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**The Concept of Motivation in Vocational Education
The Case of CFPA Tlemcen 02**

**Dissertation submitted to the Department of English as a partial fulfilment
of the requirements for Master's degree in Language Studies**

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Dedications

This dissertation is dedicated to

My beloved families

My friends And all of people who love me and I love them back

Fatiha BENSALAH

This work is dedicated to:

My beloved families

My friends And all of people who love me and I love them back

Samira SOUFI

Abstract

The present work shed light on the theoretical and practical principles about how to improve motivation in teaching and learning English at vocational training centers, the case of vocational center and apprentice ship (CFPA) Tlemcen 02. More precisely, it seeks to investigate motivation in English classrooms in relation to vocational education and suggests some solutions and strategies on how to alleviate challenges and difficulties that are perceived by vocational teachers to reach success in teaching process. It adopts a mixed methods research, combining both quantitative and qualitative data. Thus, a questionnaire is distributed to trainees from two sections. A structured interview is also conducted to English teachers from different centers. Statistical data analysis is used while qualitative content analysis serves to interpret the results of the interview and the open ended questions of the questionnaire. The results show that teachers are not trained in technical English and they face the absence of programs design as well as the problem of low allocation of time, lack of visual aids and laboratory equipments, Also, trainees find difficulties performing in learning English. Ultimately a number of solutions are suggested to overcome the cited problems.

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List of Abreviation

ESP : English for Specific Purposes

V.E : Vocational Education

V.E.T: Vocational Education and Training

CFPA :Centre De Formation Professionnelle Et D'apprentissage (Vocational Training Centeres and Apreticeship)

EAP: English for Academic Purposes

ECS:English for Computer Science

EOP: English for Occupational Purposes

EST:English for Science and Technology

EVP:English for Vocational Purposes

GE:General English

I.N.S.F.P:Institut National Spécialisé en Formation Professionnelle

PEP:Professeur Enseignement Professionnel

P.S.E.P:Professeur Spécialisé en Enseignement Professionnel

CIP :Professeur spécialisé chargé de l'ingénierie pédagogique.

ATP : Adjoint Technique et Pedagogique

TS : Technicien Superieur

QCA: Qualitative Content Analysis

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GENERAL INTRODUCTION

General Introduction

English is a tool for oral and written communication, it is used to communicate one's needs to keep in touch with the rest of the world. Learning English has become a major concern for many communities for academic and professional purposes, English has a considerable interest and demands for the improvement of the quality of the teaching and learning process.

To achieve mastery of a second language, one of the important factors affecting the learning process is the concept of motivation. Motivation refers to positive or negative way or reaction performed by a person with a specific feeling toward things or situation. That feeling will push one to behave in a certain manner toward that thing or situation.

Vocational education is another important choice of education besides high school or university for trainees. Nevertheless, only a small number of trainees choose to take this path due to society's values and the negative image of vocational schools in comparison to education and higher education. The vocational education system is a big source of man power for the semi- to high-skilled labor markets.

The aim of this research is to improve motivation in technical classrooms among teacher and learners by knowing learner's needs, interests and wants in order to move towards excellence and away from anxiety and stress. Motivation helps trainees to maintain the relation between themselves and the learning process to achieve the objectives and the principles of reaching a successful teaching-learning process.

To investigate the issue, the following research questions are raised:

- 1) What are the key factors influencing motivation in trainees learning technical English?
- 2) How do vocational training teachers perceive their role in fostering motivation among learners in technical English classes?

In an attempt to answer the questions above, the following hypotheses are set:

H1: The key factors influencing motivation in trainees learning technical English might be: lack of interest, time management, low self-esteem and lack of confidence.

H2: Vocational training teachers may play the role of motivator during teaching technical English by creating a supportive environment and develop their soft and hard skills which will enhance their motivation.

The present dissertation is structured following the traditional simple type that consists of a general introduction, two chapters, and a general conclusion. The introduction presents the background and the issue addressed by the study, the aim and the organization of the dissertation. The first chapter consists in reviewing the main theoretical concepts of ESP in relation to motivation in vocational centers ; it describes English Language Teaching situation in vocational education.

The second chapter introduces the data collection and analysis ; It gives a description of the research design, the research instrument. Then, it presents the data gathered from the research tools and analyses statistically. After, it serves to discuss the outcomes included in the previous chapter, trying to provide answers to the research questions. Finally, general conclusion provides an overall summary of the different points already discussed in this research and makes suggestions for further research.

CHAPTER ONE

MOTIVATION IN LEARNING ESP AT VOCATIONAL EDUCATION

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1.1 Introduction

The current chapter aims at reviewing the relevant literature related to motivation in the field of language learning in vocational training centers as English for Specific Purposes (ESP) and it is devoted to various definitions of ESP and motivation from different perspectives. It reviews types of motivation, and the different factors affecting motivation, in the sense of examining how motivation research may benefit language teachers in their classroom practices. After, it deals with vocational education, it accounts the basic notions of vocational training centers; difficulties and challenges facing by vocational teachers.

1.2. English for Specific Purposes (ESP)

This age is characterized by developing of international scientific collaboration and business, learning English language for specific purposes is becoming more and more popular over the past 50 years, the growth of commerce, technology exchange and economics need a common language of exchange.

ESP has established itself as a viable movement as a field of TEFL/TESL. The emergence of ESP is due to the common use of the English language as an international language. Non-native English speaking students and professionals find themselves in need to learn language. This approach assumes that the language teaching will be adjusted to the specific linguistic and communicative needs of particular learners with special attention to the context in which they use, or will use. The main purpose of ESP is to prepare learners to learn and understand English without any trouble.

1.2.1 Definition of ESP

English for Specific Purposes is a subfield of English language teaching (ELT), the role of English in language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners for example English for academic purposes, English for medical purposes, English for art, English for tourism, English for science and technology.... There are

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two main areas in ESP: English for Academic Purposes (EAP), which prepares learners for studying in foreign universities, and English for Occupational/Professional Purposes, which prepares learners for functioning in a particular profession. The following diagram explains the different types:

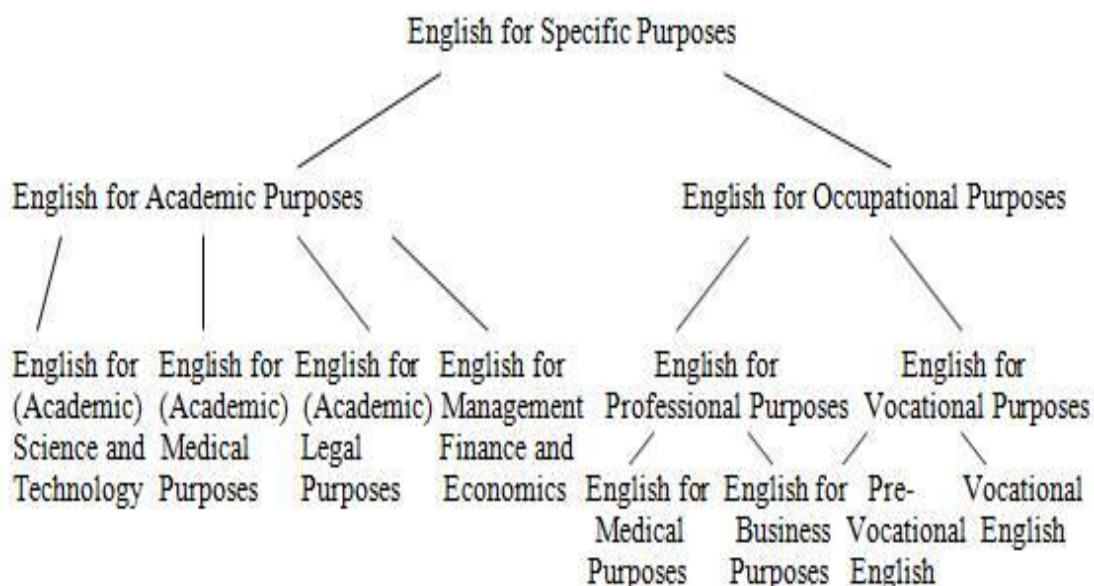


Diagram 1.1: Branches of ESP (Dudley-Evans & St. John, 1997 (p.7))

1.3 Motivation in Learning ESP

In the ESP classes, Motivation is considered as a key factor for a successful achievement of the goals or performance of the learning process. Improving of language performance need trainees' motivation, if they are highly engaged in the learning process, the acquisition of any subject matter will be increasingly successful, according to the effort or desire to acquire the English language, it comprises cognitive, emotional, and behavioral components (Navickienė et al, 2021).

1.3.1 Motivation in Learning ESP in Vocational Education

Vocational education focuses on career preparation; mastering English is an important skill and the key to open up many opportunities, to communicate, or to get a job or a promotion. In learning English as a language of education; Motivation among

trainees of different fields of formation in vocational training centers plays a vital role in acquiring a better language and promoting learning achievement. To be more interested with all aspects and terminology of the language, many factors influenced motivation in learning English. Persons around trainees or the environment, past experience, beliefs, thoughts, perceptions, education, or even the observations of other's behavior. Studying trainees' motivation can indicate the problems and lead to the development of solutions in terms of the curriculum and teaching methodology.

1.3.2 Definition of Motivation

Deci and Ryan (2000:54) claim that "to be motivated means to be moved to do something" in the sense of engaging in doing an activity. The term motivation is an internal process that describes the desires, needs and condition inside behind human actions either in the self or the environment. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. As do the needs for achievement, power, closure, meaning, and self-esteem. Motivation is an interior force that drives people to do something or behave in a certain way. Each person expresses different levels and different types of motivation. Motivation pushes trainees to achieve their goal of learning. It consists of such factors as the attached value of a task, the rate of success expected by learners, whether learners believe they are competent enough to succeed, and what they think to be the reason for their success or failure at the task (Dörnyei & Ushioda, 2011). Crookes and Schmidt (1991) describe motivation as "the learner's orientation in relation to the goal of learning a second language" (Cited in Ozturk; 2012). Motivation is a term that is often used to explain the success or failure of someone in carrying out the task. Narayanan (2006) defines motivation as the reason or reasons behind one's actions or behaviour. Motivation was considered as a key factor to successful language learning because it drives students to learn the language easily and it helps teachers in their work.

1.3.3. Types of Motivation

Motivation initiates, guides, maintains and energizes behaviors towards a goal. Motivation in language learning can generally be categorized into four main types:

intrinsic, extrinsic, in-tegrative, and instrumental motivation. Intrinsic motivation refers to the internal desire to learn a language for the sheer joy and interest in the learning process. Extrinsic motivation, on the other hand, is driven by external rewards or pressures, such as grades, recognition, or the need to fulfill a requirement. Integrative motivation is characterized by a desire to learn a language in order to integrate into a specific language community or culture, reflecting a deeper emotional and identity-related connection to the language. Conversely, instrumental motivation involves learning a language for a specific practical purpose or goal, such as career advancement or accessing information. The following diagram illustrates the different types:

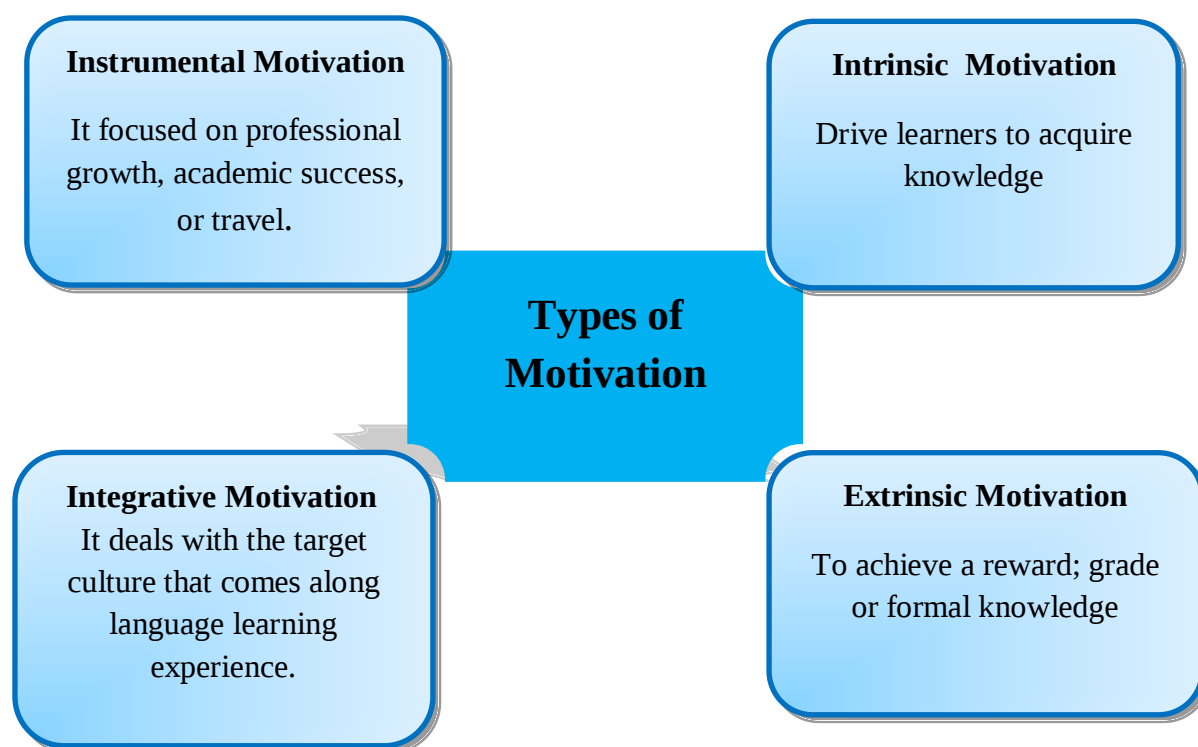


Diagram: 1.2 : Types of Motivation

1.3.4 Factors Enfluencing Learner's Motivation

The success of learning depends on learners' Motivation which drives learners in reaching learning goals. It is important to recognize that there are many factors affecting motivation in learning. They are put as follows:

Factor	Description
Learner Characteristics	Personal traits of learners play a crucial role in determining the type of motivation they are likely to experience: • Age: Younger learners often exhibit intrinsic motivation due to their innate curiosity and desire for exploration (Ryan & Deci, 2000). On the other hand, older learners might demonstrate more instrumental motivation, as they are often driven by specific goals such as career advancement or academic achievement (Noels et al, 2000). • Learner's personality: can significantly impact the type of motivation. Introverted individuals may find intrinsic motivation more deriving satisfaction. In contrast, extroverted individuals may be more influenced by extrinsic motivation due to their inclination for social recognition and approval. (Personality and learning Motivation, Dorathea Wahyu Ariani, Atna Jaya Yogyakarta University 2013)
Cultural Factors	In some cultures, the learning process is often linked with extrinsic rewards like grades or formal recognitions, thereby fostering a high degree of extrinsic motivation (Hofstede, 2001). Conversely, cultures self-expression may promote a higher degree of intrinsic motivation. Integrative motivation is influenced by cultural factors. Learners from multicultural environments may be more inclined towards integrative motivation.
Learning Environment	The learning environment, including the teaching style, classroom dynamics, curriculum design, and assessment methods, can greatly influence the type of motivation. An environment that encourages student autonomy and offers engaging and relevant learning materials is likely to foster intrinsic motivation (Ryan & Deci, 2000)

Table 1.2: Factors Influencing Learner's Motivation

1.4 Vocational Training

Vocational Education and Training aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the market. Mastery in foreign languages is considered with enabling workers to improve their career prospects with several studies showing a very close connection between proficiency in languages and employability.

1.4.1 Definition of Vocational Training

Vocational Education (VET) or technical and vocational education and training is one of a kind of learning experience that specializes in the fields of crafts, trades, and careers at various levels. It is also related to apprenticeships learning. It helps learners to acquire and facilitate: knowledge, skills, values, beliefs, and habits. VET ensures skills development in a wide range of occupational fields, through school-based and work-based learning. It plays a key role in ensuring lower school drop out rates and facilitates the school-to-work transition. In a changing world of work, well-designed VET systems can play a crucial role in developing the right skills for future workers, not only for youth but also for adults. VET focuses on practical applications of the skills learned or acquired and it works as a connecting link between theoretical education and the real working environment. , trainees and apprentices can join these types of programs at vocational training centers and institutions. (Journal of Vocational Education and Training 75: June 2021)

1.4.2 Vocational Schools

Vocational school referred to a trade school, technical school, vocational college or career center which is a type of school/college which offers mainly educational programs that give a specific profession needed in the job market. These schools were designed to improve and provide skills rather than academic degrees. Vocational schools combine between Language Proficiency and Languages for Specific Purposes courses. Courses provide a method of learning, teaching and assessing basic skills or abilities in the language, according to the particular needs of the trainees and the specific requirements of the vocational domain. This obviously

presents a number of challenges which need to be discussed and analysed from both the educators and the trainee's point of view.

1.4.3 Types of Vocational Schools

Vocational training programs can be classified into different categories and they include certifications, Diploma programs, and associate degree programs as well. Community colleges, technical schools, and Career colleges also offer a wide range of VET courses to suit the varying requirements of different trainees and these types of courses give most importance to hands-on training because most of the students who attend these types of programs have their High school diplomas. As a program, it highly helps in bringing developments to all sectors within a given state. It is a great program that can highly influence society to move forward and to shape the skills of young people who are anticipating to join a competitive market and making a meaningful future. (Journal of Technical Education and Training Octobre 2018)

1.4.4 Vocational Education Programs in English

English language has an important place in Algeria since it becomes the 1st foreign language in the country. VE constitutes a large part of basic education. However, the teaching of English in many of these Vocational Institutes in the country often receives very little attention. As a result, many of the trainees graduate from these institutes with even greater demand to the language which is gaining more and more importance in Algeria as well as in the international job market. Infact, many of the vocational English training or English for Specific Purposes (ESP). Some examples of these are the number of teaching hours allocated for the subject, the English training materials, the lack of modern technologies and facilities for teaching, and even the lack of qualified teachers who, in many cases, received general English training rather than ESP where they have to deal with technical language and understand new vocabulary which they may not be familiar with such as accounting terms, commerce terms...etc. In the light of these the program of english generally contains two items the 1st one is the basic notion of gramma ; it has two units part of speech and tenses, the second item deals with terminologie in relation to each field

(ESP), the aim here is to reach the needs of the trainees according to the market work.(Journal of Technical Education and Training Octobre 2018)

Programs for teaching English at the Institutes and centers of Vocational Training in Algeria contain a lack in terms of effectiveness; objectives of the program, the different needs of trainees such as the materials used, the methods of teaching implemented, the assessment techniques. They need more and facilities to be provided. The importance of ESP program in the Institutes of Vocational Training in the country by giving the important information about current situation of ESP teaching in Algerian IVT to show its weaknesses, and attempt to give suggestions and recommendations to ameliorate this situation, besides the fact that a very limited number of studies on thefield are made in the country. (ww.study.com/ Vocational Education, Definition, Programs & Skills: 16.03.2023)

1.4.5 Vocational Teachers

Teachers in Technical and Vocational Education and Training (TVET) play a pivotal role in ensuring skilled graduates with excellent personality.A vocational teacher also known as a career and technical education teacher, he is a practical and vocational skills teacher, dealing with ESP, other word ; some teacher of an occupational subject such as accounting, computer programming, seziere agent...vocational teacher focuses on professional competencies with little focus placed on how competence is defined. Vocational education is attracting increased attention (Barabasch,2017) as the knowledge requirements in work life and labour market have raised. The focus has shifted to “outcomes”atall education levels but particularly in vocational and adult education (Barabasch,2017). Roth (1971) interpretedcompetence as a threefold concept(European Commission, 2010;OECD, 2010), referring to self competence, professional competence and social competence. Furthermore, international bodies promote initiatives on vocational teacher competence research and academia often follows their lead. However, vocational teacher research focuses heavily on which professional competence vocational teacher possess or should demonstrate, with only little focus placed on what competence represents (Andersson, Hellgren & Köpsén, 2018; Duch & Andreassen, 2015).

This global trend combined with the multiple roles played by vocational teachers, such as tutors, mentors and practitioners (Mahlamäki-Kultaneen, 2006) raises questions about which competence they should develop and how.

1.5 Teaching ESP at V.E Centers

Teachers in vocational education and training henceforth, TVET are assigned to teach skills courses. Teachers in developing world face challenges in fulfilling this role. The need for a competent and skilled vocational teacher is imperative for an effective teaching and learning process in Technical and Vocational Education and Training (TVET).

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) adopted the International Standard Classification of Education (ISCED) in 1997 that put forward TVET as an education and training process, which requires knowledge, practical skills, and understanding of the job requirements in the industry. The learning process in TVET focuses on training students as the future workforce to fulfil the job market according to the scope of skills needed and self-equip with adequate exposure of work experiences and knowledge, creativity, and communication and problem-solving skills (Romiszowski, 2009). TVET aims to produce globally competitive workforce, equipped with technical knowledge and skills required for the industry (Azmi, 2011; Alavi et al, 2013).

1.5.1 Difficulties Perceived by Vocational Teachers

Vocational education needs to better prepare vocational teachers for diverse challenges and adapt them according to their vocational education systems. VE looks for giving academic studies for good vocational teaching professions taking in consideration the specifications of the study programs that prepare students for the profession of vocational schoolteacher. In addition, the need to stay up to date with market developments. VE shed light on the lack of motivation among trainees, lack of resources, such as time for English sessions, and inadequate technical equipment. Adequate financial resources. The following table explain the difficulties perceived by vocational teachers.

Difficulties	Description
Self Esteem	The term self-esteem operates as self- enhancement. It describes as the ideal self-image. There are many differences determine high and low self-esteem ; individual differences, origins, reactions to differences physical differences (hearing, visual difficulties) specific and general learning difficulties, failure experiences media influences, cultural identity... Teachers' positive and high esteem positively affects trainees' self-esteem and enhances trainees' learning.
Attitude	The profession of teaching necessitates cognitive competencies, knowledge and skill. For teacher, acquiring value and attitude is as important as knowledge itself, trainees are affected by the attitude and behaviour of their teachers. Teachers' attitudes towards students and school activities have a great impact on trainees' learning and personality (Küçükahmet, 2003). Smith (1968, cited in Kağıtçıbaşı, 2008) defines attitude as the tendency that formulates an individual's thoughts, emotions and behaviour towards a psychological object in a systematic and organized way.
Anxiety	Anxiety is an internal cognitive state generated by the fear of communicating with others; public speaking, meeting strangers, writing or working in front of others; and dealing with authority figures... Individuals who experience social anxiety in only one or a few social situations are described as having social phobia.
Inhibition and Risk Talking	It is a feeling of worry that prevents learners from saying or doing what they want, it is necessary for progress in language learning. Low risk-takers are silent learners in the classroom. They tend to appear shame and having low achievement. It is needed that language teachers encourage learners and provide an environment of trust for them in which they can easily take a risk of speaking without losing

	communication and identity.
Absence and Syllabus Design	The teacher is the syllabus designer. Syllabus contains skills and abilities through information and knowledge about English in general and to determine vocational skills through practical experience which needs more time to master new machines, tools and resource materials. Teachers are not specialist in ESP context so that, they cannot decide by themselves whether the selecting topics are appropriate and suitable to the area of specialization. A complete syllabus needs to be further developed according to trainers needs.

Table 1.1 : Difficulties Percieved by Vocational Teachers.

1.5.2. Challenges Facing Vocational Teachers

There are many issues and challenges related to effective teaching and learning of VE. The learning process in TVET focuses on training students—as the future workforce—to fulfil the job market according to the scope of skills needed and self-equip with adequate exposure of work experiences and knowledge, creativity, and communication and problem-solving skills (Romiszowski, 2009).

The need for a competent and skilled vocational teacher is imperative for an effective teaching and learning process in Technical and Vocational Education and Training (TVET). Vocational teachers are assigned to teach skills courses ; they have a lack of skills qualifications and industrial experiences which are necessary for them as vocational teachers, an other challenge faced by vocational teachers: disinterest and lack of motivation in teaching english as a skill task, espesially when teachers can't meeting the needs of trainees with low academic grades which require extra teaching effort with high emotional intelligence; also, there is a difficulty in attending professional courses due to limited budget allocation , difficulty in using English as the medium of instruction. (Challenges Faced By Vocational Teachers In Public, Skills Training Institutions: A Reality In Malaysia, Ismail, K, Mohd Nopiah, Z. & Mohd Sattar, R. Faculty Of Engineering And Built Environment National University Of Malaysia, June 3rd , 2018).

1.5.3 The Role of English Teacher at V.E Centers

Teachers have a huge responsibility to initiate learners' motivation and keep it alive throughout the learning process. The role of the teacher is recommended to create an active learning environment, providing students with choices and opportunities for self-directed learning, and planning learning activities that might increase their feeling of mastery. Teacher characteristics have a direct effect on the quality and nature of education. Finally, teachers are encouraged to employ all the motivation strategies earlier discussed in their classrooms. This will enhance students' learning and improve their academic achievement.

1.6. Conclusion

This chapter dealt with the review of the literature, it shed light on English for Specific Purposes (ESP) and its characteristics. Then, the different points of view related to vocational education as well as motivation and its effect on learning. Quality and effectiveness of teachers is improved on students' achievement.

The next chapter is going to deal with the research design and methodology to explain the procedures of data collection and data analysis

CHAPTER TWO

RESEARCH METHODOLOGY

AND DATA COLLECTION

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2.1 Introduction

The present chapter presents the practical framework of this research. It aims to explain methods and procedures that were used to collect data, such as questionnaires and interviews. The first step is concerned with the analysis of data collection from the questionnaire, which contains a mixture of open ended and close ended questions given to the trainees in order to gather information about the difficulties they encounter during the learning process. The second instrument was the teachers' interview that aims to examine and highlight the challenges that they face when teaching technical English at vocational schools. It also deals with the data analysis and interpretation and discussion of the findings. The chapter ends by providing some recommendations and suggestions in light of the main results obtained.

2.2 Research Methodology and Setting

Since our work is concerned with the pedagogical sector; a case study is one of the most practical methods used. According to Gerring (2004: 342) case study is: "an intensive study of a single unit for the purpose of understanding larger class (similar) units». Therefore the present study was carried out at Cfpa Tlemcen² known also as Cfpa Ain Defla (according to its geographical location). This organization is dedicated to provide quality post-secondary education and vocational training to trainees from all backgrounds. The Cfpa was founded in 1984, built on an area of 11755m². The center manages a staff of 87 employees; 19 part-time, 68 full time, and 360 trainees for the year 2024.

The organization provides a wide range of courses and qualifications in areas such as business, engineering, computer science, marketing, store keeper and sewing, ensuring that learners can find the program that best suits their individual needs.

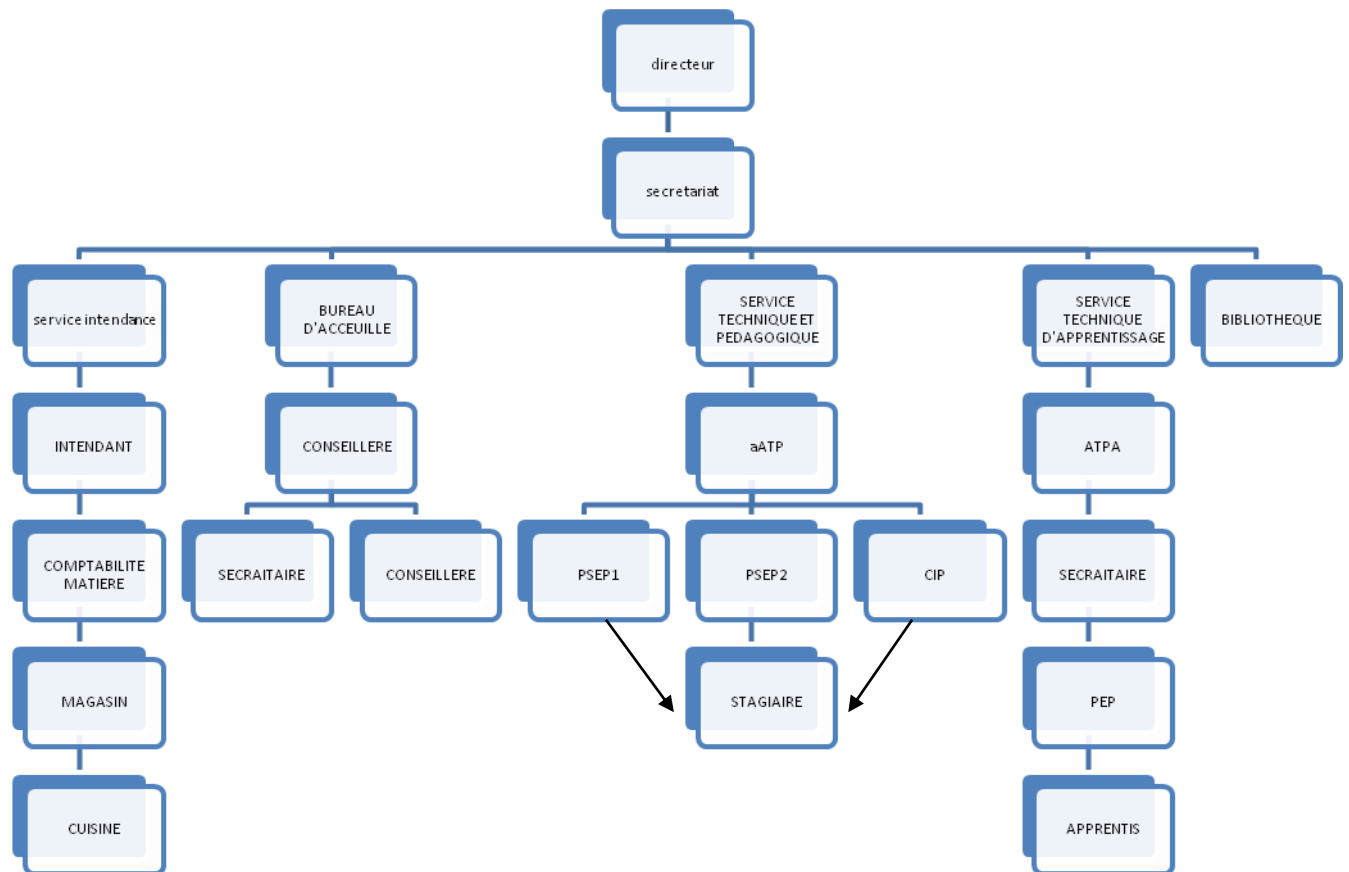


Figure 2.1 Organizational Chart of Cfpa Ain Defla

2.3 Research Participants

Sampling in case study research involves selecting a subset of cases or individuals from a larger population to study in depth. Thus our sample included two sides namely TS Data Base and T.Exploitant

2.3.1. Learners' Profile

Forty nine trainees from two specialities are targeted as participant. 29 TS trainees (the highest level in vocational training education- level 5) comprised 18 females and 11 males , aged between 19 and 24 years old . And 20 trainees T.Exploitant (level 4), constituted of 13 females and 7 males, aged between 18 years old and 22. All trainees had been studying English for at least 6 years, and the average classroom is intermediate. The selection of them is intended to find out more information about their motivation in studying English for the sake of a rich data.

2.3.2. Teachers' Profile

Ten Vocational English teachers were also part of the research case study; 8 females and 2 males, having the grade of PSEP1, PSEP2 and CIP, all teachers are experienced of at least 4 years.

2.4 Research Instruments

This research required using different tools in order to collect much information about the topic. Two instruments are used to gather data: trainees' questionnaire and teachers' interview. The purpose of using these is to assemble both qualitative and quantitative data.

2.4.1 Trainees' Questionnaire

The questionnaire consists of four parts. The first part focuses on the trainees' background information, the second part focuses on personal motivation, the third focuses on difficulties encountered during the learning process, and the fourth one focuses on challenges faced. The second part of the questionnaire is composed of 3 closed ended questions and 1 open ended question to investigate trainees' motivation which is affected by internal and external factors during the learning process. The third part provides a number of items that aim at finding out different difficulties faced by the learners, this section consisted twenty-two items in five domains. For the challenges faced, data was gathered through 4 open ended questions. The objectives of the questionnaire are put as follows:

Part	Title	Objective
1	Trainees' profile	<i>Understand more about the background and characteristics of trainees.</i>
2	Trainees' motivation	To find out the internal and external factors that influence trainees' motivation
3	Trainees' difficulties	To gain a deeper understanding of their needs.
4	Trainees' challenges	To find out strategies to overcome learning challenges

Table 2.1: Trainees' questionnaire Objectives

2.4.2 Teacher's Interview

The second instrument of this work is the interview which was done with ten vocational training English teachers. The interview consists of open-ended questions in order to collect qualitative data for the research. The questions have been planned before in order to be systematic and organized. The interview objectives are put as follows:

Section	Objective
Section one : Teachers' profile	To highlight key qualifications of teachers.
Qu:1-5 teachers and learners motivation	Provide valuable insights into teachers and learners morale
Qu: 6 teacher difficulties	It enables researchers to understand the obstacles and problems associated with the learning process.
Qu:7-10 teachers strategies and methods	Techniques that teachers can use to facilitate the teaching process and help trainees feel engaged and interested in the course.
Qu :11 teachers suggestions	To make positive impact and to improve the learning process

Table 2.2: Teachers' interview Objectives

2.5 Data Analysis

This section is divided into two subsections. The first section focuses on analyzing the data elicited from the questionnaire, while the second focuses on analyzing the data produced from the semi-structured interview.

2.5.1 Analysis of Trainee's Questionnaire

By using the questionnaire it is aimed to investigate the difficulties encountered by the trainees in learning technical English in addition to the challenges that they may face. The first part aims at getting general information about the participants; it contains questions that help to draw a general picture of the learner's background (Gender, age, speciality, English level, school stream).

The second part aims at asking about learners' motivation. Starting by the first item which intend to measure learners' degrees of motivation ; results clearly reveal that half

of learners (50%) allege that they feel themselves sometimes motivated, whereas only (20%) said that they are always motivated. In contrast, the remaining (30%) declare that they are not at all motivated to learn English. Participants didn't show a great interest during the English class session. The following chart explains the results:

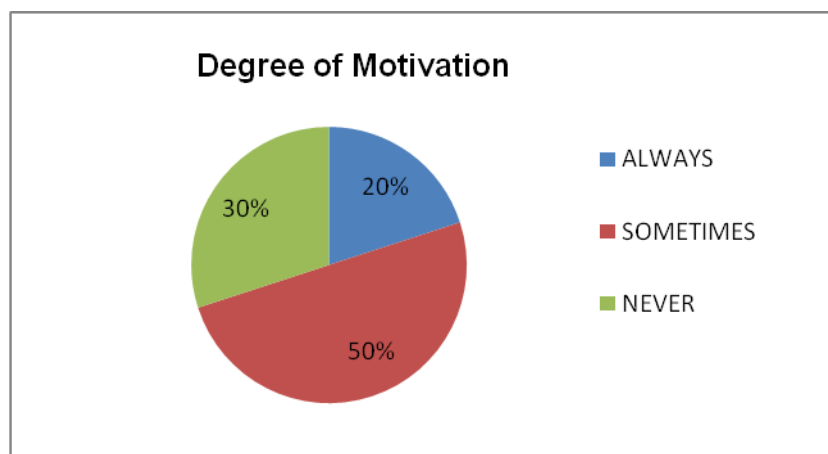


Figure 2.2: Learners' Degrees of Motivation

As far as the second item is concerned, it aims to evaluate learners' degrees of confidence during the learning process. The analysis shows that 65% of trainees stated that they lack confidence in staying motivated during an English course. Others 25% said that they feel confident in staying motivated in the English course. Only few trainees 10% declare having the ability to stay motivated and focused during the English course. So, according to this result self confidence is a real obstacle for the trainees during the English course. Results are put in the following graph.

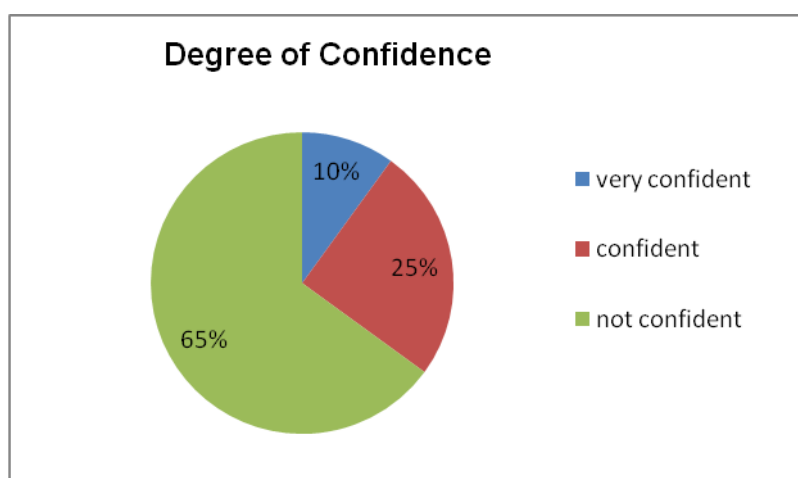


Figure 2.3: Learners' Degrees of Confidence

As far as the third item is concerned, it aims to determine external factors influencing learners' motivation. Results show that there are 78% of trainees supported by their teachers to be motivated in the learning process, while 14% of them mention the support of their friends. Only 8% of trainees show their willingness to succeed in the course. Thus the teacher is the key factor influencing trainees' motivation. The succeeding graph demonstrates results:

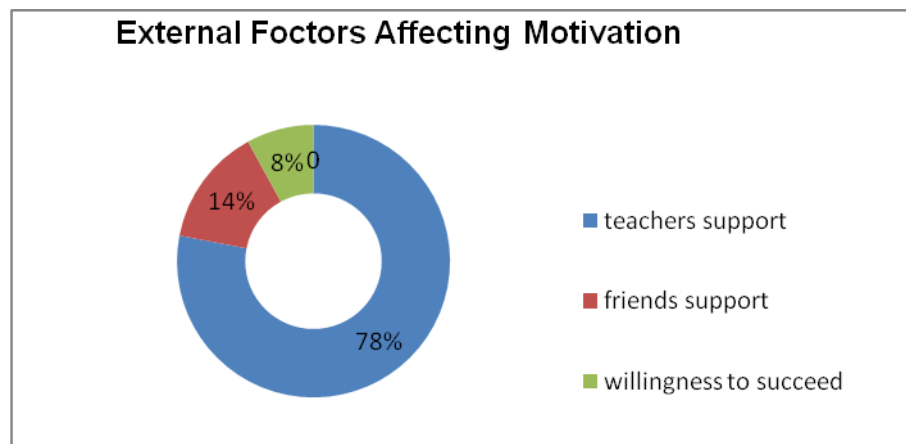


Figure 2.4: External Factors Influencing learner 'motivation

As for the forth question, which is an open question that elicits an unlimited responses. It allows respondents to answer in open-text format, giving them the creative thinking, freedom and space to answer in as much (or as little) detail as they like. From the responses inferred, the major factors that affect the learners' motivation in learning technical English are as follows:

- ✓ Read a variety of topics in English
- ✓ Improve communication with others
- ✓ Find the right learning activities
- ✓ Working well as part of a team
- ✓ doing the home work given
- ✓ use technology for learning
- ✓ having fun and making progress

- ✓ To learn through music, films, sports...
- ✓ to explore my interest and favorite knowledge in English
- ✓ to be proud of my progress in learning English

The third part of the questionnaire intends to set up the different difficulties encountered by learners during the learning process. The analysis shows that the trainees' responses to the different questions in the six domains (understanding/ memory/ language usage/ concentration/ organisation/ time and self esteem), reveal the trainees' rating of difficulties which is clearly 'high' in most of the domains. The highest rate is given to the understanding difficulties (90%), which means that the major obstacle facing trainees is difficulty in understanding words meaning .in contrast , the lowest rating 40%, is given to self esteem. The other domains are relatively high with the values of 45% for organisation, 65%for concentration, 70% for time, 75% for memory and 80%for language usage. Thus these results can be represented in the following figure.

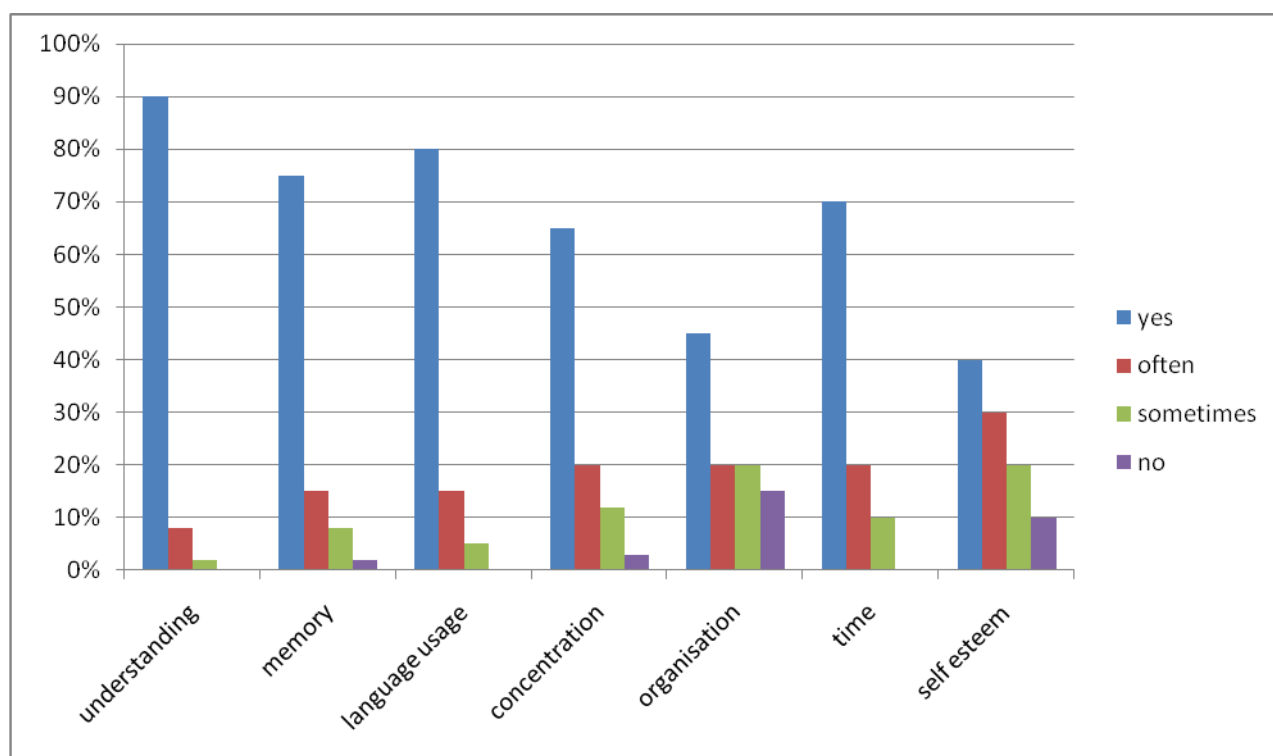


Figure2. 5: Difficulties Rate

As regards for the last part of the questionnaire which deals with learners 'challenges, it aims to help learners to step out of their fear. As far as the first item is concerned, it aims at getting answers about understanding challenges. Results show that 80% of trainees prefer asking teachers' help when facing ambiguity, others 15% said that they do some efforts to overcome this problem whereas only 5% give different personal answers as; I ask my friends for help/ i use dictionaries all the time since it is installed in my phone/ I do research on the internet for similar lesson; really I do not feel ease at English, I study it because it is necessary to get to get a degree .as a result , learners depend a lot on the teacher help to overcome understanding obstacle. These results are drawn in the following chart:

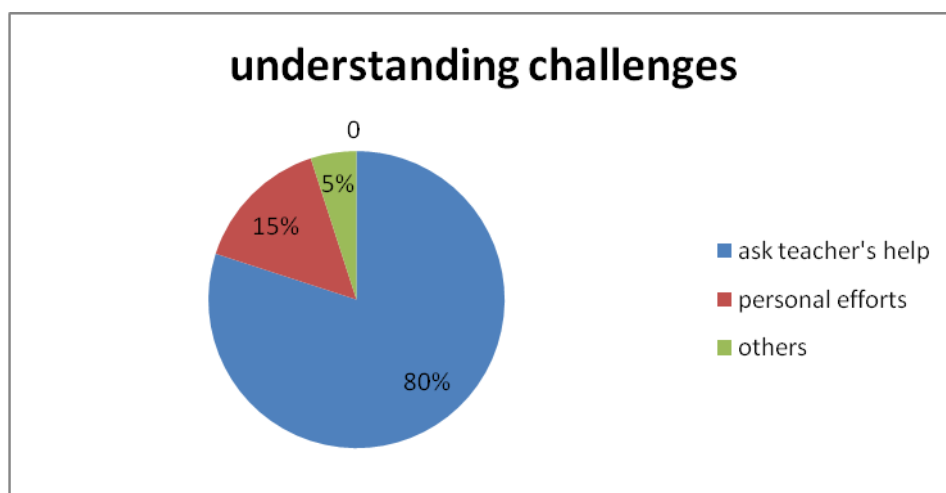


Figure 2.6: Understanding Challenges

The second item objective is to determine the importance of language used in the learning process, the choice is limited to three languages; Arabic-English and French. Results indicate that 70% of learners prefer getting knowledge in Arabic Language, whereas both French language and English are required by 15% of learners relatively. As a result learner claims learning in his native language; Arabic.

Details are well seen in the chart below.

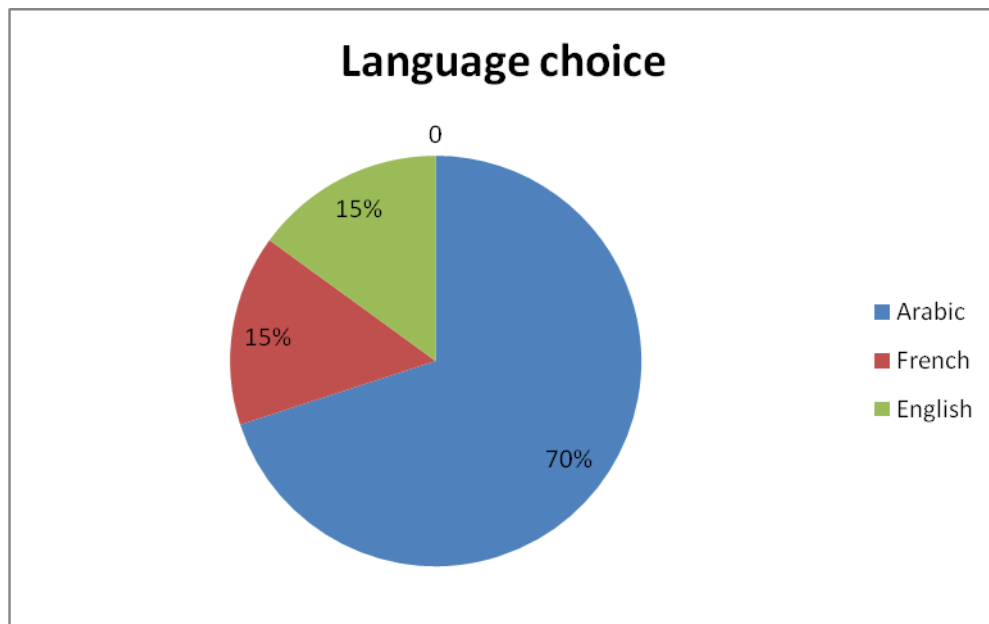


Figure 2.7: Learner's Choice of Language

The goal from the third item in this part is to settle the most important challenges about learning technical English. The result obtained shows that 60% of learners have problem with understanding the meaning of English language, while 30% are in struggle with spelling factor. In contrast only 10% of learners challenged speaking and listening level. Therefore, understanding is the biggest defy faced by English learners. Findings are represented in the next chart.

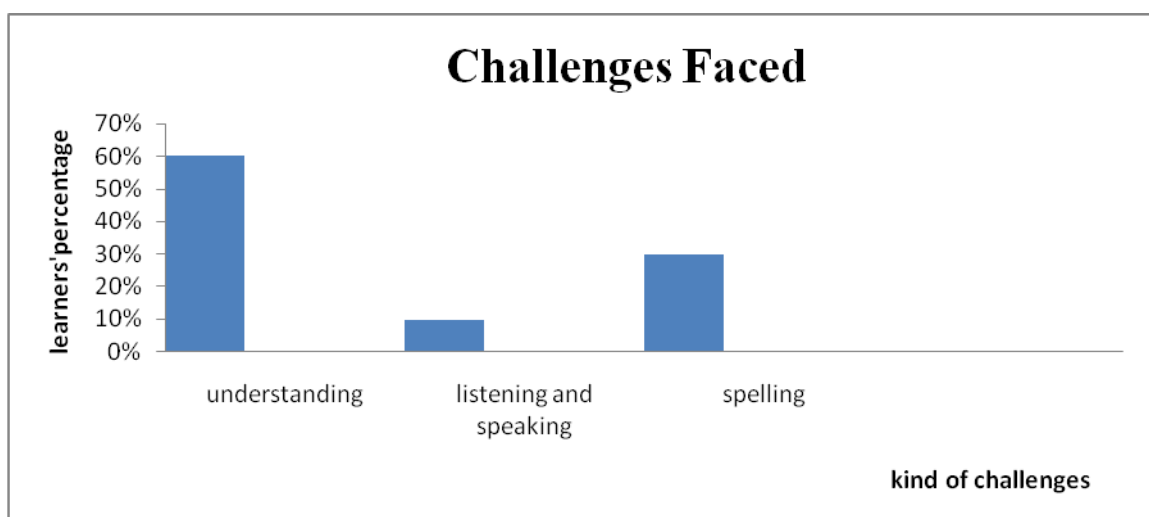


Figure 2.8: Learners 'Challenges in learning English

As far as the last question is concerned, the trainees are asked to give their opinion in proposing some suggestions to improve motivation at vocational training education and to propose solutions to overcome their difficulties and challenges. Participants' suggestions can be summarised in the following points:

- ❖ Using videos at the English courses
- ❖ Using data show in presenting the lecture
- ❖ Do not focus on teaching only the grammar but should integrate the four skills; writing, reading, speaking and listening.
- ❖ Working in groups or pairs
- ❖ The program should provides me with the basic technical vocabulary I need in my field of study
- ❖ To play educational games in English.
- ❖ Effective teaching techniques that help us understand the lessons more easily.
- ❖ Give useful feedback about our progress during the lessons.
- ❖ The tests provided should be suitable to levels of all trainees.
- ❖ The training rooms should be equipped with basic pedagogical materials such as smart boards, projectors, data show...etc.
- ❖ The trainers have to use modern technology in their lessons such as computers, videos, tape-recorders...etc.
- ❖ The vocational schools provides the trainees with the learning resources they need such as dictionaries, reference books, audio materials and audio-visual materials...etc.

2.5.2 Analysis of Teacher's Interview

A structured interview is carried out with ten (10) English teachers at centers and institutes of vocational training at Tlemcen. This interview aims at revealing teachers opinions about trainees' motivation and the challenges that teachers may face in teaching technical English, at the end the ten teachers are asked to propose some suggestions for a better teaching and learning environment in vocational centers. the results gathered through this interview will be analysed as follows:

It is planned in 11 questions aiming to collect as much as possible data about teachers' motivation and challenges during the learning process. As far as the first question is concerned, it aims to test learners' ability to learn English language; teachers give different answers to this question, depending on their experience and their trainees' level. Teachers' answers are sum up in the following ideas:

- making learning fun and reaching their full potential
- Paying attention to specific information and attempting to understand in place of doing rote learning.
- Trainees are motivated if they love or enjoy what they are doing even if there is no reward.
- They are motivated according to the activities presented to them.
- By exerting their full effort, time, and energy.
- To be creative
- To choose the right behaviour during the course
- Not to give up if they didn't understand something in the lesson.
- Trying to practice speaking skills with each other
- Connecting English language to personal interest

The purpose behind the second question is to check the teacher's awareness of the needs and wants of their trainees. Answers vary between all the times 70% and sometime 30%. Results are represented in the following chart.

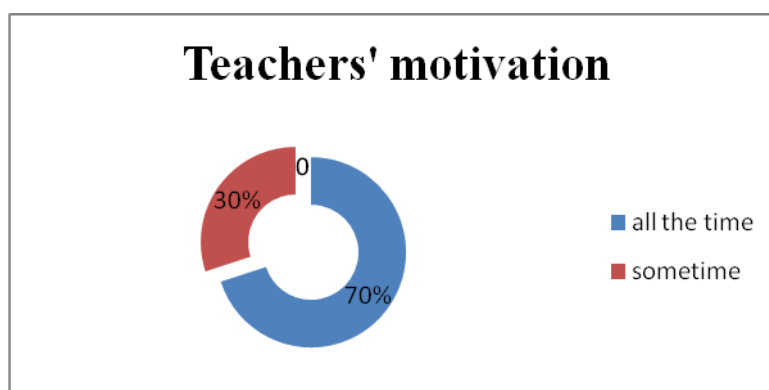
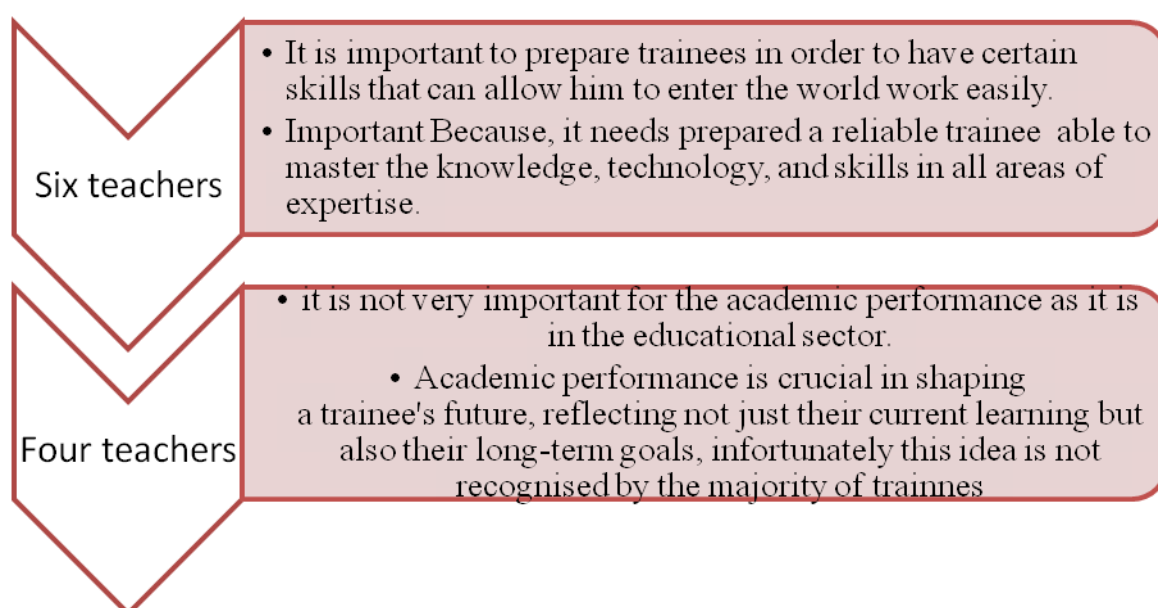


Figure 2.9: Motivation of Teachers in the English Session

To know the importance of motivation in learning English , participants are asked about the importance of motivation in learning English and to explain it's effect in trainees 'academic performance .

All participants agree on the crucial role of motivation in learning English.

Whereas for the second part of the question, they have different point of view that will be exposed as follows:

**Figure 2.9 Trainees Academic Performance And Motivation**

The purpose of the forth question is to probe the teachers' view about their motivation. Answers turned around external and internal factors affecting teachers' motivation. The main idea of the answers is:" Many factors affect a teacher's motivation during the learning process; these include money, professional development, progression and promotion opportunities, workplace environment, and sense of autonomy".

Concerning the fifth question, it is designed to know the teachers' level of motivation and how to maintain it high throughout the course. Through the answers obtained, every teacher tries to do his/her best in maintaining high level of motivation by creating a suitable learning atmosphere for trainees. The answers obtained are as follows:

- Dealing with individual trainees' needs interests, abilities, and problems with a great care.
- Using effective teaching methods, depending on the course nature.
- Giving trainees emotional support all the time and avoiding negative observations.
- To cheer communicating skills with me as well between trainees themselves
- Try to form small groups in which any member may propose topics even if it is out of lesson subject.
- To provide trainees with the basic technical vocabulary they need in their field of study, so to be so excited and motivated to learn.
- To enable trainees to express themselves clearly when they talk about topics related to their field of study, and to share their personal experience with their colleges.
- To boost trainees to find new ways to complete tasks or reworking their processes.

As for question six, it required vocational English teachers to provide their own views on the meaning of the concept of 'large class' and difficulties resulted from it. Half of the participants' 50% thoughts of a "large class" as a class where the number of learners is higher than the normal level, which means more than 25 trainees , followed by (20%) respondents who conceptualized a large class as a class with a wide range of abilities and personalities. However, few respondents (10%) defined a large class as a class that has a number of trainees who take the efforts of the teacher. In addition to (10%) see a large class as a class that adds more stress to the teacher due to the noise level that may cause the teacher to lose control. The final (10%) said a large class is a class that offers a learning space with greater trainee's diversity. The following figure shows the results in details.

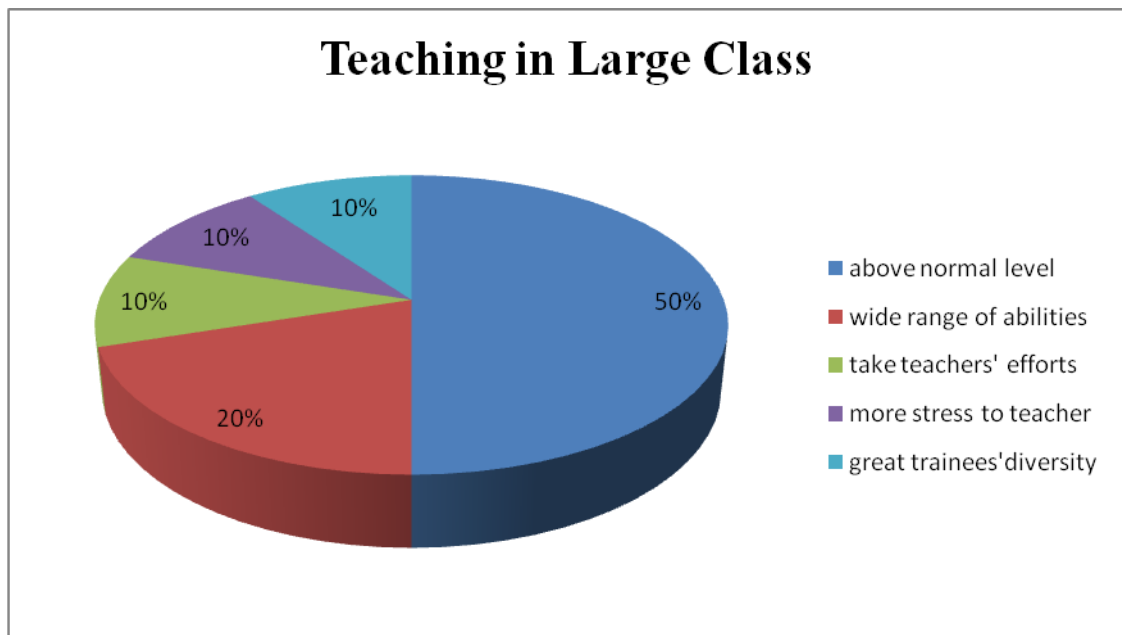


Figure 2.10 Teachers `Difficulties in Teaching Large Class

For question 7, its objective is to get teachers' personal experience in keeping learners' motivated at the course as long as possible. Teachers' answers differ according to their personal experience that varies from 4years to 21 years experience. The given strategies are:

- Give the opportunity to learners' to reflect their personal interests, values and goals
- Do not give importance to the notion of success/ failure, encourage them to learn and keep knowledge for personal use.
- Try to find out lessons and activities that fulfil learners needs and interest even if it does not exist in the academic programme.
- Make the learners' feel they are valued group members, and enhance their sense of belonging.
- Provide plenty of opportunities for positive interactions with and among learners.
- Teachers need to show support and concern for all learners and be interested in their ideas and experiences, as well as what they produce in class.

- Raise the level of emotional and social support that learners perceive.
- Teachers have to give well-chosen texts and resources, as well as activities that engender learners' curiosity through provocative questioning or generating suspense.
- Use modern pedagogical aids as data show, records, online activities, intellectual completion...ect

The objective of question 8, is to know to what extent teachers are persistent and engaged to keep learners' motivated, when teaching English. All participants agree on the idea that trainee's motivation is influenced by both external and internal factors that are why, teachers have to do everything to attract learners 'attention during the course, thus they give a variety of ideas according to their personal experience such as:

- Be positive all the time, smile and from time to time say funny things.
- Discover what they like, take a deep interest in them and show your care.
- Be concrete by bringing real objects rather than abstract.
- Get them involved. Learning by doing is very powerful for learners.
- Encourage learning by trying something and making mistakes.
- Put them in pairs or groups to work to improve competition between them.
- Reward them for good work rather than to punish.

The aim from asking question 9 is to seek the teachers 'opinion about the challenges that they face when teaching English. In fact all participants affirm that there are many factors that affect the learning process, these include:

- Disturbed environment of the class
- Limited teaching resources
- A large number of learners in the class (difficult to manage, noisy and crowded trainees)
- Wrong syllabus
- Limited time for lectures (one hour for the English lecture)

- Learners hijack lessons by doing other activities which defeat the learning process.
- Using other languages (mother language) in the classroom
- Learners bored and not interested in learning English
- Learners depend on the teacher completely without making any effort
- Difficult to manage the class, mainly for the novice teachers at vocational training.

The question 10 sought to know the teachers' ways to improve teaching skills and realising positive results. The suggested resources that teachers prefer using at vocational training are the following:

- Visualisation: the use of photos, videos, records...ect. (everything that develop learners' imagination).
- The use of technology: modern pedagogical aids as data show, presentation with PowerPoint, over head projector even colored chalk and markers can enhance the presentation.
- Tactile aids: the use of tactile aids makes learning exciting by letting learners' explore with their sense of touch.
- Interactive aids: It can be educational apps, quizzes or fun games that challenge the learners' minds.

All interviewed teachers assume that Each type of teaching aids and resource has its superpower in making learning exciting and effective.

The ten teachers suggested some ideas when answering question 11 to ensure effective teaching and learning courses, here are what they thought appropriate for vocational training learners:

- ✓ To rise the understanding of the importance of English at vocational schools.
- ✓ To provide a good physical environment and personal comfort for both teacher and learner.
- ✓ To review the time allocation for the English session.
- ✓ The availability of syllabus for each field.

- ✓ To equip centers and institutes with modern audio visual and laboratory equipments.
- ✓ Identifying the necessary skills that learners need for their course using the multiple-intelligences approach.
- ✓ Provide learners with helpful feedback on their progress.
- ✓ Extend learners' knowledge.

2.6 Data Interpretation and Discussion

After the analysis of the results yielded from the two research instruments namely; the trainees' questionnaire and the teachers' interview, it is necessary to discuss and interpret the main results. The finding of this current research is based on the participants' views and experiences. In the light of the vocational trainee's answers, it is necessary to interpret the main results obtained in the trainees' questionnaire. According to The results obtained trainees did not show high level of motivation in learning English language , Since the majority of them reveal their fear toward some difficulties as; understanding , spelling, writing , speaking..ect. In addition the ten teachers assert that the majority of the trainees lack confidence and have low self esteem , they are not interested at the course, even they did not know how to manage their learning time.

Thus, the suggested hypotheses arguing that the key factors influencing motivation in trainees' learning technical English are lack of interest, time management, low self esteem and lack of confidence is confirmed. The qualitative data in this study comprises teachers interview and open-ended items in the questionnaire. From the highlighted data and after analysing the teachers 'suggestions for Creating a supportive environment as using visual aids and interactive learning tools to enhance comprehension, encouraging peer-to-peer interaction for collaborative learning and language practice, maintaining clear and simplified language instructions and to offer regular feedback and personalized support, it is clear that the teacher has a unique position in classroom environment. As the findings indicate the teacher plays a crucial role in motivation. He has the key role in learners' motivation. Therefore, the second

hypothesis arguing that the vocational training teachers play the role of motivators during teaching technical English is fully confirmed.

2.7. Recommendations and Suggestions

The present study can be considered as a starting point for further research about trainees' motivation in learning English at the vocational training centers and institutes. According to Brophy (2010), some characteristics that increase learners' motivation to learn include "providing opportunities to learn" where teachers emphasize parallels and distinctions between new information and past knowledge (p. 212). Teachers should persuade their trainees' that learning the language is a good and important way for their future job mainly at the vocational training sector where their first objective is to get a diploma and seek for a job. Furthermore, teachers should occasionally allow trainees to express their feelings without having to check the laws of the language. Thus, based on the result of this study, we have several recommendations for future teachers and learners.

Firstly, we suggest teachers to promote trainees' motivation to learn technical English and also to increase learners' awareness about their motivation type as their reasons for learning. Next, teachers of English should improve themselves by reading and applying modern methods. They have to be innovative, creative, energetic, friendly, helpful. Moreover, positive energy of English teacher has direct effect on learners' motivation. It is clear now that teacher-centred learning is no longer valid in language teaching; the more learners' are involved in the activities, the more they are willing to learn English. Furthermore, teachers should give importance to communicative purpose and usefulness of the task in the English course. Finally, the most important of all is that an English teacher must have good personal trait, as being peaceful, understanding, joyful, humanist person so that motivation and learning can occur. If not all other factors; field knowledge, techniques, methodswill not mean anything.

2.8 Conclusion

This chapter is a case study in which a questionnaire and an interview are used as a research tool to collect and analyze data. It aims at raising some pedagogical implications and provides some suggestions and recommendations that would, hopefully, contribute to the implementation of effective teaching of technical English courses at vocational education and find out effective solutions to improve the learning process.

GENERAL CONCLUSION

General Conclusion

Trainees' knowledge of English is a very important advantage and a helpful skill for communication; although English is the international language; that can be beneficial to enter the world work market, improving motivation in learning English at vocational education is one of the main factors affecting the teaching and learning process. Vocational education plays a crucial role in the era of the economic development today, It is expected to fill the needs of business and industry, since it focuses on career preparation, So, trainees will become skilled in the market after graduating and easily connected to the world using the English language.

This study aimed to explore the importance of motivation when teaching English in vocational training centers, looking at the strategies that may improve a successful learning environment and developing trainees' competencies. It was conducted to investigate the degree of motivation of 49 vocational trainees from two sections at CFPA Tlemcen 02. The participants were from TS base de donnee and T exploitant. The research methodology was a mixed design with both quantitative and qualitative methods. The instruments used in the study were a questionnaire for trainees and an interview for English teachers.

This dissertation is designed to reach the major objectives of the study stated at the onset of this research, notably, to improve the motivation level of vocational trainees in learning English and the second one is to altivate the difficulties and challenges faced by vocational teachers in their English classroom. It suggests solutions to vocational teachers and trainees to achieve positive results.

Two chapters were used in this work, the first chapter dealt with the theoretical definition about motivation in learning English in vocational education, the second

chapter is a practice focused on data analyses, main finding of the research and suggestion of the work.

The analysis of the trainees' questionnaire shows that trainees consider perceptive skills most difficult and this leads to a low self-confidence during the limited time of their English courses which is away from their needs. Besides, from teachers' interview, it was claimed that the teacher is the key role in learners' motivation, they should improve themselves first. Teachers inculcate the importance of learning a language on their future job and future life improving learners' motivation to apply visual aids in English courses, language games, quizzes, audiovisual methods ,well-chosen texts and resources, as well as activities that engender learners' curiosity, using adequate syllabus that achieve trainees expectation.

For further research, and based on the limitations of the present study, the same research in a wider population and sample will bring better results because other levels and different sections of vocational centers will have different visions. Ultimately, a question might be asked is how can vocational education be improved without a unified syllabus? Such a question needs a concrete answer and still requires much more research to look for it.

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APPENDICES

APPENDIX N°01 : Trainees' Questionnaire:

Dear Participants,

This questionnaire is designed to vocational trainees to explore the degree of motivation in learning English for the TS trainees of computer sciences (option; base de donnee) and T exploitant. Your responses will be for research purposes and will be helpful in realising this research work.

Thank you for your cooperation.

Instruction: please put a check mark in the space provided for each of the following items.

Part One: Trainees' Profile

Gender: Male ☐ Female ☐

Age.....

Speciality :

Number of yours learning English:.....

Your secondary school stream:.....

Part Two: Trainees Motivation

1. How often you find yourself motivated during the English class session?

Always ☐

Sometimes ☐

Never ☐

2. How confident you are in your ability to stay motivated and focused during an English course?

Very confident ☐

Confident ☐

Not confident ☐

3. What are the external factors that influence your motivation?

Support from your teachers ☐

Support from your friends ☐

Your willingness to success in this course ☐

4. How do you motivate yourself?

.....

Part Three: Difficulties Faced

N	Difficulties	Yes	often	sometimes	no
Understanding					
1	Difficulty understanding when reading technical document in English				
2	Difficulty understanding when listening, teacher's explanation in English				
3	Difficulty interpreting and filling out forms.				
4	Difficulty understanding abstract ideas.				
Memory					
5)	Difficulty remembering information from listening, to the teacher's explanation				
6)	Difficulty remembering information from reading, technical documents; texts, articles.				
7)	Difficulty remembering names of materials, tools, instruments ect... in english				
Language usage					
8)	Meaning is sometimes vague when teacher is				

	speaking.				
9)	Difficulty summarising or making a point, i.e. tends to go round the subject.				
10)	Struggles when describing and explaining things in detail, e.g. schema or material function.				
Concentration					
13)	Short attention span on tasks.				
14)	Can you concentrate on more than one thing at a time, e.g. Write and listen at the same time.				
15)	Day dreams, or mental imagination during lectures				
Organisation					
16)	You feel disorganized and messy.				
17)	Difficulty planning, particularly when implementing an idea.				
18)	Difficulty to determine the order of constituents.				
19)	Difficulty following and applying instructions.				
Time					
20)	The optimum length of a lecture is not enough.				
21)	Struggles to finish classroom activities on time and is frequently late.				
22)	Does the factor of time hinder your learning process?				
Self esteem					
23)	Do you feel worthless when teachers don't appreciate your level of language?				
24)	Are you satisfied with the way you are performing?				
25)	Do you give up when doing a mistake?				

Part four: Challenges Faced

1) What do you do if you do not understand the lesson?

Ask teachers' help ☐

Personal efforts ☐

Others.....

2) Do you prefer that your teacher explains in English or French or Arabic?

Arabic ☐

English ☐

French ☐

3) What do you find most challenging about learning English?

Understanding ☐

Listening and speaking ☐

Spelling ☐

4. What are your suggestions to improve the level of motivation at vocational training education? Propose solutions to overcome the mentioned difficulties and challenges

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.....

.....Thank you

APPENDICE N°02 : Teachers' Interview

Dear Teachers,

This interview is for the purpose of a study to shed the light on the challenges that vocational training teachers face in teaching technical English, thus, you are kindly asked to answer the following questions.

Section One:

Gender:	Male		Female		
Teaching grade:	PSEP1		PSEP2		CIP
Institution:	CFPA		IFP		

Teaching experience:.....

Section Two:

1. How motivated are your trainees in your English session?

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2. How often do you find yourself motivating and encouraging your trainees?

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3. What do you think about the importance of motivation in learning English? Is it important in trainees academic performance? Explain

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4. Would you describe yourself as a highly motivating teacher?

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5. What are your efforts in maintaining a high level of motivation in your course?

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6. What are your difficulties when teaching in a large class?

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7. Can you share any strategies or experiences for helping your learners maintain high motivation?

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8. How do you create a supportive, motivating atmosphere when teaching English?

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9. What are the challenges you face in teaching English?

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10.What resources or professional opportunities do you find most helpful in improving your teaching and achieving positive results?

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11.What are your suggestions for a better teaching / learning environment in vocational centers?

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Thank you for your cooperation

Abstract

The present work sheds light on the theoretical and practical principles about how to improve motivation in teaching and learning English at vocational training centers, the case of vocational center (CFPA) Tlemcen 02. More precisely, it seeks to investigate motivation in English classrooms in relation to vocational education and suggests some solutions and strategies on how to alleviate challenges and difficulties that are perceived by vocational teachers to reach success in teaching process. Ultimately a number of solutions are suggested to overcome the cited problems.

Key-words: ...motivation , English classrooms , vocational training

Résumé

Le présent travail met en lumière les principes théoriques et pratiques sur la façon d'améliorer la motivation dans l'enseignement et l'apprentissage de l'anglais dans les centres de formation professionnelle, le cas du Centre de formation professionnelle et d'apprentissage (CFPA) Tlemcen 02. Plus précisément, il cherche à enquêter sur la motivation en classes d'anglais en relation avec l'enseignement professionnel et suggère des solutions et des stratégies sur la façon d'atténuer les défis et les difficultés perçus par les enseignants de la formation professionnelle pour réussir dans le processus d'enseignement. A la fin, certain solutions sont proposées pour surmonter les problèmes évoqués.

Mots-clés : motivation, apprentissage de l'anglais, formation professionnelle

ملخص

يسلط هذا العمل الضوء على المبادئ النظرية والعملية حول كيفية تحسين الجانب التحفيزي في تدريس وتعلم اللغة الإنجليزية بمراكز التكوين والمهني دراسة حالة :مركز التكوين و التعليم المهني (CFPA) تلمسان 02.

علي وجه الخصوص يسعى هذا العمل إلى دراسة الجانب التحفيزي للغة الإنجليزية في الفصول الدراسية وعلاقتها بالتعليم المهني واقتراح بعض الحلول والاستراتيجيات حول كيفية التخفيف من التحديات والصعوبات التي يواجهها المعلمون المهنيون للوصول إلى النجاح في العملية التعليمية. في النهاية تم اقتراح عدد من الحلول للتغلب على المشاكل المذكورة.

الكلمات المفتاحية: الجانب التحفيزي , اللغة الإنجليزية , مراكز التكوين والمهني