Fostering students' motivation through effective teaching methods: Case Study of Master two at ABDELHAMID IBN BADIS university of Mostaganem.

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Presented by:

Idir Fazia

Members of the board

Chairperson: **Ms. Malika Benyoub**

Supervisor: **Ms. Soumia Bentamra**

Examiner: **Ms. Radia Bnyoucef**

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Dedication

I dedicate my dissertation to my family and many friends. a special feeling of gratitude for my loving parents, whose words of encouragement and push for tenacity ring in my ears. My sister Sara, who has never left my side,

Dedication to my many friends and classmates who have supported me throughout the process. I will always appreciate all they have done.

I also dedicate this work and give special thanks to my best friend Tinhinane for being there for me throughout the entire time. You have been my best cheerleaders.

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Abstract

One of the most crucial elements of learning and boosting engagement in the classroom is teaching. A number of factors that will affect how students perceive and are affected are the teaching methods and techniques. The most effective teaching strategies will significantly boost students' motivation to learn. With the intention of highlighting and examining teachers' and students' attitudes toward these aspects, the research seeks to understand the effects of teaching approaches on learners' motivation in the area of EFL teaching and learning. An analysis of the second year of master students English program at the Abdelhamid Ibn Badis University of Mostaganem in Algerian universities. Both a qualitative and a quantitative study were used to conduct this research. Data is gathered using a variety of research tools .Both the interview and the questionnaire were directed at the students. The results of this study lend credence to the assertion that employing effective teaching strategies can significantly boost students' motivation for learning a foreign language. This study focused on one facet of this relationship in descriptive detail. As a result, crucial research directions and recommendations are offered, such as fostering a supportive learning environment and incorporating educational technology tools to boost learners' motivation and interests.

Keywords: EFL teaching and learning, learner's motivation, Teaching methods/approaches, qualitative and quantitative.

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List of abbreviation

EFL: English as a Foreign Language

ESL: English as a Second Language

L3: License 3

M2: Master Two

TEFL: Teaching English as a Foreign Language

LMD: License Master Doctorate

General

Introduction

General Introduction

Students ought to use effective learning strategies to study and achieve beneficial educational outcomes, such as taking a simulated test or spacing out study sessions across time. According to psychological studies, teaching strategies that make learning more difficult and effortful effectively improve long-term retention. Most pupils, on the other hand, employ passive, ineffectual tactics such as rereading or highlighting. These tactics make the learning process appear easier, resulting in a sense of fluency. As a result, students overestimate their learning and exaggerate their memory, which has a negative impact on their learning results.

The teaching literature is brimming with well-researched methods for teachers to provide knowledge and skills that can improve students' motivation for better learning prospects. It is also full of advice on what not to do in the classroom. However, there is no rule book dictating which teaching approaches are best suited to whatever skills or topics are being taught. Students frequently lack expertise in determining if the approach chosen by an individual instructor is the best teaching method or merely "a method" or the method with which the teacher is most comfortable. Therefore, it is important for teachers to not only be knowledgeable about various teaching methods but also to be flexible and willing to adapt their approach to meet the needs of their students. It is also crucial for students to provide feedback to their teachers on what is working and what is not, as this can help improve the overall learning experience. Ultimately, effective teaching requires a combination of well-researched methods, adaptability, and open communication between teachers and students.

As a result, the study's goal is to demonstrate the importance of effective teaching methods in the classroom to increase students' motivation for a positive impact on EFL education, as well as to investigate the various teaching styles provided by educators to facilitate both the teaching and learning development processes, and to suggest ways to overcome learning difficulties and barriers. As a result, the primary questions posed in this study in order to provide a reliable answer to the problem statement are:

1. What are the most applied types of teaching methods?
2. How do teaching methods effect students' motivation in the classroom?
3. What characteristics can lead to learners' demotivation?

In an attempt to answer the questions mentioned above, the following hypotheses are proposed:

1. Teacher-centered methods are the most used in class.
2. Applying effective teaching methods and techniques in classroom creates better outcomes and therefore helping students to enhance their motivation.
3. Learners demotivate because of both external and internal factors.

Exploratory case study research was conducted with EFL teachers and learners of second year of master LMD participants in the department of English at Mostaganem University to determine the extent to which the assumptions are true. The research relies on the use of its equipment to collect data. The teachers' interview and the students' questionnaire were included. As a result, the outcomes will be examined numerically and qualitatively. Overall, the research aimed to investigate the validity of assumptions regarding EFL teaching and learning in the context of M2 LMD participants at Mostaganem University. The study utilized equipment such as interviews and questionnaires to collect data from both teachers and students. The resulting outcomes will be analyzed both quantitatively and qualitatively.

The work is divided into two primary sections; the first is a theoretical section known as chapter one, which offers a literature review of teaching methods and styles in EFL learning. Its goal is to examine the role of effective teaching techniques, challenges, and strategies that teachers use to integrate them into curriculum, as well as both teachers' and learners' attitudes on the impact of teaching methods on motivation to learn. The second empirical section is divided into two chapters, one of which is devoted to the methodology and analysis of the study data, the methodologies utilized, as well as a full description of sampling and the many tools used to collect data. The final chapter, on another note, is devoted to a discussion of the data acquired from the M2 English student questionnaire and teacher interview, followed by a series of recommendations for instructors, students, and other researchers, including study limitations and a future vision for promoting learner motivation through more effective teaching approaches in the field of EFL.

Chapter One: Literature Review On Teaching Methods And Motivation

1.1 Introduction

Motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching methods, styles, or techniques just to capture students' interests. Not all students are motivated by the same values, needs, desires, or wants. Thus, the aim of this chapter is to provide insights in terms of the role of teaching methods in enhancing EFL teachers and/or learners' motivation. This chapter provides, first, an overall definition of the concept of teaching methods and views the difference between approach, strategy, and method. Then, it exhibits the significance of teaching methods. The emphasis is put on the major types of teaching methods and their main characteristics (teacher-centered, learner-centered, content-based methods, and the participative method), which seems to be a crucial element for students to assist and master their academic prose. The chapter also deals with the concept of motivation, its importance, types, and dimensions. It sheds light on the major external and internal sources that decrease the degree of motivation (demotivation factors) to learn EFL or ESL skills. At the end, it focuses on the way teaching methods impact learners' motivation.

1.2 The Concept of Teaching Method

The term teaching method refers to the general principles, pedagogy, and management strategies used for classroom instruction to be implemented to achieve the desired learning by students (Emanual, 2016). Teaching methodologies refer to a set of practices and principles used by teachers to make the process of teaching and learning highly effective for their students. Teaching methodologies, also known as teaching methods, are usually also based on various beliefs regarding the nature of the language used and how it is learned (nd, teachmint). Larsen-Freeman (2000) proffers the term 'language teaching method', saying that "is important to recognize that methodology links thoughts and actions because teaching is not entirely about just one or the other.

An effective teaching method engages students in the learning process and helps them develop critical thinking skills. Traditional teaching methods have evolved with the advent of differentiated instruction, prompting teachers to adjust their methods toward students' learning needs (Yazon, 2017). The most successful teaching methods are those that have a proven track record of success in engaging students in different

ways. The following characteristics of the most common teaching methods are described in many related works (Pat, 1992).

Lecture

It is one of the teaching methods in which the teacher is the main roller, the learners represent the passive elements, and the speaker represents the active ones. He delivered a prepared talk or verbal presentation to an audience on an outline of points to cover in one batch. Audience participation is minimal and usually confined to a brief question-and-answer session after the talk. In this method, effort and time are saved. It needs a clear introduction and summary, a time and content limit to be effective, and should include examples and anecdotes.

Discussion and Dialogue

It is the method of dialogue and discussion that uses questions and answers to reach a specified fact. This method goes back to the Greek philosopher Socrates, who used it to make his followers reach the truth. This method depends on three elements: the sender, the receiver, and the message. The message represents the subject of dialogue, while the sender can be the receiver and vice versa at the same time. Discussion is different according to its aim. Some discussion could be closed around teaching subjects or could be free to go around general subjects related to human life or human problems. Discussion and dialogue represent a trial between learners and between learners and teachers. It requires careful planning by the facilitator to guide discussion and outline questions.

Practical Demonstration

Practical demonstration is considered one of the general teaching methods that is effective in teaching skills such as using tools, lab experiments in the sciences, giving speeches, and so on. The teacher shows and performs the skills in front of the students in an optimal way, and he may repeat them many times or let the students express the skills under his supervision. Although the success of this method depends highly on the teacher and his personal skills, this method is still important because some skills can't be learned without a real demonstration. Safety measurements, spare equipment, and instruments should be available.

1.2.1 Definition of Teaching Method

According to Liu and Shi (2007), "a teaching method is characterized by a set of principles, procedures, or strategies to be implemented by teachers to achieve desired learning in students" (as cited in Westwood, 2008, p. 5). Westwood (2008) stated that the choice of the teaching method depends on two criteria: the nature of the subject to be taught and the nature of beliefs and theories about how students learn. A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly by the subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient, it has to take into account the learner, the nature of the subject matter, and the type of learning it is supposed to bring about (Achinstein P. 2010).

A teaching method is a systematic way in which a teacher transfers, receives, or shares information. Geoffrey defines teaching method as the process of imparting knowledge and skills that is used by a teacher in the classroom. It implies the use of principles and theories of instruction; it can include class participation, demonstrations, and recitation (Bello J. Y., 1981). According to Brown (1992), the selection of the most appropriate teaching method is based on four main criteria: the teacher's philosophy of education, classroom size, subjects to be taught, and the school's mission statement.

1.2.2 The Difference Between Approach, Strategy and Method

The way in which the target language is delivered essentially affects the pupil´s attitude toward learning it and, without a doubt, the success or failure of the learning process. Therefore, a great number of methods and approaches have been developed so far, as well as a wealth of strategies to improve language teaching. In order to understand the nature of approaches and methods, it is important to clarify the relationship between approach, method, and strategy (Liková, 2017). To start with, Anthony (1963) defined an approach as a set of correlative assumptions dealing with the nature of language teaching and learning.

An approach is axiomatic. It describes the nature of the subject matter to be taught" (as cited in Richards & Rodgers, 2001, p. 19). So, an approach deals with the general theoretical principles and philosophies related to language teaching and learning. An approach is a set of correlative assumptions about the nature of language

and language learning. An approach is treating something in a certain way or having a personal philosophy of teaching. It is a set of assumptions (why) that reflects a certain model or research paradigm. An approach is a set of theories and principles in which there are learning strategies for all the theories. Learning approaches can be divided into two categories: student-centered approaches and teacher-centered approaches (Jumat, 2015). Richards and Rodgers (2001) supported Anthony's definition and described an approach as a set of principles and practices derived from theories about language teaching and learning. They examined the linguistic and psycholinguistic aspects, in other words, the theory of language and the theory of language learning related to the approach.

A method is the practical realization of the assumptions and principles of the approach. However, a method is an umbrella term; it represents the broadest concept that covers three other elements, which are: approach, design, and procedure (Jumat, 2015). Method is defined as a habitual, logical, or prescribed practice or systematic process of achieving certain results with accuracy and efficiency, usually in a preordained sequence of steps. A method is how to carry out these assumptions and theories (how). There are many methods of learning: lecture, demonstration, discussion, simulation, laboratory, field experience, brainstorming, debates, symposiums, and so forth (Jumat, 2015).

Richards & Rogers (2001) stated that "a method is theoretically related to an approach, practically realized in procedure" (p. 20). In other words, a method is an orderly way of presenting materials to the learners; this presentation should be in harmony with the selected approach.

A strategy, according to Brown (2007), refers to "the specific methods of approaching a problem or task, the modes of operation for achieving a particular end, and the planned designs for controlling and manipulating certain information" (as cited in Sariçoban & Saricaolu, 2008, p. 162). Wandberg and Rohwer (2010) define teaching strategies as "referring to the structure, system, methods, techniques, procedures, and processes that a teacher uses during instruction" (p. 164). In addition, teaching strategies are strategies that teachers can use alone or with others. These strategies must suit the needs of the principal and the teacher and be appropriate for the students' needs and abilities (Picard, 2004). According to Wandberg & Rohwer (2010), some of the strategies that teachers can use in the classroom to teach English are:

Assessment with choice strategies: this strategy allows the learners to choose the way or the domains which they are going to express their learning by writing, speaking, drawing or illustrating.

Brainstorming strategy: This is the best strategy for developing creativity and imagination. Teachers can divide learners into groups because this will create more ideas.

Discussion strategy: Students are given the opportunity to discuss some topics in the classroom.

1.2.3 The Importance of Teaching Methods

Teaching methods are the broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods (nd, University of Buffalo). Teaching methods help students to:

- Master the content of the course
- Learn how to apply the content in particular contexts

In order for teaching methods to be effective in achieving learning objectives, they must be selected according to appropriate criteria, which are as follows (Ahmad, 2005):

1) The extent of its relevance to educational goals.
2) Its ability to urge students to think well and reach results.
3) Taking into account the logical and psychological aspects when presenting the educational material.
4) Its association with the students' social life.
5) Helping the students to explain the results they reach in their studies.
6) Its contribution to the link between the theoretical and practical sides of the academic subject.
7) Exploitation of students' activities towards education.
8) Taking into consideration students 'abilities, aptitudes, tendencies and attitudes related to the educational subject.

The main objective of teaching at any level of education is to bring about a fundamental change in the learner and facilitate the transmission of knowledge to learners (Tebabal & Kassay 2011). It is recognized that poor performance by the

majority of students is fundamentally linked to the application of ineffective teaching methods used by teachers to impart knowledge to learners (Adunol 2011).

1.3 Types of Teaching Methods

1.3.1 Teacher-Centered Method.

In a teacher-centered (authoritarian) approach to learning, teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with the end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information on to their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments (Ashbaugh AF, 1988). Besides, Liu, Qiao, and Liu (2006) believed that this teaching style was close to the behaviorist tradition. It views students as passive, and by reacting to the stimuli in the environment, they can become active.

The teacher-centered approach was the dominant teaching style for a long period of time before being replaced by the learner-centered approach. This teaching style is one that is formal, controlled, and autocratic, in which the instructor directs how, what, and when students learn (Ahmed, 2013). Schug (2013) asserted that teacher-centered instruction is heavily teacher-directed and that the emphasis of learners is on academic tasks. A centered approach does not allow students' educational growth; it gives no room for learners to develop their capacities (Ahmed, 2013). In other words, this approach does not encourage innovation and controls learners' attitudes toward learning. Ahmed Khaled (2013) pointed out that in a teacher-centered lecture, learners are passive; they just receive information and wisdom from the teacher, who controls the learning process and makes all the decisions about the curriculum, what methods he uses to teach, and how to assess students.

1.3.2 Learner- Centered Method

In a student-centered approach to learning, while teachers are the authority figures in this model, teachers and students play an equally active role in the learning process. This approach is also called authoritative (Behr AL, 1988). According to Sweat-Guy and Buzzetto-More (2007), the student-centered approach centers on

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learners by considering their needs and perceptions and by offering the chances and possibilities to choose what to learn.

In this method, the student becomes the source of what to be learned. Students get the opportunity to interact with a teacher, content, and the students themselves as bishops. (1995) say, "The prior knowledge of the student is considered to be very important. From this fountain is where the trench of knowledge is dug to make a big and wide canal of knowledge" (p. 15). One of the key principles of a student-centered approach is the responsibility that students undertake in the learning process. However, this does not entirely mean that students have complete freedom and power over their learning. It is advisable to make students choose what and how to learn when they are ready (Nunan, 2012).

1.3.3 Content- Based Method

Stern (1983) phrased it as "the conceptualization of language teaching as a long, fascinating, but rather torturous history" (p. 453). C. B. I. is an approach to language teaching that integrates language instruction with instruction in content areas. The focus is thus on the substance or meaning of the content that is being thought, with language learning being a byproduct of such a focus on meaning. Content-based instruction also addresses students' needs and builds upon the learners' previous experiences, connecting them to the new information they receive (Madrid Fernandez and Garcia Sanchez, 2001, p. 110). It is based on the premises that people learn languages more successfully when they engage in meaningful activities (Curtain, 1995) and when the information they are acquiring is seen as interesting, useful, and leading to a desired objective (Richard and Rodgers, 2001). According to Richard and Rodgers (2001), C.B.I. also draws on another clear-cut set of language teaching approaches or educational initiatives. These are cited below as follows:

- The Natural Methods Tradition: It is particularly the direct method, where the target language is used as the exclusive means of instruction, and the natural approach, which emphasizes the same implicit teaching and learning techniques as the C. B. I.

- Cognitive Academic Language Learning Approaches (CALLA): These are typically geared toward upper elementary or secondary school students. It combines language, content, and learning strategy instruction into the traditional EFL classroom.

- Bilingual Education Programs: Within these programs, a foreign or second language is used to teach the regular curriculum. Canadian and other bilingual immersion

1.3.4 Participative Method

Participatory approaches originally began in the 1960s with the work of Paulo Freire, but they did not emerge in the field of language teaching until the 1980s (Larsen and Freeman, 2000). A participatory approach is said to be student-centered, as the activities practiced emphasize the way learners analyze and learn the themes the teacher is teaching them (Kafyno, n.d., as cited in Abandor et al., 2014). The participatory approach is underlined by a set of principles. Larsen and Freeman (2000) summarized those principles as follows:

- What happens in the classroom should be connected with what happens outside that has relevance to the students. The teacher listens for themes in what students say that will provide the content for future lessons

- The curriculum is not a predetermined product, but the result of an ongoing context-specific problem-posing process

- Education is most effective when it is experience-centered, when it relates to students'' real needs

- When knowledge is jointly constructed, it becomes a tool to help students find voice and by finding their voices, students can act in the world

- Focus on linguistic form occurs within a focus on content

- Students can create their own materials, which, in turn, can become texts for other students. (pp. 154)

1.4 The Concept of Motivation

Abisamra (2006) stated that it is the state of adrenaline flowing in the blood that is linked mostly with a strong desire to reach an objective. It is used in different disciplines in life and denotes an inner feeling of enthusiasm that guides behavior. Defining motivation is an arduous task, for it is impossible to give an exact definition to a broad term defined from different perspectives. To start with a global definition, we would like to appeal to Dornyei and Ushioda (2001), who write: "The only thing about motivation most researchers agreed on is that, by definition, it concerns the direction and magnitude of human behavior" (p. 4), meaning that motivation is about the reason

that instigates people to do something as well as the time and effort required to prosecute it.

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

According to Rost (2006), motivation has been called the "neglected heart" of language teaching. Thus, learners who are demotivated are more likely to fail to attain their goals. The term motivation broadly refers to all current factors and processes that lead to the attainment of a particular goal under the circumstances. Motivation is a process that initiates, directs, and sustains a particular behavior (Stojakovié, 2011). Nakata (2006) noted that motivation cannot be explained by a single definition. Because of the complexity of defining the term, there has been a paradigm shift in our understanding of motivation over the last 50 years.

Motivation is defined as a psychological factor that arouses an organism to act towards a desired goal. Franken (2006) extends this definition using extra elements, which are the arousal, direction, and persistence of behavior (as cited in Huitt, 2011). On the basis of second language learning, Crookes and Schmidt (1991) define motivation as the learner's tendency toward the goal of learning a second language. According to Brophy (2004), students' motivation is a concept that describes their degree of attention and effort to achieve their goals, which may not be necessarily desired by their teachers.

In terms of psychology, Kleinginna (1981) defines motivation as an inner need, desire, or want that serves to motivate an action and gives it direction. Franken (2006) extends this definition using extra elements, which are arousal, direction, and persistence of behavior. Ortega (2009) states that motivation is usually understood to

refer to the desire to initiate L2 learning and the effort employed to sustain it, and in lay terms, we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation. Motivation is associated with the idea of impetus, or being moved to take action (Ryan & Deci, 2000).

One of the greatest psychologists, Gardner (1985), defined motivation as a major factor in the successful study of language acquisition. It is considered goal directed and defined as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language; that is to say, motivation is a crucial factor that researchers should shed light on to enhance students' learning, and they should also focus on how this affective factor can help learners reach proficiency in SL. Moreover, Gardner (2008) states that motivation refers to a procedure that begins with a demand, desire, and incentive that an individual has to engage in a specific activity and ends with a behavior that pushes the learner towards achieving their goals. Cox (1999) defined motivation as the characteristics of individuals, such as their goals, competence-related beliefs, and needs, that influence their achievement and activities. Motivation is important considering that students with high motivation can achieve more learning in a specific foreign language than brighter students with a lack of motivation (Cheng & Dornyei, 2007).

Ultimately, it is undeniable that the concept of motivation has lots of definitions because there is no universal consensus about it. But most researchers and scholars agree that it has a crucial role in determining the academic success or failure of any learning process.

1.5 Importance of Motivation in School Settings

Palmer (2007) reviews student motivation as an essential element that is necessary for quality education. Motivation reflects students' choices of learning tasks, the time and effort they devote to them, and their ability to overcome the hindrances they endure in the learning process (Peklaj and Puklek, 2006). Bomia et al. (1997) claimed that motivation seeks to increase factors that move a student toward becoming more involved in the class and subject matter, meaning that the aim of academic motivation is to increase sources that can incite students to contribute and take part in the learning process. Motivation increases the speed of work that a learner puts in to

achieve a goal. In education, motivation is a factor in determining the high or low points of the goal (Brown, 2000).

Ames (1990) claims that motivation is important because it contributes to achievement; this means that motivation contributes to enhancing the students' performance. Motivation plays a significant role in education; it is an essential element necessary for the quality of learning (Abussalim, 2008), cited in Bouazza (2021), who mentioned that it is one of the influential factors on the teacher and the learner that contribute to the success of the teaching and learning process. Without motivation, students cannot reach their goals easily.

Intrinsic and extrinsic motivation: Individuals who are motivated intrinsically tend to develop a high regard for learning course information without the use of external rewards or reinforcement. On the other hand, individuals who are motivated extrinsically rely solely on rewards and desirable results for their motivation, e.g., tests and GPA (Lei, 2010). Students who are motivated externally are at a greater risk of performing lower academically than intrinsically motivated students. It is interesting to note that nontraditional students report higher levels of intrinsic motivation than traditional students (Dean and Dagostino, 2007).

Motivation is important in determining how much learners will learn from the activities they perform or the information to which they are exposed. Learners who are motivated to learn something use higher cognitive processes in learning about it (Vansteenkiste M., 2005). Motivation to do something can come in many forms. It can be a personality characteristic or a stable, long-lasting interest in doing something (Zhou M., 2005). Motivation is a critical component of teaching and learning. For teachers, a lack of motivation has long been one of the most frustrating obstacles to students' learning. Teachers are the key factor in motivating students to engage with learning activities within their specific educational contexts (Ryan and Deci, 2009). Highlighting some of the qualities of motivated students, Palmer (2007) stated that students who are motivated pay attention, begin working on tasks immediately, ask questions and volunteer answers, and appear to be happy, eager, and enthusiastic to learn. This proves the efficacy of motivational strategies in enhancing students' learning in and outside the classroom.

Kushman, Sieber, and Harold (2000) ascertain that high motivation and engagement in learning have consistently been linked to reduced dropout rates and an increased level of student success. That is to say, motivation has a great influence on students' performance; the more a student is motivated, the more he or she has the tendency to be involved in learning

1.6   Types of Motivation

Gardner (1985) believes that motivation is composed of three components: first, motivational intensity, which is the effort that the learners spend to learn the language; second, the desire to learn the language; and third, positive attitudes towards the acts of language learning. On the basis of these elements, many scholars, such as Carlos (2006), have discussed different types of motivation in related literature, including integrative, instrumental, intrinsic, and extrinsic motivation. In the following part, distinctive types of motivation are identified, as well as the characteristics of each type.

1.6.1   Intrinsic Motivation

According to Hennessey (2010), intrinsic motivation refers to the reason why one performs certain activities for inherent satisfaction or pleasure. Intrinsic motivation (IM) reflects the natural human propensity to learn and assimilate the language; it also reflects the interest, enjoyment, and inherent satisfaction of learning. Intrinsic motivation refers to the motivation that originates inside a person, or non-instrumental motivation. In other words, an intrinsically motivated learner does not rely on or wait for an outcome (Ms. Seghiri Zohra, 2018). In addition, intrinsic motivation is the desire to do or get to something because one really wants to and finds satisfaction or value in doing it (Usher, 2012). Deci and Ryan (2000) defined the term intrinsic motivation as doing an activity for its inherent satisfaction rather than for any reward or any other consequences.

Students would not be able to achieve complete skill in reading comprehension without intrinsic motivation (Marinak & Gambrell, 2008). Shadish & Fuller (1994) suggested that individuals who are intrinsically motivated engage in a task because the task in itself is interesting, enjoyable, or personally challenging to them.

Moreover, intrinsic motivation occurs when one acts without any obvious external rewards (Zimmerman & Chu 2013). It arises from the individuals' positive

reaction to the task itself, such as interest, involvement, curiosity, satisfaction, or a positive challenge, which serves as a type of reward for the work (Grant & Berry 2011). Deci (1975) claimed that people seem to engage in activities for their own sake and not because they lead to an extrinsic reward. The activities are ends in themselves, rather than means to an end. Wu (2003) described the characteristics as an individual being motivated to act on an activity for the pure joy that accompanies such an activity without any external factors or motives.

Noel (1997) proposed a three-part taxonomy of intrinsic motivation. The first type of IM is IM-Knowledge, which is the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge. The second type, IM-Accomplishment, refers to the sensations related to attempting to master a task or achieve a goal. The third type, IM-Stimulation, relates to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. The common basis of these three subtypes is the pleasurable sensations experienced during self-initiated and challenging activities.

1.6.2 Extrinsic Motivation

Woolfolk (1998) defines intrinsic motivation as stemming from factors such as interest or curiosity. According to Brown (2007), "extrinsic motivation is fuelled by the anticipation of a reward from outside and beyond the self" (p. 172). Deci and Ryan (2000) defined extrinsic motivation as engaging in an activity as a means to an end or for its own sake. Brown (2007) asserted that in a language course, extrinsic pressures are most often manifested in the foreign language requirement set by the instruction and in the established standardized test score that must be achieved.

Extrinsic motivation is related to goal orientation, so the students do their actions in the best way to achieve a valuable thing (Baker & Wigfield, 1999). Ryan and Deci (2000) stated that behaviors, changes, and influences controlled by external factors are extrinsic motivators that might be flexible and unpredictable within each individual's definition of worth or meaning.

According to Santrock (2004), extrinsic motivation involves doing something to obtain something else. Furthermore, extrinsic motivation refers to performing an activity to feel the enjoyment of doing it rather than its instrumental value. Moreover, extrinsic motivation refers to doing something because it causes a distinguished

outcome (Deci & Ryan, 1985). Baumeister and Vohs (2007) claimed that extrinsic motivation is the desire to do something because of the rewards and reinforcement it brings. However, one would probably not do the behaviour if one did not get something.

1.6.3 Integrative Motivation

The concept of integrativeness traditionally originates from the construct of identification used by Mowrer (1950), who was of the view that a child has to learn the language of the parents to fulfill the desire to communicate with them and society at large. An integratively motivated learner indicates interest in learning about the culture and people of the target language (Gardner & Lambert, 1959).

According to Gardner (2001), integrative motivation has an effective function in the success of the language learning process when the attitude of the learners towards the target culture is positive. According to Gardner and Lambert (1972), integrative motivation reflects the learner's willingness or a desire to be like representative members of the other language community." Gardner's finding regards the importance of integrative motivation as being more influential in providing learning opportunities than other kinds of motivation.

In fact, Lambert (1955) declares that we never meant integrativeness to refer to someone who wanted to become a member of another cultural community, but rather an intellectually open individual to welcome the characteristics of another cultural or linguistic group. Integrative motivation is what helps the learner develop some level of proficiency in the language because it is necessary to integrate socially in the community to become a member (Norris-Holt, 1994).

Gardner (1985) defined the term as the following: "The concept of integrative motive includes not only the orientation but also the motivation (i.e., attitudes towards learning the language plus desire plus motivational intensity) and a number of other attitude variables involving the other language community, out-groups in general, and the language learning context." (p.54).

1.6.4 Instrumental Motivation

Instrumental motivation refers to learners' needs for getting a job, having an exam, getting into college, or as a means to get social or economic reward through learning a second language (Gardner & Lambert, 1959). Instrumentally motivated

learners need to learn the language and learn about the country where the language is spoken, whereas integrally motivated learners learn the language for their own sake, for their pleasure, and to satisfy their needs without the necessity of rewards (Nakanishi, 2002).

In addition, instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language (Hudson, 2000). The term instrumental motivation reveals that learners are motivated to realize something through the use of a specific language to benefit from the result. Gardner (1985) stated that instrumental motivation was the impulse for learning to create beneficial objectives due to the use of the languages. Instrumental motivation can effectively motivate learners, especially when they value the return on investment.

1.7 Dimensions of Students' Motivation

Researchers generally agree on four major dimensions that contribute to students' motivation (Bandura, 1996). At least one of these dimensions must be satisfied for a student to be motivated. The more dimensions that are met and the more strongly they are met, the greater the motivation will be. These dimensions are:

- Competence: The student believes that he or she has the ability to complete the task.
- Control/autonomy: The student feels in control by seeing a direct link between his or her actions and an outcome and retains autonomy by having some choice about whether or how to undertake the task.
- Interest/value: The student has some interest in the task or sees the value of completing it.
- Relatedness: Completing the task brings the student social rewards, such as a sense of belonging to a classroom or other desired social group or approval from a person of social importance to the student.

According to Spolsky (2000), the most meaningful factors that affect the teaching and learning process are the teaching method, the age, the aptitude and the attitude of learners. Among these factors, the last factor (attitude) is the one that most affects motivation because it directly relates to the education context (teachers, friends, and family) that surrounds the learner (Redondo & Ortega, 2015). Skehan (1989) lists the most significant:

The Activities in the Teaching/Learning Process: This factor is important because a great deal of the learner's interest in the subject will depend on the types of activities developed in class.

The Final Results: Good results are understood as a reward for the learner, whereas bad results are similar to a punishment. In this case, motivation is the consequence of these results. Students with good final results are going to be more motivated than students with bad results.

1.8 Demotivation Definition

Hu (2011) described that while motivational factors have a positive impact on language learning achievement, demotivating factors hinder the learning process. Therefore, students who lose their motivation at an early phase of second language learning might suffer from long-term harmful impacts, such as failure, losing self-confidence, self-blaming, and struggling too much to gain motivation during the learning process (Falout & Falout, 2005). Demotivation is characterized as a condition that hinders an initial desire to obtain knowledge and a purpose for learning (Carlson, 2020), and it cancels out motivation (Dornyei, 2001).

Dörnyei & Ushioda (2013) defined demotivation as specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. A close concept in motivational psychology that is related to demotivation is that of amotivation. Dornyei and Ushioda (2013) characterize demotivation in three ways. First, demotivation cannot be attributed to a powerful distraction or more attractive options. Second, it is the gradual loss of interest in a long-lasting, ongoing activity. Finally, it happens when the learner realizes how demanding it is to reach the goal. Although Dornyei (2001) called reduced self-confidence and a negative attitude towards foreign language learning sources of demotivation, he did not consider them internal factors. In contrast, Sakai and Kikuchi (2009) argue that demotivation also covers internal factors.

Deci and Ryan (1985) view amotivation as the absence of motivation resulting from an individual 's feelings of helplessness and incompetence when faced with a task but not due to a lack of starting interest. In the field of education, a demotivated teacher is described as a person who was once motivated but has lost it due to some specific causes in the teaching environment (Kiziltepe, 2008).

1.9 Factors of Demotivation

Dörnyei and Ushioda (2013) further explain that motivation is understood as related to unrealistic outcome expectations, while demotivation is specific to external causes such as prior negative experiences. Despite Dörnyei and Ushioda's (2013) definition of demotivation arising solely from specific external influences, Dörnyei (2001) nonetheless listed internal factors such as reduced self-confidence and negative attitudes towards foreign language learning as sources of demotivation. Therefore, the initial definition of demotivation should be revised and widened to include both external and internal influences, which could lead to diminishing motivation to study the target language.

Vallerand (2002) also attributes motivation to four sources: lacking belief in one's ability to do a task, finding the strategies ineffective, finding the task too effortful, and the perception that one's efforts are miniscule as compared to the sizable amount of the activity to be completed.

1.9.1 External Factors:

1.9.1.1 Teacher Related Issues

Teachers were most commonly cited by learners as having the greatest negative influence on student motivation (Falout & Maruyama 2004). Trang and Baldauf (2007) reported that the highest source of demotivation among Vietnamese EFL students came from the teachers' teaching methodology. In particular, teachers' instructional style, teachers' behaviour in the classroom, and their competencies were determined to have powerful effects on students' motivation. Kim et al. (2018) identified several key demotivators and discovered that teachers 'lack of clear delivery for primary levels, impractical English lessons that focused too heavily on grammar, and unrealistic communicative exchanges for secondary levels, as well as the pressure of rote learning, were common demotivating factors.

Lamb (2017) also presented other pertinent teacher factors in his review of the literature from the studies done in the 2000s. Firstly, poor teaching styles could be a contributor to learner demotivation Secondly, the teacher's lack of understanding and insensitivity towards the individual learner's needs Finally, negative teaching practices such as the teacher's poor mastery of the subject content as well as the lack of variety in

classroom tasks Teacher-related factors are the most influential demotivators, which cover competence, sense of humor, preparation, and his or her behavior (Xie, 2020). In the same way, Xaypanya et al. (2017) show that demotivation happens due to teachers' reliance on textbooks, which lack activities promoting active learning. A difficult subject was also found to be demotivating, such as listening, as learners find it hard to get what the native speakers say (Zuriyyati, 2018).

Although online learning looks simpler for learners because they do not need to come to school, they have to sit for hours and print assignments; therefore, they actually do face some challenges in following the class. As digital natives, learners respond positively to the use of current online learning (Famularsih, 2020 Mojo et al.'s study (2020) reveals that learners suffer from lots of tasks that lead them to lose their motivation along the way. The demotivation also comes from the lack of interaction and discussion with other learners (Croft et al., 2010), which is common in online learning situations.

1.9.1.2 Curriculum

Curriculum can be defined as a learning program for teachers and students. They use it systematically to reconstruct knowledge and experience. (Stoner, 1978). It gives the opportunity to learn, and time is strongly related to academic achievement. Teachers cannot make students learn their interests until they know what each student needs to learn, i.e., the student is the center. (Aydin, 2012) pointed out that teachers may face an imbalance between vocabularies and the level of students because English is considered a foreign language. During the school year, a lack of materials in the classroom leads teachers to change their method of teaching. There are some activities that need additional materials, such as computers, cassette players, and data displays, which may cost a lot. This may take much time and extra effort from the teacher, which affects their motivation.

1.9.2 Internal Factors

1.9.2.1 Learner Related Factors

Trang and Balduaf (2007) identified factors such as negative self-esteem, experiences of failure, and negative attitudes towards English as possible sources of learner-related demotivation. Yusimah (2014) asserted that students who have high

motivation tend to learn more quickly than those who are demotivated because they are likely to be active and engaged, as well as supportive of effective classroom management. However, RuizFunes (2002) stated that teachers find it difficult to boost EFL students' motivation when they do not recognize its importance and benefits to themselves and their society. Their negative attitude could demotivate learning and cause difficulties for classroom management.

In a bid to bridge the gaps in motivational research where most other researchers focused on the differences in demotivating factors between higher and lower levels of proficiency, Sakai and Kikuchi (2009) worked on identifying and comparing the demotivational factors amongst motivated and less motivated students. It was reported that both groups of learners felt that other than situational and coursebook factors (e.g., lack of opportunities to practice English or uninteresting topics in textbooks), their low scores on tests contributed greatly to their demotivation in learning English.

Y. Zhou (2011) revealed that anxiety also negatively affects students' learning attitudes. Some students are not confident about receiving feedback from either teachers or classmates when they feel that they perform poorly in class. This is a barrier for students to show their learning aptitude and progress, and it also creates difficulties for lecturers and teachers. Falout & Maruyama (2004) administered a demotivation questionnaire to university students, and they found that for both the less proficient and the more proficient learners, lack of self-confidence was the most significant source of demotivation amongst other factors.

1.9.2.2 The Effect of Parents

Parents are the students' teachers, as they are responsible for education among their children. They may affect their children positively or negatively (Luotab lE ifaraB, 2018). The educational level of parents can affect students' achievement in English because if parents are well educated and use English at home, they will support their children to learn it and use it as well. This has a positive impact on student motivation (Olusiji, 2016). Educated fathers can be very helpful in solving children's academic problems. (Okumn, Nakajjo, and Isok, 2008). Parents are able to financially fund their children's private schooling, which will assist them in developing their level. For instance, high school may create a suitable environment for learning English at home (Olusijim, 2016). The role of parents is not just to influence their children to learn the

English language but also to encourage them to take an interest in their activities and do them perfectly.

1.10 The Impact of Methods of Teaching on Learner's Motivation

Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Erickson, 1978). Not all students are motivated by the same values, needs, desires, or wants. Some students are motivated by the approval of others or by overcoming challenges. According to Phil Schlecty (1994), students who understand the lesson tend to be more engaged and show different characteristics, such as being attracted to work, persisting in the work despite challenges and obstacles, and taking visible delight in accomplishing their work. In developing students' understanding of important concepts, teachers may use a variety of teaching methods and strategies that would work best for their students. According to Raymond Wlodkowski and Ginsberg (1995), research has shown no specific teaching method that will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds, which would include their prior knowledge of new concepts.

The use of the appropriate teaching method(s) in a classroom affects students in many ways: it guides their judgment of what is important to learn, structures their approaches to and timing of personal study e.g., spaced practice, consolidates learning, and affects the development of enduring learning strategies and skills (Crooks, 1988). For instance, among new teaching methods (new ways of structuring classes), flipped courses have received great attention. Flipped courses consist of presenting materials to students in advance, thus enabling active learning environments to take place during formal class time, such as case studies, labs, games, simulations, or experiments (Fulton, 2012).

Research by Lucas (1990) shows that several styles could be employed by teachers to encourage students to become self-motivated, independent learners. As identified, teachers must give frequent positive feedback that supports students' beliefs that they can do well; ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult; help students find personal meaning and value in the material; and help students feel that they are valued members of a learning community.

Motivation is one of the factors for achievement in the classroom, and most instructors agree with Biogleski's opinion that motivation is the basic factor for academic achievement (Bloom 2000). The quality of teaching to develop learners' motivation in classrooms depends on individual differences, especially the learning styles of students, the teacher's education and his or her teaching methods, the physical and psychological environment of the classroom, and the possibilities and various types of resources used in the process of teaching-learning and school management (Fazli, 2011). Hence, the common teaching and learning methods in education are just limited to recitation and oral statement of topics instead of using all the talents of learners and guiding their potential capabilities for research, investigation, observation, experimentation, analysis, judgment about the phenomena, or interpreting them. Ignoring these issues and overemphasizing the traditional methods leads to inactive learning (Najme Soltani, 2014).

There are many students and teachers who permanently repeat that "this teaching method cannot be used in classrooms to increase motivation". They express it because the teacher does not know that any teaching method has its own special efficiency and that one teaching method cannot be used to teach all lessons or in all classrooms (Majid Motamedi, 2014). Similarly, some suggest that implementing some teaching methods has resulted in disorder in the classroom. It is noteworthy that the teacher should choose a suitable method given the class conditions—possibilities and equipment—as well as his or her own capabilities, those of students, and the content of textbooks that will lead to an increase in the learner's motivation (Majid Motamedi, 2014).

1.11 Conclusion

This theoretical chapter has focused on providing an overall definition of the concept of teaching methods and examining the difference between approach, strategy, and method. Then, it has exhibited the significance of teaching methods. The emphasis was put on the major types of teaching methods and their main characteristics (teacher-centered, learner-centered, content-based methods, and the participative method), which seems to be a crucial element for students to assist and master their academic prose. The chapter has also dealt with the concept of motivation, its importance, types, and dimensions. It sheds light on the major external and internal sources that decrease the degree of motivation (demotivation factors) to learn EFL or ESL skills. At the end, it explains the way teaching methods impact learners' motivation.

Chapter

Two: case study of enhancing

students' motivation through

effective teaching methods

3.1 Introduction

The current chapter is the practical part of this research paper and provides a clear description for a better understanding of how teaching methods impact EFL learners' motivation to prove and validate the research hypotheses that have been stated by the researcher at the beginning of this study. In this chapter, the research makes a deep investigation by examining a sample population (EFL students and teachers of English language division at Abdelhamid Ibn Badis University of Mostaganem) to understand the most critical points and reach the purpose of the study by using different research tools. The students' questionnaire and teachers' interview have been used to gather data for the research, which is explained and analyzed quantitatively and qualitatively. The chapter consists of two sections to present the research design, objectives, and participants, then describe the two research instruments and the procedures of data analysis.

3.2 Research Design (Objective)

The present study is designed to establish the importance and influence of teaching methods on learners' motivation as interrelated and inseparable factors that directly contribute to the process of learning and teaching. It tries to indicate and show the positive impact and challenges that both teachers and learners face during the use of multiple teaching methods and strategies in the classroom. Hence, the attempt is to rely on both descriptive and exploratory methods of investigation. This study was conducted through a mixed-methods approach using a combination of qualitative and quantitative research tools. When the objective of a study is to explore situations, behaviors, and processes, a qualitative approach seems better indicated than a quantitative one.

3.3 The Sample Population

In research, it is very important to choose the group of informants that fits the purpose of the study (Fraenkel & Hyun, 2012, p. 91). They define the sample in a research study as "the group from which the information is obtained". In the same vein, the sample is a set of participants or informants selected from a large population; this group of respondents is considered representative of that population. (Martnez-Mesa et al., 2016). The chosen informants for this research are EFL teachers and learners. From this large population, the sample consists of randomly selected teachers and learners

from two different groups of Master 1 and 2 at the university Abdelhamid Ibn Badis in Mostaganem.

The students involved in this study are Master 1 and 2 learners of Didactics and foreign languages at Mostaganem. A number of 40 learners from both genders are randomly chosen from two groups to be deployed in answering the survey questionnaire to achieve the goal of knowing how teaching methods influence learners' motivation in the classroom. They are selected as the level in the university that is largely mindful of the concept of teaching methods. Accordingly, the selected sample can provide informative data that can serve the purpose of this research.

In addition to the learners, 10 teachers of both genders are selected in the process concerning answering interview questions. The choice of these teachers was because they have already taught or used multiple teaching methods. They are mixed from teachers who held the doctorate degree and other magister holders mainly from specializing in the field didactics and foreign languages. As well as, teachers have a considerable awareness of the deferent teaching methods/approaches which makes them a great source of information.

3.4   Data Collection Tools

At this level, to obtain more reliable answers to the research questions and validity for the work, the adopted case study was held at the University of Mostaganem. This research used a binary of tools: a questionnaire and an interview for data collection through sequential data gathering. Firstly, quantitative data collection was conducted through a survey questionnaire to gather a large amount of qualitative data and highlight the unanticipated responses. Then, a qualitative study was undertaken to gain an in-depth understanding of the highlighted point and the overall research. In this study, the questionnaire was chosen because it can be administered to a large number of people in a limited amount of time, it helps to compare and describe information easily, and the interview helps to discover how individuals think and feel about a specific topic and why they hold certain opinions. In this study, an interview was chosen because it was useful to obtain detailed information about personal feelings, perceptions, and their own genuine opinions.

3.4.1 Piloting the Study

Piloting the study is an appropriate step to try out the research instrument and determine whether it needs readjustment, as Weir and Roberts (1994) stated. Piloting instruments before actually employing them in final data collection is an essential step in all methods of research. This attempt will facilitate the researcher's task to identify ambiguities, detect other problems in wording and inappropriate items, and provide sample data to clarify any difficulties in the proposed methods of analysis before the collection of data in the proper study. In this context, the pilot study leads to the discovery of some issues and obstacles faced when using any one of these research instruments. The researcher should pilot the questionnaire with a small sample of subjects before using it in its broad sense. It allows the researcher to find out if the questions yield the kind of data required and to eliminate any irrelevant or confusing items for the respondent. The process of piloting is a prior expectation and investigation for ensuring the reliability of the intended instrument in scientific research. It allows the researcher to see whether collecting data is suitable and whether the questions are adequate.

In fact, the researcher addressed the students' questionnaire under a pilot process with five (05) students of third year English learning and five (05) students from Master 2, both from the same specialty of EFL learning. The obstacle was that third-year license students did not really understand the concept of teaching methods; they had only general information about what it was. Thus, the pilot questionnaire contributes to clarifying ambiguous questions and changing the case study of the research to only Master two learners to obtain the needed information.

3.4.2 The Learners' Questionnaire

In this study, the first instrument used is a questionnaire handed out to a sample of master's EFL students at the department of Mostaganem University for the academic year 2002–2023. Wilson and McLean (1994) state that a questionnaire is a widely used and useful instrument for collecting survey information, providing structured and numerical data. Due to time constraints, it was not possible to include each and every one of them in the study. As a result, we selected a sample of 40 participants. They were picked at random so that researchers could examine how classroom teaching techniques affect the motivation of EFL students. By selecting effective teaching strategies and

procedures, the teacher can either undermine or boost a learner's motivation to learn English as a foreign language. According to the results of the questionnaire, they noticeably responded to every query. The questionnaire, which has 14 questions and is organized into three sections, includes a variety of question types, including open-ended and multiple-choice questions.

Section One (Q1-Q3) Learner's General Information

A structured multiple-choice question is included in Section 1 to gather a broad overview of the learner's personal information. The first query relates to the learner's gender. The second one aims to detect the student's accomplishments. The final question is whether the student personally chose English.

Section Two (Q4-Q9) Students' Motivation

The second section is a selective one that focuses on the satisfaction of the students' motivation in classrooms. The fourth question requires the learners to describe their motivation for studying English. The fifth one concentrates on choosing whether classroom motivation is important or not. The following query is conducted to know the extent to which the students think about the interest given to motivation by the teachers in class. The seventh question is to know what mostly motivates the students. While question eight discusses the demotivating factors for EFL learners, The last question in this section is a multiple-choice question that requires the respondents to mention their opinions on the dimensions that contribute to learners' motivation.

Section Three (Q10-Q14) Teaching Methods

The third section attempts to determine the effect of teaching methods adapted in EFL classrooms on the students' motivation and enthusiasm. The tenth question tries to indicate the different teaching strategies used by teachers in class. Question eleven is basically to know if the learners are convinced and satisfied by the teaching strategies used in the institution. Question twelve, which is a choice question, asks the students to state the most effective teaching methods used by their teachers. The last two are multiple choice questions; the first one is to know the different kinds of supporting tools that exist and are used to explain the content of courses with provided examples. The second one is to describe the learning environment and especially the teacher-student interaction.

3.4.3 The Teacher's Interview

The interview was the second type of data gathering used in this study. Given that the planned study involves investigating teaching methods and their influence on students' motivation, a structured interview was the best choice for this study in order to provide relevant data to answer the study's research objectives. This interview's sample population included ten English instructors from Mostaganem University's English department.

3.4.4 Description of the Teachers' Interview

The interview is served to gain a deeper awareness of instructors' perspectives about teaching approaches and how they affect students' motivation. As a result, the interview poses open-ended questions to the participants, allowing them to include specifics in their replies and provide a thorough explanation of their opinions. Most interviews took approximately 15 minutes, aside from one that barely took five minutes. Interviews are mostly used for the abundance of information and perspectives they produce.

The interview is divided into two sections, each containing five questions. The first section is devoted to learning about the various teaching methods and styles applied in the classroom and it comprises of numerous questions, the first is to find out how long the teachers have been teaching EFL. The following inquiry aims to determine which teaching methods they are familiar with and prefer to employ while instructing. The third question asks about the factors that are taken into account while selecting instructional materials. Regarding questions four and five, the fourth one questions whether aligning a teacher's teaching style to a student's learning type could assist their progress, and the fifth one asks what teaching strategies the teacher favor.

The second section is based on students' motivation. Knowing the elements and factors that could improve or detract motivation is the objective of the first two questions. The third question asks about the student's learning environment. The fourth query concerns the connection between teaching strategies and the extent to which they influence students' motivation. The final one regards how educators view competition in the classroom.

3.5   Data Analysis Methods

To analyze the data from the survey for better results, a mixed-methods approach is used. Thus, both qualitative and quantitative data analyses are held to collect all the information needed for the research.

3.5.1   Qualitative Data Analysis

Marshall & Catherine (1999, p. 150) state that qualitative data analysis is research for general statements about relationships among categories of data Unlike the quantitative method, which focuses on measurements, the qualitative method aims to gather people's understanding of why they make certain choices. It involves collecting and analyzing non-numerical data, and the method is teacher interviewing. Instead of creating charts and graphs, it categorizes the information according to identifiers. It is an effective approach that answers the "why" and "how" questions rather than the "what,", and it is considered interpretive and naturalistic (Mertens, 2005). Qualitative research takes place in a naturalistic framework as a functional sample to develop involvement in real life experience (Creswell, 2003).

The researcher intended to explain that this type of data analysis carries a common representation of the linkage between data divisions. Qualitative research is the process of systematically searching and arranging the interview transcript, field notes, and other materials that researchers accumulate to increase their understanding of a given phenomenon (Bogdon, 1998, p. 157), which means that this research aims to reach an orderly scope to boost their grasp of a given event.

3.5.2   Quantitative Data Analysis

Quantitative research methods help researchers understand the magnitude and scale of a humanitarian crisis by proving a numerical picture, as Aliaga (2002) describes this method It is used as a statistical method to measure or identify people's thinking and points of view. It involves analyzing data that is number-based; its use is to generalize results from a survey sample population. The quantitative analysis of the collected data from the questionnaire is set as an indicator of placing students in the developmental use of educational technology. Leedy and Ormrod (2001) alleged that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. This latter seeks explanations and predictions that will be generated for other

people and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory (Leedy, 2001).

3.6   Data analysis

It is now being attempted to analyze the data that covered all of the earlier questions from the instruments used, both qualitatively and quantitatively. The informants included fourth year EFL students and some teachers. Data was collected from the responses provided by the informants through two research instruments: a questionnaire and a test experiment.

3.6.1   The Analyses of the Questionnaire

The questionnaire in this study is addressed to 40 third year English students with the purpose of knowing learners' views about the influence of teaching methods on learners' motivation levels in the EFL learning process. The data are described through statistics and percentages, and the learner's requirement is about their personal thoughts towards the multiple teaching methods in education, where the majority of them affirm that it's a very important tool to provide different ways of teaching and increase the attainment level. As it was mentioned in the previous chapter, the questions through which data was collected were designed to be both open-ended and closed-ended, each according to what exactly was called for. It was analyzed into three sections as follows:

Section One: Personal Information

The purpose of the first section was to identify the learner's general information about their gender, demonstrate the degree achieved, and demonstrate their personal choice in selecting EFL education. The first question had the purpose of knowing whether the many informants were male or female. It was found that more than half of the students are female (26), representing a percentage of 65%, and there are 14 males in total, representing 35%. The second question aims to investigate the participant's certification. The data showed that all of the participants, for a total of 100%, are master's degree holders. The third one is a closed-ended question that focuses on the learner's personal selective choice to study English as a foreign language. It is concluded that the majority of them (30) in a representation of 75% agree that it is their personal choice of learning, whereas only 10 informants agreed that 25% was not what they wanted to persuade in high education.

Section Two: Student's Motivation

Question 1: How do you describe your motivation to study English?

This question is conducted with the purpose of investigating learners' points of view towards the intensity of motivation to study English. It is noticed that the majority of participants—32 in total—are highly motivated during the learning process, while only eight informants representing 20%—consider themselves lowly motivated to study English. Therefore, it is concluded that almost all learners have a high level of motivation for English classroom learning.
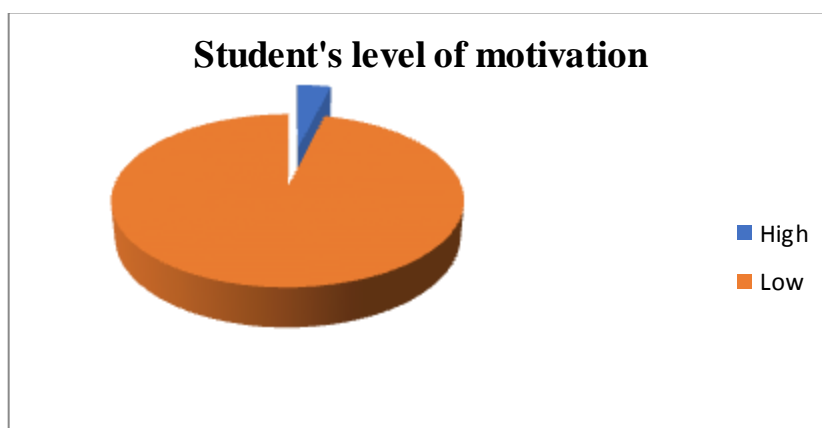
Figure2.1. Pie-Chart of Students' Motivation to Study English

Question 2: Do you think that motivation in classroom is?

Question two is a close-ended option that was demonstrated with the objective of knowing the informant's point of view towards the importance of motivation in the classroom. The results confirmed that all 40 participants 100% excluded the option of "not important" and considered motivation as a very important aspect in increasing learners' engagement and interest in a classroom setting.

Options	Number	Percentage%
Very important	40	100%
Not important	0	0%

Table2.1. The Importance of Motivation in Class

Figure2.2. Pie-Chart on the Importance of Motivation in Class

Question 3: Do you think that teachers are giving an appropriate interest to motivation in class?

According to the learner's answers on whether teachers are giving an appropriate interest to motivation in class, it is shown that more than half of the participants (24), representing 60%, agree that their teachers increase their chances of helping their learners be more motivated to EFL learning. On the other hand, 16 students out of a total of 40% believe that teachers don't give enough importance to developing their interests and pushing them to be more involved.
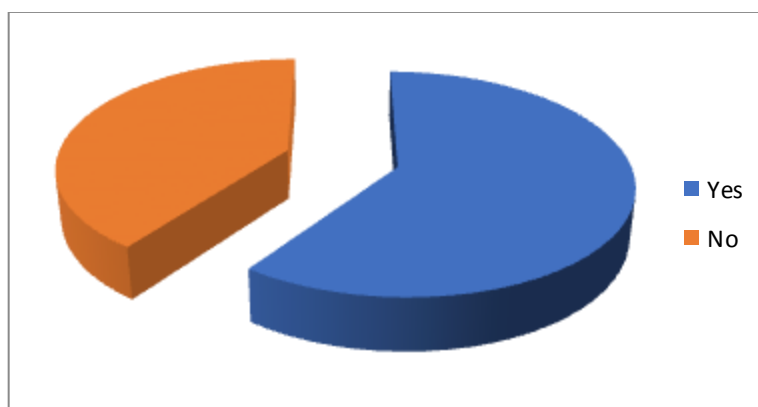
Figure2.3. Pie-Chart on the Interest Given by Teachers to Motivation

Question 4: what motivates you more?

Question four was addressed to the third year EFL learners to highlight their personal opinions towards what motivates them the most according to the three options (the teacher's personality, learning tasks, or the teaching method). From their answers, 12 learners, making up 30% of the sample, claim that a teacher's personality is an important factor in increasing students' motivation. 35% state that learning tasks are

what increase their classroom motivation, whereas the other 14 replies give significance to the fact that motivation is increased due to the multiple teaching methods and approaches that an educator uses. Which reveals the reality that the highest percentage of motivation influencers go to both learning tasks and teaching methods.

Options	Number	Percentage%
Your teacher's personality	12	30%
The learning tasks	14	35%
The teaching method	14	35%

Table2.2. Learner's Motivational Factors
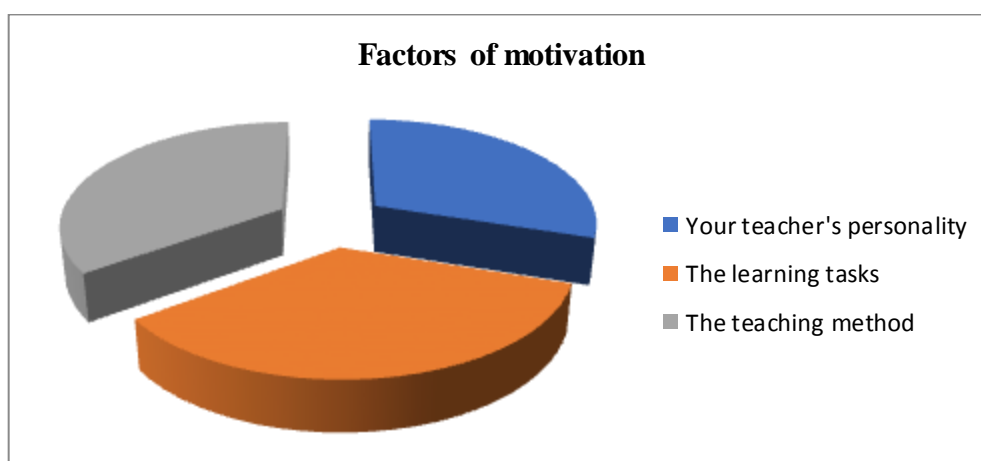
Figure2.4. Pie-Chard on Learner's Motivational Factors

Question 5: What is the main demotivating factor for EFL learning?

The aim of this question is to find out learners' views on the main demotivators for EFL learning. A quarter of the participants (25%) say that they are demotivated because of teachers' negative behaviors in classrooms. 18% affirm the teacher's instructional style as a decreasing factor of motivation. Whereas 12 learners marking 30% see their low motivation depending on the competencies of the teacher, and 27% of them demonstrate that teachers' reliance on text books leads to negative teacher-learner interactions that make them undesirable to learn.

Options	Number	Percentage%
Teachers' instructional style	7	18
Teacher's behavior in the classroom	10	25
The competencies of the teachers	12	30
Teachers' reliance on textbooks	11	27

Table2.3. Learner's Demotivating Factors
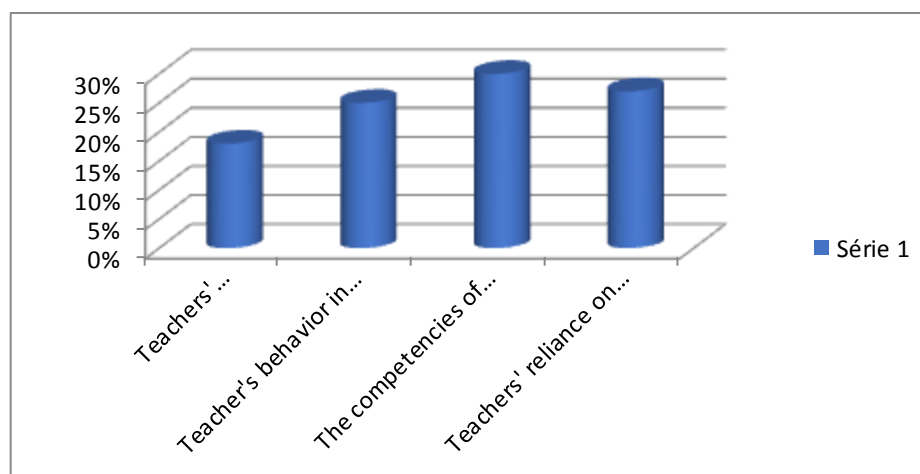
Figure2.5. Bar-Graph on Learner's Demotivating Factors

Question 6: In your opinion, what are the dimensions that contribute learner's motivation?

According to the questioned students, the dimensions that contribute to a learner's motivation are 32% competence, 45% control or autonomy, and 23% interest or value. That is to say, students see that the highest dimension that contributes to and develops their motivation is autonomy, where the student feels in control by seeing a direct link between his or her actions and an outcome and retains autonomy by having some choice about whether or how to undertake the task.

Options	Number	Percentage%
Competence	13	32%
Control/Autonomy	18	45%
Interest/Value	9	23%

Table2.4. Dimensions Contributing Learner's Motivation
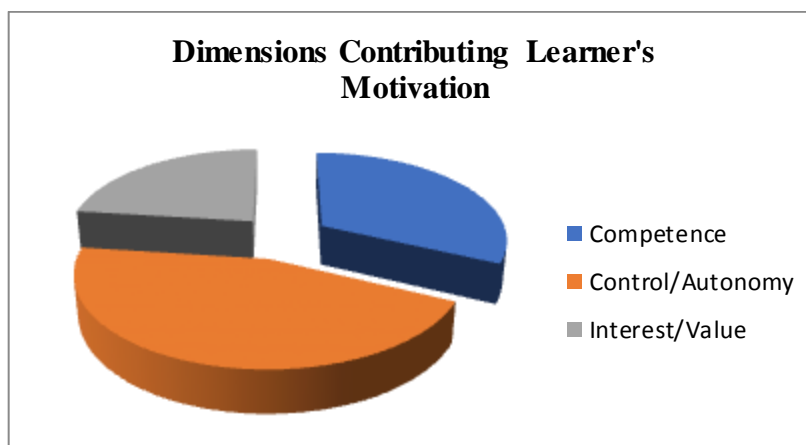
Figure2.6. Pie-Chart on Dimensions Contributing Learner's Motivation

Section Three: Teaching Methods

Question 1: describe the teaching strategies used by teachers in your university?

This question carries the objective of finding the student's position and their general opinions towards the teaching strategies used by their teachers during sessions. As noticed in Figure 2.1 below, 38% of the participants believed that the teaching strategies used by their educators at Mostaganem University were novel. However, 35 % of learners say that the teaching strategies used are traditional, while 11 informants, for a total of 27%, state other teaching strategies, including interactive, practical, and mixed methods. Overall, the responses indicate a mix of traditional and innovative teaching strategies being used at Mostaganem University, with a significant proportion of students perceiving the strategies as new.

Therefore, mostly all informants think that their educators don't use many teaching strategies and it is concluded into two processes, either traditional or modern strategy.

Options	Number	Percentage%
Novel	15	38%
Traditional	14	35%
Other	11	27%

Table2.5. Teaching Strategies used in Classrooms
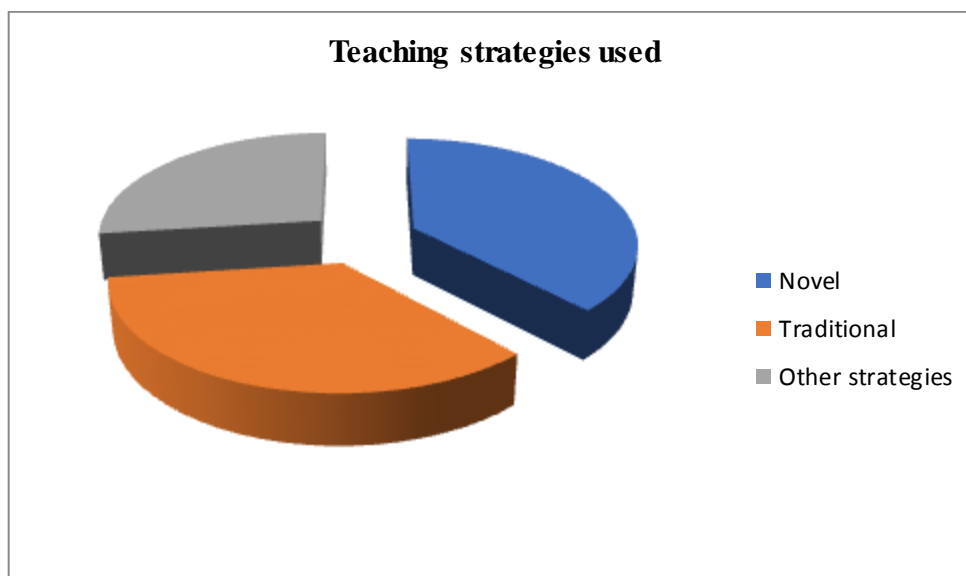
Figure2.7. Pie-Chart on Teaching Strategies used in EFL classrooms

Question 2: Are you convinced of the learning and teaching strategy used in your institution?

The second question aims to find out the students' attitudes towards the learning and teaching strategies in the institution. The findings show that 50% of the participants are not satisfied with their teacher's methods of tutoring. On the other hand, the remaining 50% are convinced by the positivity of the learning and teaching procedures. Thus, it is concluded that students are equally opinioned on the satisfaction about the way of learning/teaching.
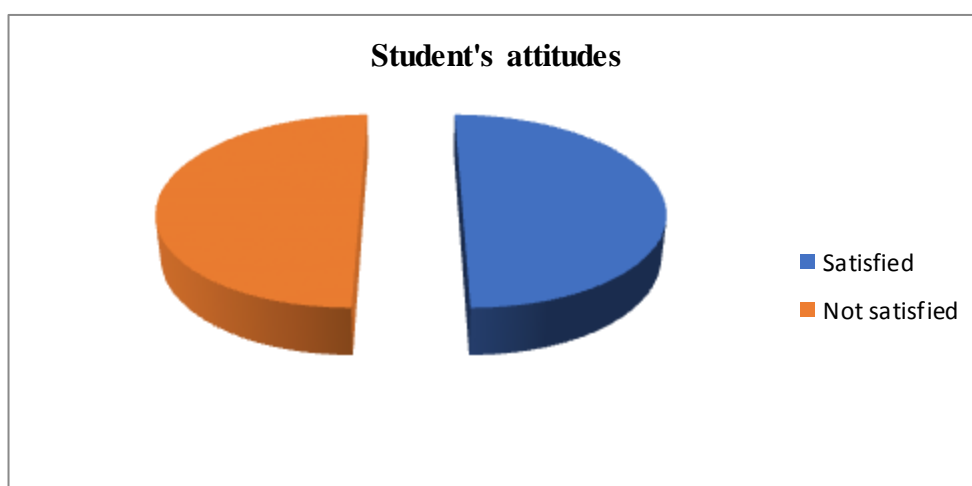
Figure2.8. Student's Attitudes towards Learning/Teaching Strategies

Question 3: What are the most effective teaching methods your teacher uses?

This question sought to know, according to the learners, the most effective teaching methods that teachers use in educating from multiple given options. As revealed in Table 2.2 below, 20 informants, for a total of 50%, assert that the most effective teaching method or approach their teachers use to teach is the learner-centered approach to learning; they say that it is the only method used by the teacher. In addition, 25% of students claim that interactive is the most used method, while 20% focused on teacher-centered learning. Only 2 participants representing 5% demonstrated other options, which are content based methods and participative methods.

Options	Number	Percentage%
Teacher-centered	08	20%
Learner-centered	20	50%
Interactive method	10	25%
Other methods	02	05%

Table2.6. the Teaching Methods used
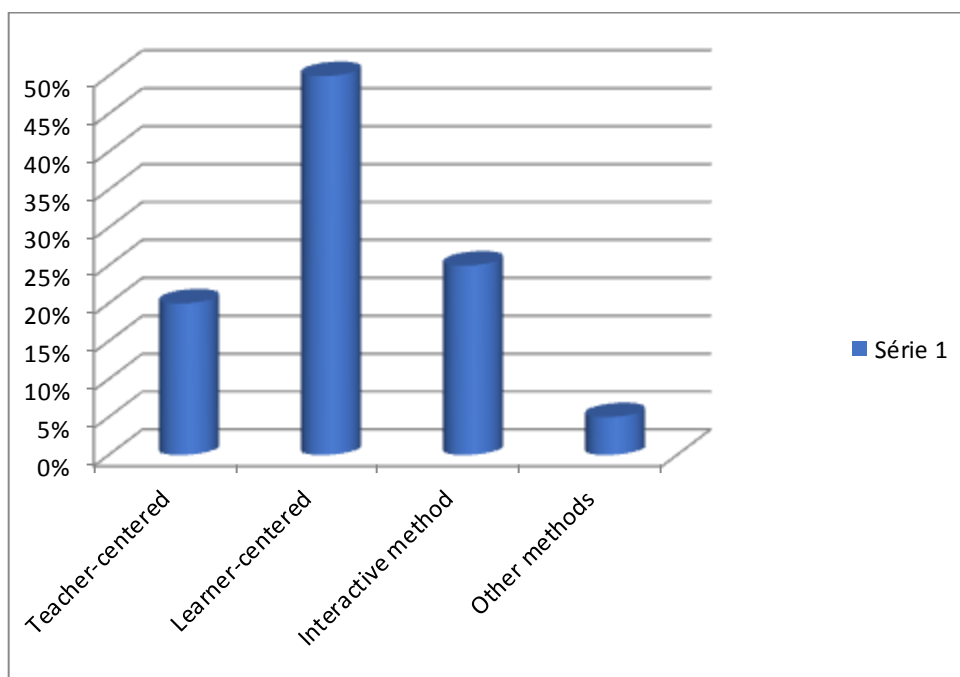
Figure2.9. Bar-Graph on the Teaching Method used

Question 4: Does your teacher use any type of supporting tools to present or explain the content of the course?

According to answers received from the participants, the majority of them (82%) affirm that teachers do not use any type of supporting tools to present or explain the content of the course. Whereas, 7 learners in total (18%) believe that their teachers integrate many kinds of materials in order to explain the course's contents. Some of these tools are data shows, websites, online articles, educational games, and video tutorials. The results confirm that almost all teachers do not implement supportive tools during   their   lectures.
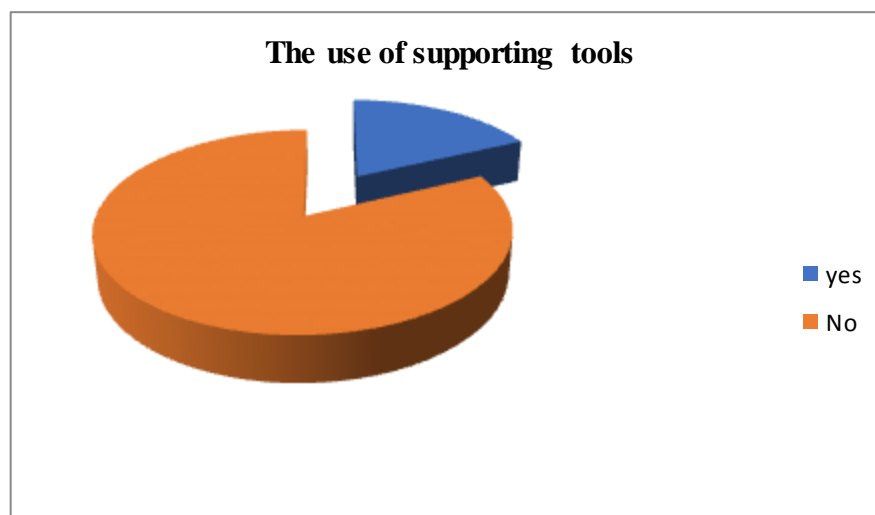
Figure2.10. Pie-Chart on the use of supporting tools.

Question 5: In a learning environment, how often do your teachers initiate interaction with you?

Options	Number	Percentage %
Always	08	20%
Frequently	12	30%
Sometimes	10	25%
Rarely	08	20%
Never	02	05%

Table2.7. The Frequency of Teachers' Initiation in Interacting with Students

As the tabulated results above show, 12 learners representing 30% seem to focus on the fact that teachers are frequently initiating classroom student-teacher interactions; 25% of them are "sometimes" interactive, while 20% of them opted for "always". On

the other hand, only 2 informants out of a total of 05% state that teachers never engaged in any type of interaction throughout the learning process. So generally, it is assumed that the majority of teachers initiate interaction in the learning environment.
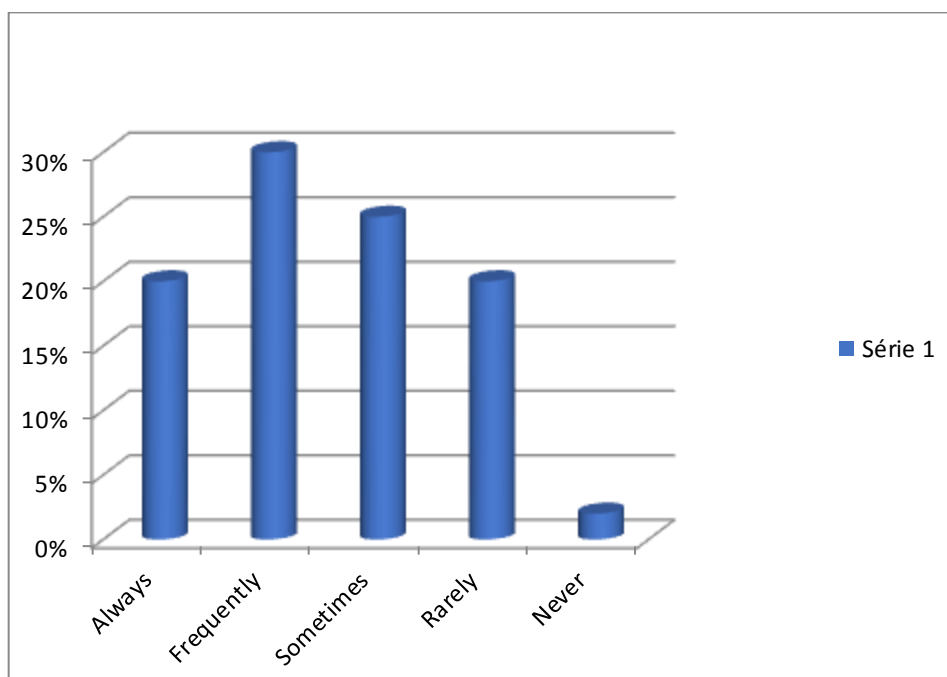
Figure2.11. The Frequency of Teachers' Initiation in Interacting with Students

3.6.2 The analysis of the Interview

In addition to the use of a questionnaire as a research instrument for the research study issue, a semi structured interview is addressed to a number of 10 teachers in the field of EFL at the University of Mostaganem as a selective sampling. It was for teachers of different ages and professional experiences. It aims at knowing their opinions, methods, and attitudes toward the implementation of different teaching methods and how they affect learners' motivation in English language education. Four of them are vocally recorded with the teacher's permission, whereas the others take place either by e-mails or direct written answers. The longest interview took about 20 minutes; the shortest one needed only five minutes. Interviews are basically employed for the wealth of information and views they reproduce.

Part One: Teaching Methods

3.6.2.1 Teachers' Seniority

Concerning the number of years teachers' taught English at university, the average teaching experience of the teachers is approximately 7 years. The longest teaching experience is 15 years, and the shortest is 2 years. Therefore, it is concluded that the majority of the tutors are senior and have experience teaching English as a foreign language, which indicates that teachers belong to different generations and thus have most probably used different types of methods and approaches in teaching.

3.6.2.2 Teachers Preferable Teaching Method

This question is meant to inquire about teachers' knowledge about the evolution of teaching methods and the most successful methods that teachers may draw insights from. Before commenting on teachers' answers, here are some sample answers:

"The teacher method" is currently the best method. The type of students in one's class will determine a lot of things. Choosing a strait-jacket approach is not, in all honesty, that simple.

"There isn't a single kind of teaching approach that I am familiar with. I believe that my teaching style is eclectic since I combine several techniques, including task-based learning, communicative and interactive methods, and structural methods. I don't favor any one teaching approach above another; I favor the approach that helps students learn."

"The communicative approach is one that I myself employ in my lessons because the course material is constantly connected to a context."

"Learner-centered methodology which focuses on learners' commitment."

"My style is quite diverse in that each component of the course will call for a specific approach."

According to teachers' answers in general, it seems that most of them are well acquainted with different kinds of teaching methods. The main problem lies in their beliefs that an eclectic way of teaching is by far the best way of teaching. Out of the 10 teachers who completed the questionnaire, seven referred to an eclectic way of teaching. It is true that

Being eclectic means not being dependent on any particular method. As a consequence, teachers enjoy some freedom and a room that allows them to adapt their teaching to the situation at hand. However, an eclectic method is almost devoid of meaning. Eclectic means everything and nothing at the same time. It is not clear, and the risk here is an improvised and/or random way of teaching. Moreover, only the "jack of all trades" can manage to meet his students' expectations and at the same time enhance their motivation with such an eclectic method. Very few teachers referred to methods or approaches that they themselves adopted. For instance, the learner-centered method was given by three teachers. In fact, there is such a learner-centered method. It is more an approach than a method. This particular method (as teachers call it) is learner-centered in the sense that it starts with the belief that the learner is an active agent in the learning and teaching process, and the role of the teacher is mainly to promote his involvement by means of a motivating environment and a clear definition of the learner's role and the objectives to achieve.

3.6.2.3 Teachers' Instructional Decisions in Relation to their Students

The results obtained show that half of teachers (05) do not take into consideration their students' needs or styles when choosing a teaching material. Only three teachers said that they take into consideration their students' needs, and two teachers base their choices on the multiple learning styles brought into their classrooms. On the other hand, a very surprising result shows that a very small minority (2 teachers) design their teaching material in relation to the different preferences of their learners and what they need as beneficial material. Therefore, teachers should make instructional decisions before, during, and after meeting the students, and these decisions should lead to tailored instruction for individuals or groups in the classrooms.

3.6.2.4 Matching Teaching Methods with Learning Styles

a. "Sure, the match raises the students' motivation and achievement, but in ideal situations."

b. "Well, based on my experience as a teacher and the academic level of our students, I can state that even when we adapt our teaching methods to fit the learning styles of the students, their accomplishment will not improve because the majority of them just have the idea of "passing their exams" in mind."

c. "Students can be motivated or demotivated by teachers depending on their attitude and teaching methods. Students learn most often when teachers have a positive outlook on what they teach and employ effective teaching methods that fit their students' learning styles and pique their interest in the material."

Teachers' answers show that they all agree on the idea, but they keep on complaining about the bad teaching conditions. Others (2 teachers) do emphasize on the idea that to enhance the students learning "we have to design our teaching in relation to our students' styles".

3.6.2.5 Learning Strategies that Teachers' Favour

It is true that there are several learning strategies that, if adequately administered, will not only improve students' learning in general and their receptive skills in particular but will also enhance motivation by means of motivating strategies and tasks and teachers' teaching styles as well.

The results of teachers' answers reveal that most teachers opt for option "a", "push learners to look for some significant details in the written material" and a number of (04) teachers opt for option "b", "just ask them to concentrate on the gist". It is undoubtedly useful and important to use tasks that show learners the appropriate strategies, but this shouldn't be an end in itself. The end should be to expose learners and, mainly, to monitor.

Part Two: Students Motivation

In this part, teachers give their impressions about the role of motivation in learning in general and foreign language learning in particular. They are also invited to express themselves about their students' motivation.

3.6.2.6 Motivation Enhancers

Most teachers put forward the learning environment and conditions. For them, motivation can be enhanced if such conditions and environments are improved to allow learners to express their capacities and their intrinsic capabilities. However, most of them again complain about the unsuitability of such conditions. Some other teachers have emphasized teachers' attitudes in the classroom. They think that if teachers are fair and allow learners to express themselves without any partiality, students' motivation is

thus enhanced. whereas one teacher raised the issue of students' intrinsic motivation and its importance in learning. Some of the teachers' answers are as follows:

"The teacher's attitude, good social learning environment, (the classroom setting…), the aim of learning: professional reasons, purely intrinsic individual learning reasons."

"The teacher's selection of a suitable topic is crucial for boosting motivation. Students may therefore feel inspired and fascinated by the subject."

"Diverse activities and input, freedom of speech, and equal chances for all students, regardless of their competence levels."

"Maintain small groups and suggestive surroundings (good rooms, decent equipment.)."

3.6.2.7 Factors Undermining Motivation

Most teachers (08 teachers that represent 80%) refer to learning conditions, topic, timetable, writing materials, etc. However, very few (2 teachers) refer to teachers' attitude. One teacher yet referred to controlling teaching style as being responsible for the undermining of motivation. He/she spoke about threatening, over-dominating teachers. This proves that some teachers, at least, are quite conscious about autonomy support and control. What teachers though have omitted to mention are students' current level and teachers' expectations of their students in accordance with a programme. In the self-determination theory, perceived competence is very important in enhancing or undermining motivation.

Indeed, most of our learners come to the university with a relatively low level of English. Of course, the reasons are numerous and diverse, but they will not be treated in this research. However, as soon as teachers realize that their students have quite a low level of English, their motivation is unfortunately affected. When teachers have a program to cover and at the same time feel that they inevitably have to lower the level of teaching so as to go along with their students' pace, teaching, learning, and motivation are knocked silly. This issue deserves to be taken more seriously globally. Some of the informants' answers are stated as follows:

"Too many. A good timetable, good teaching atmosphere, equipment, and most of all small groups (up to 20, not more)."

"If the issue is uninteresting, i.e., revolves around a situation that cannot assist pupils apply their writing skills, motivation is undermined."

"Well, the factors could include the teaching and learning environment, attitude, and anxiety."

"The learners' incorrect notion of what studying entails, as well as the learning environment, which includes the materials utilized and the quality of the instruction."

3.6.2.8 The Quality of Learning Environment

All teachers (100%) regard the learning environment as rather demotivating. This is dramatic. In their arguments, teachers have tried to explain why they think that the learning environment is demotivating. Globally, the reason centers around five basic things: poor and inadequate equipment, stuffy and cell-like rooms and labs, numerous and large groups of students, some teachers' attitudes (controlling, dictation-bound, etc.), and students' level. Their answers are:

"Demotivating. This might be a result of some professors' attitudes, large courses, or students' academic level."

"Demotivating. Large student populations, inadequate and scarce materials, etc. Students get the wrong idea in their heads. The majority of them think there is a secret formula that will help them learn everything possible. In truth, most learning takes place outside of the classroom and is dependent on daily individual effort. Students no longer read assignments aloud these days."

"Demotivating. Several teachers who were dictation-bound, crowded groups, cold or hot and stuffy hallways, cell-like rooms with no great openings, etc. All of these, in my opinion, don't actually inspire kids."

"Demotivating. There are far too many groups, not enough hours throughout the day to offer every learner an equal chance, and not enough resources."

However, what all teachers haven't highlighted is the effects of such conditions on teachers' motivation. When they say that the environment is demotivating, they only mean for learners. It is true that the general tendency nowadays is learner-centered. Nevertheless, if teachers are demotivated, the consequences are even more serious.

Motivation dependence on Teaching Methods

In the extent to which student's motivation and achievements are dependents on the teaching methods and strategies, some teachers answered by; "Students may be

slightly motivated to some extent. However, a teacher's attitude, especially if it is encouraging and pleasant, can be a significant motivator."

"In large part, the teacher is in charge of fostering a positive, secure, and engaging learning environment."

"Students might be motivated or demotivated depending on the teacher's teaching style. In general, students learn more when teachers adopt a positive attitude toward their subject matter and employ effective teaching strategies and practices in the classroom."

All 10 participants (100%) consider teachers' teaching methods and procedures crucial to enhancing or undermining their students' motivation. They distinguish between what they call positive teachers and negative ones.

3.6.2.9 Teachers' View about Competition in the Classroom

According to the interviewers' findings, the majority of teachers thought competition was beneficial. The idea that competition causes students to copy one another and so put in more effort is refuted by their arguments in favour of competing. The conflict between collaboration and competition is closely tied to this topic. Competition is essentially when students strive for the highest grades and to earn the respect of their teachers for their diligence, whereas cooperation is when students work together to study and flourish as a group. When viewed from this angle, competition fosters unfavourable attitudes in students and, like grades, breeds resentment and makes the learning environment challenging.

Unfortunately, teachers are rather in favour of competition. This, of course, does not necessarily mean that our teachers are rather controlling ones. However, and this is a commonplace belief, most people believe in the power of extrinsic factors to enhance motivation. Such extrinsic factors nonetheless undermine motivation more than they reinforce it.

3.7 Conclusion

Throughout this chapter, we have presented the research methodology that has been tackled in order to collect sufficient, reliable, and credible data that allows us to explore our research objectives concerning the crucial role of teaching methods in EFL learners' motivation as one of the good techniques to enhance the students' learning of

the language. This chapter elaborates on the methods and manner in which the current research was planned. It introduces the methodology used in the current study, the research setting, population and sampling, data collection tools and procedures, and data analysis procedures that stimulate the findings presented in the next chapter, as well as some suggestions and recommendations for both teachers and learners concerning their method of teaching as a tool to enhance learners' motivation to learn languages.

Chapter Three: suggestions and recommendations

4.1   Introduction

Based on what has been presented in both theoretical and practical aspects, this last chapter is devoted to providing the findings of the questionnaire given to students and the teachers' interview. It considers the pertinent responses and attempts to discuss the hypothesis in light of the study findings on how teaching approaches might impact learners' motivation levels in EFL education. Providing the results of the study, limitations, and recommendations for both teachers and students, for government schools, and for other researchers, it also deals with the obstacles that obstruct the incorporation of motivation into the teaching and learning process. At the end, it sheds light on some suggestions and recommendations for teachers, learners of EFL, and other future studies, the reliability and validity of research, and the limitations of the study.

4.2   Teachers' interview Findings

Through the analysis and interpretation of the interview, we can say that the selected teachers are a representative sample in what concerns the teaching experience. The results demonstrate that teachers in general, though more or less documented on the issue of teaching approaches and methods, do not actually take full advantage of their knowledge in their teaching. This can be seen in the fact that many of the teachers interviewed reported using traditional teaching methods such as lecturing and rote memorization, despite being aware of more innovative and effective approaches. Additionally, there was a lack of differentiation in the teaching methods used for different types of learners, with most teachers reporting using the same approach for all students regardless of their individual needs and learning styles. This suggests that there is a need for more training and support for teachers to effectively implement a range of teaching strategies and cater to the diverse needs of their students. In conclusion, the analysis of the interview with selected teachers reveals that there is a gap between the knowledge teachers have about teaching approaches and methods and their implementation in the classroom. Traditional teaching methods are still prevalent, and there is a lack of differentiation in teaching methods for different types of learners. This highlights the need for more training and support for teachers to effectively implement a range of teaching strategies and cater to the diverse needs of their students.

All teachers consider motivation a crucial element in learning and achievement, but it generally seems to not be documented enough on how motivation can be

enhanced or undermined. There are several theories and strategies that have been developed to help teachers understand and support student motivation. One of the most well-known is Self-Determination Theory (SDT), which posits that people are more motivated when they feel a sense of autonomy, competence, and relatedness in their learning. Another important approach is to create a positive classroom climate that fosters intrinsic motivation, such as by providing opportunities for choice, collaboration, and meaningful work. In this way, teachers can play a critical role in helping students develop a love of learning that will stay with them for life. Overall, it is important for teachers to recognize the importance of motivation in learning and to actively work to enhance it in their students. By utilizing theories and strategies such as self-determination theory and creating a positive classroom environment, teachers can help students develop a love of learning that will benefit them throughout their lives.

The results indicate that the learning styles of many students and the teaching methods of many teachers do not match, and in the same vein, only a minority make curriculum choices and select the appropriate teaching strategy to complement their students' interests, strengths, and needs. Disengagement, frustration, and a lack of academic success can result from this misalignment between learning styles and teaching strategies. Teachers must take into account the various learning preferences of their students in order to address this problem. They must also use teaching techniques that are specifically designed to meet each student's needs. This can be done by using differentiated instruction, which involves tailoring the instruction's content, process, and final product to the various learning needs of the students. By doing this, teachers can create a welcoming, interesting, and productive learning environment for all students. Therefore, it is crucial for educators to comprehend the significance of matching their teaching strategies with their students' preferred learning styles. Differentiated instruction allows teachers to better meet the diverse needs of their students by fostering a more inclusive and productive learning environment. For both students and teachers, this may result in greater engagement, academic success, and all-around satisfaction.

Additionally, demotivated students may develop a negative outlook on learning, which could have a long-term impact on their academic success. It is essential for teachers to be aware of how their classroom environments affect their students and to take action to develop a welcoming and stimulating learning space that encourages student motivation and success. This can involve employing tactics like incorporating

student-centered activities, offering insightful criticism, and encouraging a growth mindset. Teachers can support their students' academic and extracurricular success by emphasizing student motivation. In conclusion, it's critical for teachers to understand how a demotivating classroom environment negatively affects students, leading to lower engagement, lower academic achievement, and negative attitudes toward learning. Students' motivation and success should be prioritized by teachers in order to combat this, and that proves the second hypothesis. This can be done by implementing techniques like student-centered activities, meaningful feedback, and growth mindset promotion. Teachers can assist their students in realizing their full potential and excelling in the classroom and beyond by doing this.

Selecting effective teaching strategies can help students advance their own learning success. These strategies include a wide range of instructional strategies designed to make learning simpler, quicker, more enjoyable, more effective, and more performance-enhancing. Students can find a variety of tools to help with learning and understanding by developing teaching strategies. Using visual aids during instruction is a useful teaching technique. Students can learn more easily and comprehend complex ideas with the aid of visuals. Diagrams, charts, graphs, and videos are a few examples of visual aids. These resources can be applied to highlight important ideas, reveal connections between ideas, and offer examples from real-world situations. Visual aids can also increase learning engagement and interaction, which can keep students motivated and focused. In conclusion, concepts related to teaching methods are essential for student success. To meet the various needs of their students, teachers must continuously assess and modify their approaches. Utilizing visual aids is a useful technique that can aid students in comprehending difficult ideas and improving their ability to retain information. Teachers can make learning more interactive and engaging for their students by incorporating visual aids into their lessons, which will improve their academic performance and overall success.

Therefore, EFL teachers should encourage students to build their confidence by using multiple methods, such as direct, audio-lingual, community language learning, and communicative approaches, methods, and practices, and give them more active practice in their learning skills to boost their learners' motivation. Individual differences among students need to be considered, and the instructional delivery system needs to correspond to the varying abilities of the students. Students may fail to learn the

material if the teacher's style of teaching does not match their learning styles. Many researchers claim that students with highly preferred learning methods achieve higher test scores when instructional conditions or resources complement their preferred strategies. By teaching to the particular learning styles of students, learning outcomes can be improved.

4.3 Learners' questionnaire Findings

According to studies, relying solely on extrinsic factors, such as competition, can cause intrinsic motivation to decline. For any task to be completed successfully and with enjoyment over the long term, intrinsic motivation, or the desire to perform it for its own sake, is required. When rewards are the only source of motivation for students, they might stop participating in the activity once the rewards are gone. Competition can also foster a hostile environment where students feel pressure to perform better than their peers, which can cause stress and anxiety. As a result, it's crucial for educators to concentrate on encouraging students' intrinsic motivation. In conclusion, while extrinsic factors like competition may be seen as constructive by many teachers and individuals, they can ultimately undermine intrinsic motivation and lead to negative consequences like stress and anxiety. It is crucial for educators to prioritize cultivating intrinsic motivation in their students for long-term success and enjoyment of any task.

It is important to note that motivation is not solely dependent on external factors. Intrinsic motivation, which comes from within oneself, is equally important and can be nurtured through various means. One such means is providing learners with opportunities to explore their interests and passions and allowing them to take ownership of their learning journey. This can be achieved through project-based learning, personalized learning plans, and other student-centered approaches. By fostering intrinsic motivation, learners are more likely to be engaged and committed to their learning, even in less-than-ideal conditions. For instance, in a project-based learning environment, students are given the freedom to choose their own topics and explore them in depth. This not only allows them to pursue their interests but also helps them develop critical thinking and problem-solving skills. Additionally, personalized learning plans enable learners to set their own goals and work towards achieving them at their own pace. This way, they are more invested in the learning process and feel a sense of ownership over their progress.

It results in increased motivation for students if teachers are fair and allow them to express themselves without showing any bias. In addition, students' sense of belonging is boosted when teachers cultivate a welcoming, safe, and respectful learning environment. This sense of belonging can increase participation in extracurricular activities as well as participation in discussions and activities in class. Additionally, it can boost students' confidence and motivate them to keep working toward their academic goals when teachers give students meaningful feedback and acknowledge their efforts. In the end, fostering a supportive and encouraging learning environment can significantly affect students' motivation and general academic success.

Some of the underminers of motivation are boring topics, a lack of resources and poor teaching, unfair opportunities for expression, anxiety, and the climate of the classroom, all of which work against motivation. There are numerous other elements that can undermine motivation in the classroom in addition to these ones. The instructor's teaching methodology is one such element. Students may lose interest in learning and motivation if teachers only use lecture-based instruction or don't involve them in active learning activities. The degree of difficulty of the course material is another consideration. If the subject matter is either too simple or too complex, students might get bored or frustrated and lose interest in what they are learning.

The results obtained are linked to teacher-centered teaching. They reveal that the majority of teachers in the department opt for the teacher-centered method, which proves the first hypothesis that the teacher-centered method is the most commonly used type in class. Learners' responses show that teacher-centered teaching provides rare opportunities for them to feel involved in learning, which is more likely to inhibit the learners' desire and motivation. In contrast, learner centered classes provide opportunities for peer interaction, which creates an environment favorable to foreign language learning and generates positive feelings in learners toward their teachers, which in turn boosts their motivation.

All students agree that success and learning depend on motivation. It is true that students may find it difficult to participate in the learning process and may even give up on their studies altogether if they lack motivation. But it's crucial to understand that there is no one-size-fits-all approach to motivation. To succeed, different learners might need various forms of motivation. For instance, while some students may be motivated by the prospect of getting good grades, others may be more driven by a desire to

develop transferable skills for their future careers. There are numerous other elements that can undermine motivation in the classroom in addition to these ones. The instructor's teaching methodology is one such element.

In foreign language classes, students should be given the chance to participate and practice their language. The lack of pedagogical training by the majority of teachers may be one of the causes that make them focus on the teaching process and forget about the learners needs.

It is essential that educators put their students' needs first by creating an environment that is both interactive and engaging, in addition to delivering the content. Various techniques, including role plays, discussions, and group activities, can be used to accomplish this. Students are more likely to remember the material and advance their language proficiency when given the chance to practice their language skills in an encouraging and engaging environment. In order to improve their teaching techniques and better serve their students' needs, teachers should also be encouraged to attend professional development workshops. And that proves the last hypothesis that applying teaching methods and techniques in the classroom creates better outcomes, therefore helping students enhance their motivation.

Additionally, a lack of self-confidence can contribute to inhibition. Students may be reluctant to speak up because they believe they lack the necessary knowledge or that their opinions are unimportant. Additionally, a hostile learning environment in the classroom can increase inhibition. Students may decide to remain silent if they believe that the teacher or their peers will ignore or mock their ideas. As educators, it is crucial to address these issues and establish a secure learning environment that promotes active engagement and student confidence.

Student inhibition and reluctance to participate in class can be caused by a variety of factors, including low English proficiency, a lack of confidence, and a hostile learning environment. It is critical for educators to address these issues and develop a safe, encouraging learning environment that promotes active participation and builds students' self-confidence.

The analysis and interpretation of the questionnaire lead us to the conclusion that the majority of students are dissatisfied with their university studies and attribute this dissatisfaction to their teachers' methods of instruction and issues with motivation.

They prefer to work with understanding, amiable teachers. To put it another way, most students in a foreign language class prefer to feel secure and at ease with their teachers because this increases their intrinsic motivation and increases their chances of success. Additionally, students expressed their dissatisfaction with the absence of practical exercises and interactive activities that could help them improve their language abilities. They believe the classes are too theoretical and don't give them the skills they need to communicate effectively in everyday settings. In conclusion, the majority of survey respondents voiced displeasure with their university education and cited problems with their professors' methods of instruction and motivation. They favor working with empathetic, understanding instructors who put them at ease. Since they feel that the classes are too hypothetical and do not equip them with the necessary skills for effective communication in everyday situations, students also expressed a desire for more hands-on exercises and interactive activities to help them improve their language skills.

The degree of student engagement in the classroom should be taken into account as well. Students who are actively participating in their education are more likely to remember what they have learned and perform better on tests. Thus, it is crucial for teachers to include interactive activities and lessons that encourage student participation. Teachers should also foster a safe and encouraging learning environment in the classroom where students feel free to take risks and mess up. Students are more likely to take ownership of their education and work toward success when they feel at ease and supported in their learning. For example, a teacher may use a game-based learning approach to engage students in a math lesson. The game requires students to solve math problems and compete with their peers. This interactive activity not only encourages student participation but also helps them retain information better. Furthermore, the teacher can provide positive feedback and celebrate students' successes, which creates a safe and supportive classroom environment that motivates students to learn and take risks.

As far as interaction is concerned, a minority of students said that their teachers sometimes initiate interaction with them and give them opportunities to use their initiative. On the other hand, a high majority of students said that their teachers rarely or even never give them any opportunity to use their own initiative. The motivation and engagement of the students in their learning may suffer as a result of their lack of initiative. Students may become disengaged and lose interest in the subject matter when

they are not given the opportunity to take control of their learning and make choices about how they approach tasks. Furthermore, students who are not urged to take initiative may find it difficult to acquire critical thinking, problem-solving, and decision-making abilities. Ultimately, most students believe that their educators do not provide them with enough chances to take initiative and pursue their interests. This rigidity can be annoying and prevent the growth of critical abilities. Finding a balance between adhering to a curriculum and letting students take charge of their learning is crucial for teachers. The findings obtained from conducting this research confirmed our hypothesis that teachers with good personality characteristics to a great extent affect learners' motivation positively.

4.4   Suggestions and recommendations for teachers

On the basis of the findings and conclusions, and given that the current study was completed in a short amount of time, additional research is advised to take a longitudinal research design into consideration with data on how the right teaching methods can motivate students. However, there are a number of efficient strategies that teachers can employ to engage and inspire their students. Following are some suggestions for both students and teachers:

Teachers should first be aware of the fact that students have different styles of learning. They should be informed about all these styles and attempt to adapt or make their teaching method in line with the students' ways and preferences of learning, opting for motivating tasks that reinforce their strengths or overcome their weaknesses. The effective teacher is constantly making decisions about how to present information to achieve this, as well as monitoring and adjusting presentations to accommodate individual differences and enhance the learning of all students.

When presenting content, teachers must gain their students' attention, interact positively with the students, review previously covered material, and provide an organization for the material (e.g., graphic organizers, outlines, anticipation guides). Clear directions, adequate examples, and practice need to be provided in a relevant context for students.

Teachers are recommended to create a positive learning atmosphere. A well-prepared classroom environment proves a motivating force, and then the student takes

an interest in education. Therefore, efforts should be made to provide a suitable learning situation and environment for effective learning.

It is preferable for teachers to link the material to real-life situations. Students are often bored in class and find most of the material unnecessary because it seems unrelated to the outside world. Because of this, what is learned needs to be connected to real-life circumstances to make the material more interesting for students and to be able to find connection and logic in all of this. If students find the material meaningful, they are more likely to be motivated and develop an interest in it.

Teachers must enrich the class with new content and diversity. To avoid the monotony of the lesson, it is advisable to enrich the lesson with new content. Sometimes it's good to watch a movie on a particular topic or at least some clips that demonstrate something, such as a computer presentation. Besides, teachers can use different teaching motivational techniques: crossword puzzles, associations, quizzes, etc.

Feed Back: If students do well in the class, a teacher should be praised in a very well-mannered way; this can help increase their motivation to try hard in the future.

Teachers need to devise methods that involve the student's personal engagement. For example, students can create a poster or project and learn through role-playing or simulation.

It is recommended to help students set their own goals. Students will be more motivated if they set a learning goal for themselves, and more effort will be made to achieve it. In doing so, setting short-term, measurable, and specific goals can be very helpful.

4.5 Recommendations for Future Studies

With regard to teaching methods of professors and their effect on students' motivation for academic achievement, it is recommended to conduct more researches in different academic courses. The efficiency of motivation should be investigated and it is recommended to compare male and female graduates in urban and rural areas.

When the teacher is teaching, it is recommended that proper circumstances be provided for student engagement.

It is recommended that student orientation be emphasized, and that students' competencies and capabilities be utilized.

It is suggested that more emphasis be placed on educational opportunities and equipment in order to improve the quality of instruction.

It is advised to emphasize a teaching style that is proportional to the demands of the students.

It is recommended to employ assessment methods that are appropriate for class material as well as detecting difficulties in teaching and learning.

4.6 Limitation of the study

Although this study has been done with great effort and the purpose of the study has been reached, not all aspects of the issue can be covered. First of all, variables such as gender and other factors are not taken into account. The methods used detect that research findings were largely female; thus, this could not be an effective study since more male attribution was absent. In the teachers' interview, some teachers could not fully provide us with enough information when they were answering the questions. Besides the lack of previous studies in the research area, is the main limitation.

4.7 Conclusion

The objective of this chapter is to summarize the main findings from the teacher's interview and the student's questionnaire while also offering a broad discussion of the outcomes of the study. In order to enhance the situation of improving learners' desire and motivation to learn through fostering better teaching methods, teachers of English as a foreign language should use A set of limitations and recommendations for teachers and learners, as well as other future researchers, were sorted out. The consequences of the study of English through the application of effective teaching approaches and styles are underlined in the final section.

General Conclusion

General conclusion

The objective of this research is to demonstrate how learning styles and motivation are crucial components of the learning and teaching processes and how they affect students' acquisition, which is a crucial component of gaining proficiency in a foreign language. The findings of this study supported the hypothesis and demonstrated that learners learned more effectively when their learning preferences were taken into consideration, as well as when we made an effort to increase their motivation to complete the tasks. In the end, we make a few suggestions that will help the English Language Department at the University of Mostaganem improve its environment for teaching and learning.

The goal of the current study is to determine how different teaching strategies affect students' motivation. To do this, researchers adopt a descriptive methodology and gather both qualitative and quantitative data. Additionally, the nature of the topic to be addressed, the purpose of the study, the sample being examined, and the information gathered—a sample of 40 master's level LMD EFL students and 10 teachers at Mostaganem University determine the method to be used.

Considering the role of teaching methods on learners' motivation to learn English as a foreign language, this leads us to hypothesize that the methods and strategies of the teacher may affect learners' engagement and motivation positively to increase their desire to learn EFL and that teaching styles are one of the main key factors that improve learners' foreign language education processes. It can be inferred that the teaching methods and strategies employed by an EFL teacher play a crucial role in motivating and engaging learners to enhance their foreign language learning experience. Therefore, it is imperative for teachers to adopt effective teaching styles and techniques that cater to the diverse needs and learning preferences of their students. This would not only improve their students' language proficiency but also foster a positive attitude towards learning English as a foreign language.

An overview, definition, and historical context of previous research on teaching strategies and how they affect learning motivation were provided before the research was actually conducted. The types, significance, and dimensions of both strategies and motivation are also discussed. And this is made clear in the first chapter of the introduction, while chapters two and three's tables and graphs present the work's data

collection, analysis, and findings. The mixed method was used to collect data in order to complete and improve the research paper. This method included both an interview with teachers and a questionnaire for students, representing the use of quantitative and qualitative data analysis for samples that had been randomly selected. The latter are addressed mainly to the second year of the master's EFL department.

Data were produced through the aforementioned instruments, and both positive and negative results were produced. The study's results demonstrate that the research hypotheses are correct and that many informants hold the view that teaching strategies have a significant positive influence on students' motivation and engagement in learning the English language. However, some participants expressed unfavourable opinions, claiming that regardless of how effective a teacher's approach may be, some students are just inherently unmotivated.

After examining the data, it has been determined that the primary factor affecting students' motivation is the teaching approach. Considering the analyses of the standardized data, one may come to the conclusion that among other factors that primarily influence the motivation of EFL learners, the teacher's teaching style is an important one.

In the end, the conclusions reached in this work are not final; they can be expanded upon in the future to address other difficult questions. As a result, the following recommendations and ideas are provided for the teachers and students:

- It is recommended that student orientation be emphasized, and that students' competencies and capabilities be utilized.
- It is suggested that more emphasis be placed on educational opportunities and equipment in order to improve the quality of instruction.
- It is advised to emphasize a teaching style that is proportional to the demands of the students.
- It is recommended to employ assessment methods that are appropriate for class material as well as detecting difficulties in teaching and learning.

These recommendations can be taken into account in the field of education as a way to enhance the use of effective teaching techniques in the classroom. The research provided a limitation of this study as well as an insight on the future of technology in the teaching of English as a foreign language, allowing for the development of both

teaching and learning. Nevertheless, it made an effort to draw attention to the connection between teaching methods and students' motivation, which has the potential to improve educators' engagement, expertise, and performance.

After reviewing the research in this area of teaching methods and styles and how they affect students' motivation, it is obvious that more studies on educators' methods and better predictors are required to assist foreign language teachers and students.

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Appendices

Appendices

Appendix A: Students' Questionnaire

The following questionnaire is a part of a research study conducted in the Department of English at the University of Mostaganem. This research presents an investigation of the effects of teaching methods on their learners' motivation. You are kindly requested to answer the following questions and your answers will be of great value to our investigation.

<u>Section one:</u> personal information

Q1 Gender: **a**-Male   **b**-Female

Q2 The degree achieved**:**   **a-** license   **b-** master

Q3 did u personally choose to study English at the university?

   a- Yes   **b-** No

<u>Section two:</u> students' motivation

Q1 How do you describe your motivation to study English?

   a- High   **b-** Low

Q2 Do you think that motivation in classroom is?

   a- Very important   **b-** Not important

Q3 Do you think that teachers are giving an appropriate interest to motivation in class?

   a- Yes   **b-** No

Q4 What motivates you more?

   a- Your teacher's personality   **b-** The learning tasks   **c-** The teaching method

Q5 What is the main demotivating factor for EFL learning?

   a- Teachers 'instructional style.
   b- Teacher 's behavior in the classroom.
   c- The competencies of the teachers.
   d- Teachers' reliance on textbooks.

Q6 In your opinion, what are the dimensions that contribute learner's motivation?

    a- Competence
    b- Control/autonomy
    c- Interest/value

Section three: teaching methods

Q1 Describe the teaching strategies used by teachers in your university?

    a. Novel (new)   **b**. Traditional   **c**. Others

Q2 Are you convinced of the learning and teaching strategy used in your institution?

    a. Yes   **b.** No

Q3 What are the most effective teaching methods your teacher uses?

    a. Teacher- centered

    b. Lerner- centered

    c. Interactive

    d. Others

Q4 Does your teacher use any type of supporting tools to present or explain the content of the course?

    a. Yes   **b**. No

If "yes", give examples: ………………………………………

Q5 In a learning environment, how often do your teachers initiate interaction with you?

a. Always   **b.** Frequently   **c.** Sometimes   **d.** Rarely   **e.** Never

Thank you for your collaboration

Appendix B: Teachers' Interview

Part one: teaching methods/styles

Q1 How many years have you been teaching EFL?

Q2 Which teaching methods are you acquainted with? Which do you prefer to use in your teaching?

Q3 When you choose a teaching material, do you take into consideration your students':

        a. Needs   **b**. Styles   **c**. Both

Q4 Do you think that matching your teaching methods with your learners' styles enhance their achievement?

Q5 Which learning strategies do you favor?

        a. Push students to look for some significant details in the written material?

        b. Just ask them to concentrate on the gist?

Part two: students' motivation

Q1 What are in your opinion the factors that enhance motivation?

Q2 What are in your opinion the factors that undermine motivation?

Q3 Is the learning environment of our students;

        a. Motivating   **b.** demotivating

Please explain briefly why……………………………………

Q4 To what extent do you think that students' motivation and achievement are dependent on their teachers' teaching methods and strategies?

Q5 How do you see competition in the classroom? Is it:

        a. Constructive   **b**. Destructive

Thank you