

Teachers' Role in Motivating EFL Learners: The Case of Master Students at Djilali Liabes University- Sidi Bel Abbas

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Abstract:

So far, learning necessitates patience, willing and interest since it is a long process at long term of language practice. The biggest challenge of EFL students is to be motivated in learning a second language. The teacher can facilitate this matter by support, positive impact and new teaching tools with variety of methods and manners. For this reason, the aim of this study is to emphasize the direct role of teacher on keeping students motivated in EFL. In this current study, 10 teachers and 40 master students participated in the research in May 2023. We used questionnaire for both participants as research tool at Djilali Liabes University of Sidi Bel Abbas. The results brought teachers and students' experience in motivation and confirmed the direct influence of teachers' methods, support and relationship with learners as being too important in order to avoid this issue.

Keywords: Motivation; Teacher; EFL Students; Learning; Interest.

Introduction:

For decades, teachers matter is how to keep students motivated, engaged and focused. Learning a language and its aspects requires a long time, efforts and desire to fulfil an acceptable language

*L'expéditeur de l'article.

proficiency level and have a certain fluency skills. In order to make this process successful the way we teach is important the way we support students' interest and attention the way we push is a step to be considered in ELT. Classroom environment has a direct impact on students' performance and diagnosis any weakness to be strengthened. The current study aims at portraying the role of teachers in motivating EFL students and reinforcing their engagement in learning language. Several questions rise mainly how we can motivate students and what are tips and tools to keep them focused and improved? A teachers' questionnaire and a learners' questionnaire are adopted to answer the raised research questions. Researchers also provide specific recommendations that may help boosting learners 'motivation.

1. Literature Review:

1.1- Definition of motivation:

The term motivation is regarded through different glances; some glimpsed as an instinctive want that pushes a person to join doings and stimulating a satisfaction that boost the action (**Theo bald, 2006**). Indeed, it goal-centeredness to learn, arouses and orients students to a certain achievement (**Alexenoamen, 2009**). Students in their learning are influenced by either internal or external factors during their studies.

Lamb (2017) termed motivation an energetic constituent in fruitful EFL learning. Motivation is such a significant aspect in English learning and may cover the lack of cognitive skills (**Dörnyei & Ryan, 2015**). Also, it is all initiatives and energies of a student to begin and stand determinations in order to learn (**Dornyei and Ushioda 2011**).

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According to Dornyei and Ushioda (2011), motivation regroups social mentality, situation and orientation. Lee and Lin (2019) indicate the effect of instruction and reliable and creative teaching tools on students' motivation. Guilloteaux (2013) pointed that motivating manners implemented by the teacher and nature between student and teachers, the milieus shape motivation. Muñoz and Ramirez (2015) described that the program and testing influences too.

1.2- Teachers' Role in Motivating Learners:

Ways and means that make teachers hugely up keeping students' attention and interest in the lecture hall remains an issue in studies (Liu & Oga-Baldwin, 2022). Great instructors added to their academic knowledge their energies shared with students is necessary. Brophy (1994) and Csikszentmihályi (1997), learners are hugely boosted by teachers dynamism. The role of teacher as being a motivator still a hard challenge (Dewaele, Gkonou, & Mercer, 2018) and a personal motivation depends on the surroundings, social and cultural aspects (Williams & Burden, 1997, p. 121). Moreover, the behaviour of the teacher, performance and the way of teaching or its response are important in the class (Dörnyei, 1994). However, any teacher should have faith in profession; love his mission in a manner that students feel value. (Csikszentmihalyi, 1997, p.77)

1.3-Students' Motivation:

For long, to keep students motivated is a concern in which his attention is turned to the teacher role in this process (Dörnyei, 2018; Lamb & Wyatt, 2019). According to Dörnyei, (2001, p. 143)

demotivation speaks of particular outside vibes that decrease and shrink a personal desire of a plan or an incoming act, students and the opposite such as recompenses or inducements (**Bain, 2004; Theobald, 2006**). Teachers are the key element in boosting student' interest (**Schuitema, Peetsma, & Oort, 2016**). Teachers create a supportive environment and develop students 'autonomy (**Schuitema et al., 2016**). Teachers help students to enhance their self control, own welfares, and stands by their space and own decisions (**Ferlazzo, 2015**). They also instil their accountability and contribution to their success. Teachers prepare students to the real world (**Ferlazzo, 2015; Thoonen et al., 2011**). Teachers who have confident relations with students they motivate students more (**Ferlazzo, 2015**). They give comments about students hard work with encouragements and push the more (**Theobald, 2006; Ferlazzo, 2015**). The class environment enhances students desire to study their engagement (**Velayutham and Aldridge, 2013**). Academics have sight seen the atmosphere and benefits and restrictions in learning (**Bailey et al., 2021**).

2. Methods:

This paper has been designed to know whether or not EFL teachers contribute effectively in motivating master students to learn English.

2.1-Participants:

Participants are EFL university teachers, who were asked to fill a questionnaire in order to collect necessary data. Master students were also randomly selected to fill in a student's questionnaire. However, both participants are from the Department of English

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Language at Djilali Liabes University, Sidi Bel Abbas. This study took place in May 2023.

2.2-Research Instruments

This study includes two surveys; one addressed to 10 EFL teachers and another one to 40 master students at Djilali Liabes University, Sidi Bel Abbas. Students’ questionnaire is composed of a set of questions in order to obtain general information, to explore major motivators that pushed them to choose English and to investigate on their point of view vis a vis EFL teachers’ role in motivating them at university. A teachers’ questionnaire is also used to know about teachers’ experience in motivating EFL learners to help develop the teaching/learning processes. Indeed, both questionnaires help to determine the results.

2.3-Research Procedures:

Once data were collected through teachers’ questionnaire and students’ questionnaire, researchers preceded the analysis of findings respecting ethics of academic researches with the agreement of participants and anonymity of their identity

3. Findings :

The data obtained from Teachers’ questionnaire are as follow:

3.1-Teachers’ Questionnaire:

Question One: For how long have you been teaching EFL students?

Table (1). Years of Experience in Teaching English at University

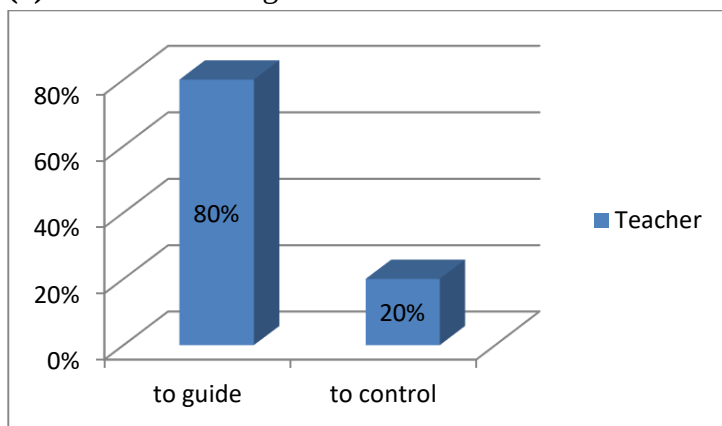
Years	Results	Percentage
One to ten years	5	50%
Ten years to fifteen years	2	20%
More than fifteen years	3	30%
Total	10	100%

This question was intended to know about teachers' years of experience at university. It had been noticed that most teachers (50%) used to teach English for less than ten years, while (30%) of them affirmed to have taught it for more than fifteen years and (20%) confirmed that their experience varied between ten to fifteen years.

Question Two: How do you deal with EFL students in the class?

Most teachers representing 80% stated that they usually guide their learners in order to make them feel less inhibited and to facilitate the learning process. They also mentioned that most of the time they provide learners with considerable advices to help them confront certain difficulties. The rest representing 20% confirmed that they prefer to control the class in order avoid troubles that may occur.

Figure(1). Teachers dealing with EFL learners



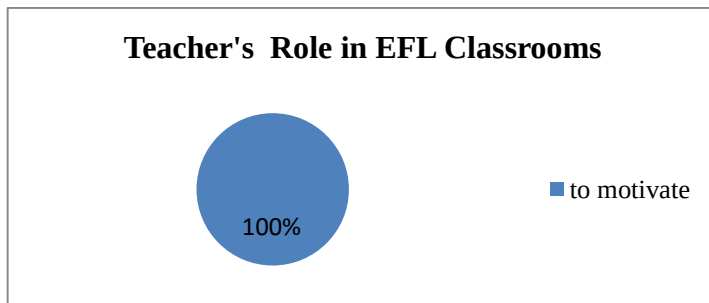
Question Three: Are you the real motivator of the classroom?

All participants agreed on one point stating that they usually motivate learners maintaining the position of guides because the control of the whole teaching/ learning processes might lead to failures. They added that they are really responsible for driving learners to success or

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failure confirming that there is a minority of learners, who are self-reliant.

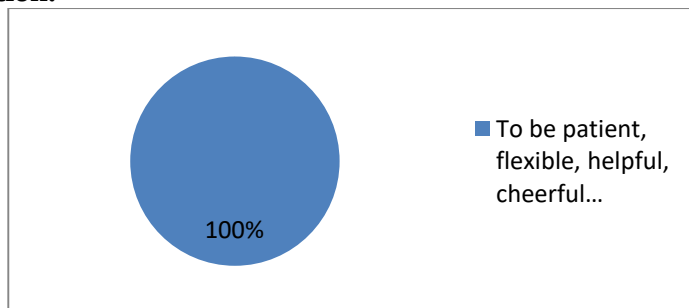
Figure (2).Teachers' Role in EFL Classroom



Question Four: What should be your behaviour to enhance learners' motivation?

All participants stated that teachers' behaviour and attitude have a direct impact on learners' motivation because being patient; flexible, cheerful, helpful, thoughtful, well informed, self confident... will directly encourage learners' participation in the teaching process.

Figure (3). Teachers' Behaviour and Attitude to enhance learners motivation.



Question Five: Do you praise learners when they give correct answers?

Table (2).Teachers' Frequency of Learners' Praise

Time Frequency	Result	Percentage
Always	6	80%
Sometimes	2	10%
Rarely	2	10%
Never	0	00%
Total	10	100%

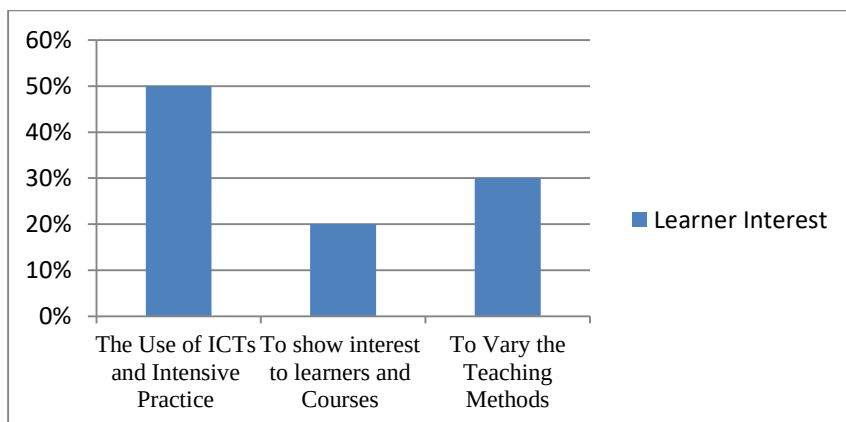
The majority of participants (80%) ensured that praise is an essential factor that teachers should take into consideration confirming that they are totally aware about this fact. 10% of them insisted that they sometimes do so; while other 10% opted for rarely.

Question Six: What kind of strategies do you use to motivate EFL learners?

Because teachers are not the same (different), the strategies they use to motivate learners are also different. Nearly, half of the participants (50%) reported that they integrate technology for the promotion of the learning process such as the use of ICTs (videos, pictures, songs, dialogues...etc). Meanwhile, they support the learning process by encouraging intensive practice like homework, research work, projects... through group work or pair work. Furthermore, 30% of participants mentioned that they usually vary their teaching methods focusing principally on the learners' needs and course requirements; while 20% of participants insisted that it is pertinent to show great interest to the learners and courses before engaging in any specific method.

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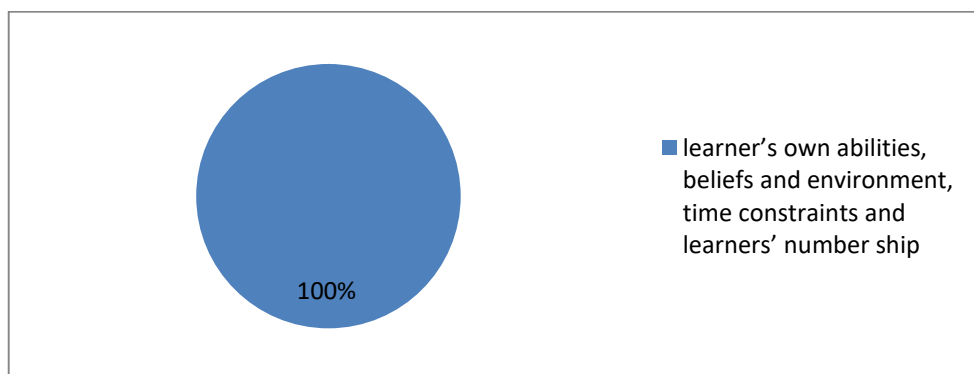
Figure (4). Learner Interest



Question Seven: What kind of hindrances do you think may hamper learners 'motivation?

All the participants (100%) agreed that there exist situations that directly affect learners 'motivation such as the environment to which every learner belongs to, learner's own beliefs and abilities...etc. They also added that the number of learners per class and time allotted to each programme might be other principal factors that prevent the practice of appropriate strategies.

Figure (5). Hindrances in Motivation



3.2-Students' Questionnaire:

The data obtained from Teachers' questionnaire are as follow:

Question One: For how long have you been learning English?

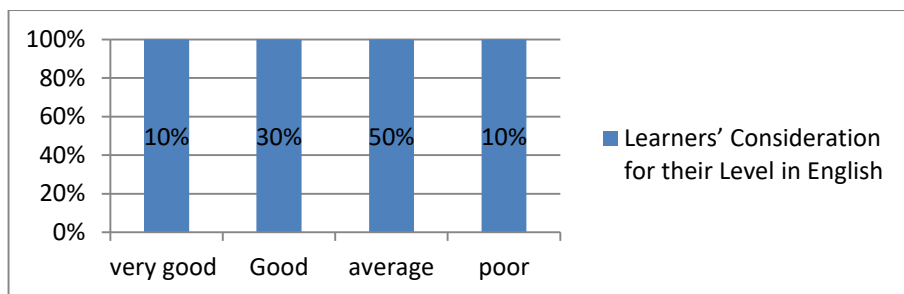
Table(3). Years of Studying English Language

Years	Result	Percentage
Eleven years	30	90%
Twelve to 13 years	10	10%
Total	40	100%

Most participants (90%) stated that they have been learning English language for eleven years, while 10% of them reported that they have been studying it for twelve or thirteen years simply because they had repeated at least one year.

Question Two: How do you consider your level in English?

Figure (6).Learners'consideration for their level in English



Five participants (10%) confirmed to have a very good level in English, ten others (30%) stated that their level is good; whereas 20 of them (50%) mentioned that their level is about the average and the rest (10%) confirmed to have poor English.

Question Three: What motivates you to learn English language?

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Table (4). Major Motivators that pushed Learners to Study English

Learners' Responses	Result	Percentage
To communicate with native and non native speakers	15	40%
To guarantee a good job	10	25%
To be able to understand films, drama...etc	10	25%
To be able to travel abroad without having language difficulties	5	10%
Total	40	100%

Most of participants (40%) insist that they have chosen English because it is an international language that can help them communicate easily with native and non native speakers. Whereas, (25%) stated that they hope to guarantee for themselves a good job in the future. The other respondents (25%) mentioned that they want to be able to understand films and drama; while (10%) of them reported that they hope to use it abroad without difficulties.

Question Four: When do you exactly feel being motivated in the class?

Table(5). Learners' Motivators in Class

Learners' Responses	Result	Percentage
My teacher provides me with specific feedback	10	25%
My teacher engages me in class	10	25%
I work on a team project in class	5	15%
I get a good mark in exams	15	35%
Total	40	100%

According to learners' answers; the most important things that motivate them to learn English are: when they are provided with specific feedback (25%); when teachers engage them in class ((25%);

when they work on a team project in the class (15%) or when they got good marks (35%).

Question Five: Do your teachers recompense you when you provide correct answers?

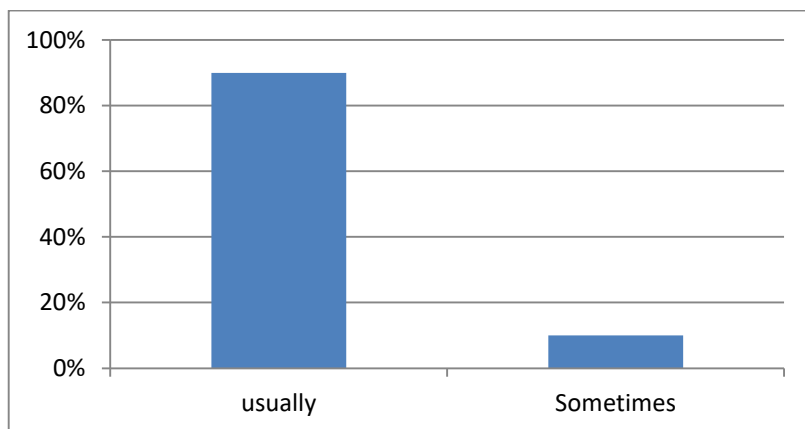
Table (6). Students' rewards

Learners' answers	Result	Percentage
Yes	35	90%
No	5	10%
Total	40	100%

Most participants (90%) confirmed that their teachers recompense them when they give correct answers; while (10%) responded by no.

Question Six: How often do your teachers encourage you to read and to write?

Figure(7). Teachers' Encouragement for learners to practice major language skills



Most respondents (90%) stated that they are usually asked to read and write in order to promote their language skills, while a minority of them (10%) mentioned that they are sometimes required to do so.

4. Research Implications

Teachers are recommended to diversify the way of teaching to avoid providing boring lectures. It is also pertinent for them to look for demotivated students and try to discover the reasons behind their laziness. For ages, when a learner likes the teacher; he/she likes the course. Thus, relationship between teacher/learner is highly significant in ELT. Furthermore, teachers should do their best to impress students being close to them to be a model and a supporter to overcome learners' failures. Indeed, they should help reduce students' fears and anxieties making them comfortable in the class.

Teachers should play the role of chairpersons and facilitators of learning focusing on topics that may attract learners' interests. Meanwhile, learners need to strive to push themselves and drive their interests in the class because internal motivation is stronger than external one. They should also be self-confident and try to engage in autonomous learning.

Conclusion:

The current study presents an exploration of student's motivation and may be inspiring for other future researches in the Algerian context. The finding accentuates the teacher influence on his students even his manner of teaching. Indeed, the teacher is the main motivational source for the learner. Furthermore, motivation is paramount that depends on both students and teachers at once where teacher motivation supplement student's motivation and vis versa students motivation motivate teacher too. Both roles of teacher and

students are complementary to each other and lead to a complete learning process and goals

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