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**Investigating the Use of Effective Teaching Methods
and Techniques to Improve EFL Learners'
Motivation. Case of Study: Ali Debbouz Secondary
School- Guerrara**

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Dedication

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

*To my father **Lakhdar** and sympathetic and thoughtful mother **Mira** whose love always
strengthens my will*

*To my brothers: **Issam, Chouaib, Khelil, and Achraf** and their wives: **Chérifa** and
Selma for their encouragement and support.*

*To my sister **Fatna**, in particular, for her precious help and guidance throughout this
project.*

*Of course, to our treasure: **Youcef, Tasnim** and **Badis**.*

*To all my friends, especially my beloved **Nassima Moussaoui**, the sweet **Manel
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Abstract

This research aimed to describe the influence of using effective teaching method in EFL classes at secondary schools. This research has been conducted under a descriptive-analytical method. The sample of this research was forty students and six teachers from Ali Debbouz secondary school, Guerrara town, Ghardaia, 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 five effective teaching methods that are teacher and learner-centered methods, task and content-based instructions, and participatory methods. 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

List of abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

SLA: second language acquisition

CLT: communicative language teaching

TPR: total physical response

TBLT: task-based language teaching

TBI: task-based instructions

CBI: content-based instruction

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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)

Introduction

It is always a fact that teaching is an art because it involves emotions. Teaching and learning are as old as history itself; turn the pages of history and you will find the pages are full of eminent personalities who were teachers. Educators play varied and focal roles in the classroom, being the vital figure in education.

Effective teaching is concerned with learners as persons and with their general development. Effective teachers with effective classes have demonstrated that they may improve their students' motivation and enable them to accomplish their intended learning goals. It is very essential that teachers need to understand the need to be motivated in doing their work very well, also to motivate learners in the classroom. When students are motivated, learning will easily take place. However, motivating students to learn in general, and learn English in particular, requires a very challenging role on the part of teachers. Furthermore, it entails a variety of teaching methods to capture student's interests, No one size fits all, "effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place" (Erickson, 1978, p.3).

Statement of the Purpose

The main aim of the study is to find out the effective teaching methods that should be used by teachers in secondary schools. In addition, it aims at investigating the impact of these methods on learner's success and motivation. It is assumed that this study may help teachers to find out the obstacles and problems related to the lack of motivation and when

they recognize the key, they might be capable to reach their goals. Besides, it seeks to analyze critically the effectiveness of using different teaching methods in teaching EFL at secondary schools to improve student's motivation through the perceptions of both teachers and students, from one of the public schools in Algeria.

Statement of Problem

The study sheds light on the effectiveness of using and being eclectic in the use of teaching methods and in the context of English as a foreign language (Henceforth EFL) teaching at secondary schools, by engaging students and teachers from different levels.

Although the literature has offered pedagogical techniques to work with secondary school students, few researchers have used techniques and the best choice of teaching methods to work with young-aged children. There are many pedagogical methods available for teachers working in high schools and universities but fewer for elementary and secondary schools teachers. On the other hand, the strength of the factors that motivate students varies from a level to another. Therefore, it is important to know whether the use of effective teaching methods is one of these factors, and if this motivation will affect the learning process in Algerian secondary schools. This study addresses the problem of the lack of understanding the experiences of secondary school's teachers regarding success in using the effective teaching methods when working with young students and advanced levels in the purpose of motivating them to learn EFL/ESL.

Significance of the Study

Nowadays, learning English becomes very important as it is highly considered as a tool of progress during this era of globalization. This makes learning English become

indispensable for work, socialization and entertainment. Currently, teaching English gets a part of the curriculum used in all schools throughout the country because Algeria, as many countries all over the world, is willing to spread the use of English in many occupations and introduce it to the educational system.

Presently, English is learnt by thousands of people around the world, either in public schools or private ones, or by themselves. They learn English for different objectives and goals. EFL learners may display less or no progress. Beside this, they may encounter some factors that influence their achievement in learning English and that make them produce different learning outcomes. Some of them progress rapidly in learning whereas others need some motivation. Motivation is essential in learning foreign language. In addition, " without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement" (Dornyei, 2005, p. 65).

The classroom is a dynamic environment that gathers students from different backgrounds with various abilities and personalities. The most successful technique to enhance students' learning goals in all classroom activities is through improving motivation, which occurs via the teaching quality that is defined by teachers' abilities. As EFL teachers there is no "one size fits all" solution, there is a range of effective teaching methods, which are discussed into this research. Thus, based on this study questions and hypotheses, this research paper is intended to investigate the influence of using these methods throughout EFL classes on students' outcomes. Furthermore, to know students' perceptions of their EFL teachers performance and teaching style. Likewise, this study outlines the types of these methods to highlight the importance of being aware, as teacher, of the right choice and use. The findings of this investigation are expected to provide a theoretical and practical addition to teaching English as a foreign language in Algerian secondary schools.

Research Questions and Hypotheses

The present work attempts to answer the following questions:

- ✓ What effective teaching methods can secondary school teachers employ in their teaching to achieve successful learning?
- ✓ How can we achieve effectiveness in teaching EFL in secondary school in Algeria?
- ✓ How does teacher's choice of methods affect student's motivation in EFL learning?

In the light of these research questions, the present study suggests the following hypotheses:

- ✓ Algerian students may encounter various obstacles and problems while learning English.
- ✓ Using effective teaching methods may help EFL teachers and students reach their goals.
- ✓ 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.

Research Approach and Data Collection Tool

This study was carried out at a public secondary school in Guerrara town, a province of Ghardaia. The data was collected using a questionnaire administrated to 40 students from different secondary school levels, and a second questionnaire was delivered to 06 teachers. The student's questionnaire served to investigate their perceptions and impressions about the teaching process and what motivates them to learn EFL. In addition, the impact of applying different teaching methods 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 of effective teaching

methods while teaching EFL and the results they obtained in their classrooms.

Dissertation Structure

This dissertation is composed of two main chapters. The first chapter provides an overview of English language teaching and learning and its importance. Besides, it presents the concept of teaching methods; it discusses the definitions, the historical overview, and types of these methods. Finally, it deals with the most important part of our research, which is the role of motivation in EFL learning.

The second chapter is divided into two part. 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 in secondary schools with some recommendations that may help them to achieve their teaching goals.

Chapter One: Literature Review

Introduction

Teaching has always been a noble profession. Good teaching is also the backbone of any school or institution. A school, which provides efficient and good teaching, makes it pioneer in its education. Nowadays, English has become an indispensable tool for global communication. In recent years, the need for EFL education in schools has become a priority in consequence of the prominence of English as the lingua franca of business, tourism, and academia. However, in Algeria, we still face some obstacles and problems regarding teaching and learning EFL/ESL especially at schools. This chapter aims to provide, firstly, the importance of teaching and learning English. Then, a historical overview of EFL teaching methods. In addition, this section provides definition of effective teaching methods as well as their types. Finally, it deals with the role of motivation in EFL learning.

1.1 The Importance of Teaching and Learning English

It is obvious that many people have different mother tongues such as Chinese, Spanish, Arabic ...etc. but realistically English is the language of choice throughout the world. Today, it has become an international language due to being the language of trade, communication, science, and major international media. So, is it really worth putting all that time, effort, and energy into teaching and learning English? Well, let us consider how speaking and mastering English might influence our lives:

- English opens new career opportunities:

Because English is the main business language, it has nearly become a need for people to know English if they want to work in global workforce. Cross-border business communication is most often conducted in English. According to research from around the world, and many international companies, including Airbus, Daimler-Chrysler, Fast Retailing, Nokia, Renault, Samsung, SAP, Technicolor, and Microsoft, have made English

their official corporate language. As a result, the significance of learning English in the international marketplace cannot be understated, and one day we may obtain a dream job.

- We can easily travel anywhere in the world:

Because English is spoken as a first or second language in so many different nations, knowing how to speak it makes travelling easier. It is usually simple to locate English speakers as well as written material in English, particularly in hotels and tourist locations. Most hotels have at least one person that speaks English, making it easier for customers to acquire what they need and spend their money. Furthermore, we will discover that some of our finest encounters will be with individuals on the street attempting to sell us something and people in general; in short, English will bridge the communication gap on our travels and make travelling a delight.

- English gives us wider access to knowledge:

Many universities and schools throughout the world are offering a growing number of English-only courses; the English language provides students with access to information and researches. Because many of the greatest academic publications are published in English, students and academics must have good reading and writing skills in order to comprehend and benefit from them. In addition, in order to get sufficient attention, commentary, and criticism for a publication or a research study, it should be published in English too. Moreover, English will be a necessity to benefit from number of study opportunities and courses abroad.

- Speaking English gives us access to a world of entertainment:

Many of the world's finest films, books, and music published and produced in English, so learning English will provides us with wealth of entertainment as well as a better cultural understanding. If we speak English, we will not have to depend on translations or subtitles to enjoy our favorite books, songs, movies, and television shows. Watching films

and TV shows in English language is also a terrific and enjoyable method to learn the language.

To sum up, we can say that English is incredibly important for a whole range of reasons. So, each one should take the time to have fun learning English even if by listening to music, watching a movie, challenging ourselves to games in English. There are so many opportunities to learn English while having fun. There is no excuse not to enjoy ourselves even if we have to learn grammar.

1.2 A Historical Overview of EFL Teaching Methods

Language teaching was established as a profession in the 20th century ever since several methods proposed and one tried to be more effective and theoretically sound. Various teaching methods originated and evolved throughout history.

Before the 20th century, a key influence in language teaching was that of Johann Comenius, a Czech scholar, and teacher who published books on teaching in the 17th century. Comenius focused on the spiritual development of children and he claimed that the way they learned was through association to the world around them (Kelly, 1969; Howah, 1984; Richards and Rodgers, 2001, p.4). Comenius was the first to introduce an inductive approach to language teaching, in which the goal was to teach students to use the language rather than teach them with rules and analysis of the language. He used imitation instead of rules, claiming that students should repeat after the teacher, he also encouraged language teaching through pictures and the practice of reading and speaking.

However, by the beginning of the 19th century, the systematic study of the grammar of classical Latin and classical texts had once again taken over in schools and universities in Europe. The 19th century was characterized by the so-called grammar translation approach, which explicitly focused on studying grammar and translating texts to learn to read literature. This followed by attempts to make language learning more naturalistic, more similar to the

ways children learn their languages.

The direct method established in the late 19th century. Other techniques, such as situational language teaching, emerged in an effort to provide a more scientific foundation for language learning, such as teaching exclusively in foreign language with an emphasis on speaking and listening. Despite the fact that the audio-lingual approach was introduced in the 1950s, which was based on psychological theories of behaviorism, people's behavior is determined by a pattern of stimulus, response and feedback, and learning a language entailed utilizing the language communicatively to create new habits and eliminate old habits from the first language. Audiolingualism classes focused on exercises in which students recited the same target language elements repeatedly; this was in keeping with behaviorism since it involved a stimulus delivered by the instructor or a tape, a reaction provided by the student, and feedback offered by the teacher once again.

In the 1970s and 1980s the communicative language teaching (CLT) emerged as a method, this was due to the emergence of cognitive psychology, which claimed that language learning involved active mental processes and conscious learning and not merely breaking bad habits. CLT is an influential teaching method to this day, it started as a reaction to grammar-oriented approaches focusing on accuracy and it argued that the goal of language teaching is communication, which is achieved by actually communicating in the target language in class.

Total physical response (TPR) was another approach that emerged in the 1970s. The teacher gives commands to the students using body movements in TPR, and the students reply by duplicating these gestures. Humanistic language teaching originated as a new approach to language instruction in the 1970s. It founded on the premise that learning a language should encompass the entire social and emotional human being, not simply the mind.

Between the 1970s and 1980s, three main concepts connected with humanism: the silent way, suggestopedia, and community language learning.

More recently, teaching methods that have become more and more popular are content-based language teaching methods (TBLT) which have strong connections to theories of SLA. The latter is the process of learning a second language as well as these theories are broken into five hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the effective filter hypothesis; that create a framework for teaching a second language. Task-based method depended on the idea that students can learn language by doing tasks.

Finally, numerous teaching methods suggested by linguists in their search for the best and most efficient methods to teach EFL had a long history in 20th century, which is distinguished by the rise and fall of various teaching methods.

1.3 Definition of Effective Teaching Methods

For many years, the term teaching methods has gotten a lot of attention, and numerous studies and researches were conducted in order to find the best methods for effective language teaching. A teaching method can be defined as follows:

“A teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students” (Liu and Shi, 2007; Westwood, 2008, p.5)

“..An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which based upon the selected approach. An approach is axiomatic, a method is procedural” (Anthony, 1963; Richards and Rodgers, 2001, p. 19)

In other terms, “... a method is theoretically related to an approach, practically realized in procedure” (Richards and Rodgers, 2001, p.20)

Teachers are not all the same, and every teacher with classroom experience will tell

you that his or her teaching approaches are distinct. The term “teaching methods” refers to the fundamental ideas, pedagogy and classroom management practices used to assist student learn what they desire to learn. These are determined by the topic content and learner’s personality. An effective teaching method involves students in the learning process and stimulates critical thinking. Traditional teaching methods evolved because of the emergence of individualized education, requiring teachers to adapt their approaches to meet the needs of their students.

1.4 Types of Effective Teaching Methods

Second and foreign language learning has been influenced by different and distinct educational approaches, each of which has sought to create more effective and efficient ways of teaching languages. Teacher-centered method, learner-centered method, content-based method, task-based method, and participatory method are the five major categories of effective teaching methods.

1.4.1 Teacher-Centered Method

Bearing the traditional or conventional in mind, the teacher takes on the usual position of classroom lecturer, providing information to students who are supposed to acquire the knowledge that is delivered, passively.

Teacher-centered method characterized by the following;

- * The focus is on the instructor (teacher).
- * The teacher lectures, students listen.
- * The teacher evaluates the student’s learning.
- * The classroom is silent.

The advantages and disadvantages of this method are summed up in the table below:

Advantages	Disadvantages
------------	---------------

-students learn communication and collaborative skills through group work.	-classroom can be noisy or chaotic because students are talking.
-Students learn to direct their own learning, ask questions and complete tasks independently.	-teachers must try to manage all student activities at once, which can be difficult when students are working on different stages of the same project.
-Students are more interested in learning activities when they can interact with each other and participate actively.	-some students may miss important data, because the teacher does not always provide instructions to all students at once.
	-some students prefer to work alone, so group work can be problematic.

Table 1 : Advantages and Disadvantages of Teacher-Centered Method.

1.4.2 Learner-Centered Method

Learner-centered method has received so much attention in education. This teaching method employs a variety of strategies and concepts to make learning more dynamic and interesting. It is the shift from a teaching-centered to a learning-centered approach.

The teacher remains the authority figure in the classroom, but functions more as a coach or facilitator and students take a more active and collaborative role in their own learning. This, however, does not imply that students have complete authority and freedom over their learning; “when kids are ready, it is best to let them determine what and how they will study” (Nunan, 2013, p. 15)

Teacher-centered method characterized by the following;

- * The focus is on both the students and the teacher.
- * Students interact with the teacher and each other.

* Students speak without constant supervision of the teacher; he/she provides feedback/correction when questions arise.

* Students evaluate their own learning; teacher also evaluates.

* The classroom is usually noisy and busy.

The advantages and disadvantages of this method are summed up in the table below:

Advantages	Disadvantages
-students learn communication and collaborative skills through group work.	-classroom can be noisy or chaotic because students are talking.
-Students learn to direct their own learning, ask questions and complete tasks independently.	-teachers must try to manage all student activities at once, which can be difficult when students are working on different stages of the same project.
-Students are more interested in learning activities when they can interact with each other and participate actively.	-some students may miss important data, because the teacher does not always provide instructions to all students at once.
	-some students prefer to work alone, so group work can be problematic.

Table 2: Advantages and Disadvantages of Learner-Centered Method.

1.4.3 Content-Based Instruction Method

The term content refers to the knowledge or the topic that we learn or express using language. It must be the framework, which connects the lesson and activity together.

Content-based teaching starts from deciding the content, and other kinds of decisions concerning grammar, skills, function...; made later.

Therefore, content-based instruction is a method that combines language and subject

matter instruction in the target language. It has been defined as “the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught” (Krahnke, 1987, p.65). In content-based instruction, communication occurs when the different dimensions of the communication competence linked together to the content. This teaching method is more than just a language curriculum; it combines language learning with the study of other disciplines. The content might focused on a topic of interest to the learners. It is the driving force of classroom activities.

Content Based Instruction (CBI), like cooperative learning, is not a novel concept in the language teaching landscape. St. Augustine was an early proponent of language teaching via an emphasis on meaningful content throughout the middle ages. Despite its benefits, CBI acknowledged limitations, as well as the possibility of complications while employing this method in teaching, it is now regarded as “one of the most promising present and future trends in language teaching and learning” (Madrid Fernandez and Garcia Sanchez, 2001, p.129). In addition, “we should expect to see CBI remains as one of the major curricular approaches in language instruction” (Richard and Rodgers, 2001, p.220).

1.4.3.1 Strategies to Use Content-Based Instruction Method

- ✓ As the framework for a unit of work

The first thing is to identify key topics of the content the instructor chooses. CBI can used in conjunction with any type of curriculum. Then, activities such as reading, oral production or writing reports may developed out of the themes.

- ✓ As the guiding principle for an entire course

It is more common to find books in which the content is just designed to practice the four skills. Some universities have English courses that are designed based on a list of topics

related to culture, lifestyle...etc.

- ✓ As the courses that prepares students for mainstreaming

In CBI, topics are decided to fulfill multiculturalism, sports, drugs, and other aspects. It can be used for immigrant children in English-speaking countries, in terms of intensive courses to prepare them for regular scholar content.

- ✓ As the rationale for the use of English as a medium for teaching some school subjects

It can be implemented at any level of the educational system by teaching some scholar subjects entirely in English.

- ✓ Immersive education

This is the way when the entire curriculum is taught in a foreign language.

1.4.3.2 Practical Limitations with the CBI Method

The dissatisfaction with content-based instruction method stems from the question, how to assess the learners? By considering that they may master the content but not develop accuracy in the language. As well as, teachers may not have the necessary subject matter expertise.

1.4.4 Task-Based Instruction Method

In task-based instruction (TBI), tasks are employed throughout this method to emphasize the importance of the target language because its use is required to complete the tasks. It is characterized by the fact that tasks are something that learners can do with their existing language resources; it involves focus on meaning, and the language acquisition occurs as learners do the task.

With TBI, language learning will arise from the creation of the appropriate types of instructional processes in the classroom, and the best method to produce them is using carefully planned instructional assignments. Grammar and other aspects of communicative competence can be acquired because of engaging students in interactive exercises. Here, tasks

are the primary unit to be used both in planning and in classroom teaching.

1.4.4.1 Types of Tasks

* Pedagogical task, which designed specifically for classroom purposes. Tasks require the use of specific language. It can be individual, in pairs, or teams.

* Real world tasks which reflect the real world use of the language, they can be role-plays.

On the other hand, Willis (1996) proposes six types of tasks as the basis for TBI:

- Listing task: list things according to something.
- Sorting and ordering: list the most important characteristics.
- Comparing: students compare ads for two different supermarkets.
- Problem solving: students read a problem and suggest a solution.
- Sharing personal experience: students discuss upon some experiences.
- Creative tasks: tasks that require a creative thinking.

1.4.4.2 Strategies of Application of the Task-Based Instruction Method

- ✓ As a sole framework for course planning and delivering

TBI can used to replace some other approaches for short periods.

- ✓ As a component of a course

TBI can used to develop general communication skills; here, tasks used as projects.

- ✓ As a technique

Teachers can use tasks from time to time and not as a long period, using them just as techniques to apply usually.

1.4.4.3 Practical Limitations with TBI Method

* Tasks may work to develop fluency but not accuracy.

* Tasks may address classroom processes rather than learning outcomes.

* TBI may be too ambiguous to be used as an approach.

1.4.5 Participatory Method

Participatory method attempts to utilize language learning to solve social concerns that student confront on a daily basis. “This approach originally began in the 1960s with the work of Paulo Freire, but it did not emerge to the field of language teaching until the 1980s” (Larsen and Freeman, 2000, p.150). In terms of the content to be taught, this method is equivalent to the content-based instruction. “The information should be meaningful to students, and all activities and tasks must be tied to that content.... Information should be centered on topics and issues that are relevant to student’s everyday lives” (Larsen-Freeman, 2000, pp.49-50).

Moreover, the activities used in participatory method considered as learner-centered method since they stress how students examine and understand the ideas that the instructor is teaching them (Abandor et al, 2014, p.6).

1.4.5.1 Values of Participatory Method

* The teacher listens to patterns that students proposed them; it would give content for future classes. Therefore, what happens in the classroom should linked to what happens outside that is relevant to them.

* Education is most effective when it is experience-centered and relevant to student’s genuine needs.

* An emphasis on linguistic form occurs within a focus on content.

* The curriculum is not a present product, but rather the result of a continuous context-specific problem-solving process.

* Students can produce their own resources, which can used as texts for other students.

* When knowledge is co-constructed, it becomes a tool for helping students discover their voices, and by finding them, students may act in the world

(Larsen and Freeman, 2000, pp.154-155).

1.5 The Role of Motivation in EFL Learning

Motivation is the psychological quality that leads people to achieve goals by combining the desire with the energy to work towards those goals.

The word “motivation” evokes thoughts of a goal, effort, desire, energy, active involvement and persistence. In addition, it is defined as the reasons why we are doing something, or the level of desire we have to do something. Motivation plays an important role in the foreign or second language learning process because it provides the first push to initiate a successful language learning process.

As for teachers, they often forget that learning activities are filtered through student’s motivation. Without student’s motivation, there is no pulse; there is no active learning. The issue of motivation is an important and crucial factor, particularly in EFL settings. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our student (Anjomshoa, Sadighi, and Branch, 2015, p.126).

1.5.1 Types of Motivation

Motivation can be defined into two main types

1.5.1.1 Intrinsic Motivation

The learners’ own action is his/her own reward. Obviously, it is doing something for the sake of doing it instead of because the learner wants such external benefit or pressure.

An example of intrinsic motivation would be –reading a book- because the reader enjoys reading and has an interest in the story or the subject, rather than reading because he/she has to write a report on it to pass a class. This also focuses on the character and personality of learners and on how they raise their self-esteem to be able to improve their

motivation. We believe that intrinsic motivation is the most important as the student grows internally and becomes independent

1.5.1.2 Extrinsic Motivation

It is when we are motivated to perform a behavior or engage in an activity because we want to earn a reward or avoid punishment. The motivated person will engage in behavior not because he/she enjoys it or finds it satisfying, but because he/she expects to get something in return or avoid something unpleasant.

As an example, when we award prizes, titles, or stars to students in order to keep them encouraged to stay committed and learn. We interfered as external factors to motivate them to learn or to do such task.

Teaching a source or a foreign language is undoubtedly one of the most relevant issues for students nowadays and motivation is vital to attain this goal. It can influence whether students achieve their goals in the classroom. Lack of motivation leads to a lack of effort and eventually failure. If students are not driven enough to study a second language, they will experience many challenges and sufferings, and they will lose heart and quit up learning a second language.

In general, the importance of motivation lies in the fact that:

- * It directs behavior toward particular goals (language learning).
- * It leads to increase effort and energy.
- * It increases initiation of and persistence in language learning.
- * It affects cognitive processes.
- * It determines what consequences are reinforcing and punishing.
- * Motivation often enhances performance.

Conclusion

This chapter reinforces that it is obvious that the teaching methods, theoretically, fixed and supported by a large number of experts. Scholars believe that the adoption of various teaching methods in language teaching and learning processes has a significant impact on both teachers and students. Furthermore, the educational system put through a variety of historical events and reform initiatives. The focus on this chapter was on the importance of English, which shed the light on the role of teaching and learning English as a foreign language. It also dealt with types of teaching methods such as learner/teacher-centered, content-based and task-based instructions, and participatory method, each of which has unique qualities that set it apart from the others. The last part explored the notion of motivation, its types, and its role in improving EFL/ESL learning. The next chapter will deal with the practical part of this study with the aim to examine how using the suitable and effective teaching methods can affect learners' motivation and achievement in EFL learning.

Chapter 2: Research Design and Data Analysis

Introduction

This chapter presents the experimental part of the study. It aims to investigate and get a deep understanding of the most effective teaching methods in improving students' motivation while learning EFL within young students at Ali Debbouz secondary school in Guerrara town. We carried out this investigation with students from different levels and with EFL teachers of this school. In this section, the general results of both questionnaires will be shown and analyzed; then, some recommendations for teachers will be proposed in order to raise their awareness into the use of different teaching methods.

2.1 Data Collection

2.1.1 Research Participants

The participants of this study were students of Ali Debbouz secondary school-Guerrara town and its EFL teachers.

2.1.1.1 Students' Profile

The sample consists of 40 students aged are between 11 and 15 years, the oldest students are 16-17 years old. There are 20 female students (50%) and 20 male students (50%). 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 this secondary school. Two of them are males and four are females.

2.2 Research Site

The study was conducted in Ali Debbouz secondary school with students from all

levels. This secondary school, which was established in 1982, is one of the most important schools in Geurrara. Recently, it comprises 42 teachers and 820 students.

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 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 Questionnaire:

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 they are economical to use.

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 06 EFL teachers of Ali Debbouz secondary school. 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

two sections:

2.4.1.1 Section One

This section includes questions, which aim to gather general information about teachers such as name, gender, institution of affiliation, and years of experience.

2.4.1.2. Section Two

This section includes 38 questions, which are divided into 04 groups. The first group attempts to investigate the participants about whole class activities by selecting specific methods to find out the percentage of their using them. The second one is about the methods that can used in individual activities. The third one attempts the application of some methods in case of small group activities. The last one investigates the reality of teachers' use of methods using under indirect questions.

The teachers' questionnaire concluded by an open question; the respondents are free to voice out their ideas, attitude and judgments.

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 Ali Debbouz secondary school. The questionnaire consists of both open-ended questions and close-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 information about students such as name, gender, level, and their impressions and general results in English. It represents the background information.

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 08 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' names, gender, institution of affiliation, and years of teaching experience. This section aims at gathering information about the selected population of teachers.

Gender:

Gender	Male	Female	Total
Number	02	04	06
Percentage	33%	67%	100%

Table 3 : Advantages and Disadvantages of Learner-Centered Method.

The table above shows that the majority of the teachers (67%) are females and only (33%) are males. This indicates that females are dominant over males; this may be because females are more interested in teaching as a profession at first and teaching foreign languages, English particularly.

Years of teaching experience

Option	Number	Percentage
05-10 years	03	50%
10-15 years	01	17%
More than 15 years	02	33%
Total	06	100%

Table 4: Advantages and Disadvantages of Learner-Centered Method.

It is important to know how long teachers have been teaching career. As it is shown in this table, we notice that the majority of teachers have a working experience which ranges between five to ten years (50%), whereas others that fall in the second category (33%) represents teachers who have a work experience of more than 15 years. The teachers who have worked in the field from ten to 15 years represent (17%) of the total population.

2.5.1.2 Section 2: The Use of Some Teaching Methods

This section includes 37 questions grouped into four categories. The main aim here is to collect data about teacher's attitudes and perceptions towards the importance of using teaching methods. The questions in this section need a direct answer by just ticking the right box.

Questions made to ask how often the teacher uses the chosen teaching methods

Category 01: case of whole class activities

- a) Lecture/teacher talk
- b) Questions and answers
- c) Teacher led whole class discussion
- d) Free flowing whole class discussion
- e) White/black board

- f) Overhead projector
- g) Demonstration
- h) Dictation
- i) Reading textbooks/journals etc.

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
Always	33%	100%	17%	0%	83%	0%	50%	0%	0%
Often	17%	0%	50%	17%	17%	0%	33%	33%	83%
Sometimes	33%	0%	17%	50%	0%	83%	17%	0%	17%
Never	17%	0%	17%	33%	0%	17%	0%	67%	0%

Table 5: The Usage Rates of the Teaching Methods in Case of Whole Class Activities.

As it noticed, there is a variety in the use of teaching methods. The results reveal that the total number of population (06) agreed on the permanent use of the questions and answers method in case of whole class activity with (100%). While (83%) of teachers agree on the permanent use of white/black board, the sometimes use of the overhead projector, and the predominant use of reading textbooks/journals. Whereas, (67%) of the population said that the dictation is never being used. (50%) of them often use the method of the teacher leading whole class discussion, use sometimes free flowing whole class discussion, and always use demonstration. The (33%) of teachers use permanently equally to the sometimes use of the lecture/teacher talk; see that is not necessary to use free flowing whole class discussion; and agreed on the predominant use of both demonstration and dictation methods. Also, (17%) of teachers permanently led whole class discussion; use predominantly each of the lecture/teacher talk , free flowing whole class discussion, and the white/black board methods; the same number sometimes led whole class discussion, demonstrate, and read textbooks/journals; while each of lecture/teacher talk, teacher led whole class discussion, and overhead projector methods are not being used.

Category 02: case of individual activities

- a) Essay writing
- b) Worksheets or other individual work
- c) Homework/private study
- d) Student personal choice in an assignment(individual assignments)
- e) One-to-one teaching
- f) Practices and exercises
- g) Library research/information seeking
- h) Regular tests/exam paper questions
- i) Pre-tests

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
Always	17%	33%	50%	0%	0%	100%	17%	83%	17%
Often	67%	50%	17%	67%	33%	0%	0%	0%	17%
sometimes	17%	17%	33%	17%	33%	0%	83%	17%	50%
Never	0%	0%	0%	17%	33%	0%	0%	0%	17%

Table 6: The Usage Rates of Teaching Methods in Case of Individual Activities

The data obtained indicate that all teachers (100%) acknowledge the permanent use of practices and exercises in this case. The (83%) of them use regular tests/exam paper questions permanently, and sometimes use the library research/information seeking. Whereas, (67%) of the population use predominantly both of essay writing and give chance to their students to choose topics of the assignment. Each of worksheets or other individual work predominantly, homework permanently, and pre-tests sometimes are used by (50%) of teachers. While, (33%) use permanently worksheets or other individual work, sometimes use homework and the method of one-to-one teaching whether predominantly use, sometimes use, and never used. (17%) of teachers use permanently each of essay writing, library

research/information seeking, and pre-tests; they use both of pre-tests and homework predominantly; sometimes use each of essay writing, worksheets, individual assignments, and regular tests/exam paper questions; the same population never use both of pre-tests nor the individual assignments.

Category 03: case of small group activities

- a) Small group discussions
- b) Student led discussions
- c) Small group role play
- d) Large group role play
- e) Debate
- f) Student presentation in groups
- g) Student presentation individually
- h) Small group assignment
- i) Guided discovery or what is your theory
- j) Games

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Always	17%	17%	0%	0%	0%	17%	50%	17%	17%	17%
Often	17%	0%	17%	17%	33%	17%	50%	17%	17%	0%
sometimes	67%	67%	83%	33%	50%	50%	0%	67%	33%	83%
Never	0%	17%	0%	50%	17%	17%	0%	0%	33%	0%

Table 7: the usage rates of teaching methods in case of small group activities

From the results obtained in the table above, we notice that (83%) of teachers choose sometimes use of both of small group role-play and of games. (67%) of them use sometimes each of small group discussion, small group assignment, and give chance to students to led discussion. While, (50%) of the population deals permanently with students

presentation individually, predominantly with the same method, sometimes with both of debate and student presentation in group, and never use large group role-play. The (33%) use sometimes both of large group role-play and guided discovery or what is your theory method while other (33%) never use the latter, and use predominantly debate, also. Each of small group discussion, student led discussion, student presentation in groups, small group assignment, guided discovery, and games are chosen to use permanently by only (17%) besides that the predominant use was for small group discussion, small group role play, large group role play, student presentation in groups, small group assignment, and guided discovery methods. As well as (17%) agree to never use any of student led discussion, debate, and student presentation in groups as teaching methods.

Category 04: the class in general

- a) I encourage students to speak English even when they are afraid of making mistakes.
- b) I encourage students to find their own ways to learn English better.
- c) I help students to observe their mistakes so that they improve their English.
- d) Out of school, I advise students to ask others, who know English better, to correct them when make mistakes.
- e) When I teach something new, I relate it to what students already know.
- f) To capture student's interest I use humor.
- g) I use different techniques in different ways to achieve the aims of the course.
- h) I encourage students to learn, and to do everything possible to motivate them.

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Always	100%	67%	67%	50%	50%	33%	83%	100%
Often	0%	17%	33%	50%	0%	33%	17%	0%
Sometimes	0%	17%	0%	0%	33%	33%	0%	0%

Never	0%	0%	0%	0%	17%	0%	0%	0%
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Table 8: The Usage Rate of Teaching Methods in Class in General

The results summarized above demonstrate that the total population (100%) always encourages students to speak English even when they are afraid of making mistakes, besides encouraging them to learn, and they do everything possible to motivate students. Whereas, (83%) use different techniques in different ways to achieve the aims of course but only (17%) often do. (67%) of teachers always encourage students to find their own ways to learn English better, and help them to observe their mistakes so that they improve their English since (17%) often and other (17%) sometimes do that. Also, (50%) of the population teach something new in English, they relate it to what students already know; likewise (50%) , out of school, others advise students to ask others, who knows English better, to correct them when they make mistakes while other (50%) do the latter predominantly. The results show that capturing student’s interest by using humor is a method adopted always with (33%) ,often with (33%) , and sometimes with the same rate. In addition, sometimes when (33%) of teachers teach something new in English, they relate it to what their students already know while the (17%) of them never do that, and often helping students to observe their mistakes so that they improve their English.

2.5.1.3 The Open Question

Are you able to negotiate variations or additions to your program of study?

Five teachers voice out their ideas and judgments about this open question except one of them. (100%) of the respondents agree with the ability of negotiating variations or additions to their program of study. They all agree with the ideas that it is the most effective method to engage learners in meaningful curriculum, and that the teacher, should have a part in changing and modifying the program with the competent ministry. Also, they all relate this to the learners themselves because they are the major factor that influence the curriculum to

reach the purpose of their teaching which is motivating students to succeed in learning EFL.

2.5.1.4 Discussion of Teachers' Questionnaire Results

As it shown in the above results, the majority of teachers of the sample have a respectful working experience. From their answers, we noticed that the strongest argument held by the teachers is that it is necessary for EFL teachers, for all levels, to do everything possible to improve their students' motivation for a stronger foundation of their successful teaching. All of them considered that motivation is an important factor that affects the students' learning process; they claimed by their actions in the classroom that using the effective teaching methods is the concern of nowadays teaching which may create some limitations because of the circumstances of our teaching and learning policy, EFL curriculum, and society. This reveals that motivation, created by these methods, plays a relevant role in improving students' performance in the aforementioned 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, gender, and level. In addition to asking them about: their levels in English, if they find English difficult to learn, and the reason of their results. This section aims at gathering information about the selected population of students.

Age:

Ages	Number of students	Percentage
11	14	35%
12---14	10	25%
15	08	20%

Older than 15	08	20%
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Table 9: Students' Ages

This table reveals that there are four age groups in our selected sample. The majority of the students' ages vary from 11 to more than 15 (the oldest are 17 years old) out of the total number of the sample (40 students). we have registered 14 students (35%) who are aged 11 years old represent the first rank of the students' age, 10 students represent (25%) of the students who are aged between 12 and 14 years old, 08 are aged 15 years old. also, only 08 are older than 15 years old. These age categories show that the students are not in the same age. Therefore, they do not have similar abilities and intelligence.

Gender:

Sex	Number of students	percentage
Males	20	50%
Females	20	50%

Table 10: Student's Gender

As the table above shows, the number of both males and females is equal (50%). This will make the rest of the study be more rational and the results cover the same number of males and females.

Level:

Levels	Number of students	percentage
First year	14	35%
Second year	03	07%
Third year	06	15%
Fourth year (seniors)	17	43%

Table 11: The Level of Students

As it is presented in the table above, the majority of the respondents are the fourth

year students (43%); the number of first year students (35%) is also dominant. Whereas, the number of students in second year (07%) and third year (15%) is very few. This will help to understand and signify the ability of learning EFL/ ESL for both new students and the gradulators, as particular, than the other constant levels.

Student's level in English.

	Number	Percentage
Weak	14	35%
Average	05	13%
Good	08	20%
Excellent	13	32%

Table 12: Self-Evaluation of Students' Level in English

This table above illustrates that most of students (35%) claim that their level in English, according to their self-evaluation, is weak, in the other side (32%) state that they are excellent in English, only (20%) of students believe that their level in English language is good, (13%) have an average level.

Do you find it difficult to learn English?

	Number	Percentage
Yes	08	20%
Sometimes	21	52%
No	11	28%

Table 13: The Difficulty of Learning English for Students

The results obtained from the students' answers for the question show that they find learning English language difficult; those who agree by answering yes that it is difficult to learn English represented in (20%), those who disagree by answering no are (28%), while the majority (52%) is being neutral by answering sometimes.

This due to?

	Number	Percentage
The module and language itself.	31	78%
The method of teacher's explanation.	15	38%
Not receiving support from family.	11	28%

Table 14: The Students' Reasons for the Difficulty of Learning English Language

A quick glance at this table will reveal that the answers are free (students can choose more than one reason). The majority of students (78%) justify the difficulty they face in learning English by answering that the module and the language itself are the problem, (38%) relate this issue with the method of teacher's explanation; otherwise, (28%) claim that because they do not receive support from their family, they have this difficulty.

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.

Behaviors 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 language class this school year.
2. I do not like English language at all. I feel bored in English class.
3. I participate actively in English activities by asking questions.
4. I do my English homework consistently.
5. English homework is difficult to do.

6. I do not get enough support to do my homework at home.
7. My teacher does not check my homework at all.
8. I got good grades in English class.
9. The test always measure my understanding of English languages topics and knowledge learner.
10. The assessment is not fair.
11. I have good relationship with my English teacher.

	01	02	03	04	05	06	07	08	09	10	11
Strongly agree	65%	00%	40%	35%	10%	05%	02%	32%	32%	12%	77%
Agree	20%	02%	30%	40%	18%	10%	02%	25%	20%	10%	13%
Don't know	13%	25%	13%	10%	20%	10%	23%	23%	15%	22%	10%
Disagree	02%	33%	12%	02%	27%	33%	23%	15%	28%	28%	00%
Strongly disagree	00%	40%	05%	13%	25%	42%	50%	05%	05%	28%	00%

Table 15: Students' Self-Evaluation

The results obtained in the table above denote that the majority of students (77%) claimed that they have good relationships with their EFL teachers, (65%) strongly agree with the fact that they are always excited to attend EFL classes, (42%) of students assert that they do not get family support while doing homework. In addition, (40%) state that they do their homework consistently and confirm their participation in EFL classes, deny the statement that they dislike English and feel bored in classroom, also. Otherwise, (50%) of the sample assert that their EFL teachers check their homework to confirm the fact that (32%) as a

considerable rate got good grades in English and the act of testing them always help in English learning process, (28%) of students denying that the assessment is not fair confirm the answers above.

2.5.2.3 Section Three: About EFL Teachers

This section includes 08 questions. The main aim here is to collect data about students' impressions towards their EFL 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.

Behaviors made to ask if strongly agree, agree, not sure, disagree, and strongly disagree, the students used to do or react with them:

1. My English teacher uses materials that are easy to understand.
2. My English teacher presents 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 English teachers uses different methods that helps us to better comprehend and understand our lessons.
6. He/she enthusiasm for teaching.
7. My teacher stimulated my interest in the subject.
8. He/she successfully related to students and show concern for them.

	01	02	03	04	05	06	07	08
Strongly agree	87%	62%	57%	73%	50%	68%	75%	67%
Agree	08%	30%	25%	25%	32%	28%	23%	28%
Don't know	05%	08%	10%	02%	15%	02%	00%	05%

Disagree	00%	00%	08%	00%	02%	02%	00%	00%
Strongly disagree	00%	00%	00%	00%	00%	00%	02%	00%

Table 16: Students' Impression about Their EFL Teachers

The answers shown in the table above show that (87%) of the students argued that, their EFL teachers use materials that are easy to understand, (75%) agree that their teachers stimulated their interests in the subject. EFL teachers make it easy by relating the topics one to another strongly agreed by (73%) of students. In addition, (62%) claimed that their teachers present the lesson in variety of ways; (57%) of students agree that they give them clear explanations. moreover, almost the half of the sample population of the study (50%) state that their EFL teachers use different methods in teaching them which confirm the answers above. Likewise, (67%) strongly agree that their teachers successfully related to them and show concerns for them; so that, (68%) denote that EFL teachers of their secondary school have enthusiasm for teaching EFL.

2.5.2.4 Discussion of Students' Questionnaire Results

Throughout the analysis of the data collected through the students' questionnaire (personal and individual effort based on decent experience), the data obtained reveal that almost all the students like the English language, and more than half of them consider it as easy and interesting language. Most importantly, the majority of them are committed to do their EFL homework and participate in the classroom to get good learning and grades. In addition, most of them state that they have good relationships with their EFL teachers. Moreover, all of them believed that their learning process linked with their English teachers' methods, which they denote that they are useful. Otherwise, we should note that some of students claimed that they find difficulties in learning English although they are in the same classes and levels; this should shed lights on the fact that some methods and techniques

cannot suit all students' needs.

2.5.3 General Discussion

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 in improving EFL students' motivation. They have good relationships with their EFL teachers, which make them, progress in EFL learning and teaching. However, these relationships do not prohibit some students from feeling bored in EFL classes and find it difficult to learn English; in the same vein, others do not get their needs and ignore their homework. The majority of students state that they like learning EFL and they are always excited to attend EFL classes. Yet, some of them face some issues with their teachers' methods, they find difficulties to understand or accommodate the language. Moreover, students confirm that gender differences do not affect their EFL learning, as they show 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 in the EFL teaching 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 during their EFL teaching. Note that, English become essential, important and plays a pivotal role in the Algerian education system.

In brief, it is worth saying that improving students' motivation depends on their EFL teachers' style and methods. Furthermore, the majority of students show crush on their teachers that it will be beneficial as well as being toxic; it depends on the teacher attitude him/herself

2.5.4 Recommendations

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 motivation in Algerian schools:

- As an essential step, the competent authorities should make the educational system clearer and improve its quality according to the child's absorptive capacity.
- 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 child; 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 and teaching, their success in EFL teaching depends on their excellent choice of the suitable method; they must be eclectic and use different methods to meet their students' needs to keep them motivated for learning.
- Teachers should adopt fresh methods 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.

- Exams, tests, and marks should be reconsidered because they underestimate the importance of learning for the sake of knowledge and learning the language more than it limits students to get grades and pass the level.
- Social media is one of several tools that EFL teachers could use to enhance the learning process by engaging their students in their accounts and profiles created for the purpose of keeping in touch and using of free times. They can use their own profiles to post home works, projects, challenges, or monitoring student's works. In other hand, students use their account to get access to new knowledge resources, sharing with each other courses, rules, and ideas. However, it must not be the only way of self-learning.

General Conclusion

As matter of fact, in Algerian secondary schools, 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 techniques to improve EFL learners' motivation, taking as a case of study Mohamed Ali Debbouz secondary school in Guerrara town.

In this study, we aim at spotlighting the impact of using teaching methods on students' success, results, and motivation. Moreover, to urge teachers to find out the right combination of the effective teaching methods that encourage students to reach their needs. Therefore, this research attempts to address the questions proposed above. The primary question "what effective teaching methods can secondary school 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 affects students' motivation; in addition to shedding light on what are these effective teaching methods.

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 EFL teaching and learning, that confirmed the first hypothesis, which is about the various obstacles and problems that encountered by Algerian students while learning English. We confirm this hypothesis. (3) There are five teaching methods discussed in this study that are teacher and student-centered methods, task and content-based instructions, and participatory methods. (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 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 “if teachers’ choice of methods fits in the classroom and used consistently, students’ motivation would improve, then they would learn English more seriously and succeed” 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 importance of teaching and learning English, the historical evolution of teaching methods in addition to the definitions of effective teaching methods and their types, and presenting the role of motivation in EFL learning. The second chapter deals with the practical part in which we use a quantitative method based on two questionnaires to gather data. The results end 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 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

Appendix A

1-Teachers' questionnaire:

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia
Faculty of Letters and Languages
Department of English

Dissertation submitted to University of Ghardaia for obtaining the Master's degree in
Didactics

Submitted by:

Khaoula oulad laid

Academic year: 2021/2022

Dear teachers,

You are kindly asked to answer the following questionnaire, which is designed to investigate the use of effective teaching methods to improve EFL learners' motivation. Your contribution will be of great help to the success of this research. All responses will be used for research purposes only and will be kept confidential. Thank you.

Instructions,

This questionnaire has two sections and consists of three pages. Please cross the most appropriate response when answering the questions

Section I: personal information

Name: (optional)

.....

Gender: male female

Institution of Affiliation:

.....

Years of teaching experience:

.....

Section II: how often do you use the following teaching methods?

Whole class activities	Always	Often	Sometimes	Never
Lecture/ teacher talk				
Questions and answers				
Teacher led whole class discussion				
Free flowing whole class discussion				
White/black board				
Overhead projector				
Demonstration				
Dictation				
Reading textbooks/journals etc.				
Individual activities	Always	Often	Sometimes	Never
Essay writing				
Worksheets or other individual work				
Homework/ private study				
Student personal choice in an assignment (individual assignments)				
One-to-one teaching				
Practices and exercise.				
Library research/ information seeking.				
Regular tests/ exam paper questions.				
Pre-tests				
Questions and answers				
small group activities	Always	Often	Sometimes	Never
Small group discussions				
Student led discussion				
Small group role play				
Large group role play				
Debate				
Student presentation in groups				
Student presentation individually				
Small group assignment.				
Guided discovery or what is your theory.				

Games.				
Class in general	Always	Often	Sometimes	Never
I encourage students to speak English even when they are afraid of making mistakes.				
I encourage students to find their own ways to learn English better.				
I help students to observe their mistakes so that they improve their English.				
Out of school, I advise students to ask others, who know English better, to correct them when they make mistakes.				
When I teach something new in English, I relate it to what students already know.				
To capture student's interest I use humor.				
I use different techniques in different ways to achieve the aims of the course.				
I encourage students to learn, and I do everything possible to motivate them.				

1. Are you able to negotiate variations or additions to your program of study?

Thank you very much for your time and cooperation

Appendix B

2-Students' questionnaire:

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia
Faculty of Letters and Languages
Department of English

Dissertation submitted to University of Ghardaia for obtaining the Master's degree in
Didactics

Submitted by:

Khaoula oulad laid

Academic year: 2021/2022

Dear students,

You are kindly asked to answer the following questionnaire, which is designed to investigate the use of effective teaching methods to improve EFL learners' motivation. Your contribution will be of great help to the success of this research. All responses will be used for research purposes only and will be kept confidential. Thank you.

Instructions,

This questionnaire consists of three sections. Please cross the most appropriate response when answering the questions

Section I: personal information

Age:

Gender:

Level:

1. How is your level in English?

Weak	Average	Good	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Yes	sometimes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Do you find it difficult to learn English?

3. Is this due to?

The module and language itself?

The method of teacher's explanation?

Not receiving support from family?

Section II: self-evaluation

	Strongly Agree	Agree	Not Sure	disagree	Strongly Disagree
1. I am always excited to attend my English language class this school year.					
2. I do not like English language at all. I feel bored in English class.					
3. I participate actively in English activities by asking questions.					
4. I do my English homework consistently.					
5. English homework is difficult to do.					
6. I do not get enough support to do my homework at home.					
7. My teacher does not check my homework at all.					
8. I got good grades in English class.					
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 English teacher.					
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Section III: about your English teacher

	Strongly Agree	Agree	Don't know	Disagree	Strongly disagree
1. My English teacher uses materials that are easy to understand.					
2. My English teacher 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 English teacher uses different methods that help us to better comprehend and understand our lessons.					
6. he/she had enthusiasm for teaching.					
7. My teacher stimulated my interest in the subject.					
8. He/she successfully related to students and show concern for them.					