

# **The Role and the Contribution of the Teacher in Motivating Learners and its Impact on the Teaching/Learning Process of French as Foreign Language (FFL)**

**AHMADI SALEM Maamar\***

University of El Oued (Algeria), ahmadi-salem-maamar@univ-eloued.dz

**Received:**19/08/2025

**Accepted:**26/11/2025

**Published:** 31/12/2025

---

## **Abstract:**

Teaching and learning French as a foreign language (FFL) is a complex process; to be successful, it must meet several scientific, pedagogical, didactic, psychological, and sociological requirements. In this study, we aim to define the teacher's role, their contribution, and their impact on student motivation in order to ensure the smooth progress of the FLE teaching and learning process and to achieve its objectives, which are the acquisition of linguistic, cultural, and even intercultural skills by the learners. To conduct this study, we employed various research tools, including studies conducted in this field and summaries of relevant documents. For practical purposes, we administered a questionnaire to a group of third-year undergraduate French students. This group consists of 35 students; they answered the questionnaire, and its results confirm our problem: the role of the teacher in motivating his learners is paramount, and without motivation neither the teacher nor the learner can achieve their objectives, because the teacher plays an important role in this process, as he is the actor most responsible for his success or failure.

**Keywords:** Assessment- learner – motivation -role- - teacher.

## **1- Introduction**

Teaching and learning French as a foreign language (FLE) presents a stimulating challenge for teachers worldwide. One of the most crucial aspects of this teaching is the teacher's ability to motivate their students. Student motivation in the FLE classroom is the focus of this study, which falls within the field of FLE didactics and, more specifically, the subfield of teacher-student interaction. In the FLE classroom, where students can often feel intimidated by the complexity and particularities of the French language, the teacher's role is paramount in fostering and maintaining this motivation. This role is not limited to the transmission of linguistic knowledge but also encompasses creating a positive learning environment, implementing engaging teaching strategies, and developing a relationship of trust and encouragement with the students. In this study, we will examine the following question: Can teachers successfully motivate their students in the FLE classroom? What are the different strategies that a teacher can implement to motivate their students?

To carry out this study, we follow different methodologies according to the specificities of the objectives to be achieved, for the theoretical part of this study, we will follow descriptive and explanatory methods to highlight notes and phenomena related to this field of teaching/learning of French as a foreign language at the Algerian university, and for

---

\* Corresponding author.

the practical part, we will opt for exploratory, quantitative, statistical and analytical methods to study, analyze and comment on the results of our questionnaire intended for 3rd year-French degree students of the academic year 2023/2024 in the French department of our university of El Oued.

## 2- What is Motivation?

Motivation is a complex psychological process that drives an individual to act and engage in specific activities to achieve specific goals. It is the driving force that triggers, directs, and maintains goal-orientated behaviors. In other words, motivation is what prompts a person to do something, to persevere in their efforts, and to invest time and energy to accomplish a task or achieve a goal.

Generally, to determine the exact meaning of motivation, we must delineate its dimensions and stages. Therefore, motivation refers to a process that makes us want to act (Fronty, 2007). It consists of the entire process a person undergoes to accomplish an action (Dontigny, 2007). More specifically, motivation is defined as « a hypothetical construct used to describe the internal and/or external forces producing the triggering, direction, intensity and persistence of behavior» (Viau, 2009, p.11). Motivation is a process that is subdivided into four concepts (Weiner, 1972). First, the term 'triggering' refers to the triggering element that leads the learner to express the desire to leave their passive state. Then, direction directs the learner towards the goal sought by the next action (Viau, 1997). This will subsequently direct the choice of strategies and attitudes put in place (Duclos, 2010). Then, the learner must question the intensity that they will deploy in achieving their goal. Finally, persistence or perseverance constitutes the fact of completing an activity, despite the difficulties encountered during its execution (Weiner, 1972).

### 1.1- Types of Motivation

There are two main categories of motivation:

**Intrinsic Motivation:** This is motivation that comes from within the individual, that is, the desire to perform an activity for the pleasure and satisfaction it provides, rather than for external rewards.

**Examples:** Learning French because you love French culture or playing a musical instrument for the pleasure it provides.

**Extrinsic Motivation:** This is motivation influenced by external factors, such as material or social rewards, obligations, or external pressures. Extrinsic motivations are defined by Vianin as «reinforcements, feedback, and rewards that fuel motivation» (2007, p. 30). This type of motivation is «very common as a learning trigger (meetings, trips), but fragile» (Cuq, 2003, p. 171). It actually encompasses all external elements of learning/teaching: «The pleasant presentation of a lesson, the lucidity of the material, and the element of surprise that teachers use in class are all part of this extrinsic motivation» (Vianin, 2007, p. 30). According to Viau (2001, p. 113), the answer to the question «Why are some students demotivated? (...) resided in external reinforcements, that is, in the way teachers reward and punish students.» Furthermore, Vianin (2007, p. 30) indicates that «the child is motivated by an element external to the learning itself or by the reward provided by the activity in which he is engaged.» On the other hand, the learner «can also work for the pleasure of learning, to become autonomous in French» (Robert et al., 2011, p. 24); this type of motivation includes intrinsic motivation, which depends directly on the learner. According to Cuq (2003, p. 171). This motivation «is more solid, linked to the pleasure of learning, to curiosity, to creation where it would be desirable to anchor learning because it serves as a support for attention and the storage of new knowledge.»

**Examples:** Studying French to obtain a diploma, receive compliments or rewards, or avoid sanctions.

Narcy-Combes (2005, p. 48) points out that «it seems that intrinsic motivation, that is, when learning is a goal in itself, is more effective than extrinsic motivation, that is, when the goal is to obtain grades or rewards.» While for Vianin (2007),

It seems that the distinction between intrinsic and extrinsic motivation is not always easy to establish: in reality, the two components seem to interact frequently, with situational (extrinsic) factors playing a determining role in the development of intrinsic motivation. For example, when the teacher gives the child positive feedback on his work, he reinforces his feeling of competence and therefore his intrinsic motivation. (p. 30)

Furthermore, in accordance with the theory of Causal Attribution (Viau, 2009, p. 187), internal and external motivations can be linked to learners' own attributions. This «concerns how the student interprets their successes and/or the difficulties they encounter» (Vianin, 2007, p. 33). As Viau (2009, p. 187) points out, learners « may attribute their failure on an exam to causes such as lack of ability, insufficient effort, exam complexity, bad luck, lack of time, teacher incompetence, etc.»

As shown in the diagram below, internal, controllable, and stable attributions is learning strategies, while the degree of their effort or fatigue are also controllable but not stable. The intelligence and talent that learners possess are internal and stable, unlike their health or stress level, which are also internal but modifiable. The complexity of an activity is an external but stable cause, while the help of classmates is an external factor that can change. Finally, while the subject matter studied is external and stable, the mood of the teacher and the degree of severity in the teacher's correction are changeable. What we can deduce from this diagram, from the perspective of a motivational teacher, is that if the motivational teacher keeps his mood as stable as possible, it can no longer be a reason attributed by a learner to his failure.

**Table (1) : Classification of causes mentioned by students**

|            | internal             | internal                 | external                   | external                          |
|------------|----------------------|--------------------------|----------------------------|-----------------------------------|
|            | controllable         | uncontrollable           | controllable               | uncontrollable                    |
| Stable     | *learning strategies | Intelligence*<br>Talent* | *Complexity of an activity | *Study material                   |
| Modifiable | *Degree of effort    | *Health                  | *Help from peers           | *Teacher's mood                   |
|            | *Degree of fatigue   | *Degree of stress        |                            | *Degree of severity in correction |

**Source** (Viau, 2009)

## 1.2- The Components of Motivation

Motivation is generally influenced by several components, including:

Needs: Basic necessities such as survival, security, belonging, self-esteem, and personal fulfilment (Maslow's pyramid).

Desires and Goals: Personal aspirations and goals that the individual wishes to achieve.

Expectations: The belief in the possibility of achieving a goal and the assessment of the effort required to achieve it.

Rewards and Incentives: The perceived benefits of achieving a goal or completing a task.

Interest and Passion: The personal attraction and enthusiasm for a particular activity or field.

## 2- Importance of Motivation in Education

In education, and particularly in the teaching of French as a Foreign Language (FLE), motivation is crucial because it directly influences:

- Learner engagement and active participation.
- Perseverance and resilience in the face of challenges and difficulties.
- Academic performance and results.
- Student satisfaction and well-being in the learning process.

An effective teacher must therefore understand the dynamics of motivation to create a stimulating learning environment, support learners' intrinsic and extrinsic motivations, and adapt their teaching methods to meet the needs and aspirations of each individual.

### **3- Acceptability of Motivation**

The acceptability of motivation in learners depends on several factors, including the learner's perception of their own abilities, the relevance of what they are learning, and the quality of the learning environment. For a learner to fully accept and integrate motivation into their learning process, it is essential that this motivation be perceived as authentic and aligned with their personal needs and aspirations.

Perception of Capabilities: A learner must believe in their ability to succeed in order to accept being motivated. Teachers play a crucial role in reinforcing this belief through positive feedback, valuing efforts, and setting achievable goals. Increased confidence in their abilities can transform extrinsic motivation into intrinsic motivation.

Relevance of Learning: The learner must see the importance and usefulness of what they are learning. When a learner perceives a clear connection between class content and their personal or professional goals, they are more likely to engage. Teachers can help by contextualizing lessons and demonstrating how the skills learned will be beneficial in real-life situations.

Quality of the learning environment: A positive and stimulating learning environment is essential. This includes a classroom climate where mistakes are seen as learning opportunities, where diverse teaching methods accommodate different learning styles, and where teacher-student relationships are based on respect and trust. Such an environment fosters the acceptance of motivation because it makes learning enjoyable and rewarding.

In conclusion, the acceptance of motivation among learners is a complex process influenced by their perception of their own abilities, the relevance of the learning, and the quality of the learning environment. Teachers, by playing a key role in each of these aspects, can help learners accept and integrate motivation in a positive and lasting way.

### **4- The Role of the Teacher in Motivating Learners**

In the teaching of French as a Foreign Language (FLE), the role of a teacher has been a long-standing topic of reflection, with a view to establishing the necessary elements to guide them in better classroom management and thus in making the teaching/learning process more effective. These roles have changed and evolved over time, influenced by language acquisition theories such as behaviorism, cognitivism, constructivism, etc.; or by methods such as the traditional method, the direct method, the audio-visual method, etc.; or, more recently, by foreign language teaching approaches such as the communicative approach, the action-orientated approach, etc. The teacher is no longer the sole holder of knowledge as in the era where the traditional method dominated; he “evolves from that of transmitter to that of trainer to that of mediator” (Tardieu, 2008, p. 166). He engages in strategies in order to create a more motivating class. On this subject, Tardif (1992, p. 302) names the teacher as a “strategic teacher” and cites six roles that a teacher must assume: “thinker, decision-maker, model, mediator, trainer and motivator”. By assuming these six roles, the teacher can have more chances to ensure strategic and effective teaching. Regarding the motivating role, Tardif (1992, p. 306) emphasizes that the teacher “is first a motivator by the choice of activities that he presents to the student.” He must ensure that the teaching material he chooses attracts the

attention of his learners. To do this, knowing his learners, namely their profile, their age, and their representations regarding language, is a decisive criterion in the choice of materials. To this end, he can use short questionnaires at the beginning of the teaching.

One of the conditions for motivating learners is being motivated themselves. Moreover, "surveys have shown that the psychological involvement of language teachers is greater than that of their colleagues in other, less personalized disciplines where the human factor is less important or evident" (Defays, 2003, p. 109). Furthermore, the fact that the teacher is motivated themselves can be a factor that helps create a more motivating atmosphere in the classroom, not only for their learners but also for themselves. It is worth noting that foreign language teachers "more often than others speak of 'passion' or 'vocation' regarding their profession, and their hope is to communicate to their learners their love for the target language and culture, whether native or foreign" (Defays, 2003, p. 109).

The teacher's role in motivating their learners is fundamental and multidimensional. Teachers do not simply transmit linguistic knowledge; They play a crucial role in inspiring, engaging, and supporting their students throughout their learning journey. Here are several key aspects of the teacher's role in motivating learners:

#### **4.1- Creating a Positive Learning Environment**

- Classroom Atmosphere: A welcoming and respectful environment encourages students to actively participate. The teacher must establish rules of mutual respect and encouragement.
- Encouragement and Support: Positive and constructive feedback helps students feel valued and supported in their efforts.

#### **4.2-Personalization of learning**

- Recognizing Individual Needs: Tailoring lessons to meet students' needs and interests makes learning more relevant and engaging.
- Differentiated Instruction: Using a variety of teaching strategies and resources to address different learning styles and skill levels.

#### **4.3-Developing Intrinsic Motivation**

- Making Learning Meaningful: Connecting lesson content to students' personal interests and goals to increase engagement.
- Promote Autonomy: Encourage students to take responsibility for their own learning and to make choices in their learning activities.

#### **4.4-Use of Motivating Instructional Strategies**

- Varied and Engaging Activities: Incorporate games, collaborative projects, discussions, and authentic tasks to make learning dynamic.
- Use of Technology: Leverage digital tools and online resources to diversify teaching methods and capture students' interest.

#### **4.5-Building Confidence and Self-Esteem**

- Setting Realistic Goals: Help students define clear and achievable goals to strengthen their sense of competence.
- Constructive Feedback: Provide specific and encouraging feedback to help students recognize their progress and overcome challenges.

#### **4.6-Developing the Teacher-Student Relationship**

- Listening and Empathy: Be attentive to students' concerns and needs to establish a climate of trust and support.
- Motivational Model: The teacher must be passionate and motivated, demonstrating the importance of learning and inspiring students with their own enthusiasm.

#### 4.7-Encouraging Collaboration

- Group Work: Fostering student interaction through group activities and collaborative projects.
- Learning Community: Creating a sense of belonging and mutual support within the classroom to encourage students to help each other.

#### 5- The Motivation/Assessment Relationship

Most of the literature that seeks to highlight the close relationship between learner motivation and classroom learning assessment practices highlights various underlying determinants of motivation. These determinants have the distinction of providing a clear picture of the nature of the relationship between the level of motivation and the use of learning assessment practices, particularly those commonly used in classrooms. The first category consists of learning goals. They refer to the fact that learners motivate themselves to acquire knowledge (Duclos, 2010). These goals are linked to intrinsic motivation, in which the learning assessment process empowers the learner and makes them autonomous. Learning goals will therefore have a positive influence on the learner's perception of an assessment practice by allowing them to understand their role in the assessment process.

The second category relates to performance goals. Motivation is a process that can be experienced internally, as discussed previously with intrinsic motivation, but can also be experienced externally. In this case, we speak of extrinsic motivation, where the learner relies on factors external to them to achieve their goal. There are two performance goals: the performance approach goal and the failure avoidance goal (Sahuc, 2006). The first performance goal relates to the learner who seeks to achieve excellence. The second goal, for its part, concerns the learner who seeks only to meet the minimum requirements, with the sole objective of avoiding failure. This category of goals tends to dissociate the learner from their learning assessment process. They are unable to understand the true impact of their participation. Thus, their perception of the assessment will be negatively tinged.

The third category encompasses the concepts of positive and negative motivation. Positive motivation gives the learner satisfaction in completing the evaluation process (Vianin, 2007). He has a hope of success in the evaluation practice. As for negative motivation, it feeds the learner with a fear of evaluation (Vianin, 2007). He seeks to avoid unpleasant behavior that would be associated with danger for him (Favre, 2015).

The following table presents a portrait of suggestions for assessment practices based on various categories related to assessment (Viau, 2009). Indeed, choosing assessment practices related to these suggestions should generate a positive motivational dynamic among learners. It is not only a matter of the teacher choosing the way in which he or she wants to conduct an assessment but also of making the most appropriate choice according to the assessment situation and the portrait of his or her learners (Selznick, 2009). In the left column, there is a set of categories related to the various suggestions for principles of assessment practices observed in the right column. First, the objects relate to what an assessment will be about. Then, the criteria consist of the behavior expected by the teacher from the learner at the time of the assessment. As for the instruments, they correspond to the way in which the teacher chooses to have the learner conduct an assessment. The frequency represents the staggering of the assessments over time. They can be grouped or spaced out. Finally, the comments correspond to the terms that the teacher uses to encourage or not a learner in the pursuit of their learning (Viau, 2009). Keeping in mind these suggestions, it would be relevant to identify the assessment practices most favorable to learner motivation. To do this, it would be relevant to collect the learners' perceptions of them.

**Table (2) : suggestions for assessment practices**

| Categories         | Suggestions for Assessment Practices                                                                                                                                                       |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objects</b>     | The assessment objects are determined in advance by the teacher.<br>The assessment objects are part of the ongoing learning.<br>The assessment objects are varied.                         |
| <b>Criteria</b>    | The assessment criteria are known in advance by the learners.<br>The assessment criteria are explained to the learners in advance.                                                         |
| <b>Instruments</b> | The assessment instruments must be varied.<br>The assessment instruments must allow for a review of the student's learning and the identification of their strengths and weaknesses.       |
| <b>Frequency</b>   | The assessment frequency should not be excessive and repetitive.<br>The summative assessment frequency should not follow the frequency of learning a new concept.                          |
| <b>Comments</b>    | Feedback to learners must be specific.<br>Feedback to learners must focus as much on the learning process as on the assessment.<br>Feedback to learners must help them see their progress. |

**Source** Viau, R. (2009). Motivation to learn in a school environment.

## 6- Motivational Traits in Language Classrooms According to Learners

To lend greater credibility to our study, we offered our students a questionnaire to determine the traits, activities, and strategies that strongly motivate them. This questionnaire consists of 11 questions and is intended for a group of 35 third-year undergraduate students (French) for the 2024/2025 academic year in the French Department at the University of El Oued.

### 6.1- The questionnaire :

1-What do you mean by motivation?

.....  
.....

2-Do you feel comfortable being motivated? YES/NO. Why?

.....

3-In which session do you feel motivated? \*CCO \*CEE \*Linguistics \*ETL  
\*Civilization \*Communication Science \*Didactics \*Specialized Language \*Translation

4- Do you think your motivation is necessary for you to acquire and learn French better? YES/NO.

5-What are the reasons that motivate you? \*The nature of the module \*The teacher's attitudes and behavior \*The session schedule \*Other:

.....

6- Do the teachers make efforts to motivate you? How?

.....

7- Do you think the teacher's attitudes and behaviors are essential to motivate you?  
YES/NO. ....

8- Do you think the teacher's attitudes and behaviors in the classroom influence learner motivation? YES/NO. How?

9- What are the teacher's behaviors and attitudes that motivate you? \*Their spontaneity/ their way of explaining/ their way of questioning/ the nature of their questions/ the use of technological tools/ the equality and balance between learners/ their gestures and their way of moving and behaving/ others.

10- What are the signs of motivation in the classroom? \*Participation and interaction with the teacher. \*Understanding the module content and seeking information outside of class. \*Completing work in and outside of class. \*Other:

11-Will you find any differences between the modules in which you are motivated and those in which you are not motivated, regarding understanding and knowledge acquisition? YES / NO. Why?

## 6.2- Student Responses:

**Qu01:** The answers to this question are many and varied, but here are a few:

- Motivation is the stepping stone to success.
- Motivation is the student's involvement in their learning.
- It is encouragement and perseverance during the course.
- Taking action to achieve a specific goal.
- Motivation is a psychological state that drives a person to act in a determined manner to achieve a goal or complete a task, etc.

All these responses confirm that students are well aware of the definition of motivation and that it is essential to their learning. They insist that there is a difference in understanding and interaction with their teacher in the classroom between a session where they are motivated and one where they are not.

**Qu02:** For this question, all the students surveyed answered "yes," justifying their answers with the following words:

- Because where there is more motivation, there is more love and desire to learn.
- Because I cannot accomplish any work without motivation.
- because sometimes I lose my passion.
- because motivation encourages me to work hard.
- because when the teacher is motivated, I am also motivated, etc.

All the arguments cited by the students indicate that they are motivated in their learning, and this psychological state is a prerequisite for the success of the learning/teaching process. The sessions, where the teacher succeeds in motivating his learners, become a favorable and ambient environment for the teaching/learning process, and the learners interact positively and vividly with their teacher.

**Qu03:** For this question, we put the answers in the following table:

| Oral Expr | Written Expr | Linguistics | Civilization | SLT* | Grammar | Languages for SP* | Didactics | Translation |
|-----------|--------------|-------------|--------------|------|---------|-------------------|-----------|-------------|
| 11        | 05           | 04          | 01           | 01   | 01      | 05                | 02        | 05          |

\*SLT : study of literary texts

\*Language for SP : languages for specific purposes

We observed that the module in which students were most motivated was the Oral Comprehension and Expression module, and to a lesser extent, the Written Comprehension and Expression and Specialized Language module, because the teaching/learning process in these modules was more dynamic and interactive, and this is thanks to the motivational strategies that the teachers of these modules choose to motivate their learners.

**Qu04:** For this question, all students answered "yes," indicating that they are aware that motivation is a necessary step in acquiring knowledge and in successfully completing their learning process in order to improve and achieve good results. They actually experience these motivational and demotivating fluctuations from one session to another and from one teacher to another.

**Qu05:** For this question, the answers varied between "the nature of the module" (14) and "the teacher's attitudes and behaviors" (21). The study of this result indicates that these two factors are essential in student motivation, but the teacher's role is more decisive in ensuring student motivation because it affects their resources. So, for learners to be motivated, they must like the module, which is more or less easy than others, and the teacher must vary his motivation strategies to encourage his learners to be motivated regardless of the module.

**Qu06:** For this question, 33 out of 35 students answered "yes." The majority of the remaining two students answered "sometimes", and one said "not all teachers." Regarding the method, they cited a few responses, including:

- by asking questions and offering games and videos to facilitate learning.
- by giving advice. - by encouraging, rewarding, and engaging in personal activities.
- by using technological tools and teacher-student interaction.
- by varying teaching/learning strategies.

These responses affirm that the teacher is careful to motivate their students according to the teaching/learning situations, taking into account factors such as cognitive heterogeneity, age, gender, etc. Learners state that teachers always try to motivate their learners because they are aware and know that without motivation, learners cannot interact with them in class and they do not respond to their instructions and directions.

**Qu07:** For this question, all students also said "yes." They affirm that the teacher's attitudes and behaviors are essential for their motivation. The degree of motivation varies from one teacher to another and from one module to another, indicating that the teacher has a major role to play in motivating their learners and encouraging them to act and interact.

**Qu08:** For this question, all students answered "yes," and they put forward convincing justifications, including a few:

- Their attitudes and behaviors attract the learners' attention.
- because these attitudes and behaviors are signs of motivation, since they are motivated, the students will also be motivated.
- They create an encouraging and caring atmosphere.
- because the teacher plays a very important role, and through their attitudes and behaviors, they can encourage students to enjoy their session and their module.
- When the teacher is cheerful and kind, we like them and become motivated.

The results of this question confirm that teachers, through their attitudes and behaviors, play a very important role in motivating their students. The more friendly, active, and tolerant they are, the more motivated and active their students will be. The

teacher must take each group and each session into consideration in order to try to motivate his learners according to the specific characteristics of each of them.

**Qu09:** For this question, we will plot the results in the following table:

| Attitudes and behaviors                             | Number of students |
|-----------------------------------------------------|--------------------|
| Their spontaneity                                   | 09                 |
| Their way of explaining                             | 10                 |
| Their way of questioning                            | 01                 |
| The nature of their questions                       | 03                 |
| The use of technological tools                      | 03                 |
| quality and equation between learners               | 04                 |
| Their gestures and their way of moving and behaving | 05                 |
| Their spontaneity                                   | 09                 |

We see that the responses are varied, but the first two teacher behaviors are most valued by the students, namely "the teacher's spontaneity" and "their way of explaining." This indicates that these two factors are necessary to motivate learners. In their classroom, the teacher must be spontaneous, behave according to their nature, and choose questions that are appropriate for the cognitive levels of their learners so that they can act and interact and be motivated. Also, the teacher must vary their strategies to motivate their students and encourage them to follow their lead.

**Qu10:** The answers to this question are presented in the table below:

| Signs of motivation                                                                | Number of students responding |
|------------------------------------------------------------------------------------|-------------------------------|
| Participation and interaction with the teacher                                     | 21                            |
| Understanding of the module content and searching for information outside of class | 05                            |
| Completion of work in and outside of class                                         | 09                            |

We see that the answers are varied, but the first sign of motivation, "participation and interaction with the teacher," is more valuable to students because, when teachers motivate their students, they create a suitable and encouraging environment that encourages them to participate in the proposed activities and interact with their teacher.

**Qu11:** For the last question, all students said "yes," except two, who answered "no." This result indicates that students, in modules where they are motivated, understand their content well and acquire more knowledge, while in modules where they are demotivated, they fail to succeed in their learning process. We cite some arguments put forward by the students:

- It comes down to the way of explaining.
- I am motivated in modules where the teacher creates an active environment.
- It depends on the teacher's behavior and mood.
- because each professor has their own teaching style and their own taste for the subject being taught.
- because there are differences in module content, etc.

For these reasons, the teacher, as the person responsible for teaching French as a foreign language in his classroom, must take into consideration the motivation of his learners at all costs by varying his strategies and choosing the most suitable ones according to the specifics of the module and his groups.

## Conclusion

The teacher's role in motivating learners in FLE classrooms is essential to promote effective and engaging learning. By combining varied pedagogical approaches, providing consistent support, and creating a positive environment, teachers can inspire their students to develop a passion for the French language and persevere in their learning. Learners are generally aware that motivation is an essential phase for successful learning and for acquiring knowledge and skills that can be used for the future. Therefore, student motivation is a *sine qua non* in the FLE teaching/learning process for both partners, the teacher and the learner, to achieve their goals.

## References and Referrals

- 1- Council of Europe, *A Common European Framework of Reference for Languages: Learning, Teaching, and Assessment*. (2001). Didier, Paris.
- 2- Cuq, J.-P. (2003). *Dictionary of French Didactics*. Paris: CLE International.
- 3- Cuq, J.-P. & Gruca, I. (2005). *Courses in the Didactics of French as a Foreign and Second Language*. Grenoble: Grenoble University Press.
- 4- Cyr, P. (1998). *Learning Strategies*. Paris: CLE International.
- 5- Defays, J.-M. (2003). *French as a Foreign and Second Language*. Sprimont: Margada.
- 6- Dontigny, D. (2007). *Motivation, Support, and Assessment: The Keys to Student Success, Research Program on Academic Perseverance and Success*. National Library and Archives of Quebec.
- 7-Duclos, G. (2010). *Motivation at School, a Passport to the Future*. Montreal: CHU Sainte-Justine, in *Psychoeducation Review*, Volume 40, Number 1, 2011.
- 8-Favre, D. (2015). *Let's Stop Demotivating Students - 19 Keys to Promoting Learning*. Dunod Publishing. Paris.
- 9-Narcy-Combes, M.-F. (2005). *A Handbook of Teaching: Becoming a Language Teacher*. Paris: Ellipses.
- 10-Robert, J., Rosen, E. & Reinhardt, C. (2011). *Teaching French as a Foreign Language: An Action-Based and Pragmatic Approach*. Paris: Hachette.
- 11-Sahuc, C. (2006). *Adolescents and Violence: How to React as a Parent?*. Studyrana Publishing.
- 12-Selznick, P. (2009). *The Organization as an Institution*. Kindle Edition
- 13-Tardieu, C. (2008). *Language Teaching in 4 Key Words: Communication, Culture, Methodology, Assessment*. Paris: Ellipses
- 14-Tardif, J. (1992). *For Strategic Teaching*. Montreal, Quebec: Les Editions Logiques.
- 15-Vianin, P. (2007). *Academic Motivation: How to Arouse the Desire to Learn?* Brussels: De Boeck Supérieur.
- 16-Viau, R. (2009). *Motivation to Learn in Schools*. Saint-Laurent, Quebec: Editions du renouveau pédagogique (ERPI).
- 17- Weiner, B. (1972). *Attribution theory, achievement motivation, and the educational process*. *Review of Educational Research*, 42(2), 203–215.  
<https://doi.org/10.2307/1170017>