Exploring Motivational Techniques Implemented by EFL Teachers within the Competency Based Approach

The Case of Algerian Middle Schools in Bouira

A Thesis Submitted to the Department of English Language and Literature – University of Bouira – in Partial Fulfillment for the Requirement of Master's Degree in Didactics and Applied Languages

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Academic year

2024/2025

ABSTRACT

This research explores the motivational techniques employed by English as a Foreign Language (EFL) teachers within the Competency-Based Approach (CBA) in Algerian middle schools in Bouira province. In a mixed-methods research design through questionnaires, teacher interviews, and classroom observations, the study investigates teachers' perceptions and comprehension of motivation, range of techniques employed, and obstacles to successful implementation. Findings reveal a strong recognition on the part of teachers of the importance of student motivation and the use of a variety of engagement techniques particularly communicative and interactive and positive reinforcement. However, significant challenges including large class sizes and limited resources impede consistent implementation. The study reports a generally positive attitude among teachers to fostering motivation that is mediated by the pragmatic demands of their teaching context. Lastly, the research highlights the need for targeted countinuous professional development and systemic support to enhance teachers' capacity to motivate students effectively and include avenues for future research to directly measure student outcomes and account for learner voice and perspectives.

Keywords: *EFL, Motivation, CBA, Algerian middle schools, Teaching techniques*

الملخص

تهدف هذه الدراسة إلى استكشاف تقنيات التحفيز التي يعتمدها أساتذة اللغة الإنجليزية كلغة أجنبية (EFL) في سياق المقاربة بالكفاءات (CBA) على مستوى مؤسسات التربية و التعليم للطور المتوسط بولاية البويرة. اعتمد البحث على منهجية مختلطة شملت استبيانات ومقابلات وملاحظات خلال حضور دروس بالأقسام مع المدرسين لفهم تصورات المعلمين حول الدافعية، وتحديد نطاق التقنيات المستخدمة والكشف عن التحديات التي تعيق تطبيقها و تحول دون بلوغ فعاليتها.

أظهرت النتائج إدراكًا قويًا لدى الأساتذة لأهمية تحفيز التلاميذ واستخدامهم لمجموعة متنوعة من استراتيجيات الإشراك أبرزها الأنشطة التفاعلية والتواصلية، بالإضافة إلى التعزيز و التشجيع الإيجابيين. ومع ذلك، كشفت الدراسة عن وجود عقبات كبيرة تحد من التطبيق المنتظم لهذه التقنيات على غرار ارتفاع عدد التلاميذ في الأقسام ونقص الموارد التعليمية.

على الرغم من هذه التحديات، أبدى الأساتذة عموما اتجاهًا إيجابيًا نحو تعزيز دافعية المتعلمين. كما تؤكد الدراسة على ضرورة توفير برامج للتطوير الذاتي والمهني وتقديم الدعم اللازم لتمكين المدرسين من تحفيز التلاميذ بكفاءة أكبر. كما تقترح الدراسة مسارات مستقبلية للبحث تركز على قياس تأثير هذه التقنيات بشكل مباشر على نتائج المتعلمين وأخذ وجهات نظرهم بعين الاعتبار.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، الدافعية والتحفيز، المقاربة بالكفاءات، مؤسسات التعليم المتوسط بولاية البويرة، تقنيات التدريس.

DEDICATIONS

I wholeheartedly dedicate this work to my parents whose wisdom and sacrifices have shaped every step of my journey. To my husband whose encouragement and patience helped me stay focused through every challenge, and to my children, who inspire me with their love and joy. I also extend my deepest gratitude to my friends, who stood by me with uplifting words, motivation, and understanding. To my partner with whom I shared every step of this academic journey. This achievement is a reflection of all the love and support you have given me.

Siham

This modest work is dedicated to all the people who illuminated my path and assisted me along this academic journey. To my sweet grandmother and my incredible parents for their constant encouragement, precious advice, and daily prayers for me. To my wonderful sisters, Nacera and Naima for always having my back. To my dearest wife Sabrina whose love and support made this journey possible. To my family in law and to my dear children, Thilelli, Amazigh, and Elina, my source of inspiration. To my partner, Siham with whom I shared this amazing experience. And to all my friends and colleagues. To my friends Kamel and Zaki and their respective families. Thanks a bundle for your consideration !

Mohamed

LIST OF ABBREVIATIONS

ARCA   Attention Relevance Confidence and Satisfaction

CA :   Communicative Approach

CBA :   Competency Based Approach

CBLT :   Competency Based Language Teaching

CPD :   Continuous Professional Development

EFL :   English as a Foreign Language

ICTs   Information Communication Technologies

ICQ :   Instruction Cheching Questions

MNE :   Ministry of National Education

OECD :   Organisation for Economic Co-operation and Development

PARE :   Programme d'Appui à la Réforme de l'Education / National Commission for Educational Reform

QCA :   Qualitative Content Analysis

RQ :   Research Question

SDT :   Self-Determination Theory

UNICEF :   United Nations Children's Fund

VAKT :   Visual Auditory Kinesthetic Tactile

VARK :   Visual Auditory Reading and Writing Kinesthetic

ZPD :   Zone of Proximal Development

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GENERAL INTRODUCTION

General Introduction

The teaching-learning process is inherently complex. Engaging students, achieving academic success, and developing essential competencies each present significant challenges. Motivation is recognized as a crucial element in driving learners' commitment and involvement particularly within the Competency-Based Approach (CBA) which emphasizes aligning teaching with students' needs and interests. Well-motivated learners are more likely to show enthusiasm and engagement which leads to a better acquisition of diverse knowledge forms and results in the ability to apply learning to real-life situations. In the opposite order, unmotivated students may lack the drive necessary for active participation, the fact that makes thier progress slower.

Research on motivation has a rich theoretical background with scholars like Bandura (1982), Weiner (1985), Covington (1992), and Deci and Ryan (1994) offering valuable insights into the psychological, social, and educational dimensions of motivation emphasizing intrinsic and extrinsic motivators and the role of supportive learning environments as well. Despite these theoretical advancements, the practical use of motivational techniques in educational contexts like Algerian middle schools which often confront with limited resources, large class sizes, and multiple levels of student readiness remains challenging

While some research has explored motivation among secondary school and university students in Algeria (Kalkoul & Hamitouche, 2012 ; Sanat & Slimani, 2017 ; Smail, 2019 ; Benzerroug, 2021 ; Berzan & Haredj, 2020; Mouffouk, Hamzaoui, & Omari, 2023), the context of Algerian middle schools has received comparatively less attention. Sankihi (2022) investigated the use of CBA to motivate EFL learners in fourth-year middle school students in Adrar. In light of the limited research on middle schools, further investigation into the motivational techniques employed by EFL teachers within CBA in this context is appropriate to enhance student outcomes in challenging educational environments. This research then aims to explore the effectiveness of these practices and contribute to a deeper understanding of motivation's role in enhancing student performance.

Research focusing on motivational techniques within the middle school context particularly in Algeria presents a valuable contribution to the existing body of knowledge. This study situated within the Department of English at Akli Mohand Oulhadj University of Bouira seeks to address a research gap by exploring motivational techniques in the middle school setting. This is significant as it not only broadens the research scope but also has the ability to inform EFL teaching practices at an earlier educational stage potentially directing to more effective techniques that foster learner motivation.

This research aims to investigate the motivational techniques employed by EFL teachers to engage learners, foster their interest in studying English, and enhance their cognitive processing. Moreover, the Algerian education system's adoption of CBA necessitates innovative teaching methods and strategies to actively engage students. This dissertation mainly focuses on middle schools recognizing that this category of pupils dedicate four years to preparing for an important academic event; Brevet exam ; which determines their access to secondary school. Consequently, motivation plays a key role in driving students' success at this level.

To address this issue, the study will be conducted in 54 middle schools across several regions within Bouira province specifically in M'chedallah, Bouira, El- Hachimia, Ain Bessam, Bordj Okhris, and Lakhdaria.

This research has four primary objectives. First, to explore the strategies and techniques that middle school EFL teachers utilize to motivate their learners. Second, to examine the teachers' attitudes and mindsets towards motivation. Third, to identify the challenges, difficulties, barriers, and obstacles that impede the effective implementation of motivational techniques in real classroom contexts. Fourth and most importantly, to emphasize the importance of learner motivation within the teaching-learning process under CBA in Algerian middle schools.

This study holds considerable worth and significance as it offers new insights for teachers and educators. It aims to provide practical and effective techniques for fostering learner motivation which contributes to the overall improvement of teaching practices and learner engagement within the Algerian educational context.

This study aims to address the following primary research question :

What motivational techniques do EFL teachers implement within CBA in Algerian middle school and how do these techniques impact student engagement and learning outcomes ?

When analysed, three sub-questions can be amanated from the original genesis :

RQ1 : How do teachers perceive motivation and its significance in the EFL classroom within CBA ?

RQ2 : Do Algerian middle school teachers use strategies and techniques to motivate their learners in the EFL classroom within CBA ?

RQ3 : What challenges, obstacles, and barriers hinder the effective implementation of motivational techniques in the teaching-learning process within the CBA in Algerian middle schools ?

To guide the exploration of these research questions, the following hypotheses have been proposed for testing in the course of this study :

1. Teachers acknowledge the importance of motivational techniques in the EFL classroom.

2. Teachers probably employ a range of motivational techniques in the EFL classroom.

3. It is possible that teachers encounter various challenges and difficulties when applying motivational techniques in the classroom.

This study aiming to explore the motivational techniques employed by EFL teachers in Algerian middle schools within the Bouira regions adopts a case study design focused on middle school teachers and students in this locality. To achieve its objectives, the research employs a mixed-methods approach integrating both quantitative and qualitative data collection and analysis. Data will be gathered from multiple sources using three primary research instruments : teacher questionnaires, classroom observations, and teacher interviews. This triangulation of data sources is intended to offer comprehensive insights into the techniques teachers utilize to motivate students, assess the current state of student motivation, and analyze the impact of teachers' roles and techniques on learner motivation. Furthermore, the study seeks to gain a deeper understanding of teachers' views, attitudes, mindsets, and perceptions regarding the role of motivation in the EFL classroom within CBA.

This research follows the traditional-simple model. Thus, the first chapter provides "the literature review". It consists in reviewing the main important literature related to the study in order to draw upon the theoritical framework including definition of motivation, its types, and its key theories. The second chapter explains some of the motivational techniques in the teaching-learning process within CBA. The third chapter is mainly concerned the methodology adopted for the study and an analysis about what has been found during the research in order to answer the research questions. Lastly, the general conclusion provides an overall summary of the different points tackled throughout this work as well as the limitations of the study and suggestions for further research.

CHAPTER ONE

Literature Review and Theoritical Overview

Chapter One : Literature Review and Theoritical Overview

Introduction

This chapter is concerned with reviewing the literature related to the topic as it offers a fundamental exploration of motivation covering its core definition and establishing its crucial interconnectedness with engagement and ultimate outcomes. The significant role of motivation in academic success will be viewed to highlight how intrinsic drives and external influences shape learning routes. Furthermore, the pivotal role of motivation in foreign language acquisition will be underlined. To provide a comprehensive understanding, the diverse types of motivation in relation to the teaching-learning process will also be introduced, its key theories will be explained, and its main importance across various learning contexts is clarified.

1.1. Definition of Motivation

Motivation as a complex concept has long interested researchers across various disciplines. As defined by the Oxford English Dictionary (2023), motivation is " *the reason or reasons one has for acting or behaving in a particular way* ". This simple definition shows the essence of the term and highlights the driving forces behind human actions.

MacIntyre et al. (2001) emphasize its significance in language learning and note its role in explaining individual differences. They argue that " *Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning* " (2001, p. 462). The challenge in defining motivation is due to its broad scope which joins a range of psychological, social, and contextual influences. Generally, motivation according to Murphy & Alexander (2000) is " *a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour, particularly goal-directed behaviour* ".

Dörnyei and Ushioda (2001) offer a foundational perspective defining motivation as concerning "*the direction and magnitude of human behaviour* " (p. 4). This definition emphasizes two crucial aspects : direction which refers to the purpose or goal guiding behaviour and magnitude which represents the intensity and persistence of effort put towards goal attainment. Essentially, motivation explains the 'why' and 'how committed' behind actions.

In educational contexts, motivation takes on a more specialized meaning directly impacting student engagement, perseverance, and learning success. Gottfried (1990, as cited in Gottfried, Fleming, & Gottfried, 2001, p. 3) defines educational motivation as "*the enjoyment of school learning characterized by a mastery orientation ; curiosity ; persistence ; task endogeny and learning of challenging, difficult and novel tasks*." This definition highlights key elements such as enjoyment of learning fostering a positive attitude, mastery orientation driven by a desire for

understanding and excellence, curiosity and persistence reflecting a willingness to explore and persevere, and task endogeny where motivation stems from intrinsic interest particularly in novel and stimulating tasks.

Bomia et al. (1997) further elaborate on this. They describe motivation as "*a student's willingness, need, desire and compulsion to participate in, and to be successful in the learning process*" (p. 4). This definition incorporates both intrinsic and extrinsic factors that emphasize the pursuit of both engagement and specific outcomes. Intrinsic motivation can drive exploration out of curiosity while extrinsic motivation may encourage task completion for marks or rewards.

1.2. Types of Motivation

Motivation is one of the most important factors influencing human behaviour particularly in the context of learning. It determines the level of effort, persistence, and engagement that learners bring to their studies which shape their overall success. Scholars have explored various types of motivation, each characterized by unique drivers and outcomes. These types include on the one hand intrinsic, extrinsic motivation, and amotivation which are determined by the source of influence and on the other hand, instrumental and integrative motivation that focus on the goals learners seek to achieve. Thus, understanding these forms of motivation is essential for educators as that provides insights into fostering effective learning environments to cater to diverse students' needs.

1.2.1. Intrinsic Motivation

Deci (1976) defines intrinsic motivation as activities undertaken without any external reward where the act itself provides satisfaction and fulfillment. Intrinsic motivation then refers to the internal drive that drive people to pursue knowledge or skills for personal satisfaction, curiosity, or a sense of accomplishment. It is often associated with a deep and enduring commitment to learning. Intrinsic motivation is widely regarded as a cornerstone of effective and sustainable learning : it arises from internal factors that inspire individuals to engage in educational activities for their own sake. In language learning, intrinsic motivation is particularly significant since it fosters a genuine interest in acquiring new skills and mastering communication.

To paraphrase Deci & Ryan (2013) and Ryan & Deci (2020), intrinsic motivation can be analysed through two dimensions ; classroom-based factors and learner-centered factors :

On the one hand, the classroom environment plays a pivotal role in cultivating intrinsic motivation. Teachers, as facilitators of learning, significantly influence students' attitudes and engagement. A supportive and interactive classroom atmosphere characterized by positive teacher-student relationships and collaborative peer interactions can enhance students' intrinsic drive.

Additionally, the use of rewards and reinforcements, when applied thoughtfully, can encourage learners to pursue academic excellence as they maintain their internal focus.

On the other hand, curiosity, ambition, and self-esteem are fundamental to intrinsic motivation. These factors are linked to self-motivation as a powerful internal drive that enables learners to set goals, overcome challenges, and persist in their studies. Self-motivated learners are often seen as role models within the classroom due to the fact that their enthusiasm can inspire their peers to adopt a similar approach. Educators recognize the importance of fostering self-motivation by creating opportunities for students to address their interests and take ownership of their own learning.

For intrinsically motivated learners, the primary reward lies in the satisfaction of achieving their goals and mastering new skills. Internal rewards such as a sense of competence, fulfillment, and increased self-confidence are far more lasting than external incentives. According to Deci (1976), these psychological rewards contribute to the learner's overall development resulting in promoting autonomy, resilience, and a lifelong desire for learning.

1.2.2. Extrinsic Motivation

Spaulding (1992) describes extrinsic motivation as a force external to the individual powered by factors such as grades, recognition, or tangible rewards which encourage learners to achieve specific outcomes. Thus, extrinsic motivation although externally driven plays a significant role in education especially for learners who may lack intrinsic motivation. It is characterized by the pursuit of rewards, recognition, or the avoidance of negative punishment and consequences. While intrinsic motivation is ideal, extrinsic motivation often serves as a starting point particularly for learners who are initially reluctant to engage in learning tasks.

External rewards such as prizes, marks, or verbal praise can effectively enhance a learner's extrinsic motivation (Brown, 2007). For instance, a teacher's positive feedback can boost a students' confidence and encourage them to focus on their efforts. However, the effectiveness of extrinsic motivation depends on how rewards are applied. Over-reliance on external incentives may decrease intrinsic motivation as students may focus solely on achieving rewards rather than on learning content and process. Extrinsic motivation is especially common in educational systems that emphasize assessment and achievement. It is observed at all levels and may take many forms such as rewards like recieving a prize for doing a task, or punishment such as being given a penalty for not completing an activity. This suggests that individuals engage in tasks in order to earn rewards or avoid punishments (Deci et al., 1991 ; Ryan & Deci, 2000 ; Ryan and Deci, 2020).

While both types of motivation are important, their impact and implementations vary depending on the learner's circumstances and context. Besides, to ensure long-term success, educators must

make a balance between extrinsic and intrinsic motivational strategies trying to make the two sides meet by gradually and effectively transform extrinsic motivation into intrinsic one. By adopting student-centered learning strategies such as involving learners in setting their own goals and tailoring the curriculum to their interests, teachers can foster greater autonomy and self-determination (Bandhu, 2024).

1.2.3. Amotivation

Deci and Ryan (1980) define amotivation as " *a psychological state characterized by an individual's belief in the lack of contingency between their actions and subsequent outcomes. This absence of perceived causality results in a state of inactivity rather than behavior driven by either intrinsic or extrinsic motivational forces"* (Deci and Ryan, 1980, p. 39). Expanding on this concept, Dornyei and Ushioda (2001) similarly identify amotivation as "*a distinct type of motivation, representing a complete absence of both intrinsic and extrinsic drives"* (Dornyei and Ushioda, 2001, p. 23). In short, amotivated students do not experience motivation from internal interests or external rewards often attributing the causes of their actions to factors beyond their personal agency.

In accordance with the three types mentioned above, motivation is then put along a continuum from the highest level which is interinsic to the lowest level which is amotivation.
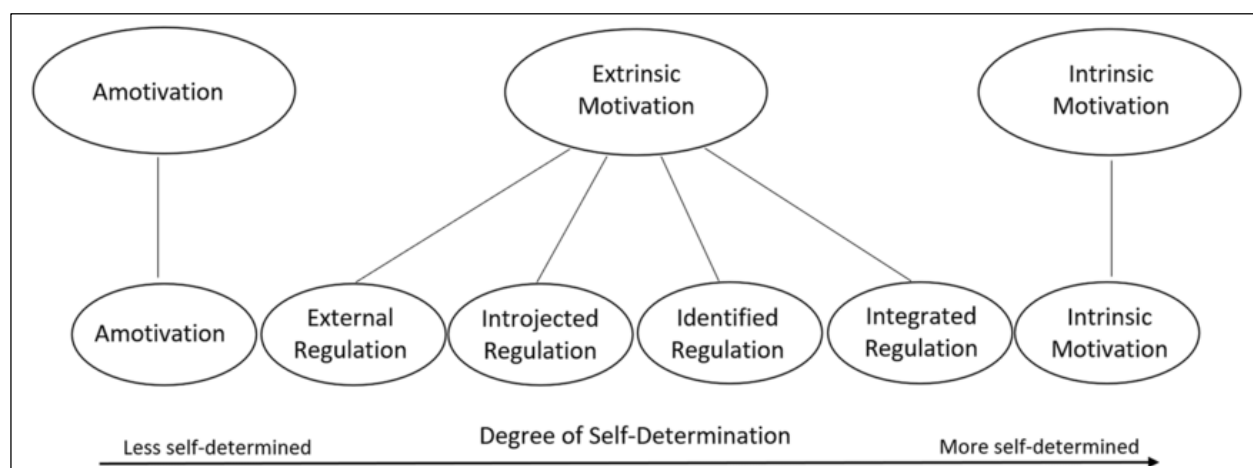
Figure 1 : Representation of Motivation (as cited in Howard et al., 2021)

1.2.4. Instrumental and Integrative Motivation

In addition to intrinsic and extrinsic motivation, Gardner and Lambert (1972) identified two other key types of motivation relevant to language learning. They are instrumental and integrative motivation that highlight the different goals learners design when acquiring a language.

1.2.4.1 Instrumental Motivation

Instrumental motivation refers to the practical purposes for learning a language. It is characterized then by a learner's perception of the pragmatic benefits associated with language

acquisition viewing the latter as a means to achieve tangible goals such as career, advancement, academic fulfillment, or traval opportunities (Gardner, 1985). For example, a student may study a foreign language to get a job, achieve academic qualifications, or fulfill professional requirements.

This type of motivation is goal-oriented and often linked to tangible outcomes and can serve as a significant driving force for language learning (Dornyei & Ushioda, 2011). It is driven by the noticed utility and external rewards associated with language competence with a amphasis on functional advantages that proficiency can afford (Dornyei, 2001). Leaners with predominantly instrumental orientation may give immportance to the acquisition of specific linguistic skills necessary for achieving their external goals like communication or reading comprehension for instance.

1.2.4.2. Integrative Motivation

Integrative motivation in contrast to instrumental one involves a desire to learn a language to connect with its speakers and culture, understand their traditions and mainly integrate into their social environment (Lambert, 1974). Integrative motivation is fueled by an intrinsic desire for social affiliation and cultural understanding focusing on the social and affective dimensions of language learning (Gardner et al, 1999). In otherr words, learners motivated by integrative factors aim to develop meaningful relationships, immerse themselves in the target culture, and enhance their understanding of different ways of life.

This type of motivation fosters a deeper and more authentic engagement with the language, as it extends beyond academic or professional objectives. Individuals with strong integrative motivation are often characterized by their positive attitudes towards the target language speakers and culture, the thing that leads to a greater willingness to engage with the language and its community. Integrative motivation is often considered more effective as it aligns closely with the sociocultural aspects of language learning. By emphasizing cultural connections and interpersonal communication, integrative motivation enables learners to immerse themselves more fully in the language and its context (Gardner & Lambert, 1972).

Research suggests that both types of motivation can play a significant role in language learning and they are not mutually exclusive. A learner can be motivated by a combination of instrumental and integrative factors. The relation between these motivational drives alongside individual learner characteristics and the specific learning environment lastly shapes journey and succes of the leanguage learning as a process.

In short, motivation is a dynamic term that has clear influence on the learning process. Intrinsic and extrinsic motivation, along with instrumental and integrative motivation, highlight the diverse factors that drive individuals to engage in educational activities. "The link between intrinsic and

extrinsic motivators determines the depth and sustainability of human engagement." (Bandhu, 2024). While intrinsic motivation fosters a deep and enduring commitment to learning, extrinsic motivation provides essential support more specifically for learners who require external encouragement. With the same end in view, instrumental and integrative motivation offer unique perspectives on language acquisition emphasizing the importance of both pragmatic outcomes and cultural connections.

1.3. Relationship between Motivation, Engagment, and Outcomes

To quote Brett D. Jones (2018, p.5), motivation is " *the extent to which one intends to engage in an activity* ". This definition focuses on the intentional aspect of motivation. It suggests that motivation is primarily about a person's concious decision and / or plan to participate in a specific activity which implies a cognitive process to form an expectation or desire to act (Christenson, Reschly, & Wylie, 2012). In other words, motivation then refers to the degree of intention one has to engage in an activity. This of course emphasizes intention as a core component covering the drive behind actions, the need for active involvement, the pursuit of objectives, and an internal psychological state shaped by interests and values. This internal drive influences the initiation and continuation of goal-related behaviours.

An extent as described by Hebb (1955) refers to the role and importance of the intent as the 'energizing of behaviour'. It varies from no motivation to high motivation that exists on a continuum. To link this, Vroom defines motivation as " *the determination of the level of effort to excert in a particular task context* " (Lokman et al., 2022). Whereas, engagement in an activity involves participation and is also known as '*active learning*' (Chi & Wylie, 2014). This can be behavioural like taking notes (Fredricks, Blumenfeld, & Paris, 2004), or cognitive like deeply thinking about lecture content even when appearing disengaged.

Brett D. Jones (2017) further links motivation to engagement suggesting that the latter can influence motivation and it is crucial for learning and performance. In other words, once individuals are engaged in an activity, their motivation can increase, decrease, or remain the same depending on the extent to which they intend to continue to engage in it. Thus, engagement is important because it most directly affects outcomes such as learning and performance. This definition is consistent with current research on motivation and engagement (as examples, Anderman & Patrick, 2012 ; Froiland & Davison, 2016 ; Froiland & Worrell, 2016 ; Reeve, Jang, Carrell, Jeon, & Barch, 2004 ; Schunk & Mullen, 2012).

In brief, motivation is a powerful psychological tool in the classroom enabling teachers to encourage their learners' improved performance and enhanced achievement. Student motivation is reflected in their motives and goals they strive to achieve and rooted in their subjective

experiences particularly their willingness to engage and their reasons for doing so. Effective teaching then should focus on fostering involvement with the intention of installing, instilling and developing specific knowledge, skills, and attitudes through a variety of learning activities and tasks.

1.4. The Role of Motivation in Academic Success

Motivation is widely recognized as one of the most powerful determinants of students' academic achievement. Zingier (2008) ascertains "*motivation decreases absenteeism. It is one of the greatest achievements of teachers because this leads to higher academic achievement throughout life*" (as cited in Bukurie, 2016, p.239). This shapes how students approach their learning tasks influencing their efforts, persistence, and attitudes towards education. Without motivation, even the most capable learners may fail to reach their full potential as they lack the internal drive to engage actively with their studies. Conversely, motivated students are more likely to take ownership of their learning, demonstrate resilience in taking risks, and perform at higher levels.

Ames (1990) claims that "*motivation is important because it contributes to achievement*" (p.410). Motivation also plays a critical role in fostering students' psychological well-being. When students feel motivated, they tend to view education as a meaningful and rewarding attempt rather than an obligation. Furthermore, Bomia *et al.* (1997) claimed that motivation " […] *seeks to increase factors that move a student toward becoming more involved in the class and subject matter*" (p.4). This positive mindset can lead to creativity as a high order level of critical thinking, problem-solving abilities, and adaptability. For instance, students motivated by curiosity and mastery orientation are more likely to take intellectual risks, explore new ideas, and continue in solving complex problems.

Motivating students to learn is essential for successful curriculum implementation as it plays a key role in the teaching and learning process. The effectiveness of learning mostly depends on whether students are motivated as motivation drives them to achieve their learning goals. In fact, fostering motivation is a core component of effective teaching and one of the most important factors in the learning process. In addition, Kushman, Sieber and Harold (2000, as cited in Broussard, 2002, p.1) argue that "*high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased level of students' success*".

Learning is basically challenging as it requires mental effort and persistence which can only be sustained through motivation. Highly motivated students are more likely to engage actively in learning making the classroom experience enjoyable and productive for both students and teachers.

But, unmotivated students may struggle to learn. Thus, they put their teachers in a challenging and often frustrating environment.

Since modern education mandates student participation, teachers cannot assume that learners will be naturally motivated. Instead, they bear the responsibility of actively fostering and sustaining students' motivation to learn. Teachers must inspire students to take ownership of their learning and encourage them to embrace their educational responsibilities with enthusiasm.

Moreover, motivation significantly impacts how students see, handle, and respond to challenges. While unmotivated students might view difficulties as insurmountable obstacles, motivated learners see them as opportunities for growth and learning since they have what Angela Duckworth calls 'grit'. This is the idea behind a '*growth mindset*' in learning according to Yeager and Dweck (2020) and Duckworth et al. (2007) where students believe that their abilities can improve through effort and persistence. 'Grit' can be defined as " *passion and perseverance for long-term goals"* (Frontiers in Psychology, 2014 as cited in Aaron Hochanadel and Dora Finamore, 2015). So, motivation has a great influence on students' performance ; the more a student is motivated the more he/she has the readiness to engage in learning.

1.5.The Pivotal Role of Motivation in Foreign Language Acquisition

Motivation is widely recognized within educational research as a crucial determinant of success in the teaching- learning process particularly in the realm of foreign language acquisition. Numerous researchers posit that motivation is the key to effective language learning leading to significant emphasis on describing, measuring, and classifying its role within theoretical models of language learning (Bazel, 2015)

Contemporary perspectives show motivation as a primary factor influencing a learner's achievement in foreign language learning. It serves as the initial impetus for engaging with a new language especially when the learner's objective is genuine acquisition. Motivation propels learners to immerse themselves in different customs and cultures associated with the target language. Furthermore, it provides the necessary energy to maintain focus and interest throughout the often lengthy and challenging learning journey. The degree of a learner's motivation can be gauged by observing his / her persistence and enthusiasm when exploring the target language. This level of engagement subsequently impacts the frequency with which learners employ language learning strategies and utilize both receptive and productive language skills not only in structured learning environments but also in real-world communicative contexts (Harmer, 2007, p. 20).

Motivation can be seen as the driving force behind the pursuit of long-term goals in language learning. While inherent abilities play a role, they may be insufficient to overcome the inevitable obstacles and challenges encountered during the acquisition process. A motivated learner,

however, approaches these difficulties as opportunities for growth and views challenging situations as enriching language experiences. This facilitates enhanced retention of learned material and fosters a sense of integration with the target language and its culture. Moreover, successfully overcoming these obstacles and challenges provides psychological rewards, boosting self-confidence and cultivating a sense of accomplishment (ibid, p. 20).

The significance of motivation extends to both teachers and learners within the pedagogical framework. The motivational state of one party can influence the other creating a dynamic interplay. However, a lack of motivation in either the teacher or the learner can transform the teaching-learning experience into unproductive process (ibid, p. 20). In short, motivation is not only a beneficial attribute but a fundamental component that shapes the efficacy and enjoyment that accompanies the language learning process.

1.6. Key Theories of Motivation

Motivation is a cornerstone of human psychology including the processes that initiate, sustain, and direct behaviour. Several theories have been proposed to understand why individuals act in certain ways and what factors are behind their decisions. These theories cover biological, cognitive, and social dimensions. Refering to the article written by Bandhu in 2024, this part then explores the most prominent theories of motivation with a comprehensive analysis on how humain behaviour is shaped by different motivational drivers.

1.6.1. Instinct Theory of Motivation

The Instinct Theory asserts that human behaviour is governed by innate biological instincts that promote survival and reproduction. This perspective advocated by William James in 1890 suggests that instincts are unlearned and universal. James described instincts as '*blind impulses*' that are '*hardwired into human nature*' driving behaviours such as fear, curiosity, and maternal care. In other words, human behaviour is then driven by innate biological instincts that guide actions and reactions. Early proponents like William McDougall (1913) believed that instincts are inherited and ensure survival while Sigmund Freud (1923) further elaborated on this by linking instincts to unconscious drives such as *Eros* (life) and *Thanatos* (death). Bandhu argues that "*humans are equipped with a genetic blueprint that dictates their actions in response to external stimuli ensuring their survival and adaptation*." (Bandhu, 2024). Charles Darwin's theory of natural selection (1859) underpins this concept positing that behaviours that increase survival and reproduction are passed down genetically.

1.6.2 Arousal Theory of Motivation

Arousal Theory initially developed by Donald Hebb (1955) suggests that humans strive to maintain an optimal level of arousal for peak performance. This foundational concept was further

developed by Yerkes and Dodson (1908) with their Yerkes-Dodson Law. This law posits that performance improves with increasing arousal up to a certain point after which performance begins to decline. Essentially, the theory emphasizes the importance of maintaining an ideal arousal level which can differ significantly between people.

The Yerkes-Dodson Law explains that moderate arousal enhances performance while excessive arousal leads to impairment. As Yerkes and Dodson (1908) articulated "*optimal performance occurs at an intermediate level of arousal, beyond which performance declines*". This principle helps explain why some individuals are described ambitious and industrious while others prefer more at ease in their routines. Hebb's work underscores that arousal is a primary driver of behaviour with individuals actively seeking to either increase or decrease their arousal levels depending on the specific context (Hebb, 1955).

Building upon these foundations, Zuckerman (1979) explored sensation-seeking behaviours demon stating that some individuals actively pursue heightened arousal through activities like extreme sports while others gravitate towards calmer environments. As Bandhu (2024) notes "*Arousal acts as a motivator driving individuals to engage in activities that stimulate or calm them to achieve equilibrium*". This highlights the dynamic interplay between arousal and behaviour as individuals seek to find their personal well-being.

1.6.3 Incentive Theory of Motivation

Incentive Theory as developed by B.F. Skinner (1953) asserts that external rewards (incentives) drive behaviour. Skinner's operant conditioning theory states that behaviour can be shaped by reinforcement and punishment and external rewards acting as motivators.

Unlike intrinsic theories, this framework emphasizes the importance of reinforcement and external stimuli. Skinner (1938, as cited in Bandhu, 2024) stated that "*behaviour is shaped and maintained by its consequences*". Bnadhu claims that "*Humans are wired to act when the perceived reward outweighs the effort required* ". This idea shows that individuals are motivated by rewards such as money, praise, marks, grades or promotions.

1.6.4 ARCS Model of Motivation

John M. Keller's ARCS Model identifies four key components essential for maintaining motivation in learning environments ; Attention, Relevance, Confidence, and Satisfaction. Keller (1987) explained that "*Effective instructional design should address learners' attention and relevance to ensure engagement while building confidence and satisfaction sustains their motivation*". In other words and to paraphrase Bandhu (2024), by addressing the four dimensions of Attention, Relevance, Confidence, and Satisfaction, educators and teachers can design environments that sustain engagement and motivation.

Keller's ARCS model provides a framework to capture attention, demonstrate the relevance of the content, build confidence, and ensure satisfaction through successful outcomes. In educational contexts, teachers use interactive methods and real-life tasks to capture attention and show relevance. To build confidence, they provide within reach challenges and feedback that reinforces students' strengths.

1.6.5 Self-Determination Theory (SDT)

Deci and Ryan's Self-Determination Theory highlights three main psychological needs that enhance intrinsic motivation : Autonomy, Competence, and Relatedness. These needs play an important role in fostering motivation and overall well-being.

The need for autonomy refers to feeling oneself as responsible for his / her actions. For instance, students are autonomous when they actively expand effort and devote time to do their work (Niemiec and Ryan, 2009). With respect to this, Deci and Ryan (2000) posit that " […] *choice acknowledgement of feelings, and opportunities for self-direction were found to enhance intrinsic motivation because they allow people a greater feeling of autonomy"* (p.70) that results in having a sense of control of oneself actions.

The need for competence refers to the feeling of effectively doing a task (Niemiec and Ryan, 2009). In the same regard, Deci and Ryan (2000) state that "*the theory argues, first, that socialcontextual events (such as feedback, communications, rewards) that conduce toward feelings of competence during action can enhance intrinsic motivation for that action"* (p.70) through feeling good at something.

The need for relatedness refers to the feeling of being connected to other people. In classroom, for instance, this need is satisfied when a student feels that his / her teacher respects and loves him/ her (Niemic and Ryan, 2009). It is claimed that satisfying the need for relatedness contributes in improving intrinsic motivation. Thus, Deci and Ryan (2000, p.71) argue that " […] *a secure relational base does seem to be important for the expression of intrinsic motivation to be in evidence"*.

Deci and Ryan (1985) also stated that "*when these needs are satisfied, individuals experience enhanced self-motivation and mental well-being*". Conversely, controlling environments that undermine these needs can lead to diminished intrinsic motivation. "*Humans thrive when they feel in control, capable, and connected to others*" (Bandhu, 2024).

All in all, SDT suggests that motivation is most sustainable when individuals feel they have control over their actions, believe in their competencies to achieve their goals and succeed, and experience meaningful social relationships.

1.6.6 Expectancy Theory

Victor Vroom's Expectancy Theory suggests that motivation is determined by three components : expectancy (effort leads to success), instrumentality (success leads to rewards), and valence (value of the rewards). Vroom (1964) argued that "*Individuals will be motivated to act if they believe their efforts will result in outcomes they value*".

It suggests that individuals are motivated to act based on the expectation that their actions will lead to a desired outcome. In other words, individuals will be motivated to work hard if they believe that their efforts will lead to good performance which will also lead to desirable rewards.

This theory is then based on three key beliefs such as expectency, instrumentality, and valence. Motivation then can be quantified as : *Motivation = Expectancy × Instrumentality × Valence.*

1.6.7 Expectancy-Value Theory

Expectancy-Value Theory developed by Vroom (1964) suggests that motivation is driven by two factors : the expectation of success (expectancy) and the value placed on the outcome (value). This theory emphasizes that individuals are motivated to pursue goals they believe are attainable and meaningful. "*Motivation flourishes when individuals believe they can succeed in meaningful endeavors*" (Bandhu, 2024). Eccles and Wigfield (2000) wrote that "*motivation is strongest when individuals perceive a task as both achievable and valuable*".

Achievement Motivation Theory, Attribution Theory, Heckausen's Value Model and Eccles' *et al*. Expectancy Value Model are all examples of these theories (Graham and Weiner, 1996 ; Dornyei and Ushioda, 2001 ; Eccles and Wigfield, 2000). They are classified as expectancy-value based because they focused on the individuals' expectations of the consequences that may follow if a behaviour is likely to be acted and the value they associate to that behaviour as they are considered as basic determinants of motivation.

In educational contexts, learners are more likely to engage in a subject if they believe they can succeed and if they value the potential outcomes such as personal growth and professional development. Teachers can apply this theory by providing clear expectations and highlighting the value of learning objectives.

1.6.8 Goal Orientation Theory

Goal-Orientation Theory proposed by Dweck (1986) distinguishes between mastery goals (focused on self-improvement) and performance goals (focused on demonstrating competence in relation to others).

Mastery goals are linked to intrinsic motivation while performance goals are more extrinsic in nature. Bandhu argues that "*Mastery goals promote resilience and learning while performance*

goals drive competitive success" (Bandhu, 2024). In other words, mastery orientation focuses on learning and improving skills. "*Mastery goals are associated with intrinsic motivation and deeper learning*", state Ames and Archer (1988). Wheras performance orientation focuses on demonstrating competence in relation to others. "*Performance goals may lead to shallow learning strategies and a fear of failure*", caution Dweck and Leggett (1988). For instance and in a classroom context, a student that is motivated by mastery orientation will tackle challenging problems to enhance understanding while one motivated by performance orientation may focus only on marks.

In short, the theories of motivation provide valuable insights into the sevral factors driving human behaviour. From the innate instincts of Instinct Theory to the cognitive evaluations of Expectancy and Expectancy-Value Theories, each framework offers unique explanations of motivation. The ARCS Model, Self-Determination Theory, and Goal Orientation Theory emphasize the relationship between intrinsic and extrinsic factors shedding light on the role of environment and personal values. Understanding these theories is important not only for educators, but also for managers and psychologists aiming to unleash motivation across various contexts. As Keller noted "*motivation is not a single factor but an interplay of many components working together to drive human action*" (as cited in Bandhu 2024).

Conclusion

The literature review demonstrates that motivation has been extensively studied and has gained significant attention from both educational psychologists and applied linguists.

This chapter has provided valuable insights into the field of motivation exploring key concepts, models, and theories related to human motivation. By incorporating a comprehensive theoretical framework, it highlights the role of motivation in learning. Specifically, it combines Gardner's (1985) Socio-Educational Model with socio-cognitive models of motivation (Pintrich, 2003 ; Pintrich & Schunk, 2002). Gardner's model focuses on the impact of social and educational factors on motivation witn an emphasis on the interaction between learners' attitudes, beliefs, and their external environments. Adding to that, the chapter presents three major psychological theories - self-determination theory, expectancy value theory and goal theory which are formost to understanding motivation. These theories have been essential in examining and exploring the motivational techniques implemented in the classroom by EFL teachers within the Competency-Based Approach (CBA) as far as the Algerian context is concerned.

CHAPTER TWO

Motivational Techniques in the Teaching-Learning Process within CBA

Chapter Two : Motivational Techniques in the Teaching- Learning Process within CBA

Introduction

The Algerian educational system has undergone significant reforms mainly the introduction of CBA. This shift aims to cultivate practical skills and competencies to be used in real-life situations and scenarios moving away from rote memorization and knowledge pouring. Motivation is an important factor in the effective implementation of CBA to determine student engagement and learning outcomes.

This chapter then aims at exploring the existing relationship between motivation and CBA with a focus on the motivational techniques implemented by EFL teachers within CBA as far as the Algerian middle school is concerned. Besides, numerous concepts are tackled such as what CBA is, what its features are, and also the teachers' and learners' roles are highlighted.

2.1.Definition of CBA

CBA as described in (OECD, 2005) is a significant educational paradigm that seeks the development and demonstration of pragmatic skills and abilities relevant to real-life contexts rather than a focus on knowledge acquisition only, all this to "*build the learner's competency in how to know do (capabilities) and how to be (attitudes)*" (Habitouche and Adbellatif, 2025). It focuses on what learners can do rather than just what they know (Richard & Rodgers, 2001). This involves not only mastering skills but also exhibiting appropriate behaviors and dispositions necessary for effective application in various situations (Rychen & Salganik, 2001 ; Richard & Rodgers, 2001).

Key to CBA is the ability of learners to utilize their knowledge effectively in practical situations through the transfer of learning and the mobilisation of competencies to diverse contexts (Mrowicki, 1986). In educational settings and in areas like foreign language learning, CBA moves beyond grammar and vocabulary fostering a more holistic development of competencies. It encourages learners to actively engage with the material, recycle their knowledge, and apply their skills autonomously to solve problems in both academic and real-life situations (Richard & Rodgers, 2001 ; Tomlinson, 2014).

CBA is basically a learner-centered approach emphasizing principles such as autonomy, responsibility, and motivation (Chelli & Khouni, 2011 ; Richards, 2006). It aims to cultivate learners who can independently apply their knowledge and skills even in situations never met before. By focusing on observable outcomes and integrating knowledge, skills, and attitudes, CBA seeks to prepare learners for a rapidly evolving world by creating a strong connection between what is learned in the classroom and its context of use outside of it.

In other words, CBA which is an extention of the Communicative Approach (CA) and as defined by various scholars, represents a significant withdrawal from traditional education. It gives

importance to the development and demonstration of pragmatic skills and attitudes as it prepares learners to apply their knowledge effectively in real-world contexts.

2.2.Features and Characteristics of CBA

CBA has emerged as a prominent modern educational methodology. From the definitions above, it is distinguished by several key characteristics that differentiate it from traditional teaching and learning paradigms. One of its defining features is its action-oriented nature. CBA emphasizes learning through active engagement where learners employ their individual language skills in practical ways (Richard & Rodgers, 2001, p. 141) which aims to cultivate competent language users capable of effectively being active outside the classroom.

Furthermore, CBA promotes a problem-solving approach. By equipping learners with the tools to address real-world challenges and overcome authentic obstacles, CBA fosters competence through learning experiences. The problem-solving aspect of CBA encourages learners to develop critical thinking skills and apply their knowledge in changing and new situations.

CBA's effectiveness is further enhanced by its grounding in real-life actions and tasks. Learning is not confined to theoretical exercises but is instead contextualized within authentic situations requiring the mobilisation and integration of specific skills. This focus on real-world contexts and skill demonstration makes learning more relevant and engaging for learners, the fact that increases knowledge retention and transfer.

Finally, CBA aligns with social constructivist principles. It recognizes that language learning is " *a social process emphasizing the use of language as it naturally occurs within societal contexts"* (Richard & Rodgers, 2001, p. 141). This social dimension of CBA encourages collaborative learning and interaction with the aim to foster and develop communicative competence. Learners are encouraged to learn with and from each other, negotiate meaning, and develop their language skills through authentic social interactions.

Expanding on these characteristics, Tardif (as cited in Cora, 2011, p. 23) offers a more detailed framework identifying five distinct features of CBA : integrative, combinatorial, developmental, contextual, and evolutionary.

The integrative nature of CBA emphasizes the learner's capacity to synthesize diverse resources for specific learning objectives while its combinatorial aspect highlights the link between various features to achieve these objectives. Furthermore, CBA is developmental viewing competence as an evolving process refined through experience, and contextual asserting that competencies operate within specific situations. Finally, its evolutionary characteristic shows CBA's dynamic and flexible nature allowing for adjustments in response to changing circumstances.

2.3.CBA in the Algerian School System

In the academic year 2002-2003, Algeria initiated a significant educational reform known as the 'Educational Reform' spearheaded by a collaboration between the national commission for educational reform (PARE) and UNICEF leading to the introduction of competency-based curricula (CBC) across all levels of Algerian public education as a new approach to teaching English as a foreign language (Chelli, 2010). The implementation of CBA in Algerian pedagogy represented an essential shift from a traditional content-based curriculum focused on rote memorization towards a process-oriented approach that seeks the development of practical skills, collaborative learning, and the use of acquired knowledge in real-world contexts. This aimed to foster active learning and critical thinking rather than passive reception of information.

Driven by a broader national agenda to enhance the quality of education and align it with contemporary pedagogical best practices, the adoption of CBA was viewed as crucial for improving language learning outcomes and equipping Algerian learners with the skills necessary to succeed in an increasingly globalized world. Demonstrating a strong commitment to this reform's success, as witnessed in the field, the Algerian Ministry of National Education (MNE) invested in comprehensive teacher training and professional development programs. These initiatives were designed to equip teachers, inspectors, and other educational professionals with the necessary knowledge, skills, and competencies to effectively implement and manage the new pedagogical approach through the organisation of workshops, seminars, and ongoing support tools to ensure educators were comfortable and proficient enough in using CBA strategies and techniques in their classrooms.

By providing clear learning objectives, relevant content, and opportunities for self-assessment, teaching English within CBA in Algeria as stated in the Curriculum of English for Middle School (2015) " *facilitates two-way communication with the world* " as " *the communicative competence is the aim of lagnuage learning* " (MNE, 2015, p.41).

2.4.CBA in the Algerian Middle School

Algeria has implemented CBA in its middle schools since 2002 as part of a broader educational reform. Since 2008, Orientation Law on National Education (No. 08-04) has guided the English curriculum emphasizing and setting three missions for the school which are *education, socialization, and qualification*. There has been a shift towards interaction and integration within a social constructivist view of learning.

Teaching English in Algerian middle schools according the the Curriculum of English for Middle School Education must meet five main and core objectives :

- *"To help our society to live in harmony with modernity by providing the learner with linguistic tools essential for efficient communication.*
- T*o promote national and universal values.*
- T*o develop critical thinking, tolerance and openness to the world.*
- T*o contribute to the shaping of a good citizen, aware of the challenges and challenges of today and tomorrow.*
    - T*o give every learner the opportunity to have access to science, technology and world culture while avoiding the danger of acculturation".*

The aim of learning English in middle school is to develop the learners' communicative competence in English as there was a shift from "*a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration, all within a social constructivist view of learning*" (Curriculum of English for Middle School Education, 2015, p. 4). This learner-centered approach facilitates and focuses on the learner's active engagement in language acquisition and competency development.

Accordingly, English language instruction is designed, as stated in the previously mentioned document, to enable learners to interact effectively with both peers and other English speakers through the development of interaction, interpretation, and production as target competencies facilitated through oral and written communication. Furthermore, it aims to install core values related to national identity, national conscience, citizenship and openness to the world and also cultivate cross-curricular competencies including intellectual, methodological, communicative, personal, and social dimensions. Besides, it supports learners' social development by providing opportunities for global engagement. Finally, it facilitates the acquisition of knowledge in other disciplines such as biology, history, geography, civic and religous educations and the exact sciences enabling interdisciplinary learning.

2.4.1. Purposes of the Implementation of CBA in the Algerian Middle School

The pressing demands of society and those of an increasingly sensitive student population necessitate a shift towards emphasizing the acquisition of a functional language rather than the learning of a literary language. Slavin (1990) argues :

> If a student can fill in blanks on a language art test,
> but cannot write a clear letter to a friend or a
> prospective employer, or can multiply with
> decimals and percents on a math test, but cannot

figure sales tax, then the student's education has

been sadly misdirected

(as cited in Yamina, 2003, p. 44).

This means if students cannot apply what they have acquired in school into extra school contexts, then their education needs some kind of reconsideration. Indeed, in contemporary education, it is imperative to respond to the genuine needs of learners by fostering a positive learning environment due to the fact that adolescents exhibit a growing need for autonomy and encouragement. The cognitive and socio-constructivist framework facilitates the realization of these objectives and aims to develop essential competencies in learners such as interaction, interpretation, and the production of varied and meaningful messages in different topic related to their needs and interests. In this respect, it is mentioned *in ' Le Document d'Accompagnement du Curriculum d'Anglais du Cycle Moyen'* (July, 2015) that due to the learner-centered nature of this approach, it is indispensable to :

" *- Respect the needs and interests of the learner while taking into account their lived experiences,*

- *Consider the diverse learning styles and strategies by providing students with varied learning situations,*

- *View language as a means of communication by encouraging learners to use it in meaningful contexts,*

- *Provide activities that respond to an authentic or plausible communication need, emphasizing the importance of message meaning over form,*

- *Tolerate formal errors that do not impede the transmission and reception of the message,*

- *Emphasize the importance of authentic or plausible language practice by avoiding monotonous and repetitive exercises,*

- *Prioritize comprehension over production by varying and multiplying listening and reading situations,*

- *And encourage learners to seek meaning through the entirety of utterances rather than focusing solely on isolated words and phrases".*

To achieve these objectives, CBA employs a distinctive teaching methodology in which teachers are not expected to provide exhaustive explanations or ready-made conclusions and productions. Instead, students are encouraged to develop learning strategies that promote autonomy in knowledge acquisition. In this context, learners are guided to master both cognitive

and metacognitive strategies to enable them become independent learners. Moreover, students are motivated to seek information through reasoning and inquiry-based learning.

Within the framework of Competency-Based Language Teaching (CBLT), the teaching of EFLis reinforced to ensure that students actively use the language for communication rather than merely acquiring passive linguistic knowledge. From their first year of middle school, pupils are trained to develop both oral and written communication skills. They are expected to acquire functional language abilities by utilizing specific linguistic structures in a variety of contexts. The English curriculum for the four years of middle school is designed to achieve linguistic (knowledge), methodological (skills), and cultural objectives (attitudes).

2.4.2. Challenges and Opportunities within the Algerian Middle School Context

The successful implementation of CBA in Algerian middle schools is challenged by the necessity of adequate teacher training in CBA principles, assessment design, and engaging activity creation (UNESCO, 2017) in addition to the need for sufficient tools and available resources. A key challenge also lies in developing assessment methods that evaluate competencies beyond mere knowledge recall requiring consideration of learners' individual factors. Research on CBA in Algeria is important to understand its specific challenges and opportunities particularly concerning student motivation drawing from established motivational strategies (Wigfield et al., 2016), and emphasizing collaboration among stakeholders.

Algerian middle school curricula have evolved with a first generation from 2003 to 2015 preceding the current second generation from 2016 up to now (Bouzidi and Debabi, 2024). The shift to the second-generation curriculum was partly driven by the need to address the rapid advancement of knowledge and the impact of globalization which rendered previous curricula less relevant (Framework of Reference for Revising Curricula, p.2). This newer curriculum embraces a social constructivist model with a focus methodological strategies, competency-based learning, and problem-solving rooted in real-life contexts with evaluation seen as an integral part of learning.

The second-generation curricula brought significant changes to teaching practices within CBA by focusing on the use of the acquired knowledge and skills to solve real-world problems. This involved a shift in curriculum structure towards competency-based organization and the integration of cognitive (knowledge), methodological (skills), and value (attitudes) components with the latter to bridge a previous gap in educational focus.

2.4.3. Teachers' and Learners' Roles within CBA in the Algerian Middle School

The implementation of CBA in Algeria as evidenced by the Support Document (2015) represents a fundamental shift in pedagogical practices to reconsider the traditional roles of both the learner and the teacher. This approach aims to cultivate active, autonomous learners capable

of utilizing acquired knowledge in authentic, real-world contexts as targed by the educational reform in Algeria.

2.4.3.1.Teacher's Roles

Taking into account the guiding principles for teaching English and teacher competencies in the Algerain middle school system as mentioned in the Curriculum (MNE, 2015, p. 41 & 42), CBA necessitates a fundamental transformation of the teacher's role from a traditional instructor to a learning facilitator (Griffith & Lim, 2014). This shift emphasizes guiding students in acquiring specific and measurable competencies rather than imparting knowledge.

Teachers are required to act as curriculum designers to identify core competencies, prepare relevant resources including authentic tasks, and provide continuous constructive feedback focused on individual mastery (Griffith & Lim, 2014). Pedagogical approaches aligned with CBA such as task-based and project-based learning are all essential as they enable teachers to design effective assessment and reporting tools.

This facilitator role fosters a learner-centered environment that empowers student ownership of learning and encourages autonomy (Dörnyei, 2001). Teachers' motivational skills are central for student engagement (Dörnyei, 2001 ; Williams & Burden, 1997 ; Oxford & Sheerin, 1994) hand in hand with providing positive reinforcement and a supportive learning environment. Beyond instruction, teachers serve as mentors and role models to instill collaboration, provide individualized support and adapt strategies to diverse learning needs.

In this learner-centered context, teachers adopt various roles to cultivate intrinsic motivation. They function as facilitators to create conducive environments through clear expectations, feedback, and learner autonomy (Voller, 1997 ; Chiu, 2005). They also act as innovators by integrating new techniques, and as mentors through offering individualized guidance (Voller, 1997 ; Chiu, 2005). Furthermore, teachers are essential resources with expertise in learning materials (Benson & Voller, 1997 ; Voller, 1997) and serve as counselors providing advice and support particularly to cate to individualized learning (Voller, 1997 ; Richards & Rodgers, 1986, as cited in Yan, 2012) where effective communication is core.

Moreover, teachers operate as managers and organizers as they plan and prepare engaging activities and provide clear instructions (Yan, 2012). The teacher's role evolves gradually fostering learner responsibility through phases of ensuring understanding, establishing collaboration, modeling strategies, facilitating comprehension, and promoting collaborative learning (Scharle & Szaboo, 2000 ; Dam, 2003). Little (1991) emphasizes that learner responsibility and critical reflection require explicit teacher guidance and opportunities for practice. The teacher's

adaptability eventually joined to these diverse roles significantly influences learner autonomy and motivation.

The following table shows the difference between traditional and newly attributed roles of the teacher :

Teacher's Roles in Traditional Approaches	Teacher's Roles in the CBA
1- Holds knowledge	1- Gives guidance
2- Provides knowledge	2- Facilitator, co-learner
3- Takes decisions	3- Aware of learners' needs and strategies
4- Authoritarian	4- Develops learners' autonomy

Table 1 : Teacher's Roles According to Language Approaches (as cited in Document d'accompagnement de la 3ème AM, 2006, p. 77)

2.4.3.2.Learner's Roles

CBA essentially puts the learner in the center of the educational process to foster his / her responsibility for their own learning and encourage the practice and improvement of English communication skills, a process facilitated by the teacher acting as resource person and known as « learning how to learn » (Support Document, 2015). Effective CBA implementation as outlined in official documents by the MNE such as the Curriculum and Support Document (2015) requires a deep understanding of the main roles of both teachers and learners seeking the realization of intended outcomes within the Algerian educational context with the rationale to form competent, autonomous, motivated, and engaged citizens.

Regarding learner roles, CBA reorients the educational paradigm by placing the learner at the core taking into account active engagement as main for effective learning (Griffith & Lim, 2014). This active participation is realized through interactive behaviours such as discussions, insightful questioning, collaborative peer work, and constructive feedback. Consequently, CBA facilitates learners' transition from passive recipients of information to active constructors of knowledge. This well-planned engagement becomes essential for competency development through providing opportunities for language experimentation, contextual use, and consistent practice and feedback.

As mentioned in the Support Document (2015), CBA transforms the learner's role from a passive recipient of information to an active and autonomous participant in the learning process. This paradigm shift is predicated on the cultivation of learners capable of applying acquired knowledge in authentic real-life contexts in congruency with the broader objectives of educational

reform in Algeria. The learners assume responsibility for their learning, the fact that is manifested through active participation in authentic communicative tasks such as role-playing, presentations, and discussions that simulate real-life scenarios fostering self-confidence and the development of metacognitive awareness enabling learners to reflect upon and improve their own learning processes.

2.5. Motivation and CBA

CBA's emphasis on relevance and real-life context of use can significantly enhance student motivation. By connecting classroom learning to dailylife situations, learners recognize the value of their education leading to increased engagement (Deci & Ryan, 2000). Furthermore, the active learning strategies specific to CBA such as collaborative projects and problem-solving activities create a more dynamic and interactive learning environment and boost motivation which is not the case with traditional passive learning models (Johnson & Johnson, 1999). The student-centered nature of CBA where pupils take ownership of their learning fosters autonomy and responsibility and further increases motivation (Bandura, 1997). Finally, the focus on skill development, rather than mere factual recall, can be more intrinsically motivating for students as they witness tangible progress in their abilities.

On the other hand, motivated students are more likely to actively engage in the learning process as main element for CBA's success. Their active participation which is apparent through asking questions and seeking knowledge generates the interactive learning environment CBA promotes (Pintrich & Schunk, 2002). Moreover, motivation drives effort and persistence essential for competency development. Students who are motivated are more likely to persevere through challenges which is a necessary component for achieving mastery (Dweck, 2006). Self-directed learning, a quality of motivated learners, aligns perfectly with CBA's student-centeredness. Motivated students are well equipped to set learning goals and seek out resources independently. Finally, their positive attitude contributes to a supportive learning environment through which all students benefit.

Thus, successful learning which depends on supported and purposful development, designing meaningful activities and tasks that support and encourage active learning as evolving process, assessment of and for learning that should be ongoing, and creating a supportive learning environment and classroom managment as guiding principles for teaching English in the Algerian middle school (MNE, 2015) are all key elements to student motivation within CBA.

2.6. Learning Strategies and Motivational Techniques to Foster Learner Autonomy and Efficacy

The term 'motivation' while broadly defined serves as a concise descriptor for a complex array of psychological concepts. For instance, saying that this learner as 'motivated' generally implies having such keenness, commitment, enthusiasm, purposeful engagement, vigorous study habits, and sustained perseverance. On the contrary, the term 'unmotivated' denotes the absence of these characteristics in a way or another. The concept of motivation is major over theoretical research and practical domains as it addresses a fundamental aspect of human cognition sparticularly the spontaneous or wanted aspect apart from purely cognitive or affective functions.

2.6.1. Learning Strategies

The development and implementation of effective learning strategies are key for cultivating learner autonomy. These strategies which are intrinsically learner-driven require individual employment. Educators play a necessary role in transmitting knowledge regarding diverse motivational techniques and promoting their effective utilization both within and beyond the traditional classroom setting. The consistent application of these techniques has been shown to enhance learner self-efficacy, motivation and confidence.

In her seminal work "*Learning Strategies : What Every Teacher Should Know* " (1994), Rebecca L. Oxford defines learning strategies as *"actions taken by the learner to help acquire, store, retrieve, and use information "*. Oxford expects that the strategic use of learning strategies allows learners to optimize their learning experiences as more efficient, engageing, self-directed, and transferable to new contexts. Oxford outlined two main categories of learning strategies : direct and indirect.

2.6.1.1. Direct Learning Strategies

Direct learning strategies such as memorisation, congnitive, and compensation are essential for language acquisition.

Memorisation strategies emphasize the contextualization of new vocabulary within sentence structures and the reinforcement of these items through association with visual, auditory, and kinesthetic stimuli. Systematic vocabulary review is also highlighted as an integral part of this category.

Cognitive strategies include mental processes that facilitate language learning such as repetitive practice focusing on phonological manipulation and the construction of longer linguistic sequences by using already acquired language components. Furthermore, the efficient recycling of information through skimming and scanning as well as analytical and deductive reasoning

involving linguistic dissection, rule application, comparative analysis, and cross-linguistic transfer are presented as key cognitive strategies.

Compensation strategies involve the main use of both linguistic and non-linguistic cues to aid comprehension. This category also includes techniques to avoid linguistic limitations such as utilizing the native language for clarification, seeking assistance, employing non-verbal communication, paraphrasing, and adapting the intended message.

2.6.1.2.Indirect Learning Strategies

Indirect language learning strategies which foster learner autonomy and emotional well-being can be classified into metacognitive, affective, and social domains.

Metacognitive strategies emphasize careful learning management through planning, monitoring, and evaluating learning processes in addition to vocabulary development, focused attention, and goal setting with self-assessment. Affective strategies address the emotional aspects of language learning by encouraging relaxation, positive emotional engagement through stimuli like music and humor, and ensuring a supportive learning environment that encourages risk-taking. The third category refers to social strategies that promote interactive learning through seeking clarification, requesting feedback, and engaging in collaborative activities with peers and native speakers.

2.6.2.   Techniques for Enhancing Learner Motivation in the EFL Classroom

The implementation of learner motivation is a serious pedagogical responsibility especially within EFL context. Educators employ a variety of techniques to foster engagement and inspire learners as documented in various pedagogical resources. Anthony (1963) stated that :

> A technique is the implementation which actually takes a place in a classroom. It is particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method an therefore in harmony with an approach as well.
>
> (Cited in Richards & Rodgers, 1986, p. 15)

Motivational techniques as defined by Dörnyei (2001, p. 28) are " *techniques that promote the individual's goal-related behaviour ".* Considering the nature of human behaviour, various influences can potentially affect an individual's actions. Motivational techniques, however, are characterized by their conscious and purposeful use to achieve ongoing positive behaviorual

outcomes. These techniques involve both self-regulatory ones employed by learners to modify their own motivation and instructional interventions implemented by teachers to enhance learner engagement.

In the context of language education, teachers must employ a diverse repertoire of engaging instructional strategies and motivational techniques to address learner interest and maximise learning outcomes. Taking into consideration the heterogeneous learning style, needs interests, and levels present in contemporary classrooms, implementing motivational techniques is essential to increase educational efficacy.

2.6.2.1.Practical Examples of Motivational Techniques

Appreciating that engaging students' interest is not always straightforward, Ken Wilson's seminar identified ten techniques a teacher can employ to motivate learners.

Drawing upon the extensive research of Zoltán Dörnyei in the field of student motivation, Wilson (as reported by Scott Sherriff, 2012) outlined six key motivational factors identified by the Hungarian scholar as significantly influencing student motivation within the classroom setting. These factors include teacher enthusiasm, the provision of encouragement by the teacher, a perceived belief from the teacher regarding the student's progress and potential for success, the teacher's authentic engagement in fostering positive classroom and group dynamics, the establishment of a supportive, secure, and safe learning environment, and the valuation of student ideas and active participation which involves promoting autonomy and affording students opportunities to personalize their learning space.

Notably, Wilson highlighted teacher enthusiasm as the most principal factor of these features due to its crucial role in unlocking students' potential and emphasizing the impact of a teacher's passion for their work. So, acknowledging the potential difficulties in sustaining teacher enthusiasm due to the prevalent fear, anxiety, and exhaustion associated with demanding schedules, Wilson (as reported Scott Sherriff, 2012) at the same time asserted the limited efficacy of zeal in isolation. Wilson argued for its necessary integration with planned techniques aimed at appropriately improving security within the classroom. Afterwards, Wilson (as reported in Scott Sherriff, 2012) presented ten specific techniques and ways intended to motivate learners and foster their involvment in the learning process.

- **Make the Learners Curious**

Unleashing students' curiosity can be a powerful motivator factor. This aligns with constructivist learning theories which emphasize the learner's active role in constructing knowledge through exploration and inquiry (Bruner, 1961). Teachers can achieve this by asking

engaging questions, presenting mysteries, or introducing surprising and unexpected information, showing photos and pictures.

- **Challenge the Learners**

Providing appropriately challenging tasks encourages students to engage more deeply. Vygotsky's (1978) Zone of Proximal Development (ZPD) suggests that learning occurs most effectively when tasks are slightly beyond a student's current independent capacities but achievable with guidance. Well-designed challenges can foster a sense of competence and accomplishment (Deci & Ryan, 2012).

- **Avoid the Obvious**

Avoiding predictable or routine activities can maintain student interest and engagement. This echoes the idea of novelty and its impact on attention and motivation (Berlyne, 1960). Introducing varied tasks, perspectives, and approaches can stimulate deeper thinking and prevent disengagement or boredom.

- **Devolve Responsibility**

Giving students ownership over aspects of their learning can foster intrinsic motivation and self-efficacy (Bandura, 1977). This aligns with self-determination theory which highlights the importance of autonomy in promoting engagement (Deci & Ryan, 2012). Thus, providing opportunities for students to make choices, lead discussions, or contribute to the learning process can be effective.

- **Teach Unplugged (Occasionally)**

Incorporating activities that don't rely on technology can foster different types of engagement and interaction. This can encourage creativity, problem-solving through different modalities and interpersonal communication (though direct academic sources specifically on the "unplugged" aspect in this motivational context might be limited, the benefits of varied pedagogical approaches are well-documented, e.g., Felder & Silverman, 1988).

- **Let Students Use Their Technology Means and Technology Skills**

Allowing students to use their technological means and skills can increase relevance and engagement as it connects learning to their existing competencies and interests. This aligns with the idea of culturally relevant pedagogy (Ladson-Billings, 1995) which emphasizes incorporating students' cultural knowledge and experiences into their learning.

- **Let Students Use their Imagination**

Activities that encourage imagination and creative thinking can make learning more enjoyable and memorable. This is related to the concept of flow (Csikszentmihalyi, 1990) a state of deep engagement and enjoyment that can be fostered through intrinsically motivating tasks.

- **Find out What the Learners Know and What They are Good at**

Understanding what students already know and what they master allows teachers to build upon their existing knowledge and tailor instruction to reinforce their strengths. This aligns with differentiated instruction (Tomlinson, 2001) and the principle of making learning relevant by connecting it to prior experiences.

- **Take a Break**

Recognizing the importance of cognitive breaks through the use of jokes, riddles and / or tongue twisters can improve focus and prevent burnout. Research on cognitive load theory (Sweller, 1988) suggests that breaking down learning into manageable chunks and allowing for rest can enhance information processing and retention.

- **Transform the Classroom into a Spider's Web**

This suggests creating a dynamic and interconnected learning space where students actively interact, share ideas, and learn from and with each other. This can be done through the implementation of competetion and games such as hangman, runner and recorder, back to back hot potato, stop the bus, bingo, catch the ball, board race game, speaking walls, and so on. This aligns with social constructivist theories (Vygotsky, 1978) which emphasize the role of social interaction in knowledge construction. A classroom that fosters collaboration and peer learning can enhance motivation and engagement. All this can be done through group work and projects.

Conclusion

In summary, researchers consistently emphasize the pivotal role of motivation in successful language learning. To paraphrase Dornyei, motivation is the stimulus for initiating language acquisition and the sustaining force to overcome its essential challenges (1998, p.117). Recognizing the diverse motivational landscapes within classrooms is basic. Teachers must understand the various factors that drive their students enabling them to implement motivational techniques that go with individual learners. This directly aligns with the principles of CBA.

CBA emphasizes observable skills and real-world use, the thing that can be in itself motivating. By clearly defining learning objectives in terms of achievable competencies, students gain a sense of progress and accomplishment fostering intrinsic motivation. For instance, instead of focusing on abstract grammar rules, CBA prioritizes communicative tasks. And completing

these tasks successfully provides tangible evidence of progress and reinforces students' beliefs in their ability to learn. By carefully integrating these motivational techniques within a well-structured CBA, teachers can empower their students to achieve language proficiency in a timely and engaging manner. This approach not only fosters competence but also boosts an ongoing desire to learn and communicate in the target language.

So, Motivation and CBA are intrinsically linked. CBA by creating a relevant, engaging, and student-centered learning environment can foster student motivation. Conversely, motivated students are more likely to actively participate and develop competencies effectively. Addressing the identified challenges while focusing on and valuing the opportunities will lead to more successful CBA implementation and improved learning outcomes for Algerian middle school learners.

CHAPTER THREE

Research Methodology, Data Collection, and Findings

Chapter Three : Research Methodology, Data Collection, and Findings

Introduction

This chapter presents the practical part of the research as it introduces the research design which is based on a questionnaire handed to a sample of teachers in the field, the teacher's interview and classroom observation. Also it will collect data by means of tables and figures in odrer to facilitate the analysis phase and discussion of the results and findings.

3.1 Research Method

With reference to what has been mentioned before, this research study is carrired out in order to explore the motivational techniques implemented by EFL teachers in the Algerian middle schools in Bouira within CBA through a case study research design aiming at analyzing the issue which is drawn from the fact that teachers still struggle with various obstacles while implementing motivational techniques in their classrooms. The hypothetical study also attempts to conclude to which extent EFL teachers do implement motivational techniques in the classroom as far as the Algerian context within CBA is concerned.

The current study is then a multi-methodological research for both collecting and analyzing data as it tends to rely on a mixed method using both qualitative and quantitative methods to better answer the research questions. The quantitative method permits to gain abundant data which will be afterwards analysed using descriptive statistical method. The qualitative data gathered from open ended questions will be analyzed using qualitative content analysis (QCA) method.

3.2.   Research Setting and Sample of the Study

The study is executed in mainly 54 middle schools as mentioned above. The target population consists of three categories ; 55 middle school teachers from several schools in Bouira province who responded to the questionnaire, 11 teachers who have been observed in their classrooms, and 07 others with whom the interviews have been conducted. They were all selected randomly regardless their age, gender or expreience in teaching the English language. They were included in the study to gain more accurate and relevant data as they are in a direct contact with learners and the syllabus as well. Obviously and according to McDonough et al (1997), any research which is conducted from the teacher's contribution contributes to various outcomes. On the other hand, teachers could povide guidance and advice to ensure the appropriateness of the research managment. With reference to this, Malterud (2001) stated that instruments in general can make the researchers gain better understanding of the meaning and implications of their findings (as cited in Kerroum, 2016. p.71).

3.3. Procedure and Instruments of Data Collection

In oder to set forth this research into the outside world, accurate research instruments and data collection tools must be used in order to attain some reliable information. In the attempt to answer the research questions, the researchers have opted for three main research tools. A questionnaire of twelve (12) items covering four (04) sections, a classroom observation containing a checklist of nine (09) items, and an interview of ten (10) items.

3.3.1. Teachers' Questionnaire

Brown (2001) defines a questionnaire as *"a research instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers"* (Brown, 2001 as cited in Dornyei, 2003). The choice of a questionnaire as a research tool is due to the fact that it can be analysed quantitatively and qualitatively as it helps to gather a large amount of information in a short time. Likewise, Dornyei points out :

> The popularity of questionnaires is due to the fact
> that they are relatively easy to construct, exltremly
> versatile and uniquely capable of gathering a large
> amount of information quickly in a form that is
> readily processible.
>
> *(*Dornyei, 2000, p. 101)

The questionnaire constructed for this study was sent and / or handed to seventy five (75) EFL middle school teachers teaching in mainly 68 schools in Bouira and aswered by 55 ones. It holds twelve (12) items varying between close-ended questions and open-ended ones. It is split up into four sections. The first one is about the background information of the respondents ; it contains two (02) questions. The second section includes two (02) items concerning the teachers' perception of motivation within CBA. The third section about the motivational techniques employed by teachers contains three (03) items. Whereas, the last section about challenges, obstacles, and barriers contains five (O5) items. This data collection tool was administered on February 07, 2025.

3.3.2. Teachers' Interview

Interview is defined as *"a data collection method in which a researcher and participant engage in a conversation focused on questions related to a research study"* (Tavakoli, 2012, p. 294). The structured interview of ten (10) questions conducted in this study took place in 7 middle

schools in Bouira province, asked face-to-face with seven (07) teachers in the period lasting from April 9 to May 7, 2025 to obtain in-depth information from their opinions about motivation in classroom and the barriers that hinder its implementation as well as suggesting some solutions.

3.3.3. Classroom Observation

Classroom observation defined as *" a form prepared before collecting data to sketch out and record the behavior and the situational features during observation "* (Tavakoli, 2012) is another tool to collect and get more reliable information and allows recording data immediately in its real context which helps in making the investigation more valid. The classroom observation involved a checklist of nine (09) items completed during twenty (22) sessions of one hour each, from the period lasting from April 9 to May 7, 2025 with eleven (11) middle school teachers working in various schools in Bouira province

3.4. Data Collection Analysis

This section deals with the analysis of the results and findings obtained from the three research instruments.

3.4.1. Teachers' Questionnaire Results

Section 1 : Background Information

Question 1 : How many years of experience do you have in teaching EFL ?

Years of Experience	Less than 3	3-5 years	6-10 years	More than 10	Total
Number of Teachers	8	8	22	17	55
Percentage	14.54	14.54	40	30.90	100

Table 2 : Teachers' Professional Experience

The majority of the teachers (39 out of 55) have more than 6 years of experience.

The teachers overall experience is quite high and the insights shared then are informed thanks to their practical knowldge in the EFL classroom.

Question 2 : Have you received any training on implementing CBA in teaching ?

Suggestions	Frequency	Percentage
Yes, extensive training	15	27.27
Yes, some training	35	63.63
No, I learned on my own	03	05.45
No, I haven't received any training	02	03.63
Total	55	100

Table 3 : Training on CBA Implementation

A large majority of the teachers (63.63%) reported having received some training on implementing CBA. Interestingly, a small percentage (9.09%) stated they had not received any training on CBA implementation.

These varying levels of training on CBA could influence implementation consistency. Further investigation into the impact of both experience in teaching and training on motivational techniques could be appropriate.

Section 2 : Teachers' Perception of Motivation within the Competency Based Approach

Question 3 : How important do you think student motivation is for successful learning within CBA ?

Suggestions	Frequency	P ercentage
Not important at all	00	00
Slightly important	03	05.45
Moderately important	05	09.09
Very important	31	56.36
Extremely important	16	29.09
Total	55	100

Table 4: Importance of Student Motivation

An overwhelming majority of teachers believe that student motivation is important for successful learning within CBA. Only three (03) teachers considered it 'slightly important'.

Thus, there is a strong consensus among teachers regarding the essential role of learner motivation for a successful learning with CBA which shows its importance in curriculum delivery.

Question 4 : In your opinion, what are the main factors that influence pupils motivation in learning English ? (Select up to three)

Suggestions	Frequency	P ercentage
Teaching methods	38 / 55	69.09
Classroom environment	36 / 55	65.45
Availability of resources	20 / 55	36.36
Parental support	14 / 55	25.45
Students' personal interest	40 / 55	72.72
Others	01/55	01.81

Table 5: Factors Infleuncing Pupils Motivation

Students' personal interest (40 out of 55), teaching methods (38 out of 55) and classroom environment (36 out of 55) were identified as major factor influencing student motivation by the highest number teachers.

So, students' personal interests, teaching methods and classroom environment are considered as key influencing factors. This highlights the relationship between teachers' practices and intrinsic motivation.

Section 3 : Motivational Strategies and Techniques Used by Teachers

Question 5 : How often do you use the following techniques to motivate students ?

a- Interactive and communicative activities (eg : role plays, discussions, storytelling …)

Suggestions	Frequency	Percentage
Never	00	00
Rarely	01	01.81
Sometimes	16	29.09
Often	31	56.36
Always	07	12.72
Total	55	100

Table 6 : Implementing Interactive and Communicative Activities

Interactive and communicative activities (e.g., role-plays, discussions, storytelling) are the most frequently used techniques with 31 out of 55 teachers.

The frequent use of interactive activities is a positive sign as these techniques increase learner engagement and motivation and show the value of active learning.

b- Positive reinforcement (eg : praise, rewards, encouragement …)

Suggestions	Frequency	Percentage
Never	01	01.81
Rarely	03	05.45
Sometimes	14	25.45
Often	18	32.72
Always	19	34.54
Total	55	100

Table 7 : Use of Positive Reinforcement

A total of 51 teachers use it 'sometimes', 'often' or 'always'. Notably, 19 teachers report using it 'always'.

The common use of positive reinforcement is encouraging, the fact that helps in building learners' confidence and boosting their efforts and self-esteem.

c- Real-life tasks (eg : projects, problem-solving situations …)

Suggestions	Frequency	Percentage
Never	00	00
Rarely	07	12.72
Sometimes	20	36.36
Often	19	34.54
Always	08	14.54
Total	55	100

Table 8: Use of Real-life Tasks

While 20 teachers use real-life tasks 'sometimes', 19 use them 'often' and 8 use them 'always'.

The use of this kind of tasks appears less frequent compared to interactive activities and positive reinforcement. This may indicate sevral challenges in incorporating them.

d- Integrating technology (videos, apps, online resources)

Suggestions	Frequency	Percentage
Never	03	05.45
Rarely	06	10.90
Sometimes	29	52.72
Often	14	25.45
Always	03	05.45
Total	55	100

Table 9 : Integrating Technology in EFL Classroom

The largest group of 29 teachers uses technology 'sometimes'. A notable portion of 9 teachers use it 'rarely' or 'never'.

The integration of technology shows a varied pattern. This reflect differences in access, training, or/ and teacher's comfort levels regarding technology use for motivational purposes. Further reseach could explore the impact of integrating ICTs on student motivation in this context.

e- Allowing students to make choices in their learning and express their voices

Suggestions	Frequency	Percentage
Never	01	01.81
Rarely	02	03.63

Sometimes	22	40
Often	18	32.72
Always	12	21.81
Total	55	100

Table 10 : Allowing Students' Voice and Choice

The majority (22 teachers) allows students'voice and choice 'sometimes'. Three (03) teachers report 'rarely' or 'never' using it.

The reasons behind these varying frequencies may be due to the challenges teachers face and the factors that influence the consistency of their implementation in the classroom.

f. Others if any and state how often you use them.

This question aimed at gaining insights about the implementation of motivational techniques by EFL teachers in the classroom. The respondents reported employing a diverse array of techniques to engage learners including pedagogical games and competition with an emphasis on variety and fun. Collaborative and cooperative learning was promoted through pair, group work and projects. To support understanding, they mentioned utilizing simple explanations as well as scaffolding and instruction checking questions (ICQ). Furthermore, they indicated efforts to connect with learners' interests through feedback sessions and the incorporation of activities such as story chains, 'find someone who', and songs. Extrinsic motivators such as applause and points were also cited.

Question 6 : Which motivational strategy do you find the most effective in engaging students ? Why ?

The teachers' responses on effective motivational strategies they find effective in engaging students include :

- Connecting learning to students' lives, interests, levels, needs and goals.
- Positive reinforcement by praising effort and creating a supportive environment through the implementation of some basic techniques such as clapping and bonus points.
- Give choice to foster autonomy and ownership in learning.
- Using fun, collaborative, and real-world activities like games, and projects, group work and technology integration.
- Differentiation through tailoring instruction to meet individual needs in order to build confidence and encourage responsibility.
- Showing the 'why' by helping students understand the value of learning English.
- Teacher enthusiasm and passion which are keys to student motivation.

Question 7 : How do you adapt your motivational strategies and techniques to address and include learners with different needs, interests, level, background and learning styles ?

Drawing from educators' responses, the adaptation of motivational techniques to address the diverse characteristics of learners is essential through differentiated instruction involving the individualization of learning experiences to cater to varied learning preferences and foster learner autonomy, the explicit recognition and consideration of diverse learning styles covering both VAKT and VARK models, and a focus on personalized engagement achieved through the incorporation of student voice and choice. On the whole, these strategies show a commitment to include and motivate every learners in the learning environments.

Section 4 : Challenges, Obstacles, and Barriers

Question 8 : What are the main challenges you face in maintaining students motivated in the EFL classroom ? (Multiple choice, select up to three)

Suggestions	Frequency	Percentage
Large class size	43 / 55	78.18
Lack of resources (books, technology, etc.)	21 / 55	38.18
Low student interest in learning English	42 / 55	76.36
Strict curriculum and time constraints	33 / 55	60
Lack of professional training on motivational strategies	10 / 55	18.81
Others	03 / 55	05.45

Table 11 : Teachers' Main Challenges to Maintain Students Motivated

'Large class size', 'lack of student interest', and 'strict curriculum and time constraints' are major challenges since identified by the highest number of teachers.

The prominence of of 'large class size' as a challenge in addition to other issues is a significant findinng pointing to essential factors hindering motivation. It highlights the difficulty teacher face in implementing varied motivational techniques.

Question 9 : Have you ever faced a situation where a motivational technique did not work as expected ? If yes, what was the challenge, and how did you address it ?
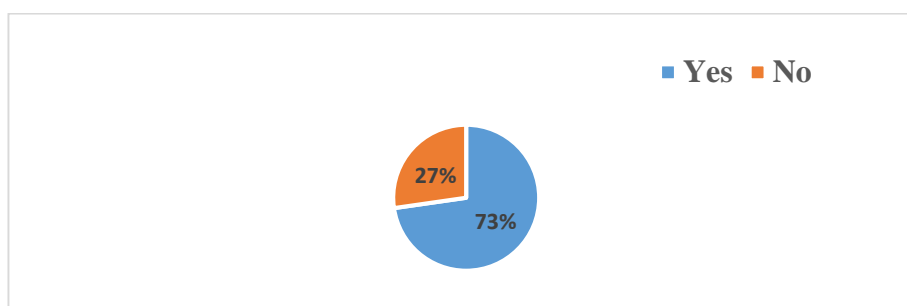
Figure 2 : Teachers' Tendency to Unexpected Situations

A significant majority of the 40 teachers reported having faced situations where a motivational technique did not work as expected. Only a smaller portion of 15 others indicated that they had not encountered such situations.

The data then reveals several challenges when applying motivational techniques and suggests key ways on how to address each. The most important ones include :

Challenge	Solution
Students' lack of engaging with group work.	Explaining the importance of team work and implement project based learning Assigning clear roles to ensure that everyone has a task.
Difficulty to motivate unmotivated learners to put in the effort especially in large classes and time limits.	Reducing class size and slimming down the syllabi.
Undisciplined learners through disruptive behavious.	Talking to the learners alone and explain the importance of learning English.
Lack of inherent willingness to learn.	No specific suggestion to address it.
Students overwhelmed by freedom of choice in project topics.	Teachers should be selective when giving the learners the freedom of making choices.
Learners' reluctance to perform in front of others.	Using theater and role-playing for by rows to make learning interactive, fun, and engaging.
Lack of confidence hindering participation in language-based activities.	Providing visual aids.

Table 12 : Faced Challenges and Suggested Solutions

The teachers' tendency to unexpected situations with motivational techniques shows the dynamic and unpredictable nature of classroom interactions and could offer valuable insights.

Question 10 : Do you feel that the current CBA curriculum allows enough flexibility for teachers to implement motivational techniques ? Why or why not ?
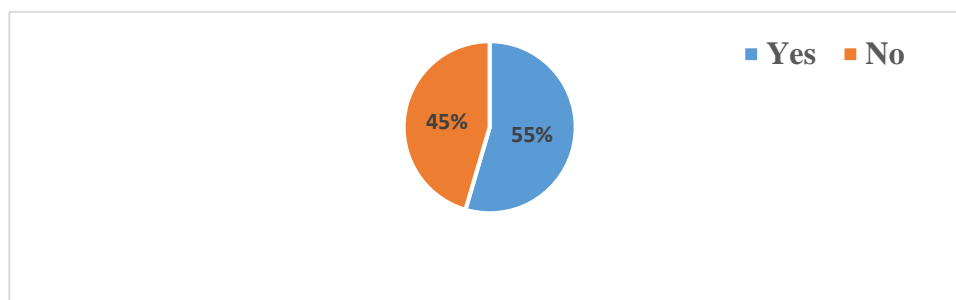
Figure 3 : Teachers' Opinions about Curriculum Flexibility to Implement Motivational Techniques

Opinions on this matter appear to be somewhat divided. A slight majority of 30 teachers feel that the current CBA curriculum allows enough flexibility for implementing motivational techniques. However, a substantial portion of 25 others feel that it does not offer enough flexibility.

This division suggests interesting area for further investigation especially if curriculum structure is seen too rigid and hinder the implementation of motivational techniques.

Question 11 : In your experience, how does student motivation impact their overall learning outcomes and engagement in EFL ?

Based on the teachers' perspectives and regarding learning outcomes, motivation correlates strongly with enhanced academic achievement. Furthermore, motivation fosters learners to engage with language practice. Thus, motivated learners show a greater capacity to deal with academic challenges and maintain perseverance in the pursuit of their educational objectives. In terms of engagement, the data indicates that student motivation is instrumental in fostering increased classroom participation as it contributes to ensuring a more dynamic and enjoyable learning environment.

Question 12 : What kind of support / feedback would help you improve motivation in your classroom ? And what solutions do you suggest to overcome those obstacles ?

Teachers emphasize the importance of positive reinforcement and feedback to foster engagement and participation and also give remedy to their weaknesses. Furthermore, the significance of pedagogical practices and the learning environment is underscored with recommendations for pedagogical support, peer collaboration, reduced class sizes, and dedicated learning spaces. The use of communicative activities and appropriate materials is also seen important and the need for teacher support and good planning is acknowledged.

To overcome obstacles in motivation, the participants have suggested :

- Employing varied teaching techniques with positive reinforcement.
- Providing timely and constructive feedback tailored to individual needs.
- Fostering peer collaboration and pedagogical support.
- Optimising the learning environment through smaller class sizes and dedicated resources.
- Focusing on communicative language learning and utilising engaging materials
- Slimming down the syllabi.
- Ensuring adequate training and support for teachers.

3.4.2. Teachers' Interview Results

Question 1 : How do you define motivation in the EFL classroom ?

Motivation is seen as what encourages students to actively participate, stay focused, and be interested in learning English. It involves pushing learners to actively engage and achieve their

language learning goals. Internal motivation stemming from enjoyment and the desire to learn is highlighted. Teachers believe their role is to create an environment that fosters this internal drive.

Question 2 : What motivational techniques do you frequently use with your learners ?

The interviwees implement a range of motivational techniques such as :

- Positive reinforcement where rewards, praise, encouragement, and positive feedback are used.
- Simple steps and success through breaking down tasks and ensuring early success to build confidence.
- Connecting to real life by making lessons relevant to learners' experiences and interests.
- Group work and collaboration to encourage interaction and peer learning.
- Gamification and technology through games and online tools to make learning more engaging.
- Role-play by roviding opportunities for active participation and communication.

Question 3 : How do learners respond to these techniques ?

According to the data collected, it is said that generally learners respond positively as they are more engaged and active. Some teachers pointed to increased learners' confidence and better retention when activities are interactive and connected to their lives. However, some learners might initially be passive or not interested. Thus, teachers highlighted the need for variety.

Question 4 : Can you share a success story where motivation improved learning outcomes ?

Taking into account the teachers' responses, stories often involve initially passive or shy pupils who became more active and improved their performance through encouragement, positive reinforcement, and inclusive strategies like group work. One teacher used a "Speaking English Challenge" that remarkably improved students' marks and engagement. Another example involved a shy student who gained confidence through leadership tasks.

Question 5 : Can you share an example of a particularly challenging learner and how you were able to motivate him /her ?

From the collected data, examples include a learners got bored with technology and engaged through online tools, a passive pupil becoming active through praise and a shy student participating more with encouragement for small efforts.

Question 6 : What difficulties do you face when implementing motivational techniques ?

According to their responses to the interview question, teachers face difficulties and challenges while implementing motivational techniques including :

- Lack of student interest in learning English.
- Large class sizes.
- Lack of resources (tools, projectors, internet, space, laguange laboratories).
- Dealing with students who feel old and not interested when using games.

- Time constraints and managing diverse ability levels.

Question 7 : What support or training would help you enhance student motivation ?

      To enhance student motivation, the participants have suggested the following :

- Workshops on managing large classes and engaging learners.
- Training on new motivational techniques, teaching methods and classroom management.
- Workshops focused on learner psychology, differentiated instruction, and using technology in low-resource settings.

Question 8 : What advice would you give to new teachers on how to effectively motivate and engage their learners ?

      To effectively motivate and engage their learners, the interviewees have provided these pieces of advice :

- Build strong, respectful relationships with students.
- Set clear specific, measurable, attainable, realistic, timely objectives and celebrate small successes.
- Be patient, listen to students, and appreciate their efforts.
- Vary activities and consider different learning styles.
- Connect lessons to real life.
- Create a supportive atmosphere where mistakes and errors are seen as learning opportunities.

Question 9 : What solutions can you suggest in order to better be able to implement motivation in classroom ?

      To overcome the obstales teachers face and to better be able to implement motivation in the classroom, the participants have listed the following solutions :

- Workshops on using technology for interactive learning.
- Smaller class sizes and slimming down the syllabi and opt for better and varied learning materials.
- Encouraging teamwork, coordination, cooperation and collaboration among teachers.
- Focusing on students' interests and goals.
- Using a variety of activities to avoid boredom.
- Enhancing teachers' continuous professional development (CPD).

Question 10 : Is there anything that you would like to add / share ?

      The participants in this respect and to share their thoughts regarding motivation in the classroom highlighted the following :

- Motivation is always possible even in small ways.
- Showing learners you care and you are there for them is important.

- Adapting teaching to learners' needs, interests and level and showing patience and understanding are all keys.
- If learners don't love English, let them enjoy the moments inside the English class.
- Motivation is not one-size-fits-all ; flexibility is the key and variety is the spice of life.

3.4.3. Classroom Observation Results

Observation Items with 11 Teachers during 22 Sessions	Rating Scale	
	Observed	Not Observed
1.The teacher uses engaging communicative activities and makes the learners active in the learning process.	81.81%	18.18%
2.The teacher supervises, monitors, elicits answers from the pupils, and evaluates their work.	90.90%	09.09%
3.The teacher provides positive reinforcement, praise and feedback.	81.81%	18.18%
4. The teacher encourages interaction and provides opportunities for learners to express their voice and make their choice?	63.63%	36.36%
5. The teacher uses real-life contexts, challenging tasks, and problem-solving situations in lessons.	63.63%	36.36%
6. The teacher shows respect to their learners and establishes good rapport with them.	100%	00%
7. The teacher handles classroom management in terms of motivating students.	63.63%	36.36%
8. The teacher faces obstacles and challenges to motivate their learners.	45.45%	54.55%
9. The classroom environment fosters learners' motivation and engagment.	63.63%	36.36%

Table 13 : Classroom Observation Checklist

Based on the classroom observation results, the observees frequently showed respect, monitored students' work, and used engaging activities and positive reinforcement. However, they less consistently faced challenges to motivate learners, in encouraging interaction and voice, to implement real-life contexts, or/ and effectively managing the classroom for motivation.

3.5. Findings and Discussion

3.5.1. Teachers' Profile

The results revealed that teachers' professional experience has no significant differences on their perception and attitudes towards motivation or the techniques they employ to motivate their learners. Therefore, there are other key factors that impact the implementation of motivational techniques in the EFL classroom within CAB as far as Algerian middle school is concerned.

3.5.2. Teachers' Attitudes and Perception of Motivation

Data collected through questionnaires, interviews, and classroom observations reveals that EFL teachers in Algerian middle schools generally understand and value student motivation within

the context of CBA. Quantitative data generally shown in Table 4 indicates that most teachers consider motivation 'important' or 'extremely important' for language acquisition. Qualitative data from interviews further supports this with teachers describing motivation as vital for student engagement, learning outcomes, and self-efficacy. Observed pedagogical practices and classroom observations confirm the frequent use of engaging activities and positive feedback.

Despite this positive worth, teachers' attitudes are influenced by practical challenges such as large class sizes and limited resources which affect in a way or another the perceived ease of implementing motivational techniques. Interview data suggests that these contextual factors can create a sense of constraint. Furthermore, varied opinions on the CBA curriculum's flexibility in supporting motivational practices potentially in Figure 3 may indicate differing views on fundamental support for their efforts.

3.5.3. Questionnaire Results' Discussion

The analysis of the questionnaire responses from EFL teachers in Algerian middle schools implementing the CBA reveals several key insights into their perceptions of motivation, the motivational techniques they employ, and the challenges they face.

Teachers reported using diverse motivational techniques particularly interactive and communicative activities incorporating real-life tasks, positive reinforcement, and technology to cater to varied learning styles and boost engagement.

Despite this awareness and effort, significant obstacles hinder effective motivation. Large classes impede differentiated instruction and hinder interactive techniques while insufficient resources and low student interest in English learning create further difficulties for teachers.

Furthermore, teachers hold differing views on the current CBA curriculum's adaptability for fostering motivation. While some find it sufficiently flexible, a considerable number believe it lacks the necessary support suggesting potential areas for curriculum enhancement to better facilitate motivational practices in the classroom. They express a clear desire for more support and training to enhance their ability to motivate their learners effectively.

3.5.4. Teachers' Interview Discussion

The qualitative data from teacher interviews in Algerian middle school EFL classrooms reinforces the importance of student motivation aligning with the quantitative findings. Teachers believe motivation is fundamental for active participation, a positive learning atmosphere, and better academic results leading to greater student autonomy and responsibility. Interviewees then mentioned similar motivational techniques identified in the questionnaires such as fostering a supportive classroom, positive reinforcement, real-world connections, interactive activities,

games, and technology. They also emphasized tailoring techniques to individual student needs and promoting learner autonomy through differentiated instruction and project work.

The interviews provided more detailed insights into the challenges. Large class sizes make it difficult to implement motivation. Limited resources restrict the use of varied and engaging materials. Teachers also face the challenge of students with low initial interest requiring significant effort to generate motivation and trigger their interests. Curriculum time constraints limit the implementation of more engaging activities. Teachers then shared reflections on successful motivational strategies often involving collaboration, creativity, and achievement. They also discussed situations where their efforts were less effective often linked to the identified challenges or specific class dynamics. This qualitative data adds richness to the quantitative findings offering valuable insights into the practical realities of fostering student motivation within this educational context.

3.5.5. Classroom Observation Results' Discussion

Classroom observations of Algerian EFL middle school teachers revealed several key trends. A significant majority employed interactive teaching techniques and provided positive reinforcement. Respect for students was also observed. Teachers frequently supervised learner work and often attempted to integrate real-life tasks and encourage their participation.

However, the observations also highlighted inconsistencies. A portion of teaching was done in isolation and some lessons involved passive learners. Not all teachers consistently provided positive feedback or created environments that actively fostered motivation. Challenges in motivating students were observed in nearly half the lessons.

3.6. Triangulation of Findings Across Data Sources

The integration of data from the three research tools reveals both clear commonalities in how teachers approach student motivation in Algerian middle school English classes and also important variations in these motivational practices.

The reported view points concerning engaging communicative activities in the questionnaires (Table 5) finds support in the classroom observations where a significant 81.81% of participants were seen employing such techniques. This suggests that what teachers say they do and what thry actually do are pretty consistent. Similarly, the what was reported about positive reinforcement in questionnaires (Table 7) is mirrored by its frequent observation in classrooms (81.81%) which indicates a common teaching strategy employed by the participants. The universally observed respect for learners and the establishment of rapport (100%) provides a positive background, although this was not directly quantified in the questionnaires.

Furthermore, the challenges encountered in motivating learners as reported in the questionnaires (Table 11) and elaborated upon in the interviews (e.g., large class sizes, limited resources, low student interest) are supported by the observation that 45.45% of teachers faced observable difficulties in this regard. This convergence across data instruments strengthens the validity of the identified obstacles. The observed implementation of learner voice and choice and the use of real-life contexts in approximately 63% of observations aligns with questionnaire data suggesting that this was more consistent than they talked about communicative activities or positive reinforcement.

However, some differences have been noticed. The observation of 'teaching in isolation' in 18.18% of instances presents a contrast to the reported frequent use of communicative activities. So, even teachers said motivation is important, the observed realities did not reflect that. This may be because of the challenges they face. Finally, the less frequent explicit integration of motivation into classroom management (observed in 63.63% of cases) suggests that while the concept of motivation may be understood, teachers did not explicitly teach their learners how to learn.

Basically, the classroom observations mostly match the findings shared in the teachers' questionnaires and interviews particularly concerning the utilization of communicative activities and positive reinforcement as well as the presence of challenges in fostering learner motivation. However, by observing the actual classroom environment, a more detailed understanding of the perceived motivational atmosphere shows where there may be a gap between what teachers want to do and what they really do to get learners motivated.

3.7. Discussion and Interpretation of Findings

The aim of this analysis is to explore the motivational techniques employed by EFL teachers within the context of CBA in Algerian middle schools and the teachers' perceptions regarding the significance of motivation in the EFL classroom and to identify the challenges faced in the implementation of these techniques.

3.7.1. Discussion in Relation to Sub Question One

The first hypothesis stating that teachers recognize the significance of motivational techniques in the EFL classroom is strongly supported by the present findings. Table 4 "Importance of Student Motivation" provides compelling quantitative evidence indicating that a substantial majority of the teachers (31 out of 55) explicitly rated student motivation as 'important' for successful learning within the CBA framework. Moreover, a significant proportion (16 out of 55) considered it to be of 'extreme importance'. This collective data representing over 85% of the respondents demonstrates a widespread recognition among EFL teachers in Algerian middle schools regarding the pivotal role of motivation in facilitating effective language acquisition.

This quantitative affirmation is further enriched by qualitative insights derived from teacher interviews. Teachers articulated their understanding of motivation as a key driver for student engagement emphasizing its capacity to stimulate active participation in classroom activities and foster a greater desire to learn. Furthermore, they highlighted the link between motivation and students' belief in their ability to succeed in learning English suggesting that motivated learners are more likely to persevere and achieve learning goals. These qualitative narratives match the statistical data providing a deeper understanding of why teachers perceive motivation as significant because it underpins engagement, effort, and self-belief all of which are essential for successful language learning within CBA.

This finding goes with prior research conducted across various Algerian educational settings. For instance, Nouichi (2024) and Assila and Wided (2024) emphasize teachers' recognition of motivation as a cornerstone of effective learning and learner autonomy under the CBA. Similarly, Safia (2022) and Derrahi (2021) stress the centrality of motivation in teachers' pedagogical philosophies even surrounded by significant limitations. This view is well supported by motivation theories such as Self-Determination Theory (Deci & Ryan, 1985) which posits that intrinsic motivation is cultivated when learners experience autonomy, competence, and relatedness; principles that are embedded within the learner-centered feature of CBA. Additionally, the Expectancy-Value Theory (Eccles & Wigfield, 2002) suggests that students' motivation is significantly influenced by the value they attribute to tasks and their expectations of success both of which are shaped by teachers' motivational practices.

3.7.2. Discussion in Relation to Sub Question Two

The second hypothesis asserting that teachers probably employ a range of motivational techniques in the EFL classroom is also confirmed by the data. Table 5 'Motivational Strategies and Techniques Used by Teachers' highlights the frequent use of interactive and communicative activities (reported as 'often' or 'always' by a significant number of teachers) indicating a pedagogical tendency towards engaging learners actively in the learning process through collaborative tasks and meaningful communication.

Beyond interactive activities, the data reveals the common use of positive reinforcement (Table 7). This suggests a conscious effort to encourage and affirm students' efforts and progress. Likewise, the adoption of real-life tasks (Table 8) by a considerable number of teachers points towards an attempt to make learning more relevant and engaging by connecting classroom activities to real-life contexts. While the integration of technology (Table 9) shows a more varied pattern of use, its inclusion in the reported strategies further supports the notion of a diverse types

of motivational techniques. Finally, the implementation of strategies that allow students' voice and choice (Table 10) indicates an effort to foster autonomy and intrinsic motivation.

Jointly, these findings from multiple data points demonstrate that Algerian middle school EFL teachers are not relying on a single motivational strategy but rather employing a variety of techniques aimed at catering to different learning preferences and fostering a more engaging and motivating learning environment. This comprehensive approach lends strong support to the hypothesis that a range of motivational techniques is likely employed.

This also resonates with the findings of Chitra Hasan (2017), Azeez and Haji (2024), and Mali (2015) who observed similar strategies enhancing student motivation in both local and international EFL contexts. Moreover, Agha (2014) and Almansour (2022) emphasize the importance of culturally relevant content and context-sensitive pedagogy in maintaining student motivation echoing the adaptive techniques utilized by middle school teachers in Bouira. These practices are congruent with Keller's ARCS model (1987) which identifies attention, relevance, confidence, and satisfaction as critical components of motivation and with Dweck's (1986) Goal Orientation Theory which highlights the importance of fostering mastery-oriented goals to sustain student motivation and resilience in learning.

3.7.3. Discussion in Relation to Sub Question Three

The third hypothesis stating that it is possible that teachers encounter various challenges and difficulties when applying motivational techniques in the classroom is absolutely supported by the data which identifies significant obstacles that impede the effective implementation of motivational techniques. Table 11 'Teachers' Main Challenges in Motivating Students in the EFL Classroom' clearly illustrates the primary challenges perceived by the teachers. The most frequently cited barrier is large class size (reported by 78.18% of teachers). This contextual constraint likely makes it challenging to provide every learner specific attention, facilitate effective group work, and implement certain interactive activities that require closer teacher supervision and interaction with each student.

Furthermore, the lack of resources (reported by 38.18%) emerges as a notable obstacle. Insufficient access to teaching materials, technology, and other pedagogical tools that can limit the teachers' ability to create varied and stimulating contents that cater to diverse learning styles and interests all hinder motivation. The high percentage of teachers reporting low student interest in learning English (76.36%) also stresses a significant challenge. When students lack initial intrinsic motivation, teachers may find it more difficult to engage them and generate enthusiasm for learning. Finally, strict curriculum and time constraints (reported by 18.18%) can restrict teachers' flexibility in designing and implementing engaging activities that might require more time.

Qualitative data provides further depth to these challenges with teachers expanding on the obstacles of engaging all students in group work, managing disruptive behaviour, and overcoming students' reluctance to participate actively in front of their peers. These complex challenges highlight the difficulties faced by EFL teachers in Algerian middle schools when attempting to implement motivational techniques effectively, thus strongly validating the third hypothesis.

These constraints also reported in the works of Mounira (2023), Safia (2022), and Imerzoukéne (2010). Such challenges negatively impact not only teachers' instructional choices but also their perceived self-efficacy and ability to foster a motivational learning environment as outlined in Bandura's (1997) Self-Efficacy Theory. These findings collectively point to a critical need for policy reform, enhanced teacher training, and improved educational resources to enable teachers to implement motivation-enhancing strategies effectively within CBA.

3.8. Barriers that hinder the implemetation of Motivational Techniques in Algerian Middle School within CBA

Analysis of the data collected from EFL teachers in Algerian middle schools implementing the CBA reveals several main barriers that impede the effective integration and implementation of motivational techniques within the educational setting. These obstacles consistently identified across questionnaires and detailed in teacher interviews present significant challenges to fostering an engaging and motivating learning environment.

Firstly, large class sizes emerge as a primary obstacle. Thus, due to the need to handle numerous students at once, opportunities for tailored teaching constructive feedback, and the implementation of interactive activities that necessitate more focused teacher-student engagement.

Secondly, the lack of adequate resources including technological tools which is shown as a considerable barrier lemits teachers' ability to design varied and stimulating lessons that address different learning styles and spark student interest and generate motivation.

Thirdly, low student interest in learning English constitutes a significant challenge. When learners lack intrinsic motivation towards the subject matter, teachers struggle in generating enthusiasm and engagement. Overcoming this indifference often requires extensive effort and specific strategies and / or techniques that may be difficult to implement as required.

Finally, the strict curriculum and time constraints perceived by teachers limit their pedagogical autonomy. The perceived rigidity of the syllabus and the pressure to cover a prescribed content within a limited timeframe can restrict teachers' flexibility in incorporating more engaging motivational activities.

In synthesis, addressing these serious challenges and others is crucial for creating a more conducive environment for fostering student motivation and eventually enhancing learning outcomes.

3.9. Pedagogical Implication, Limitations of the Study, and Recommendations

Based on the findings of this study, several pedagogical implications, recommendations for practice and limitations deserve consideration.

3.9.1. Pedagogical Implication

The study highlights the critical role that teachers' perceptions and practices play in forming the motivational setting of EFL classrooms. The consistent recognition of motivation's importance suggests a foundational understanding among educators. However, the identified challenges highlight the need for pedagogical approaches that are adaptable to the specific constraints of the Algerian middle school context such as large class sizes, limited resources, strict curriculum, and time allocated for content teaching. The observed variations in the implementation of certain motivational techniques also indicate a need for continuous professional development (CPD) that bridges the gap between stated beliefs and regular classroom implementation. Furthermore, the study suggests that while interactive and communicative activities are frequently employed, there remains a need to explore and promote strategies that more explicitly integrate student voice, choice, and relevance to everyday life into day-to-day teaching practices.

3.9.2. Limitations of the Study

While this research sheds light on how Algerian EFL teachers in CBA middle schools approach student motivation, its conclusions are tempered by several constraints. The study primarily gathered teachers' self-assessments of their practices which might not perfectly correspond to their actual classroom behaviour. Furthermore, it didn't directly measure student engagement or learning outcomes, what makes it difficult to undoubtedly link specific motivational techniques to tangible results. The study's snapshot-in-time design also prevents understanding the long-term effects of these techniques.

Furthermore, it is possible that teachers might have presented their practices in a more positive way. The study's focus on a specific educational context in Algeria implementing CBA limits how widely its findings can be generalized especially when knowing that 75 questionnaires were distributed to teachers and only 55 were returned. Additionally, the fact that data was collected during teacher strikes could have also influenced the responses given. Besides and due to time contraints and the requirement to keep the document within a certain page count, specific details may have been presented in a more consise manner. These limitations indeed suggest

avenues for future research to develop these initial findings for a more complete picture of motivational techniques in this educational setting.

3.9.3. Reccomendations and Suggestions

Based on the preceding analysis and in light of the identified limitations, the following recommendations for pedagogical practice and suggestions for future research are advanced.

3.9.3.1. Recommendations for Pedagogical Practice

For pedagogical practice, teacher training initiatives should prioritize equipping educators with an expanded repertoire of adaptable motivational techniques. Emphasis should be placed on techniques clearly effective in large classroom settings, practical ways for differentiated instruction, and the resourceful utilization of available materials to promote learner engagement. Furthermore, combined efforts should be directed towards improving the supply of diverse and contextually relevant teaching resources including technological integration where possible. The establishment of collaborative platforms enabling teachers to share effective encouragement strategies and exchange ideas on best motivational techniques can also foster a culture of pedagogical innovation and mutual support. CPD initiatives should also address techniques aimed at enhancing students' intrinsic interest in learning English. This may involve pedagogical approaches that establish clear connections between learning content and students' personal interests, stress the practical relevance and utility of mastering English language skills, and actively promote competetiveness and growth mindset and cultivate a sense of educational achievement and self-efficacy among learners. Finally, providing teachers with more flexibility, time allocation, practical tools, and additional resources within the set curriculum, enhancing their expertise and valuing their experiences are all keys to enable the integration of more engaging activities and address the challenges they face in the field of English teaching.

3.9.3.2. Suggestions for Future Research

For future research, endeavours should incorporate observable and measurable evidence of student engagement and learning outcomes to empirically evaluate the impact and efficacy of specific motivational techniques. Implementing and thoroughly evaluating targeted motivational strategies within authentic classroom settings would generate valuable data-driven insights into pedagogically and teaching effective best practices. Thus, a longitudinal study of the sustained effects of motivational techniques could provide a more detailed understanding on student engagement and academic achievement. Future research could also investigate the students' perceptions regarding what intrinsically motivates them in the EFL classroom and discover how learners experienced the motivational techniques employed by their teachers. Likewise, conducting comparative studies across various school contexts or / and educational levels in the

Algerian school system could contribute to the identification of context-specific effective motivational techniques. Further research into the impact of external factors on teacher motivation is also appropriate since unmotivated teachers are unlikely to be successful in motivating unmotivated learners. Finally, in-depth qualitative research could explore the underlying rationales informing teachers' choices of specific motivational techniques and include their impressions on how well those techniques work.

By implementing these recommendations and pursuing these future research focus areas, a more comprehensive understanding of fostering motivation in Algerian middle school EFL classrooms can be achieved. This understanding then may well lead to enhanced teaching efficacy and improved student learning performance.

Conclusion

In conclusion, this chapter has tried to interpret the findings of the study and tie them to what has been focused on earlier in the theoritical part through providing concrete data analysed using figures and tables. To link that with the research question and hypotheses, the findings reveal that while teachers recognize the crucial role of motivation and employ a variety of techniques to foster it, their efforts are shaped by contextual factors. The study highlights the interplay between teachers' positive perceptions and reported practices, the substantial barriers they encounter, and the varying points of view on curricular flexibility. On the whole, this chapter stresses the complexity of promoting learner motivation within this specific educational context and paves the way for further exploration into effective strategies and techniques and their impact on student engagement and achievements.

GENERAL CONCLUSION

General Conclusion

      This dissertation initiates a detailed exploration of learner motivation within the specific educational setting of Algerian middle schools where EFL instruction is framed by the principles of CBA. Acknowledging the well-supported role of learner motivation as an essential determinant of success in acquiring a foreign language, this study thoroughly examines EFL teachers' perceptions, practices, and challenges they encounter in fostering student motivation in this changing educational context.

      This research study explored the motivational techniques implemented by EFL teachers in the Algerian middle schools in various regions in Bouira. It focused mainly on exploring and identifying the techniques employed by EFL teachers to stimulate their learners to study as well as the barriers that hinder their integration in the context and implementation in the field. Conducting this research and dealing with this topic is important as its overall objective is to help teachers and educators to find ways and techniques that may be utilized by EFL teachers to motivate pupils in Algerian middle schools within CBA.

      To address the advanced research questions and test the hypotheses, the study foloowed a mixed-research method combining quantitative and qualitative research method in both data collection and analysis using three research tools.

      The two first chapters of this work established the general overview of motivation, contextualized the adoption of CBA within the Algerian educational reforms and itsc relationship with motivation, and outlined the challenges, obstacles, and factors that could influence the implementation of motivational techniques in this unique setting.

      The empirical findings of this research, provide significant evidence of a widespread and often deeply expressed understanding among Algerian EFL teachers regarding the indispensable role that student motivation plays in facilitating meaningful and effective language learning. These educators through their responses and reported classroom behaviours clearly recognize that a motivated learners are more likely to actively participate in learning activities, demonstrate more resilience in the face of language-related difficulties, and of course achieve a higher level of proficiency in English. To this end, the study documented a rich array of motivational techniques said to be employed by these teachers with the explicit aim of trigging student interest and fostering engagement. These techniques included a wide range of careful and thoughtful design of interactive and communicative tasks to make the learning process more relevant and enjoyable, the supply of constructive feedback and positive reinforcement to strenghgthen learner confidence and foster progress, and the integration of authentic materials and problem-solving situations to enhance the perceived worth and relevance of learning English.

However, the strong influence of contextual settings and realities on these motivational techniques is considered as a major finding. The study revealed that the large class size present a serious challenge as it limits the opportunities for teachers to provide the individual learners with the adequate support they require and respond to the mixed-ability classes the right waywhen needed. Furthermore, the constraints related to the availability and accessibility of up-to-date and engaging teaching resources were also identified as a significant factor that can restrict the creativity and variety of motivational activities that teachers can readily employ.

The triangulation of data from teacher questionnaires, in-depth interviews, and direct classroom observations offered an insightful understanding highlighting a distinct gap between teachers' beliefs about the importance of motivation and their abilities to fully implement motivational techniques in the field. Moreover, the research explored the teachers' attitudes related to the congruence between CBA's curriculum foundations and teacher autonomy in implementing motivational techniques which revealed divirgent opinions suggesting a need to think more about how basic frameworks can better help teachers engage and motivate their learners.

In its synthesis, this dissertation offers a detailed picture of the complex interplay between student motivation, EFL teachnig, and the implementation of CBA in Algerian middle schools. It not only validates the teachers' fundamental understanding of motivation role and the anticipatory steps educators undertake to foster it, but also critically clarifies the important challenges that strongly influence the translation of motivational principles into effective classroom practices.

However, the research also illuminates main obstacles and difficulties that impede the effective implementation of these motivational strategies and techniques. The challenges posed by large class sizes, lack of adequate resources, and instances of limited intrinsic student interest in English language learning represent significant barriers encountered by teachers in their daily teaching practices to cultivate and sustain a motivating educational atmosphere. These findings show an important need for planned support to empower teachers and assist them in overcoming these obstacles and more effectively applying motivational principles in the context of Algerian middle school.

While this study offers valuable insights as explained above, the absence of direct empirical measures of learner engagement and learning outcomes constitutes a limitation. Consequently, future research studies should prioritize the incorporation of student perspectives and quantitative assessments of learning to facilitate a more holistic and triangulated understanding of the interplay between teacher-implemented motivational techniques and pupil achievement.

In conclusion, Algerian middle school EFL teachers demonstrate a clear awareness of the pivotal role of motivation and employ a variety of strategies and techniques to this end.

Nevertheless, the efficacy of these efforts is highly influenced by dominant contextual constraints. Addressing these challenges through targeted and context-dependent continuous and ongoing professional development initiatives, the enhancement of resource availability, and a potential re-evaluation of curriculum implementation frameworks could significantly contribute to enabling teachers to more effectively motivate their learners and enhance the overall quality and outcomes of EFL education within the Algerian educational system in general and middle school cycle in particular.

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LIST OF APPENDICES

Appendix 1 : Teacher Questionnaire

Dear teacher,

   Our research investigates the motivational techniques implemented by EFL teachers within the competency based approach in the Algerian middle school. Therefore, you are kindly requested to answer this questionnaire as it constitutes an important part of our research. The answers of this questionnaire will be used only for an academic purpose. Thank you for your contribution.

Section 1 : Background Information

Professional Experience

1. How many years of experience do you have in teaching EFL ?

a- Less than 3 years

b- 3–5 years

c- 6–10 years

d- More than 10 years

2. Have you received any training on implementing the Competency-Based Approach (CBA) in teaching ?

a- Yes, extensive training

b- Yes, some training

c- No, I learned on my own

d- No, I have not received any training

Section 2: Teachers' Perception of Motivation within the Competency Based Approach

3. How important do you think student motivation is for successful learning within CBA ?

Not important at all	Slightly important	Moderately important	Very important	Extremely important

4. In your opinion, what are the main factors that influence pupils motivation in learning English ? (Select up to three)

Teaching methods	Classroom environment	Availability of resources	Parental support	Students' personal interest

Others :……………………………………………………………………………………………

……………………………………………………………………………………………………..

Section 3 : Motivational Strategies and Techniques Used by Teachers

5. How often do you use the following techniques to motivate students ?

a- Interactive and communicative activities (eg : role plays, discussions, storytelling …)

Never	Rarely	Sometimes	Often	Always

b- Positive reinforcement (eg : praise, rewards, encouragement …)

Never	Rarely	Sometimes	Often	Always

c- Real-life tasks (eg : projects, problem-solving situations …)

Never	Rarely	Sometimes	Often	Always

d- Integrating technology (eg :videos, apps, online resources …)

Never	Rarely	Sometimes	Often	Always

e- Allowing students to make choices in their learning and express their voices

Never	Rarely	Sometimes	Often	Always

f. Others if any and state how often you use them.

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6. Which motivational strategy do you find the most effective in engaging students ? Why ?

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7. How do you adapt your motivational strategies and techniques to address and include learners with different needs, interests, level, background and learning styles ?

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Section 4 : Challenges, Obstacles, and Barriers

8. What are the main challenges you face in maintaining students motivated in the EFL classroom ? (Multiple choice, select up to three)

a- Large class size

b- Lack of resources (books, technology, etc.)

c- Low student interest in learning English

d- Strict curriculum and time constraints

e- Lack of professional training on motivational strategies

f. Others

9. Have you ever faced a situation where a motivational technique did not work as expected ?

Yes **No**

If yes, what was the challenge, and how did you address it ?

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10. Do you feel that the current CBA curriculum allows enough flexibility for teachers to implement motivational techniques ?

Yes **No**

Why or why not ?

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11. In your experience, how does student motivation impact their overall learning outcomes and engagement in EFL ?

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12. What kind of support / feedback would help you as a teacher improve motivation in your classroom ? What solutions do you suggest to overcome those obstacles ?

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Thank you very much for your contribution !

Appendix 2 : Teacher's Interview

This interview is part of our research which aims to collect data about the motivational techniques implemented by EFL teachers within the CBA in the Algerian middle school. The purpose of this interview is to obtain your opinions about motivation in classroom and the barriers that hinder its implementation as well as suggesting some solutions.

1.How do you define motivation in the EFL classroom ?

2. What motivational techniques do you frequently use with your learners ?

3. How do learners respond to these techniques ?

4. Can you share a success story where motivation improved learning outcomes ?

5. Can you share an example of a particularly challenging learner and how you were able to motivate him /her ?

6. What difficulties do you face when implementing motivational techniques ?

7. What support or training would help you enhance student motivation ?

8. What advice would you give to new teachers on how to effectively motivate and engage their learners ?

9. What solutions can you suggest in order to better be able to implement motivation in classroom?

10. Is there anything that you would like to add / share ?

Thank you very much for your time and contribution !

Appendix 3 : Classroom Observation Form

<table>
<tr><td colspan="3" align="center">General Information</td></tr>
<tr><td colspan="3">School Name :</td></tr>
<tr><td colspan="3">Teacher's Name (Optional) :</td></tr>
<tr><td colspan="3">Class Level :   Date :   Time :</td></tr>
<tr><td colspan="3">Number of Students :</td></tr>
<tr><td align="center">Items to be observed</td><td align="center">Yes</td><td align="center">No</td></tr>
<tr><td>1. The teacher uses engaging communicative activities and makes the learners active in the learning process.
Comment :
…………………………………………………………………
…………………………………………………………………
…………………………………………………………………</td><td></td><td></td></tr>
<tr><td>2. The teacher supervises, monitors, elicits answers from the pupils, and evaluates their work.
Comment :
…………………………………………………………………
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…………………………………………………………………</td><td></td><td></td></tr>
<tr><td>3. The teacher provides positive reinforcement, praise and feedback.
Comment :
…………………………………………………………………
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…………………………………………………………………</td><td></td><td></td></tr>
<tr><td>4. The teacher encourages interaction and provides opportunities for learners to express their voice and make their choice ?
Comment :
…………………………………………………………………
…………………………………………………………………
…………………………………………………………………</td><td></td><td></td></tr>
<tr><td>5. The teacher uses real-life contexts, challenging tasks, and problem-solving situations in lessons.
Comment :
…………………………………………………………………
…………………………………………………………………
…………………………………………………………………</td><td></td><td></td></tr>
</table>

6. The teacher shows respect to their learners and establishes good rapport with them. **Comment :** ……………………………………………………………….. ……………………………………………………………….. ………………………………………………………………..		
7. The teacher handles classroom management in terms of motivating students. **Comment :** ………………………………………………………………… ………………………………………………………………… …………………………………………………………………		
8. The teacher faces obstacles and challenges to motivate their learners. **Comment :** ……………………………………………………………….. ……………………………………………………………….. ………………………………………………………………..		
9. The classroom environment fosters learners' motivation and engagment. **Comment :** ……………………………………………………………….. ……………………………………………………………….. ………………………………………………………………..		