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**The Effects of the EFL Teaching Methods and
Approaches on Students' Motivation. The Case of Master
One Didactics Students at Tlemcen University**

Thesis submitted to the department of English in candidacy for the
degree of Master in Didactics

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Dedications

I dedicate this work to my family, the source of my success.

To my father, **Yahia**, may God have mercy on him, and to my best friend and caring mother, **Fatima**, whose love always strengthens my will, who sacrificed her life for my education as well as for all my brothers and sisters. To my sister, **Hind**, in particular, for her precious help and guidance throughout this project, and to her beloved daughter **Feriel**. Also to my brother, **Mohammed**, and his little family, and to my husband **Tahir** and our daughter **Tesnim**, and of course to all of my husband's family, his beloved mother **Zoubida**, his sister **Fatima Al-Zahra** and all her little family.

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Abstract

This research aimed to describe the influence of using effective teaching method in EFL classes at University. This research consists of two chapters, and has been conducted under a descriptive-analytical method. The sample of this research was forty students and fifteen teachers the English Department of Letters and Foreign Languages Faculty, Tlemcen University in Algeria. The data was collected through two questionnaires that were administrated to both of students and teachers. The analysis of the data was carried out through quantitative data analysis along with the observation and comparison between teachers and students' answers based on eight most used and known teaching methods that are the Grammar Translation Method, the Direct Method, the Audio-Lingual Method, the Communicative Language Teaching, the Total Physical Response, the Community Language Learning, the Competency-Based Approach and the Eclectic teaching approach. The research concluded that students' results and perceptions confirm the fact that the use of effective teaching methods improves students' motivation.

Keywords:

English language, learning, teaching, EFL students, EFL teachers, effective teaching methods, motivation

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List of abbreviations and Acronyms

ALM: The Audio-Lingual Method

CBA: The Competency Based Approach

CBE: Competency-Based Education

CLL: The Community Language Learning Method

CLT: The Communicative Language Teaching Method

DM: The Direct Method

EFL: English as a Foreign Language

ESL: English as a Second Language

GTM: The Grammar Translation Method

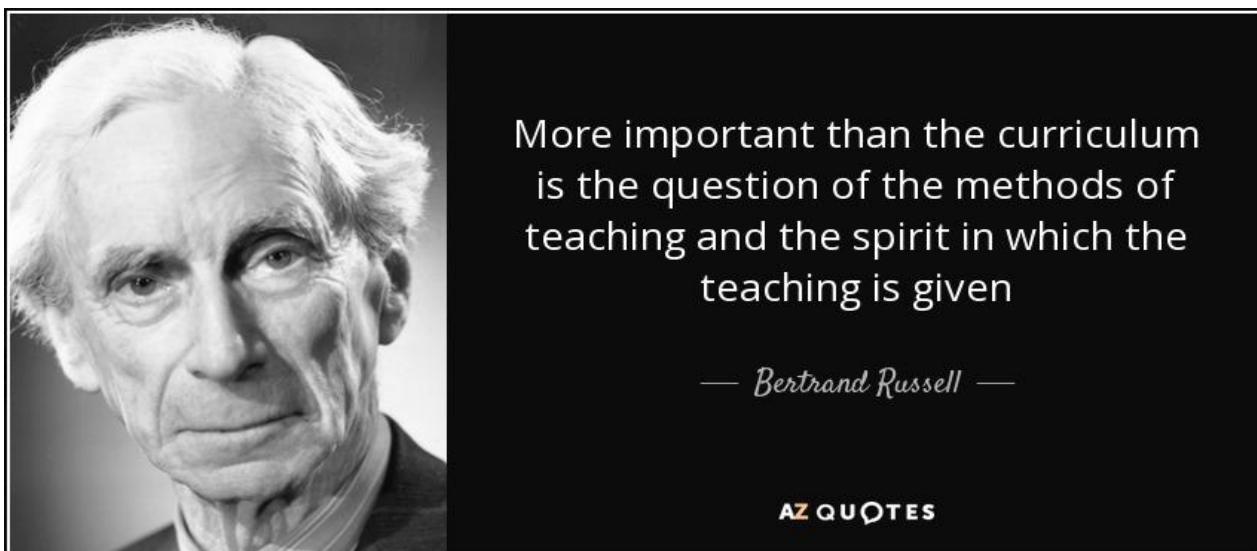
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General Introduction

General Introduction:



“More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given” (Bertrand Russell, 1926)

The use of effective EFL teaching methods has a significant impact on student motivation. The implementation of EFL teaching methods not only enhances students' language proficiency but also nurtures a positive and enthusiastic attitude towards learning English, thereby contributing to their overall success. Educators play a crucial role in shaping the motivation and success of their students in language acquisition. By continuing to explore and implement effective EFL teaching methods, educators can further enhance the impact of these methods on student motivation and language development. As the landscape of education continues to evolve, it remains essential for educators to adapt and innovate their teaching methods to ensure that students are motivated and empowered to excel in English language acquisition.

One crucial side is the teaching methods and approaches that improve students' motivation. This is always the principal teacher's objective. In the field of EFL teaching, there is a constant need to improve and adapt teaching methods and approaches to better meet the needs and expectations of students, which is so important, significance and helpful in the teaching and learning process. This study aims to describe and explain the effects of EFL teaching methods and approaches on students' motivation towards learning English. Wherein it will provide a detailed view of the famous and more used methods/approaches of teaching and learning

that exists to help us work as wisely and cleverly as possible to carry out learning methods and approaches through the classroom in a manner appropriate to achieve learning results. Consequently, this study strives to answer the following questions:

1-What are the EFL teaching methods/approaches in M1 didactics?

2-What can increase students' motivation?

3- How does teacher's choice of methods affect student's motivation in EFL learning?

The above mentioned questions led to formulate three hypotheses:

*H1: The impact of EFL teaching methods/approaches on students' motivation

*H 2: The teaching methods/approaches one of the most factor increasing students' motivation

*H 3: If teacher's choice of methods would fit in the classroom and used consistently, student's motivation would improve, then they would learn English more seriously and succeed.

This study was carried out at the English Department of Letters and Foreign Languages Faculty Tlemcen University, in Tlemcen province. The data was collected using a questionnaire administrated to 40 M1 EFL didactic students, and a second questionnaire was delivered to 15 teachers. The student's questionnaire served to investigate their perceptions and impressions about the teaching process and what motivates them to learn. In addition, the impact of applying different teaching methods and approaches on making both teachers and students reach the intended outcomes, and make the learning process will be effective and interesting. The teacher's questionnaire was prepared to address their perceptions of the use one of most effective teaching methods among the 08 methods/approaches and the results they obtained in their classrooms.

While the dissertation structure is composed of two main chapters, the first chapter provides an overview of the most known and used EFL teaching

methods/approaches. Besides, it presents the concept of teaching methods; it discusses the definitions, the historical overview, and types of these methods. Then, it deals with the most important of motivation, and its' role in EFL learning. Finally, it tackles the relationship of teaching methods/approaches and learners' motivation. The second chapter is divided into two parts. The first part is devoted to the research methodology; it introduces a description of the methodology used in this study for collecting the needed data through the research tools: two questionnaires. The second part that is the fieldwork is devoted to the analysis of the obtained data and the discussion of results. It provides the EFL teachers with some recommendations that may help them to achieve their teaching goals.

1-1 Introduction:

English's global status necessitates adapting English Language Teaching methods to meet diverse learners' needs. Wherein, there will always be a need to find more effective teaching methods. Invention of new classroom practices and approaches to designing language programs and materials reflects a commitment to finding more efficient and more effective ways of teaching languages (Nunan, 1991). It is common knowledge that while teaching English as a Foreign Language (EFL) or as a Second Language (ESL) in the educational institutions, language teachers commonly struggle to decide which teaching method or approach is best to use. Additionally, it is possible that they do not realize the distinctions between the tenets they rely on and their application. This research aims to address all of these questions by reviewing the historical research and attempting to provide light on the emergence and evolution of various educational methods and approaches.

1-2 The Most Known and Used Teaching Methods/Approaches:

Many EFL teaching method exists over time. It may be impossible or be difficult to say that there is a best method or approach for EFL classroom. But one should be aware about them, the most known and used ones are:

- 1- The Grammar Translation Method (GTM)
- 2- The Direct Method (DM)
- 3- The Audio-Lingual Method (ALM)
- 4- The Communicative Language Teaching Method (CLT)
- 5- The Total Physical Response Method (TPR)
- 6- The Community Language Learning Method (CLL)
- 7- The Competency Based Approach (CBA)
- 8- The Eclectic Teaching Approach.

1-2-1 EFL teaching methods:

These and other definitions differ in phrase but are referring to the same essential factor of how to bring about learning in the most effective and efficient manner. From the viewpoint of EFL, Richards and Rogers summed it up into "a set of systematic, procedural options and operations used by teachers and learners in the context of real-time learning situation" (1986). It shall be upon this notion of real-time learning situations that methods will be categorized and compared for this assignment.

Teaching methods have been defined in hundreds of ways in the last several years. In 1963, Hilgard, Ekstrom, and others of the Society for the Teaching of Psychology of the American Psychological Association prepared a booklet on the training of teachers of psychology and defined teaching methods as: "a descriptive term referring to the general principles, pedagogy, and management techniques used for instruction". In 1968, Saylor and Alexander varied the approach by defining the teaching method as "any process or technique used which will cause learning". In Brightman's "Philosophy of Education" (1969), it is defined as the "varied procedure in imparting knowledge or developing skill". More recently, in 1974, Wesphal's article in the "Handbook of Research on Teaching" redefined teaching method as "the principles and methods used by teachers to enable learning".

Method is a way or technique to do something. The definition of teaching EFL method is a set of theories and practices in teaching foreign language to the learners involving the systematic and conscious establishment and implementation of the teaching activities in certain order and procedure based on the teaching theories in order to achieve the teaching goals (Suhardi, 2003, p96).

1-2-1-1 The Grammar Translation Method (GTM):

One of the oldest methods to teaching foreign languages is the grammar-translation method, which dates back to the late nineteenth and early twentieth century. The fact that it was first designed to teach "dead" languages (and literatures) like Latin and Greek may explain why it has a strong tilt toward virtually eliminating conversational production in favor of written labor (Richards, 1986). Language instructors have been using the Grammar Translation Method (GTM) for many decades. According to Richards and Schmidt (2002), it is a style of teaching second languages (L2) that places a strong emphasis on grammar study and translation as the main components of the teaching and learning process. This is how Latin and Greek were originally taught throughout Europe. It was first employed to teach modern languages including English, French, and German in the 19th century. A typical lesson consists of the explanation of a grammar rule, word lists, and translation tasks. According to Little (2006), "The Grammar-Translation method views language learning as a matter of consciously mastering the target language's (TL) grammatical system."

The main reason that most professors who use the Grammar Translation method for teaching English is the students' mastery of various techniques from the rules, reading and vocabulary that brings them to English literature. Which develops their minds and allows them to pass the different compulsory written tests required at their levels of study. Here are some key features of GTM according to Prator and Celce-Murcia (1979):

- 1- Programs are taught with great use of the mother tongue and little use of the target language.
- 2- Much vocabulary is taught in the form of isolated word lists.
- 3- Complex rules are presented with long explanations
- 4- The form and inflection of words is often the focus of instruction, while grammar provides the rules for putting words together.
- 5- Early reading of classic complex text

- 6- It is the content of texts that are considered as exercises in grammatical analysis which have received some attention
- 7- Sentence translation exercises in the native language separate from the target language are the only exercises
- 8- Few or complete absence of given attention to the pronunciation.

1-2-1-2 The Direct Method (DM):

The Direct Method, also called the Natural Method, was developed at the end of the 19th century and was a response to the GTM, as it focused on the listening and speaking skills that were neglected in the Translation Method. Which emphasizes learning the meanings of vocabulary and its structure on the use of objects, actions and spoken language in real life situations. The DM also focuses on using only the target language for teaching and completely abandoning the use of the mother tongue and the translation process, which is prohibited and forbidden in the classes. Students are encouraged to infer grammatical rules from the exercises works and examples presented during the lessons wherein the teacher used imitation, pictures, and demonstrations, with the aim of speaking and discussing where the focus is on pronunciation. Also called the Natural Method that is used everyday of communication also focus the answer question session that focus the language of teaching. The basic purpose of this method is concerned the meaning of word, expression gestures and language achievement which directly related the picture something in your mind you think of it and have such a clear memory or idea of it that you seem to be able to see it (Larson-Freeman 1986). Rivers show that students always understand to communicate language by listening and also the speaking a good way that depend speech with best action (Rivers, 1968).

The DM is a teaching approach that focuses on teaching students to speak and thinking in the FL. The syllabus is based on situations or topics, and students learn grammar rules through examples. The DM is criticized for its time-consuming and roundabout techniques, necessitating a training and proficient teacher with fluency in the foreign language and in-depth understanding of its techniques. It also requires a large number of class hours, as most work is done in the classroom. Despite its

success in private language schools, DM faced resistance in the public sector due to its severe use of the foreign language and limited teacher skills. By the 1920s, linguists proposed a combination of the Direct Method and grammar-based activities, leading to reading-centered instruction to address comprehension issues. This led reformers to focus on developing comprehension through listening and understanding communication situations, as well as the goals of Oral and Written Communication.

1-2-1-3 The Audio-Lingual Method (ALM):

The Audio-lingual Teaching Method, initially called the Army Method, was developed during World War II to help armies become proficient in the languages of their allies and enemies. It is still used today, often as part of individual lessons rather than as the foundation of a course. The method is based on Skinner's Behaviorism theory, which assumes that humans can be trained using a system of reinforcement. It emphasizes the acquisition of structures and patterns in common everyday dialogue, rather than understanding words. The Audio-lingual method is based on conditioning and habit-formation models of learning, which are perfectly matched with the mimicry drills and pattern practices of audio-lingual methodology. The Audio-lingual method emphasizes vocabulary acquisition and trains grammatical sentence patterns based on context and without error. It was believed that much practice of dialogues would develop oral language proficiency or based on the ability or qualification of speaking. Some common techniques associated with the Audio-lingual Method include dialogs memorization, which involves students memorizing an opening dialog using a specific utterance, and grammatical sentence patterns.

The Audio-lingual method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2000). They added that it was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through

shaping and reinforcement. Thus, the audio lingual method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided. In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. Dialogues provide for students the structure and idea of how to use some types of patterns in some sort of situations. Usually dialogues illustrate socio-cultural situations of a target language, such as greeting, opinion exchanges, likes or dislikes, standard safe topics (weather, hobbies...etc.) that help students to memorize which utterance is suitable for each situation. By repeating and memorizing whole dialogue or some specific parts of it, learners should emphasize on proper pronunciation, intonation, stress and rhythm usage. Brown (2001, p.23) stated that the audio lingual method was firmly grounded in linguistic and psychological theory. He added it is advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio lingual methodology.

Larsen-Freeman (2000, p.47-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method. (1) Dialogs memorization: Students memorize an opening dialog using mimicry and applied role playing. (2) Backward Build-up (Expansion Drill): Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence. (3) Repetition drill: Students repeat teacher’s model as quickly and accurately as possible. (4) Chain drill: Students ask and answer each other one by one in a circular chain around the classroom. (5) Single-slot Substitution drill: Teacher states a line from the dialogue, and then uses a word or phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place. (6) Multiple-slot Substitution drill: Same as the single slot drill, except that there are multiple cues to be substituted into the line. (7) Transformation drill.: Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc. (8) Question and Answer drill :Students should answer or ask.

Still using today, the Audio Lingual Method was also used between the interval 1950s and 1960s. Called too the Army Method is one of the known language teaching method that emphasizes the role of listening and speaking in language acquisition. It is based on the idea that language learning is similar to habit formation through a system of reinforcement wherein repeating structures, patterns and memorising are basic. Its main objective is to practice more and to mastery the listening and speaking skills by using different forms of materials like drills, patterns practice, dialogues and audio-visual aids (e.g. slide projectors, tape recorders, language laboratories).

1-2-1-4 The Communicative Language Teaching Method (CLT):

The Communicative Language Teaching (CLT) emphasizes interaction and problem solving as both the means and the ultimate goal of learning English or any language. As such, it tends to emphasise activities such as role play, pair work and group work. It switched traditional language teaching's emphasis on grammar, and the teacher-centred classroom, to that of the active use of authentic language in learning and acquisition. Communicative language teaching has been the centre of language teaching discussions since the late 1960s (Savignon and Berns, 1984, p.4). Over the years it had become clear to its proponents that mastering grammatical forms and structures did not prepare the learners well enough to use the language they are learning effectively when communicating with others.

CLT is interested in giving students the skills to be able to communicate under various circumstances. As such, it places less emphasis on the learning of specific grammatical rules and more on obtaining native-speaker-like fluency and pronunciation. Students are assessed on their level of communicative competence rather than on their explicit knowledge. It is more of an approach or philosophy than a highly structured methodology.

Nunan (1991) includes five main features of CLT:

- (1) Concentrating on learning to communicate in the target language.
- (2) Using authentic texts in learning activities.
- (3) Providing opportunities for learners to develop their language and learning process.
- (4) Encouraging personal experience as an essential element for classroom activities.
- (5) Attempting to connect classroom tasks with outside classroom activities.

CLT aims to exploit the ability to use much different knowledge, both general and linguistic, into meaningful tasks and activities which simulate real-life situations in order to develop learners' language aspects such as maintaining conversation despite the limitation in language knowledge, using language for different purposes and functions, using and understanding different types of texts, using appropriate language for a different setting like formal and informal situations (Richard, 2006).

Kennedy (2002) claims that CLT gives both teacher and students' opportunity and flexibilities in a wide range to do activities. Contradictory to the role of teacher and student: in a traditional classroom, teachers are often in the role of controller, which is called teacher-centred. In that learning environment, students are not as active and flexible as in CLT class, allowing students to be the center of teaching and learning process. It means students in CLT classes gain the initiative in classroom activities because the more they work hard in CLT classes, the more benefits they can gain.

The English Language Teaching method/approach is supposed to enable learners to be competence and communicate effectively in English. Each previous method have a focus in one or two skills and neglect the others, except the Communicative Language Teaching which aims to improve learners speaking, listening, reading and writing skills. Therefore, the CLT method is probably now the most popular teaching model for English language teaching over the world, and it seen as a more

effective one. Its main purpose is to let students become more confident by involving them in real-life communication contexts and using more of their language knowledge like role-plays, tasks, and simulations. Wherein the teacher's role is to create a communicative environment and to guide students in. While the student's role is to be an active participant and responsible for their own learning. In other words, CLT's objective is to help students to develop their ability to communicate effectively and to use the target language in real-life situations.

1-2-1-5 The Total Physical Response Method (TPR):

The Total Physical Response (TPR) is a language teaching method built around speech and action and attempts to teach language through physical activity (Asher, 1969).

Richards and Rogers (1986, p. 87) "The Total Physical Response Method (TPR) is built around the coordination of speech and action; defined as a language teaching method that attempts to teach language through physical (motor) activity.

The Total Physical Response Method is associated with the psychological term "tracking theory", which includes rote re-learning techniques through intense repetition of both verbal repetitions and physical activities (Richards & Rodgers, 1986, p. 87).

The main purpose of the Total Physical Response method is to reduce the stress of students and to entertain them during the foreign language education process (Larsen-Freeman, 2000, p. 113).

According to (Asher, 1977), the basic principles of TPR are as follows:

- (i) Coordination of speech and action facilitates language learning.
- (ii) Grammar is taught inductively.
- (iii) Meaning is more important than form.
- (iv) Speech is delayed until comprehension skills are formed.

- (v) Effective language learning takes place in a low-stress environment.
- (vi) The teacher's role is central and selects appropriate commands to introduce vocabulary and structure.
- (vii) The student is a listener and executor, responding to commands individually or collectively.
- (viii) Learning is maximized in a stress-free environment.

Total Physical Respond (TPR) is a method of teaching language was created by American psychologist Dr. James Asher which is based on the combination of language and body movement. The teacher is allowed to move, dance sing or any other physical movement that facilitate to explain the idea to the learners. This active environment reduce students' stress and anxiety which enable them to learn in a faster and a easy way, and to facilitate remembering the memorizing ideas with actions and gesters.

1-2-1-6 The Community Language Learning Method (CLL):

Charles A. Curran and his associates introduced and developed the Community Language Learning (CLL) Method. Curran's philosophy dictated that students were to be thought of as "clients" - their needs being addressed by a "counselor" in the form of the teacher.

Curran believed that the counseling-learning model would help lower the instinctive defenses adult learners throw up, that the anxiety caused by the educational context could be decreased through the support of an interactive community of fellow learners. Another important goal was for the teacher to be perceived as an empathetic helping agent in the learning process, not a threat.

The aim of Community Language Learning method does not just attempt to teach students how to use another language communicatively, it also tries to encourage the students to take increasingly more responsibility for their own learning, and to "learn about their learning", so to speak. Learning in a non-defensive manner is

considered to be very important, with teacher and student regarding each other as a "whole person" where intellect and ability are not separated from feelings. The initial struggles with learning the new language are addressed by creating an environment of mutual support, trust and understanding between both learner-clients and the teacher-counselor.

The Community Language Learning also called Counseling-Learning Method developed by Charles A. Curran and his association, which involves students feelings, their psychological aspect and the work on team that develop what skill they would to learn. Wherein the teacher is considered as counsellor within a safe and comfortable environment without any stress or anxiety. One of the known EFL teaching method which help to increase students' participation, motivation and confidence.

1-2-2 EFL teaching approaches:

Foreign language teaching and learning have evolved significantly since the early 20th century, paralleling technological advancements and knowledge sharing in education. The communicative approach in the late 1960s is a prime example of this revolutionary era, still relevant today. EFL teaching approach is defined as a theory of different measures or strategies used by the teachers to bring about language learning to the learners. The main reason for a specific teaching approach is to attain and keep the attention of the learners in order to achieve the learning objectives. The most known and used ones are:

1-2-2-1 Competency Based Approach (CBA):

Competency Based Approach (CBA) is an education approach that focuses on outcomes or competencies through performance indicators. It views learners as active participants in their learning, with clear roles defined. CBA improves quality and efficiency by matching learners' instructional needs. Competencies can be divided into three types: complex knowledge, transfer of duty, and quality job. CBA emphasizes student-centered learning; its objectives are to increasing

enthusiasm and improving every student's competencies in their field of study. This is different from traditional instruction, where instructors use a variety of their own styles, techniques, and wisdom to deliver knowledge to students.

The competency-based approach was implemented in Algeria, and tested in select schools to assess its implementation across the nation, involving curriculum development and various assessment methods to gauge its impact. The Ministry of National Education ensured the competency-based approach in Algerian education practice was accepted by teacher training stakeholders and the general public through seminars, information days, and workshops. They also produced information materials for staff and parents to gain support for the reform. The success of education reforms in Algerian schools depends on various factors including the Algerian state's centralist traditions, the education system, teacher professional associations, public opinion, and the influence of educated parents who keen to see their children prosper in a rapidly changing society.

1-2-2-2 The Eclectic teaching approach:

There are two stages of defining eclecticism as a teaching approach. At the preliminary stage, Thornbury (1997) defines eclecticism as not being tied to any one approach, method or technique. The eclectic teacher feels free to pick and choose from a range of materials and approaches anything that seems to work for the learners at the particular place and time. This 'pick and mix' approach may, at one extreme, involve extracting activities from a range of different published materials or, at the other extreme, it may involve designing one's own materials or activities. For example, a listening task which is similar to one in a course book but not quite the same and therefore requires slightly different pre or post listening tasks. Thornbury brings up a good point here in that the prepared material for ESL classes (course books etc.) are utilizing various methods or a combination of them and it may be difficult to see specific characteristics of different methods in isolation. It follows then that what is recommended for an eclectic approach is to familiarize oneself with various teaching methods and then critically evaluate where and how

each method or technique may be employed in today's teaching environment and with today's learners.

Thornbury's definition of eclecticism raises some important implications for language teaching. As a range of methods aim at teaching a range of different skills, knowledge of what method focuses on what language skill is important and this linguistic insight then determines appropriate selection and grading of teaching materials at the lesson planning stage. Time then needs to be given to evaluating teachers' good and bad experiences in terms of explaining why certain tasks or activities did or did not develop certain language skills and what were the determining factors. This is from Coles' description of a 'thinking eclectic' where the teacher will use knowledge of the way languages are learned to judge the utility and suitability of different teaching methods in their learners' given context. This intellectual process of skill and problem diagnosis then determines the choice of method from a wide range of possibilities at any given point in the lesson. Task achievement on method choice is seen by Coles to lead to the best content integration of methods. Language learning takes place within the scope of a wide variety of different activities and tasks, and the ability to combine these into an interrelated whole is crucial for student motivation and the reinforcement of learned language points. The eclectic teacher will recognize the potential for using a variety of methods but only limited application of each into complementary tasks and activities.

1-3 Motivation:

Some experts propose that motivation and interest are closely related. Motivating students to stay interested in their studies is a difficult challenge in the twenty-first century because there are so many distractions available. This is true for both traditional and online learning environments.

Motivation is crucial for successful teaching and learning, especially in the context of English as a foreign or second language (EFL). Motivated students learn more, achieve higher proficiency, and retain the language longer than those without

motivation. Research has shown that intrinsic and extrinsic motivation can facilitate learning, and students with strong integrative motivation are more successful. Motivation in second language learning has been a major research topic in social psychology, sociolinguistics, and language pedagogy. While measures of language learning aptitude and intelligence are important, they do not guarantee that learners will take every opportunity to initiate language study or complete homework. For example, in Hungary, many students lack motivation for English language study, highlighting the need for a clearer understanding of motivation to stimulate more effective foreign language learning.

1-3-1 Defining motivation :

In general, motivation is one of the most important factors which influence language learners' success or failure in learning the language. It is also seen as a process. Robert (1985) defines motivation as "the attributes of the process and internal of individual causing him to initiate with changing his behavior". Noels & Clément (1986) define motivation as the construct whereby learned increases. Shamim (2007) in his report on Malaysia teachers' views on classroom L2 motivation, defines motivation as a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. A more recent definition comes from Dornyei (2001) who states that motivation is defined as the study of the reasons underlying given choices often entailing the direction and intensity of the behaviour. He further adds on motivation affects what the learners choose to do and how much energy they invest in doing it. According to Dornyei, these definitions seem to highlight the specific nature of motivation from a general cause of behaviour to the more specific causes of learning. It envisages motivation as an active process and speaks to the energy and effort directed towards learning language.

Motivation is a term used to denote the impetus in a person to do some act. In the ELT literature, it is seen as one of the important elements to successful learning. Considering the definitional role of motivation, Brown (2000) states that, "theories of motivation attempt to specify the factors that energize, direct, sustain and stop

behaviour". According to Gardner (1985), motivation is the combination of effort plus a desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. He further adds on that motivation is an influential construct in learning a L2 and is a key determinant of long-term achievement. Moreover, Gass & Selinker (2001) point out that motivation is dynamic since it changes depending on context and changes over time. That is to say also that learners' motivation varies relating also to the different contexts and the way it is explained i.e. the teachers' methods used in the teaching and learning process. The main types of motivation are intrinsic, extrinsic and amotivation.

1-3-2 Main types of motivation:

Intrinsic motivation and extrinsic motivation both can affect an individual's performance in different ways. In extrinsic motivation, a person is influenced to do something or act a certain way because they will gain a reward or avoid a punishment. This can be from a tangible reward such as money, or an intangible award such as praise. A study by Patrick and Middleton (2002) has shown that many students perceive college not as a place to socially interact but to obtain a degree to get a good job. This would mean that this group of students is only concerned about getting their degree and its corresponding job and will only study the subjects to get the qualification rather than gaining knowledge. Intrinsic motivation is doing something because you enjoy it and it's interesting and gain satisfaction from the task itself. This can be identified by a personal interest in the tasks, learning for mastery, and an increase in confidence in self-esteem (Deci, 1999).

In a society which dramatically affects human behaviour and thought, it is not surprising to hear that motivation does play an important role in doing well in our task. Up till now, various researchers have already been conducted to find out more about motivation and the factors which contribute to motivated behaviour. However, most of these studies concern the different types of motivation which is

known as intrinsic and extrinsic motivation and each type has a direct effect on human thinking and behaviour.

1-3-2-1 Intrinsic motivation:

In the first section, we will explore intrinsic motivation, which is crucial to education, especially in language classes. Intrinsic motivation is defined as performing an activity for its inherent satisfaction, rather than for the sake of any particular consequences (Peck et al., 2018). Intrinsic motivation is often the result of a challenge, interest, or pleasure a person gets from an activity (Li & Tsai, 2017). It is associated with the desire to learn and gain new knowledge, experience inspiration with pleasure from studying interesting educational materials, and complete complex tasks (Ryan & Deci, 2020). What is more, intrinsic motivation is influenced by interest, ambition, inspiration, awareness, competence, and physical and psychological conditions (Lazowski & Hulleman, 2016).

Learners must enjoy learning and have the drive to continue on their own. Intrinsic motivation is the natural drive to achieve and understand. It is not motivated by rewards or requirements. Developing intrinsic motivation is important for teachers. Learners with intrinsic reasons, such as interest in the language's cultural group, are more likely to achieve language acquisition. Intrinsic motivation is a combination of perceived competence and self-determination. Autonomous learners who have had previous success in learning another language are easier to teach. Making learning enjoyable and fostering a sense of accomplishment is important. Autonomous learners are more likely to seek out learning activities and create their own. Self-determination can also be facilitated for unsuccessful learners by increasing their sense of autonomy and competence through teaching learning strategies. Providing encouragement and reinforcing simple goals can also help these learners.

1-3-2-2 Extrinsic motivation:

In contrast, extrinsic motivation refers to our tendency to perform activities for known external reasons, whether they are to earn a reward or avoid punishment.

Extrinsic motivation is the performance of an activity to achieve a particular outcome (Peck et al., 2018). Such motivation is associated with the desire to receive a reward or avoid punishment and a bad situation, and to receive a benefit after the completion of learning. Noteworthy, learning conditions, social status, family status, and supportive opportunities influence extrinsic motivation (Ryan & Deci, 2020). It has been shown to be the dominant form of motivation, and studies have demonstrated its effect on diverse activities, such as sport involvement, exercising, dieting, work, and educational attainment. Extrinsic motivation holds a valued importance for success in everyday life. People are motivated by rewards and gains whether they're extrinsically or intrinsically motivated, though the types of rewards can have different effects on behavior. Extrinsic motivation is the best way to get an individual to complete a difficult or boring task which they may be unwilling to perform. During school years, students are often motivated to do homework when their parents offer them a special privilege if it's completed by a certain time. Studying is generally unappealing to most students, but a parent's proposed reward provides the student with a specific target to aim for a high mark. Without extrinsic motivation, the student may not have set any goals in studying for a test and ultimately would have likely performed poorly. This example illustrates the importance of extrinsic motivation in creating incentive to do something that would not have been achieved.

1-3-3 Theories of motivation:

1-3-3-1 Maslow's Hierarchy of Needs Theory:

Abraham Maslow's hierarchy of needs is one of the best-known theories of motivation. Maslow's theory states that our actions are motivated by certain physiological and psychological needs that progress from basic to complex.

Abraham Maslow is considered to be the father of humanistic psychology. Maslow's approach is a direct contrast to the behavioral and psychoanalytic theories, and the human nature assumptions are a central tenet to his approach. Maslow wanted to understand what it is that makes people happy and what gives

life meaning, and as a result, he examined what it is that gives people their basic and essential needs. From this, he developed the famous Hierarchy of Needs theory. This theory is based on the assumption that there is a hierarchy of five needs within each individual. The theory further states that a lower-level need must be satisfied before one can move to the next level. These five needs are: Physiological needs, Safety needs, Social needs, Esteem needs and Self-actualization needs.

1. Physiological needs: These are biological needs. They consist of needs for oxygen, food, water, and a constant body temperature. If one were chronically short of breath, the most pressing need would be to breathe. If one were hungry, the need to satisfy hunger would dominate behavior.

2. Safety needs: When the physiological needs are satisfied, the needs for safety and security become active. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure. Children often display the signs of insecurity and the need to be safe.

3. Social needs: When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection, and belongingness can emerge.

4. Esteem needs: When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Human beings have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the ways to satisfy needs of self-esteem and to gain the respect of others.

5. Self-actualization needs: Self-actualizing people are those who have been able to satisfy their needs up to and including their needs for self-esteem and have subsequently reached a level of self-fulfillment. This is the real motive behind the behavior of those who have everything and it is an often misunderstood motive. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do". This is a driving force in the personality of an individual to develop their full potential as a human being.

Maslow believed that these needs are similar to instincts and play a major role in motivating behavior.



Figure 01: Progressing Through the Pyramid of Needs

Maslow's hierarchy of needs can be separated into two types of needs: deficiency needs and growth needs.

- Deficiency needs: Physiological, security, social, and esteem needs are deficiency needs, which arise due to deprivation. Satisfying these lower-level needs is important to avoid unpleasant feelings or consequences.
- Growth needs: Maslow called the needs at the top of the pyramid growth needs. These needs don't stem from a lack of something, but rather from a desire to grow as a person.

While the theory is generally portrayed as a fairly rigid hierarchy, Maslow noted that the order in which these needs are fulfilled does not always follow this standard progression.

For example, he noted that for some individuals, the need for self-esteem is more important than the need for love. For others, the need for creative fulfillment may supersede even the most basic needs.

1-3-3-2 ERG Theory:

Understanding the foundations of human motivation is crucial for both managers and educators who aim to create an effective and fulfilling environment. In the aim to explain the driving forces behind human behavior, the evolution of motivational theories, Alderfer's ERG theory took inspiration from Maslow's Hierarchy of Needs.

In 1969, Clayton Paul Alderfer, an American psychologist, expanded on Maslow's well-known hierarchy of needs to create other motivation theory called the ERG theory. This model was developed, in which Alderfer simplifies human needs into three essential categories: Existence, Relatedness, and Growth, creating the acronym ERG. Unlike Maslow's five-tier model, Alderfer's approach allows for greater flexibility. For instance, his Existence category encompasses basic life essentials such as food, water, and a sense of security. These mirror Maslow's physiological and safety-related needs.

The second category, Relatedness, deals with our social connections and relationships with others. It includes the need for friendship, family bonds, and social esteem, which also correlates with Maslow's concepts of love and belonging.

The third and final category is Growth, which focuses on our inner drive for personal improvement and achievement. This includes aspects like creativity, problem-solving, and achieving one's full potential, matching up with the higher-level needs in Maslow's hierarchy, particularly self-esteem and self-actualization.

What sets the ERG theory apart is its concept of progression and regression. According to Alderfer, if an individual's needs in a lower category are met, they will then channel their efforts into fulfilling higher-level needs. On the flip side, if they face difficulties in satisfying higher-level needs, they will refocus their energies on lower-level needs. This dynamic nature of human needs makes the ERG theory a valuable tool for understanding motivation, particularly in organisational settings. The ERG theory's unique principle of frustration-regression suggests that when higher-level needs, like growth, are not met, employees might shift their focus to other needs, like social relationships or even financial rewards. Also in educational settings, where students have a range of needs that require simultaneous attention. Educators can use the principles of ERG theory to create a more motivating and enriching learning environment. As mentioned above, Alderfer's ERG theory took inspiration from Maslow's Hierarchy of Needs. While both theories aim to explain the driving forces behind human behavior.

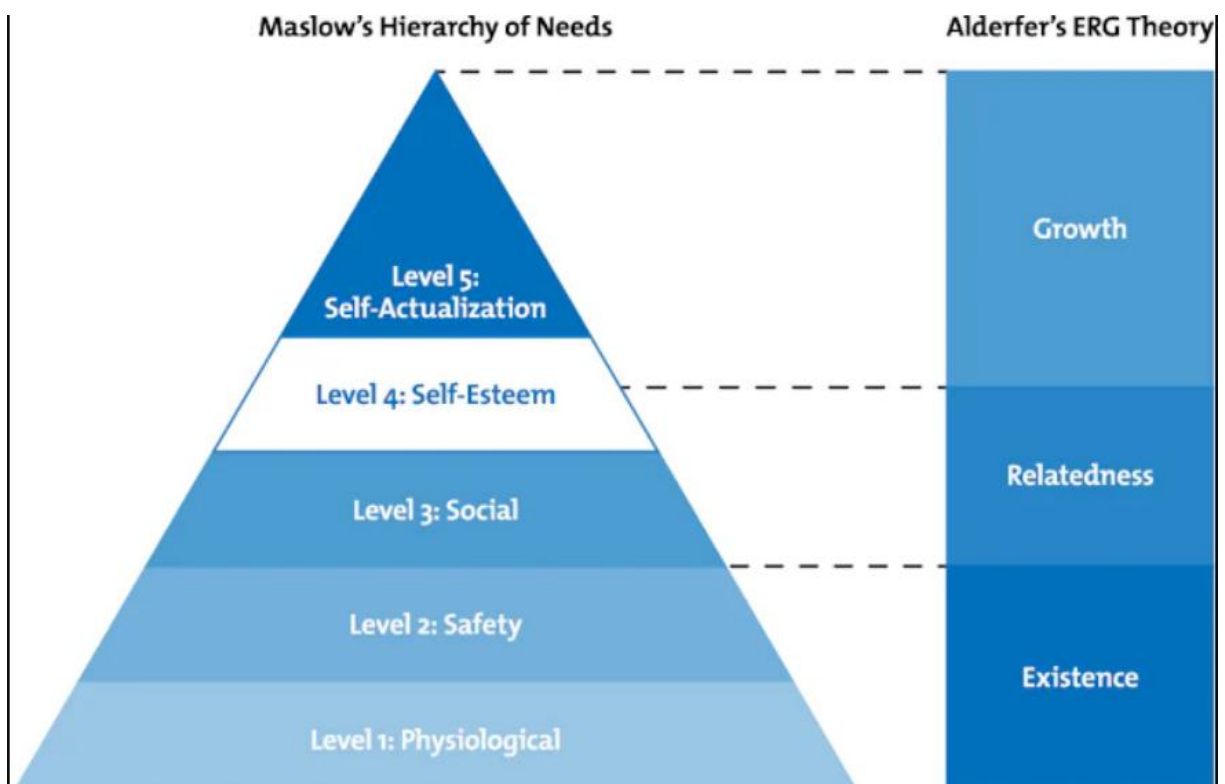


Figure 2: How Maslow's and Alderfer's Levels Relate

1-3-3-3 Instrumental and Integrative Orientations Motivation Theories:

1-3-3-3-1 Instrumental orientation: In Gardner's own analysis, the instrumental orientation has variously been defined as a pragmatic first stage in the process of learning a second language, as a concern with the 'functions' or ('use-value') of a language, and as a more or less exclusive concern with the utility of a second language for gaining material and social reinforcement in the form of economic advancement, an increase in job prospects, and so on (Gardner, 2004). The instrumental motive involves learning a foreign language for the purpose of using that language as a means to another end. This may involve using the language in employment to earn money, using it in education to carve out more promising prospects for a future job, and it may also involve learning a language for the specific purpose of changing nations or affiliating with a different cultural group.

1-3-3-3-2 Integrative orientation: refers to a motivation to learn a language because the learner has a genuine interest in, and a liking for, the people and the culture with which that language is associated. He integrates elements of that culture and its associated identity into his own identity in a way which he feels is genuine (Gardner, 2004). Gardner's clear and consistent assertions regarding the integrative motive are that it is integrally related to learning a L2 and that it involves a liking for the people whose native language is being learned, a desire to become like them in some respect and an interest in and positive attitudes toward the cultural or social attributes of the group. This general reformulation of the integrative motive is similar to the one he originally proposed in 1959 in attempting to redefine and clarify the integrative motive in social psychological terms.

1-3-4 The importance of motivation in the EFL context:

It is assumed that this attitude is influenced by the students' perception of the subject being difficult and the effort to success expectancy is low. This will lead to a decrease in motivation and the students will utilize only instrumental motivation, that is learn the language to pass the examination and get it over with as soon as possible. This may result in lower language achievement. The lower the motivation,

the lower the expected result. This occurrence is not beneficial to the students as well as language educators and will create a perpetual cycle of low motivation and low achievement in language learning.

It is generally observed that students learning in the regular school system are required to sit for English language examinations and achieve a passing grade in the subject to be promoted to the next level. In such an environment, students' orientation toward the learning task is often to achieve a good grade and not to learn the language itself. In recent studies carried out in Malaysia on secondary school students learning ESL, it was found that a large majority of students deemed English to be an uninteresting subject.

The importance of motivation in the field of education is an undisputed fact. The concept of motivation is described as an internal state that arouses, directs, and maintains behavior (Stipek, 1996). It leads to the assumption that the higher the student's motivation to learn a certain topic or a language, the better his chances to excel in this field. Therefore, in order to achieve a successful learning experience, the learner's motivation has to be kept at an optimal level. This assumption is proven to be relevant in the teaching and learning of EFL as stated by Gardner (1985) in his socio-educational model, where he stresses the importance of integrative motivation which is instrumental in promoting language learning achievement.

1-4-1 The effects of teaching methods/approaches on students' motivation:

It is because of this that language teaching research is highly important. In understanding what methods work best and why, teachers are better able to implement methods that will be of most benefit to learners.

1-4-1-1 Previous studies on the effects of EFL teaching methods on motivation:

The modern method will give more practice using the language in a variety of life situations where the language is used (authentic context). This is absolutely

different from the traditional method since the objective of the modern method is learning to communicate rather than learning the language. Communicative language teaching is an example of a method which is based on the sociolinguistic variation theory and it has been used in a number of cases as the most effective method to form motivation and achievements (Hussein, 2001). A research by Simon Borg and John Newton that has been done in a language institute in Sri Lanka with the comparison of two teaching methods is also showing the same result.

The teaching method can be read as the steps how the teacher delivers the new language. There are several teaching methods for EFL, depending on the teacher and the condition of the class. But the most common way is "using proper language style and complex sentences". According to Gardner (2001), the traditional method of drills and exercises, learning the grammatical rules, memorizing vocabulary, and using translation is absolutely not effective to increase students' motivation, and one of the actual cases is that the Englishseed program students are still lacking motivation and feel anxious about the language. This has been proven by several studies which compare the traditional method with the modern ones, such as Shida Harumi's study in a Japanese High School and Jun Liu's study in a university in China that conclude most students tend to have better results in learning motivation with the use of modern methods.

In general, motivation can lead EFL students to begin and continue learning attitude in the EFL program, to find out more about the foreign language and its culture, and to establish clear learning goals. No matter what the objective of learning the language will help them feel that it is worth an effort to learn the language. For almost three decades, Gardner and his colleagues have been trying to show that motivation does play a significant role in learning a second language, so it is important for educators to know what can motivate their students. In order to find that answer, one of the most influencing factors to come to motivation, the teaching method should be considered. The teaching method will have to help students to keep on work until they reach fluency. This is well related to the "process orientation" of motivation that is stated by Gardner in his latest theory.

1-4-1-2 The positive and negative effects of EFL teaching methods/approaches:

are summed up in the table below:

Table 01: The positive and negative effects of teaching methods/approaches:

Method/approach	Positive effects	Negative effects
GTM	<ol style="list-style-type: none"> 1.Increased focus on grammar knowledge 2.Development of translation skills 3.Preservation of traditional language teaching 4. Enhanced reading and writing skills 	<ol style="list-style-type: none"> 1.Lack of student engagement 2.Limited focus on communication skills (Ineffective communication) 3.Insufficient individualized attention 4.Lack of flexibility 5.Limited innovation
DM	<ol style="list-style-type: none"> 1.Enhanced oral communication skills 2.Natural language acquisition 3.Active student engagement 4.Reduced Reliance on Translation 5.Boosted listening comprehension 6.Improved pronunciation and fluency 7. Increased confidence in speaking 	<ol style="list-style-type: none"> 1.Ineffective in promoting critical thinking 2.Limited opportunities for student collaboration 3.Lack of real-world application 4.Overemphasis on memorization 5.Reduced creativity and Problem-solving skills 6.Inadequate development of communication skills
ALM	<ol style="list-style-type: none"> 1. Enhanced listening and speaking skills 2. Increased vocabulary and language acquisition 3. Enhanced communication skills 4. Improved cultural understanding 5. Improved language accuracy and fluency 	<ol style="list-style-type: none"> 1.Limited focus on communication skills 2.Overemphasis on repetitive drills 3.Lack of creativity and critical thinking development 4.Inadequate focus on cultural sensitivity 5.Limited opportunities for language production 6.Challenges in adapting to diverse learning styles
CLT	<ol style="list-style-type: none"> 1. Promotes active learning 2. Boosted creativity in language learning 3.Encourages collaboration and cooperation 4.Develops real-life language use 5.Promoted real-life language use 6.Enhanced interactive communication skills 7.Increased motivation through 	<ol style="list-style-type: none"> 1.Insufficient attention to grammar rules 2.Difficulty in assessing individual progress 3.Potential neglect of vocabulary expansion 4.Time-consuming nature of communicative activities 5.Reduced emphasis on explicit language instruction

	<p>meaningful tasks</p> <p>8.Improved critical thinking skills and problem-solving abilities</p>	<p>6.Challenges in meeting standardized curriculum requirements</p> <p>7.Increased anxiety in speaking activities</p>
TPR	<p>1.Improved listening and comprehension skills</p> <p>2.Enhanced understanding and retention of vocabulary</p> <p>3.Increased motivation and engagement</p> <p>4.Increased engagement through physical movement</p>	<p>1.Limited development of speaking skills</p> <p>2.Potential dependency on teacher's commands</p> <p>3.Inadequate focus on written language skills</p> <p>4.Overemphasis on physical actions</p> <p>5.Potential for boredom and lack of engagement</p>
CLL	<p>1.Improved speaking and listening skills in authentic contexts</p> <p>2.Improved pronunciation and fluency</p> <p>3.Enhanced collaborative skills and social interaction</p> <p>4. Increased motivation through peer support</p> <p>5. Enhanced critical thinking abilities</p>	<p>1.Reduced student motivation and interest</p> <p>2.Limited development of independent learning skills</p> <p>3.Challenges in assessing individual progress</p> <p>4.Limited individual attention</p> <p>5.Reduced and lack of active engagement</p>
CBA	<p>1.Increased motivation through engaging content</p> <p>2.Enhanced language skills in specific subject areas</p> <p>3.Improved critical thinking and academic skills</p>	<p>1.Overemphasis on test scores</p> <p>2.Neglect of holistic development</p> <p>3.Increased pressure and stress on students</p> <p>4.Emphasis on testing rather than learning</p> <p>5.Limited exploration of concepts</p>
Eclectic A	<p>1.Flexibility in instructional techniques</p> <p>2.Catering to individual learning styles</p> <p>3.Integration of various language skills</p> <p>4.Encouragement of critical thinking</p> <p>5.Tailored instruction based on individual needs</p> <p>6.Increased exposure to various teaching methods</p> <p>7.Enhanced motivation through a flexible and adaptable approach</p> <p>8.Flexibility in meeting individual needs</p>	<p>1.Lack of consistency in teaching methods</p> <p>2.Difficulty in selecting appropriate techniques</p> <p>3. Potential confusion for learners due to mixed approaches.</p>

	9.Enhanced language learning strategies 10.Improved cultural awareness	
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1-4-2 The most teaching methods/approaches which improve learners' motivation and feedback:

It is a very important topic to consider for EFL teachers because the method used in the teaching of a second language has been a topic of much debate (Brown, 1994; Richards and Rodgers, 1986). Method in language teaching has been described as a way of thinking about teaching and learning. It is a theory of practice (Richards and Rodgers, 1986). What this means is that a teaching method consists of a certain set of teaching strategies and clear decisions on how to act and what techniques to use. These are based on theories of how a second language is learned, and these theories in turn are based on empirical studies of how and what second languages are learned. So, it is vital that EFL teachers have an understanding of different teaching methods and the theories behind them, even if their choice of method for language teaching is not a conscious one. Knowledge of teaching methods will better enable teachers to evaluate their own and others' teaching. This is an important aspect of teacher development. Teachers who are knowledgeable about different language teaching methods are more willing to find out what students think about their learning and their learning needs because they are more aware of the complexity of classroom situations and the range of factors which affect learning.

1-4-2-1 The importance of teaching methods in EFL

The importance of teaching methods in EFL can never be overemphasized. How successful a method to teach is can be evidenced from the nature of classes. For example, a lecture aims to teach organic chemistry at a university level where the students, if taught well, should be able to understand, remember, and apply. An EFL classroom is similar in that the aim of all students is to learn to understand, speak, read, and write English at a level where they can understand and be

understood by native speakers. It is therefore imperative that the best possible methods are used to achieve this.

Research has shown that the most crucial element in language learning is the teacher. A teacher with effective teaching methods can inspire a student to learn a language. On the other hand, a teacher with ineffective methods can make a student lose interest in the language. Students often view language courses as being the most difficult and mundane courses in school. What is it that makes a language course more difficult than other courses in school such as math, history, or science? The language courses are difficult for students because it is not easy to grasp a new language. Effective EFL teaching methods/approaches can put a stop to the idea that foreign languages are difficult and impossible for students to learn.

1-4-2-2 The effects of Eclectic teaching on students' motivation:

Every language teacher would like to produce an effective teaching or learning result. However, language teachers often have different perceptions of what effective teaching method/approach is. And language learning can be a quite long process with intermittent progress. Wherein learning the foreign culture's method makes a successful life in the future for the children of today who will be leaders of the next generation. The expectation of future success is desired by everyone.

Japan is focusing on a new educational system to prepare its future generation for global competitiveness. The first-grade Japanese learners will learn English via the eclectic method, focusing on happiness and motivation to ensure effective learning outcomes. This method is a method that combines several teaching methods by shifting from one method to another according to the conditions and learning objectives. The method that is determined can be based on the desire of the teacher himself who thinks that the method is appropriate.

1-4-3 The relationship of teaching methods/approaches and learners' motivation:

The main goal of education is providing learners with high quality teaching that will be beneficial for their future life and work. Each learner may have a specific aim when they learn something, especially when it comes to language skills. It can be expected that learners will successfully have proficient skills in using the language, both oral and written. In order to achieve this goal, teaching methods or approaches have to be considered before the teaching-learning process is held. Teaching methods or approaches have a significant effect on learners' achievements in comprehending a second language. Essentially, by applying a certain teaching method or approach, the teacher helps their students understand the material easily and it also helps the students show their enthusiasm in language learning. So, the motivation that comes from the learners will affect the result of the language learning itself. If one has strong motivation when they learn something, they will have a big opportunity to reach success. Otherwise, if one has no spirit to learn, it will be difficult for them to reach what they want. Here, the motivation can be affected by the ways the teacher integrates teaching methods or approaches when teaching a second language. In this case, teaching methods or approaches are known to be ideas and methods used by teachers to help students learn. In other words, a teaching method is the way of teaching something, while the teaching approach is how to make it easier for students to understand what is being taught. High motivation, which is owned by the learners, is expected to integrate and sustain with the suitable teaching methods or approaches when they are learning a second language. The selection of teaching methods or approaches to be used by the teacher has to adjust to the condition of the class, the students' level of cognitive, and the material that will be taught. The teacher should consider some possibilities of teaching methods or approaches that can increase the learners' motivation and learning achievement.

1-4-3-1 Teaching methods and learners' motivation

1-4-3-1-1 Impact of traditional teaching methods on motivation

It can be safely said that traditional teaching methods that are teacher centered and limit student involvement do not fully engage learners or their motivation to learn. The traditional method of teaching is often characterized as a more didactic approach. This involves a higher proportion of passive learning from the learner, often individually. It is seen as more teacher dominated, with the teacher being the main source of information with less involvement from the learners. Strategies that are commonly associated with traditional teaching methodology are: Lecturing, where information is often disseminated at an uncomfortable rate for students, leaving them demotivated. In their case study of dental students, El Tantawi et al (2010) found that ineffective lecturing was seen as a demotivating teaching style. Another approach is rote learning where information is memorized through repetition, with little understanding. This is demotivating as it is often seen as a tedious task and when learners are unable to fully comprehend material they lose interest. A further strategy is the use of rewards, the traditional method promotes extrinsic motivation where rewards are given, such as grades. According to Sans (2000) and Harackiewicz et al (2002), rewards are effective in the short term, but lead to a decrease in intrinsic motivation. If the reward does not help the learner achieve their goal they will become disheartened. This is not the most effective way, as it may lead to grade dependency and as previously stated, when rewards cease to exist, so does the motivation to learn. Stepan (1991) writes that at risk students may become passive, pessimistic and devalue the importance of the reward which further decreases motivation.

1-4-3-1-2 Role of student-centered methods/approaches in enhancing motivation

The learning method which actively involves the student in the learning process will bring a good impact on motivation. The students will learn more enjoyable and fun. It is because they can discuss with their friends about the lesson, do trial and error in understanding the materials, etc. This is more challenging for

them. As a result, they will have higher curiosity and spirit in learning. They will not stop until their curiosity about the materials is revealed. This condition is caused by the activities that they do when learning the lesson. The more active the students are in understanding the materials, the deeper learning outcome they will get. This is very different from implementing a teaching approach that forces the students to learn from the teacher.

Student-centered approach is a learning method that puts the control of the learning process to the learner. This learning method involves the activities of the learners like discussion, puzzle solving, brainstorming, etc. This method is different from the traditional one. The traditional learning method, or teacher-centered, only allows the student to have a less active role in the learning process. This will affect the motivation of the students themselves. In the traditional method, the students only need to listen to the teacher, memorize, and understand the materials given by the teacher. This learning method will cause less motivation because the students have to force themselves to understand the materials.

1-4-3-1-3 Influence of technology-based teaching on motivation

Technology has been shown to significantly increase motivation among learners, according to numerous studies. Studies have shown that computer-enriched learning environments and e-mail exchanges can boost students' attitudes and self-confidence, especially among at-risk students. A meta-analysis by Sivinkachala and Bialo (2000) found that technology has a significant positive effect on student attitudes towards learning, regardless of special needs or academic giftedness. The reasons for this increase are varied, including the potential of computer-based instruction and intelligent tutoring systems to provide tailor-made instruction and individualized feedback, as well as the inherently motivating features of technology, such as audiovisual simulation, authentic task creation, global information access, and real-world application. Although the exact causal manipulation of these features is not fully understood, their existence in technology suggests that it has the potential to boost student motivation.

1-4-3-2 Factors affecting learners' motivation

Overall, literature suggests that a good teacher-student relationship will result in higher academic motivation and engagement, increased expectations and aspirations for students, and better teacher-rated student achievement.

Murray and Pianta identified academic achievement and motivation as the result of "teacher management of the student and learning environment." A student is more likely to proactively involve themselves in academic tasks if they believe it will result in reinforcement of the relationship and that they will be supported in their efforts. An effective relationship will result in increased compliance with the teacher's requests and willingness to participate in learning activities.

A good teacher-student relationship is crucial for students' academic motivation and achievement. It involves understanding the student's motives, interests, and strengths, and increasing expectations. This relationship, according to Ryan and Deci's Self-Determination Theory, satisfies the basic psychological needs of autonomy, competence, and relatedness. Research shows that a personal relationship is necessary for successful teaching and learning, and improving the quality of this relationship leads to positive learning outcomes.

1-4-3-2-1 Importance of teacher-student relationship

Research in education is finding increasing evidence that the quality of teacher-student relationships is important for students' academic motivation and achievement (Murray & Pianta, 1999; Pianta, 1999). A good teacher-student relationship can be defined as close, warm, high-quality interaction, and a sense of mutual respect and understanding. It operates on two very strong assumptions. The first is that a personal relationship is required for successful teaching and learning, and the second is that if the quality of the relationship is improved, there will be positive effects on learning, resulting in higher achievement levels.

In other words, positive attitudes towards learning and teachers lead to more positive relationships. Teachers who excel in motivational areas like praise and self-directed learning create a less stressful teaching environment. High-quality teacher-student relationships require good communication, trust, understanding, and shared perceptions. Transforming these relationships can facilitate the implementation of

motivational strategies and provide teachers with insights into student motivations, enabling them to act as mentors or coaches.

1-4-3-2-2 Significance of relevance and real-world connections

Real-world connections and task significance significantly impact students' motivation to learn. Students who perceive the task's relevance and practical application can be more engaged and motivated. This perception of the task's importance is also linked to intrinsic motivation. The significance and clear link between the task and assessment criteria also influence motivation. A surface approach to learning, where students complete tasks without understanding the assessment, is un motivating. Conversely, a deep approach, where students engage in tasks with the intention of understanding and learning new material, requires a clear understanding of the task's relevance and importance.

1-4-3-2-3 Impact of feedback and praise

Teachers' feedback and praise significantly impact students' beliefs about their competency, motivation, and self-esteem. The most motivating type of praise is contingent on performance and provides positive information about competence. It is crucial for teachers to give feedback without damaging self-esteem, as students need to feel they can perform tasks successfully. High self-esteem increases motivation and belief in one's ability. A study by Butler (1987) found that enhancing perceived ability with ability-congruent feedback leads to increased task persistence and reduced ability to generalize failure to low perceived ability. Therefore, teachers should provide feedback and praise that increase students' perceived competence and self-esteem.

1-4-3-2-4 Role of goal-setting and autonomy

Goal-setting is crucial for motivation and task performance. Clear personal goals increase effort and persistence. Teachers can help students set challenging, realistic goals that direct attention, mobilize effort, and aid in developing new strategies. Goal-setting plans involve 'do this' and 'then that', which learners often lack without guidance. Teachers can also increase goal commitment through written

contracts or verbal commitments. Public knowledge of the goal and feedback are essential. Teachers should also help learners build a mental picture of their attained goal, developing self-efficacy, which boosts confidence, reduces anxiety, and increases intrinsic interest in the task.

1-5 Conclusion:

In the most important fields of learning even in the field of acquiring a language, motivation is the utmost importance to achieve learning goal. One could argue that, without motivation, there is no effort for learners to do something proficiently. Learners' success may vary since they have different characteristics. Accordingly, motivation is considered as one of the crucial factors that can affect individual differences in acquiring a language.

The importance of the role of motivation on the process of learning is undeniably a significant factor. A student will learn better if he has a high motivation, and in opposite, he will learn badly if he has a low motivation. The problem often arises on how to make the students have a high learning motivation and how to keep it sustained during the teaching and learning process, one of the perfect solutions is being eclectic while shifting from the different updated methods/approaches.

1- Introduction:

This research aims to provide teachers and future teachers with an understanding of various teaching methods and approaches to ensure students' success in learning English. It covers various EFL teaching methods, such as Grammar Translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), Communicative Language Teaching (CLT), Total Physical Response (TPR), Community Language Learning (CLL), Competency-Based Approach (CBA), and Eclectic Teaching Approach. The study aims to identify and analyze how these methods can increase students' motivation and maximize their learning experience, ultimately enhancing their English language proficiency. Motivation is crucial for effective learning, and this research aims to address the challenges of fostering high motivation in students. The study will benefit EFL didactic students at Tlemcen University, who are primarily English teachers, and may benefit others in the education sector, particularly in Algeria, by providing insights into the current situation.

This research tries to answer two main questions: Do EFL teaching methods/approaches play a role in students' motivational level? If so, what teaching methods/approaches are to be used in order to arouse the students' motivation? To get the accurate answers to those questions, a direct investigation is necessarily done towards the students who are the object of the teaching/learning process. The students involved in this research are the students of Master One EFL Didactic at English Department of Letters and Foreign Languages Faculty Tlemcen University.

2-1 Data Collection:

2-1-1 Participants:

The participants of this study were Didactic Master One students of Tlemcen University and some EFL teachers.

2.1.1.1 Students' profile: The sample consists of 40 students aged are between 21 and 27 years, the oldest students are 27 years old. There are 34 female students (85%) and 06 male students (15%). we used cluster random sampling to select the participants and deliver the questionnaires to them.

2.1.1.2 Teachers' profile: The selection of this sample was not done randomly, because the questionnaire was delivered to the EFL Teachers' who were working at the Department of English in the University of Tlemcen. Seven of them are males and eight are females.

2.2 Research Site:

The study was conducted in the University of Tlemcen Faculty of Letters and Languages Department of English with the Master one students speciality of Didactics.. This University is one of the known and famous university in the Algerian and international scal.

2.3 Research Method:

The selection of research method is one of the main stages in conducting a research study. In the present work, we opted for the case study approach. A case study is an in-depth investigation of a single person, group, event or community. Typically, the data gathered are from a variety of sources and by using different methods. An approach method, which stands on quantitative data collection and analysis, we considered it appropriate for this study. Quantitative data collection denotes the presentation of data through numbers and statistics. The quantitative aspect of the present study involves the statistical analysis of two questionnaires' results to describe students' perception of their teachers' methods used during teaching them a didactic speciality in English as a foreign language, and the perception of the teachers themselves about the use of effective teaching methods and their roles in improving students' motivation.

2.4 The Research Instruments: The questionnaire is one of the most common methods used to collect data on attitudes and opinions from large a group of participants (Mackey & Gass, 2005). The advantages of using a questionnaire is that it is useful for collecting data from larger portion of people in short amount of time, and one of the most economic instrument research.

2.4.1 Description of teachers' questionnaire:

The Teachers' questionnaire designed to explore their attitudes toward the use of teaching methods during their classes and the impact of these methods on the students' motivation and results. It was delivered to 15 EFL teachers of English Department in Tlemcen University. The questionnaire consists of both open-ended questions and close-ended ones, which involve always, often, sometimes, and never selected items and answers. It is divided into three sections:

2.4.1.1 Section one This section includes questions, which aim to gather general information about teachers such as age, gender, degree(s) held, years of teaching experience, and the teaching levels.

2.4.1.2. Section two This section includes 06 questions. All are about the teaching methods/approaches used, and if there are effective and help to improve students' motivation.

2.4.1.3. Section three The teachers' questionnaire concluded by the third section which concerns the factors and problems faced teachers when teaching. Concluding by asking some suggestions and recommendations that will contribute in achieving an effective teaching/learning.

2.4.2 Description of students' questionnaire The students' questionnaire designed to explore their impression toward the use of teaching methods during their EFL classes and the impact of these methods on their motivation and results. It is delivered to 40 students of English Department in Tlemcen University. The questionnaire consists of both close-ended questions and open-ended ones, which involve strongly-agree, agree, not sure, disagree, and strongly-disagree selected items and answers. It is divided into three sections:

2.4.2.1 Section one This section includes questions, which aim to gather general and background information about students such as age, gender, and their English level.

2.4.2.2 Section two This section includes 11 questions, which target the self-evaluation of each one.

2.4.2.3 Section three This final section includes 12 questions about the students' evaluation of their EFL teachers' teaching methods.

2.5 Data Analysis: This part is devoted to providing an analysis of the data obtained through students' and teachers' questionnaires.

2.5.1 Analysis of teachers' questionnaire:

2.5.1.1 Section one: Personal Information: In this section, four questions asked; they include information about teachers' age, gender, degree(s) held, years of teaching experience, and the teaching levels. This section aims at gathering information about the selected population of teachers.

1- Age:

Table 02: Teacher's Ages

Ages	33	38	42	46	47	51	52	63
AF	01	03	02	02	02	01	02	02
RF	6.7%	20%	13.3%	13.3%	13.3%	6.7%	13.3%	13.3%

AF : Absolute Frequency

RF : Relative Frequency

As it noticed in the table, teachers' age of the majority is between 42 to 63 years old.

2- Gender: Table 03: Teacher's Gender

Gender	Male	Female	Total
AF	07	08	15
RF	46.7%	53.3%	100%

As the table above shows, the number of the teachers answering the questionnaire both males and females that is almost equal. This indicates that they are both interested in teaching foreign languages as a profession at first and particularly English.

3- Degree(s) held: Table 04: Teacher's held degree

Degree(s) held	Licence	Master	Doctorate	Professor
AF	00	1	4	10
RF	00	6.7%	26.7%	66.7%

As it is shown in this table, we notice that the majority of teachers have a professor degree, which mean that they have the high level of held.

4- Years of teaching experience: Table 05: Teacher's years experience

Years of experience	05-10 years	10-15 years	More than 15 years
AF	1	3	11
RF	6.7%	20%	73.3%

Working experience is so important in any field and more again in the teaching one, which have the effect on the teaching/learning process. Like we observe in this table that 73.3% of teachers have more than 15 years' teaching experience. That means that the most teachers have a great teaching experience which benefits the process in general and students in particular.

5-Teachinglevels:

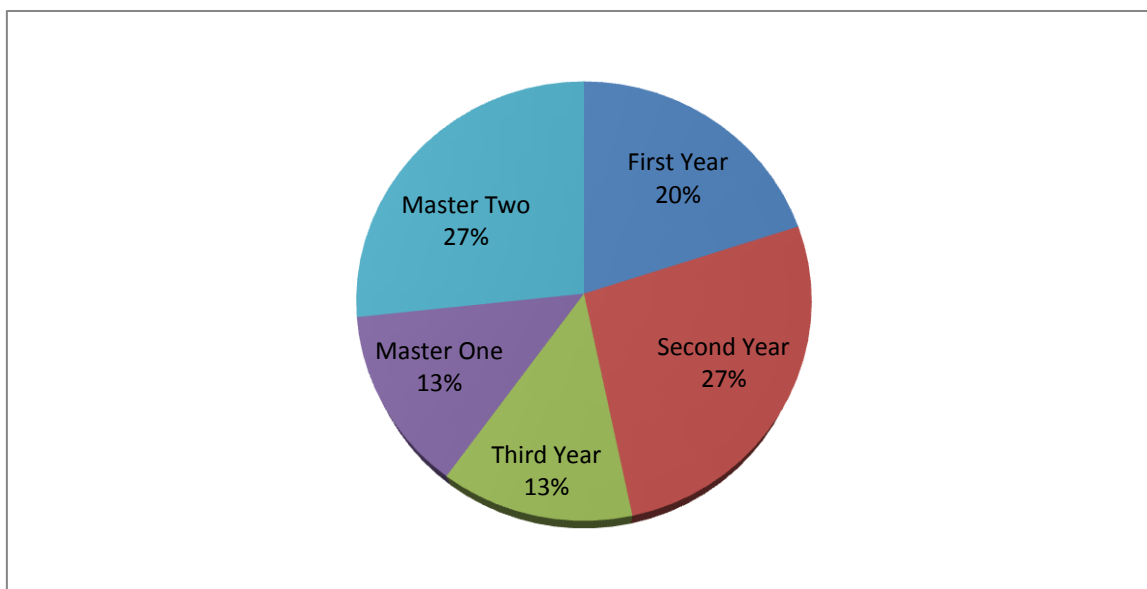


Figure 03: Teaching levels

This figure concerns the teaching levels where is mentioned that most of teachers teach almost all levels, but particularly the second year and master two.

2.5.1.2 Section two: The use of some teaching methods/approaches

1- Questions made to ask how often the teacher uses the chosen teaching methods/approaches: Table6: The usage rates of the teaching methods/approaches

	GTM	DM	ALM	CLT	TPR	CLL	CBA	Eclectica
Always	6.7%	6.7%	6.7%	20%	20%	33.3%	6.7%	73.3%
Often	0%	20%	33.3%	40%	40%	46.7%	66.7%	20%
Sometimes	46.7%	53.3%	40%	33.3%	20%	20%	26.7%	6.7%
Never	46.7%	20%	20%	6.7%	20%	0%	0%	0%

As it noticed, there is a variety in the use of teaching methods/approaches. The results reveal that the more used approach by the teachers is the eclectic approach with (73.3%), followed by CLL method (33.3%), then CLT and TPR methods 20%. Otherwise, the rest of methods GTM, DM, ALM and CBA are less used with 6.7%.

2- The effectiveness of the teaching methods/approaches used:

Table 07: The effectiveness of the methods/approaches used

	Yes	No
AF	10	05
RF	66.7%	33.3%

These results shows that almost all teachers think that the methods/approaches used are effective.

3-In your opinion what are the effective teaching methods and approaches in the EFL teaching/ learning process?

The most of the teachers 09 (60%) of them, believe that each teaching/learning situation requires certain approaches and principles and what works in a particular situation does not necessarily work in another. So, it is worth mentioning that being eclectic remains the most appropriate teaching approach. While, the others prefer one of the above mentioned methods.

4-What is your preferable teaching method/approach?

73% of teachers prefer the eclectic approach which enables them to choose the suit method/approach depending on the teaching situation.

5- Why is it your preferable method/approach?

The majority of teachers choose the eclectic approach because it is flexible, and offers a myriad of pedagogical possibilities while it is a mixture of all the existing teaching approaches and principles. It goes according to the students' needs and interests, and fits all their learning styles. Which results interesting motivation and positive environment.

6- Do you think that your preferable and used method/approach is effective and help to increase your students' motivation? Please justify your answer:

All of them answered by yes, they think that teaching method is necessary to increase the students' motivation, and being eclectic may touch different students' learning styles and preferences. It urges them to focus on all what benefits students cognitively and emotionally. It, in fact, helps to deliver lectures, deal with students, and more importantly convey messages and make them understand easily the teacher, which led them to interact in the classroom.

2.5.1.3 Section three: Factors and problems faced in teaching:

7- The most common problems noticed in EFL students' learning process:

Table 08: The most common problems noticed in EFL classes

	Lack of motivation	Long and difficult subjects	Language difficulties	Crowded classes	The use of the non effective methods/ approaches
AF	10	0	0	2	3
RF	66.7%	0%	0%	13.3%	20%

Lack of motivation is in the first place in the common problems noticed in the EFL classes with 66.7%, in the second place the use of the non effective methods/approaches with 20%, then the crowded classes 13.3%. This means that

the lack of students' motivation is the most noticed problem that effect negatively on all the teaching process.

8- The consideration of motivation as a crucial component of effective learning of the subject:

Table 09: motivation as a crucial component of effective learning of the subject

	Yes	No
AF	15	0
RF	100%	0%

As teachers noticed before that the lack of students' motivation is the most common problem which also shows this table that motivation is considered as a crucial component of effective learning of the subject.

9- What are the factors lacking in the teaching process to improve the EFL teaching/ learning process?

Many problems face the EFL teacher. The most important one is that English is not used out of classroom settings. Other factors are: overcrowded classes, lack of practice, teacher training, teachers and students lack of motivation to give more, boring courses or too much details etc.

Therefore, to improve the EFL teaching/ learning process, ought to use of the effective methods, reduce the classes' size and to adapt the lessons to the real life. Increase the updated professional training, motivation of the teacher and students to give more.

10- Have you noticed any gap in your students' learning process?

14 teachers (93.3%) answers by yes, they noticed gaps in student' learning process. The problem is that students have had lacunas since primary education and throughout the different levels of studies because of the inadequate, difficult, long and out of date programmes, that leads to the boredom, lack of motivation and interest, also no willingness to learn and progress.

11- If you have any recommendations or suggestions that will contribute in achieving an effective teaching/learning, please share them with us:

In the last response of the questionnaire the teachers shared with us some suggestions concerning the effective teaching which are as follows:

One of them said that it comes with experience and whenever we gain experience, we will teach better provided that we keep motivated.

Raising awareness of students about every taught aspect, every task so as to help them give sense to their studies and develop their linguistic skills confidently.

Reconsider the whole policy for teaching English.

We have to rethink about the Master's specialties.

Teachers must reconsider their ways of teaching in addition; Learners must reconsider their learning objectives.

Another teacher recommends: teacher training, subjects selection, use of technology, and distance learning.

Give students texts to read, to analyse and then show them how to communicate their ideas based on science and research.

Defining concrete objectives and opting for effective methods.

Learning a foreign language should be made continuous and not confined to within university walls. Schematic language acquisition should be enhanced and made complementary to the systemic.

The teacher should adapt the teaching methods to his/her class.

Read, read and read.

Motivate learners by new methods

Afford more language resources and form teachers to be updated to the latest technology and strategies and methods.

There should be a reconsideration of the teaching/learning process, teaching programmes, teaching materials, teacher training, etc.

2.5.1.4 Discussion of teachers' questionnaire results:

The statistics above demonstrate that most of the teachers have had respectable experiences at work. Based on their responses, we were able to determine that the instructors' strongest position is that all EFL teachers need to make every effort to increase their students' motivation in order to provide a stronger basis for their effective teaching. They all agreed that motivation plays a significant role in how well students learn, and they demonstrated through their behavior in the classroom that employing effective teaching strategies is a modern teaching concern that may have some drawbacks due to the constraints imposed by our teaching and learning policy, EFL curricula, and societal norms. This indicates that increasing students' motivation, which is a result of these techniques, is important for raising their performance in the given subject.

2.5.2 Analysis of students' questionnaire results

2.5.2.1 Section one: personal information: In this section, six questions asked; they include information about students' ages and gender. In addition to asking them about: their levels in English, if they find Didactics speciality in English difficult to learn, and the reason of their results. This section aims at gathering information about the selected population of students.

1- Age:

Table 10: Students' Ages

Ages	21	22	23	24	25	26	27
AF	10	14	11	02	01	01	01
RF	25%	35%	27.5%	5%	2.5%	2.5%	2.5%

This table reveals that there are seven different ages in the selected sample. The majority of the students' 14 (35%) ages 22 years old out of the total number of the sample (40 students). we have registered 11 students (27.5%) who are aged 21 years

old represent the second rank of the students' age, 10 students represent (25%) of the students who had 23 years old, 05 are aged between 24 and 27 years old. These ages' categories show that the students are not in the same age. Which means that they do not have similar levels, abilities and intelligence.

2- Gender: Table 11: Students' Gender

Gender	Male	Female	Total
AF	06	34	40
RF	15%	85%	100%

As the table above shows, the number of the students answering the questionnaire both males and females that is really different. This indicates that females are more interested to learning in English as a foreign language in general, and particularly to the teaching profession.

3- 1 Student's level in English: Table 12: Student's English level.

	Weak	Average	Good	Excellent
AF	0	9	26	5
RF	0%	22.5%	65%	12.5%

This table above illustrates that most of students 26 (65%) answers that their level in English, according to their self-evaluation, is good, in the other side 9 students (22.5%) state that they have an average level in English, only 5 (12.5%) of students believe that their level in English language is excellent. The good observed thing is that there is no student with the weak level (0%).

2 Do you find it difficult to learn a speciality of English?

Table13: The students' difficulty of learning a speciality of English.

	Yes	Sometimes	No
AF	0	27	13
RF	0%	67.5%	32.5%

The results obtained from the students' answers for this question show that they sometimes find difficult learning English language speciality; those who disagree by answering no that it is not difficult to learn a speciality in English represented in 13 (32.5%), however those who agree by answering yes are 0 (0%), while the majority 27 (67.5%) is being neutral by answering sometimes.

This is due to: Table 14: The students' causes of the difficulty of learning a speciality of English.

	The module and language itself	The method of teacher's explanation	Not receiving support from family
AF	14	25	1
RF	35%	62.5%	2.5%

This table reveal that the majority of students (62.5%) said that the method of teacher's explanation is the first cause of the difficulty they face in learning a speciality of English, (35%) relate this issue with the module and the language itself; otherwise, only one student (2.5%) claim that because he/she do not receive support from his/her family.

2.5.2.2 Section two: self-evaluation: This section includes 11 questions. The main aim here is to collect data about students' attitudes and perceptions towards EFL classes and the English language itself. The questions in this section need a direct answer by just ticking the right box. Behaviours made to ask if strongly agree, agree, not sure, disagree, and strongly disagree, the students used to do or react with them:

1. I am always excited to attend my English speciality class this academic year.
2. I do not like English language at all. I feel bored in class.
3. I participate actively in English activities by asking questions.
4. I do my homeworks consistently.
5. My homework is difficult to do.
6. I do not get enough support to do my homeworks at home.
7. My teacher does not check my homework at all.
8. I got good grades in almost all modules.
9. The test always measures my understanding of English languages topics and knowledge learned.
10. The assessment is not fair.
11. I have good relationship with my teachers.

Table 15: Students' self-evaluation:

	1	2	3	4	5	6	7	8	9	10	11
Strongly agree	2.5 %	0%	7.5 %	17.5 %	0%	7.5 %	5%	2.5 %	15%	5%	20%
Agree	45%	7.5 %	45%	57.5 %	10%	12.5 %	22.5 %	40%	42.5 %	37.5 %	60%
Not sure	40%	10%	22.5 %	12.5 %	30.5 %	22.5 %	25%	35%	25%	25%	12.5 %
Disagree	10%	42.5 %	17.5 %	10%	47.5 %	37.5 %	40%	17.5 %	15%	22.5 %	5%
Strongly disagree	2.5 %	40%	7.5 %	2.5 %	5%	20%	7.5 %	5%	2.5 %	10%	2.5%

The results obtained concerning the students' self evaluation shows that almost all students (82.5%) like study in English and the halves of students are excited to attend their classes, the thing that leads them to participate actively and doing easily their homeworks, while they get support at home. (57.5%) of students claim that the test measure both their understanding and the knowledge learned, but it is not always fair. While 80% of them mentioned that they have a good relationship with their teachers, which is really important to have a positive environment.

2.5.2.3 Section three: about teachers:

This section includes 08 questions. The main aim here is to collect data about students' impressions towards their teachers; it could be an evaluation for teachers by the students. The questions in this section need a direct answer by just ticking the right box. Behaviours made to ask if strongly agree, agree, not sure, disagree, and strongly disagree.

1. My teachers use materials that are easy to understand.
2. My teachers present the lesson in a variety of ways.
3. He/she gives clear explanations.
4. He shows how the topics are related one to another.
5. My teachers uses different methods/approaches that helps us to better comprehend and understand our lessons.
6. He/she has enthusiasm for teaching.
7. My teachers stimulated my interest in the subject.
8. He/she successfully related to students and show concern for them.

Table 16: Students' impression about their EFL teachers:

	1	2	3	4	5	6	7	8
Strongly agree	7.5%	10%	15%	12.5%	15%	7.5%	7.5%	2.5%
Agree	50%	52.5%	50%	47.5%	42%	37.5%	50%	50%
Not sure	32.5%	10%	30%	22.5%	22.5%	50%	27.5%	30%
Disagree	7.5%	22.5%	2.5%	12.5	17.5%	2.5%	15%	15%
Strongly disagree	2.5%	5%	0%	5%	2.5%	2.5%	0%	2.5%

The answers shown in the table above show that (57.5%) of the students argued that, their teachers use materials that are easy to understand, and stimulated their interests in the subject. While they give them clear explanations by using a variety of ways, that is mentioned by (62.5%) of students. (60%) of students agree that their teachers make it easy by relating the topics one to another. Furthermore, more than the half of the sample population of the study (57%) answers that their teachers use different methods/approaches in teaching them, also being related and showing concerns for them. In like, (45%) agree that their teachers have enthusiasm for teaching.

9- What do you think of the curriculum/programmes of the study units?

The most of students think that the curriculum is interesting and beneficial for their studies and professional lives, but it is too long and heavy with repeated and unnecessary subjects. Sometimes it is not suitable and complex to manage it. They also add that the programmes are outdated, so full and boring, also do not fit the real life situations. Therefore, both curriculum and programmes do not meet students' needs which demotivated them. A part of the sample population sees that it should be updated.

10- Are they useful for you in your professional or daily life?

Table 17: The usefulness of the curriculum/programmes for students' professional or daily life

	Yes	Sometimes	No
AF	10	25	5
RF	25%	62.5%	12.5%

These results answer the above question and denote that the majority of students (62.5%) find that the curriculum/programmes are sometimes useful in their professional and daily lives.

***Why?**

Because it is useful and beneficial in the academic career, and helps them to solve their problems in real life situations. Moreover, to communicate easily in and outside the classroom. Otherwise, just few of them see the inverse.

11- You as didactics master one student, you have an idea about the most important and used EFL teaching methods/approaches, what are the frequent used ones by your teachers?

Table 18: The frequent usage of the teaching methods/approaches by teachers:

	GTM	DM	ALM	CLT	TPR	CLL	CBA	EclecticA
Always	17.5%	32.5%	15%	32.5%	17.5%	47.5%	57.5%	27.5%
Often	32.5%	35%	20%	27.5%	25%	35%	25%	25%
Sometimes	30%	27.5%	42.5%	22.5%	20%	15%	17.5%	25%
Never	20%	5%	22.5%	17.5%	37.5%	2.5%	0%	22.5%

Students denotes that the use of the different methods/approaches by their teachers are classified as follows, from the most used to the less used one: CBA, CLL, DM, CLT, GTM, Eclectic approach, then ALM and the last one is TPR.

12- What is the preferable method/approach which facilitate the tasks understanding for you and also enhanced your motivation?

The last question in the students' questionnaire is an opened-ended question where the students reveal their preferable method/approach which increase their motivation. The first four more demanded methods/approaches are the eclectic approach which is the preferable one for the more than half of the sample population, followed by DM, CLL then CBA. The other ones, CLT, ALM, GTM and TPR are less mentioned with 10% and less.

2.5.2.4 Discussion of students' questionnaire results

Through the analysis of the data collected which reveal that the most students loved their speciality of English, which explain that teaching profession is choose by love since the beginning. Other point is that the majority of them are motivated and participate in the classroom to get good learning and grades. In addition, most of them state that they have good relationships with their teachers. While almost half of them found it somehow difficult due to the complex, outdated, long and heavy curriculum and programmes. Furthermore, the most of them claim that it is because of the teachers' used method/approach, which cannot suit all students' needs. The fact that affects their motivation and they seems that the best method/approach

adequate to them is the Eclectic approach which is flexible and meet the different students needs more than the other methods/approaches.

2.5.3 Interpretation of the main results:

From the analysis of the data obtained from both students' and teachers' questionnaires, we concluded that our participants have been very interested in this investigation about the impact of using effective teaching methods/approaches in improving students' motivation. The majority of students state that they like learning this speciality of English (Didactics) and they are usually excited to attend classes. They have good relationships with their teachers, which make them, progress in learning and teaching. However, these relationships do not prohibit some students from found the lectures difficult and feeling bored during it; in the same vein, others do not get their needs and do not achieve their goals. Yet, some of them face some issues with their teachers' methods, they find difficulties to understand or accommodate the language. Moreover, students confirm that good learning depends on the good teaching. Therefore, the will of learning can be a result of motivation, which absolutely becomes an elicitation from effective teaching methods/approaches in the teaching and learning process. Additionally, most of the samples' teachers believe that for having a successful learning of EFL, they need to have enthusiasm, show concern for their learners, and being eclectic in using teaching methods. Note that, recently in the Algerian education system English become essential, important and plays a pivotal role. In brief, it is worth saying that improving students' motivation depends on their teachers' used methods/approaches.

2.5.4 Recommendations:

Some strategies to enhance students' motivation in EFL teaching:

1. Incorporating real-world contexts and authentic materials
2. Balancing focus on language skills and communication
3. Promoting collaborative learning and interaction
4. Providing timely and constructive feedback

Based on the results obtained from both of students and teachers' questionnaires, we recognized the limitations and difficulties that encounter both of teachers and of students in EFL classes. Consequently, these are some

recommendations, suggested below, that may help EFL teachers and the teaching process itself to improve EFL Algerian learners' motivation:

* As an essential step, the competent authorities should make the educational system clearer and improve its quality according to the learner's absorptive capacity, needs and different levels.

* As a supportive first step, it is necessary to spread educational awareness in the community, first, as it is the mother-incubator for the family, and then the learner; and note the importance of learning foreign languages, English in particular.

* Work on integrating the student socially, culturally and then educationally in the English language during EFL classes in order to help him/her adapt and pass psychological and environmental issues.

* Teachers should be aware about changing and shifting to use more effective teaching, their success in EFL teaching depends on their excellent choice of the suitable method/approach; they must be eclectic and use different methods/approaches to meet their students' needs to keep them motivated for learning.

* Teachers should adopt innovative methods/approaches to encourage cooperative and responsiveness in their students by involving them in EFL learning goals.

* Teachers' success in classrooms start by creating good relationships with their students; it will happen by recognizing them as individuals, developing their internal beliefs, and enhance intrinsic motivation in addition to using rewards and tricks.

* We, as educational family, should abandon the prevailing and traditional beliefs about the student-teacher relationship. Teachers must engage their students in the teaching process by familiarizing them with their teaching methods to promote motivation by awareness and facilitating the learning process.

* The different types of assessments should reconsidered because they underestimate the importance of learning for the sake of knowledge by pushing them to love asking knowledge, and learning the language more then it limits students to get grades and pass the level.

* Social media can be utilized by EFL teachers to enhance learning by engaging students through accounts and profiles, sharing projects, challenges, and knowledge resources. However, it should not be the sole method of self-learnin

General Conclusion

As matter of fact, in Algerian education, generally, teaching and learning English as foreign language encounters many obstacles and issues which have negative effect on learners' motivation and learning goals given that English becomes a priority in the Algerian education system. Thus, this research paper represents an "investigation on the use of effective teaching methods and approaches to improve EFL learners' motivation, taking as a case of study students of master one Didactics. In this study, we aim at spotlighting the impact of using teaching methods/approaches on students' success, results, and motivation. Moreover, to urge teachers to find out the right combination of the effective teaching methods/approaches that encourages students to reach their needs. Therefore, this research attempts to address the questions proposed above. The primary question "what effective teaching methods/approaches can teachers employ in their teaching to achieve successful learning?" It suggested estimating answers for other one, in which we wonder if the use of teaching methods/approaches affects students' motivation; in addition to shedding light on what are these effective teaching methods/approaches. Based on the findings of the study, it can be concluded that (1) English language is an international language that plays a vital role in economics science, and education due to globalization and the constant changes the world is witnessing. As a result, it is taught as second language in many parts of the world. (2) There are issues that need be addressed in the choose and the used of the appropriate EFL teaching method/approacah, that confirmed the first hypothesis, which is about the impact of EFL teaching methods/approaches on students' motivation. We confirm this hypothesis. (3) There are eight teaching methods/approaches discussed in this study that are the Grammar Translation Method (GTM), the Direct Method (DM), the Audio-Lingual Method (ALM), the Communicative Language Teaching (CLT), the Total Physical Response (TPR), the Community Language Learning (CLL), the Competency-Based Approach (CBA), and the Eclectic Teaching Approach. (4) Helping students understand better in the classroom and urging them to learn outside it too is one of the primary and principal concerns of every teacher, who needs to motivate their students to learn EFL by

using effective teaching methods/approaches that mentioned above. Within this context, we hypothesized that using effective teaching methods helps both EFL students and teachers to reach their learning and teaching goals. (5) Since there is no “One size fits all” for learning; the hypothesis “The teaching methods/approaches one of the most factors increasing students’ motivation” confirmed, discreetly, on condition of being aware and eclectic in choosing methods to cover each needs and abilities of all students. Furthermore, the study discovered that the personal effectiveness of the teachers affects the focus of students in the classroom rather; it goes beyond that to the students’ acceptance and love for the subject (EFL).

This research work comprises two chapters, the first chapter deals with the theoretical part that constitutes a descriptive overview; it highlight the historical evolution of teaching methods in addition to the definitions of effective teaching methods/approaches, and presenting the role of motivation in EFL learners. The second chapter deals with the practical part in which we use a quantitative method based on two questionnaires to gather data. The results and findings obtained, analyzed and discussed in order to resume recommendations and perceptions that attempt to help EFL teachers and add an importance to teaching methods’ subject in Algerian context.

The results of this work paper would be a reminder that highlights the impact of using effective teaching methods/approaches to improve students’ motivation. It suggests to EFL teachers to evaluate and update their teaching methods and reconsider the variety and difference between abilities and attitudes of each one of their students. Therefore, hopefully this piece of study will pave the way and should be a reference for future investigations, in the view of the development of our educational system.

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Appendices

Section Two: The teaching methods/approaches used by the teachers:

1-how often do you use the following teaching methods/approaches?

The Method/Approach used	Always	Often	Sometimes	Never
The Grammar Translation Method GTM				
The Direct Method DM				
The Audio Lingual Method ALM				
The Community Language Teaching Method CLT				
The Total Physical Response TPR				
The Communicative Language Learning CLL				
The Competency Based Approach CBA				
The Eclectic Approach				

2-Do you think that the teaching methods/approaches used to teach are effective?

Yes

No

3-In your opinion what are the effective teaching methods in the EFL teaching/ learning process?

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4-What is your preferable teaching method/approach?

.....

5-Why is it your preferable method/approach?

.....

6-Do you think that your preferable and used method/approach is effective and help to increase your students' motivation? Please justify your answer:

.....

.....

Section Three: Factors/Problems faced in teaching:

7-What are the most common problems noticed in EFL students' learning process?

Lack of motivation

Long and difficult subjects

Language difficulties

Crowded classes

The use of the non effective methods/approaches

8-Could you consider the factor of motivation a crucial component of effective learning of the subject?

Yes

No

9-What are the factors lacking in the teaching process to improve the EFL teaching/learning process?

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.....

10-Have you noticed any gap in your students' learning process?

Yes

No

-If "yes", give concrete examples:

.....
.....

11- If you have any recommendations or suggestions that will contribute in achieving an effective teaching/learning, please share them with us:

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.....
.....

Thank you so much for your collaboration.

Section two: self-evaluation

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. I am always excited to attend my English speciality class this academic year.					
2. I do not like English language at all. I feel bored in class.					
3. I participate actively in class by asking questions.					
4. I do my homeworks consistently.					
5. My homework is difficult to do.					
6. I do not get enough support to do my homeworks at home.					
7. My teacher does not check my homework at all.					
8. I got good grades in almost all modules.					
9. The test always measure my understanding of English languages topics and knowledge learned.					
10. The assessment is not fair.					
11. I have good relationship with my teachers.					

Section three: about your teachers

	Strongly Agree	Agree	Don't Know	disagree	Strongly Disagree
1. My teachers uses materials that are easy to understand.					
2. My teachers presents the lesson in a variety of ways.					
3. He/she gives clear explanations.					
4. He Shows how the topics are related to one another.					
5. My teachers uses different methods/approaches that help us to better comprehend and understand our lessons.					
6. He/she has enthusiasm for teaching.					
7. My teachers stimulated my interest in the subject.					
8. He/she successfully related to students and show concern for them.					

9-What do you think of the curriculum/programmes of the study units?

.....

Yes Sometimes No

10-Are they useful for you in your professional or daily life?

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Why ?

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11-You as didactics master one student, you have an idea about the most important and used EFL teaching methods/approaches, what are the frequent used ones by your teachers?

The Method/Approach used	Always	Often	Sometimes	Never
The Grammar Translation Method GTM				
The Direct Method DM				
The Audio Lingual Method ALM				
The Community Language Teaching Method CLT				
Total Physical Response TPR				
The Communicative Language Learning CLL				
The Competency Based Approach CBA				
The Eclectic Approach				

12-What is the preferable methods/approaches which facilitates the tasks understanding for you and also enhanced your motivation?

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Thank you so much for your collaboration.