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Motivating Learners to be Autonomous

Case Study

Zakaria Mejdoub secondary school Sougueur /Tiaret

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in Practical Fulfillment for the Requirement for the Master's Degree in
Didactics**

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Dedication

I dedicate this current work to:

*My beloved parents, whom I am thankful for their love, prayers and
encouragements*

To my brothers Ahmed, Islam, and my sister Malak

To my uncle Mohamed

To everyone helped me in achieving this research work

ABADLIADJIHAD

Dedication

*A special feeling of gratitude goes to my loving parents, for their
invariable prayers for me.*

To the eternal source of love and kindness, Mum

To the symbol of ambition and tenderness, my father

To my wonderful sister and brother for their help and support.

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Abstract

Motivation is one of the key factors that influences the rate and success in learning research on learning motivation and learner autonomy has been popular in the field of foreign language learning for many years because both are closely related to the success of language. This study investigated the relationship among students' learning motivation and attitudes. It aimed at investigating the possible relationship among autonomy, motivation and attitude .In addition, to help students in their learning of English through the promotion of their learning motivation and learner autonomy, and this research aimed at investigating to what extent students become autonomous learners and describing student's motivation to be autonomous learners through learning. When their autonomy is encouraged, they can develop into independent learners who will not learn for school but for life. This is also evident in their motivation, which this research work aims to look at. This thesis introduces some theoretical constructs of motivation with a focus on autonomy. The result of this study will also provide insights into developing teaching strategies to motivate learning.

Key words: motivation, autonomy, motivating learners, autonomous learners

ملخص

يعد الدافع أحد العوامل الرئيسية التي تؤثر على المعدل والنجاح في تعلم الأبحاث حول الدافع التعليمي وقد كان استقلالية المتعلم شائعاً في مجال تعلم اللغات الأجنبية لسنوات عديدة لأن كلاهما يرتبط ارتباطاً وثيقاً بنجاح اللغة. تبحث هذه الدراسة في العلاقة بين دوافع التعلم لدى الطلاب ومواقفهم. تهدف هذه الدراسة إلى استكشاف العلاقة المحتملة بين الاستقلالية والحافز والموقف. بالإضافة إلى ذلك ، مساعدة الطلاب في تعلم اللغة الإنجليزية من خلال الترويج لدوافع التعلم واستقلالية المتعلم ، ويهدف هذا البحث إلى التحقيق إلى أي مدى يصبح الطلاب متعلمين مستقلين و وصف دوافع الطلاب ليكونوا متعلمين مستقلين من خلال التعلم. عندما يتم تشجيع استقلاليتهم ، يمكنهم أن يتطوروا إلى متعلمين مستقلين لن يتعلموا من أجل المدرسة بل مدى الحياة. وهذا واضح أيضاً في دوافعهم ، والتي يهدف هذا العمل البحثي إلى النظر إليها. تقدم هذه الأطروحة بعض التراكيب النظرية للتحفيز مع التركيز على الاستقلالية. ستوفر نتيجة هذه الدراسة أيضاً رؤى ثاقبة لتطوير استراتيجيات التدريس لتحفيز التعلم.

الكلمات المفتاحية: التحفيز ، الاستقلالية ، تحفيز المتعلمين ، المتعلمين المستقلين

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List of abbreviation

FL: Foreign Language.

L2 :Second Language.

EFL: English as Foreign Language.

General introduction

Motivation is defined as learners internal desire to learn something, this internal desire gives behaviour energy and direction. Learners motivation has become more commonly recognized as perhaps the major determining factor for successful learning in general. Motivation is directly related with behavior, it can be assumed that motivation has relevant and crucial value in learning a second language that influences the success of language learning. English learning process is still dominated by teachers and students who accustomed to learning under the overall control of teacher. Motivation describes the wants or needs that direct behavior toward a goal. It is important to recognized that motivation learning is a central element of good teaching .often, it is assumed that students should be motivated to learn in every class .Frustrations among teachers dealing with unmotivated students have been on the rise in recent years, particularly with accountability pressures for helping all students reach learning standards in both high and low performing schools. What teachers may not know is how important the connection is between student motivation and self-determination. Research has shown that motivation is related to whether or not students have opportunities to be autonomous and to make important academic choices. Having choices allows children through young adults feel empowered that they have control or ownership over their own learning. This, in turn, helps them develop a sense of responsibility and self-motivation.

Teachers can focus on creating responsible and autonomous learners through the use of appropriate student choices. Providing opportunities to choose topics of interest stimulates students' natural curiosity and eagerness to learn. Autonomy in learning is a process and not a product that many EFL students seek today. Autonomy requires understanding one's own strengths and weaknesses and accumulating a diverse set of resources. As English instructors, it becomes our responsibility not only to teach a language, but also to inform and instruct how to study outside the classroom. This will be accomplished by presenting tasks that inspire the Learner to take learning into their own hands. Motivation plays a very important role in learning English as a foreign language successfully, thus teachers need to enhance language learning by motivating students. As the second part of study, it aims to provide the research methodology that has been adopted in our examination as well as the research tools that have been purchased to carry out our analytical study towards the new interactive large scale strategy, which uses innovative language .Moreover, it is also tries to give further explanation for the choice of the design, the research tools and procedures used to accomplish our study. In the second chapter, we will try to bridge the gap between the theoretical framework and the

practical aspect between hands. More to the point, this chapter attempts at reconciling Seemingly divergent approaches to the study of the adolescents by incorporating titles, tables Graphs, discussions and comments, in this stage that seek to draw a clear picture of our investigation hierarchy. The main purpose behind designing this classroom observation list is to see the way students prefer to be taught and the way their teachers teach them in real situation .It means to observe the current situation of the students and the teacher of ZAKARIA MEJDOUB secondary school .It is designed to highlight the real states of learning teaching styles in order to find out suitable method, techniques and strategies of teaching that motivate learners and enable them to be an autonomous. This research aims to meeting the following targets objectives:

- a-to study the relationship among motivation, attitude, autonomy and motivational intensity
- b- Consider ways to work differently by bringing up change in the teaching/learning process.
- c-Increase opportunities for real understanding and communication among all participants
- d-Put in the hands of teachers some measures to enhance the mutual teaching process.

To embark on the present investigation one can ask the following questions:

- 1-what motivational strategies are used in the classroom do teachers think are most effective?
- 2-what is the role of teachers to make motivated learners?
- 3-Are learners able to monitor their learning process?

According previous questions could be an outcome flow of some hypotheses to be tested:

- 1-learning independently may be considered by scholars and education as an efficient way.
- 2-to learn effectively by introducing new techniques.
- 3-Successful students may be autonomous learners who are motivated to learn effectively.

The research has important implications for policy makers, teachers, parents, and students in understanding learner autonomy from learners' perspectives, and for research into concepts of learner autonomy in different contexts. This study serves, as well, to increase learners' awareness of how to be in charge of their own learning, and to train them to use certain language learning strategies.

Chapter One

Literature Review

Chapter one: Literature Review

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Literature Review

This chapter aims to provide a general background about Motivation which is an urge to behave or act in a way that will satisfy certain conditions, such as wishes, desires, or goals. Psychologists believe that motivation is rooted in a basic impulse to optimize well-being, minimize physical pain, and maximize pleasure. Are commonly separated into drives (which are primarily biological, like thirst or hunger) and motives (which are primarily driven by social and psychological mechanisms). In addition to biological drives, motivations can be intrinsic (arising from internal factors) or extrinsic (arising from external factors). In reality, our motivations are often a mix of both intrinsic and extrinsic factors, and the nature of the mix can change over time. It describes the wants or needs that direct behavior toward a goal. It is an urge to behave or act in a way that will satisfy certain conditions, such as wishes, desires, or goals. Older theories of motivation stated that rational thought and reason were the guiding factors in human motivation, Motivating people to perform better and thus to achieve organizational objectives has been the greatest challenge to managers. It is an inspirational process which impels the members of the team to pull their weight effectively to give their loyalty to the group, to carry out the tasks properly that they have accepted, and generally to play an effective part in the job that the group has undertaken. Increasing the level of autonomy allows reducing reliance on the human supervisor. Addressing autonomy in the real world with unknown events, it is strongly critical to instantaneous adaptation to the continuously changing situations. Autonomous adaptation relies on the understanding of the surrounding environment. Complicated missions that cannot be accurately defined in advance will need to be resolved through intermittent communication with a human supervisor. This will restrict the applicability and accuracy of such vehicles. A fully autonomous vehicle should have capability to consider its own position as well as, its environment, to properly react to unexpected or dynamic circumstances.

1.1. Motivation

Motivation is the key to success in learning to be successful at learn, learners need to be productive. To be productive, environmental factors such proper equipment and abilities must be present, but the learners must also possess some level of motivation to perform tasks correctly.

I.1.2. Defining Motivation

Motivational dynamics has been the objective study of many researchers because of their importance. Insights from these studies confirm the existence of certain factors that affect the desire to do something. The word 'motivate' means giving someone reasons to make him want to do something, or act in a certain way. More precisely, it is the activation or initiations of someone's eagerness to do something typically, learner's behaviors are influenced by motivation activation. Motivation is critical for producing positive learning outcomes even in context with contextual educational consists. (Lamb,2002), it is the most widely used concept in explaining the failure or success of a Language learning. According to Brewer and Burgess (2005). Motivation is the effort that put the learners in learning second language as a result of their need or desire to learn it. It is an essential part of learning and doing from giving someone a reasons to do something. This behavior is then monitored through a series of internal processes, which leads to the continued desire of people to perform and maintain a certain task. This can go so as to provide the person with a certain determination to complete an activity. Maehr and Meyer (1997) argue that motivation is construct the theory used to explain the initiation, direction, intensity, perseverance and quality of behavior especially behavior associated with the goal. It is often viewed as main changing learner because without it, nothing much happens. A quite simple definition of motivation gave by Rayan and Decci (2000) is to be motivated is to be moved to do something. Motivation can also happen when learners are working to meet their needs, this was confirmed by the following statement:

“Motivation is a hypothetical construct, meaning that it is an abstraction, not an overt entity that can be seen with the eyes. Although it is not observable...one infers motivation from observing the movement of individuals. Such movement often appears to be systematic rather than random, and the force that impels and guides this systematic movement is presumed to be motivation.” (Irma Eloff&LieselEbersohn, 2004: 73).

I.1.3. Motivation in Foreign Language

In the wide world in which we live, English language has become a necessity since it advances in almost every area of human being and knowledge. Learning English as a foreign language (EF) has become an important part of public and vocational education. Second language motivation has been an interesting research topic for many surveyors because it

provides the initial cause for L2 learning which becomes a driving force. Teaching is the most important job; since it requires highly qualified people. The most important qualifications required for potential teachers are the ability to influence others. In classroom, students are likely to perform certain types of task, usually with very limited choices, and teachers are required to enhance learner through initiating and maintaining their motivation using every possible means and also need to provide learners with necessary encouraging and stimulating educational environment, because learning environment is an important factor that can have a significant impact on learners, moreover tasks are the biggest factor in increasing motivation in which students can make independent decisions, e.g. project work. It means teachers should prepare some activities in which students can learn free and make decision, and this was confirmed by (Breen, Mann, 1997) when they suggested that “*teacher should give students a chance To determine the relation between the things they need to learn, how to learn them and what sources to use*”. (P.134)

« *Motivation is the effort which learners put into Learning an L2 as a results of their need or desire to learn it* » (Ellis, 1994, p.715).

According to Brewer and Burgerss (2005). Motivation is a basis and essential Part of learning, and Gardner (1985), believes that with the intention of being motivated the learner necessitates, requires, and needs to have something to anticipate. According to Brophy student’s motivation to learn is an acquired competence developed through general experience but directly stimulated more through modeling, communication of expectations and direct education or socialization by others (especially parents or Teachers).

1.4 Types of Motivation

Motivation is needed to improve the level of students and teachers in teaching and learning. The concept of motivation as an educational standard has been of interest to many scientists. Thus, the ideas and findings of research on this concept were categorized as follows:

I.1.4.1. Intrinsic Motivation

Intrinsic motivation is defined as: «*motivation to engage in an activity because that activity is enjoyable and satisfying to do.*» (Decci & Ryan, 1985, p.39). The intrinsic motivation depends strongly on enjoying the task itself. It is about linking what is being done no matter how it comes from reward or punishment, it also refers to the performance of an activity for itself and the pleasure and satisfaction registered from participation, for the satisfaction inherent in the activity (Ryan & Decci, 2000). In other words intrinsic motivation

is when people seek to do the things they find interesting and involve engaging in behavior because it is personal basically rewarding, performing an activity for its own sake rather than the desire for some external rewards, remains an important construction that reflect the natural human Propensity to learn.

Intrinsic motivation or internal motivation has been defined and measured into two Ways: the first way is the self-report on how extending interesting the task is; the second is through behaviorism that is inherently satisfactory or enjoyable. Intrinsic motivation is derived from the innate human needs of competence and self determination. According to the theory of cognitive evaluation, intrinsic motivation is characterized by people's need for meeting « optimal challenges » that extend personal abilities by a Small by significant amount each time, and enhance the sense of competence and skill development (Decci&Rayan 1980, cited in vashioda2006b.p :10).

Furthermore it is assumed that when people have the freedom to choose an activity, they will be looking for an interesting position where they can rise to the challenger that the activity presents (Noels et al, 2000). Intrinsic motivation has three types, which were identified by researchers: the first type is Intrinsic Motivation-Knowledge, relates to the sensations stimulated by discovering new knowledge .The second one is Intrinsic Motivation Accomplishment, refers to the feelings associated with accomplishing the task or achieving the goal. The last type is Intrinsic Motivation Stimulation; it is the motivation for doing an activity of the feeling and sensations associated with performing pleasurable tasks. Researchers has suggested that children with higher academic intrinsic motivation work more effectively in school so that people are likely to be motivated to complete a task on the basis of their level of interest and the nature of the challenge.

I.1.4.2. Extrinsic Motivation

Tileston (2010) stated: « *Extrinsic motivation is the desire to do something because of the promise of, or hope for a tangible results* » (p : 8).

According to Rayan and Deci (1985). Extrinsic motivation is an important type of motivation most of the activities people do are not, properly speaking; also it refers to activity performance in order to acquire an individual result. It is somehow of an instrumental sense, which is considerably related to the outer enforcement. This kind of motivation is strongly attached to the act of coping with the environmental threats. An extrinsic motive exerts a certain external obligation on a person and his willingness to do something.

Deci and Rayan (1985, 2000) suggested that extrinsic motivation has four types

I.1 .4.2.a External -Regulated Extrinsic Motivation

The first type is External -regulated extrinsic motivation, is retained only when the external stimulator exists. The behavior of an externally -regulated individual are determined by external sources of the individual such as monetary rewards. If the external incentive is take away from individuals they will stop interacting in the activity .This is most extreme from of extrinsic motivation that represents least self-determination and can be comparable to Gardener's(1985) instrumental orientation.

I.1 .4.2.b Interjected -Regulation Extrinsic Motivation

It takes place when the external pressure has been transferred to the self of the individual The basis for interjected -regulations “taking in, but not accepting a regulation as one's this happens when external pressure is transferred to the individual self Own” (Decci,Vallerand, Pelletiers, Ryan.1999,p.329).Although interjected _regulation is internal to an individual, task engagement only results from Threatened Sanctions or promised rewards and the regulation is not part of the integrated self (Deci ,Ryan, 1991).As a result of internal coercion and seduction, the behaviors exhibited resemble rather than self-determined forms of regulation where true choice is not present.

I.1 .4.2.c. Identified-Regulation Extrinsic Motivation

It refers to the situation in which an activity is performed by an individual for a good reason .Identified-Regulated individuals would engage in an activity at their own volition because they determine with values it entails .A sense of choice or volitions act in the absence of External contingencies and interjects is essential to the development of autonomy and self-Determination. Through this form of extrinsic motivated behaviors is not fully self-determined such as behaviors stimulated by an interest or a means of an activity itself, it is Relatively self-determined because the individual would perform the activity “willingly for personal reasons, rather than external pressure”(Deci,Vallernad et al ,1991,p.330).

I.1.4.2.D.Integrated_Regulation

Finally, the most intrinsic and autonomous for extrinsic motivation is integrated regulated. This occurs when individualism involved in an activity outside out of choice .This choice represents a pleasant part of the individual self. An individual's is chosen as a coherent function with other aspects of the self (Vallerand,2001).Integrated_ regulation is associated with feelings of self-integration and Psychological well_ being(weinstein et al,2011).although

it is a highly organized ,integrated regulation is note the less external observation because it serves as an expression of something other than the preoccupation or interest(i.e., deeply held values or beliefs, core identify

I.1.4.3 Intrinsic Motivation vs Extrinsic Motivation.

Intrinsic and extrinsic motivation can play an important role in the development of Learning .Vallerand (1997) suggested that language learners with intrinsic motivation can gain a positive learning outcome, however extrinsic motivation is more closely related to learning result .In other words intrinsically motivated ,learners retain the content for a longer period, in addition students with intrinsic motivation enjoy learning L2for their own sake, while extrinsic motivation learners are often persuaded by external rewards associated with language learning (Noels et al ..,1999 ;Falout et al 2009).Furthermore Deci and Ryan (1985), hypothesized that people will search challenges if they are given freedom to choose activities they will develop ,they will developed a sense of efficiency in their abilities and can use self-concept to motivate people to acquire new knowledge .Extrinsic motivation get up from outside of the individual while intrinsic arises from the inside.

I.1.4.4. Integrative Motivation

According to Gardner, R. (n.d).Integrative motivation is a complex of attitudinal goal directed and motivational attributes. Interactively motivated individual is one who is motivated to learn the L2,has a desire or willingness to identify with other language community ,and tends to evaluate the learning situation positively .Gardner also mentioned that *“If someone were to express such reasons or similar ones, I would say that they were expressing an integrative orientation to language study.”*(p.10). Chalak and Kassain (2010) stated that integrative is the learner’s desire to learn a language so that they can communicate with confidence with a speaking community. Integrative refers to a favorable attitude toward the target language community, perhaps a desire to integrate and adapt to a new target culture through the use of Language, is also defined as the evolution that is generated from within. The learner do something for pure pleasure to do so; this was confirmed also by Gardner andMasgoret (2003) .”*Integrative motivation refers to an openness to identify at least in part with another language community* “(p.126); it means learning the language in order to participate in the culture of its people. It is characterized by the positive attitude of the learner from the target language group and the desire to interact with these members.(qashoa,2006). Integrative motivation is a set of reasons that reflect commonly or theoretically similar goals that indicate that an individual is learning the language because of a real interest in coming, or

at least being willing to attend, psychologically closer to individuals who speak the language; it is possible that the person who articulates these causes is an integral catalyst for language learning. It is characterized by a feature that basically implies the involvement of group work dynamics. This point is well expressed by Gavin Reid in the following say:

“...some learners prefer to learn on their own whilst others need social interaction. Social interaction can be beneficial as it can help develop important social skills, such as turn taking and sharing and listening to other people’s opinions. The process of helping and working with others can in itself be motivating. Group dynamics can be positive or negative and it is important to ensure that the composition of a group is beneficial to all. A constructive and positive group working harmoniously can be a significant motivator. Motivated group will be able to pull the resources of all the members of the group together and this can be a strong motivating force.” (Gavin Reid,2007:15)

I.1.5. Instrumental Motivation

Instrumental motivation or academic motivation is closely related to external factors that contribute to the promotion of learners; initiative to engage in the learning process. It is about external forces that influence learners; desire to participate in classroom activities. It is the purpose of learning a second language when the learner is not interested in social interaction with members of the new target language community. Gardner(1985) suggested that instrumental motivation was the catalyst for learning generated by authoritarian goals over uses, furthermore he defined it as: *“learning a language because of someone or less clearly perceived utility, it might have for the learner.”*(p.203). It also emphasizes the importance of the functional reasons for learning a language such as getting a higher, ranking job with a good salary. (Gardner and Lambert, 1972) More specifically a learner is instrumentally motivated when she or he has the desire to learn a language; this point is well-stated in the following statement: *“to pass an exam, to use it when visiting a foreign country and to get a well paid job.”* (Wilkins 1972:184). Dornyei, et al,(2006) mentioned that :

“Instrumental motivation refers to the perceived pragmatic benefits of second language proficiency and reflects the recognition that for many language learner it is the usefulness of L2 proficiency that provides the greatest driving force to learn language .It subsumes such utilitarian goals as receiving a better job or a higher as a consequence of mastering L2”(p.12).

I.2. Steps of Motivating the Unmotivated

Student's motivation can be described as one of the most common problems in education. All teachers are willing to achieve this which makes it an important result itself and contributes greatly to student's achievement and success. According to Harmer (1998) "teachers should provoke interest and involvement in the subject even when students are not initially interested in it" (p; 8). There is a need to make students aware of the hidden possibilities within each and to find ways in which this can be exploited. As students become more involved in their own learning, they play an active role in decision-making; they may feel a sense of ownership and commitment to the process, and leading to better performance in classroom. Therefore, teachers need to help students find and develop the skills that allow them to manage their own learning and survive outside the protected environment in the classroom, when the teacher is no longer there for support. The following steps are the most common that the teachers can use them to motivate their students.

I.2.1. Reading Course Book

When students are motivated to read they perform better academically. Students with the highest score on standardized tests enjoy reading (Guthrie et al, 2007). Reading is very important in learning a foreign language because it is one of the basic language skills. It provides an opportunity to learn how native speakers use their second language, how they reflect their cultural aspects and express their feelings in a written form. These were confirmed by Baudon et al, (1994), when they stated:

Reading is a complex activity that involves both word recognition, the process of perceiving how written symbols correspond to one's spoken language; and comprehension. The process of making sense of words, sentences and connected paragraphs (p.j)

In addition to that, Smith (1994) claimed that reading is much more than just recognizing the written symbols, and then, matching them to corresponding sounds; he said that: "reading is a matter of making sense of written language rather than decoding print to sound" (p.2.). Reading was also considered from a psycholinguistic point of view. Goodman (1967), views reading as an activity in which the reader processes information and links to make decisions that will be confirmed, disconfirmed or refined. To some extent, both Smith (1994) and Goodman (1996), agree that both focus too much on understanding the text by using knowledge of the world during the process of reading. Thus reading cannot be just a word by decrypting the word until it reaches the meaning. Al-Mutawa and Kailani, 1989, follow the reading in the Arab world for students in different stages to enable them to read and understand quickly and

with a maximum of efficiency .these explains more when teaching English to Arab learners “*the reading skill is often more important than any language skills communication*”(p.115)

I.2.1. A. Teaching Reading to Foreign Language Learners

Teaching reading to foreign language learners reflected in the idea of reading as a negative skill. It focused on showing some “tricks” for learners to understand a text Academically, these tricks are called strategies and many researchers have proved the effectiveness of teaching foreign language learners how to understand written materials by teaching them the use of those strategies . L2 Learners cannot simply wait until they learn the target language because they ,in most cases , lack exposure to that language and do not use it in their daily life to communicate .In teaching reading in L2 ,there are two types to consider: extensive and intensive reading .When reading extensively ,learners read outside classroom for fun or to learn general information .This type of reading is done voluntarily and plays an important role in improving the abilities of L2 learners’ abilities .Extensive reading provides L2 readers an opportunity to learn native language from the target language and help them gain more knowledge about native speakers of the spoken language (Nuttal,1982). Gambrell (1996) stated that:” *When students are unmotivated to read, their level of learning tends to be surface level; whereas students who are motivated learn deeper level*“(p.15)

According to Moley, Bandie, & George (2011). Students are interest in a factor that must be taken into consideration, when creating literacy lesson plans teachers need to discover their student’s interest and integrate them into their curriculum .students will become more enthusiastic when they customize the books they would typically choose on their own. in addition to that Saving time and opportunity for students to discuss the books they read reinforces critical thinking ,motivation and students engagement .the reasons a book discussion can motivate students is because it give them the opportunity to share and think .

I.2.2. Classroom Environment

School attendance is compulsory and curriculum content and learning activities are primarily selected on the basis of what the community believes that Students need to learn; not based on what the student would choose of given the opportunity to do so .Schools are created for the benefit of students, but from the students ‘point of view their time in the classroom is devoted to enforced attempts to meet demands from abroad. The classroom environment is a dynamic and influential context that is created both by teachers and students. Classroom are social setting, so that failure soften result not only personal disappointment but

public embarrassment finally, students' work on assignment and performance on tests are graded, and periodic reports are sent home to their parents.

A supportive environment for a teacher is characterized by teachers who associate with prior knowledge or life outside of school, believing that students can improve study skills, show justice, view errors as learning opportunities, evaluate work against a quality standard, save time and provide additional assistance. However, teachers do not create the classroom environment in a vacuum. The student and the student-teacher interactions establish a social dynamic reflecting respect for intellectual achievement and curiosity. The teacher arranges classroom activities, establishes a grading policy and facilitates classroom operation. Teachers usually must work with classes of 20 or more students and therefore cannot always meet the need of each individual.

As a result, some students sometimes are confused or frustrated. Create an attractive physical environment in the classroom as much as possible, see that if it is furnished comfortably and arranged in an aesthetically pleasing way and compatible with your educational methods. Include attractive displays and decorations associated with the curriculum, where student's images and products become complete tasks, and include them in your presentations in ways that encourage students to be proud of their achievement and appreciation of their classmates. Student engagement (2008) "*include improved teaching that relied less on lectures and test preparation, and more on interaction while making curricula more relevant to student's lives*" p.8

According to Ritchhart (2010), teaching for student engagement and understanding requires teachers to identify the big ideas and instructional topics within curriculum. He stated that there are seven standards that involve students in deeper understanding of a project, activity or unit of study: "*rigorous, authentic activities that mirror real work of adults, independent learning; a thinking disposition; a revealing curriculum that indicate what students do and do not understand; a rewarding curriculum with a sense of purpose; and reflective activities*" (p.4).

1.2.3. Blended Teaching

Teaching is an honorable and noble profession where individuals eliminate the lofty goal of educating the youth of our society. Blended class instructors have a variety of ways to communicate with students and facilitate student-student interaction. Blended course is the

integration of online with face to face instruction in a planned educational value and not just a combination (addition) of online with face to face but tradeoff replacement of face to face time with online activity or vice versa Niemiec(2005) “*a blended course integrate the best of face to face and online learning while significantly reducing traditional class contact hours*” (Niemiec, 2005, p.1)

Blended course design involve the work of both teacher and learner in mixed delivery models, usually face to face and mediated technology to deliver the learning outcomes supported by the tasks of tests and evaluations in proportion to a given situation and to link the course environments in a meaningful way to the learner blended class instructions include a variety of ways to connect with students and communicated face to face and what is better suited to an online environment .some of the most valuable uses of in class time include counseling content concentration , brainstorming , students speed and community enhancement The new Generation of students is difficult to motivate them to learn and to recognize knowledge in the traditional ways that are used to doing. If students do not have sufficient motivation internally or externally to study and cognitive curiosity; parents and teachers will order the whole. In this regard, the teacher can play a central role in encouraging and motivating his students despite the difficulty of the task; however, the reality of the situation says that every learner needs to invent his own way to create a kind of motivation to learn; most teachers face difficult times in their search for the semester Enthusiasts and enthusiasts of understanding

I.2.3.1. Helping Students Succeed in Blended Course

When planning a blended course it is important that teachers start with their educational and learning goals. focus on learning outcomes and identify the desired outcomes :what do they want their students to know .here are some tips that can help students to succeed in blended course Communicating clearly to students about what is expected of them and how they can be successful is essential (McGee & Reis,2012).Give clear instructions, develop manageable assignments and create relevant activities ,Provide clear instructions, develop manageable tasks and establish related activities provide face to face guidance that reviews the components online to help remove potential barriers for students clarify and enhance the role of online discussion build community by fostering a sense of belonging support and cooperation among student. According to Ur (1991).Mixed abilities classes are terms used to describe classes composed of students of different levels of competence .These terms are misleading as there are no similar learners and there are no “homogenous”

classes. Mixed ability classes generally refer to classes where learners have a wide range of levels in their achievement and learning. Ansair (2013) describes a mixed ability class as comprising of only learners with diverse abilities but also those who have a wide range of preferences and learning styles. Ur (2005) stated that:

“The term mixed ability, however, implies that the important difference between members of a mixed class is in their language learning ability, but this is not necessarily so. Even if the main observed difference between them is in the amount of the language they know, this may have its roots in all sorts of other reasons besides ability (previous teaching, motivation, etc)”(p.237)

There are many factors that influence the characteristics of students who form a class. Some of these factors include: Age or maturity, intelligence and multiple intelligences, learning style, language aptitude, language levels, mother tongue, learner autonomy and motivation or attitude towards the subject cultural background.

I.2.4.Challenges Facing Teachers of Mixed Ability Classes

Teacher may face a number of problems when teaching in mixed ability environment these are some of them (Ur 1991):

a -Discipline: teachers may find their classes with mixed ability are chaotic or difficult to control .discipline problems occur when learners feel discourages ,lose concentration, get bored, or act in a annoying manner .some of the reasons why controlling mixed ability classes may be more difficult because different learners may find the subject matter easier or more difficult to understand ,weaker learners may need more help from the teacher, or more advanced learners may control aspects of the lessons.

b-Interest: learners may differ in these learning styles, motivation and interest .teachers of mixed ability classes may find it difficult to provide content and activities that are motivating and interesting to all learners in a class impact on learning for all. In mixed ability classes it is difficult to provide effective learning for all learners’ .the content or activities in the lesson may be very easy for some and very difficult for others.

C_Materials: are usually strictly target at a certain type of learners and may not provide equipped devices to meet the diverse educational needs of learners.

I.2.4.1. Strategies for Teaching Mixed Ability Classes

There are many strategies that influence teachers in mixed ability classes to think differently to help their students achieve academic success .these strategies are also designed

to help them meet the many challenges they face .Some useful strategies for managing mixed ability classes(Simanova, 2010, Bremner, 2008) are listed below:

A)Classroom management: by effectively managing classes, teachers can ensure that learners are involved as much as possible in classroom management techniques including organizing classroom planning to maximize learning potential ,engaging all students ,learning and using learner’s names, and teachers who grow up positive attitude through their own attitude toward the classroom ,praise and encouragement, grad and use of the relevant teacher talk ,use the painting effectively and managing learning activities by giving good guidance ask questions concept examination ,use pair and group work ,set time limits ,control the activity including feedback on the activity.

B)Supportive learning environment: it is important to create a supportive learning environment in the classroom ,where learners feel confident and able to perform to the best of their ability.

c)Learning to learn: teach learners about different learning styles and the learning strategies for visual ,auditory and motor learners. Teach learners how to be stylized so that they know where to find help if they have a problem .provide learners with the goal for the lesson and encourage learners to review and evaluate whether they have achieved the goal by the end of the lesson.

d)Interest : teachers need to make the lessons fun in terms of content ,topics and activities .to understand learner’s concerns, teachers can learn what is important to learners outside the classroom ,and allow learners to share their interest with the classroom work and privatization activities . Such as displaying and telling or allowing learners to select the content, topics or activities for lessons, as appropriate.

1.3.The Importance of Teacher Training for Mixed Abilities Classes

Many teachers see mixed-ability as a delicate situation .However, they can see through a more positive perspective .To begin with ,teachers ,have to be aware of the fact that the term mixed ability does not cover all the aspects involved in these kinds of classes .

3.1. Learning styles

Learning styles refer to student’s preferred method of learning .it can be defined at first in a way that seems forward looking and intuitively convincing manner Keefe (1979) defines learning styles as

“the characteristic cognitive ,affective and physiological behaviors that serve as relatively stable indicators of how learners perceive , interact with and respond to the

learning environment ...learning style is a consistent way of functioning ,that reflects underlying causes of behaviors “(p.4)

Keefe (1991) describes learning styles as a distinct characteristic of the students and an instructional strategy .as a student’s personal character ,learning style is an indicator of how a student learns and likes to learn .Each learner has distinct and consistent preferred methods of perception ,organization .these learning styles are distinctive ,cognitive, emotional ,and physiological behaviors that serve as relatively stable indicators of how learners perceive interact with and respond to the learning environment (Keefe,1987)learning style is a static method of action that reflects the underlying causes of learning behavior (Keefe,1987).they are intrinsically essential characteristics of individuals to accommodate or understand new information learning styles play a vital role in student’s learning process. colleges and universities today show an increasing disparity between faculty and students, between teachers and learning what suffers as a result. is the learning process itself and the natural differences in learning patterns introduced by new students are often interpreted by faculty as shortcoming .Reiff (1992) claims that styles affect how students learn ,how teachers teach ,and how they interact. Many researchers defined the term learning styles and each one has his own definition some of them :“cognitive style, learning style and conceptual style are related terms which refer to an individual’s consistent approach to organizing and processing information ‘(Temmant ,2003,p.80).And Malighthrown(2006) stated that:“*learning style has been used to describe an individual’s natural habitual and preferred way of absorbing ,processing ,and retaining new information and skills “ (p.59).*

It was also defined by Herwitt (2008) as the qualitative difference among individuals habits preferences, or orientation towards learning and studying .All persons have preferences for learning methods .research shows that students learn a subject at different rates and completely different levels of completion (Davis1989).these preferences are called an individual’s learning style.

I.3.2. Teaching Styles

According to Kaplan&Kies (1995) the term teaching style refers to a teacher’s personal behaviors and media used to transmit data to or receive it from the learner. Jarvis (1985) used three classifications to identify teaching styles:

a) Didactic style that was controlled by the teacher through lectures and note of Student’s observation

B) Socratic style was directed to the teacher through the use of questions answered by students

C) Facilitative style in which the teacher prepared the learning environment and the students were responsible for their own learning . The more teacher know about their student's style preferences, the more they can direct their second language instruction as well as the strategic instruction that can be incorporated into the language instruction corresponding to the method preferences .some learners may need more visual education, while others might require more auditory. Kinesthetic or tactile types of instruction and without adequate knowledge about their individual's style preferences, teachers cannot provide the various instruction required second language learning styles and strategies help identify learners process.

I.4. Attitudes

Attitude can be defined as a psychological tendency to display a particular object or behavior with degree of charity or dissatisfaction. In general and the concept of positions that will be formed through a process of personal assessment of an individual.

I.4.1. Definition of Attitude

Psychologists define attitudes as a tendency to evaluate things in a certain way. This could include assessments of people, problems, things or events. These assessments are often positive or negative, however can sometimes be uncertain .Gross and Niman(1975) added "additional variables to that interfere in the direct relationship between attitude and behavior. Their review focused on personal, situational, and methodological factors. They left out considerations related to the need for achievement, self, and defenses. They specifically note that, it does appear that changing behavior alters the attitude, while changing the attitude does not similarly affect behavior. This suggests complications for therapeutic interventions that rely on attitude changes to alter behavior (Gross & Niman, 1975).From the previous statement, one can deduce that an attitude is a psychological or a mental quality that has a relation with someone's feelings. It is part of the construct, which is held in mind as a consequence of previous pieces of evidence that affects behaviors. The implication is that the notion of is of a paramount importance in the teaching/learning process. " *the concept attitude is still in a surprisingly crude state of formulation considering its widespread use. At best it barely qualifies as a scientific concept*"(DeFleur & Westie, 1963, p. 30).

I.4.2. Teachers and Learners' Attitudes

Both teachers and learners express their feelings towards each other. These positions can be also being a behavior in this subject to teach or learn. This does not eliminate the language that is more or less the means of carrying culture. Attitudes include elements from other cultures as evaluative Cultural reaction to self-consideration.

“Education is the activity that aids new generations obtain the necessary information, ability, attitude and understanding and develop their character while preparing them for communal life”(Karsli, 2007: 9)

With regard to the field of learning, attitudes can result from ‘social learning’. This implies variant forms of learning. This involves a causation process, whereby learners’ attitudes occur whenever the previous impulse is present. For example: teacher scream at students can cause hatred of the subject. So, this negative attitude appears whenever the teacher is there, regardless of his present attitude as(Cohen 1998:)comments .

I.4.2.1. Teachers Attitudes towards Foreign Language Learning

The teaching process is subject to a set of changes that can have a serious impact on educational community. It cannot be denied that this can go further and affect the personality of teachers which can affect their attitudes towards themselves, what they know their colleagues at work, or towards their students. Karahan (2007) claims that: *“positive language attitudes let learner has positive orientation towards learningEnglish”* (p.84).Moreover, teachers’ attitudes can have considerable effects on their teaching process. This is more evident in case of foreign language teaching. The point is that teachers seem very studios about what they teach. The main reason for this is the cultural effects that can result from some cultural aspects which could conflict with the native ones. For that, teachers have developed certain attitudes that seem rejecting the foreign cultural implications. The consequence is that these certain attitudes are set to avoid any possible cultural conflict. As Darling-Hammond (2006) explains it,

“teaching is in the service of students, which creates the expectation that teachers will be able to come to understand how students learn and what students need if they are to learn effectively –and that they will incorporate that into their teaching” (p. 4).

The truth is that the English language has been more obvious to each individual in the society. Teachers, for example, feel that pride while speaking English; they do realize their importance even out of schools. They feel that they are highly recommended to improve their English.

I.4.2.2. Students’ Attitudes towards Foreign Language Learning

Education can often be affected by a number of different factors. Students do exchange their attitudes towards their teachers as an emotional reaction .and Learners can sometimes start on the process of learning about others. On a larger scale, the entire

community can have a decisive power in the attitudes of individuals, and this is particularly relevant to learners and the process of learning a foreign language.(Hamre and Pianta, 2006). Hamre& Pianta contend that strong student-teacher relationships “*provide a unique entry point for educators working to improve the social and learning environments of schools and classrooms*” (p. 49).

One can understand that learners do not always take parts in the information they receive from their teachers. Most psychologists agree to the fundamental importance of students’ attitudes towards learning a certain language. On one hand, success may be the result of a combination of students; feelings about foreign language and its cultural aspects. according to (Cohen, A.D. (1980),being negatively inequilaterally against the target language can lead to unremarkable achievements .It is worth mentioning that researchers have provided an insight into the nature of the relationship between learners and their attitudes towards the language they are exposed to. It is also relevant to the foreign language community, with reference to its location in the world and the number of speakers. It should be noted that the researchers; conclusions confirm that learners show a sign of successful linguistic and cultural integration if they are to integrate into a strong linguistic community and can face failure in showing a sign of exclusion, this may be the result of holding a pathetic view of the original speakers of the target language.

I.5. Aptitude

The word aptitude is used to refer to your ability to perform a certain activity correctly. It also indicates your ability to work in a particular job or to access a specific job . Aptitude then is a complex of personal characteristics that accounts for an individual’s end state after a particular educational treatment, i.e., that determines what he learns, how much he learns, or how rapidly he learns according to (Cronbach, 1967).It may be regarded as the capacity to acquire proficiency with a given amount of training. It is a skill or special ability of the person to perform a particular task in a better way. It differs from general intelligence.

I.5.1. Definition of Aptitudes

Aptitudes are our potential to learn skills, which we develop and hone through time. We call it growing up. When you learn and begin to utilize your talents to take control of your environment, you begin weaving a particular set of aptitudes. According to Aiken (1985: p.224) defined it, “*Aptitude has traditionally referred to a person’s capacity to profit from further training.*”It provides expectations about learners and students, either having adequate learning capabilities and abilities, or needs of many learning efforts.

Aptitude then can be understood in number of different ways, but there are good reasons to treat it as situation-dependent varying according to the attitude of the learned to the language being learnt, the methods of the course the level which he has reached as well as his degree of motivation, since all of these things may affect cognitive functioning and efficiency of learning . according to Little aptitude is “*capacity for detachment, critical reflection, decision-making, and independent action*” (Little, 1991: p4)The concept “attitude” should be used only when there is strong evidence that the measure employed places an individual on bipolar affective dimension. When the measure places the individual on a dimension of objective probability relating an object to an attribute.

I.5.2. Learners’ Aptitudes

Teachers who do not have an understanding of the role such positional ties have played in education or have not had the opportunity to confront their own biases are not likely to implement critical, multicultural pedagogy. Instead, they ignore the experiences of their students in an attempt to appear unbiased. According to Wenden (1998) “*a learner can realize his potential interactively--through the guidance of supportive other persons such as parents, teachers, and peers*” (Wenden, 1998: 107). Aptitude is like sea student-level attribute that is related to assessment and that can be affected by teacher-level factors such as assessment literacy. Aptitude can be viewed as a general attribute of which a person had a particular amount or capacity.

I.6. Autonomy

Autonomy can be defined as the ability of learners to take the lead in learning in a variety of Attitudes and contexts. This includes the ability not only to make informed decisions and to follow them but also to create a suitable learning environment for them.

I.6.1. Definition of Autonomy

The idea of autonomy is the ability to make your own decisions about what to do rather than being influenced by someone else or telling them what to do. It is the state in which the actions of the individual are independent according to Holec :(1981)

“A person whose desires and impulses are his own –are the expression of his own nature, as it has been developed and modified by his own culture –is said to have a character. One whose desires and impulses are not his own, has no character, no more than a steam engine has a character”. (Holec ,1981 :73)

It’s the doctrine that individual human will is governed or should be governed solely by its own principles and laws and The freedom to determine a person’s actions and behavior, its

The ability to develop degrees may not necessarily be owned by all adults. An autonomous or psychologically independent agent faces a certain sense of freedom or freedom to develop their preferences and follow up, to the extent possible, to their interests or wishes .as (Little :1991) said that:

“Autonomy is a capacity -for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns, and in the way he or she transfers what has been learned to wider contexts.”(Little, 1991: 3-4).

From the first sight, it seems obvious that autonomy first doesn't mean total deprivation of teacher from initiative and responsibility on classroom procedures and elements; hence he becomes a superfluous element. Second, it is worth understanding that it is not a framework or a set of planned restricted series of measures and activities i. e. not create or reset activities but provide opportunities for involvement of students in these activities. Third, autonomy is not a firmly fixed observable behavior, because it may call for a broader setting and require a social aspect in the learning process.

I.6.2. Definition of Learner's Autonomy

The learner's autonomy has changed the traditional roles of teachers and students as we have known, introducing a new era where passive learners are no longer sitting and listening; teachers are no longer the front of knowledge. (Holec:1981) provides a definition of learner autonomy as:

“To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning, and nothing more ...to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning”.(Holec , 1981:p3) .

Learner autonomy is a desirable goal in language learning and provides practical guidance on helping learners understand that their contribution to the teaching and learning process is critical .Students are now being transferred to independent learners who have more responsibility for their learning because teachers become facilitators, more advise and less lectured. It also encourages them to play an active role in their learning. Rather than advocating radical changes in classroom management, focuses on the gradual process of changing learner attitudes. Autonomy helps learners apply knowledge and skills gained in classroom situations that may arise outside the classroom.(Benson 2001:49), added that Activities are designed to develop a comprehensive set of skills and attitudes including

motivation, learning strategies, self-monitoring and collaboration. Activities can be integrated easily into the main school curriculum, since almost all of them serve a purpose linguistically as well as the development of the learner.

I.6.3.The Role of Teachers in Creating Autonomous Learners

Teachers must have other roles than simply the source of knowledge for students. by changing their traditional role to the role of organizer or facilitator, teachers help their students to be more responsible for their learning. According to Harris, Vee (2001) The independence of the learner is a desirable goal in teaching the language. It led the movement towards approaches that focus on the learner to focus more on the benefits of learner autonomy in the success of language education. The idea of autonomy is linked to theories of constructive learning, which define the building of knowledge by learners. However, it is not their education as an account of knowledge by thinking about it.

Teachers seem to play resource roles mostly by selecting resources and evaluating them according to students; needs, using technology in their learning materials, and suggesting websites, videos, or dictionaries that stimulate students to use the target language outside the classroom. Among the roles provided by the teachers' independent context, one can count:

I.6.3. a .Facilitator

In fact, facilitators are not required to be well versed in their subject matter or to be well equipped in terms of preparation, organization or planning of the inputs they intend to provide to the learner. It is not the source of knowledge, but simply designed for the way of learning to flow through it, is not an instructor or an oppressor; it is an indicator of the way, not a walk but a sign of guidance.

I.6.3. b. Interposer

An interposer teacher intermediates between the classroom environment and the outside world. This is achieved through the exposure of learners to real life situations, in order to identify new roles for the creativity of learners after investigating the learning situation and identify the most complex problems.

I.6.3.c. Motivator

It is essential to help learners develop a positive appreciation of foreign language culture without necessarily forcing them to abandon their cultural beliefs and institutions. This role is defined because the teacher possesses the skills to use each element in the classroom available to enhance the learner's inclination and stimulate their desire.

I.6.3. d. Manager

One of the basic aspects of the autonomy supporter teacher is that of a manager, as he is required to plan lessons, organize tasks and activities according to time allowance. He is then expected to act as an agent of change, whose mission is to depict strengths and weaknesses in the implementation of the teaching procedures.

I.6.4.1. Learning needs

Learning needs has an essential role in education and training. Clearly, the need for learning must support any educational system. Learning needs assessment is thus crucial in the educational process. According to Cottrell and Crabbe.(1999). Therefore Students and trainers may have conscious needs about the attitudes and skills that a student is expected to learn. Learning needs can be categorized as real, perceived or real educational needs that are identified by the curriculum, school or licensing institution. Understanding that learning needs can be interpreted differently by different individuals and organizations can help trainers understand some of the challenges that may interfere with students.

I.6.4.2 Self-Esteem

The term self-esteem is used to describe a person's general sense of self worth or personal value. In other words, to what extent you appreciate and adjust yourself. Self-esteem can involve a variety of your beliefs about yourself, such as evaluating your own appearance, your beliefs, your emotions, and Behavior. Successes or setbacks, personal and professional, can fuel fluctuations in feelings of intrinsic value. A learner's self-efficacy beliefs determine on *"how much effort they invest in selected endeavors, how they persevere in the face of difficulties, how resilient they are to adversity, how vulnerable they are to stress and depression, and what types of choices they make at important decisional points that set the course of life paths"* (Bandura, 2003,p. 769).

I.6.4.3 Self Confident

The self-confidence term appears in many contexts, from improving mental health to helping people achieving business goals and more self-confidence is an essential part of humanity. Building confidence in students is one of the most important steps that teachers and parents can take to ensure a learning atmosphere.

I.7. Correlation between Motivation and Aptitude

The aptitude and motivation of individual differences are widely explored in literature, but have rarely been explored in primary schools. The motivation was addressed from

different points of view and with different perceptions. It cannot be denied that the learner is the most efficient and enthusiastic. It is also known that the linguistic background is less enthusiastic. More importantly, the surrounding environment plays a crucial role in motivating or motivating the learner.

I.8. Correlation between Motivation and Autonomy

We assumed that autonomy and motivation would be significant - closely linked to greater progress of the goal, while the controlled impulse was not related to progress. We have also assumed that independent motivation will be linked to the use of implementation plans and that implementation plans will be particularly useful for individuals with independent objectives because this motivation strongly reflects the same goal. We expected to find that independent motivation was positively correlated with the progress of the goal, while the controlled impulse was irrelevant. Thus, motivation is not only a problem at entry but also during the consultation process.

I.9. Correlation between Aptitude and Autonomy

Linking the concept of aptitude to autonomy seems to be linked to the idea of preparing the principle of autonomy is an indispensable step. The idea is that efficiency is a necessary condition for the implementation of autonomy. The first can be considered as a starting point towards the latter. The implication is that all active educational contribution is highly recommended development of a solid foundation for the implementation of autonomy.

Conclusion

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior. Children are born with certain biological capacities for learning. They can recognize human sounds; can distinguish animate from inanimate objects; and have an inherent sense of space, motion, number, and causality. These raw capacities of the human infant are actualized by the environment surrounding a newborn. The environment supplies information, and equally important, provides structure to the information, as when parents draw an infant's attention to the sounds of her or his native language. A major goal of schooling is to prepare students for flexible adaptation to new problems and settings. Students' abilities to transfer what they have learned to new situations provides an important index of adaptive, flexible learning; seeing how well they do this can help educators evaluate and improve their instruction. Many approaches to instruction look equivalent when the only measure of learning is memory for

facts that were specifically presented. Learning with understanding is more likely to promote transfer than simply memorizing information from a text or a lecture. Many classroom activities stress the importance of memorization over learning with understanding. Many, as well, focus on facts and details rather than larger themes of causes and consequences of events. The shortfalls of these approaches are not apparent if the only test of learning involves tests of memory, but when the transfer of learning is measured, the advantages of learning with understanding are likely to be revealed.

Chapter Two

Data Collection and Analysis

Chapter two:

II. Data collection and analysis

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Introduction

This chapter aims to provide the research methodology that has been adopted in our examination as well as the research tools that have been purchased to carry out our analytical study towards the new interactive large scale strategy ,which uses innovative language .Moreover ,it is also tries to give further explanation for the choice of the design ,the research tools and procedures used to accomplish our study .In this chapter, we will try to bridge the gap between the theoretical framework and the practical aspect between hands. More to the point, this chapter attempts at reconciling seemingly divergent approaches to the study of the adolescents By incorporating titles, tables, graphs, discussions and comments, in this stage that seek to draw a clear picture of our investigation hierarchy. For the sake of answering our research questions, in this chapter we will start discussing the major research finding of our investigation as well as revealing the evidence that support our claims and interpretations and finally demonstrating and measuring the efficiency of students motivation .As English is the most widely used and most important language in the world ,and students are aware of its importance and show interest to learn ,but there are some features that affect their learning and thus ;mainly because of student's weaknesses and their decline in class is inevitably due to their difficulties in understanding the English language and low of level .The last is considered as the chief factors in either frustrating or deteriorating the learners achievement in learning English for engineering .Despite students' awareness about their level and the difficulty to understand English ;they show the willingness and desire to learn it.

2.1. Field of Work

This study stands for the introduction motivating students to be autonomous learners in terms of creating an environment that can help them to learn independently .Moreover ,it is basically tends to diagnostic the major reasons that can help them. Since we need to move beyond simple descriptive data of our ongoing investigation this research involved both quantitative and qualitative techniques ,in which the methodology presented in this dissertation wishes to release valid analyses and interpretations of the results .Padua and Guzman Santos stated that “*the purpose of the descriptive method of research is to describe the status of events ,people or subject as they exist* “(1998:38)With the intention of conducting such a study of motivating learners, it seems mandatory to collect data through the use of questionnaires which targets the adolescents of ZAKARIA MEJDOUB secondary school learners as a sample .

2.2. Data Collection

For the conduction of this investigation, it seems more appropriate to pay much attention to selecting the population as a sufficient sample. The data collection period was extended for approximately one year. The data and statistic prevailing in the scope of this study were created from individuals who do have a problem in learning independently and who are not motivated to learn.

2.2.1. Population and Sampling

In view of the questionnaire, it was expected to be answered by a selected sample of 70 informants for the target speech community. However, unfortunately, the results showed that of the expected number, 62 questionnaires were returned back. We cease the absence of the teachers to deliver our questionnaires. This opportunity has enabled us to guide and explain the difficulties faced by respondents, in order to obtain valid information. The informants belong to different educational, sexes and ages, whom are secondary school pupils. Therefore, in class extended questionnaire returned check, all messages used within the questionnaire were moved to focus on cases.

2.2.1. a. Pilot Study

First and for most, students of Zakaria Mejdoub secondary school were very cooperative and helpful, at the same time they were leading the questionnaire to demonstrate their English language abilities, as well as to express their attitude toward the English language. As basic information, it is worth pointing out that respondents are both genders (male, female) within two levels. For the testing of the questionnaire effective function, they were piloted our students with some guidance and explanation before they are delivered in their final function. These steps aim to check the time allocated for their implementations test the clarity of their wording and finally introduce any possible alterations.

2.2.1. b. Pupils' Profile

The classes were basically selected according to our goal and framework and credibility, so it was better to work within the foreign language classes, since most of the respondents attached to English language. Students are enrolled in this stream on the basis of their scores in being Baccalaureate candidates in Sougueur secondary school. They study the following target languages (French English Spanish German) for the four languages mentioned above, the syllabus is mainly the same. The number of the selected girls and boys were different from one class to another (we will state the reasons after). All of them have willingly chosen this stream, .

2.2.2. Quantitative Data

This option is for students who find difficulties in learning independently .to get in touch with our hypotheses for the following quantitative research namely questionnaire.

2.2.2.1. Questionnaire

The ultimate purpose of the collected data obtained from the questionnaire that was designed as an integral part of our framework about :*Motivating students to be autonomous learner* “,as a unique means of communication used within ZAKARIA MEJDOUB secondary school learners in Sougueur, as a speech community to know

- a) More about the role of teachers to make learners learn in independent way
- b) What motivational strategies used in classroom do teachers think are most effective

2.2.2.1.a. Students' Questionnaire

The questionnaire has always been a very important tool to be used by the researchers .It can get a quantitative description of the various issues surrounding the topic, by helping him in the process of capturing the maximum data about a selected topic in a very limited period of time .According to Daniel Everett “*the questionnaire generally anticipate the sort of answers you want ..Questionnaire can be the main type of data collection in some types of quantitative studies*». The important key, to create the best questionnaire is to understand its format. Questionnaire can be divided into two broad types ;structured and unstructured .Structured questionnaires are easy to manage and relatively inexpensive to analyze ,providing alternative responses , at times ,helps to understand the meaning of the question clearly .But such questionnaires have limitations too ,for example Wide range of data which also cannot be obtained from respondent's words using structured questionnaires. They are usually considered inappropriate in investigations where the aim is to investigate situations and the reasons for doing so. They are also not appropriate when first exploring the problem and seeking work hypotheses .In such cases, unstructured questionnaires may be used effectively Then one basis of the results obtained in pretest (testing before final use)operation from the use of unstructured questionnaire .one can construct a structured questionnaire for use in the main study .The questionnaire is designed to fit the levels of the selected sample .It contains (15)questions which are grouped under four sections ,they are subdivided as follows: the first set namely ‘personal information’ is designed to obtain the basic information or national resources about the respondents .The second section is devoted to demonstrate the student's attitude toward motivation .The third part is tries to consider the informants attitude toward autonomy .The fourth segment is the learning styles and learning objectives.Attempts to

examine the learner's learning styles. In order to understand more about the topic ,our questionnaire was based on various types of questions such as :multiple choice ,open ended and close ended questions .The method of collecting data by mailing the questionnaire to respondents is most extensively employed in various economic and business surveys the merits claimed on behalf of this method are follows:

- 1_ there is low cost even when the universe is large and widely spread geographically
- 2_ it is free from the bias of the interviewer answers are in respondents own words
- 3_ respondents have adequate time to give well thought out answers
- 4 _ respondents who are not easily approachable, can also be reached conveniently
- 5_ large samples can make use of and thus the results can be made more dependable and reliable.

2.2.2.2. Description of Student's Questionnaire

The Student questionnaire consists of four sections of a total number of 15 questions designed primarily to provide students with an opportunity to express their views about motivation and autonomy in learning English.

2.2.2.2. A. Section One:

This session contains question which mainly represent students personal profile .it tries to know the gender of students whether male or females.

2.2.2.2. B. Section Two

This part contains (8) questions; it states the students views toward motivation .The way they learn English language , the differences they face in learning English and whether teachers provide a comfortable learning environment or not .

2.2.2.2. C. Section Three

It includes (3) questions concerning learner's attitude toward autonomy; their point of view about the word Autonomy, and if they their teachers motivate them and encourage them to be an autonomous learners

2.2.2.2. D. Section Four

It surveys generally the learning styles. If they are familiar of their learning styles and whether their teachers take into consideration their learning styles.

2.2.3. Qualitative Data

The qualitative data option is essentially limited to observation as the primary tool, in addition to an overview of some unmotivated learners and how they behave during the course and also for some teachers and their ways of teaching .From the beginning of this work, the

English language was not an obstacle but rather an evidence .Our objectives are first, to explore the reason that can help learners to learn the language easily, as well as to describe their experience afterward, to obtain specific ,information about our participants and finally to share their views and to see their behaviors as secondary school learners .

2.2.3.1. Classroom Observation

The main purpose behind designing this classroom observation list is to see the way students prefer to be taught and the way their teachers teach them in real situation .It means to observe the current situation of the students and the teacher of ZAKARIA MEJDOUB secondary school .It designed to highlight the real states of learning, teaching styles in order to find out suitable method, techniques and strategies of teaching that motivate learners and enable them to be an autonomous . To further clarify the classroom's natural environment, classroom attendance is preferred for accurate observations as the most appropriate research tool to examine, and analyze the interaction of teachers-students and students-students' . In addition, it provides a strong credibility and reliable source for the data collection by providing an opportunity to live in real presentation of the classes of both partners.

As a complementary investigative instrument, classroom observation helps providing more empirical data of live performances related to each of the partners (teachers and learners).

2.2.3.2. Description of the Classroom Observation

The theme of our observation is a class of second year of foreign languages composed of 39 students' .During the observation period when speaking and reading skills are the inputs. The teacher used data to explain the lesson, which makes the session more interesting When he explained and showed them pictures of some organization about the charity they were all following him ,however when he changed the method and finished the explanation using the board no one followed him ,it means that students want to learn with materials. Consequently, interaction between students is rare with very limited opportunities of communication with each other. Thus the teacher shows the maximum control of the classroom, with less opportunity for pupils' initiative to be active participants. The sheet paper of the observation contains three sections which are:

2.2.3.2. A.Section one: General Observation of Classroom Management

It contains 4 statements which are about the physical setting and how it looks like; the teacher movements, the objectives of the lesson, and the interaction of the classroom agent.

2.2.3.2. B.Section two:General Observation about Teacher's Teaching Methods

General observation of the teachers teaching method .It involves (5) statement concerning the teacher's method of teaching

2.2.3.2. C.Section three:General Observation of the Learner's Learning Styles

It contains (4) statements which tackle learners preferable ways of learning.

2.3. Questionnaire Results

This part deals with the analysis of our collected data which are obtained through the questionnaire that was addressed to the pupils of ZAKARIA MEJDOUB secondary school in Sougeur.

2.3.1. Results Analysis

2.3.1.1. Personal Information

Personal information	Gender		Second year		Third year	
	Num	Per	num	per	Num	Per
Female	49	79%	27	44%	22	35%
Male	13	21%	6	6%	7	11%
Total number	62	100%	33	50%	29	46%

Table 1: Personal Information

Analysis:

Table 1 provides a summary of personal information for all respondents, including gender and educational level.

The whole number of students as participants is 62.The number of males is 13and the number of females is 49.Number of participant in the second year is 33: we noticed that 27 of them are females while 6 are males .The number of students in third year is 29, so 22 of them are females and 7 are boys .we tried to do our best to creat balance in sample choice in order to give chance for more students,for credibility of our respondents are girls involving feminization of the learning community. This is due to make neglect of their studies .That is because of early school learning for many reasons such as work ,waste time all these failure

in studies .However girls are supposed to spend most of their time at home ,so they have chance for more studies .

2.3.1.2. Learners Attitude toward Motivation

2.3.1.2.1. Do you like learning?

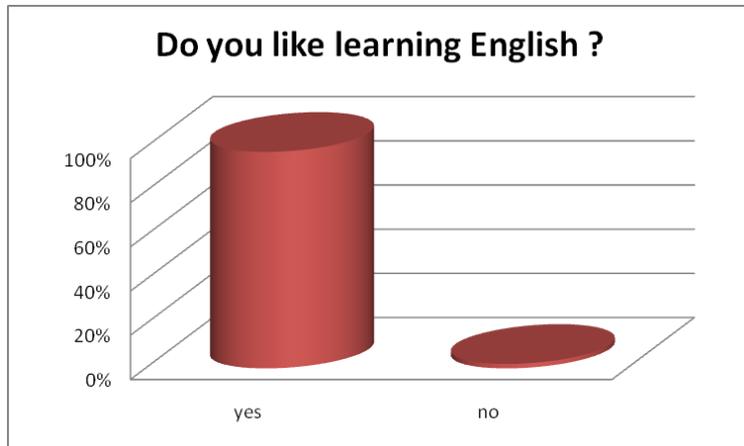


Figure1. Desire to Study English

Analysis:

For a start, we asked our respondents about if they like learning English or not and the majority of them (98%) answered with yes, and 2%of them they do not like it .So it is clear that the large majority of our respondents do like learning English .This means that the English language become a necessary in their life since it is an international language and they use it in any country .However for the participants who do not like it this may be because they dislike it or they like another language (French, Spanish.).

2.3.1.2.2. How Many Hours do you Learn English Per Week?

Analysis:

From the analysis of these question we noticed that the second year learn 5hours per week. Since it is the main course of baccalaureate, that's why they learned more hours ,while the third year learn hours per week they are coming on the exam ,we should not press on them and they have acquired information's well in the second year .

2.3.1.2.3. Do you think time allocated to learn English is sufficient for its development?

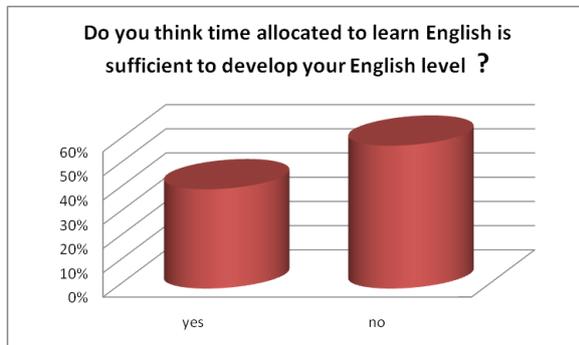


Figure 2: Time allocated of learning English.

Analysis:

The figure demonstrate the time allocated of learning English .By examining the above graph, we see that 41% among them state that these time is allocated to learn English maybe because they don't rely only on the teacher they learn at home so they don't care about time, while 58% of them stated that it is not sufficient .so it clear that they want extra hours to develop their language and remove barriers that they face during learning English.

2.3.1.2.4. What are difficulties you face in learning English?

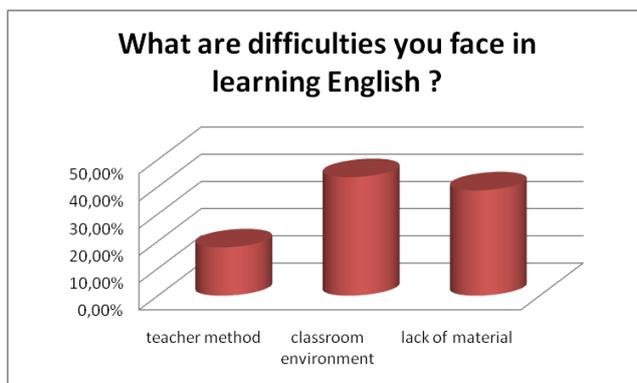


Figure 3: Respondent's opinions about the difficulties they face in learning English

Analysis:

This figure represents the respondents' point of view about the difficulties they face in learning English .While examine the graph we noticed that 17% of them find a difficulties in the method of teacher because some teachers use a the L1 when they explaining the lesson and this annoyed the students and don't let them acquire the language. More than half of them

44% admit that the classroom environment is the most difficult that they face in learning English since their classes are nearly to the administration they said that there is a lot of noise outside and this cannot let them to learn comfortably and also because of some students rioters who sit at the back and don't want to learn neither to let their friends to learn .Whereas 39% of them state that they find difficulties in learning English because of the lack of material, some students want to learn with technologies they find it more easier than the board or the book.

2.3.1.2.5. What will you do if you misunderstand your Teacher?

Analysis:

In this question, it is reported that the majority of students said that if they misunderstand their teachers, they will ask their teachers to repeat and to explain again the lesson, we can understand from these results that the teacher is considered with the students as a monitor, and some of them said that they will ask their sisters, parents or their excellent friends maybe their parents are also teachers of English and they can understand them better than their teachers, however the rest said that they will look through the internet it means that they learn from the internet and the school is not the only source that help them to learn and to develop their language.

1.2.6. Who you ask if you have a Problem in your Language?

Analysis:

Through our analysis of this question, we noticed that all of them ask their teachers when they have a problem in language because the teacher is the only one who can help his students and facilitate them the difficult lesson by using the simplest method that facilitate them to understand and improve the language .

2.3.1.2.6. Does your teacher provide the comfortable learning?

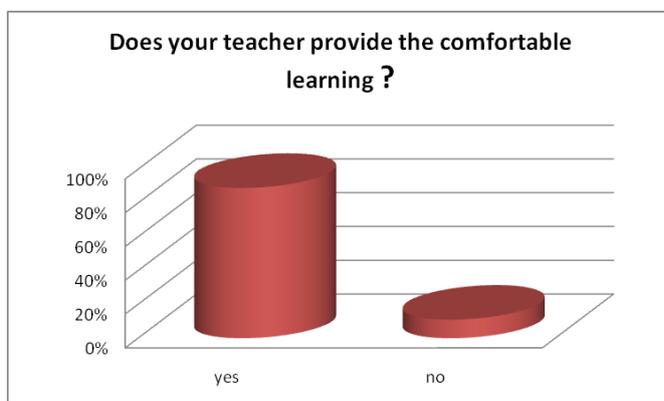


Figure 4: Respondent's point of view about providing the comfortable learning

Analysis:

This figure represent the respondents' point of view, about whether the teacher provide a comfortable learning or not .While examining the graph we that the majority of them(89%) state that they learn in a comfortable learning maybe because their teachers use easy ways to explain the lesson and facilitate them the difficult words and also maybe because their teachers are kind with them and this can help them to study comfortably ,whereas few of them (11%) said that their teachers do not provide a comfortable learning maybe because they have a problem with the method of the teacher or they do not like the English language at all .

2.3.1.2.7. Does your teacher use an extra helping material to motivate you?

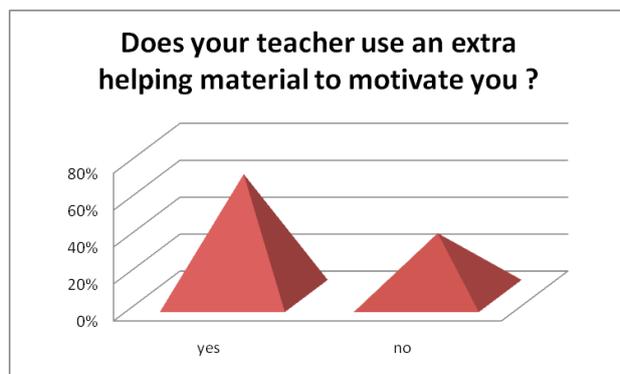


Figure 5: Teacher's way of teaching to motivate students

Analysis:

This figure is concerned with respondents' point of view about if their teachers use an extra helping material or not. It indicates that more than the half (66%) admit they learn with an extra material, while (34%) of them their teachers do not use materials.

By taking the respondents opinion into consideration, we can state that the majority if teachers use extra materials to motivate students maybe (data show, videos.), this is because the majority of students are tend more to technology, so teachers use it to facilitate the way of explaining and to make the lesson more interesting in order to students do feel bored.

2.3.1.3. Learners' attitude toward Autonomy.

2.3.1.3.1. In your opinion ,Autonomy in learning means :

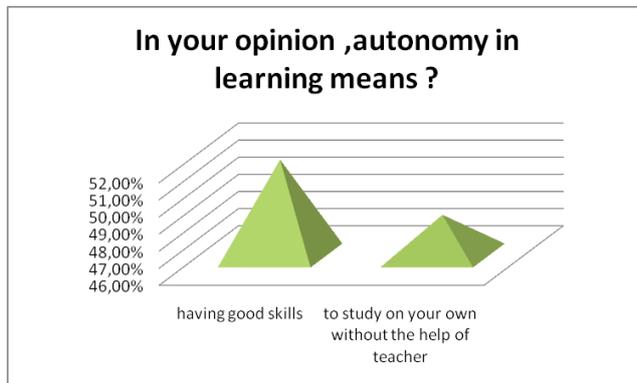


Figure 6: The meaning of Autonomy

Analysis:

This part of questionnaire is concerned with learners attitude toward Autonomy .By shedding light on the cipher data in figure, we can notice that learners point of view about Autonomy in learning is having good skills since 52% of them said that, and 48%of them agree that Autonomy in learning is to study on your own without the help of teacher, this mainly refers to their capacities in learning

2.3.1.3.2. Does your Teacher encourage you to be Autonomous?

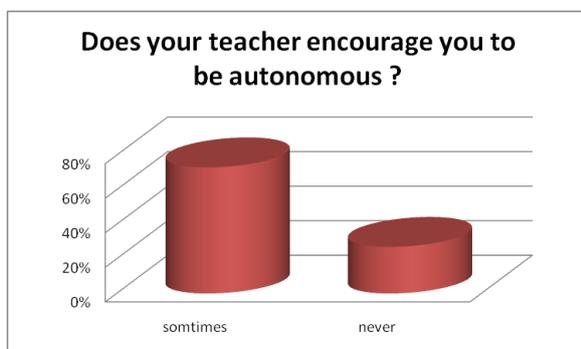


Figure 7: Encouraging Autonomous Learners

Analysis:

The above graph relates to the respondents opinion about whether teachers encourage them to be autonomous or not. The majority of them 73% state that their teacher encourage them to be autonomous .For many teachers ,learner autonomy is an important facet of their teaching ,which they seek to realize a number of different ways ,this means that students are encouraged to be autonomous to develop their own learning strategies .While 16% of them discouraged to be autonomous maybe because their teachers are not motivated to encourage

them or it might because of students prefer relying on the teacher as the main source of knowledge .

2.3.1.3.3. Does the Present Teaching Learning Promote Autonomy ?

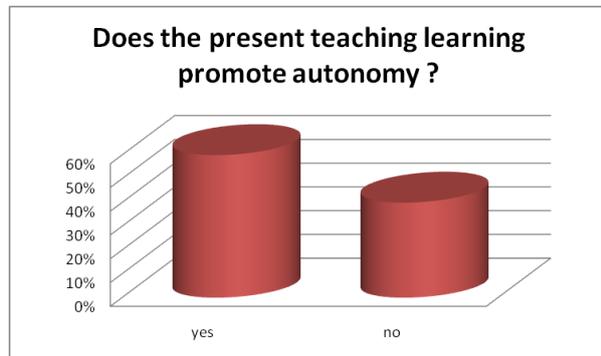


Figure 8: Student's opinion about the present teaching learning in promoting autonomy

Analysis:

By examining the above graph we noticed that 60% of the respondents say that the present teaching learning promote autonomy .This means that their teachers try to raise awareness about their strengths and weakness and about their goals and also about the language and the resources for improving their language competences, maybe they also promote discussion in the classroom (interaction between teacher and students).Whereas 40% of them do not see that the present teaching learning promote autonomy .

2.3.1.4. Learning styles and learning objectives

2.3.1.4.1. Are you aware of your learning styles?

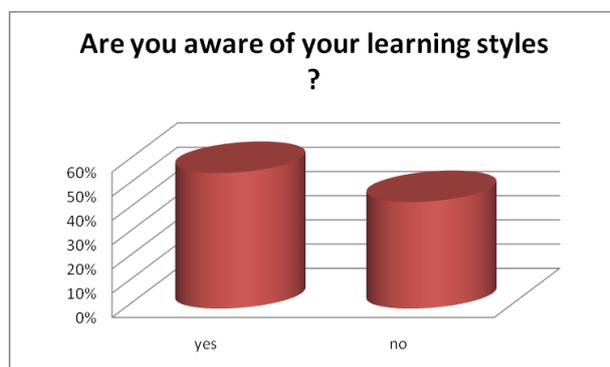


Figure 9: Awareness of learning styles

Analysis:

The above figure presents awareness of learning styles. By examining it we notice that 56% of the respondents are aware of their learning styles which help them to understand their

weakness and strength in learning process and may also help them to adopt other learning strategies and use mixed methods for learning, and enable them to enjoy any learning process .While 44% of them are not awareness of their learning styles, and this may increase the stress and frustration of learning experience.

2.3.1.4.2. Does your teacher take into account your learning styles?

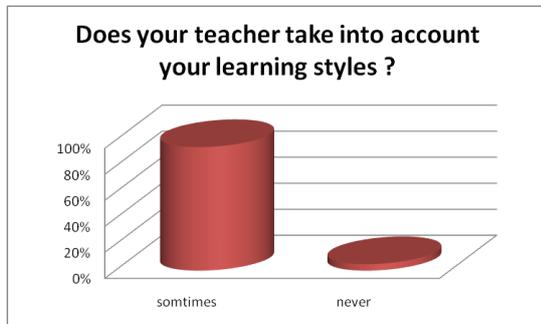


Figure 10: teacher's consideration about learning styles

Analysis:

By examining the above graph we noticed that the majority of the respondents 79% of them admit that their teacher consider their learning styles because one teachers are familiar with these learning styles, classroom activities and study habits can be adjusted to accommodate the styles of any group of students and also learners can learn best .Whoever 16% of them said that their teachers do not consider it.

2.3.1.4.3. Does your teacher's way of teaching match with your learning

Preferences?

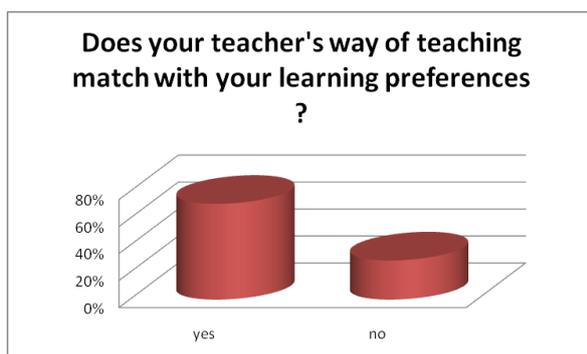


Figure 11: learning Preferences and Teaching Styles Implication

Analysis:

Students learn best when teaching styles are matched to learning styles .We notice that the majority of teacher's (way of teaching match with learning preferences of students that's why the majority of teachers try to pay more attention about the methods of teaching and try to

change the way from time to time .While other see that the way of teaching does not match with the learning preferences maybe because the teachers use only one method which is the lecturing and writing on the board.

2.3.1.4.4. Does your Teacher ask about your Needs?



Figure 12: Learner's need

Analysis:

The above figure presents the respondents point of view about whether their teachers ask about their needs or not .we notice that the 81% of them said that their teachers ask about their needs .It means they want to know their strength, weaknesses and interests which would be better able to help them to be successful .They could help them when they were upset .but few of them 19% said that their teacher do not ask and this can be because teachers do not care about student's needs at all.

2.4. Analysis of classroom observation

2.4.1. Section 1: General observation of the classroom management

2.4.1.1. The physical setting is clean, clear, organized and comfortable so

Analysis:

According to the session that we have attended, we observed that the class was organized, clean and the physical environment was connected to learning, because the classroom organization is the first step that teachers should consider before teaching.

2.4.1.2. Teachers move around learners to explain and check for comprehension

Analysis:

The data shown on the table indicates that the teacher was moving around the classroom, explaining the lesson and checking for comprehension, so that students can be aware of what teacher is saying and doing .This method plays an important role for effective management of the classroom.

2.4.1.3. Teachers set out objectives of the lesson

Analysis:

We noticed that the teacher whom we attended had specific goals for the lesson to be understood, except for a few whom did not do so .However teachers should do that in order to give them basic information about the lesson.

2.4.1.4. Interaction between teacher's -students and student 's-students

Analysis:

Depending on our perceptions about the interaction between teachers students and students _students ,we noticed that the interaction is not very noticeable .This is probably because teacher use a similar method and they do not diversify it ,that's why students feel bored and unmotivated about the course .

2.4.2. Section two: General observation about teacher's teaching methods

2.4.2.1. Teachers relate the lesson with the previous one by asking students what they have previously learned

Analysis:

We can say that the teacher links the previous lesson with the actual lesson in order to connect them .Of course ,this will be beneficial for the teacher in managing his course as it is beneficial for students to further motivate them and strengthen teachers and students' ability to perform better as well

2.4.2.2.Item 2: Teacher use of other material and ICT's.

Analysis:

The teacher uses other material (data show) in presenting the lesson, which are great ways to provide information and make it available to students to deal with different learning styles, whereas the majority of teachers do not use they focus only on one method which is lecturing and writing on the board which does not cater for different learning styles preferences.

2.4.2.3. Teachers give sufficient time to students to do activities

Analysis:

Teacher does not give enough time to do activities perhaps because shortening the time for the course is not enough for one hour to explain the lesson and do the activities in long time, and because of the limited time some activities were done directly on the board.

2.4.2.4. Teachers work collaboratively with learners

Analysis:

The teacher works collaboratively because collaborative learning is an approach that encourages students to create groups and work together to solve a particular problem and each student has the opportunity to express her or his ideas and being able to do so which makes the learning become more fun and students are eager to learn more.

2.4.2.5. Teachers develop learner's autonomy**Analysis:**

Learner autonomy is absolutely essential and can increase the capacity and confidence of an active learner, that's why teachers try to develop a learner's autonomy in his classroom, and this was achieved by providing them with opportunities to take control of their own learning and building trust because without trust, autonomy is impossible.

2.5. Section three: General observation of the learner's learning styles**2.5.1. Students prefer the teacher explain and they take notes****Analysis:**

We noticed that the majority of students prefer taking notes while their teachers explain the lesson. This method helps them record and understand a great deal of information and makes the lesson easy to understand as well.

2.5.2. Students use dictionary to check for meaning of new word**Analysis:**

It was noticed that all the students do not like checking dictionary when they do not understand the meaning of the new word, they prefer to guess its meaning through the clues found in the text. This indicates a preference for students to use their own abilities in order to gain the meaning of new word.

2.5.3. Students prefer working with other**Analysis:**

We noticed that the majority of students enjoy and prefer to work with each other rather than working alone. Therefore it is necessary for the teacher to establish cooperative learning from time to time which allows a great deal of interaction and cooperation among all classroom agents. In fact, pair work or group work create a strong desire for the learners, and they need to interact, collaborate and share knowledge and information with each other.

2.5.4. Students prefer Learning through Discussion

Concerning the students 'preferred way of learning, we noticed that most of students benefit more when they discuss with each other ideas and thoughts instead of silence and negativity all the time .Hence teacher needs to provide opportunities for students to propose their ideas ,behavior ,react and engage them in real communication .

Conclusion

The research findings seem to encourage the independence of learners' autonomy in the secondary school .In fact, this depends a lot on the educational environment where both teachers and students are involved. The positive sign is that the former shows a strong approval on providing the latter with more time and space, to be active partners to bring change to the learning content and monitoring.

This chapter was concerned with the analysis of the research finding about the questions in the survey increased the identification of many features,such as ..Thus expanding our research base .The questionnaire was directed to students of secondary school ZAKARIA MEJDOUB .After analyzing the responses of young people ,the descriptive statistical method that was used to analyses the questionnaire results ,shows that most respondents like learning English but unfortunately they are unmotivated .Motivation plays a very important role in learning English as a foreign language successfully ,thus teachers need to enhance language learning by motivating students . the results obtained from the classroom observation and the questionnaire helped us in finding out some important point; some students learn with materials rather than information written on the board ,other learn through moving and doing . So in this case, teacher must distinguish in his way of teaching and think about the way his students prefer to learn,since the teacher's knowledge of how the learner learns will identify his strategies ,techniques ,procedures and design appropriate lessons .

In this view, if independent learning is adopted by the students, it may help them greatly to improve their learning .

General Conclusion

Language teaching is, now more than before, in a position to encourage learner autonomy. While classroom learning cannot provide all what learners need, autonomous learning may complement this by encouraging the learner to do self-study tasks to ameliorate their level. The current study provides recommendations and suggestions that could foster learner autonomy which include first, motivating students and raising their awareness. Learner motivation and learner autonomy are intertwined in a web of cognitive, psychological and social practices. This dissertation sought to discover the relationships between learner motivation and self-access language learning in the context of a language course through both quantitative and qualitative means. This study aimed to investigate the relationship among motivation in learning English attitude and learning achievement, this module takes into consideration the nature of individual student learning and the most effective practices for helping them develop into autonomous and responsible learners. The research findings seem to encourage the independence of learners' autonomy in the secondary school. In fact, this depends a lot on the educational environment where both teachers and students are involved.

The positive sign is that the former shows a strong approval on providing the latter with more time and space, to be active partners to bring change to the learning content and monitoring.

In the second chapter in our dissertation we deal with the analysis of the research finding about the questions in the survey increased the identification of many features, such as .. Thus expanding our research base. The questionnaire was directed to students of secondary school ZAKARIA MEJDOUB. After analyzing the responses of young people, the descriptive statistical method that was used to analyse the questionnaire results, shows that most respondents like learning English but unfortunately they are unmotivated. The results obtained from the classroom observation and the questionnaire helped us in finding out some important point; some students learn with materials rather than information written on the board, other learn through moving and doing. Student's motivation can be described as one of the most common problems in education. All teachers are willing to achieve this which makes it an important result in itself and contributes greatly to student's achievement and success. The research findings seem to encourage the independence of learners' autonomy in the secondary school. In fact, this depends a lot on the educational environment where both teachers and students are involved. The positive sign is that the former shows a strong approval on providing the latter with more time and space, to be active partners to bring change to the

learning content and monitoring. This chapter was concerned with the analysis of the research finding about the questions in the survey increased the identification of many features, such as graphs.

Thus expanding our research base .The questionnaire was directed to students of secondary school ZAKARIA MEJDOUB .After analyzing the responses of young people ,the descriptive statistical method that was used to analyses the questionnaire results ,shows that most respondents like learning English but unfortunately they are unmotivated .Motivation plays a very important role in learning English as a foreign language successfully ,thus teachers need to enhance language learning by motivating students. The results obtained from the classroom observation and the questionnaire helped using finding out some importantpoint; some students learn with materials rather than information written on the board ,other learn through moving and doing .So in this case, teacher must distinguish in his way of teaching and think about the way his students prefer to learn ,since the teacher's knowledge of how the learner learns will identify his strategies ,techniques ,procedures and design appropriate lessons . also Classrooms can be changed to a learning community by agreement

between teachers and learners inform of collaboration. But control is necssry as it provides with a fertile land for pupils' concentration and ease for the fulfillment of the given tasks In this view ,if independent learning is adopted by the students ,it may help them greatly to improve their learning .

Recommendation

Based on the findings of our study ,we make the following recommendations in order to stimulate further discussion

1_use a variety of learner _centered teaching and learning activities: teachers as classroom leaders should promote effective learning by using a variety of motivational strategies in order to meet the diverse needs of learners in learning Learners learn by doing, making ,writing ,designing creating and solving problems the learner _centered approach responds to the learner's needs encourages critical thinking and involves teacher and learners as partners in the building of knowledge teachers are encouraged to design classroom and use methods which are learner centered.They need to teach learners how to solve problems and think critically:teach learners how to use the knowledge they are taught :and plan lessons guided by learner outcomes .

To motivate learners the teacher need to integrate learner centered approaches in

teaching and learning which would provide activities that engage learners directly in the learning and give them opportunities to achieve the desired learning outcomes.

Make the learning content relevant to the learner's interest Ensure that the classroom environment is well organized and managed to promote the safety and security of learners.

2_Capitalize on current needs of the learner: learners perform best when learning in a classroom ,satisfy their own motives for learning ,and are geared to meet their needs ,some of needs learners may bring to the classroom include the need to learn something in order to complete a particular task or activity ,the need to seek experience ,the need for responsibility,the need for recognition after achievement, the need to voice their opinion or views ,the need to perfect skills ,the need to succeed and do well ,the need to feel involved and to interact with other people. Teachers should therefore design assignments ,in class activities,and discuss question to address these kind of needs .Teachers should design the learning program so as to address the needs of learners holistically (socially ,physically ,emotionally ,academically and psychologically).

3_Expand the learner's opportunities by engaging in alternate learning strategies

Let learners explore and expand their knowledge,skills and values as they learn by giving those opportunities to manipulate resources ,conduct lessons in spaces away from the classroom to generate their interest in learning .Experiences outside the classroom also enhance learning by providing learners with opportunities to practice skills of enquiry values analysis ,clarification and problem solving in everyday situation (Dewitc&Shorksdieck 2008).Further provide them with opportunities to explore learning by using technology.

The teacher must play motivational roles for new learners rather than their roles knowledge provider.There will be a partial or incremental shift of responsibility towards excessive learning towards the learner rather than monopolization by the teacher alone.The latter is required to call for an effective constructive assessment

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Appendices

Students' Questionnaire about motivating learners to be autonomous

This questionnaire is addressed to second student's foreign language stream.

Case study of ZakariaMejdoub/ Sougeur

We would like to ask you to help us by answering the following questions concerning motivating students to be autonomous learners

Please give your answers sincerely as long this will guarantees the Success of the investigation.

Personal details: please tick the appropriate box(s):

Gender:

Male Female

Section one:learners' attitude toward motivation

1. Do you like learning English?

Yes No

2. How many hours do you learn English per week?

4hours 5hours

3. Do you think time allocated for learning English is sufficient for its development ?

Yes No

4. What are difficulties you face in learning English?

Teacher method classroom environment

Lack of material

If others, state them

5.What will you do if you misunderstand your teacher?

.....

6. Whom you ask if you have a problem in your language?
.....

7. Does your teacher provide the comfortable learning?

Yes

8. Does your teacher use an extra helping materials to motivate you?

Yes no

Section two: learners' attitude toward autonomy

1. In your opinion, Autonomy in learning means:

_Having good skills

_To study on your own without the help of teachers

2do your teacher encourage you to be autonomous?

Yes no somehow

3. Does the present teaching learning promote autonomy?

Yes no

Section three: learning styles

1. Are you aware of your learning styles?

Yes no

2. Does your teacher take into account your learning style?

Sometimes never always

3. Does your teacher's way of teaching match with your learning preferences?

Sometimes never always

5.Does your teacher ask about your needs?

Yes no

School .secondary school of ZakariaMejdoub/ Tiaret

Date and time of the observation : 15th april Monday morning

Class: 2nd year foreign language stream

Number of pupils:

Teacher performer: the class English teacher

Observer :Djihad and Sabra

Section one: general observation of the classroom management

	Yes	No
The physical setting is clean, clear, organized and comfortable so that learners can totally engaged in the class		
Teachers move around learners to explain and check for comprehension		
Teachers set out objectives of the lesson		
Interaction between teachers _students and students_ students		

Section two: General observation about teacher's teaching methods

	Yes	No
Teachers relate the lesson with the previous one by asking students what they have previously learned		
Teachers use of other material and ICT's		
Teachers give sufficient time to students to do activities		
Teachers work collaboratively with learners		
Teachers develop learner's autonomy		

Section three: General observation of the learner's learning styles

	yes	No
Students prefer the teacher explain and they take notes		
Students use dictionary to check for meaning of new word		
Students prefer working with other		