

PEOPLE' S DEMOCRATIC REPUBLIC OF ALGERIA
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The Impact of Teacher Self-Efficacy on Students' Learning Motivation
Case Study: First Year LMD Students at the Department of Letters and English
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BOARD OF EXAMINERS

Chairwomen: Mrs. BOUDRA Amina

Supervisor: Miss. BENKAMOUCHE Naziha
Guelma

University 8 may 1945-

Examiner: Mrs. ABDAOUI Mounya

Student:

KACHI Samira
Naziha

Supervisor:

Miss. BENKAMOUCHE

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Dedication

I dedicate this work to my mother's soul, "may Allah bless her", whose memory embraced me all the time and gave me love and power that motivate me to carry on my work.

I dedicate this dissertation to my beloved father whose infinite love and care helped me in carrying on my academic career and gave me the power to be who I am now.

This dissertation is dedicated also to my sister karima, for her care and encouragements. To all my sisters and brothers and each member of my family who were all the time by my side when I needed help.

Never forget all my teachers. This work is dedicated to all of them, big thank for their huge efforts and great encouragements. Without forgetting to thank all my friends, who shared with me all the difficult and happy moments throughout the years at university.

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Abstract

As a matter of fact, teachers play a central role in the educational context. Within the classroom situation, teachers are responsible for transmitting knowledge, building constructive learning environment and most importantly being a model for his/her students. In this case, what really matters is finding a teacher who is self-confident of his own capabilities to promote their students' academic success. In this concern, the present dissertation tends to explore whether teachers at the English department are self-efficacious or not, and aims at investigating namely the impact of teacher self-efficacy on students' motivation. At this end, the case study used is first year LMD students of the English department at the University of Guelma. This study attempts to discover the relationship between the two variables by hypothesizing that if teachers are highly self-efficacious, the students' learning motivation would increase. So, for the sake of confirming this hypothesis, we have used a quantitative descriptive method that aimed at getting valuable data from the students' questionnaire, which was distributed to 150 students from the whole population that contains 245 students. The findings of the present dissertation revealed that teachers at the English department are highly efficacious; besides, the results obtained from the questionnaire strongly advocate the reasonably positive correlation between teacher self-efficacy and students' learning motivation. Accordingly, we believe that teachers should be aware about the positive correlation between their self-efficacy and learners' motivation. Thus, we advocate the importance of developing strong self-efficacy beliefs for teachers as an effective strategy that contributes to raising students' motivation.

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General Introduction

Within the literature, many researches showed that teachers are among the most important factors that affect the educational system, and are responsible for the success or the failure of the learners. Accordingly, teachers are expected to play a central role to effectively serve their students and improve their learning motivation in order to achieve high academic achievements. To fit the changes involved in the teaching and learning process, teachers faced many challenges to adapt learner-centered techniques, strategies and methodologies for promoting students' engagement and increasing their motivation. Success on this entails teachers' persistence, eagerness and professional commitment, in addition to their self-perception and confidence about their capabilities to bring about positive learning outcomes in their classrooms and to promote learning; this is known as the Teacher Self-efficacy.

It has been widely assumed that there is a strong relationship between students' learning motivation. Teachers who have high degree of Self-efficacy tend to be more open to use new approaches and techniques, set attainable goals and have efficient skills in building classroom instruction. Whenever things are not smoothly working, self-efficacious teachers tend to resist in the face of difficulties, and provide a special assistance to low achieving learners. Learners would respond with greater engagement and increase their learning motivation whenever they feel that they are under responsibility of a teacher who is supportive and careful, and have more contact with them.

1. Statement of the Problem

Motivation plays a very important role in achieving high academic success because it builds the backbone of the learning process, which cannot be completed without being motivated. The will to learn constitutes one of the basic elements for achieving effective and fruitful learning. However, students sometimes may lose their interest and willingness towards their learning; they are likely to put little effort in the different learning tasks and unlikely to benefit from better understanding of the different curriculum instructions. There are many factors that may influence the students' learning motivation. One of these effective factors is teachers.

Teachers are believed to be a model for their students; they have a strong influence not only on their learning process, but rather on their lives too. Moreover, teachers' personal beliefs have direct influence on students, which ultimately result in their performance and outcomes. Therefore, teachers who are not confident about their abilities to bring outcomes in their classrooms; will not be able to manage the classroom environment; fail to use effective instructional approaches, will not be able to communicate with students, and face their learning difficulties. Thus, students' learning motivation is decreased as well as their academic achievement.

What matter the most is that the more teachers are confident about their abilities to promote students learning, the more students' learning motivation is increased. It is of great importance for teachers to show that they have the power to control the classroom situation, and to believe that they can perform well, so that learners would be motivated and more interested to learn and to achieve high academic success. Accordingly, this research addresses the main following two questions:

-Are teachers at the English department Self-efficacious?

-If yes, does teachers' self-efficacy increase students' learning motivation?

3. Aim of the Study

Teacher Self-efficacy has been found to have significant effects in language teaching and learning. It would lead to increased learning motivation, thus to high academic achievements. Hence, the current study tends to investigate whether teachers at the English department are self-efficacious or not. It also aims at exploring the impact of teachers' self-efficacy beliefs and confidence on learners' motivation.

4. Research Hypothesis

There is a highly close relationship between Teacher Self-efficacy and learners' motivation. Teachers with high level of self-efficacy correlate positively with increased learning motivation of students, whereas, teachers with low level of self-efficacy are not able to motivate their students to learn. Consequently, this will lead to low academic achievements.

So we hypothesize that:

If teachers are highly self-efficacious, the students' learning motivation would increase.

(H1)

The null hypothesis implies that no relation exists between teacher self-efficacy and students learning motivation.

Therefore, we hypothesise that:

If teachers are highly self-efficacious, students learning motivation would not increase.

(H0).

5. Research Methodology and Design

5.1. Research Method

This research would be accomplished through the use of the quantitative descriptive method, aiming at confirming the research hypothesis, through the different opinions and the valuable information driven from the students' questionnaire.

5.2 Population of the Study

Our sample consists of First year LMD students from the Department of English (University of Guelma). It will be chosen randomly for the sake of achieving a representative sample. The whole population includes 245 students. Based on the Krejcie and Morgan's sample size table, the sample size representative of the First year LMD students in this study is 150 students, (Krejcie & Morgan, 1970). The purpose behind choosing the First year LMD student, is that they are in need for teachers with high level of self-efficacy, since they witness a transitional phase in their academic studies; they come with high expectations for being no longer passive students, take the challenge of being responsible for their own study, and face new learning styles. In this case, the role of the teacher is to be confident enough to provide learners with general framework and different learning skills that help them in accomplishing their academic subject.

5.3 Data Gathering Tools

Our research would be conducted through administering a students' questionnaire, aiming at confirming the research hypothesis and answering the research questions. Students' questionnaire would provide us with different opinions concerning how learners' motivation can be influenced by the teacher self-efficacy beliefs.

6. Structure of the Dissertation

Our dissertation is composed of two parts; theoretical and practical. The theoretical part involves the first and second chapters.

The first chapter would tackle the main definitions of the concept of self-efficacy in addition to its main sources. Also, it includes different definitions of the construct of teacher self-efficacy and its main aspects. Furthermore, it will discuss the characteristics of efficacious-teachers, and finally the importance of teacher self-efficacy.

The second chapter is devoted to learners' motivation. It will discuss the main definitions of motivation in addition to its types and theories. Also, it will highlight the role of motivation in second language learning and the impact of teacher self-efficacy on learners' motivation.

Chapter three is the practical part of the study. It will involve a description of students' questionnaire and its administration. Then the analysis and the interpretation of the results. Finally, the conclusion contain some pedagogical implications and recommendations in addition to the research perspectives and limitations.

CHAPTER ONE: TEACHER SELF- EFFICACY

Introduction:

It is widely accepted that teachers are among the most influential aspects that have a great influence on learners' academic success. Accordingly, it is important to gain the necessary knowledge about what makes a good teacher, and what are the influences that he/she can bring about in the field of education. There are many studies that have been conducted on the teacher and his/her role inside the classroom; however the most important part that gained increased level of attention in the literature is the concept of Self-efficacy as the most vital factor that has a strong impact on the teachers' level of performance within the classroom context. Consequently, in this chapter, we will highlight the different definitions of Self-efficacy provided by various figures, then, the four main sources that contribute to the development of this construct, in addition to the major views about the concept of teacher self-efficacy and its main aspects. Moreover, we will bring to light the main characteristics of efficacious teachers inside the classroom, and the importance of teacher self-efficacy construct.

1.1 Definition of Self-efficacy

The concept of Self-efficacy has long been considered as an important aspect in the field of psychology. As pointed out by Tschannen-Moran, and Hoy (2001) who have argued that the concept of Self-efficacy is among the most important studies that have been conducted in the psychological researches. For them, it is related to the thoughts and beliefs that people have about their own capacities to take action in order to attain their goals (p.783). that's to say Self-efficacy refers to peoples' personal judgments about their own abilities to successfully perform a given task in order to accomplish their objectives.

In a similar point of view, Cubukcu (2008) has seen the concept of self-efficacy as: “a person’s judgment of his or her capabilities to organize and execute courses of action required to attain designated types of performances” (p. 149). Based on this definition, the efficacy beliefs refer to the individuals’ confidence about their ability to undertake a specific task with the aim of achieving certain goals. This further indicates the importance of building high efficacy beliefs as a key determinant of reaching success in any specific field.

Another important definition of the term has been initiated by Bandura (1986, p. 10) who has maintained that self-efficacy beliefs are “the thoughts and beliefs that people hold about their own capabilities to reach the required levels of performance that have a direct influence over the different events affecting their lives”. So, the feeling of Self efficacy helps people to effectively realize their basic skills and abilities to carry out tasks based on system of beliefs that have an interaction with the environment in which they operate.

Moreover, Hoy, Hoy, and Davis (2009) have thought that the concept of self-efficacy can: “lead to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy”. (p. 629). This definition explains the construct of self-efficacy in a chronic way, which means that the feeling of self-efficacy helps a person to be able to endure the challenges that enables them to achieve success in a particular domain; this success would in turn strengthen their efficacy beliefs.

Another different sight held by Tweed (2013) who has viewed the concept of self-efficacy as the key factor that direct the human behavior. He has considered it as: “self-efficacy determines whether instructional actions will be initiated, how much effort will be put into the action, and how long the action will be sustained in the face of challenges

and failures” (p.38). he goes on to clarify that: “the efficacy beliefs of people determine their decision to take an action, their persistence, and efforts to attain the goals previously set” (p. 38). So, the amount of efforts to be expended and the extent of persistence in face of obstacles are based on the level of the efficacy beliefs that individuals hold.

From a cognitive point of view, Bandura (1993) has seen the efficacy belief as:

A cognitive process that may direct the human feelings, behaviors and motivation. This belief is associated with the level of efforts to be put into a given task, the persistence in face of difficulties and the ability to deal with failures. (p. 118).

This definition clarifies the notion that the efficacy beliefs that people have about their different capabilities are important constituents in exercising control over their behaviors, feelings and motivation. Besides, the more people are strongly efficacious, the more they can challenge the different obstacles, and confront the different problems that they encounter.

Furthermore, Moran and Hoy (2007, p. 946) have claimed that: “It is important to note that self-efficacy is a motivational construct based on self-perception of competence rather than actual level of competence”. Based on this perception, self-efficacy beliefs encourage people to execute a given task based on their confidence to achieve success rather than depending on the level of their proficiency or skills that they possess.

Bandura and Adams (1977) have further pointed to the impact of the belief of self-efficacy on human behavior and emotions. In this regard, they have argued that: “The individuals’ choice of activities, their persistence on the face of difficulties and how much effort they can pay out on them, is largely affected by the level of efficacy beliefs they hold” (p. 287). This means that high efficacious people are the ones who are able to

face obstacles, and exhibit more efforts in order to attain their own requirements. while low efficacious people are those who are not confident about their ability to manage things, so they tend to exhibit less efforts, and give up whenever they face adversity.

Based on all the previous definitions, we can draw the idea that the concept of self-efficacy is a very crucial element. It may affect each part of the human endeavor, so, the efficacy beliefs that each person holds about his/her capabilities to undertake any action can strongly influence his/her persistence, choices, behaviors, motivation, and emotions. So, it is of great importance to mention that success or failure in any specific domain is largely linked to the level of efficacy beliefs that people have.

1.2 Sources of Self-efficacy

In order to be able to evaluate their efficacy beliefs, Bandura (1977a) has identified four major sources of information that help people in developing strong sense of efficacy beliefs including; performance experiences, comparison and modeling, social persuasion, physical and emotional conditions .

1.2.1 Performance Experiences

Performance experiences are considered as the most effectual source to develop a strong sense of efficacy beliefs. Past experiences whether negative or positive have a big impact on people's perceptions about their ability to perform any task. Previous success makes the individual feel confident and competent, while previous failure would hinder his beliefs to perform well the task. (Chowdhury & Endres & Lanis, 2002, p.346).

It is necessary to mention that, these success experiences should be in some way challenging, because the success that can easily be achieved, may lead people to quickly give up in the face of difficulties and setbacks. Moreover, failure experiences have also

an influence on the individual feeling of self-efficacy. It contributes in a large part in reducing his efficacy beliefs.

1.2.2 Comparison and Modeling

Comparison and Modeling have been proved to be another important source for the development of self-efficacy beliefs. It is based on observing a model's performance of any specific task. Wood and Bandura (1989) have maintained that: "Proficient models build self-beliefs of capability by conveying to observers effective strategies for managing different situations" (p. 364). They have thought that observing the model's performance is seen as a helpful way to measure one's capabilities in certain fields, because it provides them with insights that whether they can or cannot perform this task through comparing themselves with these models.

The extent of similarity between the observer and the model being observed contributes strongly in measuring the person's own capabilities, the greater similarity between them, the more impact of the model's success and failure will be on the person's self-efficacy beliefs. (Gorrel & Carpon, 1990, p. 16). In this concern, Schunk (1987) has further clarified that: "the most accurate self-evaluations derive from comparisons with those who are similar in the ability or characteristic being evaluated". (p. 149). Accordingly, the observer's self-efficacy can be increased when similar model succeeds in achieving given tasks, because this raises their motivation to try these tasks by their own, at the same time, the observer's efficacy beliefs can be decreased when seeing the model's failure, and making the observer avoid attempting such tasks.(Schunk, 1987, p. 149).

1.2.3 Social Persuasion

Wise and Trunnel (2001) have argued that: “if people receive realistic encouragement, they will be more likely to exert greater effort and to become successful than if they are troubled by self-doubts”. (p.269). this view confirmed that verbal persuasion also seen as an effective way that helps in developing strong sense of efficacy beliefs through developing the necessary levels of confidence from others.

Self-efficacy beliefs can be developed through persuasive information provided by others. People can make others believe that they have the necessary skills and possess the ability to undertake certain activities, and this is very important mainly for those who doubt their capabilities in specific domains; receiving praise from others may instill the belief that they are able to make some achievements in specific areas. (Hegan et al; 1998).

1.2.4 Physical and Emotional Conditions

Conger and Kanungo (1988) have said that: “Emotional arousal states that result from stress, fear, anxiety, depression and so forth, both on and off the job, can lower self-efficacy expectations”. (p. 479). Based on this view, it is important to mention that people’s efficacy beliefs can be largely influenced by their psychological and physical conditions.

In fact, many people make judgments about their own capabilities based on their physical and emotional states. Unlikable conditions, such as tension, stress, pain and fatigue can cause the efficacy beliefs to decrease, while pleasant conditions may increase the feeling of self-efficacy.

The previous sources of information used for the development of self-efficacy beliefs make it clear that these beliefs are not fixed traits, but rather they can be influenced by various factors from the surrounding environment. This leads us to say that these sources are important strategies for people to evaluate their capabilities in certain field, but at the same time we cannot confirm that they are consistent standards all the time.

1.3 Teacher Self-efficacy

The construct of teacher self-efficacy has gained an increased attention in the literature in the last few decades. This growing interest is based on the crucial role that the teacher's self-efficacy has in improving the students' academic achievements and encouraging the educational development. For the sake of providing more adequate and valid comprehensiveness of the teacher self-efficacy trait, many different definitions have been provided by various figures in the field.

1.3.1 Definition of Teacher Self-efficacy

The early conceptualization of the teacher efficacy was grounded in Rotter's Social Learning theory (1966), mainly the locus of control theory, as a result; this conceptualization was based on the teacher locus of control; internal verses external locus control of reinforcement. (Tschannen-Moran & Hoy & Hoy., 1998, p. 202).

On this basis, the extent to which teachers believe that influencing the students' outcomes is within or outside their control is what describes the efficacy beliefs of teachers. (Armor et al; 1976, p. 131). Accordingly, teachers with high level of efficacy beliefs are the ones who express more confidence in their ability to deal with difficult circumstances and unmotivated students. Thus, their teaching reinforcement is internal or within their control. However, teachers with low level of efficacy beliefs are those who

believe that the students' performance is more influenced by the environment; therefore, the reinforcement of their teaching efforts lies beyond their control or external to them. (Guskey, 1982, p. 72).

The other conceptualization of teacher self-efficacy was found in Bandura's social cognitive theory (1977a). In this theory Bandura (1977a) has maintained that the types of expectations: self-efficacy and outcome expectancy are considered as the leading factors that guide and motivate the human behavior. To him, self-efficacy refers to "the personal judgments about the ability to execute specific behavior... [Outcome expectancy refers to] the belief about the outcome that this behavior can bring about" (p. 193).

He has further suggested that the two kinds of expectations are related, but at the same time are distinguished from each other; for instance, a teacher can strongly believe that using technology in education can improve the learners' academic achievements (outcome expectation), but at the same time he/she doubts his/her ability to effectively use the techniques or strategies required (self-efficacy). (p.201). However, it is worth mentioning that, the two are not always distinguished completely. In many cases, the expected outcomes are largely dependent on the level of peoples' belief about their capability to successfully undertake a specific task.

Additionally, the concept of self-efficacy and locus of control are to some extent different. Locus of control deals with the belief of whether a task outcome is controlled internally or externally, however individuals may strongly believe on their ability to control the outcome, but at the same time feel unable to successfully carry out this task, demonstrating an internal locus of control, but with low level of efficacy beliefs. (Rose & Medway, 1981, p. 185). The same for teachers; the teacher may have a belief about his/her ability to control his students' outcomes but lacks the necessary skills. (p. 187).

Other scholars who have discussed the concept of teacher self-efficacy are Gibson and Dimbo (1984). They have asserted that it consists of two dimensions; “General Teaching Efficacy”, and “Personal Teaching Efficacy”. The former refers to: “the teachers’ belief that enhancing the students’ performance is beyond their ability and achieving the desired outcomes is largely related to some external factors such as family, home, school environment” (p.574). The latter refers to: “the teacher beliefs in his ability to bring about positive outcomes” (p. 573).

Furthermore, teacher efficacy is highly concerned with the analysis of the task to be taught, through taking into consideration all the aspects involved in the task, in addition to the teacher assessment to his ability to undertake the task under the given conditions. (Tschannen-Moran et al: p.203). In line with this view, efficacious teachers tend to believe that they are able to enhance the students’ performance after considering all the requirements of the task to be taught.

Besides all the previous conceptualizations of teacher self-efficacy, the study of this construct still attracts the attention of many researchers. Gunkey and Passaro (1994) have defined the concept of teacher self-efficacy as “the belief or persuasion of teachers that they can influence the quality of students' learning, even of those who are considered as problematic cases or lacking motivation” (p.627). in other words, they believe that learners’ outcomes are largely influenced by the teachers’ level of efficacy beliefs and that efficacious teachers are able to deal even with difficult and unmotivated students.

Furthermore, Ross (1995) has maintained that:

Teachers who possess strong feeling of self-efficacy are more likely to set challenging goals, persist more in order to attain them and assume responsibility to enhance the students' academic achievements. However, teachers who possess low level of self-efficacy feelings are more likely to set modest goals, and give up easily in face of difficulties. (p. 229).

This view stresses the need for developing strong sense of efficacy beliefs on the part of teachers; regarding its influential impact on improving the students learning process.

Similarly, Gorden (2001) has argued that teacher efficacy is linked to his/her feeling about his/her ability to carry out his/her job. He has defined it as: "an indicator or prediction of teaching effectiveness" (p. 5). According to his view, teacher efficacy can be explained in terms of his/her effective way of teaching and his/her anticipation of achieving positive results with his students.

Scharlach (2008) has further suggested that self-efficacy can be easily manifested through answering the question of "How well can you perform that task?" (p. 158). For that reason; efficacious teachers tend to carry out their work confidently and with high degree of optimism, even under difficult situations.

From the previous definitions, we notice that all the previous researches that have been conducted on the concept of teacher self-efficacy display its association with teachers' professional commitment and stress its positive correlation with the students' outcomes. Thus, it is necessary for teachers to develop their efficacy-beliefs as a key determinant of success in the educational context.

1.3.2 Aspects of Teacher Self-efficacy

The construct of teacher self-efficacy contains two main aspects; personal teacher efficacy and collective teacher efficacy. Despite the fact that both aspects are distinct, they hold some common features; teacher self-efficacy is also concerned with the belief of successfully performing a given action in a particular situation, and collective teacher efficacy also concerned with the perceived ability of group of people to execute a certain task in a particular situation. (Skaalvik & Skaalvik, 2007, p. 615).

First, self-efficacy or personal efficacy is: “the belief “in one’s capabilities to organize and execute the courses of action required to produce given attainments” ((Bandura, 1997, p. 3). It is the beliefs that people hold about their abilities to undertake the different charges needed to accomplish certain tasks and to achieve the desired goals.

Besides, the concept of personal efficacy has to do with people’s decision about the way of behaving based on their abilities of achievements and not based on their skills. (Pagares, 1992, p.307). For him, self-efficacy helps people to behave in a certain way depending on their confidence of achieving success and not because of their actual skills.

Concerning the teaching process, teachers’ personal or self-efficacy is their own perceptions and judgments about their capabilities to positively influence students’ performance and increase their learning outcomes, and their ability to deal even with difficult and unmotivated students. (Tschannen-Moran, & Hoy, 2001, p. 783). In fact, the feeling of self-efficacy plays a fundamental role in making teachers more disposed to do their best in enhancing the students’ learning and arriving at the preferred results in their teaching process.

On the other hand, there is the concept of collective efficacy. Goddard, Hoy, and Hoy (2004) have hypothesized that: “Social cognitive theory is employed to explain that the

choices teachers make, the ways in which they exercise personal agency, are strongly influenced by collective efficacy beliefs.” (p. 3). This means that teachers’ personal efficacy is influenced by the collective efficacy beliefs that refer to the beliefs that are shared by all the members of the school staff about their ability to influence the students’ outcomes and to realize great achievements.

Similar to the previous point of view, Goddard and Goddard (2001) have claimed that collective efficacy refers to “the perception[s] of teachers in a school that the faculty as a whole can organize and execute the courses of action required having a positive effect on students” (p. 809). Collective efficacy then is the perceptions and beliefs of the whole group about their ability to manage things and achieve success that will affect the students’ learning process.

The concept of teacher self-efficacy has long been related to students’ academic achievements, however, (Goddard, Hoy, & Hoy, 2000) have maintained that the teachers’ collective efficacy within the school context is: “systematically associated with student achievement” (p. 480). From their perspective, the students’ academic success can be achieved not only by the teachers’ own abilities but the efforts of the school members as a whole have a direct impact on students’ outcomes.

In this concern Goddard and Skrla (2006) have discussed the relationship between the students learning process and the teacher collective efficacy by saying that: " collective teacher efficacy fosters student achievement by creating a school culture characterized by a norm of and an expectation for sustained effort and resiliency in the pursuit of school goals for student growth and development particularly academic achievement" (p. 221). This definition clarifies the power of shared beliefs of the whole school staff to achieve their goals, and the amount of efforts that they exhibit in order to enhance the students’

outcomes and develop their academic achievements, as pointed out by Mayer, Mullens, and Moore (2000): “school faculty that collectively takes responsibility for student learning” (p. 36).

This form of efficacy beliefs has to do with the awareness and the perceptions of the whole staff counting the administrators, that if they collectively feel able to improve the school environment, this will have a positive impact on students, and their collective efforts will directly increase the students’ motivation to succeed academically. However, if the whole staffs are less efficacious and doubt their ability to do the required changes that may improve the school environment; this will negatively influence the students and decrease their motivation. (Goddard, 2001, p.468).

Based on the previous views about personal and collective teacher efficacy, we can deduce the idea that both constructs are powerful factors in the educational context. Accordingly, producing important and positive learning outcomes is based on the presence of both factors.

1.3.3 Characteristics of Efficacious Teachers

The considerable amount of studies that have been conducted on the concept of teacher self-efficacy have distinguished between two different characteristics; high and low teacher efficacy. Inside the classroom, efficacious teachers should make huge efforts for the sake of positively influencing the students’ outcomes. The ability to undertake this responsibility is based on a number of skills that teachers should have.

Ashton (1984) has conducted a study on high and low efficacy teachers. The results of their study show that high efficacious teachers are: “more optimistic, embrace positive expectations concerning students’ achievements, are successful in maintaining students

on task, and are less critical concerning their students' mistakes"(p. 30). This further indicates that low efficacy teachers are not confident enough about the future success of their learners; this is mainly due to their ineffective ways of teaching which lead them to encounter many difficulties in dealing with their students.

Moreover, Ashton has argued that high efficacy beliefs are important aspects for teachers because they correlate positively with: "a secure, accepting climate that supported student initiative and was concerned with meeting the needs of individual students" (p.176). This means that teachers who hold high levels of efficacy beliefs are able to organize a supportive classroom atmosphere that encourage and motivate students to learn.

Besides, inside the classroom, teachers with strong sense of efficacy beliefs prefer to divide the classroom into small groups and encourage more the individualized instruction for the purpose of providing opportunity to all students, and at the same time to be able to evaluate their level individually, instead of teaching the class as a whole. (Ho, 1989, p. 02). Actually, this strategy seems to be more effective because it helps students to focus more and raises their interest in the task being presented.

It has been found that teachers' feedback to their students differ according to their level of efficacy beliefs. Based on their studies, Gibson and Dembo (1984, p.570) have concluded that: "high efficacious teachers are more likely to provide students with chances when they experience difficulty in answering a certain question. Whereas, low efficacious teachers in this case, tend to directly provide them with the correct answer". We can say that the strategy followed by efficacious teachers is more helpful, because it provides students with opportunities to reach the correct answer by their own through the guide of their teacher, instead of providing them directly of the correct answer.

Deemer (2004) has highlighted one of the most important characteristics of efficacious teachers by describing them as:

More open to use new teaching approaches, plan and organize lessons that promote students engagement, and use more humanistic strategies in their teaching process to be able to deal with students' problems and misunderstandings. However, teachers with low level of efficacy beliefs demonstrate less interest in using variety of teaching approaches, show little persistence when things are not working smoothly and experience difficulty in dealing with students' problems. (p. 74).

So, the efficacy beliefs that teachers hold, help them to be more self-assured to use a variety of teaching approaches to be able to meet the needs of their students. Also, these beliefs push them to plan lessons that make all the students engage in the classroom conversation. This is very important especially for some shy and unmotivated students.

Furthermore, Soodak and Podell (1994) have declared that:

Highly efficacious teachers are more likely to assume responsibility and display confidence in their ability to meet the learning needs of their students. While less efficacious teachers always link the students' problems to some external factors such as family, home environment, lack of motivation ... etc. (p.45).

It is necessary to say that teachers need to be aware of the different backgrounds, characteristics and needs of their students. This awareness would help them to put more efforts to be able to deal with all students despite their differences, instead of using these differences as causes to explain their problems inside the classroom.

Additionally, Hoy and Woolfolk (1990, p.38) have found that efficacious teachers:

- Base their teaching on the idea that all students are able to learn.
- Inside the classroom, all students receive equal and fair treatment, their main purpose is to preserve students engaged and interested in learning.

Conversely, low efficacious teachers:

- Always feel endangered by students' misbehavior, and angered with low achieving students.
- They use scores and embarrassment as strategies to regulate the classroom discipline.
- They are unable to raise students' motivation and interest in learning. (p.38).

This means that self-efficacy beliefs of teachers are not only valuable for the classroom management but also in raising students' interest and motivation to carry on their learning process successfully.

Finally, teachers should strengthen their relationship with their students in order to create a constructive learning environment inside the classroom. Teachers should initiate a good classroom discourse because students will show greater efforts when they feel that their teachers are close to them and care about their issues and difficulties. This positive relationship helps students to feel protected and the classroom will be a supportive place where students can achieve high academic success. (Wentzel, 1994, p.175).

All the previous characteristics that have been discussed above, have distinguished between two main behavioral differences of high and low efficacy teachers inside the classroom. Moreover, they emphasize the idea of teacher self-efficacy as an important predictor of the effective ways and strategies to manage the classroom environment, and its big influence on students' learning process.

1.3.4 The Importance of Teacher Self-efficacy.

It is highly assumed that, teacher self-efficacy is considered as a crucial aspect in the field of education. The majority of researchers that have been concerned with this concept have agreed on its importance for several grounds, including mainly its positive association with the students' learning outcomes, achievements and academic success.

Ashton (1984, p. 30) has conducted a study on the concept of teacher self-efficacy. The findings of his study revealed that the importance of the efficacy beliefs of teachers is largely manifested in students' academic achievements. In this concern, high efficacy beliefs of teachers are considered to be the most important determinant of students' academic success. (Erdem & Demirel, 2007, p.574). This means that efficacy beliefs help teachers to carry on their work successfully through providing students with the necessary means to achieve success. As pointed out by Eggen and Kauchauk (2001): "High-efficacy teachers believe that they can increase both motivation and achievement" (p. 436).

Moreover, it has been found that there is a significant relationship between the performance of efficacious teachers and positive learning outcomes of students. In this concern Shidler (2009) has pointed out that:

"Teachers with a high level of instructional efficacy believe more whole-heartedly in children's ability to be successful and devote more time and effort to teaching. They teach a subject more clearly and with a more interesting delivery, and produce better outcomes". (p. 455).

It is clearly showed that teacher self-efficacy contributes to their success in managing the classroom instructions, behaviors, what would inevitably result in positive learning outcomes.

Furthermore, Guskey (2005, p. 78) has indicated that self-efficacy beliefs of teachers can be resulted in more constructive outlook on the job and more confidence in their capability of influencing students' learning performance. This means that efficacious teachers have positive attitudes toward teaching as a profession in addition to their belief that they are able to help students to achieve the desired goals in their learning process. This further indicates the importance of self-efficacy construct in the educational context.

Another important effect of teacher self-efficacy is related to teachers' expectations. High efficacious teachers are more likely to build positive expectations concerning students' future performance, and the extent of their progress over time. (Bamburg, 1994, p. 78). It is important to mention that these positive expectations can lead students to be more responsible of their learning and encourage them to expend more efforts to succeed.

Conclusion

As a conclusion, we can say that the concept of teacher self-efficacy has proved its significant role in the field of teaching and learning. It has been strongly linked to positive teaching and learning outcomes. This leads us to mention that teachers are needed to develop strong sense of efficacy beliefs and to be more self-confident in their own abilities to promote students' learning outcomes, because this confidence is the key element in reaching success in both; first in promoting their students learning, then in achieving their job fulfillment.

CHAPTER TWO: LEARNING MOTIVATION

Introduction

Learning a second language cannot be measured by the level of ability or the level of intelligence. The most important factor that should be considered in this field is the level of motivation. Motivation or lack of motivation is what explains the success or failure of some students in their journey of learning a new language. The concept of motivation has been interpreted differently by many researchers, accordingly, in this chapter we will attempt to highlight the most important definitions of the term, its main types and general overview about the most important theories of motivation. Besides, this chapter will tackle briefly the important role that motivation plays in the field of language learning, in addition to the impact of the teacher self- efficacy beliefs on learners' motivation.

2.1 Definition of Motivation

Motivation is one of the most important elements not only in the educational context, but also for all the different actions being performed by individuals throughout their lives. Generally, motivation has been always linked to behaviors that support the accomplishments of certain goals, as mentioned by Guay et al (2010) who have seen motivation as: “the reasons underlying behavior” (p. 712). More precisely it is “the attribute that moves us to do or not to do something” (Gredler, Broussard & Garrison, 2004, p. 106). That's to say motivation is the key factor that pushes individuals to take an action in any specific domain, and helps in understanding why an individual behaves in such a way.

In fact, it has been widely assumed that motivation is a very complex concept and difficult to be defined, but many disciplines were in charge for arriving at a logical

understanding of the term. In this concern, Dornyei(1998) has clarified the fact that although: “motivation is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept”(p.117). This further indicates the complexity of the term, and the difficulty of reaching its precise meaning.

One of the most important perspectives that have been concerned with motivation are those of William and Burden (1997) who have considered motivation as: “may be constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives to a period of sustained intellectual and/or physical effort order to attain a previously set goals”. (p. 6). According to this view, motivation is related to the individual’s internal stimulation about a certain task that later on pushes him/her to make efforts in order to accomplish his/her goals.

Also, Child (1986) has dealt with the concept of motivation and has defined it as: “internal processes which spur on us to satisfy some need” (p.32). Similarly, Harmer (2001) has viewed motivation as: “...some kind of internal drive which pushes someone to do things in order to achieve something.” (p.51). Based on these views, motivation is seen as an abstract process that cannot be directly observed but can be deduced and easily understood through some observable actions such as the choice of some actions, the level of efforts, persistence, enthusiasm ... etc in order to reach the intended objectives.

From a psychological point of view, Loewen and Reinders (2011) have agreed that motivation is “a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity”. (p.119). According to this definition, motivation is related to the individual’s psychology, and it is the determinant element that pushes people to undertake a particular activity in order to achieve a specific goal.

Based on a cognitive standpoint, motivation has been seen as: “the person’s growing excitement in doing a given task, this largely contributes to the way of organizing, directing and evaluating his cognitive processes that later on participate in selecting, prioritizing his wants and desires”. (Dörnyei & Otto, 1998, p. 65). In other words, motivation is what makes a person interested in engaging in some activities, and it determines the way of dealing with his/her goals and objectives.

In the educational context, many researchers have considered motivation as a vital factor for succeeding in foreign language learning, as mentioned by Dörnyei (2001) who has maintained that Motivation is: “one of the key factors driving language learning success.”(p.45). This stresses the need for making more efforts in understanding and explaining motivation as one of the main aspects that lead to success or failure in the field of language teaching and learning.

The first attempt that has been made in explaining motivation in the field of language learning was initiated by the social psychologists. According to Gardner (2000) Motivation is “combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” (p. 10). Based on his perception, motivation is largely concerned with having desire to achieve success in learning a language, and the amount of efforts to be expended to do so, in addition to the learner view and the level of interest toward learning a language.

In the same context, Ellis (1994) has argued that motivation is: “a key factor to L2 learning”. (p. 08). He has emphasized that motivation plays an important role in impelling learners into expending great efforts, and doing their best in order to succeed in achieving high levels of success in learning the language. (Ellis, 1994, p. 08). So, it is

possible to say that language learning cannot take place without having the desire and motivation to learn.

The idea that we draw from all the previous definitions is that; motivation has proved its central position in the educational context. It has a big influence in maintaining the learners' attention and interest in the task, and helps them to be active inside the classroom, what would definitely result in successful learning process.

2.2 Types of Motivation

One of the major studies that have been conducted in the field of second language learning is the study of motivation and its main effects on language learners. The typical study done in this concern was the one carried out by Gardner and Lambert (1972) in which they have investigated the role of motivation and its impact on language learning success. They have made the most significant division related to the types of motivation which are Integrative and Instrumental motivation. According to Dorney (1994): "Gardner motivation construct has often been understood as the interplay of two components; integrative and instrumental motivations" (p.274).

2.2.1 Integrative Motivation

Besides the desire to learn a language, and the level of efforts to achieve this goal, there are some additional aspects that may positively influence the language learning process. Generally, integrative motivation has been always recognized within the context of second language learning, and strongly related to the success and achievements of second language learners.

When learning the second language, the primary purpose of some students is to become familiar with the foreign culture. These types of learners have the desire to

communicate with the members of the foreign community where the language is used, and they even want to integrate within their society. Gardner et al (1978) have clarified this notion more precisely by saying that: “Integrative motivation reflects a high level of drive on the part of the individual to acquire the language of valued second language community in order to facilitate communication with that group”. (p. 119). This means that, the desire to communicate with people of the foreign community is what motivates this kind of students to learn the second language.

Likewise, Lambert (1974) has claimed that learners are interested in studying the second language just because of: “... a sincere and personal interest in the people and culture represented by the other language group.” (as cited in Ellis, 1994, p. 509). Integrative motivation has to do with the learner’s interest in studying the second language as a means that helps him to integrate with the target language community, and to become a part of it. (as cited in Ellis, 1994, p. 509)

The preceding views about the construct of integrative motivation make it possible to say that this type of motivation is important in learning the second language, however, it has been questioned by some researchers, including Gardner himself who has said that: “not everyone who values another community positively will necessarily want to learn their language”. (Gardner, 1985, p. 76). This means that being interested in the culture of some foreign communities does not necessarily mean being interested in learning its language.

2.2.2 Instrumental Motivation

Unlike integrative motivation that refers to the learner desire to integrate with the target community, instrumental motivation can be defined as: “... more functional reasons for learning a language as the means of attaining certain instrumental goals, e.g.

getting a better job, reading technical materials, passing required examinations, etc.” (Gardner, 1985, p. 76). Based on this point of view, the purpose of the second language learners who have instrumental motivation is to achieve some external benefits such as getting a job, passing exams, arriving at a good position or because of some financial reasons.

According to Ur (1991) instrumental motivation refers to: “the wish to learn the language for the purpose of study or career promotion” (p.276). According to this definition, learners with this type of motivation generally have no interest in learning the language for the sake of gaining knowledge of the foreign culture or to communicate with target language people, rather, their primary goal behind learning the language is to use it as a tool to satisfy some personal needs or requirements.

In fact, many researchers have viewed the integrative motivation as more effective and more formal in the language learning context. However, instrumental motivation has also started to gain interest in the literature. For instance Dornyei (1990) has considered instrumental motivation as: “... involves learning the target language in institutional / academic settings without regular interacting with the target language community” (p. 02). This means that instrumental motivation pushes the learner to study the target language, with no need to be in touch with the community in which it is used.

Actually, it is worthy to mention that successful language learning cannot be limited to each type exclusively, but rather, both types are important elements. Brown, (2000) has commented on this by saying that: “Second language learning is rarely taken up in contexts that are exclusively instrumental or exclusively integrative; most situations involve a mixture of each orientation” (p. 163). Which means that no type is more effective than the other both have equal importance, and it is necessary for learners to be

integratively or instrumentally motivated, otherwise they will not have the desire required to learn and will lose the aspiration to succeed. (Cook, 2001, p.118).

Besides the classification of motivation that has been made by Gardner (1985), many other studies on the field were expanded to include other different perspectives, notably the study done by Ryan & Deci (2000), which is the Self-Determination Theory. This theory categorizes other different types of motivation which are Intrinsic and Extrinsic motivation.

2.2.3 Intrinsic Motivation

This form of motivation is broadly defined as an interest toward the task itself in which the individual is engaged, without any account for external rewarding. Intrinsic motivation is driven by an interest, satisfaction and curiosity to do something. (Deci 1975, as cited in Brown, 2000,p. 164). Pintrich et Schunk (2002) have defined it as: “motivation to engage in an activity for its own sake” (p. 245). Accordingly, when a person is willing to do an activity, the reason here is that he is interested in this activity itself, or because this activity is pleasant and satisfying to do, and there is no expectation of receiving external rewards.

Intrinsic motivation has nothing to do with the external factors, but rather it is concerned with the person’s own interest in some activities.

2.2.4 Extrinsic Motivation

As opposed to intrinsic motivation, extrinsic motivation is when a person is motivated to engage in an activity because of the benefits that it can bring about. According to Ryan and Deci (2000) extrinsic motivation refers: “to doing something because it leads to a separable outcome”. (p.233). according to this definition, the willingness to do something

is linked to some external factors beyond the activity itself, in other words, the reason behind engaging in a certain activity is to benefit from its outcomes.

Based on the behaviorist view of motivation, motivation is fundamentally dependent on the external factors; consequently, the system of rewarding is considered as the most efficient way to bring about the desired behaviors. (Williams & Burden, 1997, p.113). So, it is evident that extrinsic motivation is based on the system of reinforcement, which is considered as an important strategy to achieve the required behaviors in the behavioral theory.

Applying this in the classroom context, learners who have extrinsic motivation can be interested in learning only for the sake of gaining some external benefits such as grades, teachers' praise, parental commend, money...etc. while others are involved in the different activities in order to avoid teachers' harsh and negative words. (Richard and Edward, 2000. p. 60). So, it is necessary to say that the aim of learners with this type of motivation is to achieve specific goals, without any self-desire or interest toward learning itself.

There is a clear difference between intrinsic and extrinsic motivation, however, the important thing to mention is that both of them play an important role in motivating the learners, and lead them to succeed in learning the second language.

2.3 Theories of Motivation

Throughout time, the concept of motivation received a growing attention in the literature as an essential element in the field of second language teaching and learning. There have been several and diverse theories of motivation which were rooted from the twentieth century till the present time, based on the existing thoughts and ideas. The most

prominent theories that represent the major leading schools of thought are the behavioral, cognitive and the humanistic views, the ones which tremendously influence the field of second language teaching and learning. (Pintrich & Schunk, 1996, p. 27).

The first half of the twentieth century was marked by the dominant ideas of behaviorism. This period was characterized by the different approaches and theories of the prevailing figures such as Skinner and Pavlov...etc. the concept of motivation at that time was largely related to the external factors as an important aspects in motivating the desired behaviors, without any consideration to the internal or cognitive factors.

2.3.1 Behavioral Theories

The concept of motivation depends basically on the external reinforcement according to the behaviorist view. The proponents of this view argue that organisms' behaviors are considered as a response to certain external stimulus, in other words, reinforcement is the key factor that motivates the desired behavior (Williams & Burden, 1997, p. 113). That's to say, some external factors are the reasons that stimulate the individual's motivation to act in a specific way. In addition to that, Brown (2000) has maintained that: "Driven to acquire positive reinforcement, and driven by previous experiences of reward or behavior, we act accordingly to achieve further reinforcement." (p.160). this view supports the notion of reinforcement as the determiner of the human behaviors.

Furthermore, there are two types of reinforcements; positive and negative. The former refers to "the rewards that motivate the occurrence of a certain behavior" while the latter refers to "the punishments that decrease the possibility of making a certain behavior". (Stipek, 1996, p. 85). Based on this view, positive reinforcement is the determiner of making the behavior, whereas, negative reinforcement is the determiner of avoiding some behaviors. In other words, the nature of a given behavior and the probability of its

occurrence again in the future are based on the kind of the reward. (Pintrich & Schunk, 2002, p .21). In this case, teachers may motivate their students by using praise and good marks, or to use bad marks, or by using negative comments as punishments.

The theories of motivation of the first half of the twenties century were linked to the behaviorist psychology and are known as the conditioning theories of motivation. The behaviorists have explained the human behavior in terms of needs. From their perspective, human beings have many basic needs in their lives such as feeling of hunger, thirst, which stimulate their motivation. Consequently, they behave according to these needs. Motivation then is viewed as the expectation of the reward. Brown (2007). This view has linked motivation to needs. This means that people are more likely to be motivated to make a given behavior when they have the desire to satisfy their needs.

Besides, Bandura's Social Cognitive Theory (1977b) has been described as the theory that holds both cognitive and behaviorist views. Good and Brophy (1990) have claimed that social cognitive theory focuses on: "... the consequences of a specific behavior, yet cognitive because it also considers how students interpret past event and set goals for themselves" (p. 167). According to this theory, the individual's thoughts about the results of some behaviors are seen as an important source of motivation. In other words, the outcomes of past experiences contribute largely to the individual's motivation; positive outcomes will increase more his/her motivation, however, negative outcomes will hinder his/her motivation.

Another important aspect that has been discussed by Bandura (1986) in this matter is the active setting of goals as another important source of motivation. From his viewpoint, when people set their goals, they expect both negative and positive outcomes; in that case, people tend to make more efforts and persist more in face of the different obstacles until they reach the desired goals. Consequently, this may lead people to

challenge themselves and set new goals with more motivation to reach success. (Woolfolk, 1987, p. 314). So, the active setting of goals helps people to succeed, and this success in turn raises their motivation to engage in more activities.

In referring to the behaviorist views of motivation, Pintrich & Schunk (1996), have identified the theory of Classical Conditioning that was suggested by Pavlov in 1927. This theory is also known as Stimulus- Response theory, in which Pavlov has made an experiment on learning based on conditioning, the result of this experiment demonstrated that the external stimuli is the factor that boost and direct the behavior. As previously mentioned, this theory holds the idea that human behavior is based on outside factors. That's to say, the system of reinforcement is the most effective way that raises the human motivation.

Similar to the previous view of motivation, Skinner's Operant Conditioning Theory. (as cited in Pintrich & Schunk, 1996) is considered to be another important behaviorist view of motivation, which focuses on the role of reinforcement in motivating the desired behavior. It is based on the model of stimulus- response- consequence. According to Pintrich and Schunk (1996) consequence is: "any stimulus or event that affects the future rate of responding or the probability that the response will be emitted when the stimulus is present". (p. 34). Which means that the stimulus can produce a response, this response also can lead to a particular consequence. This theory was applicable in language learning, when students are given a stimulus which is a structural pattern of the language for instance, these students will repeat this pattern as a response, which in turn will be reinforced by the teacher. (Pintrich & Schunk, 1996, as cited in Williams and Burden, 1997, p.9).

The behavioral views of motivation were extensively focusing on the external factors as key determinants of the human behavior, however they did not take into consideration human's internal processes. Consequently, the theory of behaviorism was criticized and its limitations led to the appearance of the cognitive theory.

2.3.2 Cognitive Theories

Unlike the behavioral theory, the Centre of attention in the cognitive theory is on people's thoughts, beliefs, conscious decisions, their perceptions and interpretations of the different events around them. (Feldman, 1997, p.189). Woolfolk (1987) has stated that: "the cognitive view emphasizes intrinsic (internal) sources of motivation, such as curiosity, interest in the task for its own sake, the satisfaction of learning, and a sense of accomplishment". (p. 315). Based on this view, the external reinforcements are not the only factors that stimulate human motivation to make a certain behavior, people also respond to their beliefs, thoughts, and interests towards the different events around them.

Based on a cognitive point of view, the human behaviors are described as constant, purposeful and goal directed. This means that people are aware about their desires and goals, and at the same time they are conscious of their own abilities, accordingly, they behave in the way they want in the light of their perceived capabilities. (Dörnyei, 2001a, p.8). In other words, people are motivated to engage in a given task based on the abilities that they have. So, in this case motivation is seen as: "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect." (Keller, 1987, p. 2).

One of the most important cognitive theories of motivation is the Attribution Theory developed by Weiner 1974. (Bruning et. al., 1999) have argued that the attribution theory is: "the study of how individuals explain events in their lives". (As cited in Wang, 2001,p.

05). In other words, this theory attempts to explain the reasons behind success and failure in performing a given task. In this concern Dörnyei (2005) has stated that: “the subjective reasons to which we attribute our past successes and failures considerably shape our motivational disposition underlying future action” (p.79). That’s to say past experiences, positive or negative have a big impact on shaping people’s motivation to perform future actions.

Moreover, Weiner (1992) has classified these reasons under three dimensions; first of all, these reasons can be internal or external, that’s to say they are within or beyond the individual’s control. Secondly, these reasons are whether stable or instable; for instance ability is something stable, however efforts are changeable (unstable). Finally, these reasons can be controlled, but factors like the mood and luck are not. (as cited in Woolfork, 2004, p. 344). Accordingly, any individual may suppose that the reason behind his/her success or failure is related to his/her efforts or ability. Also, he may think of it as stable or instable; finally, he may believe that he can or cannot control it.

In addition to the Attribution theory, there is Expectancy vs. Value Theory which is another cognitive theory of motivation, which deals with the anticipation of the reward. This theory holds the notion that motivation of an individual to achieve his/her goal is based on the value of this goal and his/her expectation of the reward after this success. (Cohen et al.2004). In the educational context, learners’ can be motivated to succeed in a given task, if they are expecting success, and knowing the benefit of that success.

Additionally, Goal Theory is considered as an important cognitive theory of motivation that has been developed by Locke and Latham (2002) .They have defined the term goal as: “an outcome or attainment an individual is striving to accomplish” (p.708). This theory links motivation to the effective setting of goals in addition to the struggle to

achieve them. More precisely, people can build high levels of motivation if they set appropriate goals and at the same time maintain great efforts in order to achieve them.

There are two types of goals; first, learning goals refer to the confidence that achieving a goal is related to the hard working and commitment. Learners who set this type of goals are those who are interested in gaining knowledge and mastering skills, and are able to resist the different challenges they encounter. On the other hand there is performing goals, which refer to the belief that the aim behind achieving the goal is to show their ability. Learners who set this type of goals aimed at showing themselves as competent, they focus on getting good marks and being evaluated by others rather than focusing on learning itself. (Locke, 1996, p.120).

In fact, the cognitive theories of motivation focus on the individuals' internal factors, including their own decisions, interests, and their personal interpretations of the different events, and they do not treat the individual as a subject to some external elements.

2.3.3 Humanistic Theories

Similar to the cognitive theory, the humanistic theory also focuses on the intrinsic motivation. It looks at the human as a range of different elements; in order to understand his/her behavior, it is necessary to understand the connections between these elements. The humanistic views of motivation take into consideration the individual's autonomy, self-determination and his personal choices...etc. (Pintrich & Schunk, 1996)

The most important paradigm which has dealt with human motivation is Maslow's hierarchy of needs theory. It has classified these needs under five categories hierarchically, including physiological, safety, love, esteem, and self-actualization. (Maslow, 1970; as cited in Brown, 2001). Each of these needs should be met before jumping to the following need until reaching the self-actualization need. At this level, the

individual's motivation is increased in order to look for further accomplishment. (Good and Brophy, 1990, p. 364).

Furthermore, the self-determination theory founded by Ryan and Deci (2000) is considered as another humanistic approach of motivation. They have claimed that self-determination theory refers to: "the investigation of People's inherent growth tendencies and in rate psychological needs that are the basis of their self-motivation and personality integration". (p.65). This definition highlights the fact that self-determination theory looks at the individual's behavior as an attempt to fulfill some inherent needs and efforts to build up his personality.

As previously mentioned, the most influential distinction made in the field of motivation was founded in the theory of self-determination including intrinsic and extrinsic motivation. According to Noels et al. (2000) these two types of motivation are: "categorically different; however, but rather lie along a continuum of self-determination" (p.61). This means that these two types of motivation are different in terms of their directions, but both of them are classified under the self-determination theory.

In the field of education, the humanistic views of motivation have an important role, because they encourage the learners' autonomy which in turn results in increasing the students' interest in learning, promote their creativity and encourage them to face the difficulties and obstacles.

2.4 The Role of Motivation in Second Language Learning

Reaching success in any specific field is largely linked to the extent to which people struggle to arrive at their goals. The same for second language learning, motivation is considered as the key factor that is responsible for the success or failure in learning the language. Masgoret and Gardner (2003) have discussed the concept of motivation in

relation to second language learning, they have considered it as: “the responsible for achievement in the second language”. (p. 170). This view highlights the importance of motivation in the field of language learning.

Many researchers have agreed on the important role that motivation plays in improving the language learning process. Motivation has been considered as a construct that is comprised of both efforts and desire to reach the required levels in learning the language, in addition to other important factors such as the learners’ positive attitudes towards learning the language. (Spolsky, 1989). Based on this perspective, it is important to say that the absence of motivation would directly make the language learning process more difficult; as pointed out by Hall (2011) who has perceived motivation as the key factor for succeeding in language learning: “It is difficult to imagine anyone learning a language without some degree of motivation” (p. 134).

From a different point of view, Lightbrown and Spada (2001) have perceived motivation to be: “a complex phenomenon which can be defined in terms of two factors: learners’ communicative needs and their attitudes towards the second language community”, (p. 33). Their perspective indicates that motivation is linked to learners’ desire to be able to speak the second language for the sake of communicating with others, their need to accomplish certain goals, and to achieve the required skills in it, since it is considered as the determinant factor in obtaining proficiency in the second language learning.

All the previous views have emphasized the important role of motivation in the educational context, mainly in the field of language learning. So, it is necessary to be motivated in order to be able to learn the second language.

2.5 The Impact of Teacher Self-efficacy on Students' Learning Motivation

The concept of teacher self-efficacy has attracted many researchers in the field of language teaching and learning. Its impact in the educational context, mainly on students' outcomes became the center of interest in the literature. (Podell & Soodak, 1993; Muijs & Reynolds, 2001; Tschannen-Moran & Hoy 2001).

Gibson and Dembo, (1984) have conducted a study which aims at investigating the different behaviors of teachers with high and low efficacy beliefs inside the classroom. The results of their studies show that efficacious teachers are more able to deal with difficult and unmotivated students. (p.569). This result indicates the strong link between teacher self-efficacy and learners' motivation, and makes it clear that highly efficacious teachers believe that all students are able to learn even those who are unmotivated, they only need patience from the part of the teacher, by exhibiting extra efforts with them, using appropriate strategies and techniques with them in order to promote their interest and motivation.

One of the recent investigations that have been conducted in this concern is the one of Mojavezi (2012). His research aims at investigating the influence of teacher self-efficacy on students' motivation and achievement. The population used in his study is eighty teachers from senior high school in Iran, and one hundred and fifty high school students were selected randomly. The results obtained from his research demonstrated the positive correlation between teacher self-efficacy and students' motivation and achievement. (p. 483). This further shows that students' academic success is largely impacted by the teacher efficacy beliefs.

Moreover, Moran and Hoy (2001) have argued that teacher self-efficacy refers to: "The teacher's judgment of his or her capabilities to bring about desired outcomes of

student engagement and learning” (p.783). Thus, teacher self-efficacy can lead to many positive educational outcomes, most importantly is raising students’ motivation and enhancing their learning process.

Accordingly, we can deduce the idea that teacher self-efficacy and learners’ motivation are strongly associated. This stresses the importance of having strong sense of efficacy beliefs for teachers because they completely correlate with positive educational outcomes including learners’ motivation and achievements.

Conclusion

After providing the different views about the concept of motivation, highlighting its main types and theories as well as its role in the language learning process, it becomes necessary to mention that the second language learning cannot take place without motivation which proved to be the most influential driving force that enhances the learning process. Of course without neglecting the big role that teachers can play in motivating their learners. So, it is important for teachers to make efforts to develop methods and strategies that can improve the learners’ interest and make the learning process more motivating experience.

CHAPTER THREE: FIELD INVESTIAGATION

Introduction

This chapter is devoted to the analysis of the students' questionnaire. It aims at investigating whether teachers at the English department are self-efficacious, and discovers the impact of teacher self-efficacy beliefs on learners' motivation. Thus, the results obtained in this empirical research would enable us to answer the research questions and help us to reach validity. This chapter includes first the analysis of each question and then summary of results and findings from the students' questionnaire and it ends up with a general conclusion which includes concluding remarks, pedagogical implications and limitations of the study.

3.1 Students' Questionnaire

3.1.1 Population of the Study

Our sample has been chosen randomly. The population included in this study is First year LMD students from the English Department (University of Guelma). First year students have witnessed a transitional phase in their academic studies, thus, they come with high expectations for being no longer passive students, take the challenge of being responsible for their own study, and face new learning styles. In this case, the role of the teacher is to be confident enough about his capabilities to promote their learning and to provide them with the different learning skills that help them in exploring their academic subject and motivate them to succeed in their learning process. Based on the Krejcie and Morgan's sample size table, 150 questionnaires have been administered to our informants from the whole population that includes 245 students. (as cited in Cohen et al. , 2000, p.

94). Accordingly, our sample could be representative for the whole theoretical population.

3.1.2 Aims of the Questionnaire

This questionnaire aims at investigating whether teachers at the English department are self-efficacious or not, and attempts to discover the relationship between teacher self-efficacy on students' learning motivation

3.1.3 Description of Students' Questionnaire

This questionnaire consists of 20 questions divided in three major sections. The majority of questions included in this questionnaire are "closed questions" whose expected answers are "yes, or no", it also contains "closed-ended" questions, in which the informants are asked to choose the appropriate answer from the list of options already determined. Moreover, the other type of questions used in this questionnaire seeks for clarification such as "please, specify", or "justify your answer". This type helps in getting more clear responses in order to avoid ambiguity.

The first section "General Information" (Q 1 to Q 4) is composed of four questions aiming at obtaining background information about the informants. Section two "Students' Learning Motivation" (Q 5 to Q 8) consists of four questions seeking information about the students' level of motivation towards learning the English language, reasons behind choosing it and their awareness of its importance in learning. In addition to the factors that enhance their motivation to learn. Section three "The Impact of Teacher Self-efficacy on Students' Learning Motivation" (Q 9 to Q 20). This section aims at discovering whether teachers at the English department are self-efficacious, and at the same time attempts to highlight the relationship between the two variables.

3.1.4 Administration of Students' Questionnaire

This questionnaire has been administered at the department of English in the university of 08 Mai 1945 (Guelma) to first year LMD students. The period of its administration is two days; 24th and 25th April 2017. The students have no experience in answering such types of questionnaires, since this is their first year at the university. In order to make things clear, we have provided them with the questionnaire inside the classroom during the sessions, we have explained each question for them and we gave them the opportunity to ask when they find difficulty. From their answers, we find out that they have understood what is required, which makes their responses and suggestions valuable for this research.

3.2 Data Analysis and Interpretation

3.2.1 Analysis of Results and Findings from Students' Questionnaire

Section One: General Information

Question One: Age

Table 3.1

Students' Age

Age categories	Number	Percentage %
18	35	23.33%
19	95	63.33%
20	13	8.66%
21	7	4.66%
Total	150	100%

Based on the results obtained, we notice that the majority of first year students (63.33%) are 19 years. Thirty five students (23.33%) are 18 years. Thirteen students (8.66%) are 20 years, and only few students (4.66%) are 21 years. This means that our sample is not homogeneous.

Question Two: How many years have you been studying the English language?

Table 3.2

Students' Years of Studying the English Language

Choices	Number	Percentage %
8 years	130	86.66%
9 years	13	8.66%
10 years	7	4.66%
Total	150	100%

Concerning the years of studying the English language, we can see that the majority of students (86.66%) opted for 8 years. This implies that they are serious in their studies. (8.66%) of students have chosen 9 years. Only few students (4.66%) studied English for 7 years.

Question Three: Was studying English at university your personal choice?

Table 3.3

Students' Choice to Study the English Language

	Number	Percentage %
Yes	103	68.66%
No	47	31.33%
Total	150	100%

The results demonstrated that the majority of first year students (68.66%) answered that studying English was their personal choice. We can say that this is something positive, because it indicates their motivation towards learning the English language, which is very important to achieve success. For those who answered that studying English was not their personal choice (31.33%), their justifications indicate that their families participate strongly in their choice of studying English.

Question Four: How could you describe your level in English?

Table 3.4

Students' Description of Their Level in English

	Number	Percentage %
Very good	17	11.33%
Good	89	59.33%
Average	44	29.33%
Bad	0	0%
Very bad	0	0%
Total	150	100%

Based on the results, we see that the majority of students (59.33%) answered that their level in English is good. This implies that they acquire the necessary knowledge about the English language. (11.33%) chose average to describe their level in English, which means that they have a modest level in English and are required to expend more efforts to improve their level. Only seventeen students (11.33%) opted for very good. This indicates that they mastered the English language. No student (0%) opted for bad and very bad.

Section Two: students' motivation

Question Five: Are you motivated to learn the English language?

Table 3.5

Students' Motivation about Learning English

	Number	Percentage %
Yes	123	82%
No	27	18%
Total	150	100%

We notice from the results obtained that the majority of first year students (82%) answered that they are motivated to learn the English language, which is a very encouraging result for achieving success. Only twenty seven students (18%) opted for No, which indicates their lack of motivation towards learning the English language.

Question Six: Do you think that motivation is important in learning?

Table 3.6

Students' Perception about the Importance of Motivation in Learning

	Number	Percentage %
Yes	129	86%
No	21	14%
Total	150	100%

Concerning the students' opinions about the importance of motivation in learning, the majority of students (86%) answered yes, this shows their awareness about the importance of motivation in learning. Only twenty one students (14%) answered no, this entails that they totally neglect its importance in learning.

Question Seven: What motivate you to study English at university?

Table 3.7

Students' Justification for their Choice of Studying English at University

Choices	Number	Percentage %
You like the English language	49	32.33%
For satisfying the parents' desire	19	12.66%
For future career	77	51.33%
Other	5	3.33%
Total	150	100%

Based on the results obtained, we notice that the majority of students (51.33%) chose to study English at university for future career; this makes it clear that they have extrinsic motivation. That's to say the purpose behind choosing English is related to external factors i.e. finding future job. Forty nine students (32.33%) said that they choose English because they like the English language. Which means that their motivation is intrinsic i.e. they are interested in English for its own sake. Nineteen students (12.66%) opted for satisfying the parents' desire, which also indicates their extrinsic motivation. There are other different reasons for studying the English language for those who made a tick on "Other". Their suggestions were as follows:

- Because the English language is an international language.
- They want to be able to chat with foreigners.
- They are interested in traveling.

The previous views of students give the impression that the majority of students have chosen English because of some external factors.

Question Eight: What are the factors that may enhance your motivation to learn?

Table 3.8

Factors that Enhance Students' Motivation

Choices	Number	Percentage %
The classroom environment	46	30.66%
The quality of teaching materials used	40	26.66%
Teachers' attitudes	62	41.33%
Other	2	1.33%
Total	150	100%

Concerning the factors that can enhance the students' motivation, the majority of students (41.33%) opted for the teachers' attitudes. This further indicates their awareness of the importance of teachers in raising their students' motivation in learning. Forty six students (30.66%) chosen the classroom environment as the factor that enhances their motivation. Forty students (26.66%) considered the quality of teaching materials as an important aspect that can enhance their motivation to learn. Only two students (1.33%) opted for other. Their answers are as follows:

- Classroom competition
- The use of technology

This means that students' learning motivation can be influenced by a variety of factors, thus teachers should be aware of all these factors to ensure successful learning process for their learners.

Section Two: The Impact of Teacher Self-Efficacy on Students' Learning

Motivation

Question Nine: Does your teacher show confidence in his/her ability to promote your learning?

Table 3.9

Students' Perceptions about Their Teachers' Confidence to Promote Their Learning

	Number	Percentage %
Yes	126	84%
No	24	16%
Total	150	100%

We observe from the results attained that almost all the students (84%) answered that their teachers are confident about their ability to promote their learning. This is a very important quality for teachers to have, because being confident is what makes the students interested and encouraged to make more efforts to achieve positive outcomes. Whereas, only twenty four students (16%) opted for no, which demonstrates that they don't consider their teachers as confident, and this can influence them negatively in their learning process.

Question Ten: When you fail in performing some tasks, does your teacher?

Table 3.10

Students' Perceptions about Their Teachers' Way of Dealing with Their Failure in Some Tasks

Choices	Number	Percentage %
Find difficulty to maintain you on task	21	14%
Feel confident about his/her ability to promote your performance	69	46%
Ask you to do more efforts	60	40%
Other	0	0%
Total	150	100%

When asking students about the way their teachers use to deal with their failure in performing some tasks, the majority of students (46%) answered that teachers feel

confident about their ability to promote their performance. This is a very encouraging finding, which indicates the teachers' ability to maintain all students on tasks. Whereas, sixty students (40%) said that their teachers ask them to do more efforts when they fail in doing some activities. This means that teachers encourage their students to concentrate more and work harder to perform the different tasks successfully. Only twenty one students (14%) answered that their teachers find difficulty to maintain them on task. This clarifies the fact that these teachers lack self-confidence and the necessary strategies that can improve the students' understanding of the different activities.

Question Eleven: When there is a kind of misbehavior inside the classroom, does your teacher?

Table 3.11

Students' Perceptions about Their Teachers' ways of dealing with misbehaviors inside the classroom

Choices	Number	Percentage %
Show confidence in his/her ability to manage the situation	93	62%
Use scores to regulate the classroom discipline	41	27.33%
Use harsh and negative comments	7	4.66%
Feel angered and threatened	9	6%
Total	150	100%

Concerning the teachers' ways of dealing with misbehaviors inside the classroom, the majority of students (62%) opted for the choice that shows that their teachers show confidence in their ability to manage the situation. Students' misbehavior is a very difficult situation for teachers to face. The finding reveals that teachers are confident enough to face these issues and to build constructive classroom atmosphere. Less number of students (27.33%) opted for the second choice, which indicates that these teachers find that scores are the effective way to regulate the classroom discipline. However, nine students (6%) answered that their teachers feel angered and threatened when facing misbehaviors, which indicates their failure in dealing with such situations. Only seven students (4.66%) said that their teachers use harsh and negative comments. This means that being a harsh teacher is the appropriate way to deal with misbehaviors for these teachers.

Question Twelve: Does your teacher plan lessons that promote classroom interaction?

Table 3.12

Teachers' Strategy to Plan Lessons that Promote Classroom Interaction

	Number	Percentage %
Yes	99	66%
No	51	34%
Total	150	100 %

The results obtained from this question demonstrate that the majority of students (66%) opted for yes, which means that their teachers plan lessons that promote classroom

interaction. So, these teachers are aware about the importance of making students active inside the classroom. Whereas, fifty one students (34%) declared that their teachers do not plan lessons that promote the classroom interaction, which means that they ignore the importance of students' engagement inside the classroom.

Question Thirteen: Does this strategy raise your motivation to be more active inside the classroom?

Table 3.13

The Influence of Teachers' Strategies of Planning Lessons That Promote Classroom Interaction on Students' Motivation

	Number	Percentage %
Yes	133	88.66%
No	17	11.33%
Total	150	100%

According to the results, we notice that almost all students (88.66%) answered that the teachers' strategy of planning lessons that promote classroom interaction can raise their motivation to be more active inside the classroom. So, this implies that teachers should be aware about these strategies of planning the lessons. Whereas, seventeen students (11.33%) opted for no, which indicate that they neglect the important role of classroom interaction in raising their motivation to be active students

Question Fourteen: When you show less interest in learning, does your teacher use new teaching methods to enhance your motivation to learn?

Table 3.14

Teachers' Use of New Teaching Methods to Enhance Their Students' Motivation

	Number	Percentage %
Yes	79	52.66%
No	71	47.33%
Total	150	100%

When asking students whether their teachers use new teaching methods to enhance their motivation or not, the majority of them (52.66%) replied that their teachers do so. Hence, they are aware about the importance of using different methods in teaching to meet all their students' needs, which would raise their motivation towards learning. Whereas, seventy one students (47.33%) declared that their teachers do not use new teaching methods to raise their motivation; this means that they ignore the significant role that this strategy can play in motivating the students.

Question Fifteen: Does your teacher show optimism about your success in learning?

Table 3.15

Teachers' Optimism about Their Students' Success

	Number	Percentage %
Yes	95	63.33%
No	55	36.66%
Total	150	100%

Based on the results obtained, we notice that the majority of students (63.33%) declared that their teachers show optimism about their success in learning. This is a very important characteristic for teachers to have, which indicates their self-confidence about their ability to achieve positive outcomes. However, fifty five students (36.66%) denied that their teachers show optimism about their success in learning.

Question Sixteen: To what extent does this optimism raise your motivation to make more efforts to learn?

Table 3.16

The Influence of Teacher' Optimism on Their Students' Motivation

	Number	Percentage %
A lot	134	89.33%
A little	11	7.33%
Very little	5	3.33%
Not at all	0	0%
Total	150	100%

When asking students to what extent does this optimism raise their motivation to make more efforts to learn, almost all students (89.33%) opted for a lot, which indicates that students' motivation towards learning can be strongly affected by the teachers' personality; thus, it is important for teachers to show that they are optimistic about their success because this makes students more excited to work harder and expend more efforts. Whereas, eleven students (7.33%) asserted that teachers' optimism have a little influence on their motivation and only five students (3.33%) opted for very little, and this makes it clear that they do not view the teachers' optimism as the most important factor that can raise their motivation to make more efforts to learn. None students (0%) opted for not at all; which indicates that all students agree in a way or another that this optimism of teachers about their students' success can enhance their motivation.

Question Seventeen: Does your motivation in learning is based on the teacher?

Table 3.17

Students' Perceptions about the Influence of the Teacher on Their Motivation

	Number	Percentage
Yes	147	98%
No	3	2%
Total	150	100%

When asking students whether their motivation is based on the teachers or not, almost all students (98%) agreed on this, which indicates the big influence of teachers over their students' motivation. Only three students (2%) denied this. This means that they have other factors that enhance their motivation apart from the teacher.

Question Eighteen: If yes, which characteristics do you think that is most important for teachers to have?

Table 3.18

Teachers' Characteristics

Choices	Number	Percentage %
Self-efficacious	103	68.66%
Systematic	23	15.33%
Strict	21	14%
Other	3	2%
Total	150	100%

Concerning the students' perceptions about the important characteristics for teachers to have, almost all students (68 %) agreed on self-efficacy. This means that they are aware about the importance of possessing the self-efficacy beliefs for teachers, and at the same time indicates the necessity of acquiring those beliefs for teachers. Twenty three students (15.33%) perceived systematic as an important characteristic for teachers to have. Whereas, twenty one students (14%) opted for strict, and only three students (2%) chosen other characteristics including; funny, serious, modest, patient.

Question Nineteen: Do you agree that teacher self-efficacy can enhance your motivation towards learning?

Table 3.19

The Impact of Teacher Self-efficacy on Their Motivation to Learn

	Number	Percentage %
Yes	138	92%
No	12	8%
Total	150	100%

According to the results obtained, almost all students (92%) confirmed that teachers' self-efficacy can raise their motivation towards learning. This demonstrates their awareness that efficacious teachers' i.e. teachers who are confident about their ability to reach success and improve their students' learning outcomes can positively influence their motivation to learn. Only twelve students (8%) did not agree that teachers' self-efficacy can enhance their motivation.

Question Twenty:

This question is open ended; it is about further suggestions concerning the impact of teachers' efficacy beliefs on learners' motivation. Surprisingly, only eleven students (7.33%) from 150 students added some suggestions that can be summed up as follows:

- Teachers should have strong personality to be able to make their students successful

- Motivation is very important for learners' especially first year students, to be able to finish their studies; that's why teachers must have confidence to motivate their students.
- Teachers should use different teaching methods to motivate their students
- Students' motivation is largely based on the teacher, that's why it is important for them to be self –efficacious

In general, we notice that students are aware of the importance of motivation for having a successful learning process, at the same time they consider that teachers are among the important factors that can influence their motivation.

3.2.2 Summary of Results and Findings from Students' Questionnaire

The first section of the questionnaire shows that the majority of first year students are personally interested towards learning the English language. This result is very important because it indicates their motivation to learn. Moreover, this section also demonstrates that the majority of students have good level in English; this means that they are aware about the importance of English as a foreign language.

Concerning the second section, we can see that the majority of students are motivated to learn the English language. This is a very encouraging finding for them to reach high level and to improve high academic success. Also, this section reveals their awareness about the importance of motivation and indicates their extrinsic motivation towards learning English i.e. it is related to some external factors. Furthermore, the majority of first year students consider the teachers' attitudes as the most important factor that can have an influence on their motivation. So, this result shows the important role that teachers can play in raising their students' motivation.

In the third section, the majority of students have answered that their teachers are confident in their ability to promote their learning; this is a very important quality for teachers to have because this confidence of teachers pushes students to make more efforts and work hard to improve their levels. When asking them about their teachers' ways to deal with their failure in some tasks, the majority of them have said that their teachers feel able to enhance their performance. Concerning their ways of dealing with misbehavior, students have said that their teachers show confidence to manage the situation. This means that teachers are aware about the importance of being confident to deal with all students' issues inside the classroom.

Furthermore, this section reveals that teachers at the English department plan lessons that promote the classroom interaction, and students have confirmed that this strategy raises their motivation to be more active inside the classroom. This result makes it clear that teachers are aware about the importance of students' engagement in the classroom interaction in raising their motivation. When asking students whether their teachers use new teaching methods when they show less interest in learning, almost all of them have answered yes. Also, they said that their teachers show optimism in their students' success in learning and have agreed that this optimism raises their motivation to make more efforts to learn. So, it is important for teachers to be always hopeful.

Moreover, the students' responses show that the majority of students consider self-efficacy as the most important characteristic for teachers to have, and almost all of them have agreed that teachers' efficacy beliefs can enhance their motivation towards learning. This implies that the efficacy beliefs of teachers or their confidence about their own abilities as effective teachers play an important role in motivating and encouraging students to learn and achieve positive outcomes.

Conclusion

The analysis of students' questionnaire reveals that the majority of first year students are motivated to learn the English language, this is very important because motivation is the key determinant of students' success in their learning process. Moreover, the students' responses strongly advocate the positive correlation between teachers' efficacy beliefs and students' motivation; consequently, teachers should be confident enough about their ability to achieve success in their teaching process, and they need to show this confidence inside the classroom because students who observe their teachers as confident would respond with great efforts and willingness to achieve positive learning results.

GENERAL CONCLUSION

1. Concluding Remarks

Students' motivation in learning is the key success in achieving high academic results; in other words, motivation or lack of motivation is what determines the students' future success. However, English students sometimes lose their motivation and interest towards learning and this makes them unable to reach the required outcomes. As it is indicated in the practical part of this study, teachers, more precisely efficacious teachers are considered to be the most significant factors that participate strongly in raising their students' motivation. That's why it is important for teachers to be aware about the importance of being confident and develop their efficacy beliefs in order to influence their students positively.

2. Pedagogical Implications

The present research aims at investigating the impact of teacher self-efficacy beliefs on learners' motivation. The results of this study strongly support the significant relationship between efficacious teachers and their students' motivation. So, in order to be efficacious, teachers should; first, show their students and especially low achieving students that they are able to make them successful learners. In this case, teachers need to be patient in dealing with students, make all the necessary strategies to make things clear through providing more precise explanations, alternative examples, and sometimes ask them to make more efforts by their own.

Also, all teachers experience in a way or another kind of disrespect or misbehavior inside the classroom, which would prevent both teachers and students from reaching their goals. In such a situation, teachers are recommended to show their students that managing such situations and monitoring the learning process are within their control, because

students who perceive themselves under the control of attentive teacher are more likely to avoid misbehaviors in the classroom. Also, teachers need to avoid using harsh comments or scores to regulate the classroom discipline, because being angry with students in such situations would make them feel the lack of control from the side of teachers. Furthermore, teachers should be more confident in their abilities to build a conducive classroom environment which would stimulate and motivate students to make more efforts and this would eventually result in an effective learning process.

Moreover, one of the most important ways to raise students' motivation is through promoting the classroom interaction. In this case teachers should plan lessons that make all students engage in the classroom conversation. One way to realize this is through looking for what students are excited about, and try to design the lesson in a way that raises their interest and attract their attention, and at the same time it should be precise, inspiring and relevant to the students' needs. All these strategies should be used by the teachers as motivators to increase their participation in the classroom. When students feel that they are active and are able to communicate in the conversation, this provides them with assurance that they are making progress in their learning which is very motivating for students.

Additionally, one of the most important strategies that teachers have to make to raise their students' motivation and interest is through using new teaching methods; the ways of delivering the information of students can influence the students motivation, that's why teachers should be aware of the different methods of teaching and apply them in their teaching process. And this requires a teacher who is confident enough about his capabilities to reach success in using more than one teaching method, a teacher who is able to meet all the learners needs and make all students successful learners.

It is of great importance for teachers to be aware of the different backgrounds and cultures that students come from, and teachers should act on this base. Teachers are responsible for maintaining students on tasks and enhancing their motivation to learn. One of the most important ways used by efficacious teachers to enhance students' motivation towards learning is through building positive relationship between teachers and students. Students who feel that they are under responsibility of a teacher who is supportive, helpful and caring about their issues would certainly respond by great efforts, more engagement and more willingness to reach success. Thus, teachers are recommended to use appropriate and effective discourse when dealing with their students.

Besides, one of the most influential factors that raise the students' motivation and increase their academic achievements is the teachers' positive expectations. That's why teachers should always show their students that they are optimistic about their future success, because this pushes any student whatever his/her level is to exert greater efforts to show their teachers their abilities. In addition to positive expectations, teachers should provide their students with positive feedback, because this helps students to be more self-confident and encourage them to work harder.

As it is indicated in the practical part of our research, teacher self-efficacy correlates positively with high students' learning motivation, consequently we recommended teachers to do their bests to develop their efficacy beliefs and be more self-confident in their abilities to effectively promote their students' outcomes.

3. Research Perspectives and Limitations

As all researches, this study has limitations. First, the number of our sample is limited and this makes it difficult to generalize the results to the other different levels of students.

Furthermore, our sample includes first year students, so, they lack experience in answering questionnaires and this obliges us to explain each question for them in order to reach validity. The other limitation of this study is related to time constraints; longer time would allow us to use more than one research tool and work with larger sample of students.

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APPENDICES

Appendix One

Students' Questionnaire

Dear First year students,

The aim of this questionnaire is to investigate the impact of teacher self-efficacy beliefs on learners' motivation. We would be grateful if you could answer these questions to provide us with the necessary information that would help us to reach the answer of the research questions. Your answers are important for the validity of our research. Please, tick (✓) the appropriate answer or make a full statement when necessary. And thank you in advance for your collaboration.

Kachi Samira

Department of English

University of 8 Mai 1945

Section One: Background Information

- 1- Age..... Year
- 2- How many years have you been studying the English language?
- 3- Was studying English at university your personal choice?

Yes	
No	

- If no, please justify your answer

.....

- 4- How could you describe your level in English?

very good	
Good	
Average	
Bad	
very bad	

Section two: Students' Learning Motivation

- 5- Are you motivated to learn the English language?

Yes	
No	

6- Do you think that motivation is important in learning?

Yes	
No	

7- What motivate you to study English at university?

You like the English language
For satisfying the parents' desire
For future career
Other

-If other, please specify

8- What are the factors that may enhance your motivation to learn?

The classroom environment	
The quality of teaching materials used	
The teacher's attitude	
Other	

-If other, please specify

Section three: The Impact of Teacher Self-efficacy on students' learning Motivation

9- Does your teacher show confidence in his/her ability to promote your learning?

Yes	
No	

10- When you fail in performing some tasks, does your teacher?

Find difficulty to maintain you on task	
Feel confident about his/her ability to promote your performance	
Ask you to do more efforts	
Other	

- If other, please specify

.....
.....

11- When there is a kind of misbehavior inside the classroom, does your teacher?

Show confidence in his ability to manage the situation	
Use scores to regulate the classroom discipline	
Use harsh and negative comments	
Feel angered and threatened	

12- Does your teacher plan lessons that promote classroom interaction?

Yes	
No	

13- Does this strategy raise your motivation to be more active inside the classroom?

Yes	
No	

14- When you show less interest in learning, does your teacher use new teaching methods to enhance your motivation to learn?

Yes	
No	

15- Does your teacher show optimism about your success in learning?

Yes	
No	

16- To what extent does this optimism raise your motivation to make more efforts to learn?

A lot	
A little	
Very little	
Not at all	

17- Does your motivation in learning is based on the teacher?

Yes	
No	

18- If yes, which characteristic do you think is most important for teachers to have?

Self-efficacious	
Systematic	
Strict	
Other	

- Please justify your answer

.....

.....

.....

19- Do you agree that teacher self-efficacy can influence your motivation towards learning?

Yes	
No	

- Please, justify your answer

.....

.....

20- Please, could you add any further suggestions about the topic?

.....

.....

.....

Thank you so much for your collaboration

المخلص

في الواقع، يلعب الاساتذة دورا هاما و محوريا في السياق الدراسي. في المناخ الدراسي، يكون الاساتذة مسؤولين عن نقل المعرفة و بناء بيئة تعليمية، بالإضافة إلى تشكيل نموذج فعال في هذه الحالة، ما يهم حقا هو ايجاد اسناذ ذي ثقة عالية بقدراته الخاصة لتعزيز النجاح الاكاديمي لطلابهم و لهذا نسعى من خلال دراستنا هذه الى اكتشاف ما اذا كان اساتذة قسم اللغة الانجليزية يتمتعون بالفعالية الذاتية المطلوبة ام لا. و نهدف من خلال ذلك الى التحقق من مدى التأثير الذي يلعبه الاساتذة ذوي الفعالية الذاتية في تحفيز الطلاب. من خلال الحالة المستخدمة و التي هي محل دراستنا و المتمثلة في طلاب السنة الاولى من قسم اللغة الانجليزية بجامعة قلمة. حاولنا من خلال هذه الدراسة اكتشاف العلاقة بين المتغيرين من خلال الافتراض الاتي: اذا كان الاساتذة يتمتعون بفعالية ذاتية عالية، فان الدافع التعليمي لدى الطلاب سيزداد. و من اجل تأكيد هذه الفرضية استخدمنا الطريقة الوصفية التي تهدف الى الحصول على بيانات قيمة عن طريق استبيان الطلاب الذي تم توزيعه على 150 طالب من اصل مجموع 254 طالب. و قد توصلت هذه الدراسة الى ان الاساتذة في قسم اللغة الانجليزية ذووا فعالية ذاتية عالية. الى جانب ذلك فان النتائج المتحصل عليها اكدت الارتباط الايجابي بين الفعالية الذاتية للأساتذة و الدافع التعليمي لدى الطلاب بناء عليه، لا بد للأساتذة ان يكونوا على دراية و تيقن بضرورة وجود هذه العلاقة السالفة الذكر و ادراك مدى اهميتها وإيجابيتها. و بالتالي العمل على تطوير فعاليتهم الذاتية كاستراتيجية معمول بها في رفع الدافع التعليمي لدى الطلاب.