

Enhancing Students' Effectiveness through Motivational Strategies

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Abstract

The present qualitative study aims to explore teachers' and students' perceptions of some teaching motivational strategies impact on university students' effectiveness based on Dörnyei & Csizér (1998) landmark study. The research has involved individual in-depth semi-structured interviews with six English Foreign Language (EFL) teachers and six students to further explore key issues from their viewpoints. The main findings have unveiled that both teachers and students recognise the motivating potential of all the examined scales. Many similarities and some dissimilarities related to specific motivational themes have emerged. In terms of dissimilarity, students accorded importance to group work scale, however teachers minimised its role by justifying that it needed certain conditions. Another area of mismatch can be noticed in the way students and teachers regarded tasks in motivating students. Teachers stressed on providing clear instruction and explanation while students pointed to the content of tasks. Furthermore, another instance of difference in participants' views towards the same scale in terms of the motivational strategies to be used was in teacher behaviour scale. Both participants agreed to place value on it, but students appeared to emphasise on the social aspects as feeling relaxed and enjoying the class in order to participate fully, while teachers stressed on academic achievement.

Keywords: Academic achievement, EFL teachers, group work, motivational strategies, perceptions, students, tasks, teacher behavior

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