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Exploring the Effects of Teachers' Role Types in Increasing Learners' Motivation : The Case of Aouragh Sisters Middle School, Biskra.

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Declaration

We hereby declare that the study we are going to present in this thesis entitled: “ **Exploring the effects of teachers’ role types in increasing learners’ motivation :The case of Sisters Ouragh Middle School in Biskra**” represents our own work, and all the sources that we have used and quoted from have been indicated by means of complete references. We certify that this work is the result of our own investigation. It has not been previously included in a thesis or dissertation submitted to this university or to any other institution. This work was carried out and completed at Mohamed Khider University of Biskra. Algeria.

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Dedication

This work is dedicated to my parents, family and friends. All my thanks goes to my father, the most loving person.

To my lovely mother for her supports, her patience and her unconditional love.

Her lifelong passion and commitment to good education has inspired me greatly.

My special thanks goes to my sister and brother Jouda I love you all. I would not be where I am without you. I hope I make you proud.

To my friends Wafa, Mima, and Ilham who deserve great thanks, too, for their supporting words and pieces of advice.

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Abstract

The aim of this research is investigating the teachers' role types in increasing and enhancing second year English learners' motivation, at the secondary school of sisters Ouragh, Biskra. The basic hypothesis adopted in this study set out that, teachers would use a different motivational roles to help their learners achieve better productivity, so when teachers implement and use the various types appropriately, the learners are supposed to be motivated to learn. To achieve this aim, two research tools were used, for both teacher and learners, and 90 pupils were selected to participate in this study. It was based on the use of the descriptive research .The first classroom observation and The second was an interview to the English teacher in the middle school of sisters Ouragh. The results revealed that there is a relationship between teacher's role types and learners' motivation. Also, the findings of this study indicated that the role of the teacher is an important factor that has significant effects on EFL learners' motivation.

Key Words: Teachers' role types; EFL; motivation.

List of Abbreviations

EFL	English as a foreign language
FL	Foreign Language
L2	Second Language
SL	Second Language
STR	Student Teacher Relationship

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General Introduction

Introduction

The scope and background of the study, since The teacher is important in this context, the improvement of increasing motivation for EFL learners needed. As a result, the teacher's role is an essential part in the academic success of the pupils. According to Garrett, Meghan (2009, p. 8), more teachers are become aware of the importance of the teacher's role in the learning teaching context. According to Muhammad et al. (2011), there is a significant correlation between the role of the teacher and the learners' motivation in academic activities. According to Dornyei (2001) and (William & Burden, 1997), the teacher's role relates to the important the effectiveness in teaching that influences the motivation of pupils. Numerous studies have been done to investigate the effects of teachers, and many researchers who concluded that teachers are the most important variable at work in the classroom. (Dornyei,2001,p.116). The majority of early studies and present work focus on identifying and analyzing the different teachers' types in the educational system. However, scholars and researchers have received attention to the effects of the teacher's role type on the motivation of pupils in the context of English teaching and learning. Therefore, the current study aims to focus on the effects of teacher role type on increasing EFL learners' motivation specifically in the context of secondary schools. Therefore, it attempts to determine to what extent the role of the teacher affects and influences the motivation of the pupils. It is hoped that by conducting this research on the motivation of pupils and how their teacher's role affects it, both teachers and learners will be more aware of the importance of the teacher's role in the teaching and learning processes, especially in the area of EFL learning and teaching.

Statement of the Problem

The role type of the teacher is one of the variables that affects EFL learners' motivation. Most studies concentrate on the most important factor, which is the type of teacher's role, but there is a bigger concern when it comes to teaching second-year middle school English learners who have already studied it in first-year . As a result, the role type of the teacher would motivate pupils. This research will be conducted in an attempt to address EFL teachers in secondary

schools understand the roles that would greatly affect the motivation of their pupils.

Aims of the Study

The research aim is to examine the relationship between teachers' role types and EFL learners' motivation. Also to explore the extent to which teachers' role types impact EFL learner motivation.

Research Questions

Concerning the mentioned literature, the researcher aimed to investigate the effect of teachers' role types on EFL learners' motivation in Algerian secondary school context. The following research questions will be answered in this research:

RQ1: To what extent does teacher's role type affect EFL learners' motivation?

RQ2: Is there any relationship between teacher's role type and learners' motivation?

Research Hypothesis

The present research is based on hypotheses that shall be tested and verified through.

1. We hypothesize that if teachers play different types of roles, EFL learners' motivation will be affected either positively or negatively.

Significance of the Study

As most teachers and parents today dismiss the premise that instructors' roles can have a substantial impact on learners' motivation, this study is significant and deserving of being done. That is to say, the most significant factor in the field of EFL teaching and learning should be acknowledged to be the teachers' role type.

Methodology

The researcher intends to use the qualitative method through which the data are collected and analyzed qualitatively. As the choice of the method is determined by the nature of

the subject to be addressed, the sample under investigation, the data collected, and the objective of the study. In this study, the method used is descriptive because it seems appropriate for this study and the context where the study takes part; since the researcher aims to determine the effect of the teacher's role types on increasing EFL learners' motivation in Biskra educational context through describing it.

Data Collection Tools

In this study, Classroom observation and interview are the two data collected tools that will be used to collect data. The observation of the classroom will provide an idea about the current situation of the learners' motivation and the impact of their teacher's role types on it either positively or negatively. an interview will be administered to the teacher to find out some of the teachers' views about both motivation and teacher's role. The analysis and interpretation of the data will help to reach the aim of the study and confirm or decline the hypothesis.

Population and Sample

The sample of this work is second year pupils of secondary school of Sisters Ouragh Middle School Biskra. Ninety (90) learners were selected to participate in this study.

Structure of the Dissertation

This dissertation is divided into three main chapters after an introduction in which the research's aim is expressed, the hypothesis is identified, and the research's tools are discussed. Reviews of the literature are included in the first and second chapters. The third chapter deals with the practical part of our study.

The first chapter discusses the first variable, which is the role types of teacher, as well as some of the theoretical issues related to the present study. It contains a number of definitions about role types, an overview about teacher's role that serves the purpose of this study, the importance of teacher in teaching and learning, the characteristics of a good teacher, in addition to the concept of learner-teacher relationship. It also attempts to deal with the types of teachers.

The second chapter addresses the learners' motivation, it provides a better

understanding of this term. It contains general issues of this concept. In addition to the learner differences, the definition of motivation according to some scholars, types of motivation, motivation and language learning, describing EFL learners, types of learners, and how to motivate learners in the classroom?. This chapter concludes with an overview about motivational strategies.

The third chapter is about the field of the work of our study ; it discusses the research design, and the procedures for collecting and analyzing data. It also includes the description, analysis, and interpretation of data collected from the teacher's interview and also from classroom observations. Additionally, it explains the data collected and discusses the main findings of this study. Furthermore, this chapter concludes with limitations of the study, recommendations for further research.

Chapter 1

Teachers' role types

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Introduction

The present chapter is a literature review of the earlier studies about the first variable. It comprises articles, books and websites. The majority of reviews focus on the role types. Numerous recent research studies have concentrated on increasing the quality of EFL teaching and learning. However, given that teachers are directly involved in the processes of teaching and learning, the emphasis should also be placed on their roles' type. The significance of different teachers' role types in teaching and learning, as well as in motivating learners to learn has been amply supported by earlier research. Our first chapter, which examines the concept of teachers' role types and their characteristics. As a result, the researchers seek to give an outline of our main research variable in this chapter as well as discuss related ideas relating to different types of teacher roles, the importance of teachers in EFL learning and teaching, characteristics of a good teacher, and learner teacher relationship.

1.1 What is Teaching?

Given how many definitions there are for the term "teaching process," it is thought to be complex in nature. Thus, it is preferable to return to its original English linguistic roots. as Smith pointed out (as cited in Uljens, 1997, p. 9) as: " It [teaching] comes from the Old English taecan [...]. The term "teach" is also related to "token"—a sign or symbol. "Token" comes from the Old Teutonic word taiknom, a cognitive with taikjan, Old English taecan, meaning to teach". In this derivation, the word "teach" refers to the method of instruction. By using signs or symbols to elicit answers concerning events, people, observations, results, and other topics, one can educate by demonstrating something to a learner. Numerous academics have attempted to define the idea of teaching. In the traditional sense, it's regarded as a particular type of activity. According to (Uljens, 1997, p. 10). It is the transmission of information or skill from one person to another. Additionally, It is possible to identify teaching as an intended activity in Brown's definition (2007, p.8) as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

1.2 Types of Teachers

According to the scholar Glasser (1997), there are two different types of teachers:

1.2.1 Boss Teacher

Teachers of this authoritarian type instill fear and respect in their pupils. Certain characteristics such as dictating procedures, commanding learners, and criticizing them when they fail to finish the assignment serve to identify them. They are strict, unforgiving, and enforcers of discipline. They appear to be impatient, occasionally display a disdain for their line of work, and are unsuccessful with today's pupils.

1.2.2 Leader Teacher

A stimulating learning environment is provided by democratic teachers. These teachers are known for motivating pupils, offering assistance wherever possible, treating them as friends, rewarding good behavior, and being open-minded and easygoing. They work well with today's learners

1.3 The importance of teacher in EFL learning and teaching context

The function of EFL teachers and their impact on learners' motivation and learning process is one of the important problems that has been consistently debated in the field of second language acquisition. As a result, a teacher's role is essential for EFL learners. Several research have confirmed the idea that teachers significantly influence learners' learning (e.g., Danielson, 2002; Goldhaber, 2002; Sadeghi & Nikou, 2012; as cited in Hashim et al., 2014). The teacher is an essential part of the classroom, as stated by Sanders & Horn (1998), and it is argued that teachers are the most significant factor impacting a learner's achievement (as cited in Garrett, Meghan, 2009, p.8). Earlier studies, as stated by Hashim et al. (2014, p.102), have sufficiently shown that comprehension of a teacher's human characteristics is crucial to learning English as a second language (Gibbons, 2003; Zhang & Watkins, 2007). EFL teachers, according to Moncada and Ortiz (2000), should be able to communicate with learners, be knowledgeable

about pedagogical and learning concepts, be ready to teach in a variety of learner backgrounds, and be aware of classroom dynamics (as cited in Hashim et al., 2014, p.103). According to an exploratory study by Zhang and Watkins (2007), a good EFL teacher must possess a number of qualities, including high levels of discipline, the capacity to deal with diversity, the ability to behave positively, strong pedagogical knowledge, the capacity to be practical in teaching, the capacity to interact with learner, and the capacity to concentrate on learners' intellectual development (ibid). Furthermore, according to Mohammad, Abraham, and Singh (2011), pupils view their teacher as a role model.

1.4 Teachers' roles

Teachers' role in learners' motivation is pointed out by Dornyei (2001) who states: "teacher skills in motivating learners should be seen as central to teaching effectiveness" Dornyei (2001) , especially for learners who are disinterested in what they are learning and who require extrinsic motivational support. Several research looked into the positive effects of teachers on learners' motivation. Language teachers have a significant impact on how pupils interact with and stick with the pointed process of learning.

Interactions with teachers, learning experiences, feedback, rewards, praise, and punishment are some of the elements that are said to have a significant role in motivating learners. (William & Burden, 1997). Since learners need someone to make them feel important and smart, in addition to the punishments that teachers use to frighten them into changing their bad behaviors into good ones, thanking, praising, and rewarding them for good answers or saying something even if it is simple encourages them to better participate. By using five principles that are proposed by Oxford and Sheerin (1994), teachers may help their pupils learn in the classroom. proposed by Oxford and Sheerin (1994). Instructors are important in motivating learners to achieve their academic goals. There are various roles teachers can play in motivating learners, including the following:

1.4.1 Facilitator

The instructor facilitates learning by creating an environment which promotes intrinsic motivation. This includes laying out clear expectations, giving feedback, and giving learners chances to take ownership of their own learning. According to Voller (1997), a teacher's role as a facilitator is to help in the learning process. He adds that this position can be used in both the learners' learning and language learning contexts. According to Chiu (2005), a learning facilitator is typically thought of as a helper who makes the learning process easier for learners. Teachers can increase the flexibility and success of the development by acting as a facilitator.

1.4.2 Role Model

Teachers can provide an excellent role model for their pupils by showing a passion for learning, enthusiasm for their topic, and a commitment to excellence.

1.4.3 Encourager

Teachers can motivate pupils by giving them positive feedback and ideas, celebrating their successes, and providing support and guidance when they are having difficulties.

1.4.4 Innovator

Inquisitive, and motivated learners can be encouraged by teachers who use new teaching techniques. This can include using cutting-edge teaching methods or incorporating technology into the classroom.

1.4.5 Mentor

Teachers who take on the role of a mentor can provide individualized support to learners, helping them in developing their skills and achieving their goals. This may involve providing guidance on a psychological level as well as academic advice or career.

1.4.6 Collaborator

Collaboration between instructors and pupils can empower learners to become more involved in their education. In order to give learners a say in their learning experiences, this may involve them in the design and planning of projects or activities used in the classroom.

1.4.7 Resource

If an instructor acts as a resource, she/ He is perceived as a fountain of knowledge and skill (Benson & Voller,1997). Also, according to Voller (1997), the instructor is a resource because she or he is the one who has sufficient knowledge of the learning materials and the foreign language. For example, even if he is untrained, the native speaker who has already mastered the learning materials is regarded as a great "Resource".

1.4.8 Counselor

When learners come to him for advice and assistance, the instructor is playing the role of a counselor. The position of the counselor comes under that of the facilitator, and it is more appropriate in instances involving individualized learning Voller (1997). A teacher counselor is also expected to be an excellent communicator who aims to optimize the learner's involvement through the use of interpretation, confirmation, and feedback, according to Richards and Rodgers (1986, as cited in Yan,2012). In other words, a teacher who also serves as a counselor offers guidance and aids learners in becoming better learners.

1.4.9 Manager and organizer

Yan (2012) argues that the key role of the teacher in any learner-centered classroom is manager. In a context that is learner-centered, he adds. A series of games and activities that are parallel to the requirements and expectations of the learners, have been shown to be successful, and are relevant to what the teacher is expected to plan. Stating that teachers' clear instructions are more important for the accomplishment of various activities as well as the learning and teaching objectives. Also, it depends on efficient planning and pupils being aware of their obligations prior to completing the assignments. According to Scharle and Szaboo (2000),

rather than a dramatic transformation, the function of instructors should evolve over time. Dam (2003) is another example of a figure who highlighted the path that learners take to achieve complete independence. The four phases toward learner responsibility are shown in (Figure 1.1). According to Scharle and Szaboo (2000), rather than a dramatic transformation, the function of instructors should evolve over time. Dam (2003) is another example of a figure who highlighted the path that learners take to achieve complete independence. The four phases toward learner responsibility are shown in (Figure 1.1).

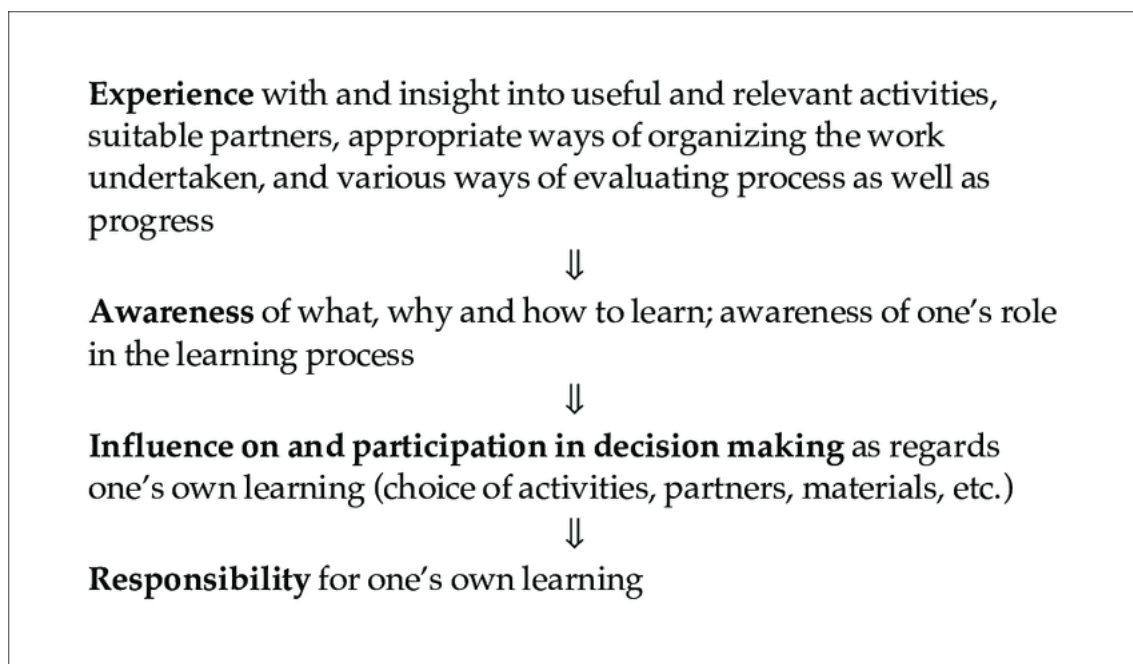


Figure 1.1: The four steps towards learner responsibility (Adapted from Dam, 2003,p. 139)

Dam (2003) argues that in a learner-centered setting, the teacher is required to carry out certain roles along these processes. He is supposed to:

- Make sure students understand what is expected of them. Moreover, allow them the opportunity to select their own educational activities.
- Establish criteria for partner selection after consulting with students about their prior experience with pair and group projects.
- The instructor is also expected to produce while he is learning, coming up with strategies to assist his students' decisions, such as "logbooks and posters"
- to assist learners in better understanding the objectives, process, and content of learning. by

requiring them to complete logbooks and portfolios detailing their learning.

- The instructor's job is to make learning a collaborative effort by offering students the chance to negotiate with both the teacher and their classmates.

In formal educational contexts learners do not automatically accept responsibility for their learning, teachers must help them to do so; and they will not necessarily find it easy to reflect critically on the learning process, teachers must first provide them with appropriate tools and with opportunities to practice using them. (Little, 1991, p.176-77)

Thus, it is amply demonstrated that a teacher's flexibility in his role will have a significant impact on how well his learners manage their own learning. Learning motivation is influenced by the teaching style and methodology used by the teacher, and this motivation has a positive or negative impact on the learner's autonomy.

1.5 characteristics of a good teacher

Method, technique, subject, and presentation all play a role in teaching. Lack of communication of knowledge does not serve teaching; as Hassett (2000, p.07) said that "good teaching often has less to do with our knowledge and skill rather than our attitude towards our students, our subjects and our work". A good teacher typically possesses certain characteristics. Some broad features have been proposed by Hassett (2000, p.2-5) good teachers have a clear sense of purpose; they organize their classes and programs based on the expectations of their pupils and then take steps to fulfill those goals. Based on the objectives they want to achieve, teachers also have their own expectations about what takes place in their classroom. Noddings (2005, p.63) described how a teacher's pleasure can impact the environment in the classroom, which has an impact on the pupils. Also, several effectiveness studies have linked learner accomplishment to the psychological impact that teachers have on their learners. Harmer (1998, p.02) pointed that teachers' effective characteristics are:

- An effective teacher makes his teaching engaging.
- Good teachers must be motivated about what they do in order to help pupils and create a welcoming environment for them.

- A good teacher should make an effort to engage the quiet learners and restrain the talkative ones.
- It should be possible for a skilled teacher to correct pupils without making them feel bad.
- A good teacher is one who encourages rather than criticizes.
- A good teacher is also tolerant and respectful of his students' differences in background, beliefs, and customs.

Most significantly, the teacher's role is one of the initial traits of a successful instructor. The relationship between the instructor and the learners has an effect on how motivated the learners are.

It is crucial that study be focused on identifying the qualities that make successful instructors if the teacher is the most crucial component in determining a pupil's learning, as previous research reveals. It seems to make sense that having a solid rapport should be a key component of the learning environment. And how is this to be done if the teacher doesn't have the right role traits? (as cited in Tschechtelin, May, 1951). Since pupils are always attracted to teachers with positive roles, this leads to improved communication, understanding, and eventually positive results. A good teacher has many positive roles. Finding the crucial traits of teachers who might affect learners' learning has been the main goal of earlier study on EFL teachers (Hashim et al., 2014. p, 103). Also, recent studies on the motivational aspects of learners' learning experiences has shown that certain learners are extremely driven in some teachers' lessons but suffer from low levels of motivation in others (Montalvo, Mansfield, & Miller, 2007; as cited by Ali Eryilmaz, 2014, p. 2049). Because of this, numerous studies (such as Montalvo et al. (2007), Polk (2006), Thibodeau & Hillman (2003), and Wubbels & Levy (1991) confirmed that it is important to understand why pupils who demonstrate high levels of motivation and achievement in and enjoy the lessons of particular types of teachers suddenly lose this motivation, start to demonstrate low levels of achievement, or become bored in the lessons of other teachers (ibid). One explanation for this can be that not all teachers appear to possess the qualities necessary to be an effective educator, requiring the classification of teachers into different types based on how they affect pupils' levels of attachment (Eryilmaz, 2014, p.2049).

Modern instructors should become familiar with almost every aspect of social life, be open to new ideas, and make decisions that are reasonable (Jurczak & Jurczak, 2015, p. 82). The instructor should also be cheerful and have a sense of humor. He should avoid being jealous and learn how to work with others in order to succeed as an example for his learners (Lewowicki 2007; as cited in Jurczak & Jurczak, 2015, p. 82). Furthermore, it is quite obvious that some teachers are more effective than others (Atteberry,Loeb & Wyckoff,2013) , yet the reasons for these variations are mostly unknown. For that, scholars from a range of fields continue to try to identify the characteristics of good teachers. For teachers and educators, it may be even more useful to understand which role qualities are more successful and productive in the classroom. It is clear from the discussion above that learners are impacted by teachers who have positive traits; as a result, learners feel more motivated when taking courses or receiving lessons from these types of teachers. On the other hand, Teachers with bad traits, make their EFL learners feel unmotivated and bored.

We all identify effective teachers, sometimes they are encountered for their success with comments about luck or doing what comes easily. However, the majority of teachers who are excellent at what they do have put a lot of effort into getting there and keep pushing to improve their teaching. They think about their professional growth and have belief that they can always perform at their highest level.

1.6 The Concept of Learner-Teacher Relationships

As Sarason says (1999) “the starting point of all learning is to know the minds and hearts of your learners” (p.110) . Actually, developing relationships between learners and instructors and close interaction between them could achieve that. The ability of both the teacher and the learner to communicate is regarded as one of the most crucial elements of both the success of L2 learners and the development of teachers. The relationship between a learner and a teacher is one of ”academic” contact; It can also be expressed by Newbery and Davis (2008) as “ the emotional bond student and teacher share with each other”(p.58), where the strength of the bond dictates the quality of the relationship.

Relationships between learners and teachers are essential for improving learners’

intellectual and emotional growth, which may also improve the climate in schools; Pianta and Hamre contend that learner- teacher relationship “provides a unique entry point for educators working to improve the social and learning environments of schools and classrooms” . What each part (learner/teacher) expects from the other should be taken into account when studying STR because this will determine how much happiness they achieve. In fact, there are more opportunities to develop good relationships the more satisfied the parties are. The main purpose of education, according to sociologists and pedagogies, is to create a positive relationship between pupils and teachers so that they can learn in a suitable environment. STR is a feature of teaching management as well as an embodiment of interpersonal interactions.

Conclusion

This chapter addressed earlier research on the various teacher roles and how they affect pupils’ learning. This chapter also presented a review of recent works on various roles played by teachers, in addition to addressing related ideas about the traits of teachers. Studies back up the idea that a teacher’s role types have a significant impact on how EFL learners learn and are taught. In summary, the literature review on different teachers’ role types strongly supports that the teacher’s role is a major element in the teaching and learning process.

Chapter 2

Learners' motivation

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Introduction

This chapter covered The key studies on motivation in the teaching and learning of foreign and second languages. The need to understand motivation and its importance in success or failure in learning and teaching SL or FL has received a lot. The chapter is headed "Definition of Motivation According to Several Scholars," and it discusses the various definitions of motivation that experts have offered, as well as the significance of motivation in FL learning. Attention from researchers and educationalists .Furthermore, this chapter discusses the types of motivation, motivation In teaching and learning, motivational strategies, and describing EFL learners and their types.

2.1 What is Learning?

Is the process of learning or developing a skill through studying. Brown (2007, p. 18) defines learning as: "acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. "Unusually , the educational psychologist suggests a succinct description by saying that learning is "a change in individuals caused by experience." (Slavinas cited in ibid, p. 18). While Wong and Wong (2012, p. 6) move forward and give this definition : "learning is acquiring basic knowledge and skills. Learning can also include acquiring behaviors, values, and understandings". In a clear way, there are two processes that can be used to learn a language. It is stated by Krashen as "conscious language development particularly in formal school-like settings" (as cited in Stern, 1983, p. 20). Or subconsciously, through being closely exposed to the language and daily use of it by the language learner. In the end, learning a language needs effort in order to achieve adequate results; it is not a task that can be easily completed on one's own.

2.2 Learner differences

Several characteristics of learners may influence how well they succeed during learning a new subject or acquiring a new language. Age, gender, language levels, aptitude, learning strategies, and learning styles are a few examples of these differences.

2.2.1 Age

Every learner has a different level of intention when it comes to concentration, thus age is intended to be a significant component. It is generally agreed that youngsters learn things more quickly than adults. What Harmer says makes the latter evident. it “has something to do with the plasticity of a young brain.” (2001, p. 37). In order to determine the level of interest of each learner, it is preferable for the teacher to take into account the differences between teenagers and adults. Consequently, it is claimed that adult learners are perceived as cooperative, disciplined, and polite, in contrast to teenage learners who are very hard to convince and satisfy.

2.2.2 Gender

When we discuss gender, we categorize the two types of humans who are present everywhere as males and females. While dealing with the acquisition of a second language or a foreign language, it is important to distinguish between them in terms of interests, level of motivation, way of thinking, method of language acquisition and learning, and their performance in the classroom. According to Sunderland (2000) : “a wide range of language phenomena, such as literacy practices, language tests, test performance, self-esteem, styles, and strategies that have been shown to be gendered, since male and female students tend to be represented or to behave or feel differently. The potential for gender to affect language learning can therefore not be ignored.” (as cited in Griffiths,2008, p.74).

2.2.3 Language Level

Language learners can be divided into three levels, according to Harmer (2001): beginner, intermediate, and advanced. The following figure illustrates how these levels are separated into subcategories:

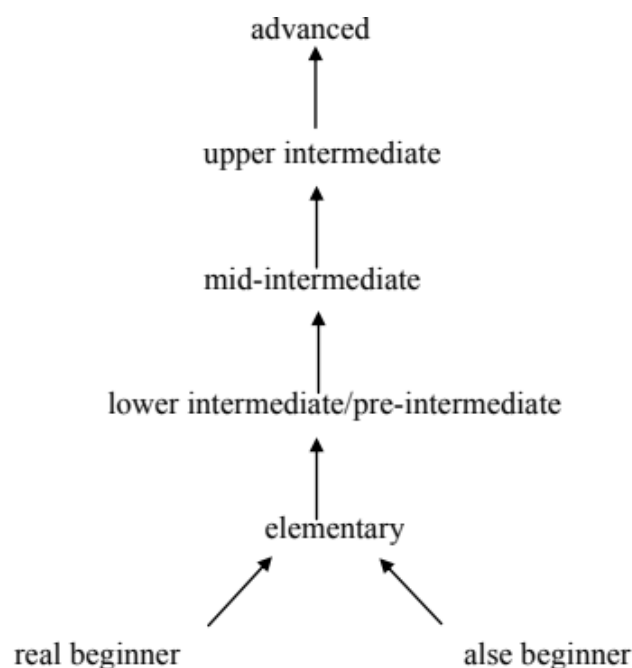


Figure 2.1: Representing different students levels (Harmer, 2001. figure 11, p44)

The instructor needs to be aware of these various language proficiency levels. He will therefore avoid using an advanced language or using vocabulary that are difficult for low learners.

2.2.4 Aptitude

According to McDonough (as cited in Arabski & Wojtaszek,2011, p.49) the concept of aptitude is : “aptitude is a disposition to be able to do something well”. In fact, some learners have a natural aptitude for learning a particular language, or even better, they have an excellent ear for languages. A key component of learning a language is aptitude; rather than complicating the process, aptitude makes it far more enjoyable.

2.2.5 Learning Strategies

According to O’Malley and Chamot (1990,p. 1) learning strategies are : “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.” However, Riding and Rayner (1998) define the term as “a set of one or more procedures that an individual acquires to facilitate the performance on a learning task.” (as cited in Hewitt 2008, p. 18) . The term ”learning strategies” used by learners to acquire a new

language was widely investigated. As a result, learning strategies were classified differently without seeing any fundamental changes. Three main categories of learning strategies were classified by O'Malley et al. (1985).

2.2.5.1 Cognitive Strategies

Brown (2007, p. 124) defines that type of strategies as “more limited to specific learning tasks and they involve more direct manipulation of the learning material itself.” He listed some of the most important cognitive strategies, including note-taking, recombination, elaboration.

2.2.5.2 Meta-cognitive Strategies

Making plans for learning, reflecting on the learning process while it happens, measuring one's perception, and assessing learning after an activity are all examples of this type of strategies, transfer, and translation, as well as repetition and resourcing.

2.2.5.3 Socio-affective Strategies

According to Brown (2007, p. 124) “Socio-affective strategies have to do with social-mediating activity and interacting with others.” This means that engaging in conversation with native speakers, viewing or listening to television shows in the target language, and working in groups are all included in this type of strategy.

2.2.6 Learning Styles

It is well known that learners think in different ways. Thus, they have different personalities and styles . Many studies have attempted to define learning styles in a way that is accurate. which refers to learner's “natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills” (Reidas cited in Lightbown & Spada, 2006,p. 59). It is defined also by Sternberg (as cited in Hewitt, 2008, p.50) as: “qualitative differences among individual students' habits, preferences or orientation towards learning and studying”. According to Brown (2007), there are three distinct learning styles:

2.2.6.1 Auditory Learners

They tend to learn from conversations, courses, and audiotapes and learn best by ear.

2.2.6.2 Visual Learners

who choose reading and studying with charts, drawings, and movies because they find visual information presentation more engaging.

2.2.6.3 Conformists

The term itself explains how these types of learners actually work. They are portrayed as learners who pay more attention to vocabulary than how it is actually used in communication. They are also self-reliant and independent in their work. Such pupils frequently need well-organized teachers.

2.2.6.4 Converges

These pupils are meant to be alone, so they take initiative and work to find solutions on their own. Additionally, by utilizing their unique learning structure, their abilities enable them to set the standard for learning.

2.2.6.5 Communicative Learners

These pupils are referred to as communicators since they enjoy interacting with others outside their classroom . They would get the so-called confidence if they took this action. They do this by taking chances that their colleagues would not. Most importantly, the study of language has less impact on how it is used. (as cited in Harmer, p.43)

2.2.6.6 Concrete Learners

In order to make subsequent learning clear, simple, understandable, and enjoyable. They also enjoy learning from direct experience. Their primary interests include language use and communication. In brief, understanding the various learning styles existing in a classroom is

crucial for teachers because it enables them to meet the requirements of their learners, which may provide better results and increase the effectiveness of their teaching.

2.3 Definition of Motivation

Motivation is considered by educational psychologists as an important component in language learning contexts. Because there are so many different definitions of motivation, there is no one agreement on its precise definition; Because of this, motivation is generally thought of as a very complex term that is challenging to define. In fact, motivation has a wide range of definitions and has been noted as a determining element in learning a second or foreign language by scholars and practitioners. Motivation is the combination of a goal-oriented desire and the drive to work toward that objective. It is regarded by many researchers as one of the key factors that determine success in learning a second or foreign language; “it determines the extent of active, personal involvement in L2 learning.” Oxford & Shearin (1994,p.12). It also has the following definitions: “Motivation provides the primary impetus to initiate learning foreign language and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure students’ achievement. On the other hand, high motivation can make up for considerable deficiencies both in one’s language aptitude and learning conditions” Dornyei (1998,p.117).

2.3.1 Types of Motivation

Learners may act in specific and distinctive ways during the teaching and learning process. These acts can be categorized into various types. Su and Cheng (2015) suggest that there are four different types of motivations that individuals can have.

2.3.2 Intrinsic Motivation

Based on the study of Dornyei 1998 (cited in Alizadeh,2016). To be intrinsically motivated is to like something you are doing. Also, doing it is fun. Deci and Ryan 1985

(cited in Orio , 2012 p.25) "intrinsic motivation is in evidence whenever student's natural curiosity and interest energize their learning when the educational environment provides optional challenges". For second language learners, intrinsic motivation is a strong source of motivation. As stated in the quotation, a supportive learning environment is crucial for students to accomplish their goals. For instance, a student enrolls in guitar lessons because he is inspired by rock stars or because he enjoys playing the instrument. He might like the thought of playing on the guitar in front of others.

2.3.3 Extrinsic Motivation

Extrinsic motivation and rewards are referred to as extrinsic motivation. It changes over time. Social demand and their practical reward are closely related (Svobodova, 2015). Extrinsic motivation is driven by the needs of money, prizes, and the fear of punishment. For example, since his parents pledge to increase his allowance money, a learner enrolls in guitar lessons. This indicates that the learners' enrolls in guitar lessons because he or she is influenced by an external force, in this case, money.

2.3.4 Instrumental Motivation

The definition of instrumental motivation is when a learner acquires a language to improve his/her career, reading technical texts, translation, and other instrumental motivations (Alizadeh,2016). Similar to extrinsic motivation, the learner is motivated to learn a language by receiving significant benefits (Mackey,2014). For instance, studying English is necessary if one wants to succeed in the future or obtain a well-paying job. It implies that they consider it as a tool (Svobodova,2015, p55).

2.3.5 Integrative Motivation

Integrative motivation is best described as being founded in Oroujlou and Vahdi (2011). It is essential to helping learners in improving their level of language proficiency. Additionally, it is believed that pupils who enjoy and are motivated to speak the target language are more likely to succeed at learning it , and discover the society in which the language is used.

According to (Azadeh,2016,p.12) Integrative motivation "describes the learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group". One idea would be learning English so that one can learn about the culture and way of life of those who live in English-speaking countries. (Svobodova 2015, p53). Integrative motivation may therefore help and allow learners to interact with and live in one of the English-speaking nations and afterwards integrate as members of the community.

2.4 Motivation and Language Learning

The main aspect in keeping learners to improve their level of academic learning in the field of language acquisition is motivation. Ellis (1994) argues that motivation is viewed as a mental effort that a second language learner can contribute as a result of their desire or need to do so. The ability to be motivated is important for language learners to reach their objectives. According to (Dornyei, 1994), this method involves three levels of motivation: language level, learner level, and learning situation level.

2.4.1 The Language Level

In the study of Dornyei (1994) The idea of learning foreign languages focuses on the language level where the learner places a high value on community culture. The learner needs to be aware of English speakers' cultural values . They can make good use of it. Integrative and instrumental motivation both exist at this level of motivation. The motivational effects that native English speakers can have on learners. The majority of learners will raise their level of learning. They will replicate the native speaker in order to accomplish their goals, which may include making contact with the native speakers or assimilating themselves into the English-speaking community. Pupils understand that mastering the English language can help them grow in a variety of ways, including learning about new cultures. Their objectives will include self-development as well as just learning new languages to pass exams.

2.4.2 The Learner Level

At every educational activity, the learner is the central focus. Learning a foreign language involves impacts at the learner level are variable. According to Dornyei (1994) the process of cognition is influenced by individual traits. The learner's capacity is affected by personal behavior. Learners must succeed in their practice. In addition to the learner's self-confidence, which can be affected by a number of factors like language anxiety, perceived proficiency in a second language and acknowledgement or attribution of previous experiences. The learner will utilize the foreign language for a variety of purposes. The final factor is self-efficiency.

2.4.3 The Learning Situation Level

The situational level Extrinsic and The situation in which the learning process takes place is referred to as the learning situation level. Intrinsic motivation are both regarded as key approaches in the learning process at the situational level. Regarding motivation, there are three different categories. (Dornyei, 1994) The first is the course-specific motivating elements, which are connected to the syllabus, learning methods, and learning tasks. Teachers must have material in this subject and create lesson plans that are tailored to the needs of the pupils. We require interest, relevance, expectancy, and satisfaction because we can define these elements differently in the course. Teacher-specific motivational elements make up the second area. It talks on the relationship between the teacher and the pupil. Also covered in this section is classroom management. They will be inspired to raise their standards as a result of the direct socialization or direct connection between pupils and instructors. Also, because they see their teachers as successful role models, pupils look up to them as role models. Teachers also have a responsibility to show their work in class, where it will get critical assessment or feedback. Group-specific motivation is the third area. In this area Dornyei (1994) the four fundamental elements of goal-oriented, norm and reward system, group cohesion, and classroom goal structure are presented. The first element speaks of being goal-oriented to accomplish specific objectives. The second part of the formula deals with how pupils are affected by the regulations that teachers enforce. The third element deals with how a group cooperates in a certain situation.

The fourth element discusses the classroom organization, which is crucial for the learner to have a successful learning experience.

2.5 Describing EFL Learners

Learners who want to learn a foreign language should be aware of the best methods and resources available to them. Individuals learn most effectively when given the freedom to develop their own unique understanding of the material based on their own experiences and background knowledge. In other words, EFL (English as a Foreign Language) learners are able to study English independently based on their experiences and background knowledge. However; when the lesson is presented by the teacher and the content is well organized, EFL learners are able to benefit from it efficiently. Because English is a foreign language and new information to the pupils, it implies that when the teacher presents his or her lesson, it helps them in learning it more effectively.

2.6 Types of Learners

Brown (2001, p.52) argues that speaking up in class, asking questions, making comments, and participating in discussions all represent participation. Learners who don't engage in those activities often do so because of their personalities, which can make the difference between learning a language fluently and failing to do so. Galton et al. (1980, p.67-68) identified four different types of learners: the attention seekers, the solitary workers, the intermittent workers, and the quiet collaborator learners.

2.6.1 The Attention Seekers

According to Galton et al (1980, p.67) these learners engage in more interaction with the teacher or other pupils. To engage with the attention seekers, the instructor should employ particular methods to control these pupils with care and motivate them to spend more time conversing and learning with others than following the teacher.

2.6.2 The Solitary Workers

They are distinguished by their limited interaction with the teacher and other learners and they spend their time on the learning tasks. Galton et al (1980, p.68) pointed out that this type of Learners are hardly seen interacting with others. Most of the time they are busy with their work, even if they hope that the teacher will leave them alone doing the work, they get the feedback from listening more than talking or discussing matters with other colleagues.

2.6.3 The Intermittent Workers

The intermittent learners make an effort to avoid the teacher's attention. Galton et al (1980,p.67) argued that, When the teacher approaches, they perform at their best; but, as soon as the teacher leaves, they turn to other topics. It has been observed that these pupils work the most of the time, yet their achievement level is not significantly lower than that of other learners. The teacher should concentrate on determining whether or not those pupils can increase their engagement in class.

2.6.4 The Quiet Collaborators

Another learners' type, who have similar characteristics with solitary workers, only sometimes engage with their peers and the teacher. In other words, Little wood (1991.p.162) stated that "they hope that they will not be called upon to participate openly". When the teacher gets away, they adopt the single worker's traits. They prefer to spend time focusing on their task and prefer to cooperate with others by doing rather than by talking or discussing.

2.7 How to Motivate Learners in the EFL classroom?

It is the responsibility of teachers to inspire pupils, and EFL teachers use a variety of strategies to do so in the classroom. cited in <http://teachingenglish-alescenomen.blogspot.com> that are as follow:

2.7.1 Pair Work and Group Work

Pair work and group work are two key ways that teachers support pupils in improving their abilities while giving them the chance to study foreign languages. Using pair work or group work to encourage the learner to participate in the lesson is one of the best strategies used in classrooms. The utilization of group or pair work encourages collaboration and communication among learners. The best way to learn a language is through interaction and communication. Teachers typically ask pupils to compose dialogues, create drawings, and remark on them while they work in pairs. One learner may be able to learn a second language more easily than another. Some learners might be able to write and express their thoughts without much difficulty. Others could be able to draw, and some of them would be unable to comprehend the process on their own without help from their classmates.

2.7.2 The Seating of the Learner

The position of the seating in the classroom has a big impact on how well the pupils do. The structure and size of the classroom have a significant impact on the teacher's lesson plan and the learning outcomes for the learners. There are some principles that teachers can use to have successful classroom outcomes.

2.7.2.1 The Eye Contact

The learner should focus on the teacher and pay close attention to what they are saying while the teacher explains the lesson. Eye contact is a form of engagement that helps the teacher in transmitting the information and exchanging thoughts. The learner should select a place and pay attention to the space between others. As pupils are working in groups, teachers should organize the seating arrangements in the classroom, paying particular attention to any empty areas or pupils who are not in the group. They are able to maintain a well-organized classroom in this way. Every pupil should be placed in the appropriate place by teachers. Some learners were unable to move with confidence because of their mistakes, thus they need the best atmosphere to motivate them to move and engage in the session.

2.7.3 Error Correction and Role-play

Learners often make mistakes while learning a foreign language; as a result, teachers have a role to correct these mistakes in order to help their pupils become more proficient in the language. If the teacher points out each and every mistake, the pupil will become too scared of making mistakes. It is the responsibility of teachers to select the appropriate kind of correction. Teachers need to know how to correct learners' mistakes without making them feel bad so that they don't lose motivation or become afraid to talk. There are various methods for correcting a learner's errors, including teacher correction, peer correction, and self correction. Teachers participate in role-playing activities to help learners who are less motivated to participate in the class.

2.8 Definition of motivational strategies

Because "motivation" has such a broad definition, why do we use it? simply because it is a really convenient way to refer to something that is very complex. For instance, most teachers and parents can easily imagine what we mean when we say that a particular learner is "motivated" when we mean a keen, committed, and enthusiastic learner who has good reasons for learning, who studies with vigor and intensity, and who demonstrates perseverance. However, it would be rather cumbersome to be more specific and list all these attributes. Similar to the last example, it won't be difficult for us to understand a learner who is "unmotivated," even though it may be difficult to identify exactly what this "unmotivation" includes. Because it emphasizes a fundamental aspect of the human mind, the term is as helpful to theorists, researchers, and practitioners as it is to practitioners. Unlike traits connected to what one rationally thinks (i.e., "cognitive" functions) or feels (i.e., "affective" functions), this aspect is connected to what one wants or desires (i.e., "cognitive" functions).

Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it. In fact, almost any influence a person is exposed to might potentially affect his/her behavior. Motivational strategies refer to those

motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. (Dornyei 2001,p.28.)

The term "motivational strategies" refers to both self-regulating strategies that are consciously employed by specific learners to control their level of motivation as well as instructional interventions used by teachers to increase learners' motivation. Dornyei (2001), gives a definition of motivational strategies as "techniques that promote the individual's goal" When trying to improve his learners' language proficiency, a teacher must use a variety of engaging teaching strategies that attract their interest. For pupils that enter the classroom with different learning styles and aptitudes, motivational strategies can significantly enhance learning outcomes.

2.9 Types of Motivational Strategies

Different types of motivational strategies are advised to be used because a good teacher will be able to identify differences between contexts and subjects in the same class.

2.9.1 motivation by task

Many learners suppose that the idea of certain tasks can be enough to motivate them. Concerning difficulty and relevance, task accomplishment is an important part of learners' motivation and, thus, for effective learning. To support the success of the learners, the instructor must create and provide tasks that are both achievable and relevant. To maintain motivation, this may be the first important challenge that must be overcome. In other words, pupils who may have already failed at completing a certain assignment may become discouraged from trying again and may not be interested in learning new information at all. . It's essential for learners to succeed before they lose motivation in order to learn more effectively. The success that came from setting realistic goals. Therefore, when teachers create assignments for their learners, they should take into account the task difficulty and relevance as well as how to present these assignments. Generally, in order to be more easily understood, it is preferable to be in the form of gradual steps that could be achieved and every step leads to the next.

2.9.2 motivation by Reward

In the study of educational psychology, behaviors that change a learner's willingness to learn are referred to as rewards. When either intrinsically or extrinsically rewarded, pupils are motivated to do well and follow expected behaviors. Learners who choose intrinsic motivation enjoy taking on individually challenging projects and completing academic assignments simply for the sake of learning. A more extrinsic strategy calls for rewards that are more material, including money, pencils, and marks. Learners sometimes attempt class projects, class works, and other things with less than their full effort. Learners will show interest in and improved participation in regular classroom tasks and responsibilities through a reward-based system. On the one hand, it is clear that rewards have a significant impact on pupils' behavior, but this should be noted that rewards are typically viewed as a "short-term strategy - a step towards self-motivation."

2.9.3 Pair Work and Group Work

There is a common agreement that some learners prefer to learn individually while others need social interaction. Most recent evidence indicates that the successful teacher is the one who is able and skilled enough to appropriately use "Group work" to motivate his or her learners to participate in the lesson. Classroom interaction can help learners develop social skills and language skills, resulting in benefits for all learners. The idea that harmoniously working groups that are constructive and positive can be a powerful motivator has been studied by numerous scholars. A motivated group will be able to collect all of the group members' resources, which can be a powerful motivational factor.

2.9.4 Motivation by Feedback

The definition of feedback differs depending on the context. It is described in psychology as "information provided by an agent regarding aspects of one's performance or understanding". (Hattie & Timperley, 2007, p81)

Every learner needs feedback to ensure he/she is on the correct path, but feedback is often used as a means of grading or correcting. Using feedback in this way teachers

run the risk of demotivating the learners. It is important that feedback is seen as different from correcting work. Feedback should be continuous and formative and should not necessarily come at the end of a task. Moreover, feedback should be positive or framed in a positive manner. (Gavin,nd,p.5)

There are various techniques for giving feedback to a person (Skipper & Douglas, 2012). As a result, these various methods encourage the student to participate in the class and become a part of it for better learning. Feedback in this section relates to task performance since teachers address the correctness or incorrectness of a Communicative language teaching requires a sense of community and an environment of trust and mutual confidence, which can be achieved through pair work or group work. task while addressing it. Feedback might come to support the learner's self-regulation, assisting the individual to develop a better understanding of the learning process. Feedback can also come in the form of assistance to the learner, showing to him how to fulfill, process, and finish tasks.

2.9.5 Motivation by Achievement

It is generally accepted that the want for success is an additional human motivation distinct from other wants. Those who are motivated by achievement stand out because they are more interested in their own successes than in the attention or rewards that success may provide. They might take the rewards, but that is not what they really want .What we mean by achievement is the important question here. Achievement does not always mean achieving the teacher's objective. Success is dependent on the learner and how prepared they are for the task. The task will need to be revised if someone is unsuccessful in completing it. This is why it's important to follow the stages while dividing tasks. A good teacher is aware of this sensitive topic, thus it is important for him to insure and increase the learners' chances of achieving his success as a form of inspiration and as a means of improving learning.. The same idea was covered by Dorney (2001) under a different term, the "expectancy of success." Dorney argued that "Increasing the learners' expectancy of success has been one of the most researched factors in motivational psychology for the past four decades, which is due to the undeniable fact that we do things best if we believe we can succeed. Similarly, we learn best when we expect

success.” (p.57) . It is true that having the expectation of success by itself is not enough if it is not accompanied by positive values. We are unlikely to start an activity we dislike and that does not provide outcomes we value, even if we have the expectation that we will succeed in it. Expectations of success and values go hand in hand, hence theories of motivation based on these two essential elements are referred to as ”expectancy-value theories.”

2.9.6 Motivation by the Use of ICTs

Information and Communication Technology is referred to as ICT in short. Although the phrase ”ICT” or ”ICTs” refers to a broad concept, it is used to describe tools or materials that may be found and used in a classroom, such as computers, tablets, audiovisual materials, and projectors. Since our institutions are equipped with a variety of ICTs, instructors should make use of these tools when teaching and take into account their use when planning lesson plans. Since ICTs are viewed as a source of information and entertainment, it is thought that learners act as more active participants and feel more confident, interested, and that the lessons are more varied when teachers use them in the classroom.

2.10 Importance of Motivational Strategies

According to Dornyei (2007) , one of the main factors that determines whether learning a foreign language is successful or unsuccessful is motivation. Consequently, when conducting research on second or foreign language motivation, motivational factors should be viewed as one of the most crucial factors to take into account (p.1). Based on the fact that motivation is the process of arousing, sustaining and controlling activities we may extract three primary essential keys that are : concepts behavior arousal, behavior maintenance, behavior regulation, or activity. The behavior of a nine-year-old boy who studies in class and has the desire to become a doctor indicates that the child’s behavior is already aroused to pursue a career in medicine. The problems to sustain this aroused behavior of the child, this task can be done by himself or with help of family members. Motivation is determined by arousal, sustaining and regulating, which are three main aspects of making motivational strategies that measure the desire of learners, and if any of these are missing, motivation is not complete. Teachers’ and a

parent's roles are essential. With the information above, the following may be said about the importance of motivational strategies:

-Promote the psychological behavior toward the desired outcome. For instance, if teachers are motivated to reach a specific objective, they will be motivated to do specific activities for their learners to improve the intended result, and the learners will successfully complete their tasks.

-Whether the direction is right or wrong, control the purpose by guiding the behavior in that way.

- Manage or regulate behavior in order to achieve goals.

- Support for a guided study, it encouraged the motivation to become a doctor or pilot...

-The more you are motivated, the more organized and systematic you will be with your tasks and activities. Helping teachers in being organized and systematic.

-Encourage self-evaluation to determine whether you are on the right path or not, whether your progress is satisfactory or not. If an individual is motivated to achieve a certain goal, he or she will be anxious about whether or not he is on the right path and will be evaluating himself or herself with the aim of being on the right path or not.

Conclusion

In summary, the concept of motivation and its critical significance in relation to learners' learning processes have been attempted to be explained by researchers. Considering the relationship between motivation and effective language learning. Dornyei stated that the motivation to begin learning a foreign language comes first, followed by the desire to persevere through the lengthy and frequently difficult learning process (1998, p.117). Furthermore, there will be pupils in every classroom with a variety of motivations who could influence this process and show either a lower or larger interest in learning English. The best method to accommodate these motivating types is for teachers to be knowledgeable about how learners are motivated and the most successful way to learn a second language is by implementing appropriate types of motivation that make students more interested. However, teachers should be aware of the kind of influence they may have on the motivation of their L2 learners. As a result, learners are motivated to learn a second language in a reasonable time which is motivating for them.

Chapter 3

Description and Analysis of The Results

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Introduction

The two previous chapters tackled the most important theoretical concepts concerning the two variables of our study, which were: Teachers' role type , and learners' motivation. This chapter will explain the methodology and the tools of the research used to gather data and to test our hypothesis. The tools are the teacher's interview and classroom observation for both teacher and learners. It will present a description of the chosen population and sample. And make a relevant analysis of the data obtained and a discussion of the results.

3.1 Research Design and Methodology

The researcher intends to follow the descriptive approach to gather data for this dissertation. Moreover, the researchers plan to derive information from any material relevant to their field of interest which is a new and fresh area in their department as far as they are concerned. In addition, they will use two data collection tools to cater for both theoretical and applied research. The results of the interview and the classroom observation are included in the thesis.

3.2 Objective of the Study

The recent study investigates the various roles that teachers play in increasing the motivation of ELL learners at Ouragh Sisters Middle School in Biskra . Teachers start to pay attention to the issue because we find it interesting to look over it. Usually, they assume that only a small percentage of English language learners are highly engaged and successful, and that is the primary reason why other learners lack interest in and are unwilling to maintain a permanently motivated behavior toward their English classes. We have selected the second-year pupils from the Middle School of Ouragh sisters - Biskra as a case study in order to investigate the motivating factors for Middle School English learners and the teacher's role types in increasing learners' motivation. Our main goal is to understand how learners and teachers perceive the issue of identifying motivation in EFL classes and how teachers deal with this issue.

3.3 Population and Sample

The study is carried out in a second-year foreign language class at Sisters Ouragh Secondary School in Biskra. 90 pupils studying foreign languages (FL) are under the investigation. In addition, one (1) teacher took part in the interview and offered details on the ways she uses to motivate her learners.

3.4 Data Collection Tools

3.4.1 The Teacher's Interview

This structured interview, addressed to the second year teacher of middle school, aims to know and understand how the role type of teacher can affect learners' motivation and the learning process.

3.4.1.1 Description of The Teacher's Interview

We performed nine structured interviews with the English teacher at Sisters Ouragh Secondary School utilizing note-taking techniques. The interview also contains open-ended questions about her responsibilities for motivating pupils to learn, and what kind of activities her learners like. The interview provided us with the chance to thoroughly research our problem ,and gather important information about the teacher and her pupils.

3.4.1.2 Analysis of the Teacher Interview

The second-year teacher being interviewed. She answered nine (9) questions about her experience as a teacher and her methods for motivating her pupils.

Question 01: What motivated you to become a teacher?

Teacher: *“Many things have motivated me to become a teacher of English, the first is the feeling of having a positive impact on learners by being kind, funny, passionate and caring. Secondly, I have been so grateful to my teachers for making me the person I am today.”*

The teacher has an intense passion for sharing knowledge and helping her pupils in learning; she had a good experience with her teachers who were an inspiration to her. She sees

teaching as a positive way of influencing society by motivating the coming generation.

Question 02: How do you approach motivating your learners to learn, and what strategies have you found to be effective? Why ?

Teacher: *“I motivate my SLL by praising, encouraging and giving personal attention to my learners. In fact, there are many effective strategies that I personally follow in planning my lessons and in the classroom such as assessment, visualization , using technology, SLL centered inquiry, etc. Because these strategies generate curiosity among SLL and demonstrate to develop their skills and engage in an active content.”*

The teacher provides an outline for the learning journey and helps her learners to focus and motivate by creating an enjoyable learning environment for them. This way, the teacher helps her learners be motivated by making them understand what they learn and how they will be assessed. Additionally, she uses a variety of teaching methods, including technology, visualization, and classroom assessment. Because varied learning styles can help keep learners motivated and interested, she relates her lessons to real-world experiences to help the pupils learn more. She gives her pupils an organization over their learning in order to increase engagement and motivation , and she lets them choose their own project subjects.

Question 03: What do you consider to be the different roles that teachers can play in the classroom?

Teacher: *“The teachers’ main goal in the class is teaching and this objective requires to play major roles as a monitor, a guider, a controller, a support, a mentor, and assessor in the class the teacher is mostly the center of focus.”*

The teacher has an important role in the classroom and she is able to vary between roles when necessary, such as :a monitor, guider, controller, support, mentor, and assessor. Depending on the needs of her pupils and the nature of the subject matter being taught, she combines these various roles. The teacher is very skilled because she can switch between these roles as necessary ,and adapt her teaching style to best meet her learners’ needs. **Question 04:** How do you balance the various roles that you play as a teacher?

Teacher: *“Each step and type of the lesson needs a particular role. For instance, when teaching writing the teacher plays the role of a monitor and a guide while when teaching grammar, the*

teacher focuses on being a tutor and assessor most.”

The teacher understands that the learners’ motivation is an important aspect of her teaching process, and she is aware that playing different roles in the classroom can have an impact on pupils’ motivation. One of the roles she balances in order to motivate learners is to be responsive to their needs and to create a supportive and encouraging learning environment. by respecting the efforts of learners, providing clear objectives and goals, and providing support. So that she may encourage them by giving them a sense of motivation.

Question 05: What role do you think learner motivation plays in their academic success ?

Teacher: *“SLL are the center of the learning process, they intend to build up and extend their knowledge continuously.”*

The teacher stated that the motivation of learners is at the center of the learning process, since motivated learners are more likely to participate in class and actively seek out learning opportunities, Which can result in a deeper understanding. Motivated pupils are more likely to have belief in their ability to learn and succeed, Which can increase their confidence. Overall, learner motivation is important for academic achievement because motivated pupils are more likely to engage in the learning process, make an effort, have belief in their abilities, achieve their goals, and maintain a positive attitude in learning.

Question 06: How do you tailor your teaching approach to meet the different learning styles and motivation of your learners?

Teacher: *“By encouraging SLL in various tasks (conversation, ie: role play, questioning, etc.)”*

To ensure that every learner can comprehend and interact with the subject matter being taught, teachers must be able to adapt their methods of teaching to meet the various learning styles and motivations of their pupils. When choosing her teaching strategy, the teacher must take into account a variety of learning styles and motivating factors. The visual, auditory, reading, and writing framework is one of the common ones for learning styles. The teacher uses a variety of teaching methods, such as visual aids, written assignments, and hands-on exercises, to tailor methods of teaching to fit these different learning styles. For instance, the teacher might use a visual aid like a diagram to explain a concept to visual learners while also providing written notes for reading and writing learners to review later. She might

also encourage kinesthetic learners to participate in hands-on activities. Some learners are extrinsically motivated, which means they are motivated by external rewards like grades or praise. Additionally, the teacher uses a range of strategies, such as offering opportunities for pupils to participate in extra activities.

Question 07: Can you share an example of a particularly challenging learner and How you were able to motivate him /her?

Teacher: *“One of the biggest challenges that teachers face is how to succeed with different types of learners and how to motivate them. First, as a teacher, I need to be aware of what we value and what we need for our SLL. Second ,to understand SLL strengths and weaknesses. Third, to use effective teaching methods and strategies that promote success. One of the best example I can give is my learner “ Ghazali Djawad “.This learner did not use to write his lessons or participate in the class and He gets low grades, but with encouragement of both teacher and His parents (verbal awards and sometimes prizes), He improved his level.”*

Each learner is different, thus it is important for the teacher to use different strategies that meet the individual needs of the challenged learner. She can provide this by building a supportive relationship with her pupil, offering encouragement, and creating a safe atmosphere for her pupil’s motivation. She provides choices because she is aware that every learner is different and has various learning needs. These choices can increase motivation and engagement.

Question 08: How do you incorporate learner feedback into your teaching approach?

Teacher: *“Teachers can incorporate a range of practices and strategies that ensure feedback as focusing on the learning intentions and combining feedback and instruction, to encourage SLL to use feedback to take further action to learn and improve.”*

The teacher gathers feedback from her pupils using a variety of methods, including focus groups and individual conversations. It is essential for her to provide a comfortable environment to encourage her pupils. She can include more experiential learning in her lessons, for instance, if pupils say they would like more hands-on activities in their feedback.

Question 09: What advice do you have for new teachers on how to effectively motivate and engage their learners ?

Teacher: *“I advise new teachers to love your job first and vary your techniques to make your lesson attractive, effective and not boring.”*

With a few methods, new teachers can create an enjoyable and encouraging learning atmosphere that fosters engagement and motivation. and this can be done by showing interest in the pupils, listing them, and connecting the learners’ interests with the subject matter. Additionally, in order to engage and motivate their pupils, new teachers might use a range of teaching techniques using games and technology. For instance, Real-world examples and practical applications can also assist learners understand the relevance of the content and push them to learn more.

3.4.1.3 Synthesis of the Teacher’s Interview

Overall, reasons for becoming a teacher can differ from person to person, but they all have the desire to support others’ growth and education, foster a love of learning, and have a positive social impact. Since every learner is different, various strategies could be more effective for certain individuals. It is important to adapt and tailor the teacher’s approach so that it takes into account the needs, interests, and learning styles of pupils. Due to the needs of their learners and the dynamics of the classroom, teachers frequently switch between roles. Effective teachers can play a variety of roles to create an engaging learning environment for pupils. Finding a harmonious equilibrium that allows the teacher to successfully meet the needs of learners while caring for himself or herself can be difficult when juggling the different tasks that come with being a teacher. However, with careful planning, flexibility, self reflection, and support, this is possible. Learner motivation is an important aspect of academic achievement .It drives effort, goal orientation, engagement, persistence, and enjoyment, all of which are important factors in the overall success and wellbeing of learners. In order to help learners achieve their greatest potential, learner motivation must be fostered. There is no strategy that will work for all learning styles and motivations .To create an engaging classroom that meets the different needs of learners, teachers need to constantly change and adapt their teaching strategies based on feedback, assessments, and observations. Managing difficult learners requires understanding, patience, and a proactive approach. Teachers can help challenged

learners in managing difficulties, succeeding academically, and developing positive behavior patterns by addressing the underlying causes, offering tailored support, and maintaining a positive and caring environment. Pupils are empowered, their engagement is increased, and a more effective, learner-centered learning environment is produced by incorporating learner feedback into the teaching approach. It shows that their opinions matter and promotes a sense of ownership and participation in the learning process. Every learner is different, therefore it could take some time to figure out what every learner needs to do best. Effective motivation and engagement for pupils depends on developing relationships, personalizing instruction, and offering meaningful learning experiences.

3.4.2 The Classroom Observation

Our classroom observation checklist is composed of a set of notes that contain eighteen (18) items to look out for. Other items include knowing learners' behaviors, motivation towards their teachers' roles, and its impact on their motivation. Some of these to know teachers' role types and methods during the teaching process.

3.4.2.1 Description of The Classroom Observation

A classroom observation was carried out with a second-year foreign language class at Sisters Ouragh Secondary School as our second tool to collect data. The observation was conducted to assess the motivation levels of pupils in the classroom and the effectiveness of the teacher's teaching and motivating methods by taking notes. Furthermore, we used an observation checklist to cover additional aspects relating to learners as well as teachers in order to collect more data for analysis. Eight observation sessions were conducted, weekly, at different times during the day.

3.4.2.2 Analysis of The Classroom Observation

Section One: Checklist of Teacher’s Role in Fostering a Classroom Environment

The item observed	The rating scale	Remarks
Positive feedback: It refers to rewarding and motivating pupils for their efforts.	Well observed	different practices and positive learning environment were observed to encourage the pupils during the lesson effectively
Autonomy support: It deals with the techniques and practices used to increase learners’ motivation.	Observed	The teacher prepares lesson plans and a learning environment that are appropriate for her teaching style and the needs of her pupils.
Instructional clarity: relates to the quality of communication to be comprehended by learners and to be clear.	Observed	To make the lesson easier for her pupils to follow, the teacher in the classroom outlines it and presents it in a structured way.
Relevance of content: refers to the importance, usefulness, and appropriateness of the context in relation to the learning needs of pupils.	Well observed	For the learning process to be meaningful and to keep learners interested, the teacher selects the content, and it should be relevant to the subject matter.
Personal interactions: refers to the interaction and communication between the teacher and the pupil within the classroom.	Well Observed	The teacher actively interacts with her pupils, creating a supportive environment that motivates learners.
Challenge and mastery : Presenting pupils with intellectually stimulating tasks or activities is known as challenging them, while mastery is the capacity to guide learners in developing their learning process.	Observed	By assigning them tasks or engaging them in activities, the teacher encourages her pupils to think critically and get a deeper understanding of the lesson
Goal setting : It refers to the conceptual framework that helps teachers in developing meaningful and engaging experiences for their pupils.	Observed	The teacher creates an atmosphere that encourages and empowers learners to actively participate in their learning.
Progress monitoring : refers to the systematic and continuing evaluation of learners’ achievement; it includes the gathering of information for analysis in order to determine how well pupils are achieving their learning goals.	Observed	The teacher evaluates the learners using summative assessments at the end of the learning period and that allow pupils to get success and motivation.
Positive classroom climate: It refers to the environment and relationships a classroom that foster a sense of engagement , respect, and safety among pupils as well as between the teacher and her pupils.	well observed	The respect that learners have for one another and for their teacher makes learners more engaged and motivated with the lesson.

Table 3.1: Checklist of Teacher’s Role in Fostering a Classroom Environment

1. positive feedback

When the teacher began the lesson with a warm and friendly greeting, she created a good and welcoming atmosphere by offering comments on the pupil’s clothes. Positive feedback is important for the teacher as it offers encouragement and motivation. She said to her learner when she answered correctly “ You are doing great “ and the girl seemed motivated

.The teacher gave simple instructions that the pupils understood throughout the lesson and gave specific praise rather than just saying "good job." She gives specific feedback that recognizes the pupil's efforts or motivation in a given area. She might add, "I really like how you explain your reasoning in that problem, it shows me you understand the concept." as an example. The teacher avoided making any unfavorable comments or criticism while teaching. For instance, when she is trying to motivate the pupil, she says, "Great efforts," and she also uses a variety of activities to motivate them.

2. Autonomy support

Most of the sessions, the teacher gives her pupils the chance to make decisions in the classroom, such as choosing who will be in their groups for projects. The teacher promotes individual learning and lets learners use critical thinking to solve problems. She also encourages peer discussion and sharing of ideas. She asks open-ended questions, gives pupils (10) ten minutes to answer them, and encourages conversation by saying comments like "yes, you did well" and "perfect."For instance, during group work, the teacher gave each group the freedom to complete their tasks in their own way during some sessions. The teacher has clear, correct speech. She greets each pupil individually, puts her bag on the table, and speaks loudly enough for the entire class to hear her .She has a clear voice. She uses phrases like "let's play," "stop gazing," and "wake up it's morning it's 9 am" as she speaks with energy and asks them to sit down. Every day she brings new phrases, which she explains when they ask what the meaning is while they take notes. She communicates with them while she teaches them new vocabulary words.

3. Instructional clarity

Most of the sessions, the teacher uses clear, simple language to make her pupils understand completely what they are supposed to do. Then she checks if they have understood by asking questions and giving them the chance to ask any questions they may have. She uses technology to communicate information, but she also organizes the time and materials in a logical and simple way so that learners can follow along and become more motivated. In the

session the lesson is about the future simple ,and the teacher provides a clear directions to her pupils and she says :”please, open your book on the page 122”, the teacher uses an examples for making her learners understand . The lesson was related to the examples because that is what the teacher had to do, and each session the teacher focused on a different aspect when she taught. The teacher follows the curriculum’s texts’ tasks for each unit and lesson .However, when she presents a new lesson, she explains it in her own unique way, while also asking questions and providing examples that are relevant to the context.

4. Relevance of content

The teacher makes the text being studied more relevant to the pupils’ lives during the lesson. For example, she discusses how the body parts are named and uses the body language. The teacher made a connection between the content and the other disciplines. For example, the lesson is about pollution , so she discussed the concepts of pollution, to make her pupils explore how pollution impacts public health and the environment.

5. Personal interactions

During my observation about personal interactions in motivation. I noticed several patterns. The teacher asks the pupils to share their thoughts on a piece of paper. The teacher gives her pupils positive reinforcement during lessons to motivate them to learn. Additionally, she builds relationships with her learners by knowing their interests, strengths, and challenges. This helps her to motivate them individually. For instance, ask a girl today about her hobbies outside the school.

6. Challenge and mastery

In order to avoid letting her pupils feel bored, the teacher divides the lesson into smaller parts so that they can use their previous knowledge while learning. During a recent classroom observation, I observed that the teacher understood that every learner had different abilities and learning styles. For example, when she asked difficult questions to challenge every different learner.

7. Goal setting

One of the first things a teacher does when she starts to teach is to set goals .She should know the necessary knowledge before starting teaching. A teacher should have a plan before starting anything. Before entering the classroom, she decides what she wants to achieve. During the grammar lesson, the teacher sets an objective for her learners to be able to correctly use irregular verbs in the past by the end of the lesson and refers to it repeatedly. I observed during this lesson that the teacher asks her pupils to take a piece of paper and write down an example of an ache that is related to the lesson asks her learners to take a piece of paper and write down an example of an ache which is related to the previous lesson , for checking their reading and vocabulary and to make them participate actively. In all of the sessions she has prepared what she wants to do during the lesson and she began the class by engaging her pupils in a discussion about the danger of obesity, she asks :what are the causes of being fat ? and how can you avoid it ?.

8. progress monitoring

The teacher makes assignments to better meet the needs of her learners, and she asks the pupils about their understanding and what they need help with. The teacher also observes the learners during the lesson by paying attention to the learners' engagement, and she gives the pupils who get good marks small rewards like stickers to make them feel happy and motivated to learn. However, when she sees that these pupils struggle with reading, she provides them with additional support to help them. Also, She motivates her pupils by asking them at the end of the session what they have learnt from it, and she works with the parents of her pupils to support their learning. The teacher relates lessons to the learners' daily lives by using examples from the real world. For instance, the lesson today is about directions, so she uses sites they were familiar with to help them understand. The teacher gives the pupils the freedom to choose their own projects, and by displaying their artwork in the classroom, she celebrates their creativity. Pupils enjoy expressing their own unique ideas. She shows support for the needs and interests of the pupils. By conversing with every pupil personally, the teacher tries to help them.

9. Positive classroom climate

There are many curious pupils in this class, so the teacher creates activities that encourage learners to be motivated about the learning process. The teacher and her pupils have a positive relationship, and this leads to motivation in learning. The teacher listens to the concerns of her pupils; the learners work together in groups today and learn from one another, so we can see that there is a sense of belonging among them. This helps to motivate the pupils. The teacher builds the learners' self-confidence by saying, "You are smart," which helps the pupils feel respected and safe. In order to keep her pupils engaged, the teacher uses various teaching methods and activities that are connected to their interests to help them determine what they have learned. When a pupil enters the classroom, the teacher greets them individually. She uses games activities for example she asks them to go to the back of the class and make a circle after that one learner stay in the middle and try to catch the word through the pupils acting; The teacher gives her learners many opportunities to continue their projects today project is painting, she decides a clear rules for the behavior of pupils in the classroom.

Section Two: Checklist of Teachers' Role in Influencing Pupils motivation

The item observed	The rating scale	Remarks
Facilitator: Instead of traditional lecturing or direct instruction this method focus on supporting and guiding pupils to learn.	Well observed	The teacher promotes a learner-centered environment that encourages collaboration, critical thinking, and active participation.
Role model: Is the teacher who serves as an influential and positive figure for his/her pupils.	Observed	The teacher sets a good example for the pupils by demonstrating qualities, attitudes, and behaviors that motivate learners. She plays a motivational and influential role in the classroom.
Encourager: The teacher who supports, motivates, and gives his or her pupils positive reinforcement.	Observed	The teacher encourages her pupils to set goals and have confidence in themselves.
Innovator : The teacher who fosters and uses unique and innovative teaching methods in the classroom.	Well observed	The teacher encourages her pupils to be active in their education.
Mentor : The teacher who guides, encourages, and advises learners.	Observed	The teacher supports pupils in developing into confident, motivated individuals.
Collaborator : In order to promote the teaching and learning process, the teacher actively participates in collaboration and teamwork with pupils.	Observed	The teacher motivates her pupils in class by engaging directly with them and working closely for learning.
Resource: The teacher who gathers, organizes, and uses relevant materials, tools, and resources to facilitate effective teaching and learning.	Well Observed	The teacher is responsible for motivating learners in the classroom by giving them access to a variety of resources and materials.
Counselor: Supports learners in their learning and makes positive choices.	Observed	The teacher fosters a positive connection with her pupils and encourages a positive mindset and motivation for learning successfully.
Manager and Organizer: Who manages and organizes different aspects of the classroom (time , lesson, pupils)	well observed	By creating an organized environment for learning and effective communication, the teacher affects her pupil's motivation.

Table 3.2: Checklist of Teachers' Roles in Influencing Pupils motivation

1. Facilitator

During the classroom observation, the teacher actively encourages her learners to express their thoughts, opinions ,and ideas , and learners feel comfortable to do that. For instance: During the class discussion, the teacher invites her pupils to provide their perspectives and listens attentively to their contributions. She also encourages interaction and teamwork

between learners to make them learn from one another .Learners are free to pursue their own interests and make choices.

2. Role model

Each day, the teacher greets the pupils with a smile and words of encouragement. She uses simple, concise sentences to interact with her pupils and provides explanations and guidance to the specific learning needs of each pupil. We also saw pupils show respect and positive values throughout the session, such as asking permission before doing something, and that teachers encouraged learners to foster a growth mindset and learn from their mistakes by sharing personal experiences with them. Learners become more engaged and motivated .Individuals are motivated to learn, set goals, and develop a desire for success.

3. Encourager

When a teacher plays the role of an encourager in the classroom, it can have a positive effect on the pupils. During most lessons, learners are noticeably more engaged and active. They engage in conversation, enquire, and show interest. For instance, when talking about a story, the teacher encourages discussion to allow pupils to express their opinions. Additionally, because of their teacher's impact, some learners encourage their peers during class. Because the teacher fosters a safe environment for them, learners feel more comfortable expressing their ideas, thoughts, and opinions in both the English language and sometimes Arabic.

4. Innovator

When a teacher uses innovative teaching techniques, pupils show greater interest in English sessions. According to several sessions observed, pupils' motivation increases when they experience personalized learning opportunities and when they can see the connection between their studies and the real world. because the teacher uses examples from real life to make the lesson more meaningful. Learners acquire a growth mindset and feel empowered to move out of their comfort zones.

5. Mentor

The teacher takes time getting to know the weaknesses, interests, and strengths of each pupil. The teachers' recognition and development of the learners' strengths fosters their motivation. She points out pupils' individual talents, like their strong analytical abilities, making them seem like they are motivated to develop their skills. For instance, in the first sessions, the teacher organizes a story-telling competition so that her pupils can show their talents. There are also two girls who are fluent in English. Learners become more motivated to explore subjects, take risks, and pursue their interests as they take ownership of their learning and develop independent research skills.

6. collaborator

Learners listen to their classmates, express their ideas clearly, and practice respectfully. In the tutorial session, the teacher creates group work games that motivate learners and encourage them to actively listen to one another. She also offers guidance. Pupils become more engaged and active participants in the learning process. They contribute ideas, actively participate in group activities, and ask questions.

7. Resource

During the English class observation, the teacher acted as a resource, making it easier for pupils to access different learning resources. Recognizing that pupils have questions and are curious about the lesson, they work in groups during the first sessions to do their tasks. This can foster a cooperative classroom climate where learners can learn from and support one another. Learners take the initiative to research new topics, actively seek out additional resources, and effectively manage their time.

8. Counselor

Some learners feel comfortable to talk about their feelings, concerns, and thoughts. Individuals take part in discussions actively and ask the teacher for guidance. For instance,

a girl who is suffering with her writing asks the teacher for advice .Learners actively listen to, support, and encourage their classmates as they show increasing empathy for other learners. For instance, when the teacher takes on the role of a counselor, pupils engage in respectful dialogue and discussions and some pupils offer kind words to another pupil who is having a difficult time. They ask open-ended questions and express their opinions.

9. Manager and Organizer

Pupils tend to be more engaged and concentrated when teachers provide structured tasks, set clear routines, and effectively manage the learning environment. The teacher has a visual schedule displayed in the classroom, outlining the daily activities and ensuring learners are aware of what to expect. Learners are more likely to make effective use of their time in a well-organized classroom with effective time management strategies. When the teacher involves the importance of giving detailed instructions and divides tasks into manageable pieces .As a result, pupils are better able to understand the learning goals and what is expected of them. Learners are more able to focus on lessons over the most of sessions when the teacher easily manages transitions between tasks.

3.4.2.3 Synthesis of Classroom Observation Analysis

3.4.2.4 Synthesis of Section One Analysis

Based on my observations in the classroom, I concluded that the teachers' ability to provide positive feedback and motivation to her learners was commendable. Additionally, the use of collaborative learning strategies and positive reinforcement had a big impact on the pupils' motivation and the academic process. By valuing learner choice, giving options, and encouraging decision-making, the teacher successfully showed autonomy support. As a result, she created an environment where learners felt empowered and motivated in their learning process. The teacher uses clear communication, an organized lesson structure, checking for understanding, and setting clear expectations. The teacher also created a learning environment that was engaging, motivating, and conducive to learner success. Learners are more likely to engage with the lesson, putting in the effort, and succeed when they have an understanding

to the lesson. The content's relevance is important for motivating pupils .When the teacher delivers material that is useful, relatable, and meaningful to the lives of learners, it can greatly increase their engagement, curiosity, and motivation to learn. The teacher-learner relationship has a significant impact on how motivated pupils are to learn .A sense of belonging, tailoring instruction, and strong relationships between the teacher and pupils all contribute to the improvement of learner motivation, engagement, and academic success. The teacher can motivate and encourage learners to learn by creating an appropriate environment for learning. In teaching, challenge and mastery can be effective in motivating learners .Teachers can increase pupils' intrinsic motivation by offering chances and presenting meaningful challenges .Pupils who succeed are more likely to stay motivated, like learning, and achieve higher levels. Goal setting can be a useful strategy in teaching and motivational tool in the classroom .A teacher can create a focused learning environment by establishing a clear goal. Setting goals enables learners to understand their learning. By evaluating learners' progress and giving timely feedback, teachers can create a supportive environment for learning. Progress monitoring is an effective tool for motivating learners in the classroom. Monitoring progress enables learners to develop motivation and skills that are necessary for success. When there is a positive climate in the classroom, learners feel safe , respected, and involved, which improves their motivation and learning. The achievement of her pupils is influenced by the teacher's priority of creating a positive classroom climate.

3.4.2.5 Synthesis of Section Two Analysis

Overall, learners' behavior changes toward active engagement, collaboration, critical thinking, and self-direction when the teacher takes on the role of a facilitator. This learner-centered approach provides an engaging and encouraging learning environment where learners take responsibility for their learning and improve important skills for lifelong learning. The teacher creates a learning environment that promotes motivation, personal growth, and engagement, by modeling an example of positive behaviors, values, and attitudes. Pupils look up to teachers as a source of motivation, support ,and guidance, leading to positive behavioral changes and improved motivation to achieve academic and personal success. The teacher,

acting as an encourager, creates a nurturing and motivating classroom environment by offering positive reinforcement ,encouragement, and support .Learners are encouraged to take risks, express themselves, and work hard. This leads to more engagement, improved academic performance, and a more positive mindset towards learning. A dynamic and engaging learning environment is produced in the classroom through the teacher’s creativity. Curiosity, creativity, and teamwork are the behaviors that differentiate pupils in the classroom .They feel motivated to participate actively in their learning, use critical thinking, and adopt new challenges. By playing the role of a mentor in the classroom, the teacher fosters a caring and encouraging environment where learners feel motivated to develop academically ,socially, and personally .Pupils show open communication ,trust, goal-oriented behavior, and a strong desire for self improvement. They are motivated to take responsibility for their learning and develop the skills needed for success. By working together with learners, the teacher fosters an atmosphere that encourages participation, peer support, and critical thinking . Effective communication, respect for others, and a sense of shared responsibility are characteristics of pupils’ behavior. They are motivated to participate, contribute to the collective learning experience , and learn from their colleagues. The resource teacher encourages pupils to become independent, self-directed learners in the classroom. Learners show a critical thinking, proactive approach, and a curiosity to learning. They are motivated to explore, evaluate, and use resources to enhance their understanding and reach their learning goals. By acting as a counselor in the classroom, the teacher fosters a supportive environment where pupils’ mental health is prioritized .Learners show resilience, trust ,and positive interpersonal relationships .They have the motivation to learn actively, develop important life skills, and succeed both academically and personally. The teacher creates clear expectations, offers structure, and facilitates a well-organized learning environment in the classroom by acting as manager and organizer .Responsibility, collaboration, and time management are characteristics of learners’ behaviors. They feel motivated to meet expectations , take ownership of their learning , and stay organized.

3.5 Conclusion

This chapter deals with The methodology and research design, as well as a descriptive, analysis, and discussion through different data collection tools. The chapter involves the analysis of the teacher's interview and then the description and analysis of the classroom observation. The objective of the interview was to know about the teachers' opinions, methods, and perceptions about her roles in the teaching and learning process inside the classroom, as well as how her various role types affected the pupils' motivation. It is concluded that most pupils who took part in this study seem to be motivated by their teachers' roles. The results of this study indicate the role type of the teacher significantly affects how motivated learners are to learn. As a result, there is a relationship between the role of the teacher and pupils' motivation. The findings of this research also indicated that many characteristics of a good teacher may have a positive effect on learners' motivation. The most important result of the current study is that different types and roles of a teacher may have an impact on a learner's motivation to learn English as a foreign language and increase their levels. Furthermore, the motivation of pupils may be positively impacted by the role types and characteristics of the teacher. As a result, the current study suggests teachers should try changing their role types to increase motivation among learners, give them opportunities to experience flow, and establish positive relationships with learners. Thus, it is hoped that this study's findings will assist academicians, educational administrators, and teachers better understand how EFL teaching and learning interact.

General Conclusion

General Conclusion

For the sake of conducting a descriptive study about Exploring the effects of teachers' role type in increasing learners' motivation , a descriptive method is adopted in which the data are collected and analyzed qualitatively . Besides, the choice of the method is determined by the nature of the subject to be treated, the aim of the research, the sample under investigation, and the data collected. A sample of second year EFL learners at sisters Ouragh secondary school of Biskra was selected. After analyzing the data, it is possible to draw the main conclusion that, out of all the variables, the role type of the teacher may have a major effect on learners' motivation to learn a foreign language. The role type of the teacher is among the important variables that have the major impact on the motivation of EFL learners, according to the analysis of the standardized data. As a result, it is clear from the analysis and interpretation of the main results how important a role the teacher plays in the motivation of EFL learners. The researcher also concluded that there is a match between the role type of the teacher and the motivation of the pupils to learn English as a foreign language through this investigation. Additionally, the role type of an EFL teacher has a significant impact on the motivation of learners based on what the learners view to be desirable characteristics in a good teacher. It is clear from a review of the research on role type and how it affects EFL learners' motivation that additional studies on the role of the teacher and better predictors are needed to support foreign language teachers and learners. The results of this study require additional descriptive verification, especially those that relate to the roles and good characteristics of teachers that influence the motivation of their pupils. We hope that the study has achieved its initial objectives, which were to analyze the effects of teachers' role types in increasing learners' motivation and, on the other hand, to investigate the extent to which teachers' role types can significantly influence the teaching and learning process. Additionally, we hope that more research in this field will be done soon. As a result, taking into account the role type of the teacher is important in the teaching and learning process, therefore the findings of the current study have a significance for teachers who should be aware of their role types by taking a role test to determine what type of role they have as well as to meet learners' preferences. In conclusion, the two research questions of the current study have been answered based on the whole findings. Additionally, the results

of this research confirmed our hypothesis that EFL teachers in a variety of role types positively influence learners' motivation . As a result, pupils would be more motivated to learn English as a foreign language.

Limitations of the Study

The limitation lies in time constraints. Longer time would help us to use different tools and a large sample of learners and teachers. This would give our results different dimensions. Extended time would also permit us to extend our research through specifying the motivational aspects that can be taught through competitive learning appropriately.

Recommendations

- To encourage participation of the learners, teachers should make a positive classroom atmosphere.
- Teachers must ask their pupils to participate in the classroom activities. By giving them encouragement and motivation.
- Teachers have to allow the pupils express their needs and interact with them.
- Teachers must employ a variety of strategies, such as pair and group work, to motivate their pupils and increase their participation through the discussion in different information and information.
- Teachers need to choose interesting and simple tasks .To keep their pupils engaged in the lesson.
- In order to increase their pupil's cooperative learning and motivation through making a conversation and sharing of ideas, teachers must plan pair and group work activities as well as creative games.
- A positive relationship between the teachers and learners has a big impact on the learners' engagement.
- To enhance the learning and teaching environment, teachers must manage and organize their classrooms.

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Appendices

Appendix A

The Teacher's Interview

Dear Teacher,

This research work aims at Exploring the effects of teachers' role types in increasing learners' motivation. You are kindly requested to answer the following questions:

1. What motivated you to become a teacher?

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2. How do you approach motivating your learners to learn ,and what strategies have you found to be effective ? Why?

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3. What do you consider to be the different roles that teachers can play in the classroom ?

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4. How do you balance the various roles that you play as a teacher ?

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5. What role do you think learner motivation plays in their academic success ?

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.....

6. How do you tailor your teaching approach to meet the different learning styles and motivation of your learners ?

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7. Can you share an example of a particularly challenging learner and How you were able to motivate him /her ?

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.....

8. How do you incorporate learner feedback into your teaching approach?

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.....

9. What advice do you have for new teachers on how to effectively motivate and engage their learners ?

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Thank you for your time and contribution.

Appendix B

Classroom Observation Checklists

Mohamed Khider University - Biskra

Department of English

School: Level: Time:

Year: Observer:

Teachers' observations :

The item observed	Rating scale	Remark
Positive feedback		
Autonomy support		
Instructional clarity		
Relevance of content		
Personal interactions		
Challenge and mastery		
Goal setting progress monitoring		
Positive classroom climate		

Learners' motivation :

The item observed	Rating scale	Remark
Facilitator		
Role model		
Encourager		
Innovator		
Mentor		
Collaborator		
Resource		
Counselor		
Manager and organizer		

المخلص

الهدف من هذه الدراسة هو البحث في أنواع دور المعلمين في زيادة وتعزيز تحفيز التلميذ في التعلم في اكمالية الأخوات أوراغ ببسكرة. الفرضية الأساسية المعتمدة في هذه الدراسة تنص على أن المعلمين يستخدمون أدوار محفزة بمساعدة معلمهم على تحقيق نتائج أفضل وذلك عندما يتقنون استخدام هاته الأدوار على نحو ملائم. و يفترض أن يكون للتلاميذ الحافز للتعلم. و لبلوغ هذا الهدف, استخدمت أداتان للبحث لكل من المعلم و التلاميذ, و قد اختير 90 تلميذا للمشاركة في هاته الدراسة. وذلك باستخدام البحث الوصفي, وكانت الملاحظات في الصف و الثانية مقابلة مع معلمة اللغة الانجليزية في المدرسة. وكشفت النتائج عن وجود علاقة بين أنواع أدوار المعلمين و دوافع التعلم. و أشارت نتائج هذه الدراسة أيضا الى أن دور المعلم عامل هام له آثار هامة أيضا على المتعلمين.