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**Exploring the Effect of Intrinsic Motivation among Middle School
Learners**

**Case Study of 2nd and 4th year Learners of Amirat Taib Middle School
Bensakrene – Tlemcen**

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DEDICATION

*I dedicate this work to my family, my mother and my father, my brother and sisters, my friends and especially to my best friend
Thank you all for your support and love
And a special thank to Prof. Amine BELMEKKI for his guidance and support during this work.*

Ghizlen

*Thank you my lovely mother for everything
Thank you my father « Nacer Eddine » to all your support I wish
I realize your dream
To my dearest sisters
To my lovely uncle, my aunt and cousins
To all my friends who encouraged me
To our teacher « Amine BELMEKKI » who helped us in this
work.*

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Abstract

Motivation plays an essential role in the learning process. It is one of the fundamental research studies which shows the use of different types of motivation in middle schools. Several English teachers tend to use different techniques in order to improve the pupils' motivation to learn English as a foreign language. The aim of this Research is discussing the effects of intrinsic motivation among EFL learners, the main factors that influence pupils' intrinsic motivation, and the motivational strategies used by teachers to improve their pupil's motivation to learn English. To reach this end, this study was undertaken on 54 pupils and 3 EFL teachers. The case study was dealing with the 2nd and 4th years in Amirat Taib Middle School. The data were collected through a questionnaire administrated to 3 EFL teachers and non-participant classroom observation. the data gathered were analyzed Qualitatively and quantitatively, The findings of this study allow us to find out whether learners are motivated or not and how do the educational and parental environment influence the learning process of the students. The results of this research show the impact of teachers on learners and how they improve their level through intrinsic motivation .

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List of Acronyms

Acronyms:

CALL: Computer Assisted Language Learning

EFL: English as Foreign Language

ELL: English Language Learning

ELT: English Language Teaching

ESL: English Second Language

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General Introduction

In nowadays' global world, education has become the driving force behind global economic and cultural progress, with countries grappling with how to better the teaching and learning process. English has evolved into a highly successful language. There are several factors that contribute to the success of learning English as a foreign language, including general motivation.. It is considered the master key to student success. It plays an important role in increasing motivation of learners through the use of various strategies in EFL courses. This work was devoted to examine the impact of intrinsic motivation on middle school learners and teachers' strategies for enhancing students' motivation, and discussed the role of parents and teachers and how they influence learners.

Therefore, this research work attempt to answer the following research questions:

- * How can students be motivated intrinsically?
- * What are the main factors that may influence pupil's intrinsic motivation?
- * How can intrinsic motivation have an effect on our EFL learners?

In this respect, the researchers obtained the following hypotheses as a major stage in any investigation.

- * Students can be motivated intrinsically by a number of strategies.
- * Some external and internal factors may be remarkable aspect that influence pupils' intrinsic motivation.
- *Intrinsic motivation seems to be a positively influence our EFL learners.

Additionally, the present research work proposed an exploratory case study which attempts significantly to analyze the effects of intrinsic motivation in middle school. The researchers relied on studying the case of 2nd and 4th year EFL pupils at Amirat Taib middle school, Bensekrane, Tlemcen. The investigators selected two research instruments; classroom observation and teachers' questionnaire on different sources of qualitative and quantitative data.

This research was divided into three chapters; the first chapter was about Intrinsic Motivation in EFL, which provided some definitions and types related to motivation,

and the main strategies and techniques used by teachers as: using various and interesting activities, involving new effective techniques, create a relaxed and positive learning climate and providing opportunities for students to experience success.

The second chapter deals with the situation analysis and research design, However, it was concerned with a full explanation of the research instrument used in this study, as well as the sample chosen.

The third chapter discusses and analyzes the results of the teachers' questionnaire and the classroom observation. Also, it provided some suggestions and recommendations for both parents and teachers to improve the intrinsic motivational process of learners.

Chapter One

Litterature Review

Chapter One: Literature Review

1.1. Introduction

1.2. Definition of Motivation

1.3. Types of Motivation

1.3.1. Intrinsic Motivation

1.3.2. Extrinsic Motivation

1.4. Importance of Motivation

1.5. Factors Influencing Intrinsic Motivation

1.6. Teacher Role in the Classroom

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1.10. Effects of Intrinsic Motivation on EFL Learners

1.11. Conclusion

1.1. Introduction

In the field of teaching and learning foreign languages the term motivation emerges and it is used frequently by teachers to describe the success or failure of the students. Motivation, as a critical factor in the process of learning and teaching, is defined as some internal drive which pushes someone to do things in order to achieve something. Therefore this chapter deals with a presentation about motivation. It is divided into several parts; the first part introduces some definitions of the term motivation and its different types. The second part is about the different factors that influence the learners and the importance of the role of parents and teachers in the process of learning. The third part presents the various techniques and strategies used by teachers to increase the student's motivation. Finally, it ends with conclusion of the chapter.

1.2. Definition of Motivation

Motivation is not only the strong desire to learn English and acquire knowledge, but also the internal reason that motivates students to have the enthusiasm and willingness to learn English. It's like the engine and steering wheel of a car that can turn students from boredom to interest. Students learning English have an inner power to push and persevere. Gardner pointed out that the motivation of learning foreign languages includes these aspects: goals, hard work, behavior, desire and attitude to achieve goals (quoted from Jia Guanjie, 1996). Strong student Have a correct and positive learning attitude and strive to master English Clear goals and aspirations, and thus achieve better grades than unmotivated students and those students Learning English is often seen as a heavy and boring burden. Indeed, motivation is a fundamental factor in language knowing that no teacher can avoid the motivation to care for students, so it is necessary to understand the motivation is deeper an idea the author turns to next.

1.3. Types of Motivation

Motivation can be described in many types and the main broad categories are intrinsic and extrinsic motivation.

1.3.1. Intrinsic Motivation

Intrinsic motivation arises from the learner's own needs, such as curiosity, the desire to learn, and feelings of competence or growth (Paul Eggen & Don Kauchak, 1994, P.428). It exists when someone works to fulfill an inner drive to complete a task successfully regardless of whether the endeavor has any outward worth (Cheryl L. Spaulding, 1992, p.4).

In other words, students are eager to study new and intriguing information in order to achieve their goals. Intrinsic motivation is fueled by curiosity, a desire to learn, and a sense of competence and growth. Edward Deci (1975:23) defined intrinsic motivation:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward...Intrinsically motivated behaviors are aimed at the bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

Their goal is learning and also about enjoying the process of learning rather than seeking praises or rewards. Students who are intrinsically motivated study English on their own time and like tasks that are moderately difficult. This has a lot of worth and significance in learning since it makes them self-starting and self-sustaining, and it can keep the motivational machinery running for a long time.

1.3.2. Extrinsic Motivation

Extrinsic motivation, on the other hand, is an outer force that motivates pupils in English learning through expectations, praises and rewards. It exists when people are driven by a goal that is external to or functionally unrelated to the task they are doing (Cheryl L. Spaulding, 1992, p.4). When students work hard to win their parents' approval, teachers' praises, or pocket money, we can safely conclude that their

motivation is primarily extrinsic, that their reason for working and studying is primarily external to themselves, and that the goal of learning is not to gain knowledge but to gain self-esteem. Students are encouraged to study more actively as a result of the external praise.

1.4. The Importance of Motivation

According to (Gearcia Cerdan, 2017) motivation is considered as the motor that moves our world. Motivation plays a significant role in education; it is an essential element necessary for quality of learning.(Abussalim, 2008) mentioned that it is one of the influential factors on the teacher and the learner that contribute in the success of the teaching learning process. Without motivation, students cannot reach their goal easily. Motivation is needed where people have difficulties such as at school, and at work. Without motivation, students cannot reach their goal easily. Therefore, Lack of motivation in education could damage the learning process.

1.5. Factors Influencing Intrinsic Motivation

The motivation of language learners can be influenced by internal and external factors (Williams & Burden, 1997). Internal factors include interest in what is being learned, perceived value and attitudes toward the subject. External factors influencing motivation include social support for learning by teachers, parents and peers, and perceptions of formal learning environments. Although often manifested as independent structures affecting motivation, internal characteristics are thought to be inextricably linked to a learner's personal learning environment (Waninge, Dörnyei, & de Bot, 2014). To illustrate this, Nikolov (1999) reported that the main motivating factors for children aged 6-14 included positive attitudes towards the learning environment, teachers and intrinsic motivational activities, tasks and materials, children were motivated to learn L2 when they found classroom activities, assignments and materials fun and teachers supported them. This is not surprising, as being interested in what is happening in the classroom leads to higher motivation.

To gain insight into learners' motivations, it is also important to examine the supports they receive outside of their immediate learning environment, such as from parents and peers. Of the factors influencing motivation, the three most important to young EFL learners are: attitudes towards second language learning, social support from parents, teachers and peers and perceptions of the learning environment.

1.6. Teacher Role in the Classroom

Teachers play a vital role in the process of teaching a foreign language. In teaching English as a foreign language for instance, teachers have a great impact on the student's motivation and thus achievement. In the classroom, a teacher can perform many roles with different aims. One of the essential duties of the teacher is to create the appropriate environment that helps the student learn. (Finlinson, Serrell 2016, p.21) mentioned that teachers are responsible for changing the moods of the classroom by communicate with their students. They interact with the student and influence on them to learn by asking them questions, and letting them ask to investigate their ideas.

Moreover, the teacher is someone who can provide knowledge to his/ her learners. Teachers play an important role in the classroom , they can be:

Controller: The teacher is in complete charge of the class, the teacher is mostly the center of focus. „The teacher acts as a controller of everything that goes on the classroom. „Harmer (2001).when he/she stands in front of the class and stipulates to the learners orders as what to do, when to speak here the teacher is acting as a controller

Assessor: A teacher wears many hats throughout the day, week, and school years. One of the important hats is that of an assessor, the role as an assessor means assessing the students“ level of learning; giving feedback and grading them. Teachers offer the help if students do not understand something, they give feedback over their activities and also grade them in different ways. In this context Harmer (2001:60) said that:

when act as assessors (whether in the matter of instant correction or more drawnout grade giving) we must always be sensitive to the students“ possible reaction.

Facilitator: In the globe era the role of the teacher is changing, teachers should understand and concentrate on four pillars of education i.e. learning to live, learning to know, learning to do and learning to be.

Organizer: The most important and difficult role of the teacher has to play is as organizer. Meanwhile organization means that students are in their proper time, the teacher is ready with effective lessons without a good organization

1.6.1. Teaching Knowledge:

Teachers are considered as the source of knowledge. They have an important role in enhancing their student's learning level because students may arrive to the classroom with a certain degree, but the teachers guide them and help them to develop themselves.(Alhodiry, 2016). Throughout the year teachers must follow a given curriculum. They have to teach in many ways beyond textbooks including lectures, activities, project-based learning, and laboratory experiments.

1.7. Creating Classroom Environment:

The environment of the classroom plays a significant role in the teaching learning process. Teachers are responsible to create the appropriate climate for the learner. They are responsible to support their students either positively or negatively. Teachers are responsible in supporting their students; they may cause either a positive or negative environment. Students imitate their teacher's actions. If a teacher behaves with the student in an aggressive way, the student may react negatively which can result in a hostile educational setting. So Teachers have to create a positive encouraging atmosphere for the student to feel happy and calm.

1.8. Differences between Male and Female Motivation

Motivation can be affected by some personal variable; gender is one of these personal variables. Maria, Rusillo and Felix and Arias, 2004). The research on language and gender started by Robin Lakoff and it continued by other researchers; they all argue that gender differentiate in the use of language. (Volgeli, 2005). In the process of

learning foreign languages several studies suggested that girls are more motivated to learn foreign languages than boys. (Akram and Ghani, 2007 cited in Alzahrani, 2019). Akram and Ghani argue that in English primary schools, girls are more interested to learn foreign languages. In this case Akram and Ghani concentrate on the attitudes of the learner. They pointed out that girls are more positive to learn foreign languages which help them to improve their level in learning. By contrast, most boys are not interested. As a result of the study of Akram and Ghani, positive attitudes increase motivation and poor attitudes decrease and cause lack of motivation to learn foreign languages. They also mentioned that in the field of learning foreign languages girls are more serious than boys. According to (Ogerd, Galloway, Armstrong and Leo 2000 cited in Alzahrani, 2019). Gender differentiates in motivation to learn second language might stem from cultural and social differences, rather than pure motivation alone.

1.9. strategies to Motivate Students in English learning intrinsically

“You can lead a horse to water, but you can’t make him drink.” Motivating students is a little like that, it involves not only leading them to English, but also making them thirsty for knowledge and understanding English. As language Learning, English has its own characteristics, learners need to remember, practice and learn more exchanges than other disciplines. Students' motivation is crucial to learning English. English teacher are organizers or leader of teaching. They have a responsibility to increase student motivation and actively learn English.

1.9.1. Using Various and Interesting Activities

Applying varied and fun moderately challenging activities to engage students is effective and practical stimulate their curiosity about learning English in terms of intrinsic motivation, arousal and language characteristics learn. Language learning is slightly different from other subjects that require students to develop four skills listening, speaking, reading and writing by memorizing and practicing a wide range of vocabulary, phrases and grammar and talk a lot in class. Students are prepared to be entertained and realize that learning English can be fun and interesting, engagement is

the key to stay motivated during class. Games are very popular in English classes, especially in elementary school. As Ayden Ersoz explains: well-chosen games are invaluable because they provide students with a break while also allowing them to practice language skills. Games are highly motivating because they are both entertaining and challenging. In addition, they use meaningful and useful language in real-world contexts.

They also promote and enhance cooperation. Guessing games, gap filling games, and chain story games are all useful and entertaining ways to learn English. Summer English camping trips, in-role play, and songs are also effective.

In higher grades, some real-world discussion and creative activities, such as creating an advertisement, are encouraged various and interesting activities encourage students to put in as much time and effort as possible while also increasing learning motivation.

1.9.2. Involving New and Effective Techniques

As some teaching techniques have been implemented, teachers now have more options and methods to stimulate students' intrinsic motivation, such as CALL (computer assisted language learning), multimedia, Internet use, and educational software. These methods are innovative, interesting, practical and effective, with colorful pictures, vivid voices, a wealth of information, and effective interaction that piques students' curiosity and interest while also encouraging intrinsic motivation. Many pupils with intrinsic motivation can begin self-study in schools or at home to effectively improve their listening, reading, and writing skills using this method.

1.9.3. Create a Relaxed and Positive Learning Climate

Climate is important because it creates an environment that encourages both achievement and motivation (Richards, J. C., & Theodore, S. R., 1988). According to Maslow's hierarchy theory, motivation and need, as well as the nature of English learning, a relaxed and positive learning environment should be provided for students learning English. Students can feel safe in a friendly environment and their sense of understanding and challenge, as well as learning motivation, can be promoted. In

English learning, students require a great deal of practice to speak in class, so imposing some rules to ensure they make adequate use of practice time while also making them feel safe and comfortable and away from criticism and laughter by making mistakes. Meanwhile, teachers should encourage students to engage in broad discussions without fear of expressing differing opinions from others. When students make mistakes, teachers describe them as opportunities for improvement and make encouraging comments, such as” This is a good experience for you. When you finally get it, you will have improved a lot.”

Teachers can interact with students and stand closer to them if they smile and encourage them more. Following that, before beginning class and activity, teachers' explanations of what students are supposed to be learning and why they are learning it promote a sense of value and make students more clear and positive in their English learning.

Then, teachers should present tasks that are neither too easy nor too difficult that they are beyond the students' capacity, because tasks that are too difficult discourage students from trying, while tasks that are too easy produce boredom and decreased feelings of competence and self-efficacy (Hu Chundiao, 1990, p.460). When students are working on tasks, teachers should be ready to provide assistance at any time.

1.9.4. Providing Opportunities for Students to Experience Success

The most important use of learning English is to communicate with people in the target language, however, not all learners are active in using English, particularly when they are frustrated by failure in English learning. Based on the theory of needs and beliefs, the more ways teachers can give their students to use English, have fun with English, and experience success in English learning, the more likely it keeps students motivated and successful. Hamachek, has conducted extensive research on the effects of failure on school achievement, concluding almost universally that success encourages students to raise their level of aspiration, whereas failure generally causes them to lower it (1972).

This goal can be attained by giving students more opportunities to participate in activities that will allow them to succeed with more freedom and self-determination. For example, teachers can take five minutes out of each class period to allow students to participate in the "I am a teacher today" activity, which allows students to switch roles and teach other students English in class as a way of feeling successful. Students can decide what to teach during these five minutes, such as reviewing, teaching new words, or telling a story.

1.10. Effects of Intrinsic Motivation on EFL Learners

Teachers must actively develop intrinsic motivation in their pupils in order for them to be more successful and to enjoy studying. (Taylor & Adelman, 1999) because students crave a challenge and the opportunity to discover new things, this is the most valuable and productive way for them to learn. Intrinsically motivated students become lifelong learners who are enthusiastic about new discoveries in their education.

Students who are not motivated will not perform to their full potential because they lack the drive to seek out challenges in their education. As a result, it is critical for students to be motivated in order to achieve academic and social success. Students who demonstrate a lack of motivational readiness may experience poor learning and learning difficulties. (Taylor & Adelman, 1990).

Intrinsically motivated students actively enjoy the task of learning new skills and information, they achieve greater success in school and ultimately in life. Individuals who are intrinsically motivated participate in an activity for a variety of reasons, including curiosity, completion, and a desire to contribute, without the need for a reward or compensation. (Deci, 1975, as cited in Adleman & Taylor, 1990), a student who is intrinsically motivated will persevere in completing a task, even if it is difficult.

This type of student is more likely to complete the activity and be energized by the challenge of completing it. Furthermore, an intrinsically motivated student is more likely to retain the newfound knowledge and concepts learned through task completion and to feel confident when confronted with new and challenging learning situations.

Students who have intrinsic motivation seek challenges, feel competent, and feel a part of a community. (Poonam, 1997). Intrinsically motivated students acquire many valuable learning tools and behaviors that promote their success in the classroom.

1.11. Conclusion

To conclude, motivation is said to be conceived as fatal and important aspect in the development of the learners' learning process. The aim of this chapter was to identify the term motivation with its components and presenting the main effects that influence the learners' motivation and also showed the major techniques and ways that help to increase the intrinsic motivation of the students.

Chapter Two

Situational Analysis and Research Design

Chapter Two: Situational Analysis and Research Design

2.1. Introduction

2.2. Research Design

2.3. Context of Research

2.4. Research Participants (Sampling)

2.4.1. Teachers' Profile

2.4.2. Pupils' Profile

2.5. Research Instruments

2.5.1. Teachers' Questionnaire

2.5.1.1. Teachers' Questionnaire Design

2.5.2. Classroom Observation

2.5.2.1. Classroom Observation Design

2.6. Data Analysis

2.6.1. Quantitative Analysis

2.6.2. Qualitative Analysis

2.7. Conclusion

2.1. Introduction

This chapter describes the practical work of current research also ,it highlighted the research design, the setting, and identified the chosen sample that helps in constructing this research work, in addition it demonstrated the methodology in the investigation that were done in the field needed, it determined the research instruments used which were observation for pupils and questionnaire for teachers.

2.2. Research Design

To conduct any research, the researchers should select an important step which is research method. A research design is the structure by which research is conducted. It forms the blueprint for data analysis and result interpretation. In this work the researchers adopted the case study of second and fourth year pupils at Amirat Taib middle school. The purpose of this study was to identify if intrinsic motivation has an effect on the English learners of middle school and tried to find solution to the problem. According to Yin (1984, 23) defines case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context are not clearly evident, and in which multiple sources of evidence are used” to analyze the questionnaire and the classroom observation. A case study was chosen to illustrate the general situation. “it is the study of an instance in action” (Adelman et al. quoted in Cohen et Al, 2000).

The researchers took an exploratory case study, and it was the 2nd and 4th year at Amirat Taib middle school, in which the case was studied through a classroom observation. Aiming to discover how intrinsic motivation effects on English learners in middle school.

2.3. Context of the Research

The research study took place at Amirat Taib middle school, Bensekrane , Tlemcen. A number of learners and teachers had participated to fulfill the aim of the present work.

Amirat Taib is an Algerian middle school which is situated in Bensekrane ,Tlemcen. It is composed of 21classes. The number of learners who study at the level of the middle school is about 553, most of them 307 are boys and 246 are girls, as for teaching 27 are involved in the process.

2.4. Research Participant

The sample population is an important element in the process of data collection. “population is the theoretically specified aggregation of study elements...A study population is that aggregation of element from which the sample is actually selected ” (Babbie, 2000 , 199). The participants involved in this research were a combination of 2nd and 4th year pupils in middle school and ESL teachers.

2.4.1. Teacher’s profile

The researchers selected three teachers of English language in the middle school of Amirat Taib in Bensekrane , Tlemcen. One of the informants is male, he has a master degree, while the two are females and they have a license degree. All of them teach 2 levels in the middle school and they teach 14 hours per week.

Table 2.1: Teacher’s Profile

Teachers	<i>Gender</i>	<i>Degree</i>	<i>levels</i>	<i>Hours</i>
A	Female	License	3 rd and 4 th year	14
B	Male	Master	2 nd and 4 th year	14
C	Female	License	1 st and 3 rd year	14

2.4.2. Students’ Profile

The investigation was done at Amirat Taib middle school in Bensekrane, Tlemcen. The participants involved are 2nd and 4th middle school pupils aged between 11 to 15 years old. The sample is made up of fifty two (52) pupils, twenty-five(25) from class

2nd year and twenty seven (27)learners of class 4 middle school, twenty (20) are females and the rest which represents thirty-two(32) of the population are males.

Table 2.2: Student's Profile

	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>2nd year</i>	15	10	25
<i>4th year classes</i>	27	27	54

2.5. Research Instrument and Data collection

Data collection is the process of gathering and measuring information for a research work. To achieve any research, the researchers used different tools to gather informants as questionnaire interview and observation. In this work, the researchers used teachers' questionnaire and classroom observation. The following part will describe the research tools used.

2.5.1. Teachers' Questionnaire

The questionnaire is a research instrument that researchers use for collecting data. Richard says (2005)

Questionnaires are one of the most common instruments used. They relatively easy to prepare, they can be used with large number of subjects and they obtain information that is relatively easy to tabulate and analyze. They can also be used to elicit information about many diferent kinds of issues, such as language use, communication difficulties, preferred learning styles , preferred classroom activities and attitudes and beliefs .(p.60)

The questionnaire is one of the most popular tools in investing a research work; it helps the researchers to gather reliable data. It may include three different types of questions: closed-ended, open-ended, and multiple choice questions. In this research, the questionnaire is distributed to EFL teachers.

2.5.1.1. Teachers' Questionnaire Design:

In order to understand the effects of intrinsic motivation on EFL middle school learners. The researcher administrated 3 Questionnaires to middle school English teachers. this Questionnaires is divided in to two rubrics; the first rubric consists of 5 questions and the second one consists of 11 questions (see appendix A).

The structure of this questionnaire was arranged from general to specific. The design of the devised questions was as follows

- ✓ Question 1: was asked to know the gender of teachers participating in this research work.
- ✓ Question 2: Was asked to know the teachers' degree .
- ✓ Questions 3: Was asked to know the levels that they teach it.
- ✓ Question 4: was asked to know the hours that the teachers teach it per week.
- ✓ Question 5: was asked to see the classroom' s size is helpful to the teachers or not.
- ✓ Question 6: was asked to look if the learners like to learn English Language or not.
- ✓ Question 7: was asked to know the teachers' description about students' motivation in learning English Learning.
- ✓ Question 8: was asked to know if the teachers use motivational strategies or not.
- ✓ Question 9: was asked to investigate if intrinsic motivation affects on the development of pupils' learning or not.
- ✓ Question 10: was asked to get the strategies that used by teachers to motivate their learners intrinsically.
- ✓ Question 11: was asked to know how teachers improve pupils' motivation.

- ✓ Question 12: was asked to whether the use of games, rewards and praises are an efficient method to improve the intrinsic motivation.
- ✓ Question 13: was asked to discover whether pupils' react on motivational strategies used by teachers carelessly, accepted or good.
- ✓ Question 14: was asked to know the relationship between teachers and their pupils develop the motivational process or not.
- ✓ Question 15: was asked to know if the teachers' motivation is essential in the teaching process or not.
- ✓ Question 16: was asked to know whether the role of parents' affect in the improvement of the pupils' intrinsic motivation.

2.5.2. Classroom Observation

Observation is a tool to collect data about attitudes, behavior, etc. Marshall and Rossman(1989) define observation as “the systematic description of events, behaviors, and artifacts in the social setting chosen for study” (p.79).

Observation enables the researcher to describe exiting situations using the five senses, providing a “written photograph” of situation under study (Erlandson,Harris, Skipper, and Allen, 1993).

structured or unstructured, disguised or undisguised. In this work the researcher dealt with non-participant and structured observation during the six sessions that took place in the classroom.

2.5.2.1. Design of Classroom Observation

The classroom observation dealt with the two level 2nd and 4th year middle school. It aimed to observe the learners attitude and motivation towards English language and also to observe the teacher strategies to increase his/her learners motivation. The researchers use a structured and non participant observation. (See appendix B).

- ✓ Question 1: was asked to know how EFL learners participate during the class.

- ✓ Question 2: was asked to know if learners ask questions related to the lessons.
- ✓ Question 3: was asked to know if the learners show interest in the activity.
- ✓ Question 4: was asked to know if learners do efforts even if they get praises from the teacher.
- ✓ Question 5: was asked to know if they respond to an instruction from the teacher.
- ✓ Question 6: was asked to know if the teacher gives other rewards besides grades to motivate his/her learners.
- ✓ Question 7: was asked to know if the teacher makes tasks challenging to involve the students.
- ✓ Question 8: was asked to know if the teacher create a pleasan atmosphere in the classroom.
- ✓ Question 9: was asked to know if the teacher develop his relationship with his students.
- ✓ Question 10: was asked to know if the teacher explain that mistakes are a natural part of learning

2.6. Data Analysis

Data analysis is an important process to gather the information and to report the research findings. It may be qualitative or quantitative. So, in this work the researchers analyzed the questionnaire and the observation either qualitatively or quantitatively.

2.6.1. Quantitative Analysis

Qualitative data refers to numerical and statistical way by drawing tables, charts, graphs, etc. Marczyk (2005, p.17) sees it as “studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics”.

2.6.2. Qualitative Analysis.

Qualitative data refers to the description of the given answers that attempts to interpret and discuss data. It helps the researchers to summarize the results in an accurate and objective way. Cohen et Al (2005, p.461) said that “Qualitative data analysis involves organizing ,accounting for and explaining the data ; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes , categories, and regularities”.

The researchers combined the two method of analysis, in order to build his work on a solid base. Hamzaoui (2006, p.130) said that “Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement”

2.7. Conclusion

This chapter dealt with an explanation about the situational analysis and research design used in this work. The researchers started by giving an idea about research design, followed by the site of research, then participants and the research instruments. So, in this phase researchers gave an overview about the methodology used aiming to analyze the research findings qualitatively and quantitatively.

Chapter Three

Data Analysis and Research Implications

Chapter three: Data analysis, Suggestion and Recommendations

3.1. Introduction

3.2. Teachers Questionnaire Analysis

3.3. Classroom Observation Analysis

3.4. Interpretations of the Main Findings

3.5. Suggestions and Recommendations

3.5.1. Suggestions for Teachers

3.5.2. Suggestion for Parents

3.6. Conclusion

3.1. Introduction

In this chapter, the researchers dealt with the analysis of gathered data from the research instruments used namely teachers' questionnaire and classroom observation, in order to investigate the effects of intrinsic motivation. It studied the 2nd and 4th year EFL pupils at Amirat Taib MS. In the end, this chapter aimed to give some necessary suggestions and recommendations for the teacher and the learners to ameliorate the ELT and ELL process.

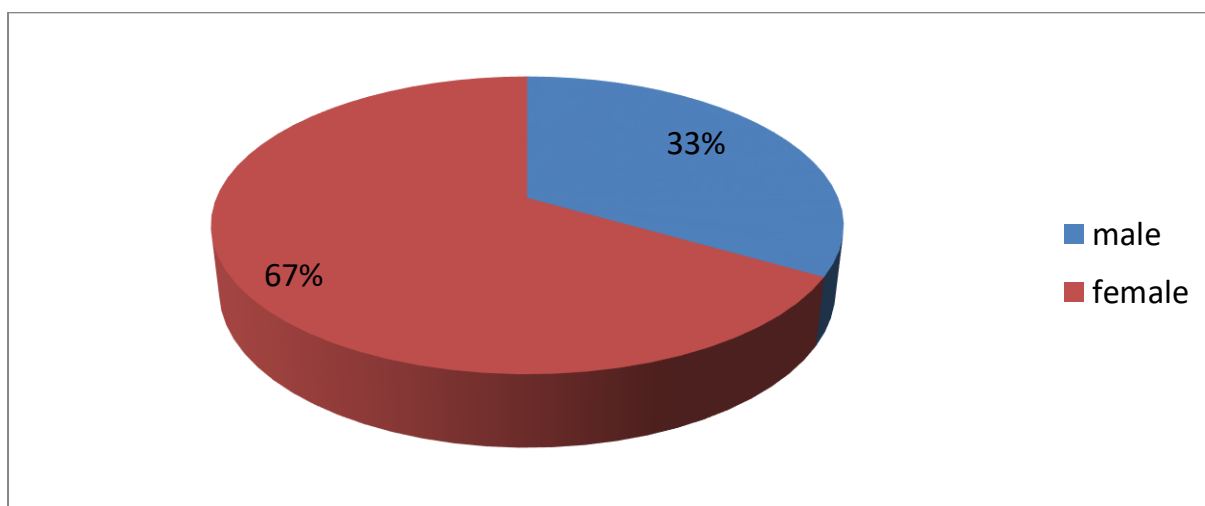
3.2. Teachers' Questionnaire

This questionnaire aims to explore the effects of intrinsic motivation among middle school learners. It was addressed to three EFL teachers in Amirat Taib Middle School. The questionnaire was divided into two rubrics, the first one consisted of four (04) questions and the second one consisted of eleven (11) questions.

Rubric One: Teachers Profile.

Q1: What is your gender?

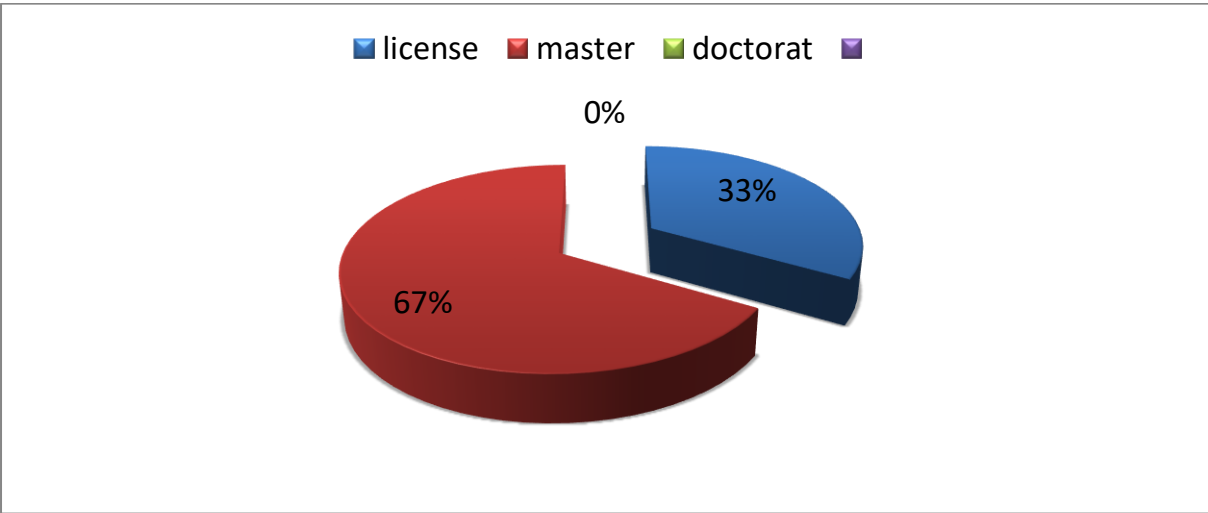
Pie Chart 3.1. Teachers' Gender



This question was asked to know the gender of teachers participating in this research work. So from the above figure , it was seen that the majority of the sample were females, out of three teachers .i.e. the result of this question showed that 67 %of teachers were females and 33 % were male.

Q2: which degree do you have?

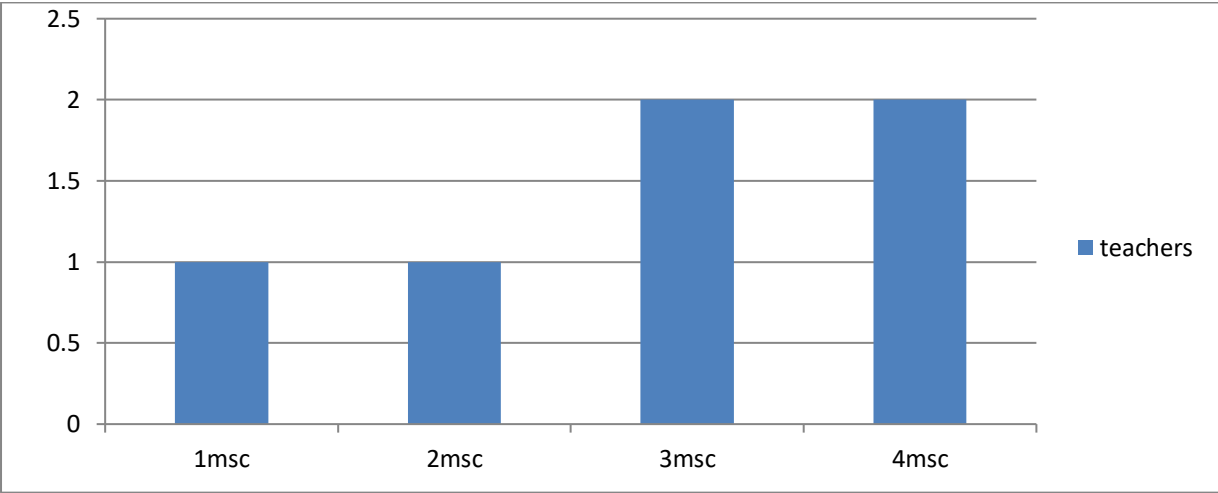
Pie Chart 3.2. Teacher’s Degree



For this question, the researchers asked teachers about their degree. According to the result showed in the above figure, the majority of the sample had License in English language (67%), for the master degree 33% and 0% had doctorate.

Q3: Which level do you teach?

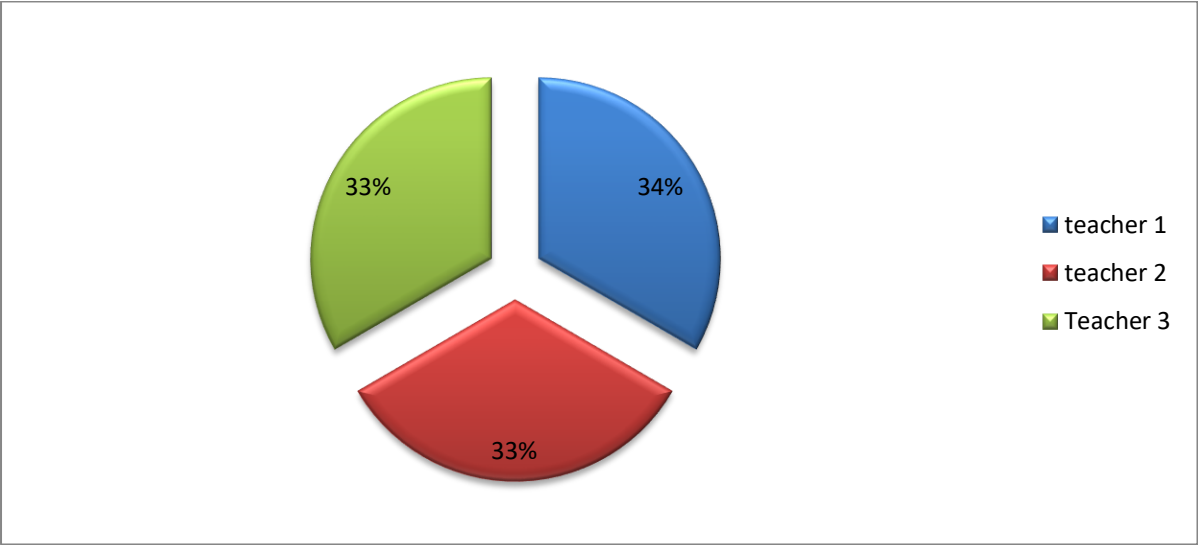
Bar Graph 3.1. Levels Taught by Teachers



This question aimed to know levels that they teach it, the result showed that in 1MS there is one teacher, 2MS there is also one teacher, 3MS there are two teachers and 4msc there are two teachers.

Q4 : How many hours do you teach per weak ?

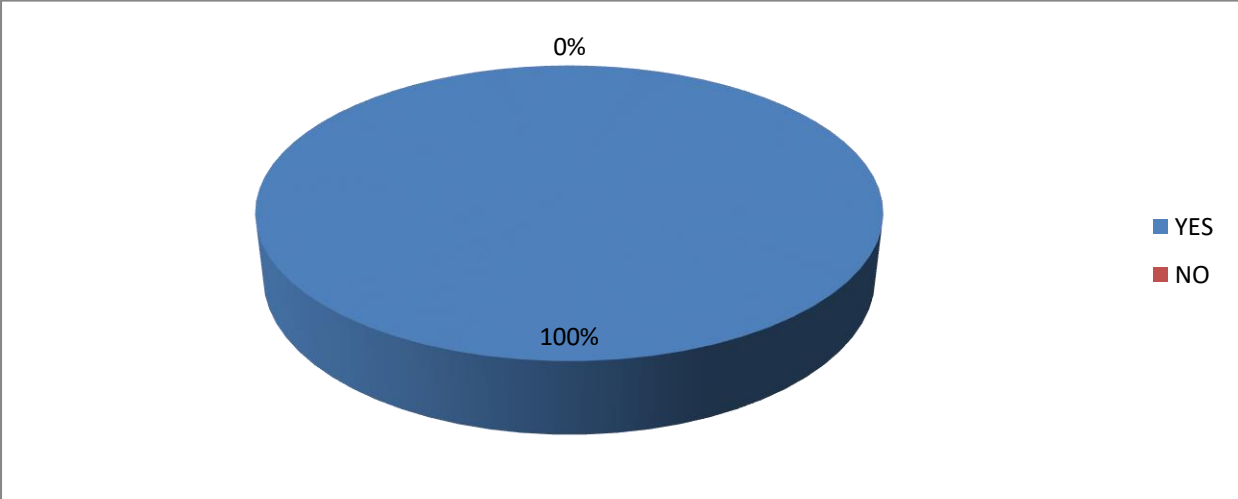
Pie Chart 3.3. Teaching's Hours Per Week



It is noticed from the result above that all of the three teachers have the same teaching 's hours.

Q5: Is the size of the classroom acceptable and helpful?

Pie Chart 3.4. The Classroom's Size

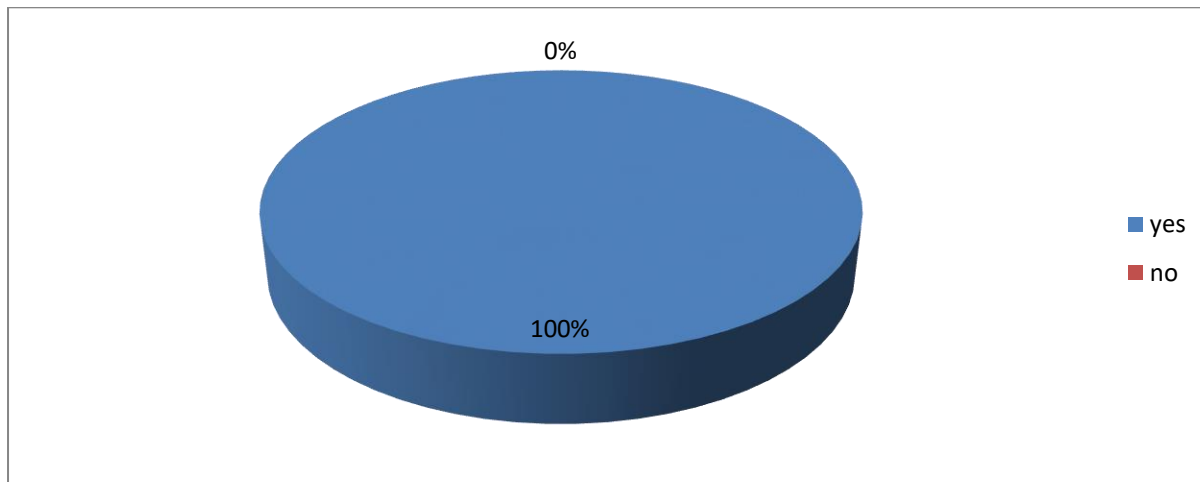


This question aimed to see if the classroom's size is helpful to the teachers or not according to their answers, all the teachers said yes.

Rubric Two:

Q1: Do you think your learners like to learn the English Language? Why?

Pie Chart 3.5. Learners' Interest in English



This question was asked to look if the learners like to learn English language or not and why, the result showed that all of the three teachers said yes (100%).

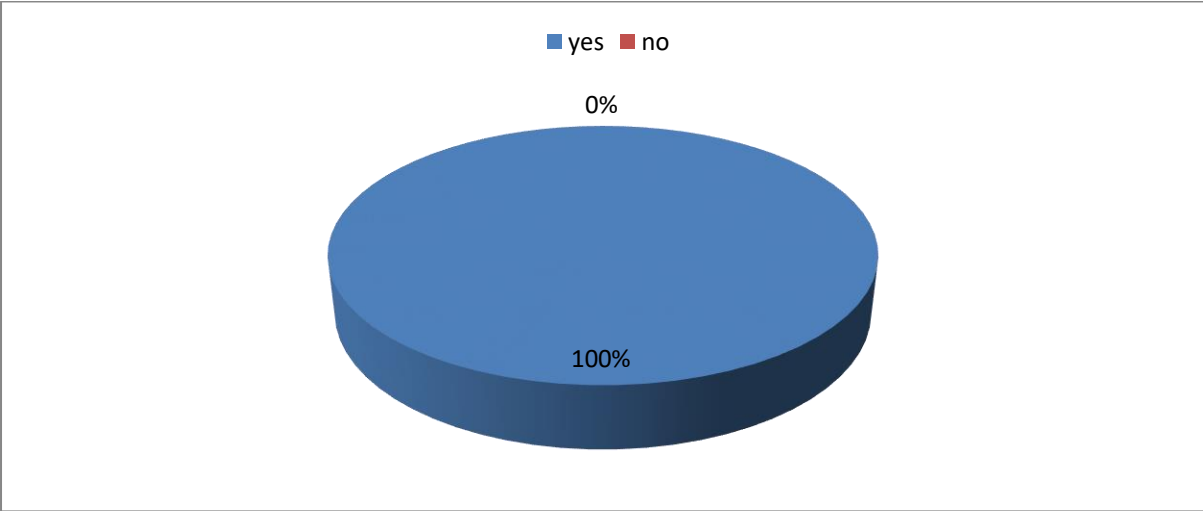
Teacher 1 said «They are aware about the importance of English language over the world and for their future studies ». The other teacher said that it is a world science language, and for the last one said that nowadays English language becomes an international language they need it in their learning career and in their life.

Q2: How do you describe your students' motivation to learn the English language?

In this question, Teacher one answered that students' motivation is very limited because they think that the information that given in the classroom is sufficient to ameliorate themselves. Second teacher said that some of them are motivated and others are not-motivated. The third teacher said that the majority of them are very motivated, they facilitate the learning process.

Q3: Do you use motivational strategies in your classroom?

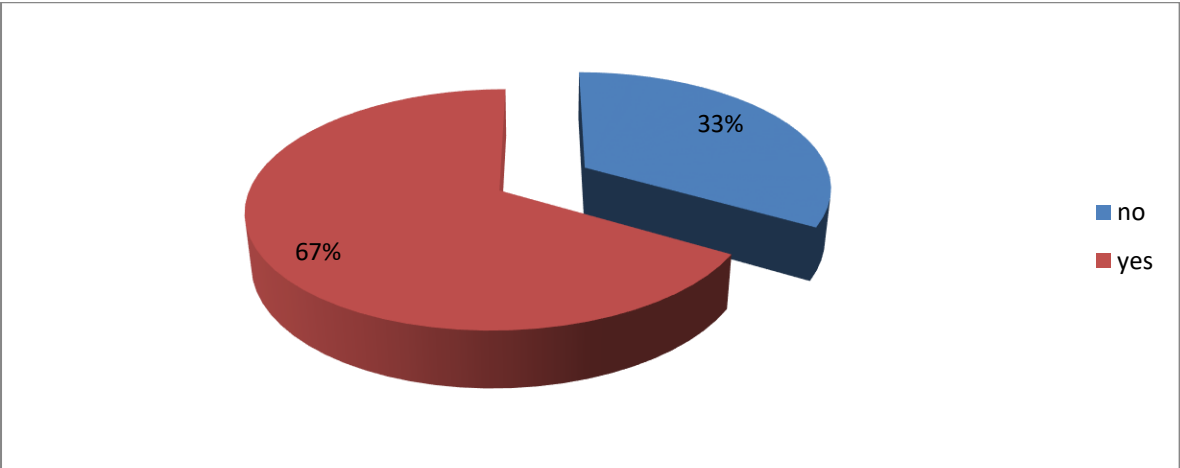
Pie Chart 3.6. Teacher’s Motivational Strategies



This question aimed to know if the teachers use motivational strategies or not. It was noticed from the result, the three teachers (100%) said yes they use motivational strategies inside the classroom.

Q4: Does intrinsic motivation affect on the development of pupils’ learning?

Pie Chart 3.7. The Effect of Intrinsic Motivation on EFL Learners



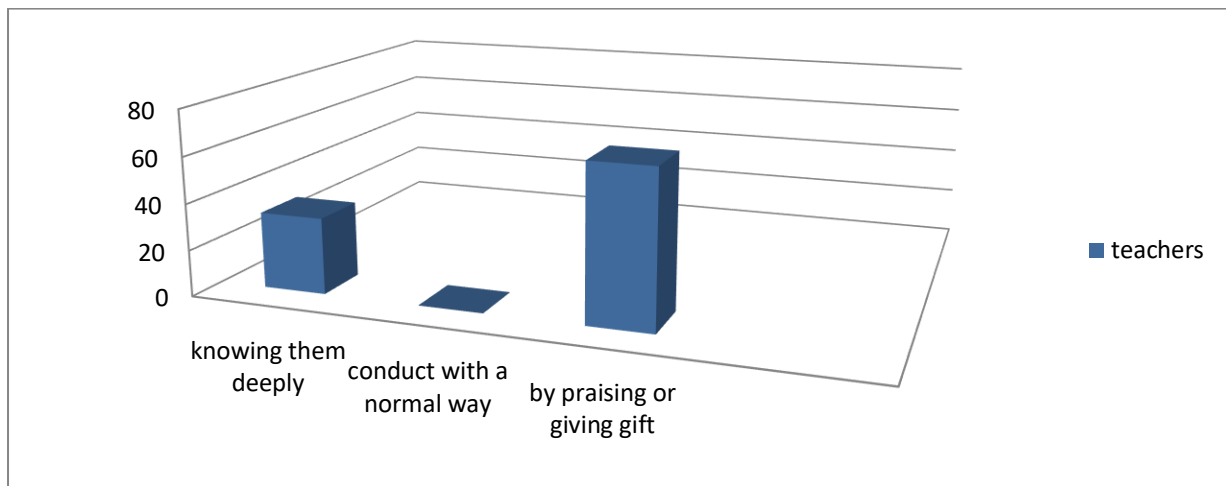
This question was asked to investigate if intrinsic motivation affects on the development of pupils’ learning, the figure above shows that 67% said yes and 33% said no.

Q5: What are the strategies you use to motivate your learners intrinsically?

The aim of this question was to get the strategies that used by teachers to motivate their learners intrinsically. One teacher suggests: encouraging them, giving praises, explain the objectives (learning\ life). The second teacher suggests: games, songs, jokes, pictures. The third one suggests: giving praises, rewards and challenges.

Q6: How do you improve your pupils' motivation?

Bar Graph 3.2. Ways to Improve Pupils' Motivation



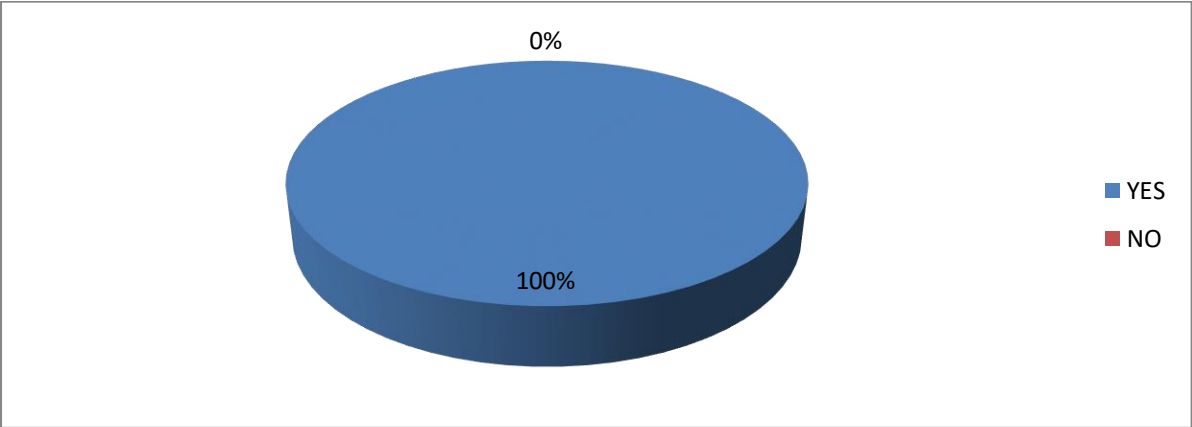
From the above figure, it is observed that 67% said that motivating them by praising, 33% said that by knowing them deeply while 0% said that they conduct with them in a normal way.

Q7: Do you think that the use of games, rewards and praises are an efficient method to encourage learners' intrinsic motivation?

If yes, how?

If no, why?

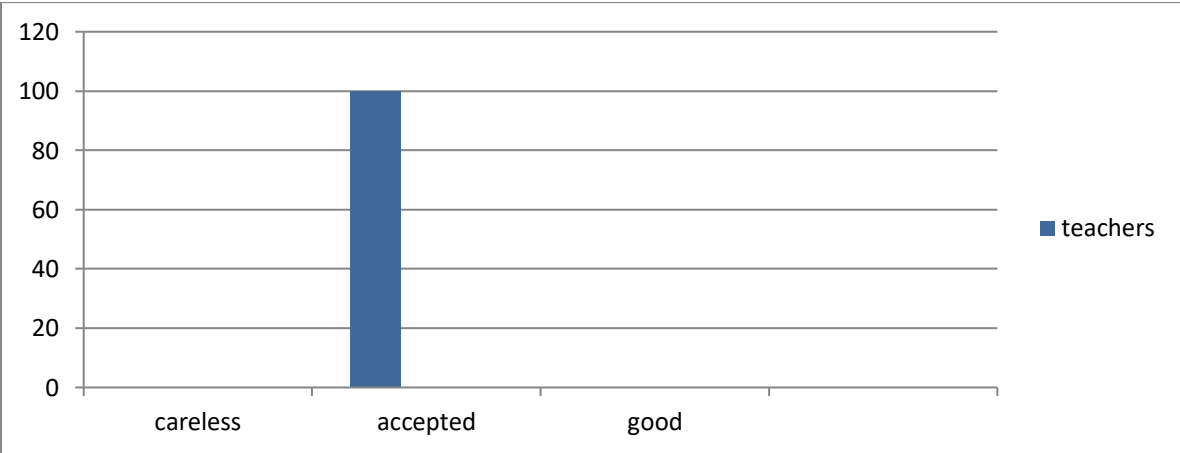
Pie Chart 3.8. Few Techniques to Encourage EFL Learners’ Intrinsic Motivation



This question was asked whether the use of games, rewards and praises are an efficient method to improve the intrinsic motivation level or not. The result showed that the three teachers (100%) said yes .one teacher clarify that when the teacher changes the atmosphere, learners will react positively (games, rewards) like energizers. The two other teachers said that when the student is motivated intrinsically the learning process will be easier.

Q8: How do your pupils react on your motivational strategies?

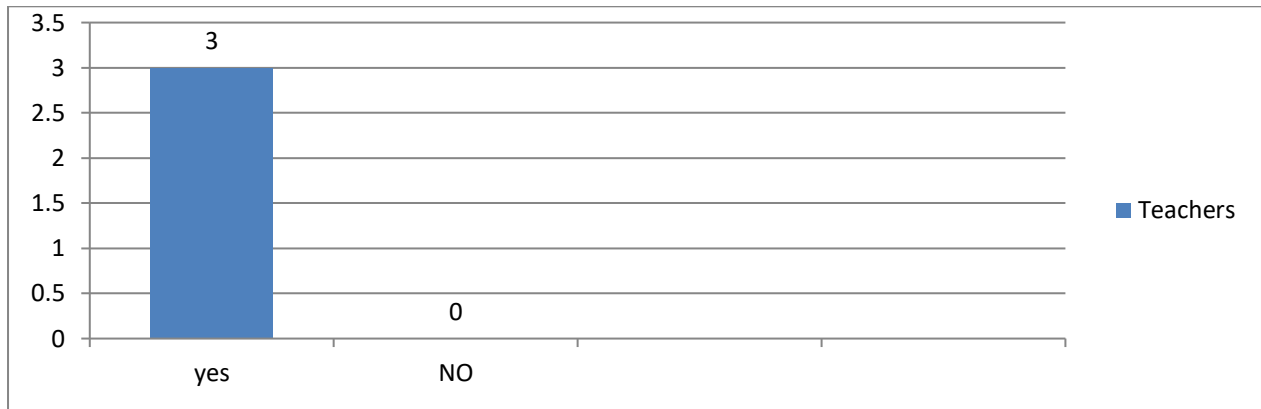
Bar Graph 3.3. Pupils’ Reaction



This question attempts to discover whether pupil’s react on motivational strategies used by the teacher carelessly, accepted or good. The result showed that all the teachers’ select « accepted ».

Q9: Do you think that the relationship between teachers and their pupils improve the motivational process?

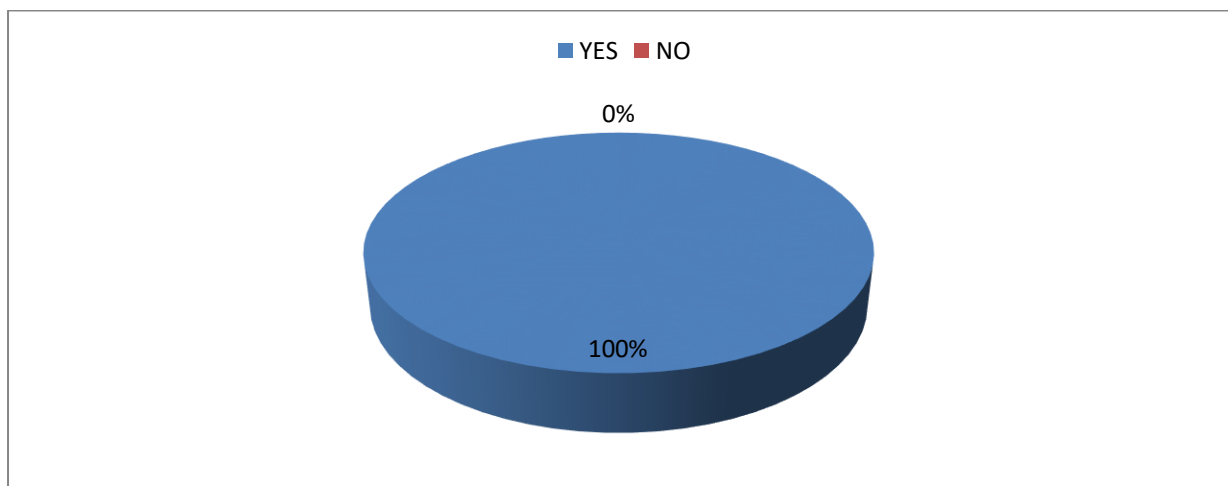
Bar Graph 3.4. Relationships between Teachers and their Pupils



The aim of this question was to know the relationship between teachers and their pupils develop the motivation process or not. From the result, all the teachers said yes.

Q10: Is the teachers' motivation essential in the teaching process? Why?

Pie Chart 3.9. Teachers' Motivation



This question was asked to investigate whether the teacher's motivation is essential in the teaching process; the result showed that all teachers said yes. One teacher said that because it will assure the success of the learning process and achieving the suitable objectives. The second one said that teachers' motivation is an important process in the success of the teaching process, the last one said that motivation is an active process which give opportunities to exploit chances.

Q11: Do you think that the role of parents is important in the improvement of the students' intrinsic motivation?

Pie Chart 3.10. Parents' Role



This questions aimed at knowing whether role of parents affect the improvement of the pupils' intrinsic motivation or not and how. The result showed that the three teachers (100%) said yes. One teacher justified that parents are a home teacher, who achieve the learning process after and before lessons. The second teacher said that parents are the first teachers as they are responsible for their children motivation. The third one said that parents affect the learning process of their children ,for ex : when parents punish their children if they got a bad mark , automatically in the next exam they will improve themselves , also when parents encourage them by praises or rewards they will be very motivated in the classroom.

3.3. Classroom Observation Analysis

For the sake of collecting qualitative data on the student's behavior and motivation during the learning process, a classroom observation was used as a research tool. In fact, during the observation process, the researchers attended four sessions , two with the 2nd year learners, and two with the 4th year learners in Amirat Taib middle school in Tlemcen, a checklist was designed to observe the learners attitude and motivation towards English language and also to observe the teachers strategies to increase his/her learners motivation.

During the two observation sessions with the students of the 2nd year in Amirat Taib Middle School in Bensekrane, Tlemcen. The investigators noticed that the minority of

the students participate during the class and rarely ask questions related to the lesson, this showed that they have little lack of motivation and interest in learning English and they find it difficult.

Sometimes, they do more efforts when they get praises from the teacher after answering correctly that made researchers remarked that this method makes them respond effectively to the teacher instructions. During the attendance, the investigators noticed that the teacher used rewards and extra grades as a method to motivate his/her learners and he/she use tasks challenging in order to involve students and help them to discover their capacities.

The researchers had also remarked that the atmosphere of the class is pleasant and the majority of the students feel comfortable. The teachers observed develop his/her relationship with his/her learners in order to be able to communicate with them easily and be able to know the weakness and strength of each student so that he/she help to develop his/her students and not only in learning but also in daily life, so the researchers had noticed that the relationship of the teachers and their students is adequate to the point that the teacher explain that mistakes are a natural part of learning and they correct it in an acceptable and efficient way.

Moreover, the two other sessions that the researchers had attended was with the 4th year but with two different teachers. The students of the first teacher are interested and they participate during the class and ask so many questions and they are highly motivated to English, unlike the second class that made researchers acquired that difference was in the teacher strategy. The investigators had remarked that the first teacher used the rewards and praises method to increase his/her learners motivation which made students respond to his/her instructions and they made more efforts during the class, also the use of the tasks challenging between the students helps them to develop and challenge themselves with each other. However, the second teacher present his lesson and the tasks needed and the students do the rest, this made the researchers noticed that the students were lack motivated to learn English and find it useless and boring.

The atmosphere of the first class was fun and pleasant and full of motivation and the relationship of the teacher with his/her learners was different than the second class.

By the end, the researchers observed that motivation in the first class of the 4th year was higher and many students like to learn English and some of them want to continue and chose the literature filed in high school in order to study English unlike the second class were motivation is low and only some students find it interesting.

Finally, from the classroom observation the researchers had made a comparison between the two levels and it appeared that learners of the 4th year are more motivated and enjoying learning English as a foreign language while the 2nd year learners may find it hard and difficult and lack of motivation made them find it useless

The obtained result of the observation bring evidence that teachers strategies are an essential part of the learners motivation and interest in learning English as a language.

3.4. Interpretations of the Main Findings

At the beginning of this work, three research questions were suggested; the first one was how students can be motivated intrinsically. After collecting the data from the two research instruments used (the Teacher's Questionnaire and the Students Observation); the results revealed that students can be intrinsically motivated through lot of strategies and techniques used by teachers and it affects positively on the students learning process.

The second research question is about presenting the main factors that influence student's intrinsic motivation, and according to the results obtained, teachers and parents and peers are an effective factor that help in the increase of the students motivation and also it indicated the importance of the relationship between students and teachers in the learning process.

The third hypothesis is about the effects of intrinsic motivations on learners, and from the result, it was noticed that intrinsic motivation plays an essential role in the development of the students learning process, it gives the opportunity to discover new things, it facilitate and make learning enjoyable and help students to participate in

various activities for a variety reasons such as curiosity and the desire to learn and intrinsically motivated students will also help teachers in the teaching process.

3.5. Suggestions and Recommendations

This part of the chapter provided some recommendations and suggestions for both teachers and parents to increase the pupils' intrinsic motivation inside the classroom or outside the classroom.

3.5.1. *Suggestions and Recommendations for Teachers*

- *Independent Thinking:*

Allow the student to work on a specific skill and report back to you on how they improved it. They can improve or change it in any way they believe will be beneficial.

- *Provide Choices:*

When children have a say in how they achieve a goal, they are more intrinsically motivated. Try not to make any activity optional. Provide a variety of options or allow them to make their own suggestions for how to achieve the goal or complete the task.

- *Power of Positive Thinking:*

Having a "I can" attitude can be extremely beneficial and boost a student's confidence.

- *Cooperative Learning:*

Students may feel more motivated if they can collaborate with other students to assist or teach them a skill.

- *Ask Questions:*

Encourage students to think for themselves rather than giving them answers.

- *Keep it Fun With some Competition:*

Most kids enjoy winning and feel a sense of accomplishment when they do. Games can be combined with therapeutic activities or academic material.

- *Shoot For your Personal Best:*

If your students struggle with competition, don't compare their abilities to others; instead, focus on how each student improves each time. Teach the student how to track his or her own goals in order to visually represent progress over time.

- *Plan Together:*

Inquire about the student's preferred method of achieving a goal. Explain your options and decide what will work best for you.

- *Educate The Student:*

Explain to the student why you are doing that specific activity or learning new material and how it will help him/her in their daily life when you are working on it.

3.5.2. Suggestions and Recommendations for Parents

- ✓ Show kids that learning and mastering new skills can be fun.
- ✓ Instead of doing a work situation, create a learning environment. We learn to acquire new knowledge rather than simply completing homework in order to get good grades.
- ✓ Show them the various applications of a new subject to pique their interest.
- ✓ Allow them to choose activities based on the child's interests without putting any pressure on them.
- ✓ Help children by giving them constructive feedback rather than criticism, which can raise their sense of competence.

3.5.3. Suggestions and recommendations for pupils

- ✓ *Discover your passion :*

No matter which field of academics you are pursuing, there will always be an area in that field that excites and drives you. If you are studying engineering, explore the discipline that truly excites you and focus on building your expertise in it. If you are studying law, look for a field within that you want to study in-depth and build your career on. Many students continue to go through their academic routines without any vigour or excitement. This results in shallow learning and low motivation.

- ✓ *Don't just study for scores:*

Academic learning can often get dull and monotonous particularly if your teachers are not making special efforts to make it more engaging and interesting. However, you do not need to limit yourself to classroom teaching or course recommended books. Education is a never-ending subject, and the more you immerse yourself into it, the more you discover. Unfortunately, our education system is restricted by excessive focus on student achievement and scores. If you are a student dealing with lack of motivation, you must begin by overcoming this single-minded focus on scores and look at education as a vast expanse of learning.

✓ *Surround yourself with motivated people:*

The company you keep is a key determinant of your success (or failure). It is important to surround yourself with people who are driven and motivated towards their goals. It helps you stay focused and driven yourself. Often, people who are struggling to meet their fitness goals turn to walking or gym buddies to keep themselves motivated. Students must also find such partners or buddies who can keep them motivated and inspire them to find their spark.

✓ *Learn new skills:*

An important key to motivation is to keep learning new skills. While specialization is always valued, the job market today requires multi-skilled individuals. It is important therefore for students of all disciplines to learn the essential skills particularly digital skills that are much in demand today. Not only will additional skills make your resume more attractive, they will also equip you better for the industry. Moreover, multi-dimensional skills are valued in every sector, no matter which profession you are in.

✓ *Seek inspiration from powerful stories:*

Often, when we are feeling down and out, a powerful story of struggle and success tends to reinvigorate and inspire us to work against the tide. So, if you are out of motivation, give yourself a shot in the arm by reading inspirational biographies of people who overcame difficult odds to achieve their goals. Motivation is the food for life, so build a positive mind-set, work towards your goals and passion and see the magic life unfolds for you.

3.6. Conclusion

This chapter presented a quantitative and qualitative analysis of the data collected. The findings of the study were all discussed. The result of this research revealed that intrinsic motivation is essential in the learning process and it affects positively on learners development. It also indicated some recommendations and suggestions for both teachers and learners in order to increase student's intrinsic motivation.

GENERAL CONCLUSION

In this conclusion, it can be understood that motivation is an essential part in the learning and teaching process, it has a range of definitions and types among them the intrinsic motivation which plays an important role in the development of the students learning and has many effects and factors that influence the student's motivation

For that, the study sheds light on the effects of intrinsic motivation among middle school learners, and the main strategies and techniques used by teachers to increase students' intrinsic motivation in the learning process, and the different factors that influence it.

Thus, the purpose of this study was to look for the effects of intrinsic motivation on EFL learners in middle schools. The following research questions were offered in order to address the issue raised above:

- ❖ How students can be motivated intrinsically?
- ❖ What are the main factors that may influence pupil's intrinsic motivation?
- ❖ How intrinsic motivation can have an effect on our EFL learners?

The researchers used two research instruments (a questionnaire and an observation) in order to obtain data from the following hypotheses:

- ❖ The right methods and techniques to motivate learners intrinsically.
- ❖ The effects of teachers and parents on the student's motivation.
- ❖ Intrinsic motivation seems to be a positively influence our EFL learners

This research work was divided into three chapters; the first chapter dealt with definitions of the term motivation, including it mine types, defining the factors that influencing intrinsic motivation and introducing the ways and techniques to motivate learners intrinsically, and the last part present the effects of intrinsic motivation on learners.

The second chapter was situational Analysis and Research design in which it indicates the research instruments used in this research work, the last chapter dealt with some suggestions and recommendations for both teachers and parents in order to increase students' intrinsic motivation.

Last but not least, results were reached by analyzing the teacher's questionnaires and classroom observation in order to identify whether students are intrinsically motivated

and how it effects on them. In order word, indicating the various methods and techniques used by teachers with learners during the learning process in order to improve their intrinsic motivation and also showing the importance of the parents in the students' development.

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APPENDICES

Appendix A: Teacher's Questionnaire

Dear teachers, we would be so grateful if you could answer the following questions and give your point of view concerning the effects of intrinsic motivation among middle schools learners. Your answer will be very helpful for the research project we're undertaking.

N.B. Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a learner is moved to act for the fun or challenge entailed rather than because of external products, pressures or rewards.

Rubric one: Teachers Profile:

1. What is your gender?

- Male Female

2. Which degree do you have?

- Licence
 Master
 Doctorat

3. Which level do you teach?

- 1st year 3rd year
 2nd year 4th year

3.How many hours do you teach per week?

.....
.....

4- Is the size of the classroom acceptable and helpful?

- Yes No

Rubric two:

1-Do you think your learners like to learn the English language?

Yes

No

Why ?.....
.....

2. How do you describe your students' motivation to learn the English language?

.....
.....

3- Do you use motivational strategies in your classroom?

Yes

No

4-Does intrinsic motivation effect on the development of pupils' learning?

Yes

No

5-What are the strategies you use to motivate your learners intrinsically?

.....
.....

6-How do you improve your pupils motivation?

(A)- By knowing them deeply.

(B)- You conduct with them in a normal way.

(C)- Motivating them by praising or giving gifts

7-Do you think that the use of games, rewards and praises are an efficient method to encourage students' intrinsic motivation?

Yes

No

If yes, how?
.....
.....

If no, why?.....

.....
.....
.....

8-How does your pupils react on your motivational strategies?

Careless
Accepted
Good

9- Do you think that the relationship between teachers and their pupils improve the motivational process?

Yes No

10- Is the teacher's motivation essential in the teaching process?

Yes No

Why?.....
.....
.....

11-Do you think the role of the parents is important in the improvement of the students' intrinsic motivation?

Yes No

How?.....

Thank you for your collaboration

Appendix B: Classroom Observation

In order to observe the students behaviors and motivation during the learning process, we decided to make a checklist. It contains some parameters related to the student motivation and behavior toward English learning and the impact of the teachers' motivational strategies on the learners.

Observation Checklist:

<i>The observed items</i>	Frequency				
	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1-Do English learners participate during the class?					
2-Do learners ask questions related to the lesson?					
3-Do they show interest in the activity?					
4-Do they do more efforts even if they get praises from the teacher?					
5-Do they respond to an instruction from the teacher?					
6-Does the teacher gives other rewords besides grades to motivate his learners?					

7-Does the teacher make tasks challenging to involve the students?					
8-Does the teacher create a pleasant atmosphere in the classroom?					
9-Does the teacher develop his relationships with his students?					
10-Does the teacher explain that mistakes are a natural part of learning?					

Thank you for your collaboration

الملخص

يلعب التحفيز دورًا أساسيًا في عملية تعلم اللغة الإنجليزية، وهو أحد الدراسات الحديثة الرئيسية التي تُظهر استخدام أنواع مختلفة من التحفيز في المدارس المتوسطة. تعد اللغة الإنجليزية من أهم اللغات وأكثرها انتشارًا في العالم، مما دفع الباحثين للبحث عن أهم الاستراتيجيات والأساليب التي تساعد على تكثيف الدافعية الذاتية لدى الطلاب. يناقش هذا العمل البحثي أهم تعريفات الدافع وأنواعه وأهمها التحفيز الذاتي وكذلك الاستراتيجيات التحفيزية التي يستخدمها المعلمون لتحسين وتطوير دافع الطلاب لتعلم اللغة الإنجليزية كلغة أجنبية وأثرها على الطلاب.

من خلال نتائج البحث الذي يهدف إلى معرفة ما إذا كان لدى الطلاب تحفيز كافي أم لا وتأثير البيئة التعليمية والأبوية على عملية تعلم الطلاب. كما يعرض أيضًا أهم الاستراتيجيات المستخدمة لتحسين وتطوير التحفيز الذاتي لدى الطلاب.

الكلمات المفتاحية: التحفيز، التحفيز الذاتي، اللغة الإنجليزية.

Résumé

La motivation joue un rôle fondamental dans le processus d'apprentissage de l'anglais, et c'est l'une des principales études récentes montrant l'utilisation de différents types de motivation dans les collèges. La langue anglaise est l'une des langues les plus importantes et les plus répandues dans le monde, ce qui a incité les chercheurs à rechercher les stratégies et les méthodes les plus importantes qui contribuent à intensifier la motivation personnelle des élèves.

Ce travail de recherche aborde les définitions et les types de motivation, dont le plus important est la motivation intrinsèque, ainsi que les stratégies de motivation utilisées par les enseignants pour améliorer et développer la motivation des élèves à apprendre la langue anglaise comme langue étrangère et son impact sur les étudiants. A travers les résultats d'une recherche qui vise à savoir si les élèves sont motivés ou non et l'impact de l'environnement éducatif et parental sur le processus d'apprentissage des élèves. Il présente également les stratégies les plus importantes utilisées pour améliorer et développer la motivation intrinsèque des élèves.

Les mots clé : Motivation, la motivation intrinsèque, La langue anglaise.

Summary

Motivation plays an essential role in the English language learning process, and it is one of the main recent studies showing the use of different types of motivation in middle schools. The English language is one of the most important and widely spread languages in the world, which led researchers to search for the most important strategies and methods that help intensify the students' intrinsic motivation. This research work discusses the most important definitions of motivation and its types, the most important one is the intrinsic motivation, as well as motivational strategies that teachers use to improve and develop students' motivation to learn English as a foreign language and its impact on students.

Through the results of the research, the aim is to know whether students are motivated or not and the impact of the educational and parental environment on the students' learning process. It also shows the most important strategies used to improve and develop students' intrinsic motivation.

Key Words: Motivation, Intrinsic motivation, English Language.