People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen

Faculty of Letters and Languages
Department of English
Section of English

Enhancing First year middle school pupils' motivation to learn English during the COVID19 pandemic

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of foreign   languages

Presented by:	Supervised by:
Ms. Aicha Fares	Prof. Hafida Hamzaoui- Elachachi

Board of Examiners

Prof. Radia Benyelles	Prof.	President
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Dr. Soraya Halfaoui	Dr.	Examiner

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DECLARATION OF ORIGINALITY

I declare that this submission is my own work, it does not include any previous published material or written by another person. The present work is the result of my investigation which contains no plagiarism, except where otherwise stated.

Name: Aicha Fares

Title of dissertation: Enhancing first year Middle school pupils' motivation to learn English during the COVID19 pandemic.

Date:

Signature:

DEDICATION

All the praise to ALLAH alone for lighting my path towards success

First of all, I would like to dedicate this work to my parents

My great father whose support, care and love always strengthen

my will

My beloved mother, who taught me that even the difficult task can be accomplished

if it is done step by step

It is also dedicated to my sister and my little brother

Tomy relatives and my friends for their prayers, care and encouragement

ACKNOWLEDGMENTS

ABSTRACT

Motivation plays a significant role in any teaching/ learning process. It is one of the most fundamental fields of research which drives researchers to investigate the strategies and the techniques that can enhance pupils' motivation. After the reopening of schools during the COVID19 pandemic period, many English teachers started thinking about the appropriate techniques and activities to be relied on in the classroom in order to improve and recover pupils' learning. The purpose of this work was, then to explore the motivational strategies that are adopted by EFL teachers to enhance their novice pupils' motivation to learn English. To reach this goal, A case study was conducted at Heddi-Tayeb middle school relaying on two research instruments for data collection. An interview with the English teacher, and a classroom observation. The data collected from these research instruments were analysed qualitatively. The results obtained showed that the teacher could make his students motivated and highly engaged with English classes under the safety measures of the COVID19 pandemic, and this was due to the techniques and the activities that were selected, and the teaching materials and aids that were used by the teacher to raise students' motivation. On the other hand, pupils showed positive behaviour as a reaction to the strategies and techniques of the teacher. Consequently, EFL teachers in middle schools could deal with the pandemic situation and attempt to choose suitable motivational activities and techniques for their pupils even though they were not able to make them work in groups and pairs.

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LIST OF ACRONYMS

EFL: English as a foreign language

MoE: Minister of Education

UNICEF: United Nations International Children's Emergency Fund

GENERAL INTRODUCTION

Motivation is closely related to the field of foreign language teaching and learning process, language teachers often use the term" motivation" to describe successful language learners. Motivation is regarded as the most influential factor in EFL learning, and the achievement of motivation in EFL classroom depends on the teacher .accordingly, teachers play a significant role to promote students' motivation through the implementation of the motivational strategies are used in EFL teaching.

The Covid19 pandemic has a great impact on Algerian education context after the lockdown. Since, the reopening of schools encounters students' learning loss and an urgent need of a recovery program, Teachers stays confused and many questions arise in their minds about what is needed to be taught, how to teach, and from where to start teaching. As well as the new safety measures which associate the reopening of schools hinder the application of many activities. However, these measures and conditions are introduced as safety precautions to protect teachers and students from the disease and to ensure the continuity of education in a safe and healthy environment, pair and group work activity is no more allowed to be practiced inside the classroom Because this kind of activity requires students to sit down near each other to work collectively as way to raise students' motivation and this is not acceptable to be applied with the situation of the pandemic. So that, EFL teachers tend to think about other motivational activities to be implemented in the classroom with an attention to the safety measures against the virus of COVID19.

Thus, this research is an attempt to explore how can EFL teachers motivate their pupils under a range of rules for protecting themselves and their students' health. That is to say, this work could contribute to similar situations of the Covid 19 pandemic concerning the achievement of motivation in the classroom. The goals set for this study are: first, it aims to investigate the motivational teaching strategies and activities are accordant with the Covid 19 pandemic. In addition, it seeks to describe the effectiveness of motivation and motivational strategies on young EFL pupils' engagement after the loss of their learning and the role of motivation to recover education. then, some appropriate motivational strategies will be suggested for EFL pupils in the pandemic.

Consequently, the researcher pursues to answer the following questions:

1/ How could EFL teachers make their novice pupils motivated to learn English during the covid19 pandemic?

2/ How does motivation affect early EFL learning?

The above mentioned questions give rise to the following hypotheses:

1/ To raise pupils' motivation, EFL Teachers use adequate teaching techniques and strategies, appropriate activities and materials, and an effective classroom management.

2/ Motivation affects pupils' learning behaviour by increasing their effort and energy to learn: participating in the classroom, showing interest for classroom activities and doing their homework.

In fact, the aim of the researcher to answer the above mentioned research questions and to bring out in-depth information about the investigated issue, leads to design an exploratory and descriptive case study research for conducting this work dealing with first year pupils at Heddi-Tayeb middle school. Qualitative data will be collected in this case study through the use of two research instruments, an interview, and classroom observation. Therefore, the findings will be analysed and discussed on the basis of qualitative approach.

The present work is divided into two interrelated chapters, the first chapter is concerned with the theoretical background of the issue studied, it seeks to give a clear description of motivation and its importance in EFL learning and teaching process.

The second chapter id devoted for the practical part of the research, it aims to analyse and interpret the data collected. Then, discuss the data in order to answer the research questions by proving or refuting hypotheses. Before the discussion of the results some strategies are provided to promote pupils' motivation to learn English and which can be implemented under the conditions of the COVID19 pandemic.

CHAPTER ONE : MOTIVATION IN EFL LEARNINGAND THE STATUS OF EDUCAION IN ALGERIAN SCHOOLS DURING THE COVID19 PANDEMIC

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1.1 Introduction

Motivation is considered as one of the essential factors which contribute to the success of foreign language learning. This is why, language teachers should be acquainted with the strategies that can enhance language learning as a main aspect in foreign language teaching and learning processes. To begin with, motivational strategies in EFL teaching refer to the techniques that are used by teachers to enhance students' goal-related behaviour, Motivational strategies can be described as a set of actions which need to be developed as any other type of strategy. Also, motivational strategies have a great role in designing an instructional plan. This chapter presents an overview of motivation, its impacts on learning, its relation with attitude and its characteristics. In addition, It summarizes the main sanitation measures that were imposed on schools after the lockdown of the COVID19 pandemic.

1.2 Motivation in foreign language learning

Orjoulou &Vahedi (2011) state that motivation has an important role in second language acquisition. Understanding the impact of this factor on language learners must be highly recognized by language teachers. The essence of motivation is referred to what is known as passion which relates to a person's internal aspirations and volitions. Hence, the role of the teacher is to look for methods to enhance this passion. Cook (2000) considers three fundamental elements which influence second language acquisition: age, personality and motivation, but, motivation is considered as the most effective and prominent among the three mentioned elements, since it sustains language learning.

Ellis (1994) also views that the learning process is closely related to motivation and successful learning can be achieved when the level of motivation is raised. As it clearly mentioned in Ellis (1994: 508)"Language teachers readily

acknowledge the importance of learners' motivation, not frequently explaining their own sense of failure with reference to their students' lack of motivation"

1.2.1 Definition of motivation

Motivation is viewed as a basic and important factor which helps people achieve their learning goals and practice different activities. Goplam and Abou Bakar (2017) define motivation as a concept that is concerned with human behaviour. It is the starting point that encourages and guides people to accomplish their goals and needs. Motivation also refers to the direction that makes people show different behaviours or replicate target acts.

Motivation is also known by the power that support people to fulfil their objectives As highlighted in Eggen and kauchak Don (2005:349) " motivation is a force that energizes, sustains, directs behaviour toward a goal." Pintrich &schunk (2002:4) present motivation as "the process whereby goal directed activity is instigated and sustained" in addition, Williams and Burden(1997) explains motivation as a situation when both of cognitive and emotion are rised to produce conscious acts in which a duration of sustained intellectual and physical efforts take place for achieving a set of pre-identified goals. Some of These goals can be divided into two factors categories: learners' internal factors, such as, interest, curiosity; and external factors such as: the influence of the learning contexts and situation.(in Long, Ming & Chen, 2013)

1.2.2 Types of motivation

Different types of motivation are introduced by scholars and researchers in the field of educational psychology and each type has it's features and characteristics. Gardner and Lambert (1972) assume that there are two types of motivation: integrative and instrumental; the former associates learning a foreign language with the aim of being integrated in the culture of its people. On the other hand,

instrumental motivation means learning a language to achieve occupational purposes or for personal advantage.

1.2.2.1 Integrative motivation

It is commonly believed that the most effective way in foreign language learning is making contact with people who speak the language, knowing their culture, and attempt to integrate into their environment (Falk 1978). Hence, Integrative motivation is a key component that helps learners improving their language skills by being part of this society that use the target language in social situations. As It is clearly represented in Gardner (2010:202) :

> Integrative motivation facilitates second language acquisition because it supports persistence so important to develop proficiency in a second language, it accounts for active searching to find opportunities to use and strengthen the language, it provides the affective backdrop to make other-language contacts enjoyable and satisfying ,ect.

1.2.2.2 Instrumental motivation

Orjoulou andVahedi(2011: 996) show that instrumental motivation is completely contrasted with integrative motivation in terms of the objective of learning foreign language. The purpose of language acquisition with instrumental motivation is more practical, which implies that EFL learners are instrumentally motivated when they plan to learn a language for the sake of obtaining something practical or concrete such as: university or school graduation, job promotions, higher social position and salary, complete some requirements for developing language skills of reading materials or writing the language. In this way, this type of motivation does not call for any kind of integrating with a community.

Jafari (2012:232) explains that there are another notions in motivation studies which are introduced by Ryan and Deci to represent other aspects concerning the source of motivation. Intrinsic and extrinsic motivation which evolve self-determination theory, the theory attempts to differentiate the nature of motivation among different learners. Consequently, it deduces that types of motivation can be categorized in relation to the different rationales, reasons or objectives that encourage the performance of actions. In this respect, Ryan and Deci (2000) illustrate that, the distinction between types of motivation refers to the extent to which autonomy-control continuum are represented in human behaviour. Autonomously motivated behaviours are voluntary and willingly performed by people. In contrast, motivated controlled behaviours are compulsory performed.

1.2.2.3 Intrinsic motivation

Ryan and Deci (2000: 14) appoints that this type of motivation refers to the learner's interest and desire to learn. Spontaneous feelings of enjoyment are associated with the behaviours presented within intrinsic motivation, These acts are described as autonomous, and voluntary experienced by learners. As illustrated in Salkind. (2009:485):

> Intrinsic motivation is defined as the enjoyment of school learning characterized by a mastery orientation, curiosity, persistence, task endogeny (i.e. pleasure in and orientation toward learning and task involvement), and the learning of challenging, difficult, and novel tasks.

Therefore, intrinsic motivation depicts a natural human disposition in learning that is characterized by internal affections toward the activity and without any kind of reinforcement. In other words, intrinsically motivated students are not impulsed by actual external rewards but by internal ambition to learn as: desire, curiosity, goals and eagerness.

1.2.2.4 Extrinsic motivation

Dornyei (2021) indicates that In contrast with intrinsic motivation, extrinsic motivation is accompanied with external factors that energies and encourage students' readiness toward learning. Said differently, Yaiche(2013)put that extrinsic motivation is concerned with the accomplishment of behaviour that is not performed for its own sake but for obtaining external rewards in which students feel obliged to pursue the action. In this sense, achieving this type of motivation involves the teacher to use external stimuli that enhance students engagement to learn .

Ryan and Deci (2000:14) clarifies that learners can be extrinsically motivated in response to the external imposed reward or punishment conditions. Subsequently, controlled behaviours are relatively presented, but it can also be extrinsically motivated to such a degree as the outcomes behaviour reflects individuals' importance. In this case, the learner proportionally experiences autonomous behaviour.

All in all, intrinsic and extrinsic motivation are different forms of motivation and each type has its dynamic, support and characteristics, both are hypothetical concept reflecting human behaviour.

1.3The relationship between motivation, attitude and language learning

Oroujlou and Vahedi (2011) describe that motivation and attitude as the factors that affect students' engagement and effectiveness in language classes. That is, negative attitudes and lack of motivation can cause difficulties in learning a language. Also, Lennarstsson (2008) believes that motivation and the desire to learn a second language are more significant than social factors .

So that, researchers give attention to motivation and attitude and focus more on the importance of these two factors than others, as they are strongly related and contribute to the success of foreign language learning.

1.3.1 Motivation and Attitude

Zhao (2015) determines that attitude and motivation are considered as the most investigated emotional factors, and they play a dynamic role in foreign language learning. Accordingly, the role of language teachers is to take advantage of these two elements in order to enhance students' learning, also to create positive attitudes and emotions toward learning the language.

1.3.2 Attitude

Gardner (1985:8) defines attitude as a complex concept in second language learning, and various definitions have been suggested to represent its nature. Attitude is regarded as a mental and neural situation of tendency experienced by human when making a link with its impetus as highlighted in Allport (1954:45).

> An attitude is a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. (Gardner,1985)

Moroever, Harding, et al (1954) consider that attitude includes cognitive, affective and conative components. The cognitive component describes individuals' beliefs structure, the affective component is related to sentimental responses, and the conative is referred to the desire to behave toward the attitude assertion.(in Gardner,1985)

Gardner (1985: 9) argues that, once an individual responses to some referent or attitude object, beliefs and opinions about the referent are the main reactions of individuals. Which means, the conative component is not appeared within

individual reactions. Because is not related to attitude; even if attitude involves such behaviour, it seems irrelevant to the definition of the concept.

Gardner (1985) demonstrates that the relationship of attitudes to behaviour mark another aspect concerning the notion of attitude which is relevance. that is; attitudes toward learning a language are expected to be relevant to behaviour and the variance magnitudes of attitudes reflect the relevance of that attitude to that behaviour.

1.3.3 The impact of motivation and attitude on the performance of young EFL learners

Wilhelm (1999) indicates that there is an influencing relationship between motivation, attitudes and learners achievement in learning a language. Attitudes are connected with motivation that is, if people had positive attitudes towards learning a language, they could be simply motivated to learn it. Consequently, high performance can be achieved by these learners in learning the language. (Petrides ,2006). Petrides (2006:03) mentions that motivation is concerned with the behaviour of pupil; active engagement in a task denotes that students are motivated to learn, and the role of the teacher here is to support pupils to be engaged in classroom activities for promoting the learning process.

Crooks & Schmidt (1999) discuss that young children motivation is probably affected by several factors, from the relevance of tasks, the teaching methodology and material to the interests of the learners, and the need for achieving their goals.

1.4 Motivational strategies and techniques

Guilloteaux and Dornyei (2008) assign that motivational strategies can be defined as interferences employed by the teacher to excite student's motivation. These strategies are deeds that attempt to achieve the goals of learning and they need to be improved as more as possible in order to ameliorate the quality of

learning. Dornyei (2001:28) defines motivational strategies as the techniques that enhance individual's goal-related behaviour. Since human behaviour is rather complicated, there are several ways to enhance it. Indeed, mainly any factor may potentially influence person's behaviour. Motivation strategies are those motivational influences that are volitionally performed to achieve some regular and substantial positive effect.

1.5 The status of education in Algerian schools during the COVID-19 pandemic

In March 2020, a general lockdown was imposed by the Algerian government to limit the spread of the COVID19 virus. Schools closure was also compulsory because it was impossible to carry on education under the risk of the disease transmission. The shift to distance e-learning has been the only solution for the continuity of education. Although, the support has been given by UNICEF from the beginning of the pandemic and its contribution to MoE plan to ensure education continuity through TV, internet, and radio.., distance learning in Algeria was challenging because only a few proportion of Algerian households had personal computers, tablets and internet at home. Since online learning was not successful and the majority of students lost their education, the ministry decided to reopen schools and apply the blended approach learning. The decision to reopen schools in Algeria during the pandemic period was accompanied with a communication campaign for a safe back to school. The campaign concentrated on sanitation protocols, as well as the support of UNICEF to promote the MoE' ability to react to school closure.

1.5.1 New updates and conditions after the reopening of schools

Algeria was one of the countries which decided to reopen schools and continue the teaching- learning processes by attending the classroom during the pandemic period. As explained by Ted Chaiban (2021:1) "the reopening of schools is so critical, not only for children's education but also for their wellbeing. The impact of school closure on children's mental health has been huge".

UNICEF is working with the government to uphold teachers and schools to carry on teaching and learning, and help young children to recover their lost learning through in-person education. As highlighted in Ted Chaiban (2021:2)

> It is not enough to simply reopen classroom doors. It is high time to prioritize back to learning across the region, not only through budgets and financing, but also through a focus on life skills and the reduction of digital poverty, including through expanding internet bandwidth and making digital devices and equipment more available to bridge the digital gaps

UNICEF is working with partners in the region to plan and implement urgent and remedial programmes which aim to accomplish the following procedures:

1.5.1.1 Support teachers and young learners to resume in-person learning

Providing teachers with the support they need for implementing the blended approach, which combines face to face and remote learning and teaching. As the teacher is considered the fundamental element of an education system, it is important to be equipped by the necessary required skills for this profession including digital skills. Students are also need to be encouraged to resume in-person learning to recover what has been missed throughout the remedial programmes.

1.5.1.2 Foster partnerships with the private sector

UNICEF calls for partnerships promotion with the private sector, internet companies and telecommunications to expand the bandwidth and underlying bases of network in order to provide a set of choices for families, teachers and schools and improving digital services for rural, poor, and remote areas.

1.5.1.3 Safety measures

The reopening of schools after the lockdown of the COVID19 was accompanied with the priority of teachers' vaccination. It was not a condition for school reopening, but it was a necessary thing to be done. In addition to other safety measures in schools to prevent the transmission of the virus such as: the obligation of putting masks and maintaining physical distances.

1.5.1.4 Physical distancing at school

Teachers should respect sanitary measures inside the classroom and the school in relation to the procedures are offered by the school's administration and the protocols are provided by the ministry of health in the country concerning physical distance conditions which include, maintaining the distance between students, teachers and all the employees are inside the school. This can be implemented in a regular way by using signs, ground markings and other means to ensure at least one meter distance to separate individuals. As well as, avoiding the mixing of classes after school activities which means each group of students should stay in the same classroom during the day, and attempt to shift lessons outdoors or ventilate classrooms if it is possible. Moreover, prompt students to avoid crowdedness and grouping when leaving school grounds. Additionally, it would be better if teachers and the administrators discuss about the management of physical education and how to arrange for sport sessions, increasing the number of teachers in order to reduce the number of students if there is other empty classrooms.

Students can stick to the rules which concern physical distancing only if the teacher encourages them to do so. For instance, make a list together about the right way students at schools can great each other. Also the teacher should select appropriate activities which do not require students to work with each other such as group and pair work. And give attention to the seating arrangement of students.

1.5.1.5 Mask wearing in schools

Since it was recommended to wear masks in schools during the period of the COVID-19 pandemic, teachers should ensure that their students are aware of when they need to wear masks and how they can dispose of used masks. If students were familiar with the proper and safe way of using masks, the risk of contaminant masks in school would be reduced. Wearing masks is not related to learning, it is not acceptable to prevent children accessing to education because of mask wearing or a shortage availability of masks.

1.5.1.6 Cleaning and disinfecting

Cleaning and disinfecting during the COVID-19 pandemic become compulsory and daily activity and the same thing is in schools. After the reopening of schools, teachers were obliged to clean and disinfect all the objects, materials and surfaces such as: tables, desks, computer keyboards. Creating rules and fun ideas in the classroom can be helpful to make students avoid touching school and classroom areas. For example, write down some rules with students on a flipchart paper and hang up these in the classroom, or make fun reminders and posters to remind others in the school about the sanitation rules.

1.5.2 The role of the teacher in relation to the COVID19 pandemic

Agarwal and Malik (2021) state that during and after the lockdown the teacher has witnessed increasing responsibilities compared to pre-pandemic. These roles and responsibilities are as follow:

1.5.2.1 Solve problems

In school, the teacher discusses students' problems at home and in the classroom. Teachers solve these problems by giving advices and instructions to students about the issue. And in some cases, they contact their parents and make conversations with them. Since teachers shift to online classes during the lockdown period, solving students' problems becomes difficult, students and their parents are unable to deal with the problems coming in their ways. Teachers find a way to fix this confusion, they decide to meet parents instead of their children one day a week or twice in a week where the discussion takes place and problems can be solved.

1.5.2.2 Give instructions

Teachers play a crucial role to make students understand the dangers of the disease and the precautions they need to take against risks of COVID-19 such as: hand washing, which is an effective way of fighting the spread of germs and keep students protected. Thus, the teacher is responsible to encourage students washing their hands regularly and tell them to use sanitizer whenever they touch surfaces or learning materials, also instruct student to avoid touching their eyes, mouth, and nose. Since, the teacher play as an instructor role at this point, it is very necessary to be calm and patient when telling pupils about what is needed to be done and what is not.

1.6   Conclusion

The aim of this chapter is to review the literature of motivation in EFL learning. Motivation is a strong factor which reflect human behaviour and encourages people to accomplish their goals. Many psychological studies show the significant of motivation and the role of motivational strategies in EFL learning/ teaching process, also distinct forms of motivation are introduced by different scholars and researchers. Generally, young or novice language learners are more in need to motivation and positive attitudes in order to learn the language, these two elements are clearly related to foreign language learning and have a noticeable impact on the performance of young EFL learners. However, the COVID 19 pandemic affect all the fields including education, teachers face difficulties concerning the motivational strategies and the activities which are suitable to be implemented in the classroom especially with novice or young EFL learners.

CHAPTER TWO: RESEARCH DESIGN, DATA ANALYSIS AND SUGGESTIONS

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2.1 Introduction

This chapter is concerned with the presentation of the research findings which focus on the strategies and the techniques that are adopted by EFL teachers to enhance middle school pupils' motivation with the current situation of the COVID19 pandemic. It also investigates the impact of motivation on learning. Therefore, this chapter aims to systematically analyse and discuss the results obtained from this study in order to answer the research questions already mentioned and to test the hypotheses through the use of two data collection methods: classroom observation and teacher's interview.

This part covers all the practical research process was undertaken at the level of Heddi-Tayeb middle school. The research design is introduced at the beginning in order to give a clear picture about the type of the research, the sample population and the research methods used for data collection. Then a detailed analysis of the collected data and a discussion of the results follows.

2.2 Research design

Research design refers to the overall plan which is examined by the researcher to clarify the direction of a particular study in order to answer the research questions. Ampem (2003: 134) explains that research design depicts flexible and particular instructions that attach theoretical patterns to approaches and methods of investigation for collecting experimental data. Hence, researchers will have the opportunity to experience different settings and to acquaint pertinence materials. More specifically, it is an attempt of a researcher to determine and to decide about the research aims, what type of research will be designed, what methods and procedures will be selected for data collection and analysis, which sample population is suitable and how it will be picked. Indeed, Research design allows researchers to achieve smooth, systematic and well-planned work thus, it will carry an important influence on the reliability of the results obtained.

2.2.1Type of Research

Research is referred to a scientific and systematic process of investigation for extending awareness as described in Gratton and Jones (2009:4) "Research is a systematic process of discovery and advancement of human knowledge."McDonough & Mc Donough (1997) determine that features of a good research can be classified into four categories; initiating and undertaking research is a prior step to carry out a research. This implies a researcher must look for an interesting area of investigation, original and specific work, dissemination and publication of a research. Design and methodology as a second features category; methods chosen by an investigator must be characterized by: sensitivity, objectivity, validity, reliability in addition to falsifiability of the evidence that conduces to confirmation or refutation of a theory or hypothesis. Also, replicability, generalizability and utility. The practical aspect of a research is more concerned with these peculiarities, this category of features needs to be presented in a research for simplifying the transformation to other situations. The last category is ethics, the researcher should cares about some ethical issues concerning the collections, interpretation, and publication of research findings for the sake of achieving integrity in his/ her work.

The present work is a Case study research. It is the optimum choice for this research since, it's objectives as an approach of investigation matching the aims of the research being conducted which tends to bring out in-depth examination and detailed information about a natural phenomenon. in this vein, Zainal (2007: 01) defines the case study as a method of research that allows a researcher to profoundly investigates on the data of a particular issue. It often relies on specific regions and a small sample population to carry out its study. Case studies are principally used for exploring and investigating an existing natural phenomenon through careful analysis of all the actual events and occurrences. In addition, Mackey & Gass (2005:171) clarify that the ultimate aim of case studies as a research process is to provide a holistic description of language learning within a

specific sample setting, it is closely related to longitudinal approach which calls for continual and long period observation of a phenomenon.

Qualitative data have been collected for this case study research, Ampem (2003) clarifies that it is well-recognized that qualitative studies attempt to explain and understand a natural phenomenon in its real context. Then it would be selected by a researcher to support his arguments through in-depth analysis of a specific problem. As mentioned in Yin (2005:102) "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident."
As the researcher intends to look for the strategies and the techniques that middle school teachers relay on to achieve motivation inside the classroom under the circumstances of the COVID19 pandemic, as well as the impact of motivation on language learning. This investigation rises two questions (Exploratory); how could EFL teachers make their novice pupils motivated to learn English during the pandemic? (Descriptive) how does motivation affect early EFL learning? Therefore, exploratory descriptive case study research is undertaken.

2.2.2 Sample Population

Morrison (2007:100) assures that the effectiveness of any research project is never restricted only on proper selection of the research methodology and instrumentations, but also sampling design and its strategies are significant. The sample population of this study are pupils at Heddi-Tayeb middle school. The selected sample are three(03) groups enrolled in the first year; each group includes around 20 pupils to be observed during English sessions. The overall number is around 60 pupils, and their age ranges are between 11- 12 years. The teacher of these pupils is also an informant in this study.

 Non- probability sampling method is opted by the researcher. This means that non-representative and non- generalized findings will be presented because this is not the primary concern of the researcher. The real concern remains obtaining in-depth and detailed information about the matter. Therefore, the researcher depends

on a purposive sampling technique in order to pick the participants. The reason behind selecting this sample, As first year middle school pupils are recently introduced to learn English as a foreign language in school, motivation and positive attitude towards the language are supposed to be hardly elaborated by the teacher. For more justification, Cohen, Manion& Morrison (2007) clarify that, purposive sampling is commonly associated with qualitative research; that is, a researcher often adopts this kind of non-probability sampling for some specific needs and purposes which are related to the research being conducted or some noticeable and distinctive characteristics which concern a particular group or participants.

2.2.3 Research Instruments

Research instruments describes the variety of tools and procedures that are developed by investigators in order to obtain the desirable information about a specific investigation. Convenient selection and careful development of the instruments will ensure that reliable and purposed data will be reached. Therefore, it will provide an investigator with the required information. With regard to this study, classroom observation, and teacher's interview have been selected then developed and the following sections will describe and clearly justify the choice of each instrument for accomplishing this research.

2.2.3.1 Classroom Observation

Wilkinson & Birmingham (2003: 116) define observation as a research method which is more than a process of asking and reporting people's activities since this is not what is really needed, however, observation will allow researchers to deeply understand the real meaning and the exact perceiving of these actions for people. Also, their perspectives are on them which requires an examination by yourself as an investigator and experience their behaviours and attitudes.

A-Description

The researcher took the permission first of the headmaster of Heddi-Tayeb middle school and The teacher of English in order to attend English sessions with three groups of first year pupils. The purpose behind this classroom observation is to evaluate the level of motivation of this sample during English classes. Besides exploring what can enhance their motivation and how can the teacher raise his pupils' motivation under the conditions of the Covid19. In fact, pupils were already informed that a guest will come to attend the session but with no idea about the purpose of the attendance to avoid any Hawthorne effects. An observation grid was used which focused on specific points and indicators to be attentively observed, its purpose was to support the researcher's description and evaluation of the events according to the target phenomenon.

B-Procedure and design

The reason behind choosing classroom observation as a tool for collecting data is due to the nature of the research being undertaken. The study requires a wide description of both the teacher's and pupils' behaviours. The researcher was a non-participant observer. A highly structured observation was designed because the problem was already defined by the researcher before the observation process took place. The researcher sat on the back of the classroom to perceive and record all what was supposed to be observed according to the observation grid .Classroom observation was the first instrument which was implemented with first year middle school pupils, for three sessions: one session with each group which was observed for one hour, with the same teacher.

2.2.3.2 Teacher's Interview

Wilkinson & Birmingham (2003: 43-44) hold that interview is often viewed as the most appropriate research instrument in many cases, particularly when the use

of other procedures is difficult. The interview is powerful resource instrument in research which provides researchers with rich and valuable data, also, it is the worthiest tool to bring out in-depth information.

A-Description

In order to collect data from diverse sources, the researcher makes use of an interview. It seeks for obtaining more in-depth information about the motivational strategies that the teacher uses for raising the level of motivation inside the classroom especially during the pandemic and the impact of motivation on his learners. The researcher chooses to design a Structured interview, because the research topic was defined and the questions were clearly stated.

B-Procedure and design

The interview was administered to only one teacher of English at Heddi-tayeb middle school who teaches first year and third year levels, the researcher conducted this interview via telephone and relied on note taking and voice recording after permission. The interview questions were divided into three rubrics, each rubric has a specific title and follows by a range of pre-determined and well-ordered questions. The first rubric includes some simple personal questions. They were aimed to draw the profile of the interviewee, and help him relax and respond to the following questions. Progressively, the teacher was asked open-ended and closed-ended questions, and some multiple choice questions in the third rubric. The researcher attentively recorded all the interviewee's responses then carefully analysed the collected data. The interview was used to deeply elicit the teacher's perspectives concerning motivation in language learning therefore, it helps increasing the reliability and the validity of the collected data.

2.3 Data Analysis

Cohen et al. (2007 : 461) show that qualitative data analysis requires from the researcher to present well-ordered and detailed explanation of the collected data. Hence, the researcher should be familiar with the data to be collected. As defined in Dawson (2009:116) "As a very personal process, with few rigid rules and procedures"

2.4 Results

The researcher selected two research instruments to investigate the motivational strategies and techniques that are used by middle school EFL teachers in order to enhance their pupils' motivation under the conditions of the COVID19 pandemic, and to examine the impact of motivation on novice EFL learners' behaviour as well. The data obtained from the classroom observation and the teacher's interview were analysed to summarize the results of this research.

2.4.1 Analysis of Classroom Observation

Classroom observation was selected to document teacher's and pupils' behaviours, evaluating the level of motivation in English classes, and exploring motivational strategies and techniques which were used during the pandemic and describing its impact on learners. It took the researcher three days to collect the necessary data. Pupils were not informed that they were observed to ensure that natural behaviour will to be performed.

The observation grid (see appendix...) focuses on the following three sections to be observed.

Section One: Teaching Techniques and Strategies

1.1 Teaching techniques and strategies

The teacher used different strategies and techniques during the three sessions of the observation days with different groups of pupils (group one, two, and three). In the first session of the observation with group one, the teacher prepared a remedial work session after the test to enhance his pupils' understanding of the lectures for better outcomes in the exam. This work is viewed as a reinforcement technique that was adopted by the teacher for more clarification of the previous lessons which concerned all pupils and particularly for those who did not obtain the grade in the test. In the second observation session with the second group, group work was selected by the teacher as a strategy which aimed to increase pupils' motivation towards English classes. These strategies were effective to make pupils more active and ready to learn and share knowledge with each other. It also created positive interaction between the teacher and his pupils, but in terms of implementation it seemed that the teacher had difficulties to use it in the classroom during the pandemic and concerning the limited time so. For the third and the last observation session, the teacher chose to introduce the lesson with a short video using data show. Then he continued presenting the lesson through various tasks.

1.2 Transition in the lesson

Basically, well organized and coherent preparation of the lecture will successfully lead the teacher to achieve instructional objectives, and this is what was observed during the three observation sessions. The teacher tended to shift smoothly between the lesson stages according to each teaching situation and lesson objectives.

Group one: since it was a remedial work session, the teacher directly introduced the lesson. He started with a warm up as a first step in which he presented some flashcards on the board and asked pupils questions about the lesson. At the level of the stage of practice, the teacher asked pupils to do some tasks individually. It has been noticed that the teacher moved from simple tasks to

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complex ones through the use of different teaching aids and materials for presenting the tasks (whiteboard, schoolbook and handouts). The teacher also corrected and helped some pupils (those who had difficulties to do the tasks). Positive feedback was showed by pupils during all the session. Most pupils in the classroom were participating, tried to work individually and solved their tasks. The teacher achieved successful and smooth running of the session which led to pupils' engagement too.

Group two: the teacher began explaining the lesson by presenting flashcards on the board the same way as with group one. This process helped the teacher to introduce the session and refreshed pupils' memory about what was previously learned. In addition to this, it was an effective way to attract learners' attention and to make them ready for receiving the information. After that, the role of the instructor at this level turned from an explainer to a corrector and a guide. Each pupil delivered a handout which contained some tasks to be done individually during 10min. The teacher was moving when pupils were doing the tasks, he tried to guide them and correct their mistakes. Then, all the tasks were presented and corrected on the board. The teacher invited both volunteers and non-volunteers participants. In the last part of the session, group work was held, the teacher divided the classroom members into 5 groups, and each group had a name, they were asked to write a short paragraph about their leisure activities. There were active and positive reactions. Most pupils were participating, showing interest and eagerly doing their activities.

Group three: the introduction of the session for this group was different, the teacher chose to introduce the lesson through a short video concerning the content of a new lecture. It really affected pupils' behaviour; they were completely focused with the view and when the teacher started asking questions about the video, most pupils were participating. After that, the teacher went to the next stage through tasks which required pupils' practice the same way with the other groups. What was updated this time was that the teacher explained more after each correction of a task, and pupils participation was low at the end of the session.

1.3 Addressing questions

It was observed that the teacher kept the same way of addressing questions to his learners. In any event, the teacher directed questions to volunteers and non volunteers pupils to answer. But most of time, the teacher insisted more on those who were not participating. Especially with group one since it was a session of reinforcement, he called pupils' names to give the answer in order to confirm if they understood. In addition, he constantly attempted to help them answering by simplifying the questions. He also and gave them a few time to think about the questions before replying. Indeed, it has been noticed that, this method was useful to raise pupils' engagement and attract their attention in some cases when they were talking to their classmates or they were not interested with the lectures, but sometimes this technique affected negatively pupils as it led them to feel stress trying to answer. Moreover, the teacher kept moving from easy questions to more complex questions ones with all the groups. For instance, with group one the teacher started asking questions for "daily routine" by using Wh questions such as, when do you get up? , where do you go? , What do you do during the day?. Therefore, the techniques were used by the teacher for addressing questions contribute enhancing pupils' engagement and help attract their attention.

1.4 Responding to pupils' answers

As a result of the observation sessions, it has been noticed that the teacher depended on the same techniques for responding to pupils' answers which strongly affected the learners' participation and increased their level of motivation. The teacher frequently praised and encouraged pupils who replied correctly through the use of both verbal and non-verbal responses; he reacted to pupils' responses with positive words or phrases such as good or thank you, and sometimes he just utilized his body language such as a smile or nod. In addition, the teacher used other strategies to respond to pupils' answers which encouraged them for more participation; he attempted to support a pupil's correct answer by asking the others

to clap for him/her. The teacher did not shout or blame pupils who gave incorrect answers, instead he was trying to facilitate the question for them. He allowed them to think about the question, and sometimes he softly corrected wrong responses. Undoubtedly, these techniques that were applied by the teacher had a great influence on learners' engagement and interaction which clearly appeared on the behaviour of pupils in their participation and interaction..

1.5 Summary of Observation
A. Teacher's performance

All the techniques and strategies used by the instructor were effective and motivating. Their effect was clearly observed on pupils' engagement and attraction towards the course. Group work was a good idea that encouraged pupils to participate. Although time of the session was limited, the teacher could achieve collaborative and motivated work. Because of the pandemic, he constantly emphasized on putting masks. Beside, the remedial session with group one was an opportune plan of reinforcement and revision for better outcomes, individual work and the variety of tasks were also beneficial to check weaknesses and strengths of each pupil. Moreover, the teacher way of addressing questions and responding to pupils' answers was appropriate, he was trying to direct questions to all pupils in the class not only to those who were showing interest and were ready to participate, but he also invited the others to respond. Pupils' correct answers were rewarded and for incorrect answers, the teacher gave the correct answer or reworded the question. Transition between lesson stages was chronologically, logically and smoothly arranged; through tasks and activities staring from easiest to hard tasks with the help and the guide of the teacher who acted different roles according to each situation as an explainer, facilitator, and corrector.

B-Pupils' behaviour

Positive reactions were revealed by pupils to the techniques and the strategies of the teacher. Particularly, group two they were very active, motivated, doing their tasks eagerly, they were also enthusiastically groomed for group work. The remedial work session with group one received strong interaction as well, doing different tasks helped pupils understand more all the previous lectures. In addition, it enhanced their self-confidence in participation, self-dependence was appeared too when pupils worked individually and did their own efforts. For group three, the teacher way of introducing the lecture through a video catch pupils' eyes. Also, it created an atmosphere of awareness and attentiveness.

Section two: Materials and Activities

2.1 Teaching materials

The teacher has selected some teaching materials to accomplish his teaching and learning process. The same materials were used with all the three groups of pupils which are: handouts and text book of English which was the first material that used in all the sessions. Then handouts came to be used after. The teacher invited pupils to read dialogues or texts and do tasks from the book, and once they finished correcting the tasks on the board the teacher immediately distributed the handouts for each pupil and asked them to do the tasks. After they finished, all the tasks were presented and corrected on the board.

2.2 Teaching aids

Various teaching aids were employed by the teacher to convey information to the learners in a way that kept them engaged and practicing .

Flashcards: were the most used ones by the teacher. Indeed, introducing the lesson through the use of flashcards was helpful and it facilitated the lead-in level of the sessions. Moreover, it supported the teacher to practice his teaching profession;

he was able to explain the lesson and keep pupils occupied by answering the questions asked about the pictures at the same time.

Whiteboard: it helped the teacher presenting and correcting the tasks. It was useful because it illustrated and showed all what was tackled.

Digital aid: a short video was presented on the data show using computer with group three; it showed a group of pupils on the yard of the school discussing about their daily routine. It completely captured pupils' attention, and it was an efficient introduction that paved the way for the coming levels of the lesson.

2.3 Types of activities

A set of activities were executed by pupils which differed from one learning situation to another. Each activity had its learning objectives and provided pupils with the opportunity to practice specific skills.

Think- pair-share activities: this kind of activities required learners to think in-pairs or in groups about a question or a task. But since pupils were sat individually due to the conditions of the pandemic they were rather thinking alone, each pupil tried to think about the question individually then correct the task on the board with the aid of the teacher. In fact, this could be effectively performed if it was possible to make a group or pair work Because pupils preferred to work with their classmates, but it was also positive when a learner tried to work alone, it was advantageous and served the teacher to notice who understood the lesson and who did not.

Dialogues and reading activities: the teacher involved his pupils to do activities which aimed to enhance both of productive and receptive skills. There were many tasks including interviews between two pupils or more about leisure activities, days of week, time...each time the teacher was asking pupils to perform the dialogue and sometimes were just reading it with their classmates . Actually, the teacher did not focus on reading activities, he was just inviting some pupils to read

questions of a task or short dialogues. Pupils showed interest for performing a dialogue and they were ready to act it.

Collaborative activities: in fact, the teacher did not really emphasis on this type of activity, instead he tended to arrange individual work; each pupil was frequently asked to think and to do the tasks alone. But, he attempted to make connections between pupils through performing dialogues and also by making small groups to raise their motivation.

A. Teacher performance

It has been noticed that the teacher was pointedly trying to distinct his methods of teaching from one group to another, and he aspired to update habitual learning and teaching process in Algerian EFL classroom concerning using materials, teaching aids and activities. In advance, all the teaching aids and the instructional materials chose by the teacher were effective, it also improved the quality of instruction especially, the audio-visual and visual aids (Flashcards and video). In addition, the role of the board was important in the class. The use of schoolbook of English and the handouts facilitated and promoted teaching and learning activities. Unfortunately, fun activities were not applied such as: language games, puzzles ...It would be better if the teacher prepared for these activities to enhance pupils' motivation and encourage them to practice other distinctive abilities.

B-Pupils' behaviour

Audio-visual and visual aids had a great influence on pupils' behaviour. It has been marked for all the attended sessions that, As the teacher started presenting the flashcards on the board and asking questions, most of the pupils in the class participated, and were active. Also, the video that was presented for group 3 clearly affect pupils' commitment towards the lecture. Additionally, it was carefully

viewed that pupils prefer to do tasks on the handouts, maybe it was easier for them; filling in gaps or matching exercises then doing that from the book. Correcting the exercises on the board pushed pupils to participate and it encouraged them to get up and write their answers. Furthermore, collaborative activities motivated pupils to accomplish their work more excitedly than doing it singularly, Although, it was difficult to make pupils get attached with each other due to the conditions of the pandemic and regarding to the limited duration of the session, beside to the lack of materials, the teacher could achieve motivational environment and was able to provide his pupils with different activities which enhanced their learning skills.

Section three: Classroom Management

At the beginning of all the sessions, the teacher's location was on the board he kept moving right and left when introducing the session. After that, when presenting the activities, he was moving all the time inside the classroom and checking each pupil work. At the end of the session, he was just standing near his desk. For pupils' seating arrangement, there were four lines of tables and each pupil was sitting individually on a table.

3.1 Introducing the session

The teacher relied on two different techniques to introduce the sessions. The first and the second sessions with group one and two, a brief overview about the previous lecture was provided by the teacher through the aid of flashcards. Since this stage demanded pupils' interest and high attention for getting in the lecture, the teacher introduced the session by asking questions concerning the lecture and tried to indirectly elicit pupils' answers. For group three, the teacher chose to present the session with a short video about 10min, then he started posing questions about the video and its content in order to engage pupils into the lecture.

3.2 Presentation of the activity

At this level, the teacher began imposing pupils to practice activities and the presentation of the activities was by explaining the objectives of tasks and exercises for pupils or just reading the questions. Also, when pupils had difficulties to do an activity, the teacher helped by giving an example for making that clear and easier for them then, let them continue. Pupils' reaction was different from one pupil to another, there were pupils who directly start doing the activities after the teacher explained what must to be done however, there were pupils who asked questions.

3.3 Closing the session

The teacher concluded the session by providing pupils with a quick review of all what was seen in all the session. The remedial work session with group one was ended by giving pupils their papers back; praising the ones who did well and encouraging the rest to do better.

The introduction of the sessions was successful as it positively affected pupils' behaviour, they participate, and excitedly engaged with the lecture. The activities were clearly presented by the teacher in a helpful way that he guided pupils to do it correctly, they were also able to speak with the teacher and ask him questions about the tasks. Further, it has been noticed that pupils were trying to speak in English, although they were confused and faced difficulties to pronounce words. Also, The teacher focused on their pronunciation mistakes and corrected them. The conclusion of the session was not really convincing. However the teacher aimed to confirm if pupils got what was tackling, pupils started feeling bored and they did not show any interest.

3.3.2 Interview's analysis

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The findings obtained from the teacher's interview illustrate more the classroom observation data. In fact, this interview with the teacher seeks for gathering in-depth information about the plan he adopts to achieve motivation in the classroom during the pandemic in particular. In addition, it aims to investigate the impact of motivation on English learning and to what extent can this factor affects pupils' engagement in the English classes. The interview was conducted with only one teacher. it was a structured interview.

Section one: Teacher profile

The respondent revealed a short teaching experience of six years in which he has taught English at Heddi-Tayeb middle school. He also revealed that taught all levels. This year he is teaching 3rd and 1st year pupils.

Section two: Pupils' attitudes and motivation

The teacher mentioned that most of his pupils loved English, because learning a foreign language is always seen as an interesting activity. He added that most of his pupils always tried to do their best in English. Concerning their attitude towards English classes during the pandemic, the teacher said that his pupils were not motivated as before, and this was principally due to the lack of sessions they had in English. Also, group work was not allowed which affected their motivation.

Regarding the activities and techniques that the teacher used to raise his pupils' motivation and respect safety measures due to the pandemic, the interviewee responded that creating a safe environment was the first step in the classroom which was necessary and elementary, then he insisted on individual games (Though the students preferred group work, the sanitary situation did not allow it), songs, flashcards and visual aids to motivate pupils. The respondent revealed that, at the beginning of the year he classified pupils according to their dream job and asked

pupils with similar dream job to sit close to each other. The teacher used games, videos, and audio materials as helpful devices to enhance pupils' motivation. He added that he sometimes raised a challenge and the winners got a gift or an additional point. He also added that, giving pupils leading roles, positive comments, rewards and certificate encouraged them more to learn. In fact, the teacher explained that communicative activities such as role play and dialogues often encouraged pupils more to learn the foreign language. Sometimes, reading activities also made them motivated to some extent.

Regarding the lesson procedure, he insisted on a thorough preparation for a successful explanation of the lesson and a smooth running of the session through the organization of an appropriate framework to present the lesson, but sometimes the pupils feel bored to concentrate with the lesson. Thus, the role of the teacher during these situations is to change the habitual serious way of explaining the lesson and since pupils tend to learn when they play or when they laugh; sometimes a joke makes the idea stick.

The interviewee confirmed that, suitable classroom environment is very important issue to give it priority since, in crowds of friends pupils tend to feel insecure therefore it is preferable to use ice breakers, and provide safe environment so.

Section three: Impact of motivation on learning

Regarding pupils' motivation to do classroom tasks, the teacher responded that his students often participated and answered his questions, but when participation was low it was necessary to address questions for non-volunteers pupils to answer. He also mentioned that pupils were more motivated and interested to learner English when they did communicative and fun activities. Thus, pupils were eagerly doing their tasks and activities under these circumstances. He also added that his pupils liked to do out of class activities where pupils do some tasks related to real world situations.

Regarding homework, the interviewee responded that, recently they did not do their homework probably due to the condensed program they had. He also added that, in order to solve the problem and encourage them doing the homework, giving additional points to the grade of the ones who do their homework often works.

2.5 Discussion of the main results

The current study attempts to explore the motivational strategies and techniques that are adopted by EFL teachers to enhance novice pupils' engagement toward English classes during the pandemic. To complete this research, two research instruments are used: classroom observation and an interview. These tools helped the researcher to obtain the desired data and to provide evidence for the two proposed hypotheses.

Regarding the first hypothesis which assumes that raising pupils' motivation involves EFL teachers to use adequate teaching techniques and strategies, select appropriate activities and materials, and create effective classroom management. The teacher's responses in the interview revealed that he could motivate his learners under the conditions of the pandemic through the use of visual aids, videos, individual games and songs. In addition to other techniques that he used to in the classroom in order to increases pupils' motivation such as, giving pupils positive comments, leading roles, rewards, and certificates. Classroom observation results reinforced teachers' answers. The latter created a motivating learning environment, with supportive techniques and different teaching materials and aids which raised their motivation and attracted their attention. Although, the teacher focused too much on individual activities more than collaborative activities as group and pairs work were avoided during the pandemic, pupils were actively doing their tasks. Besides the teacher professed in the interview that group work was not allowed, but he tried to make a small group and emphasised on putting masks. Also, fun activities were not the main concern of the teacher to be used in the classroom because the time of the session was very limited for this kind of activities. Thus the teacher preferred to explain lectures for avoiding retard. The teacher was able to

control his classroom from the beginning till the end of the session. To sum up, the strategies and the techniques adopted by the teacher, the selected materials and teaching aids, and classroom management all contributed to enhance pupils' motivations and were appropriate for the current situation of the Covid19 pandemic. Therefore, the first hypothesis is validated since novice middle school pupils were highly motivated in response to the teacher's stimulations to learn a new foreign language.

Regarding the second hypothesis which assumes that motivation affects pupils' learning behaviour by increasing their effort to learn, participating in the classroom, showing interests for classroom activities and doing their homework. The information gathered through teacher's interview shows that pupils display positive behaviour in English classes. The negative side is that pupils recently did not do their homework due to the condensed program they had, and since this was not acceptable, the teacher mentioned that he dealt with the situation by giving additional points to the ones who worked and this technique encouraged them to do their homework. On the other hand, classroom observation results also confirm the teacher's answers that pupils' reaction was positive and showed favourable actions. Most pupils were constantly participating especially at the beginning of the session. In addition, all of them were actively and eagerly doing their exercises then participated to correct them with the teacher, they were also showing interest to the teacher and carefully following the lecture. Beside, pupils were warmly ready to complete different activities. Good behaviour and attitude appeared in the classroom as a reaction to the motivational atmosphere created by the teacher. The second hypothesis is proved, Since the results demonstrated that motivation positively affects pupils' learning behaviours.

2.6 Suggestions

In this section, the researcher attempts to offer suggestions relate to the techniques and activities which can help EFL teachers enhancing their young learners' motivation during the pandemic. The following suggestions match the results obtained from the data collected then are to be proposed in three sub-sections.

2.6.1 Implementing motivational strategies in Instructional plan

Designing an effective EFL course involves teachers to be able to employ the motivational strategies in an instructional plan. Wlodkowski (1985) remarks that lesson and instructional plans are usually designed, but with little emphasis and less attention to achieve motivation throughout the learning sequence. In this regard, wlodkowski (1985) assures that the motivational plans are significant and must be carefully included when planning the lesson to ensure effective learning process.

Xiao (2001:260) states that, the learning sequence regardless of the duration, can be divided into three phases: the beginning the middle and the end. Each phase has its effective ways which encourage learners and raise their motivation for learning. The phases must be attached to each other in order to create energetic environment throughout the learning process. Subsequently, as motivational strategies are implemented properly according to their phase, efficient learning experience achieved and positive feedbacks return by learners. Additionally, suitable arrangement of the learning activities that assemble the sequence; when to be applied and which motivational strategies can be embodied, contributes expanding their motivational influence during the sequence.

For more clarification, Xiao (2001) reveals that his motivational plan is regularly combined with the instructional plan. It is composed of three phases: the beginning phase, the middle phase, and the ending phase. Each particular phase has its convenient strategies. The strategies in Generating initial motivation must be implemented in the beginning phase; it aims to develop students positive attitudes toward learning and to consider and review the needs of students such as: making

the first experience with the subject as positive as possible, using needs assessment techniques to figure out the needs of the learners. The second phase is concerned with the strategies that maintain and protect motivation during the learning process; its purpose is to energise learning and incorporate it with emotions for instance; helping learners recognize their goals, increasing their self- confidence and improve the quality of the learning experience. The ending phase of the learning process is concerned with the strategies that increase positive self-evaluation and develop students abilities.

2.6.2 Create a safe and friendly atmosphere in the classroom

Orjoulou and Vahedi (2011) indicate that Creating warm and safe climate in the classroom increases student's motivation to learn and give them positive feelings of recognition and valued. As this strategy makes students feel comfortable, they can participate and willingly do their activities. That is, learners can be highly motivated and satisfied to receive knowledge in a safe and positive environment. For instance, Preparing the classroom with colours and pictures at the beginning of the school year is a good idea, it gives students positive impression about the target language. The feeling of becoming a part of the whole is a necessary process that must be achieved by teachers at the beginning of a school year as an attempt to encourage motivation and create favourable attitudes toward the target language. As an illustrative example, there are several ice breaker activities which can be applied by the teacher to start this process. One of these activities is the nickname activity, students are asked to write down their nicknames then, each student should stand up to explain their nicknames and introduce themselves. Indeed, this kind of activities help teachers creating friendly atmosphere in the classroom, it also provides students with the opportunity to experience positive feelings in the learning process, and the most important thing that it increases students' motivation without the need of a physical contact and closeness to work with each other.

2.6.3 Sense of accomplishment

Orjoulou and Vahedi (2011) put that Generally, students are more encouraged to learn when they receive positive feedback and reinforcement. This process provides students with feeling of a sense of accomplishment and encourages positive self-evaluation, and students will have better attitudes to steer their learning experience outcomes. Both of positive and negative comments influence motivation and attitude, however many studies appoint that students are more influenced by success and reward, praise and compliment develop students' self-confidence, competence, and self esteem. Spalding and Mccrea (2020) state that, teachers can help their pupils feel success after the long period of the lockdown, secure success is one of the strategies that can enhance students motivation as, it increases their sense of expectancy, which gives students the feeling of being successful in the future, as well the feeling of proficiency.

2.6.4 Connect language to students' interests

Orjoulou and Vahedi (2011) assure that if language teachers wished to develop language skills of their students, it would be necessary to shift from the traditional methods and encourage students to connect the classroom experience to their own activities and interests which are pursued outside the classroom. For example, there are students who like playing computer games they can easily learn computer-assisted language. There are others who prefer listening to songs, watching videos and films, reading... supporting students to link their favourite activities to the target language can facilitate their language acquisition process.

2.6.5 Using technology: Videos

Cakin (2006) mentions that the use of technology in the teaching learning process is indispensable and teachers are trying to profit its advantages, audiovisual material is very helpful since, it supports and facilitates the foreign language learning process. Wright (1976) assures that audiovisual materials have a great role in language learning, but only if they are used at the right time and place. Learners usually use their eyes and ears during the teaching learning process however, eyes are the base for learning.

Cakin (2006) illustrates that students prefer video presentations because it is engaging, encouraging, and challenging to watch. Video gives students clear picture about the culture of people who speak the language they are learning through the presentation of different communicative situations. Also, using video for teaching can be helpful in different ways, it promotes comprehension, and makes the meaning of vocabulary more clear than words and explanation. Moreover, it allows learners to be more focused with the details of the language then they will be able to speak the target language. They can also guess the meaning from the vision clues alone such as: dress, gesture...

2.6.6 The use of Flashcards, Short stories and songs:

Barafi (2018:25) states that foreign language teachers attempt to vary the use of teaching tools and aids in order to make language learning process as easy as possible, there are several tools and aids that are adopted by teachers for the sake of supporting learners to learn the language.

Using flashcards for teaching EFL has many advantages, it helps the teacher introduce the lesson quickly and in an easy way or reviewing what have already learned. Also, flashcards can be used as a teaching technique to reinforce students' learning and engagement as it attracts their attention and encourage them to participate as mentioned in Wright (1976:14) " Flashcards motivate students to speak and assist teachers by giving them time for necessary classroom activities."
Beside, flashcards are widely used by EFL teachers to teach vocabulary such as: vegetables and fruit, and to teach grammar structure as well. Especially, for

beginners and elementary level. In fact, depending on the use of flashcards in an EFL classroom is very helpful and make the learning and the teaching process easier and more enjoyable.

Regardless of the role of stories in motivating students' learning, teachers select stories as a teaching tool to develop students' fluency and accuracy. It also allows students to create stories and expand their ideas and imagination.

Songs are another way of motivating students in an enjoyable way. Using songs for teaching foreign language can be useful for the teaching of grammar, vocabulary and pronunciation. Since students are more attached to this fun and refreshing way of learning, teachers choose to use them for enhancing students' language skills.

2.6.7 Communicative activities : Dialogue performance and role play

Ramiraz (2014) indicates that communicative activities are selected to be performed in an EFL classroom because it is the choice of students, they prefer this kind of activities for learning. Performing dialogues in an EFL classroom seems an interesting activity, Khalaf (2012) states that dialogue is an effective language teaching device which helps foreign language learners develop their speaking skills and communication, it also considered as a technique which is widely used by language teachers to increase motivation in the classroom and encourage students to express themselves by involving them to practice real life situations.

Kodotchigova(2002) explains that language teachers are responsible to motivate their learners by implementing different activities in the classroom, one of these reinforcing activities is role play as it helps to enhance students' motivation. Teachers must relate the application of role play to what has been already learned. As well as, it is very important to let students feel comfortable and free to choose the situation by themselves. After selecting role play, teachers should take into account students' language proficiency in order to be able to encourage students participating in the classroom.

Therefore, role play is a useful activity that teachers can select to be performed in the classroom during the pandemic. Since, it helps teachers keep their students safe and protected by maintaining a distance between them where they can act their roles in a secure environment. Also, role play encourages learners to speak and practicing their speaking skill. Connecting this activity to real life situations can enhance students' extrinsic motivation and makes them understand the significance of the foreign language.

2.6.8 The use of motivational games to enhance students' participation: puzzles and guessing games.

Generally, young learners are more motivated to learn when they feel that the activities being practiced in the classroom is enjoyable. Thanh (2020) reveals that there are many advantages of using language games in EFL classes beside to a technique used to enhance students' motivation and raise their interest, it also helps students dispose of negative feelings such as: anxiety and fright toward learning a new language. As it decreases students' anxiety, self-confidence can be improved. Additionally, language games facilitates EFL learning-teaching process because it aids the teacher to capture students' attention and engagement with the lecture, in which they can participate and each student desire to be the winner. Therefore, the lesson will be more interesting, Games have an important pedagogical value and it would be better if language teachers could consider language games more than fun activities in teaching foreign languages and integrate them into their program.

There are several types of language games that can be practiced in an EFL classroom to raise students' motivation in the pandemic. Such as, picture puzzles or guessing games, which can be used for revision of vocabulary and for practicing the speaking skill. The guessing game has different forms of activities, it can be an activity of guessing a person or guessing word game. In fact EFL teachers can play these games with their students in which they can not realize that they are also practice and develop their speaking skills.

2.6.9 Comprehending and meeting pupils' needs

Christodoulou, Allen, et al (2020) point that as schools reopen and pupils return to their classes, teachers notice that some pupils have acquired new skills and have studied earnestly from online school resources, whereas some others had limited opportunities to study and they have probably forgotten what has been already learned before the lockdown. Thus, the role of the teacher is to decide about the convenient way of the school to meet students' needs in order to draw an assessment plan and determine which pupils needs what. Starting this plan with a purpose of assessment to facilitate its design for instance, adapting the curriculum or propose target support. Additionally, teachers are responsible to make school back a positive experience for students by applying combined assessment activities to enhance students' sense of belonging and reconstruct schools' value.

Actually, the COVID19 pandemic is a new experience for each individual, but effective teaching methods and approaches have not changed according to the pandemic situation. So that, after the return to school teachers are expected to keep their teaching and learning process as simple as possible.

2.6. 10 Build belonging and nudge norms

Spalding and Mccrea (2020) indicate that building common ground with students when they return to school is very necessary step because there are some students who are influenced by the period of the lockdown in which they could not see each other. In these situations, The teacher needs to refresh students' minds about the things they have in common to give them a sense of belonging.

Basically, the teacher plays the role of the motivator in the classroom. Which means that the teacher is the only responsible to promote students' motivation, peers also have another influence on motivation. The power of conformity has a strong impact on behaviours, and teachers can impose its usefulness in the

classroom. It highlights when the majority of students are conforming then, the remains will come along and make it normal and natural.

2.6.11 The seating of the students

Barafi (2018) asserts that the seating arrangement of the students and the size of the classroom play a great important role on the students outcomes and the teacher's lesson as well. Teachers are responsible to organise the structure of the classroom according to each learning situation. Since, individual seating arrangement of the students is one of the conditions during the COVID 19 pandemic period to protect students from the disease, it would be better if the teacher let students choose their place but, paying attention to the distance between them and confirm that each student is sitting on the right place. Giving importance to these details aids the teacher to create appropriate atmosphere in the classroom which makes students motivated and comfortable to participate, also it keeps students protected and avoid contact between them. Additionally, eye contact is a strong way of communication in the classroom between teachers and their students, it helps the teacher transmit knowledge and receive students' feedback.

2.7 Conclusion

This chapter is dedicated to the practical side of the study concerned with the strategies and the action plan used by EFL teachers to enhance novice pupils' motivation in English classes under the circumstances of the COVID19 pandemic. It includes detailed explanation of all the elements of this research: instruments and methods used to gather information. By the end of the chapter, the collected data are analyzed, interpreted and discussed in reference to the hypotheses of the research.

Basically, motivation is an essential factor in foreign language learning, especially at early levels of learning. As achieving motivation in the classroom through the choice of appropriate techniques and activities, and the use of suitable

instructional aids and materials, positive attitudes towards the language will developed. It mainly seems hard for EFL teachers to make pupils motivated in the classroom without interacting with each other under the conditions of the COVID19 pandemic in this respect, the researcher tended to find out how can teachers deal with the matter.

General Conclusion

Motivation is an important element for a successful FEL learning process. Since, the role of motivation and its great impact on learners is highly recognized by EFL teachers, they constantly attempt to find out better ways to enhance their students' motivation. After the lockdown of the COVID19 pandemic and when students returned to their classes, teachers face some limitations to achieve motivation in the classroom due to the safety measures that were imposed for health protection against the virus.

The aim of this research was to explore the strategies that were adopted by EFL teachers to promote their pupils' motivation at Heddi –Tayeb middle school during the COVID19 pandemic period, it also aimed to investigate the impact of motivation on pupils' behaviour. To achieve these objectives two major research questions were drawn on the bases of the research problem to conduct this work.

1/ How could EFL teachers make their novice pupils motivated to learn English during the COVID19 pandemic?
2/ How does motivation affects early EFL learning?
These questions led to propose the following hypotheses
1/ To raise pupils' motivation, EFL teachers use adequate teaching techniques and strategies, appropriate activities and materials, and an effective classroom management.
2/ Motivation affects pupils' learning behaviour by increasing their effort and energy to learn: participating in the classroom, showing interest for classroom activities and doing their homework.

This dissertation was divided into two chapters, the first chapter dealt with the theoretical considerations on motivation. The researcher determined key concepts related to motivation. In the second chapter, the researcher focused on the description of the research methodology that was followed by data analysis and discussion of the research findings. At the end of the second chapter, some motivational strategies were proposed by the researcher.
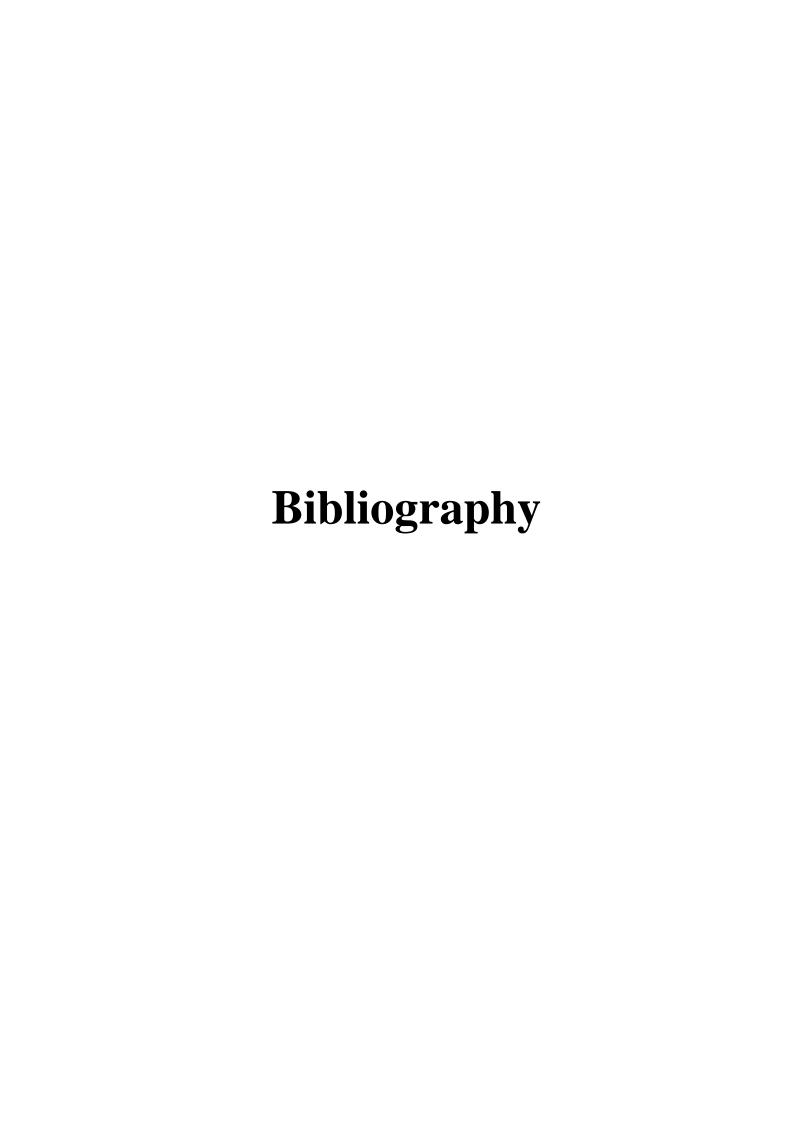
The first hypothesis was mainly confirmed by classroom observation, it has been noticed that most students in the classroom were highly motivated and engaged with the lecture as a reaction to the motivational strategies and techniques were provided by the teacher, and the different use of teaching aids and materials: video, flashcards in addition to the teacher's effective classroom management throughout the learning sequence. However, the teacher was not able to apply more group work and pair work to increase pupils' motivation, he attempted to replace it with other motivational activities and techniques such as: performing dialogues, giving leading roles and rewards. The second hypothesis was also proved. Classroom observation also reinforced teacher's replies in the interview, it was remarked that pupils had favourable attitudes toward English classes as they displayed positive reactions to the teacher's strategies to energise their motivation in their participation and attention, showing eagerness and effort to do the activities especially in group work, even though it was not frequently practiced. The results indicate that motivation had a positive impact on pupils' behaviour although the COVID19 affected the teaching and learning process and restricted EFL teachers to implement specific motivational activities.

Indeed, examining a specific phenomenon in Algerian EFL context is difficult and exhaustive. Regardless of the fact that it takes too much time for collecting data and producing inductive analysis, the researcher faced obstacles with classroom observation attendance. As this research required detailed description and in-depth information about motivation, attending three times for classroom observation was not really sufficient to the extent of obtaining additional knowledge and this was because of the limited time a the teacher had to prepare his students for the exam. Also, there was another problem when conducting the telephone interview. In fact, the teacher did not give adequate justifications to open questions. This led the researcher to conduct another interview.

Eventually, the results that were obtained by the researcher through this case study summarized some of the motivational activities and techniques that are adopted by middle school EFL teachers to reinforce their novice pupils' motivation under the conditions of the COVID19 pandemic. Motivation is a wide area of

investigation and the need for using and applying different motivational strategies in an EFL classroom is always continued to be investigated especially with the situation of the pandemic which created another concern. Thus, this research would lead to other future investigations, for example, the effectiveness of classroom management on EFL learners' motivation during the COVID19 pandemic period.

To conclude, successful foreign language teaching- learning processes require motivation as an elementary factor and the design of effective motivational strategies to be implemented in the classroom. Particularly, the COVID19 pandemic drove language teachers to review what is allowed to be practiced in the classroom and what is not appropriate and in order to enhance students' motivation with this situation.

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APPENDICES

Appendix A:

Observation Grid

Observation Grid

The purpose of the observation :

To evaluate pupils' motivation in English classes during the pandemic

Setting:

Date of observation:

Place of observation:

Duration of the session:

Observed focus	Indicators	Teacher's behaviour	Pupils' behaviour	Observation
Teaching techniques and strategies	Teaching techniques and strategies used by the teacher			
	Transition in the lesson			
	Addressing questions			
	responding to the answers of pupils			
Materials and activities	Teaching materials used			

			62	
	Teaching aids used			
	Types of activities			
Classroom management	**Introducing the session**			
	Presentation of the activity			
	Closing the session			

<u>Classroom management:</u>

The teacher location during the different phases of the session:

Pupils' seating arrangement:

Appendix B:
Teacher's Interview

Rubric one : Teacher profile

1-How long have you been teaching ?

2-Which level/s did you teach?

3-Do you have another activity/occupation?

Rubric Two: Pupils' attitudes and Motivation

1-What is your learner's attitude towards English Classes?

Did their attitude change during the pandemic?

Yes   **No**

If yes,how ?

2-What is your plan to achieve motivation in the classroom during the pandemic?

-

3-What are your own tricks of motivation in the classroom during the pandemic?

-

-

-

4-What are the teaching techniques that you use to raise your pupil's motivation?

-

-

-

-

5-Which way do you adopt to motivate your pupils when explaining the lesson?

-

6-What are the activities that encourage your pupils to learn English?

-

-

-

7-Do they like fun activities such as: Games and puzzles?

Yes   No

8-Do they prefer to work individually, in pairs or in groups?

-

9-What are the teaching aids that you often use?

-

-

-

10-Which types of teaching aids help you to motivate your pupils?

Visual aids

Audio aids

Audio-Visual aids

11-Do you think that good classroom environment increases the level of motivation ?

Yes   **No**

If yes,How?

12- How do you organise your classroom to motivate your pupils?

-

Rubric Three: Impact of motivation on learning

13- Do your pupils participate and answer your question in the classroom?

Yes   **No**

If no, What do you do?

-

-

14- Do they do their classroom activities and tasks eagerly?

Yes   **No**

When?

15- Do they show any interest in learning English outside the classroom?

Yes   **No**

If yes, How?

-

-

16- Do they do their homework?

Yes   **No**

If no, What do you do?

-

-

-

The aim of this Master's dissertation is to explore the motivational strategies and techniques that can be used by first year middle school EFL teacher during the COVID19 pandemic. As this disease had a great impact on education in particular, EFL teachers tended to find out appropriate and safe ways of teaching and learning in the classroom. As well as looking for suitable activities that enhance pupils' motivation and engagement to learn English by respecting the safety measures are imposed to avoid the spread of the virus. A case study was conducted followed by a respective and careful use of classroom observation and teacher's interview. The data collected was analyzed qualitatively. The results show that middle school EFL teachers could raise their pupils' motivation during the pandemic by using different teaching aids and materials, replace group and pair work with other motivational activities such as: individual language games, performance of dialogues, short stories and songs. Indeed, pupils showed positive behaviours and were highly motivated to learn the language. In addition to the use of other techniques in order to create an effective classroom management. At the end, the researcher proposes suggestions which can help middle school EFL teachers motivate their pupils to learn English by respecting the safety measures imposed against the COVID19 pandemic.

Le but de cette thèse est d' explorer les stratégies et les techniques de motivation qui peuvent etre utilisées par les enseignants intermédiaires de première année d'EFL pendant la pandémie de COVID19. Comme cette maladie a eu un grand impact sur l'éducation en particulier, les enseignants d'EFL ont eu tendance à trouver des moyens appropriés et surs d'enseigner et d'apprendre en classe. Ainsi que la recherche d'activités appropriées qui améliorent la motivation et l'engagement des élèves à apprendre l'anglais en respectant les mesures de sécurité sont imposées pour éviter la propagation du virus. Une étude de cas a été menée, suivie d'une observation en classe et d'une entrevue avec l'enseignant. Les données recueillies ont été analysées qualitativement. Les résultats montrent que les enseignants d'EFL au niveau intermédiaire pourraient accroitre la motivation de leurs élèves pendant la pandémie en utilisant différents outils et matériels pédagogique, en remplaçant le travail en groupe et en équipe de deux par d'autres

activités de motivation telles que : jeux linguistiques individuels, exécution de dialogues, nouvelles et chansons. En effet, les élèves ont montré des comportements positifs et étaient très motivés pour apprendre la langue. En plus de l'utilisation d'autres techniques afin de créer une gestion de classe efficace. à la fin, le chercheur propose des suggestions qui peuvent aider les enseignants d'EFL à motiver leurs élèves à apprendre l'anglais en respectant les mesures de sécurité imposées contre la pandémie de COVID19.

الهدف من أطروحة الماجستير هذه هو إستكشاف الإستراتيجيات و التقنيات التحفيزية التي يمكن استخدامها من قبل معلمي اللغة الانجليزية للسنة الاولى متوسط خلال جائحة كورونا. نظرا لأن هذا المرض كان له تأثير كبير على التعليم على وجه الخصوص، يميل مدرسو اللغة الانجليزية إلى اكتشاف طرق مناسبة وآمنة للتدريس والتعلم في الفصل الدراسي. بالإضافة الى البحث عن الأنشطة المناسبة التيتعززدافع التلاميذ ومشاركتهم لتعلم اللغة الإنجليزية من خلال احترام تدابير السلامة المفروضة لتجنب انتشار الفيروس. تم إجراء دراسة حالة متبوعة بمراقبة فصول الدراسة والاستخدام الدقيقومقابلة المعلم. تم تحليل البيانات التي تم جمعها بشكل نوعي. تظهر النتائج أن معلمي اللغة الإنجليزية كلغة أجنبية في المدارس الإعدادية يمكنهم زيادة تحفيز تلاميذهم أثناء الجائحة باستخدام وسائل ومواد تعليمية مختلفة،واستبدال العمل الجماعي و الزوجي بأنشطة تحفيزية أخرى مثل: الألعاب اللغوية الفردية، وأداء الحوار، و القصص الصغيرة والأغاني. في الواقع، أظهر التلاميذ سلوكيات إيجابية وكانومتحمسين للغاية لتعلم اللغة. بالإضافة إلى استخدام تقنيات أخرى من أجل إنشاء إدارة فعالة للفصول الدراسية. في الأخير، يقترح الباحث اقتراحات يمكن ان تساعد معلمي اللغة الإنجليزية في المدرسة الإعدادية على تحفيز تلاميذهم على تعلم اللغة الإنجليزية من خلال احترام تدابير السلامة المفروضة ضد جائحة COVID 19.