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The Role of Motivation in Foreign Language Learning: Case of EFL Students at Ain Temouchent University

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree in Didactics and Applied Languages

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Dedications 1

This research is dedicated to my sweet and loving Father and Mother, whose affection, love, encouragement and prays of day and night make me able to get such success and honor.

A special feeling of gratitude to my darling Sister, Sarah who have done everything to support me.

A huge appreciation to all my family members and Friends.

Khadra

Dedications 2

This work is dedicated to my beautiful family for their continious encouragement throughout my life.

To my beloved parents who stood by my side and supported me on every single step that I made.

To my beautiful sisters and their Angels who have always cheered me up with their beautiful smiles.

To my sweetest grandparents whom always blessing me with their prayers;

To the most affectionate Uncle who I wished he would be here sharing these special moments with me, May ALLAH have mercy on his soul.

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Abstract

Learning a foreign language and especially English is of a paramount importance in the professional and academic tracks of learners as it is a significant instrument in many fields embracing scientific communications, business and cultural interchanges, however learning a foreign language depends on various characteristics among which motivation; that is highlighted in this study as it is considered a prominent and most determining factor which influences success and efficiency of the learners in foreign language classes. Therefore, the actual purpose of this study was to investigate the role of motivation in foreign language learning along with its correlation to learners' attitude. Further, it dealt with the different views of motivation and how it works for language learning besides explaining its influence on students' performance as well as examining the factors affecting it, also this research shed the light on the effective role of teachers in maintaining and promoting their learners' motivation.This research was conducted in the department of English at Belhadj Bouchaib University, the data was collected through two questionnaires: the first one was administrated to seventy-four students at the English department, and the second one to twenty teachers at the same department. After an attentive analysis and discussion, the findings validated and confirmed the correlation between motivation and the learners' attitude, in addition to some suggestions and recommendations proposed as an outcome of the findings.

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General Introduction

General introduction:

Due to alterations witnessed by the world from globalization, extensive economic, political migration, and the rapid development of media technologies, foreign language learning has become a multifaceted subject matter and the focus of considerable attention in numerous fields. Foreign language learning is learning a non-native language that is not used in the community. Over several years, different researches have been conducted to develop this process, which endorsed that learning a foreign language improves the functionality of learners' brains; as result, it increases their creativity, self-confidence, and also promotes the learner's personality and ability. Besides the health benefits of learning a foreign language, there are certain tangible practical advantages of being bilingual for instance, gaining good job opportunities, and advancing social and global skills; in addition to fostering positive attitudes toward others, which encourages the appreciation of diversity.However, the process of this task is complicated and encountered by several difficulties as it is influenced by many factors including psychological ones. Research agreed that learning a foreign language depends mostly on the learners' personality traits, these refer to characteristics of the individual in the form of intrinsic personality factors which leads to contribute and influence, in some way, how well one will learn a language. Within these personality traits, motivation is considered the most crucial factor which influences the process of learning a foreign language. As stated by Salvin it is: "an internal process that activates, guides and maintains behavior over time"(2001; 345). In other words, motivation is the force that works internally to activate the learner's behavior, this force differs from one learner to another as it can be affected by many factors.

The focus of this study, therefore, is to explore and understand the concept of motivation from psychological and educational perspectives. Moreover, the main purpose of this research is to inspect and identify the factors that affect the learners' motivation; along with the difficulties they face during the achievement of that goal, besides this investigation tends to highlight the role of the teachers in activating their students' motivation, strategies which promote the level of motivation among learners.

The pillars leading and directing the current research work are a number of research questions stated as follows:

General introduction:

1. What is the correlation between motivation and the learner's attitude?

2. Which factors affect on the learner's motivation?

The above research questions rendered assistance to the formulation of the following hypotheses:

1. Since motivation is what activates a learner's eagerness to accomplish certain goals, it is tightly correlated to the learner's attitudes.

2. The learner's motivation may be affected by several factors.

The Outline of the Study:

The current research work is divided into three chapters. The first chapter is devoted to providing an overview of the theoretical side tightly related to motivation and foreign language learning, approaches, factors, and motivational strategies. The second chapter aims at describing how the research work will be conducted by discussing the methodology and the research instruments used for the collection of data; the study will be carried out in a systematic way through the adoption of the quantitative method research, and via conducting the questionnaire mean. Finally, the third chapter is reserved for the analysis and interpretation of data in order to explore, understand, and a further attempt to how could optimize the process of foreign language learning by activating the motivation factor.

Chapter One: The Literature Review

1.1.Introduction

For many decades, the field of motivation has been the subject matter of several areas of research economics, psychology, and education. Thus motivation is considered the most factor that affects learning advancement and with regard to second language learning, many theories and models have emerged that helped to clarify the concept of motivation and simplify the process of learning and acquiring the second language.

1.2. Definition of Motivation

Motivation is considered an essential element that affects the language learning process, the definition of motivation has been presented by many scholars and from different perspectives. In 1998, Dornyei defined motivation as a "process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminates action, or until the planned outcome has been reached" (p. 118), in other meaning, motivation is the primary force, which initiates a behavior and maintains its persistence to reach goals, unless, it is not thwarted by other factors, Harmer (2001:68) defines it as: "some kind of internal drive that encourages somebody to pursue a course of action" and Brown(1987,p.114) defines it as: "an inner drive, impulse, emotion or desire that moves one to a particular action ", in other words, motivation is the driving power or force that pushes someone to focus his efforts on achieving a certain goal. Keller (1983,p.389) states that "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect" the term motivation is difficult to define as it is related to peoples' personality, it is the reason behind people's actions and needs, it is frequently used to describe why a person does something to accomplish their goals as itprovides directions to reach it, moreover the motivation of each individual can be influenced by various factors, as Bankier and Wright(2012,p.44) reported that: "motivation is seen as a dynamic quality which changes overtime "which refer to the idea that motivation is a continuous process which needs to be always activated. Thus, in regarding the field of second language learning, motivation is one of the crucial factors which influences the rate of success of the learners.

According to Ryan and Deci (2000) "to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (p. 54). In other

meaning, the motivated person has a sense of inspiration and enthusiasm to accomplish a goal, while, an unmotivated person lacks these senses.

1.3.Motivation Approaches

Due to the great importance of motivation,many theorieshaveemerged toanalyze the motivation concept. This phenomenon was conducted and examined under the umbrella of three different approaches behaviorist, cognitive and humanistic.

1.3.1 Behaviourist Approach

One of the earliest theories, conditionning theories related to behaviourist psychology maintained that all behaviours are motivated by rewards and incentives present in the environment. Reward system were the backbone of the approach for motivating individuals to show the desired behaviour .(Williams &Burden, 1997)

Despite the fact that many findings were developed throught expriments with animals like Pavlov's dog or Skinner's rats, rather than human much of this knwoledge had a great role in understanding some issues such as the signifcance of practice and drilling, positive and negative reinforcment, or punishment and praise in learning (Dornyie, 2001).In this respect Brown (2001: 73) claimed that "to be motivated to acquire positive rienforcment, and motivated by previous experience of rewards for behaviour go hand and hand in order to achieve further reinforcment. Behaviourist expalin motivation in terms of external stimuli and rienforcment."In other words, One is driven by previous experiences of reward for behavior, and thus one is driven to act to achieve further positive reinforcement.

1.3.2 Humanistic Approach

From the humanistic perspective, enhance people's inner needs such as their sense of competence and self-esteem seeks to motivate them. One of the most humanistic theories is the Abraham Maslow hierarchy of needs, how believed that people have diffrent needs to satisfy during their life. Maslow that claimed the contral motivating support in humans'lives is "the self-actualising tendency" which is "the desire to achieve personal growth and to develop fully the capacities and talent we have inherited" (Dornyie, 2001, p. 8). In other meaning, it refers to an inherent need to growthat drive people to achieve their potential.

Maslow, figuratively classified these needs hiererchically in a pyramid from the lowest to the higest needs. In order to be motivated and reach to the improvement, Maslow believed that all these needs must be satisfied.
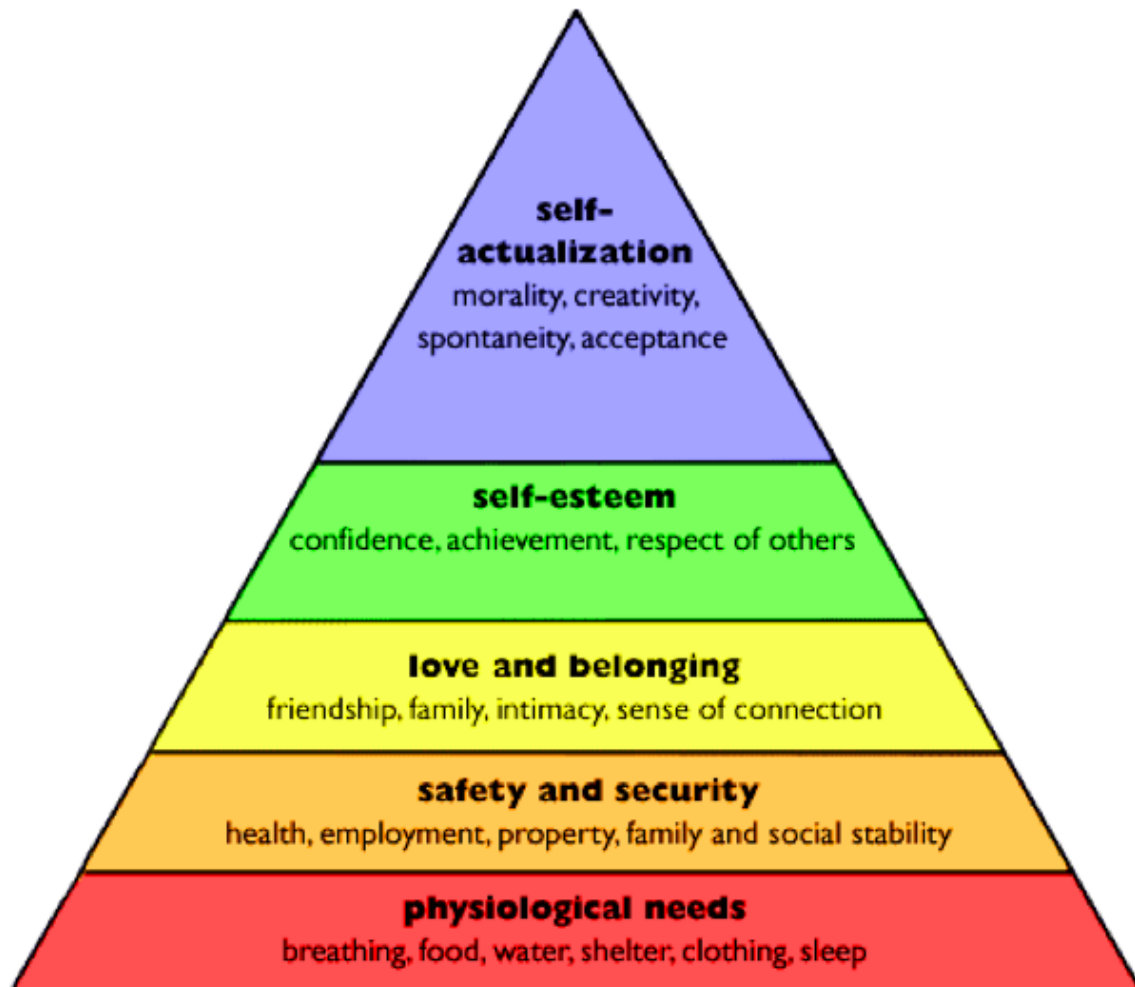
Figure 1.1 Maslow's hierarchy of needs

Source: Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 63-67.

1.3.3 Cognitive Approach

The cognitive developmental theory was conducted by Piaget, which underlines the influence of conscious attitudes, thoughts, beliefs, and interpretation of events on the individuals' behaviors.As Pintrich and Schunk conclude "Explanations of behavior have moved away from stimuli and

reinforcement contingencies and instead emphasize learners' constructive interpretations of events and the role that their beliefs, cognitions, affects, and values play in achievement situations" (1996: v). From the cognitive prespective, the individual is viewd as a goal-directed actor, how transform his desires and goals into behaviors according to his abilities. In the cognitive approach motivation is considered as "a built-in unconscious striving towards more complex and differentiated development of the individual's mental structures" (Oxford & Shearin, 1994, p.23). in other words,motivation places much more emphasis on the individual's beliefs and thoughtsas the compelling force behind individuals' behaviors.

1.4 Motivation in Psychological Research

There have been two major schools of explaining human behavior in psychology; the motivational psychology approach; tends to measure the motors of human behavior by focusing on the internal factors of individuals. On the other hand, the social psychology approach referred to explained action as the interpersonal relational pattern by focusing on the individual's social attitudes.One of the most general and well-known distinctions in the motivational theories; is the self-determination theory.

1.4.1 Self-determination Theory

The term self-determination refers to persons' own ability to manage and control themselves, make decisions, solve their problems, and make confidence in their abilities and choices. Self-determination theory is a broad approach to human motivation and personality developed by Richard M.Ryan and Edward L. Deci, which outlines the determinants of human motivation and focuses on the types of motivation and its specifiable consequences for learning performance, personal experience, and well-being (Ryan, Kuhl, & Deci, 1997). Also, it addresses the social and environmental conditions that increase versus decrease these types of motivation. In other meaning, The theory facilitated the explanation of the motivation concept by providing a deep and accurate analysis of the factors that undermine or enhance the extent of individuals' motivation. Ryan and Deci are distinguishing between two types of motivation: Intrinsic and Extrinsic motivation.

1.4.1.1.Intrinsic Motivation

It is a type of motivation in which the action is done for its own sake or to experience satisfaction,Intrinsic motivation is the motivation to be involved in an activity for its own sake " Paul Eggen & Kanchak Don (2005:398),which refers to the meaning that intrinsic motivation is the performance of a certain act for pleasure or enjoyment without being rewarded or punished. In other words, if someone is intrinsically motivated means that he has a personal interest and desire to do a certain activity.

Based on self-determination theory, there are three types of intrinsic motivation in the field of foreign language learning, Intrinsic-Knowledge, Intrinsic-Accomplishment, and Intrinsic-Stimulation. It is important to highlight, that all these three types have a common basis, which is the learner's enjoyment of the activity. (Noels et Al,2001)

Intrinsic knowledge referred "to the feelings of pleasure or satisfaction that come from developing knowledge and satisfying one's curiosity about a topic area." (Noels, 2001, p45) In other words, the pleasure of knowing and learning new things in order to develop cognitive skills. Secondly, Intrinsic-Accomplishment referred to the sense of pleasure contrasting with being engaged in difficult challenges to master a task or achieve a goal. The final type,is Intrinsic-Stimulation known as the sense of excitement and enthusiasm during performing an activity in order to become bilingual.

1.4.1.2. Extrinsic Motivation

Extrinsic motivation in contrast to intrinsic motivation; it refers to a behavior that is driven by external rewards. Deci & Ryan (1994; p.275) point out that extrinsic motivation by "behavior that the individual performs to receive some extrinsic rewards such as getting good grades, being praised by the teacher or to avoid punishment", which means that; the learner engaged in the activity in order to reach a particular goal such as receiving rewards or avoiding punishment, or academic requirements. In other words, a learner is extrinsically motivated when he\she is driven to do a particular task for tangible rewards or external pressures rather than he/she is interested in the activity itself.

Extrinsic Motivation is categorized into different types of regulation that varied regarding the person's internalization (the value and the worth of the activity to the person). Within the realm of education, four levels of Extrinsic motivation are arranged from the lowest to the highest level of self-determination these are; External regulation and Introjected regulation, Identified regulation, and Integrated regulation.

External regulation which is the lowest level of self-determination; refers to doing a task to satisfy an external demand such as obtaining rewards or avoiding punishments from others (deCharms, 1968). For example, the Foreign language student might dislike the civilization class but he is obliged to finish the program to obtain sufficient grades. In the second place, *introjectedregulation*; is the process by which a student doesa task to avoid guilt and shame to attain ego enhancements (deCharms, 1968; Nicholls, 1984; Ryan 1982). After that, *Identified Regulation*, which is considered as an autonomous motivation because the student's performance doesn't being under external pressure, but being under the influence of thinking that the task is personally important and relevant to his self to develop his skills. The final level is the *Integratedregulation* which is the most autonomous form of extrinsic motivation, as Deci and Ryan claimed: "when regulations are integrated people will have fully accepted them by bringing them into harmony or coherence with other aspects of their values and identity" (2000, p. 236), which means that, the second language learner performs the task because it forms a significant part of his identity.

1.4.2 Promot Motivation in Self-determination Theory

Edward Deci and Richard Ryan formed their theorie on the premise that all human beings possess a set of basic psychological needs that must be satisfied by their immediate environment in order to obtain optimal psychological wellness and performance (Deci & Ryan 2008). The term psychological Need is defined in a more specific and narrow way by Ryan "as a psychological nutrient that essential for individuals' adjustment, integrity and growth"(1995, p379), in other words, the satisfaction of the psychological needs leads to the cognitive devlopment, enhance the amount of motivation and well-being. These psychological needs are innate requirements rather than acquired characteristics which indicate that they are reliable in all cultures. To clarify more, these psychological Needs are inherent and universal, therefore, they are considered human qualities which are required to sustain the learners' motivation. The theory includes three psychological needs, which are Competence, Relatedness, and autonomy.

Figure 1.2: Self-determination theory

Source: Ryan, R.M. and Deci, E.L. (2000) 'Self-Determination Theory and the facilitation of Intrinsic motovation, Social Development, and Well-Being', American Psychologist, vol. 55, pp 68-78.

- *Competence's need:*

Need forCompetence is defined as:"a need of succeeding at challenging tasks and exercise one's capacities, feeling capable of attaining the outcomes desired" (Baard, Deci & Ryan; 2004, p.34) in other words, it refers to feelingeffective while performing a task, the need for competence leads learners to engage in the challenges that enhance and maintain their capacities. Many people confuse competence and skill, although, skills are acquired, while competence isan inherent sense of confidence and self-efficacy. In foreign language learning, competence refers to the capacity to develop communicative competence, this latter includes the combination of grammatical competence and the mastery of using the language's rules, in addition; to the discourse and strategic competence. The need for competence can be supported through positive performance feedback and encouragement which instill self-esteemin learners. In contrast, negative performance feedback such as; the use of coercive language; like "you always, you never …", interrupting and pointing out every single mistake made by the student diminishes his level of motivation because it decreases the sense of self-concept and feeling of self-worth by causing negative self-perception.

- *Relatedness's need:*

refers to the desire of feeling connected and accepted by significant others. in other meaning, the need to feel a sense of belongingness by caring for and being cared for by others individuals (Deci

& Ryan, 2008). For the learner, the accomplishing of good relationships within the educational environment seeks good academic achievement and facilitates knowledge acquisition for him. The successful teacher must make the student feel welcome and part of the language learning classroom community. The need for relatedness can be developed through group activities and cooperative learning.

- *Autonomy's need:*

refers to feeling choiceful and volitional in one behavior. In other words, the person managed his action rather than being controlled by external forces. In foreign language learning, autonomy is defined as "learner independence, self-direction, autonomous learning, independent learning" (Ivanovsha, 2015, p. 353). Satisfying the need for the learner's autonomy by the teacher enhances his psychological comfort and motivates him to be interested in the learning process. Many Researchers emphasized that supporting learner autonomy achieves positive outcomes, including higher perceived competence and self-esteem. The need for autonomy can be supported by acknowledgment of feelings and opportunities for self-direction also providing choices and opinions that are connected to students' needs, goals, and desires which make him feel autonomous to learn. In contrast, there are some motivators that undermine the learner's autonomy like threats, deadlines, and pressure evaluation in addition to the imposed goals and the tangible rewards such as grades, and gifts because they tend to pressure the learner to perform tasks, in consequence, controlled his behavior and this was confirmed by (McEown, Noels, & Saumure) through " Self-determination is undermined when the teacher act in a controlling manner, forcing students to comply with their demands and priority" (2014, p. 4)

1.5 Motivation in Second and Foreign Language Learning

Since motivation is the main factor responsible of engaging into language learning, it received a great attention by the researchrs. Ellis (2008). Language learning is more than simply a communication code whose grammar rules can be taught in the same way as any other educational subject, but it also represents the cultural heritage of the speakers of that language, as contended Williams's (1994:77):" There is no question that learning a foreign language is different to learning other subjects.This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being: it is part of one's identity; and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, a system of rules, or grammar; it involves an alteration in self-image,

the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner".

Furthermore, the second language motivation research is inspired by the social-psychological approach (Dornyie 2001).

1.6. Robert Gardner's Motivation Theory

The research exploration of foreign language motivation was initiated by the social psychologist Robert Gardner, who claimed that there are two primary individual differences variables in language learning that lead to language achievement, which are ability and motivation. Gardner defines motivation as "the extent to which an individual work or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity"(1985, p.10), in other words, motivation in Gardner's theory, includes three elements: effort (the effort to learn the language), desire (wanting to achieve a goal), and affect (enjoying the task of learning the language). Gardner argued that these three components belong together, as he claimed: "it is the total configuration that will eventuate in second language achievement" (1985, p.169).

There are two orientations assisstto arouse motivation: integrative orientation and instrumental orientation. Al Kaboody (2013) defines orientation as "an incentive that gives rise to motivation and steers it towards a set of goals" (p. 46) in other words, it refers to the objectives and reasons that drive the learner to learn such language.Gardner and Lamber assumed that language learner's motivation falls into two broad orientations:

1.6.1.1.Integrative Orientation

It is defined as having the desire to become part of the target language community, in other words it reflects the learners' interest on learning about the people and the culture of a particular language in order to interract with its members of the community .
Integrative orientation, according to Gardner and Masgoret (2003, p.126) is: " An openness to identify at least in part with another language community " , which emphasises on the idea that integrative motivation is the learners' positive attitudes towards the other language's community.

1.6.1.2. Instrumental Orientation

This kind of orientation is identified as learning a language for instrumental needs, i.e, doing the task of learning for functional reasons rather than pleasure, as defined by Atef & Munir (2009.p,80)

" Learning a language beacause of someone or less clearly perceived utility it might have for the learner, while integrative motivation refers to learning a language because the learner wishes to identify himself with or become integrated In the society of the target language ". In other words, instrumental orientation happens when seeking to accomplish academic goals such as (getting good results or applying for a job), which clarifies that the learners' primary goal is rather practical than just integrating into the target language.

1.6.2. Gardner's Social PsychologicalModel

Gardner refined his hypothesis into a diagram known as the socio-educational model, a key tent of this model is that attitudes towards the target languageandcommunity exert a strong influence on one's second language learning, as he claimed: "students' attitudes towards the specific language group are bound to influence how successful they will be in incorporating aspects of that language" (1985, p. 6).

Attitude is defined as an evaluative reaction or response to something either favorably or unfavorably as cited by Allport (1954,p.45): "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which is related", which is referring that attitude is people's emotional expressions of passions, attractions, likes and dislikes about persons, ideas or even situations. Besides, people's attitudes can vary widely since they are formed from the individual's own life experiences and shaped early in childhood by many factors.

Gardner provided two major supports for motivation: the integrativness and attitude towards the learning situation.

Integratevness: efers to the learners' interest in the second language culture, in addition to the learners' enthusiasm and positive attitude towards the target language community and their culture. Gardner "never meant integrativness to mean one wanted to become a member of another cultural community, but rather an individual's openness to taking on characteristics of another cultural/linguistic group" (Gardner, 2005, p.7). this component subsumes integrative orientation, interset in a foreign language, and favorable attitudes towards the second language community.

Attitudes towards the learning situation:refers to the learner'sevaluation of their learning environment situation, their reaction to the teaching methods, materials, and their evaluation of their teachers. Motivation to learn a second language is affected by learner's attitudes, Spolsky (1989: 149) showed complete agreement with Gardner's view when he stated that "attitudes do not have a direct influence on learning but lead to motivation, which does" which means that the

learners' attitudes would not have a direct impact on the second language learning, but they become a stepping stone for learners motivation to learn the language. Favorable attitudes increase the degree of motivation in learning, while negative or prejudiced attitudes can disturb the motivation to learn the second language, which consequently obstructs the learner from mastering the second language.An interesting and skilled teacher with a good command of the language, an exciting curriculum, carefully constructed lesson plans, and meaningful evaluation procedures will promote higher levels oflearners' positive attitudes towards language learning, and as a result, enhance their language performance.

Gardner in his model claimed that, combination of motivation, integrativness, and attitude towardlanguage learning situation represents 'the integrative motive', which leads to language achievement. The figure below illustrates the integrative motive
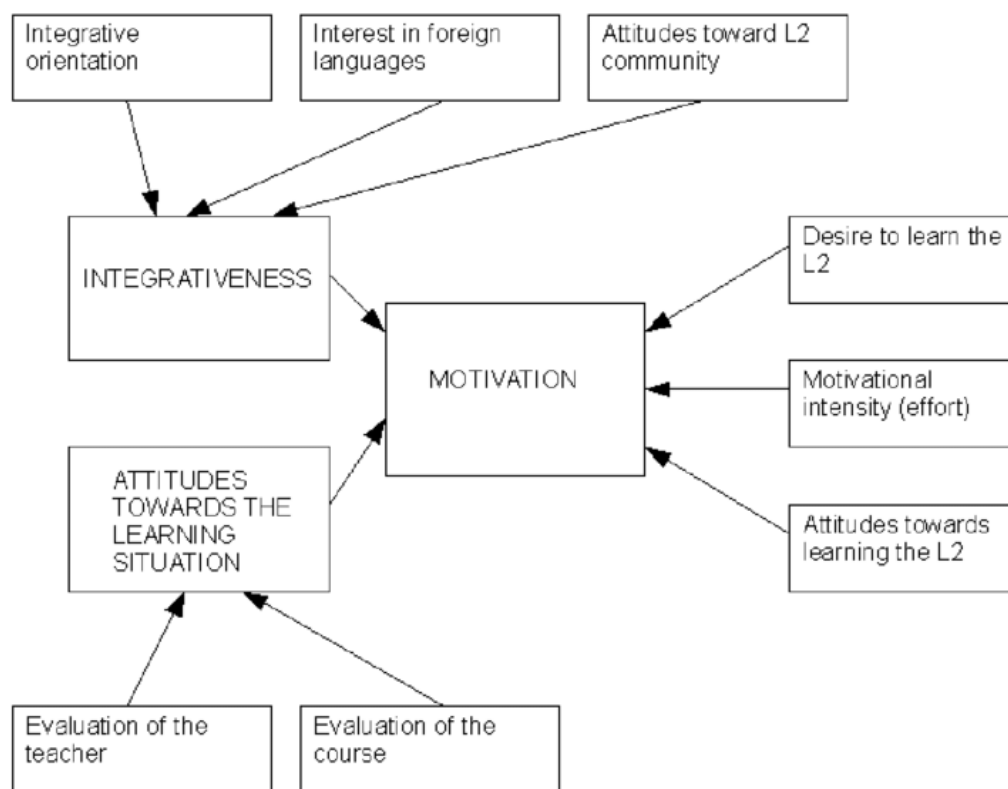
Figure 1.3: Gardner's conceptualization of the integrative motive

Dornyie, Z. (2001). *Motivational strategies in the language classroom: The educational Shift in the 1990s*, United States of America. New York:By Cambridge University Press.

1.7. Dornyie's 1994 Framework of L2 Motivation

Dornyie created an educational model of motivation in foreign language learning from a classroom perspective, entitled the 'Components of Foreign Language learning', in which motivation is conceptualized on three levels: the Language Level, the Learner Level, and the Learning Situation Level.

> **language level**

At this level, Dornyie indicates the general motives which determine the basic learning goals and explains the language choice. As well as, he described how the learner's cultural beliefs of the language speakers can influence his motivation; the more the learner is influenced by the language culture, values, and spoken community, his language proficiency has improved. At this level of motivation, the integrative andinstrumental types of the Gardnerian approach take place. The integrative motivational subsystem is centered around the second language individual's related affectional tendencies, including sociocultural and ethnolinguistic components: in addition, to the general interest in foreignness and foreign languages. The instrumental motivational subsystem includes extrinsic motivators such as future job opportunities.

> **The learner level**

This level involves the individual characteristics and behaviors of the learner which impact his motivation level to learn the language.Lokhart claimed: "However, while learning is the goal of teaching, it is not necessarily the mirror image of teaching. Learners, too, bring to learning their own beliefs, goals and attitudes, and decisions, which influence how they approach their learning" (1994, p.52), in other meaning, the learning process affected by the learner's self-perceptions. Dornyie identified two motivational components, the internal need for achievement and self-confidence, in which the learner may be influenced by several issues; such as language use anxiety,which is perceived by MacIntyre and Gardner as: "a feeling of tension and apprehension especially associated with second language context, including speaking listening, and learning". (1994, p.284). In other words, it is a state of fear while learning a second language. A second issue refers to perceived second language competence, which concerns the learners' self-perceptions, beliefs, and assumptions abouttheir second language abilities. The last issue includes the attribution or acknowledgment of past experiences and self-efficacy.

> **Learning situation level**

The learning situation level is associated with classroom motivational factors. It is divided into three categories:

- the *course-specific motivationalcomponents* related to the syllabus, teaching materials, teaching method, and learning tasks. Based on Keller's motivational system, Crooks and Schmidt agreed that the teacher must design the lesson plan in relation to the learner's needs, which are needs for interest, relevance, expectancy, and satisfaction.

- *teacher-specific motivational* components which refer to the teacher's personality, behavior, teaching style, and relationship with students; which include:

  Affiliative driverepresents the student's desire to do wellto please the teacher. This latter represents the most important teacher-related motive in the educational psychology field.

  Authority type describes how the teacher manages the classroom, whether he/she is supporting or controlling; offering choices to the learners and sharing responsibility with them enhance their self-determination and intrinsic motivation.

  Directsocialization of student motivation: represents the teacher's role in enhancing learner motivation. there are three main resources for the socialization process: modeling; the teacher is considered a role model for the learners; because they regard their teacher as a successful example. As a result, learners' attitudes and orientation will be modeled after their teacher both in effort expenditure and passion forthe subject. Task-presentation concerns the extent to which the teacher effectively presents the purpose and value of tasks. Feedbacks: which includes two types; informational feedback that discusses performance, and controlling feedbacks which judges performance against external rewards. Studies indicate, that informational feedbacks should be dominant because it attributes success to effort and ability which lead to florishing the success expectancy of the learners.

- *The group-specific motivation*, which relates to the characteristics of the learner group, it encompasses four basic elements; goal-orientedness, presents the extent to which the group is attuned to pursuing its goal. Further, the group's norm and reward system, which are considered major factors that can affect student motivation. After that, group cohesion, whichleads to a strong relationship between the group members. Nowels, Clements, and Dornyie confirmed that perceived group cohesionis an important motivational component in a second language learning context. The last one represents the classroom goal structure, which can be competitive, where the students work against each other and only the best one is rewarded. The cooperativetive situation, in which students work in small groups and share responsibilitiesties for the outcome and are equally rewarded. An individualistic structure, where the student's goals are independent of each others whether or not an individual accomplishes .

Level	Motivational components
Language Level	Integrative motivational subsystem Instrumental motivational subsystem
Learner Level	Need for achievement Self-confidence • language use anxiety • perceived L2 competence • causal attributions • self-efficacy
Learning Situation Level Course-specific motivational components	Interest Relevance Expectancy Satisfaction
Teacher-specific motivational components	Affiliative motive Authority type Direct socialization of student motivation • modelling • task presentation • feedback
Group-specific motivational components	Goal-orientedness Norm and reward system Group cohesion Classroom goal structure

Table 1.1: Dornyie's 1994 framework of L2 motivation

Source: Dornyie, Z. (2001). Motivational strategies in the language classroom: Dornyie's 1994 framework of L2 motivation, United States of America. New York:By Cambridge University Press.

1.8. The Internal and External Factors affecting Students' Motivation

Motivation is considered as a key factor in the process of second language learning, as it is what leads learners to continue doing their task in the best performance and a good pace. For Williams and Burden (1997): the concept of motivation is composed of different overlapping factors such as interest, curiosity, or a desire to achieve. These in turn will differ in different situations and

circumstances, and also be subject to various external influences such as parents, teachers, and exams. Thus any discussion of motivation is inevitably complicated. (p. 111), However, motivation like any other drive changes over time and that is due to the influence of either inner forces or external ones.

1.8.1. Internal Factors

Self-Esteem: The intellectual progress of the learners depends on their personality, therefore self-esteem is considered an essential element in the educational process, also one of the major factors influencing students' motivation since it increases the learners' awareness of their goals thus preparing them to assume responsibilities and overcome the stress and difficulties they encounter. Besides, the low performance of learners is due to the lack of self-esteem.

Attitude: Attitude have a great impact on learners' motivation. In fact, the learners' positive attitude towards the target language strengthens their interest to learn, on the other hand the negative attitude makes them lose interest and desire to pursue their objective, as defined by Baker (1992, p.10) it is : "a hypothetical construct used to explain the direction and persistence of human behaviour", thus language learning is closely associated with attitude, since the favourable attitudes towards the language and its speakers and towards the teacher and the course enable the learner to be more attentive and serious in the class. Moreover, attitude affects the attainment of language mastery, as explained by Karahan (2007, p.84): " positive language attitudes let learners have positive orienations towards learning English", in other words attitude is tightly related to learners' level of proficiency.

Anxiety: Anxiety is also considered among the internal factors which affect on language learning and lower the learners' motivation , which is defined as an unpleasant emotional respose or holding a negative feeling like stress in a certain issue, in the field of learning a foreign language it could exert a negative influence by causing fear of the negative feedback along with shyness of conversing with people which prevent and impedes the learners' abilities, it is defined by Horwitz and Cope (1986, p.125) as: " anxiety is the subjective feelings, of tension, apprehension, worry accosted with an arouzal of the autonomic nervous system", also it consists of three levels; communication apprehension, test anxiety and fear of negatie evaluation.

1.8.2. External Factors

The external factors are a set of elements existing outside, which have a significant impact on students' motivation.

Family: The surrounding environment highly influences the learners' motivation especially family, the support learners get from their families increases their level of learning independence and raise their motivation . Conversly, the family problems like; violance and separation effect negatively on students' academic performance since it demotivates them to learn and distracts their focus also leads them to have challenging relationships with their classmates and teachers as well as always causing troubles during class.

Consequently, family members' attitude and parents pressure demotivate learners and may even assist them to achieve their goals.

Academic Environment: The academic environement is the pedagogical and instructive setting in which learning occurs, school plays a vital role to enhance motivation and learning when it is accessible, secure and positive. Class on the other hand, provides strong support for the learning progress and optimises motivation, when it is collaborative aims at developing interest of those learners who learns the second language as an instrument to fulfill an academic need or to reach a certain goal, besides it must provide any sort of educational and academic encouragement (grades, degrees) in order to give them positive view about their efforts.

The Teacher's Influence: The teacher is considered to be the main external factor that effects on the learner's motivation, as the latter is influenced by the teacher's personality and behaviour. The instructor must be clever to use his own qualities to create a comfortable atmosphere ,promote, enhance and establish his students' motivation,which is fostered and mainatined by an enthusiastic and well-prepared teacher, therefore his role is of utmost importance as it entails employing students' enthusiasm, as well as aknowledging and stimulating their ideas, besides increasing their interest and their expectations to encourage them and develop their positive attitude towards the target language, also creating the approriate conditions that enable them to cooperate and integrate in the classroom.

1.9. The Language Learning Strategies

The learning strategies are a set of steps taken by learners to enhance their learning. Specifically, the language learning strategies are a variety of conscious techniques learners identify in their learning process, as defined by Oxford (1989,p.4) "The often conscious steps of behaviors used by language learners to enhance the acquisition, storage, retention, recall and use of new

information". Moreover, the language learning strategies are a long-term used tactics in different stages of the learning process according to specific needs and tasks, besides they are problem-oriented as they are used appropriately to solve a certain situation or problem.

Furthermore, the language learning strategies are those particular actions taken by learner to help guarantee success in their academic track, as it provide the learner with awareness of the learning process, it increases the learner confidence, enhances their autonomous learning and help them take responsibility and control of their own learning by developing their language skills and competencies, according to Oxford (1990, p.8) strategies can make the language learning " easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" which emphasizes that the learner will certainly recognize a change in the learning process after the use of the learning strategies.

> ### **The Classification of the Language Learning Strategies**

Language learning strategies are multiple and of a considerable use by learners, many researchers attempted to classify them however in this study the focus is on Oxford's taxonomy of different strategies as it is the most effective in the field of language learning.

Oxford divided the language learning strategies into two main categories; direct and indirect strategies.

Direct Strategies

Are particular techniques involved with the direct use of language which include strategies dealing with memory that is concerned with the retrieval of information through the application of sounds, images, body movements and even location which enables learners memorize vocabulary and structures, cognitive strategies refer to the direct practice of language for instance receiving and sending messages, as well as reasoning and analyzing, also compensation strategies which is used to compensate and cover the missing knowledge such as using gestures, rephrase or making intelligent guesses.

Indirect Strategies

They are specific methods which indirectly support the languagelearning, and are separated into meta-cognitive strategies that deals with the arrangement and evaluation of one's own learning., affective strategies which seek to help the learner manageand cope with his emotions, motivation and his attitudes towards the foreign language, besides social strategies that are concerned with the cooperation of the learner with the others, to help practicing the target language and explore the target culture.

1.10. Motivationional Strategies in the Foreign Language Classroom

  Motivation is a key parameter for success and achievement of higher educational levels and grades, it is considered as a crucial element for quality teaching and learning process, in this sense the teacher takes the responsibility and plays an efficient role to trigger and optimize the motivation of his learners. It should be noted that; good teaching emerges from the identity and integrity of the teacher, thus, the teacher's ability to connect with their students, and to connect them with the content depends on the degree to which teacher know and trusts his selfhood. Good teachers evok in their students the capacity for connectedness, by establishing enthusiasm for the subject, cultivating strong students relationships by accepting them and value the progress of each students.

 Moreover, the teacher is the mentor of his students, he has reasonable leadership to guide and direct them. In fact, it is important for teachers to be interactive and friendly, show kindness and interest and make good use of humour to break the ice with students and ease tensions, so as to connect with them and create a relaxed and positive atmosphere to learn. Also, the teacher is completely in charge of his students' learning, he is seen as a facilitator as claimed by Dornyei (2001,p.106): " views him/herself as a helper and instructional designer who leads learners to discover and create their own meaning about the world", which refers to the meaning that the teacher should be dedicated and well-trained to use the effectual teaching strategies and modern methodologies in order to motivate his learners to be active during class and engage in the learning process.

1.10.1. The Motivational Strategies

Dornyei in his book "*Motivational Strategies in the language classroom*" gave a clear definition of the factors which influence the motivation of learners and encourage them to engage consciously to achieve some long-term goal and named them motivational strategies. According to Dornyei (2001,p.28): " Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" , after defining what are motivational strategies Dornyei suggested several strategies promoting the second language learning:

- Concentrate on the internal structure of a typical language class and group the strategies according to the structural units such as, presenting new material and establishing communicative tasks and homework.

- Design a primarily troubleshooting guide that lists particular aspects of the classroom

motivational life besides offering suggestions on how to deal with lack of voluntary participation and students' sluggishness.

- Focus on the motivational concepts, for instance students' internal desire, their self-confidence and their autonomy, so as to use them as the primary organizing units.
- Concentrate on the main types of teacher behavior which have motivating impacts like setting a good example and modeling, raising students' awareness about self-regulation strategies.

These are the most reliable motivational strategies suggested by Dornyei, however their effect can vary from one teacher to another or from a group of learners to another, according to the differences in their culture, age and proficiency level. At last, Dornyeiproposed that these strategies cannot be effective unless the following conditions are respected:

- Appropriate teacher behaviors and a good connection with students.
- A positive and supportive learning atmosphere.
- An appropriate, cohesive learning group.

1.10.2. The ArcsMotivational Model

Over many years, the educators and the instructional designers have worked to find methods and tools that motivate the learner and facilitate to him the acquiring of the knowledge and skills learning

In 1979 the educational psychologist Dr. Jhon Keller created a model known the ARCS model , which is an instructional design approach that focuses on the motivational aspects of the learning environment. Keller states that "The arcs model is a method for improving the motivational appeal of instructional materials. The arcs model of motivational design suggests that the learner's motivation can be promotedand sustained by focusing on activating four major factors : the learner attention, the relevance of content to the learner in addition to the learner confidence and satisfaction.

A- Attention: This condition seeks to attract the learner's attention by arousing his curiosity and imagination towards the learning content which makes him excited to acquire the knowledge. This component is divided into three categories: perceptual arousal, inquiry arousal, and variability. Within each of these categories, Jhon Keller has provided further sub-division of strategies that enable the teacher to attract the attention of learner. (Keller, 1983, p 289-320)

➢ **Perceptual Arousal:** involves the use of surprises and sensory stimuli through:

*Concreteness***:** making the learner present illustrative examples from his real-life to in order to connect the learning content with the learner.

*Use of humor***:** the teacher can grab the learner's attention by including short humorousstories or lighthearted humor with taking into account the framework of the lesson and the psychological characteristic of learners, because it can cause distractions rather than   increasing the subject' interest. This condition aims to create enjoyable environment oflearning process.

Incongruity and Conflict **:** presenting facts and statements contradicts the learner' s knowledge and experiences to cause a conflict in his mind that leads to the learner's concentration in the information presented during the course.

➢ **Inquiry arousal:** foster thinking challenges and initiate inquiry through:

Participation **:** the teaching process is more than transmiting the content,it is the profeciency of designing learning lesson and activities an attractive manner that makes the learner positively active with the learning conetnt throught using games, role plays, drawing, installing geometric shapes related to the content.

Inquiry **:** asking questions or producing problems for learner to work on solving it as assignments and activities that need brainstorming.

➢ **Variability**:

Using a variety of teaching styles, academic-support strategies that are intended to address the distinct learning needs, interest, aspiration, or cultural background of individual learners.In general, there are different types of learners in the classroom and each learner has his appropiate way for absorbing the knowledge. The first type is the visual learner who understands and remembers by sight through the use of pictures, charts, diagrams, maps etc. The second type is auditory learner who tend to prefer listening to the verbal information rather than reading or seeing it. The appropriate strategies for this latter type are: dicussion activities, debates and dialogues, using music lessons and listening games. The last type is kinesthetic learner how tend to retain the information by engaging in physical actions. There are different ways for kinesthetic learners to learn such as, role and action play, give learner the opportunity to walk and provide class activities.

R-relevance:refers to making the learning experience personally relevant and meaningful to the learner.This condition aims to build a relation between the content of learning and the learner through clarifying how to the lesson can improve the student' s objectives in his real life, Student engage in learning activities that help to attain their goal(Locke & latham 1984). This component

is split into three categories: goal orientated, motive matching and familiarity by using a variety of resources and methods of teaching by using:

> **Goal Orientation:** refers to connect the course objectives with the learners' goals through:

  *Present value***:** informing the learner of the value added to him through the learning of the content and what he will be able to do immediately after studing the subject matter oflearning.

  Future value **:** informing the learner what he will able to do after studing the subject of learning in the future, and how the lesson will develop his current skills for use in his practical life after graduation.

> **Motive Matching:** recognize the objectives and needs of learners and provide them with the effective learning methods that are conductive to their motives.

*Need Matching***:**determine the learning goals and needs of the learner is a key componentof learning design. The learners needs refers to the different conditions that help them to performe succefuly, using observation, assessment and self-evaluation isthe best methode to discover these needs.

*Choice***:** allow the learner to choice about as many aspects of the learning process as possible during the learning process such as about activities, topics, due date, the arrangement of furniture or the peers they want to work with. This strategy gives the learner a sense of responsibility, autonomy, and personal effect.

> **Familiarity:** employ the instructional materials that congruent with the learner's preexisting beliefs and interest through:

Modeling: the teacher must be an inspirational figure in their learners'lives, by representing success in them by his acheivments, personality, ethics and hard work towards futur goals.

Experience: show the learners how can they use their previous knowledge to enhance their current skills.

> B- Confidence: this condition aims to establish positive expectations for achieving success among learners. The teacher can help their learners to create an effective self-image of themselves and their abilities, consequently instill and enhancing among them the sense of confidence and competence. (Jack Canfield and Harold Clive Wells) claimed that "Self-concept builds the same way muscles do, slowly and often, at first, imperceptibly."(1994,

p.4), in other meaning, the process of building the self-concept is done gradual, keller relied upon building confidence on three sub-categories which are:

➢ **Performance Requirements:** describethe learning standards and evaluative criteria seeks to establish positive expectations for achieving success among learners.

➢ **Success Opportunities:** After creating an expectation for success, it is important for the learners to succeed at challenging tasks that are meaningful. The effective way to raise the learners' confidence is going step by step, and this is done through the use of the easiest challenges to develop their basics, then systematically increasing the difficulty to help them gain competence. all learners must get a chance to perform their strengths to give them a sense of belonging and appreciation.

➢ **Personal Control:** value the effort of learners by providing them with constructive feedbacks and appreciation comments, in order to let them attribute their success to personal ability and effort, consequently increasing their level of self-esteem.

S-satisfaction: this condition aims torienforcethe learners' feeling of satisafction and acheivment by providing

➢ **Intrinsic Rienforcment:**encourage intrinsic enjoyment of learning experience to make the learner enjoy the learning process without expecting tangible rewards, Dornyei states that "students would need no external incentives such as rewards because they would driven by their inborn curiosity and the joy they gain from the learning process" (2001, p.129). The teacher can increase the intrinsic rienforcment by take time to celebrate the learners' success through using applause and standing ovations, tasks that involve the public display of the students' skills. Keller also suggests using "verbal praise and informative feedback rather than threats, surveillance, or external performance evaluation" (1983, p. 426). Verbal praise and infformative increase the learners' appreciation of their acheivment.

➢ **Extrinsic Reward**: satisfy the learners'accomplishment by offering rewardsin a motivating manner throught using material rewards such as school prizes (books, pencils, bookmarks), providing them with awards and other recognitions such as honour rolls. The grades must reflect the effort and improvement, rather than the objective levels of acheivment.
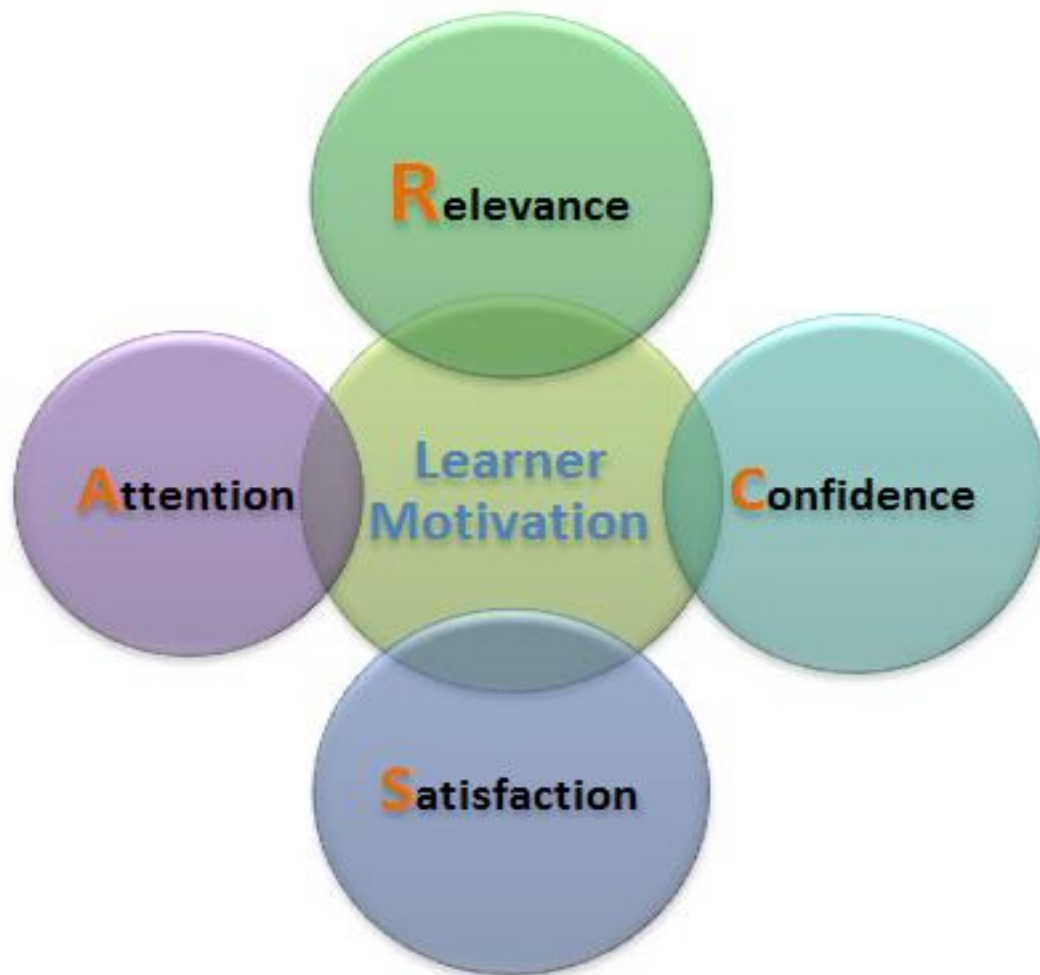
Figure1.4:keller's ARCS model of motivation

Source: keller, J.M. (1983). Motivational design of instruction. In C.M Riegeluth (Ed.), *Instructional design theories and models* (pp. 384-434). Hillsdale, NJ: Lwrence Erlbaum.

1.11. The Importance of Motivation

Motivation is crucial for the success in foreign or second language learning as it is considered the determinant of effort and attention given to the process. According to Rehman, Bilal, Sheikh, Bibi and Nawaz (2014,p. 254) motivation is: " an important factor that has a positive influence in any educational learning process, especially in learning a second language", which is emphasising that

motivation is the most driving factor that leads learners to pursue further studies, sustain a long learning process and achieve proficiency. Moreover, researchers agreed that motivation is one of the most essencial variable which impacts the foreign language learning process since it move the learner towards accomplishing his objectives as stated by Dornyei (2001a, p. 2): " Most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation". Furthermore, motivation plays a critical role not only in learning a foreign language but also in teaching, therefore both teachers and learners should be motivated to attain success in their academic achievement, which requires skillful, well-trained teachers who are fully aware of their students' needs and who are well equipped to promote their motivation and even trigger the motivation of the unmotivated ones, in addition to the ability to create a suitable and supportive atmosphere for learning.

1.12. Conclusion

The above discussion, revealed the importance and effectiveness of motivation in the process of second language learning, the present research paid close attention to the definition of motivation which was introduced in a variety of researches with different perspectives, however all agreed on the meaning that motivation is a complex human construct which is described as the desire, instinct and inner force which increases efforts and energy to pursue a certain goal an individual strives to reach, especially in the field of second language teaching and learning which refers to the way of creativity and persuasion. Latter in this chapter, we shed the light on the types of motivation(extrinsic and intrinsic), along with explaining the distinction between the integrative and instrumental orientations, after that we dealt with the basis of the instructional design, then we stated the ARCS model which determines the methods that motivate the learners. Also this study focused on examining the factors which have a deep impact on the learner'motivation (external and internal ones), then we ended this chapter mentioning the essential role of teachers and their effectiveness in promoting their student's motivation.

This study can be fruitful for both learners and teachers as it determined the needs andnecessity for motivation, besides it increased the awareness of its importance in the success of the learning process.

ChapterTwo: Research Methodology

Chapter Two: Research Methodology and Data Collection

2.1. Introduction

In order to achieve the aims of our research, we had to follow a plan namely a research design or a methodology which allows us to design and organise the methods that we intend to use in order to conduct our research. Consequently, this chapter is dedicated to describe and identify all these methods and instruments to give an overview of how we have collected and gathered the research data. The instrument used in this research is an online questionnaire sent to Master two students of English department of BelhadjBouchaib University at Ain Temouchent.

2.2. Motivation for Research

Among all the factors that affect the studentsof foreign languages, motivation has been selected as the core element of this study since it has strongly taken our attention and it is the key element of learning success.

To tackle this research, some strong motives encouraged us to make a study on this topic. Firstly, motivation is a very interesting phenomenon to be studied because it is related to our real lives and every person has the curiosity to know how to constantly motivate him and does not lose the desire and the passion to develop his cognitive skills. Secondly, as future teachers, we needed to know how to motivate our students and find more effective methods that make the foreign language learning enjoyable and comfortable, in order to make the learner achieve better academic results. The most motive which empowered us to choose this topic is that we wanted to explore the factors that affect the learners' motivation towards the second language learning and how their attitudes can affect their cognitive performance.

To sum up, we both fell under the inspiration of making a dissertation about motivation in second language learning, since we were one of the students who wondered about what is motivation and how to deal with it and we have been clearly affected by the lack of motivation during our education stages and got the idea that motivation is the most essential element that makes the second language learning be successful.

2.3. Research Design and Methodology

Research methodology is the path through which the researcher needs to conduct his research. It shows the path through which this researcher formulates his problem and objective and presents his result from the data obtained during the study period. Research methodology is defined by Leedy&Ormrod (2001) as "the general approach the researcher takes in carrying out the research project" (p.14).

Chapter Two: Research Methodology and Data Collection

The terms research design and research methodology may be used by many scholars interchangeably. According to Yet, Marczyk, Dematteo and Festinger (2005: p.22) the research methodology "should be thought of as encompassing the entire process of conducting research" i.e., planning and conducting the research study, drawing conclusions, and disseminating the finding. Whereas, they define the research design as the different ways used by the researcher to answer the question being asked. Similarly, Kothari (2004) defines research design as "the bleu print of collection, measurement, and analysis of data" for it "includes outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data" (p.31). In other words, as researchers articulate their problematic research questions, they will began with designing a plan, a framework that will further guide them prior to formulating hypothesis, determining the sample size and eventually analysing the collected data. On the other hand, research methodology is a whole process; it refers to the set of planned and well-designed procedures, principles and activities from the adoption of a specific research method and the selection of its adequate instruments to the final phase of drawing conclusions, which all together aid in the proper and systematic conduction of the scientific investigation. In methodology, there are three common approaches that the researcher used to conduct his research which are quantitative, qualitative, and mixed method approach. The selection one of these types methods approaches are not random, it is based on the type of data needed by the researcher to achieve his research objectives.

2.4. Quantitative Research:

Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Creswell and Creswell (2008) define quantitative research as "an approach for testing objective theories by examining the relationship among variables" adding that the later "can be measured, typically on instruments, so that data can be analysed using statistical procedures" (p. 41). Quantitative research collects data from the use of sampling method, which allows researchers to make inferences about a large population by examining the part selected. Regarding to the collection of data is typically done through the use of different instruments such as: the questionnaire (close-ended question), surveys, and polls. Accordingly, mathematical techniques and

computational models are used in order to measure, analyse and further present quantitative data in terms of graphs, tables, in order to ultimately reach a conclusion that would serve to solve the research problem by either proving or disproving the pre-stated hypotheses.

2.5. Qualitative Research

In contrast to the quantitative research, the qualitative research one is concerned with the quality rather than the quantity of data. It is involves collecting and analysing non-numerical data of such population to reach the research objectives. It is usually used in the humanities and social sciences, such as education, sociology, health-sciences and so on. Kothari (2004) claims that qualitative research is truly fundamental especially "in the behavioural sciences where the aim is to discovering the reasons of human behaviour" and thus be able to "analyse the various factors which motivate people to behave in particular manner or which make people like or dislike a particular thing" (p.3).Qualitative research is commonly used in the behavioural sciences for its aims at exploring and understanding social problems. It sheds light on human experiences, behaviours, opinions and attitudes. Qualitative research attends to describe a phenomena or generate a theory from the perspective of participants by listening to their opinions or observing their behaviours and drawing inferences based on their own personal views and experiences through the using of different methods of data collection such as : interview, observation, focus group, open-ended questions in the questionnaire and so on.

2.6. Research Objective

For many years, learning foreign languages has become the main focus of most people which led many researches to conduct several studies to analyze the factors that contribute the enhancing the success of language learning. Among the factors, motivation considered as one of the major important factors which has a huge impact on foreign language learners' learning outcomes.

Motivation refers as a learner's "willingness or desire to be engaged in or commit effort to completing a task". Zhou (2012, p.13) without the desire to learn, students are less likely to cooperate, take self responsibility, or fully engage in the learning process. Motivation considered as a crucial process which depends on extended array of factors both inside and outside of the individual learner. Therefore,

the present research study is undertaken for the purpose of exploring the concept of motivation. It aims at shedding the light on this issue, thus tries to come up with effective methods of understanding the major influences that affect the motivation learning and to search for systematic ways of recognizing and solving problems related with motivation learning. The main objective of this study, thereby, is to examine this psychological issue and attempt to clarify the elements that control the increase or decrease of student's level motivation.

2.7. The Case Study

A case study is a research strategy that help us understand phenomena in real-life situations using multiple sources of evidence. This means that instead of offering statistical representativeness, the case study offers the opportunity to analyze a phenomenon from the people perspective. It is a form of qualitative research that "involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community" (Kothari, 2004, p.113).

Also, Thomas (2011) and Yin (2003) explain that the case study can help us explain how or why something happened; it gives us an accurate description of the case studied. Marczyk, Dematteo, and Festinger (2005) claim that "the principal benefit of case studies is that they can expand our knowledge about the variation in human behaviour" (pp. 147-148). In other words, case study allows for the collection of a variety of real data regarding human behaviour in order to inspect how the latter varies and what pushes it to vary in different circumstances.

This research studies the impact of motivation on Master 2 English student language of BelhadjBouchaib University At ainTemouchent city by using the online questionnaire asaresearch instrument.

2.8. Data Collection

The term data refers to all forms of information that researchers obtain from the participant of the study. It should be pointed out that the collection is an important part of any research activity because the conclusion of the study lies on what the data reveal. In addition, data can be obtained from two major sources; primary and secondary sources. Primary data represents the information gathered by the researcher through the use of questionnaire or personal interview or observation method; while in

secondary data the researchers collects information that has already been obtained and processed by government departments or various agencies before it is made available for other interested users. These are published and unpublished sources such as: journals, textbooks, newspapers, magazines, fliers, annual reports, and so on.

Moreover, the process of gathering data various depending on the research methods used and the type of data collected. Regarding to the quantitative research method, the data collected will surely be numerical in nature, while in the qualitative research method the data will be purely descriptive and represented exceptionally in the form of words rather than numbers. As a result, the kind of data to be collected, the method of collection to be used, and the scoring of the data must be taken into consideration when carrying out any research activity.

In order to obtain relevant and reliable data for this study, we adopt the Quantitative method approach by using the Online Questionnaire as an instrument for the research.

2.9. Description of the Sample

In research terms a sample is a group of people, objects, or items that are taken from a large population for measurement. The sample should be representative of the population to ensure that the researchers can generalise the findings from the research sample to the population as whole. Dornyei (2007) argues that a sample is the the population that is representative of the whole population" (p.69). Recruiting an appropriate sample is one of the most challenging tasks that any researcher faces during his research, in this regard, many scholars argue that both sample and population are integral parts of the scientific inquiry. Creswell (2013),for instance, asserts that sampling is a key elements since it is "representative of the population" (p.297); thus, after deciding about the population one might choose only a sample to symbolize as it is the representative unit through which we can make generalization the whole population.

In general, sampling techniques can be divided into two types; Probability sampling which means that every item in the population has an equal chance of being include in the sample, and base the research studies on it. It is generally associated with quantitative research and it typically follows random sampling procedures. On the other hand, the second category is Non probability Sampling is often associated with the case study research design and qualitative research. With regards to the latter, case

studies tend to focus on small samples and are intended to examine a real life phenomenon, not to make statistical inferences in relation to the wider population.

For the sake of being completely unbiased, the sample population of the present research work is chosen at random in order to ensure equal chances and thus allows the participations of a set of large, distinct respondents with varying educational backgrounds.

2.10. The participants

In order to have credible result, there must be a group of individuals who participate in the research investigation and respond to the instrument offered to them. In this research, we deal with two group of participants; the students and the teachers of English language. Regarding the English language students, an online questionnaire was sent to seventy-four Master Two students of English department of BelhadjBouchaib University of Ain Temouchent. However, we received sixty-six answers only, which is a quite good number to conduct our research. Since it is not important to know their sex, the questionnaire did not have the question that demands to know it because it does not help in any way in this research, another point that should be pointed out is the fact that they are all Master Two students, they probably age between 21 to 26 maximum, what is important is that they are all foreign languages students. In regard to the English language teacher, we also sent an online questionnaire to twenty-five teacher of the same department; we received twenty answers, consequently enriches our research further by obtaining sufficient data. thus which allowed us to analyse the research in an accurate way.

2.11. The Research Instruments

The term research instrument refers to the tools used by the researcher to obtain, measure, and analyse data that is relevant to the subject of research. Birminghan and Wilkinson (2003) claims that "no single research instrument is inherently superior to any other" for "each has its own strengths and weakness"(P.3). Such instruments, therefore, are all equally important in the sense that they are all used to obtain pertinent information in an effort to solve a research problem. Such instruments include questionnaires, observations, interviews, the focus group discussion, the experiment.

The point whichmust also be taken into account isthat the instruments are not chosen at random, but are rather carefully depending on the area of research, type of research method chosen for the study and the sample population from which data will be collected in order to ensure the validity and reliability of the research. For instance, the quantitative method entails the collection of evidence through the use of questionnaire and surveys. The qualitative method makes use of non-structured interviews and observations. Whereas, the mixed methods takes a broader and richer approach for it combines the two and guarantees a more in depth analysis, thus ensure credible and reliable finding.

In this present research study, the major instrument used for collecting data from the participants with more comfortable way is using an online questionnaire. Thislatter is set to provide quantitative data through the use of close-ended and open-ended questions.

2.11.1. The Questionnaire

Although an accurate and precise definition is difficult to provide (Dornyei, 2007). the questionnaires were attempted to be defined as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (Brown, 2001: 6). In other words, the questionnaire is a research instrument involves a series of questions with structured answers, in order to be given to the respondents who are supposed to answer the questions from their own point of view or selecting the proper one from among existing answers. Thequestionnaires on the one side, enable second language researchers to collect a range of data aboutlearners' beliefs, motivation, attitudes and reactions about learning in addition to classroom activities and instruction (Mackey and Gass, 2005: 93), and on the other, they are the main source of data on language use and communication challenges (Richards, 2001: 60).

The questionnaires are characterized by their flexibility and time brevity as participants can "fill out a questionnaire in their own time, at their own pace, and fit it into their schedule" (Brown, 2001, p.77). The questionnaire is usually free from the pressure and anxiety frequently connected with face-to-face interviews. (Cohen et Al) point out that "lack of face-to-face contact between the researcher and the respondents in a questionnaire might facilitate responses to sensitive materials." (2007, p.333). However, The questionnaire is considered as the most widely employed instrument

because it is not financially costly in terms of its design, completion, distribution and collection of information compared to other instruments that require greater effort and added financial burdens such as travel and transportation. In addition, it facilitates the collection of a lot of data from a large population at a specific time. Regarding the results, the researcher can obtain more valid and reliable results.

The questionnaire can be achieved in two different ways, either written and distributed by the researcher or send it online through the social media like emails, Face book and so on. It is worth mentioning that this latter method is most extensively employed especially after the spread of Corona pandemic.TheOnline questionnaire is adopted as a main data collection method for this research. It seeks to gather as much reliable data as possible for the analysis of the subject under scrutiny.

2.11.1.1. Types of questionnaire items

Two types of questions are generally adopted in a questionnaire. The first one, open-ended questions; which are not followed by any type of specific answers. In this particular type, questions do not impose any restraints on the participants and give them much more freedom to express their own thoughts and ideas by answering the questions in their own personal way. It allows researchers to obtain deep insights into the respondents' attitudes, beliefs, and opinions. In contrast to open-ended questions, in close-ended questions; the respondents are required to either encircle or select the appropriate responses from the options provided in the questionnaire. This criterion makes such responses easy to quantify and statistically encode through specific computer programmes, indeed, the type of questions to use in a questionnaire depends too on the sample size, the greater a sample is the more structured a questionnaire should be. We can also use both of these types in the questionnaire in order to reach more facts about the research project. Brown (2009: 201) states that many questionnaires contain both types, and they are usually seen as being complementary. However, the questionnaire of this study is dominantly based on both close and open ended-questions.

2.11.1.2. The Questionnaire Layout

To have more knowledge about the role of motivation regarding the foreign language learning and teaching, the online questionnaire used as the suitable instrument for collecting data in a short period of time.

2.11.1.2.1. The students' questionnaire

The questionnaire starts with a small introduction which explains the aim of our study, it consists of ten questions from different types each used for a specific purpose and they include Dichotomous questions, which is a question that can have only two possible answers such as yes/no, True/false questions. Multiple choice question; which includes multiple answer options, that enable the respondent to select single or more that one option answer. Likert scale question which enable the respondents to make the degree of agreement or disagreement to a particular question , contingency which are asked to further investigate on an issue based on a main question.

The Questionnaire is divided into three sections, and the questions are arranged regularly from general questions to more specific questions.

The first section contains three close-ended questions, which aims to obtain general information about the English learning for the participants concerning their reasons behind learning the English Language to know which types of motivation do they belong to, as well, their assessment of their academic level; in addition to their opinion about the English learning. Then open-ended question; more specifically contingency one as we mentioned above, this type of question is related to the answer of the question before it. Thus, this question aims to find more clarifications behind the students' opinions about the English learning.

The second section, contains four questions aims to know the factors that affect the motivation of English students and how can this factors affect their cognitive abilities.

The third section contains three Likert scale questions aims to find out the extent to which students agree or disagree with some of the factors that lead to increase their motivation.

2.11.1.2.2. The Teachers' Questionnaire

The questionnaire was addressed to twenty teachers at the English Department ofBelhadjBouchaib University of Ain Temouchent city. It starts with a small introduction which explain the aim of our study. it consists of ten questions which aims to access to the teachers' perspectives and opinions regarding the impact of motivation on student's academic achievement and their interactions within the classroom. Another target of the questionnaire is to find out the useful and effective strategies

according to their teaching experience, which can increase the level of motivation among students.

The questionnaire is divided into four sections including a number of questions of different types.

- Section one: consists of two questions regarding teachers' personal informations. Including closed question about the teacher's qualifications and opened question about their teaching professional experiences.

- Section two: consists of three questions, the first one is an opened question which aims to investigate teachers' attitude and opinions towards the extent of the motivation' impact in developing the English learner's proficiency. The second and third question are closed ones from the multiple choice type, which seek to investigate the internal factors that impact the students' motivation and how the blended learning can affect the motivation phenomenon.

- Section three: includes four questions , three questions investigates the impact of the external factors on students' motivation and one question seeks to inquire which types of motivation (intrinsic or extrinsic) conductive to better performance. It designed in a form of Likert scale in which teachers were asked how much they do agree, disagree or are neutral about the given statements.

- Section four: consists of four questions, the first one is dichotomous question (yes/no) about the role of students' autonomy inside the classroom to enhance the level of students' motivation, the second one is opened question (contingency question) which aims to obtain more clarification about the first question. The third one is multiple choice question, seeks to investigate which factor leads to the student's achievement. The last one is opened question aims to find out the strategies that assist to increase the students motivation' level.

2.12. Limitations

It is common to find obstacles and conditions that the researcher faces while doing his research work that would interrupt his work and affect his progress. As far as we concerned, we faced some limitations when doing our research. Firstly, concerning the research instruments, we are

allowed to use only the questionnaire because of time constraints, this caused us some difficulties in studying the subject project, because itrequires more accuracy and analysis by using other instruments such as the interview and observation. Another limitation that we have faced is the lack of relevant resources because the lack of the books and the articles. Thus, we could not find more titles to include in the first chapter in order to reach the required number of pages

2.13. Conclusion:

The second chapter has sought a detailed description of the research methodology in order to give an overview on how it is carried out. It highlights and explains the methodological approach adopted for the study, the chosen sample population and the instrument to gather quantitative data namely the questionnaire. It also takes into account the motivation behind conducting this research work and addresses its objectives and limitations. The main findings, therefore, will be thoroughly discussed and analysed in the next chapter.

ChapterThree: Data Analysis and Interpretation

3.1. Introduction

According to what have been previously disscussed in the second chapter from the choice of the research method, population and sampling in addition to the description of of the data gathering tool, the present chapter tends to examine, analyse and further discuss the data gathered through the chosen instrument in order to answer the already stated research questions and test their hypotheses.

3.2. Data Analysis and Interpretation

After gathering the data through the research tools which are two formed questionnaires, one administrated to seventy-four english students, and another administrated to twenty-five English teachers at the university of Belhadj Bouchaib, this chapter is concerned with the analysis and interpretation of the collected data which are presented through graphs and explanations.

3.2.1 The Analysis of the Students' Questionnaire

The first questionnaire was distributed online to seventy-four English students at the university of Ain Temouchent, Sixty-six responses were collected and will be prsented in graphs and tables.

3.3.1. Question one: What inspired you to choose the English language as a fiels of study ?

This question was asked to explore the students' reasons and motives behind choosing English, which helps to determine their type of motivation .

The results are to be presented as follow:

Options	Number of the participants	Percentage
I'm intrested in the English culture	22	33.3%
For my own satisfaction	22	33.3%
It is an international language	18	27.3%
It offers better job opportunities	4	6.1%

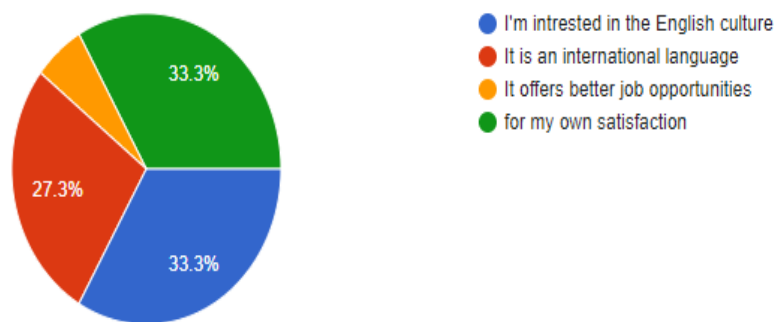**Table 3.1: Students' motives for choosing English**

Figure 3.1: Students' motives for chosing English

As shown in the figure above, 27.3% claimed that they chose it because it is an international language, while 33.3% showed their integrative orientation towards the English culture, equally 33.3% of them assumed that they learn it for their own satisfaction which clarifies that they are intrinsically motivated, while the instrumentally motivated students take the lower percentage about 6.1% .

3.3.2.Question two : How do you consider your English level?:

This question aims at knowing the level of proficiency of the participants, in order to determine the way they judge and evaluate their English .

Options	Number of the participants	Percentage
Weak	/	/
Average	50	75.8%
Excellent	16	24.2%

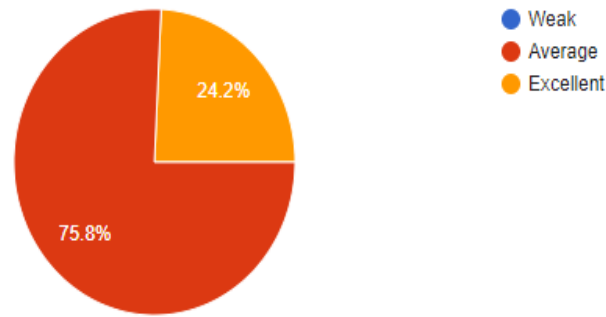**Table 3.2: Students' level of proficiency in English**

Figure 3.2: Students' level of proficiency in English

The results showed that 24.2% of the participants assumed that they have an excellent level, meanwhile the majority reported to have an everage level, which serves to highlight the way they estimate themselves.

3.3.3. Question Three: How do you find the English learning ?:

This question is formed in two parts, the first seeks to find out whether students enjoy learning English or not so as to question their motivation, and the second is to clarify the reasons behind both the enjoyment and disenjoyment of learning.

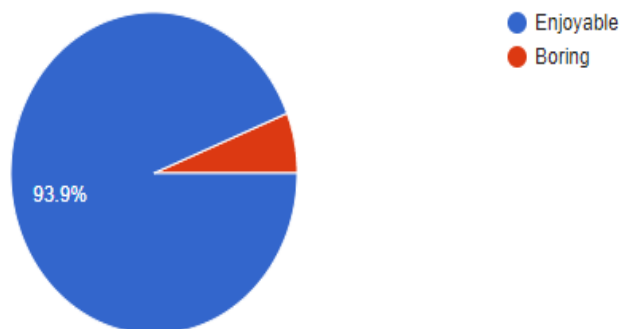| Opions	Number of the participants	Percentage
Enjoyable	62	93.3%
Boring	4	6.1%

Table 3.3: Students' Learning Motivation

**Figure 3.3: Students' learning Motivation**

Most of the students 93.3% finds it enjoyable, mainly because it is a world language and it is interesting , it was their choice to learn it and also because they desire to learn more about its culture. Whereas only 6.1% reported that it is boring for some reasons like, dealing with language in relation to other sciences or the methods used.

3.3.4. Question Four: Whatis your expectation when you make efforts in learning ? :

This question seeks to distinguish between students' emphasis whether it is on learning and mastery, or it is on test and performance.

Options	Number of the participants	Percentage
I want to develop my cognitive skills	56	84.8%
I take a task as a competition to get better scores than my classmates	10	15.2%
I want to avoid punishment	/	/

Table 3.4: Students' achievement goals
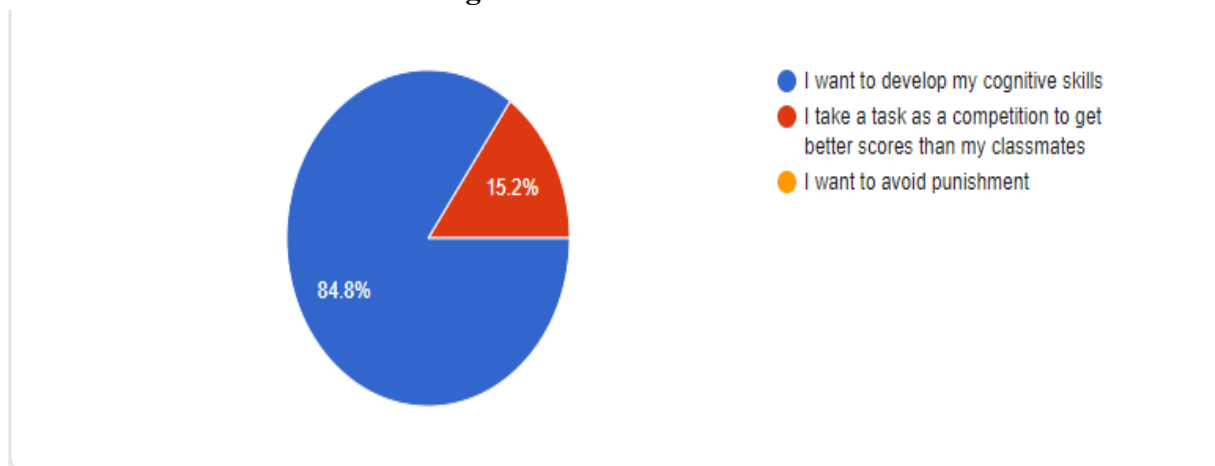
Figure 3.4: Students' achievement goals

As illustrated in the diagram above 84.8% of the respondents reported that they expect to develop their cognitive skills through the efforts made, which is refering that they are motivated to master what they are being taught, on the other hand 15.2% of them reported that they take a

task as acompetition to get better scores, which points out that they are motivated to achieve grades.

3.3.5. Question Five: Do you remember your previous studies after a period of time? :

The objective of this question is similar to the previous one, which is determining students' goal in learning whether mastery or performance.

Options	Number of the participants	Percentage
Yes, I have a long-term learning	50	75.8%
No, I have a short-term learning	16	24.2%

Table 3.5 : Students' type of learning
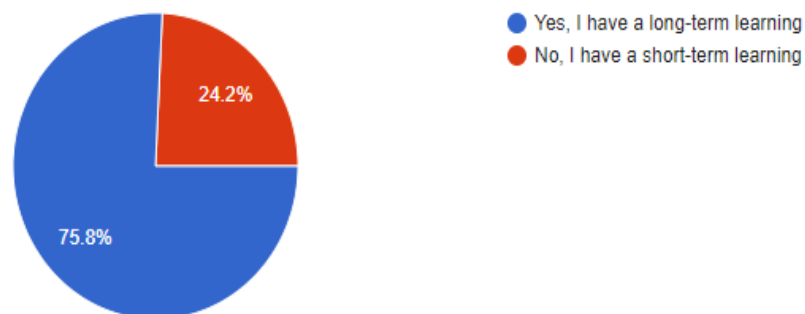
**Figure 3.5 : Students' type of learning**

For the participants who claimed to have long-term learning 75.8% they are motivated to master the language, while the other 24.2% who have short-term learning are motivated only to perform.

3.3.6. Question Six: When does your motivation decrease ?:

The aim of this question is to clarify the factors which seems to lower students' motivation, and reduce their desire to learn the language.

Options	Number of the participants	Percentage
When I have negative feedbacks from the teacher	20	30.3%
When im interrupted by the teacher because of my pronunciation mistakes	2	3.1%
When I'm required to solve easy homework	8	12.1%
The use of irrelevant teaching strategies by the teacher	36	54.5%

Table 3.6 :Factors decreasing students' motivation
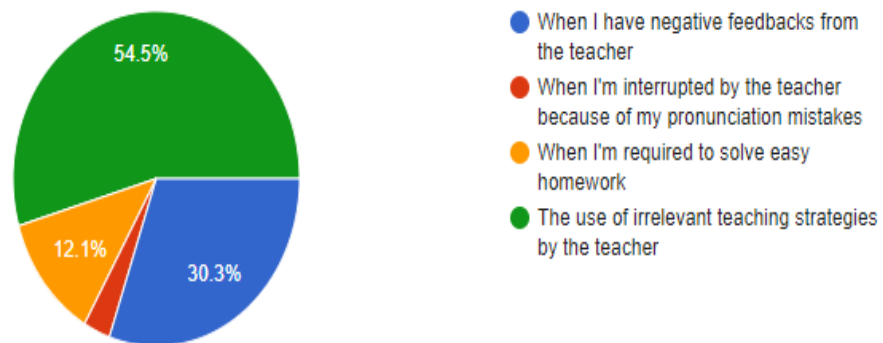

Figure 3.6 : Factors decreasing students' motivation

According to the participants the major factor which affects negatively on their motivation is the use of irrelevant teaching strategies by the teacher with 54.5% and 30.3% of them claimed that it is the negative feedbacks, while 12.1% assumed that their motivation decrease when they are required to solve easy homework, and only 3.1% went for the second option which is the interruption of teachers because of the pronunciation mistakes.

**3.3.7. Question Seven**: How do you consider the successful learner?:

Options	Number of the participants	Percentage
Lucky learner	4	6.1%
Self-disciplined learner	62	93.9%

Table 3.7: Students' perspective on the successful learner
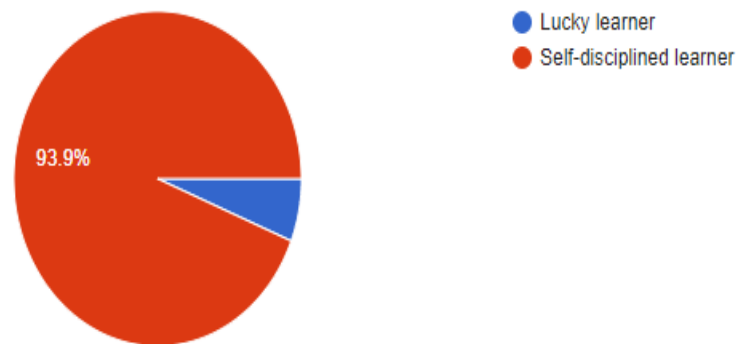
Figure 3.7 : Students' perspective on the successful learner

As shown in the above diagram, 93.9% of the students agreed on considering the successful learner as self-disciplined learner, and only 6.1% consider the successful learner as lucky, which is according to their mindset that vary from one learner to another.

3.3.8. Question Eight: Tick the box based on your level of agreement:

Concerning this question, students responded according to their level of agreement on each statement presented.
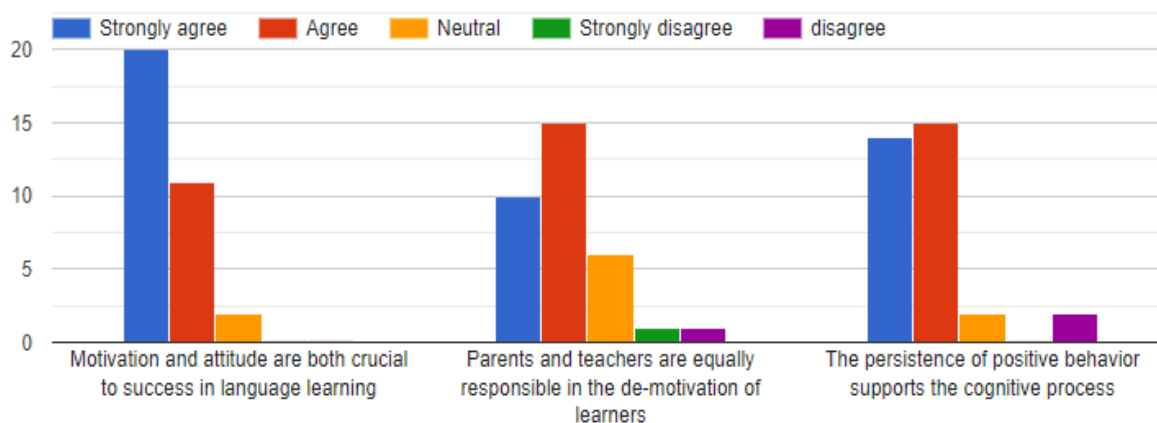
Figure 3.8 :Students' level of agreement on motivational concepts

In the first statement "motivation and attitude are both crucial to success in language learning" 40 of the participants strongly agreed, 22 agreed and 4 of them were neutral about it, then on the second one "parents and teachers are equally responsible in the de-motivation of learners" we notice that 20 strongly agreed, 30 agreed, 4 disagreed and 12 expressed their objectivity by being neutral, whereas in the last one "the persistence of positive behavior supports the cognitive process" 28 respondents strongly agreed, 30 simply agreed, 4of them were neutral and 4 disagreed .

3.2.2 The Analysis of the Teachers' Questionnaire

The second questionnaire was administrated to teachers, it mainly aims at investigating the teachers' perception on their students' motivation and its influence on their achievement and proficiency, it was distributed online to twenty five teachers from the department of English at the University of Ain Temouchent and twenty responses were received.

3.4.1. Question One: What are your qualifications? :

This question is a background question, it seeks to collect information about teachers' qualifications and the degree they carry.

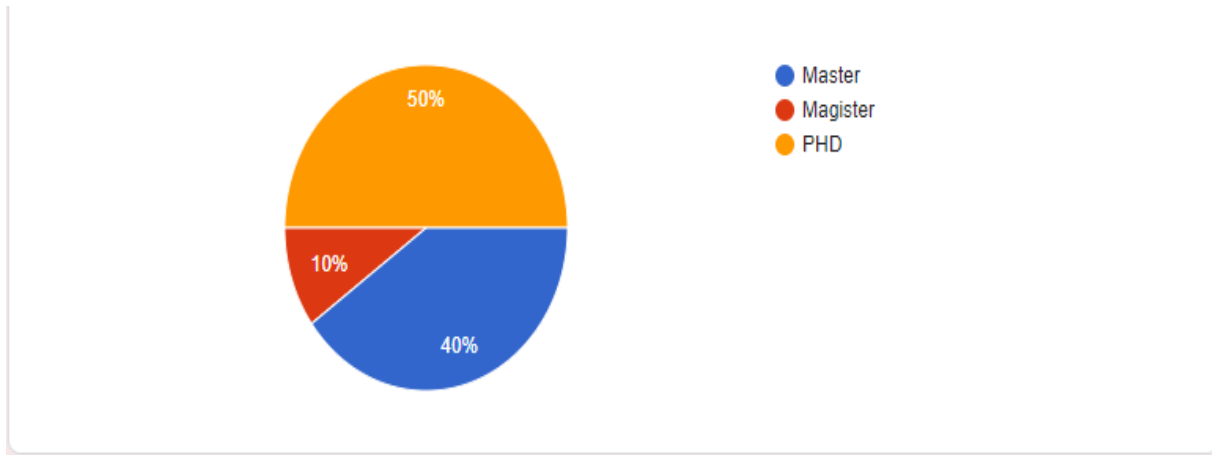| Options	Number of the participants	Percentage
Master	8	40%
Magister	2	10%
PHD	10	50%

Table 3.8 : Teachers' qualifications

Figure 3.9 : Teachers' qualification

 The diagram shows that 50% of the participants hold a PHD degree, while 40% of them carry a master degree and only 10% hold a magister degree.

3.4.2. Question Two: How long have you been teaching English ? :

    The aim of this question is to elicit the teachers' teaching experience, the teachers' answers revealed that their experience ranges from one to thirty years in teaching .
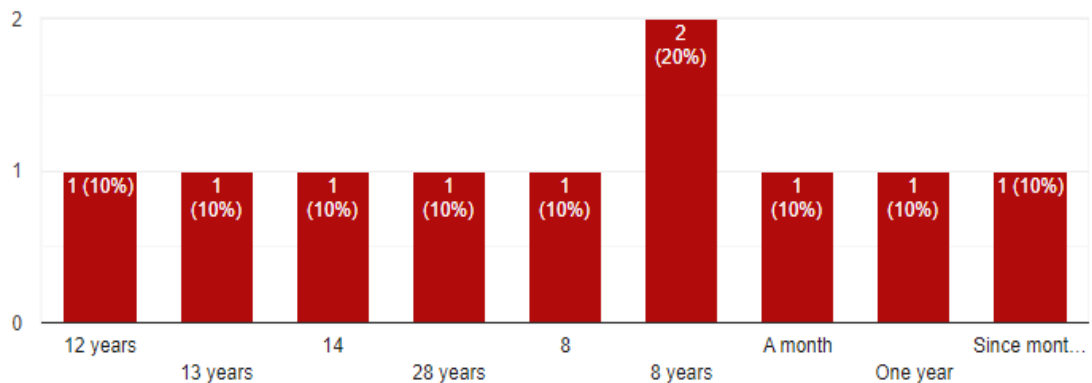

Figure 3.10 : Teachers' experience in English

50

3.4.3. Question Three: To what extent do you approve that motivation is crucial in developing the English learners' proficiency ?:

This question aims at discovering the level of teachers' awareness about the importance of motivation in the process of teaching and learning, as expected all the teachers approved that it is of high importance in the improvement of students' academic achievement, some of them claimed that it helps create good atmosphere in class, others said that it is essencialas it represents the successful classroom, one of them even suggested that it is necessary and highly recommended.

3.4.4. Question Four: To your opinion what does mostly affect on your students' motivation?:

This question seeks to examine the factors affecting students' motivation according to teachers.

Options	Number of the participants	Percentage
Anxiety	8	40%
Surrounding environment	6	30%
Sels-esteem	6	30%

Table 3.9 : Factors affecting students' motivation
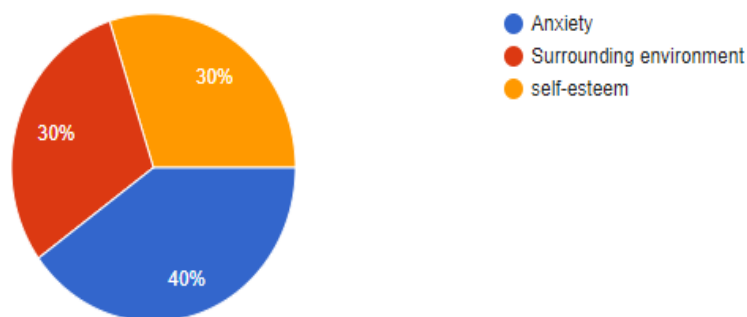
**Figure 3.11 : Factors affecting students' motivation**

As illustrated in the graph, 40% of the participants agreed on that anxiety affects the most on students' motivation, while 30% of them responded that it is the surrounding environment and equally 30% of them reported that it their self-esteem.

3.4.5. Question Five: How does blendedlearning(online and traditional learning) affect on students' motivation?:

Recently this years blended learning or what is called hybrid learning became part of the educational strategies, thus this question was asked to explore teachers' perspective about its influence on motivation.

Options	Number of the participants	Percentage
Positively	6	30%
Negatively	10	50%
No effect at all	4	20%

Table 3.10 : Blended learning impact on students' motivation
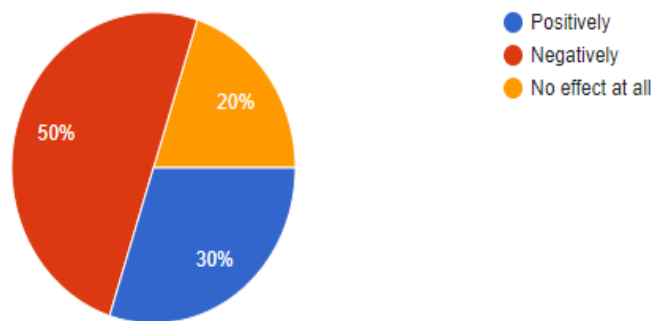
Figure 3.12: Blended learning impact on students' motivation

As shown above, 50% of the teachers clailmed that blended learning affects negatively on students' motivation, while 30% reported that it has a positive effect on motivation, whereas 20% of them assumed that it has no effect neither positive nor negative.

3.4.6. Question Six: Tick in the box based on your level of agreement:

In this question teachers were requested to respond to the statements according to their level of agreement .
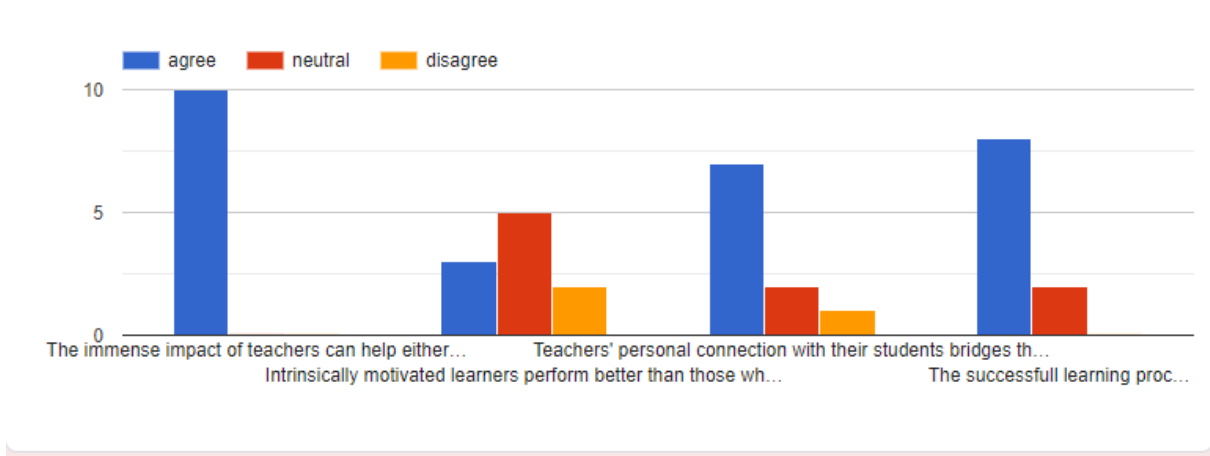
Figure 3.13: Teachers' opinions about motivational conceptions

All of the teachers agreed on the first statement that the impact of teachers has a great influence on students that it can either promote or decrease their motivation, while in the second statement which is "the intrinsically motivated learners perform better than those who are extrinsically motivated" the majority of the participants were neutral, 6 agreed and only 4 disagreed, furthermore in the third statement 14 agreed on that "teachers' personal connection with their students bridges the gap between them and promotes their motivation" 4 were neutral and only 2 disagreed and lastly in the fourth statement " the successful learning process depends on the positive atmosphere and a managed classroom" 16 of the participants agreed and two of them were objective.

3.4.7. Question Seven: Doesstudents' motivation increase when they are given more autonomy in the classroom ? :

Since the theory of learner autonomy is considered one of the most effective ways to educate students and has gained credibility over time in the foreign classrooms, this question was asked to reveal how this theory serves the students' motivation from the teachers' point of view.

Options	Number of the participants	Percentage
Yes	20	100%
No	/	/

 Table 3.11: The influence of learners' autonomy on motivation
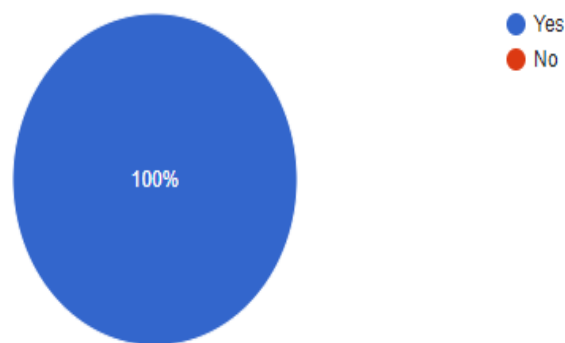
Figure 3.14: The influence of learners' autonomy on motivation

As expected the results indicates that all of the teachers approved that learners autonomy does promote students' motivation, mainly because they will integrate in their courses and be more aware of their learning, besides as stated by teachers it offers them freedom to express themselves and also for some of them giving students autonomy in the classroom increases their creativity and productivity.

3.4.8. Question Eight: Students' achievement is connected to:

Concerning this question, teachers were given multiple options of what is believed to be connected with students' achievement, the participants were asked to select what they think is more relevant.

Options	Number of the participants	Percentage
Effort	16	80%
Innate ability	6	30%
Positive attitude	14	70%
External rewards	8	40%

Table 3.12: students' achievement attachments

The above results are also displayed as follow:
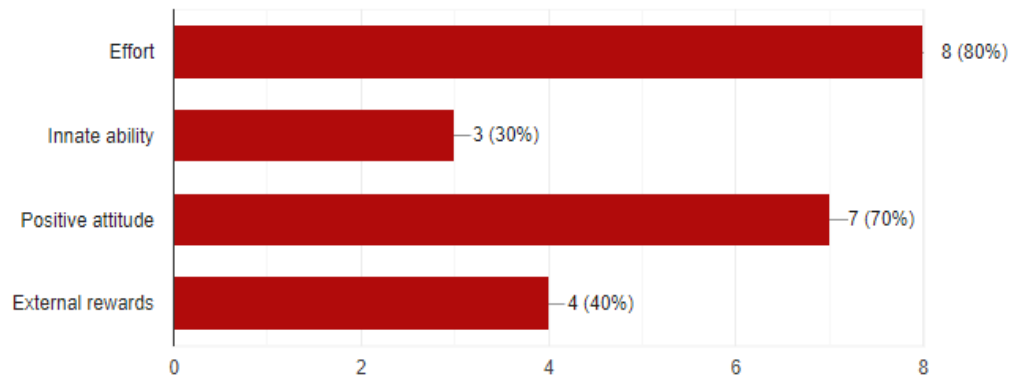
Figure 3.15: Students' achievement attachments

As shown in the table and the graph above, teachers strongly believe that students' achievement is connected to effort as well as the positive attitude, whereas only few of them responded that it is connected to the innate ability and to the external rewards.

3.4.9. Question Nine: According to you what strategies should the EFL teachers implement to increase their students' motivation ?:

The aim of the last question is to elicit how teachers cooperate to motivate their students, and what they could possibly propose as strategies to increase their students' motivation.

Thankfully teachers genuinely responded to this question and they were quite generous to propose some strategies they believe it is beneficial to improve students' motivation and enhance their academic achievement, among this strategies they suggested to be electic when usingthe methods of teaching, take the learners' needs into consideration also create a suitable and a comfortable atmosphere, besides they all appear to agree on the importance of rewards as they suggested to reward the students' performance to encourage them, as well as teaching them to be autonomous and productive .

3.3. Discussion of the Main Results

After what has been previously analyzed, the results obtained from both the students and the teachers' questionnaires indicates that motivation is a key factor in the process of both teaching and learning a foreign language, also the results has deeply shown its effectiveness in the development of students' proficiency as well as the enhancement of their academic achievement. The questionnaires were designed as an attempt to answer the research problems, the first one is to determine wether motivation and the learner's attitude are correlated and the second concerns the external and internal factors affecting students' motivation. So, after collecting the required data, the aim of this section is to summarize and further discuss the findings and the main points that have been achieved, in which it will either confirm or reject the earlier mentioned hypotheses for the research question.

Most of the students in the English department of AinTemouchent University chose to study English out of interest and most of them are intrinsically motivated as they study the language for their own satisfaction, many of them however show positive attitude towards the English culture.

The findings of the current survey have clearly revealed that the majority of English students are motivated to learn, and they expect to develop their proficiency and master the language rather than just focusing on performance .

Besides, the results of the data highlights the factors students believe it decreases their motivation, mainly the irrelevant teaching strategies and the negative feedbacks received from the teachers as they are facing many barriers to perform like grammar, pronunciation and the unupgraded vocabulary.

In addition to that, teachers play a vital role in the motivation of their students, the findings of the teachers' questionnaire have to some extent defended this idea.The teachers of the English department of Belhadj Bouchaib University are of a large experience and totally aware of the importance and necessity of motivation in the improvement of students' academic achievement, according to teachers anxiety is among the main factors which affect on students' motivation along with the negative influence of the blended learning, however almost all the teachers approved the positive impact of learners' autonomy and that it increases students' motivation and productivity , at last teachers suggested strategies to help motivate students, the friendly and interactive relationship , the comfortable and positive atmosphere , the interesting learning materials and adequate methods of teaching as well as giving rewards to encourage them to participate and integrate in the courses and influence their extrinsic motivation. To sum up, the

analysis of both questionnaires as helped the study achieve its goals and has clarified any sort of ambiguity in the reached points.

3.4. Conclusion

The main focus of this chapter was the analysis and discussion of the research findings collected through two questionnaires administrated to students and teachers of English at the university of AinTemouchent, the results have shown the effectiveness of motivation in the foreign language learning, it has also proven the definite role of teachers to enhance and increase their students' motivation.

Pedagogical Recommendation and Suggestions

On the light of the analysis of the findings obtained from the present study, the following set of recommendations are to be proposed in order to help both teachers and learners enhance their motivation:

For the Learner**s** it is suggested to be fully aware of the importance of learning foreign languages, especially the English one as it is an international language, also learners are recommended to vary their ways and methods of learning so as to trigger their own intrinsic interest, also to be autonomous and integrate in their courses and not only relying on the teacher, in which it will raise their self-esteem and empower them to manage their emotions and lower their anxiety.

However for the teachers it is proposed that instructors and syllabus designers should take into consideration promoting learners' motivation, encouraging and supporting their goals by the effective materials, curriculum and teaching methods also they are recommended to apply eclecticism when selecting relevant strategies to help establish a positive learning and teaching process, besides improving classroom management to help create a supportive learning atmosphere as well as giving the learner the opportunity to be autonomous and increase his productivity and creativity. Foreign language teachers are supposed to encourage their learners to develop their speaking skills either inside or outside the classroom with friends and correspond with native speakers to integrate in the target culture and to provide positive feedback and avoid negative evaluation in order to encourage them to participate and accept mistakes.

General Conclusion

Success in academic pursuits depends on motivation as it directs and guides the learner's behavior, hence it is crucial in foreign language learning as it clarifies the learner's purpose and provide him with an objective to achieve. Besides, motivation is considered the most significant factor which affects foreign language learning. In order to probe and dig deeper into this, the current research was conducted as an attempt to investigate the role of motivation in foreign language learning among students of English at the University of AinTemouchent, two questionnaires were utilized as a research instrument to examine the research problems.

The present study is formed of three chapters in which the first is concerned with the theoretical review which aimed to cover all concepts in relation to motivation foreign language learning (its definition, types, approaches and the factors affecting it), it also focused on determining the role of teachers in motivating their learners and the motivational strategies which influence their behavior towards reaching their goals. The second chapter which is the practical part of the study dealt with the description of the methodology adopted for the research, it presented the research tool in addition to the addressed population, while the third and last chapter was devoted for data discussion and analysis of the results collected from the research instrument employed, it also interpreted the findings obtained from the study, as well as answering the research questions and confirming the hypotheses. Lastly, the study closed up with a set of pedagogical recommendations that resulted from the whole research process.

To sum up, in spite of the fact that motivation has been recognized as an effective factor in the success of language learning, still the level of motivation differs from a learner to another and according to their type of motivation whether intrinsic or extrinsic, which based on the findings of this research study, it is mainly the teacher's task to engage them in the learning process with a full consideration of the challenges and difficulties they face during the process and also their attitude towards the language. Even though teachers are not able to control all types and aspects of motivation, however they can take suitable measures to increase their learners' interest and enhance their motivation.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

The present questionnaire is part of a research which aims at exploring the role of motivation in the process of foreign language learning among master two English students at BelhadjBouchaib University.

We'll be grateful if you could cooperate to fill in it, thank you.

1) What inspired you to choose the English language as a subject of study ?

   - I am interested in the English culture ☐

   - It is an international language   ☐

   - It offers better job opportunities   ☐

   - For my own satisfaction☐

2) How do you consider your English level :

   - Weak   ☐

   - Average ☐

   - Excellent ☐

3) How do you find the English learning?

   - Enjoyable ☐

   - Boring   ☐

4) Why ?

5) What is your expectation when you make efforts in learning ?

   - I want to develop my cognitive skills ☐

   - I take a task as a competition to get better scores than my classmates ☐

   - I want to avoid punishment☐

6) Do you remember your previous studies after a period of time?

   - Yes , I have a long-term learning ☐

   - No, I have a short-term learning ☐

7) When does your motivation decrease ?

- I have Negative feedbacks from the teacher ☐

- I am required to solve easy homework ☐

- The use of irrelevant teaching strategies by the teacher ☐

- I am interrupted by the teacherbecause of my pronunciation mistakes ☐

8) How do you consider the successful learner ?

- Lucky learner ☐
- Self-discipline learner ☐

9) Tick the box based on the level of your agreement

- Motivation and attitude are both crucial to success in language learning

Agree	Neutral	Disagree
☐	☐	☐

- Parents and teachers are equally responsible in the de-motivation of learners

Agree	Neutral	Disagree
☐	☐	☐

- The persistence of positive behavior supports the cognitive process

Agree	Neutral	Disagree
☐	☐	☐

The Link to the Students' Questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSfEpdObQoMADsjkxZRyNQEmf51i7JWn
e8VkTzi4uLj1USRBEQ/viewform?usp=sf_link

Appendix B

Teachers ' Questionnaire:

Dear Teachers,

This questionnaire is part of a study which aims at investigating the role of motivation in foreign language learning among English students at BelhadjBouchaib University, we would really appreciate if you could cooperate to fill in it as it seeks to collect data about the importance of motivation in the process of teaching and learning a foreign language , Therefore your contribution would be of a great help to achieve the objectives of our research.

Thank you in advance for your collaboration

1) What are your qualifications?

- Master ☐

- Magister ☐

- PHD ☐

2) How long have you been teaching English ?

3) To what extent do you approve that motivation is crucial in developing the English learners' proficiency ?

4) To your opinion what does mostly affect on your students' motivation? :

- Anxiety ☐

- Surrounding environment ☐

- Self-esteem ☐

5) How does blended learning (online and traditional learning) affect on students' motivation?

- Positively ☐

- Negatively ☐

- No effect at all ☐

6) Tick on the box based on your level agreement

-The immense impact of teachers can help either motivate or de-motivate learners

    Agree   Neutral   Disagree

    ☐   ☐   ☐

-Intrinsically motivated learners perform better than those who are extrinsically motivated

    Agree   Neutral   Disagree

    ☐   ☐   ☐

-Teachers' personal connection with their students bridges the gap between them and promotes their motivation

    Agree   Neutral   Disagree

    ☐   ☐   ☐

-The successful learning process depends on the positive atmosphere and a managed classroom

    Agree   Neutral   Disagree

    ☐   ☐   ☐

7) Does students' motivation increase when they are given more autonomy in the classroom?

- Yes ☐

- No ☐

8) Why ?

9) Students' achievement is connected to ?

- Effort ☐

- Innate Ability ☐

- Positive attitude ☐

- External rewards ☐

-

10) According to you, what strategies should the EFL teachers implement to increase their students' motivation?

The Link to the Teachers' Questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSf6KA_FGXLSL-voj8ns-hX_VSTI55KZkPlROyqv_s2jcua6aw/viewform?usp=sf_link

ملخص

لطالما كان تعلم اللغات أجنبية شغفا للكثير من الأشخاص حول العالم , ولكن يبقى عنصر التحفيز
العامل الرئيسي لتحقيق هذا الشغف أو إحباطه . التحفيز هو عبارة عن مجموعة الدوافع التي تقود
سلوك الفرد لتحقيق غاية معينة,تم إجراء الدراسة البحثية الحالية بهدف تسليط الضوء على علم التحفيز
في تعلم اللغة الأجنبية , لغاية استكشاف العوامل التي تؤثر على مستوى التحفيز لدى المتعلمين ، ومما
خلصت إليه الدراسة أن للبيئة و المواقف التعليمية للمتعلم اتجاه اللغة أهمية كبيرة في تعزيز و تنمية
مستوى تحفيزه كما أوضحت الفعالية و الدور البالغ للمعلم في تعزيز تحفيز المتعلم

Résumé

Apprendre les langues étrangères a toujours été une passion pour de nombreuses personnes à travers le monde, mais l'élément de motivation reste le facteur principal pour atteindre ou contrecarrer cette passion. La motivation est un ensemble de motifs qui conduisent le comportement d'un individu à atteindre un objectif spécifique. La présente étude de recherche a été menée dans le but d'examiner la science de la motivation dans l'apprentissage des langues étrangères et d'explorer les facteurs qui aident à motiver les étudiants et les autres facteurs ce qui constituent un obstacle à l'amélioration de leur niveau de motivation et de leurs performances cognitives. Après l'analyse et la discussion des résultats a été démontré l'efficacité de la motivation dans l'apprentissage d'une langue étrangère, ainsi que la grande influence du professeur dans l'amélioration et le développement de la motivation des étudiants.

Summary

Learning a foreign language is of utmost importance for the individual as it can be a reflection of one's self-identity, however the process of learning a foreign language is a complex one with various variables that the learner should consider. The current study focused on motivation as it is considered the most influencing variable in language learning, it shed the light on the correlation between motivation and students' proficiency, in order to explore the factors affecting on their achievement. The results of the study have validated the effectiveness of motivation in foreign language learning besides emphasizing on the profound role of teachers in maintaining and enhancing their students' motivation.