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Investigating Students' Motivation towards Learning English in the Department of English at Mouloud Mammeri University of Tizi-Ouzou: The case of First-Year students

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To my beloved family:

My parents Makhlouf and Dalila

My Sisters Siham, Ouarda and Massissilia

My brother Saad

My friends Toufik, Takfarinas, Sofiane,

Latamene, Mohamed and Aomer

Syphax

To my dear parents Said and Malika,

Whose love, care and support always strengthen my will,

To my grandmother (in memory), to my grandfather,

To my sister

To my brothers, and their wives

To all my lovely family members and my relatives,

To Naima and Makhlouf who supported me all along my studies

and their sweet girls Monika, Aya and Lina,

To my best friend Nait Ramdane Toufik,

who supported me so much, and with whom

I shared unforgettable moments.

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Abstract

The present study investigates first-year students' motivation towards learning English in the department of English at Mouloud Mammeri University of Tizi-Ouzou. It aims to figure out to what extent first year students are motivated to learn English as well as the different factors that motivate and demotivate them. Our research relies on an integrated approach combining Dornyei's and Williams and Burden's frameworks of second language motivational strategies. To collect data, we administered a questionnaire to one hundred and four (104) students. In addition, another questionnaire was administered to their teachers and an interview was conducted with them. For the analysis of data, a mixed-research method was used. The study, in fact, combines quantitative and qualitative methods. We used statistical analysis and Qualitative Content Analysis for both results obtained from the two questionnaires. As regards the interpretation of the teachers' interview, we followed the Qualitative Content Analysis method. The main finding of the teachers' questionnaire indicates that the majority of teachers (55.55%) responded that their students are motivated to learn English. On the other hand, the main results of the students 'questionnaire indicate that 47% of the respondents are 'sometimes' and 21.15% are 'often' motivated by their teachers. As regards the demotivational factors, our findings show that factor relating to "fear of making mistakes" with 44.23%, "shyness" with 28.85% and "anxiety" with 19.23% is the most common. Finally, on the basis of the results obtained we reached the conclusion that the majority of first-year students are motivated to learn English and their teachers motivate them to learn it using different techniques and strategies.

Key Terms: *Motivation, L2 Motivation, Motivational Strategies, Qualitative Content Analysis, Demotivation*

List of Abbreviations

- **AM:** Amotivation

- **BMD:** Bachelor, Master, Doctorate

- **EFL:** English as Foreign Language

- **EM:** Extrinsic Motivation

- **ESL:** English as Second Language

- **Hp:** Hypothesis

- **IM:** Intrinsic Motivation

- **L2:** Second Language

- **Q:** Question

- **QCA:** Qualitative Content Analysis

- **SDT:** Self-determination Theory

- **TL:** Target Language

List of symbols

%: Percentage

X: The calculated percentage

Z: The value of the answers

Y: The total number

=: Equal

×: Multiply

÷: Division

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General Introduction

- ## **Statement of the Problem**

Learning a second or foreign language is not an easy task as it requires various educational and psychological factors. Among these factors, motivation is one that highly influences the learning process. As a matter of fact, motivation is a complex area of research within the field of applied linguistics and education witnessing a huge amount of research in different contexts. Though motivation is difficult to address its broad scope and concerns with a single theory, scholars such as Dornyei and Otto (1998), Steers and Porter (1991), Ryan and Deci (2000) share the same perception of the meaning of motivation which consists of the need or the desire to pursue a particular action, strive with it and the energy expanded on it (Dornyei, 2001; 2011).

Motivation is one of the core concepts in second or foreign language education as it plays a central role in both the transmission and reception of knowledge. Indeed, motivated learners are more likely to grasp information than unmotivated ones and this can be shown in the fact that motivated learners are always involved while learning and show enthusiasm comparing to the unmotivated ones.

A brief glance at the previous studies reveals that the issue of students' motivation has been the concern of many researchers from different perspectives around the world. In this respect, works conducted by Gardner (1985), Dornyei (1994), Dornyei and Otto (1998) Williams and Burden (1997) Oxford and Shearin (1994) consider motivation as an important factor in the success of language learning.

Research on second language motivation was first initiated with the prominent works of two pioneer researchers in Canada, Robert Gardner and his associate William Lambert (1972). Their investigations on L2 motivation were centered on the social psychological perspectives, where the sociocultural environment of the learner plays an important role in L2 learning.

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In the Algerian context, English is taught at all universities, either in the departments of English or in other departments where English is studied for specific purposes(Djabari, 2014). Indeed, the awareness of the importance of learning English for students would be of great value and interest. So, it is the role of the teacher to arouse this interest in students and motivate them to learn it, since English is the main language that is internationally used in different domains and it is the key to their success.

It is worth mentioning that in the Algerian context the study of students' motivation towards learning English at the level of the university has received little and insufficient interest and it is mainly limited to one aspect which is the students' motivation towards speaking. In line with this, works conducted by Loukriz (2012); and Benzahra (2013) reveal that motivation of students is subject to different influencing educational and psychological factors. Undoubtedly, investigating the issue of students' motivation but towards learning English in a different context; that is in the Department of English at Mouloud Mammeri University of Tizi-ouzou would be very significant.

- **Aims and Significance of the Study**

This research which is a case study, first and foremost, aims at shedding light on the vital role that motivation plays in the teaching-learning process, mainly in ESL and EFL learning. Thus, in this present study we have chosen first-year students in the Department of English at MMUTO to be the participants, because their motivational disposition constitutes a basic step that will greatly and likely influence their upcoming years of their learning process. Moreover, in this study we intend to reach two main objectives: the first is to explore the factors that influence first-year students' motivation to learn English, that is, what can motivate or demotivate the students. The second objective consists in determining the place of teachers in creating and enhancing this motivation, as teachers influence their students' motivation in many ways.

As far as the significance of the study is concerned, motivation helps both students and teachers in the educational context. If students are motivated, this will result in the smooth running of the teaching learning process. Therefore, it is crucial to show the outstanding effectiveness of motivation in the fulfillment of goals and objectives of both teachers and students. More importantly, the significance of this investigation lies in the fact that it the first exploratory research at the level of the department of English at MMUTO. It will help us to have a deeper understanding to what extent motivation is crucial and influential in the teaching-learning process. Lastly, the key findings of this study will contribute to the existing research on this subject, offering teachers with insights on how to motivate and keep their learners motivated by paying more attention to the motivational practices they use, and by avoiding its negative counterparts.

- **Research Questions and Hypotheses**

Considering the students' motivation as an integral factor that determines the success or failure of second/foreign language learning, the current study asks four fundamental questions which are:

1. Are first-year students in the department of English at MMUTO interested in learning English?

2. Is the majority or only the minority of first-year students in the department of English at MMUTO which is motivated to learn English?

3. To what extent do first-year students of English in the department of English at Mouloud Mammeri University of Tizi-Ouzou strive to learn English successfully?

4. Do teachers in the department of English at MMUTO motivate their students to learn English and what strategies do they use to motivate them?

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

1. First-year students in the department of English at MMUTO are motivated to learn English.

2. First-year students in the department of English at MMUTO are not motivated to learn English.

3. Only the minority of first-year students in the department of English at MMUTO which is motivated to learn English.

4. The majority of first-year students in the department of English at MMUTO are motivated to learn English.

5. Teachers in the department of English at MMUTO motivate their students to learn English using different strategies.

6. Teachers in the department of English at MMUTO do not motivate their students to learn English.

- ## Research Techniques and Methodology

To conduct our research, we adopt a mixed-research method. In fact, the research combines quantitative and qualitative methods for data collection and data analysis. It intends to measure the students' motivation as well as the different factors that may influence it.

The research data are collected using two questionnaires designed for both first-year students of English at MMUTO as well as their teachers. Also, a structured interview that targets eight teachers in the same department is conducted. This will put us in a direct link with the context of our investigation and provide us with more details to better investigate the issue. For the quantitative part, we use a descriptive statistical method relying on the rule of three to produce statistical data in order to make the analysis of data easier. And for the qualitative part, we explain the results obtained from the interviews and the two questionnaires that contain open-ended questions, by discussing and justifying the reasons of the different views of both students and teachers through content analysis. Last but not least, the theoretical

framework we selected in our study is an integrated one. Indeed, the approach matches the principles of two frameworks. The first is introduced by Dörnyei in 2001 and it consists of the various motivational strategies that can be used by teachers in the classroom. The second is that of Williams and Burden developed in 1997 that is categorized in terms of learner's internal and external motivational factors.

• **Structure of the Dissertation**

The overall structure of this dissertation follows the traditional-simple model. It consists of a general introduction, four chapters and a general conclusion.

The general introduction presents the statement of the problem, aims and significance of the research, research questions and hypotheses, research techniques and structure of the dissertation. The first chapter is called *'Motivation, Language Learning and Teaching'*. It reviews the different theories and concepts of motivation and their relation to language learning and teaching. The second chapter is named *'Research Design'* and it presents and explains the procedures of data collection and data analysis. In other words, it gives a description of the research design, the research instruments and the data gathered from the respondents. The third chapter is entitled *'Presentation of the Findings'* in which the results are figured out using different diagrams, tables and pie charts. The fourth and the last chapter is labelled *'Discussion of the Findings'* whose function is to discuss the findings of the study and gives answers to the research questions.

Finally, this dissertation ends with a general conclusion. It provides a summary of the different points tackled throughout the research and it provides the limitation of the study as well as suggestions for further research.

CHAPTER ONE: REVIEW OF LITERATURE

Introduction

This chapter is a review of the literature relating to motivation in the field of language learning and teaching. It aims at exploring the complex relationship between motivation, language learning and teaching. The first section of this chapter starts with various definitions of motivation from different perspectives. It, then, accounts for the different theoretical frameworks and approaches that have been adopted to explain the notion of motivation and its relation to language learning. The second section of this review opts for investigating motivation and its relation to language teaching, in the sense of examining how motivation research may benefit language teachers in their classroom practices. Lastly, this review explains the notion of demotivation in language learning. The theoretical concepts it reviews will help us to analyse the factors that influence first-year students' motivation towards learning English in the department of English at MMUTO.

I- Motivation and Language Learning and Teaching

I.1. Defining Motivation

Due to the complex nature of the notion of motivation, there is, in fact, no agreement on the exact definition of motivation (Oxford and Shearin, 1994). In this context, Dornyei (1998: 117) comments: *"Although motivation is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept"*. To put it another way, despite the fact that motivation has received much attention in educational research, yet, there has been little concordance on its conceptualisation, because of the different contexts of learning.

Crookes and Schmidt (1991) describe motivation as *"the learner's orientation in relation to the goal of learning a second language"* (Cited in Ozturk; 2012). In other words, motivation is related to the direction that the learner chooses in relation to the aim of language learning. In addition, according to Steers and Porter (1991: 6) *"motivation can be characterized as*

follows: needs or expectations, behaviour, goals and some form of feedback". Moreover, Deci and Ryan (2000:54) claim that *"to be motivated means to be moved to do something"* in the sense of engaging in doing an activity. Furthermore, Dornyei (2011) explains that motivation involves the decision to perform a specific activity, maintaining doing this activity and the effort expanded in doing it.

In the context of defining motivation, Gardner (2001) suggests that motivation, along with the language aptitude, is a main element which determines success in learning another language in the classroom setting. Gardner (1985:10) declares that motivation is related to the effort and the willing to achieve goals while learning a language combined with the positive attitudes towards this language.

Interestingly, Brown (1994:152) states that "*motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action*". Similarly, Narayanan (2006) defines motivation as the reason or reasons behind one's actions or behaviour. Differently said, motivation resides in the causes or the motives that make someone to behave or act in a particular way.

Motivation was considered as a key factor to successful language learning because it drives students to learn the language easily and it helps teachers in their work. Learners' motivation is subject to various negative influences during the learning-process, which may differ from one context to another, and the department of English at MMUTO is not an exception. These negative influences can be labelled as 'demotivational factors'

I.2. Demotivational Factors in Language Learning

Demotivation is concerned with the factors that reduce and decrease the motivation of students. Dornyei (2001) defines demotivation as *"specific external forces that reduce or diminish the motivational basis of a behavioural intention or an on-going action"* (Dornyei, 2001: 143).

Demotivation can be regarded as the negative counterpart of motivation. Similarly, 'demotives' can be considered as the negative counterpart of motives (ibid). Moreover, there are different negative factors that may cause someone to lose his interest in learning a language. Dornyei (2001) notes that: *"a demotivated learner is not someone who has lost his motivation completely"*. Dornyei (2011) identified these main demotivating factors:

1- *The teacher (personality, commitment, confidence, teaching method).*
2- *Inadequate school facilities (group is too big or not the right level, frequent change of teachers).*
3- *Reduced self-confidence (experience of failure or lack of success).*
4- *Negative attitudes towards the L2.*
5- *Compulsory nature of L2 study.*(Dornyei, 2001: 148)

Firstly, the personality of teachers plays an important role in students' motivation, as how they behave with their students (severe, indulgent, cheerful, etc.). For instance, if the teacher is severe and show no enthusiasm to students when teaching, consequently, this may cause the students to be demotivated from learning the L2.

Moreover, the decline of self-assurance or confidence caused by a failure experienced in the past which arouses negativism on students' perceptions of their capacities may deprive them from any effort to engage in language acquisition. Without any confidence on their capacities and an optimistic view of what they can accomplish, even genius learners will face problems in their learning cycle. And it is the responsibility of classroom practitioners to revive students' self-assurance and experience them to have a high regard on their own abilities. In the same line with this, Hamada (2008) conducted a study in Japan where he surveyed 234 first-year students and found that there were internal and external demotivating factors. Among the most influential internal factors, he identified reduced self-confidence as being the most significant.(cited in K. Sarojani Devi Krishnan *et al* 2013)

Another powerful demotivational influence is concerned with inappropriate conditions that students may encounter such as large number classes (overcrowded classes) which may be difficult to manage by teachers. In concordance with this, Willos (2011) states that:

"overcrowded classrooms have more negative effects than any positive. They cause disturbance for students, embarrassment for some to participate and in general the students' development, confidence and understanding. In addition to that it is a source of stress for the teacher" (Cited in M. Fattash, 2013)

In the same way, Ushioda in her study (1998) investigated demotivational factors of twenty (20) Irish learners of French in Dublin. She diagnosed two significant aspects that cause demotivation which are related to the learning context, these are mainly the teaching methods and the learning tasks (Dornyei and Ushioda, 2011).

I.3. The Importance of Motivation in Language Learning and Teaching

Motivation is thought of as one of the most important and affective factors that modulate and change language learning and teaching. Indeed, students' learning may be directed towards success or failure depending on the motivational state of learners and their investment in the learning of the language. That is to say, motivated learners are more able to improve their learning abilities than unmotivated ones. As it is clearly said by Gardner (2006: 241) *"students with higher levels of motivation will do better than students with lower levels"* (cited in Al-Tamimi and Shuib, 2009: 32).

Moreover, teachers also need to know how to manage their classroom and feel at ease when they are teaching. This can be done using different strategies to make the unmotivated students to become more interested in learning, and maintain or fortify the motivational state of those who are motivated. In short, to experience successful and effective teaching, teachers should help students and guide them to succeed in their learning and motivate them in the relevant way.

I. 4. Types of Motivation

Motivation is divided into four main types which have been identified by different scholars such as Gardner (1985), Gardner and Tremblay (1994), Ryan and Deci (1985). These types are explained in the following paragraphs.

I.4.1. Intrinsic and Extrinsic Motivation

These two terms are rooted in the Self-determination theory that categorizes motivation into two types: intrinsic and extrinsic. Indeed, intrinsic motivation refers to motivation to engage in an activity, because it gives joy, pleasure and satisfaction while doing something (Deci and Gagné, 2005). It is related to the individual internal feelings that push someone to do the task and gain knowledge rather than some separable outcomes. Extrinsic motivation, on the other hand, is related to the external factors that drive learners to learn. That is, it is *"the performance of an activity in order to attain some separable outcomes"* (Ryan and Deci, 2000:55). For instance, when the learner will receive rewards after performing the task or getting good marks.

I.4.2. Integrative and Instrumental Motivation

According to the pioneer researchers Gardner and Lambert (1972), there are two types of motivation: *"integrative and instrumental"* (cited in Mahadi and Jafari, 2012). These two types of motivation are essential when referring to second or foreign language learning. On the one hand, integrative motivation occurs when learners are studying a language because they want to identify themselves with the community and the culture that speaks that language. On the other hand, the instrumental motivation is related to the pragmatic considerations that learners anticipate in learning a language such as obtaining a job, gaining a high salary, etc. In connection with this idea, Cook (2000) states that integrative and instrumental motivations are very crucial and useful for second and foreign language learning.

I.5. Important Theories of L2 Motivation

A number of theories have been developed by different researchers to explain the notion of motivation from different perspectives and different contexts. Previously, researchers used to focus on drives, needs and reinforcement as pre-eminent sources for defining the notion of motivation (Pintrich and Schunk, 2002). Contemporary theories and research studies on motivation put emphasis on individuals' beliefs, values and goals as the main sources of motivation (Eccles and Wigfield, 2002).

I.5.1. Expectancy-Value Theory

In conformity with the main principles of expectancy- value theory, motivation to perform various tasks is the product of two key factors. The first factor relates to "*the individual's expectancy of success in a given task and the reward that successful performance will bring.*" (Dornyei, 2011:13). As regards the second factor, it deals with "*the value the individual gives to success on that task, including the value of the rewards and of the engagement in performing the task.*"(Ibid) Thus, according to Dornyei expectancy of success is not sufficient if it is not followed by positive values.

I.5.2. Self-Efficacy Theory

It was introduced and developed by Albert Bandura (1997) who defined self-efficacy as someone's beliefs about his own capacities to coordinate and perform tasks, and\or elucidate problems (Cited in Graham and Weiner, 1996). Also, it is the beliefs that people hold in relation to their capacities to take control over what influences their experiences (Bandura, 1989). According to Bandura "*self-efficacy beliefs are the foundation of human agency. When individuals develop a strong sense of efficacy, their chance for achievement will raise and the effect of failure will reduce*" (cited in Dornyei, 2011:16). To put it differently, learners with high self-efficacy are more likely to experience success and achievement than those with low self-efficacy.

I.5.3. Goal-Setting Theory

This theory was developed by Lock and Latham (1990). It seeks to explain the differences in performance among individuals in terms of differences in goal attributes (Dornyei, 2011). People must have goals to act because purposes trigger actions and there should be goals which should be followed by actions (cited in Dornyei, 1998). In relation to this, Locke and Latham (2002) state that a goal is the aim of an action or task that a person consciously desires to achieve or obtain.

Motivation has been studied from different psychological outlooks, including the constructivist one. Drawing on the constructivist principles to learning, Williams and Burden (1997) developed their social constructivist L2 motivational framework which is related to the classroom setting.

I.6. Constructivism

Constructivism is an approach to learning which is centred on the fact that humans in their minds create knowledge rather than absorbs it. (Toshalis and Nakkula, 2012)Learning is shaped through the assimilation and accommodation of new information, experiences, and ideas with the existing knowledge to construct new understanding. In the constructivist view, students make meaning by themselves through these processes of assimilation and accommodation of data instead of just receiving information (Ibid).

Two trends emerged from constructivism: Cognitive and social. The first is developed by Piaget in which he explained that learning occurs through the experiences that individuals encounter in the different stages of their life. The second is social constructivism which is drawn by Lev Vygotsky from Piaget's cognitive constructivism. For him, *"knowledge is socially constructed and learning takes place in particular social and cultural contexts"* (David Palmer, 2005). In other words, society and culture are the foundation of students learning, because when learners interact with the social environment, they will acquire new knowledge.

I.6.1. The Social Constructivist View of Motivation

According to the constructivist view of motivation, each individual is motivated differently (Bedná ová, 2011). Nevertheless, it is important to indicate that "*an individual's motivation is also subject to social and contextual influences*" (Williams and Burden, 1997: 120).This means that people have different ways of interpreting the experiences lived in the social world. Thus, they have distinct motives in their learning. For example, in language learning individuals are differently motivated to learn the language due to the different contexts where the learning of this language occurs.

In the classroom context, the extrinsic motivation is substantial in the sense that grades and rewards are powerful motivators that make learners do a specific task or activity. In relation to the constructivist standpoint, learning occurs in the social and cultural environment where teachers, peers and parents are central sources for this extrinsic motivation.

I.7.Different Approaches to L2 Motivation
I.7.1. Gardner's Framework of L2 Motivation

Social psychologists were the first to begin research on language learning motivation, because of their awareness that the social and cultural context influence L2 learning (cited in Keblawi, 2010).Interestingly, Gardner was one of the pioneer researchers who focused on the study of motivation in the area of second language learning. He specified the study of motivation in four important elements which are:

1-Goal.
2-Effortful behaviour to reach the goal.
3-A desire to attain the goal.
4-Positive attitudes toward the goal (Gardner, 1985: 50)

I.7.2. Dornyei's Motivational Framework (1994) of L2 Motivation

Dornyei (1994) conceived the second language learning motivation framework to contain three levels: the language level, the learner level, and the learning situational level. The language level is the first component of his construct. It focuses on orientations and motives

associated with different aspects of the L2, such as the culture it represents, the community in which it is spoken, and the potential usefulness of proficiency in it (Cited in Ozturk, 2012).

The learner level is the second level in this framework; it is related to the effects and cognitions that form personal trait. It includes two motivational components which are *"need for achievement and self-confidence"*. Finally, the learning situation is the third level, which is constituted of intrinsic and extrinsic motives and motivational conditions related to three areas.

The first is the course-specific motivational components which are related to the syllabus, the teaching materials, the teaching methods and the learning tasks. Crookes and Schmidt (1991) proposed a framework of four motivational conditions, which are interest, relevance, expectancy and satisfaction/outcome. The second is the teacher-specific motivational components relating to the teacher's behaviour, personality and teaching style /practice in the motivation of the students. Thirdly, group-specific motivational components that include the group dynamics of the learner group and contain goal-orientedness, the norm and reward system, group cohesion and classroom goal structure (competitive, cooperative or individualistic) (ibid).

I.7.3. William's and Burden's Framework (1997) of L2 Motivation

A comprehensive model of L2 motivation on which our inquiry on first year students' motivation towards learning English at MMUTO will be based,is the one developed by Marion Williams and Robert Burden (1997). This approach is divided into two affective factors: internal and external.

I.7.3.1. Internal Factors

Firstly, internal factors effecting learners' motivation include:

a. Intrinsic Interest of Activity

This comprises two elements. The first is '*arousal of curiosity*' which is related to awakening someone's interests that turns into decisions that engage in an activity. However, when people are involved in an activity and they are motivated to do it, they show certain characteristics as:

- *all of their minds and bodies are completely involved;*
- *their concentration is very deep;*
- *they are not worried about failing;* (Csikszentmihalyi and Nakamura 1989, Cited in Williams and Burden, 1997: 127)

The second is '*optimal degree of challenge*' and it involves creating a competitive atmosphere in the classroom that will bring about success to students (ibid). The idea is that if students are competitive, this will enhance their effort to learn and study more.

b. Perceived Value of Activity

As far as the perceived value of the activity is concerned, this principle is conceived in terms of the worth of the task to do. To be clearer, the more the individuals give value to the accomplishment of the task, the more they will be motivated and involved in the task and they expand much effort in (Williams and Burden,1997).

c. Sense of Agency

The learners' beliefs about themselves impact their motivation to acquire the target language. Sense of agency is related to the factors that control the actions of learners. These factors contain: 'Locus *of Control*' which implicates the individuals' perception of whether they command their actions. It is related to *"a person's beliefs about control over life events"* (William and Burden, 1997: 101). Next is '*the Ability to Set Appropriate Goals*', which is a crucial component of motivation. It helps learners build their self-confidence and autonomy and directs them to achieve a specific outcome (ibid).

d. Mastery

It involves three components that are *"feeling of competence, awareness of developing*

skills and mastery in a chosen area, and self-efficacy" (Williams and Burden, 1997). First of all, *'feeling of Competence'* is a factor that helps learners to take control over their learning. Successful learners are those who feel themselves competent and able to learn (Ibid). In fact, it is the role of the teacher to make learners feel competent by enhancing their motivation with encouragements and advice. This will create in the learners good feelings of self-confidence and self-esteem that make them perform tasks successfully. Second, *'Awareness of Developing Skills and Mastery in a Chosen Area'* where learners should be aware of the skills that they develop while learning the target language so that they will take control and direct their learning. That is to say, the learners' mastery of a particular skill should be acknowledged in advance in order to organize and regulate their learning. Third, there is *'Self-Efficacy'* and it is related to *"students' beliefs about their capabilities to apply effectively the knowledge and skills they already possess and thereby learn new cognitive skills"* (Schunk 1989: 14. Cited in Williams and Burden 1997: 129)

e. Self-Concept

It is defined as *"the totality of a complex and dynamic system of learned beliefs which each individual holds to be true about his or her personal existence and which gives consistency to his or her personality"* (Purkey and Novak, 1984). Indeed, individuals influence their self-concept by different aspects of how to see and perceive the world around them. For instance, learners sometimes compare themselves to other peers in the classroom which help them to perceive their abilities and develop their self-concepts from others (Williams and Burden, 1997)

f. Attitudes

Learning another language is not the same as learning another school subject because of the social and cultural norms of language. Therefore, learners may show different attitudes to the language they learn either positive or negative attitudes. Icek Ajzan(2005:3)claims that

'An attitude is a disposition to respond favourably or unfavourably to an object, person, institution, or event'. From the standpoint of Gardner (1985), attitudes are components of motivation in language learning. In this sense, the attitudes of learners towards learning a language may either be positive or negative, and which may determine students' success or failure.

g. Other Affective States

As far as the affective states are concerned, they are related to the feelings and emotions that someone has towards something. Williams and Burden (1997) in their framework mentioned confidence, anxiety and fear as important affective factors that may influence and promote students' motivation.

I.7.3.2. External Factors

These include all the external affective factors that are related to people, the social and cultural context of the L2 learning, etc.

a. Significant Others

The *"significant others"* concern the people that surround learners while learning the language; it comprises parents, teachers and peers. They all influence the motivation of learners to learn in many different ways. In the learning context as in schools, teachers play a major role in the motivation of their learners in various aspects. For example, the teachers' personality and behaviour and the way how teachers present the activities to their students contribute so much in the learners' motivation. As regards the parents and peers influence, they play another worthy function in the learners' motivation. Parents can encourage learners at home to study more and give them advice; whereas peers by cooperation in learning (Williams and Burden, 1997).

b. The Nature of Interaction with Significant Others

It is highly vital that the nature of interaction with significant others is a powerful

motivational tool which increases success in learning a second or foreign language. Firstly, the teachers' role in motivating learners is mainly noticeable through the nature and the amount of feedback they give to their learners. Secondly, students may also receive rewards from their teachers or parents to reinforce their motivation; these may include good marks, gifts and money.

Another aspect linked to the nature of interaction with significant others concerns punishments and sanctions of learners. These are conceived to be negative and positive. Negative, in the sense, they are the result of bad behaviour and poor progress in learning and positive due to their effects in changing the bad behaviour of learner and their poor learning into positive and good ones (Williams and Burden, 1997).

c. The Learning Environment

The learning environment is a substantial aspect in learners' motivation which cannotbe underestimated. It includes all those elements that are related to the social and the cultural context of learning. Indeed, *"some of the motivational sources are situation specific, that is, they are rooted in the student's immediate learning environment"* (Dornyei and Clement, 2001). In fact, as it was pointed in Williams and Burden's framework (1997), it comprises the resources or materials used for learning the language, comfort, time of day, week and year, size of the class and school, class and school ethos. Accordingly, all these features may influence the learners' motivation and attitudes towards the language being learned (William and Burden, 1997).

II. Second Language Learning Motivation in Practice (Motivational Factors)

When we talk about motivation in learning, this has also to do inevitably with the ways of implementing or fostering this fundamental concept by teachers in real-language classroom. Motivational strategies involve different practices and many hierarchical procedures that

remove the obstacles that may interrupt the flow of the learning process and reinforce students' engagement in learning. And in the context of the department of English at MMUTO, it is important to get an idea about the various strategies that teachers employ to assist first-year students' language motivation. In this section, we will look at the pragmatic dimension of motivation and throw a glance at the repertoire of the available approaches and strategies for teachers to sustain and enhance students' motivation towards L2 learning.

II.1. Dornyei'sL2 Motivational Strategies Framework (2001)

This paradigm takes as its basis the process-oriented model and presents four sub-components that generate many micro-principles that teachers should stimulate in their classroom everyday teaching process. The components are as follows:

II.1.1.Creating the Basic Motivational Conditions

II.1.1.1. Appropriate Teacher Behaviours and a Good Relationship with the Students

Students' motivation is greatly influenced by the teachers' behaviour in many ways. This can be shown through the kind of interactions that occur between them, their impact on students' abilities and beliefs (Anderman and Anderman, 2010). Teachers have to be enthusiastic and care for their students' learning. Undoubtedly, teachers should create a close relationship with their students, based on trust and respect because this will enhance their L2 motivation.

II.1.1.2. A Pleasant and Supportive Atmosphere in the Classroom

One of the most flagrant obstacles that prevent students from properly accomplishing their learning process is the anxiety that many students suffer from inside the classroom. That is to say, reducing students' stress, fear of making mistakes, and providing safety, comprehensiveness and encouraging tolerance within classroom members will have a positive effect on learners' outcome (Dornyei: 2001). As White (2007:104) explains:

> Safe classroom environments are the most productive in involving the learner in the learning process. In such environments, students are encouraged to express their opinions and perspectives on different issues because they feel safe and protected from embarrassment and sarcasm. Creating a safe teaching environment also includes developing a sense of community and promoting "a palpable sense of belonging (cited in Al Kaboody, 2013).

II.1.1.3. A Cohesive Learner Group with Appropriate Group Norms

The notion of learner group constitutes working in a collective way rather than in separate members. This is based on cooperation, proximity and a high degree of cohesiveness which automatically force learners to engage in leaning. Concerning the notion of group norm, the norm of tolerance when making mistakes, for example, ought to be accepted by all the classroom individuals including the teacher as a rule for learning. This will reinforce group cohesiveness (Dornyei, 2011).

II.1.2.Generating Initial Motivation

II.1.2.1. Enhancing the Learners' Language Related Values and Attitudes

These values and attitudes are of different types. First of all, we have *'intrinsic' value'* that has to do with providing students with activities that they find interesting and enjoyable (Sillanp   , 2012). For example, this can be performed by providing students with some enjoyable activities and challenging tasks. Second, there is *'integrative value'* which is linked to the attitudes and values that learners have towards the target language, culture and speakers. Teachers ought to foster positive integrative values on learners by introducing students to the relevant aspects of the L2 culture using authentic materials (ibid). In addition, there is *'instrumental value'* that consists of the advantages that learners can reach from the mastery of the L2. For instance, being successful in academic life (entry to further studies and education) or professional life (career advancement) (Gonzales, 2010).

II.1.2.2. Increasing the Learners' Expectancy of Success and Goal-Orientedness

Teachers should increase the learners' expectancy of success by providing them with enough assistance and removing all the obstacles that can stop them from succeeding (Dornyei 2011). As far as the goal orientedness is concerned, it is crucial for teachers to orient their learners to attain specific goals; since this will stimulate L2 motivation and involve learners in L2 learning.

II.1.2.3. Making the Teaching Materials Relevant for the Learners

Teachers ought to accommodate the teaching materials and the topics selected for their syllabuses to the interests and wants of their learners to make them more motivated to learn the language. The idea is that *"if pupils fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost on them"*(Chambers, 1999: 37).

II.1.3. Maintaining and Protecting Motivation

II.1.3.1. Making Learning Stimulating and Enjoyable

This consists of drawing students' attention, interest and curiosity to learning by making the classroom atmosphere more attractive and enjoyable. Firstly, this can be done by breaking the monotony of learning. For instance, the teacher needs to vary as many aspects of the learning process as possible. Secondly, making the tasks more interesting would be more stimulating for students by including challenging and enthralling tasks. (Dornyei, 2011)

II.1.3.2. Setting Specific Learner Goals

Setting goals for learners play a crucial role in L2 learning and L2 motivation. Oxford and Shearin (1994:19) confirm that establishing goals is of a paramount importance in the stimulation of motivation in L2 learning. Thus, teachers should introduce and explain clearly to their students the goals they should attain.

II.1.3.3. Protecting the Learners' Self-esteem and Increasing their Self-Confidence

Maintaining and increasing learners' self-esteem and self-confidence in the context of language learning is of high importance. Indeed, learners with strong self-confidence and high self-esteem in their abilities perform better and manage to solve various problems they meet while learning (Dornyei, 2011: 121).

II.1.3.4. Allowing Learners to Maintain a Positive Social Image

Maintaining positive social image for learners in school or any educational context is primordial. Therefore, it is substantial for teachers to give opportunities for learners to reveal their expertise rather than assigning them tasks where they feel uncomfortable. For example, "*by avoiding criticism and degrading corrections, encouraging tolerance, indulgence and mutual respect between learners, etc.*" (Ibid).

II.1.3.5. Creating Learner Autonomy

To mention the importance of creating learner autonomy, M. Fryer pointed out:

> Autonomous learners are by definition motivated learners; however, it is important for teachers to teach not only language to students but also the skills they require to become effective autonomous L2 learners. Effective L2 teaching requires the teacher to teach the students the various L2 grammar, syntax and lexical items, but it must also include instruction of the skills such as self-regulation and facilitate understanding of the benefits of these in order to learn the L2 effectively (Fryer, 2012:09).

This implies that in addition to teaching students the language itself, teachers also need to initiate their students to notions such as self-regulation, how to manage to solve different problems in learning, and how to employ their know how-to-do independently.

II.1.3.6. Promoting Self-Motivating Learner Strategies

Teachers ought to support students' self-motivation by raising their awareness to the importance of the L2 learning and the strategies to use for this. Alkaboody (2013) proposed that: "*Teachers can promote their students' self-motivation by drawing their attention to useful*

strategies, such as favorable expectations, incentives, dealing with procrastination and boredom, and eliminating distractions".

II.1.3.7. Promoting Cooperation among the Learners

A plethora of research studies argues on the positive effect of cooperative learning on students' attitudes towards language learning because it fosters the motivational aspect of learners and helps learners' achievement. Cooperation among learners will make them more interested and motivated to learn the L2.It permits them to develop their communicative skills and learn from each other. (Dornyei, 2007)

II.1.4. Encouraging Positive Retrospective Self-Evaluation

II.1.4.1. Providing Motivational Feedback

As far as teachers' feedback is concerned, it should be given appropriately, effectively and informatively. In the sense that teachers should care for their learners' progress by providing them with appropriate positive feedback, that will strengthen their self-confidence and inform them about their strengths and weaknesses (Ibid).

II.1.4.2. Increasing Learner Satisfaction and the Question of Rewards and Grades

There is a closer relationship between the learners' satisfaction and the question of rewards and grades as the latter determines the former. Interestingly, the satisfaction of the learners is a major component to their motivation. However; teachers should work to increase their students' satisfaction through appropriate rewards and grades.

Conclusion

Motivation is an essential constituent in L2 teaching and learning, as it is diligently demonstrated in this literature review that primarily exposes the theoretical agenda of L2 motivation. This chapter, also, highlights the primordial role that teachers play in

implementing this huge motivational literature to result in complete and effective language learning. Thus, it reviews the underlying frameworks of Zoltan Dornyei (2001) and that of William and Burden (1997) that are at the disposition of any language teacher for motivating learners. Last, another component dealt with in this chapter is the demotivational factors that influence learners' in their L2 learning. On the basis of all these points tackled in this review, we attempt to investigate the motivation of first-year students of English towards learning English at MMUTO.

CHAPTER TWO: RESAERCH DESIGN

Introduction

This chapter is methodological. It is devoted to the methodology that we used in our study. It describes the techniques and the procedures of the data collection and data analysis. Our research design is divided into two sections. The first section is named *"Procedures of Data Collection"*. It provides the type of research method used in this study; followed by the description of the context of investigation and the sample population. In addition, it points to the description of the instruments used for our data collection, and it explains the piloting of the students' questionnaire. The second section is called *"Procedures of Data Analysis"*. It presents the theoretical approach adopted in the study. Then, it presents the methods used in the analysis of the data. The rule of three is used for the analysis of the close-ended question. As for the analysis of the open-ended questions, the Qualitative Content Analysis (QCA) is used.

II.1. Procedures of Data Collection

II.2. Context of Investigation and Sample Population

This inquiry took place in the department of English at Mouloud Mammeri University of Tizi-Ouzou, and the target population under investigation is BMD first-year students. They consist of three hundred and thirteen (313) students divided into two (02) sections, each section contains five groups. We distributed our questionnaires to students of both sections, who are randomly chosen. In fact, it was difficult to deal with all the students so we dealt only with 130 students; however, we collected only 104 questionnaires.

II.3. Description of the Students' Questionnaire

In order to better understand the issue of students' motivation, this study relies on the use of a questionnaire and an interview. A questionnaire is a valuable research tool for collecting

both quantitative and qualitative data. It is defined by Brown 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."*(2001: 6)

The questionnaire is helpful for researchers in collecting data from a large number of people in a short period of time. And, it guarantees the anonymity of the respondents (Dornyei, 2003).

This questionnaire is designed as part of our investigation to the target population who are first-year students in the department of English at MMUTO. We have submitted the questionnaires to students in the period between 18th and 28th of May 2015. The students' questionnaire contains sixteen (16) questions. It is divided into three sections. The first section is named **"student's attitudes and orientations towards L2 learning"** and it reveals the types of attitudes that students have towards the learning of English. The second section is called **"motivational factors"** and it aims at identifying the different factors that may motivate the students to learn English. As for the third section, it is entitled **"students' perception of motivation"**. This explains how students perceive motivation from their teachers and how they are involved in learning English. The students' questionnaire contains different types of questions such as open-ended, closed-ended questions, ranking order, and Likert-scale questions.

II.3.1. Piloting of the Questionnaire Addressed to Students

At the beginning of our data collection phase, we have designed and piloted the questionnaire addressed to the students. This stage took place in May 06th, 2015. We have distributed eight (08) questionnaires to both males and females of first-year students in the aim of checking the clarity and the understanding of the different question items. This piloting allowed us to modify and clarify some questions and items in the questionnaire so as to make it more comprehensible and easy to answer by the respondents.

II.4. Description of the Teacher's Questionnaire

We have handed twenty-two questionnaires for first-year teachers between the 08th and 18th of June 2015 and we have collected only 18 questionnaires. The questionnaire contains thirteen (13) question items including open-ended, closed-ended questions and likert scale questions. Moreover, the questionnaire is divided into two sections; the first section is named *"Teachers tendencies about teaching"*, it asks questions about the attitudes of teachers towards the teaching of English at Mouloud Mammeri University of Tizi-Ouzou. The second section is entitled *"Teachers' strategies for motivating learners"*; it reveals the different strategies that teachers use to motivate their students to learn English.

II.5. Teacher's Interview

In our research study we conducted eight structured interviews with first-year teachers between 23rd of June until the 03rd of July 2015 in the department of English at MMUTO. An audio recorder by means of mobile phone is used to record the interviews. Moreover, the interview contains five questions which are related to the ways teachers motivate their students and how they solve the problems that they may face in this process. It lasts from five (05) to nine (09) minutes. This allowed us to carry out a more in-depth study of our issue.

II.6.Procedures of Data Analysis

II.6.1.The Integrated Theoretical Framework of L2 Motivation

As far as the data analysis is concerned, we have relied on an integrated approach to L2 motivation. It combined two theoretical frameworks. The first was developed by Marrion Williams and Bob Burden (1997).It summarized the different components of motivation in the classroom following the learner-internal and external factors. The second one was conceptualized by Zoltan Dornyei (2001) and it focuses on motivation in practice, i.e. motivation in the classroom (see chapter1).

II.6.2. Statistical Method and the Qualitative Content Analysis

We have opted for both the quantitative and the qualitative methods for the analysis of

the data collected from both questionnaires because of the different questions that we have: close and open-ended questions.

II.6.2.1. Quantitative Analysis

The quantitative analysis of the data tackled the close-ended questions obtained using statistics and percentages. Hence, for better readability of the results of both questionnaires; different visuals are used. Tables for the students' questionnaire, pie charts and diagrams for that of teachers. As for the calculation of the percentages, we used the rule of three. The rule of three is applied as follow:

$$x = \frac{Z \times 100}{Y}$$

X is the calculated percentage, Z is the value of the answers, and Y is the total number of the participants.

II.6.2.2. Qualitative Content Analysis

Qualitative Content Analysis (QCA) is a method that we used in our investigation to analyse open-ended questions of the two questionnaires and the interview. Indeed, QCA is *"a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns"* (Hsieh and Shannon, 2005:1278). Another definition was provided by Krippendorf (2004: 18) who defined it as *"a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use"* (Cited in Cohen *et al,* 2007).

Conclusion

This chapter sheds light on the research design of the study. It presents the means of data collection and procedures of data analysis. Then, it describes the different research instruments used in this study: the two questionnaires and the interview. Moreover, it introduces the theoretical analytical framework that we use for interpreting the data. The

framework is an integrated one which explains the different motivational factors that influence students' motivation, how to deal with it and how to maintain it. Finally, the research design opted for explaining the methods of data collection and analysis.

Chapter Three: Presentation of the Findings

Introduction

This chapter is empirical. It deals with the presentation of the findings obtained from the two questionnaires administered to both students of first year and their teachers, as well as the findings of the teachers' interviews. First, the research uses the statistical analysis of the closed ended questions. Then, it accounts for the qualitative content analysis for the interpretation of the open-ended questions in both questionnaires and the interviews. For the sake of organization and clarity, the outcomes are represented in percentages and displayed in tables, diagrams and pie charts. This result chapter is divided into two sections. The first covers the presentation of the results of the two questionnaires. The second one comprises the results obtained from the interviews.

III. 1. Presentation of the Questionnaires' Results

III.1.1. Results of the Students' Questionnaire

Section One: Students' Attitudes and Orientations towards L2 Learning.

Question one: Order the following languages according to their importance to you: French, English, and Arabic.

1. ………………   2. ……………..   3. ………………

	English	French	Arabic	Total
Number	94	8	2	104
Percentage	90.38%	7.70%	1.92%	100%

Table (01): The Importance of English to students

The results show that ninety four (94) students chose English as their favourite language with a percentage of 90.38%. Eight (8) students (7.70%) put the French language as their first choice and two (2) students (1. 92%) opted for the Arabic language.

Question two: Do you like language learning in general?

A. Yes   B. No   Why ?

	Yes	No	Total
Number	103	1	104
Percentage	99.03%	0.97%	100%

Table (02): The Importance of Language Learning to First Year Students

This table indicates that almost the totality of students (99.03%) have a positive view towards language learning. Only one (1) student, representing (0.96%) manifests a dislike towards language learning. The majority of students explain the reason why they like language learning in general by stating that it is useful for communication with different people of other cultures.

Question Three: The reasons of studying English for me resides in…….

A. Its usefulness for a job or academic purposes.
B. Its helpfulness to be successful in other domains.
C. The will of discovering the world, its cultures, people, etc.
D. The enjoyment, interest and pleasure while studying English.
E. Its global status in the world.

	A	B	C	D	E	Total
Number	12	28	38	14	12	104
Percentage	11.54%	26.92%	36.53 %	13.47%	11.54%	100%

Table (03): The Reasons for Studying English.

The results indicate that 36.53% of the students declare that learning English is due to the desire of discovering the world, its cultures, and people. Twenty eight students (26.92%) opted for the answer (B), that is; they study English because of its helpfulness to be successful in other domains. Twelve (11.54%) chose each of the answers (A) and (E). Finally, fourteen students (13.47%) asserted that they study English because of the enjoyment, interest and pleasure they get.

Question Four: English is a\an…………………..language to learn.

A. Very easy   B. Easy   C .Quite difficult   D. Difficult   E. Extremely difficult

	A	B	C	D	E	Total
Number	5	50	40	3	6	104
Percentage	4.35%	48%	38%	2%	7.65%	100%

Table (04): The Degree of Difficulty in Learning English.

The results indicate that fifty (50) students (48%) said that learning English is an easy task. (38%) said that English is quite difficult. However, small proportions opted for each of the answers (A), (D) and (E) with the percentages of (4.35%), (2%) and (7.65%) respectively.

Question Five: How do you find the English lessons?

A. Very useful   B. Slightly useful   C. Useful   D. Useless

	A	B	C	D	Total
Number	35	26	39	4	104
Percentage	33.65%	25%	37.5%	3.85%	100%

Table (05): The Usefulness of the English Lessons.

The results show a significant rate in both the options (A) and (C), thus thirty five students (33.65%) consider English lessons very useful and thirty nine students (37.5%) said that the English lessons are useful. By contrast, a percentage of 3.85% (four students) opted for the answer (D) that English lessons are useless. Twenty six of the respondents (25%) estimated that English is slightly useful.

Question Six: How satisfied are you with your level in the English language?

A. Very satisfied   B. Satisfied   C. Unsatisfied

	A	B	C	Total
Number	6	78	20	104
Percentage	5.77%	75%	19.23%	100%

Table (06): Level of Satisfaction in the English Language.

More than a half of the respondents (75%) confirmed that they are satisfied with their level in English whereas 19.23% are unsatisfied. Relatively, six of our informants (5.77%) affirmed that they are very satisfied with their level.

Section Two: Motivational Factors

Question Seven: Do your parents encourage you in learning English?

A. Yes   B. No

	Yes	No	Total
Number	92	12	104
Percentage	88.46%	11.54%	100%

Table (07): Parents Encouragement in Learning English.

This table shows that ninety two (92) students out of one hundred four (104) opted for "Yes" they receive encouragement from their parents with (88.46%). A percentage of 11.54% said "No"; that is, they do not receive encouragement from their parents.

Question Eight: How often do your teachers motivate you?

A. Always   B. Often   C. Sometimes   D. Rarely   E. Never

	A	B	C	D	E	Total
Number	9	22	49	16	8	104
Percentage	8.65%	21.15%	47%	15.50%	7.70%	100%

Table (08): Frequency of Teachers' Motivation to Students

A higher frequency of (47%) chose the answer (C) which is: students are "sometimes" motivated by their teachers. Twenty two students (21.15%) opted for the answer (B) that they are "often" motivated by their teachers. Only nine (09) students asserted that they are "always" motivated by their teachers. Fewer than that selected the answer (E) "never" with (7. 70%) and (15.50%) chose "rarely".

Question Nine: In which way do your teachers motivate you in learning English?

Students' answers for this question differ from one student to another. Some students

Answered *"They (teachers) give us advice"* and *"incite us to read more"*. Also, they provide

them *"more explanations"*, *"extra exercises and homework"* as a way to motivate them.

Question Ten: How do you qualify your relationship with your teacher?

A. Very good   B. Good   C. Not bad   D. Bad   E. Very bad

	A	B	C	D	E	Total
Number	11	49	42	2	0	104
Percentage	10.59%	47.11%	40.38%	1.92%	0%	100%

Table (09): Students' Relationship with Their Teachers.

The table indicates that (47.11%) of the respondents consider that they have a good

relationship with their teachers. Eleven of the informants (10.59%) said that they have a very

good relationship. (40.38%) provided the answer (C), that their relationship with their

teachers is "not bad". On the other hand, the number of students who answered for "bad" and

"very bad" is inferior with the rate of 1.92% and 0% respectively.

Question Eleven: What are the factors that prevent you from participating?

A. Shyness   B. Fear of making mistakes   C. Anxiety   D. Teaching methods

E. Others

	A	B	C	D	E	Total
Number	30	46	20	05	03	104
Percentage	28.85%	44.23%	19.23%	4.81%	2.88%	100%

Table (10): Factors Preventing Students from Participating.

The results reveal a high proportion of (44.23%) for the answer (B), that they are unable

to participate because of their constant fear of making mistakes. (28.85%) claimed that due to

their shyness, they do not participate. Twenty (19.23%) students answered with (C) that

anxiety is the reason that prevents them from participating. A low rate of (4.81%) indicated

that teaching methods is the reason that prevents them from participating in the classroom.

Similarly, (2.88%) named the choice (E) i.e. there are other reasons behind their inability to

participate. For example one student claimed: *"I do not participate because I am afraid that my classmates would laugh at me if I make mistakes"*.

Question Twelve: My peers\Friends influence me in learning English.

A. Greatly   B. A little bit   C. Not at all

	A	B	C	Total
Number	31	55	18	104
Percentage	29.80%	52.90%	17.30%	100%

Table (11): The Frequency of Peers\Friends Influence in Learning English.

The results show that more than a half of the students (52.90%) opted for the answer (B) that they are a little bit influenced by their Peers\Friends in learning English. Thirty one students 29.80% chose (A); that is; they are greatly influenced by their peers/friends. Eighteen students (17.30%) opted for (C); they are not at all influenced by their peers or friends in learning English.

Question Thirteen: How much do you agree\disagree with the following statements?

a. "Our teachers provide us with motivating activities."

1. Strongly disagree   2. Disagree   3.Slightly disagree   4. Slightly agree

5.Agree   6. Strongly agree

Number of the scale	1	2	3	4	5	6	Total
Number of the students	11	17	7	20	30	10	95
Percentage	10.57%	16.34%	6.73%	19.23%	28.84%	9.61%	91.32%

Table (12): Degree of Teachers' Use of Motivating Activities.

The results demonstrate that 28. 84% agree with the fact that their teachers provide them with motivating activities and 9.61% strongly agreed. In a similar way, twenty students (19.23%) opted for the fourth choice, which means that they "slightly agree" that their teachers provide them with motivating activities. Seventeen (17) of the respondents (16.34%)

disagreed and (10.57%) "Strongly disagree. Only seven (7) of our informants (6.73%) slightly disagreed that their teachers provide them with motivating activities.

N. B. Not all the informants answered this item.

b. "My teachers create a good atmosphere in the class"

Number of the scale	1	2	3	4	5	6	Total
Number of the students	4	21	11	11	35	8	90
Percentage	3.84%	20.19%	10.57%	10.57%	33.65%	7.69%	86.51%

Table (13): Good Classroom Atmosphere for Student.

Our informants' answers to this question are of a higher proportion (33.65%) to the fifth choice indicating that they "agree" that their teachers create a good atmosphere when studying. Eleven students (10.57%) answered for each "slightly agree" and "slightly disagree" and eight (7.69%) of them "strongly agree". Last, twenty one students (20.19%) disagree and four students (3.84%) "Strongly disagree".

N. B. Not all the informants responded to this item.

c. "My teachers use authentic materials such as English articles from newspapers and magazines."

Number of the scale	1	2	3	4	5	6	Total
Number of the students	20	22	10	12	16	10	90
Percentage	19.23%	21.15%	9.61%	11.53%	15.38%	9.61%	86.51%

Table (14): Teachers' use of Authentic Materials in the Classroom.

The results show that twenty two students (21.15%) responded with "disagree" and twenty (19.23%) with "strongly disagree". In the meantime, ten of the respondents (9.61%) selected "slightly disagree" with (9.61%). However, sixteen (15.38%) chose "agree" and ten of the informants opted for "strongly agree". Only twelve students (11.53%) out of one hundred and four opted for "slightly agree".

N. B. Not all the informants responded to this item.

d. *"My teachers support us in advance to set goals while learning English."*

Number of the scale	1	2	3	4	5	6	Total
Number of students	9	16	7	11	30	16	89
Percentage	8.65%	15.38%	6.73%	10.57%	28.84%	15.38%	85.55%

Table (15): Teachers' Encouragement to Set Goals in Learning.

The results illustrate that a high rate of students (28.84%) "agree" with the fact that teachers incite them to set goals in learning, and the proportion of (15.38%) "strongly agree". Moreover, (10.57%) choose "slightly agree". Yet, sixteen (15.38%) said "disagree" and nine (8.65%) opted for "strongly disagree". Finally, seven of the respondents "slightly disagree".

N. B. Not all the informants responded to this item.

Section Three: Students' Perception of Motivation

Question Fourteen: Do your teachers encourage you to use the target language in the classroom?

A. Yes   B. No   How?

	Yes	No	Total
Number	72	32	104
Percentage	69.24%	30.76%	100%

Table (16): Teachers' Encouragement of Students to Use the Target Language in the Classroom.

The majority of the students (69.24%) said that their teachers encourage them to use English in the classroom. Thirty two (32) students (30.76%) selected "No"; they are not encouraged by their teachers to use English. Moreover, the students explained that their teachers encourage them to use only English rather than their mother tongue, and they involve them in free conversation about different topics.

Question Fifteen: Do you think that sanction can motivate you to work hard?

A. Yes   B. No   Why?

	Yes	No	Total
Number	56	48	104
Percentage	53.84%	46.16%	100%

Table (17): The Impact of Sanction in Learning.

The results show that (53.84%) of students find that sanction is a good way to engage them in learning. However, forty eight of them opted for (B), sanction is not a good way to induce students in learning. In addition, our informants mentioned the reasons why sanction can be positive or negative for students' motivation such as increasing their productivity or in opposition worsening their relationship with their teacher.

Question Sixteen: Do you receive rewards from your teachers\parents?

A. Yes   B. No

	Yes	No	Total
Number	59	45	104
Percentage	56.73%	43.27%	100%

Table (18): Teachers' \ Parents' Use of Rewards for Motivating Students.

The results indicate that while a significant number of students fifty nine out of one hundred and four (56.73%) opted for "Yes" they are given rewards, forty five (43.27%) said "No" they do not receive rewards from their teachers\parents.

As far as the following part of this section is concerned, it deals with the results obtained from the teachers' questionnaire which are presented using pie charts and histograms for more clarification of the data.

III.1.2. Results of the Teachers' Questionnaire

Section One: Teachers Tendencies towards Teaching

Question One: How do you find teaching at MMUTO?

A. Interesting   B. Boring
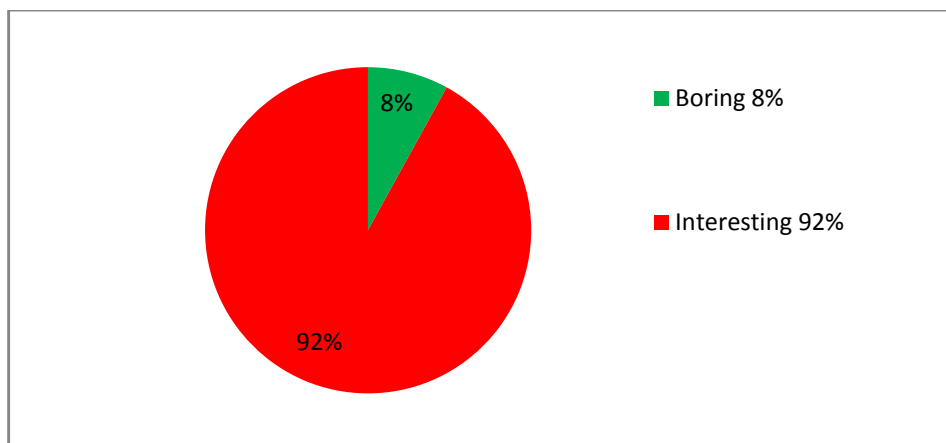
Pie chart (01): Teaching English in the Department of English at MMUTO

The results show that the majority of teachers (92%) find teaching English at UMMTO interesting. Only 8% choose (B), which is boring.

Question Two: Do you highlight to your students the importance of learning English?

A. Yes   B. No   How?
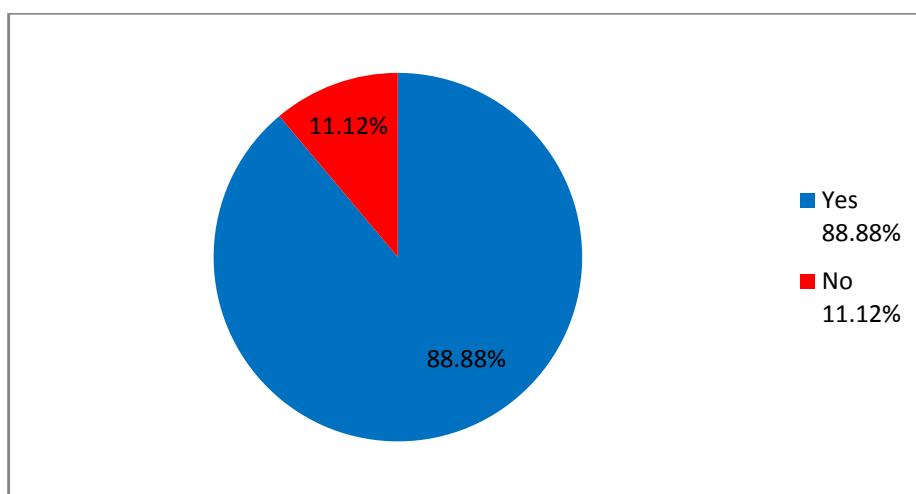
Pie chart (02): Highlighting the Importance of Learning English.

The results show that sixteen (16) teachers(88.88%) selected "Yes" and only two (02) teachers said "No" (11.12%), they do not emphasize the importance of learning English to their students. Then, the teachers explained how they highlight the prominence of English to students by telling them that English is the key to success and a way of broadening their knowledge in different fields.

Question Three: How do you find your students while teaching?

- A. All students are motivated
- B. The majority of students is motivated
- C. Only the minority of students is motivated
- D. All students are unmotivated
- E. The majority of students is unmotivated
- F. Only the minority of students is unmotivated
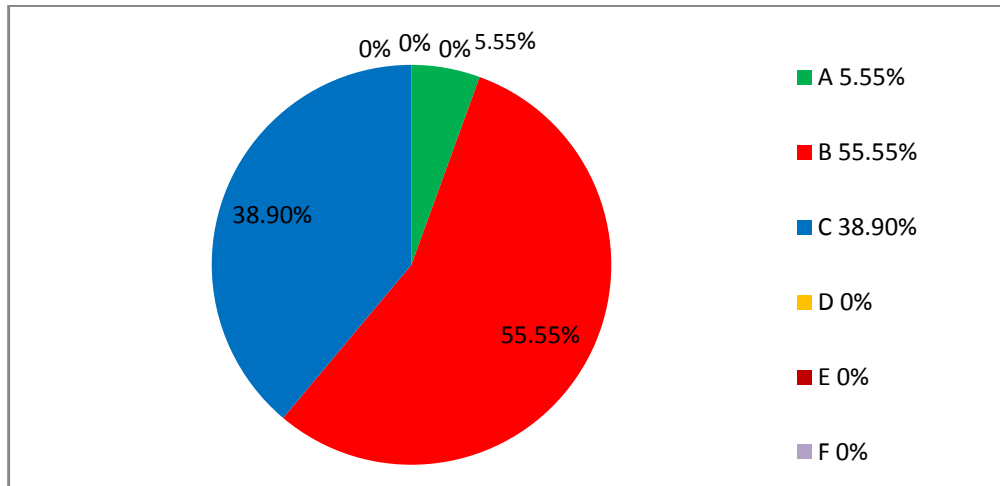
Pie chart (03): Students' Motivational Degree during Instruction According to Teachers.

Ten teachers representing (55.55%) answered with (B), that the majority of students are motivated. However, seven teachers (38.90%) chose (C) that is; only the minority of students is motivated. A low proportion of 5.55% found that all students are motivated. None opted for the choices (D), (E), and (F).

Question Four: How do you behave towards your students during classroom instruction?

- A. I am strict and serious with my students during the teaching process.
- B. I have a good and friendly relationship with my students during the teaching process.
- C. I always encourage and help my students in the classroom.
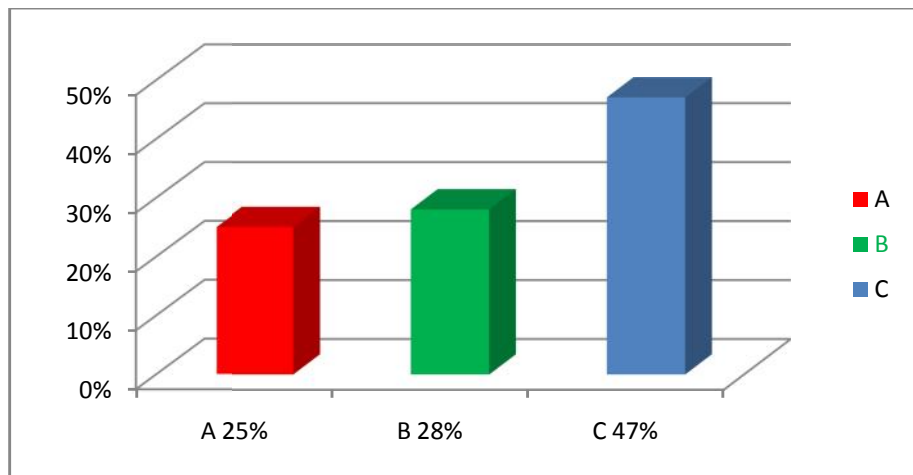
Diagram (04): Teachers' Behavior towards Their Students during Classroom Instruction.

As shown in the diagram above, (47%) opted for the choice (C) that they always encourage and help their students in the classroom. (28%) are for (B). (25%) chose (A) meaning that, they are strict and serious with their students during the teaching process.

Section three: Teachers' Strategies for Motivating Learners

Question Five: How do you motivate your students?

- A. Through the materials used
- B. Through the techniques and methods used
- C. Through feedback an comments
- D. Others
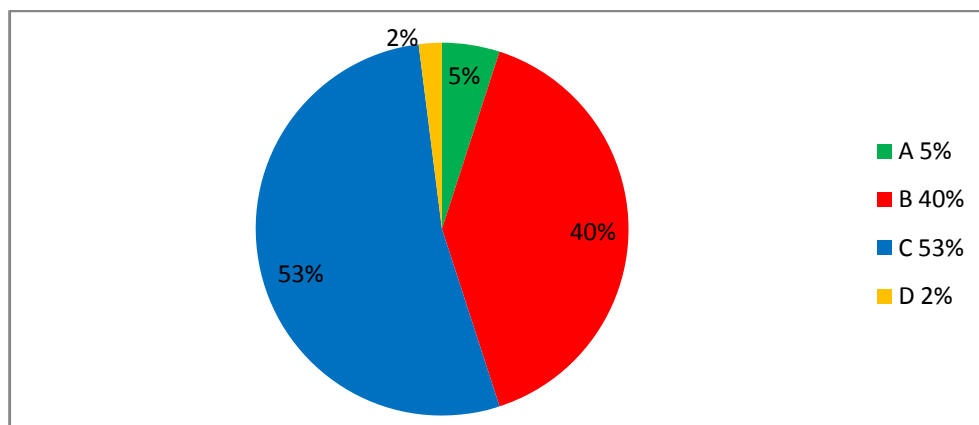
Pie chart (04): Teachers' Techniques for Motivating Students.

The results demonstrate that (53%) of teachers use feedback and comments to motivate their students. Less than that, (40%) motivate their students through the techniques

and methods they use. (5%) opted for (A) that they motivate their students through the materials used. Only (2%) revealed that they make use of other strategies to get their students motivated such as asking them to overcome their fears and involving them in classroom tasks and discussions.

Section Two: Teachers' Strategies for Motivating Learners

Question Six: Do you consider using humor while teaching as an important factor for motivating students?

A. Yes   B. No   If yes, how?
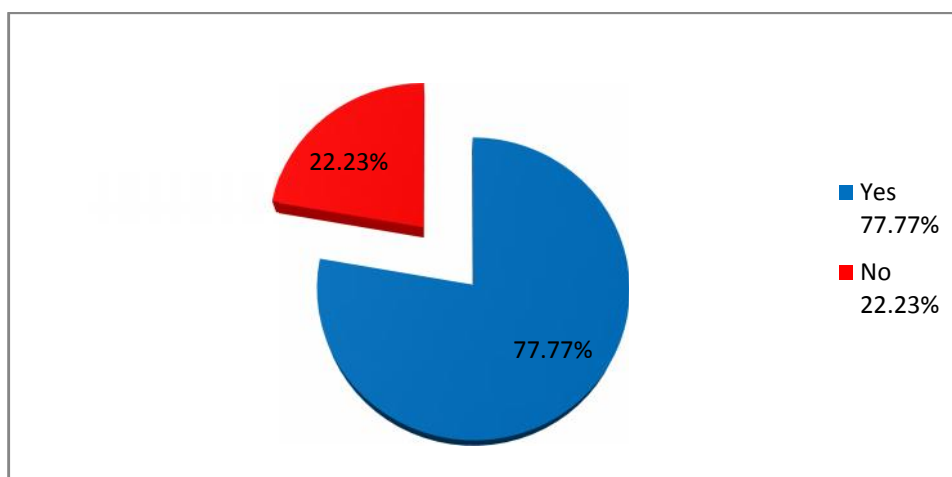
Pie chart (05): Teachers' Use of Humor as a Technique for Motivating Students.

The results display that (77.77%) of teachers use humor while teaching in the classroom to increase their students' attention and remove their anxiety and boredom. However, (22.23%) said that they do not use humor to motivate their students. Teachers using humor said that the use of humor makes the students feel comfortable and create a good atmosphere in the class. It is a technique that motivates them.

Question seven: Do you think that the assessment of students' learning has anything to do with their motivation either positively or negatively?

The answer to this question varies from one teacher to another. While some teachers

Claim that *«assessment is beneficial"* for motivating students to work hard, others think that assessment is "*unfavorable"* and "*negative"* for students' motivation.

Question Eight: What kinds of materials do you use in teaching?

A. Authentic materials   B. Created materials   C. Both of them
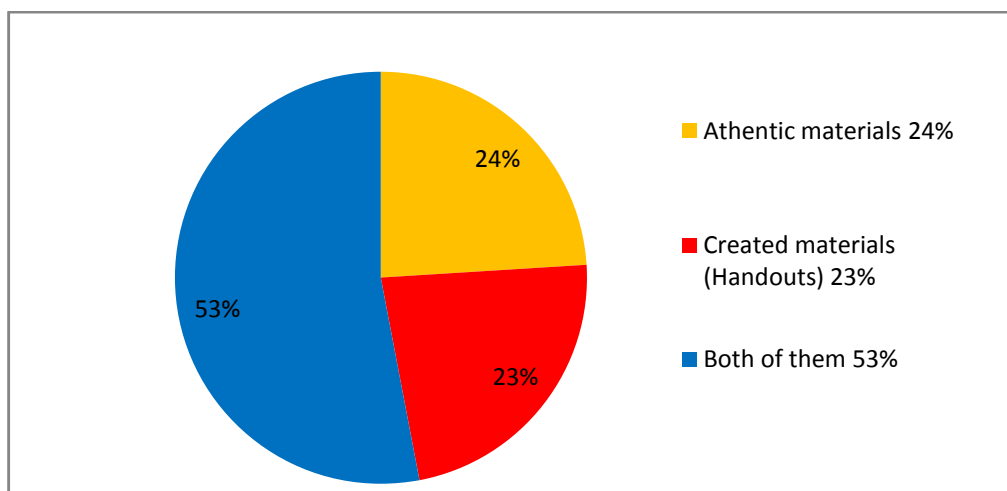
Pie chart (06): Kinds of Materials Used by Teachers.

This question aims at knowing what kinds of materials teachers use. From the results of the pie chart above, teachers seem to favor the use of both created materials (Handouts) and authentic materials for teaching with the percentage of(53%). On the other hand, (24%) use only authentic materials and (23%) use only created materials.

Question Nine: How do the materials and methods you select for teaching motivate your students?

Teachers affirm that for motivating students the materials selected should fit the level and the interests of students and should introduce students to know how the language is used in real-life situations. As regards the methods, the teacher should attract the students' attention and curiosity to the subject being taught through different methods.

Question Ten: According to you, what are the different factors that may demotivate your students in learning English?

According to teachers there are different factors that may demotivate students in learning English as:

1. *"Monotonous lessons"*
2. *"Very complicated content"*
3. *"Bad learning conditions*"
4. *"Teachers' behavior*"
5. *"Teaching techniques and methods*"
6. *"Big number of students in the class"*

Question Eleven: How often do you provide your students with feedback?

A. Always   B. Often   C. Sometimes   D. Rarely   E. Never
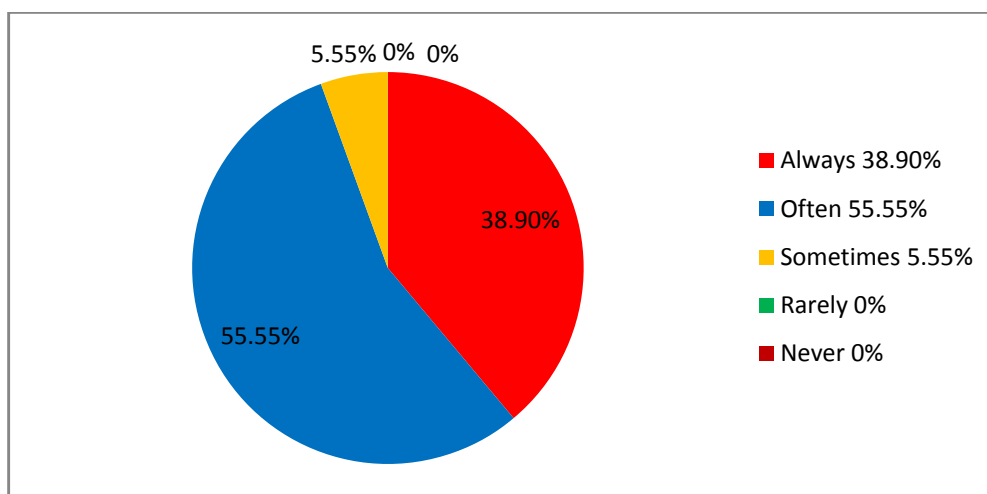
Pie chart (07): The Frequency of Feedback Provided by Teachers.

According to the teachers' answers, (B) seems to be the most prevailing with 55.55% of teachers "Often" provide their students with feedback. It is followed by "Always" representing 38.90%. Only one teacher with 5.55% selected "Sometimes" and none chose (D) and (E).

Question Twelve: Do you consider that criticizing students is a good way for improving their performance?

A. Yes   B. No
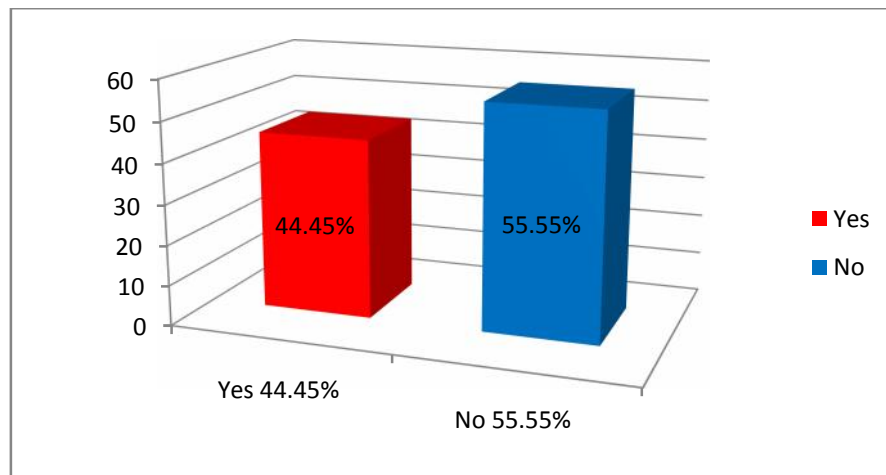
Diagram (12): The Impact of Criticism on Students' Performance.

The diagram indicates that more than a half of teachers with 55.55% opted for (B), that criticizing is not a good way to increase the student performance. However, eight teachers (44.45%) said "Yes" students' performance can be enhanced by criticizing them.

Question Thirteen: How much do you agree\disagree with the following statements?

1. Strongly disagree   2. Disagree   3. Slightly disagree   4. Slightly agree   5. Agree   6. Strongly agree

a. *"Establishing a good relationship with the students"*
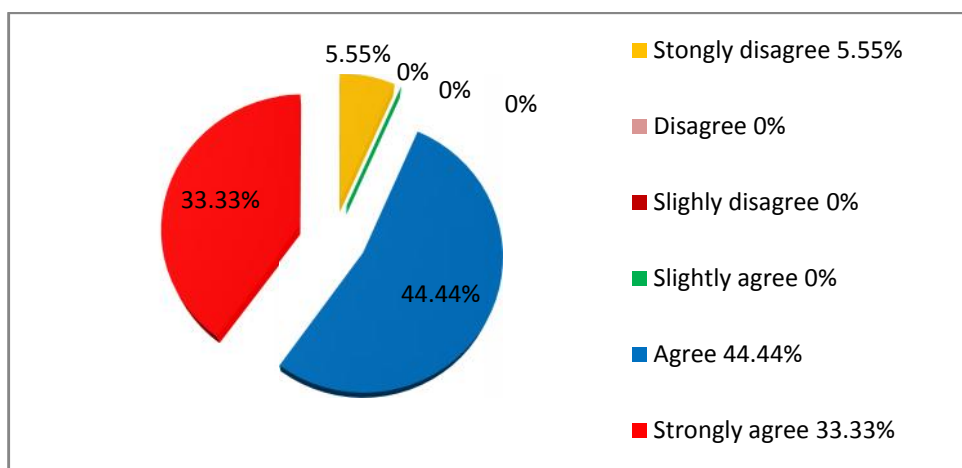
Pie chart (08): Teachers' Opinions about Establishing a Good Relationship with Their Students.

The results exhibit that 44.44% of teachers "agree" with the fact of establishing a good relationship with their students, 33.33% "strongly agree" with this item as well. Only 5.55% (one teacher) chose (A) "disagree". Lastly, nobody opted for the choices (B) (C) (D).

N. B. Not all the informants answered the question.

B." Working in group is better for students' progress than working individually"
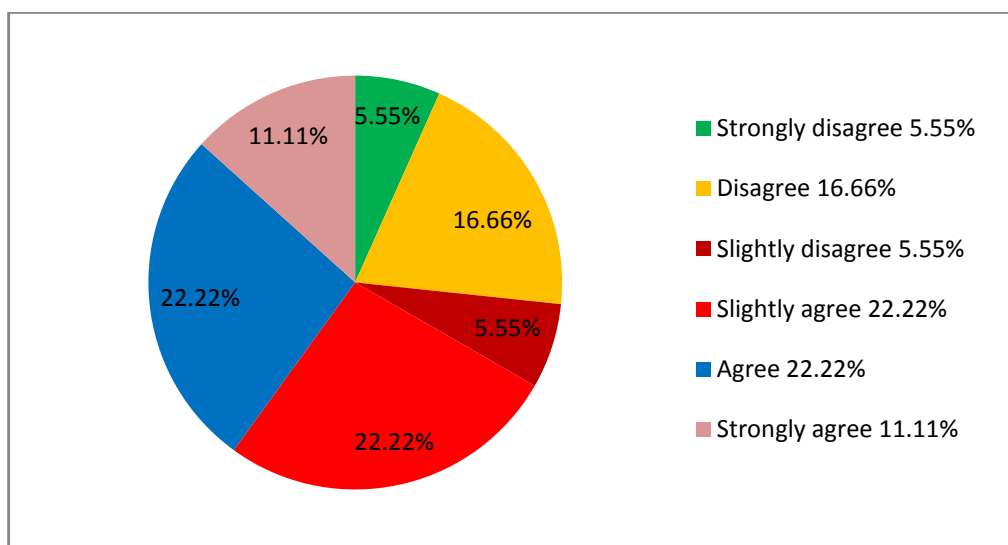
Diagram (09): Teachers Opting for Group Work or Individual Work for Better Students' Progress.

The results clearly demonstrate that the highest rate is for both of the choices "slightly agree" and "agree" with 22.22% for each. 16.66% "disagree" with the idea that working in group is better for students' progress than working individually. Only two (2) teachers 11.11% "strongly agree" with this idea. A percentage of 5.55% belong to each of the choices "strongly disagree" and "slightly disagree".

N. B. Not all the informants responded to this item.

C." Rewards and positive feedback can increase the students' self-esteem and self-confidence"
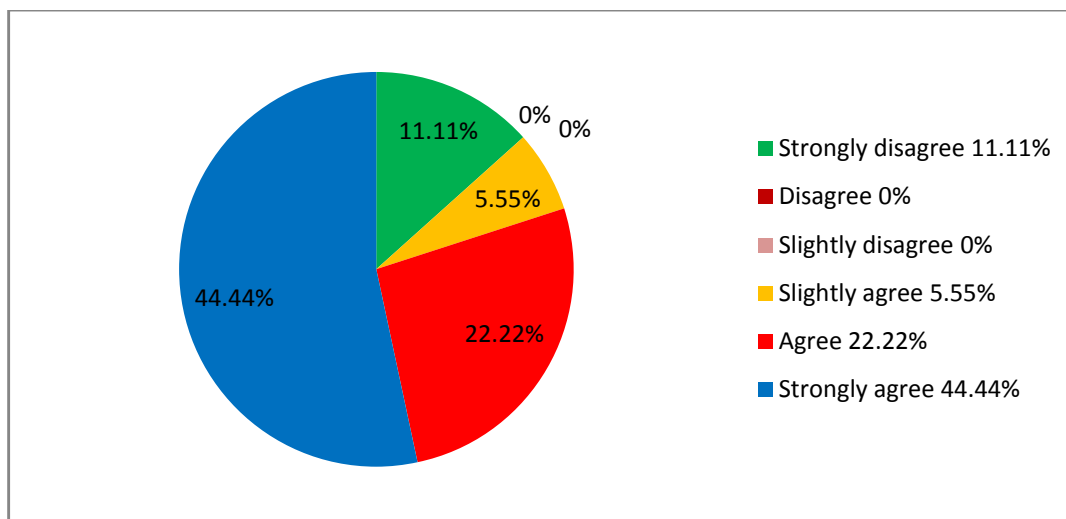
Pie chart (10): Teachers' Views on the Impact of Rewards and Positive Feedback on Students' Self-esteem and Self-confidence.

The results show that half proportion of teachers (eight teachers) "strongly agree" with the fact that rewards and positive feedbacks can increase students' self- esteem and self-confidence, 22.22% "agree" with this fact. Besides, 11.11% "slightly disagree" with this view. Only one teacher (5.55%) opted for the fourth choice and no one for the choices "disagree" and "slightly disagree"

d. "Familiarizing the students with the target culture is crucial for motivating them"
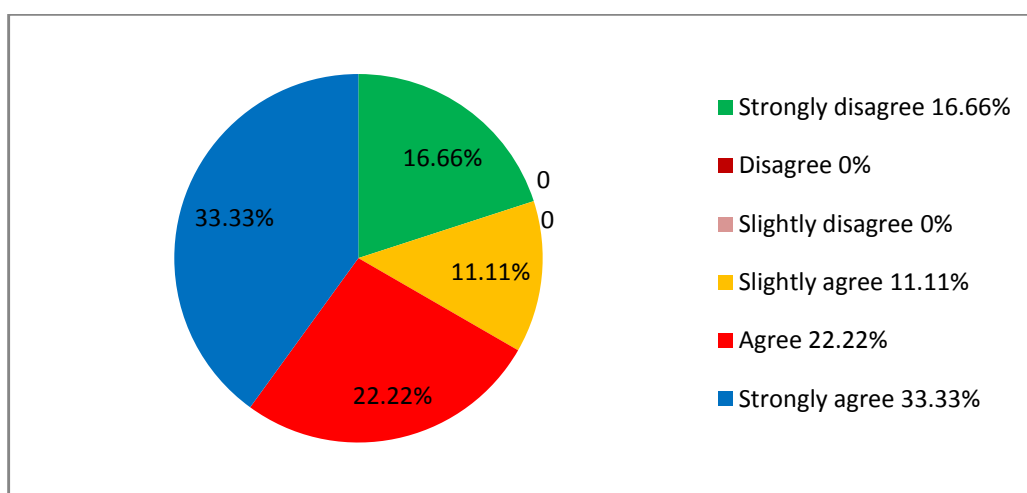
Pie chart (11): Teachers' Views about Familiarizing Students with the Target Culture for a Motivational Purpose.

From this pie chart, we notice that most of our informants opted for the choices five (22.22%) and six (33.33%). Two teachers (11.11%) chose "slightly agree". However, three teachers (16.66%) said "strongly disagree" and none selected "disagree" and "slightly disagree".

III.1.3. Presentation of the Results of the Teachers' Interview

Question One: Do you motivate your students to use English? If yes how?

This question was asked in order to know if the teachers do motivate their students to use English. All of them answered by 'yes', that they always motivate their students to use English in the class or outside the classroom. Therefore, they explained motivating their students by highlighting the importance of studying English and showing its status in the world. The idea is that English helps students to succeed in their academic and professional life.

Question Two: How do you care for the unmotivated learners?

The answers to this question differ from one teacher to another. While some teachers argued that it is difficult for them to deal with all the unmotivated learners, especially in the amphitheatres, they explained that they care for them in small classes by asking them questions in English so as to participate, encouraging and inviting them to the board in order to get rid of their shyness. Other teachers consider that asking students about their problems and why they do not participate, involving them in the lesson, sitting them to work with motivated students and giving them assignments and homework are efficient techniques for motivation.

Question Three: What kind of activities do you provide your students with in order to motivate them; I mean individual, pair or group work activities?

In this question the teachers opted for different answers, some of them have chosen individual work because they consider it as a way to develop individual skills and capacities.

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In contrast, others consider that pair and group work are more important, so they give the opportunity to their students to work in pairs or in groups; because, in this kind of activities students can interact and communicate with their mates using English and learn from each other. Only the teacher eight who argued that she does not rely on group work activities, because *"students become noisy and speak a lot when they work in groups with their friends"*.

Question Four: In your opinion, what type of motivation is more important: intrinsic or extrinsic? Why?

This question intends to know the views of teachers about which type of motivation is more important. However, their views concerning this question are significant. The majority of teachers answered that both types of motivation are important, because for them they are interrelated and complementary. Other teachers have chosen the intrinsic motivation to be the most important because it lasts more and they explained that intrinsically motivated students do not need someone to motivate them.

Question Five: During instruction, what are the obstacles that prevent you from motivating your students?

The first teacher claimed that the context «does *not motivate students to use English outside the classroom and work in appropriate conditions"*. In addition, the psychological factors such as *"shyness and fear of making mistakes"* and the *"laziness of the students"* are the main problems that hinder the process of motivation. The second and the third teacher noted that the *"students' behaviours of stubbornness"* and *"negligence of their studies"* are the main factors that prevent them from motivating students. As for the fourth teacher, he explained that the *"use of technology in the classroom"* by students is a burden; *"they use their mobile phones with internet so they neglect their studies"*. For other teachers, they affirmed that *"the large number of students in the amphitheatre"*, *"time restriction"*, "*and the*

absence of materials and better working conditions to be the most difficult obstacles that prevent them from motivating their students.

Conclusion

This chapter presented the results obtained from the two questionnaires and the interview. The first questionnaire was administered to students of first year in the department of English, Mouloud Mammeri University of Tizi-Ouzou. The second one administered to their teachers. Moreover, it presented the results obtained from the structured interview conducted with eight teachers who teach different modules for first year students. From the results obtained, it is clear that the majority of first-year students in the department of English at MMUTO are motivated to learn English. In addition, the majority of the teachers said that they motivate their students to learn English. These results are going to be discussed in more details in the following chapter.

Chapter Four: Discussion of the Findings

Introduction

This chapter aims to discuss and interpret the results obtained from the two questionnaires administered to first-year students and their teachers, as well as the results of the interview that we conducted with teachers. The results are, in fact, interpreted and discussed in relation to the literature presented in chapter one and they aim at answering the research questions and confirm or refute the hypotheses stated in the general introduction. Therefore, this chapter will be divided into two sections; the first one deals with the analysis and discussion of the data of the two questionnaires. The second one tackles the results of the eight interviews conducted with teachers of first year.

IV. 1. Discussion of Students' Questionnaire

IV.1.1. Student's Attitudes and Orientations towards L2 Learning

The results of the first part of the questionnaire show important facts about the students' motivation towards L2 learning, more particularly English. From the analysis of the first question relating to the importance of English to learners, it revealed that 90.38% choose English as their favorite language over the other languages (see table 1). This means that, the majority of first year students like English; they have an interest in studying it because it opens the doors to their success. This goes with the findings reached by Dornyei *et al* (2006) in Hungary about the language learning motivation, in which students show great interests to learn English over other languages such as German and Russian.

In addition, students who like language learning are more predisposed to learn this language more easily than those who do not, because the attitudes of students is an integral part in language learning. According to Chamber (1991) "*language learning occurs more easily, when the learner has a positive attitude towards the language and learning*" (Cited in Sevim Inal *et al*: 40). As it is reported in the results, (99.03%) of the students expressed their

appreciation of language learning in general. Indeed, one student explained *"this may permit me to meet and interact with new people and cultures"*. Another one affirmed: *"it is a way to my success"*. So, students are aware of the importance of language learning, especially in this century during which English is considered as a global language and a language of science and technology.

The results of the question three dealing with reasons of learning English revealed different percentages, half of the respondents (55.76%) choose studying English for integrative reasons such as the will of discovering the world, its cultures and people. On the other hand, other students have opted for statement (B) with the percentage of (42.30%) which is its helpfulness to be successful in other domains. So, the students' interests in learning English is due to a number of reasons and goals that they want to attain in their lives. This usefulness of the language is one aspect of Dornyei's (1994) model related to the language level in which he confirmed that this aspect can influence the learners' goals and choices. From this, it is worth noting that the majority of first year-students are oriented towards learning English which is shown in the above percentages. This is due to their awareness about the global status of English, and the facilities it provides for large access to knowledge and new technologies. Consequently, the above results reflect the principles of constructivism as the students show interest in discovering the target culture and constructing knowledge about it.

As we progress in our analysis to the findings of this part, some students affirm that English is an easy language to learn with the percentage of 48% when compared to the students who consider English as difficult (2%). This shows that students are eager to learn English and they may easily learn new things which motivate them to progress quickly in their learning. Those who consider English as quite difficult to learn (38%), this can be explained in that they may have experienced failure in the past which reduced their

motivation. Also, it may be related to the teaching methods and techniques that do not fit their level, thereby finding difficulties in grasping information easily.

Moreover, as regards the usefulness of the English lessons and the level of satisfaction of students in the English language which are primordial elements to students' motivation, the results show that 37% of the respondents consider English lessons as useful and (25%) consider them as being slightlyuseful, only 4% consider them as useless. It can be inferred that students know that they may need English lessons in their academic and professional lives; that is, as a linguistic tool that permits them to reach their goals. All these may enhance their motivation in their learning process. Then, the results display that (73.07%) of the respondents are satisfied with their level in English, in contrast to (19.25%) who are unsatisfied. Therefore, those who are satisfied with their level in English may have higher degrees of self-confidence and self-esteem than those who are unsatisfied. This level of satisfaction about one's abilities may determine their degree of motivation, in the sense that, if students are satisfied with their level; they may be motivated and vice versa.

IV.2. Motivational Factors for Students

As far as the second part of this questionnaire is concerned, it deals with the different motivational factors that motivate learners to study English. The results illustrated in the table (07) demonstrate that the majority (88.46%) of students confirm that their parents encourage and advise them to learn English. From the above, we can induce that parents may be implicated in the learning process of their children, they give them all the necessary means they need in their studies which may foster their motivation. In this respect, Dornyei (2001b:78) and Zhu (2007:78) stated that parental influence on L2 motivation is qualified by Gardner (1985) a central component in learners' motivation; because parents are considered as *"major intermediary between the cultural milieu and the student"* (Cited in Pathan, 2012:05). Similarly, the Bahraini secondary school students researched by Williams and

Burden and Al Baharna (2001) rated opinions of parents as highly consequential in motivating students positively for language study (Cited in ibid, 2002: 6).

Teachers are also among the factors that determine the motivation of L2 learners (Matsumuto, 2009).In this context, the results relating to teachers' motivation of their students show that less than a half of the respondents (47%) have opted for 'sometimes' and(21.15%) opted for 'often'. This indicates that teachers care for motivating their students through different techniques and strategies they use in the classroom. This can be explained by the fact that teachers value this concept of motivation in L2 learning and consider it as one side of the same coin. These strategies can be advice, feedback, comments, extra explanations and activities they provide their students with, which may enhance their motivation. Indeed, one student said *"our teachers give us advice and feedback"* and another one announced*"They (teachers) provide us with extra activities and homework"*. This may have two implications: the first is that teachers encourage students in their learning; the second one is that their expectancy of success and their achievement will be higher. In this point and as we have already mentioned in the literature review Williams and Burden (1997) in their framework have identified in the external factors: Significant others as an essential factor that may influence students' motivation in many ways; this contains parents, teachers and peers.

As regards the students-teacher relationship, the majority of students answered that their relationship with their teachers is "good" or "not bad" with the percentages of (47.11%) and (40.38%) respectively. In the light of this, we can understand that first-year teachers in the department of English at MMUTO establish good relationships with their students which may be based on friendship, tolerance, assistance and respect.All these characteristics are very crucial for making the students' motivation flourish. This idea was confirmed by Aksoy (1998) who pointed out that teachers should be *"kind, friendly, honest, tolerant, helpful, patient, and seldom shows nervousness"* (cited in Bouras, 2011).Moreover, Dornyei and

Ushioda (2011) argued that the teacher has a great influence on the motivation of students either positively or negatively, almost in everything that he/she does in the classroom. According to Alison and Halliwell (2002) "*a key element is to establish relationships of mutual trust and respect with the learners*" (Cited in ibid, 2011: 110)

As far as the factors that prevent students from participating are concerned, the big problem that prevents them seems to be their fear of making mistakes with 46%. This keeps them silent and do not communicate in English; maybe they do not want their mates to laugh at them if they make mistakes. Also, there is the problem of their shyness which comes in the second position with the percentage of 28.85% followed by anxiety with 19.23%. Shyness may stand as a barrier to students even if they know the answer or they have the will to participate and interact in the classroom. In the same way, anxiety may make students lose their concentration in learning and get worried and feel nervous.

Interestingly, the motivational influence of peers and friends in learning English may be either positive or negative. The results exhibit that more than a half of our respondents asserted that their peers/friends influence them "a little bit" and 29.80% "greatly", whereas 17.30% of students claimed that they are "not at all" influenced by their peers/friends. Hence, it is worth noting that if the relations between students and their peers/friends are based on cooperation and sharing of knowledge, they would have good bearings on their motivation. On the other hand, peers/friends relations which are built on conflicts and competitiveness may decrease their interest and motivation to learn. For example, Lewis and Sullivan (2007) state that peers sometimes influence students' motivation in a negative way when they are compared socially.

Our study also revealed that the highest proportion of our participants agreed with the items '*My teachers provide us with motivating activities*' with the percentage of 28.23% and '*My teachers create a good atmosphere in the class*' with 33.65%. These two principles are

drawn from Dornyei's (2001) framework of motivational strategies. We notice that, in cases where teachers provide students with motivating activities, this is certainly going to stimulate students to learn more and do their best. Indeed, teachers should create a pleasant and supportive atmosphere in the classroom in which students feel relaxed and find better working conditions. These conditions help students in learning English more effectively, motivate them and get rid of anxiety and boredom.

As to the results obtained from the item *'My teachers use authentic materials such as English articles from newspapers and magazines'*, this revealed important facts; that is, teachers do not use enough authentic materials in the teaching process. In fact, the percentage of 19.23% of the respondents answered with "strongly disagree", 21.15% with "disagree" and 9.61% answered with "slightly disagree". This proposes that teachers of first-year students at MMUTO overuse handouts that most of the times may not include the real language or cultural aspects of the target language community. Another aspect is related to the difficulty to find articles of magazines and newspapers in English where it is considered as a foreign language. In brief, this may prevent students from knowing and appreciating the target language causing them to be less interested.

The findings about teacher's support of first year students at MMUTO for setting goals while learning English differed. The highest percentage of students (28.84%) agrees with this item. Undoubtedly, teachers' support of students in setting goals is very important for motivating them; because, this regulates learning. More importantly, in the case of first-year students at MMUTO, helping them to set appropriate goals may allow them to identify in advance their learning objectives, and how to proceed to attain them. Regarding the involvement of learners in setting goals, William and Burden (1997: 142) asserted that: *"this is a crucial element in motivation to help individuals to develop internal feelings of control and to move towards autonomy"*. Yet, 15.38% of the respondents disagree with this.This can

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be explained, on the one hand, that the students feel that they lose control over their learning, or they are disorganized and, on the other hand, teachers may not pay enough attention to the importance of setting goals. This process of setting goals is well-explained by Dornyei(2001) in his framework on how teachers set goals for their learners; by making the curriculum relevant to learners and creating realistic beliefs to learn the target language.

IV.1.3.Students' Perception of Motivation

In the final part of the students' questionnaire, we investigated three important points. Actually, our findings demonstrated in table (14) show that most of first-year students (69.24%) of English at MMUTO accounted that their teachers recommend them to use the target language in the classroom. This may prove that teachers know that classroom is practically the unique environment where the students can speak English, especially in the Algerian context where English is considered as a foreign language (because outside and sometimes even inside the classroom most of the students use their mother tongue). An alternative reason that may push teachers to incite their students to use the target language is acquiring fluency and accuracy.

Secondly, as displayed in table (15), 53.84% of first-year students of English at MMUTO consider sanction as a way to motivate them. They think that this will make them work harder and increase their productivity. For instance, one student said *"I think that sanction will make me read more and increase my productivity"*. This may mean that some students think that they need an external influence or a figure of authority that will exhort them to learn. On the other hand, 46.16% of the respondents consider that sanction is working in the opposite direction; they argued that sanction will deteriorate their relationship with their teachers, thus, decreasing their motivation towards learning. One participant claimed *"it will make my relationship with my teacher bad"*. This shows that the students consider classroom ambiance and relations as the reasons that encourage them in learning. In this respect,

William and Burden (1997) assert that punishment or sanction do not only cause positive change, but they sometimes have negative influence.

Finally, our results explored how rewards used by either teachers or parents motivate language learners. Most of the respondents (56.73%) said that they receive rewards from their teachers/ parents. Additionally, 43.27% proclaimed that they do not receive rewards. From this, we can say that both teachers and parents' support is vital in reinforcing students' motivation.

IV.2. Discussion of the Teachers' Questionnaire

IV.2.1. Teachers' Tendencies towards Teaching

Our results show that to motivate students, educational practitioners need to take into account a number of characteristics and should also have recourse to a number of practices. First, teachers' tendencies towards teaching\learning a particular language or towards the context of teaching may have a considerable impact on both their way of teaching and on students' learning. For instance, when a teacher either likes\dislikes teaching a specific language, or feels comfortable\uncomfortable with the environment where he\she teaches. This will imply that he\she will be either motivated or unmotivated to perform his/her job. Thus ameliorating or neglecting the students' leaning. As it is conceived by M. Williams and B. Burden:

> It is, of course, impossible to contemplate teaching in isolation from learning…...The question of what makes a good teacher must ultimately be concerned with what and how and how much learners learn and what exactly that learning is for…..We can only be really effective teachers if we are clear in our minds what we mean by learning because only then can we know what kinds of learning outcomes we want our learners to achieve (1997: 60).

The results displayed in the first question of the results section (see pie chart 1) show that almost the whole teachers (92%) find teaching English in the department of English at MMUTO interesting. This may imply that they are enthusiastic, they have a high esteem of English and they are motivated to teach it. And if teachers have all these characteristics, they

will be as models in behavior and will incite their students to become more engaged in learning. This point is clearly explained by Dornyei (2011): *"Students take cues from their teachers about how to respond to school activities. Enthusiastic teachers convey a great sense of commitment to and excitement about the subject matter content"*

Similarly, 88.88% of teachers highlight to their students the importance of learning English (see pie chart 02). And all employ different ways as justifying them that "*English leads to success in other domains*" and "*permit them to have access to more knowledge*". This gives evidence that teachers are aware that their behavior inside the classroom may have a considerable impact on that of their students. As stated previously by Dornyei and Ushioda(2011: 109) *"Almost everything a teacher does in the classroom has a motivational influence on students, which makes teacher behavior a powerful 'motivational tool' "*

Pie chart three demonstrates the analysis of the teachers' answers relating to students' motivation. It reveals that the majority of first year-students are motivated to learn English with a high percentage of 55.55%. This view confirms the fourth hypothesis advanced in the general introduction "the majority of first-year students in the department of English at MMUTO is motivated to learn English and refutes the second and the third hypotheses stating respectively that the students are not motivated to learn English and that only the minority of them which is motivated. Such fact connotes the importance that teachers give to their students' motivation in learning English. Therefore, this indicates that first-year teachers are satisfied with both the students' motivation and the effort they expanded in this process.

Another teachers' behavior that may affect the students' commitment to learning is the teachers' personality. In other words, are teachers strict (serious), severe? Or are they friendly with their learners? The latter will result in the establishment of a relation of mutual respect and admiration between teachers and the students, entailing the students' determination and volition towards learning English. This point has clearly been demonstrated in the diagram

four where28% of teachers have a good and friendly relationship with their students in the classroom. Moreover, 47% of the teachers always encourage and help their students in the classroom. All this is in accordance with Dornyei's (2001) principles of having a good relationship with students and creating supportive atmosphere that will favor students' learning, etc. The percentages indicated in pie chart five suggest that first-year students of English at MMUTO have all the teachers' support and aid to be motivated in learning. Also, teachers try using different means to reinforce or revive their students' motivation. For instance, some use encouragement, others by creating cheerful relations with their learners, and this may have positive repercussions on the students' learning.

IV.2.2. Teachers' Strategies for Motivating Learners

Moreover, teachers' strategies, techniques and methods for motivating students are also essential in changing the motivational aspect of each student. In this regard, our results show that 53% of teachers (see pie chart 05) motivate their students through feedback and comments; this may provide a considerable moral support for students. This has been pointed out by Dornyei and Ushioda *"Students in general experience high efficacy when told they are capable of attaining success by a trustworthy source such as the teacher*." (2011:127).

In addition, 40% of teachers in the department of English at MMUTO resort to the techniques and methods of teaching to motivate their students and 5% perform this with the materials they provide. As a result, two things come into consideration: the first is that teachers of English at MMUTO try to show their students that they care about their learning and success and that they recognize their effort, consequently increasing the motivational disposition of their learners. The second is that teachers try to vary the techniques, methods and materials as much as possible to remove anxiety, and routine which may be powerful demotivating factors. This coincides with Dornyei's (2011) principle of making the learning environment interesting. In this context Dornyei's (2011) stated that:

> Breaking the monotony of learning by varying as much as possible the learning tasks and other aspects of the teaching such as the presentation style, learning materials, teaching format and activity sequence (cited in Dornyei and Ushioda, 2011: 118).

The examination of the pie chart five shows that 2% of teachers of English at MMUTO apply other strategies to stimulate their students' willingness to learn as encouraging them to dominate their fears and raising their confidence, etc. This may denote that teachers use all the available ways and means to get their students involved in learning. Also, they try to accommodate their motivational abilities to both students and the context and\or the circumstances of learning for the sake of helping reluctant or alienated students and helping those who are motivated to go further.

Furthermore, as mentioned before one important factor that may reinforce and activate the students' motivation and eradicate the monotonous side of learning is using humor. As a matter of fact, the highest proportion of teachers of English (77.77%) at MMUTO uses humor as a standard in all the teaching sessions to sustain students in their learning cycle (see pie chart 06). One teacher argued that "*humor generates good circumstances for learning and makes students feel relaxed inside the classroom*". Another one added "*humor makes students feel comfortable*". This indicates that teachers try to create good conditions in the classroom, seek to reduce students' boredom and think about how students may feel at ease in learning. This principle of humor is tightly related to Dornyei's view of making the classroom atmosphere pleasant and supportive for learning. Consequently, humor can remove all the tensions, fears, and anxiety of students.

According to the results reported in this study, assessment can affect either positively or negatively the students' motivation. For instance, some first-year teachers think that assessment may be constructive and profitable for students. Yet, others claimed that this can act to the detriment of students' motivation, or moral support. For example, one teacher said that "*assessment can reveal students' strengths and weaknesses*". Therefore, allowing the

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students to reinforce their skills and adjust their efforts to what is missing or wrong. Another teacher said that *"assessment may demolish students' confidence"* this may be because they think that assessment may decrease the learners' perceptions on their capacities and lead to a lack or total absence of motivation.

Another aspect where students are assisted in terms of motivation to learn is the use of either created or authentic materials. The results show that 53% of teachers of English at MMUTO take advantage of both authentic and created materials to elevate the learners' motivation. This may prove that teachers know that created materials can work as more detailed explanations of the course and provide illustrations to consolidate the students' comprehension and maintain their motivation. In a similar way, authentic materials can introduce learners to the real language in use (e.g. idiomatic expressions) and to the social life of the target culture. As a result, this may change the students' attitudes and boost their motivation to learn the target language. As said by M. Peacock (1997*):"Authentic materials: are materials produced to fulfill some social purpose in the language community"* (quoted in Little, Devitt, and Singleton, 1989: 25).

As the teaching materials and methods are believed to generate a dynamic motivational influence, our research findings have demonstrated how these materials and methods perform this motivational task. In other words, how teachers use these materials and methods to motivate their students. Some teachers declared that to motivate students, "*the materials should be adapted to the level and interests of the students"* Others claimed that materials and methods should "*introduce students to how the language is used in real-life situations and the methods should attract students' attention and curiosity to the subject being taught"*. This means that teachers of first-year students of English at MMUTO consider the use of the appropriate materials and methods in teaching for the consolidation of students' motivation. They know that each student has his/her own way of learning. That is, some students are

motivated by the methods that teachers use, or by the materials. On the other hand, other students are interested in the target community traditions, language and way of life which will change their view about learning the language and strengthen their desire to get familiar with it and captivate them to know more about the subject matter.

The results reached in our study also included a variety of circumstances and influences that may decrease the motivational intensity of students, these are demotives. In this respect, Sarojani Devi Krishnan *et al*(2013) stated that:

> Past research has revealed that demotivation emanates from different internal and external factors. The key internal and external demotivating factors identified in past research include ineffective teaching methods, inappropriate teaching materials, aspects of the curriculum, class atmosphere, attitude of teachers, unsatisfactory test results, negative attitude of students towards the target language, experience of failure, lack of self-confidence, and lack of learning facilities.

Teachers divulgated numerous 'demotives'. One teacher said that "*monotonous learning can break the students' motivation*" Another attributed this to "*bad learning conditions (e.g. big number of students) and complicated content.*" Similarly, others assign demotives to "*teachers' behavior and teaching techniques and method*". Therefore, we can say that students are subject to a large number of 'demotives' varying from one context to another. What is important, is that teachers try to reduce these 'demotives' and provide their students with profitable and adequate learning conditions that will facilitate students' learning.

As far as the frequency of use of feedback for the sake of motivating students is concerned, the results reported that 55.55% of teachers of English at MMUTO often use feedback. This can mean that the teachers are aware of the importance of providing positive feedback to keep up students' motivation and to sustain them psychologically. Certain teachers (38.90%) always use feedback in the classroom because they may know that this will notably help the students in both perceiving their strengths and weaknesses and empower their confidence. As it was affirmed by I. Cheng Wu (2010: 49): *"It is suggested that people's*

knowledge of the results of their performance is critical in influencing their level of effort and persistence in performing well in the future".

As regards the results shown in the question twelve (see diagram 12) more than a half of the respondents (55.55%) consider that criticizing students is not a good way for improving their performance. It means that they judge criticism as hindering the motivation of students because some students may consider this as pejorative; thus, cultivating on them a feeling of inferiority. On the other hand, 44.45% of teachers estimate that criticism may be positive for learners' performances. This may be interpreted in the sense of criticizing students for the sake of improving their abilities, encouraging and awakening their will to do more in their studies. This goes hand in hand with Chambers (1993) study (in Leeds UK) of students' demotivational factors where he found that criticizing students is among the factors that teachers are blamed for (Cited in Dornyei and Ushioda, 2011).

The findings of the final part in the teachers' questionnaire comprises four components inspired in both Dornyei's (2001) and William and Burden's (1997) works on L2 motivation. The results illustrated in pie chart (13a) show that 44.44% of teachers of English at MMUTO agree and 33.33% strongly agree with the idea of establishing a good relationship with their students. This may mean that the teachers care about their learners and they want to show them personal interest to monitor their learning and individual experiences. Said differently, first-year teachers of English at MMUTO may give the relational dimension between them and their students a paramount importance. Such a situation may stem from the fact that teachers believe that good and friendly connections with their students based on tolerance, open-mindedness, and mutual assistance will immeasurably help students give full time and energy to their language learning. This point has been confirmed by J. Brophy (2010: 285): *"You can become your own most valuable motivational tool by building close relationships with students and establishing yourself as a supportive and helpful resource person".*

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The second component is about the facilities that working in group can provide for students in comparison to working individually. In pie chart (13b) the findings inform us that more than a half of the whole portion is divided between strongly agree (11.11%) agree (22. 22%) and slightly agree (22.22%). This may imply that teachers of English at MMUTO adhere to the idea of working in group because they may know that this would make them enthusiastic and inculcate on them collaboration when facing problem situations. That is to say, working in group may allow learners to interchange knowledge and assistance, favor cooperation, and grow competitiveness; which are likely to rise up motivation. As stated by M. Williams and B. Burden: *"In language classrooms where pair work and group work are used, it is particularly important to build up a co-operative group atmosphere both to enhance language learning and to develop the self-image and motivation of the group members"* (1997: 195). In the same vein, Emily R. Lai (2011: 26) also states that: *"Working with others promotes academic engagement through the added responsibility of group performance, which causes individuals to persist at difficult tasks longer than they normally would"*

Next is the question of rewards and positive feedback. The results show that, at MMUTO most of first-year teachers of English (44.44%) "Strongly agree" with using positive feedback to motivate students and 22.22% agree with the same fact. This means that teachers think that feedback can have a positive effect on students' performance, i.e. they prefer providing their learners with information about their progress, some words of encouragement to sustain them to work harder and improve their motivational situation. As argued by Dornyei (1994) concerning feedback: *"Feedback: this process carries a clear message about the teacher's priorities and is reflected in the students' motivation."* Yet, feedback may have detrimental effect on students' motivation when it is not informative, i.e. when it values performance (Dornyei, 1994).

As feedback, rewards may also be either positive or negative for students' motivation.

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Our findings show that in majority, first year teachers of English at MMUTO agree with using rewards to motivate their learners. Perhaps the majority or the totality of them does not award their students, but they recognize the utility of rewards in motivation. Nevertheless, it is important to mention that *"rewards are negative when they are tangible, such as grades, candy, cash, or special privileges or when they are overused. Positive when they are verbal such as praise or performance feedback."* (Emily R. Lai, 2011: 23).

The last component of our findings concerns the fact of making the target culture familiar to students. The results illustrated in pie chart (13d) show that, although 16.66% of teachers of English at MMUTO disagree with the fact of familiarizing students with the target culture to motivate them; there is a high tendency to approve this principle of familiarization. Each of the percentages 33.33% to "strongly agree" 22.22% to "agree" and 11.11% "slightly agree" give evidence of this. This may convey that teachers of English at MMUTO in majority teach their learners about the concerned language culture. In this way, this initiation will make the students eager to discover the customs, language and practices of the target community which will implicate them more in learning and strengthen their motivation. Dornyei and Csizer (1998) conceived this element in the '*Ten Commandments for motivating language learners'*.

IV. 3.Discussion of the Teachers' Interview

The second data instrument that we used in our research study is the interview that we conducted with teachers of first-year students of English. Indeed, the interview helped us to bring more details into our research.

The findings of the interview section revealed important points that need further discussion. Generally speaking, teachers of English at MMUTO incite their students to use English in and outside the classroom by drawing the students' attention to the value and status of English all over the world. This situation reflects the principles of constructivism in the sense that teachers incite their students to construct knowledge by themselves. Additionally,

they encourage and advise the students to enlarge their background knowledge, using dictionaries, books and internet. For instance, one teacher said:*"I always motivate my students to use English; I explain to them that English is an important language to learn [...] because it is their way to success in the future and I encourage them to use it even outside the classroom"*. Another one stated: *"I encourage them (students) to use dictionaries, read books [....]"*. Accordingly, it is clear that teachers of first year encourage and incite their students to use only English so as to reach fluency and accuracy and communicate effectively. As concerns the teachers' reaction towards the unmotivated students, it is worth to note that teachers use different techniques to deal with this kind of students. Indeed, teachers involve the unmotivated students in participation and classroom interaction which are two paramount elements that develop the students' language skills and promote their motivation to learn more. Then, teachers ask questions in English and invite the students to the board so as to "*remove their shyness"* and their "*fear of making mistakes"*. Furthermore, teachers make the unmotivated students to sit with the motivated peers so as to be influenced and become motivated. As a matter of illustration, one participant declared:*"I invite them (students) to come to the board in order to get rid of their shyness; it is one of the therapies I use for dealing with the unmotivated students"*. Another teacher suggested: "*I always try to involve the unmotivated learners more than the motivated ones, for example, asking them to do pair work, that is asking always an unmotivated student to sit with a motivated student."*Accordingly, it appears that teachers of first-year students care so much for the unmotivated students and they do not ignore them and try to help them using different strategies and techniques. The importance of this is that when students know that their teachers care for them, they will become more interested in learning and their motivation will increase. In line with this, Megan Downs (2001) says *"when students are acknowledged in*

the classroom and feel understood by their teacher, their level of motivation will increase" (Cited in Wang Jun Kai, 2008:33).

In relation to the types of activities teachers use, there are two tendencies. Firstly, some teachers use individual work, since they estimate it as a way to assess students' abilities and performances. For instance, one teacher puts it: *"I rely much on individual works so that students develop their skills, I do not rely on group work activities because sometimes when they work in groups they become noisy."* For instance, by providing learners with individual work this can foster different inner characteristics such as autonomy in learning, self-regulated learning, self-confidence, self-reliance, and feeling of responsibility. In short, according to some respondents individual work enhances students' motivation. On the other hand, other teachers prefer pair and group work activities; because this kind of activities favour students' interaction and communication. In addition, learners will get rid of their shyness and fears, thus they will feel a sense of self-confidence. For instance, one respondent said: *"When I ask them (students) questions individually [...] they are shy, but when you ask them to do a task, any given task in pairs, they are going to feel self-confident and relaxed"*. Another one added: *"it is always group work, because in individual work the students won't have the opportunity to get into contact with their mates; so when they are working in groups, they will [...] learn from each other"*. So, teachers use different types of activities in their teaching process so as to involve and motivate their students. In contrast to individual work, we can say that pair and group work are more beneficial. In the sense that they promote cooperation among learners, foster group cohesiveness because students share common goals and learn from each other. Likewise, Dornyei and Ushioda (2001:122) affirmed *"students in cooperative environments have more positive attitudes towards learning and develop higher self-esteem and self-confidence than in other classroom structures"*.

Discussing the teachers' perception of the type of motivation which is more important,

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there is, in fact, a controversy. On the one hand, some of the informants guess that both types of motivation are important, since they are connected and maintaining each other. In fact, one teacher explained:*"both of them are important, in the intrinsic motivation students are motivated in relation to psychological factors [...]. In extrinsic motivation, an extra element motivates the student; we mention here teachers, the social and the cultural background."* Another teacher added:*"both of them are important, because they are complementary and help the students in achieving their* success". Indeed, the two types of motivation are mainly derived from the Self-determination theory of Ryan and Deci (2000). In the L2 learning context, both of these types of motivation are needed because in the intrinsic motivation the learners come with interest, curiosity and enjoyment to learn the language. However, this motivation is not sufficient. It requires guidance of the extrinsic motivation that can be found in the social context, either from parents or teachers. On the other hand, other teachers insisted more on the eminence of intrinsic motivation, as for them it is the basis which builds the students' success in the future. Additionally, the inner motivation is stronger and lasts more than the extrinsic one. In connection to this, one teacher advocated:*"for me, it is the intrinsic motivation which is more important because it is the one that lasts more"*. Another participant emphasized:*"indeed it is the intrinsic motivation which is the basis because someone who is intrinsically motivated can face all the hardships, even when the conditions are not appropriate"*. In this way, the learners may create their autonomy, self-regulate their learning. In the light of what has been said by teachers we can understand that both types of motivation are important since they contribute to the success of students.

Finally, teachers were asked about the obstacles that prevent them to motivate their students during instruction. Consequently, teachers provided us with further details on the difficulties they meet in this process such as the context where they work, students' shyness, laziness and their fear of making mistakes, overloaded classes, time restriction, the absence of

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materials and better working conditions. Such conditions hinder teachers to motivate students. In this respect, one teacher said: *"one of them (obstacles) in fact is their shyness. Students can answer correctly but they do not dare to answer in front of the class, because of the fear of making mistakes."* She continued: *"also the big number of students which cannot be controlled especially in the amphitheatre when giving them lectures. Lastly, there is also time restriction which does not allow me to motivate my students'.* This goes hand in hand with the study of Dornyei (1998) on the demotivating factors for students, in which he identified inadequate school facilities as the main negative influence for learning. All these problems mentioned above can be considered as a burden for teachers while doing their work. Finally, they are demotivational factors that deteriorate and threaten the students' will to learn the language effectively.

Conclusion

In conclusion, this chapter included three sections; the first is the discussion of the findings that resulted from the students' questionnaire. The second scrutinizes the teachers' answers in the questionnaire, and the last is attributed to the examination of the findings of the teachers' interview. This chapter provides clear answers for the research questions of the study. In addition, some hypotheses stated in the general introduction are confirmed whereas others are refuted. Relying on the whole findings, we come to the conclusion that the majority of first year students of English at MMUTO are motivated, and interested in learning English. Yet; there is a minority of students which is unmotivated and this is due to a number of negative factors such as shyness, anxiety, teaching methods and inadequate working conditions for learning (inadequate infrastructures). Similarly, the results of the teachers' questionnaire and interview indicated that the teachers care about their students learning and motivate them to learn English.

General Conclusion

This research study has investigated the motivation of first-year students towards learning English in the department of English at Mouloud Mammeri University of Tizi Ouzou. It focused on identifying the different factors that motivate the students as well as the factors that demotivate them to learn English. Conducting such an investigation and dealing with such a topic is important as its ultimate aim is to show the importance of motivation as a driving force towards learning successfully in the teaching-learning process.

The study of students' motivation has fascinated many researchers all over the world, as psychologists, applied linguists and even teachers. A plethora of research articles and books have been published on this subject. They helped us to deepen our understanding and enlarge our knowledge on this concept.

This dissertation has targeted two main objectives. The first objective meant to determine first-year students' motivation towards learning English in the department of English at MMUTO, and inspect the different factors that may influence their motivation either positively or negatively. The second objective aimed at exploring and showing the role of teachers in enhancing and nurturing this motivation through the different techniques and strategies they use.

Due to the complexity of investigating the L2 motivation as well as the novelty of this research in the context of MMUTO, our study, then, has adopted an integrated approach which combines Dornyei's (2001) theoretical framework of motivational strategies in the classroom and that of Williams and Burden's (1997). Both frameworks have provided us with essential information on the ways teachers motivate their students to learn English. The results have confirmed some hypotheses and refuted others.

To answer the advanced research questions and to check the hypotheses, the study relied on a mixed-research method, combining the quantitative and the qualitative research method.

The study also relied on the corpus of two questionnaires administered to both first year students in the department of English, Mouloud Mammeri University of Tizi-Ouzou and their teachers. Moreover, we conducted eight interviews with the teachers of first-year students. For the quantitative data analysis, the rule of three was used for obtaining statistical data. In addition to this statistical method, the Qualitative Content Analysis (QCA) was adopted to interpret the data gathered from the open-ended questions of the two questionnaires and the data of the eight interviews with teachers.

As we have hypothesised before, the majority of first year students of English are motivated to learn English. In the light of this, our results also revealed that first-year students of English are in majority motivated to learn English represented in the teachers view with the percentage of 55.55%. Although, sometimes they face some problems and difficulties that make them feel tired and anxious such as shyness, fear of making mistakes, the teaching methods and the inadequate school facilities for learning. In addition, our findings indicated that almost the whole teachers (92%) find teaching English in the department of English at MMUTO interesting. More importantly, 88.88% of teachers show their students the importance of learning English; something which is closely related to motivation.

Our study has confirmed the fourth hypothesis stating that the majority of first-year students in the department of English at MMUTO is motivated to learn English and has disconfirmed the hypotheses two and three stating respectively: first-year students in the department of English at MMUTO are not motivated to learn English and that only the minority of first-year students in the department of English at MMUTO is motivated to learn English. Additionally, our investigation has confirmed hypothesis five indicating that teachers in the department of English at MMUTO motivate their students to learn English and disconfirmed hypothesis six stating that teachers in the department of English at MMUTO do not motivate their students to learn English.

Interestingly, we have figured out in our study that the students' motivation is influenced by different factors sometimes positively and other times negatively. Therefore, the conclusion that can be drawn from this investigation is that motivation plays an important role in the teaching-learning process as it enhances the students' self- confidence and self-esteem and guides them to success, but sometimes it is affected by various negative factors that teachers should be careful about.

It is a hope that the findings of this study as a first exploratory research at the level of the department of English at MMUTO shed light on the issue of students' motivation towards learning English. Furthermore, we hope that it will provide teachers with insights on how to motivate their students and by avoiding the negative influences that may decrease their students' motivation.

The present study is a case study. It involves first year students of English, at Mouloud Mammeri University of Tizi-Ouzou. Therefore, it can be considered as limitation to our study, the results obtained cannot be generalized to other EFL learners. However, further research can investigate to what extent these results obtained can be applied to other EFL learners adding for example gender as a variable so as to determine who is motivated more; boys or girls. Finally, other researchers may also conduct studies of this type on the longitudinal scope for more understanding to the changes of students' motivation for learning English over time.

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Appendix 01

Students' questionnaire

Dear student,

This questionnaire investigates the motivations of first year students towards learning English, in the Department of English at Mouloud MAMMERI University of Tizi Ouzou. Thus, you are kindly requested to answer this questionnaire as it constitutes an important part of our research study. The results of this survey will be used only for an academic purpose, so we ensure the anonymity and confidentiality of your answers .Thank you in advance for your help.

Section1: Student's attitudes and orientations towards L2 learning

1- Order the following languages according to their importance to you: French, English, and Arabic.

1……………..   2………………   3…………........

2-Do you like language learning in general?

Yes ☐   No ☐

Why?..
....

3-The importance of studying English for me resides in……….

A-Its usefulness for a job or academic purposes   ☐

B-Its helpfulness to be successful in other domains   ☐

C-The will to discover the world, its cultures and people, etc.   ☐

D- The enjoyment, interest and pleasure while studying English   ☐

E- Its global status in the world.   ☐

4- English is a/an………………………….language to learn.

Very easy ☐   Easy ☐   Quite difficult ☐   Difficult ☐Extremely difficult ☐

5-How do you find the English lesson?

Very useful ☐ Slightly useful ☐   Useful   ☐   Useless   ☐

6-How satisfied are you with your level in the English language?

Very satisfied   ☐   Satisfied   ☐   Unsatisfied   ☐

Section 02: Motivational Factors

7-Do your parents encourage you in learning English?

Yes ☐ No ☐

8-How often do your teachers motivate you?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

9-In which way do your teachers motivate you in learning English?

………………………………………………………………………………………………

………………………………………………………………………………………………..

10-How will you qualify your relationship with your teachers?

Very good ☐ Good ☐ Not bad ☐ Bad ☐ Very bad ☐

11- What are the factors that prevent you from participating?

Shyness ☐ fear of making mistakes ☐ Anxiety ☐ Teaching methods ☐

Others ☐

Specify…………………………………………………………………………………..

12-My peers/friends influence me in learning English.

Greatly ☐ a little bit ☐ Not at all ☐

13- How much do you agree/disagree with the following statements? (Write the number of the choice that describes your level of agreement or disagreement).

1- Strongly disagree 2 -Disagree   3- Slightly disagree 4- Slightly agree   5- Agree
6- Strongly agree

A-My teachers provide us with motivating activities ☐

B-My teachers create a good atmosphere in the class ☐

C-My teachers use authentic materials such as English articles from newspapers and magazines ☐

D-My teachers support us in advance to set goals while learning English ☐

Section 03: Students' perceptions of motivation

14-Do your teachers encourage you to use the target language in the classroom?

Yes ☐ No ☐

How…………………………………………………………………………………………....

15-Do you think that sanction can motivate you to work hard?

Yes ☐ No ☐

Why…………………………………………………………………………………...........

16-Do you receive rewards from your teachers/parents?

Yes ☐ No ☐

Thank you for answering!

Appendix 02

Teachers' Questionnaire

Dear teacher,

Our research investigates first-year students' motivation towards learning English. Hence, this questionnaire aims to explore how do teachers motivate their students to learn English. Therefore, you are kindly requested to answer this questionnaire as it constitutes an important part of our research. The answers of this survey will be used only for an academic purpose, so feel comfortable to provide us with your responses to this questionnaire .We ensure the anonymity and confidentiality of your answers. Thank you very much in advance for your help.

Section One: Teachers tendencies towards teaching

1- How do you find teaching English at MMUTO?

Interesting ☐   Boring ☐

2- Do you highlight to your students the importance of learning English?

  Yes ☐   No ☐

How? ………..

3- How do you find your students while teaching?

 A-All students are motivated ☐

B-The majority of students are motivated ☐

C-Only the minority of students are motivated ☐

D-All students are unmotivated ☐

E-The majority of students is unmotivated ☐

 F-Only the minority of students is unmotivated ☐

4- How do you behave towards your students during classroom instruction?

A- I am strict and serious with my students during the teaching process ☐

B- I have a good and friendly relationship with my students during the teaching process ☐

C- I always encourage and help my students in the classroom ☐

Section Two: Teachers' strategies for motivating learners

5- How do you motivate your students?

A-Through the materials used ☐

B-Through the techniques and methods used ☐

C-Through feedback and comments ☐

D-Others [ ]

Specify ………………………………………………………………………………………….

6- Do you consider using humour while teaching as an important factor for motivating students?

Yes [ ]   No   [ ]

If yes, how……………………………………………………………………...............

……………………………………………………………………………………………..

7- Do you think that the assessment of students' learning has anything to do with their motivation either positively or negatively?

………………………………………………………………………………………………

………………………………………………………………………………………………

8- What kinds of materials do you use in teaching?

A- Authentic materials (newspaper articles / magazine)   [ ]

B- Created materials (handouts)   [ ]

C- Both of them   [ ]

9- How do the materials and methods you select for teaching motivate your students?

....

....

....

10- According to you, what are the different factors that may demotivate your students in learning English?

....

....

11- How often do you provide your students with feedback?

Always [ ]   Often   [ ]   Sometimes [ ]   Rarely   [ ]   Never   [ ]

12- Do you consider that criticizing students is a good way for improving their performance?

 Yes   [ ]   No   [ ]

13- How much do you agree /disagree with the following statements? (Write the number of the choice that describes your level of agreement or disagreement)

1-Strongly disagree.   2- Disagree.   3-Slightly disagree.   4- Slightly agree.

5-Agree.   6- Strongly agree.

A-Establishing a good relationship with the students   [ ]

B-Working in group is better for students' progress than working individually ☐

C-Rewards and positive feedback can increase the students' self-esteem and self-confidence ☐

D-Familiarising the students with the target culture is crucial for motivating them ☐

Thank you for answering!

Appendix 03

Teachers' Interview

This interview is part of our research entitled *First-Year Students' Motivation towards Learning English, at Mouloud Mammeri University of Tizi-Ouzou.* The results of this interview will be used for academic purposes. Thank you in advance for your collaboration.

1- Do you motivate your students to use English? If yes, how?

2- How do you care for the unmotivated learners?

3- What kind of activities do you provide your students with in order to motivate them? I mean individual, pair or group work activities.

4-In your opinion, what type of motivation is more important: intrinsic or extrinsic? Why?

5- During instruction, what are the obstacles that prevent you from motivating your students?

Transcription of the interviews

Teacher 1:

A: Good morning and thank you for accepting me to conduct this interview with you.

B: you are welcome

A: The first question is: do you motivate your students to use English? If yes how?

B: of course, I motivate my students to use English. First of all, I would like to show that motivation is a key element in the teaching- learning process, with motivation the student can be, that is to say, can be shown the most important points to follow in order to reach better performance and to reach good result. In this case we can say that motivation helps the student to overcome their problems, to be aware of the importance of studying, to be aware of the importance of reaching good results, good performance, and achievement and so on. The way I motivate my students is to encourage them, to give importance to what is called in the literature, to give importance to content and form, to give importance analysis and to all what is related to the use of English in concrete situations; I mean communication. I advise them to consult books, dictionaries. Also, I tell them that success in this field can help them, for example succeed in their life and so on.

A: The second question is: how do you care for the unmotivated learners?

B: Well, the way I care about the unmotivated learners is to ask them about their problems, to ask them that is to say, what makes them to avoid participating in the classroom and to investigate what are the reasons of their shyness. The second step is to give them the solutions, and to tell them about the importance of participation, the importance of being motivated. Of course it is through motivation that the student can study efficiently and succeed.

A: The third question is: what kind of activities do you provide your students with in order to motivate them? I mean individual, pair or group work activities.

B: The activities I assign my students with; well at this point it depends, sometimes I assign them individual activities; those which target individual work, and in some cases I insist on the importance of group work and so on, here the context determines the way to assign the students activities to do, I mean it is up to the teacher to choose, but in all cases it is important to use group work, to insist on the individual differences, on the individual capacities and so on.

A: The fourth question: in your opinion what type of motivation is more important: intrinsic or extrinsic? And why?

B: This point can be answered to know the importance of each one. Both of them are important, intrinsic motivation that is to say, students are motivated with relation to psychological factors, with relation to personal affairs. Extrinsic motivation is that an extra element motivates the student, we mention here teachers, the society and so on. Both of them are important.

A: And the final question: during instruction what are the obstacles that prevent you from motivating your students?

B: This question is not easy to answer, that is to say, it requires investigation. However, we can mention for example, three important elements. First of all, the context which does not motivate the student to use English at all, only in the classroom that they are given the opportunity to use English, however ; outside the classroom they are not given this opportunity and as you know the use of English helps all that is related to the mastery of content and form. The second element relates to the psychological factors. Some students are shy, others are lazy, and others, that is to say, do not see the importance of a rich and good performance and so on. All the same, the problems are related to students and they are also related to the context. Yes personal and all the problems with relation to context.

A: Thank you very much indeed Sir.

B: You are welcome.

Teacher 2:

A: Good morning and thank you for accepting me to conduct this interview with you. So the first question is: do you motivate your students to use English? If yes? How?

B: So, ok I always motivate my students to use English. Why? Because it is always important to use it. And concerning how? Ok, for example, when they speak and they do not know how to say something in English, they have this habit of going back or shifting to their mother tongue and try to say it in this way, or sometimes they also use French. However, I always tell them to try reformulating or paraphrasing or sometimes summarizing the idea rather than shifting to their mother tongue and saying it like that. That's all.

A: The second question: how do you care for the unmotivated learners?

B: Ok, so how do I care for the unmotivated learners? As I always told you I have three groups of first year students and they have not yet get used to the atmosphere of the university. So I have some students who are very motivated, for those who are not motivated, so I ask them to be so and I sometimes give them homework, of course I give them subjects that interest them, not subjects that are let say that are far from their environment and level; and sometimes I give them examples, I see for example, if there is a student who is very motivated I tell them to look at this student he is very motivated, so you have to be like him/her. Of course I tell them if they are motivated they will have more opportunities to succeed in the future. That's it.

A: The third question is: what kinds of activities do you provide your students with in order to motivate? I mean individual, pair or group work activities.

B: Of course, it is always group work, because in individual works the student won't have the opportunity to get into contact with his/her mates. So when they are working in groups they will have the opportunity of getting into contact with each other and learn from other. Ok and of course as I have always said if there is an unmotivated student, he or she will be motivated by the one who is motivated, you see, yes I use group work.

A: The fourth question: in your opinion what type of motivation is more important: intrinsic or extrinsic? And why?

B: So in my opinion, the type of motivation that is more important is the intrinsic one. The intrinsic motivation is the one that exists within the student, because if the student relies only on my motivation, that is to say if I always the one who asks him to be motivated, for example, I promise him to give him good marks, etc. so the day I will stop doing this, he will stop learning and improving his skills; but if he is motivated in nature he will be like that through his whole life, yes that's it.

A: The final question: during instruction what are the obstacles that prevent you from motivating your students?

B: Ok, there are not many things, but there are some students who are stubborn and will not listen to you when you talk to them and try to motivate them. That's it.

A: Thank you very much indeed.

B: Thank you.

Teacher 3:

A: Good morning, and thank you for accepting me to conduct this interview with you. So the first question is: do you motivate your students to use English, if yes how?

B: Yes sure, actionally since I am an oral expression teacher, so it means my task is to push and motivate my students to use English and communicate only in English; and all the time I encourage them to talk and to answer my questions only in English.

A: How do you care for the unmotivated learners?

B: How I care, ah well, I do my best to involve them in my lesson; I give them pieces of advice, I don't know I make them sit with other motivated learners and ask them questions in English so as to participate, etc. it depends on the case, it depends on the student, in his nature and how does this student think, there are many ways and different ways to deal with an unmotivated student.

A: The third question is: what kind of activities do you provide your students with in order to motivate them, I mean individual, pair or group work activities?

B: All of them, all of them, but generally individual and pair work, because I give you why? Because where they, ah when I ask them, personally when I ask them questions individually, they are going to feel a kind of shyness, they become shy. But when you ask them to do a task, any given task in pairs they are going to be, to feel self-confident, let say, when they see their comrades speak; they feel more relaxed and confident with themselves.

A: In your opinion, what type of motivation is more important: intrinsic or extrinsic?

B: Both, both of them, but personally I think it is intrinsic because when you see yourself or when you want to do something from all your heart you are going to do it in a way or another. You are going to find means to do it; you are going to find the means to succeed, to achieve your purpose. So I think it is the first one which is the intrinsic motivation.

A: The final question is: during instruction what are the obstacles that prevent you from motivating your students?

B: Students themselves, I mean there are some students that are stubborn; they have a kind of barrier between themselves and studies. They are going to tell you sometimes some students especially boys, they are going to tell you why am I going to study? Why am I supposed to do my best since these studies are not going to bring me anywhere? So for them, it's closed or a blocked way, you see for them studying or not; it is something important. This is the main obstacle, they don't know how to explain this, but they are the obstacles themselves.

A: Thank you very much indeed.

B: Never mind, thank you.

Teacher 4:

A: Thank you in advance for accepting me this interview. So the first question is: do you motivate your students to use English? If yes how?

B: Logically yes, because I have been teaching since 1997 in the department of English, and most of the students come with two mother tongues, either Berber or Arabic and because the department of English is the only space where they have the opportunity to practise their English. I mean I encourage them and I push and I try to motivate them to interact, to answer and to ask questions whatever they are only using English.

A: The second question is: how do you care for the unmotivated learners?

B: I always try to involve the unmotivated learners more than the motivated learners. For example, I ask them to do pair works that is asking always an unmotivated student to sit with a motivated student; this is an instruction even in the amphitheatre, even when I am not doing any course for first year students. I always advise my students to avoid sitting in the class with friends of theirs because if you are sitting with a friend of yours in the class you are attempted to use your mother tongue, either Berber or Arabic. When you sit with another student whom you do not know, you are attempted to use only English, that is to say, to listen to the instruction and share only the content of the course.

A: The third question is: what kinds of activities do you provide your students with in order to motivate them? I mean individual, pair or group work activities.

B: Most of the time in the writing classes because they have to improve their writing skill, in the amphitheatre I teach civilization. What I did for most of the years since I have been teaching these two courses; I ask students to do pair work, for the amphitheatre courses for civilization, for example, I most of the time because they are very numerous I ask them to do group work and asking them to avoid mixing with friends either in pair or group works. As extra activities, I always ask them to see, for example, MBC2 shows and movies; I mean any TV channel speaking in English so as to motivate them and practise their English.

A: In your opinion, what type of motivation is more important: intrinsic or extrinsic?

B: Intrinsic motivation is a must for a student because when you come to the department of English, you are sure to do only English for a minimum of three years, if you don't intend to carry on for the masters. Therefore, if you do not feel any motivation, any inner motivation, then you cannot go ahead. Students who come with great inner motivation; sometimes they are hindered or blocked with teachers who do not try to motivate them more. Extra motivation or extrinsic is also very important because it helps the student to get rid of his shyness, and timidity and of the use of his mother tongue most of the time. Therefore, I think that both of them are very important for the student, and very complementary for the student.

A: The final question: during instruction what are the obstacles that prevent you from motivating your students?

B: Most of the time for new generations, I mean for a decade style, students have been I use the word technologized. Therefore, they are very tempted to use their mobiles, to use the internet, therefore, they lack motivation in the class; this is one, that is the misuse of technology. The second obstacle is the fact they are very dominated by their cultural context; that is they are perfect users of L1; their mother tongue that prevent them really to use English in the class.

Teacher 5:

A: Thank you in advance for accepting me this interview. So the first question is: do you motivate your students to use English? If yes how?

B: Well, ok it depends on the module as I said, but in general yes. What I do is to explain to the students the reason why they are here, whey they are studying English and also I give them an overview of the opportunity that they may have in the future if they work really hard and the benefits of studying English, and of studying in the department of English in general. So this is it.

A: How do you care for the unmotivated learners?

B: So, for the unmotivated learners, it is very easy for me to pay attention to them when I deliver lessons in small classes. If I have thirty (30) or fifty (50) students and I see that some students are not motivated, I can deal with them individually and talk to them, I ask them why they are not motivated and I try to get to know about the reason. And what I did with some unmotivated students in the listening/speaking module is to give them CD's, to give them books, to give them audios that may motivate them. I advise them about what kind of TV programmes that they may watch. So this is what I do when I have small classes, but in the amphitheatre it's impossible to do it because I have two hundred (200) students and I cannot even know, I cannot have a complete idea about who is motivated and who is not.

A: Yes, the third question is: what kind of activities do you provide students with in order to them? I mean individual, pair or group work activities?

B: Ok, so what I can do motivate my students is that sometimes with the listening/ speaking module or writing, I do not impose a particular task sometimes I ask them if they have any interesting theme or any interesting aspect they would like me to present in the course, in the future lesson. They can suggest may be lessons and then I will try to design a lesson that is related to their favourite themes; I mean themes that are really necessary or they will need on their future career. This is what I can do if it is a workshop (small classes) but in the amphitheatre it's almost impossible; it is a lecture.

A: The fourth question: in your opinion what type of motivation is more important: intrinsic or extrinsic?

B: I think that they are both important because they are interrelated. You cannot only rely on one and leave the other; I think they are both very important.

A: The final question is: during instruction what are the obstacles that prevent you from motivating your students?

B: Ok, as I have said before it is large classes with big number of students, this is really a big problem, and sometimes it is the problem of time and not being able to follow the process of learning of the student, and this is the kind of problems that I can have in the amphitheatre. As I said, for the students who are not motivated in the amphitheatre they do not come and they are allowed to be absent, they do not have to justify their absence in the amphitheatre. So, generally I have only the students who are motivated. But if it is in a small class, it is easy to remind them about the importance of being present, and it is easy to motivate them

A: Thank you very much for your help

B: Thank you and good luck.

Teacher 6:

A: Thank you for accepting me to conduct this interview with you. So the first question is: do you motivate your students to use English? If yes how?

B: Well, yes I always try to, because the first thing that the students are doing here is doing English, they need to be fluent both in the writing and the oral expression. How do I motivate them? I motivate them by trying to put them at ease, not focusing too much on correcting their answers, but on their participation in order to get rid of kind of inhibition that many students suffer from; so I try to put them at ease. The second thing I try to use to motivate students is to include as much as possible topics or issues that interest them; in which they can organize themselves, issues that are associated with their age, and with the context in which they have been.

A: The second question: how do you care for the unmotivated learners?

B: Well, it is difficult because in the university it is difficult to care for the unmotivated students specifically in the amphitheatre where there is large number of students. It is difficult to detect all those students who are not motivated, who are simply shy or not confident enough; so in the amphitheatre you cannot make everyone speak, everyone answer questions. The only thing with which we can control motivation is may be the attendance, so in small groups it is possible to try bringing to the group the students who are not motivated, but in large groups I think it is impossible. The only thing we try to do is to ask questions randomly and target some students, those who never participate in order to know whether they are motivated.

A: The third question is: what kind of activities do you provide your students with in order to motivate them? I mean individual, pair or group work activities?

B: Well, in workshops I try to give the students the opportunity to work in groups. In ESP classes, for example, I try as much as possible to have the students work in groups

A: The fourth question is: what type of motivation is more important: intrinsic or extrinsic?

B: Well, I think that the intrinsic motivation is the basis because someone who is intrinsically motivated can face all the hardships, even when the conditions are not appropriate; when the teaching materials, the lack of means, also the lack of rooms for studying. This does not prevent an interest in a motivated student to work hard. But, in our context, I think that intrinsic motivation is not easy to be gotten. In small groups may be. I have already an experience with such students who are not initially motivated, but when they are encouraged, they begin to discover things and became motivated. Even though they came to study English because English is suggested by their parents or relatives but in the context in which we are in the university, it is not easy at all because teachers do not always have one- to- one contact with students. Nevertheless, there are some aspects that can motivate; evaluation, for example can be, sometimes motivates because I have met examples of students who because of the good marks they got, they became motivated; but when their written production was assessed positively, this gives them confidence to improve.

A: The final question is: during instruction what are the obstacles that prevent you from motivating your students?

B: Well, the most obvious problem is the number of students I work with. The second is the lack of time we spend together; because in order to build a relation with students; it is easy to

build a relation with the students who I see twice a week than the students whom I see once a week in the amphitheatre for one hour and half. In addition, the working conditions, the absence of materials, the absence of rooms where you can have an interactive lecture or course. I am sure that this would be a distraction for a motivated student.

A: Thank you very much indeed.

B: Thank you, it's been a pleasure.

Teacher 7:

A: Thank you in advance for accepting me to conduct this interview with you. So, the first question is: do you motivate your students to use English? If yes how?

B: Yes, of course because for one simple reason since I am teaching them phonetics so I motivate them to speak in English only; because we deal with the phonetics and the phonology of the English language. So, I encourage them to listen to the English language, to speak and pronounce correctly and to listen to the native speakers of English so as to have proficiency.

A: The second question is: how do you care for the unmotivated learners?

B: Well, for the unmotivated learners we have to notice them. For first year students they all seem motivated at the beginning but later on some of them became demotivated by their marks, by the way teaching is done (teaching methods used), by fatigue. When I see they are not motivated, I ask them questions if they have understood, I ask them questions and encourage them to answer. I tell them what they have understood and so on. Also, I invite them to the board in order to get rid of this shyness. It is one of the therapies I use for dealing with the unmotivated students.

A: The third question is: what kind of activities you provide your students with in order to motivate them? I mean individual, pair or group work activities?

B: So, I use all of them. First, for the individual work, in the phonetic module, for example, I ask the student to answer or to solve the problem alone, then, I make them to come to the board in order to write their own product. I allow students to assess, to say if it is true or false, give their comments and add things. There is always this dialogue between the teacher and the students. So, it is individual and group work activities.

A: In your opinion what type of motivation is more important: intrinsic or extrinsic? Why?

B: Ok, it is the intrinsic motivation which is more important because I think this is the one that lasts more. However, this intrinsic motivation has to have or to be helped and nurtured by the external or the extrinsic motivation from someone else, either from family or from the teacher. And, the teacher has this role of motivating the students with many techniques. For example, by providing positive comments and feedback, encouragements and using positive discourse; speaking about experiences of successful people and not being discouraged by the conditions. So, the teacher has to create a safe environment for teaching students.

A: The final question is: during instruction what are the obstacles that prevent you from motivating your students?

B: So, we have time restriction; we do not have enough time because we have also a program to finish. There is also shyness of students to speak and ask questions. Then, troublesome students; students who cause troubles, this can hinder the motivation of students. Motivation is also a form of communication.

A: Thank you very much indeed.

B: You are welcome.

Teacher 08:

A: Thank you for accepting me this interview. So, the first question is: do you motivate your students to use English? If yes how?

B: Yes of course, I always motivate my students to use English. I explain to them that English is an important language to learn, because it is an international or global language, and it is their way to success in the future. I encourage them to use it even outside the classroom.

A: The second question is: how do you care for the unmotivated learners?

B: First, I try to know the problem why they are not motivated, even if the number of is bigger especially in lectures at the amphitheatre. I try to control them, give them assignments and homeworks. Furthermore, I explain more and ask them if they have understood. Some students argue that English is not their first choice; it is the reason why they are not motivated. I try to help them to overcome their shyness by speaking and answering questions.

A: The third question: what kind of activities you provide your students with in order to motivate them? I mean individual, pair or group work activities?

B: Well, I rely much on individual and pair work activities so that the students will develop their skills. I do not rely on group work activities because sometimes when they work in groups they become noisy and speak with their friends a lot. So, I give them texts to read using different reading techniques such as inference, scanning and skimming. And, in writing I give them assignments, sentences combining and writing paragraphs and essays of different types. However, in reading, I rely on François Graully's developing reading strategies.

A: The fourth question: in your opinion, what type of motivation is more important: intrinsic or extrinsic?

B: Both are important, because they are complementary and help the students in guiding them to success. However, the intrinsic motivation is not enough, but also the extrinsic one. Students need to be supported by their teachers with advice, comments and positive feedback by avoiding them to being bored and demotivated.

A: The final question: during instruction, what are the obstacles that prevent you from motivating your students?

B: One of them is the fact of their shyness. Students can answer correctly but they do not dare to answer in front of the class, because of the fear of making mistakes. They do not find an aim behind speaking in the class. Moreover, the big number of students which can't be controlled especially in the amphitheatre when giving them lectures. Finally, there is also a time restriction which is sometimes difficult for me to speak with the students. Also, it does not allow me to motivate my students more; especially those I see once a week.

A: Thank you very much.

B: Thank you very much and Good luck.