils of the second level at “*AIT AISSA OUZIYANE*” Middle school in Maatkas, Tizi-Ouzou, Algeria. The results obtained from the students’ questionnaire and teachers’ interview are discussed and interpreted through teachers’ and learners’ answers to the different questions. The data gathered aim at answering the research questions and confirming or refuting the hypotheses posited in the General Introduction. From the results, it is revealed that most of the respondents find that teachers’ motivational behavior in the classroom is of huge significance. The data obtained from both EFL teachers and their learners are interpreted and analyzed in this chapter, which consists of five main sections, with each representing one particular theme with the purpose of answering a specific research objective. The first one discusses the significance of motivational behaviors according to second year Middle school learners and their teachers. The second tackles the role of learners' and teachers’ perception motivational behavior in learning the English language. The third describes the motivational strategies affecting learners' motivation. Then, the fourth discusses the impact of motivation on learners' learning outcomes. Finally, it deals with the role of teachers in enhancing learners' English four skills.

### **1-The Significance of Teachers' Motivational Behavior**

The data collection tools used in the study showed clearly that teachers’ motivational behavior in the classroom plays an important role in the teaching and learning processes. When learners were asked whether the behaviors displayed by their teachers are important or not, the findings indicated that almost everybody answered in the affirmative, as it is the case for teachers as well. In this sense, studies on motivation in second / foreign language learning indicate that learners' motivation is already affected by factors like teachers, classroom

climate, and assessment (Ghenghesh et al, 2010). In addition, teachers emphasize the role of external factors on learners, that is to say, external factors may have a positive or even a negative impact on learners. Therefore, teachers insist on the importance of taking into consideration all their behaviors in the classroom, and try to avoid any potential mistakes that may result in learners' demotivation or dissatisfaction, something that is not easy according to the Middle EFL school teachers' claims, learners' understanding and way of perceiving things differs from one to another. Therefore, teachers should take into consideration all the different levels of stimulation in the classroom, which is difficult for teachers especially in classrooms in which there are more than 30 learners.

As it is widely acknowledged, a good teacher for learners is the one who motivates and encourages them to learn better and who puts all his efforts in order to make his learners feel at ease in the classroom by adopting more effective motivational strategies and techniques. teachers' answer to the sixth question in the interview which tries to highlight which type of motivation is more important according to them. Almost all the teachers found that intrinsic motivations is better because it is long lasting, but in one way or another, they could never deny the huge significance of extrinsic factors in the teaching and learning process.

Nearly all the teachers interviewed in the interview believed that the use of effective and suitable teaching methods or techniques contribute in helping learners enormously in enhancing their motivation. By knowing the learners' point of view, an EFL teacher may change his own behavior in the classroom in order to make his learners satisfied. As a result, through encouraging EFL second year Middle school learners to express themselves, teachers can ward off their negative motivational behavior and may have self-behavior control. Therefore, it is easy to know learners' perception by giving them a chance to express themselves without fear. In this case, a sense of communication is something mandatory in

the classroom. On this wise, a teacher will be able to know his weaknesses or strengths. Then, of course trying to maintain all the main effective motivational behaviors and avoid all ineffective ones.

As demonstrated from Table (02) which represents Middle students' answers about their interest in the English language, learners' answers were 54% 'Yes'. This highlights the extent of their interest in the English language learning and the amount of motivation they have towards it. As for the negative answers, the 46% of students who answered by 'No', indicates that those learners have some difficulties understanding the language and they are obviously demotivated. In this situation, it seems that those learners have not been provided by sufficient external motivational factors. And they probably lose enthusiasm towards the English language learning since they feel that they will not get along with this language, and never get a high score in it. We may see the demotivated learners overlook themselves and lose totally the feature of self-confidence in themselves and even in their English language teachers. demotivated learners often show a sense of disappointment on their teachers' motivational behavior in the classroom. In this sense, we may see from the overall data gathered that almost all learners relate their teachers and the classroom environment in general to their degree of motivation. For instance, we noticed that all of the learners, who have answered to the questions included in the questionnaire, give a certain significant value to their teachers' motivational behaviors in one way or another.

As it is claimed in the behavioral theory, teachers sometimes use behaviorism to show learners the way they should react and respond to certain stimuli in a repetitive way in order to remind students what behavior a teacher is looking for. Positive and negative reinforcement can be motivators for learners. We may deduce from the learners' different answers that some of their teachers do not take into consideration renewing their motivational behaviors and strategies while teaching them. As a result, certain learners feel disappointed

and are not satisfied about their EFL teachers. The former stimulates demotivation on those learners and already decreases motivation in the classroom. Thus, once learners did not have sufficient background knowledge and fail to balance the English four skills (reading, writing, listening and speaking) , demotivation already takes place and then learners believe that they are incompetent in English and there is no need to go any further. In such situations, teachers' motivational behavior has to be involved immediately. As it is claimed by some teachers, educators on their part should often ask themselves about the most effective behaviors which they find perfect and may correspond to learners' needs, then if this technique does not work with particular students, looking and searching for new effective motivational behaviors by asking them or searching for the potential barriers between the teacher himself and learners must already take place. Since ineffective motivational behaviors may lead learners to demotivation, the perception of both teachers and students seem to be an important feature in enhancing learners' language learning achievement and motivation.

Indeed, many students try to distinguish a competent motivated teacher from another teacher just by taking a look on his motivational behavior and the teaching techniques he uses in the classroom. Once learners' preferences and point of view are taken into consideration by their EFL teachers, an English teacher would be able to create a sense of reception of all his learners' attitudes and then respond to learners' needs by adopting new motivational strategies and behaving appropriately in order to increase motivation in the classroom. Some teachers stated that they sometimes need to use certain motivational arguments in order to encourage learners to sustain learning behavior. Yet the results show that three teachers often use this strategy. For instance, once one learner made a mistake, the teacher should not blame him, instead of that, he can correct his answer in an effective way by telling him that he can try again or that is nearly correct. This is a significant way to let students encouraged and always excited to learn the English language.

## **2-The Role of Students' and Teachers' Perception**

The results reached from the analysis of the questionnaire handed to second year middle school learners and the interview administered to EFL teachers reveal that nearly all teachers and learners insist on the significance of perception while learning English as a foreign language. Since motivation is an important aspect in learning a second or a foreign language, the teacher is responsible in one way or another for motivating his learners. Therefore, teachers' and students' perception of motivational behavior is essential and thus should not be ignored. In his research paper entitled "Teachers' and Students' Perceptions of Motivational Teaching Strategies in an Indonesian High School Context", Dörnyei (2001) puts it, "There are three aspects needed in creating learners' motivation, they are appropriate teacher behaviors to create a good relationship with learners, a pleasant supportive classroom atmosphere, and a cohesive learner group with appropriate group norms ."

Those three aspects are interrelated. Teachers' point of view about an effective way of teaching is reflected through their answers to the interview differently , yet they share some significant common points. Teachers' beliefs are principally the outcome of their professional experiences (Borg, 2003, Richard & Lokhort, 1994). As revealed in the teachers' answers of the second question in the interview, the majority of teachers argue that in order to capture learners' attention, a teacher must create a sense of competition among learners and use different strategies, in addition to providing incentive means. According to these teachers, these elements are significant in enhancing learners' English language learning motivation, echoing a certain parallelism with Gardner's (2005) view according to which students' reaction linked to classroom atmosphere, availability of materials, curriculum, and teacher.

Obviously, the external factors are of much importance. For instance, external motivational factors may strengthen the intrinsic motivation of learners who are excited to learn the English language. In the same way, external factors may trigger a sense of

motivation within non-motivated learners through pushing them to study better and improve their learning levels in the four skills (reading, writing, listening and speaking). As it is the case in this current study, we noticed that students give much attention to their teachers' motivational behavior in the classroom while performing the English language lessons. The more teachers make their efforts to sustain better motivational behaviors in the classroom, the more learners' positive perception and attitude is reinforced.

Question five of the second section in the learners' questionnaire brought about a significant result regarding the importance of EFL second year Middle school learners' perception of their EFL teachers' motivational behavior. The majority of learners (60%) answered by "Strongly agree", in addition to the rate of (20%) who answered by "agree" while only few students disagree about the statement. As we can see, Table (03) shows that the majority of EFL second year Middle school learners find that their perception is important, in the sense that it should be highly valued and given much attention. As regards, the tenth question in the teachers' interview, which is about the influence of motivation on the learners four skills, we have noticed that the positive perception of students may positively affect learners' motivation. Then, perception is the suitable path to motivation which reinforces and emphasizes the enthusiastic side of learners whenever there was a positive restraint from students and their teachers inside the classroom.

Moving on to question four which is an open ended question, most of teachers claim that using appropriate and effective motivational strategies and behaviors that fit with learners is the best way to enhance English language learning motivation. Some teachers highlighted the indispensability of looking for more modern strategies which correspond to learners' level is more than necessary. In addition, some learners, on their part, are still complaining about their teachers' ineffective use of strategies which does not motivate and get them bored. Therefore, teachers find that knowing and taking into consideration learners' point of view

and how they perceive all the motivational behaviors and strategies followed by their teachers allow EFL Middle school teachers to discover their potential behavioral mistakes made in the classroom.

As it might be seen from this study, a teacher may be considered as a source of motivation or sometimes demotivation depending on his learner. Investigating students' psychological needs, their way of perceiving things and the strategies displayed by their teachers are the most reliable ways that some teachers having a full experience in education find important. Without effective learners' perception, teachers cannot transmit knowledge appropriately, and without an effective teachers' perception of their own motivational behavior in classroom, students would not respond effectively to teachers' learning achievement desires. (Dörnyei, 2001:16) states that *"teachers skills in motivating learners should be seen central to teaching effectiveness."* That it is essential especially for learners who lack interest in what is being taught. In fact, In this case extrinsic motivation is an important element, as the student needs an effective guide in order to push him to learn. Weinstein and Mayer (1980:315) suggested that *"Good teaching includes teaching students how to learn, how to remember, how to think and how to motivates themselves."* As revealed in our research, teachers highlight the role of communication in order to get an effective perception and drive students to know more about how to learn, how to behave and how to enhance their motivation.

### **3-Motivational Strategies in the Classroom**

By analyzing the data gathered, many teachers complain about the lack of multimodal and technological means in the Algerian Middle schools, but still some of them sometimes use their own multimodal devices in the classroom in order to entertain learners and provide them with an effective feedback. And as teachers added in their explanations, multimedia strategies allow learners to improve their English level especially their vocabulary and

pronunciation. The The teachers who use this strategy state that they also include some educational songs especially for learners coming from the first and the second levels, and they noticed that they memorize rapidly the song and the meaning of the words as well. In addition , they also mentioned that even cartoons or movies with English subtitles might considerably enhance the learner's four skills (reading, writing, speaking and listening).

As long as these means attract learners, their motivation to learn and understand the language will be higher, as it is stated by the majority of teachers. From this, we may deduce the importance of multimedia strategies in improving the four skills in English language and its reliability in the successful English language learning and teaching process. Besides, these technological devices, teachers also highlighted the usefulness of authentic materials such as magazines, comic books . Teachers reported that through making learning enjoyable and stimulating we can promote students' learning motivation and allow them to break the routine by renewing the classroom atmosphere. Indeed, despite the fact that some teachers are aware of all these most effective strategies that can be used in their classroom, some are still complaining about the lack of these incentive means in Algerian Middle schools. Thus, English language teachers stated that they might enhance learners' learning by only choosing the strategies which can be used and which do not demand more incentive means inside the classroom. Teachers claim that a sense of discussion between EFL teachers and their learners encourages them to use the target language and permits them to become motivated. This shows that EFL teachers still take care about the role of learners' perception and, thus, they are aware of the importance of discussion in the teaching and learning process.

Some teachers discussed the strategies through suggesting ideas and alternative strategies whereas the rest of teachers discussed these strategies by just giving opinions. And by discussing the strategies with learners , teachers claimed that they would be able to distinguish the appropriate effective strategies among the non-effective ones, and thought that

it is the best way to realize learners' views and their perceptions. Indeed, it is essential to know the view of learners and to take into consideration their views as well as the way they perceive the strategies. Thus, teachers will take into consideration all of the learners' points of view, and will use the most suitable strategies to fit all learners without overlooking their level. All the teachers' answers consider that learners have the right to express themselves in the classroom, and believe that it is the duty of teachers to let them speak out their minds. Some teachers claimed that by letting students express themselves in an English session, the teacher would be able to determine his positive motivational behavior. Moreover, by listening to pupils' thought, a teacher may realize the mistakes that may lead to learners' demotivation, which he might commit unintentionally.

Therefore, letting learners express themselves in the classroom, this is the teachers or educators job, they must have a sense of communication between them and their learners. The results also revealed that the relation between teachers' motivational strategies and learners' language four skills achievement is interrelated. In other words, the results showed that the role of the teacher is to transmit knowledge by encouraging his learners in the classroom through choosing the most effective strategies that may lead them to great language achievement. In addition, a good relationship between learners and their teachers enhances their motivation and makes them feel more confident on themselves and their teachers whereas a bad relationship involves distraction, a lack of confidence and then demotivation takes place.

The study also reported, "Teachers' motivational behavior and learners' responses can be considered as a key factor for effective strategies". As it is demonstrated in Table (05), most of the learners (60%) answered by 'yes' to the sixth question while less than half of the learners answered by 'No'. As it is revealed in this study, the majority of learners who answered in the affirmative way find that the empowering perception of learners helps to

develop more new effective strategies better than the old traditional ones. In other words, empowering perception is the best way to enhance English learning especially in Middle schools. Motivation is the kernel of the learners, it is an open door to better future and many opportunities ,the issue of motivating students is not an easy process ,the teachers must be aware of this position ,that is to say the way they face learners ,the way they use their language ,and how they use their time, we can unite all this in one word which is “strategies”. Gardner’s theory indirectly emphasizes the role of orientation which is one of the main strategies that motivates and reinforces learners’ motivation , its role is to reinforce effort made by individuals or learners and make them learn the language ( Gardner and MacIntyre ,1991).

The attitude motivation test battery is one of the most effective strategies in language learning and learners’ motivation ,it is developed by Gardner and Lambert in 1958 ,it is an effective instrument or strategy to assess the learner level and their attitude toward the language learning. There are many strategies that can be mentioned, but the teachers must be aware of how to use them in relation to motivation and the perception of the learners.

As regards team work strategy, according to the teachers’ professional experience, teachers claimed that this strategy has a positive effect on learners and allows them to exchange learning, and this result affirmed that interactional activities are crucial since allows participation and communication between learners and then help to increase learner's motivation. The latter enables them to communicate using the foreign language. As long as both EFL teachers and learners emphasized the role of creating a good classroom atmosphere, a teacher should always look for more motivational strategies and effective techniques in order to reinforce English learning and capture learners' attention to teachers’ explanations in the classroom. In this way, teachers may enhance learners' learning considerably. Dornyei (2001) claimed that motivational strategies are not rock solid golden rules, but rather

suggestions that may work with one teacher or group better than another, and which may work today better than tomorrow. For Dörnyei, choosing the appropriate and applicable strategy is the main concern of teachers, as we also find some teachers stating that each learning situation requires a specific appropriate strategy according to the particular needs of learners. The more often effective suitable strategies take place in the classroom, the better teaching and learning processes will be.

#### **4- The Role of Motivation in Raising Students' Level**

Measuring teachers' perception is the best way to realize the vital place which motivation holds in improving learners' skills. The and teachers highlighted the importance of their perception while studying. Therefore, it is obvious that the teacher find that motivation as the better means to stimulate and inspire learning and thus ensure a long-term learning process. From the different questions asked for teachers, we may see that the more teachers perceive and realize their motivational behaviors and as long as learners perceive the most appropriate and effective motivational strategies and behaviors realized by their teachers, learners will be able to attain a greater learning achievement. It shows that both teachers' perception is essential in the teaching and learning process.

Besides the eighth question of the third section in the students' questionnaire, the result of the table represents some learners' ideologies about their EFL teachers. As it appears from this study, 60% of the students answered the question by 'yes' and 40% of learners have simply answered by 'No'. From this, we may see that a teacher for the majority of learners is considered as the main source of motivation in the classroom. Most Middle school learners expect a lot from their teachers. In one way or another, all of the teachers' strategies used in the classroom and all their motivational behaviors have an effect on their learners' learning and on the four skills in particular ( reading, writing, listening and speaking). When it comes to justifying their answer, the learners who answered by 'yes' highlight the role of their

perception and the perception of their EFL teachers. The majority of pupils stated that they may like English simply because they find their EFL teacher a good one who encourages and motivates them in the classroom by using different teaching techniques that make them enjoy studying whereas the learners (40%) who answered by 'No' state that they don't expect much from teachers since the learner is the only responsible for his results in the classroom.

According to the teachers, there must be a sense of humor and novelty in the English session in order to capture learners' attention and gear them toward their English teacher and make them excited to learn English as a foreign language directly or indirectly by showing them the role of English as a foreign language and its importance in all fields. Therefore, according to these teachers, an EFL teacher should have his personal effective strategies that he find most suitable and most appropriately fit his learners in general. Moreover, across teachers' experience, a teacher will be able to know what best fits his learners and what is appropriate and not appropriate for their learning. As it is revealed in the study conducted by Dörnyei, many EFL teachers found that as long as games, songs, activities and other fun activities are used strategically, they would motivate learners to learn in the classroom (Dörnyei, 2009). On this way, learners will not be bored or distracted to learn English as a foreign language, but they will enjoy learning the language in an effective way.

As regards learners' view about the ways of enhancing their motivation and as it is shown in the Table five , many learners think that educators may enhance their learners' motivation simply by developing a sense of discussion between them and their teachers and applying more modern motivational strategies. These results reveal that learners give much attention to classroom interaction, which allows them to better express themselves and express the difficulties encountered while learning English. Nakata (2006:10) states that motivation has a link to cognition, feelings, emotions and environment. From the present study, we realize that motivation is the option in the process of learning English or a second/

foreign language in general. And the more learners were excited and enthusiastic to learn the language, the better learning results will be.

From all the data gathered from the questionnaire distributed to second year Middle school learners and teachers, we realize that motivation is an important factor and has a very significant role in enhancing learners' learning achievements and in raising their English proficiency level in particular. Raising the level of learners in the English four skills is already related to motivation. Thus, the more learners are motivated and excited to learn the language, the higher their scores will be. For this reason, taking into consideration teachers' and learners' perception is among the elements that should be highlighted in the teaching and learning processes. Ames (1990:410) claims that '*motivation is important because it contributes to achievement*'. As Kushman, Sieber and Harold (2000:471) assert '*high motivation and engagement in learning have consistently been linked to reduce dropout rates and increased level of students.*' As the case with our study where teachers pointed out about the importance of motivation in the teaching and learning processes.

Moreover, motivation enhances learning and pushes the learner to study better. Generally, from the learners' participation or performance in the classroom, besides his school term results, we can figure out the learners' motivational degree, it is worth mentioning that the participants in their majority are aware of the importance of motivation, but still some EFL teachers do not give much attention to the motivational strategies they use in the classroom, and they think that every teacher knows which ones better fit with his learners from their own experience. All the teachers showed their awareness about the importance of learners' motivation in this study, yet some teachers ignore the appropriate behaviors or do not know the way they should behave in the classroom.

We noticed that some teachers claimed that this issue is not easy at all since they have different learners and each student with his own point of view. Lamb (2017:301) claims that

*“motivation is recognized as a vital component in a successful language learning”*. The general consensus is that motivation is such an important factor in language learning that it may even override the effect of other traditionally essential individual characteristics and may compensate for deficiencies in cognitive abilities (Dörnyei & Ryan, 2015; Larsen- Freeman & Long, 2014; Sternberg, 2002). In other words, motivation is indispensable in foreign language learning and English learning in particular, and EFL teachers on their part may extremely reinforce and increase the amount of motivation in learners who are already motivated to learn, and to involve a sense of motivation in learners who do not show any interest in English Language. A loss of motivation can be very damaging on learners' learning long term results, and a highly motivated learner can surpass their skill level through hard work and determination.

#### **5- The Role of Educators in Enhancing Students' Four Skills**

As we can see from question seven which is an open- ended question in which the learners were asked whether their EFL teachers can support them to enhance their English learning skills or not, we notice that most of the answers were positive (60%) whereas the minority (40%) answered by 'No'. It is due to students' lack of beliefs in the abilities of their teachers. Those learners claimed that their EFL teachers do not motivate them in an effective way and do not support them to develop the four English skills which include reading, writing, listening and speaking. The latter may lead learners to demotivation, and to ignore the importance of English as a global language. This result obtained from the question addressed to second year Middle school learners reveals that some Middle school learners are not satisfied in the classroom. From the data obtained, we may realize that some teachers do not succeed to satisfy all learners in class to raise their level in English. That is why some learners fail in balancing the four skills, which consist of reading, writing, listening and speaking. Indeed, a teacher is considered as a source of knowledge and motivation and should be the

best model for his learners especially in Middle schools. Therefore, EFL Middle school teachers have to be careful in their way of teaching and have to identify all the barriers encountered while teaching between them as teachers and their learners.

As long as teaching and learning require an effective classroom atmosphere, EFL teachers at AIT AISSA OUZIYANE should put into practice suitable motivational strategies and appropriate methods to transmit knowledge in a better way that every learner finds it effective and enthusiastic. It is worth mentioning that it is the duty of the teacher to enhance their learners' English four skills level and it is up to him to create a sense of humor, enthusiasm and initiative in order to capture learners' attention, and thus encouraging them to learn English by remembering them the importance of English as the official language and a language of science as well. The study also reports that an effective successful teacher requires competence, self-confidence and mastery of the appropriate motivational behaviors, which will encourage learners to work hard and never give up. As we have noticed, learners who do not show much interest on the English language are generally the students who have a negative prejudice and the ones who lose confidence in their teachers. For those learners, their EFL teachers don't provide them with a sufficient reliable feedback and did not rely on suitable and appropriate strategies that should be used in the classroom.

Teachers often confess that it is not easy at all for them, and they sincerely argued that it is quite difficult to have a total control on all the learners inside the classroom. They realize that teachers' awareness and trying to do their best in front of L2 learners is the best way to optimize English foreign language learning and this is by identifying all the problems which learners encountered with their teachers' character or the inappropriate motivational behaviors performed in classroom and then which are perceived as learning barriers by many learners. For instance, some teachers stated that learners' anxiety may be one from the several barriers that may be encountered by learners themselves, In addition Dornyei (1996) states

that the teacher is one of the motivational elements which has a indispensable effect on students' learning achievement as well as motivational disposition which can be assessed in terms of variables such as attitudes toward learning English, need for motivational intensity, anxiety in class, self evaluation of English competence and grades. Indeed, a teacher is also free to use a variety of teaching techniques and strategies to suit the needs of learners in different classes. And a teacher is the only one who is able to guess what suits better his/her learners in the classroom. Therefore every teacher should know his students in order to enhance their learning.

The EFL Middle school teachers often organize interactional activities and provide suggestions of the available source materials, advice to parents in order to maintain their children motivation and increase it to a higher level, giving learners homework, exercises, asking different questions. In other words, many students highlighted their valued expectations from their EFL teachers. we find learners who show a significant interest on the English language more motivated and enthusiastic. In addition to motivation, we have found that those enthusiastic learners prefer competent teachers, that is to say, the teachers who master the use of the various motivational techniques and strategies in the classroom; the teachers who know the way they should behave in the classroom in different learning situations, those teachers are often the ones who are always looking for the best perception of both learners and teachers themselves.

Taking into consideration learners' beliefs and attitudes towards their EFL teachers and English language, in general, allows the teachers to identify which teaching methods and strategies that would benefit the learners. Whereas neglecting learners' attitudes and overlooking their points of view usually leads learners into dissatisfaction, besides losing confidence in their teachers. As a result, most of the learners feel more motivated whenever they think that they have a good competent English teacher who always looks for the most

effective ways of teaching contrary to the teachers who do not seek for their learners' perception and who do not care about learners' attitudes towards them. As we can see from this research, teachers are considered as role models to their learners. Most often, teachers' self-determination is already identified and linked to learners' learning achievement. Self-determination theory, which suggests autonomy, perception, and competence, and social relatedness that needed for the positive development of motivation (Deci & Ryan, 1985).

The latter allows teachers to guess learners' needs and weaknesses. Something which leads the teacher seek for improvement and evolution in the field of teaching and learning processes. Then, helping his learners to better perform in school.

### **Conclusion**

This chapter has provided clear answers for the research questions asked in the introduction. Moreover, the two hypotheses stated in the General Introduction are confirmed. The results have showed that EFL Middle school teachers highlighted the significance of motivational behavior in classroom and its influence on language learning outcomes. On their part, learners have a positive attitude toward the use of motivational behavior, because they capture their attention in a considerable way, and provides them with an effective feedback. Learners have claimed that motivational behavior performed by their teachers enhance their English learning in the four skills: reading, writing, listening and speaking, and helps them in improving their level in the English language in general. However, teachers have claimed that it is not easy at all to deal with all learners in the classroom since they have different learning levels. In addition, teachers and learners have shown a significant interest in the role of interaction in the classroom. In fact, we discussed all the necessary data from both sides; quantitatively and qualitatively , namely EFL Middle school teachers and their learners, and from the results we deduct that a second year Middle school learner is not the only responsible about their English learning outcomes .Through the data gathered, it is revealed

that external factors such as motivational behavior is of a great importance while learning a foreign language especially in Middle school settings.



**CONCLUSION**

## **General Conclusion**

Our dissertation has investigated EFL teachers' and students' perception of motivational behavior. More importantly, the present work has investigated teachers' use of motivation strategies and behaviors in the classroom, especially with Second year level while teaching at AIT AISSA OUZIYAN Middle school in Maatkas, and has intended to determine the most effective teaching strategies as well as the decisive factors that are fundamental elements in learning English as a second/foreign language.

The study has focused on three main objectives. The first one is to make aware EFL teachers about their motivational behavior; how they use their technique and behavior to maintain their learners' motivation in the classroom. The second objective has been to determine the view of the EFL second year Middle school learners, on methods fit them more. The last one is to emphasize the important role of the effective motivational behavior in affecting learner's motivation.

To carry out the study, a mixed method approach has been adopted. The data have been analyzed through a combination of the data analysis procedures; qualitative and quantitative research procedures to answer the forward research questions and to verify the hypotheses. As for the quantitative data, a rule of three was used to obtain statistical data. We used the SPSS (Statistical Package for Social Sciences) to get the correct statistics of the learner's questionnaire, and to easily categorize the gathering data. As for the interview designed for middle EFL teachers, we have interpreted the data through qualitative content analysis in order to explain, categorize them textually, and to discuss the research results effectively.

Based on the analysis concerning teachers and learners' perception of motivational behavior, the results found are generally to be nearly the same. That is to say, teachers' attitudes towards their motivational behaviors or even their learners' perception are nearly the

same; that is to say, the learners influence the motivational behavior of the teacher and the teachers affected by their learners' opinions .most of the learners emphasize the role of teachers in enhancing learners' learning. The majority of teachers claim that it is necessary to know learners' views about the behavior that they find more effective and appropriate to make them passionate and enhance their motivation in the English language learning , that requires the teachers to listen to their learners in order to know whether they are really satisfied about their teacher's motivational behaviors or not. In this way, teachers will be able to know how learners perceive teachers' teaching attitudes, and style. Through knowing learners' point of view, the teacher may realize several things about his behavior in the process of performing lessons, and his way of introducing the lessons, then they may ameliorate their motivational behavior to make it better in order to make their learners more satisfied.

The discussion of the results has revealed that EFL Middle school learners of the second level who have answered the questionnaire ,showed an interest to the perception and motivational behavior that teachers used to enhance the level of their learners. This interest of course, reflects their attitudes on their teachers and their motivational behavior. According to the teachers' interview, they show a great interest to the motivation and it's significance in creating a good atmosphere and a good relationship with the learners .In other words, both teachers or even their learners, express a worthy interest into looking for new effective motivational behavior and strategies .

It is certainly helpful for learners to gain better understanding of English lessons ,and the four skills including reading, writing, listening, and speaking. As learners and teachers claim it, motivation is a significant element, which enhances learners' English learning, which may give some kind of reflection to the teachers' motivational behavior, and which leads them to better mastering the English language. However, from all the statistics gathered in this

research, we have noticed that some teachers are still interested on the learners' perception and view to suggest them new methods, multimodal strategies and new concepts to take motivation to the highest level and to deal with unmotivated learners.

The teachers and the learners pointed that effective motivational behavior creates a curious and ambitious learners and, of course, Motivation is the key factor who creates a good atmosphere and a motivated teachers . The teachers and learners have their own motivational behavior, also for the learners motivation. And as long as a teacher knows very well his own learners and gives them the opportunity to perceive them and suggests a new motivational behavior, can affect them positively. This can create a motivational atmosphere and a sense of learning and communication between the learner and the teacher. For these reasons, the teachers and the learners must perceive each other correctly and honestly. Learners' answers show a sincere interest for new strategies such as using multimedia strategies, teamwork, and they give a great role to the perception in enhancing the motivational behavior from both sides.

We can't ignore that our work is the hardest one, it is a complicated one also. In this work we faced many difficulties, since our work was made during the pandemic ,when we went to interview teachers most of them refuse to help our research, fearing of the virus. Another problem was that our literature review was not related to other chapter ,so we were oblige to rewrite it ,and last not least we received a complet and incomplete questionnaires from the EFL learners ,it was really difficult to us.

Eventually, it is wished that this work subscribed to the amelioration of EFL Middle school English teachers' and learners' motivational behaviors and perception. In addition to perceiving all the odds and mistakes that a teacher can make in the classroom , who demotivate learners by asking them and giving them the right to express themselves without fear, as well as by enhancing their motivational behavior and perception . In this way,

teachers will put away all the obstacles and demotivative elements that get in the way of learners, by giving a perception a role to play with both of them to affect positively their motivation. Furthermore, this work has provided visions for teacher and learners perception to interpret the motivational behavior particularly for EFL middle school learners and teachers.

For further research ,it is necessary to interview more teachers to get more opinions and to work with classroom observation to be in the field , and to catch everything you see. It is necessary to work on motivation based on perception from both sides ;learners and teachers, in addition to expand your research in motivation and to show his real meaning based on concrete examples to get the learners even the teachers attracted to it and applied it in themselves.



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# **QUESTIONNAIRES**

## **Students' Questionnaire**

**Dear students,**

Recent studies have drawn the attention to the EFL teachers and students' perception of motivational behavior to raise learning to the expected level. We will appreciate your efforts in filling in this questionnaire, and we will be grateful towards you. Your help will be a way for us to complete our research. Therefore, we sincerely hope that your answers are frank, and we inform you that your answers will remain completely confidential and anonymous.

### **Section One: General Information about the Participants**

**Question 1:** What is your educational level?

.....  
.....  
.....

**Question 2:** Do you like the English language?

Yes  No

**Question 3:** How do you see the use of English language in our society?

.....  
.....  
.....

**Question 4:** Have you used the private school to learn the English language?

Yes  No

**Section Two: students' perception of teachers' motivational Behavior**

**Question 5:** Students' perception is important in the skills development.

Strongly agree

Agree

Slightly agree

Disagree

**Question 6:** The perception (students' opinion of their teachers' strategies) is a means for building and enhancing motivational strategies

Yes  No

If yes, how?

.....  
.....  
.....

**Question 7:** Are teacher's motivation and students' response a key factor

For effective strategies?

Yes  No

If yes;

Influencing teachers

Boosting motivation

Rooting out motivational strategies

Updating the four skills

**Section Three: Teachers' motivational behavior and the students' perception.**

**Question 8:** Can educators support their students to enhance their skills and motivation.

Yes  No

**Question 9:** The perception of students and teachers is considered as a strong influencer in the field of education

Important

Very important

Slightly important

Not important

**Question 10:** Do you find that motivation is really significant that it can lead students to the highest level?

Yes  No

**Question 11:** To what extent can perception raise the four skills in English?

Very much

Somewhat

Not very much

Not at all

**Thank you**

## **Teachers' Interview**

In the interview (09) questions were asked to the teachers of AIT –AISSA OUZIYAN middle school, the questions were direct and not out of our topic, of course they were answered differently according to the teachers' experiences.

### **Questions**

**Q01:** According to your professional experience, what is the role of motivation in the language teaching and learning process?

**Q02:** In each classroom, we find learners who are more involved than others are, the question is how can a teacher grab his students' attention?

**Q03:** How do you motivate your students?

**Q04:** In your opinion, what is the best way to deal with unmotivated students in the classroom?

**Q05:** During instruction, what kind of activities do you provide your students with in order to motivate them?

**Q06:** According to your point of view, what types of motivation is more important: intrinsic or extrinsic motivation? Why?

**Q07:** Do you encourage your students to use only the English language in the classroom?

**Q08:** What is the influence of motivation on the students' four skills?

**Q09:** What are the most demotivated factors that you noticed in your students?

**Thank you**