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The Role of Teacher's Management Strategies in Enhancing EFL Student's Motivation

Case Study: First Year LMD Student of English, University of Biskra

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Language.**

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DEDICATION

This work is specially dedicated to my parents who have shown me what nobody else would ever have, and have provided me with their encouragement, love and understanding, May Allah bless them.also to my brothers:Mourad,Ahmed

my sisters:Samira,Zahra,Sihem,Dalal,Donya.to may

friends:Chahra,Mani,

Samah,Ibtissem,Hadjer,Somaya,Narimen,Wafa,Amira

,Sohila,Halima,fatiha and the many friends, who have been so supportive and encouraged the fulfillment of this work.

To all my friends and teachers at the University of Biskra.

To my fiancé, my lonely: Wahid

To my second brother: Housseem

To my extended family

To all those who have been supportive, caring and patient.

I dedicate this simple work.

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ABSTRACT

This study, a total of three chapters, was intended to investigate the effect of teaching management strategies on student's motivation for first year students of English as a foreign language at the university of Biskra. In order to check this correlation, we have hypothesised that teachers play an important role in motivating learners, if the teachers use motivational management's strategies students would have a strong desire to learn. It is by the means of two questionnaires administered to both teachers and first year L.M.D students, at the Department of Foreign Languages at the University of Biskra, the first one is composed of (19)questions and administered to(67) students of first year. The second questionnaire consists of (22) questions given to (5) teachers during the academic year 2014-2016. The results from analysing both questionnaires reveal that the use of management strategies inside the class enhances the students' motivation .Eventually; this study aims at suggesting to teachers some strategies, language activities and technique that may serve their will and be a helpful for the process of learning.

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General Introduction

Language considered as one of the most critical human topics. Learning and teaching a language has gained more and more weight; however, learning a foreign is not an easy matter, because learning a language is goes beyond learning a language vocabulary or grammar, it is acquiring new language, a new culture, or new way of thinking.

Teaching effectively is one of the most important goals that a teacher wants to achieve inside the class. Different strategies are used to promote the learners' accomplishment and to increase the students' motivation, also inside the classroom in order to create the appropriate learning environment. One of condition of effective teaching and productive learning is classroom management's strategies. The goal of classroom management is to avoid the disturbing behaviour and to encourage the learners' appropriate behaviour. In the classroom the teacher as a manger is believed to create a comfortable classroom environment and a positive climate that motivate and encourage the learners, by applying numerous of techniques and strategies. Essentially, numerous of classroom management skills connected to a range of classroom elements that should be used. Creating a comfortable classroom environment required a set of rules and techniques, as well as time, space and behaviour .All of these elements are supposed to be done by a teacher in order to provide a well managed classroom.

Some people look to have the desire and the will to learn easily, others could not because they are not motivated. The term motivation is one of learning conditions; it is the key of the student's academic success and is one of the most important concepts in education psychology that leads to success in the process of teaching and learning. In the classroom both teachers and learners are supposed to be motivated. Whenever the educator is encouraged and interested in the subject matter, the students become motivated and encouraged to learn. The learners' motivation is enhanced or reduced depending on several classroom elements. The teacher management's strategies are one of those factors. a organized and relaxed learning environment is the setting in which the students feel comfortable and safe. The teacher is the one who can leads learners to success by using such a motivational management's strategies. Through this study, we are going to find out the role of classroom managements strategies in enhancing language learners 'motivation.

Statement of the problem

During the process of teaching, both novice teachers and new educators have difficulties which could hamper performance and their motivation. One of those difficulties is to present the necessary content in a perfect manner that satisfies all students. Another problem that teachers should be worried about is dealing with misbehavior learners, and to prevent this problem teachers are indeed to determine the different reasons for misbehavior.

The subject under study is a result of our interest in the domain of motivation and communication; we wonder why students of English are demotivated to learn the language and why teachers have troubles dealing with their learners in terms of their inability to hold conversations with their teachers or their classmates.

Thus, the role of motivation in foreign language learning is essential, and the role of the teacher is in the heart of the teaching. For the learning process, the teacher's skill in motivating learners is seen as central to learning effective communication. Thus, this study attempts to empower teachers to motivate their students through the use of motivational management's strategies and techniques.

Aims of the Study

1-it attempts to highlight the nature of the relation existing between teaching strategies and student motivation.

2- it attempts to find out what might help student to get success.

3-to identify the effect of using effective teaching strategies

Questions

1/How can teaching strategies influence students' achievement?

2/Does motivation contribute to learners' success?

3/What strategies can the teacher use to motivate his students?

4/ what can the teacher do to promote motivation?

Hypothesis

We hypothesise that teacher whom uses an effective management strategies would enhance the students' motivation and encourage their desire to success.

Methodology

The choice of the method is determined by the nature of the problem. This research work follows the descriptive method because this method is the most appropriate in conducting this work due to:

1-the impossibility to experiment all the elements that the teacher may use while acting as a motivator: we mean all the strategies and techniques.

2/ to state the techniques and strategies that can be used by a teacher in class.

3/ to state the different theories of motivation.

Population

The whole population of the study consists of first year students of English as a Foreign Language (EFL) at Department of foreign languages, division of English the University of Biskra during the academic year 2015-2016 and is composed for first year teachers of English at the same department.

Sample

To follow up this study, we have chosen our respondents among teachers and students. (2) Groups from first year LMD students who are chosen randomly. In addition we have selected (6) teachers to help us accomplish this work.

Limitation of the study

The result of this study can not be generalized to the wider research community. Indeed, the result of this study can not even be generalized to represent the university under study; therefore another study may produce different findings.

Research instrument

The questionnaire is chosen as an instrument of research due to the fact that the questionnaire saves time and efforts; one can gather a large amount of data in a short time, in this respect, we will use two questionnaires. The first is for students and the second is

for teachers, when the questionnaire are handed back both of them will be analysis and interpreted.

Chapter One: The Teacher Management Strategies

Introduction

There has been a prominent shift within the field of language learning and teaching over the last twenty years. And a new shift of interest has been in how learners process new information and what kinds of strategies they employ to understand, learn or remember. In the process of teaching, one of the most difficult challenging that could ever a teacher face is, if teachers do not have an effective plan in place for dealing with learners. How to create social and physical environments for learning represent one of the main tasks of a teacher; classroom management, is an important concern to any teacher who seeks to achieve effective teaching.

In this chapter, we touch upon classroom management in general, the various range of schools of thoughts on classroom management, and also we speak about the importance and the rules of classroom managements. In addition to that, we mentioned the relation between classroom managements and misbehavior, and finally we suggest some techniques to be used in the class.

1. Definition of Classroom Management:

Classroom management could be defined as a set of tools or procedures, that a teacher used inside his class to offer an organized class for learning, as Rothstein and Trumbull (2008) demonstrated “The set of strategies that teachers and students use to ensure a productive, harmonious learning environment to prevent disruptions in the learning process” (p.3). According to Tak and shing (2008) classroom management «In general it refers to teachers’ actions which lead to the creation of a learning environment where positive interpersonal interaction is promoted and effective learning is facilitated”, it means how the class works, how the teacher and students work together, and how teaching and learning happen. Other researchers, Jordall and Ferguson (2014) considered the term of classroom management as a plan used by a teacher to create and organize the whole class, they state that “a classroom management plan consists of a series of practices and procedures that a teacher uses to maintain an effective environment in which instruction and learning can occur”(p.23).

Allen (2010) claimed that classroom management “is a complex set of skills that includes much more than being able to influence and control student behavior...” (para.7).

Wreuch and Richmond and Gorham(2009),state that “A well-managed classroom is one where productive interaction is encouraged, students grant power to the teacher, immediacy and affect are high, and discipline is rarely needed”(119).

2. Schools of thought on classroom management:

Classroom managements as a field of study have gained more and more interest by a lot of researchers. Over the past decades, theorists, in an attempt to clarify the concept of classroom management, carried out numerous studies and thoughts that showed various explanations.Morhison, Cohen and Manion (2004) stated that“Wragg13 has identified thirteen commonly held views in this respect” (p.282), in describing them he warns the readers that the teacher should not necessarily be assigned to one category exclusively, he can change his view according to the occasion. They are as followed:

2.2 Authoritarian:

According to this school, teachers are held to be in charge and to maintain orders on school is their responsibility. They create a decisions and orders within a well managed system.

2.3 Permissive:

This view believe on the individual independence and choice, the aim of this school is to increase scholar autonomy so pupils can make their own decisions and they will be responsible on their performance

3.3 Behavior modification:

These views hold on the principle of the behaviorist psychology which concerns the idea of the roles of rewards and punishments in the control of behavior.

Cohen ,Manion and Morhison (2004) claimed that“Behaviour is controlled by the responses it receives and its consequences. Hence positive consequences follow desired behaviour and negative consequences follow undesired behaviour; the strength of the consequence depends on the behaviour exhibited” (p.283).The teacher’s job here is to encourage desirable behaviour in order to obtain positive consequences.

3.4 Interpersonal relationships:

The aim of this school of thoughts is to build a strong relationship among the sides of the class (teacher/learners) (learner/learner); this could avoid any management's problems.

3.5 Scientific:

According to this view, teaching is an activity which can be studied and analysed; it can be described as being scientific in the sense of being objective, and in the sense of draws on the findings of empirical studies as a means of establishing a body of theory.

3.6 Social systems:

This school claimed that the school and the surrounding affect on the students behavior, this include political, social, financial, emotional emanations, so the teacher should to know this factors, and being aware of its effect on the learners.

3.7 Folklore: When new teachers try to deal with his learners he should first of all to obtain all the necessary tricks from the professional one.

Box 84: Folklore in the classroom

As part of the Teacher Education Project, Wragg collected from student teachers tips or 'tricks of the trade' given them that they had found most useful. The 25 most common are given below in descending order of frequency. Go through the list and consider their value.

- 1 Start by being firm with pupils: you can relax later.
- 2 Get silence before you start speaking to the class.
- 3 Control the pupils' entry to the classroom.
- 4 Know and use the pupils' names.
- 5 Prepare lessons thoroughly and structure them firmly.
- 6 Arrive at the classroom before the pupils.
- 7 Prepare furniture and apparatus before the pupils arrive.
- 8 Know how to use apparatus, and be familiar with experiments before you use them in class.
- 9 Be mobile: walk around the class.
- 10 Start the lesson with a 'bang' and sustain interest and curiosity.
- 11 Give clear instructions.
- 12 Learn voice control.
- 13 Have additional material prepared to cope with, e.g., bright and slow pupils' needs.
- 14 Look at the class when speaking, and learn how to scan.
- 15 Make written work appropriate (e.g. to the age, ability, cultural background of pupils).
- 16 Develop an effective question technique.
- 17 Develop the art of timing your lessons to fit the available period.
- 18 Vary your teaching techniques.
- 19 Anticipate discipline problems and act quickly.
- 20 Be firm and consistent in giving punishments.
- 21 Avoid confrontation.
- 22 Clarify and insist on YOUR standards.
- 23 Show yourself as a helper or facilitator to the pupils.
- 24 Do not patronise pupils, treat them as responsible beings.
- 25 Use humour constructively.

Figure (1.A): Folklore in the classroom (Morhison, Cohen and Manion, 2004, p.287)

2.8 Limit-setting approaches:

This school claimed that confident teachers should encourage and develop a relationship with the learners, with drawing a limit on what is needed and what is not or what is acceptable and what is not; the relationship work well, when the rules are made.

2.9 Cognitive behaviourism

This approach tries to promote the student's behavior through regarding behavioral a problem-solving approach, for that the students can exercise self control by discussion with the teacher.

2.10 Humanistic approaches:

Humanistic approach seeks to encourage any effective behavior by adopting a person centered emotional approach in relating to their needs and learning environment. This school is characterized by democratic relationships in classroom.

2.11 Solution-focused approaches:

This approach tries to solve the learners' problems rather than understanding it without punishing the learners; they try to identify goals and strategies for achieving them, also they try to find solution to the facing problems, and working on reinforcing it in reality.

2.12 Approaches from pioneers of discipline:

This approach is composed of particular seminal writers (Glasser, Kounin, Ginot, Dreikur and Charles. Each one of those writers proposed a number of factors or principles that are related to the student's behaviour (what effect the learners' behaviour and how a teacher underpin effective discipline)

2.13 Specific approaches

Each approaches of thought attempt to state a specific view that relates to specific root or believe.

3. The importance of classroom managements

According to the article, " Discussion on the importance of classroom management"; teachers after every single lesson they give, they must ask themselves if they have done their work effectively, in other words they provided the learners with the needed data and for sure if their learners recognize and understand what they are in need for.

-Classroom management is important primarily in achieving optimal learning .By organizing the class environment; teachers can increase academic learning time by keeping learners actively engaged in worthwhile, appropriate learning activities. Learners perform best especially when they find a comfortable environment.

-helping the teacher doing his or her job effectively: a strong relationship should be made between the teacher and the learner, this relation provides both sides with a set of positives that benefit the process of learning so teachers can avoid any difficulties.

-students' cooperation developed: classroom managements raise up the spirit of group work; teachers and learners start work as a whole team, even those who did not participate they must allow others to do so.

-classroom management can also mould students into young citizens:“ Metzger (2000) suggests that in a democratic society”(para.5),when the teacher uses a classroom strategies, students would presented as a good citizens; the student will take responsibilities of their own behavior.

- classroom management is also a good way to get off to a right start with students: first day in the class, is the best chance or time to make rules and to put learners on the right path of the process of learning. Teachers should explain the curriculum and the system that they will follow; what they will do and what they expect.

4. Rules of classroom management:

Every group needs some written and unwritten rules in order to gain or obtain some goals. .Classrooms is not different. Some teachers lost themselves and their students in a labyrinth of rules for all occasions. Effective classroom managements begin with mutual respects that it should to be followed to maintain a positive, productive learning environment, free from any troubles or any behavior problem.

To obtain this result, teachers must create such a rules and procedures to prevent and avoid any troubles inside the classroom, according to J.Marzano and S.Marzano and Pickering (2003) “Probably the most obvious aspect of effective classroom management involves the designed implementation of classroom rules and procedures” (p.13).

Smith and Laslett(2002,p3.) also focused on that side of classroom managements they proposed four rules of classroom management that could be used by a teacher.

4.1Get them in:

This rules concern the idea that, if a lesson makes a brisk start will absolutely avoid any problems that cloud appear in the class within the lesson, if the learners are not ready for the lesson. When teachers are pre-occupied with setting up displays, distributing materials or searching for equipment, then their learners for sure will be engaged for the lesson and the activities. This process (get them in) involved three phases: greeting, seating and starting.

4.1.1 Greeting

This simply can happen by following such steps like arriving to the class before the students, check that the room is tidy, that materials are available, displays arranged, and necessary instructions or examples are written on the board.

4.1.2 Seating:

Even though the layout of the class is organized according to type of lesson, age of pupils and nature of activity, it is important also for the teacher to decide where should learners sit. Like entrance to the room, the one who arrives first will take the first place and the same for others.

4.2. Get them in:

A poor start of a lesson leads to disciplinary problems that appear inside the class within the learners; in this case, time providing many opportunities for trouble making and it will be the end of a teaching session.

The role of an experienced teacher appeared, who handle transition from one activity to another in order to have a smooth, careful planning for each lesson, and this can build a strong relationship between both sides (teacher /learner).In the other hand, if a productive session dissolves into noisy, chaotic and stressful finale, this can spoil the relationship, in this case the teacher is in need for concluding a lesson and dismissing a class.

4.3Get on with it:

In this content (it) refers to the main part of the lesson, the nature of its content and the manner of its presentation. The teacher's ability to 'get on with it 'controls on the learner self esteem and confidence in a subject area.

4.4Get on with them:

Trust and respect, those two main factors that can form a personal relationship between the teacher and the learner, and to do that teachers need to know each child as an individual and to be aware to the mood of the class as a whole. This means knowing whose who and keeping track of what's going on.

4.4.1Who's who?

Learning names and putting them accurately to faces, is the first and the important task that a teacher needs to know in order to be aware of the individual differences, once a child's name is known, discipline is immediately easier.

4.4.2What's going on?

Teacher need to know how to arrange his class even classes or groups, it depend on a combination of mobility and marking; arranging the student on one large table, that enable

the teacher to notice all the weakness and to identify any potential trouble spots, this layout also provides the teacher with the ability to move around the whole class.

Through this activity the teacher will become more responsive to the prevailing mood of the group and better able to judge the times.

5. Elements of an opportunity view of classroom management:

Gieve and Miller (2006) stated that “An opportunity view of classroom management is the basis for action which enhances the quality of experience in classrooms and also provides a means of illuminating our understanding of classroom life” (p.73).

Classroom life is what the teacher and the learners make in the class, there are five elements that any class should have in order to obtain an opportunity class, these elements are in constant interrelationship during classroom activity.

- Time– the temporal dimension
- Space– the spatial dimension
- Engagement– the emotional or affective dimension
- Participation– the social dimension
- Resources– what teachers and learners bring to classroom life, materially and cognitively.

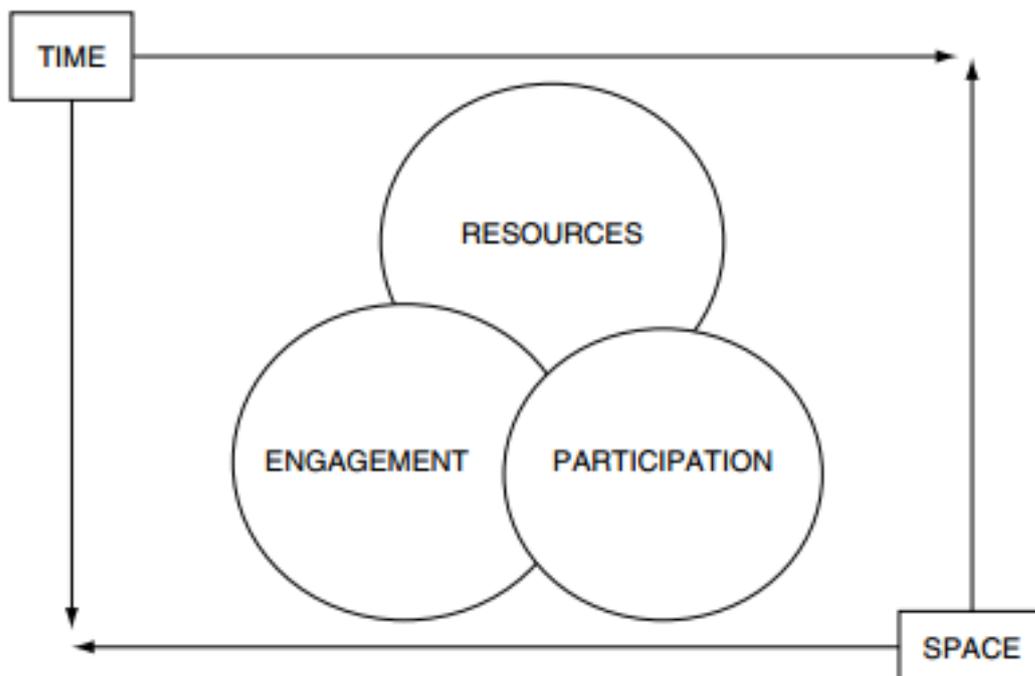


Figure 4.2 Elements of classroom life

Figure (1.b): Elements of classroom life (Gieve and Miller, 2006, p74)

Time and space: the constants of classroom life

Engagement: the emotional dimension

Participation: the social domain

Resources: what's in the classroom and what we bring with us?

6. Setting up the classroom environments:

Far away from home, classrooms represent for both teachers and learners the second home, where they spent a lot of time; because of that, teachers are in need to create a comfortable classroom environment in order to gain a place where the surroundings are neat and orderly. It is a place where there is mutual respect in a friendly, non-threatening atmosphere, a place where everyone can bloom and do their best, this comfortable place gives them the sense of belonging, and that what makes them perform better (Warner and Brayan, 2006).

For setting up the environment of the classroom, every teacher should take in consideration those elements

6.1 The general room environment:

It includes the way desks are arranged, the traffic flow, the lighting, and more subtle effects such as noise level, temperature, and air quality as all contribute to your classroom's overall environment

6.2 Walls and Bulletin Boards:

It means that the class is in indeed to be decorated and in a well look, this helps the learners on being relaxed and comfortable, as a teacher need to paint your walls with attractive colours.

6.3 Interest Centers: The Reading Center, The Reference Center, The Audiovisual Center, The Science Center, The Writing Center, The Math Center, The Pet Center, The Computer Center, The Game Center,

7. Managing behavior in the classroom:

One of the main tasks in managing the classroom is to manage the learner's behaviour ; because when the teacher promotes the learners behavior, he can take control of the whole class without facing any problems, that could appear when the learners misbehavior.

7.1 what is misbehavior:

Cummings (2006) stated that "Misbehaviour may range from small, annoying disturbances to those that are life-threatening" (p.115). In other words, misbehavior means any wrong behavior that came from the learners inside the classroom.

When learners misbehave this could create a troubles that can effect on the process of learning; for that Scholl on general and teachers for specific should try to understand this problem and seeks to avoid it, in order to obtain a healthy classroom for learning.

Cummings mentions a list of classroom misbehavior:

- Playing with a ruler or pencil or other objects
- Tapping
- Whistling or making inappropriate sounds
- Saying "shut up"
- Ignoring or not listening to the teacher or other students
- Leaning back in chairs (two legs off the floor)
- Passing notes
- Invading the personal space of others (physically picking on or intimidating others)
- Tattling
- Teasing or delivering put-downs
- Not sharing and taking materials that belong to someone else
- Performing self-abuse
- Making noise or inappropriately using manipulative

- Eating or chewing gum
- Sleeping in class or daydreaming
- Talking during instruction
- Complaining, whining, and pouting
- Spitting
- Being off task (e.g., talking when they're supposed to be singing)
- Telling lies
- Writing on or destroying other people's property
- Putting on make-up or lotion, brushing hair
- Blurting out answers
- Asking inappropriate and insincere questions
- Arguing with the teacher, talking back, refusing to do work (won't take "no" for an answer)
- Swearing, using inappropriate language
- Doing work from another class
- Cheating or copying
- Reading magazines, books, using headphones during instruction

Those elements represent the most common list of misbehaviour, that are used by learners, all of this actions are related to a hidden factors.

7.2 What makes students misbehave?

When the teacher notices that there are learners, whom misbehave during the class, he should think about the next; know what to look for, have some idea of the reasons that stands behind this(why they misbehave) and cause(s), and decide what action(to solve this problem)Cohen and Monion and Morrison(2005).

7.2.1 The Presence of Threat:

Every single day in the school, learners pass through a set of experiences, that could lead them to misbehave that is a result of a strong emotion.

The environment of learning cannot form a comfortable place because of the appearance of threat that can prevent the process of learning. Threats can take many forms: physical, emotional, or intellectual. Cummings (2000)

Dunbar (2004) in his book claimed that when children behave inappropriately, this is because of reason, when teachers try to understand why some learners behave like that, they should put in their mind such factors:

- Is the child hungry, bored, or tired?
- What does the child seek to gain from the behaviour?
- Does this child have particular disabilities? What might this mean?
- Are the behaviors predictable?

Dunbar (2004) stated that “Problem behavior is often a child’s attempt to convey a message. When asked to read, Bobby refuses: “I don’t feel like reading.” The message may be that Bobby can’t read!”(p.7), in other words, when the learner misbehaves, this means that behind this manner there is a reason; here the teacher should be as a detective in order to discover the real reason for this trouble.

8. Creating the classroom environment:

Teachers are in need for a perfect and comfortable classroom environment in order to facilitate the learning’s process and to perform their courses in a perfect manner, and to gain this point .Teachers should provide their learners with opportunities in order to help the them to gain the power in the school. Erwin (2004, p101)

Erwin (2004) stated specific strategies that teachers can use to provide students with responsible ways to meet their need.

8.1 Giving Students a Say in the Classroom:

It is one of the most effective strategies that could empower the relationships between the students and the learners; when the teacher gives his learners the chance to discuss and give their opinion about the class issues and rules.

8.1.1The Class Constitution:

It is clearly that the teacher is the one who states the rules and the procedures of the class; this step empowers the state of the teacher in the class as a leader. For example, in the first day of meeting the students, the teacher could say that I have two rules and you should follow this as it will benefit the class, but later on students may broke the rules that the teacher made .here the teacher uses punishment for preventing this behavior, but this manner or punishment may lead for other troubles.

When the teacher engages his learners in creating the rules or the procedures of the class, they really respect those guidelines. Sullo as cited in Erwin (2004) affirmed that “If there were ever to be a revolution in the United States, it would probably not begin in Congress” (p.102). In other words, when learners make their own class rules they will not have any chance to break them; because those rules are their product.

Erwin listed steps that any teacher can use to engage his learners in the process:

- Step 1: Identify the Behaviors and Attitudes: it means to ask every student to mention the way or the manner he like to be treated in the school.
- Step 2: Create a Living Space: give every group with a part of paper and ask them to draw the space or the place that they like to be in.
- Step 3: Create Symbol: ask the groups to create a picture for the behavior they like and the one that they didn't prefer.
- Step 4: Placing the Symbols in the Living Space: direct the student to put the behavior that they want to see and hear in the living space, and to place the exactable behavior out of the living space.
- Step 5: Group Presentations: ask all the groups to present what they have drawn.
- Step 6: The Whole Class Living Space: after the presenting of the groups, engage all the students in a discussion to decide what the behavior they prefer and the one that they don't like to be in the class.

- Step 7: Give to Get: make your student understand the idea that you treat the others as you like for yourself.
- Step 8: Get a Commitment: it is an important step, to ask every student to do his best to live up the listed of behavioral guidelines.
- Step 9: Keep It Alive: try to work all the time with the list that both of you have created, this motivate the learners more to do better.

By following such steps, the teacher would keep his class in the right path far away from any discipline difficulties.

8.2.2 Classroom Needs Circle:

Another way to make the students have a say in the class is by developing a Classroom Needs Circle; using this strategy, the teacher starts with explaining the basic humans' needs in this life, after that the teacher shows his students the difference between the responsible behavior that meets with their needs, and the one that in not indeed the irresponsible behavior that did not meet their needs.

When the learners understood that, then the teacher should ask them to list specific behaviors that would enable them to meet each of their psychological needs (love and belonging, power, freedom, and fun) in responsible ways in the classroom, after that, the teacher gathered the list of behaviour and After consensus, the teacher writes the behaviors agreed upon in the appropriate quadrants of a circle.

After the Classroom Needs Circle is completed, the teacher should post the circle on the wall, Like the Classroom Constitution, the teachers and the learners would use it for helping them.

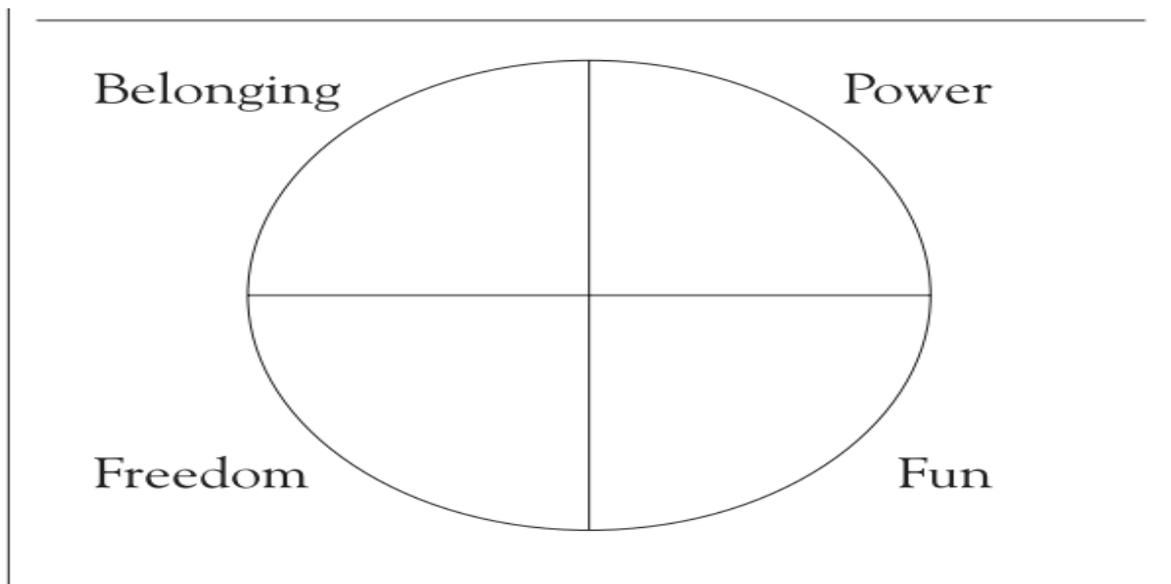


Figure (1.c): Classroom Needs Circle (Erwin, 2004, p, 106)

8.2.3 Know-Want-Learned (KWL):

This is known strategy for begging a lesson's unit, teachers first the students about what they know about a subject, this help the teachers to discovers the prior knowledge of the students, and to connect the new data with what they already have. The (W) represents the question, "What do you want to know about this topic?"

8.2.4 Publish:

One of the most effective techniques to calibrate the student's success is to publish their best work; it is more useful when you help learners to choose the work that they think is the best, Erwin (2004) states some ways that the teacher and the learners can publish:

- Create a "Brag Board," a bulletin board where students put work they are proud of.
- Display work in the halls, the cafeteria, or the library.
- Hold a Young Authors' Night for students to read their work for parents and friends (or Young Historians' Night, Young Scientists' Night, Young Artists' Night, and so on).
- Create a booklet of student work.
- Send work to publications that specialize in publishing student work.

- Make class presentations.

8.2.5Peer Recognition:

Students could give recognition for each others, at the end of the unit, semester, month, they may have. One way to do that, to sit in a circle and write down their names in a piece of paper, with leaving a white space in the paper, then they pass this paper to each others, and each one writes down in the leaving space the strength of the name.

8.2.6Celebrations:

One of the techniques that a teacher could use to enhance the students motivation is to celebrate for the students' success. For example, playing celebratory music such as "The Theme to Rocky" or Aaron Copland's "Fanfare for the Common Man."

This way surely motivates the learners to work harder, even those who did not get the average they decide to work much better.

8.2.7Specific Feedback:

Teachers may give notice to their students on the exams paper like good work, very well or excellent; this notice is not helpful a lot, but it would be when you give directions with the notice. For example; "Excellent use of concrete, supporting details for your topic sentence might help the young writer learn how to develop a paragraph. Or, "clear diction and appropriate volume". This way makes learners notice their weakness, and motivate them to work on it (weakness).

9. Classroom management techniques

When teachers face problems during their class, they start thinking about using such a techniques to take control of the class and to prevent those troubles from appearance again.

9.1Different classroom layouts:

The way your classroom is arranged has a direct impact on what you can do and how to do; the traditional classroom layout may be helpful for a teacher fronted explanation.

A teacher should keep in his mind that he should break the daily routines of the class by changing the layout from time to time.

Stronge, Tucker and Hindman (2004) give an example of a teacher who uses this strategy they stated that “Mandrel is a fairly well-organized teacher. Walking into his classroom, his monitor noticed that Mandrel’s desk was free of clutter, his classroom displays were attractive and up to date, and there were areas designated for material sand specific activities ”(p73).

FIGURE 3.5
Mandrel’s Current Classroom Layout

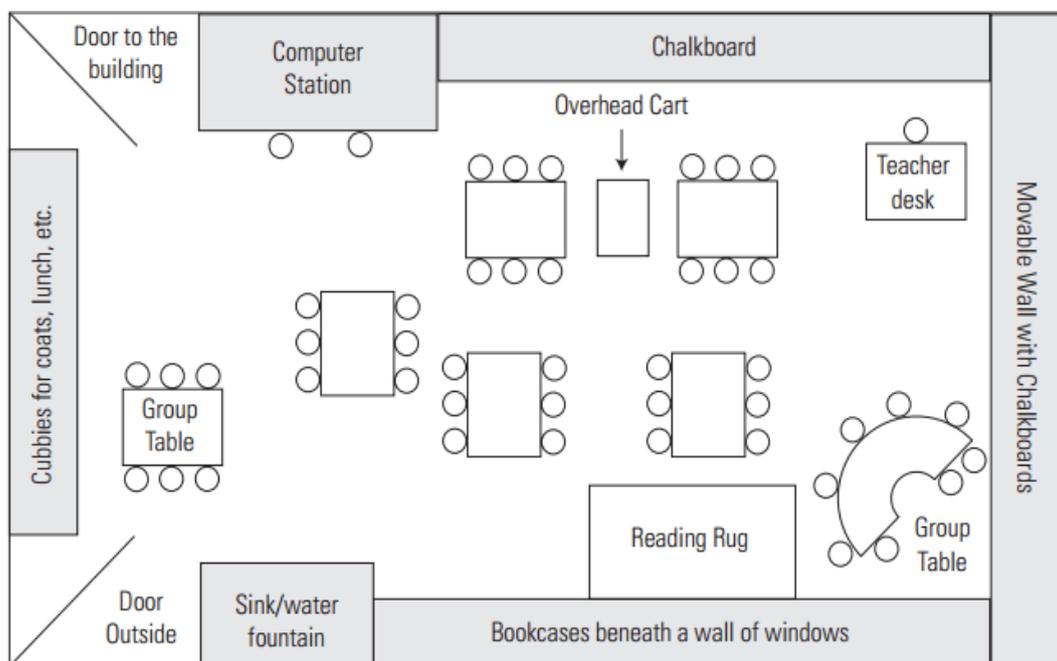


Figure (1 .d): Mandrel’s current classroom layouts

Mandrel suggests this layout because he found that this class arrangement is more suitable for him, it allows him to see all of his students and walking around them easily.

Scrivener (2012) stated that “I always work in the same room with the same layout. It feels a little boring. Wonder if a shake-up would wake my class up a little” (p.7). In other words; the same routines of class could make the class bored, and that effect on both the (learners/teachers). He listed in his book such a techniques, and those represent the most important and useful for the class:

Classroom layouts: this technique of rearrangements is for smaller classes (up to about 20 learners)

9.1.1 semi-circle or U: this allows learners to make eye contact, and communicate with each other.

9.1.2 One large table: in about putting all the tables together to form one large table.

9.1.3 Full circle: This is very common layout, it enables the student to see each other.

9.1.4 No tables: this gives a space in the room and allows you to practice more.

9.2 setting up the room for specific activities:

Most of the time students pass through the same activities in the same setting; this is not a good manner to do that, so teachers are in need to create layouts of seating and desks that encourage the communication between the whole classes, like the layout of swimming pool could be organized for social interaction and conversational activities, the activities of meeting, presentations and oral report backs it more useful to be done in a layout of boardroom. (Scrivener (2012))

9.3 using the learners' ideas:

Give a brief time to listen for your learners' ideas or thoughts about the whole class, what they like to do what they do not, and how they prefer to do an activity.

9.4 Gestures and facial expressions:

In the process of learning, teachers should use the body language in order to give a complete data. Using gestures could attract the learner's attention to the lesson and facilitate the process of recognizing the information.

9.5 making pairs and groups:

One of the most significant techniques in teaching is to divide the whole class into groups or pairs to work together; this technique provides much time and space.

Conclusion:

It is important to ensure that the learning environment is flexible so that it can accommodate the range of learning preferences within a class; creating classroom

management is to create the right conditions for effective learning by using a practical technique in the classroom, that helps in making the teaching process more enjoyable and more motivated for learners to give more. Using the needed strategies in the classroom, help the teachers to anticipate and avoid problems in the classroom, and to obtain a perfect environment for the process of learning.

Chapter Two: Motivation

Introduction

Digging deeply in history, we find that motivation is a notion that existed Centuries ago, and that was and still at the heart of all human learning. Motivation is one of the main affective factors in second language acquisition; all scholars are of the same opinion that motivation is the most important cause of students' success or failure. Harmer (2001) defines motivation as "some kind of drive which pushes someone to do things in order to achieve something" (p.51). Many learners are extrinsically motivated. That is, they just want to learn a language so as to attain some goals, such as succeeding in an exam, obtaining their driving license, or even having training abroad in a highly regarded university. In contrast to intrinsically motivated students who just crave for learning a language. As it was explained, extrinsic motivation is caused by many external factors while intrinsic motivation comes from within the individual.

In this chapter, we will try to define the concept of motivation and to have an overview about the different views or theories that attempt to explain this issue, also in this chapter we will try to identify such strategies that would enhance and develop motivation.

1. What is Motivation?

Any definition and discussion is complicated since this concept is composed of, any different and overlapping factors such as interest, need, curiosity or desire to achieve. Gorman (2005) stated that "In many ways the study of motivation is the study of psychology itself. It is concerned with explaining all forms of behavior, from why you have decided to study psychology, to why some people take up bungee-jumping"(p.1).According to Long et al. (2011) "The word 'motivation' has its origins in the Latin word for 'move'., and as Boekhaerts et al.(2010) observe: 'motivation could best be considered as an inner energy source that pushes people toward desirable outcomes and away from undesirable outcomes . . . motivation is concerned with the fulfillment of one's needs, expectations, goals, desires and ambitions" (p. 535)"(p.112) Motivation is hypothetical constructs used to explain why people are doing what they are doing.

Motives are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve

goals and thus to satisfy motives). For example, a person responds to hunger (motive) by going to a restaurant (strategy) to get food (goal)". (Brophy, 2004, 3-4). In other words, motivation is an internal state that arouses, directs, and maintains behavior. As such when we study motivation, we focus on how and why people initiate actions directed towards specific goals. Pritchard and Ashwood (2008) affirmed that "The word motivations sometimes used to describe how hard someone is willing to work to accomplish something: you might say that a colleague is highly motivated to finish a project. It can also describe what inspires someone: one person may be motivated by recognizing another by pay raises" (p.6). Dornyei (2001) demonstrated that the term "motivation' is a convenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex" (p.6). In other words, motivation could be defined as an inner energy generated by a strong desire to realize a dream or to satisfy a need, this energy makes people able to reach any aim.

2. Types of motivation:

When analysing the reasons why people choose to act in certain ways, it becomes clear that these reasons for our actions fall into different types. Sometimes we do something because the act of doing it is enjoyable in itself .at other times, we engage in an activity not because we are particularly interested in the activity itself, but because performing it will help us to obtain something else that we want. Consequently, some explanations of motivation relay on internal, personal factors such as needs, interests and curiosity. Other explanation relay on external, environmental factors such as rewards, punishment, social pressure and so on. This difference in explanation had led to a classic distinction in motivation between intrinsic and extrinsic motivation.

2.1. Intrinsic motivation:

"Is where someone is engaged in the activity for its own sake – the task itself is sufficiently engaging and satisfying that the pupil is motivated to complete it "Long et al (2011). In addition, it is also defined as a natural tendency to seek out and conquer challenges as we pursue our personal interests and exercise capabilities.

2.2. Extrinsic motivation:

"Is when someone is motivated to complete an activity because there is some form of external reward or consequence to doing so" (long et al, 2011, p.112).however; the only

reason for performing an act is to gain something outside the activity itself, such as pleasing the teacher, passing the exam, here, we are not interested in the activity; we care only about what it will gain us. In reality, however, this distinction, some of our actions may be prompted by a mixture of both intrinsic and extrinsic reasons.

3. Approaches to Motivation:

Motivation is a vast and complicated subject that generated many theories. Some theories were developed through work with animals in laboratories. Others are based on research with humans in situations that used games and puzzles. Some theories grow out of the work done in clinical or industrial psychology.

3. a. The Behaviouristic Approach:

The behaviouristic theories supported by F.B.Skinner, see that all of our actions have their roots in our efforts to satisfy organic need, such as food, water, air. Behaviorism proposed that human starts on life with a white shift and experience drawn on it that make us behave in certain way, according to behaviourist, motivation is dominated by managing behavior through external rewards, as it has been shown (McComles and pope, p.10). Different reinforcement lead to different interests and ultimately to different abilities .A person who is consistently rewarded for playing piano, for instance, and develops a strong interest in doing so, will in time outperform others with similar talent that is not comparably reinforced. Brophy (2010) found that “Behaviorists later shifted from drives or needs to focus on reinforcement as the primary mechanism for establishing and maintaining behavior patterns” (p, 3).

If we are consistently reinforced for certain behaviours, we may develop habits or tendencies to act in certain ways. For example, if a learner is rewarded for his scoring in some kind of sports, but receives little recognition for studying, he will probably work longer and harder in his sports class, perfecting his sports than on understanding English or Arabic.

3. b.CognitiveApproche:

Unlike the behaviorist theory that views motivation in terms of anticipation of reward, the cognitive approach view of motivation “Centers around individuals making decisions about their own actions” (Williams & Burden, 1997,p. 119) .That is to say, that motivation

is concerned with such issue as why people decide to act in certain ways and what factors influence the choices they make, it views that people do not respond to external events or physical conditions like hunger, but rather to interpretation of these events. Within the cognitive perspective, people are seen as active and curious, searching for information to solve personal problems.

3. c. Attribution theory:

Attribution theory of motivation by Bernard Weiner looks for finding justifications for success and failure (Slavin, 2006). People may relate their success, or failures to self or others' influences, like capacity, effort, mood, chance, difficulty of the task, influence of others and so on. According to the attribution theory, we try to make sense of our behavior and the behavior of others by searching for explanation and causes. Dornyei(2001) found that “ the individual's explanations(or 'causal attributions')of why past successes and failures have occurred have consequences on the person's motivation to initiate future actions”(p.10).

3. d.Expectancy theory:

The expectancy theory, or the expectancy-value theory, was influenced by a lot of cognitivists, mainly by the 1950s. The theory's main believe is “on the belief that people's efforts to achieve depend on their expectations of reward.” (Slavin, 2006,p. 325), this means that learners with different goals are motivated if they consider that there is a positive relation between efforts, performance and reward, or the students are motivated by how much they expect to gain the benefits and by the value of that benefit.

3. e.Self-Determination Theory:

This is a theory that was proposed by Edward Deci and Richard Ryan. According to dornyei (2001), the main motivational components in this theory are intrinsic motivation and extrinsic one, human motives would be within self-determination and controlled forms of motivation.

3. f.Goal Theory:

It is supposed that when making decisions about performing a given task requires setting goals on the part of the learners. These goals were seen by many theorists as “situation-specific aims that establish a framework for how individuals engage in and

experience achievement tasks” (Salkind, 2008, p. 690). An early view of goal theory hypothesized that goals diverge in relation to “a performance mastery dichotomy”. Performance goals emphasize on doing better than others when performing a certain task, while mastery goals (learning goals) with emphasis on increasing proficiency when carrying out a particular task. Latest views integrated another item; “performance-avoidance goals”. It highlights the importance of avoiding failure while doing a particular activity. Other theorists added a fourth item “mastery-avoidance goals” with the focus on avoiding incompetence (Salkind, 2008). In different terms, goal setting has an impact on motivation since it provides learners with chance to situate their own “learning goals” that enhance their “ego-involvement” and help them “perform” well in a specific activity. For language learners with learning goals, studying is an opportunity to gain competence in the foreign language, where learners oriented towards presentation goals perceive studying as an opportunity to obtain “positive judgments” from their educators or parents for their capability in the language.

3. j. social motivation theory:

This theory was developed by Weiner (1994), Wentzel (1999). According to this theory environmental influence is a main motivational component. However; sociocultural context establishes a large amount of human motivation, rather than individual.

3. h. Self-Efficacy theory:

Long et al (2011), stated that “self-efficacy is a form of esteem that is defined as the perception of the individual ability to perform academic tasks (Bandura, 1986)” (p.125)

Dornyei (2001) found that “self-efficacy refers to the people’s judgment of their capabilities to carry out certain specific tasks, and, accordingly, their sense of efficacy will determine their choice of activities attempted, the amount of effort exerted and the persistence displayed” (p. 10). In other words, self-efficacy is an individual’s belief in his or her ability to succeed in a particular situation

3. I. The Humanistic Approach

From a Humanistic perspective, to motivate means to look at the human as an whole individual who has many components and to construct the relations between these elements in order to realize human behaviours. Humanistic explanation of motivation emphasises

such intrinsic sources of motivation as the person needs for self-actualisation. so from the humanistic perspective, to motivate means to encourage people inner resources. For, long et al (2011) they describe it in the term of needs. “A need implies a lack of or a want for, something” (.p, 127). It is One of the most influential humanistic theories is the Abraham Maslow hierarchy of needs which was introduced to the world in the 1940’s and 1950’s.

3. I.1 Abraham Maslow Hierarchy of Needs:

Maslow suggested that humans have a hierarchy of needs ranging from lower-level needs for survival and safety to higher level needs for self –fulfillment. Maslow claims that unless lower needs are satisfied, higher needs may not even be appreciated (Long et al., 2011).

Maslow’s hierarchy of needs is arranged in the following order of priority

1. physiological needs (survival needs): water, food, sleep
2. Safety needs: Security, lack of danger.
3. Love and belonging needs: Positive emotional ties with others.
4. Esteem needs: Feelings of achievement and competence
5. Cognitive needs: Development of knowledge and understanding
6. Aesthetic needs: Appreciation of beauty, symmetry and order.
7. Self –actualisation: Developing self-fulfillment; achieving one’s potential

3. G. Herzberg’s motivational theory:

This theory is regarded by Frederick Herzberg; it is also called the motivation-hygiene theory. He studies how a worker’s work environment would affect his work; his idea of motivation is that, if the individual is satisfied about a work, he would be motivated to work harder. (MTD training, 2013).

3. K. Vroom’s Expectancy theory:

This theory focuses on the person outcome rather than his needs. MTD training (2013) stated that “he said that in order for a person to be motivated to put forth the effort, he or she must see link between the three factors, effort, performance, and outcome.”(p.22)

3. L.Achievement Motivation theory

The achievement motivation theory was influenced by many theorists mainly McClelland (1953) and Atkinson (1964). The core of this theory was represented in the notion of the differences of individual's need to reach or to be successful. Scholars assumed that the differences between the students' needs to achieve had significant inference for their learning experiences (Williams & Burden, 1997). They distinguished two major factors dominating achievement motivation: need for achievement (the desire or the drive that thrust students to succeed), and fear of failure (the desire to avoid approaching a task fearing to fail). Salkind (2008; 690) noted that early theorists explained the need for achievement in terms of implicit and explicit motives: "Implicit motives (...) operate outside of conscious awareness, whereas explicit motives (...) are accessible to conscious awareness."

4. How can motivation be enhanced?

4. a. intrinsic motivation:

Slavin (2006), affirms that "Classroom instruction should enhance intrinsic motivation as much as possible" (p. 336). That is to say, teachers are supposed do their best when giving the lecture in a manner to gain the students attraction and curiosity about it. Slavin (2006) believed that "arousing interest" in the students is of vital importance. He assumed that teachers should highlight the lecture's important role in our daily life, or by giving them the occasion to choose how to study it (in pairs, individually or in groups). Moreover, teachers have to "to maintain the students' curiosity"; language teachers should, from now and then, use natural expressions or proverbs in particular situations to push students figure out why the teacher used this proverb in this context and not in another. In addition to that, teachers are asked to use a variety of interesting presentation modes. By this is meant, using songs, films, guest speakers, computers, language games, role plays. Such activities should be well designed to meet with the lessons objectives.

4. b. Extrinsic Motivation:

Enhancing intrinsic motivation in learners is very essential, yet teachers should at the same time offer them with extrinsic incentives. Slavin (2006) defined an extrinsic incentive as "a reward that is external to the activity, such as recognition or good grade." (p.348). He proposed a range of extrinsic incentives that can sustain motivation in students which

teachers should regularly use. Teachers must “express clear expectations” about the tasks they want their students to achieve to help them get the convenient reward (mark, praise). In addition to that, teachers are asked to provide learners with “clear, immediate and frequent feedback”. Feedback, as defined by Slavin (2006), is "information on the results of one's efforts". (p. 340). Furthermore, teachers should increase the charge and availability of extrinsic motivators; i.e. students “must value incentives that are used to motivate them.” (Slavin, 2006, p. 341) a number of students may not be concerned about the teacher's prize (golden stars, good marks, praise).

5. Motivational strategies:

Motivational strategies are techniques that enhance the individual's goal-related behaviour, and because of its complexity (human behavior), there are various ways to promote it. Dornyei (2001). According to him, “motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect” (p.28). He organizes those strategies into separate themes, like using a specific strategies according to a specific units, for example (strategies for present new material, give feedback, set up communicative tasks or assign homework). Also focusing on such a motivational concepts, such as self confident, student autonomy, and intrinsic interest. In addition, design a plan for deal and face troubles or problems during the class. Dornyei (2001).

Motivation represents an essential and important key factor in the process of successful learning, which would be developed by focusing on such a strategies. Reid (2007, p18-23) stated twenty four strategies for motivation:

1. Encourage diversity in learning styles.
2. Encourage creativity.
3. Ensure success with small achievable steps.
4. Provide feedback to students about their own personal progress.
5. Learners need to believe in their own abilities.
6. Acknowledge the individual styles of each child.
7. Ensure a task is age and interest related.
8. Use observation to begin with to get to know the learning and environmental preferences of the children in your class.
9. Focus on the task and the curriculum.

10. Use a range of learning styles in class lessons.
11. Ensure lessons are meaningful.
12. Minimize pressure.
13. Group work.
14. Self-assessment.
15. Show progression.
16. Avoid potential stigma.
17. Develop student responsibility.
18. Encourage student choice.
19. Give students responsibility for their own learning.
20. Focus on learning as well as teaching.
21. Involve the class in decisions.
22. Celebrate success.
23. Use positive feedback.
24. Encourage self-evaluation.

1. Encourage diversity in learning styles:

The result of children's learning patterns refers to the way how they have been taught, and the learning environment. However, sometimes it is satisfactory for some children in the case of their style and performance. Encourage diversity in learning style could be used in the process of learning, which can be done by offering the learners the choice and giving them the chance to use their own style in the classroom. In the other hand, there are such a factors that can affect the use of the learning style like,culter,school climate, teacher and parent expectation-teaching style ,classroom norms and practices which they are very important and big role in encouraging age diversity.

Ensure success with small achievable step:

Success is an important tool for motivation and success learning process, however to insure that a learners meet with success is one of the teacher responsibility .And make sure that student have a general over view about the information that they are interest to. A teacher should provide them with essential steps which facilitate the process of achieving data.

2. Encourage creativity:

After leaving education, many creative people start take control of their own learning. Many fail in school or do not shine, this is reflecting to the fact that the examination system discourages creativity, it represents (creativity) for many learners as an important motivating factor. For example the young, rising pop singer who is directed by a record company to

record covers by other artists all the time may soon tire of this and become de-motivated. Learners like artist need to be encouraged to use their creativity, a huge number of learners would be their answer (no) when asking if they are creative, and this is because, they have not the opportunity to be creative.

4. Provide feedback to students about their own personal progress:

Progress is personal, is related to the individual. This means that progress for one is not the same for someone else. It is interesting that the progress's criteria should be individualised rather than generalized.

5. Learners need to believe in their own abilities:

Self believe is so important for any one, in order to achieve any level of success or motivation, however the education system is designed to select and choose. These factors can wipe any elements of self believe. So it is very important to recognize any achievement, no matter how this work is small, that would enhance the learners believe in their abilities.

6. Acknowledge the individual styles of each child:

When a youth person is made aware of his learning style this would help him to facilitate the process of learning, this is so important to be applied in classrooms.

7. Ensure a task is age and interest related:

This strategy can be applied with learners who have reading difficulties, by providing them with a discourse that is suitable for their level of reading, rather than the learner's interests level. In order to develop motivation, obtaining age-appropriate materials for learners with reading difficulties can be a great and essential step for motivation.

8. Use observation to begin with to get to know the learning and environmental preferences of the children in your class:

Acquiring some knowledge about the individual in the class is so important step before developing a material, and this can be done through informal observation. And in order to have an over view about each child, the headings below can be useful, and for each of the headings, you are asking how the learner deals with each category. For example how does he/she organize information? In what type of learning situations do they attend best? How

do they interact with others in the class – is it a positive interaction? What types of factors motivate them to learn? The list of the headings below can be used to obtain knowledge or a data that can give you useful information about your class

- a) Organization
- b) Attention
- c) Sequencing
- d) Interaction
- e) Self-concept
- f) Learning preferences
- g) Motivation/Initiative
- h) Independent learning.

9 Focus on the task and the curriculum

During the class; it would be better for the teacher, not to focus so much on the learner but to focus on the nature of the task, whether it is suitable to the learner's abilities or on. Also it can be useful to check the aim of the curriculum.

10 Use a range of learning styles in class lessons:

It is clear that each child in classroom has his own way, or a style in the process of learning or acquiring the information that he/she is in need for. This multiple styles can be considered as a problem that a teacher should face and deal with, by depending on using in each lesson a range of auditory, visual, tactile elements.

11 Ensure lessons are meaningful:

It is so important for a teacher to check the degree or the rank of the learner understands of the important key concepts of the lesson, in this case we can say that the lesson is meaningful.

12 Minimize pressure:

For some children, pressure is required to motivate them like (deadlines and competition).although it may help a lot, it should to be used carefully; too much pressure would hamper the student motivation.

13 Group work:

One of the motivator strategies that would enhance the learner's ability to learn is working on groups, but with the same time it is necessary to ensure that this manner provides all the learners with the same positive experiences.

14Self-assessment:

It helps student to take control of their own learning. The teachers should encourage the learners to assess their process to check their progress, and this can be a motivator on itself. Reid (2007) stated that "Self-assessment encourage-ages self-reflection and this helps to develop higher order thinking skills" (p.22).

15 Show progression:

It is so important to the learner to know about progression, this would help them to notice their weaknesses and working on it. This may be difficult for some learners, a check list help them to discover their progress.

16 Avoid potential stigma:

It is important for the teacher to avoid any embarrassment, especially when his or her learner faces some difficulties in the process of acquiring the knowledge. Reid (2007) found that " It is crucial that if a learner has any difficulty at all he/she is not singled out – even in a positive way – on account of this"(p.22).

17 Develop student responsibility:

If a learner has the ability to act without being controlled by a teacher, this represents the key for successful learning. It is crucial that a learner can take control over his learning; this ability could encourage his responsibility and makes it possible for student to move for extrinsic to intrinsic motivation.

18 Encourage student choice:

In order to develop the student's responsibility, you as a teacher should believe in your learner's choice; however, this step can provide the learners with a strong will and independence in learning.

19 Give students responsibility for their own learning:

In the process of learning, teachers aim to develop effective learning. And because it is a gradual process, responsibility should be given in a small way to start with. It is important to encourage student responsibility when engaged in a task. This can give students a sense of ownership over the task and this in itself is a great motivator.

20 Focus on learning as well as teaching:

Although, teachers spent their most of time in preparing the lessons to be presented for the learners, and ensure that the text book are suitable depending on his learner's needs and their level. Teachers should also give a big interest and focus on children learning, in order to help student to prepare a learning system or plan for the task.

21 Involve the class in decisions:

One of the most effective strategies, which can enhance the student motivation, is to involve your student within the class decisions; this would provide them with the sense of ownership over the tasks and the process of learning experience.

22 Celebrate success:

After any success, children like to celebrate by any achievement they made. Often this could develop the spirit of group work, and for sure will push them to work harder.

23 Use positive feedback:

When giving information about one's performance, here the feedback should be continuous and formative. In other hand, if the information is about the quality of the work, here the verbal feedback would enhance the intrinsic motivation.

24 Encourage self-evaluation:

Self evaluation should be developed as far as possible; this can help a lot both of the student and the teachers, learners begin depend on their own selves on the tasks. This strategy enhances self correctness, which benefit the learner.

By applying those strategies, teachers could enhance and empower their learners motivation and give them the desire to work harder, also they can encourage student responsibility when engaged in a task. This can give learners a sense of ownership over the task and this in itself is a big motivator.

Conclusion:

In this chapter, we have focused on student' motivation as the heart of learning process. Motivation has been called the neglected part of language teaching. Teachers often forget that motivation represents the spirit of the class, without it there is no life in the class. We hinted, in this chapter, at the different theories of motivation; the behaviorists who viewed motivation in terms of reinforcement, the cognitivists who believed that motivation has to do with decisions that individuals make about their own deeds, and the humanists who perceived motivation in terms of needs to be satisfied. Not surprisingly, all the theories are different from one another, yet they all agree that motivation is the heart of all human learning. We also explained that motivation can take two forms; intrinsic motivation (the desire to achieve comes from within) and extrinsic motivation (individuals perform some tasks anticipating for an external reward). In addition to that, we mention a various motivational strategies that would be used by a teacher for enhance the learners 'motivation.

Chapter Three:

The Field Work

Introduction

This chapter is devoted to the presentation and the analysis of the data obtained through the implementation of the present research. It starts by describing the population of the study; second, we describe, analyze and interpret the questionnaires results. Which, in turn, help us confirm or disconfirm our hypotheses about the role of teacher management strategies in enhancing the learners' motivation to achieve better.

We provide two sections, the first one deals with the student " questionnaire analysis, and the second deals with the teachers" questionnaire analysis.

1. The population

The whole population of the study consists of first year students of English as a Foreign Language (EFL) at Department of foreign languages, division of English the University of Biskra during the academic year 2015-2016 and is composed for first year teachers of English at the same department.

1.2 The sample:

First Year LMD students of English, at the University of Biskra, Department of foreign languages, and division of English make up the entire population of our present study. We dealt with a sample of seventy (70) students, from a total population of about 500 students. The participants, in this study were recruited from two classes. The reason behind choosing to work with first year is that they are more or less motivated. They are still young, and affect teachers have to choose the best method to teach them. We think so because if the method chosen does not take the affective side into account, students will never be motivated to learn and perform well.

1.3 The teachers:

Teachers at the University of Biskra e make up the whole population. We dealt with the sample of (06) teachers selected randomly, the reason behind such a choice was to examine the degree to which teachers" awareness of their Teachers' management strategies in enhancing the learner's motivation.

2. Description of the Questionnaires:

For this study, we made two questionnaires, one for teachers and one for students. The questionnaires contain questions of the multiple choice type and yes/no questions, where the teachers/students put a tick on the subtle answer. The results of the questionnaires serve to investigate the teaching-learning situations to help lecturers to use motivational management strategies as an effective teaching method that centers attention on the psychological and affective side of their learners.

2.1 The students' Questionnaire:

The students' questionnaire was composed of (19) questions made of three parts; the first part deals with general information about the students. The second part involves questions about the students' attitudes towards classroom managements. Part number three dealt with the learner's motivation.

2.2 The Teachers' Questionnaire:

The teachers' questionnaire was composed of (21) questions composed of three parts; the first part is about teachers' background information. The second part dealt with the teacher's perspectives about the management strategies in the class. The third part involves questions about learners' motivation.

3. Administration of the questionnaire:

3.1. The Students' Questionnaire:

The students' questionnaire was administered to two groups gathered together in Amphi-theatre, making up around (75) students. The questionnaire papers are around (70), only (67) are handled back. Students were given identical instructions, before they complete the questionnaire, on how to do so and for what reason it was designed. The questionnaire took from the students nearly 20 minutes. With what mentioned above, we do believe that our questionnaire was administered in good conditions.

3.2. The Teachers' Questionnaire:

Since teachers are familiar with this type of studies, all that we can say is that the teachers' questionnaire was administered to (6) of lecturers selected randomly, only five handled the papers .It took one day from them.

3. Section One: Analysis of the Students' Questionnaire:

Part one: General information:

Question 1: Gender

Gender	Male	Female	Total
Number	17	50	67
%	25 %	74%	100 %

Table 3.1: Students 'Gender

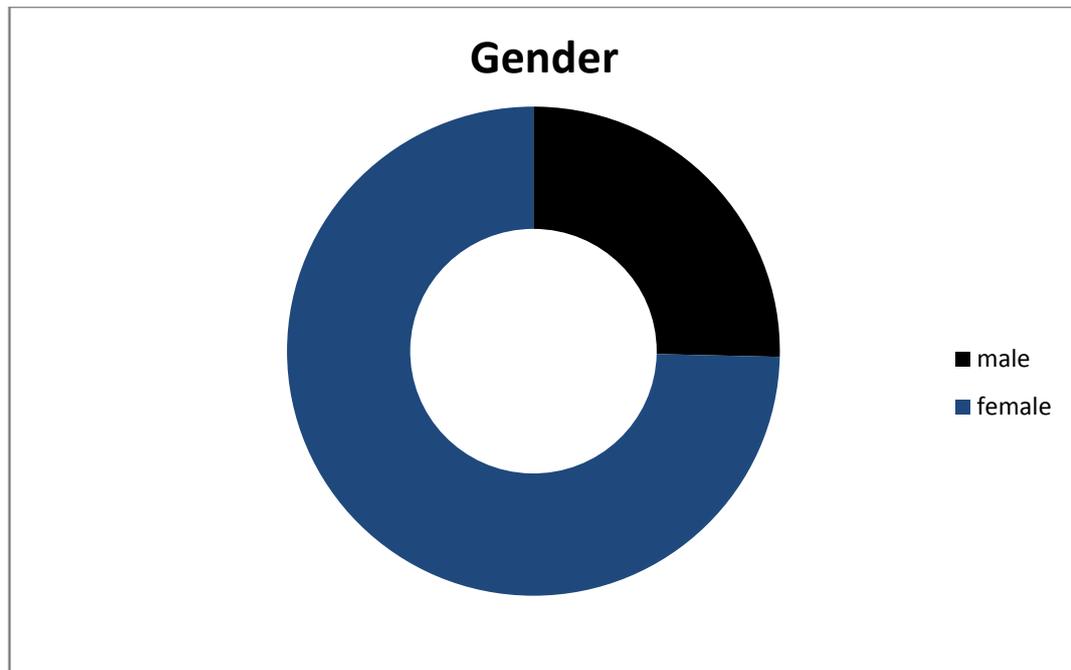


Figure3. 1: Gender

Female students outnumber males. This is even the case with regard to the sample under study. We have recorded just (17) male subjects out of a total of 67 making up (25%), whereas the rest is of a female gender, that is 50 (74%).

Question 2: Do you like English as a foreign language?

	yes	no	Total
number	65	2	67
%	97%	3%	100%

Table 3.2: Do you like English as a foreign language

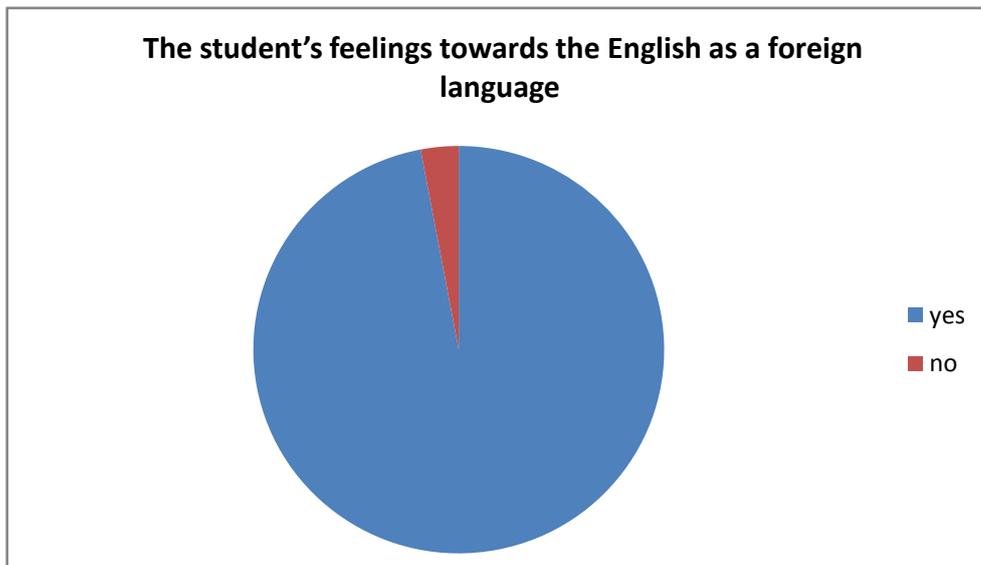


Figure3. 2: The student's feelings towards English as a foreign language

(97, 01) of the whole population affirmed that they like English as a foreign language, this Confirms that only this portion (65 participants) went for English as a first choice because they may be intrinsically motivated to. While (2) students (2, 98) declare that they did not like English, and this is may be because they were not really willing to study English, or they were obliged to study it.

Question 3: In your opinion, learning English is a:

	Difficult task	Easy task	Total
number	24	43	67
%	36%	64%	100%

Table3.3: In your opinion, learning English is a:

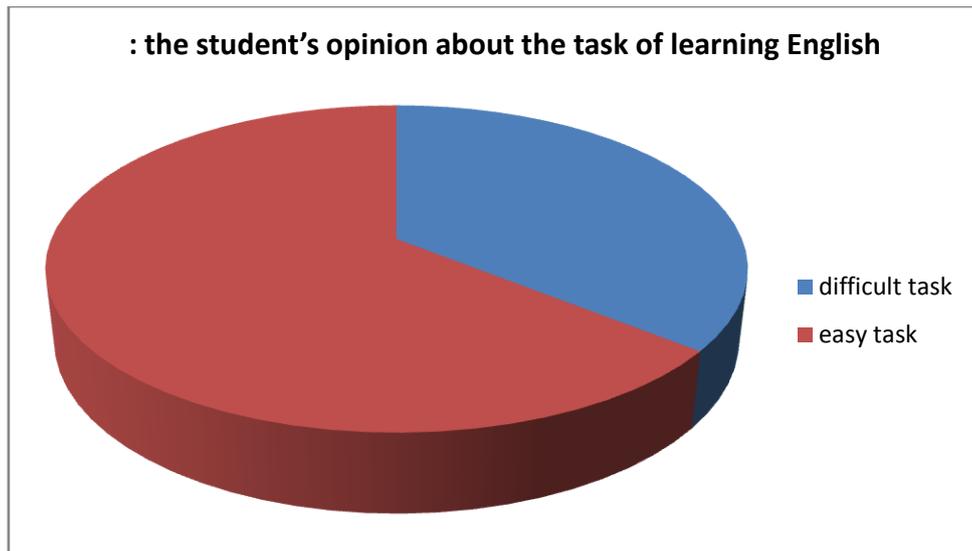


Figure 3.3: the student's opinion about the task of learning English

Twenty four participants, making up (36%) found that the task of learning English is a difficult task, and this may come back to the fact that this language is not the mother language, lack of interest. While 43 of our sample (64%) declare that the task of learning English is easy for them, and this could refer to their interest of this language or their background knowledge.

Part two: Classroom management

Question 4: Do you feel comfortable in the classroom?

	yes	No	Total
number	50	17	67
%	75%	25%	100%

Table3.4: Do you feel comfortable in the classroom?

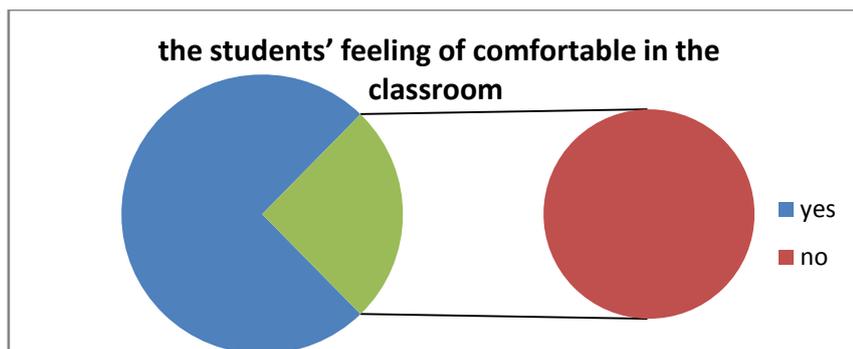


Figure3. 4: the students' feeling of comfort in the classroom

The majority of the participants (75%) affirm that they feel comfortable in the classroom; this may refer to the teacher strategies or the classroom environment. While the rest of the percentage (25%) reveals that students feel uncomfortable.

Question5: Do you follow the rules and procedures in the classroom:

	yes	no	total
number	56	11	67
%	84%	16%	100%

Table3.5: Do you follow the rules and procedures in the classroom

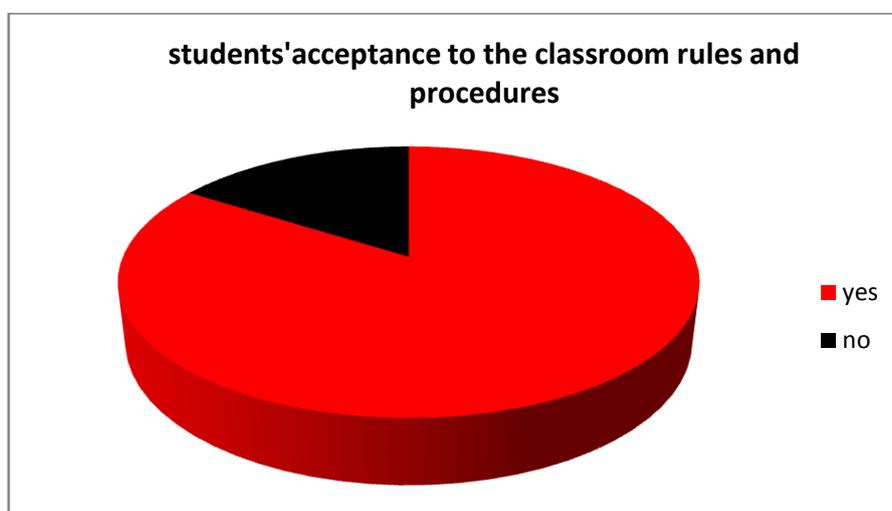


Figure3.5: students' acceptance to the classroom rules and procedures

The majority of the students (56) in this sample opted for “yes” while (11) of the participants they affirm that they did not follow the classroom rules, and this may refer the learners panic or scare.

Question3. 6: have you experienced the following techniques in your learning?

	cooperatively	individually	pairs	All	Total
Number	9	22	11	25	67
%	13%	33 %	16 %	38 %	100 %

Table3.6: have you experienced the following techniques in your learning?

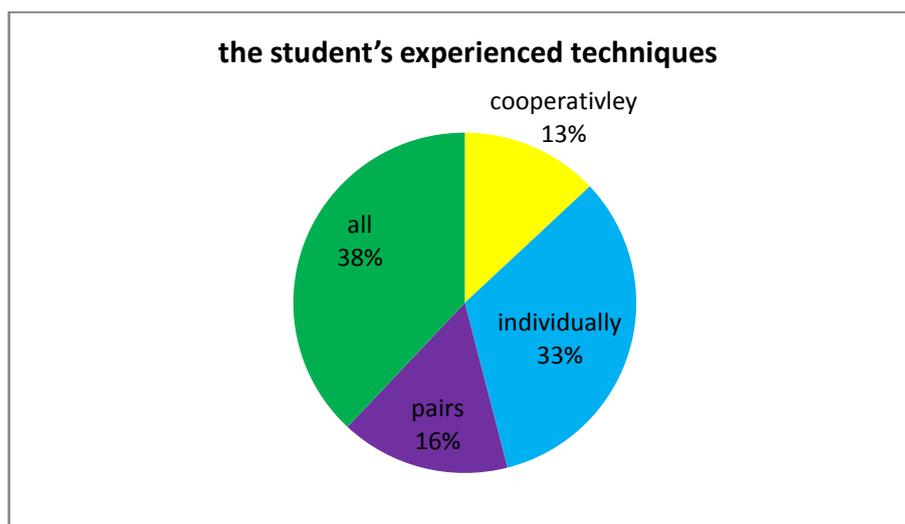


Figure6: the student's experienced techniques

As it is visible here, the majority of our participants (38%) have been experienced all of the techniques during their first year of learning the English language.

Question3.7: Do you prefer your teacher to use such strategies inside the classroom?

	yes	No	Total
number	58	7	67
%	90%	10 %	100%

Table3.7: Do you prefer your teacher to use such strategies inside the classroom?

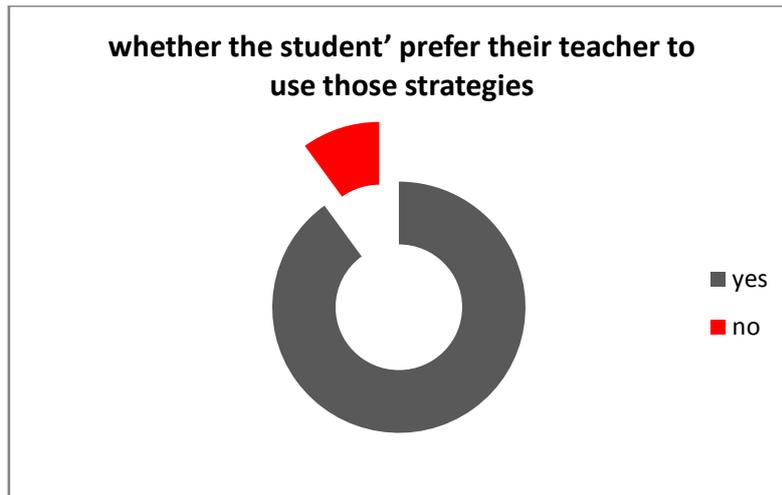


Figure3.7: students'preferred classroom strategies used by their teachers

By this question, we want to know if the learners prefer to take their courses by using those strategies inside the class. The majority of our participants (90) admitted that they prefer to work inside the class with the use of those strategies, this refers according to some learners to the type of the activities, others stated that the teacher can attract his students' attention; others claimed that those strategies would enhance their motivation to learn.

Question3.8: what kind of classroom layouts (rearrangement) you prefer?

	Semi-circle	One large table	Full circle	No tables	Facing	Total
number	16	12	25	4	10	67
%	24%	18%	37%	6%	15%	100%

Table3.8: what kind of classroom layouts (rearrangement) you prefer?

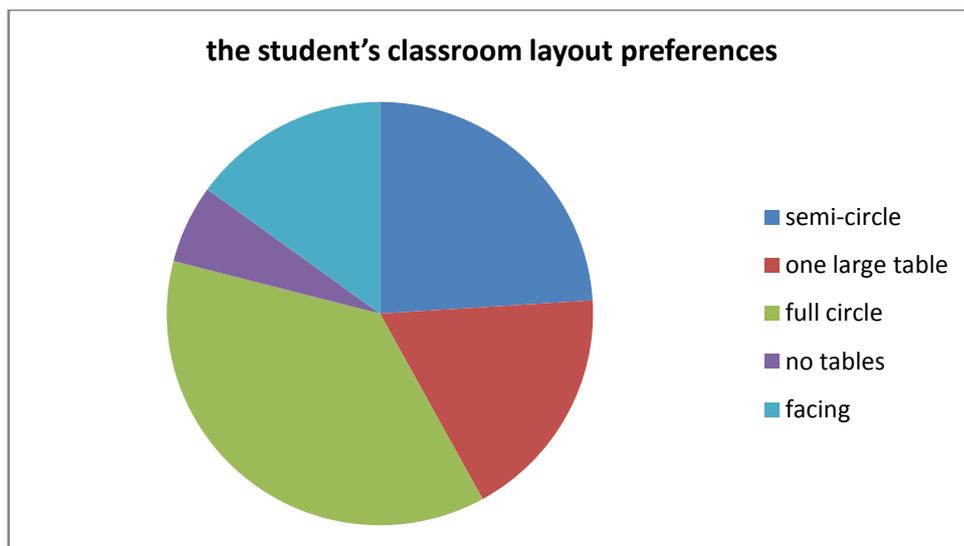


Figure3.8: the student's classroom layout preferences.

As it is visible here, the majority of our participants (37%) prefer to study by using the technique of full circle. This may reveal that this portion is sociable and extrovert. The other majority (24%) prefers to work in a semi- circle; this is because that they want to have a space or to see the teacher. While the rest of the participants (18%) prefer to arrange their sits during the class on one large table, those students prefer to work in a systematic and orderly manner. (15%) of our participants have been chosen (facing) layout as their prefer rearrangement of the class, this layout may give them the spirit of challenging and working harder. The other percentage of our study (6 %) tick on (no tables) chooses, this sample prefer to be comfortable in the class, this would make them better in their process of learning.

Question3.9: Do you like your teacher to use specific layouts for specific activities?

	yes	no	Total
number	58	9	67
%	87%	13%	100%

Table3.9: Do you like your teacher to use specific layouts for specific activities?

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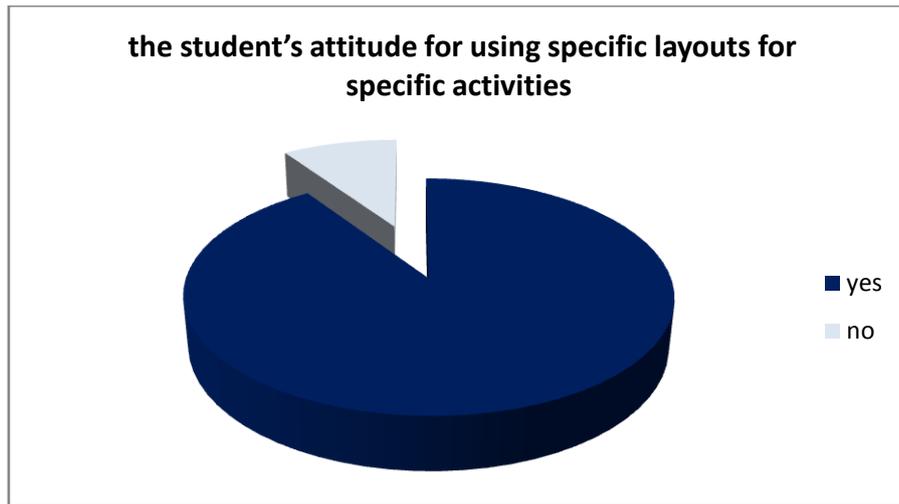


Figure3.9: the student's attitude for using specific layouts for specific activities

This question focused on the rearrangement of the class during the process of learning, by this question, we can see that our participants (58) members of the sample prefer to have specific layouts for specific activities; this may encourage them and make them perform better.

Question3.10: using the learners' ideas...., do you agree/disagree with the use of this technique?

	agree	disagree	Total
number	60	7	67
%	90%	10%	100%

Table3.10: using the learners' ideas...., do you agree/disagree with the use of this technique?

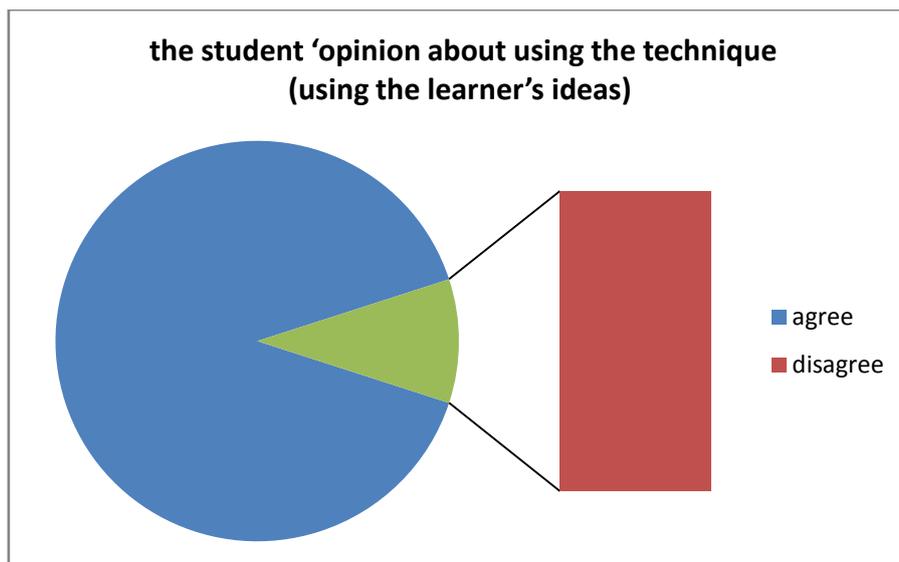


Figure3.10: the student 'opinion about using the technique (using the learner's ideas)

The most of our participant (60) stated that they agree with the use of this strategy, this is because the learners when the teacher discusses with them what they are in need for or their opinion about the activities or the manner of teaching, this may make a strong relationship between both sides and offer a healthy environment for learning. The rest of the sample disagree this technique, this is may refer to their personality.

Question3.11: do you think that the teacher's personality has role in the process of recognizing the giving data?

	yes	no	total
number	66	1	67
%	99%	1%	100%

Table3.11: do you think that the teacher's personality has role in the process of recognizing the giving data?

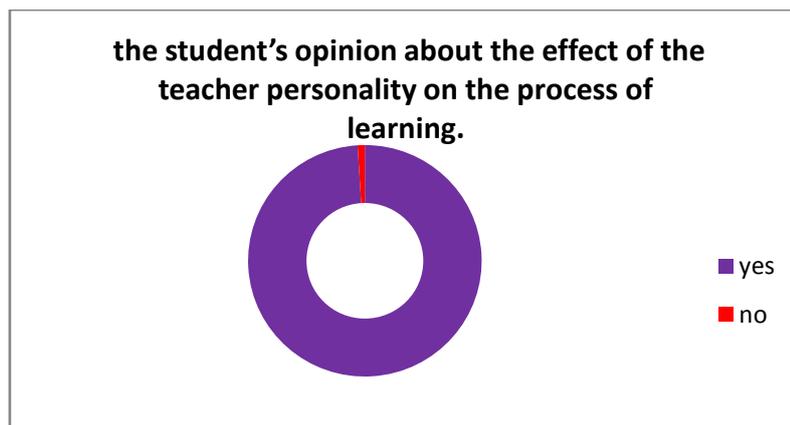


Figure3.11: the student's opinion about the effect of the teacher personality on the process of learning.

By this question, we want to know the student's opinion about the effect of the teacher personality on the learning process; we notice that the majority of our participants assume that there is a strong relationship which links between the teacher's personality and the recognizing of the data.

Part three: Motivation

Question3.12: are you motivated to learn English?

	Yes	no	total
number	60	7	67
%	90%	10%	100%

Table3.12: Are you motivated to learn English?

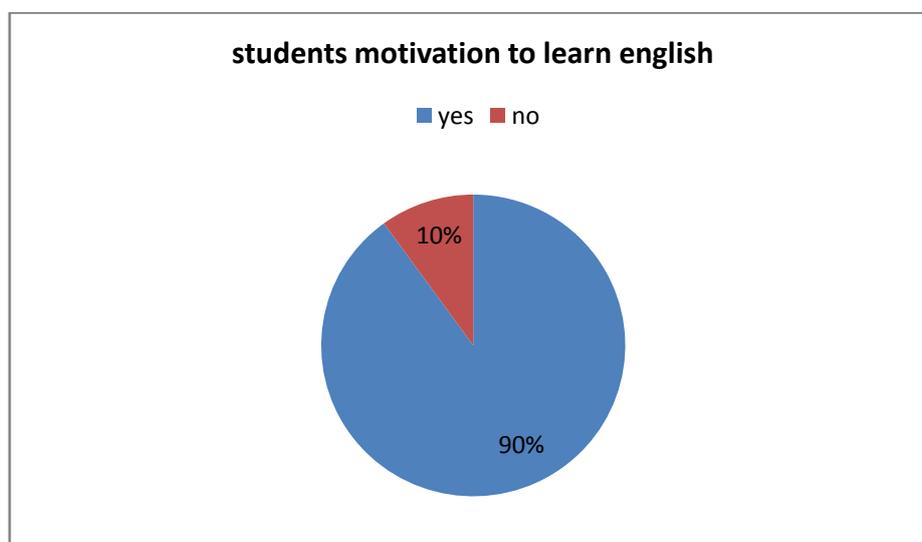


Figure3.12: students' motivation to learn English

As it is visible here, the majority of the student is motivated to learn English; this may refer to their passion or their will to learn English. For the rest (10%) they are demotivated to learn English, this may be because it was not their first choice.

Question13: what kind of motivation do you have?

	Intrinsic	Extrinsic	total
number	15	52	67
%	22%	78%	100%

Table3.13: What kind of motivation do you have?

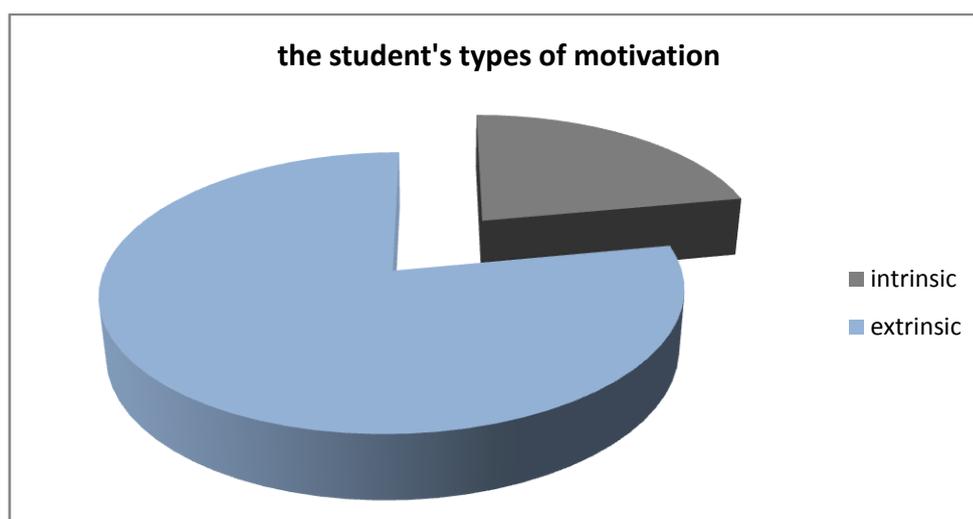


Figure3.13: The student's types of motivation

As a matter of fact, all of the learners study only to gain some benefits and this, what we have notice from our questionnaire. (78%) of our participants declare that extrinsic is the type of motivation that they have, and this for obtain an external benefits like passing the exam, or to gain “praise”. The rest of the sample (22%) has an intrinsic motivation.

Question14: What are the sources of your motivation?

	family	teacher	peers	Classroom	All of them	Total

number	21	10	4	5	27	67
%	31%	15%	6%	7%	40%	100%

Table3.14: What are the sources of your motivation?

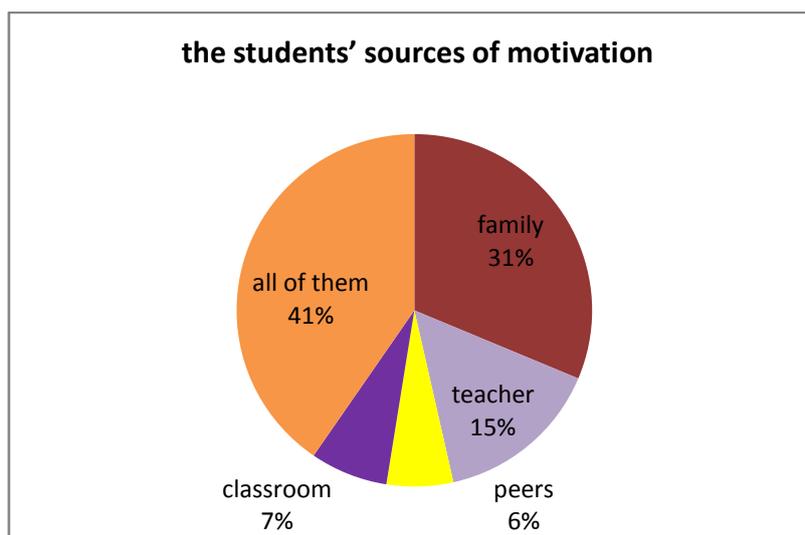


Figure3.14: the students' sources of motivation

As it is visible here, the sources of motivation are multiple, and changing from one students to another. 31 % of our participants agree that their family is the source of their motivation to learn by their care and encouragements, while only 6% of the sample claimed that the peers motivated them in the process of learning. Around 10 of the students have chosen the teacher to be their first source of motivation; this may refer to the teacher's teaching strategies. The classroom also has a place within the sources, 7% of the sample stated that the classroom could be their sources of motivation; when the class is well arranged this could enhance the students motivation. The rest of the sample has chosen all of those elements as their sources of motivation.

Question15: in presenting the lesson, do you prefer your teacher to

	Seat and present the lesson	Walk around and help you	Total
Number	3	64	67
%	4%	96%	100%

Table3.15: In presenting the lesson, do you prefer your teacher to

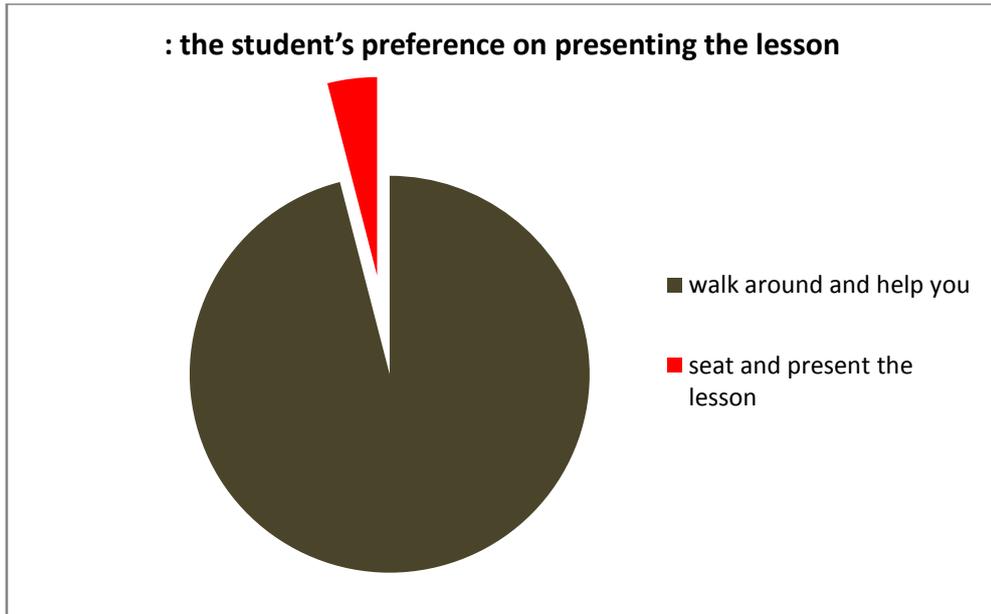


Figure3.15: The student's preference on presenting the lesson.

From the table above, we can see that the majority of the students prefer their teacher to walk around the class and help them during the class, this step help a lot both the teacher and the learner to work well and obtain the needed knowledge. 4% of our participant prefer their teacher to seat and present the lesson and this is back to their personality; they prefer to work individually

Question16: Do you prefer your teacher to use certain techniques for motivation?

	yes	no	total
number	67	0	67
%	100%	0%	100%

Table3.16: Do you prefer your teacher to use certain techniques for motivation?

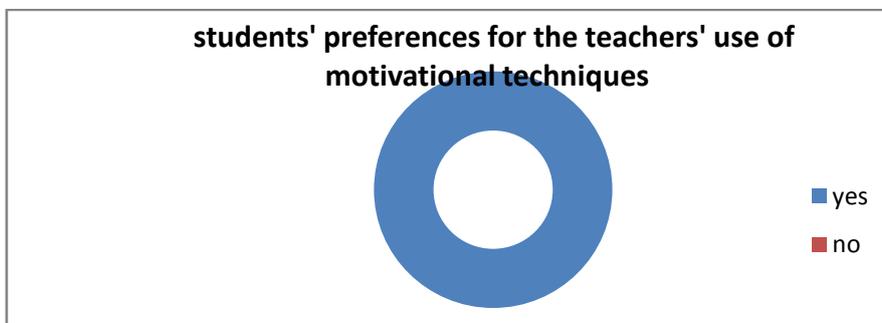


Figure3.16: students' preferences for the teachers 'use of motivational techniques.

As it is visible, the whole population prefers the teacher to use certain technique for motivating them; this mean that the student believes that the teacher has a role in enhancing the motivation.

Question3.17: what does really motivate you to learn English?

	Passing the exam	Parental proud	teacher	Ego satisfaction	others	Total
number	15	9	13	16	14	67
%	23%	13%	19%	24%	21%	100

Table3.17: what does really motivate you to learn English?

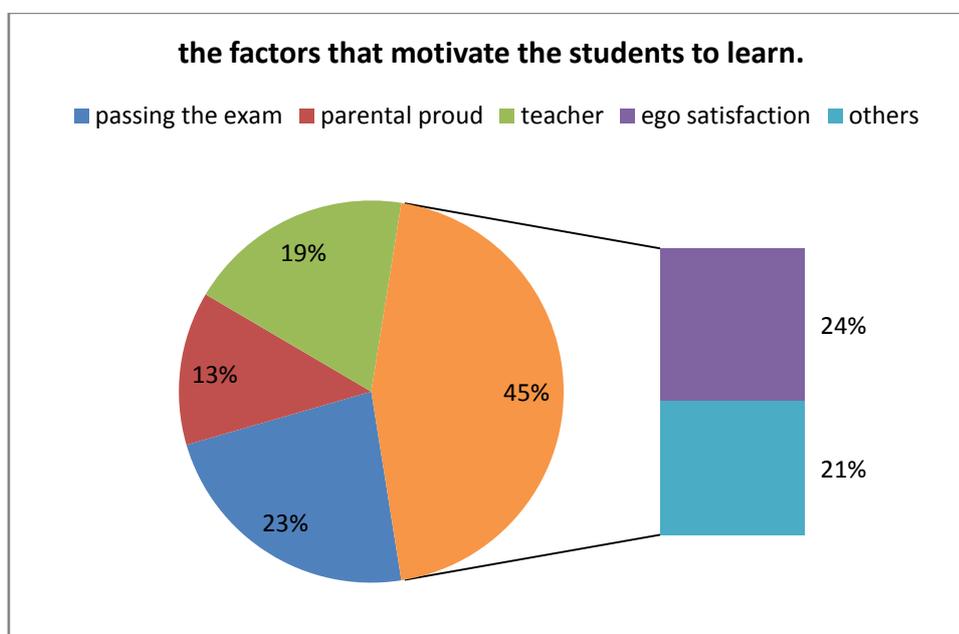


Figure3.17: the factors that motivate the students to learn.

A glimpse at the above table, we note that this question divided the students' opinions.24% claimed that they are motivated for ego satisfaction, may be for pleasure. This category forms the biggest percentage on our question. The second percentage, 23% represents the learners whom tick on passing the exam as a factor that motivates them for obtaining good marks. The third percentage 21%, those students claimed that there are other factors or elements that motivate them to learn English. The choice of parental proud has a place in this study, around 9 students, said that they are motivated to make their

parent proud of them. Also the teacher appeared as a factor that motivates the learner by his strategies or technique.

Question18: what type of materials you think that can motivate you?

	computers	books	Picture/Image	The board	The teacher techniques	others	Total
number	19	13	11	4	15	5	67
%	28%	19%	16%	6%	22%	7%	100%

Tables3.18: Figure17: the factors that motivate the students to learn.

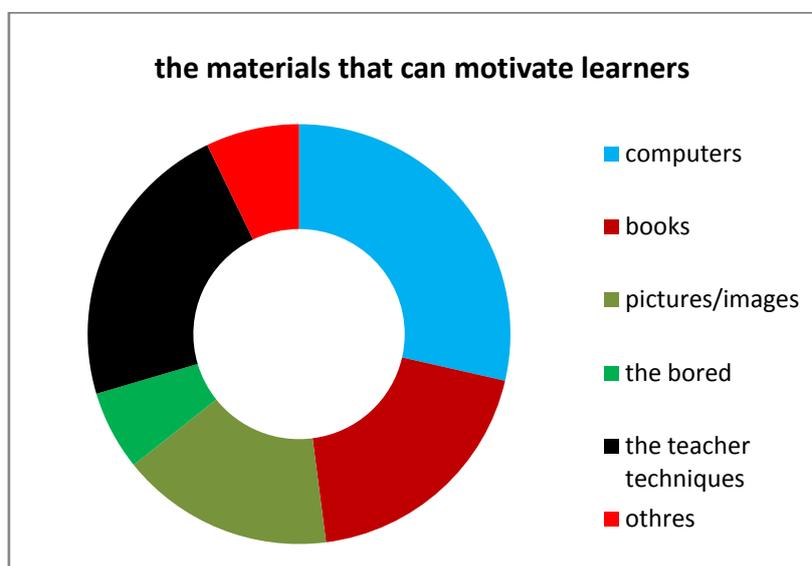


Figure3.18: the materials that can motivate learners.

The majority of the students (28%) agree that computers represent the most used material, which motivates them to learn; this due to the fact that, this generation prefers to use the technology in their everyday activities. The teacher techniques are in the second place (22%), those participants believe that the teacher used techniques in the class will motivate them to learn and to work harder, thus the learner will to study will increase. Others (students) (19%) chose the books as their tool to be motivated; this means that those learners like to read and have an intrinsic motivation. The other percentage (16%) claimed that image and pictures is the material that motivates them more, this mean that those students are visual learners. The rest of the sample is divided between two elements that are mentioned in the questionnaire; the board also have a place within the materials that

enhance the learners' motivation (16%) of learners has chosen the board, the other students (7%) tick on (others) choice.

Question19: Do you believe that the organizations of the class, students' behavior influence your motivation to learn?

	yes	no	Total
Number	66	1	67
%	99%	1%	100%

Table3.19: Do you believe that the organizations of the class, students' behavior influence your motivation to learn

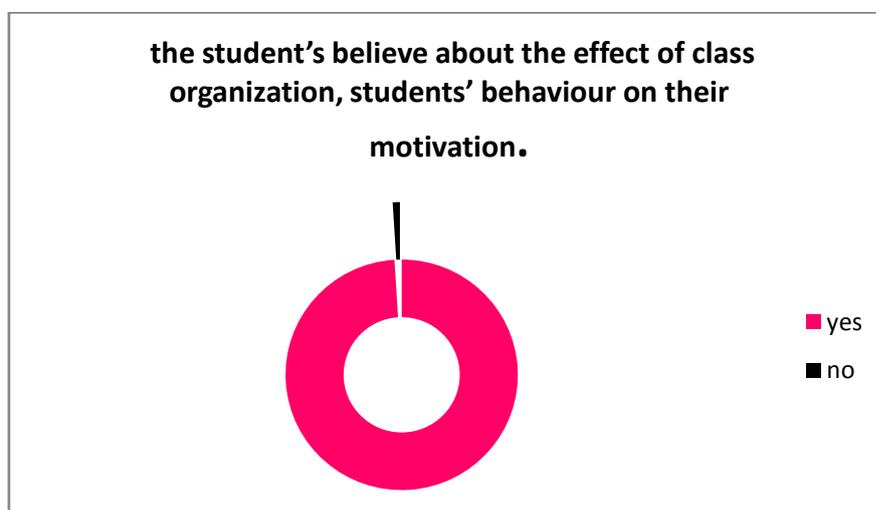


Figure3.19: the student's believe about the effect of class organization, students' behavior on their motivation.

There is a strong relationship between the teacher and the student motivation, as it is visible in the figure the biggest part of participants or the majority (99%) agrees on this idea that the general classroom environment influences their motivation; if the class is organized, the process of learning would be better.

Question20: Do you think that the teacher used techniques could enhance your motivation?

	yes	no	total
number	57	10	67
%	85%	15%	100%

Table3.20: Do you think that the teacher used techniques could enhance your motivation?

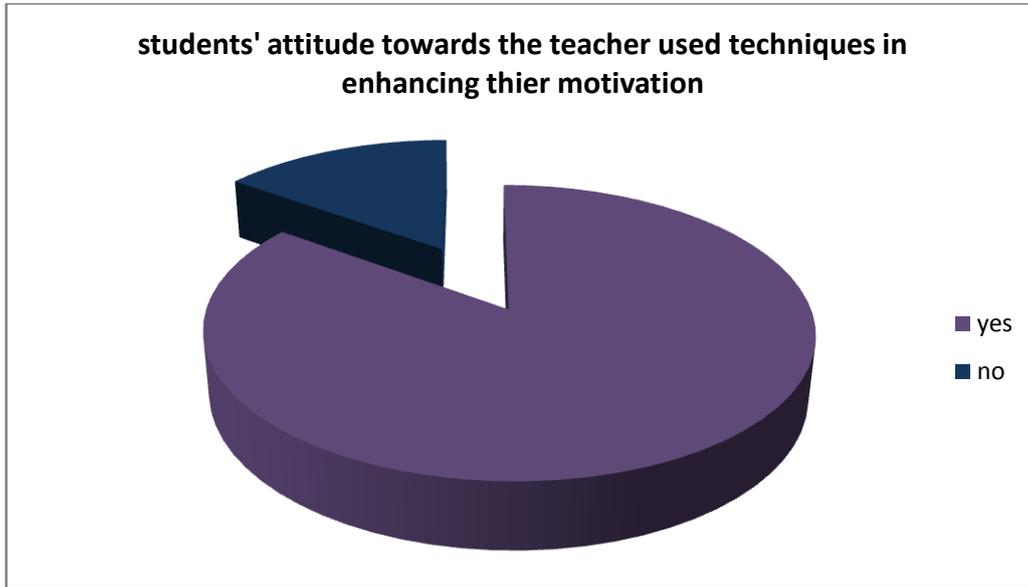


Figure3.20: students ‘attitudes towards the teachers used techniques in enhancing their motivation

(85%) of the whole population affirmed that the techniques used by the teacher in the class enhance their motivation; when the teacher uses motivational strategies in presenting the lesson, like using computers or introducing the lesson with a song or a brief story or even a joke, this makes the learners more motivated and desirable to learn.

4. Section two: Analysis of the teacher’ Questionnaire:

Part one: background information

Question21: what is your gender?

gender	male	female	Total
number	4	1	5
%	80%	20%	100%

Table3.21: what is your gender?

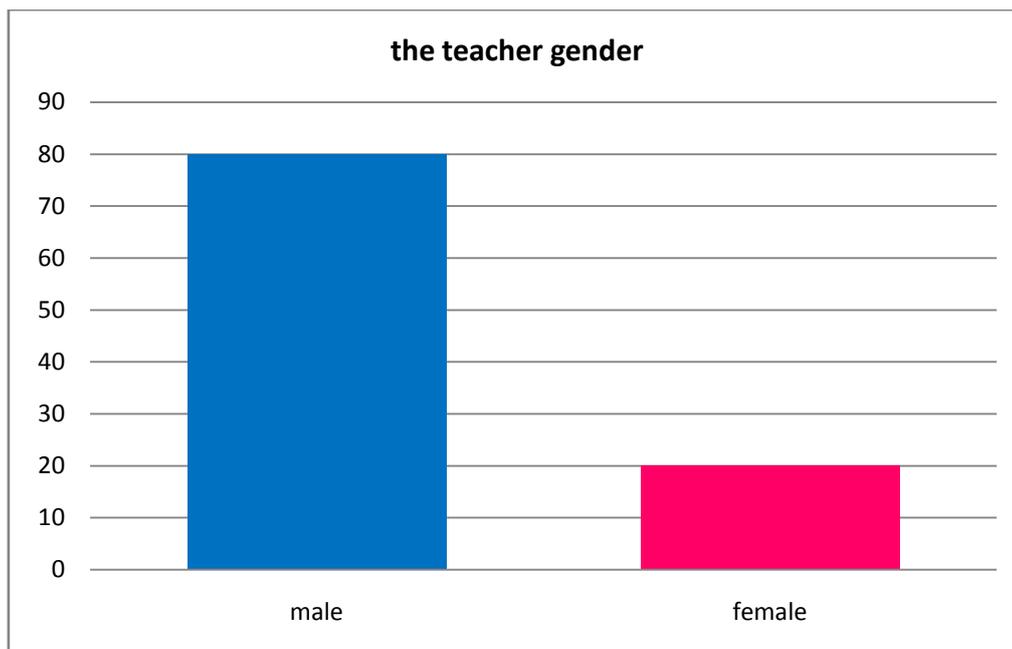


Figure3.21: the teacher’s gender.

As we notice here, the majority of the teachers are male (80%), whereas the rest of the sample (20%) are female. These results related to the fact that male teachers are more helpful than female.

Question22: how old are you?

Age	20-30	30-40	total
number	4	1	5
%	80%	20%	100%

Table3.22: How old are you?

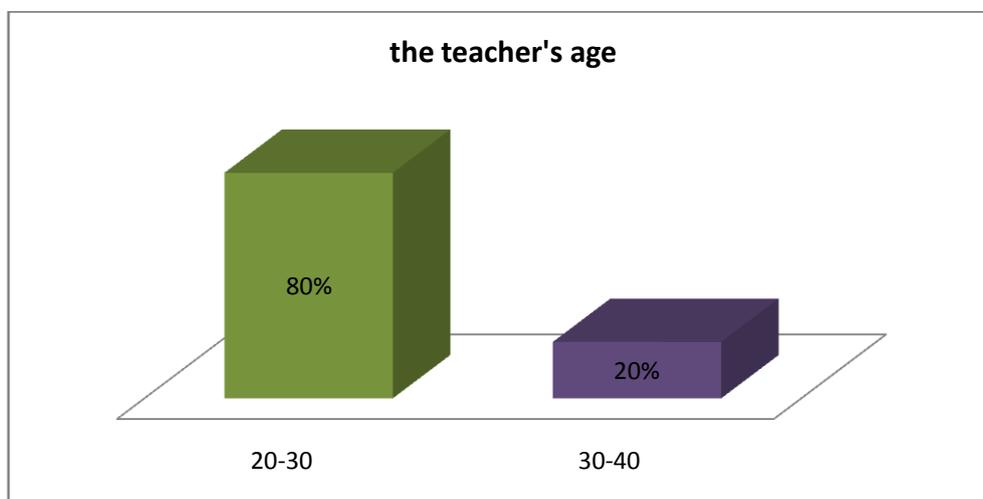


Figure22: the teacher's age

From the figure above we can see that all of our participants are not old, (80%) are from 20-30, and the rest (20%) are from 30-40.this means that this youth generation is interested on teaching.

Question23: What kind of degree do you have?

The degree	BA(license)	master	Magister	Ph(doctorate)	Total
Number	0	2	2	1	5
%	0	40%	40%	20%	100%

Table3.23: What kind of degree do you have?

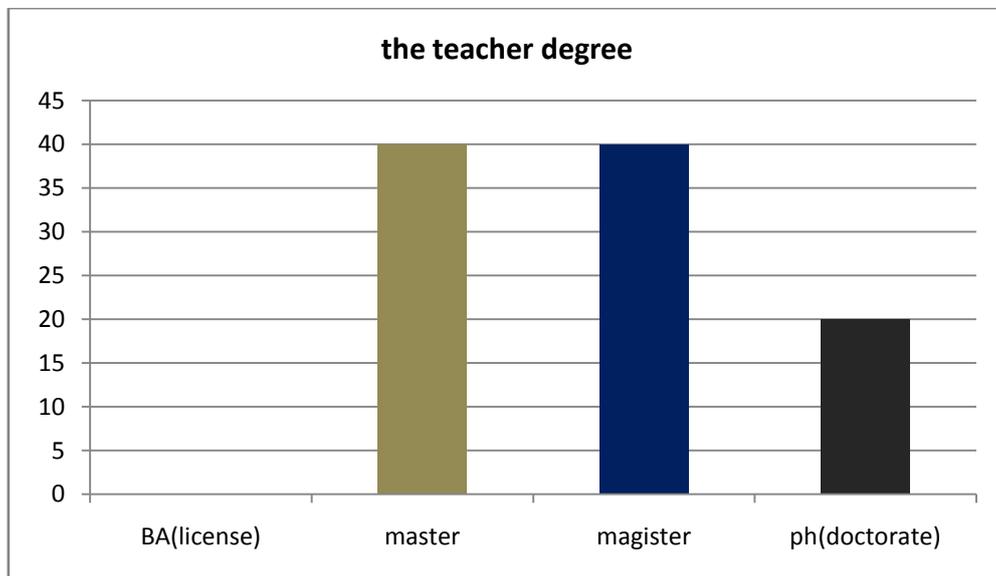


Figure3.23: The teachers 'degree.

80% of the sample is divided equally between the degree of magister (40%) and the degree of master (40%).the rest of the sample (20%) is given to the degree PH (doctorate).

Question24: How long have you been teaching English?

Years of teaching	1-5	5-10	Total
number	4	1	5
%	80%	20%	100%

Table 3.24: How long have you been teaching English?

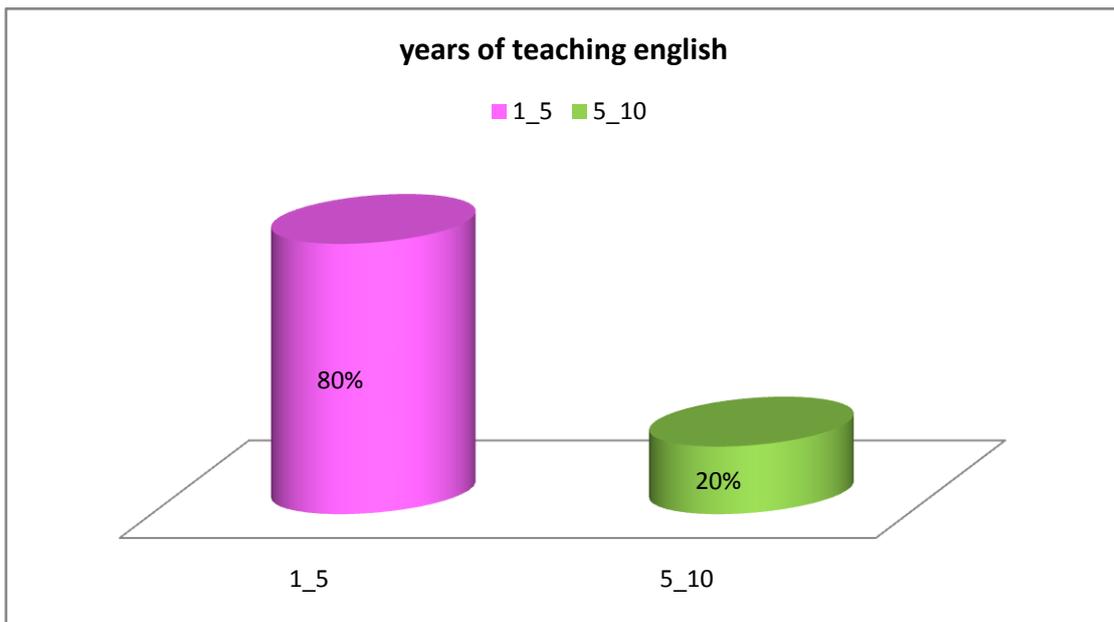


Figure3.24: teachers teaching experience

We notice that (80%) makes up the majority of teachers who have experienced teaching for few years ago. (20%) of the participants affirmed that they have been teaching for more than five years.

Part two: classroom managements

Question25: What does the term classroom management mean for you?

All of our questioned teachers have the same point of view about this term, they believe that the classroom management is about organizing the whole class and the learner, by follow some procedures and strategies to run the session perfectly.

Question3.26: is it necessary for the class to be managed?

	yes	No	Total
number	5	0	5
%	100%	0%	100%

Table3.26: is it necessary for the class to be managed?

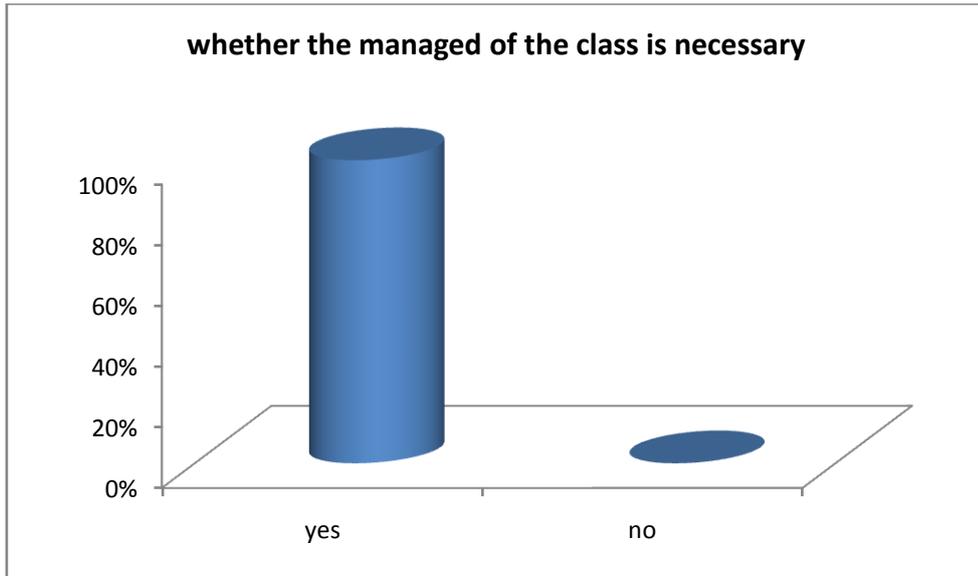


Figure3.25: the necessity for a managed class

The result above clearly answers our question. Our entire teachers claimed that the managed classroom is necessary; when the class is managed, the behavior will be also managed, and as a result, the process of learning success obtains comfortable environment.

Question26: in your opinion, classroom management is related to

	An orderly classroom environment	discipline	motivation	All of them	Total
number	0	0	1	4	5
%	0%	0%	20%	80%	100%

Table3.26: In your opinion, classroom managements is related to

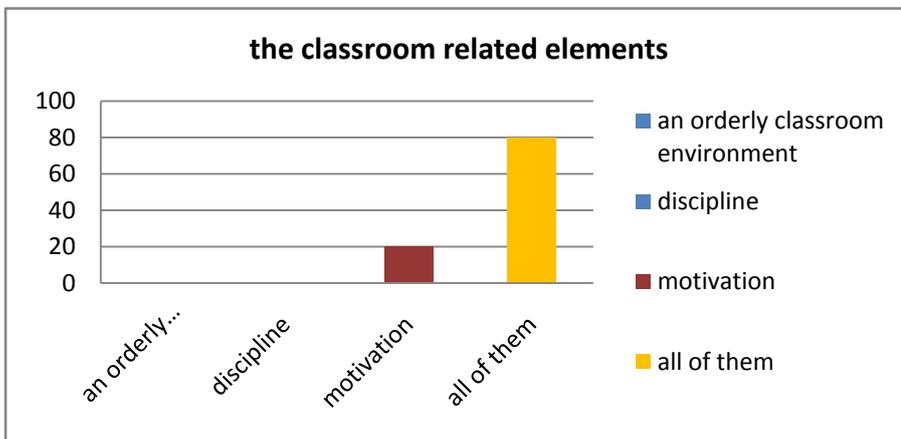


Figure3.26: the classroom management related elements.

The majority of the teachers (80%) claimed that classroom managements are related to the entire suggested element; they believe that a well managed classroom is the one who covers all of those sides. While one teacher affirmed that classroom management is related to motivation.

Question3. 27: How often do you use the default room arrangement?

	always	sometimes	Never	Total
number	1	3	1	5
%	20%	60%	20%	100%

Table3.27: How often do you use the default room arrangement?

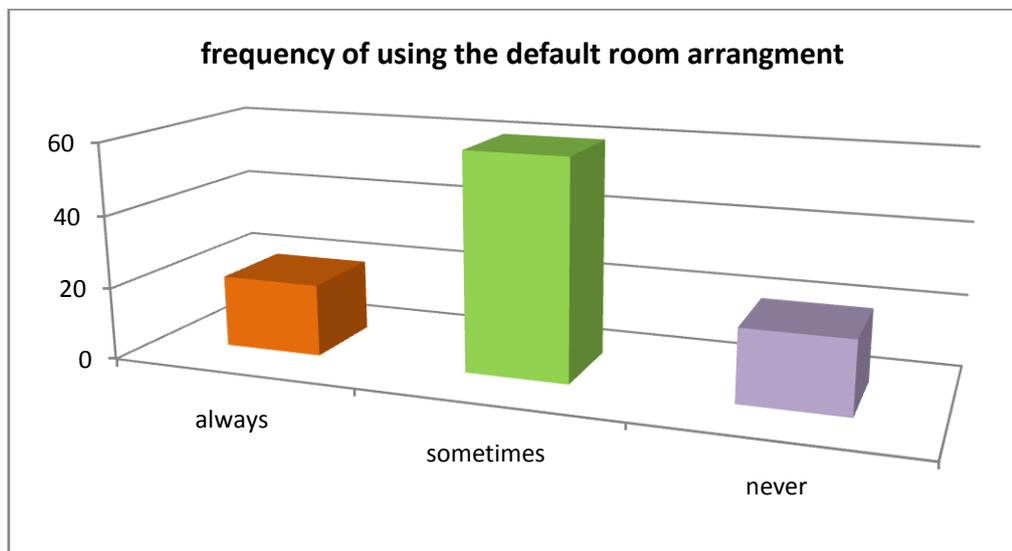


Figure3.27: Frequency of using the default room arrangement.

(60%) of the sample stated that they did not use the default room arrangement so much (sometimes) and that is because of the limited time or space, the rest of the sample (20 %) affirmed that they had never used this strategy, may be because they believe that they are as teachers can make their students understand what they are indeed. (20 %) of the teachers' declared that they always use this technique, because they believe that the use of those strategies could help the learners in the process of recognizing the data, and enhance their motivation.

Questione28: Which strategy do you usually follow to provide well managed classroom?

	Creating the appropriate learning environment	Establishing rules and procedures	Creating a motivational environment	Using a managing class time	All of them	others	Total
number	0	0	3	0	2	0	5
%	0%	0%	60%	0%	40%	0%	100%

Table3.28: Which strategy do you usually follow to provide well managed classroom?

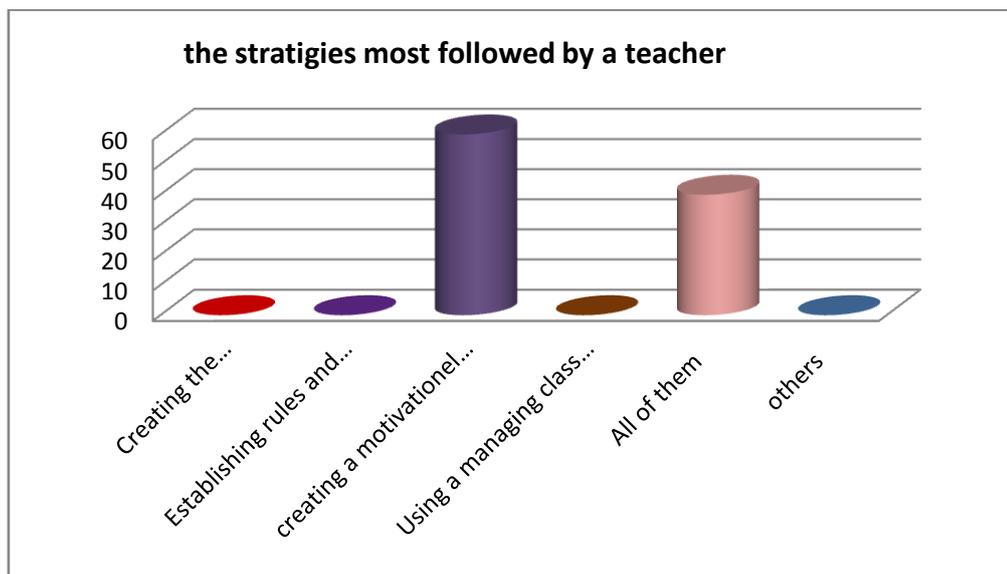


Figure3.28: The strategies most followed by the teacher.

Teachers need to use different techniques in order to facilitate the process of learning. From the table above we notice that (60 %) of the teachers affirmed that the most used technique is creating a motivational environment for learners to have the desire to learn. The other percentage (40%) has claimed that they have used all of the strategies in their class.

Question29: You usually ask your students to work

	Individually	Cooperatively	Total
number	4	1	5
%	80%	20%	100%

Table3.29: You usually ask your students to work

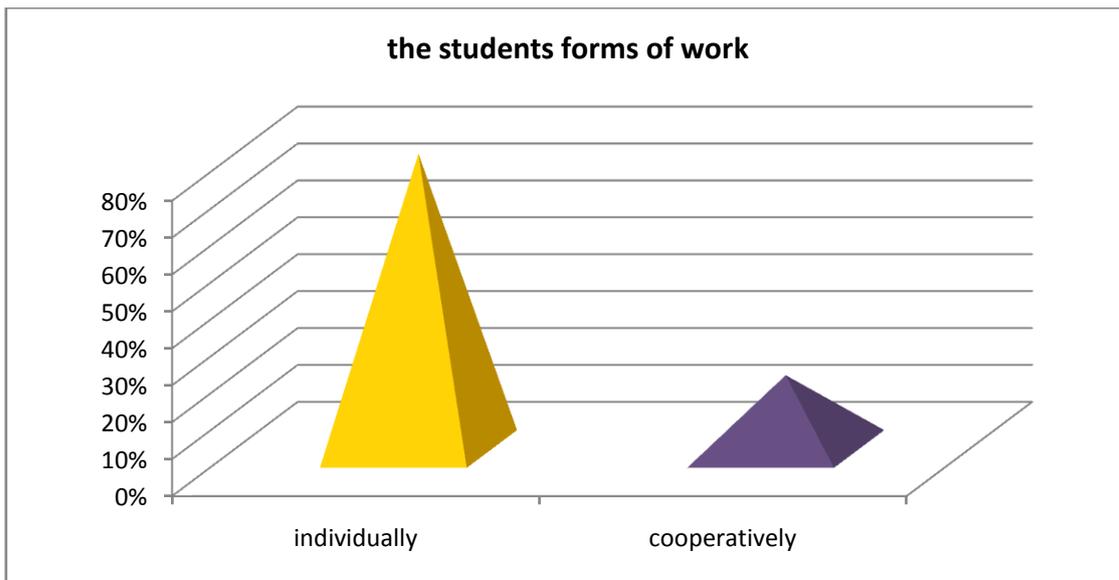


Figure3.29: The students forms of work

As it is visible here, most of the teachers (80%) prefer their students to work individually; this is because the teachers know that most of the student makes noise when working together, and this could disturb the process of learning. The rest of the sample (20%) they stated that they usually ask their students to work cooperatively.

Question30: if cooperatively, which of the following points is the helpful one?

	Working as a whole group	Working in small group	Working in pairs	All of them	Total
Number	0	1	0	0	1
%	0 %	20 %	0 %	0 %	100%

Table3.30: if cooperatively, which of the following points is the helpful one?

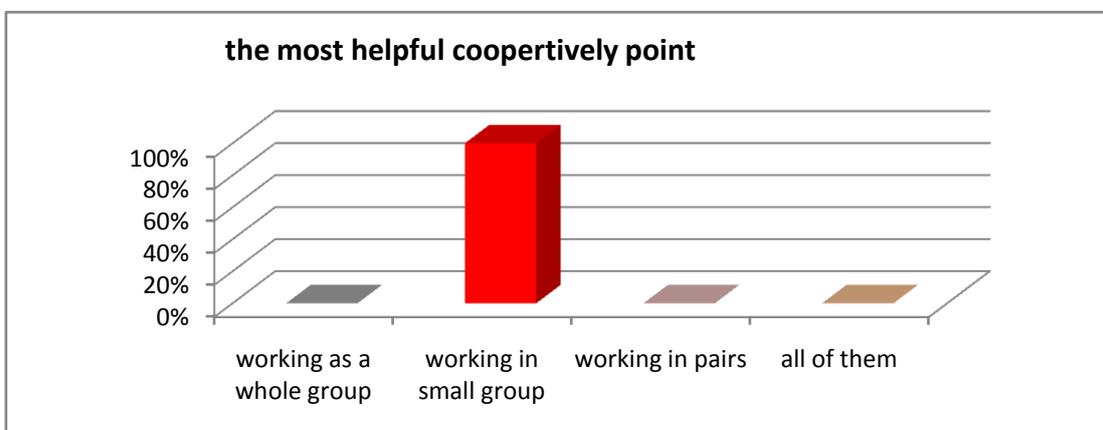


Figure3.30: The most helpful cooperatively point

This question is related to the one above, only one teacher prefers to make his learners work cooperatively, in this question, he stated that he prefers his learners to work in small groups.

Question31: Suggest some reasons for students’ misbehavior

When asking this question, each teacher proposes his reasons for this problem.2 of our teachers suggest that students misbehave because of the lack of interest; when the learners are not interesting in the module they start making troubles during the class to spend time. Another teacher claimed that misbehave is related to the inappropriate teaching method. Lack of experience also represents for one of our teachers reasons that led the students to misbehave. The last teacher claimed that the students react as the way the teacher acts.

Question32: Propose strategies that you use in the classroom to deal with misbehavior?

Teachers are in need to deal carefully with misbehaving learners, the teachers give some suggestions for that, the first one has proposed that teachers need to speak with those learners individually and after the class; this manner makes the both sides discover the real problem behind this act and make a solution. The others stated that to deal with misbehavior you are in need to warning the misbehaving students of the consequence, like if you do that again you will be out of the class or you will lose two points. The last teacher affirmed that to avoid this trouble you need to design interesting activities or tasks.

Part three: motivation

Question33: What does the term motivation mean for you?

Almost of our teachers claimed that motivation is to encourage or to create the desire for someone to do something effectively

Table3.34: Is it necessary for your students to be motivated?

	Yes	no	total
number	5	0	5
%	100 %	0 %	100%

Table3.34: Is it necessary for your students to be motivated?

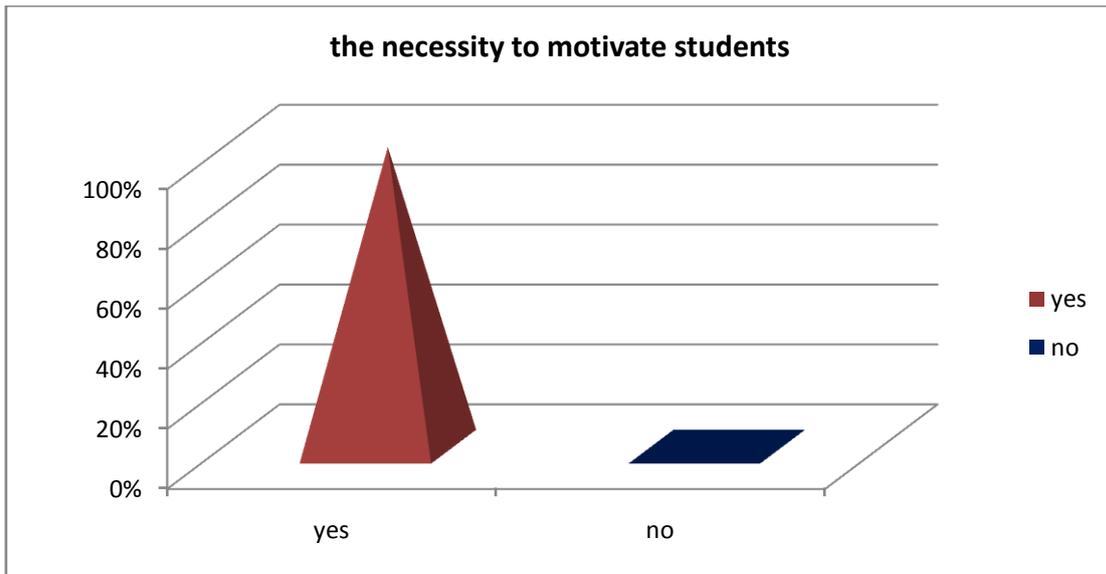


Figure3. 34: the necessity to motivate students

As it is clear here, all of the teachers agree that motivating learners is necessary in the process of learning: they believe that motivation is the key for successful learning.

Question34: In your classroom, the majority of your students are:

	intrinsically	extrinsically	Total
number	1	4	5
%	20%	80%	100%

Table3.34: in your classroom, the majority of your students are:

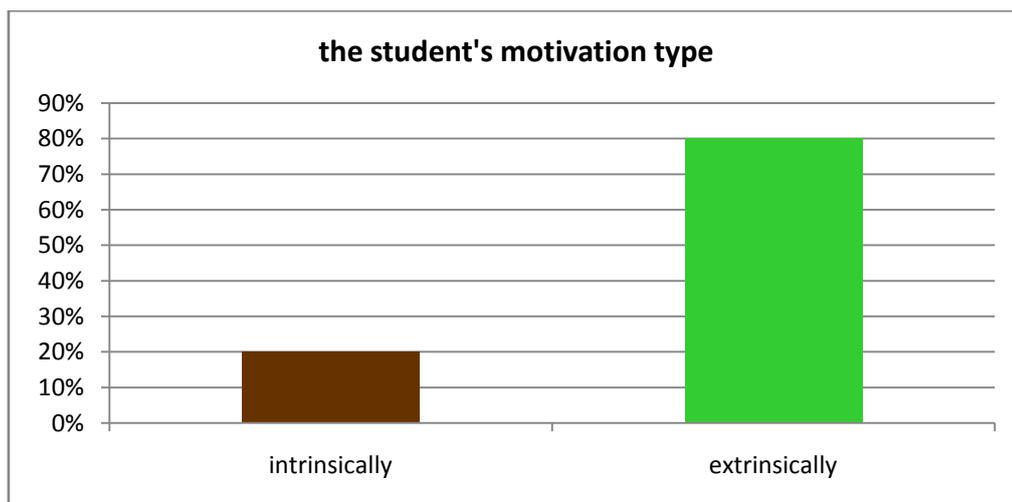


Figure34: the student's motivation type.

4 teachers affirmed that their students are extrinsically motivated; their desire to work is to obtain something like praise or marks or to pass the exam. Only one teacher believes that his learners are intrinsically motivated to learn, they learn to know to success.

Question34: Do you think that intrinsic motivation is enough for getting the academic success?

	yes	no	Total
number	5	0	5
%	100%	0%	100%

Table3.34: Do you think that intrinsic motivation is enough for getting the academic success?

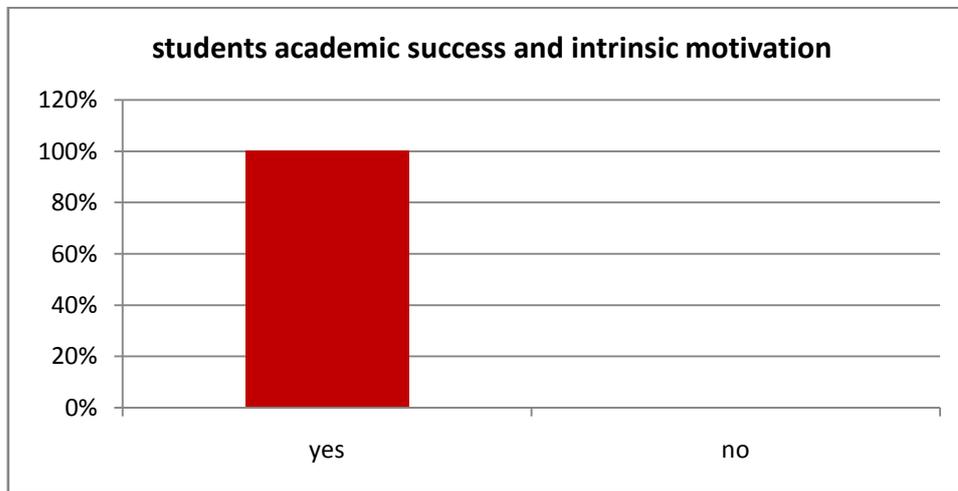


Figure34: student’s academic success and intrinsic motivation

All of the teacher have the same idea that intrinsic motivation in enough for students to get the academic success in their learning.

Question35: Do you think that you as a teacher can be one of the student’s motivation sources?

	yes	no	Total
number	5	0	5
%	100 %	0 %	100 %

Table3.35: Do you think that you as a teacher can be one of the student’s motivation sources?

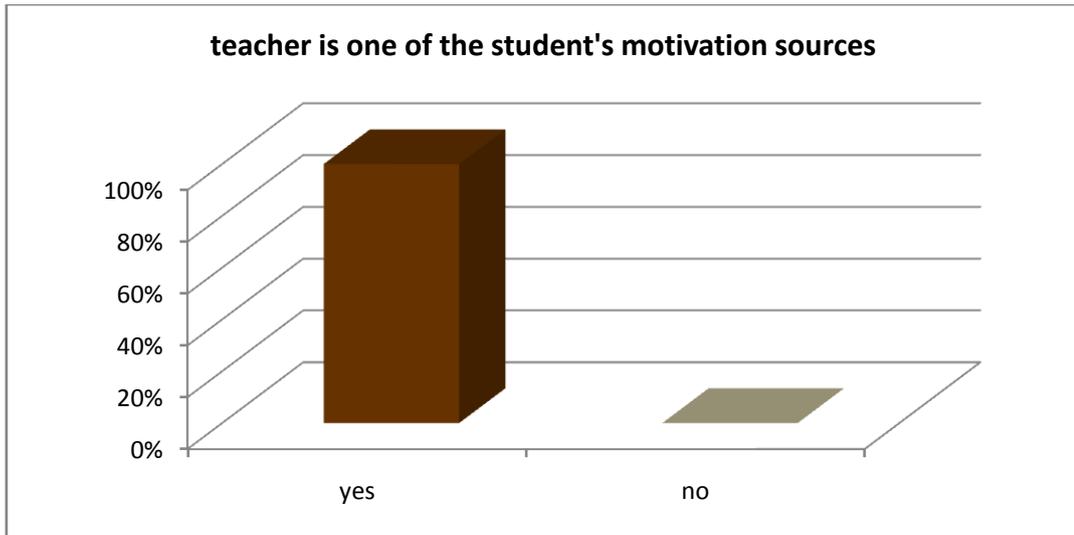


Figure35: teacher as one of the student’s motivation sources.

It is clear that the teacher has a role in motivation his learners. All of the participant teachers affirmed that they represent one of the main sources of student’s motivation.

Question36: do you think that it is possible to motivate all students in a class?

	yes	no	Total
number	3	2	5
%	60%	40%	100%

Table3.36: do you think that it is possible to motivate all students in a class?

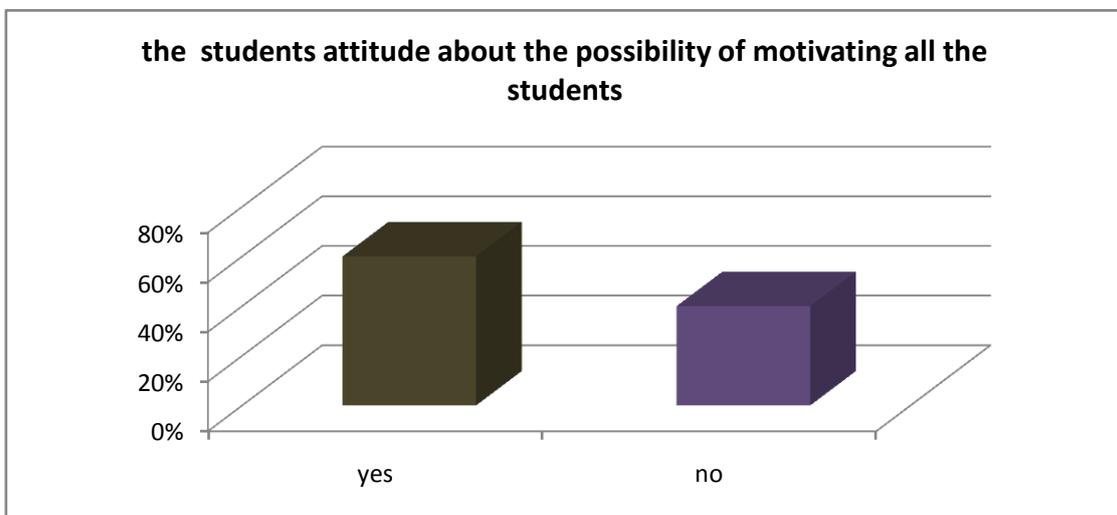


Figure3.36: the teacher’s attitude about the possibility of motivating all the students.

A quick glimpse at the table above, we notice that (60%) of the teachers affirmed that it is possible to motivate all the learners inside the class by using different techniques. While (40%) of the teachers stated that it is impossible to motivate all the learners, this may refer to the huge number of the learners or their personalities.

Question37: Do you think that classroom environment influences your student’s motivation?

	yes	No	total
Number	5	0	5
%	100%	0%	100%

Table3.37: Do you think that classroom environment influence your student’s motivation?

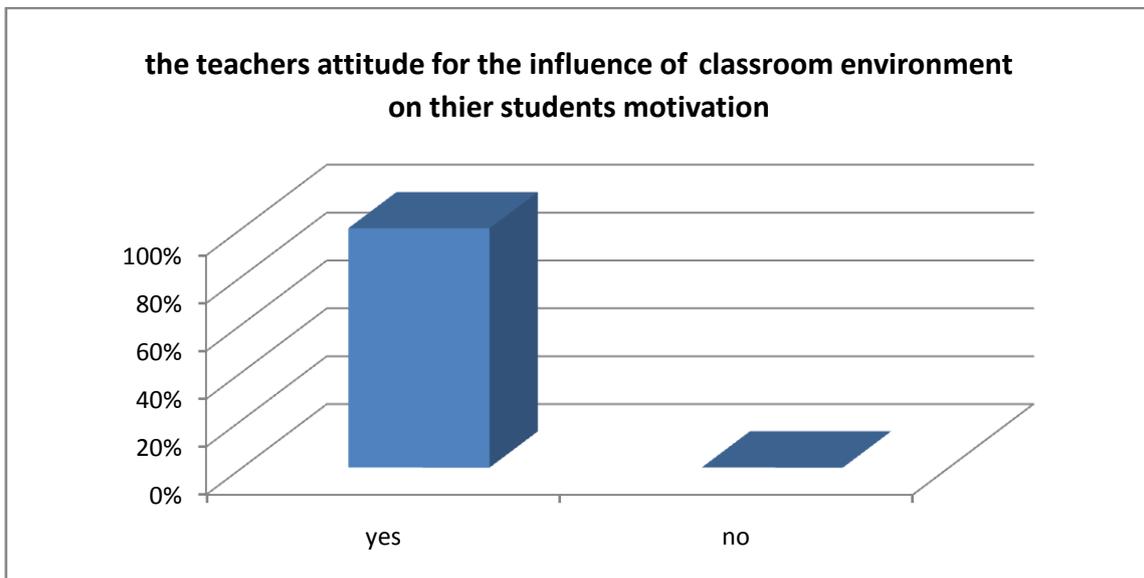


Figure 3.37: The teacher attitude for the influence of classroom environment on their student’s motivation

From the figure above, we can see that all of the teachers (100%) believe that the classroom environment affect on the student’ motivation.

Question38: from the list of materials below, which one you think is the most appreciated by your students?

	The board	Pictures/images	The computer	The tape recorder	others	Total
number	0	2	3	0	0	5
%	0%	40%	60%	0%	0%	100

Table3.38: from the list of materials below, which one you think is the most appreciated by your students?

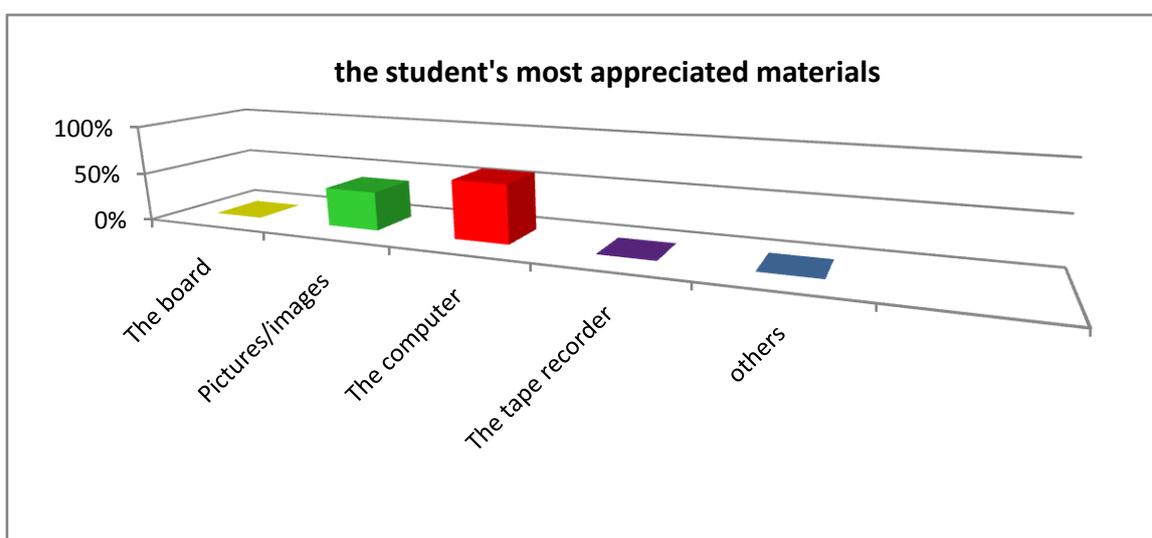


Figure3.38: the student's most appreciated materials

The figure above shows that teachers have chosen the computer (60%) as the most appreciated material used by students in the class. The rest of this sample (40%) stated that the students prefer to use images/pictures.

Question39: do you think that the teaching strategies you use in your class are helpful to promote learner's motivation?

	Yes	no	total
number	5	0	5
%	100%	0%	100%

Table3.39: do you think that the teaching strategies you use in your class are helpful to promote learner's motivation?

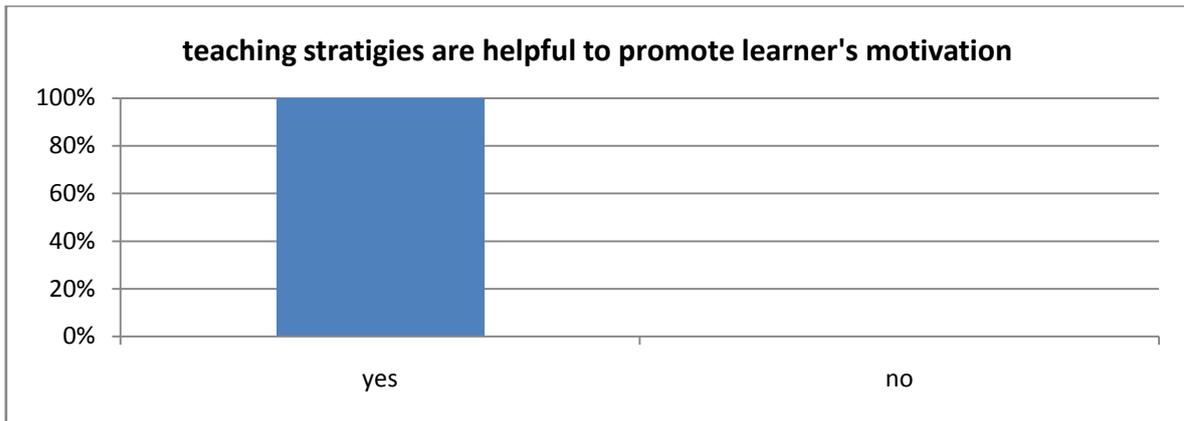


Figure3.39: Students’ opinions about the role of the teaching strategies in promoting the learners motivation?

It is said that teachers’ motivation is reflected in the students’ own motivation, all of the teachers (100%) agree that the teacher teaching method or techniques are one of the main tools that help the learners and improve their desire to learn.

5. Discussion and analysis

The analysis of the student’s questioner provides data about the classroom environment and the learners requirements in order to encourage success within the learning process. Through the part of general information we find that the majority of the participants are female, this means that females are more interesting in learning rather than males. Also we found that all of learners whatever their gender is like English language; this result means that the students are satisfied about their teacher way of teaching.

Within classroom management, (74, 62%) of the students stated that they fell comfortable in the classroom; giving such information means that those students fell safe and relaxed in the class. This refers to the teaching techniques that used by teachers inside the class (walking around, help the learners...). Missing the teacher touch may avoid this feeling of relaxed, and this may be the reason for making the others (25, 37%) loses this feeling.

Concerning the rules and procedures of classroom, the majority of the students claimed that they usually follow them. This may refer to the fact that those rules are clear and satisfying for them. Many students claimed that they break the rules, the reason of this behave is that learners did not find what they were expected from their teachers.

(37, 31%) of the participants stated that they have experienced all forms of the learning techniques; they pass through the individual work to pairs then to cooperative work. Around (33 %) of the students stated that they experienced the individual work; this is may be because their teachers prefer to avoid any noise or waste of time in rearranging the groups. The other percentage (16, 31%) stated that they work in pairs, the minority (13, 83%) has experienced only to work in groups together, the use of this strategy may benefits the learners for creating a community where its members are teacher and learners. When asking the learners if they prefer their teacher to use such strategies in the class, the majority (89, 55) stated that they like to use such strategies in the learning process; because these techniques motivate and encourage them to learn.

The rearrangement of the class has an impact on the learners, in the question (5) the majority of the participant (37 %) prefers to have their courses in full-circle layouts; those learners prefer to face both their teacher and classmates. The minority (6%) prefer to have no tables just seating on chairs; because they feel comfortable. In relating to that the majority (87%) students claimed that they like their teachers to use specific layouts for specific activities, this may facilitate for them the learning process, and the rest of the participants (13%) stated that they did not prefer the use of this strategy.

The majority of the students (90%) agree with the use of their ideas or thoughts by the teacher in the class; the use of this strategy help to build a strong relationship between teacher and learners, and encourage the students to work. In the other side, almost all of the students(99%) believe that the teacher personality has a role in the process of learning; when the teacher does his job perfectly as a leader or organizer this help the learners to achieve the needed data, also the teaching method enhance and encourage the learners desire to learn.

Section three is about motivation. Concerning the learner's level of motivation (90%) claimed that they are motivated to learn English; however, only (10%) students said that they are not motivated. This is referring to the learner personality and external or internal factors. Around (22%) students are internally motivated which mean that those students depend more on themselves and are interested on what the teacher give them. The students with the other type represent the majority (78%) rely more in external factors. (40%) of the students stated that family, teacher, peers, classroom are their sources of motivation. (31 %) students stated that family is their source of motivation, only (7%/6 %) students

claimed that (the class/peers) are the source of being enthusiastic. Also the teacher has a place with the source of motivation (15%) stated that teacher represent inside the classroom a basic motivator. In consequence, all the sources of motivation are significant for students to get their energy and desire in order to be successful. (79%) of the learners prefer their teachers in presenting the lesson to walk around them help them, this way help them a lot in performing their works, others(21%)in presenting the lesson they prefer the teacher to seat and present the lesson those students prefer to work alone. In relating to this (97%) claimed that they prefer the teacher to teach them by using a cretin techniques in presenting the lesson to motivate them, this is because they consider the teacher as a basic source of motivation. Most of students (24%) affirmed that they are motivated for ego satisfaction; they have an internal desire encourage them. Others (22%) stated that they are motivated only to pass the exam, and to get the marks, other students (21%) stated that they are motivated to learn for others reasons. Teacher also presents one of the student's motivation materials, around (19%) students affirmed that they consider the teacher as a motivator factor. The minority of the sample (13%) stated that they are motivation for obtaining their prenatal proud, this mean that family plays a role in student's motivation. The question (6) most of the learners (30%) stated that computers is the kind of material that can motivate them, this is because this generation prefer to use the technology in their everyday life in all situation. Also (22%) of students introduce the teacher techniques as their first material of motivation. Some students said that their teacher cares about them, helps, guides, and organize the class for them. Claiming this gives us an idea about the classroom environment and how it can be motivating. Most of the students (85%) believe that the organization classroom environment and the students help them to learn better and motivate them. The majority of the students (90%) said that the teachers used techniques can encourage them to learn and could motivate them to learn.

The analysis of the students' questionnaire reveals that the principle of an effective teaching process is related to the teacher management's strategies and the student's desire to success. The learners' answers, in part two, affirmed that students are aware about the influence of the management's strategies on their success. The analysis of the second part revealed that the teacher used strategies has a big impact on the students motivation.

The teachers' questionnaire analysis, as the students' one, affirms that teaching managements strategies represent an effective method that promote motivation and encourage the learners to learn and work harder. The analysis of the first part reveals that

all teachers believe that the key point of a well managed classroom is the perfect organization of the class also they claimed that classroom management is related to motivation and the class environment, also to discipline. The second part analysis affirmed that all of the teachers believe about the importance of motivation to get the academic success, they also believe that they as a teachers represent a major source if motivation in the process of teaching.

Conclusion

The present study has dealt with the connections that exist between management teaching strategies and student's motivation. Its main concern was investigating whether the use management teaching strategies inside the class motivates students to learn on second year students of English at the University of Biskra.

The analysis of the questionnaire reveals that the principal concern of teachers is to teach effectively .whether to focus on the teaching method and motivating the learners or to create the appropriate learning environment; so, success effectively is strongly related to the well managed classroom environment and the learner's strong desire to learn and achieve goals.

Suggestions and Recommendations

This present study revealed that managing classroom is the basic task or a duty that the teacher is concerned with besides investing the different techniques and conditions to motivate the learners to learn. Relying on the provided data in this research, we present these suggestions:

- Teachers should place more interest on classroom environment (seating, layouts), this is related to the fact that the arrangements of the class affect the learners and teachers and influence the process of teaching.
- Teachers may walk around the class and help the students if necessary, this may assist the teacher as an observer to notice his learners' weaknesses. In this case the student will be more active and more motivated to the process.
- It is suitable for the teacher to focus on pleasurable tasks or activities, this may work as an effective way to engaging the students in different coursework.
- Tutors are expected to accept the student's ideas and views about the class or the manner of teaching and applying them, this can encourage the students to work.
- It is better for the teacher to keep his class active by changing the class rearrangement seating, and use specific layouts for a specific activities.
- Instructor is supposed to build a strong relationship with learners' parents .this support the educator' attempts to motivate and encourage the students to obtain best achievement.
- Teachers are indeed to deal with misbehave learners by warning them on the consequence. By doing this the teachers will keep the class far away from noisiness that trim down the level of students' motivation.

General conclusions

The successful instruction is not an easy task. It requires a range of skills and experience. One of these skills is to be an efficient classroom manager; which means that the instructional time and space are used effectively, the class is well organized and the students feel relaxed and. Thus, they do not find any chance to misbehave. The classroom conditions can have a positive impact on the student's desire to learn. Our investigation is conducted for the purpose of finding out the excited relationship between management teaching strategies and the students' motivation. Through this study, our hypothesis is confirmed. If the teacher used effective management's strategies and if his class is well managed, then students would be more motivated to learn. This fact is a result from the gathered information of the analysis of both teachers' and students' questionnaires. The findings revealed that the majority of the strategies that motivate the learners are division of the progression of managing the classroom. At the same time, some of these strategies can be used for the purpose of promoting the students to learn. In addition, managed classroom is important for reducing a set of factors that have a negative impact on student's motivation. The process of motivation and managing classroom is related primarily to the teacher who follows several strategies to offer a well organized class.

Teacher represents a vital source of motivation; the students can have a strong desire to success, if the teachers encourage them. The motivated students rely on the teacher to develop their level and the unmotivated learners rely on him in empowering them to learn. As well as, the management teaching strategies has a positive effect on learners' motivation. The learners' level would be enhanced and the academic success will be obtained.

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Appendices

Appendices1: Student's Questionnaire

Dear student

This questionnaire is an attempt for gathering information needed for the accomplishment of master dissertation. The needed information concern the student's personal view about the role of teacher used strategies in creating a comfortable classroom environment and motivating the learners.

We would be thankful if you could answer the questions.

Please, read the statements attentively and simply answer them by selecting the appropriate answer.

Boukhhabla naouel

Section one: General information

1. Gender:

a) male

b) female

2. Do you like English as a foreign language?

a)yes

b) no

3. In your opinion learning English is

a) A difficult task

b) An easy task

Section two: Classroom managements

1. Do you feel comfortable in the classroom?

a)yes

b) no

2. Do you follow the rules and procedures in the classroom?

a)yes

b)no

3. Have you ever experienced the following techniques in your learning?

a) cooperatively

b)individually

c)pairs

d)all

4. Do you prefer your teacher to use such strategies inside the classroom?

a)yes

b)no

justify

your

answer:

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

5. What kind of classroom layouts (rearrangement) you prefer?

1) Semi-circle

2) One large table

3) Full circle

4) No tables

5) Facing

6. Do you like your teacher to use specific layouts for specific activities?

a)yes

b) no

7. Using the learners' ideas....., do you agree/disagree with the use of this technique?

a) agree

b) no

Justify your answer.....

.....
.....

8. Do you think that the teacher's personality has a role in the process of recognizing the giving data?

a)yes

b)no

Section two: Motivation

1. Are you motivated to learn English?

a)yes

b)no

if yes,What kind of motivation do you have?

a) intrinsic

b)extrinsic

2. What are the sources of your motivation?

a)family

b)teachers

c) peers

d)classroom

e)all of them

3. In presenting the lesson, do you prefer the teacher to?

a) seat and present the lesson

b) walk around and help you

4. Do you prefer your teacher to use certain techniques for motivation?

a)yes

b) no

5. What really motivates you to learn English?

a) passing the exams

b) parental proud

c) the teacher

d) ego satisfaction

e) others

6. What type of materials you think that can motivate you?

a) computers

b) books

c) pictures/images

d) The board

e) The teacher techniques

f) others

7. Do you believe that the organization of the class, students behavior influence your motivation to learn?

a) I do

b) no

8. Do you think that the teacher used techniques could enhance your motivation?

a) yes

b) no

Thank you

Appendices 2:

Teacher's Questionnaire

This questionnaire serves as a data collection tool for a research study that aims at investigating the role of teacher's management strategies in enhancing language learner's motivation.

Your answer will give great help for accomplishment of this study.

Please, tick the choice that represents your answer.

Boukhabla naoual

Background information

1. What is your gender?

male

female

2. How old are you?

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3. What kind of degree do you have?

a) BA (license)

b) Master

c) Magister

d) PhD (doctorate)

4. How long have you been teaching English at the university?

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Section one

Classroom management

1. What does the term classroom management mean for you?

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2. Is it necessary for classroom to be managed?

a)yes

b)no

3. In your opinion, classroom management is related to

a) an orderly classroom environment

b) discipline

c) motivation

d)all of them

4. How often do you use the default room arrangement?

a) always

b) sometimes

c)never

5. Which strategy do you usually follow to provide well managed classroom?

- a) creating the appropriate learning environment
- b) establishing rules and procedures
- c) creating a motivational environment
- d) using a managing class time
- e) all of them
- f) others

6. You usually ask your student to work

- a) individually
- b) cooperatively

If cooperatively, which of the following points is the helpful one?

- a) working as a whole group
- b) working in small group
- c) working in pairs
- d) all of them

8. Suggest some reasons for students 'misbehavior

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9. Propose strategies that you use in the classroom to deal with misbehavior?

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Section two

Motivation

1. What does the term motivation mean for you?

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2. Is it necessary for your students to be motivated?

a)yes

b)no

why.....
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3. In your classroom, the majority of your students are:

a) Intrinsically motivated

b) Extrinsically motivated

4. Do you think that intrinsic motivation is enough for getting the academic success?

a)yes

b)no

5. Do you think that you as a teacher can be one of the student's motivation sources?

a)yes

b) no

6. Do you think that it is possible to motivate all students in a class?

a)yes

b)no

7. Do you think that classroom environment influences your student's motivation?

a)yes

b)no

8. From the list of materials below, which one you think is the most appreciated by your students?

a) the board

b) pictures/images

c) the computer

d) the tape recorder

e) others

9. Do you think that the teaching strategies you use in your class are helpful to promote learners' motivation?

Thank you

ملخص

تهدف هذه المذكرة, و التي تتألف من ثلاثة فصول إلى دراسة تأثير إستراتيجيات التعليم المتبعة من طرف الأستاذ في تحفيز طلبة السنة الأولى إنجليزية كلغة أجنبية في جامعة" محمد خيضر بسكرة " و لاستكشاف ذلك، بنينا بحثنا على فرضية، أن للأستاذ دور مهم في تحفيز الطلبة ، وذلك في حالة اعتماده على إستراتيجيات محفزة تصنع إرادة الطالب ، و للتحقق من هذه الفرضية أنجزنا دراسة تجريبية على كل من الأساتذة وتلاميذ السنة الأولى. الاستبيان الأول يتكون من (19)سؤال موجه ل(67) طالب , أما الاستبيان الثاني والذي يتألف من (22) موجه ل (5) في نهاية السنة الجامعية 2015/2014. مناقشة و تحليل نتائج البحث أثبتت صحة الفرضية. مما يعني أن استعمال استراتيجيات محفزة في العملية التعليمية يساعد الطلبة و يقوي إرادتهم. هذه الدراسة أيضا تهدف إلى جعل الأستاذ على دراية بمختلف التقنيات و الاستراتيجيات المحفزة للطلاب.