The Correlation between Motivational Teaching Strategies and Self-Efficacy among Foreign Language Learners.

العلاقة بين استراتيجيات التدريس التحفيزية والكفاءة الذاتية لدى متعلمي اللغات الأجنبية.

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Summary:

The present research aims at exploring the relationship between motivational teaching strategies and their role in promoting self-efficacy among foreign language learners. It is hypothesized that the more practically motivational teaching strategies are implemented in foreign language classes, the more learners' self-efficacy is fostered. With the intention of meeting up with the research's aims, a descriptive correlational design is adopted. It intends to describe and identify the correlation between the two variables: the motivational teaching strategies as the independent variable, and self-efficacy as the dependent variable. Data was gathered by means of two formal questionnaires. The first questionnaire was administered to a sample of eighty second year students of English at the Department of Letters and English Language at the University of Kasdi Merbah, Ouargla. And the second questionnaire was administered to ten teachers of Oral Expression within the same Department and University. The results of the present research in this article show a positive significant correlation between the two variables, that is, the motivational teaching strategies do foster foreign language learners' self-efficacy; a fact that the sample of teachers who contributed in answering the questionnaire agree upon. On the basis of the obtained results, it is confirmed that motivational teaching strategies promote foreign language learners' self-efficacy. The obtained results also are in the direction of many studies that highlight the significant role that motivational teaching strategies have on foreign language learners' self-efficacy.

Keywords: Motivational teaching strategies, self-efficacy, foreign language, descriptive correlational design.

ملخص:

يهدف البحث الحالي إلى استكشاف العلاقة بين استراتيجيات التدريس التحفيزي و دورها في تعزيز الكفاءة الذاتية لدى متعلمي اللغة الأجنبية. يُفترض أنه كلما تم تنفيذ استراتيجيات التدريس التحفيزية عمليًا في فصول اللغة الأجنبية، يتم تعزيز الكفاءة الذاتية للمتعلمين. بهدف الوصول الى أهداف البحث، تم اعتماد التصميم الترابطي الوصفي و الذي يهدف إلى وصف و تحديد العلاقة بين المتغيرين: استراتيجيات التدريس التحفيزية كمتغير مستقل، و الكفاءة الذاتية كمتغير تابع. تم جمع البيانات عن طريق استبيانين رسميين. تم تنفيذ الاستبيان الأول على عينة من ثمانين طالباً للسنة الثانية ليسانس من طلاب اللغة الإنجليزية في قسم الآداب و اللغة الإنجليزية بجامعة قاصدي مرباح بورقلة. أما الاستبيان الثاني فقد تم إجراؤه على عشرة أساتذة يدرسون مقياس التعبير الشفهي بالقسم ذاته و الجامعة ذاتها. تظهر نتائج البحث الحالي في هذه المقالة ارتباطًا إيجابيًا مهمًا بين المتغيرين، أي أن استراتيجيات التدريس التحفيزية تعزز الكفاءة الذاتية لمتعلمي اللغة الأجنبية؛ و هي حقيقة توافق عليها عينة الأساتذة الذين ساهموا في الإجابة على الاستبيان. على أساس النتائج التي تم الحصول عليها، تم التأكيد على أن استراتيجيات التدريس التحفيزية تعزز الكفاءة الذاتية لمتعلمي اللغة الأجنبية. وبذلك فإنّ هذه النتائج تدعم فرضياتنا، كما انّها تنحى في اتجاه العديد من الدراسات التي تسلط الضوء على الدور الهام الذي تلعبه استراتيجيات التدريس التحفيزية في الكفاءة الذاتية لمتعلمي اللغات الأجنبية.

الكلمات المفتاحية: استراتيجيات التدريس التحفيزي ، الكفاءة الذاتية، اللغة الأجنبية التصميم الترابطي الوصفي.

I- Introduction :

In the current article, we put under scrutiny motivational teaching strategies as a way that may help in enhancing foreign language learners' self-efficacy, facilitating the foreign language learning, and making it more interesting and enjoyable. With these objectives in mind, foreign language teachers suggest involving motivational teaching strategies in foreign language classes, as a way to create a friendly and an engaging atmosphere that would reduce anxiety in learners, encourage them to take risks, rise up their autonomy, and mostly enhance their self-efficacy.

II- Theoretical Background :

II. 1. The Motivational Teaching Strategies

As a matter of fact, the published works related to the field of education, during the last decade of the nineteenth century and on, highlighted the importance of affective factors in language learning, and put a lot of weight on motivation. That emphasis on motivation in the field of education generated countless studies and researches to understand the influence of motivation in language learning. Slavin (2006) insists that teachers play a prominent role in the teaching process, and argues that teachers should be "intentional"; in the sense that they should set up their acts in accordance with the objectives they want their learners to attain. He (2006: 7) portrayed the intentional teacher as being the one who:

"Uses a wide variety of instructional methods, experiences, assignments, and materials to be sure that [learners] are achieving all sorts of cognitive objectives, from knowledge to application to creativity, and that at the same time [learners] are learning important affective objectives, such as love for learning, respect for others, and personal responsibility".

Henceforth, intentionality is a key factor in teaching. In other words, intentional teachers objectives should aim at enhancing their learners' motivation through the implementation of various strategies that are known as motivational teaching strategies (Guilloteaux and Dornyei, 2007).

According to Guilloteaux and Dornyei (2007:3), motivational teaching strategies are "Instructional interventions applied by the teacher to elicit and stimulate student motivation". In other words, motivational strategies represent the strategies that teachers use to enhance motivation within the learners. Accordingly, several teaching motivational strategies were suggested, yet only two frameworks are tackled, here, because of their relation to the educational field: a TARGETS mnemonic framework, and Dornyei's framework. To start with a TARGETS mnemonic framework for motivational strategies, TARGETS is an acronym that refers to tasks, autonomy, recognition, grouping, evaluation, time, and social support. TARGETS, in fact, are variables that teachers may use to motivate their students (Ormrod, 2008).

The first letter in TARGETS mnemonic stands for tasks. Tasks, actually, denote the manner tasks and activities are presented. The second letter refers to Autonomy. Autonomy represents the various alternatives that students have in relation to the task to be performed. The third letter corresponds to Recognition. Recognition refers to the acknowledgment and rewards the students' get when succeeding in accomplishing the task at hand. The fourth letter symbolizes Grouping. As its name indicates, grouping refers to the way learners are grouped to perform a given task. The fifth letter stands for Evaluation. In brief, evaluation refers to assessment. The sixth letter represents Time. Time refers to the period that learners take in mastering a specific task. Ormrod (2012) suggested another dimension that is Social Support, which refers to the supportive and caring atmosphere generated in the classroom when performing the task at hands.

The seven dimensions are summarized in the table below:

Principle	Examples of Classroom Practices
Classroom tasks affect motivation.	• *Present new topics through tasks that students find interesting, engaging, and perhaps emotionally charged.* • *Encourage meaningful rather than rote learning.* • *Provide sufficient support to enable students to be successful.*
The amount of autonomy students have affects motivation, especially intrinsic motivation.	• *Give students some choice about what and how they learn.* • *Teach self-regulation strategies.* • *Solicit students' opinions about classroom practices and policies.* • *Have students take leadership roles in some activities.*
The amount and nature of the recognition students receive affect motivation.	• Acknowledge not only academic successes but also personal and social successes. • Commend students for improvement as well as for mastery. • Provide concrete reinforcers for achievement only when students aren't intrinsically motivated to learn. • Show students how their own effortd and strategies are directly responsible for their successes.
The grouping procedures in the classroom affect motivation.	• Provide frequent opportunities for students to interact with one another (r.g., cooperative learning activities, peer tutoring). • Plan small-group activities in which all students can make significant contributions. • Teach the social skills that students need to interact effectively with peers.
The forms of evaluation in the classroom affect motivation.	• Make evaluation criteria clear ; specify them in advance. • Minimize or eliminate competition for grades (e.g., don't grade "on a curve"). • Give specific feedback about what students are doing well. • Give concrete suggestions for how students can improve.
How teachers schedule time affects motivation.	• Give students enough time to gain mastery of important topics and skills. • Let students' interests dictate some activities. • Include variety in the school day (e.g., intersperse high-energy activities among more sedentary ones).
The amount of social support students believe they have in the classroom affects motivation.	• Create a general stmosphere of mutual caring, respect, and support among all class members. • Convey affection and respect for every student, along with a genuine eagerness to help every student succeed. • Create situation in which all students deel comfortable participating actively in classroom activities (including students who are excessively shy, students who have limited academic skills, students who have physical disabilities, etc.).

Tableau 1. Seven TARGETS Principles of Motivation (Ormrod, 2012:499)

The second framework is Dornyei's Framework of Motivational Strategies. The emphasis of motivation in language learning has, in fact, resulted in the emergence of several strategies that were believed to help in making the foreign language learning process smooth and enjoyable. However, empirical investigations of those strategies remained limited apart from the study that Dornyei and Csizér (1998) carried out in Hungary, where they "evaluated a list of 51 motivational strategies, indicating how important they considered the techniques to be and how frequently they actually implemented them" (Cheng & Dornyei, 2007: 155). Consistent with the obtained results, the researchers put forward a list of the ten most salient macrostrategies that

they named "ten commandments for motivating language learners", and which are summarized in the table below:

1 Set a personal example with your own behavior.
2 Create a pleasant, relaxed atmosphere in the classroom.
3 Present the tasks properly.
4 Develop a good relationship with the learners.
5 Increase the learners' linguistic self-confidence.
6 Make the language classes interesting.
7 Promote learner autonomy.
8 Personalize the learning process.
9 Increase the learners' goal-orientedness.
10 Familiarize learners with the target language culture

Table 2. Dornyei & Csizér (1998) Ten Commandments for Motivating Language Learners: Results of an empirical study.

Dornyei (2001) proposed a theory-based framework that he summarized in terms of four major dimensions to accommodate the aforementioned macrostrategies:

1. Creating the basic motivational conditions through setting up a fine teacher-learner relationship, creating an agreeable and supportive atmosphere in the classroom, and establishing a cohesive learner group with appropriate group norms.
2. Generating initial motivation through using relevant strategies that increase the learners' expectancy of success, and enhance their goal-orientedness.
3. Maintaining and protecting motivation through using stimulating and pleasant tasks that create the learners' autonomy, and protecting the learners' self-esteem and maintaining their self-image.
4. Encouraging positive retrospective self-evaluation by promoting motivational attributions, providing motivational feedback, increasing learners' satisfaction, and offering rewards.

In the following figure are presented the motivational teaching strategies along with the way they interact:
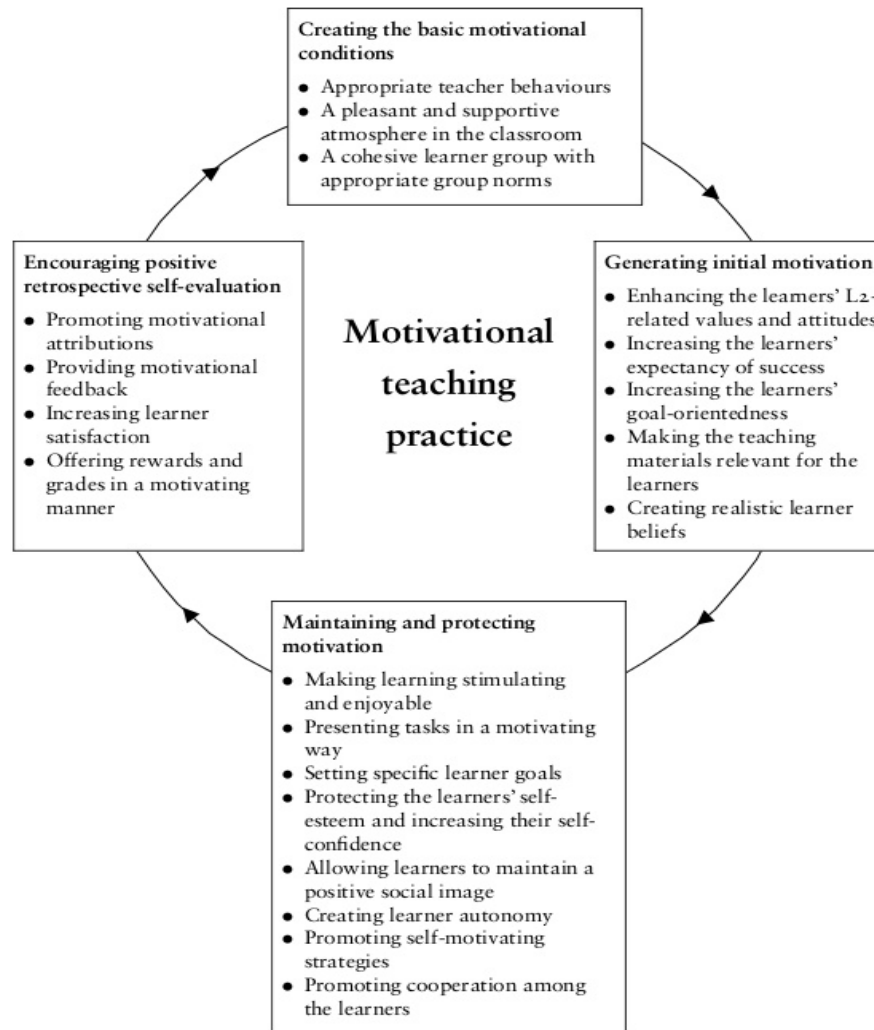
Creating the basic motivational conditions
- Appropriate teacher behaviours
- A pleasant and supportive atmosphere in the classroom
- A cohesive learner group with appropriate group norms

Encouraging positive retrospective self-evaluation
- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

Motivational teaching practice

Generating initial motivation
- Enhancing the learners' L2-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal-orientedness
- Making the teaching materials relevant for the learners
- Creating realistic learner beliefs

Maintaining and protecting motivation
- Making learning stimulating and enjoyable
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Creating learner autonomy
- Promoting self-motivating strategies
- Promoting cooperation among the learners

Table 3. The Components of Motivational Teaching Practice in the L2 **Classroom (Dornyei, 2001:29)**

II. 2. Self- Efficacy

To explain the complexity of motivation, researchers put forward a myriad of definitions that all center around the fact that motivation is "what gets [one] going, keeps [one] going, and determines where [one is] going to go" (Slavin, 2003:329).

The word "motivation" is, in fact, derived from the Latin word "movere" meaning "to move". Yet, in theory, the word motivation refers to the incitement, course, strength, perseverance, and nature of behavior, especially goal-directed behavior (Brophy, 2010; Pintrich et al., 2002).In this vein, Kast and Rosenzweig (1985; in Pardee, 1990: 06) noted that a motive is what pushes an individual to behave in a particular way or to a certain extent develops an inclination for a certain behavior.

Not to be lost in a maze of definitions, here, it is stated a working definition of motivation as proposed by Yorks (1976; in Pardee, 1990: 06). According to him, motivation can be defined as "those forces within an individual that push or propel him to satisfy basic needs or wants". In the same sense, Denis Child (2004:304) asserts that motivation "consists of internal processes and external incentives which spur us on to satisfy some needs". To put it differently, motivation encompasses internal and external aspects that contribute to meeting up with one's needs and desires.

Over the course of decades of research, several theories emerged to explain the concept of motivation according to the main current of ideas and thoughts. The first half of the twentieth century was, in fact, characterized by the dominance of behavioral ideas, which focus on external behaviors, and humanistic thoughts that emphasized the interconnection of human needs.

However, by the 1970's, new thoughts emerged in an attempt to explain the concept of motivation. Such thoughts suggested the cognitive aspect as an important ingredient in determining motivation.

In contrast to behavioral theories that focused on unconscious drives (Freud, 1966), and the humanistic theories that perceives motivation in terms of needs to be satisfied (Maslow, 1962), cognitive theories stressed the importance of mental structures and conscious awareness along with external factors in shaping one's behavior. Advocates of the cognitive perspective assume that individuals are in command of their own acts, in the sense that individuals make decisions and choices to attain their desired objective. In this vein, Williams and Burden (1997:119) argue that individuals "have choice over the way in which they behave and, therefore, have control over their actions".

In an attempt to clarify the association of unconscious and conscious awareness in directing one's behavior, several theories were suggested over the course of ultimate decades, yet, in this article, Self-Efficacy Theory is put under scrutiny.

Slavin (2003:292) affirms that "the best lesson in the world won't work if students are not motivated." In other words, language learning is associated with the combination of the learner's "effort and desire to achieve the goal of learning a language, plus favorable attitudes towards learning the language" (Gardner, 1985; in Williams & Burden, 1997: 115). To put it differently, the learners' efforts and desires along with their attitudes towards the language's culture and community are of a salient influence in language learning.

Self-efficacy was brought into play after Bandura's seminal papers in late 1970's that emphasized the importance of the individuals' beliefs about themselves, which can be of a significant influence in controlling their behaviors and life events. In this vein, Bandura (1993: 118) argues that "efficacy beliefs influence how people feel, think, motivate themselves, and behave".

According to Bandura (1997:3), self-efficacy refers to "beliefs in one's capabilities to organize and execute the courses of action required to produkkce given attainments". In simpler terms, self efficacy is the individual's belief in his/her capacities to succeed in a specific task.

It is important, here, to distinguish between self-efficacy and outcome expectations. Despite the fact that they both of them are usually interrelated, yet they hold distinct connotations. In the same line of thought, Schunk (2012) stated that when self-efficacy refers to the diverse assumptions that one may have about his/her abilities to perform a given task, outcome expectations are related to one's beliefs about the predicted outcomes of the task to be carried out.

Once again, it is salient, here, to set the records straight concerning the confusion that usually exists between self-efficacy and self-concept.

Self-efficacy, as said earlier, is defined as being "the beliefs about [one's] capabilities in certain areas or related to certain tasks" (Williams et al., 1997: 127). That is to say, self-efficacy is related to one's abilities to achieve a specific task. However, self-concept is "the amalgamation of all our perceptions and conceptions about ourselves" (Williams et al.: 127). In other words, self-concept is perceived as the general perceptions one gathers over time when interacting with the environment.

II- Practical Background :

With the intention of completing and fitting the requisite objectives of this research in this article, one main tool is used: the questionnaire. Both students and teachers were given the same questionnaire. The questionnaire is self-completed; it is composed of 48 questions. Both students and teachers were asked to answer the questions by reading the statements attentively and simply answering them by circling the appropriate number 1, 2, 3, 4, 5, along a five points' Likert scale where 1 indicates very often, 2 quite often, 3 often, 4 hardly, and 5 indicates hardly ever. The results of the questionnaire serve to explore the teaching and learning situations with a focus on the students' self-efficacy along with the motivational teaching strategies.

The target population with whom the present research is carried out involves, as far as students are concerned, one grade level, that is to say, it is represented by second year bachlor students of English at the Department of Letters and the English Langauge, at the University of Kasdi Merbah, Ouargla, and that is represented by 250 students making up six (6) groups. In this research, two groups (84 students) are selected randomly from the six ones at the beginning of the year (2020). The sample represents 26 students each. Each class meets three instructional

Oral Expression hours per week divided up into two sessions of one hour and a half each. Students, in the both groups, perform the activities proposed by the teacher, who, in every class uses motivational teaching strategies.

II. 1. The Questionnaires

II.1.1. The Students' Questionnaire

The various answers that the students provided reveal a lot about their perceptions and attitudes towards the effects of motivational teaching strategies on their self-efficacy. Their answers reinforce the background ideas developed in this article, mainly the significance of motivational teaching strategies in enhancing students' self-efficacy throughout the learning process. For their answers highlight the importance of using the motivational teaching strategies in enhancing their self-efficacy for a better learning (Q 1, …, Q 48).

The students' answers (Q1, …, Q 10) portray that the teacher's positive attitudes, and encouragements enhance their self-esteem, and thus their self-efficacy which pushes them to participate more in the activities the teacher provides, and feel less shy and hesitant.

The students' answers (Q11, …, Q29) reveal that the variety of activities that the teacher implements based on the students' level at times, and on their needs at other times, create a friendly and an engaging atmosphere that reduces anxiety in them and again bolster up their self-efficacy in learning.

The students' answers also reveal that the motivational teaching strategies that the teacher uses in their class encourage them to take risks (Q 30,…, Q35) rise up their autonomy (Q36, …, Q38) and motivate them (Q 39, …, Q48).

II.1.2. The Teachers' Questionnaire

As mentioned earlier, the questionnaire is composed of 48 questions that stress the importance on the students' motivation; the students' attitudes in their oral expression class; the students' self-efficacy; the teacher's attitudes; the learning environment; and the students' reactions towards the motivational teaching strategies.

The analysis of the teachers' questionnaire feedback displays a significant agreement with the suppositions and the assumptions set formerly, which state that motivational teaching strategies bolster up foreign language learners' self-efficacy.

Teachers seem to be aware of the effects motivational teaching strategies have on the students' affective side in general, and on the students' self-efficacy in particular. The answers they provided (Q8) highlight that positive feedback is very important and enhances students' motivation. They believe that providing students with positive feedback encourages them in taking part in classroom activities since it lessens their anxiety and hesitation (Q 23, 24, 28).

In response to (Q15), (Q34), and (42), teachers insist that praise is a valuable incentive in prompting the learners' motivation. They affirm that praise helps students be more confident and more aware about their real abilities, and thus helps them in promoting their self-efficacy and educational achievements.

It has been determined that implementing various activities, and working in small groups magnifies the students' role and minimizes the teachers' role (Brown, 2001). Accordingly, the teachers (Q27, Q29) believe that activities should be implemented based on the students' level and needs so that to bolster up the students' confidence and encourage them to learn more.

Motivation is thought to be essential in all kinds of learning. All the teachers, who participated in answering the questionnaire, affirmed the importance of the effects that motivational teaching strategies have on students' performance and self-efficacy (Q1 to Q 48).

III- Conclusion:

All things considered, the research's results support the assumptions and suppositions set in relation to the significant effect that the motivational teaching strategies have on foreign language learners' self-efficacy throughout the learning process. Therefore, Foreign Language teachers are recommended to implement the motivational teaching strategies more frequently and more adequately.

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