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***The Role of Motivation in Increasing Learners' Communicative Competence in EFL Classroom:  
Case of First Year Students at University Centre of Ain Temouchent***

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Linguistics*

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## ***Deductions***

*In the name of Allah, most merciful, most compassionate*

*I dedicate this research work to:*

*My source of happiness and success in my life to my lovely parents and my brother; especially my kindest mother who has supported me and encouraged me a lot in my life , may Allah bless her.*

*To all my friends with whom I shared the university life*

*Soulef*

*I would like to dedicate this research to my family; they have been extremely caring and supporting me to complete this project.*

*Nafissa*

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## **Abstract**

English has become more important that people begin to learn it with fully enthusiasm even from the younger age. A research in classroom motivation has found that certain strategies can help these students adopt more attitudes and become more motivated in the learning process. This research paper aims to make teachers and students know more on the role of motivation in acquiring foreign language. This study tries to investigate the influence of the most motivational strategies and techniques used as well as to improve students' communicative competence. The study is going to deal with the interest of teachers in motivating their learners in EFL classroom, also teaching strategies used in order to encourage learners to be successful.

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## **List of Abbreviations**

**EFL:** English Foreign Language

**FL2:** Foreign Second Language

**SLA:** Second Language Acquisition

**SDT:** Self-Determination Theory

**ELLS:** English language learners

# General introduction

## Introduction

The English language is in a unique position in the world today. The majority of countries currently have an interest in learning English which is needed and required in different fields from society. In our country students start learning English in a middle school but many university students face a difficulty. The question many language teachers ask is why are there some students who want to learn while others show no inclination whatsoever. During the last decades researchers have been trying to determine what factors encourage learners to learn a foreign language. Motivation apparently is one of the key components to learn an FL2 and some consider it one of the most essential factors for learning a foreign language. Motivation plays a key role in maintaining student focus, interest, behavior, and participation in class. Research suggests motivation in the classroom is positively connected to academic success (Daniels & Arapostathis, 2005).

In other words, numerous cross-disciplinary theories have been postulated to explain motivation; for example some theories claimed that people or students are motivated by material rewards, desire to increase their power and prestige in the world, interesting work or being respected as an individual. Each of these theories has some truth but no single theory seems to adequately explain all human motivation. The fact is human beings in general and students are not purely physical, economic, political or psychological beings.

H.W.Beecher (1997) "God made man to go by motives, and he will not go without them anymore than a boat without steam or a balloon without gas. Find out what motives man, touch that button to turn the key that makes men achieve". Students' motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers and they appear to be happy and eager. Basically, very little if any learning can occur unless students are motivated on a consistent basis. The five key ingredients impacting students' motivation are: teacher, content, method, process, and environment.

For example: the student must have access, ability, interest and value education; the teacher must be well trained, must focus and monitor the educational process, being dedicated and responsive to his or her students and be inspirational. The content must be timely, stimulating and pertinent to the students current and future needs.

The method or process must be inventive and encouraging, interesting, beneficial and provides tools that can be applied to the student's real life. The environment needs to be accessible ,safe, positive, personalized, as much as possible and empowering .motivation is optimizing when students are exposed to a large number of these motivating experiences and variable on a regular basic ; that is students ideally should have many sources of motivation in their learning experience in each class.

The present study contributes specifically to the existing research literature that investigates the role of motivation in EFL teaching and learning. We will be examining some of the main ideas that have been researched and argued in the field of motivation, the current views of motivational factors that contribute to learn a foreign language The statement of the Problem, the purpose of the study, as well as the significance of the study and the research questions and hypotheses are delineated in this introductory section.

## **Statement of the problem**

Naturally most of the students start to acquire foreign language and learn it since first year middle school. We attempted to investigate why English learners at university centre of ain temouchent are unable to communicate with their teachers and classmates. Thus, this study attempts to highlight the role of motivation in increasing learners' communicative competence, many learners of first 1<sup>st</sup> year university students are not able to acquire FL2. Some have a good level but they could not share their capacities and could not succeed in speaking English because the learner here cannot achieve his goals with any amount of motivation. Motivation in Algeria is considered as a neglected aspect in the teaching-learning process though it is a key factor of learners' success or failure.

## **Objectives of the study**

This dissertation aimed to contribute the current understanding of the role of motivation by showing learners of University centre of Ain Temouchent the impact of motivation in EFL learning. This study try to investigate the influence of the most motivational strategies and techniques used as well as to improve students' communicative competence, also learners need to know the factors that motivate them to improve themselves and their communicative competence. And the interest of teachers in motivating their learners in EFL classroom. With teaching strategies used in order to encourage them to be successful and having self-confidence.

## **Significance of the study**

The present study address to show a real picture about the role of motivation in acquiring to learn a second language. Research findings in this area may (a) provide EFL teachers with useful insights that are relevant to their own teaching situations and (b) fill in a research gap concerning .Thus, the findings of this study may help EFL educators and teachers to make informed decisions, however, most of teachers and students still lack motivation in their teaching/ learning process. So many studies had been done about the importance of foreign language teacher's role in education. This study presenting the role's motivation to increase learner's communicative competence in English language acquisition.

## **Research Questions and Hypotheses**

In light of the focus of the present study, of the following research questions were addressed:

1. How can teachers improve levels of motivation in their students?
2. Do the students know how they learn best and have they ever thought or talked about?

This study investigated two hypotheses:

1. Teachers can improve levels of motivation by using different strategies and techniques.
2. The most important thing is to hear students' ideas and encourage them because their participation depends on conversation and interaction.

## **Structure of the Thesis**

This research seeks to shed light on the role of motivation in increasing learners' communicative competence. This research work is divided into two chapters:

**Chapter One:** explores the review of literature which provides many definitions of motivation with different types and some theories and the role of teaching strategies, also presented some definitions of communicative competence and skills.

**Chapter Two:** Provides the overview of the methodology used to collect data and presents the descriptions of the findings results of teachers and students' questionnaires, general conclusion.

# **CHAPTER ONE**

## **Literature Review**

## Introduction

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. It is an important factor that has an influence in any educational learning process especially in learning FL2. So learning a second language is not only learning a subject matter but the learner has to also engage with learning, motivation plays an important role in the learning process.

Without motivation, learners are not able to learn and they found a difficulty to maintain their learning process (Dörnyei, 2001; Gardner, 2007; Palmer, 2009). Consequently, highly motivated learners have been found to have higher achievement in learning English as a second language than those with lower motivation (Bernaus & Gardner, 2008; Bernaus, Wilson, & Gardner, 2008; Fan & Feng, 2012; Kitjaroonchai, 2012).

Teachers can play an important role in enhancing students' motivation (Assor, Kaplan, Kanat-Maymon, & Roth, 2005; Bernaus & Gardner, 2008; Dörnyei, 2007). However, few studies have looked into 'what goes on in English classrooms' in this regard. This nationwide study thus aimed at investigating the motivation and learning of second language learners in Algeria and the ways in which English teachers support their students' motivation and learning. To increase learners' motivation, many studies have suggested that teachers' behaviors and instructional practices play an important role.

Motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tends to vary across subject areas, and this domain specificity increases with age.



## **1.1. Definition of Motivation**

Motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). According to Hall (2011), motivation is a key factor in the accomplishment of a particular activity (p.134). According to Rayn and deci (2000a:54) “be motivated means t o be moved to do something “. According to Gardner (1985) motivation is perceived as a goal-directed factor since it involves four aspects: a goal, effortful behavior, a desire to reach.

Motivation is a multifaceted construct and different researchers in psychology and other social science disciplines define it in many ways.

Dörnyei(1998) argues on the exact definition of motivation . he comments, “although motivation “is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in literature with regard to the exact meaning of the concept”, some researchers interpret it in relation to about the other concepts related to motivation, in other words, “viewing it as no more than an absolute umbrella that hosts a wide range of concepts that do not have much in common”(Dörnyei, 2001a, p.7). Sometimes the discrepancy in results of the conducted studies can be attributed to the different interpretations of the concepts of motivation and the constructs that relate to it.

## **1.2. Attitudes and Motivation**

It is agreed that attitudes and motivation are closely related to accomplishment in language learning. It provides a brief explanation why some people have a much easier time of learning languages than others in the same classroom setting; some students may progress rapidly, while others just struggle along and never achieve command of a second language. (Rivers, 1983) It also explains that the fact of variables in second language acquisition obtained from the amount of comprehensible input the acquirer receives and comprehends through the affective filter.

Only, learning happens when there is minimal external pressure, optimum internal motivation and attitudes towards learning that are not likely to be annulled. And if learners have favorable attitudes towards the second language and its speakers, towards the teacher and the course, they would perhaps be more attentive in the classroom, would take assignments more carefully and be willing to achieve more, will look for conditions where they can achieve more practice in the second language. Thus, attitudes revolve around the educational elements of second language acquisition and of social attitudes focusing on cultural implications of second language acquisition.

### **1.3. Types of Motivation**

According to Brown (2000) and Gardner (1985), there are two basic types of motivation: integrative and instrumental. According to Gardner and Lambert (1959 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012), integrative motivation refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language to enter successfully into the target language society. They continued that instrumental motivation arises out of a need to learn the FL2 for functional or external reasons. They involve the attainment of aims, functional aims for learning like passing exams and financial rewards. Dörnyei (1998) expressed that a motivational construct involves both instrumental and integrative motivation.

Most situations in learning language include a mixture of each type of motivation. It is impossible to attribute language learning success to certain integrative or instrumental causes. It is stated that the significance of integrative and instrumental motivation depends on situations or contexts whether learning language functions as a foreign language or as a second language. Dörnyei (1998 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012) defined the terms intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment.

Brown (2000) indicates the relationship between these two kinds of motivation. As extrinsic motivation may turn out to be integrative motivation if someone else wants the FL2 learner to know the FL2 for integrative purposes; extrinsic motivation may turn out to be instrumental motivation if an external power wishes the FL2 learner to learn the FL2 language.

Moreover, intrinsic motivation can turn out to be integrative motivation if the FL2 learner wants to integrate with the FL2 culture; intrinsic motivation can also turn out to be instrumental motivation if the FL2 learner wishes to gain aims using FL2. Likewise, learners with the same integrative motivation can indicate great differences of intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation is pertinent to integrative and instrumental motivation related to FL2 language learning (Brown, 2000).

There are four types of motivation. Instrumental, integrative, intrinsic, and extrinsic motivation. The instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on. The integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

According to the studies of Gardner and Lambert (1972) and Spolsky (1969), integrativeness accompanied higher scores on proficiency tests in a foreign language. The results obtained from these studies indicated that integrativeness was a significant demand for successful language learning. Some learners in some contexts are more successful in learning a language if they are integratively oriented and others in different contexts benefit from an instrumental orientation. The other dimension of motivation construct is the degree to which learners are intrinsically or extrinsically motivated.

According to Edward Deci (1975), intrinsic motivation is the one for which there is no apparent reward except the activity itself. People engage in the tasks for their own sake and not because they lead to an extrinsic reward. Intrinsic motivation is aimed at bringing about certain internally rewarding consequences like feelings of competence and self-determination. Extrinsically motivated behaviors are done in anticipation of a reward from outside and beyond the self. Behaviors initiated to avoid punishment are also extrinsically motivated, even though many intrinsic advantages can result from those who view punishment avoidance as a challenge that can make their sense of proficiency and self-determination.

## **1.4. Theories of Motivation**

Many researchers believed that motivation is very important concept in L2 learning. Motivation has a lot of changes during the Last time and it has a different influencing theories developed by researchers to increase motivation study.

### **1.4.1. Self- Determination Theory**

Self-determination theory (SDT) is a broad theory of human personality and motivation concerned with how the individual interacts with and depends on the social environment. SDT defines intrinsic and several types of extrinsic motivation and outlines how these motivations influence situational responses in different domains, as well as social and cognitive development and personality.

SDT is centered on the basic psychological needs of autonomy, competence, and relatedness and their necessary role in self-determined motivation, well-being, and growth. It is thought of as a metatheory in the sense that it is made up of several “mini-theories” which fuse together to offer a comprehensive understanding of human motivation and functioning.

SDT is based on the fundamental humanistic assumption that individuals naturally and actively orient themselves toward growth and self-organization. In other words, people strive to expand and understand themselves by integrating new experiences; by cultivating their needs, desires, and interests; and by connecting with others and the outside world. However, SDT also asserts that this natural growth tendency should not be assumed and that people can become controlled, fragmented, and alienated if their basic psychological needs for autonomy, competence, and relatedness are undermined by a deficient social environment.

## 1.4.2. Gardner Social Psychological Theory

One of the first teams to explore motivation in the language-learning classroom was Gardner and Lambert (1959). Their view of motivation argued that, ...an individual's motivation to learn an L2 is sustained by both attitudes toward the L2 community and the goals, or orientations, sought through the acquisition of the L2 (1972, in Noels *et al.*, 2003:36).

Gardner and Lambert's theory argues that motivation to learn an L2 requires a positive attitude towards the L2 community and a desire to become a member of that community (Clement *et al.*, 1994:419). Through this idea, they introduced two kinds of motivation, integrative and instrumental (1959). Dornyei characterizes the former as having a positive attitude toward the L2 society and "...the desire to interact with and even become similar to valued members of that community" (1994a:274). For example, a person who wants to live in an L2 country and become a part of that society would possess integrative motivation to learn the L2.

Gardner and Lambert describe instrumental motivation as the desire to gain practical benefits (1972 in Clement *et al.*, 1994:419). For instance, a person who wants to learn an L2 to better their future career with more job prospects and a higher salary would have instrumental motivation. Through their study, Gardner and Lambert conclude that integratively motivated students' are more successful at learning an L2 than instrumentally motivated students. According to them, "...students with the integrative orientation have more favorable attitudes towards members of the French group and are more strongly motivated to acquire their language" (1959:271).

Students with positive attitudes towards the L2 community are more inclined to learn such language, therefore proving the applicability of Gardner and Lambert's integrative motivation theory to Canadian students learning French.

The strength of Gardner and Lambert's theory is that it was empirically tested and supported by strong evidence. Although their research cannot be disputed, linguists have found some limitations with the findings.

### 1.4.3. Dörnyei's Motivational Framework

Dörnyei's process model of motivation (described in *Motivational Strategies in the Language Classroom*, 2001) is a way of thinking about motivation. Motivation is seen as a process rather than a single quality. In his book, Dörnyei demonstrates how learners and teachers can generate, maintain and reflect on motivation. The model described in the book and the strategies that accompany it can make a real difference in learner motivation. Dörnyei presents a very comprehensive collection of strategies which focus on the three stages mentioned above; however, the way that some strategies can be practically used is not immediately apparent.

To demonstrate how everyday classroom activities can be adapted to focus on improving motivation, this paper will present three activities based on strategies within this process model. Motivation is generally defined as involving a “combination of effort plus desire to achieve the goal of learning the language”(Gardener, 1985, p. 10).

In the past, motivation was generally conceived of in terms of varying degrees of instrumental and integrative motivation (Sturgeon, n.d.), in which the focus was on the instrumental or practical value of learning the language, as well as the desire for the learner to integrate his or her self with the target language culture (Lambert, 1974, cited in Gardner & MacIntyre, 1991, p. 58). This way of looking at motivation was criticized by many researchers (Dörnyei 2009; Ushioda, 2011), and this criticism led to a more complex conception of motivation. Not only are integrative motivation and instrumental motivation very closely connected, motivation itself is a complex and varied issue (Dörnyei, 2009). In Dörnyei's *process model* (2001), motivation is seen as a dynamic quality which changes over time.

Motivation is increased or decreased in response to a wide variety of influences. In addition to changing over time, the process model looks at how motivation can be influenced by different factors at different stages in the learning process. Dörnyei divides and examines the learning process in terms of three phases.

## **1.5. Motivation and Language Learning**

Also motivation is a significant and essential part of learning. (Brewer & Burgess, 2005) Specially, in learning language, the learner must desire to achieve or do something to attain it. Cook (2000) states that the performance and presentation of second language learners have improved and are superior to others when they are better motivated in the language learning context. While, Ellis (1994) observes that there is incidence of learning by means of motivation and considers that the learning process plainly happens when a person is motivated. He also mentions that language teachers acknowledge the importance of learners' motivation, not explaining their own sense of failure in terms of their students' lack of motivation.

According to Cook (2000), language acquisition is not the same among all learners. He also presents that there are these main factors such as age, personality and motivation, which influence second language acquisition. Amongst all of them, motivation is the most important factor that affects second language acquisition.

Gardner (1985) believes that the motivated learner usually predicts a reason or a principle which is connected to an aim or target that he/she tends to achieve. The aim would be learning a foreign language. That is, the learner must have the desire to reach a certain aim. Gardner and his associate (1972) referred to the strong effect of integrative orientation by ensuring that integratively motivated students were more successful learners than the students who were instrumentally oriented.

Also Dörnyei (1990, p.9) states that instrumental motives may be useful until junior school level, yet "in order to get beyond this point, that is, to "really learn" the language, one has to be integratively motivated". However, his research findings have shown that instrumentality was what influences motivation.

## **1.6. The Role of Teachers**

Madrid (2002) defined motivation by comparing it with many researchers' theories. All the researchers agreed that, teachers are one of the important factors that can influence learners' motivation. Teachers can engage students in long way of learning a new language.

Ramage (1990) showed that, teachers should try to make the learners engage in their learning that can influence learners' motivation to attain their desired goal. However, Dörnyei (2001) proposed this learning differently; it is learners' perspective about the teaching strategies on them. Teachers can motivate students by implicating many different types of enjoyable strategies. It is very important to make the classroom atmosphere relaxed and friendly. Many students have the content in themselves but they cannot perform because of the lack of confidence. Teachers can motivate the learners by their positive attitudes. A teacher is the guide, mentor or facilitator. Teachers should make the learning process enjoyable and interesting for the students. They can use multimedia or new teaching aids in classrooms. Teachers should teach them about the culture of the language as well. That can make the students more interested to know or to learn about the language.

Teacher-Student relationship is another important factor for the motivation of the students. Teachers can make an interactive and friendly relationship with their students. Students can suffer from many personal or mental problems that can make them demotivate to learn a new matter. They can share their problems with the teachers, which can help the teachers to understand better about their students' psychology. Oxford and Shearin (1994) showed five points that can be the teachers' role for motivating their students. They discussed the reason behind learning L2.

Teachers should know about the specific reason of students learning and to make the students positive to attain their goal. They should teach the students about taking challenges and to achieve their desired goal. They can show the students about the benefits or the positive sides for language learning. It can make the learners' more goal-oriented and motivated for learning. Teachers can build a non-threatening environment for learning. Students can feel free to share everything in that context. The most important factor is the intrinsic motivation. Intrinsic motivation deals best with the L2 learning process. Teachers should try to motivate their students intrinsically. Students need to enjoy and feel the learning process.

Learning can be easier, if the students make themselves intrinsically motivated. In this matter Brophy (1998) says "The simplest way to ensure that students expect success is to make sure that they achieve it constantly" (Brophy, 1998. p. 60)



## 1.7. Languages Teaching Strategies

The teachers stated that using effective and varied strategies with ELLs was successful. The three categories that involved the strategies were strategies to engage learners emotionally, strategies to teach language specifically, and strategies to teach generally. On the other hand, the most effectual strategies were gestures and visual signs, repetition and opportunities for practicing skills, use of objects, and hands-on materials. All of those teachers agreed that gestures and visual cues were very effective.

According to Bernaus and Gardner (2008, p. 388), motivation and L2 achievement of learning are connected. The type of research which concerns with individual differences in related to a language achievement has been criticized because of lack of teacher's role. That is, teaching strategies help to motivation students. Dornyei (2001b) proposes some of those strategies that are<sup>78</sup> involved in categories such as the category that contains motivational conditions in the classroom by accepting the proper teacher's behaviors, relating in a good way with students, keeping supportive mood in the classroom, and encouraging group norms.

In a classroom, the teacher who is the leader has to know the appropriate teaching methods that advance develop their students' abilities in learning a language.

According to Thomson (2012), "The Learning a Language other than Mother Tongue... would be a good starting point for those wishing to further develop their understanding of language teaching and emphasizes the importance of using such strategies and techniques as scaffolding and drawing upon prior knowledge" (p. 14).

As it is suggested that certain strategies that are involved in a practice such as 'Thinking Time' strategy where teachers should use the five seconds of silence after the question to give students the opportunity to think and then answer. Secondly, there is 'Elaborated input' in which teachers try to repeat key points, paraphrase, use slower, clear speech and visual aids so the students could comprehend the heard speech. The other one is 'Questioning' where teachers ask more open ended to particular learners so all of them would participate.

## 1.8. Definition of communicative competence

Communicative competence can be defined as the ability to use language, or to communicate. The term communicative competence is comprised of two words, the combination of which means competence to communicate.

In an attempt to clarify the concept of communicative competence, Widdowson (1983) made a distinction between competence and capacity. In his definition of these two notions he applied insights that he gained in discourse analysis and pragmatics. In this respect, he defined competence, i.e. communicative competence, in terms of the knowledge of linguistic and sociolinguistic conventions. Under capacity, which he often referred to as procedural or communicative capacity, he understood the ability to use knowledge as means of creating meaning in a language. According to him, ability is not a component of competence. It does not turn into competence, but remains “an active force for continuing creativity”, i.e. a force for the realization of what Halliday called the “meaning potential” (Widdowson, 1983:27). Having defined communicative competence in this way, Widdowson is said to be the first who in his reflections on the relationship between competence and performance gave more attention to performance or real language use.

Hymes (1972: 65) offers a broader concept of competence, namely ‘*communicative competence*’. The concept of communicative competence is a term coined by the linguist Dell Hymes in (1972: 64) the development of this term according to him refers to the level of language learning that enables language user’s to convey their messages to other’s messages within specific contexts. Hymes (1972: 65) described the competent language user as the one who knows when, where and how to use language appropriately rather than merely knowing how to produce accurate grammatical structures.

## 1.9. Communicative Language Teaching

Communicative classroom is a real communicative purpose since the learners need to communicate what is real and authentic to them. Communicative language teaching aims at developing the communicative competence of a learner together with general knowledge about the language and the socio-cultural aspects of it.

Byram and Mendez (2009) stress the value of learner motivation which should be improved by communicative tasks incorporated in the process of language learning. As a result learners participate in a genuine act of communication and learn more naturally. Techniques which promote such activities include information gap, role play, drama, etc. Byram and Mendez (2009) call communicative language teaching a “fashion term” and emphasize the need for understanding communicative language teaching as an “umbrella term” as nowadays an approach which has no communicative dimension would be difficult to find.

As suggested by MacIntyre, Clément, Dörnyei, and Noels, (1998), the ultimate goal of current foreign language teaching methods should be to increase willingness to communicate as the development of communicative competence is inherent in language education.

Many people tend to be highly motivated for learning but anxious about communicating at the same time. When given an opportunity to use FL some people remain silent while others will speak and communicate. A programme is needed especially for those learners who acquired skills in the classroom but are unable to use them outside the formal learning context.

## **1.10. Communicative Skills**

The notion of communicative competence is complex according to Rickheit, Strohner, and Vorweg, (2008) There are numerous interactional skills which influence the competence of an individual: non-verbal communicative skills, discourse and conversation skills, production of a clear message (Komorowska, 2001), reception skills and impression management skills. Rickheit and Strohner (2008) stress the fact that communicative skills, like any other, depend on particular contexts and situations which suggests that people display different skills in different situations which usually results in the change of their self-image. In the process of communication people can't feel totally secure-they constantly need to protect their face and/or defend the face of somebody else (Bogdanowska-Jakubowska, 2010).

Along with interactional skills as one of the characteristics of communicative competence, Rickheit and Strohner (2008) enumerate effectiveness and appropriateness. As communication is the process of achieving a goal, effectiveness seems to be one of the key components of successful communication. On the other hand, appropriateness is believed to be also of great importance since different communication and social contexts require different communicative skills (Hymes, 1972).

## **Conclusion**

Motivation is considered as an integral part in the achievement of personal goals. It is an important factor that has a positive influence in any educational learning process especially in learning foreign language. In the light of the learning process is important to educators to create an ideal learning environment. In this chapter we mentioned a definition, types and the theories of motivation. Also it discussed some points showing how learners face their own difficulties in trying to start learning a language. In addition, the chapter moves on to discuss some teaching strategies that help teacher to provide better motivational strategies in the classroom. Moreover, teacher should follow the strategies to motivate the students to be better while acquiring English. Then, this chapter included some definitions on the communicative competence and presents the communicative language teaching and skills that help in improving learners' level.

# **CHAPTER TWO**

## **Research Methodology and Data Analysis**

## **Introduction**

The present study investigates the role of motivation in the foreign language classroom. This chapter is concerned with the practical part of this work. It outlines the methodology which describes the situation adopted and it will present the practical part of the research study starting from the case study used in the department of English at the university centre of Belhadj Bouchaib of Ain Temouchent and presenting the participants, the set of instruments used in the collection and the analysis of the necessary data.

### **2.1. Hypotheses**

The following hypotheses were investigated:

- 1- Teachers are able to improve levels of motivation by using different strategies and techniques.
- 2- The most important thing is to hear students' ideas and encourage them, because their participation depends on conversation and interaction.

### **2.2. Case Study**

Case study was chosen in this research work in order to gather in depth information and to provide very detailed information about the impact of motivation in EFL classrooms to improve learners' communicative competence

### **2.3. Participants**

The participants for this investigation consisted of seven (7) teachers and thirty one (31) students from all students were learning English in English Department at Belhadj Bouchaib University Centre of Ain Temouchent.

## **2.4. Research Instruments**

In this study researchers used questionnaire for collecting data from the students and teachers. Questionnaires are the most popular and fundamental research instruments, they can be used to research in gathering and collecting data from respondents about. Almost any aspect of teaching and learning (Nunan, 1992). The research employed in this study included Two questionnaires (see Appendix 1 and 2) were developed containing the same set of motivational strategies for both students and teachers. This was done in order to compare teachers' and students' perspectives on motivational strategies. Which were given to students and teachers with different questions for each group, these questions will be describing in the following sections:

### **a. Teachers Questionnaire**

Teachers questionnaire answered by seven (7) teachers of first year student at University Centre of Ain Temouchent Belhadj Bouchib, we choose them to their seriousness and experience.

### **b. Students Questionnaire**

The questionnaire had been given to first year EFL learners, answered by thirty one (31) students, but there were absences in the classroom, which purpose is gathering data and analyzing the respondents' answers.

## **2.5. Research Procedure**

In order to get the information for the research, questionnaire method has been used. A questionnaire was distributed among the different students and teachers that were selected randomly from the English Department at Belhadj Bouchaib. The data was collected over a week or two weeks, and the questionnaire was personally distributed.

## 2.5. The description of students' questionnaire

An eleven item questionnaire was developed to explore the different aspects the research intended to investigate. The questionnaire includes closed questions and open-ended questions. Through the closed questions, the respondents had to tick one or more options. The open-ended questions aimed to identify students' reasons for preferring an option rather than the others. It is worth noting that some questions required the students to complete them by using numbers from 1 to 5 following a scale of decreasing order of priority or difficulty. The eleven items are categorized into four interrelated sections.

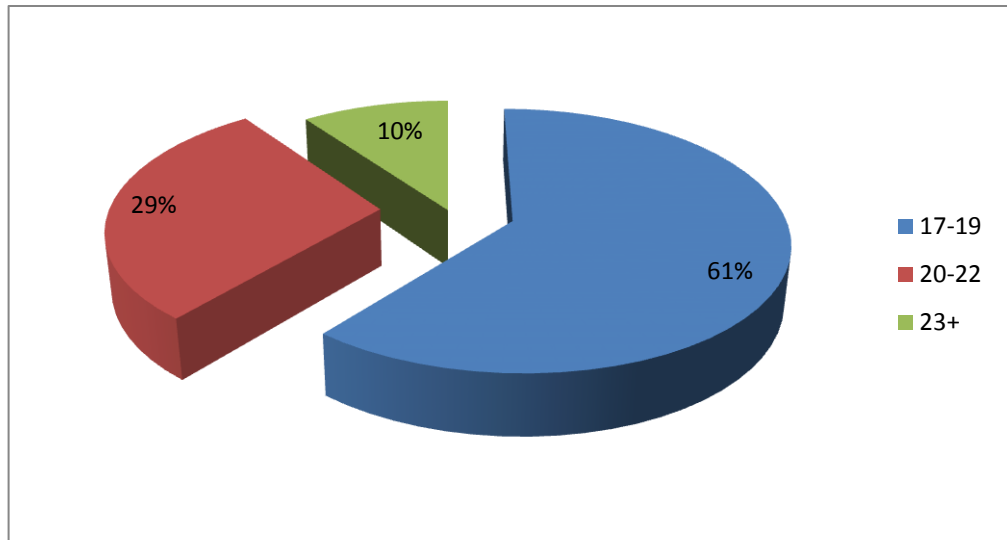
## 2.6. The results of students' questionnaire

### **Question 1:** Students' Age

<b>Possibilities</b>	<b>Number of participants</b>	<b>Percentage</b>
<b>17-19</b>	19	61%
<b>20-22</b>	9	29%
<b>23+</b>	3	10%
<b>Total</b>	31	100%

**Table 4.1 : Students' Age**





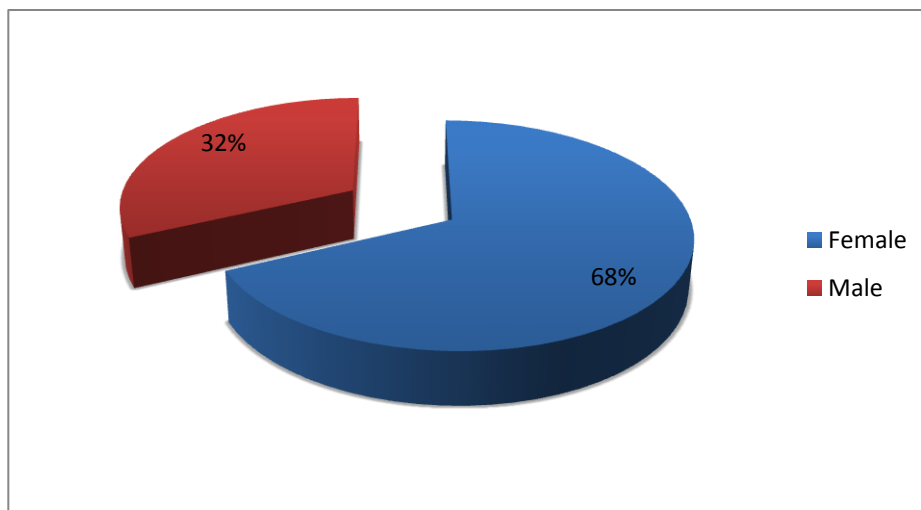
**Figure 4.1:** Students' Age

From the pie chart it is clear that (61%) of the students are between (17-19). and (29%) are between (20-22) while (10%) are over 23 years old.

**Question 2:** Students' Gender

Possibilities	Number of participants	Percentage
Female	21	68%
Male	10	32%
Total	31	100%

**Table4.2:** Students' Gender



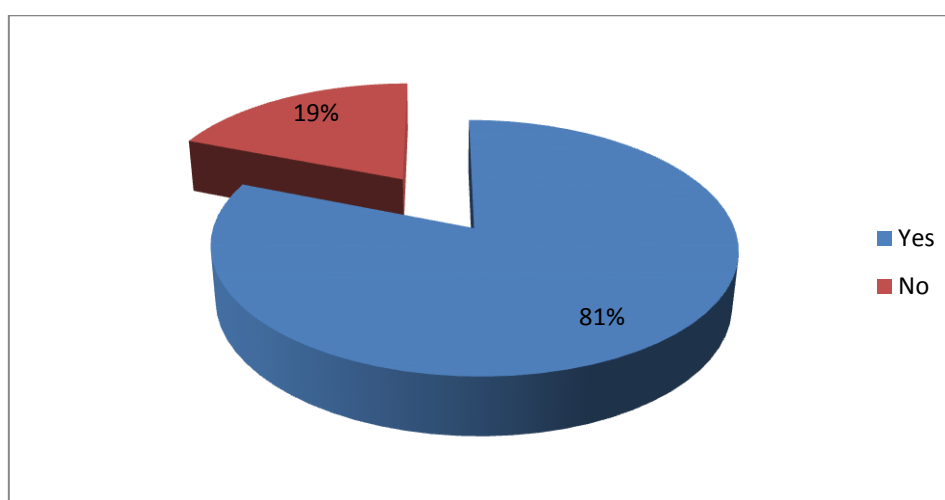
**Figure 4.2:** Students' Gender

The table 4.2 and figure 4.2 shows that a majority of students who responded to the questionnaire were females (21) and only (10) were male.

**Question 3:** Do you see yourself motivated enough to learn English?

Possibilities	Number of participants	Percentage
Yes	25	81%
No	6	19%
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table 4.3:** learners' motivation



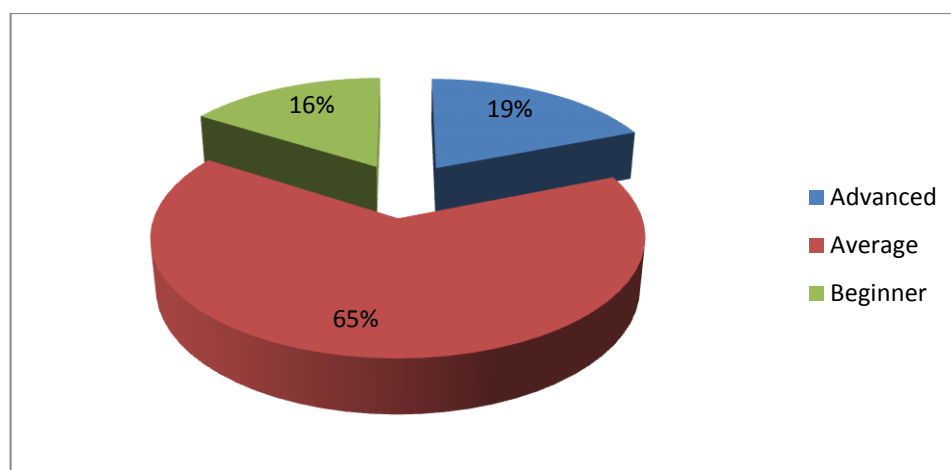
**Figure 4.3:** learners' motivation

Results for question 3 are presented in table 4.3 and figure 4.3 As it is appears in the result that most of the students see themselves motivated enough to learn English (81%) , whereas (19%) said answered negatively.

**Question 4:** How do you evaluate your level of communicative competence?

Possibilities	Number of participants	Percentage
Advanced	6	19%
Average	20	65%
Beginner	5	16%
Total	31	100%

**Table 4.4:** Evaluation during Communicating



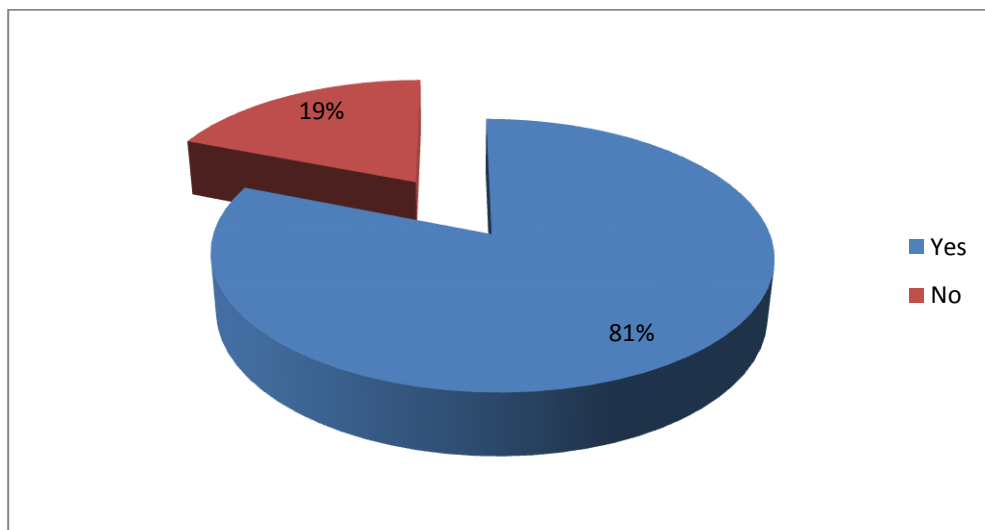
**Figure 4.4:** Evaluation during Communicating

As can be seen from the table 4.4 and figure 4.4 (65%) from the participants have considered themselves as ‘average’ in their communicative competence; However (19%) evaluated their level as being ‘advanced’, and (16%) as ‘beginners’.

**Question 5:** Do you think the learning environment influences your motivation to communicate?

Possibilities	Number of participants	Percentage
Yes	25	81%
No	6	19%
Total	31	100%

**Table 4.5:** Motivational environment



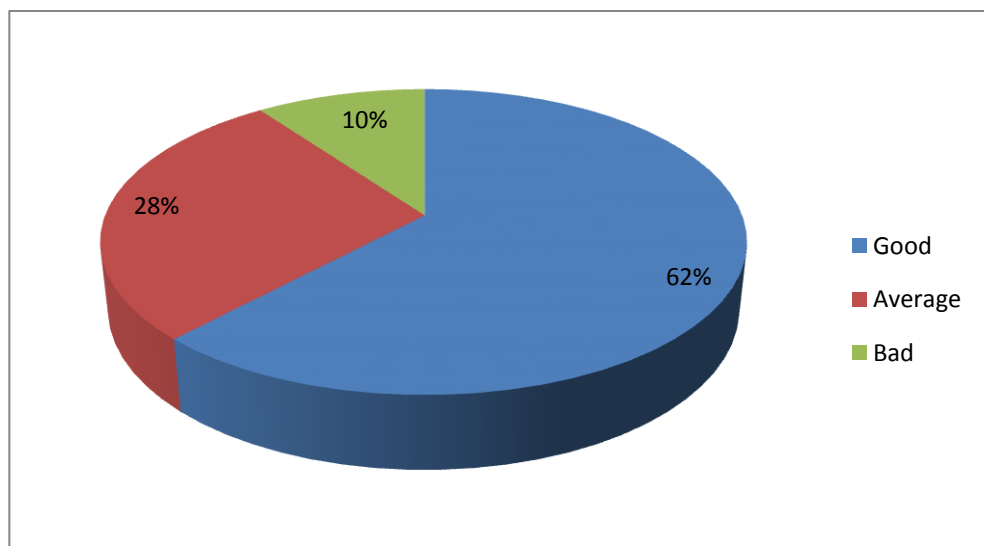
**Figure 4.8:** Motivational environment

The result revealed that the majority the respondents (81%) evaluated that the environment influences their motivation, while (19%) answered negatively.

**Question 6:** How do you find your interaction with your teacher?

Possibilities	Number of participants	Percentage
Very good	/	/
Good	19	62%
Average	9	28%
Bad	3	10%
Total	31	100%

**Table 4.6:** Students' Interaction



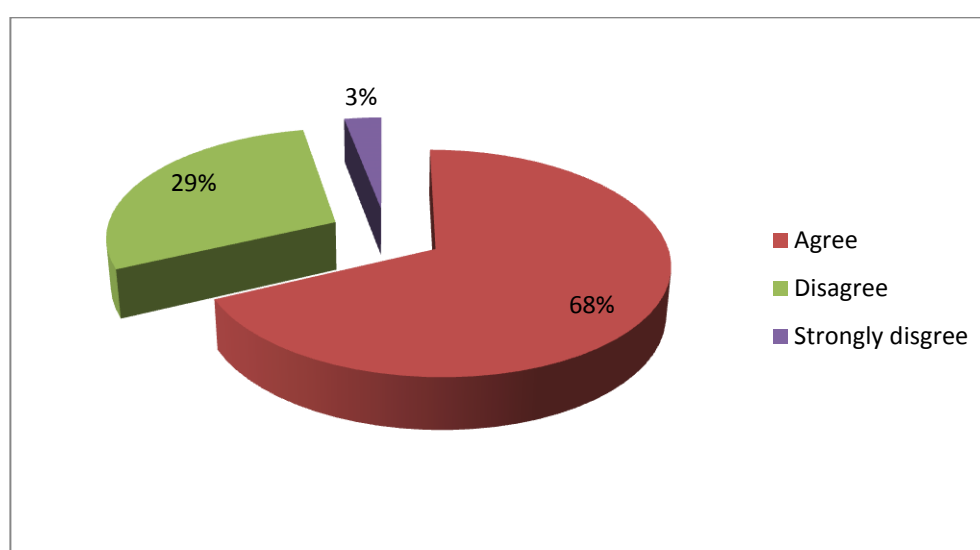
**Figure 4.6:** Students' Interaction

As table 4.6 and figure 4.6 shows (62%) of the students find that interaction with their teacher as 'good', However (28%) from the students declare as 'average', only (10%) have seen as 'bad'.

**Question 7:** Do you agree that your teacher is motivating factor?

Possibilities	Number of participants	Percentage
Strongly agree	/	/
Agree	21	68%
Disagree	9	29%
Strongly disagree	1	3%
Total	31	100%

**Table 4.7:** Degree of Teachers' Motivation



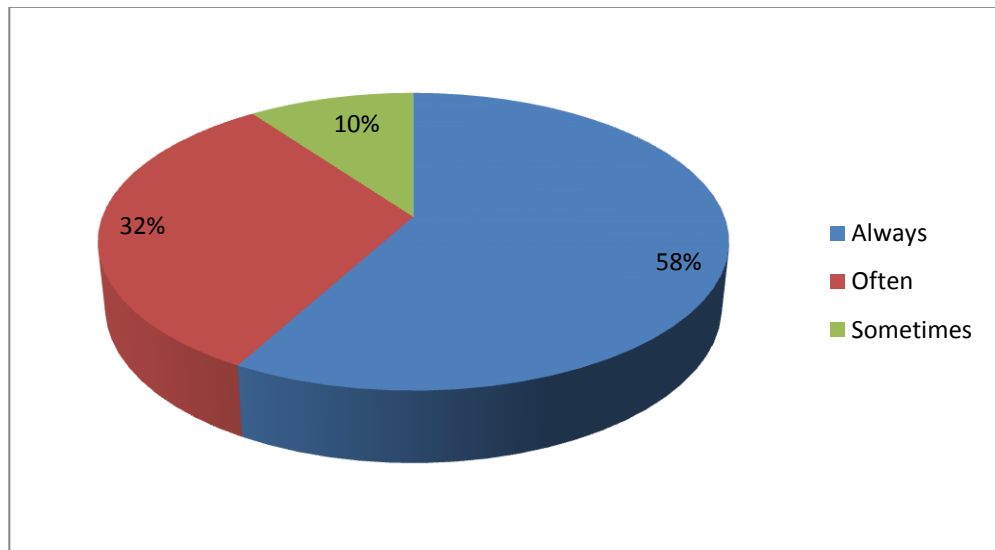
**Figure 4.7:** Degree of Teachers' Motivation

From the students answers; it has been noticed that (68% ) of the students agree that their teacher is motivating factor and (29%) are not agree with, However (3%) of the students were strongly disagree.

**Question 8:** Does your teacher correct your mistakes while you communicate?

Possibilities	Number of participants	Percentage
Always	18	58%
Often	10	32%
Sometimes	/	/
Rarely	3	3%
Total	31	100%

**Table 4.8:** Correction While Communicating



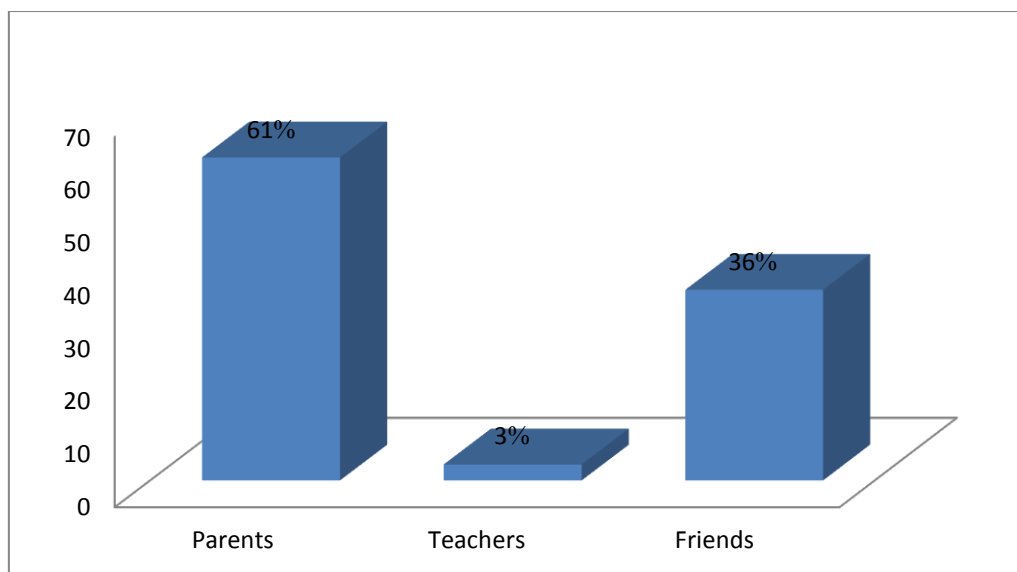
**Figure 4.8:** Correction While Communicating

The results reported in table 4.8 and figure 4.8 reveals that teachers correct their students' errors (58% of the respondents said 'Yes'). (32%) said that they often do, while the others (10%) said that they do sometimes.

**Question 9:** Who motivates you most in your life?

Possibilities	Number of participants	Percentage
Parents	19	61%
Teachers	1	3%
Friends	11	36%
Total	31	100%

**Table 4.9:** Motivating Factor



**Figure 4.9:** Motivating Factor

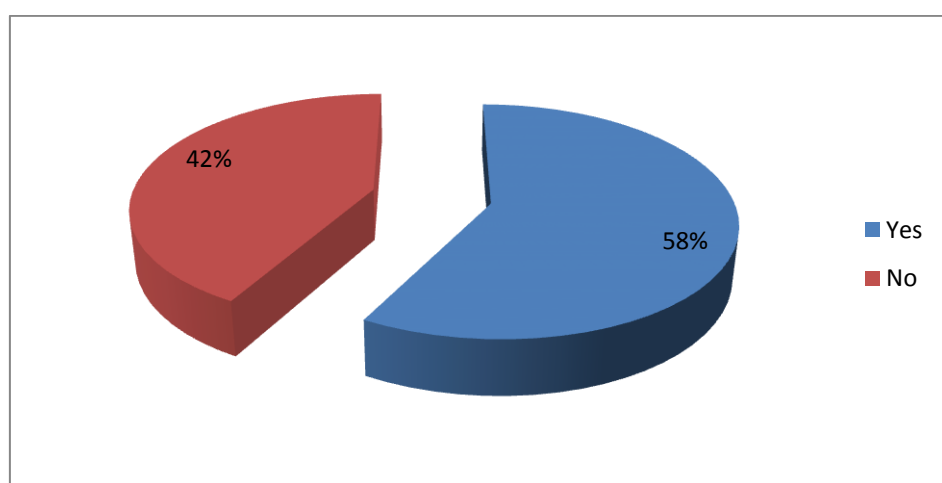
As it is illustrated in the above table and diagram (61%) of the students consider that their parents as being the most motivating factor in their life, (36%) see their friends as a source of motivation, while (3%) said that their teacher is motivating them.



**Question 10:** Do you often use leaning strategies in your learning?

Possibilities	Number of participants	Percentage
Yes	18	58%
No	13	42%
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table 4.10:** The Use of Learning Strategies



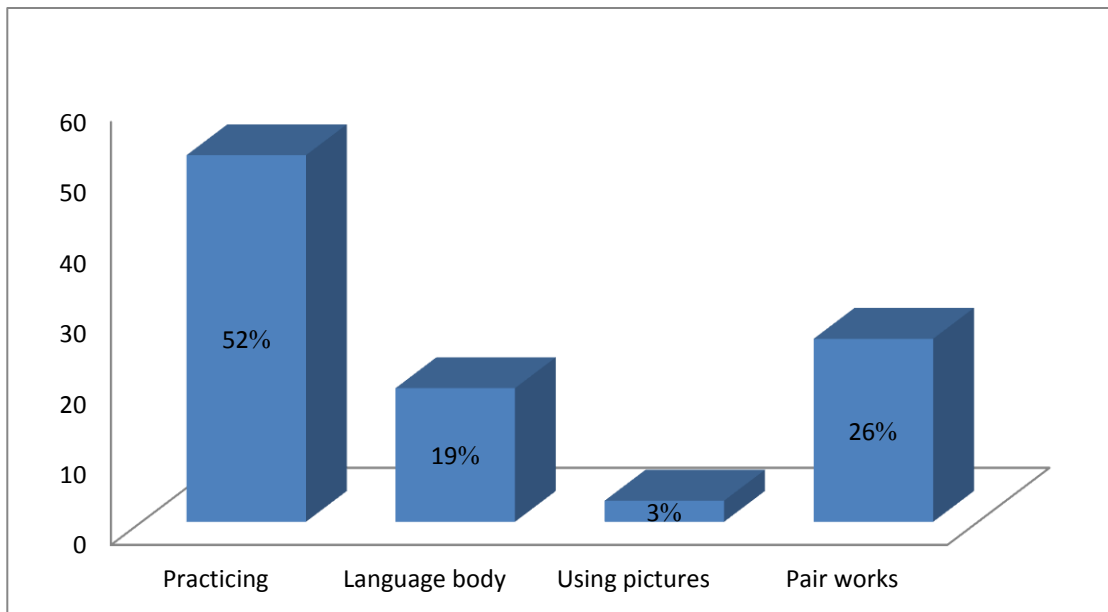
**Figure4.10:** The Use of Learning Strategies

As it is shown by the above table and pie chart that most of the participants (58%) have to use learning strategies in their learning.

**Question 11:** What are the most teaching strategies your teacher uses in the classroom?

Possibilities	Number of participants	Percentage
Practicing	16	52%
Language body	6	19%
Using pictures	1	3%
Group works	8	26%
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table 4.11:** The Most Used Teaching Strategies



**Figure4.11: The Most Used Teaching Strategies**

The table and the figure above show that almost of teachers use ‘practicing’ (52%) as their teaching strategy, while (26%) use ‘pair works’ and (3%) use pictures.

## 2.7. The description of teachers' questionnaire

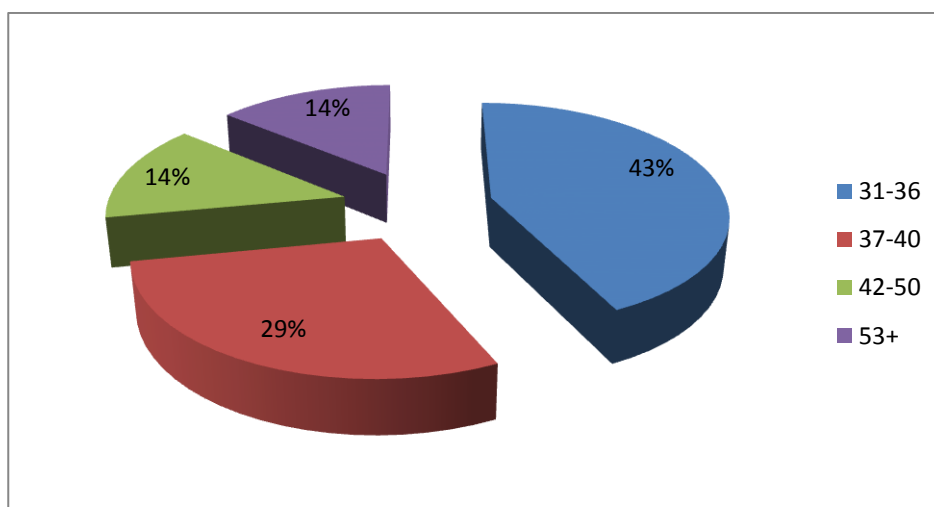
The teachers' questionnaire was answered by seven (7) teachers of the first year level at University Centre of Ain Temouchent. Apparently, their experience and attitude to motivate their students in the class. The questionnaire investigates the role of motivation to encourage students. Teacher questionnaire include multiple choice questions, yes/no questions, and one open-ended question that teachers asked to give their opinions in full statements.

## 2.8. The results of teachers' questionnaire

### Question 1: Teachers' Age

Possibilities	Number of participants	Percentage
31-36	3	43%
37-40	2	29%
42-50	1	14%
53+	1	14%
<b>Total</b>	<b>7</b>	<b>100%</b>

**Table 4.12:** Teachers' Age



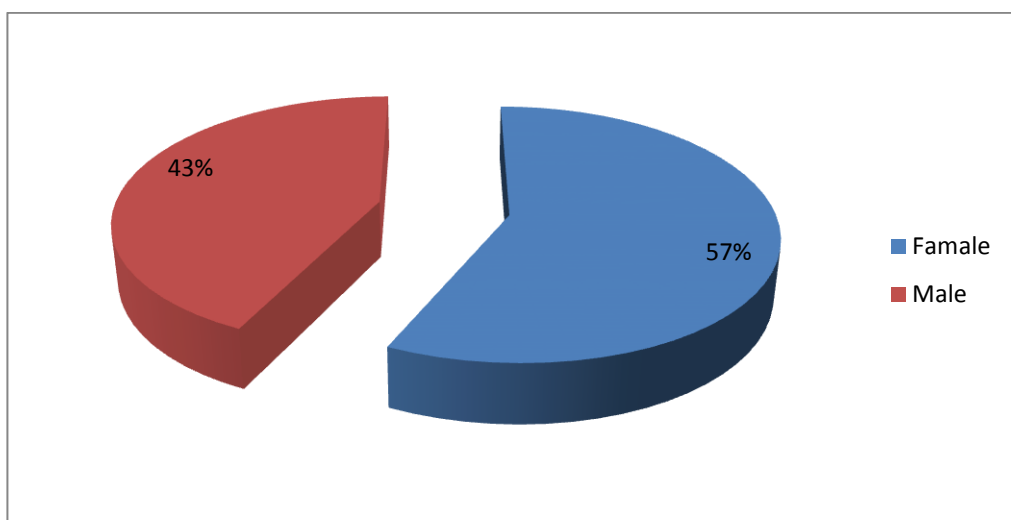
**Figure4.12:** Teachers' Age

The table and figure above show a great diversity concerning the ages of teachers. (43%) of the teachers are between (31-36) years old; However (29%) from them are between (37-40) years old. Then 14% are between (42-50) years old. Only (14%) are more than (53) years old.

**Question 2:** Teachers' Gender

Possibilities	Number of participants	Percentage
Female	4	57%
Male	3	43%
Total	7	100%

**Table 4.13:** Teachers' Gender



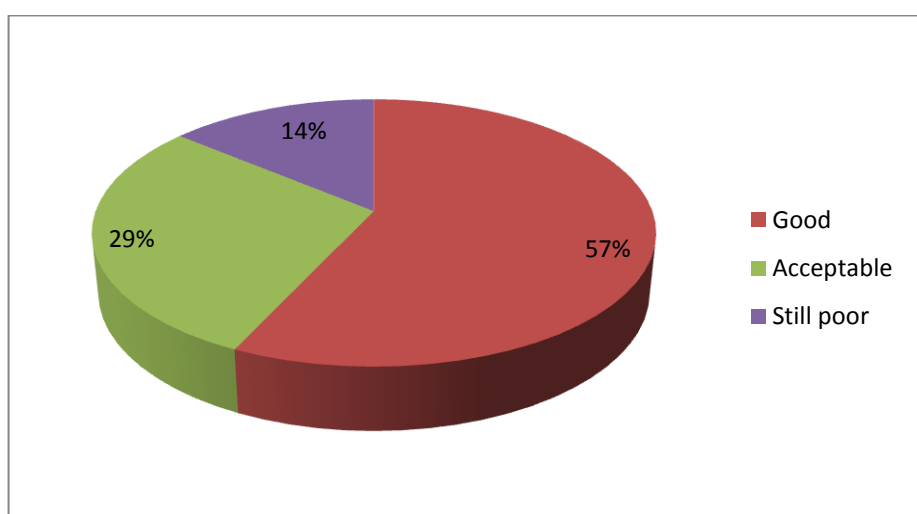
**Figure 4.13:** Teachers' Gender

From the table and the figure above we can see that females are numerous than males. Where females are (57%) and males are (43%).

**Question 3:** How do you evaluate your students' level of communicative competence?

Possibilities	Number of participants	Percentage
Good	4	57%
Acceptable	2	29%
Still poor	1	14%
Total	7	100%

**Table 4.14:** The students' communicative competence



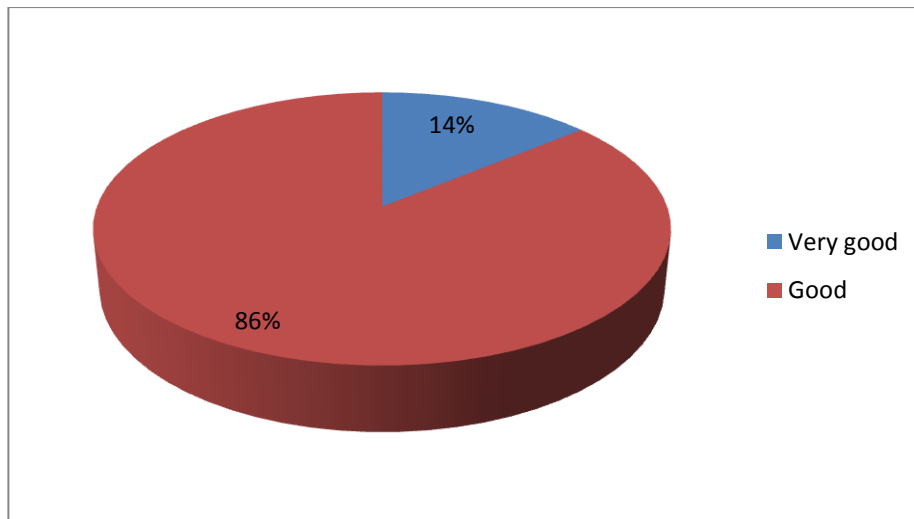
**Figure 4.14:** The Students' communicative competence

The remarkable result in this figure is that teachers consider the communicative competence of their students as a 'good' (57%), however (29%) consider it as 'acceptable', only (14%) find it as 'still poor'.

**Question 4:** How do you evaluate your interaction with your students in the class?

Possibilities	Number of participants	Percentage
Very good	6	14%
Good	1	86%
Average	/	/
Bad	/	/
Total	7	100%

**Table 4.15:** Students' Interaction



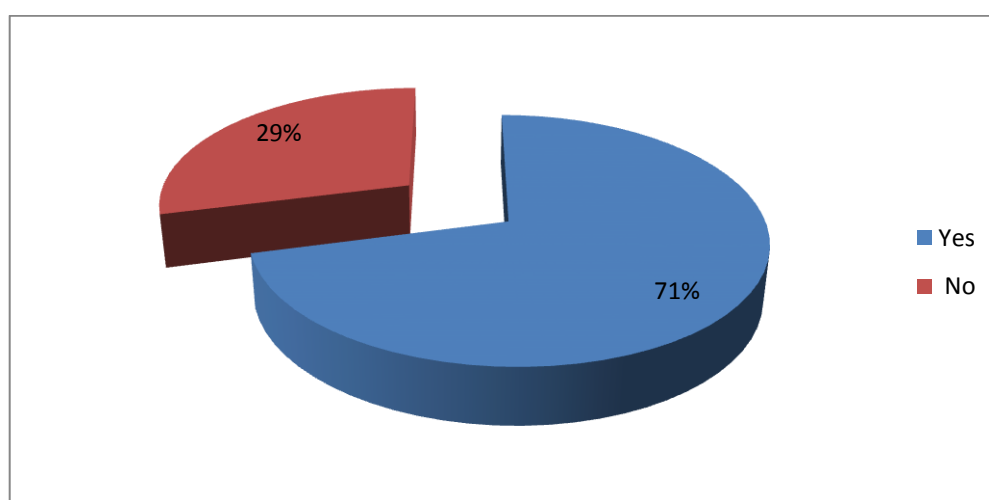
**Figure 4.15:** Students' Interaction

A quick look at the result above shows that majority of teachers evaluate their interaction with their students as 'good' (86%), only (14%) find it as 'very good'.

**Question 5:** In case your students made a mistake do you corrected their errors?

Possibilities	Number Of Participants	Percentage
Yes	5	71%
No	2	29%
<b>Total</b>	<b>7</b>	<b>100%</b>

**Table 4.16:** Teachers' Correction



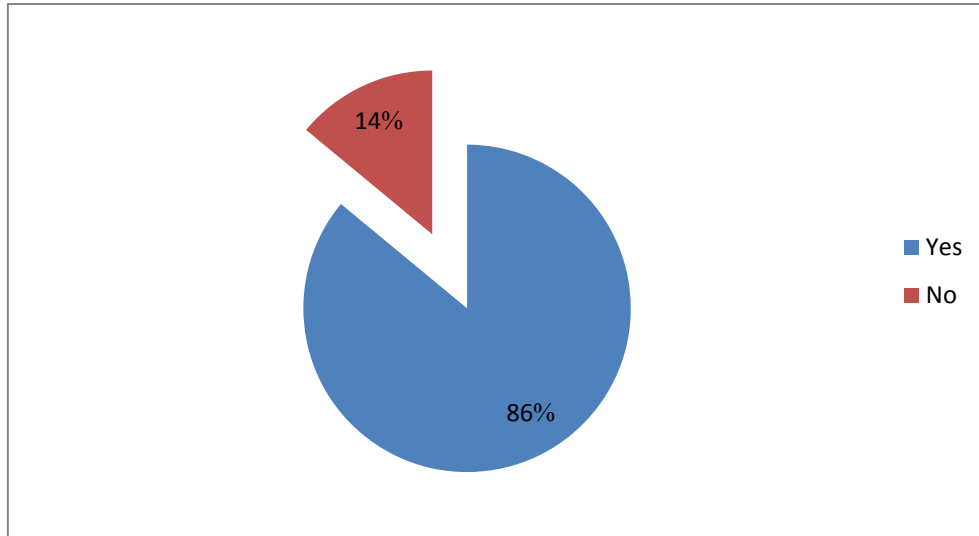
**Table 4.16:** Teachers' Correction

From the table and figure above; it is clear that a high percentage of the teachers (71%) correct their students' errors, whereas others (29%) answered negatively.

**Question 6:** Do you use teaching strategies?

Possibilities	Number of participants	Percentage
Yes	6	86%
No	1	14%
<b>Total</b>	<b>7</b>	<b>100%</b>

**Table 4.17:** Teaching Strategies



**Figure 4.17: Teaching Strategies**

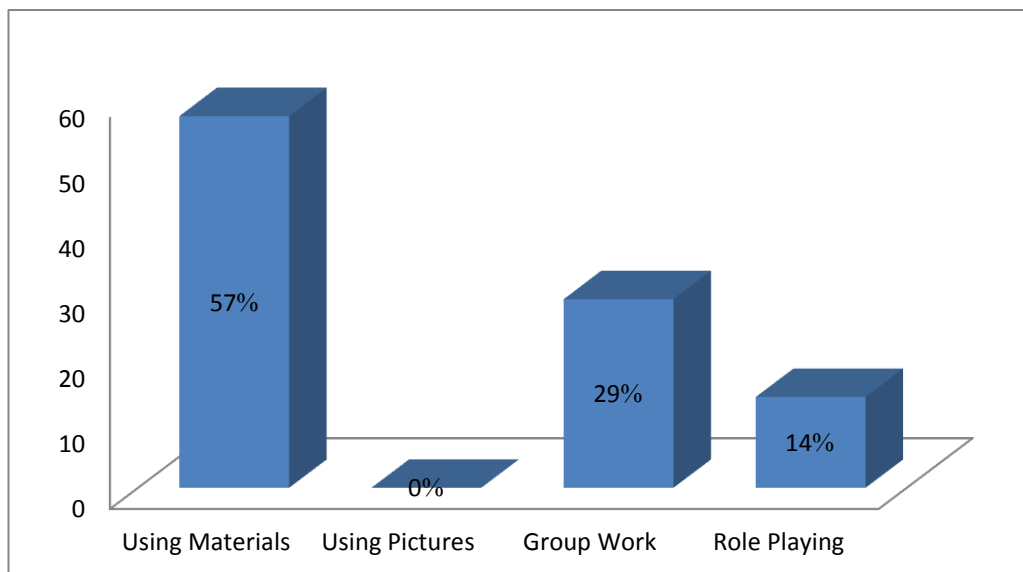
Based on the teachers' answers, most of teachers use teaching strategies (86%) only (14%) responded negatively.

**Question 7:** Which one of following strategies do you use in the classroom?

Possibilities	Number Of Participants	Percentage
Using Materials	4	57%
Using Pictures	/	/
Group Work	2	29%
Role Playing	1	14%
<b>Total</b>	<b>7</b>	<b>100%</b>

**Table 4.18: The Most Teaching Strategies Used**





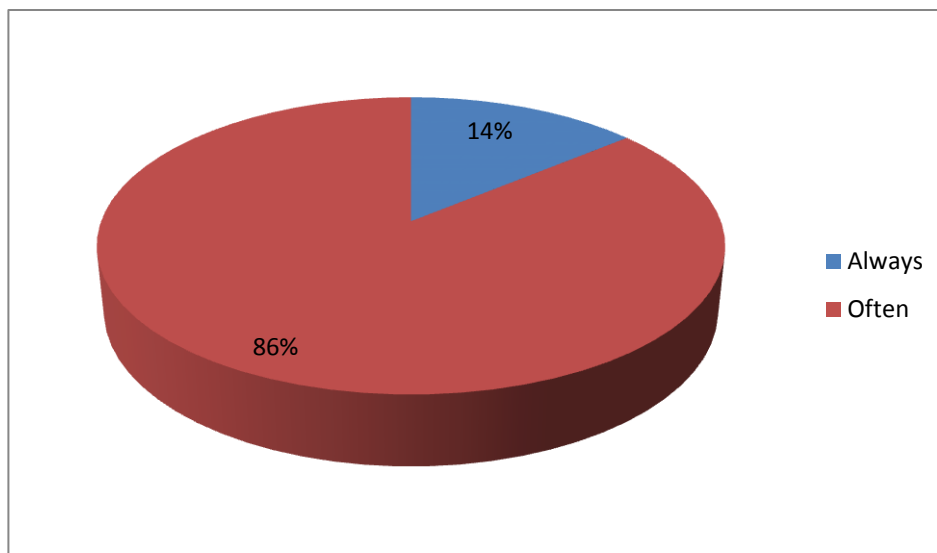
**Figure 4.18:** The Most Teaching Strategies Used

The following table 4.18 and figure 4.18 show teachers' thinking about the most commonly used strategies. (57%) Teachers' answer was 'materials', (29%) chose pair work while (14%) opted for role playing.

**Question 8:** Are you encouraging your students in the classroom?

Possibilities	Number Of Participants	Percentage
Always	1	14%
Often	6	86%
Sometimes	/	/
Rarely	/	/
<b>Total</b>	7	100%

**Table 4.19:** Teachers' Encouragement



**Figure 4.19: Teachers' Encouragement**

The result of the table and figure above, obtained most of the teachers (86%) are often encourage their students, only (14%) considered as always they do.

**Question 9:** Do you use ways to reduce de-motivation in the classroom?

The last question is given to EFL teachers to give personal views about ways to reduce de-motivation inside the classroom. As a result some of them were agree with encouraging the debates and interacting. while others considered by creating a pleasant atmosphere, some others preferred group works and using technology in the classroom to make them participate, few others asserted that presentations and reward(additional works),and letting them expressing themselves with correcting their mistakes to be motivating.

## 2.9. Discussion of the result

The findings of the study are discussed in relation to the research questions stated before. To start with first research question posed in this study aimed at investigating to improve levels of motivation in the students.

Overall, the results of the study that emerged from the data indicated that there is a big impact of motivation in EFL learners. The analysis of students questionnaire shows the importance of motivation in EFL classroom, where the analyses indicate that the most of students have considered themselves as motivated enough to learn English. Therefore, the attempting to evaluate their communicative competence as average, where they try to improve it because they have a goal to enhance their speaking in achieving a success. Then, a large number of the students have agreed that learning environment (classroom) is the most influencing factor that motivates them and makes them communicate freely. Furthermore, most of students have seen their interaction as good, may be the teachers are more friendly and dealing with by helping them to improve themselves in speaking performance or such discussions and debates. Then many of the participants have agreed that their teachers are motivating factor but few others do not agree with because they have seen them as de-motivated factor to encourage them.

Learners have mentioned that they use learning strategies. Many participants have stated that their teachers use different teaching strategies that lead them to participate and to improve their communicative competence in the classroom. Those strategies are facilitating learning and motivate them to be engaged in learning a foreign language.

The second research question was: This question aimed at investigating that teachers play a crucial role in motivating their students. The results of teachers' questionnaire shows that many teachers have stated that their students as good in achieving their communicative competence, and they considered their interactions as good which help them to stimulate their learners. There are teachers who support self and peer correction to not de-motivate their students, and to encourage them to get involved by treating them equally, giving them opportunities to participate and letting them expressing themselves with correcting their mistakes to be motivated, where most of the teachers in motivational strategies prefer using materials to help students to be involved in learning a language.

## **2.10. Implications for students and teachers**

In terms of implications for practice, the relevance of teacher motivation to student motivation has long been acknowledged. Although teacher motivation has been found related to student motivation via teachers' use of motivating strategies (Bernaus & Gardner, 2008; Bernaus, Wilson, & Gardner, 2009), among the various motivation theories that have been applied to teacher motivation research, self-determination theory (SDT) has been extensively employed as the framework in studies of the influence of teacher motivation on students' motivation. To examine the four different types of motivations classified by SDT, Roth, Assor, Kanat-Maymon, and Kaplan (2007) used a self-designed questionnaire to analyze teachers' capacity to differentiate different types of motivation varying in terms of autonomy. The finding that four types of motivation (external, introjected, identified and intrinsic motivation) fell in the expected location along the motivation continuum of SDT provided supporting evidence to applying SDT to teacher motivation research. According to SDT, individuals' perceptions of context as supportive of autonomy or controlling determined the impact of external events on intrinsic motivation and Self-determination.

It has been documented that a profile of determinants affects teacher's self-determination toward work which has an impact on student motivation. Deci, Spiegel, Ryan, Koestner, and Kauffman (1982) suggested that teachers were more likely to be controlling on students when they were more pressured by superiors, and one of the significant factors that pressed upon teachers was the responsibility for students' performing up to standards.

## **2.11. Limitations of the study and suggestions for future research**

Although the research has reached its objectives and the results support the research questions of the researchers and show a big impact of motivation in EFL learners' in increasing their communicative competence, while there are multiple limitations that have to be mentioned. First, the participants sample is only a small group of first year students' from English department; this is a very small group for research. Therefore the conclusion cannot be generalized to other educational settings.

Second, it has to be claimed that many students who usually like to learn English are instrumentally motivated because they choose to learn it just to work or to travel abroad. Due to the limitations the researchers suggest new areas for future research. Researchers and teachers could adopt the research methods employed and conduct research in other similar settings to validate the findings.

There is a need for further research to investigate the effects of motivation on other learners in order to determine to what, if any, extent the results obtained in this study were specific to the group used .For example: It remains to be seen whether students at other universities, or even in the same department, would show similar results. Further research needs to be done with other students -younger or older- in order to see if their level of motivation to learn is greater inspite of the limitation the findings presented here it can be concluded that understanding motivation from the learners' perspective helps teachers to implement a number of strategies for teaching a foreign language. For example: researchers should give a particular attention to the teacher factor related to the teacher teaching style which seems to be crucial in motivating their learners. Teachers have a lot to do with their learners' motivational level. The nature of interactions with students all has a large effect on students' motivation

Give frequent, early, positive feedback that supports students' beliefs that they can do well. Help students find personal meaning and value in the material, also help them feel that they are valued members of a learning community. Teachers can help students create a positive image of their ideal self in their minds. Teachers and students can talk about where and what kind of person the students see themselves in the future. Teachers must try steering clear of external pressures by encouraging learners' autonomy.

Students' should practice speaking during classes, teachers also have to create comfortable atmosphere where students feel ease when they participate. A teacher has to be strict with those who laugh to others mistakes. In lessons a teacher should use humor to reduce anxiety so learners could be stimulated.

## **Conclusion**

The findings from the instruments used in our research are likely to support other studies. This chapter presented the practical part of the research study starting by clarifying the case study used in the department of English at the University Centre of Belhadj Bouchaib of Ain Temouchent, and presenting the participants and the set of instruments used in the collection and the analysis of the necessary data. It also presented the analysis of both teachers' questionnaire and learners' questionnaire as well as the interpretation of the results obtained.

## General Conclusion

In the preceding sections of this chapter, we have summarized and discussed the findings of the study, drawn conclusions in terms of answering the research questions, highlighted the implications of the study for EFL teaching and learning, addressed the limitations, and made recommendations for future research. In this final conclusion of this chapter, we would like to present a very synthesis of the research so as to conclude this dissertation.

The aim of this research was to explore the motivation of EFL learners during a first-year university course in the department of English at the university centre of Belhadj Bouchaib in Ain temouchent.

Our study has introduced motivation as a desire to achieve a goal in a foreign language learning / teaching. The study tackled the role of motivation in increasing learners communicative competence in EFL classroom and our research which tends to improve levels of motivation by using different teaching strategies and techniques, encouraging debates and interacting with by giving them opportunities to practice their communicative competence.

Moreover the study has been proved through the questionnaires administrated to the first year University Centre students and teachers, that are related to the hypotheses that were suggested to support the impact of motivation in EFL learners where it cleared that there is a good relationship between the teacher and his/her students may help in creating a comfortable atmosphere where there is a respect among learners themselves, so they will be motivated to communicate without the fear of being criticized and lose their self-confidence. Consequently, the main purpose of this study is the interest of teachers in motivating their learners to support their communicative competence.

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# APPENDICES

## Appendix I

# Students' Questionnaire

This questionnaire it's just an experience to complete our research project, it would help us to investigate the role of motivation in increasing learners' communicative competence; we would be very grateful if you could provide adequate answers. Please put a tick in to choose the proper answer.

- Background information:

1. Age .....

2. Gender:

Male

Female

3. Do you see yourself motivated enough to learn English?

Yes

No

4. How do you evaluate your level of communicative competence?

Advanced

Average

Beginner

5. Do you think the learning environment influences your motivation to communicate?

6. How do you find your interaction with your teacher?

Very good

Good

Average

Bad

7. Do you agree that your teacher is motivating factor?

Strongly agree

Agree

Strongly disagree

Disagree


8. Does your teacher correct your mistakes while you communicate?

Always

Often

Sometimes

Rarely


9. Who motivates you most in your life?

Parents

Teachers

Friends


10. Do you often use leaning strategies in your learning?

Yes

No


11. What are the most teaching strategies your teacher uses in the classroom?

Practicing

Language body

Using pictures

Group works


## Appendix II

# Teachers' Questionnaire

This questionnaire is intended to gather data about "Motivation" at University Center of Ain Temouchent to clarify the role and the importance of motivation in communicative competence in EFL classroom. We will be very grateful if you could answer the questions by giving us some of your time to know more about your experiences in teaching.

Background information:

1. Age:

Under25	26-30	31-39	40-50	50-59	53+

2. Gender:

Female

Male

3. How do you evaluate your students' level of communicative competence?

Good

Acceptable

Still poor

4. How do you evaluate your interaction with your students in the class?

Very good

Good

Average

Bad

5. In case your students made a mistake have you correct their errors?

Yes


No

6. Do you use teaching strategies?

Yes


No

7. Which one of the following strategies do you use in the classroom?

Using materials


Using pictures

Group works

Role plying

8. Are you encouraging your students in the classroom?

Always


Often

Sometimes

Rarely

9. Do you use ways to reduce de-motivation in the classroom?

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