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Ministry of Higher Education and Scientific Research  
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Faculty of Letters and Languages  
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**The Effectiveness of Tutorial Sessions in Raising ESP  
Learners' Motivation**

*The Case of PhD Learners at the Social Sciences Department  
– Larbi Tebessi University - Tebessa*

A Dissertation Submitted to the Department of Letters and English Language  
in Partial Fulfilment of the Requirements for the Degree of Master in Language Sciences

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**2019/2020**

## **Abstract**

Students need primarily to be motivated in order for their engagement to be increased. Indeed, motivation to learn requires an effective teaching/learning method. For that reason, this research is, specifically, designed to attest the effectiveness of tutorial sessions in raising ESP learners' motivation; in particular, it targeted PhD learners at the Department of Social Sciences at Larbi Tebessi University and their tutor. Accordingly, three assumptions underlie this research. First, it was assumed that learners consider this method to be effective for raising their motivation. Second, it was estimated that tutors find the method effective in raising learners' motivation because they are constantly involved and they learn in small groups. Third, the tutor is assumed to support the implementation of tutorial sessions in teaching ESP learners of all levels. To reach this end, a descriptive research design has been adopted, and data were analyzed using a mixed-method approach. A questionnaire in the form of a Likert scale was used to collect data; it was later analyzed statistically. It was administered to 12 PhD learners, who were taught for six sessions, in semester one, in the form of tutorial sessions. Additionally, a structured interview was conducted with their tutor. The statistical analysis of the questionnaire in terms of frequencies, percentages, mean values and standard deviations, together with the qualitative analysis of the interview led to confirming the first and the last hypotheses. The second one, however, was partially confirmed, since the interviewee believes that the small number of students per class is regarded as an obstacle that hinders learners' motivation. Thus, it sounds that both learners and their tutor welcome the implementation of this method. They find it effective for the teaching-learning process since it makes learners highly interested and enthusiastic. To conclude, learning in tutorial sessions is truly valuable for increasing learners' motivation, and it is extremely recommended.

**Key Words:** Tutorial Sessions, Motivation, ESP learners, Tutor

## Acknowledgements

*To begin with, all praises are to Allah for giving us the golden opportunity, patience, and strength to finish this dissertation. Alhamdulillah for everything.*

*Special thanks should go to our supervisor Ms **Chaïma BRAHAM**, we would like to thank her for her confidence, pieces of advice, moral support, and encouragement. This work would not have been possible without her friendly guidance. It was an honour to work under her supervision. We truly appreciate her invaluable efforts.*

*We would particularly like to express the deepest appreciation to Mrs **Zineb ABID** and Ms **Nawel KRARZIA**. It is a great pleasure to have you in the jury of our thesis.*

*We are indebted to our teacher Mr **Salah DAIRA** for his contribution to our thesis, for his help through providing us with information about PhD students, and for translating our questionnaire into Arabic. We are truly grateful to him.*

*Lastly, we want to thank all the PhD learners who participated in answering the questionnaire.*

*May Allah bless the above mentioned persons and best of luck for them in their lives.*

# Dedication

*In the Name of Allah, the Most Gracious, the Most Merciful*

*“No one of us may succeed by working alone”*

*Nelson Mandela*

*To my precious parents who have been the point of my strength and  
the source of my success throughout my academic career*

*To all my friends and colleagues especially my best friend ABID*

*Garmia*

*I dedicate this work.*

*Sara Boulaâres*

# Dedication

*In the Name of Allah, the Most Gracious, the Most Merciful*

*“To succeed in life, you need two things: ignorance and confidence”*

*Mark Twain*

*To my beloved parents, to all my family especially my dearest brother  
who encouraged me to work hard so as to achieve my goals*

*To my best friends*

*I dedicate this work.*

*Sellat Rabia*

## **List of Acronyms and Abbreviations and Symbols**

|                              |   |
|------------------------------|---|
| <b>AGT:</b>                  | Achievement-Goal Theory                     |
| <b>AT:</b>                   | Attribution Theory                          |
| <b>BA:</b>                   | Bachelor of Arts                            |
| <b>EFL:</b>                  | English as a Foreign Language               |
| <b>EM:</b>                   | Extrinsic Motivation                        |
| <b>ESP:</b>                  | English for Specific Purpose                |
| <b>EVT:</b>                  | Expectancy-Value Theory                     |
| <b>GO:</b>                   | Goal Orientation                            |
| <b>IM:</b>                   | Intrinsic Motivation                        |
| <b>IQ:</b>                   | Intelligence Quotient                       |
| <b>MA:</b>                   | Master of Arts                              |
| <b>MLGO:</b>                 | Mastery-of Learning Goal Orientation        |
| <b>n:</b>                    | Number                                      |
| <b>PGO:</b>                  | Performance Goals Orientations              |
| <b>PhD:</b>                  | Doctor of Philosophy                        |
| <b>s:</b>                    | The Standard Deviation                      |
| <b>SDT:</b>                  | Self-Determination Theory                   |
| <b>SET:</b>                  | Self-Efficacy Theory                        |
| <b>SPSS:</b>                 | Statistical Package for the Social Sciences |
| <b>TS:</b>                   | Tutorial Sessions                           |
| <b><math>\bar{x}</math>:</b> | The Sample Mean                             |

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## Résumé

## ملخص

# General Introduction

## 1. Background of the Study

Motivation is one of the most researched subjects in many fields, such as business, sports, and education among others. In fact, different practices in life need motivation since it is the key to success. In the field of education particularly, it is a central concept for both teachers and students. The former American Secretary of Education T.H. Bell (1981-1985) asserts that “there are three important things to remember about education. The first one is motivation, the second is motivation, and the third is motivation” (Smutny & Fremd, 2011, p. 41); it is a basic element for enhancing learning/teaching. This view is supported by Kytle (2012) who contends that: “if there is a topic more important for a teacher than motivation, I don't know what it might be” (p. 137); it is the teacher's responsibility to focus on what makes students motivated to refine their achievement in learning because their success depends on how motivated they are. Consequently, motivation is a tool that helps students to set clear goals, and it stimulates them to invest large amounts of efforts to attain these goals. The highest levels of performance come from highly motivated students. Therefore, one of the most important aspects that teachers need to take into account is how to catch students' attention and keep them engaged constantly in activities with great enthusiasm.

Keeping students motivated and creating an engaging teaching-learning environment is bound, to a great extent, by the selection of an appropriate teaching method. In this regard, small group teaching methods, among which are tutorial sessions, that are pioneered by Plato's teacher, Socrates, may be beneficial. These methods aim at ameliorating oral and intellectual skills, and improving learners' understanding of selfsame and others (Brown & Atkins, 1988). When students are taught in a way that helps them attain these goals, their motivation is likely to rise. Boud and Feletti (2013) declare:

"I find that teaching the course in this way [tutorial sessions] is much more enjoyable than lecturing, not least because the students clearly enjoy it and their skills visibly develop as the year progresses. I find that the discussions with students at tutorials are productive and generally at a higher level than those on conventional courses, probably because the students are well motivated and have dealt with many of the basic issues by themselves." (p. 192)

This view is supported by Zhang and McNamara (2018) who compare conventional lectures with tutorial sessions by asserting that "students were significantly less engaged in such lectures than in tutorials where there were fewer people and more discussion" (p. 131). Consequently, tutorial sessions are regarded as an opportunity for students to fulfil their tasks in a small group with pleasure through being involved in the discussions. The main objective behind tutoring is not all about presenting the course, but making it enjoyable and beneficial for students and this, in turn, makes them motivated and satisfied with their learning (Rabow et al., 1999). Additionally, Burgayne et al. (2009) assume that having a successful course requires a successful tutor. Along the same line, Brailsford et al. (2008) argue that: "good tutors are worth their weight in gold" (as cited in Burgayne et al., 2009, p. 228); as such the tutor is apparently the main guide and the source of students' motivation.

## **2. Statement of the Problem**

In the field of education, there is an ongoing debate about the phenomenon of motivation in general, and teachers' contribution to motivating students through using appropriate teaching methods in particular. At university, conventional lectures, which are teacher-centred, are commonly adopted in EFL classes and in most ESP courses as well. Lecturers, most of the time, dominate the course, while students remain passive, listen to the lecturer, and take notes. Besides, lectures provide students with a broad content in a limited time which prevents them from fulfilling their needs which, in turn, demotivates them and

renders the teaching-learning process uninteresting. Added to all of this, ESP students regard the English course as supplementary because it is not directly related to their major, they study in large numbers, the attendance is optional, and the course has a low coefficient. As such, changing the teaching method into a more engaging one may boost students' motivation to learn the language. The aforementioned account has led the current research to be conducted. ESP learners' motivation could possibly be remedied through learning in tutorial sessions. According to personal experience, this method is used in Algerian Middle Schools, particularly in the course of Physics, Natural Sciences, Mathematics, Arabic, French, and English. It motivates learners to display a keen interest in learning and engaging in their academic tasks appropriately because they are involved in constant discussion and they learn in a small group.

### **3. Aim of the Study**

Due to the need of having an appropriate teaching method and the importance of students' motivation in benefiting from their learning experience, the overall objective of this research is to attest the feasibility of tutorial sessions in teaching ESP in all levels. This objective is achieved through exploring ESP learners' views towards the effect of learning in tutorial sessions on their motivation on the one hand, and investigating tutors' views about the issue on the other.

### **4. Research Questions**

To achieve the objectives of this study, the following questions are raised:

1. How do PhD ESP learners assess the effect of tutorial sessions on their motivation?
2. In what ways do tutors believe that tutorial sessions affect their students' motivation?
3. What views do tutors hold towards adopting tutorial sessions as a teaching method to ESP learners of all levels?



## **5. Research Assumptions**

The assumptions underlying this research are as follows:

- 1- PhD ESP learners confirm the effectiveness of tutorial sessions in raising their motivation.
- 2- Tutors believe that the small numbers of students per group and the constant involvement of students in tutorial sessions raise their motivation.
- 3- Tutors treasure the adoption of tutorial session as a teaching method for ESP classes of all levels.

## **6. The Population and Sample of the Study**

This study targets PhD learners at Larbi Tebessi University. However, there is a limited number of departments that offer a ESP course at the PhD level, and even those who do; their students were either inaccessible or they did not yet study the course due to the lockdown. Consequently, the sample of the study was confined to PhD learners at the Social Sciences Department of Larbi Tebessi University which consists of 12 learners. However, only 10 of them took part in the study; access was not granted to the remaining two due to email issues.

## **7. Research Methodology**

In order to accomplish the already mentioned objectives, the current research follows a descriptive research design and data is analysed following a mixed-method approach (quantitative and qualitative). A questionnaire is designed to glean the PhD learners' views towards the effect of learning in tutorial sessions on their motivation, which concerns the first research question. Besides, a structured interview that is destined to their tutor turns around the second and the third research questions, in order to figure out the interviewee's views about the effect of tutorial sessions on the learners' motivation, in addition to the views that he holds towards adopting this teaching method with ESP learners of all levels.

## **8. Structure of the Dissertation**

The present research tests the effectiveness of tutorial sessions in raising students' motivation. It consists of two chapters. The first chapter is theoretical; it reviews the literature that covers both research variables. The second chapter is practical. It presents the methodology and obtained data.

The first chapter is divided into two sections. The first section sheds light on providing an overview about tutorial sessions, its outcomes, the role of both tutors and learners in class, the issues hindering its implementation along with the strategies for overcoming these issues, and the techniques of teaching in TS. The second section is devoted to explaining the notion of motivation, its types, arguments for and against the use of rewards, phases and theories of motivation, and the strategies for motivating language learners.

The second chapter is practical. It is divided into three sections. The first section presents the research methodology, the second section presents the gathered data, and the last section provides the interpretation of data.

# **Chapter One: Exploring Tutorial Sessions and Students' Motivation**

## **Introduction**

“Teaching cannot be separated from learning. Indeed, teaching is the art and science of helping students learn” (Arends & Kilcher, 2010, p. 2); teaching and learning are closely interrelated. The former is the process of transmitting knowledge and the latter is the way of receiving information. Teaching relies on various methods, such as seminars, problem-solving classes, and tutorials (or tutorial sessions), which may be used differently in different subjects, departments, and institutions and the main characteristic that groups them together is the small number of students, that is why these methods are referred to as small group teaching (Brown & Atkins, 1988). This research is concerned only with one method which is tutorial sessions (TS, henceforth) and it tests its effectiveness in motivating students to learn appropriately and boost their academic performance because it enables tutors to give every student individual focus.

## **1.1. Section One: Tutorial Sessions as a Teaching-Learning Method**

This section presents some researchers' definitions of tutorial sessions, the outcomes of using the method, the roles of both the tutor and students in class, the required skills for it, the issues that obstruct its implementation, the strategies to overcome these issues, and the techniques that may be used in it.

### ***1.1.1. Tutorial Sessions Defined***

The root of the noun tutorial is the term “tutor” which is derived from the Latin word “*tueri*” to mean to watch or protect; in teaching, a tutor is someone who is “responsible for the student's education” (Abbott, 1994, p. 179). The tutor is the major player in the classroom that students can depend on to guide them and to open a discussion. Based on the notion of a tutor, many researchers defined tutorial sessions, or what is often called tutorials, in various ways.

Mukalel (2004) considers a tutorial as a system where students get many opportunities to achieve their goals because they interact with the tutor and get involved in different debates. Accordingly, Bach et al. (2006) define TS as a method that “involve[s] regular meetings between an individual academic and ... a very small group of students to consider the student's learning needs, to closely monitor his or her progress in knowledge and skills attained” (p. 136); which means that tutorial sessions necessitate the presence of the tutor and a small number of students to discuss a certain subject matter in order to promote their learning and their academic skills. Thus, this small group of students need to participate, share ideas, ask questions, and give clarification (AskQUI, n.d.). To put it differently, a tutorial session is a teaching- learning method that permits students to develop their knowledge and improve their skills. It is worth noting that one of the major characteristic of tutorial sessions that makes it different and that is highlighted in Bach et al. (2006) is the number of students per class. TS can include from two to twenty students that are under their tutor's guidance (Fry et al., 2009).

Since the tutor plays a great role in the session, s/he needs to have a clear and appropriate structure for each course. According to Fry et al. (2009) planning for TS has common features with planning for any learning occasion. To fulfil a successful tutorial session; the content of each session needs to be well structured. The tutor needs to have a clear vision about the course and a specific outline for each session that addresses students' objectives, which makes them feel safe and comfortable to develop their ideas. All of this entails that the tutor needs to have wide knowledge about the course content.

Having a small number of students in class with the presence of a tutor, promotes on the one hand, the tutor-student relationship, and it enhances students' skills and competences on the other; these aspects are among the outcomes of tutorial sessions.

### ***1.1.2. The Outcomes of Using Tutorial Sessions***

Tutorial sessions have many outcomes that motivate students to get involved in the teaching-learning process. These outcomes are presented hereafter.

***1.1.2.1. The Development of Communication Skills.*** Explaining, listening, questioning, and responding are important communication skills (Brown & Atkins, 1988). When the tutor explains the course, the students listen to him/her and if they understand what the tutor has said, s/he starts questioning and they guess and respond; but if they do not, they should ask questions and discuss them. Brown and Atkins (1988) assert that “one of the goals of small group teaching may be to socialize students into the value and perspectives of your own subjects, discipline, or profession” (p. 56). The students need to interact with the tutor according to his/her subject i.e. students are concerned with the content that is presented by introducing facts, evidence and proofs themselves. Additionally, TS foster students' engagement to collaborate; the tutor may use different tasks in which s/he divide students to form small teams or pairs to share knowledge, which in turn improves their learning experience and communication skills (Nicholls, 2002).

***1.1.2.2. The Development of Intellectual Competence.*** In TS, thinking is a very important intellectual aspect that is fostered through participating in discussions. Active participation contributes to understanding the subject material very well which satisfies the students' needs; in this regard, Ferreira (2013) claims that students may receive new concepts through raising a debate with their tutor by asking him/her questions and getting answers or adding information. According to Brown & Atkins (1988), the tutor is interested in stimulating students to think, particularly, within the framework of the subject. However, the style of thinking differs from one subject to another, in other words, some subjects are supposed to be analyzed and based on evidence and proofs, like Mathematics, others are concerned with events and facts such as History, and some others are linked to critical

thinking, for example, English; in which students give judgments and provide feedback. Students learn various thinking styles depending on their field of study.

**1.1.2.3. Personal Growth of Students.** The development of communication skills is necessary for the personal growth of students as it helps in developing their self-confidence (Brown & Atkins, 1988; Ferreira, 2013); students become extroverted, comfortable, and less shy in expressing ideas and discussing with others and their tutor especially if s/he is a soft person. They develop awareness about what they are learning through preparing to discover the difficulties in order to ask the tutor to explain them by using a clear explanation and a simple language. These goals are more beneficial in both short and long terms. In the short term, they encourage the students to use their cognitive skills, express themselves, and benefit from each other's information. Whereas, in the long term, they support students personally and professionally (Brown & Atkins, 1988); they help them in communicating with others, as well as assisting them to talk and exchange ideas with people in the workplace.

Several pieces of research were conducted to investigate the outcomes of using tutorial sessions. Brown & Atkins (1988, p. 52) assert that different scholars such as Kulik & Kulik (1979); Bligh (1980); and Jaques (1984) found that teaching in TS is better than other methods in developing thinking, guessing, discussing, problem-solving, correcting or clarifying misconceptions, and it is as effective as other methods in sharing knowledge. Particularly, Luker (1987) conducted a study to figure out the views of both tutors and students about teaching and learning in small groups. The tutors stated that having an informal atmosphere, by making a close relationship between the tutor and the students, helps students to know the tutor's way in presenting the lessons, be active and contribute without being afraid. Additionally, it helps the tutor to know each student's level. All these create a kind of enjoyment for tutors and students. Tutors may also learn new ideas from students and enrich their knowledge. Also, the tutors have the opportunity to praise students for their

efforts and encourage them to do more. The students' opinions also were positive towards TS, because they claimed that they understand what is being discussed and remember it for a long time. They share information together and discover what every student thinks, rather than receiving them from the tutor. They also pay attention to each one's point of view in order to provide feedback, if possible, because they have the right to debate, ask questions, analyze problems and access solutions. They feel that they are valuable since they collaborate in the discussion freely.

This study asserts that the outcomes of TS are attested in reality and this is what gives the method its legitimacy. However, the attainment of these outcomes is only possible through the collaboration of tutors and students whose roles are delineated in the following subsections.

### ***1.1.3. The Role of the Tutor***

“From the beginning, students see the tutor in a special role” (Moss et al., 2014, p. 71); the tutor is the source of motivation for his/her students, and s/he is an encourager that contributes basically in raising students' interest in the learning process. Race and Brown (2013) assert that “the role of tutors has changed from that of being founts of knowledge to that of being facilitators of learning” (p. 11), the tutor mainly guides his/her students rather than being the only source of providing them with information, s/he encourages them, help them ameliorate their learning skills and develop their cooperative learning.

Additionally, the tutor's focus needs to be on what the students say, and on what they do not say (Barrett & Moore, 2010); when one student explains a certain concept, the tutor tries to include further additions if there are missing information, and explains the subject material in an easy way that helps students acquire knowledge. The tutor needs to evaluate to what extent they have understood what s/he has explained, that is why s/he is supposed to ask questions and open a debate with them to discuss the topic from different angles (Press,

2009). At the same time, the tutor may receive questions from his/her students, for that reason, s/he should be ready to sort out their questions. In short, the tutor is the source of assistance.

Since the number of students is limited, the tutor can set some rules that guide the class. Therefore, Jaques (2003) classified some techniques to be followed. To start with, tutors need to prevent students from talking all together or talking during the tutor's explanation; s/he needs to make them aware that the lesson's explanation is oriented to all of them without exception, and they need to pay attention very well to avoid missing any idea and so that each student will have an opportunity to express him/herself. Additionally, the tutor needs to be sure that all what is discussed is clear enough to carry out further activities and to succeed in fulfilling the students' needs. Also, sometimes the tutor asks a question that students cannot answer maybe because it is difficult or somehow ambiguous; the tutor needs first to ask whether they have understood what s/he meant by the question, and if not, s/he needs to reformulate it instead of answering it by him/herself; students store the information only when they make an attempt to analyze and answer the question by themselves. Furthermore, the tutor needs to check the students' preparation every session to have an overview of what they focus on, and if they find difficulties, s/he may help them by solving those difficulties.

#### ***1.1.4. The Role of Students in Tutorial Sessions***

Students need to know what is expected from them in TS since they have a responsibility in the classroom to promote their own learning. They should always prepare for each session and participate in different discussions, either with their classmates or with the tutor (Edmunds & Brown, 2010). Additionally, sometimes a student can play the role of the tutor. Since every student has a point of view, s/he needs to express it and explain his/her thoughts without hesitation, share knowledge, benefit others and get benefits from them. When the tutor or a student is talking, the others should listen carefully, and if anyone has a



question, a clarification, or an additional information, s/he needs to ask for permission in a respectful way then s/he poses it, even if it is wrong; Brown and Atkins (1988) state in this regard that “one important feature of the contact is that students have permission to ask questions, no matter how trivial, and try out ideas which may be wrong” (p. 58).

In short, the tutor plays the role of a motivator and facilitator in the classroom, and students need to be engaged and involved. Thus, the tutor needs to assist students to learn, to equip them with self-confidence and facilitate the group learning to make them work effectively (Fry et al., 2009). Consequently, the role of the tutor and students is interrelated; the former's wide education allows the latter to acquire more knowledge. In order for students to have a better individual understanding, relate new concepts with existing ones, and apply what they have learnt in their everyday life, the tutor's contribution is compulsory. Thereby, the full implementation of these roles requires command of a set of skills.

#### ***1.1.5. The Required Skills for Tutorial Sessions***

Many scholars have set a list of different skills, which are almost mutual for both tutors and students.

**1.1.5.1. Explaining.** Knowing when to explain is as important as knowing how to explain (Brown & Atkins, 1988; Edmunds & Brown, 2010); there are some contents that need much clarification, simplification and details whereas others do not. The tutor needs to explain the details of the course, and s/he needs to make sure that students fully understand one point before moving to the next one. The tutor's explanation contributes to students' understanding i.e. there is a strong relationship between explaining and understanding because students may connect previous ideas with the coming ones through explanation. However, since the main aim of TS teaching is to motivate students to think and discuss in an appropriate way, it is better when the tutor gives his/her students some activities, then gives them a few minutes to think about them, then s/he checks their attempts to start explaining

and correcting misconceptions rather than doing the whole task by him/herself. Sometimes a student contributes with a certain idea that is important for the tutor to use in his/her explanation, this way s/he encourages students to think, participate, prepare for upcoming sessions, trust their abilities and enrich their understanding (Brown & Atkins, 1988; Edmunds & Brown, 2010). Additionally, the tutor needs to make a balance between good and weak students i.e. s/he should not be too slow for the good students or too fast for the weak ones.

According to Edmunds and Brown (2010), explaining needs to be characterized by the following aspects. First, it needs to be clear and fluent i.e. the tutor needs to be as elaborate as possible in presenting information with clear pronunciation. Second, it needs to be focused and interesting; which means emphasizing the key concepts. Also, using examples is another important feature in order to illustrate and simplify ideas. Additionally, it needs to be organized i.e. moving from an idea to another gradually. Finally, the tutor needs to provide feedback which ensures students' understanding.

**1.1.5.2. Questioning.** Some course contents are simple while others are difficult that lead students to raise questions. Sometimes one student misinterprets a certain idea that leads to a series of questions that needs clarification from the tutor. Mostly students' questions are related to preparation. They may face difficulties in understanding the subject and this pushes them to raise questions to enrich the discussion. In return, these questions eventually become effective and beneficial for the whole class (Brown & Atkins, 1988). On the part of the tutor as well, it is not an easy task to choose the appropriate questions to ask; s/he needs to be selective in his/her choice of questions to fit the students' needs.

Questioning is important in different ways. For example, the tutor may miss an important point about the content, but s/he remembers it through the questions that students raise. Also, questioning is beneficial in increasing the rate of student-student interaction, it

also increases students' self-esteem in presenting and discussing their views with each other. In short, both tutors and students ask questions aiming to require or correct information.

It is worth noting that the decision of asking questions on the part students depends to a large extent on the tutor's manner (Fry et al., 2009); whenever the tutor's way is flexible, there is a great contribution from students and whenever the tutor's way is aggressive, the students become hesitant in asking. When it comes to answering questions, some tutors prefer answering students' questions directly and others give the opportunity to other students to answer (Fry et al., 2009). The tutor can use different tactics of questions, like pitching and pausing questions; the former refers to moving from the broad question to the specific one. While, the latter means giving students a limited time to think about the answer (Brown & Atkins, 1988). The opportunities given to students to ask questions make TS a student-centred method.

**1.1.5.3. Listening.** The listening skill is a receptive skill; however, it makes the process of thinking active which leads to communicating with others (Fry et al., 2009). Brown (1986) as cited in Brown and Atkins (1988) cited four different types of listening. First, skim listening which occurs when the student is not aware of what the tutor is saying. The former may pay attention only when s/he hears a certain word like his/her name. Second, surveying listening which happens when the listener tries to focus on what is being said to tackle the key concepts. Furthermore, search listening revolves around looking for the main idea. For example, when the tutor asks a question and keeps waiting for the most important response to carry on with another discussion. Finally, study listening which is a challenging skill in which the listener thinks critically about the speaker's ideas. The listener needs to take the content, the gestures, body language and the tone into consideration to understand what is meant. To sum up, these types are presented from the least to the most critical and demanding.

**1.1.5.4. Responding.** Responding takes place after listening. The student should pay careful attention to what is being said in order to respond appropriately when needed; know what to say, and how to say it. Even if the listener is the tutor him/herself and the discussion is raised by the students, s/he needs to focus on what is being discussed and what is being missed in order to provide additional or new ideas taking into account the students' needs and knowledge (Fry et al., 2009). Hattie and Timperly (2007) claim that the tutor's responsibility is to make students contribute to the discussion without being frightened of their peers' criticism; mistakes occur most of the time even if the student is knowledgeable, and to learn well, the tutor needs to accept the incorrect answers and correct them in a flexible way; this makes the students more motivated.

Sometimes, the tutor initiates a discussion in which s/he is not dominating, because s/he needs the students to be part of it. In this case, four types of responses are expected.

- **Reflecting back** occurs when the tutor needs to show his/her students that s/he is interested in what they are talking about, but s/he leaves the discussion to students intentionally.
- **Perception checking** takes place when one of the students answers a certain question, and the tutor needs to clarify his /her understanding by saying: “*Okay, I think you mean that...*”; this happens when the student's response seems complicated.
- **Paraphrasing** is similar to perception checking. It involves reformulating a student's answer or idea using the tutor's words.
- **Silence** refers to situations where the tutor asks a student, but s/he keeps silent rather than answers directly which makes the tutor think that the student is unable to answer. However, this silence is sometimes a sign of the student's reflection upon the question; it is suggested that the tutor gives his/her students a few minutes to think then answer (Edmunds & Brown, 2010) rather than providing the appropriate answer by him/herself.

**1.1.5.5. Summarizing and Closing.** The tutor needs to employ summarizing in order to make students understand better; it is used at the end of each element or at the end of the session by connecting together the main concepts, recapitulating what has been said, and providing answers to the questions. Also, the tutor uses summarizing in order to show his/her students what is important in the content (Brown & Atkins, 1988; Brown & Edmunds, 2010). The tutor needs to figure out what is achieved and thank the students for their participation to increase their self-esteem in order to prepare for the coming sessions (Brown & Atkins, 1988).

It is important to cover the skills that tutors and students need to acquire, and it is equally important to trace as well, the common issues that need to be avoided.

#### ***1.1.6. Issues Hindering the Implementation of Effective Tutorial Sessions***

Palmer (1998) as cited in Jaques (2003) argues that: “By separating teaching from learning, we have teachers who do not listen and students who do not talk” (p. 19); however, in reality, the teaching-learning processes are interconnected. If they are otherwise separated, there will be an opportunity neither for students to discuss nor for tutors to listen. Jaques (2003) list a set of issues in TS that feed into this problem. The first issue occurs when “the teacher gives a lecture rather than conducting a dialogue” (p. 19) i.e. when the tutor speaks and explains the lesson and does not give the opportunity for students to participate or to talk at all, this leads students to work passively. Second, if “the tutor talks too much” (p. 19), students receive information from the tutor only rather than participate, express their own ideas or show their creativity. Third, when “students do not prepare for the session” (p. 19), the tutor becomes the source of knowledge. This decreases students' interest and weakens their performance. Furthermore, the fact that “one student dominates or blocks the discussion” (p. 19) is another issue. Here, the role of the tutor as an encourager starts. S/he needs to motivate other students by giving them a chance to speak since the discussion should not be

dominated by one or a few students. Moreover, when “students want to be given the solution to problems rather than discuss them” (p. 19), this poses another problem in the process; here students wait for the tutor to be the one who provides them with solutions to any problem that they face and they do not invest any effort. Additionally, when “students cannot be encouraged to talk except with difficulty; they will not talk to each other, but will only respond to questions from the tutor” (p. 19); this low level of participation is challenging to the tutor whose responsibility is to open a discussion to make students participate and interact with each other. Furthermore, when too many questions have been raised by students, the tutor becomes unwilling and unable to respond and even the students become confused and frustrated and cannot get the appropriate answers to their questions. Besides, introverted students cannot ask questions because of their lack of self-confidence. Additionally, the use of the same type of activities and the scarcity of equipment in the session is an issue.

Brown and Atkins (1988) append further issues that hinder having effective TS that are related to questioning. First, when the tutor raises a question and provides immediately a full answer, s/he does not give students sufficient time to think. Additionally, addressing questions only to “the brightest or most likeable” students hinders the effectiveness of the session i.e. when the tutor asks a question to high achievers only, the other students become passive participants. Finally, “asking questions in a threatening way” discourages students. Hence, s/he induces them fear and hesitation.

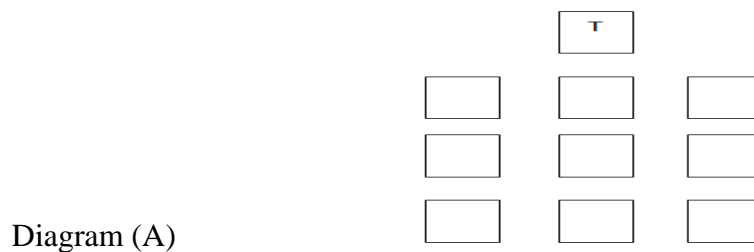
These different issues can be overcome through various strategies that are presented in the following subsection.

#### ***1.1.7. Strategies for Overcoming Recurrent Problems in Tutorial Sessions***

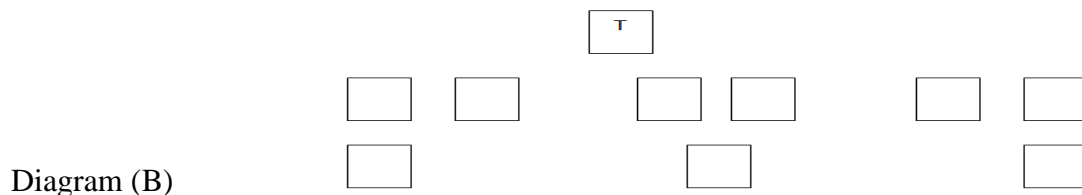
Students are always in need to think, participate and interact; each one needs to have a chance to perform well, therefore, the tutor may organize some strategies to base the own class on; the following are some of these strategies.

**1.1.7.1. Seating Arrangement.** Watson (2007) as cited in Fry et al. (2009) claims that “if we do not design our buildings to play the wide variety of difference in our learners then we are continuing the practice of exclusive higher education” (p. 77). Watson gave advice about being in well-designed classrooms because an ideal setting helps students to be innovative and creative, draws their attention and encourages them to communicate. The following designs evaluate some plans for students' seating and the tutor's position.

As shown in diagram (A), the position of the tutor takes place in front of the centre row which makes him/her dominates most of the interaction or neglects the students at the front and back of the corners (Brown & Atkins, 1988). S/he focuses only on the students that are close to him/her without paying attention to the others or moving around the rows to guide each student's behaviour. This arrangement needs to be avoided in TS.



In diagram (B), the tutor divides the small group into sub-small groups, Brown and Atkins (1988) claim that in this plan there is an interaction between the tutor and the subgroups themselves which might be useful in some TS activities.



The seating arrangement in diagram (C) is the most appropriate way to increase student-student and student-tutor discussion because the students are in a direct eye contact with the tutor (Brown and Atkins, 1988).

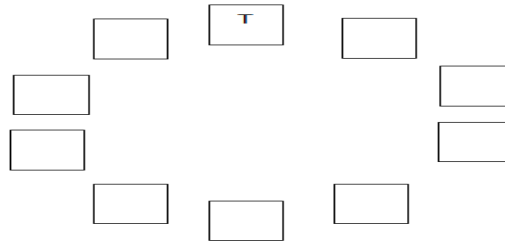


Diagram (C)

The physical arrangement has a significant impact because the students have different levels which push the tutor to organize a suitable seat for each student. Griffiths and Partington (1992) as cited in Fry et al. (2009) listed two types of students:

- Nervous students or those known as shy are usually afraid of and anxious about speaking. They should sit opposite to the tutor because this helps him/her to support them to express themselves.
- The vociferous or what Brown and Atkins (1988) call talkative students are better seated next to the tutor in order to gain more attention.

**1.1.7.2. Expectations and Ground Rules.** Ground rules inside the classroom are basic for introducing successful content and achieving positive outcomes. For that, Exley and Dennick (2004) set some suggestions for ground rules. They suggest that all students have the right and an equal chance to negotiate and express their opinions, in addition to asking different questions and asking for clarification taking into consideration that “there are no stupid questions” (Exley & Dennick, 2004, p. 21). Moreover, students need to respect each other; when a student is speaking without taunting others' opinions, and someone disagrees with his/her idea, s/he can criticize the arguments, not the person.

**1.1.7.3. Safety.** Sometimes both the tutor and students may not feel safe because of their lack of self-confidence, the former feels fear to be asked difficult questions that s/he may not answer, and the latter does not contribute because of being afraid of seeming stupid in front of the tutor and classmates. Brown and Atkins (1988) suggest two effective ways to make the tutor and the students in security inside the classroom. First, rewarding the students whenever



they succeed in doing a task or when they get good marks. Second, reduction of risk is considered as an effective way as well. The tutor needs to clarify what the students are supposed to prepare, provide them with tasks that they are capable of doing, and avoid putting them down. In this regard, the personality of the tutor plays a big role; s/he may help the students in feeling free to express their ideas rather than embarrassing them by saying for example, “*give the right answer or keep quiet*” and build a close relationship with them to be comfortable even in making mistakes because they are sure that the tutor will correct them pleasantly.

**1.1.7.4. Making Small Group Smaller.** The tutor may divide the small group into teams that are composed of three students or pairs to work together and there are many variations for this theme. Brown and Atkins (1998) and Fry et al. (2009) explained common methods of working with smaller group.

- **Buzz group** is a group that contains two or three students that discuss a topic among themselves and without the tutor's involvement. Then, they share their views with their tutor and classmates. Edmunds and Brown (2010) added that the buzz group may face the plenary discussion which makes other students feel bored. Therefore, each buzz group should present only the main points of the discussed topic in order to collect all the comments and summarize them in a diagram.
- In a **brainstorming group**, each student writes down all his/her ideas then s/he compares them with those of his/her peer.
- In a **snowballing group**, each student explains his/her points individually then s/he compares them with his/her peer. The pair then compares his/her points with another pair. It is like establishing a chain and moving from one student to include the entire group.
- **Cross-over groups (jigsaws)** involve a discussion between the members of each subgroup, who later transfer the information to the other groups (Fry et al., 2009); the tutor

may divide his/her students into smaller groups to discuss the given topic for a few minutes, then s/he moves some students from one sub-group to another in order to share ideas.

Since the tutor deals with students face to face, s/he can figure out their weaknesses, and depending on those weaknesses s/he can assist and encourage them to thrive their learning process. Establishing a close relationship with students is also an efficient way to teach better, as it allows the students to perform well and attain their needs (Study Lecture Notes, n.d.).

Finally, the aforementioned issues can be avoided, if both tutors and students implement their roles fully.

### **1.1.8. Teaching Techniques in Tutorial Session**

In (1988) Brown and Atkins have discussed various techniques that could be used in TS, which are outlined below.

- **Step by step discussion** means moving in the discussion gradually. The tutor gives his/her students a brief introduction about the topic. Then, s/he gives them a certain activity to test what they know about it. After that, s/he explains what they have missed, and provide them again with another activity to know to what extent they have understood the lesson. As a final step, s/he may discuss the points that they have faced difficulties with. The following diagram from Brown and Atkins (1988) summarises these steps.

Brief introduction → activity → tutor input → activity → tutor input

- **The seminar paper** is a technique in which the course is a kind of presentation. One student reads a written paper loudly in front of his/her colleagues. Then, the tutor asks questions with the purpose of raising a discussion. Students have two choices to ask the presenter; they can either be divided into buzz groups to brainstorm ideas and write down questions, or read about the topic and prepare questions before attending the tutorial (Brown & Atkins, 1988).

- **Mini-Presentation** is a technique that involves audio-visual tools instead of reading a paper. The tutor opens the gate for discussion either by asking questions, or asking students to summarise, interpret, or evaluate the content. It enhances oral skills (grammar, pronunciation, fluency, and vocabulary) (Brown & Atkins, 1988).
- In a **spring board seminar**, the tutor starts the session with a brief lecture, video or audio, and then asks students about what they have listened. This method may be more useful with the use of brainstorming, buzz groups or snowballing (Brown & Atkins, 1988).
- In a **syndicate**, the topic may be divided into sub-topics, and the group divided into sub-groups. Each sub-group works on a sub-topic and explains it. The students have the right to select their presenter and the section of the topic (Brown & Atkins, 1988).

In brief, TS is a helpful method, in which the tutor is a guide that assists and encourages students to learn. TS allows students to pay attention to what has been explained, comment on it and grasp all the information that are presented. These aspects feed into supporting and motivating students through facilitating their learning process in order to get engaged in different activities, as it is going to be discussed in the following section.

### **1.1. Section Two: The Notion of Motivation**

It is legitimate to claim that humans find it difficult to attain their goals without having a motive, either from within or without. This applies to students as well; if there is no motivation, it is hard for them to engage and perform significantly in learning. Students can become demotivated when they find the course uninteresting, feel that the task is complicated; have a bad day, or when they are shy to ask for help (Chevis, 2018). Students can also lose motivation when the teaching method is teacher-centred. These reasons among others make students feel bored and become inattentive and passive, which later on leads to having negative outcomes. According to McLean (2003), students become motivated when the task sounds valuable and attracts them to work on. Additionally, when they act like decision-

makers in their learning, their rate of enthusiasm to perform effectively in their academic tasks and get the best results possible raises. Thus, for most teachers and researchers, motivation is a very vital factor that influences students' success or failure in learning (Dörnyei, 2001); teachers determine whether students will succeed or fail based to a large extent on whether they are motivated or not. In essence, learning is an active process that requires motivated students, and if there is no motivation, learning is likely to be hindered.

### **1.2.1. Motivation Defined**

The term motivation is derived from the Latin verb “*movere*” which means “to move” (Shergill, 2010; Dörnyei & Ushioda, 2013). It literally refers to the state of having strong reasons to do an action. It is a heavy concept that cannot be explained in simple words, that is why Nakata (2006) claims that “motivation is notoriously difficult to pin down, if not impossible” (p. 23); However, despite the fact that it is abstract and elusive, scholars sought to provide a definition for it.

Gardner (1985) defines motivation as “the combination of effort plus desire to achieve the goal of learning” (p. 10); it is an inner phenomenon that has a relationship with students' wants, aims, attitudes, and efforts. According to Sharma (2005), motivation is similar to the notion of gravity in terms of describing its effects rather than defining it. In addition, as it is assumed by Shergill (2010), motivation is an internal process that spurs students on to activate, maintain, and persist in doing an action. Besides, motivation is a psychological construct that refers to the desire and the incentive that an individual has to engage in a specific activity (Loewen & Reinders, 2011); it is the force that drives the student to strive and participate in what s/he is interested in.

That is to say, motivation refers to the volitions and desires that direct students to work willingly and access a particular goal. Therefore, successful students usually have a tendency

toward what they need and what they want to achieve. These tendencies can be driven by internal or external factors as outlined below.

### ***1.2.2. Types of Motivation***

Motivation is classified into different types, among which is the division between intrinsic and extrinsic motivation. Kember (2016) claims that the terms intrinsic and extrinsic motivation date back to 1960, or even earlier. He goes further to assert that the dichotomy intrinsic-extrinsic motivation can be understood from its explicit meanings. Although, these types are different, they have the same objective which is students' satisfaction.

**1.2.2.1. Intrinsic Motivation (IM).** Deci and Ryan (2013) assert that “intrinsic motivation is innate” (p. 32); this type of motivation is internal or inside oneself. Biggs (1987) adds that intrinsic motivation “occurs when the student is interested in the academic task and derives enjoyment from carrying it out” (p. 15); it refers to the student's satisfaction with belonging to an academic work; s/he may engage in the activity because it is enjoyable and its attainment is regarded as a challenge. Due to intrinsic motivation, students care only about the internal benefits of the task with neglecting the external profits and they consider the academic task as a personal experience (Biggs, 1987). Similarly, Westwood (2004) argues that IM boosts the willingness of students to participate in an activity only for self-joy and inner satisfaction, regardless of external reasons; its primary source is from within the student and it is based on his/her internal interest. For example, when a student studies English because s/he is interested in learning the language rather than being obliged to learn it.

Students who have intrinsic motivation are hard workers and curious to learn more about the subject. They tend to get involved in tasks because of their inherent pleasure. Additionally, Baranek (1996) states that Amabile and Gitomer (1984) conducted a study in which they gave one group the freedom of choice of the material they want to be used in college, while the other group was provided with predetermined materials. The researchers

have found that the first group is more creative than the second group; this led them to conclude that students become intrinsically motivated when the tutor involves them in deciding about their learning by themselves. Reeve et al. (2008) summarize the thrust of intrinsic motivation by describing it as “learning to learn” (p. 234). Students who are intrinsically motivated view the task itself as a reward.

**1.2.2.2. Extrinsic Motivation (EM).** It is an “outer-directed” motivation (Whitney & Hirsch, 2007, p. 30). Biggs (1987) believes that EM displays when a student “sees the task as demand to be met, a necessary imposition if some other goal is to be reached” (p. 15). Students engage in the task for the sake of earning grades or some tangible rewards like; praises or to avoid negative outcomes like; punishment. In other words, the student deals with the activity for the purpose of obtaining benefits rather than for optimal learning or desire for growth. Students who are extrinsically motivated are also concerned about the amount of time they spend to complete the task (Biggs, 1987). Extrinsically motivated students spend their energy to complete an activity for the sake of gaining external goals, rather than the pleasure that comes from within due to the completion of the activity (Keller, 2009). The enthusiastic tutor may base on external factors in encouraging students to learn hard by providing tangible rewards and doing competitions. For example, the tutor divides the group into sub-groups and provides them with questions, and then s/he makes a competition in which the sub-group who provides the correct answer first gets extra marks or certain gifts. Tan et al. (2006) assert that when the student neglects completing the task intentionally, it is the tutor's job to offer some external incentives.

These incentives were subject to an ongoing debate.

### **1.2.3. Arguments for and against the Use of Rewards**

Rewards are regarded as incentives to encourage and support students (Brophy, 2004). Tutors tend to reward students, either by praising them or providing them with positive

feedback when they invest their efforts to accomplish an activity. Those who acknowledge the role of rewards in learning, claim that they lead to creating a close and an effective relationship between the tutor and his/her students. Additionally, proponents of the utility of rewards claim that the aim behind these rewards is increasing students' efforts or improving their performance; Brophy (2004) assume that “rewards can act as motivators only for those students who believe that they have a chance to get the rewards if they put forth reasonable effort” (pp. 163-164); this means that when students work hard, their expectations to get rewards become high. In this regard, Maclver and Reuman (1993-1994) as cited in Brophy (2004) have conducted a study in which students were rewarded either for maintaining high performance or for improving their low performance, each week they provided them with an assignment, and they related the students beating their base score with improvement points. Students who earned more than nine were rewarded thirty improvement points; those who got from five to nine were rewarded twenty improvement points; those who gained four were awarded ten improvement points; those who scored less than four were not rewarded. (Brophy, 2004) claimed that rewarding students indicates the tutor's appreciation for the students' accomplishment and shows the students' pride of themselves.

Additionally, Salkind and Rasmussen (2008) argue that “verbal praise and positive feedback also lead to positive effects on measures of intrinsic motivation” (p. 557); this means that using intangible rewards particularly can be used as incentives to enhance intrinsic motivation. Deci (1971) conducted an experiment involving twenty four students of psychology. The experimenter divided them into an experimental and a control group, and organized the period of the experiment to be applied for three separate sessions for each group. The task was about engaging students in solving a puzzle that is called “Soma” which consists of seven pieces and each piece has three or four cubes, and by combining these pieces together, students can get a large number of shapes and solutions. During the first and

the third sessions both groups did not receive any reinforcement, while at the beginning of the second session they were provided by supportive expressions that they have done well at the first session, even though, this positive feedback was false and the students failed in producing the pieces. The experimenter used to leave the classroom, in each session, for eight minutes to have an idea about the personal interests of the students. After conducting the experiment, Deci pointed out reasonable findings that intrinsic motivation increased because of the free time that students spent on working on the puzzle, in addition to the verbal reinforcement they received i.e. the nature of intangible rewards significantly contributes in promoting intrinsic motivation.

On the contrary, opponents of the utility of rewards in learning, assert the negative effect of rewards on students' intrinsic motivation. Holt (1964, p. 168) as cited in (Deci, 2012) states that "we destroy the... love of learning... in children by encouraging and compelling them to work for petty and contemptible rewards" (p. 212); Holt is one of the researchers who believe that extrinsic motivation undermines intrinsic motivation. In this respect, Deci (1971) has investigated the effect of external rewards on intrinsic motivation using an experiment that is similar to the first one. He raised a hypothesis to test whether extrinsic motivation diminishes intrinsic motivation; he focused mainly on engaging students in a certain work with introducing a tangible reward which is money. The research used the same previous sample whose elements are all intrinsically motivated and he provided them with the same puzzle. In the experimental sessions, students received a list of shapes that are drawn on a paper and try to solve them using the pieces in thirteen minutes. In the second session, the experimental group was promised to get \$1, provided that they reproduce the shapes in that limited time. The third session was similar to the first one in which students need to reproduce the configurations without payment. The experimenter used to leave the classroom for eight minutes to have an idea about the personal interests of the students. Deci



observed that the experimental group in the second session spent less time in resolving the pieces by working during the free choice time (eight minutes), whereas the control group spends almost the same time in all the sessions. The result that Deci deduced is that tangible external rewards decrease intrinsic motivation. Even intrinsically motivated students may fail in learning if their goals were reduced to having external rewards (Grossman, 2004).

A different view stipulates that IM and EM may co-exist; they either increase or decrease together (Lepper & Henderlong, 2000). However, from a personal point of view, this view is not supported because when IM increases, EM decreases i.e. when a student engages in the task because s/he is really interested in it, his/her sole goal is getting knowledge to achieve high performance. Similarly, when EM increases, IM decreases; which means that when the tutor provides his/her students with tangible rewards whenever they involve in a certain activity, they become interested only in completing the task for the sake of gaining these rewards. It is a great deal for the tutor to realize the situations when students deserve to gain a reward and how rewards should be used (Brophy, 2004).

To conclude, intangible rewards, such as verbal praise affect students' intrinsic motivation positively, however, tangible rewards, such as extra marks affect students' intrinsic motivation negatively.

#### ***1.2.4. Phases of Motivation***

In 1998 Dörnyei and Ottó developed the process model that is based on the process-oriented approach which indicates that motivation is subject to change over time. Dörnyei (2001) reports that “what most teachers find is that their student's motivation fluctuates, going through certain ebbs and flows” (p. 19). That is why they divided motivation into three main phases:

- **Generating initial motivation** is the first phase of motivation; it is about creating powerful energy inside students with regards to what they are about to learn, and it

happens before the learning process itself when the tutor tries to increase realistic beliefs, expectancy, success, and goal-orientedness (Dörnyei, 2001).

- **Maintaining and protecting motivation** is the second phase. After the students have a strong will to learn and they generated motivation before, they have to maintain it to reach their objectives. Motivation is maintained when tutors provide motivational tasks, increase students' self-confidence, and value their autonomy (Dörnyei, 2001).
- **Motivational retrospection or positive self-reflection** is the last phase. It is about the students' feedback. When they achieve certain goals, they will reflect positively on these goals and their experiences, so they will continue without giving up. This phase includes increasing the students' satisfaction and being provided with motivational rewards (Dörnyei, 2001).

In order to reach the last phase of motivation, different strategies need be present in the language classroom.

### ***1.2.5. The Ten Keys for Motivating Language Learners***

Since the tutor is the spirit of the classroom, s/he is responsible for students' motivation, as s/he tries to compensate for various factors that affect students' motivation negatively. In this regard, Dörnyei and Csizér (1998) sought to discover what makes students well motivated. Therefore, they surveyed approximately 200 Hungarian teachers of English (from primary school teachers to university lecturers) about the most important strategies that motivate students to learn a second language, which are presented below.

**1.2.5.1. Appropriate Teacher Behaviour.** Almost all of the participants share a common point of view which is that the tutor plays a main role inside the classroom to influence students' motivation and make students active and work appropriately, for instance, the tutor needs to be proactive by preparing for the course; preparation is a significant part of the teaching process that helps him/her to be aware of the course's objectives and be ready for

the students' questions which in turn motivate them. The teacher's behaviour is assessed according to the following criteria.

**1.2.5.1.1. *Enthusiasm.*** The American psychologist Csikszentmihalyi discussed the notion of enthusiastic tutors through finding answers to two questions which are: "who have been your most influential teachers?" and "who do you still remember as someone who has made a difference in your life?" He arrived at the conclusion that any teacher that is satisfied with and interested in what s/he is practicing is regarded as enthusiastic. S/he needs to show the students his/her enthusiasm by exerting efforts in teaching them, which makes them believe in his/her dedication. S/he may talk with them about his/her previous experiences or express his/her personal feelings about the subject matter which is considered as enthusiasm in, at least, some cultures (Dörnyei, 2001).

**1.2.5.1.2. *Commitment to and Expectations for the Students' Academic Progress.*** It is logical that both the tutor and students have an effective function in the classroom. As the tutor acts appropriately, students also will have a chance to act the same way. Dörnyei (2001) claims that the tutor needs to take the different levels of students into consideration; s/he needs to be sincere and responsible in doing his/her work through checking whether they prepared for the lesson or at least have a general idea about what is going to be discussed and respond instantly whenever they need help or whenever s/he notices that one student needs a certain explanation individually. Additionally, the tutor needs to wait for the students' feedback, to check their learning progress. Tutors who have high expectations provide more attention to their students; they may encourage students to succeed by providing them with positive feedback and believing in their abilities (Davies, 2015). One famous experiment supports this idea, which is conducted by Rosenthal and Jacobson (1968) that is reported in (Dörnyei, 2001). They pretended to test the pupils' IQ. They deceived the teachers about the purpose of the study. 20% of the pupils were selected randomly at the beginning of the year,

and identified as “intellectual bloomers” i.e. the chosen pupils are regarded as the most intelligent ones. At the end of the year, there were remarkable results in which the experimental group got a high academic achievement, unlike the control group. This leads to conclude that the tutor's high expectations boost students' motivation to learn and succeed.

**1.2.5.2. Creating a Pleasant and Supportive Classroom Atmosphere.** Having an effective learning process is not an easy task. Gaining optimal learning necessitates taking strong challenges in the classroom to participate even with wrong answers or producing simple statements. Dornyei and Csizér (1998) assert that the importance of the classroom climate as a motivational tool is classified directly after the tutor's behaviour. The psychological environment of the classroom is established by many components including the students' positive relationship with each other and with their tutor. This relationship makes students feel free and more comfortable since they know that when they make mistakes they will not be blamed or punished and it clarifies for them that mistakes are a natural part of learning. The use of humour is a great tool to motivate students as well, as it improves the classroom atmosphere. It should be noted that the classroom is not only a psychological but also a physical environment; it should be well organized, attractive and decorated.

**1.2.5.3. Presenting the Task Properly.** This motivational strategy refers to the need for using a variety of tasks and the importance of explaining the goal of each task (Dornyei & Csizér, 1998). This helps students on the one hand to be more interested, and helps the tutor on the other hand to check the extent of students' understanding.

**1.2.5.4. Developing a Good Relationship with Students.** One important factor to inspire and motivate students is to make an ideal relationship between them and their tutor that is based ultimately on respect. Both the tutor and students may be close by discussing different topics and interacting with each other, even sharing personal views may help them establish solid ties. Also, s/he needs to direct their misbehaviours, and then s/he tries to

change their drawbacks. Additionally, listening to their different ideas attentively, giving them feedback about their answers and comments, checking their home works and activities, and smiling at them whenever they ask a question helps in building a good relationship (Dörnyei, 2001). All these make them interested in and careful about their learning.

**1.2.5.5. Increasing Learners' Self-Confidence.** Dörnyei and Csizér (1998) believe that self-confidence is related to students' belief in their own abilities to achieve a certain goal; it is the extent to which they think they are capable to participate in discussions. One example is presented by Dörnyei and Csizér (1998) who state that some students take risk to communicate with others with a limited number of words, while others do not, despite the fact that they are more competent because the former are more self-confident than the latter. In short, a successful academic performance requires self-confident students and this in turn, is raised with the teacher's encouragement.

**1.2.5.6. Making the Language Class Interesting.** One of the supportive strategies for learning a foreign language is making the course alive by providing enjoyable activities. The tutor needs to create challenging tasks to make students get involved. Likewise, s/he needs to vary the teaching materials which may increase the students' interest and motivation (Dörnyei & Csizér, 1998); students' interest is the core of learning development, which helps them to be attentive and retain the tutor's input easily.

**1.2.5.7. Promoting Learners' Autonomy.** This is one of the best factors that help to build up a vivid course. Students enjoy the learning process when they are allowed to be decision-makers i.e. the tutor needs to encourage students to be responsible for their learning (Dörnyei & Csizér, 1998). When students are self-autonomous their self-confidence would be increased and they will become motivated.

**1.2.5.8. Personalising the Learning Process.** This is an inspirational factor to learn a second language; the tutor needs to make the learning process relevant to students (Dörnyei

& Csizér, 1998); i.e. when the tutor relates learning to their needs and interests, their motivation is likely to increase.

**1.2.5.9. Increasing Learners' Goal-Orientedness.** This is concerned with students' drive to attain their learning goals and increasing their expectations to succeed (Dornyei & Csizér, 1998). Goal-orientedness is interested in students' disposition to develop their performance and competence, improve previous skills or acquire new ones. This is discussed in further detail in the theories of motivation.

**1.2.5.10. Familiarising Learners with the Target Language Culture.** One of the best ways for learning a second language is being knowledgeable about its culture through viewing authentic materials and communicating with native speakers (Dornyei & Csizér, 1998). The knowledge of these differences motivates students to learn the language.

It is worth noting that teaching materials are crucial in affecting students' motivation; they cannot be motivated unless the course is interesting. Therefore, it is the tutor's responsibility to use helpful teaching tools to raise their engagement in the learning process. The following is an account of some of these tools.

- **Video** is “a form of communication” (Rathod, 2018, p. 60); it is an audio-visual tool that permits students to hear and see the course, in addition, to participate actively. Using videos attracts students and raises their interest in the course to grasp information (Rathod, 2018); it is a powerful aid that helps them to ameliorate their learning skills.
- **Overhead Projector** is a useful tool that motivates students to have a greater understanding (Kopp, 2017); it attracts the students' concentration and facilitates learning, since the images are displayed and the concepts are clearly demonstrated.
- **PowerPoint Presentations** are effective instructional tools that may support both the teaching and the learning processes. Finkelstein and Samsonov (2007) state that “incorporating PowerPoint in your teaching will make your teaching more effective and

fun” (p. 09); students are enthusiastic only when the task is enjoyable, for that reason PowerPoint presentations are more compatible materials for students' needs. Besides, they reduce time for tutors to cover the main points.

Motivation has a great influence on the success or failure of learning a language; it is a key factor that determines the students' interest in learning a language, let alone when that language is not their major. ESP students consider English as an optional module that is not obligatory to learn, however, it is a fundamental part of their field of study. Their interest in learning English may go up and down according to the extent of students' motivation and this latter depends on the tutor's crucial role to make it valuable and raise students' positive attitudes to learn it.

#### ***1.2.6. The Theories of Motivation***

In relation to students' motivation, theorists worked on several studies to derive theories that summarise what motivation stems from.

**1.2.6.1 Expectancy-Value Theory (EVT).** It is a cognitive perspective that generally deals with combining two beliefs that are related to motivation. The first one is the value of the goal, and the second is the expectations of the student to attain that target goal (Petri & Govern, 2012); in other words, EVT does not stand only on what the student needs, but also on the extent s/he believes to succeed in gaining the required goal. According to Miller and Desberg (2009), EVT is: “a very useful theory to describe the motivation of ... student [s], if both factors [the value of the goal and the expectations of getting it] are high, you [the tutor] are increasing the likelihood of having a motivated group.” (p. 72); in other words, if the students have the willingness to work hard on a valuable task, their expectancy to succeed increases. Thus, they become highly motivated.

**1.2.6.2. Achievement-Goal Theory (AGT) or what is called Goal Orientations (GO).** It is particularly an important theory that revolves around the researchers' interest to

figure out what goals influence students to be motivated to learn effectively. Two different goals were highlighted:

- **Mastery of Learning Goal Orientation (MLGO)** is a concept that is closely linked with “self-improvement”; students endeavour to develop their skills and try to understand their work deeply in order to enhance their interest in the topic. Since students are already motivated, the tutor may focus his attention only on how to reinforce them to maintain their motivation (Casas, 2010). In short, what motivates students is their drive to improve their competence.
- **Performance Goals Orientation (PGO)** refers to demonstrating high achievement and proving one’s abilities to others. It emphasises the dispositions and purposes that push students to do an activity. Students sometimes do not learn for the sake of improving themselves, but primarily for completing the work, competing, and surpassing their colleagues for getting external rewards, in addition to maximizing positive judgment and avoiding punishment (Casas, 2010). Students with PGO are strongly extrinsically motivated because their aim is challenging rather than enjoying the process of learning. Casas (2010) suggests that tutors need to help their students not to shed light only on grades, but also on the value of learning itself and how to be competent.

**1.2.6.3. Self-Efficacy Theory (SET).** SET was first proposed by Bandura (1977) in psychological literature, and it was later developed by other researchers to encompass many fields, among which is the field of education. Bandura (1997) defines it as “the beliefs of one's capabilities to organize and execute courses” (p. 02); it is described as personal confidence about one's self abilities to gain a positive outcome and achieve a specific goal. Students with high self-efficacy always believe that they are hard workers and they are capable to succeed either in difficult or easy tasks more than students with low self-efficacy (Schunk & Zimmerman, 2011). High self-efficacious students are active; their focus is on



success and only success which reflects their high self-confidence. Unlike low self-efficacious students who are pessimistic about their capabilities to reach their academic goals, thus they do not invest any efforts because of fear of disappointment and failure.

**1.2.6.4. Attribution Theory (AT).** (Smart, 2009) asserts that it was introduced by Haider (1958) and expanded by several scholars including Kelley (1967-1973), Jones and his colleagues (1972), and Weiner (1972-1985). It refers to the interpretation of students for the reasons of their failure or success. AT contains three different dimensions:

- **Locus dimension** refers to whether the cause is internal (within the student) or external (outside the student).
- **Stability** refers to whether the cause remains over time or it can be changed.
- **Controllability** refers to whether the cause can be controlled or not (linked strongly with the reaction after failing) (Good, 2008).

To illustrate these three dimensions, if a student passes an exam and s/he answers the questions without having any obstacles, then s/he attributes his/her success to personal abilities, this indicates that there is an internal motivation, in addition to stability, since s/he believes in his/her hard work. However, if s/he fails and attributes his/her failure to the difficulty of questions, this means that the cause is external, unstable (since the type of questions can be changed in the future), and uncontrollable (because s/he cannot control both the results and the feeling after giving up). In other words, these dimensions influence the students' motivation in terms of doubling their efforts in case of failure, and maintaining their motivation to keep on succeeding in the future in case they have succeeded.

**1.2.6.5. Self-Determination Theory (SDT).** It is presented by the psychologists Deci and Ryan in (2000). SDT is based on “the assumption that all individuals have innate and constructive tendencies to develop an ever more elaborated and unified sense of self” (Deci & Ryan, 2004, p. 05); it is a psychological theory that reflects students' internal tendencies that

urge them to fulfil their needs without any external interventions. SDT became very beneficial in the field of education. Students' feeling of self-determination is boosted through having a satisfying classroom climate that meets three psychological needs, which are:

- **Competence:** students need to receive accessible tasks that pertain to their levels so that they do not feel bored because of the tasks' easiness or frustrated due to their difficulty. Tutors should take into account that low-level students need to have opportunities to learn and succeed (Campoy, 2004; Niemiec & Ryan, 2009). Students' competence can be enhanced by having challenging activities to prove their academic abilities, increase their knowledge, and learn new skills which may create internal motivation. Consequently, they reach optimal performance.
- **Relatedness:** emphasises the feeling of being accepted, loved, and valued by the tutor and the classmates. The tutor needs to provide positive reactions towards students' feedback, as well as, s/he needs to be more flexible with disconnected students, and try to internalize them (Campoy, 2004); the sense of belonging helps students to be active and reach their goals. Related students are more likely to be motivated than unrelated students.
- **Autonomy:** refers to being under one's own control rather than being compelled by the tutor, autonomous students believe in volition in choosing tasks (Campoy, 2004; Niemiec & Ryan, 2009). Also, autonomous students are self-governors; they refuse their tutor's pressure and prefer to make decisions concerning their learning activities. Such students are likely to be more skilful, creative, and motivated.

Reeve (2004) argues that after conducting numerous experiments by many researchers about students' autonomy. He deduced two main conclusions which are. First, autonomous students are highly motivated and thrived in their learning because of the opportunities they get to engage effectively in their activities. Second, students benefit from autonomy-supportive tutors because these tutors give them sufficient time to express, value their

performance, choose their tasks willingly, answer their questions, encourage their collaboration and increase their IM.

In essence, these theories indicate the significance of motivation in the students' academic life. It is salient that students develop their learning through being motivated either intrinsically or extrinsically, as it helps them in determining a clear goal to attain. In short, effective learning needs high motivation which makes students extremely competent and successful.

## **Conclusion**

Students' motivation plays a crucial role in their learning. It is a very important aspect that raises their expectations for success. It maintains students' interest in a specific subject matter to reach a particular purpose. Being intrinsically motivated may open the door for students to learn willingly. However, being extrinsically motivated determines tangible rewards as their main objective. For that reason, establishing a tutor-students relationship and using a teaching method that engages students is the solution to develop intrinsic motivation by making students autonomous and decision-makers. This is in terms with the Chinese proverb that says: “tell me, I will forget; show me, I will remember; involve me, I will understand”, (Mertz, 2010, p. 83); in other words, having efficient learning takes place only when students get engaged in activities by themselves. Therefore, the forthcoming chapter will cover the research design in order to test the questions that have been asked about the effectiveness of tutorial sessions in raising students' motivation.

## **Chapter Two: The Methodological Framework, Data Analysis, and Discussion**

### **Introduction**

This chapter presents the core of the study as it shows how the effectiveness of tutorial sessions in raising PhD learners' motivation is attested. It holds three sections. The first one embraces an in-depth explanation of the research methodology including the detailed explanation of the research instruments, the target population and the sample that are chosen. Whilst, the second section covers the analysis of the findings. Finally, the last section presents the discussion of results in order to evaluate the research assumptions and to get answers to the research questions. It also sets the limitations of the study, the recommendations for further studies, and the implications of the work.

### **2.1. Section One: Research Design and Methodology**

The following is an account of the methodological frame that underlies the study.

#### ***2.1.1. Research Design and Sampling***

Selecting a suitable research design is an important step in conducting any study in order to obtain answers to the research questions and to evaluate the research assumptions. The present study is based on a descriptive research design because it seeks to report the views of the participants as they are i.e. without receiving any intervention from the researchers. Data from the learners' questionnaire and the tutor's interview are analysed quantitatively and qualitatively, respectively. Hence the analysis is based on a mixed-method approach. The quantitative analysis seeks to convert the gathered data into numerical information, and the qualitative analysis is related to the results obtained from the interview.

The sampling technique followed in this research is non-probability sampling. It is a technique that excludes some subjects from being involved in the study (Danniel, 2011) i.e. it involves subjective judgement rather than randomisation in the selection of the sample. This

technique is the most compatible with this investigation because the elements of the population who are not familiar with studying in tutorial sessions were not subject to research. Additionally, convenience sampling as a type of non-probability sampling technique is used in this research, Henry (1990) defines a convenience sample as “a group of individuals who are readily available to participate in a study” (p. 18) i.e. it is concerned with the available, volunteers, and accessible respondents. Given the current situation, the sample of the study was the only accessible one.

### ***2.1.2. Population and Sample***

The term population in research is applied to the entire individuals from whom results could be collected (Levy & Lemeshow, 2013). Since it is unattainable to extrapolate information from the whole population, the researchers need to gather data from a small group that is known as the sample, which is a representative portion of the whole population (Warner, 2008). The current study targets PhD learners at Larbi Tebessi University who have an ESP course, and the sample is restricted to those at the Social Sciences Department of Larbi Tebessi University. Only 10 students out of 12 took part in this study; the other two did not send back their contributions through the email. In addition to their tutor who instructs them in the form of a TS. The reason behind choosing PhD learners is their familiarity with learning in conventional lectures in their BA and MA degrees and in tutorial sessions in their Doctorate degree. Besides, their tutor was selected due to his long experience in teaching in large groups and small groups alike, and for the purpose of getting his opinions regarding his previous experiences in tutoring in general and the one related to the sample in particular.

### ***2.1.3. Research Instruments***

One of the most important components of any research is data gathering tools; they allow researchers to collect the necessary data in order to come up with valid and reliable results. In fact, these tools take various forms like, observations, interviews, and

questionnaires depending on the research questions and aim. Thus, this research adopts two data gathering tools, a questionnaire for PhD learners and an interview for their tutor.

**2.1.3.1. Learners' Questionnaire.** The questionnaire is an efficient research tool that is composed of different and standardized questions about the research topic. For that reason, Gass and Mackey (2007) define questionnaires as “written instruments that present all participants with the same series of questions or statements” (p. 148). Walliman (2011) asserts that it is at the same time beneficial and challenging; he claims that it is “a method of data collection which is flexible, but it must be used carefully in order to fulfil the requirements of a particular piece of research” (p. 190). It is used to obtain an exclusive understanding of the participants' views without being observed provided that it is crafted carefully.

This research opts for a 5 point Likert scale type of questionnaire. It was presented by Rensis Likert in 1932 (Ary et al., 2009) to measure the level of agreement, disagreement, or even the neutrality of the participants with regards to the introduced statements. It is employed in the current study because it is simple and loaded at the same time; it allows for covering the participants' views from varied angles through putting them in concrete situations that they could relate to. Additionally, it is used in order to avoid open-ended questions that respondents often find tiring.

**2.1.3.1.1. Procedures.** The researchers were provided with the whole email list of the PhD students at the Social Sciences Department of Larbi Tebessi University which had facilitated the administration of the questionnaire. The respondents were required to answer the questionnaire through the Google form whose link was sent to them through the email. This way the gathering of data was anonymous; their emails were not collected once they submit the answer, nor their personal information, such as their names, gender, or age. They were not restricted with a given date to submit their answer; the quickest response was

received on the same day and the last response was received seven days later. It is worth noting that in order to insure perfect understanding of the content of the questionnaire and to avoid the foreign language obstacle, the questionnaire was submitted both in an English and an Arabic version, (see Appendix A and B respectively).

**2.1.3.1.2. The Aim of Learner's Questionnaire.** This questionnaire is submitted to PhD learners in order to collect their views about the effectiveness of learning in TS in raising their motivation. Since motivation is self-reported, i.e. it is related to students' own awareness about when and why they become motivated, the wording of the questionnaire reflects real-life situations. Also, instead of asking learners' a direct question about whether they consider the method effective or not in raising their motivation, the researchers opted for eliciting responses by allowing learners to show their agreement/disagreement with different aspects of the method.

**2.1.3.1.3. The Structure of the Learners' Questionnaire.** This questionnaire starts with introducing the topic, setting its aim, and giving a clear definition of the key terms to insure the best understanding of the topic. It is made up of 30 items that are divided into three main sections; they seek to identify to what extent the participants agree or disagree with the proposed items by ticking one of the agreement scale options.

### **Section One: Learning in Tutorial Sessions Affects my Motivation to Learn**

The statements in this section aim at gathering the views that the participants hold towards learning in TS, and whether this method influences their motivation positively or negatively. Thus, the aim of *item 01* is to have a clear view of the level of their agreement/disagreement with one of the key characteristics of TS, which is learning in an informal atmosphere. This atmosphere is characterised with no rigid rules, humour and spontaneity because the enjoyment of the learning process feeds into learners' motivation. *Item 02* seeks to check whether learning in a small group helps learners to become more

productive. It thus checks the effect of TS on learners' intrinsic motivation. *Item 03* seeks to identify learners' satisfaction with their performance in TS, because their satisfaction is a source of motivation. *Item 04* aims at knowing whether learners acquire more knowledge in TS than in lectures due to the small number of students. Again acquiring knowledge is a source of motivation. *Item 05* seeks to find out whether the content of TS, warming up activities, in particular, affects learners' motivation. *Item 06* is designed as well to check the efficacy of another technique in raising learners' motivation. This technique is about providing learners with an outline of the coming course in advance. *Item 07* is set precisely to check the role of autonomy in raising learner's motivation. *Item 08* is structured to see if granting a chance for learners to ask any question in TS helps them become more motivated. *Item 09* seeks to check the effect of the seating arrangement, as a strategy in TS, on learners' motivation. *Item 10* seeks to reveal as well the effect of making small groups smaller as a strategy in TS on learners' motivation.

## **Section Two: The Tutor as a Source of Motivation**

This section sheds light on the role of the tutor inside the classroom since s/he is regarded as an encourager and a motivator. Therefore, *Item 11* is about whether learners can become motivated when they establish an intimate relationship with their tutor. *Item 12* is devoted to assessing whether learners become more motivated to learn English, when their tutor designs the course according to their need since ESP learners have particular needs and English is not their field of study. *Item 13* inquires about the influence of intangible rewards that are part of TS on increasing students' motivation. *Item 14* checks whether questioning as an essential skill for tutors raises learners' self-esteem which in turn affects their motivation positively. *Item 15* is designed to check whether the choice of different teaching tools makes learners interested and thereby motivates them. *Item 16* tests whether the tutor's feedback motivates learners. *Item 17* targets whether the tutor's selection of challenging tasks that



create competitions for learners raises their motivation. *Item 18* tests the effect of the tutor's high expectations towards learners' abilities on their motivation. *Item 19* tests the tutor's role in using various types of activities on learners' motivation. *Item 20* evaluates the effect of the tutor's checking learners' understanding of the content on their motivation.

### **Section Three: The Development of my Skills through Learning in Tutorial Sessions**

The assumption behind this section is that the development of learners' personal skills, that are divided into three categories in the literature, is a key goal in TS; when the teaching method targets such a goal, learners become more motivated. Hence, *Items (21 – 23)* highlight whether the development of communication skills in TS motivates learners, particularly, the amelioration of their confidence to speak the language in class, expressing their opinions freely, and ameliorating their listening skill, respectively. *Items (24 – 27)* trace the personal growth of learners in TS as a motivating factor. They test whether, achieving new skills, being decision-makers, speaking the language with strangers, and accepting other points of view boost learners' motivation, respectively. *Items (28 – 30)* test whether learners' motivation is raised in TS because it targets their intellectual competence. This is tested through inquiring about learners' critical thinking, use of logic, and curiosity to gain more knowledge, respectively.

**2.1.3.2. The Tutor's Interview.** In the present research, the interview was used as a supplementary data gathering tool to the learners' questionnaire. It is regarded as the most commonly used tool for qualitative data collection, as it is a primary source of collecting the participants' perspectives and opinions about a particular subject, since their thoughts are not observable as asserted by Patton (2014) who states that:

"We interview people to find out from them those things we cannot directly observe... We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude

the presence of an observer. We cannot observe how people have organized the world and the meaning they attach to what goes on in the world. We have to ask people questions about those things." (p. 628)

The interview used in the study is structured because it consists of a set of questions that are planned in advance, and which follow an organized order with a high formal style. Additionally, it is a key informant interview, which is defined by Anderson and Arsenault (2005) as "one directed at a respondent who has particular experience and knowledge about the subject being discussed" (p. 191); it is an in-depth investigation that is used specifically for people who have a wide experience, knowledge, and insights about the topic. Besides, it falls within case study interviews. In this regard, Yin (2009) claims that they "allow investigators to retain the holistic and meaningful characteristics of real-life events" (p. 04). Hence, it aims at gaining a thorough understanding of the respondent's opinions and views.

**2.1.3.2.1. Procedures.** This interview was designed particularly for the ESP tutor of the sample. It was administered through the email. The tutor was not bound with a given amount of time to fill in the form, and his inquiries for clarifications about any of the questions were welcomed. The respondent spent four days to send back the form.

**2.1.3.2.2. The Aim of the Tutor's Interview.** Despite the fact that motivation is self-reported, tutors may sense the change in their students' motivation as the learning process progresses. For that reason, the aim of this interview is first to collect various views from the tutor about how TS affects students' motivation, and second about how this method can be implemented to teach ESP learners for all levels.

**2.1.3.2.3. The Structure of the Tutor's Interview.** At the beginning of interview (refer to Appendix C), the topic and its aim were well explained to the interviewee. The questions are mainly open-ended; and they could be divided into six rubrics.

The first rubric covers *questions (1- 3)* which intend to have general background information about the tutor. The second rubric covers *questions (4 - 6)* that are designed to explore general information about the interviewees' teaching experience(s) in tutorial sessions. The third rubric covers *questions (7 - 12)*. They are structured to inquire about the effect of tutorial sessions on student' motivation. The fourth rubric covers *question (13)* which is about the role of the tutor. The fifth rubric covers only one question as well (*14*) which targets the difficulties that the tutor or his students have faced in implementing tutorial sessions. The last rubric covers *question (15)* about the tutor's views about the appropriateness of implementing this method for ESP learners of all levels, in addition to the measure that should be taken for its success.

## **2.2. Section Two: Data Analysis**

Data analysis is a crucial part in research, where the gathered data is reported and summarized. For that reason, this section is devoted to the analysis of the learners' questionnaire and the tutor's interview.

### ***2.2.1. The Analysis of the Learners' Questionnaire***

**2.2.1.1. The Data Analysis Using SPSS.** After collecting the data obtained from the learners' questionnaire, it is important to determine the degree of learners' agreement/disagreement with the 30 items of the questionnaire in order to answer the first research question. The researchers, therefore, used descriptive statistics to analyze data using the Statistical Package for the Social Sciences SPSS (version 16.0) to calculate the frequencies and the percentages of the responses to each item. Then, the standard deviation and mean of their responses to each item, the mean of each section, and the total mean were calculated in order to discover the respondents' views about studying in tutorial sessions and whether they consider this method to be effective or not in increasing their motivation.

In order to proceed with these calculations, the 5 points in the agreement scale were coded in SPSS with a score for each; the left extreme of the scale (strongly disagree) was coded with 1 and the right extreme (strongly agree) was coded with 5.

In order to interpret the mean value in a way that serves answering the first research question, the mean value range was divided into three categories. Each category corresponds with an estimation level of the learners' responses as shown below;

- The mean value range 1.00 – 2.33 = An estimation level of **not effective**
- The mean value range 2.34 – 3.67 = An estimation level of **neutral**
- The mean value range 3.68 – 5.00 = An estimation level of **effective**

What follows is a detailed account of the obtained results, for a summary of the descriptive statistics, refer to (Appendix D).

### **Section One: Learning in Tutorial Sessions Affects my Motivation to Learn**

**Item 01:** I enjoy learning English in an informal atmosphere.

**Table 1**

*Learners Views about Learning English in an Informal Atmosphere*

| <b>Options</b>           | <b>Frequencies</b> | <b>Percentages</b> | <b>Mean</b> | <b>Standard Deviation</b> |
|--------------------------|--------------------|--------------------|-------------|---------------------------|
| <b>Strongly Agree</b>    | 01                 | 10%                | 3.40        | 1.174                     |
| <b>Agree</b>             | 05                 | 50%                |             |                           |
| <b>Neutral</b>           | 02                 | 20%                |             |                           |
| <b>Disagree</b>          | 01                 | 10%                |             |                           |
| <b>Strongly Disagree</b> | 01                 | 10%                |             |                           |
| <b>Total</b>             | <b>10</b>          | <b>100%</b>        |             |                           |

The findings obtained from this question reveal that the majority of participants (n= 5, 50%) agree that learning the language in an informal atmosphere is enjoyable, two learners (20%) are neutral, and the rest of the sample is divided equally between strong agreement, disagreement, and strong disagreement i.e. (n= 1, 10%) for each. Overall, the participants were neutral towards the effectiveness of TS in raising their motivation due to learning in an informal atmosphere. This is apparent in the mean value ( $\bar{x}$ = 3.40, s = 1.174).

**Item 02:** Studying in a small group motivates me to double my efforts.

**Table 2**

*Learners Views about the Effect of TS on their Learning Efforts*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 05          | 50%         | 4.10 | 1.197              |
| <b>Agree</b>             | 03          | 30%         |      |                    |
| <b>Neutral</b>           | 00          | 00%         |      |                    |
| <b>Disagree</b>          | 02          | 20%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

The second item gathers learners view about the effect of TS on learners' willingness to work hard. Consequently, Table 2 shows that the vast majority of the participants strongly agree (n = 5, 50%), or agree (n = 3, 30%) with this item. However, the rest of the sample (n = 2, 20%) disagrees. Thus, TS is considered effective ( $\bar{x} = 4.10$ ,  $s = 1.197$ ) in raising learners' intrinsic motivation because learners extend their efforts in learning due to it.

**Item 03:** I am more satisfied with my performance in tutorial sessions than in lectures.

**Table 3**

*Learners' Views about Satisfaction with their Performance in TS*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 02          | 20%         | 3.70 | 0.949              |
| <b>Agree</b>             | 04          | 40%         |      |                    |
| <b>Neutral</b>           | 03          | 30%         |      |                    |
| <b>Disagree</b>          | 01          | 10%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

The results that are shown in Table 3 indicate that a good portion (n = 4, 40%) of the respondents show agreement with the proposed item. Then, (n = 3, 30%) are neutral towards it, two of them (20%) strongly agree, and one respondent (10%) disagrees. The mean value ( $\bar{x} = 3.70$ ,  $s = 0.949$ ) shows that TS is regarded effective. Most learners acknowledge that their performance is enhanced in tutorial sessions; again, satisfaction raises their motivation.

**Item 04:** I acquire more knowledge in tutorial sessions.

**Table 4**

*Learners' Views about Acquiring Knowledge in TS*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 03          | 30%         | 4.20 | 0.632              |
| <b>Agree</b>             | 06          | 60%         |      |                    |
| <b>Neutral</b>           | 01          | 10%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

Table 4 allows for having information about if learning in tutorial sessions helps learners to acquire more knowledge which in turn raises their motivation. Consequently, six (60%) learners agree with this item, three (30%) of them strongly agree, and only one (10%) learner is neutral. The mean value ( $\bar{x} = 4.20$ ,  $s = 0.632$ ) indicates that TS is regarded effective. Hence, learning in TS helps learners to acquire more knowledge which is a motivating fact.

**Item 05:** Having warming up activities keeps me motivated throughout the whole session.

**Table 5**

*Learners' Views about the Effect of Warming up in TS Activities on their Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 03          | 30%         | 4.20 | 0.632              |
| <b>Agree</b>             | 06          | 60%         |      |                    |
| <b>Neutral</b>           | 01          | 10%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

Due to the analysis of learners' responses regarding the mentioned item, it is extremely obvious that the majority of them, ( $n = 6$ , 60%), agree with the fact that proving them with warming up activities has a positive effect on keeping them active throughout the whole session, which is a sign of their involvement and motivation. Three (30%) learners strongly

agree with it, and only one (10%) is neutral. The estimation level of the efficacy of the method is that it is effective in raising learners' motivation due to the mean value ( $\bar{x} = 4.20$ ,  $s = 0.632$ ).

**Item 06:** Having an idea about what the next course is about motivates me to prepare in advance and get involved in class.

**Table 6**

*Learners' Views about the Effect of Prior Preparing in TS on their Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 10          | 100%        | 5.00 | 0.000              |
| <b>Agree</b>             | 00          | 00%         |      |                    |
| <b>Neutral</b>           | 00          | 00%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

According to the outcomes shown in Table 6, it seems that all the participants ( $n = 10$ , 100%) strongly agree with the fact that being provided with a general idea about the coming course makes them highly motivated to be well prepared in order to participate in different discussions. Hence, the method is effective in this regard ( $\bar{x} = 5.00$ ,  $s = 0.000$ ). One can conclude that having a previous idea about the next course raises learners' motivation to learn.

**Item 07:** I feel more motivated when I choose topics and activities by myself.

**Table 7**

*Learners' Views about the Effect of Autonomy in Selecting Activities on their Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 08          | 80%         | 4.80 | 0.422              |
| <b>Agree</b>             | 02          | 20%         |      |                    |
| <b>Neutral</b>           | 00          | 00%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

The analysis of the reported item (Table 7) shows that most of the learners' responses go again to the first option, in which eight (80%) participants strongly agree on the positive effect of being autonomous in choosing classroom activities on their motivation, whereas, two (20%) learners agree with it. There is a strongly agreement can only yield an effective estimation of the method ( $\bar{x} = 4.80$ ,  $s = 0.422$ ). Consequently, learners are in need to have chances to determine tasks that are related to their interest so that they learn with motivation.

**Item 08:** Having an opportunity to ask any question regardless of its simplicity motivates me.

**Table 8**

*Learners' Views about the Effect of Questioning Opportunities on their Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 05          | 50%         | 4.50 | 0.527              |
| <b>Agree</b>             | 05          | 50%         |      |                    |
| <b>Neutral</b>           | 00          | 00%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

In Table 8, the sample's responses are divided equally between strong agreement and agreement, ( $n = 5$ , 50%) each. The participants acknowledge the efficacy of this aspect of TS in raising their motivation to learn ( $\bar{x} = 4.50$ ,  $s = 0.527$ ). Since learners are encouraged to ask questions freely in TS, they become more involved in their learning.

**Item 09:** Seating in a circle/ or U shape motivates me to interact with my tutor and mates.

**Table 9**

*Learners' Views about the Effect of Seating Arrangement on their Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 03          | 30%         | 3.50 | 1.354              |
| <b>Agree</b>             | 02          | 20%         |      |                    |
| <b>Neutral</b>           | 03          | 30%         |      |                    |
| <b>Disagree</b>          | 01          | 10%         |      |                    |
| <b>Strongly Disagree</b> | 01          | 10%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |



The collected data presented in Table 9 shows that the same percentage occurs in strongly agreement and neutrality ( $n = 3, 30\%$ ) towards the proposed claim. Additionally, ( $n = 2, 20\%$ ) learners agree with it, and again the same percentage displays in the options of disagreement and strongly disagreement ( $n = 1, 10\%$ ) for each. Overall, the mean value ( $\bar{x} = 3.50, s = 1.354$ ) indicates that the participants are neutral towards the effectiveness of seating arrangement on their motivation.

**Item 10:** Working with a partner in class is motivating.

**Table 10**

*Learners' Views about the Effect of Pair Work on their Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 02          | 20%         | 3.70 | 1.160              |
| <b>Agree</b>             | 05          | 50%         |      |                    |
| <b>Neutral</b>           | 02          | 20%         |      |                    |
| <b>Disagree</b>          | 00          | 10%         |      |                    |
| <b>Strongly Disagree</b> | 01          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

The outcomes in Table 10 display that among 10 informants, there are ( $n = 5, 50\%$ ) who agree that working with a partner enhances their motivation. However, an equal number of responses occur in the strong agreement and neutrality options ( $n = 2, 20\%$ ) each. Besides, only one (10%) participant strongly disagrees with it. The efficacy of this aspect of TS is asserted by the mean value ( $\bar{x} = 3.70, s = 1.160$ ). Thus, learners may share diverse opinions through working in pairs and this stems from their motivation.

The overall mean value of the first section of the questionnaire is ( $\bar{x} = 4.11, s = 0.4307$ ). These values suggest that learners view that learning in TS affects their motivation to learn; it sounds that they appreciate this method and they find it more useful than conventional lectures.

## Section Two: The Tutor as a Source of Motivation

**Item 11:** Having a friendly relationship with my tutor is a source of motivation

**Table 11**

*Learners' Views about the Effect of their Relationship with the Tutor on their Motivation*

| Options           | Frequencies | Percentages | Mean | Standard Deviation |
|-------------------|-------------|-------------|------|--------------------|
| Strongly Agree    | 07          | 70%         | 4.60 | 0.699              |
| Agree             | 02          | 20%         |      |                    |
| Neutral           | 01          | 10%         |      |                    |
| Disagree          | 00          | 00%         |      |                    |
| Strongly Disagree | 00          | 00%         |      |                    |
| <b>Total</b>      | <b>10</b>   | <b>100%</b> |      |                    |

In Table 11, the majority of respondents ( $n = 7$ , 70%) strongly agree with the proposed item, two (20%) learners agree with it, and only one (10%) learner is neutral. The mean value ( $\bar{x} = 4.60$ ,  $s = 0.699$ ) falls within the effective mean range. One may deduce that the tutor-learners relationship makes learners feel comfortable and safe.

**Item 12:** When the tutor designs the course based on my needs, I become motivated to learn the language.

**Table 12**

*Learners' Views about the Importance of Taking their Needs into Account in the Course Design on their Motivation*

| Options           | Frequencies | Percentages | Mean | Standard Deviation |
|-------------------|-------------|-------------|------|--------------------|
| Strongly Agree    | 07          | 07%         | 4.70 | 0.483              |
| Agree             | 03          | 03%         |      |                    |
| Neutral           | 00          | 00%         |      |                    |
| Disagree          | 00          | 00%         |      |                    |
| Strongly Disagree | 00          | 00%         |      |                    |
| <b>Total</b>      | <b>10</b>   | <b>100%</b> |      |                    |

In the results of Table 12, seven (70%) respondents chose the first option, strongly agree; they believe that designing the course based on their needs is more motivating to learn English, and three (30%) learners agree with it. This general agreement shows that the method

is effective ( $\bar{x} = 4.70$ ,  $s = 0.483$ ). As a conclusion, the tutor needs to be aware of the importance of his/her learners needs.

**Item 13:** When the tutor praises me, I become more motivated to learn.

**Table 13**

*Learners' Views about the Effect of Praise on Learners' Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 07          | 07%         | 4.70 | 0.483              |
| <b>Agree</b>             | 03          | 03%         |      |                    |
| <b>Neutral</b>           | 00          | 00%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

The same previous results are repeated again with regards to item 13. The majority of informants ( $n = 7$ , 70%) strongly agree with the proposition which claims that when the tutor praises his learners, they become more motivates, and three (30%) learners agree with it. Again, this shows that the method is effective ( $\bar{x} = 4.70$ ,  $s = 0.483$ ). Hence, praising learners is necessary for raising their motivation.

**Item 14:** The tutor's questions raise my self-esteem because they provide me with an opportunity to express myself.

**Table 14**

*Learners' Views about the Impact of the Tutor's Question on their Self-esteem*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 01          | 10%         | 3.80 | 0.632              |
| <b>Agree</b>             | 06          | 60%         |      |                    |
| <b>Neutral</b>           | 03          | 30%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

It is clear in Table 14 that most of the participants ( $n = 6$ , 60%) agree with item 14. Nevertheless, three (30%) learners and one (10%) learner are neutral and strongly agree with

it, respectively. This shows that the method has a positive effect on learners' motivation ( $\bar{x} = 3.80, s = 0.632$ ). Hence, the tutor's questions affect the learners' self-esteem positively which is related to motivation.

**Item 15:** I find myself more motivated when my tutor uses a variety of teaching tools.

**Table 15**

*Learners' Views about the Effect of Using Technological Tools on their Motivation*

| Options           | Frequencies | Percentages | Mean | Standard Deviation |
|-------------------|-------------|-------------|------|--------------------|
| Strongly Agree    | 04          | 40%         | 4.30 | 0.675              |
| Agree             | 04          | 40%         |      |                    |
| Neutral           | 02          | 20%         |      |                    |
| Disagree          | 00          | 00%         |      |                    |
| Strongly Disagree | 00          | 00%         |      |                    |
| <b>Total</b>      | <b>10</b>   | <b>100%</b> |      |                    |

The outcomes in Table 15 show that the highest number of learners has a positive opinion towards using technology in the classroom, four (40%) learners strongly agree and four (40%) learners agree with it, in addition to two (20%) participants that are neutral towards it. The estimation level of the efficacy of the method is that it is effective in raising learners' motivation due to the mean value ( $\bar{x} = 4.30, s = 0.675$ ). Consequently, technological tools are helpful in raising learners' motivation.

**Item 16:** The tutor's feedback motivates me to participate frequently.

**Table 16**

*Learners' Views about the Effect of the Tutor's Feedback on their Motivation*

| Options           | Frequencies | Percentages | Mean | Standard Deviation |
|-------------------|-------------|-------------|------|--------------------|
| Strongly Agree    | 04          | 40%         | 4.10 | 0.994              |
| Agree             | 04          | 40%         |      |                    |
| Neutral           | 01          | 10%         |      |                    |
| Disagree          | 01          | 10%         |      |                    |
| Strongly Disagree | 00          | 00%         |      |                    |
| <b>Total</b>      | <b>10</b>   | <b>100%</b> |      |                    |

Table 16 reports the analysis of learners' responses about whether they become more motivated to get engaged in debates because of the tutor's feedback. As a result, (n = 4, 40%) strongly agree, (n = 4, 40%) agree with the claim, one (10%) learner is neutral, and one (10%) learner disagrees. Responses to this item assert the effectiveness of TS in raising learners' motivation which is shown in the mean value ( $\bar{x} = 4.10$ ,  $s = 0.994$ ). For that reason, the tutor's feedback is important in learning.

**Item 17:** When the tutor chooses challenging tasks, I become more motivated to learn.

**Table 17**

*Learners' Views about the Effect of the Tutor's Challenges on their Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 03          | 30%         | 3.80 | 1.135              |
| <b>Agree</b>             | 04          | 40%         |      |                    |
| <b>Neutral</b>           | 01          | 10%         |      |                    |
| <b>Disagree</b>          | 02          | 20%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

Table 17 gives an idea about the learners' responses regarding the proposed item. Therefore, four (40%) informants agree with it, three (30%) informants strongly agree, two informants (20%) disagree, and only one (10%) informant is neutral. There is a general agreement that this aspect of TS is effective in raising learners' motivation ( $\bar{x} = 3.80$ ,  $s = 1.135$ ). One can deduce that challenging tasks are incentives for learners.

**Item 18:** When the tutor trusts my abilities in language, I become more motivated to learn.

**Table 18***Learners' Views about the Effect of the Tutor's Trust on their Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 07          | 70%         | 4.70 | 0.483              |
| <b>Agree</b>             | 03          | 30%         |      |                    |
| <b>Neutral</b>           | 00          | 00%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

Regarding item 18, a considerable number of learners ( $n = 7$ , 70%) strongly agrees with it. Additionally, three (30%) learners agree with it. This makes it obvious that this aspect renders TS effective in raising learners' motivation ( $\bar{x} = 4.70$ ,  $s = 0.483$ ) i.e. trusting learners' abilities is an effective factor in succeeding the learning process.

**Item 19:** I like it when the tutor chooses different types of activities.

**Table 19***Learners' Views about the Effect of the Tutor's Choice of Activities on their Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 04          | 40%         | 4.30 | 0.675              |
| <b>Agree</b>             | 05          | 50%         |      |                    |
| <b>Neutral</b>           | 01          | 10%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

Table 19 represents the findings of the effect of using a variety of activities on learners' motivation. Five (50%) learners agree with it, four (40%) learners strongly agree, and only one (10%) learner is neutral. Overall, this aspect leads TS to be estimated as effective ( $\bar{x} = 4.30$ ,  $s = 0.675$ ) because introducing various types of activities is motivating.

**Item 20:** When the tutor constantly checks whether we have understood or not, our motivation rises.

**Table 20***Learners' Views about the Effect of the Tutor's Understanding Check on their Motivation*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 05          | 50%         | 4.40 | 0.699              |
| <b>Agree</b>             | 04          | 40%         |      |                    |
| <b>Neutral</b>           | 01          | 10%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

In Table (20), it is noticeable that all the respondents support the idea in item 20 because five (50%) of them strongly agree, four (40%) agree, and only one (10%) participant is neutral towards it. The mean value ( $\bar{x} = 4.40$ ,  $s = 0.699$ ) shows that TS is regarded effective due to this aspect. Thus, learners believe in the importance of checking their understanding.

This section scored ( $\bar{x} = 4.34$ ,  $s = 0.2167$ ); this mean value is the highest among the three sections. Learners believe that the tutor is the source of their motivation; s/he is the only one that contributes to encourage and support them to be productive, curious, and interested in their learning.

### **Section Three: The Development of My Skills through Learning in Tutorial Sessions Affects my Motivation**

**Item 21:** I feel more motivated to learn because tutorial sessions raise my confidence in speaking the language in class.

**Table 21***Learners' Views about the Effect of Learning in TS on their Confidence in Class*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 02          | 20%         | 3.70 | 1.059              |
| <b>Agree</b>             | 05          | 50%         |      |                    |
| <b>Neutral</b>           | 01          | 10%         |      |                    |
| <b>Disagree</b>          | 02          | 20%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

Table 21 shows that among the 10 participants, there are five (50%) learners who agree with the fact that tutorial sessions have positive effect on learners' self-confidence to speak the language inside the classroom, two (20%) learners strongly agree with it, two (20%) others disagree, and only one (10%) learner is neutral towards it. The mean value ( $\bar{x} = 3.70$ ,  $s = 1.059$ ) asserts that TS is regarded effective. It is worth noting that learning the language in tutorial sessions decreases or even destroys the learners' shyness which thereby motivates them.

**Item 22:** Learning in tutorial sessions helps me express my ideas freely.

**Table 22**

*Learners' Views about the Effect of TS on their Freedom of Expression*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 05          | 50%         | 4.20 | 1.033              |
| <b>Agree</b>             | 03          | 30%         |      |                    |
| <b>Neutral</b>           | 01          | 10%         |      |                    |
| <b>Disagree</b>          | 01          | 10%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

Table 22 reports that half the sample ( $n = 5$ , 50%) strongly agrees with the idea that tutorial sessions enables them to express themselves freely. ( $n = 3$ , 30%) learners agree with it, and an equal number in the third and the fourth options; where there is one (10%) learner who is neutral towards it and one (10%) learner who disagrees with it. There is, then, an agreement over the effectiveness of TS ( $\bar{x} = 4.20$ ,  $s = 1.033$ ). Consequently, the freedom of expressing concepts is very essential in the academic experience and it affects motivation positively.

**Item 23:** I am more attentive due to learning in tutorial sessions.



**Table 23***Learners' Views about the Effect of TS on their Attentiveness*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 04          | 40%         | 4.40 | 0.516              |
| <b>Agree</b>             | 06          | 60%         |      |                    |
| <b>Neutral</b>           | 00          | 00%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

Learners were asked to provide information about if they listen to others more carefully due to tutorial sessions. As mentioned in Table 23, six (60%) informants approve this, and (n = 4, 40%) of them strongly agree with it. This strong agreement yields TS effective ( $\bar{x} = 4.40$ ,  $s = 0.516$ ). As a result, the development of learner's communication skills due to learning in TS raises their motivation.

**Item 24:** Learning in tutorial sessions helps me to acquire new skills, such as, formulating my ideas in a good way.

**Table 24***Learners' Views about the Importance of TS in Acquiring New Skills*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 04          | 40%         | 4.30 | 0.675              |
| <b>Agree</b>             | 05          | 50%         |      |                    |
| <b>Neutral</b>           | 01          | 10%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

Table 24 shows learners' opinions towards acquiring new skills in tutorial sessions. The results show that (n = 5, 50%) respondents agree with it, (n = 4, 40%) strongly agree, and only one (10%) learner is neutral towards it. This strong agreement on the item indicates that it is effective in raising learners' motivation ( $\bar{x} = 4.30$ ,  $s = 0.675$ ) i.e. learning in tutorial sessions

encourages learners to develop new academic skills; these outcomes are a source of motivation.

**Item 25:** Learning in tutorial sessions helps me to realize that I am responsible for my own learning.

**Table 25**

*Learners' Views about Taking the Learning Responsibility in TS*

| <b>Options</b>           | <b>Frequencies</b> | <b>Percentages</b> | <b>Mean</b> | <b>Standard Deviation</b> |
|--------------------------|--------------------|--------------------|-------------|---------------------------|
| <b>Strongly Agree</b>    | 02                 | 20%                | 4.10        | 0.568                     |
| <b>Agree</b>             | 07                 | 70%                |             |                           |
| <b>Neutral</b>           | 01                 | 10%                |             |                           |
| <b>Disagree</b>          | 00                 | 00%                |             |                           |
| <b>Strongly Disagree</b> | 00                 | 00%                |             |                           |
| <b>Total</b>             | <b>10</b>          | <b>100%</b>        |             |                           |

The obtained data in Table 25 show that seven (70%) learners agree that tutorial sessions help them to be responsible for their own learning. Also, two learners (20%) strongly agree. In addition one (10%) learner is neutral. This consent means that this aspect of TS makes it effective in raising learners motivation which is apparent in the mean value ( $\bar{x} = 4.10, s = 0.568$ ). Thus, learning in tutorial sessions makes learners capable of achieving their academic goals.

**Item 26:** Learning English in tutorial sessions raises my confidence to communicate with other people in English.

**Table 26**

*Learners' Views about the Effect of TS in Raising their Confidence to Communicate with Strangers*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 03          | 30%         | 4.10 | 0.738              |
| <b>Agree</b>             | 05          | 50%         |      |                    |
| <b>Neutral</b>           | 02          | 20%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

The findings in the provided Table (26) illustrates that the majority of respondents agree and strongly agree (n = 5, 50%) and (n = 3, 30%) with the item which claims that learners feel more confident to communicate with people in English due to learning in tutorial sessions, and two (20%) of them are neutral. Again the fact that learners are establishing long term outcomes out of learning in TS raises their motivation i.e. the method is regarded effective ( $\bar{x} = 4.10, s = 0.738$ ).

**Item 27:** Learning in tutorial sessions helps me to be more open to everyone's point of view.

**Table 27**

*Learners' Views about the Effect of TS on Their Openness to Others' Points of View*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 03          | 30%         | 4.00 | 0.943              |
| <b>Agree</b>             | 05          | 50%         |      |                    |
| <b>Neutral</b>           | 01          | 10%         |      |                    |
| <b>Disagree</b>          | 01          | 10%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

As it is illustrated in Table 27, a great majority of learners (n = 5; 50%) agree that they are encouraged in TS to accept their mates' opinions, in addition, (n = 3, 30%) also agree with it. However, one (10%) learner is neutral and one (10%) disagrees with it. There is a strong agreement on the effectiveness of this aspect in raising learners' motivation ( $\bar{x} = 4.00, s =$

0.943). Therefore, learning in an environment that fosters the ability of accepting others' perspectives is motivating.

**Item 28:** Learning in tutorial sessions develops my critical thinking.

**Table 28**

*Learners' Views about the Development of Critical Thinking in TS*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 05          | 50%         | 4.10 | 1.197              |
| <b>Agree</b>             | 03          | 30%         |      |                    |
| <b>Neutral</b>           | 00          | 00%         |      |                    |
| <b>Disagree</b>          | 02          | 20%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

Regarding the collected data that is mentioned in the Table 28, five (50%) learners strongly agree with the fact that their critical thinking is developed due to learning in tutorial sessions, three (30%) learners agree, and two (20%) learners disagree. There is a strong agreement on this item that indicates that it is effective ( $\bar{x} = 4.10$ ,  $s = 1.197$ ). Thus, learners in TS are more motivated because the method helps them to think out of the box.

**Item 29:** I have developed the habit of debating and convincing others due to learning in tutorial sessions.

**Table 29**

*Learners' Views about the Development of their Debating Abilities in TS*

| Options                  | Frequencies | Percentages | Mean | Standard Deviation |
|--------------------------|-------------|-------------|------|--------------------|
| <b>Strongly Agree</b>    | 04          | 40%         | 4.00 | 0.943              |
| <b>Agree</b>             | 02          | 20%         |      |                    |
| <b>Neutral</b>           | 04          | 40%         |      |                    |
| <b>Disagree</b>          | 00          | 00%         |      |                    |
| <b>Strongly Disagree</b> | 00          | 00%         |      |                    |
| <b>Total</b>             | <b>10</b>   | <b>100%</b> |      |                    |

According to learners' responses that are shown in Table 29, ( $n = 4$ , 40%) informants strongly agree that learning in tutorial sessions helps them to develop the habit of debating

and convincing others with their points of view, four (40%) learners are neutral towards it, and two (20%) learners agree with it. There is a strong agreement on this item which makes it effective ( $\bar{x} = 4.00$ ,  $s = 0.943$ ). Tutorial sessions are beneficial for learners' debating skills, this benefit raises their motivation.

**Item 30:** Learning English in tutorial sessions raised my interest in knowing more about its culture.

**Table 30**

*Learners' Views about the Effect of TS in Raising their Interest to Discover the English culture*

| Options           | Frequencies | Percentages | Mean | Standard Deviation |
|-------------------|-------------|-------------|------|--------------------|
| Strongly agree    | 02          | 20%         | 3.50 | 1.354              |
| Agree             | 05          | 50%         |      |                    |
| Neutral           | 00          | 00%         |      |                    |
| Disagree          | 02          | 20%         |      |                    |
| Strongly disagree | 01          | 10%         |      |                    |
| <b>Total</b>      | <b>10</b>   | <b>100%</b> |      |                    |

The outcomes of the above proposition reveal that the second option is the most selected one, ( $n = 5$ , 50%) participants agree that learning English in tutorial sessions makes them interested to know more about its culture, ( $n = 2$ , 20%) learners strongly agree with it, ( $n = 2$ , 20%) learners disagree, and only one (10%) learner strongly disagrees with it. Overall, the mean value ( $\bar{x} = 3.50$ ,  $s = 1.354$ ) indicates that the participants are neutral. Therefore, learners' interest to be knowledgeable about the English culture was not boosted due to studying in TS.

The mean of this section ( $\bar{x} = 4.04$ ,  $s = 0.2740$ ) confirms that the development of learners skills through learning in TS helps them to be more competent and confident. Also, those skills benefit them in their short and long terms. Having such outcomes from the method motivates learners.

The total mean and standard deviation that the questionnaire have generated are ( $\bar{x} = 4.16$ ,  $s = 0.3207$ ) which indicate the estimation level of effective. Thus, the respondents believe in the effectiveness of learning in TS in raising their motivation.

### ***2.2.2. The Analysis of the Tutor's Interview***

The data obtained from the tutor's interview is analysed qualitatively, and it is crucial for answering the second and third research questions.

#### **Rubric One (Questions 1 - 3): The Tutor's General Information**

**Question 01:** How long have you been teaching English as a Foreign Language?

The aim of this question is knowing the interviewee's experience in teaching English as a Foreign Language. The answer reveals that the interviewee experienced teaching this language for a long time, which is 20 years.

**Question 02:** Throughout these years, how many times did you serve as an ESP instructor, in which department(s), to which level(s)?

For having a clear image about the interviewee's experience as an ESP instructor, the above question was asked. The interviewee clarifies that s/he taught ESP students of different levels and majors for 9 times, which are Commercial Sciences (2<sup>nd</sup> year), Exact Sciences (3<sup>rd</sup> and 4<sup>th</sup> year), Political Sciences (Master 1), Letters and Arabic Language (1<sup>st</sup> year), Social Sciences (Magister), UFC (Judges and Public Prosecutor), Letters and French Language (1<sup>st</sup> year, 2<sup>nd</sup> year, and Master 1), Economics (Doctorate students), and Social Sciences (Doctorate students)

**Question 03:** Were all the ESP courses that you have delivered in the form of a lecture or in the form of a tutorial?

This question intends to elicit information about the form of delivering the ESP courses. The interviewee states that s/he taught ESP learners in both lectures and tutorial sessions depending on the level.

## **Rubric Two (Questions 4 - 6): General Views about Teaching in Tutorial Sessions**

**Question 04:** Does your role as a lecturer differ from your role as a tutor?

This question enquires about whether there is a difference between teaching in lectures and teaching in tutorial sessions. The interviewee asserts that there is a difference. The interviewee declares that “as a tutor, I work individually with my students, usually in a small group. I often help them to be successful in their lessons. While teaching, I act as a referent for the group”. Due to teaching a small number of students, the interviewee affirms that his role in the classroom is important; since his focus is mainly on the learners' academic achievement, which, in turn, leads them to access their goals and succeed.

Additionally, the interviewee listed a set of activities that s/he uses in tutorial sessions, which are: helping students express their ideas, facilitating discussions and organising scientific debates, ensuring that students acquire a scientific approach, promoting individual work and group work, organizing communication, allowing students to make mistakes and show how mistakes can be beneficial, and giving regular feedback.

However, regarding teaching in lectures, the interviewee claims that: “I teach primarily using the conference method that is, speaking from a podium, or in front of the students. Ideally, my challenge as a teacher of English is to remain the linguistic reference for my students”. In this regard, the interviewee asserts that s/he delivers the course from the platform due to the large number of students, and s/he confirms that his responsibility in lectures is being a source of knowledge. Besides, his primary concern is focusing on developing their language only.

Similarly, the interviewee adds the activities that s/he uses in lectures. The interviewee declares that s/he answers learners' questions, which is a key feature in teaching by which the instructor increases learners' curiosity and assesses their understanding. Additionally, the interviewee declares that s/he animates the class (give the floor, mime, etc.) i.e. s/he

encourages learners to work actively and express what is in their minds, correct and assess the level of learners, and uses the educational material provided in order to increase the students' interest and develop their abilities and their skills.

**Question 05:** In the academic year 2019/2020 particularly, you have served as an ESP tutor to PhD students at the Social Sciences department, how would you describe this experience?

The interviewee reports that his experience with the PhD students differs from that of the predecessors; the interviewee declares that the total number of PhD students was 12 who were studying in an isolated and calm classroom which helps them in their learning. Besides, they were aware of the importance of learning English in their field. For that reason, they were more interested in mastering it and enhancing their levels, although, they have difficulties speaking it fluently and it is not their major. The interviewee also indicated that s/he tended to contact them whenever there is a change in the class time, or when it would be delayed.

**Question 06:** If you are to compare students' performance in lectures and in tutorial sessions, what would you say?

When it comes to comparing students' performance in tutorial sessions and lectures, the interviewee believes that their performance in tutorial sessions is much better, since they are more motivated, energetic, and enthusiastic to get involved in certain debates about their field of study.

**Rubric Three (Questions 7 - 12): The Tutor's View about the Effect of Tutorial Sessions on Students' Motivation.**

**Question 07:** Were your PhD students motivated to learn the language?

This question seeks to have a direct answer about whether the tutor has assessed his students as being motivated, and the interviewee totally agreed that they were.

**Question 08:** Which parameters did you rely on to make this judgement?

Concerning this question, the interviewee was asked about the basis of making the above



judgement. The interviewee relates the fact of students' motivation to their permanent presence to the English class, their attempts to speak the language outside the classroom, and their preparation of the given tasks.

**Question 09:** If your answer to 7 in “yes” is their motivation driven from the fact that they are learning in a tutorial session?

This question is related to the 7<sup>th</sup> one, it was asked to identify whether students' motivation is a result of learning in tutorial sessions. The interviewee asserts that in addition to the previously stated parameters, learning in tutorial sessions is a helping factor.

**Question 10:** Did you trace any changes in students' motivation throughout the different sessions that you have taught (i.e. were they motivated from day one, did their motivation increase or decrease throughout the sessions)?

- In either case, to which aspects of tutorial sessions do you attribute these changes?

The interviewee asserts that students' motivation increased significantly throughout the different sessions because the selected topics meet their needs and interests them for discussion.

**Question 11:** Do you think that learning in tutorial session has positive outcomes on the part of ESP students?

- If yes, please explain its benefits.

The interviewee agrees that tutorial sessions benefit learners in various ways, among them, promoting their listening skill to their tutor and classmates, giving them the opportunity to discuss and ask questions for better understanding, in addition to carrying out the assigned activities in the classroom to enrich their vocabulary.

**Question 12:** Tutorial sessions are comforting to students because they study in a small group (they can get individual attention from the tutor), but they are demanding as well because

there are lots of expectations from them. Do you think that these expectations affect learners' motivation negatively or positively?

- Please explain why.

The data collected shows that there are many expectations in tutorial sessions, which the interviewee thinks that they affect students positively from the one hand, and negatively from the other hand. On the positive side, they contribute to enhancing students' speaking and listening skills. However, on the negative side, they may make students feel obliged to be attentive even without their desire i.e. they pay attention just because they feel afraid of receiving embarrassing questions or appearing weaker than their intelligent colleagues. These demands may lead students to skip classes and thereby fail in their learning.

#### **Rubric Four (Question 13): The Tutor's Role**

**Question 13:** Do you believe that part of being a tutor is being a motivator?

- If yes, please explain the strategies/ practices that you use in tutorial sessions in order to motivate students.

The interviewee agrees that s/he is regarded as a motivator in tutorial sessions, and s/he suggests some strategies to be implemented in TS to motivate learners:

1. "Encouraging students by allowing them to make choices." This means that the interviewee supports the students' freedom in selecting activities or topics that are related to their interests. Thus, they become self-governors about their learning.
2. "Allowing students to interact and collaborate with others." This strategy may be used in order to allow students to exchange ideas, promote their speaking and listening skills, and develop their thinking process.
3. "Prioritizing the positive perception of students." The interviewee considers that students' interpretation of information and their feedback about a certain point are valuable.

4. "Giving value to interactive activities." The interviewee tends to use interesting tasks that help students to get engaged in the content rather than absorbing it passively.

5. "Having control over students' learning tasks." The interviewee views that checking the given assignments is a necessary step that enhances the students' learning.

#### **Rubric Five (Question14): The Difficulties in Implementing Tutorial Sessions**

**Question 14:** Did you/ or your students face any difficulties with teaching/studying in tutorial sessions?

- If yes, do you think that these difficulties have affected student's motivation negatively?
- Did you take any measures to overcome them?

The interviewee clarifies that neither s/he nor his students faced any difficulties.

#### **Rubric Six (Question 15): The Tutor's View about the Dissemination of TS to all ESP Levels and its Proper Implementation in the Algerian Universities.**

**Question 15:** As an evaluation of this experience, teaching in tutorial sessions, do you support its implementation as a teaching method for EPS learners of all levels?

- If yes, what measure should be taken in our context to ensure a successful implementation of the method?

The interviewee totally supports the idea of implementing this teaching/learning method for ESP learners of all levels; s/he asserts that "teaching in tutorial sessions is the most appropriate solution if not the only one for teaching EPS". The interviewee supports this claim by mentioning that these students are familiar only with their mother tongue and French; hence, it is unfair and recommended to teach them English in small groups rather than in lectures to avoid their passivity and demotivation. Additionally, selecting an adequate teaching method with providing the appropriate atmosphere and the appropriate technical instruments make learners get involved in the learning process rather than being knowledge

recipient. Moreover, s/he provided some procedures to succeed in implementing this method which are:

- Opening ESP Departments at universities
- Opening Master Offers in ESP
- Providing pedagogical structures: classrooms and laboratories and equipped halls.
- Hiring specialized ESP teachers, or at least, conducting training ESP courses for teachers.
- Providing modern means such as laptop computers, projectors, scanners and CDs.

In fact, the points that the interviewee mentioned above are significant and worthy and they should be taken into consideration. Since ESP learners have specific academic needs and particular goals to achieve, they are in need to have modern educational materials and equipment in addition to being taught by ESP trainers. Furthermore, EFL learners need to have opportunities to be specialized in studying ESP in their master degree; therefore, opening ESP departments at universities is required.

### **2.3. Section Three: Discussion of the Results**

The purpose of this study is to attest whether adopting tutorial sessions as a teaching-learning method is effective in raising ESP learners' motivation. For that reason, three research questions were asked and three research assumptions were proposed. Thus, the researchers used two data gathering instruments; one of them is related to the first research question, which is the questionnaire, while, the other instrument targets the second and the third research questions, which is the structured interview.

#### ***2.3.1. Discussion of Learners' Questionnaire***

The collected results from the learners' questionnaire and the tutor's interview will be discussed in details in order to answer the research questions.

### **The First Research Question: How do PhD ESP learners assess the effect of tutorial sessions on their motivation?**

The questionnaire was helpful to determine the learners' views about their personal experience in learning in TS and their assessment of its effect on their motivation, despite the fact that the size of the sample is small. The overall result has shown that learners agree on the fact that learning in TS truly affects their motivation to learn the language positively. This fact was not reported directly, however, it was inferred from the participants' evaluation of the effect of the various aspects of TS that were proposed in the questionnaire. Learners are the ones who determine how to learn, some prefer learning in an informal atmosphere where there is a soft tutor and a lot of fun, while others think that learning takes place efficiently only in a formal classroom setting, as it is the case with current participants who are overall neutral towards learning in an informal atmosphere. Thus learning in an informal atmosphere does not motivate all the students. Also, learning in TS helps learners to double their efforts and be more active. Thus, it raises learners' intrinsic motivation. Learners work harder because they are interested in the learning experience itself; for that reason, Keefe and Jenkins (1997) state that: "students who are intrinsically motivated participate in learning activities for their own sake" (p. 146). Also, learning in TS is regarded as an appropriate method to enhance learners' performance, which raises their satisfaction, this in turn makes them more motivated; this idea is supported by an experiment that was conducted by a lecturer, she divided the sample into an experimental group and a control group; the experimental group was treated through learning in TS, whereas, the control group studied in the traditional method, at the end of the semester, she concluded that learners' performance increased more in TS (Sesay, 2012). Additionally, TS motivates learners to gain more knowledge through showing their attitudes and sharing ideas in certain subject matters. Besides, using warming up activities is one of the best ways to make learners work enthusiastically throughout the

whole session; this supports Mingguang (1999) report of his teaching experience, he claims that he used warming up activities in the form of games, where his students became motivated because they found those kinds of tasks as creative teaching tools. Likewise, the first impression that one may get through reviewing the results reported in Table 6 is that all the participants realise that being provided with a prior idea about the next course is compulsory. The more learners are familiar with the outline of the next course, the greater their curiosity in preparing and learning new information in advance is. The other factor that motivates learners in TS is autonomy which is an important concept in the learning process, in which the tutor gives learners a chance to select activities and topics that interest them; therefore, the fact that they are treated as decision makers motivates them. Furthermore, all the participants advocate that learning in TS allows them to take risk and ask questions regardless of their simplicity in order to fill the gap of their understanding and have a meaningful learning; as it is mentioned earlier in the experiment of Luker (1987), most respondents find that they are more comfortable to ask questions in TS. Again asking questions stems from learners' interest. Moreover, when it comes to the seating arrangement traditional classroom seating arrangements are most widely used in almost all institutions where the tutor stands in front of his/her students or moves from time to time between rows; that is why when the participants were asked about the effect of seating in a circle or U shape they were neutral i.e. they did not encounter U-shaped seating. Another essential feature that the respondents agree on is working with a partner, which permits learners to get involved in the learning process and participate in a range of perspectives. Working in pairs is the greatest opportunity that learners get to communicate with the target language and develop their vocabulary (Brown & Walter, 2014).

Respondents assert that the tutor plays a crucial role in creating motivation for them. In this respect, one of the best ways to motivate learners is to close the gap between them and

their tutor by creating an intimate relationship; which helps them to be encouraged to engage in classroom activities and fosters their academic success (Rabow et al., 1999). Additionally, the results of Table 12 show that students assert that it is necessary for the tutor to take their needs into account when designing the course, since this increases their motivation to learn. Then, learners find that praise is effective for their learning; the tutor may use tangible rewards to increase his/her learners' motivation after completing activities that they are less interested in (Salkind & Rasmussen, 2008), those rewards motivate them to work harder. Also, asking questions is an effective part in the teaching and learning process, which respondents assert (as shown in Table 14); the tutor's questions increase the learners' curiosity, creativity, and productivity. Those questions assist them to evaluate the extent of their understanding and support them to raise their confidence towards their abilities through thinking critically (Edmunds & Brown, 2010). Learners also agree that it is essential for them to learn with diverse teaching tools; Thomas (2008) argues that teaching aids tend to turn abstract concepts to concrete ones, i.e. they transform an imaginary world to a real one. Hence, integrating technological tools is regarded as an incentive for increasing learner's interest and enhancing their learning. Apart from this, the tutor's feedback is a crucial point which learners believe that it motivate them; verbal rewards are mainly related to intrinsic motivation; as it was illustrated earlier in the experiment of Deci (1971) (refer back to pp. 26-27). He gave learners the "Soma" puzzle and provided them with positive feedback about their achievement in the previous sessions. Consequently, they got satisfactory results, which lead the researcher to conclude that the positive feedback creates a sort of pride and expectations for success. Regarding the use of challenging tasks, there is a disagreement in the respondents' responses; some of them find that they are effective because they raise interaction and permit them to get deeper in the learning process; whereas, the reason behind the negative opinion of those who disagree with its utility can be explained by the low interest

that they hold towards such types of activities. Accordingly, trusting the learners' abilities makes them more confident to work better and achieve their goals; in this regard Mezirow and Taylor (2011) argue that establishing a trusting relationship between the learners and their tutor raises their confidence and their responsibility to deal with their learning appropriately. Furthermore, since learners have different levels, their tutor needs to use different types of tasks through selecting interesting ones which, in turn, helps them to learn the language authentically. After explaining the course, checking the learners' understanding is an important step in order to render more clarity based on the learners' errors and misconceptions (Fisher & Frey, 2015); the tutor may ask questions to verify their level of understanding like, saying: "is everything clear so far?"

Developing the learners' skills is a significant part as well in TS. Once the teaching method has such a great outcome, learners will certainly be motivated to learn. In this regard, most of the learners believe that learning in TS helps them to be able to speak the language confidently due to the small number of learners which helps them get over the fear of making mistakes and facing awkward situations, this is asserted by the tutor as well as it will be shown later. Likewise, in order to bring out the best of learners' minds, there should be a freedom in expressing ideas, in this respect, TS may help learners to take a step forward and feel comfortable in expressing their thoughts without being afraid of negative feedback and/or punishment. Besides, since there is an individual focus in TS, paying attention is necessary. Learners are more attentive to the discussed concepts and information; one of the participants in Luker's experiment (1987) declares that: "I personally have a greater influence on what is being discussed. I can actually remember, and feel I understand what we are discussing" (p. 54), and this is what the participants acknowledged as shown in Table 23. In addition to that, working on the personal growth of learners' in TS is a source of motivation; this is illustrated clearly in (Table 24); learners are reinforced to acquire new learning skills or refine previous



ones through expressing their opinions and interacting with the tutor and mates. Moreover, TS are regarded as opportunities for some learners to think critically; as it is claimed by Brown & Atkins (1988) that critical thinking may develop their intellectual competence because it helps them to analyze the information that they receive. Moreover, in order to activate the process of thinking and introducing new ideas, it is better for learners to participate in discussing different topics. Therefore, 60% of the participants agree that TS are very helpful for them to show their attitudes appropriately; Donnelley and McSweeney (2008) state that in TS learners persist to participate actively, give and get information. Otherwise, in TS, learners take responsibility of their own learning since this method is learner-centred. Learners need to play their tutor's role and transmit knowledge between each other rather than receiving it passively from their tutor which boosts their motivation. Accordingly, most of learners are encouraged to master English as good as possible because they are aware of its importance as a global language. Hence, the majority of the participants affirm that TS motivates them to use the language effectively and confidently due to grasping different skills. Likewise, it is obvious that the more interested learners are in learning English, the more interested they are in learning its culture; however, the informants' results suggest that they are neutral towards being knowledgeable about the English culture, because their interest is primarily in learning the aspects of English that are related to their field of study. Alongside, in TS, each learner focuses his/her attention on each one of his/her mates, which leads them to accept each other's points of view in order to gain extra information and reduce misunderstandings. Thus, accepting others opinions promotes respect and likeability. As a result, the assumption is confirmed. ESP learners confirm the effectiveness of tutorial sessions in raising their motivation. Due to the learners' responses, the researchers conclude that they value studying in tutorial sessions, which they describe as an effective method to increase their motivation.

### ***2.3.2. Discussion of the Tutor's Interview***

This structured interview targets only one tutor who has a long experience in teaching the ESP learners, almost 09 years, in many departments. It aims at answering the second and third research question and testing the second and third hypotheses.

#### **The Second Research Question: In what ways does the tutor believe that tutorial sessions affect students' motivation?**

The interviewee affirms that his/her students were motivated and he attributed their motivation to a large extent to learning in TS itself. S/he stated different factors and aspects in TS which boost learners' motivation. His/her declarations have led to partially affirming the second assumption which says “tutors believe that the small numbers of students per group and the constant involvement of students in tutorial sessions raise their motivation”, and it led to affirming the last research assumption which states that “tutors treasure the adoption of tutorial session as a teaching method for ESP classes of all levels. The discussion of the interview is, therefore, divided into three parts; the first and the second are linked to the second research question, in which the first part of the hypothesis is rejected and the second one is confirmed. The last portion, though, concerns the last question of research.

The first portion of the second assumption was rejected because the tutor believes that the small number of students per group is regarded as an obstacle that may hinder their learning. S/he agreed that this method develops learners academic skills; however, s/he claimed that learning in a small group may affect learners' motivation negatively in terms of their lack of attention; perhaps due to frustration and lack of interest, despite the fact that paying attention is the first step of learning, in addition to their fear of receiving difficult questions; maybe because of being stressed, unsecure, and introverted. Thus, they may fail in learning.

The second portion of the second assumption was confirmed i.e. the constant involvement of learners in tutorial sessions raises their motivation. The tutor asserts that learners seem more motivated in TS because they are vigorous and interested in engaging in tasks and discussions. Besides, their attempt to speak English outside the classroom is a sign of involvement and motivation; as it is mentioned in the study of Abraham and Vann (1987) who figured out that the participants support the idea of speaking English outside the classroom in order to practice as much as possible and correct the mistakes that they already have (Ellis et al., 1994). Also, doing the given assignments is a sign of motivation.

The tutor added as well the following traits of being a tutor that contribute to learners' involvement and motivation. S/he states that s/he acts as a guide, in which s/he helps learners to express their thoughts, makes them get involved in discussions, checks their extent of acquiring knowledge, promotes individual work and group work, shows them how to learn from their mistakes, and gives them positive feedback. All these traits of being a tutor raises learners' autonomy. In this regard, Rao (2004) asserts that "the role of tutor as a motivator in the development of students' autonomy is therefore an important one" (p. 22); motivation and autonomy are closely related.

The tutor added as well some aspects of TS that contribute to raising learners' motivation. S/he mentioned the importance of giving learners the chance to select topics of interest, which make them more eager to learn, in addition to allowing them to collaborate through dividing them into pairs or teams to interact and hear distinctive opinions from each other (buzz group).

The interviewee confirmed that learners' skills were improved, they became capable of delivering and grasping new concepts, asking and answering questions, and completing their assignments to enrich their vocabulary.

Overall, the interviewee agreed that learning in TS has a great influence on learners' motivation, but s/he considered this method as a helping factor; this maybe because learners are already motivated and TS play an extra role because it helps learners to fulfil their requirements. Besides, the interviewee noticed that his/her learners' motivation was increased in TS throughout the sessions because s/he tended to provide them with a chance to discuss topics that are related to their needs.

**The Third Research Question: What views does the tutor hold towards adopting tutorial sessions as a teaching method to ESP learners of all levels?**

For the purpose of raising learners' motivation, implementing the method of TS for all levels of ESP learners was welcomed by the interviewee. This confirms the third research assumption which states that “tutors treasure the adoption of tutorial session as a teaching method for ESP classes of all levels.” The interviewee’ assertion of the effectiveness of tutorial session in raising learners’ motivation is obvious in his/her assertion that teaching in TS is “the most appropriate solution if not the only one” for motivating ESP learners and providing them with the best learning experience possible. Then, s/he supported his/her point of view by claiming that if English is taught in form of lectures learners will remain passive and reluctant to engage in tasks. Nevertheless, in TS, they become motivated and invest their efforts to succeed; especially with the availability of the appropriate atmosphere which reduces anxiety and fosters their learning, in addition to the technical devices which contribute significantly in conveying vivid information. Also, s/he contributed in suggesting the measures that should be taken into consideration in order to implement this method successfully, in fact, his/her suggestions were reasonable because s/he stated that ESP departments and Master offers in ESP must be opened, hiring specialized ESP teachers or training teachers to teach ESP learners since it is necessary to fit the learners' needs. Providing

sufficient and appropriate classrooms, laboratories, and equipped halls with technological tools, like computers and projectors.

## **2.4. Limitations of the Study**

This study has taken a different turn due to following factors:

- The study was meant to follow an experimental research design. There was a plan that was organized by the supervisor to follow. Therefore, the experiment was supposed to start on the 16th of February and to be conducted for eight sessions including the pre-test and the post-test, because the target subject needs a good amount of time to assess the students' motivation appropriately, so that the study finishes in the last week of May. However, two weeks were lost due to the makeup sessions of Educational Psychology and Research Methodology courses that were missing in the first semester and that were scheduled in late February, in addition to their examination. For that reason, the experiment was delayed.
- The period of the experiment was reduced to be studied only for six sessions, in order to stick to the previous plan. Once again, the expansion of Covid 19 led to the lockdown of all the educational institutions before the spring holidays. Thus, the experiment was cancelled.
- The pilot test of learners' questionnaire has not been made due to the limited size of the sample.
- A tutors' questionnaire was planned as a second research instrument, it was prepared, and submitted online in several Facebook groups so as to collect as many results as possible, because there was no other means of contacting PhD ESP instructors. The response rate was, unfortunately, very low. As a result, the tutors' questionnaire was turned to a case study interview in the last moment.
- The tutor received the interview through e-mail due to the current circumstances that prevented the researchers from meeting the interviewee face to face.

- The sample was limited because we could not contact the administration in order to collect the majors at Larbi Tebessi University who offer an ESP course to PhD students and the emails of those students since the institution was locked. Trying to collect these information on Facebook was not fruitful.
- Lastly, there was a difficulty to download books because some of them were meaningful and rich of information, but they were either for online sale or required to register in the website with the institution's information, unfortunately, in Algeria we are not involved in both, in addition to the non-availability of the target page at times.

## **2.5. Pedagogical Implications**

Depending on the result of the current study, which states that using tutorial sessions as a teaching-learning method is effective in raising learners' motivation both from the respective of students and teachers, this result may benefit education practitioners in various ways if the method is to be used to teach ESP learners of all levels.

- Tutors need to bear in mind that students have different levels. Therefore; it is the tutors' responsibility to create opportunities for the introverted students to take a step forward to engage in various activities.
- Teaching need to fit learners needs. Hence, tutors should take into consideration that using enjoyable and challenging activities is an appropriate way to help them achieve their goals.
- Tutors should teach students that making mistakes is the first step to learn better.
- Tutors should be interested, supportive, and enthusiastic to increase the students' enthusiasm in order to acquire knowledge and improve their academic skills.
- The concept of autonomy is an important aspect for students to be motivated. Hence, they should have a chance to select tasks to develop their abilities.
- Tutors should use warming-up activities to encourage them and increase their interest throughout the whole session.

## **2.6. Recommendations for Further Researches**

Because of the high value of motivation in learning, researchers of this study made an attempt to test the effectiveness of tutorial sessions in raising students' motivation. Thus, this method sounds useful and beneficial. In this respect, this study provides a basis for deeper and more extensive researches from other perspectives.

- This dissertation basically concentrates on the respondents' point of view due to their personal experience. Therefore, future researchers may conduct an experiment to manipulate the variables appropriately, instead of using a questionnaire and an interview.
- Another further research could be conducted using a comparative study between learning in traditional lectures and learning in TS.
- Since ESP and EFL students may have difficulties in speaking the language in front of a large audience, it is recommended to investigate the effect of TS in improving ESP and/or EFL learners' speaking skill.

## General Conclusion

Students' motivation to learn may be decreased, or even destroyed due to using irrelevant teaching-learning method. Thus, this modest study is an attempt to attest the effectiveness of tutorial sessions in raising PhD ESP students' of Social Sciences at Larbi Tebessi University motivation. Three main research questions summarize the objective of this dissertation which collect PhD learners views about the effect of tutorial sessions on their motivation, in what ways tutors assess the effect of TS on their students' motivation, and finally the views that tutors hold towards adopting tutorial sessions as a teaching method to ESP learners for all levels. These questions were backed with the following assumptions. First, PhD learners are assumed to confirm the effectiveness of TS in raising their motivation. Second, it was assumed that tutors believe that the small number of the group and the learners' involvement in TS raise their motivation. Finally, it was assumed that tutors would appreciate the adoption of this method as a teaching method to ESP learners for all levels

Consequently, this work is composed of two interrelated chapters; the first is devoted to giving an overall meaning of the main concepts, a general overview of TS, and then the way students become motivated and strive to attain their learning goals. The second chapter sheds light on the research design, data collection tools, the main results, their analysis, and their discussions, and it is followed by limitations of the study, pedagogical implications for tutors, and recommendations for further researches.

PhD learners of the Social Sciences Department at Larbi Tebessi University were non-randomly selected and they received the questionnaire through e-mail, the latter contains 30 items about their views towards studying in TS, based on their personal experience, and whether this method is effective in raising their motivation. The quantitative data analysis denoted a significant mean value, which was totally scored ( $\bar{x} = 4.16$ ,  $s = 0.3207$ ); this value indicates the effectiveness of the method from the perspective of learners. Moreover, an



interview that is composed of 15 questions was sent to the sample's tutor, and it was analyzed qualitatively. Thus, the findings obtained helped in answering the research questions, and confirming the first and the last assumptions; however, the second assumption was partially confirmed as the tutor considered that having a small number of students per class might hinder their learning. As a result, this research leads to conclude that TS is effective in raising ESP learners' motivation and it is suitable for teaching ESP students of all levels.

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## Appendices

### Appendix A: The English Version of Learners' Questionnaire

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

LarbiTebessi University -Tebessa

Faculty of Letters and Foreign Languages

Department of Letters and English Language

#### Learners' Questionnaire



Dear students,

This questionnaire is a part of a Master's degree dissertation that will be defended at the Department of Letters and English Language. The dissertation is entitled "*The Effectiveness of Tutorial Sessions in Raising ESP Learners' Motivation*". It aims at gathering your views about the effect of studying the English course in tutorial sessions on your motivation

It is worth noting that in your previous degrees, you have learned English in the form of a lecture (i.e. studying in a large group in the amphitheater). However, as PhD candidates, you are learning the language in the form of a tutorial session (i.e. studying with a small number of classmates, from 2 to 20 maximum with the presence of a tutor who guides you throughout the session rather than dominating the class).

You are kindly requested to answer the following questions as truthfully as possible. Your time and efforts are highly appreciated.

Be assured that your answers will be used for the purpose of this research only and they will be analyzed anonymously.

**Guidelines:** Please, choose the option that describes your point of view the most.

**The Researchers' Names:**

Sara BOULAÂRES

Rabia SELLAT

**Supervised by:**

Ms Chaïma BRAHAM

### Section One: Learning in Tutorial Sessions Affects My Motivation to Learn

| Items  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| 1. I enjoy learning English in an informal atmosphere.   |                   |          |         |       |                |
| 2. Studying in a small group motivates me to double my efforts.  |                   |          |         |       |                |
| 3. I am more satisfied with my performance in tutorial sessions than in lectures.                                  |                   |          |         |       |                |
| 4. I acquire more knowledge in tutorial session.   |                   |          |         |       |                |
| 5. Having warming up activities keeps me motivated throughout the whole session.                                   |                   |          |         |       |                |
| 6. Having an idea about what the next course is about motivate me to prepare in advance and get involved in class. |                   |          |         |       |                |
| 7. I feel more motivated when I choose topics and activities by myself.  |                   |          |         |       |                |
| 8. Having the opportunity to ask any question regardless of its simplicity motivates me to learn.                  |                   |          |         |       |                |
| 9. Sitting in a circle/ U shape motivates me to interact with my tutor and mates.                                  |                   |          |         |       |                |
| 10. Working with a partner in class is motivating.   |                   |          |         |       |                |

### Section Two: The Tutor as a Source of Motivation

| Items  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| 11. Having a friendly relationship with my tutor is a source of motivation.  |                   |          |         |       |                |
| 12. When the tutor designs the course based on my needs, I become motivated to learn the language.   |                   |          |         |       |                |
| 13. When the tutor praises me, I become more motivated to learn.   |                   |          |         |       |                |
| 14. The tutor's questions raise my self-esteem because they provide me with an opportunity to express myself.                              |                   |          |         |       |                |
| 15. I find myself more motivated when my tutor uses a variety of teaching tools (such as, overhead projector and PowerPoint presentations) |                   |          |         |       |                |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 16. The tutor's feedback motivates me to participate frequently.                             |  |  |  |  |  |
| 17. When the tutor chooses challenging tasks, I become more motivated to learn.              |  |  |  |  |  |
| 18. When the tutor trusts my abilities in language, I become more motivated to learn.        |  |  |  |  |  |
| 19. I like it when the tutor chooses different types of activities.                          |  |  |  |  |  |
| 20. When the tutor constantly checks whether we have understood or not, my motivation rises. |  |  |  |  |  |

### **Section Three: The Development of my Skills through Learning in Tutorial Sessions**

#### **Affects my Motivation**

| <b>Items</b>  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| 21. I feel more motivated to learn because tutorial sessions raise my confidence in speaking the language in class.                       |                          |                 |                |              |                       |
| 22. Learning in tutorial sessions helps me express my ideas freely.   |                          |                 |                |              |                       |
| 23. I am more attentive due to learning in tutorial sessions.   |                          |                 |                |              |                       |
| 24. Learning in tutorial sessions helps me to acquire new skills, such as formulating my ideas in a good way.                             |                          |                 |                |              |                       |
| 25. Learning in tutorial sessions helped me to realize that am responsible for my own learning.   |                          |                 |                |              |                       |
| 26. Learning English in tutorial sessions raises my confidence to communicate with other people in English outside the classroom context. |                          |                 |                |              |                       |
| 27. Learning in tutorial sessions helps me to be more open to everyone's point of view.   |                          |                 |                |              |                       |
| 28. Learning in tutorial sessions develops my critical thinking.  |                          |                 |                |              |                       |
| 29. I have developed the habit of debating and convincing others due to learning in a tutorial session.                                   |                          |                 |                |              |                       |
| 30. Learning English in tutorial sessions raised my interest in knowing more about its culture.   |                          |                 |                |              |                       |

Thank you very much for your collaboration.

## Appendix B: The Arabic Version of Learners' Questionnaire

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

جامعة العربي التبسي - تبسة-

كلية الآداب واللغات الأجنبية

قسم الآداب واللغة الإنجليزية



### الاستبيان الخاص بالطلبة

هذا الاستبيان عبارة عن جزء من مذكرة بحث لطلبة درجة الماجستير، والتي ستناقش في كلية الآداب واللغات فرع لغة إنجليزية. تهدف هذه المذكرة والمعونة ب: *فعالية الحصص التفويجية في زيادة تفاعل وتحفيز متعلمي مادة الإنجليزية لأغراض محددة (ESP)* إلى جمع وجهات نظر مختلفة حول تأثير دراسة المساقات اللغة الإنجليزية في الحصص التفويجية على تحفيز الطلبة.

يجدر الذكر إلى أنه قد تمت دراسة اللغة الإنجليزية من طرف الطلاب في شكل محاضرات أي بين عدد كبير من الطلبة في قاعة المحاضرات، وحاليا كطلبة دكتوراه فإن دراسة اللغة الإنجليزية أصبحت في شكل حصص تفويجية ويقصد بها الدراسة بين عدد صغير من الطلبة يتراوح بين 2 إلى 20 طالبا على الأكثر مع حضور الأستاذ الموجه لهم أثناء الحصص.

يرجى من الطلبة فضلا وليس أمرا الإجابة على الأسئلة التالية بكل صدق ومصداقية، شاكرين تعاونكم مسبقا.

إجاباتك ستستعمل لغرض تحليلي دراسي علمي وبشكل سري بحت.

### تعليمات:

فضلا يرجى منك اختيار الإجابة التي تمثل أكثر وجهة نظرك.

### الأستاذ المؤطر:

الأستاذة شيماء براهيم

### أسماء الباحثين:

بولعراس سارة

سلاط ربيعة

## المجموعة الأولى: التعلم بواسطة الحصص التفويجية يؤثر على مدى تحفزي لتعلم اللغة

| أوافق بشدة | أوافق | محايد | لا أوافق | لا أوافق بشدة |  |
|------------|-------|-------|----------|---------------|--|
|            |       |       |          |               | 1. أنا أستمتع بتعلم اللغة الإنجليزية في جو غير رسمي.   |
|            |       |       |          |               | 2. الدراسة في مجموعة صغيرة تحفزي على مضاعفة جهودي.   |
|            |       |       |          |               | 3. أنا راضٍ أكثر عن أدائي في الحصص التفويجية أكثر من المحاضرات.                                    |
|            |       |       |          |               | 4. انا اكتسب معارف أكثر في حصص الحصص التفويجية.  |
|            |       |       |          |               | 5. إن أنشطة تهيئة الطلاب للدرس ( الإحماء) تجعلني متحمساً طوال الحصة.                               |
|            |       |       |          |               | 6. إن امتلاكي فكرة حول موضوع الحصة القادمة يحفزي على التحضير والاستعداد المسبق والمشاركة في الفصل. |
|            |       |       |          |               | 7. أشعر بدافع أكثر للدراسة عندما أختار مواضيع الدروس والأنشطة بنفسي.                               |
|            |       |       |          |               | 8. إن إتاحة الفرصة لي لطرح أي سؤال بغض النظر عن بساطته يحفزي على التعلم.                           |
|            |       |       |          |               | 9. الجلوس على شكل حرف U أو دائرة يحفزي أكثر على التفاعل مع أستاذي وزملائي.                         |
|            |       |       |          |               | 10. العمل الزوجي في الفصل أمر محفز.  |

## المجموعة الثانية: الأستاذ الموجه يعد مصدر تحفيز

| أوافق بشدة | أوافق | محايد | لا أوافق | لا أوافق بشدة |   |
|------------|-------|-------|----------|---------------|---|
|            |       |       |          |               | 11. وجود علاقة ودية مع الأستاذ هو مصدر تحفيز لي.  |
|            |       |       |          |               | 12. عندما يصمم أستاذ اللغة المحاضرة بناءً على احتياجاتي، أصبح متحمساً لتعلم اللغة.  |
|            |       |       |          |               | 13. عندما يمدحني الأستاذ، يصبح لدي دافع أكبر للتعلم.  |
|            |       |       |          |               | 14. تثير أسئلة الأستاذ تقديري لذاتي لأنها توفر لي فرصة للتعبير عن نفسي.   |
|            |       |       |          |               | 15. أجد نفسي أكثر حماسة عندما يستخدم الأستاذ مجموعة متنوعة من المواد التعليمية التقديمية (مثل جهاز العرض الضوئي وعروض PowerPoint) |
|            |       |       |          |               | 16. ملاحظات الأستاذ تحفزي على المشاركة بشكل متكرر.  |
|            |       |       |          |               | 17. عندما يختار الأستاذ الأنشطة الصعبة، يصبح لدي دافع أكبر للتعلم.  |
|            |       |       |          |               | 18. عندما يثق الأستاذ في قدراتي اللغوية، يصبح لدي دافع أكبر للتعلم.   |
|            |       |       |          |               | 19. أنا أفضل أن يختار الأستاذ أنواعاً مختلفة من الأنشطة بدلا من التركيز على نوع واحد.   |
|            |       |       |          |               | 20. عندما يتحقق الأستاذ باستمرار مما إذا كنا قد فهمنا أم لا ، فإن دافعية التعلم لدي تزيد.   |

## المجموعة الثالثة: تطور مهاراتي بسبب التعلم بطريقة الحصص التفويجية

| أوافق بشدة | أوافق | محايد | لا أوافق | لا أوافق بشدة |  |
|------------|-------|-------|----------|---------------|--|
|            |       |       |          |               | 21. أشعر بثقة أكبر في التحدث باللغة الأجنبية أثناء الفصل ويعود الفضل في ذلك إلى التعلم بطريقة الحصص التفويجية. |
|            |       |       |          |               | 22. التعلم بطريقة الحصص التفويجية يساعدني في التعبير عن أفكار بحرية.   |
|            |       |       |          |               | 23. أصبحت مستمعا جيدا بسبب التعلم بطريقة الحصص التفويجية.  |
|            |       |       |          |               | 24. يساعدني التعلم بطريقة الحصص التفويجية على اكتساب مهارات جديدة ، مثل صياغة أفكار بطريقة جيدة                |
|            |       |       |          |               | 25. يساعدني التعلم بطريقة الحصص التفويجية على إدراك أنني مسؤول عن عمليتي التعليمية.                            |
|            |       |       |          |               | 26. تعلم اللغة الإنجليزية في شكل حصص تفويجية يزيد ثقتي في التواصل مع الآخرين باللغة الإنجليزية خارج الصف.      |
|            |       |       |          |               | 27. يساعدني التعلم بشكل الحصص التفويجية على أن أكون أكثر انفتاحًا وتقبل الوجاهات نظر الجميع.                   |
|            |       |       |          |               | 28. التعلم بطريقة الحصص التفويجية طور تفكيري النقدي.   |
|            |       |       |          |               | 29. لقد طورت عادة المناقشة وإقناع الآخرين بسبب التعلم بطريقة الحصص التفويجية.                                  |
|            |       |       |          |               | 30. زاد تعلم اللغة الإنجليزية بطريقة الحصص التفويجية اهتمامي بمعرفة المزيد عن ثقافتها.                         |

شكرا جزيلًا لتعاونكم

## Appendix C: The Tutor's Interview



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Larbi Tebessi University -Tebessa-  
Faculty of Letters and Foreign Languages  
Department of Letters and English Language



### The Tutor's Interview

Dear Teachers,

You are kindly invited to answer this interview's questions, which is part of a Master's degree dissertation that is entitled "*The Effectiveness of Tutorial Sessions in Raising ESP Learners' Motivation*". This interview seeks to gather information about your views towards using tutorial sessions as a teaching method, and how it affects learners' motivation.

Thank you very much for taking part in this research; your time and efforts are highly appreciated.

Kindly be assured that your answers will be used for the purpose of this research only and they will be analyzed anonymously.

1. How long have you been teaching English as a Foreign Language?

.....

2. Throughout these years, how many times did you serve as an ESP instructor, in which department(s), and to which level(s)?

.....

3. Were all the ESP courses that you have delivered in the form of a conventional lecture, or in the form of a tutorial?

.....

4. Does your role as a lecturer differ from your role as a tutor?

.....

- If yes, please explain how

.....

- If no, please explain why

.....

**5.** In the academic year 2019/2020 particularly, you have served as an ESP tutor to PhD students at the Social Sciences department, how would you describe this experience?

.....  
**6.** If you are to compare students' performance in lectures and in tutorial sessions, what would you say?

.....  
**7.** Were your PhD students motivated to learn the language?

.....  
**8.** Which parameters did you rely on to make this judgement?

.....  
**9.** If your answer to 7 in "yes", is their motivation driven from the fact that they are learning in a tutorial session?

.....  
**10.** Did you trace any changes in students' motivation throughout the different sessions that you have taught (i.e. were they motivated from day one, did their motivation increase or decrease) throughout the sessions)?

.....  
- In either case, to which aspects of tutorial sessions do you attribute these changes?

.....  
**11.** Do you think that learning in tutorial session has positive outcomes on the part of ESP students?

.....  
- If yes, please explain its benefits.

.....  
**12.** Tutorial sessions are comforting to students because they study in a small group (they can get individual attention from the tutor), but they are demanding as well because there are lots of expectations from them. Do you think that these expectations affect learners' motivation negatively or positively?

.....  
- Please explain why.

.....  
**13.** Do you believe that part of being a tutor is being a motivator?

.....  
- If yes, please explain the strategies/ practices that you use in tutorial sessions in order to motivate students.

.....  
- If no, please explain why.



.....  
**14.** Did you/ or your students face any difficulties with studying in tutorial session?  
.....

- If yes, do you think that these difficulties have affected student's motivation negatively?  
.....

- Did you take any measures to overcome them?  
.....

**15.** As an evaluation to this experience, teaching in tutorial sessions, do you support its implementation as a teaching method for EPS learners of all levels?  
.....

- Please explain why.  
.....

- If yes, what measure should be taken in our context to insure a successful implementation of the method?  
.....

Thank you for your valuable cooperation.

## Appendix D: The Summary of Descriptive Statistics

### Section One: Learning in Tutorial Sessions Affects my Motivation to Learn

| Items   | Options | Frequencies | Percentages | Mean | Standard Deviation | Estimation level |
|---|---------|-------------|-------------|------|--------------------|------------------|
| 1. I enjoy learning English in an informal atmosphere.  | SA      | 01          | 10%         | 3.40 | 1.174              | Neutral          |
|   | A       | 05          | 50%         |      |                    |                  |
|   | N       | 02          | 20%         |      |                    |                  |
|   | D       | 01          | 10%         |      |                    |                  |
|   | SD      | 01          | 10%         |      |                    |                  |
| 2. Studying in a small group motivates me to double my efforts  | SA      | 05          | 50%         | 4.10 | 1.197              | Effective        |
|   | A       | 03          | 30%         |      |                    |                  |
|   | N       | 00          | 00%         |      |                    |                  |
|   | D       | 02          | 20%         |      |                    |                  |
|   | SD      | 00          | 00%         |      |                    |                  |
| 3. I am more satisfied with my performance in tutorial sessions than in lectures                                    | SA      | 02          | 20%         | 3.70 | 0.949              | Effective        |
|   | A       | 04          | 40%         |      |                    |                  |
|   | N       | 03          | 30%         |      |                    |                  |
|   | D       | 01          | 10%         |      |                    |                  |
|   | SD      | 00          | 00%         |      |                    |                  |
| 4. I acquire more knowledge in tutorial sessions.   | SA      | 03          | 30%         | 4.20 | 0.632              | Effective        |
|   | A       | 06          | 60%         |      |                    |                  |
|   | N       | 01          | 10%         |      |                    |                  |
|   | D       | 00          | 00%         |      |                    |                  |
|   | SD      | 00          | 00%         |      |                    |                  |
| 5. Having worming up activities keeps me motivated throughout the whole session.                                    | SA      | 03          | 30%         | 4.20 | 0.632              | Effective        |
|   | A       | 06          | 60%         |      |                    |                  |
|   | N       | 01          | 10%         |      |                    |                  |
|   | D       | 00          | 00%         |      |                    |                  |
|   | SD      | 00          | 00%         |      |                    |                  |
| 6. Having an idea about what the next course is about motivates me to prepare in advance and get involved in class. | SA      | 10          | 100%        | 5.00 | 0.000              | Effective        |
|   | A       | 00          | 00%         |      |                    |                  |
|   | N       | 00          | 00%         |      |                    |                  |
|   | D       | 00          | 00%         |      |                    |                  |
|   | SD      | 00          | 00%         |      |                    |                  |
| 7. I feel more motivated when I choose topics and activities by myself.   | SA      | 08          | 80%         | 4.80 | 0.422              | Effective        |
|   | A       | 02          | 20%         |      |                    |                  |
|   | N       | 00          | 00%         |      |                    |                  |
|   | D       | 00          | 00%         |      |                    |                  |
|   | SD      | 00          | 00%         |      |                    |                  |
| 8. Having an opportunity to ask any question regardless its simplicity motivates me to learn.                       | SA      | 05          | 50%         | 4.50 | 0.527              | Effective        |
|   | A       | 05          | 50%         |      |                    |                  |
|   | N       | 00          | 00%         |      |                    |                  |
|   | D       | 00          | 00%         |      |                    |                  |
|   | SD      | 00          | 00%         |      |                    |                  |

|  |           |    |     |             |               |                  |
|--|-----------|----|-----|-------------|---------------|------------------|
| 9. Setting in a circle/ or U shape motivates me to interact with my tutor and mates. | <b>SA</b> | 03 | 30% | 3.50        | 1.354         | Neutral          |
|  | <b>A</b>  | 02 | 20% |             |               |                  |
|  | <b>N</b>  | 03 | 30% |             |               |                  |
|  | <b>D</b>  | 01 | 10% |             |               |                  |
|  | <b>SD</b> | 01 | 10% |             |               |                  |
| 10. Working with a partner in class is motivating.                                   | <b>SA</b> | 02 | 20% | 3.70        | 1.160         | Effective        |
|  | <b>A</b>  | 05 | 50% |             |               |                  |
|  | <b>N</b>  | 02 | 20% |             |               |                  |
|  | <b>D</b>  | 00 | 10% |             |               |                  |
|  | <b>SD</b> | 01 | 00% |             |               |                  |
| <b>Section Total</b>   |           |    |     | <b>4.11</b> | <b>0.4307</b> | <b>Effective</b> |

### Section Two: The Tutor as a Source of Motivation

| Items   | Options   | Frequencies | Percentages | Mean | Standard Deviation | Estimation Level |
|---|-----------|-------------|-------------|------|--------------------|------------------|
| 11. Having a friendly relationship with my tutor is a source of motivation  | <b>SA</b> | 07          | 70%         | 4.60 | 0.699              | Effective        |
|   | <b>A</b>  | 02          | 20%         |      |                    |                  |
|   | <b>N</b>  | 01          | 10%         |      |                    |                  |
|   | <b>D</b>  | 00          | 00%         |      |                    |                  |
|   | <b>SD</b> | 00          | 00%         |      |                    |                  |
| 12. When the tutor designs the course based on my needs, I become motivated to learn the language.  | <b>SA</b> | 07          | 07%         | 4.70 | 0.483              | Effective        |
|   | <b>A</b>  | 03          | 03%         |      |                    |                  |
|   | <b>N</b>  | 00          | 00%         |      |                    |                  |
|   | <b>D</b>  | 00          | 00%         |      |                    |                  |
|   | <b>SD</b> | 00          | 00%         |      |                    |                  |
| 13. When the tutor praises me, I become more motivated to learn.  | <b>SA</b> | 07          | 07%         | 4.70 | 0.483              | Effective        |
|   | <b>A</b>  | 03          | 03%         |      |                    |                  |
|   | <b>N</b>  | 00          | 00%         |      |                    |                  |
|   | <b>D</b>  | 00          | 00%         |      |                    |                  |
|   | <b>SD</b> | 00          | 00%         |      |                    |                  |
| 14. The tutor's questions raise my self-esteem because they provide me with an opportunity to express myself.                                   | <b>SA</b> | 01          | 10%         | 3.80 | 0.632              | Effective        |
|   | <b>A</b>  | 06          | 60%         |      |                    |                  |
|   | <b>N</b>  | 03          | 30%         |      |                    |                  |
|   | <b>D</b>  | 00          | 00%         |      |                    |                  |
|   | <b>SD</b> | 00          | 00%         |      |                    |                  |
| 15. I find myself more motivated when my tutor uses a variety of teaching materials (such as, overhead projector and PowerPoint presentations). | <b>SA</b> | 04          | 40%         | 4.30 | 0.675              | Effective        |
|   | <b>A</b>  | 04          | 40%         |      |                    |                  |
|   | <b>N</b>  | 02          | 20%         |      |                    |                  |
|   | <b>D</b>  | 00          | 00%         |      |                    |                  |
|   | <b>SD</b> | 00          | 00%         |      |                    |                  |
| 16. The tutor's feedback  | <b>SA</b> | 04          | 40%         | 4.10 | 0.994              | Effective        |

|   |           |    |     |             |               |                  |
|---|-----------|----|-----|-------------|---------------|------------------|
| motivates me to participate frequently.   | <b>A</b>  | 04 | 40% |             |               |                  |
|   | <b>N</b>  | 01 | 10% |             |               |                  |
|   | <b>D</b>  | 01 | 10% |             |               |                  |
|   | <b>SD</b> | 00 | 00% |             |               |                  |
| 17. When the tutor chooses challenging tasks, I become more motivated to learn                | <b>SA</b> | 03 | 30% | 3.80        | 1.135         | Effective        |
|   | <b>A</b>  | 04 | 40% |             |               |                  |
|   | <b>N</b>  | 01 | 10% |             |               |                  |
|   | <b>D</b>  | 02 | 20% |             |               |                  |
|   | <b>SD</b> | 00 | 00% |             |               |                  |
| 18. When the tutor trusts my abilities in language, I become more motivated to learn          | <b>SA</b> | 07 | 70% | 4.70        | 0.483         | Effective        |
|   | <b>A</b>  | 03 | 30% |             |               |                  |
|   | <b>N</b>  | 00 | 00% |             |               |                  |
|   | <b>D</b>  | 00 | 00% |             |               |                  |
|   | <b>SD</b> | 00 | 00% |             |               |                  |
| 19. I like it when the tutor chooses different types of activities                            | <b>SA</b> | 04 | 40% | 4.30        | 0.675         | Effective        |
|   | <b>A</b>  | 05 | 50% |             |               |                  |
|   | <b>N</b>  | 01 | 10% |             |               |                  |
|   | <b>D</b>  | 00 | 00% |             |               |                  |
|   | <b>SD</b> | 00 | 00% |             |               |                  |
| 20. When the tutor constantly checks whether we have understood or not, our motivation rises. | <b>SA</b> | 05 | 50% | 4.40        | 0.699         | Effective        |
|   | <b>A</b>  | 04 | 40% |             |               |                  |
|   | <b>N</b>  | 01 | 10% |             |               |                  |
|   | <b>D</b>  | 00 | 00% |             |               |                  |
|   | <b>SD</b> | 00 | 00% |             |               |                  |
| <b>Section Total</b>  |           |    |     | <b>4.34</b> | <b>0.2167</b> | <b>Effective</b> |

### Section Three: The Development of My Skills through Learning in Tutorial Sessions

#### Affects my Motivation

| Items  | Options   | Frequencies | Percentages | Mean | Standard Deviation | Estimation Level |
|--|-----------|-------------|-------------|------|--------------------|------------------|
| 21. I feel more confident to speak the language in class due to tutorial sessions. | <b>SA</b> | 02          | 20%         | 3.70 | 1.059              | Effective        |
|  | <b>A</b>  | 05          | 50%         |      |                    |                  |
|  | <b>N</b>  | 01          | 10%         |      |                    |                  |
|  | <b>D</b>  | 02          | 20%         |      |                    |                  |
|  | <b>SD</b> | 00          | 00%         |      |                    |                  |
| 22. Learning in tutorial sessions helps me express my ideas freely.                | <b>SA</b> | 05          | 50%         | 4.20 | 1.033              | Effective        |
|  | <b>A</b>  | 03          | 30%         |      |                    |                  |
|  | <b>N</b>  | 01          | 10%         |      |                    |                  |
|  | <b>D</b>  | 01          | 10%         |      |                    |                  |
|  | <b>SD</b> | 00          | 00%         |      |                    |                  |
| 23. I am more attentive due to learning in tutorial sessions.                      | <b>SA</b> | 04          | 40%         | 4.40 | 0.516              | Effective        |
|  | <b>A</b>  | 06          | 60%         |      |                    |                  |
|  | <b>N</b>  | 00          | 00%         |      |                    |                  |
|  | <b>D</b>  | 00          | 00%         |      |                    |                  |
|  | <b>SD</b> | 00          | 00%         |      |                    |                  |

|  |           |    |     |              |               |                  |
|--|-----------|----|-----|--------------|---------------|------------------|
| 24. Learning in tutorial sessions helps me to acquire new skills, such as, formulating my ideas in a good way. | <b>SA</b> | 04 | 40% | 4.30         | 0.675         | Effective        |
|  | <b>A</b>  | 05 | 50% |              |               |                  |
|  | <b>N</b>  | 01 | 10% |              |               |                  |
|  | <b>D</b>  | 00 | 00% |              |               |                  |
|  | <b>SD</b> | 00 | 00% |              |               |                  |
| 25. Learning in tutorial sessions helps me to realize that I am responsible for my own learning.               | <b>SA</b> | 02 | 20% | 4.10         | 0.568         | Effective        |
|  | <b>A</b>  | 07 | 70% |              |               |                  |
|  | <b>N</b>  | 01 | 10% |              |               |                  |
|  | <b>D</b>  | 00 | 00% |              |               |                  |
|  | <b>SD</b> | 00 | 00% |              |               |                  |
| 26. Learning English in tutorial sessions raises my confidence to communicate with other people in English.    | <b>SA</b> | 03 | 30% | 4.10         | 0.738         | Effective        |
|  | <b>A</b>  | 05 | 50% |              |               |                  |
|  | <b>N</b>  | 02 | 20% |              |               |                  |
|  | <b>D</b>  | 00 | 00% |              |               |                  |
|  | <b>SD</b> | 00 | 00% |              |               |                  |
| 27. Learning in tutorial sessions helps me to be more open to everyone's point of view.                        | <b>SA</b> | 03 | 30% | 4.00         | 0.943         | Effective        |
|  | <b>A</b>  | 05 | 50% |              |               |                  |
|  | <b>N</b>  | 01 | 10% |              |               |                  |
|  | <b>D</b>  | 01 | 10% |              |               |                  |
|  | <b>SD</b> | 00 | 00% |              |               |                  |
| 28. Learning in tutorial sessions develops my critical thinking.   | <b>SA</b> | 05 | 50% | 4.10         | 1.197         | Effective        |
|  | <b>A</b>  | 03 | 30% |              |               |                  |
|  | <b>N</b>  | 00 | 00% |              |               |                  |
|  | <b>D</b>  | 02 | 20% |              |               |                  |
|  | <b>SD</b> | 00 | 00% |              |               |                  |
| 29. I have developed the habit of debating and convincing others due to learning in tutorial sessions          | <b>SA</b> | 04 | 40% | 4.00         | 0.943         | Effective        |
|  | <b>A</b>  | 02 | 20% |              |               |                  |
|  | <b>N</b>  | 04 | 40% |              |               |                  |
|  | <b>D</b>  | 00 | 00% |              |               |                  |
|  | <b>SD</b> | 00 | 00% |              |               |                  |
| 30. Learning English in tutorial sessions raised my interest in knowing more about its culture.                | <b>SA</b> | 02 | 20% | 3.50         | 1.354         | Neutral          |
|  | <b>A</b>  | 05 | 50% |              |               |                  |
|  | <b>N</b>  | 00 | 00% |              |               |                  |
|  | <b>D</b>  | 02 | 20% |              |               |                  |
|  | <b>SD</b> | 01 | 10% |              |               |                  |
| <b>Section Total</b>   |           |    |     | <b>4.04</b>  | <b>0.2740</b> | <b>Effective</b> |
|  |           |    |     | <b>Total</b> |               |                  |
|  |           |    |     | <b>4.16</b>  | <b>0.3207</b> | <b>Effective</b> |

## Résumé

Les étudiants ont besoin d'une incitation pour les motiver à apprendre; cette motivation nécessite une méthode d'enseignement efficace. Ainsi, cette thèse a été préparée dans le but de mesurer l'efficacité des séances tutoriels en augmentant la motivation des apprenants d'Anglais pour les buts spécifiques à la Faculté des Sciences Sociales de l'Université de Larbi Tebessi. Les chercheurs ont émis trois hypothèses. Premièrement, les étudiants considèrent que la méthode des séances tutoriels est efficace pour augmenter leur motivation. Deuxièmement, leur enseignant tuteur admet l'efficacité de la méthode car les étudiants sont constamment immergés et car ils apprennent la langue dans un petit group. Troisièmement, l'enseignant tuteur estime la mise en œuvre de la méthode des séances tutoriels pour enseigner les étudiants en Anglais pour les buts spécifiques de tous les niveaux. Pour tester les hypothèses de la recherche, l'approche descriptive a été adoptée avec la méthode d'analyse intégrée des données. Un questionnaire de type Likert a été distribué à 12 doctorants après avoir 06 cours en séances tutoriels au premier semestre de l'année académique, il a été analysé statistiquement plus tard, en calculant la moyenne arithmétique, la fréquence, le pourcentage et l'écart type, et un entretien écrit a été mené avec l'enseignant tuteur. En parallèle les réponses obtenues confirment la première et la troisième hypothèse. Mais la deuxième hypothèse est partiellement confirmée car l'enseignant tuteur pense que le petit nombre des étudiants par groupe est considéré comme un obstacle qui diminue la motivation des apprenants. Donc, il est évident que l'enseignant tuteur et les apprenants favorisent l'application de cette méthode pour augmenter la motivation des apprenants. En conclusion, l'apprentissage par la méthode des séances tutoriels est recommandé par les chercheurs en raison de son importance et de son avantage pour augmenter la motivation des apprenants.

**Mots clés :** séances tutoriels, motivation, les apprenants d'Anglais pour les buts spécifiques, l'enseignant tuteur

## ملخص

يحتاج الطلاب دافعا لحثهم على المشاركة وبالتالي تحفيزهم على التعلم بطريقة فعالة، لأجل هذا تم إعداد هذه المذكرة بهدف قياس مدى فعالية الحصص التفويجية في زيادة تحفيز طلاب دكتوراه العلوم الاجتماعية على تعلم اللغة الانجليزية لغرض محدد في كلية العلوم الاجتماعية بجامعة العربي التبسي. افترض الباحثون أن الطلاب يعتبرون طريقة الحصص التفويجية فعالة لزيادة التحفيز على التعلم، أيضا افترض الباحثون أن الأستاذ الموجه يعتقد أن هذه الطريقة فعالة لتحفيز الطلبة لأنهم يدرسون في شكل أفواج مصغرة تمكنهم من الاندماج دائما في الدرس. أخيرا يفترض أن الأستاذ الموجه يشيد بفاعلية تبني طريقة الحصص التفويجية لتدريس طلاب اللغة الانجليزية لغرض محدد في جميع مستويات. بناء على ذلك ولاختبار فرضية البحث، تم اعتماد المنهج الوصفي مع طريقة التحليل المندمج لتحليل البيانات، حيث تم توزيع استبيان نوع ليكرت على (12) طالب دكتوراه بعد أن تم تدريسهم لمدة (06) حصص في السداسي الأول من العام الدراسي بطريقة الحصص التفويجية، والذي تم تحليله إحصائيا فيما بعد، عن طريق حساب المتوسط الحسابي والتكرار والنسبة المئوية والانحراف المعياري، كما تم إجراء حوار مكتوب مع الأستاذ الموجه. أكدت نتائج التحليل النوعي للاستبيان والحوار صحة الفرضيتين الأولى والثالثة بينما تم تأكيد الفرضية الثانية جزئيا، حيث يعتقد الطرف المحاور أن العدد القليل للطلاب في كل فصل يعتبر عائقا أمام تحفيز الطلاب وحثهم على تعلم اللغة الإنجليزية لغرض محدد، ومنه فإن الطلاب وأستاذهم الموجه يرحبون بتطبيق طريقة الحصص التفويجية لفعاليتها في عملية التعلم والتعليم عبر جعل الطلاب أكثر اهتماما وتحفيزا. في الختام، إن التعلم بطريقة الحصص التفويجية موصى به بشدة من طرف الباحثين لأهميتها وفائدتها الكبيرة في زيادة تحفيز الطلاب.

**الكلمات المفتاحية:** الحصص التفويجية، التحفيز، اللغة الإنجليزية لغرض محدد، الأستاذ الموجه.