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Students' Engagement as a Motivational Source for Teachers
The Case of Third Year Oral Classes

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 26/07/2021

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Signature:

Dedication

To my beloved parents: Mohamed Mejdoub, Karima

To my brothers: Elhadi, Zakaria and Walid

To my sister: Sarah

To my close friends

To my supervisor miss. Adnane Tahia

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I would like to thank Allah the almighty for giving me the patience and the desire to accomplish this humble work.

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Abstract

Students' engagement is considered to be one of the most complex processes of learning by its multidimensional facts that include behavioral, emotional and cognitive elements. The current study aims at investigating the reasons that may encourage students to engage themselves in the learning process and how can this engagement be a motivational resource for teachers.

For this sake, the sample of the study was taken from third year students of English at the University of Dr Moulay Tahar, especially in oral classes. Data were collected through a questionnaire that was delivered to seventy two students and five teachers within the same University. Findings have shown that self-motivation is the most efficient strategy for students by which they will gain their self-actualization and fulfill their academic, cognitive and emotional needs. Moreover, the results reveal that teachers will be motivated to give more when they will notice the interest in their students' behavior and will to learn.

Key-Words: students' engagement, teachers' motivation, self-actualization.

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General introduction

General Introduction

Teaching is not an easy job; teachers should play different roles in order to engage their students in the teaching/learning process. Students' engagement is based on many styles and methods. Educators should find the effective way to make their learners involve in class, as they are the target members in the teaching/learning process. Students' engagement is viewed in learners' motivation or interest, their discussion and participation in the classroom, which deals to positive outcomes in school and life in general. Teachers must be the motivational part in learning institutions that make learners eager to discover and to find solutions to problems that encounter them during the learning process. These efforts show that they are motivated, involved and engaged in the classroom.

Engagement refers to students' tendency to be actually involved in the learning task and actively absorbed by what they are studying. It is a form of optimum interest and immersion in the learning situation. Students are engaged in the classroom if their thoughts and actions are fully directed toward learning tasks, and they are actively immersed in learning. In fact, students are engaged when they are actively involved in what they are studying through participation and talking about or writing their ideas.

Effective learning environment encourages students' engagement by creating opportunities where students participate in group discussions and debates rather than simply read or hear ideas. Chinn (2011) said that if students vividly imagine the facts or explain them to themselves, they are more actively engaged in the learning process, and they learn more than if they simply read the facts without actively visualizing or explaining the facts.

A great deal of research supports the idea that students' engagement in the learning process depends also on another important variable which is motivation. Therefore, enhancing students' engagement can be attained by increasing students' motivation to study through the use of some instructional practice the core objective of which is to trigger students' interest and involvement. Students' motivation in the classroom is tremendously linked to teachers' motivation to maintain and develop their students' interest in the learning process.

General Introduction

In order to accomplish the teaching learning process, it is important to get both students and teachers involved. Teachers should attract their students to be engaged and motivated based on many strategies they perform by themselves in the classroom. And from here some questions need to be asked:

- Is motivation and engagement important in the teaching/learning process?

This work is done to achieve many objectives, the most important ones are:

1- To involve students in the classroom and enhance their level of participation and discussion in class.
2- To get the good outcomes of students, when they are better involved.

The research study is done to find answers to the following questions:

1- How can the teachers motivate students to be engaged in the classroom?
2- What are the effective strategies or types and motivational techniques that are used by teachers to enhance students' engagement?

In an attempt to answer these research questions, we advance a number of hypotheses which are as follows:

- Motivation is the most important factor to students' engagement.
- Self-actualization as a strategy to enhance students' engagement and teachers' motivation.

The present study is significant for both students and teachers; it aims to give clear ideas about students' engagement including factors related to. Besides analyzing the major factors; behavioral, emotional and cognitive that aimed, it shows designs which can be used in the process of fostering and developing students' engagement in order to improve students' educational performance in the classroom.

To obtain the information required from this subject and to fit the objectives of this work. I will use descriptive method with a mixed method. The descriptive design is to provide answers for questions. Therefore, the mixed method of quantitative data is used as

a worthy method for a clear comprehension. So, two tools are applied: questionnaire for students and questionnaire for teachers.

1- **Data collection tools:** In order to fit the previous objectives of my research, two main tools are used as data collection, questionnaire for students and questionnaire for teachers at Saida University.

2- **Research procedures:** This study is devoted to third year students and teachers oral classes. So, I tend to be guided by both teachers and students answers to know their perspectives.

3- **Participants:** Teachers of oral classes from all levels and learners from third year are supposed to be participant in this research, they will be administered the two questionnaires. So, the population is 148 learners who are studying third year at Saida University, and 5 teachers who are teaching oral module.

This dissertation is divided into three main chapters: the first chapter is the literature review, which contains an introduction about the topic, definition about students' engagement; it provides also factors that influence students' interest in oral sessions, oral classes content and levels of engagement, it talks also about dimensions of engagement, teachers' motivation and conclusion. The second chapter is about research methodology and data analysis, it contains the introduction, description of the study, sampling and the population, methods of data collection and it finishes with data analysis. The third chapter provides the interpretation of both questionnaires and recommendations.

As any other type of work, this research paper has faced off some obstacles before being submitted. The first limitation is the small number of the questioned teachers, because it might not be possible to overgeneralize the findings of the teachers' questionnaire on all the teachers, for the simple reason that what works effectively with one teacher, may not be equally successful with another. The second limitation, there is no observation of the classroom because we did not have many sessions and also the lack of time due to the pandemic.

Chapter one

Literature review

1.1. Introduction

As we know that students are the important item in the classroom. They considered as the first goal to achieve in order to accomplish the teaching learning process. According to many schools, the role of student and his engagement in classroom is crucial and it ponders as a part of teaching learning process. It is a success itself if it is correctly and wisely done.

Student engagement defines the role of student in classroom including attention, discovery, research, interaction, following instruction and passion toward teachers and classes. Thus student's engagement is related to their progress and their results which cannot show satisfaction without attraction and motivation. Here teachers and guides everywhere are obliged to evaluate student engagement from time to time, think of whether learners are connected or not by student's performance in faculties as: assisting classes, doing required tasks, design projects and showing results in tests or exams.

Engagement also related to emotional commitment; teachers should attract, encourage, involve their students using many pedagogical strategies including group work, using fun from time to time since engaging students in learning process increasing focus and growing the critical thinking level and experiences and this is the desired role.

1.2. Definition of student's engagement

Student engagement is a term which deals with the involvement of students in learning process or how learners can understand or how can they feel interest in classes. According to many schools, (Gallup, 2013) engagement is related to student behavior in classroom such as: oral participation, class attendance and interaction as well as the psychological side to be considered as part of school environment (Anderson, Christenson, Sinclair, & Lehr, 2004). It is clear that the subject of student engagement is multidimensional and multifaceted means students vary in level's progress in school and within different subjects i.e., they can engage in science and math and disengage in reading and writing and this variation applies for both individual students and across specific student.

Students' engagement has many definitions and introductions. When searching in sites we found 5000 articles besides many studies that focused on such aspects like motivation, parent core and school atmosphere which have relation with the topic treated. Student

engagement is a difficult topic to analyze since it explains the relation between students and their educational level. Student who ask and answer, students who are eager to learn and discover new things and who fulfill extra activities are fully engaged and being an effective member of our society. It is evident from the first pat in school to be emotionally and cognitively engaged in classroom and being available in interaction associated with educational environment.

To realize a satisfied outcome in school we should considered the emotional engagement related to the students behavior and cognitive one which measure all learners thinking since learners can success in a given activity emotionally and behaviorally rather than using mental effort to understand the knowledge or the skill that the activity demands.

1.3. Students' engagement in oral classes

Many researchers claimed that engagement is the act of understanding students' fulfillment or not in classroom. The best indicator that shows student engagement in learning is the oral participation in classroom, which realizes when students are motivated to discuss and interact in the classroom by themselves or due to the attraction of their educators.

Participation is divided into five elements including participation, discussion, group works, interaction and class attendance. The focus here is on oral participation as the most known element in students' engagement valued by many institutions and educational establishments, despite this great value about 20 percent from 100 percent of students participated in classes. The reason is that talkative students are different from the quite ones i.e. the first ones like speaking in class but the other ones instead attend, listen, understand then participate.

Oral participation marks students' engagement in learning teaching process by asking questions, participating and interacting with their teachers Fredricks et al. (2004), thus engagement does not mean participation and interaction; it is instead motivational, cognitive, emotional and behavioral issues. Oral participation is a main element to foster engagement and it is a sign of successful learning.

As a result student engagement does not focus or rely just on the concept of participation as whole but it is just one component and one important element to evaluate student's level of engagement in classroom in order to grasp the lack and trying to enhance student's attention and level.

1.4. Factors influencing student's interest in oral sessions

Student's engagement is a large concept that contains many aspects and touches many educational ideas. To introduce and know more about the subject, we deal with many issues that have a relation with it or can affect its progress such as: factors that contribute students' outcomes and involvement either internally or externally.

To begin with, the internal factors which influence students' engagement internal process, they are variable according to learners state or type of tasks given including: first, behavioral engagement which is based on student's participation and interaction in classroom. Second, cognitive engagement which concerns student's level of following structures and their mental reaction towards lesson. The last one is the emotional effective that has a relation with student's experience and feelings positively or negatively.

Then, external factors which mean how can learners influenced out of class and that affects their outcomes and engagement in classroom including:

First, family that is the small society that can make from an unconscious child an effective member in society. It is the first place where human being feels protection and peace. Parents are the appropriate person to influence children development as it provides care, attention, knowledge and education (Marchant, Paulson, & Rothlisberg, 2001) i.e. Family occupies a crucial role in children progress by controlling, guiding and following children learning process and their level of engagement as well, and this differs from one family to another according to its growth, background, experience and environment. As some studies claimed (McInerney, 2010) parents are an important factor in motivating their children to express their ideas especially who feed their children needs and ambitions and encourage them to do more. A good and a successful outcome usually related to the parental involvement children's education, because parents know that they are the engine which pushes learners to success in addition to the support of school environment. (Inman, 2008) said that parents affected their children improvement and ability by helping,

organizing and guiding them to revise their lessons and do their homeworks in order to be cognitively, behaviorally and emotionally engaged (Sahil, 2010). Thus, the parental motivation and support engages students from the early beginning of educational process.

We also need to mention that school is one of the important external factors that participated in students' engagement and outcome in school which differs from one school to another. School is the place where students behave naturally and freely as they are with their peers. They should find the full support and guidance to realize their engagement. (Smith, Ito, Gruenewald, & Yeh, 2010) found that school factors such as : trustworthiness, sense of belonging, justice, consistency satisfy student's needs and interests and in turn help learners to achieve their goals and promote successful engagement. The best school environment provides security, mutual respect and good communication atmosphere, in addition to the help from peers and teachers during the learning process. (Bardin & Lewis, 2011) represented school environment in four concepts described in:

1- School culture: organization structure, aspiration, value, curriculum matters.
2- School community: that means how the group of teachers, administrators and peers are unified and connected.
3- School curriculum: are the skills, competencies, and knowledge that should be achieved by students.
4- School co-curriculum: provided opportunities added in classroom focusing on the experience.

Knowing these four concepts makes us agree that school is one of the main reasons affects students Sahil (2010), in addition to teachers support and push.

Third, peers which are a factor to involve students in classroom because children feel themselves free when they are in group of friends and colleagues. Researchers believed that peers play an important role in psychological and educational development adolescents (Poulin & Chan, 2010) since adolescents has the same mental and physical characteristics, directions, interests and needs. The relationship between the mis essential in their mental, physical, psychological, education development. However, it can change according to maybe stress or social relationship. These changes may cause some problems in peers relationships, that is why this factor is considered less important than family or school factors that influence students' outcomes and level of engagement all the time.

1.5. Oral classes content and levels of engagement

1.5.1. Oral classes' content

Oral communication is important in school curriculum as the other subjects such as: math science, reading and writing. Schools must give a great necessity to this skill, study it and learn how to make more effective for children and adults since it grows their self-confidence and speaking abilities.

Educators and teachers use many ways and strategies to develop student's oral communication, using new methods and techniques helping students positively to involve and enjoy the tasks given including: discussions, class play and share, presenting projects. First, discussion is more beneficial because when learners speak in front of group they feel strong and in turn inspire audience who also learn to be patient writing their turn to take part in discussions i.e. learners here develop their public speaking skills and try to interpret the oral messages from speakers in the given discussion. Next, class share also helps learners to speak because they already know what to speak about so they are not afraid of doing errors or mistakes. Then, projects are also a task used to inspire student's oral communication when they give and search for information, they often like to show and share it with others. Lastly, teachers can give more kinesthetic tasks and skills. By providing such acts teachers increase learner's communication skills and become more comfortable in front of audience.

Discussion, sharing, performing are useful ways helping learners talking freely. However with nowadays school conditions such as: loaded curriculum, standardized tests, quantity of students and the time given, it is almost impossible to use and achieve the oral communicative skills as the other official subjects.

To sum up, interaction touches a significant and crucial part in our lives. It serves us many purposes and benefits. Oral communication permit individuals to speak, express ideas, feeling and thinking. It makes them listen, analyze and be patient in others speeches which in turn inspire, motivate, share knowledge with audience and build self-esteem.

1.5.2. Levels of engagement

The level of engagement means how the effort of doing the task is and how it is done. This challenge is the main issue especially with adolescent, in middle school which is the center of learning, researching and discussing process. That why it is difficult to judge the level of engagement. However we can see the lack of engagement through participation or through tests.

Schlechty (2002) explains that engagement is an active process; it requires learners to be attentive, creative, motivated and diligent. Students are required to be eager to learn not just doing task correctly but also doing it with enthusiasm. Motivation is a sign of engagement it should be considered as a part of the learning process. Here, researchers said that is necessary but not enough alone Blumenfeld, Kempler and Krajcik (2006) but others Hufton, Elliott and lllushin (2002) believed that good motivation means a good level of engagement. Engagement presents a number of different degrees i.e.; in the same task some pupils can engage whereas others are bored. Although engagement is related to success and level.

As a result, students are not engaged cannot acquire information, they just take very small amount of information. Schlechty (2002) divides engagement into five categories :

1- **Engagement:** means high attention and high commitment from students. They do not just face the difficulty but also grasp the value and that is the high level.

2- **Strategic compliance:** means high attention and low commitment, students here rely on the outcome and the result (grades) and they will feel bored if they do not achieve their goals. They also will not get any background from their studies.

3- **Ritual compliance:** means low attention and low commitment. Students focus just on results. They will learn at low level.

4- **Retreatism:** means no attention and no commitment. Students are fully disengaged; they don't pay attention neither to the value of tasks nor the results.

5- **Rebellion:** means students are rebelled to do a task with no commitment. They are in class without working, show negative behavior and attitudes in the class.

Here Schlechty's engagement based on student's answers to school works. He claims that engagement is a continuum based on students and change according to the time, the context, the teacher and peers.
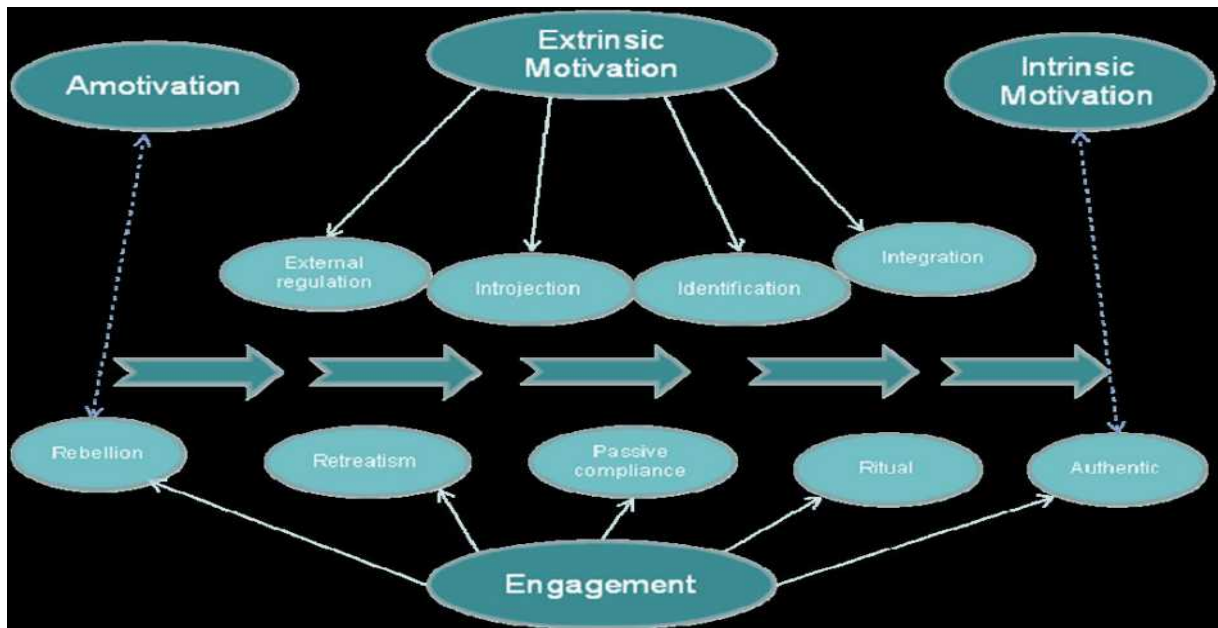
Figure 1: Linking Ryan & Deci' SDT framework and Schlechty's engagement framework

The above figure represents the relationship between motivation Ryan and Deci's (2000) and students' engagement Schlechty (2002). The first one is based on knowing learners' preferences, while the one of Schlechty based on the impact of student learning. However, they are related to each other. So that students who are motivated can be rebellious and vice versa just like the four types of extrinsic motivation: external regulation, introjection, identification and integration, which are contributes in ritual, passive compliance and reatriatist forms of engagement. Then, intrinsic motivation is connected with authentic student motivation. These studies show the efficacy of these frameworks to enhance the level of student engagement.

1.6. Engagement and motivation

Motivation is a prequisist and a necessary part for students' engagement in learning, which means student' achievement, outcomes and positive results in school (Russell, Ainley & Frydenberg, 2005; Ryan & Deci, 2009) because real engagement lead to higher achievement throughout student' life (Zyngier, 2008). Engagement requires feelings and actions together, one needs the other and if we separate feelings from actions it will not be sufficient; it is just involvement, participation and dissociation. If educators want to know students and realize their engagement in schools, they have to listen to their opinions and feelings towards schools. Researchers identify three useful parts of students' engagement (Fredricks, Blumenfeld and Paris, 2004).

1.6.1. Behavioral engagement

Behavioral engagement is the visual acts of students and their involvement in the learning process. It is the prior one of the dimensions because it is a strong and consistent predictor of students' educational outcomes. Although other researchers find that is the attention, participation and the effort done in activities, which are the signs of children outcomes (Fredricks et al. 2004; Greenwood et al. 2002). Others included child characteristics, child motivation and behavioral difficulties that are associated with behavioral engagement (Pagani et al. 2012).

However other studies considered the social norms, social networks (Henry et al. 2004) as student' behavioral engagement but the most researchers focused on child characteristics i.e. ; children' attention and difficulties within and across time (Downer et al. 2007; Pagani et al. 2012). Also other factors has a crucial relation to students' engagement as gender that is remarkable that girls are more engaged than boys (Furrer and Skinner 2003) and all these elements are positively based on motivation.

1.6.2. Cognitive engagement

Cognitive engagement is the effort, the thinking and the ability to invest in the learning Clarke (2002) i.e. engaged students in learning task which associated with learners thinking and knowledge in the learning process. Other researchers recognize that engagement cognitively related to motivation and self compliance, how to be motivated,

how to arrange their strategy to gain best outcomes. So, cognitive engagement can be realized with students' investment in learning, student' ability to solve situations (Christenson et al, 2012). Teachers and learners here should find the key to make themselves active and create a good atmosphere in that learning process.

1.6.3. Emotional engagement

Emotional engagement is based on self-referential and overall connotation of posts which is educators may help learners engaged emotionally by providing positive emotions including enjoyment and sense of belonging (Fredricks et al., 2004). Teachers can avoid negative behaviors and negative words in classroom as learners drop out, they can instead make learning process easy, funny in order to attract student' attention and this help them involved feel comfortable in classroom and within peers.

Each of these dimensions of engagement divided into positive and negative forms of engagement separated with non-engagement to be explained in the table below:

Dimensions	Positive engagement	Non-engagement	Negative engagement
Behavioral	Attends lectures, participates with enthusiasm	Skips lectures without excuse	Boycotts, pickets or disrupts lectures
Cognitive	Meets or exceeds assignment requirements	Assignements late, rushed or absent	Redefines parameters for assignments
Emotional	Interest	Boredom	Rejection

Table 1: Examples of positive and negative engagement

It is normally to engage students positively along one dimension or more but not to engage negatively. It is seen that girls assist positively all lectures and show positive behavioral norms and negative cognitive refusing social science.

1.7. Teachers' perception

The word teaching is to give information and knowledge to the students, or to analyze some difficult situations for them in order to acquire competencies in a subject matter. It is to make students be an active member in the classroom, to engage them in the active construction of learning process.

Teaching is to involve learners as an active constructor of their knowledge not just a passive recipient; it should touch the pedagogical, social and ethical basis. Teachers' perception is one of the most important issue, which the teacher should know about the teaching concept and their learners. It depends on teachers' competencies and experiences and their background about the field.

1.8. Teachers/ learners relationship

Teacher/learner relationship is the important element that helps students to be more effective member in classroom, school and even in society. It enhances learner's progress and outcomes, the teacher that has a good relationship with his students helps them to accept the school rules, laws and apply them readily.

A motivating and positive interaction between teachers and their learners fosters their abilities and competences. They will feel that they belong to the school environment and in turn they will be motivated to be an effective member in school experience, they will take part in different events and communicative activities in school ; for instance : sport competions, celebrating events : science day.

The supportive teacher learner relationship has several benefits on many sides in or out classroom. It increases self-esteem either with instructors means learners who has a strong link with their teachers perform well than who has a conflict with their teachers. Teachers in turn should give students the same opportunities to participate in classroom, motivate them by giving them much appraisal for their efforts on homeworks, projects. Here are some benefits of positive learners/teachers relationship.

> - **It provides a school success:** a good relationship between teachers and learners provide a solid link with them and helps learners to do better than others that have a conflict with their teachers.
> - **It enhances self-worth:** this good relationship provide many advantages on learners especially slow learners, learners with disabilities (deaf, blind pupils).
> - **Professional growth:** healthy teachers/learners relationship improves teacher work, effort and professional skills.

Usually teachers work on their student's relationship, they are trying to create a relaxed relationship considering the amount respect between them. Teachers here should balance between these two bases, these notes bellow can make a strong link without troubles:

- Make limits in this relationship each thing in its proper place.
- Provide the same respect for all the students; give them the same way to learn.
- Be helpful when they need a help, they maybe need a work after school, so it is likely to build with them their objectives even out school.
- Use the pedagogical and psychological side with your students since they also know in order not to feel bored from your session.
- Greet students and showing them that they have a value in life when you are interested on them.
- Give them the opportunity and the support on their events, play, concerts in order to make them appreciate you more.

As we know teacher-learners relationship is not an easy issue to do. It can take a time, effort but it will be so beneficial on teachers and learners school environment.

1.9. Teaching style and its impact on learners

Teaching in education based on communication and interaction of teachers with learners, means analyze information to suit learners. Teaching and learning are theories emerged as activities from different findings and theories. These theories explain to teachers how to use methods and strategies to make students acquire knowledge. Teaching theories based on learning theories, conditions and elements. Teachers should know their students' abilities, needs, multiple intelligence and their levels in order to conditioning

them on the strategy and the method used considering also students' knowledge, background, environment and objectives.

Teachers should know that students are different they can acquire knowledge in different conditions. Some students are quick; others are slow needs to repeat it a few times to really get the hand of things. Different teaching styles are crucial to know from teachers in order to use them according to school environment, classroom and especially the subject treated. There are five teaching methods to use :

➢ **The Authority method**, it is called also a lecture style, here students are just takers. They don't participate or interact but just receive information from teachers, listen and take notes, memorize and learn by heart. It is used in universities especially; it is not evident or effective. Students cannot involve without interaction or participation so they cannot realize an outcome.

➢ **The demonstrator method**, known as the coaching style, here the teachers use authority in classroom as the first style but by using illustration as: multimedia presentation: music, art. This style can be beneficial since illustration provide a full understanding of subject treated. However it can have a downside does not allow students to interact and communicate or express their needs.

➢ **The facilitator style**, here the teacher is a guide and facilitator. He encourages learners to work in peers. Do not give them answer but develop students /self discovery and problem solving skills. It is used in small classroom; this style is effective as it provides interaction that can help engagement in school subjects.

➢ **The delegator style**, or group methods as science labs or language learning classes, the teacher here is an observer that follows learners project or work. It is affective as it based on participation of all team work that is considered one element of learners engagement, however others cannot accept it since it delectes the teachers' authority.

➢ **The hybrid method,** it is a mixed style that included students' personalities, likes and interests. Some people said that is not an effective strategy as the teacher tries to satisfy all the learners.

The best learning style is that which motivates learners suits their needs, abilities and knowledge and realizes students' engagement which in turn enhances their outcomes.

1.10. Krashen's Affective Filter

Stephen Krashen (University of Southern California) is a linguist which specialized in language acquisition and development. Means he knows by a second language acquisition theory which has a relation with second language teaching. According to Krashens' opinion, many factors can help learners acquire a second language as: motivation, self confidence and anxiety. Krashen claims that students with high and good motivation, self-esteem are nominated to acquire the second language. However students with low encouragement and low self confidence can prevent comprehensible input from acquisition.

- ✓ **Motivation**

Motivation is to encourage students in classroom, teachers should let their students express themselves and their ideas, provide time and space for them to show their abilities; give students the chance to choose topics treated. Let them speak in the classroom and show their voices also. Suit the instructions and make them relevant to students' needs and abilities. All these things enhance learners' motivation.

- ✓ **Self-confidence**

Learners must feel that they are part in the classroom; teachers should treat all the students in the same way which makes them feel belonging. However, learners that are in isolation touches their self-esteem. To be a good teacher you should raise your students' self confidence to enhance their results.

- ✓ **Anxiety**

Students in the classroom need to be at ease, they should learn that mistakes are part of learning, when we make errors, we learn many things instead. Teacher's body language effects learner's anxiety. Learners can feel positive energy throughout smiling, sitting beside them to give them safety. The learners more relaxed and focused the more they can understand instructions of language used.

This Krashens' hypothesis is a great work. Teachers can learn it to find the effective ways to enhance learners' motivation, engagement. It strongers the relationship between

learners and teachers, because the good second language acquire other languages, they are self confident in the second language process when dealing with these advantages. The second language teacher realizes an efficient language teaching.

1.11. Maslow's needs hierarchy

Maslow divides the human needs into a hierarchy of five models: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization.

Maslow's hierarchy is directly related to learning through engagement and motivation. In order for students to succeed in the classroom, they must be motivated to learn with all levels of Maslow's needs. The following figure represents these levels.
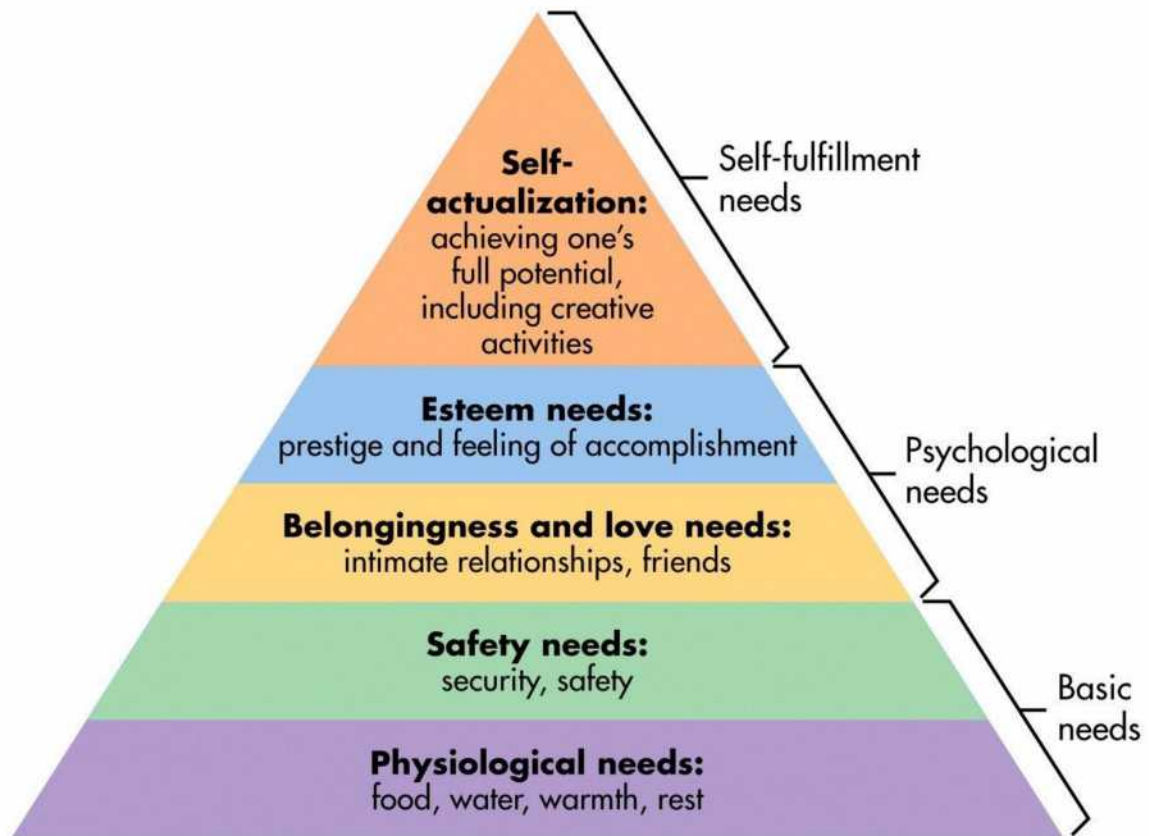
Figure 2: Maslow's hierarchy of needs

Maslow (1943, 1954) defined that humans have some needs that are related with each other from the bottom to the top. The hierarchy includes:

➢ **Physiological needs:** are the basic needs of humans to continue in life and survive. The human body cannot function without realizing these crucial ones: food, drink, shelter, sleep…as first, then comes the other ones.

➢ **Safety needs:** when humans achieve psychological needs. They need to feel safe and secure that can be realized by family and society (police, medical care).

➢ **Love and belongingness needs:** humans in life need love and interpersonal relationship after being fulfilled psychologically and safety.

➢ **Esteem needs:** it divided into self-esteem (achievement, success, independence or for others prestige, status).

➢ **Self-actualization needs:** it is defined as to accomplish everything as self fulfillment, person's potential, seeking personal growth and peak experiences.

1.11.1. Self-Actualization

Maslow (1943) focused on positive achievement of humans and its potential; how to fulfill it and doing all what they are capable of. He emphasis on discovery and personal growth i.e. the meaning of life. He realized that self actualization measured through experience. So Maslow said that self actualization is the self fulfillment on what he is potentially and it varies from one person to another. Maybe the wish to be an ideal mother, athletic (Maslow, 1943).

1.12. Conclusion

In this chapter, we conclude that engagement is one of the main issues in an effective education. It is one factor that helps and promotes achievement and good attitudes in schools. This can realize by the collaboration of student environment including: teachers, administrators, peers and parents, which are the base to build a socio emotional improvement and have a good analysis of engagement in schools. In this chapter, also researchers suggest that active engagement realizes good outcomes on students and help developing their emotional, cognitive and behavioral sides which in turn contribute a high achievement.

Teachers represent also one crucial factor to involve students in learning when using attractive and effective strategies and theories, they are the support and the help that provides motivation which leads to students' success. Peers also contribute learners' improvement and encourage their social relationship that builds comfort and active in schools. Engaging students behaviorally, cognitively and emotionally have many aspects that we should respect considering the learning environment, family and peers. Thus all this depends on the relationship between teachers and learners. Teachers must be the supportive and the motivating member that attracts learners to enhance interaction and communication, which lead to positive and solid engagement towards the classroom and the subject matter. Also, teaching styles affects students' engagement. Teachers should take the teaching style that makes the students part of getting information and part in the lesson treated i.e.: participate in solving situations in the classroom.

Finally, after studying this complex and difficult issue that touches many concepts and aspects we have noticed that engagement contributes many sides that should be provided together in a correct way to realize full engagement in class that in turn promote students' success.

Chapter two
Research Methodology and Data Analysis

2.1. Introduction

This chapter provides the readers with the research design and methodology, and it describes also the sampling size and sampling techniques about the main participants of the study. In addition, it determines two main research tools which are: questionnaire for students and questionnaire for teachers. Secondly, after collecting data, the study is devoted to data analysis.

2.2. Description of the study

This part deals with clearly explanation of the methodology. Firstly, it presents the sample; it describes also the sample population and data collection. In this study, to gather information from the different instruments, a descriptive design with a mixed method was used. A descriptive design helps to provide answers for questions of how, what, when, where, and how associated with a particular research problem. A quantitative data was used as a worthy method for a clear comprehension. It will be analyzed in percentage after being calculated. In addition all the calculated data were presented through tables for better visualization.

2.3. Sampling

The present study takes place at the department of English in Saida University, in the academic year 2020/2021. I choose third year oral classes as a sample, because I want to know if they still have difficulties to engage in classroom, the teaching method that motivates students to be engaged and to enhance their levels in the class.

2.4. Description of the sample population

The seventy two (72) students who responded to the questionnaire were chosen among the total number of third year students (148) they were selected randomly from different groups.

2.5. Methods of data collection

It is very important for the researcher to select methods that enable him to collect information.

It is a hard task to collect reliable data, and it is worth remembering that one method is not by its nature better than another. That's why, whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method.

In this study, we followed triangulation methodology that deals with multiple data sources in quantitative study. The aim of this two instruments is to assure the validity of information and to develop a comprehensive understanding of the research instruments, and it provides also the outcome of the two data gathering instruments which gives more value to one another, that involve students in learning process or how they can understand or being interest in the classroom.

2.5.1 Questionnaire of students:

I chose a questionnaire as a research instrument because it provides a rapid and dynamic way of gaining large amounts of information from learners. The data can be collected comparatively because as researchers, I would not need to be present when the questionnaires were completed.

My case study is third year oral classes, this questionnaire consists of six (6) multiple-choice questions, I did it online.

Question (1) students are asked about the importance of students' engagement in education. In question (2) they are asked about teachers' encouragement. Question (3) represents kinds of motivation to learn more. While question (4) shows the students about asking questions or contributed to class discussion. Question (5) students are asked about how to work or what they prefer in class as techniques of work (pair work/ group work). And in the last question (6) students are asked if they are active and regular in participation.

2.5.2 Questionnaire of teachers:

This questionnaire is useful for obtaining the data behind the participant's experiences. The aim behind the use of this tool is to investigate the teaching-learning process with third year oral classes. The questionnaire was made to get detailed information about teachers' perspectives and opinion. It contains different types of questions *open-ended* and

multiple choice. Each type consists of four questions and it is also an online questionnaire.

2.6. Data analysis

Data analysis indicates the operation of bringing meaning, and structure to the mass of collected data.

This section deals with the analysis of the data gathered from three sources of data ; student's questionnaire, teacher's questionnaire and classroom observation. Furthermore, this information discussed to enable the researcher to collect a large amount of data about the difficulties that face learners to get engaged in classroom.

2.6.1. Students' questionnaire

Q (1) : Is students' engagement important in education?

Option	Number	Percentage
Yes	71	98,6%
No	1	1,4%
Total	72	100%

Table 2 : Importance of engagement

In table 2, the results shows that the majority of students (98,6%) say that student engagement is important in education. However some students (1,4%) their answer is no.

Q (2): Does your teacher encourage you to perform better?

Option	Number	Percentage
Yes, all the time	27	37,1%
Only sometimes	39	54,3%
No, not at all	6	8,6%
Total	72	100%

Table 3 : Teachers' encouragement

Most of learners (54,3%) responded by only sometimes, it means they need more encouragement from the teacher. Others (37,1%) replied by yes, all the time. Some others (8,6%) say that their teachers do not encourage them at all.

Q (3): What motivates you to learn more?

Option	Number	Percentage
Asking a lot of questions to the teacher	18	24,6%
Completing various assignments	15	20,3%
Sports and other extracurricular activities	24	34,8%
Others	15	20,3%
Total	72	100%

Table 4: Activities motivate students to learn

The highest percentage of students (34,8%) agree to choose sports and other extracurricular activities. The others (24,6%) choose asking questions to the teacher as a helpful activity to motivate them in learning. While completing various assignments and others had the same percentage of students (20,3%).

Q (4): Ask questions in class or contributed to class discussion

Option	Number	Percentage
Rarely never	7	10%
Sometimes	43	58,6%
Often	16	22,9%
Very often	6	8,6%
Total	72	100%

Table 5: Contribution of class discussion

The majority of learners (58,6%) are sometimes ask questions and contributed to class discussion. And (22,9%) answered by they often contributed to class discussion and ask questions. Learners who rarely never ask questions represented (10%) may be they are not

interested to class discussion. Few of them (8,6%) responded that they very often ask questions may be they are active and motivated to get the best marks.

Q (5): What is better for the learner?

Option	Number	Percentage
Pair work	20	27,5%
Group work	52	72,5%
Total	72	100%

Table 6: Techniques learners prefer to use

From this table (72,5%) of the population prefer to work in groups because they are more sociable, and extroverted. The remaining (27,5%) they prefer pair work.

Q (6): Are you an active and regular participant in all types of class discussion?

Option	Number	Percentage
Frequently	25	34,3%
Sometimes	41	57,1%
Never	6	8,6%
Total	72	100%

Table 7: The frequency of learners' participation

Question six aims at knowing how frequency does learners participate in class discussion. The results detected that the majority of students (57,1%) sometimes participate in classroom. However (34,3%) replied by frequently because they are active and regular, others (8,6%) answered by never.

2.6.2. Teachers' questionnaire

Q (1): How can the teacher motivate students?

From teachers' answer on this question, I can denotes that the teacher can motivate his class by being even handed, maintaining a good rapport, being qualified, providing a reliable and successful course, adopting an appropriate teaching method and also follow a valid testing, evaluation and assessment techniques.

Q (2): How can motivation affect student's engagement?

One teacher answer that motivation is a fuel or a desire to learn, we can say that if learners are motivated they will facilitate the learning process. While the others teachers say that motivation affect student engagement in a positive way by leading him to do research and working hard to achieve the needed objectives.

Q (3): How would you describe a learning environment that fosters engagement and motivates students?

All teachers describe the learning environment as the appropriate condition which helps to provide the learning consistency and positive attitudes of learners. A successful learning environment that makes the teaching and learning process occur in good conditions.

Q (4): Which types of motivational techniques are helpful for a teacher to enhance achievement of students?

One teacher responds that the best method is to make an attractive introduction to your sessions. The others say that both types of motivational techniques intrinsic and extrinsic are assistant for improving the students' educational achievement.

Q (5): Show students that you respect, accept and care about each one of them.

Option	Number	Percentage
I strongly agree	4	80%
I agree	1	20%

I disagree	0	0%
I strongly disagree	0	0%
Total	5	100%

Table 8 : Teachers' care and respect

The majority of teachers (80%) strongly agree that they respect and care their learners. The remaining (20%) also agree. And no one said I disagree or I strongly disagree.

Q (6): Create opportunities so that students can mix and get to know each other better (eg : group work).

Option	Number	Percentage
I strongly agree	4	80%
I agree	1	20%
I disagree	0	0%
I strongly disagree	0	0%
Total	5	100%

Table 9: Frequency of giving opportunities to know each other

Here the results show that the whole number of teacher (80%) strongly agrees, so that they give the opportunity to the students to know each other. The rest (20%) say that they agree.

Q (7): Encourage students to select specific, realistic and short-term learning goals for themselves (eg: learning five words every day, write three sentences everyday)

Option	Number	Percentage
I strongly agree	4	80%
I agree	1	20%
I disagree	0	0%

I strongly disagree	0	0%
Total	5	100%

Table 10: The frequency of teachers' encouragement

This table shows the same results as the previous questions question (5) and question (6). The majority strongly agree to encourage their students to select learning goals.

Q (8): Teach students self-motivating strategies (eg: self-encouragement) so as to keep them motivated when they encounter distractions

Option	Number	Percentage
I strongly agree	3	60%
I agree	2	40%
I disagree	0	0%
I strongly disagree	0	0%
Total	5	100%

Table 11: Teaching students self-motivating strategies

From this table (60%) of the teachers strongly agree to keep their students motivated when they encounter distractions. The (40%) of them say that they agree. And no one say I disagree or I strongly disagree to teach their students self-motivating strategies.

2.7. Conclusion

From the discussion of the main methodology and design which are used to describe the structure of the third chapter. The presented chapter deals with data collection and research instruments with two different types of data which had been already explained and analyzed.

Chapter three

Interpretations and Recommendations

3.1. Introduction

This chapter aims to discuss and interpret the results obtained from the two instruments administered to third year oral students and their teachers. The results are, in fact, interpreted and discussed in relation to the research questions and confirm or refute the hypotheses stated in the general introduction.

3.2. Interpretation of the results

3.2.1. Interpretation of students' questionnaire

Students' engagement plays a crucial role in education and the majority of students affirm that students' engagement is important in education, because it gives students the opportunity to interact more with others and it improves students' personality and enhance their skills. From teachers' encouragement, most of learners (54,3%) only sometimes get encouraged by their teachers, (37,1%) of them state that all the time they get encouraged, and the others (8,6%) responded by no, not at all, as shown in (Q2). This indicates that students need more encouragement and motivation from the teacher to perform better. There are many activities that motivate the students to learn, the highest percentage of them (34,8%) choose physical activities matter for students, the others choose asking questions, the remaining are between completing various assignments and others. This shows clearly that each one of learners choose their activities in (Q3), maybe because it is a helpful activity to motivate them in learning. In (Q4), the majority of learners are between sometimes and often to ask questions in class and contributed to class discussion, the (10%) of them state that they rarely never asking questions in class, this indicates that they are not interested to class discussion and the remaining (8,6%) their answer is very often, maybe because they are active and motivated to get the best marks. (Q5) is about the techniques students prefer to work or better for them. The whole percentage (72,5%) state that they prefer group work, this is an indication that students are more sociable and extroverted, (27,5%) of them replied by pair work, because it allows them to work together rather than under teachers' guidance. The last question aims to know, how frequency does learners participate in class discussion, the majority of them (57,1%) are sometimes active and regular, and others (34,3%) frequently participate in the classroom. This indicates that students are concentrated and they are interested about class discussion. The rest of them

(5,6%) answered by never maybe because they fear to make mistakes or they could have a low self-esteem.

Consequently, most of engaged students demonstrate more effort, experience more positive emotions and pay more attention in the classroom.

3.2.2. Interpretation of teachers' questionnaire

Teachers play a vital role in their students' engagement and motivation. In (Q1), teachers state that there are different methods that motivate students by giving them the opportunity to interact, by many tasks such as: offering easy, challenging and exciting assignments, adopting an appropriate teaching method. This is an indication that a motivated teacher is crucial to a successful classroom. In (Q2), teachers are asked about the impacts or how can motivation influence student' engagement. If learners are motivated they will facilitate the learning process, and working hard to achieve the needed objectives. This is a brief answer of the teachers, and it shows clearly that motivation affects or influences student engagement in a positive way. Students should learn in a good atmosphere with an active, motivated and hard worker teacher. All the teachers in (Q3) state that learning environment is successful, it makes the teaching and learning process occurs in good conditions, and it is an appropriate and positive factor. Because it helps to provide the learning consistency and positive attitudes of learners. Motivation can be intrinsic or extrinsic, this are the techniques that help the teacher to enhance achievement of students as shown in teachers' answer in (Q4), there are also other techniques such as : rewarding, encouragement and compliment. This is an indication that not all the teachers have the same structure to motivate their students. They should motivate them to improve the students' educational achievement. In (Q5) the teachers should respect, accept and care about each one of learners, the whole percentage (80%) strongly agree, because the students feel automatically safe, motivated and of course, respected, and it allows them to succeed and reach academic goals more easily. (Q6) teachers are asked about the frequency of giving opportunities to know each other (students), the whole number of teachers (80%) strongly agree, the remaining (20%) also agree, this is an indication to learn more and demonstrate better knowledge and also provides students with a sense of shared purpose that can increase their morale and motivation. (Q7) shows the same results as the previous questions, the whole percentage of teachers do encourage their students to select specific, realistic and short-term learning goals for themselves. Students can be encouraged

to work towards short-term goals, this shows them easier to know what they know and give them a language to communicate what they know to others, and giving them more focus on what they should be spending energy and time towards. Teachers should encourage students by self-motivating strategies (60%) strongly agree and (40%) of them agree as shown in (Q8). This is clearly that motivated students are more excited to learn and participate, because self-motivating strategies are an important skill, it drives students to keep going even when they face or encounter distractions.

3.3. Recommendations

Students' engagement is one of the most important issues in educational system and for teachers. Students engaged usually realize good results, while those who disengaged may fail or drop out, that is why student engagement fosters as a strategy to improve learners' outcomes.

In chapter two, I talked about the theory of hierarchy of needs which has a special view about the practice of education. Maslow suggests that self-actualization can be realized just when people reach their needs as: psychological needs and safety i.e. students have the right to feel safe and protected in the classroom with each other and with their teachers from any kind of harassment.

Students must have self-confidence in the classroom, teachers should give them the opportunity to discuss and express their ideas. They should also feel love and belonging to their classmates, teachers and schools' administration, when they participate in different school work. Self-regard developed by students' parents and schools.

Maslow saw that if all these elements found, students can realize self-actualization and can reach their potential i.e. they develop their motivation, since students' motivation developed through self actualization, in turn they can meet their personal goals, so they can understand, express, succeed and foster their personal experience.

So, we have noticed that self actualization is a good strategy for student' engagement and it is a motivational source for teachers. It expects students to do their best, to give them freedom to explore and discover on their own, also it makes learning meaningful- connect to real life and allows them to be involved in creative activities and projects.

Self-motivation plays also an important role to improve students' engagement and a factor that affect students' learning and achievement. There are many ways to engage and motivate students for success such as: focus on building relationships, find more time during class to participate and interact in class discussions.

The effective teaching is when the teacher engages the students in the classroom depending on motivation that shows the outcome of learners in school. Thus all this depends on the relationship between teachers and learners. Teachers must be the supportive and the motivating member that attracts learners to enhance interaction, communication and participation which lead to engagement towards the classroom.

Therefore, this present study tends to provide some recommendations to both teachers and students alike, based on its findings, as the following:

- Teachers should encourage and give the opportunity for their students to participate, in order to enhance their engagement in the classroom.

- Teachers should prepare the appropriate atmosphere in class for the students to feel comfortable.

- Teachers should motivate students to work in pairs and groups in order to exchanges ideas and thoughts with each other.

- They should care about each one of students' social and emotional needs.

- Give to the learners the time they need to understand their activities by themselves.

- Students must know the importance of engagement in the classroom.

- Students should participate in class, even if they make mistakes, because the student learns from his mistakes and reach his knowledge.

- Students should also trust themselves and on their own efforts in front of their classmates.

3.4. Conclusion

In conclusion, this chapter included data analysis, the interpretation of the results and some recommendations; the chapter provides clear answers for the research questions of the study. In addition, some hypotheses stated in the general introduction are confirmed whereas others are refuted. Relying on the whole findings, we come to the conclusion that the majority of third year students of oral classes at Saida university are engaged, participated and motivated in learning English. Yet; there is a minority of them which are disengaged and this is due to the number of negative factors such as: anxiety, fairness, and teaching methods. Similarly, the results of teachers' questionnaire indicated that all the teachers care about their students learning and motivate them to engage and participate in the classroom.

General conclusion

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The research study has investigated students' engagement as a motivational source for teachers, the case of third year oral classes. It focused on identifying the different factors that engage teachers to motivate their students. Conducting such an investigation and dealing with such a topic is important as its ultimate aim is to show the importance of engagement as a driving force towards learning successfully in the teaching/learning process.

One of the most difficult aspects of becoming a teacher is learning how to motivate the students. It is also one of the most important. Students who are not engaged and motivated will not learn effectively, they will not retain information, and participate. A student maybe disengaged for a variety of reasons; they may feel that they have no interest in the subject, find the teachers' methods un-engaging or be distracted by external forces. For that reason, teachers should have a good relationship with their students. Here are some steps to get the students excited about learning : the teacher should encourage their students to open communication and free thinking to make them feel important, recognize them for their contributions, get them involved and teach them responsibility, make students work in groups and assign each a task. All these techniques get the students automatically engaged in the classroom, and motivate the teacher to do his work with desire. Engaged students also are more likely to perform well academically, creating a culture of achievement in their classroom, developing interactive and relevant lessons and activities, and being encouraging and supportive to students, are all ways in which teachers can foster student' engagement in the classroom.

However, teachers in daily works in classroom make a big and difficult challenge when making students engaged and motivated in the classroom. This is in turn push students' energy to perform better at school. Students' engagement plays a crucial role in students' interests and results in school. The aim here is to speak about the value of engagement, the role of teachers and suggestions to be more effective. Teachers who are self-confident know how to solve situations and problems they meet in classroom, they are able to analyze and deal with, when they feel a misunderstanding or lack the way to receive information, they use cognitive and emotional process related to the situation.

General Conclusion

Finally, students' engagement is the key to motivation, and one of the best ways to connect students to the material is to make learning meaningful, which means teachers can use their judgment to determine which strategies to incorporate into their lessons to maintain student' engagement. It is to say that student' engagement has many benefits for student' learning and achievement, and it is a motivational source for the teachers.

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Appendices

Appendices

Appendix 1: Students' Questionnaire

Student engagement refers to the degree of attention, curiosity, interest, value and perseverance that students show when they are learning or being taught. This extends to the motivational level and commitment of students to learn progress and persist in their learning. Student engagement occurs when students make a psychological investment in learning. It is also used to depict them willingness to participate in routine school activities, such as attending class, submitting required work, and following teacher's directions in class.

My topic talks about or entitled: student's engagement as a motivational source for teachers. The case of third year oral classes at Saida University.

I do this questionnaire, to see student's engagement in the classroom, the factors, and the teaching method that motivates students to be engaged and to enhance their levels in the class.

I would be pleased if you answer these following questions, it will take no more than 30 minutes.

1- Is student's engagement important in education?

Yes ☐

No ☐

2- Does your teacher encourage you to perform better ?

Yes, all the time ☐

Only sometimes ☐

No, not at all ☐

3- What motivates you to learn more ?

Asking a lot of questions to the teacher ☐

Completing various assignments ☐

Sports and other extracurricular activities ☐

4- Ask questions in class or contributed to class discussions

Rarely never ☐

Sometimes ☐

Often ☐

Very often ☐

5- What is better for the learner?

Pair work ☐

Group work ☐

6- Are you an active and regular participant in all types of class

discussions?

Frequently ☐

Sometimes ☐

Never ☐

Thank you!

Appendices

Appendix 2: Teachers' Questionnaire

Dear teacher,

I would be grateful if you accept answering this questionnaire.

My topic talks about or entitled: Student's Engagement as a Motivational Source for Teachers. The Case of 3rd Year Oral Classes at Saida University

Thank you very much.

1- How can the teacher motivate students?

2- How can motivation affect student's engagement?

3- Show students that you respect , accept and care about each one of them

   I strongly agree   / I agree   /   I disagree   / I strongly disagree

4- Create opportunities so that students can mix and get to know each other better (eg: group work).

   I strongly agree   / I agree   / I disagree / I strongly disagree

5- Encourage students to select specific , realistic and short-term learning goals for themselves (eg : learning 5 words every day , write 3 sentences every day)

   I strongly agree / I agree   /   I disagree   /   I strongly disagree

6- Teach students self-motivating strategies (eg : self-encouragement) so as to keep them motivated when they encounter distractions

   I strongly agree / I agree /   I disagree   /   I strongly disagree

7- How would you describe a learning environment that fosters engagement and motivates students?

8- Which types of motivational techniques are helpful for a teacher to enhance achievement of students?

Thank you!