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Title

*The Role of Teachers' Illocutionary Acts in Improving Learners'
Motivation in EFL: An Analysis of Third –Year Teachers' and Learners' Views
At Hammadi Mohand and Krim Belkacem Secondary Schools*

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I dedicate this work to my beloved family, my grand-mother Sam Yamina and my mother Malika, my aunt Farida and my dear Father Djamel. Without their help and support I would not have succeed. To my dear sisters Thinhinene who is in the USA and Manel in Germany, to my one and only brother Mahmoud, to my dear friend and binominal Sonia.

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List of Abbreviations

EFL: English as a Foreign Language

Hp: Hypothesis

MMUTO: Mouloud Mammeri University of Tizi Ouzou

Q: Question

QCA: Qualitative Content Analysis

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Abstract

The present work analyses the teachers' and learners' views towards the role of teachers' illocutionary acts in improving learners' motivation in EFL learning in Hammadi Mohand secondary school of Aghribs and Krim Belkacem Secondary School of Draa Ben Khedda. In order to reach the three objectives of the study, two theories: Austin's theory of speech acts (1962) and Searle's classification of speech acts (1979) have been applied. To conduct this study, a mixed research method was adopted. It combines both qualitative and quantitative techniques in relation to data collection and Descriptive Statistical Method and Qualitative Content Analysis in relation to data analysis. For collecting data, sixty (60) questionnaires were handed to the third year learners of foreign languages and a semi- structured interview was conducted with the two (02) teachers of the English language who work in these schools. On the basis of the findings of the research , it is concluded that most of the learners and the teachers show positive attitudes towards the role of illocutionary acts in oncreasing learners' motivation in learning EFL.

Key phrases: Illocutionary Acts. Speech Acts. Learners' motivation

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General Introduction

Statement of the Problem

It is widely accepted that the success or failure of a learner to master a foreign language depends on motivation. Motivation is considered to be one of the fundamental factors to support learning foreign languages (Guerrero 2015). Dornyei and Csizer (1998) indicate that motivation is responsible for achievement in language learning, and without adequate motivation, learners with distinctive competencies will not be able to fulfill such objectives. Motivation is an important factor that pushes learners to learn, acquire and master any given language. It plays an important role not only because it increases students' willingness to learn, but it also develops their desire that makes them able to challenge and satisfy the learning process and become more successful. However, learners' motivation may be affected by different factors that may hinder their learning process one of which is the language used by the teacher in the classroom.

Cullen (1998) cited in Celce- Murcia (2000) emphasizes that the language used by the teacher is particularly important since it will support and enhance learning process. That is to say, the teacher's language has been given much importance because it may enhance the learning process and results in fluid learning progress while it might diverge and leads to the regression of learning. This particular language used by teachers in the classroom is widely known as speech acts. Zulianti (2018) argues that teachers' speech acts can increase the learners' motivation and class atmosphere.

An extensive amount of studies have been conducted in relation to the role of teachers' speech acts in the classroom. The first one is conducted by Chakim and Dibdyaningsih (2019) entitled "An Analysis of Teacher Speech Act in Giving Motivation for English Students". The aim of this study was to determine and analyse the teacher's speech act in giving motivation in illocutionary act. The results of the study revealed that the five classifications of speech acts are used by the teacher in giving motivation for students. The second is conducted by

Zulianti (2018) entitled “Speech Acts on EFL Learners’ Teaching Performance and its Implication in Teaching and Learning Activity”. It intends to find the classification of speech acts and its implication in teaching and learning activity. The results of the experimental research revealed that the use of speech acts increases level of decency in a communication improves class atmosphere and students’ motivation and builds good relationship between teacher and students.

Several studies have been conducted in all over the world about this topic. However, it does not receive much attention in Algeria. This research is then the original in the fact that is the first research to be investigated at the national level. Therefore the present paper attempts to investigate the role of teachers’ illocutionary acts in improving learners’ motivation in learning EFL.

▪ **Aims and significance of the Study**

The present research work aims at analyzing the teachers and learners’ views towards the role of teachers’ illocutionary acts to increase learners’ motivation to learn. Therefore, the present work concerns teachers and third year letters and foreign languages learners of the secondary school. The reason behind focusing on such investigation is due to the fact that the role of teachers’ illocutionary acts in shaping motivation has not extensively researched and it is supposed to have an important effect on motivation in the learning process. In fact, there is no research conducted at the level of the English department of Tizi-Ouzou as well as at the national level concerning this issue. For the sake of investigating this study three research objectives have been advanced, the first objective seeks to investigate the learners’ views towards the role of teachers’ illocutionary acts in improving their motivation in EFL learning. The second objective is to sort out the teachers’ attitudes towards motivation. The third objective aims at exploring teachers’ views towards the role of illocutionary acts in enhancing

learners' motivation in EFL learning. To reach the objectives of this research, we shall rely on Austin speech act theories (1969) and Searle' taxonomy of speech acts (1979).

This research is worth conducting, its significance lies on providing another insight to teachers and educators who seek information about effective ways to increase learners' motivation and interest in learning EFL. Moreover, this study will help teachers to enlarge their linguistic knowledge as well as to regulate their professional language and increasing teaching efficiency.

▪ **Research Questions and Hypotheses**

This study tries to answer the following questions:

- **Q1:** What are the learners' views towards the role of teachers' illocutionary acts in increasing their motivation in EFL learning at Hammadi Mohand and Krim Belkacem secondary schools?
- **Q2:** To what extent is motivation important in learning EFL at Hammadi Mohand and Krim Belkacem secondary schools?
- **Q3:** What are the teachers' views towards the role of illocutionary acts in increasing learners' motivation in learning EFL at Hammadi Mohand and Krim Belkacem secondary schools?

Attempting to answer the above questions the following hypothesis are advanced:

- **H1:** The learners have positive views towards the role of teachers' illocutionary acts in increasing their motivation in EFL learning.
- **H2:** Motivation is highly important in EFL learning at Hammadi Mohand and Krim Belkacem secondary schools.

- **H3:** Teachers have favourable views towards the role of illocutionary acts in increasing learners' motivation in EFL learning at Hammadi Mohand and Krim Belkacem secondary schools.

▪ **Research Technique and Methodology**

This work adopts the mixed method approach methodology. This means that the research uses both quantitative and qualitative methods for the collection and analysis of the data, given that it intends to measure the role of teachers' illocutionary acts in improving learners' motivation in EFL learning. The research data are collected from third year learners of foreign languages and from their teachers of English at HAMMADI mohand secondary school of Aghrib and KRIM belkacem secondary school of Draa ben Khadda. The data will be gathered using two main instruments; a questionnaire and an interview.

The questionnaire handed to the learners attempts to investigate their opinions about the teachers' illocutionary acts whether they help them to enhance their motivation in EFL learning. The interview conducted with their teachers aims to collect detailed and valuable information, mainly about the role of teachers' illocutionary acts in improving learners' motivation in learning EFL. The data collected from the questionnaire are well- organized using the Microsoft Excel Program, whereas, the gathered data from the interviews are presented using the qualitative content analysis (QCA).

▪ **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". First, the general introduction presents the statement of the problem, aims and significance of the research, research questions and hypotheses, research techniques and methodology and structure of the dissertation. Second, the first chapter provides "The literature Review". It consists in reviewing the main important literature related to our study. The second chapter

entitled “Research Design” introduces the data collection and the data analysis procedures. It gives a description of the research design, the research instruments, and the data gathered from the respondents. The third chapter labelled “Presentation of the Findings” presents the data gathered from the research tools and analysed statistically. The fourth and last chapter is named “Discussion of the Findings” and serves to discuss the outcomes included in the previous chapter, trying to provide answers to the research questions. “The general conclusion” provides an overall summary of the different points tackled throughout the research.

Review of Literature

Introduction

This chapter attempts to define and highlight the main key concepts related to the topic of teachers' illocutionary acts role in improving learners' motivation in learning EFL. It consists of three main parts. The First part deals with different definitions of motivation, its importance, and its types. As a second point, it deals with the different roles of the teacher in the EFL classroom and ways to improve learners' motivation as well as elements affecting motivation in the learning process. The last part of the review chapter attempts to explain the two theoretical frameworks adopted to conduct this study; Austin's (1962) speech act theory and Searle (1975) taxonomy of illocutionary acts.

1.1 Defining motivation

While the concept of motivation may intuitively seem fairly simple, it is in fact very difficult to define. In the literature on motivation, very rarely is one single definition of motivation included (Bouras, 2016). Therefore, the concept of motivation has received a myriad of definitions, due to the absence of universal consensus, many researchers acknowledge it as a key element in the process of foreign language learning and an important factor which can greatly influence the achievement of learners' foreign language acquisition. Dorneyi (1998:117) declares that « Although motivation is a term frequently used in educational and research contexts, it is rather surprising how little agreement one can find in the literature of motivation with regard to the exact meaning of the concept». In fact many research studies on motivation have been strongly driven by social scientists and psychologists. Gardner (1985) was one of the psychologists who has a significant influence in this area of inquiry. Indeed, Gardner (1985:38) regards motivation as « the effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning that language ». That is to say, motivation is the combination of the aspiration to achieve the goal or goals of learning plus positive attitudes towards learning.

Recently Espinar and Ortega-Martín (2015: 127) argue:

Motivation will be understood as the reason that encourages students to freely devote their time to a specific activity. It will foster students not only to initiate that activity, but also to continue working on it throughout their lives. These reasons are individual and personal, different in each individual and each context, and can come from the students themselves or from an external stimulus.

In the light of the quotation, it is meant that motivation is the force that drives students to undertake an activity for its own sake or for some external factors. Moreover, Richards and Schmidt note that « motivation is generally considered to be one of the primary causes of success and failure in second language learning» (2002:343). That is to say, motivation is associated with learning foreign languages and they have advocated that there is a strong relationship between motivation and language achievement.

In language learning, motivation consists of three levels according to Dornyei (2001) taxonomy: the language level, the learner level and the learning situation level. The motivation processes at the language level can be described comprehensively by using the traditional concepts of integrative and instrumental motivation; at the learner level motivation involves the influence of various personal behavior of language learners, such as, the need for achievement. The learning situation level is also influenced by a number of intrinsic and extrinsic motives as the syllabus, teaching materials, the method of teaching and learning tasks.

In short, we can say that although the concept of motivation has received a myriad of definitions due to the absence of universal consensus, many researchers acknowledge it as a key element in the process of foreign language learning and an important factor which can greatly influence the achievement of learners' foreign language acquisition.

1.2. Importance of Motivation

Most researchers have widely accepted Motivation as one of the key factor which influences a learner's ability to learn and the level of their achievements, it stimulates learners to think, concentrate, and learn effectively.

Bakar (2014: 723) states «motivation increases the performance of learning». This means that learning and motivation are the two faces of the same coin; without motivation learning usually does not take place. Besides Dörnyei (2002) claims: « motivation is often seen as the key learner variable because without it, nothing much happens» (p. 172). This means that learning usually does not take place without motivation. In addition Brown (2001:79) ascertains « motivation increases the speed of work that a learner is putting to achieve a goal ». In other words, motivation provides the effort and energy that a learner needs to achieve the task and it brings the learner to the proper frame of mind for learning. Furthermore, (Kushman, Sieber and Harold, 2000) argue « high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased level of students' success» (cited in Broussard, 2002:1). That is to say, motivation has a great impact on students' performance, the more a student is motivated the more he/she has the tendency to involve in learning.

2. Types of Motivation

2.1. Intrinsic Motivation

Intrinsic motivation is deemed as the most important kind of motivation (Ryan and Deci, 2000). According to Dörnyei (1998) intrinsic motivation means to engage in an activity because of the fun of it, and it is enjoyable to do it. Similarly Ryan and Deci (2000: 56) postulate «...the doing of an activity for its own inherent satisfactions rather than for some separable consequences. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressure or rewards» (Op. cit: 56). This means a person is said to be intrinsically motivated, when he is interested in doing or learning tasks to please himself and no one else. It is closely related to the individual's satisfaction within himself without considering any external component. According to Schiefele (1991) intrinsic motivation is an inner force that motivates students to engage in

academic activities, because they are interested in learning and they enjoy the learning process as well. Intrinsic motivation occurs when students are engaged because of internal rewards, like a love of learning or interest in a subject, these students learn to value learning for its own merits.

In EFL classes, teachers' efforts are lesser when working with intrinsically motivated learners. The teacher is not worried about how to transmit the lesson or how to make his class motivated because this type of learners enjoy their studying and want to study the language for their own pleasure. Deci (1975) cited in Brown (2000:164) explains this point saying that: « Intrinsically motivated learners are ones for which there is no apparent reward except the activity for their own sake and not because they lead to an extrinsic reward ». This entails that intrinsically motivated learners do not expect rewards from the external world (teachers) but perform on the basis of their own needs and to achieve self-satisfactory results.

2.2. Extrinsic Motivation

While intrinsic motivation focuses on internal factors, extrinsic motivation deals with external ones. According to Dornyei (2014:520) « extrinsic motivation, means pursuing something as means to an end (e.g. to receive some extrinsic reward such as good grades or to avoid punishment) ». Similarly Deci and Ryan (2000) define extrinsic motivation as « a construct that pertains whenever an activity is done in order to attain some separable outcome» (p.60). That is to say, it is task participation for a reward that is external to the task. This reward can be a good mark to please the learner's parents or a monetary gift or gain praise. For example If the student has the desire, will and engagement to achieve a goal that is not for the task or the activity itself, but for other external outcomes like rewards, prizes, teacher's support, avoid punishment or even money, then motivation in this case is extrinsic. In this respect, Brown (2007) points out:

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination. (p.164)

The learner wants to learn a foreign language for the sake of attaining some goals such as success, obtain high grades or to train abroad in a highly regarded university. Because students find that there is a reward for each success, they will always work hard and do the best to accomplish their achievement.

3. Teachers' Role in the Classroom

Teaching English as a foreign language for instance, teachers have a great impact on the student's motivation and thus achievement. In the classroom, a teacher can perform many roles with different aims. One of the essential duties of the teacher is to create the appropriate environment that helps the student learn. Finlinson (2016:21) mentions that teachers are responsible for changing the moods of the classroom by communicating with their students. They interact with the student and influence them to learn by asking them questions, and letting them ask to investigate their ideas.

Studies in online learning, inquiry learning and cooperative learning have suggested four general roles: a pedagogical role, a social role, a managerial role and a technological support role (Berge, 1995, Bonk, Kirkley, Hara, and Dennen, 2001, Maor, 2003)

First, the pedagogical role refers to the set of activities or behaviors that the teacher must enact in order to facilitate or moderate students learning, such as asking questions, probing student responses, encouraging and modeling student inquiry or collaboration, providing feedback, assessing or monitoring progress, and etc. (Blumenfeld et al., 1991; Bonk et al., 2001; Maor, 2003).

Second, the social role serves to create a learning environment to be friendly, with a positive tone that promotes student's participation (Berge, 1995; Bonk et al., 2001).

Third, the managerial role teachers coordinate assignments, manage classroom, and handle overall course structure (Blumenfeld et al., 1991; Bonk et al., 2001).

Fourth, the technology support role, teachers assist students to deal with technological issues, diagnose and clarify technological difficulties, and others (Bonk et al., 2001; Maor, 2003; Slotta, 2004).

4. Elements that Affect Learners' Motivation

4.1. Interest

According to Woolfolk and Margetts (2013) there are two kinds of interest personal or individual interest and situational interest. He considers the individual interest of the student as «students with individual interests in learning in general seek new information and have more positive attitudes towards schooling». Woolfolk and Margetts (2013:384).

Whereas, situational interests are defined as « short-lived aspects of the activity, text, material that catch and keep the student intention » (Ibid). Therefore, the student's interest on the activity can affect their motivation to learn, and students' interest was recognized as one of the important motivational components that affects students' achievement in learning.

4.2. Self- Confidence

One of the most important reasons influencing motivation of learning is self-confidence. In fact, learner with a high self-confidence and believe in his/her abilities, his/her motivation will be increased. Abdallah and Dr. Ahmed (2015) pointed out that based on the previous studies which conducted concerning the impact of self-confidence on EFL learning showed that there is an important relationship between self-confidence and success in EFL learning. In addition to this, Dornyei (2001:87) asserts that an instructor « can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will

be unable to 'bloom' as learners». Therefore, teachers should focus more on developing students' self-confidence because it is very important.

4.3. Self- Esteem

Self-esteem is one of the influential factors which affect student's motivation. It has been declared that high self-esteem can lead to high academic achievement. (Tremblay, Inman, and Willms, 2000) state that self-esteem is especially vital because its development is an underlying factor in promoting student motivation, persistence and academic success. Self-esteem is the way people think about themselves and how worthwhile they feel. Richards and Schmidt (2010) defines self-esteem as « a person's judgment of their own worth or value, based on a feeling of 'efficacy', a sense of interacting effectively with one's own environment» (p.517). Indeed, high self-esteem help individuals to view themselves as active and capable persons to promote changes through effort and set higher goals which cause learning new things. Interestingly, numerous researchers have demonstrated that the best way to improve student achievement is to increase their self-esteem (Rubie et al., 2004).

4.4. Classroom Environment

One of the most powerful factors that have a strong effect on learners' motivation is the classroom environment. Students are more motivated to learn when they perceive their classroom environment positively. According to Schunk and Zimmerman (2007) students' social environments can influence their affective domains and behaviours. Additionally, teachers are an integral component of the classroom environment who can inspire students by creating a favourable classroom environment in which they feel personally efficacious and motivated, and, therefore, work harder to succeed (Velayutham et al., 2013). Thus, it is important for teachers to establish a positive classroom environment in a way that makes all students feel valued, safe, and comfortable to participate.

5. Theoretical Framework

5.1 Speech Act Theory

5.1.1 Definition of Speech Act

The concept of speech acts is firstly introduced by a philosopher, John L. Austin in his *book How to do things with word (1962)* and developed later by his student John R. Searle. Austin defines speech acts as the action performed by saying something. This means when a speaker produces an utterance, he or she is also performing an act. For instance, when someone uses the verb “ promise” in “ I promise I will be there” , he doesn’t only say the words but also do the action (promise). when a speaker says: “excuse me sir, but the meal that you have served me is really cold”, he/she wants the complaine to fix the mistake based on the complaint.

In addition, other experts also give definition about speech act. Searle (1969) proposes that « The theory speech act starts with the assumption that the minimal unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statements, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc. ». In line with this, Yule (1996:47) defines speech act as « actions performed via utterances, and in English are commonly given more specific labels such as apology, complaint, invitation, promise, request ». From that explanation it can be understood that language is not only used to convey a message but also to perform an act or to do something. For instance, when a speaker says: “excuse me sir, but the meal that you have served me is really cold”, he/she does not only expect that the utterance is heard by the complaine, but he/she wants him to fix the mistake based on the complaint.

5.2. Types of Speech Acts

Austin's theory was based on his belief that speakers do not merely use language to say things, but to do things and those utterances could be regarded as speech acts. Austin (1962:108) states that in issuing an utterance, a speaker can perform three acts simultaneously. They are a locutionary act, illocutionary act and perlocutionary act.

Locutionary Acts

Locutionary act is the simple act of saying, the literal meaning of the utterances. « It is the basic of utterance, or producing a meaningful linguistic expression ». Yule (1996:48). According to Austin, a locutionary act is accomplished by « uttering certain sense and reference » (1962:109). In other words, locutionary act can be defined as the act of making a meaningful utterance and using referring expression. As an example, the sentence “it is cold in here”. the utterance itself “ It is cold in here” is called locutionary act.

Illocutionary Act

Illocutionary act is a complete speech act, it is the action performed by the speaker in producing a given utterance. Austin (1962:108) explains illocutionary act as « an utterance which has a certain (conventional) force ». Similarly, Yule (1996:48) claims that « the illocutionary act is performed via the communicative force of an utterance ». This means when someone utters something, he/she actually has an intention, for example to make statement, an offer, an explanation, or some other communicative purpose. In addition, Huang (2007:102) says that « illocutionary act refers to the type of function the speaker intends to fulfill, or the type of the action the speaker intends to accomplish in the course of producing an utterance ». It is an act defined within a system of social conventions. In short, it is an act accomplished in speaking. Examples of illocutionary acts include accusing, apologizing, blaming, congratulating, giving permission, joking, nagging, naming, promising, ordering, refusing, swearing, and thanking. Therefore, this act is

known as the act of doing something. As the example ““it is cold in here”, it is actually an act of requesting the hearer to close the window.

Sometimes it is not easy to determine what kind of illocutionary act the speaker performs. To assume the speaker's different intentions, many indications such as explicit performative verbs, various paralinguistic features (stress and intonation) and word order should be stated. These are called the Illocutionary Force Indicating Device (IFID).

According to Mey (1993:139) « one should not believe a speech act to be taking place, before one has considered, or possibly created, the appropriate context ». Yule (1996:49) also emphasizes the notion of the Illocutionary Force Indicating Device IFID as well, he writes «In order to correctly decode the illocutionary act performed by the speaker, it is also necessary for the hearer to be acquainted with the context the speech act occurs in ».

Indeed, illocutionary acts are considered the core of the theory of speech acts. Austin then proposed a tentative classification of explicit performative verbs. He distinguished five categories based on the notion of illocutionary act. According to Austin there are verbs which express verdicts or evaluations given by judges. Verbs such as to condemn, to absolve, to judge, to estimate, to appraise, these verbs are called veridictives. Besides there are verbs which express the exercising of powers and rights, like to vote, to appoint, to excommunicate, to order, to warn which are put in the category of Exercitives. He also categorizes the verbs which express commitments or undertakings such as to promise, to guarantee, to contract, to commit, into commissives category. While he puts in the verbs which have to do with social behavior or reaction to it, such as to thank, to refuse, to apologize, to complain into behavitives category. As far as the last category of the verbs which are used to explain or clarify reasons, arguments and communications such as to reply, to argue, to concede, and to assume Austin gathers them in Expositives category. (1962: 150-163).

Perlocutionary act

Perlocutionary act is the reaction of the hearer, the consequences of saying something, intended or not. According to Yule (1996: 48) « a perlocutionary act is the effect of an utterance». That is to say, the perlocutionary act is the effect after the speaker says something to the hearer. This act is known as the act of affecting someone. Perlocutionary act is the effect created by illocutionary act to the hearer, such as shocking, misleading, convincing, etc. As the utterance “it is cold in here” the perlocutionary act of it the hearer will directly close the door.

3. Searle’s Taxonomy of Illocutionary Acts

Searle discuss briefly how his classification relates to Austin’s. Based on the explanation of Searle’s theory in his book entitled *“Expression and Meaning”* (1979). Searle categorizes illocutionary acts into five types. This classification is based on the performative verbs in any utterances, those are; *declaratives, representatives, expressives, directives, and commissives*.

Representatives/Assertives are kinds of illocutionary acts that state what the speaker believes to be the case or not. According to Searle (1979, 12) representatives « have the illocutionary point of committing the speaker (in varying degrees) to something’s being the case, to the truth of the expressed proposition ». This kind of speech acts includes statement of fact, assertion, conclusions, and descriptions, they can be either true or false. Representative verbs are state, suggest, boast, complain, report, hypothesize, describe, predict, tell, affirm, assert, argue, inform, etc;

Directives are kinds of illocutionary acts in which a speaker tries to get someone else to do something, they express the speaker’s want. Searle (1979:12) states that « the illocutionary point of directives consists in the fact that they are attempts (in varying degrees) by

the speaker to get the hearer to do something ». Directive verbs are order, command, request, advice, recommend, ask, beg, plead, pray, invite, permit, dare, challenge, defy, etc;

Commissives are kinds of illocutionary acts that are used by the speakers to commit themselves to some future actions. According to Searle (1997:14) commissives are « are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action » commissive verbs are vow, offer, promise, threat, pledge, etc;

Expressives are kinds of illocutionary acts that state what the speaker feels in a particular situation. . Searle (1979:15) stated « the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs in the propositional content ». They express psychological states of speakers. Hence, they report persons' emotions and attitudes, such as pleasures, pains, likes and dislikes. Expressives verbs are thank, congratulate, apologize, deplore, welcome, etc;

Declaratives are kinds of illocutionary acts that lead to an action that reveals correspondence between the propositional content and reality; these actions can be implied in verbs like appoint, marry, and declare war. According to Searle (1979:16-17):

The defining characteristic of this class is that the performance of one of its members brings about the correspondence between the propositional content and reality; successful performance guarantees that the propositional content corresponds to the world: if I successfully perform the act of appointing you chairman, then you are chairman.

The cited definition explains that declarative acts serve to change a given reality in the world via utterances and the speaker has to have a specific role, in a specific context in order in order to perform declaratives appropriately

Conclusion

This chapter is concerned with the literature review. It is divided into three main sections. The first section has dealt with “motivation” definition, types, and its importance in

EFL classroom. The second section has made reference to the various roles of the teacher that contribute to learners' success and the different ways that can be used in the classroom to enhance learners' motivation. This section, as well, has highlighted the factors that influence learners' motivation. As for the third section, it has been devoted to the theoretical frameworks. In the next chapter, we present the methods and methodology used in this work.

Research Design

Introduction

This chapter is concerned with the research design of the study. It describes the techniques and the procedures of data collection followed by the procedures of data analysis, in order to analyse students' and teachers' views towards the role of illocutionary acts in Enhancing learners' motivation in learning EFL. In order to answer the research questions stated in the General Introduction. The chapter is divided into two sections, data collection procedures and data analysis procedures. The first section deals with instruments to gather data. As we enter the second year of the covid 19 pandemic, schools' covid instructions have prevented us from doing a classroom observation. In this regard, a questionnaire has been administered for sixty (60) third year learners divided into two schools, thirty (30) for Hammadi Mohand secondary school of Aghribs, the other thirty (30) for krim belkacem secondary school of draa ben khedda tizi-ouzou. Besides, interviews have been conducted with two (02) teachers of English one (01) from Hammadi Mohand secondary school and one (01) from krim belkacem secondary school. The second section presents the data analysis methods used in order to generate valid and reliable results.

1. Research Method

In order to carry out our investigation, we have opted for a mixed methods research in order to collect the appropriate data for our study. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study. Kothari (2004) states that quantitative data are concerned with statistical and numerical data, while qualitative data are concerned with interpretation and explanation of data. As it is stated above, multiple procedures are used for data collection. Thus, the quantitative data are gathered from the close-ended questions of the questionnaire which seek for Statistical Analysis that should be presented statistically using tables and diagrams. However, the qualitative data which are

collected through semi structured interviews analyzed and interpreted through Qualitative Content Analysis (QCA).

2. Context and Participants of the Study

Our research work is carried out in two secondary schools Hammadi Mohand secondary school of Aghribs and krim belcagem secondary school of Draa Ben Khedda tizi-ouzou. The target population is third-year foreign languages learners and their teachers of English during the academic year 2020/2021. The present research aims at investigating and analysing learners' and teachers' views towards the role of illocutionary acts in improving learners' motivation in learning EFL. The targeted population, which is regarded as the source of the data in this research, consists of sixty (60) third year foreign languages learners, who are not randomly selected, sixty (60) questionnaires have been administered to third-year secondary school learners divided into two parts, thirty (30) for a class of foreign languages of Hammadi Mohand secondary school learners and thirty (30) for a class of foreign languages of Krim Belkacem secondary school learners, these two groups are chosen because they are EFL learners; they may be accepted as having a more or less homogenous level in English, since they are EFL learners are capable of understanding the concept of illocutionary act and its five types. Eleven (11) questions have been conducted to be answered. In addition to that, two (02) interviews have been conducted with two (2) teachers of English, one (01) from Hammadi Mohand secondary school of Aghribs and one (01) from Krim Belkacem secondary school of Draa Ben khedda in order to get their views towards the role of techers' illocutionary acts in improving learners' motivation in learning EFL.

3. Procedures of Data Collection

To answer the research questions, two main research tools have been used; A questionnaire, and an interview.

3.1. Learners' Questionnaire

One of the instruments that we have used in collecting data is the questionnaire. The latter is a valuable research tool for gathering both quantitative and qualitative data. According to the Longman Dictionary of Language Teaching and Applied Linguistics (2010: 478) « a questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent». This research instrument can serve as a means of collecting a considerable amount of information in a short period of time. (Cohen et al. 2007) adds that the questionnaire comprises two kinds of questions: closed and open-ended questions. In the former, the participants are asked to select the answer from the list that the researcher provides them, but in the latter, they are asked to answer in their own words.

The questionnaire was designed and self-administered for third year foreign languages learners. Sixty (60) questionnaires were distributed and sixty (60) of them were collected. The questionnaire is used to collect data on learners' views towards the role of teachers' illocutionary acts in improving their motivation in learning EFL. It is made up of eleven (11) questions divided into two types: open-ended questions and are those which require more thought and more than a simple one-word answer, In this type of questions students are asked to give their own answers, while close-ended questions are those which contain answers from which the participant can choose or can answer by a simple "yes" or "no". The questionnaire has two sections.

3.2. Teachers' Interview

The interview is defined as « a data collection method in which a researcher and participant engage in a conversation focused on question related to a research study» Tavakoli (2012:294). The interview took place at Hammadi Mohand secondary school of Aghribs and Krim Belkacem secondary school of Draa Ben Kheda. It was carried out with two (02) teachers in the last weeks of February 2021. We conducted the interview to obtain in-depth

information about the views of teachers towards the role of illocutionary acts in enhancing learners' motivation in learning EFL. The interview was semi-structured. It contains nine (08) open ended questions about the teachers' opinions towards the use of illocutionary acts and to get more information about ways their illocutionary acts improve learners' motivation and interests for learning. Using interviews as a data collection instrument allow us to obtain a profound study and a deep exploration of issues, and collect data about both teachers and learners, but only for smaller groups. Richards (2001) asserts that interviews allow for a more in-depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only for a smaller population.

4. Procedure of Data Analysis

The information gathered through the questionnaires, the numerical data obtained from studying a sample of third year foreign language learners in both secondary schools were analyzed using Microsoft Excel Program. While, Qualitative Content Analysis (QCA) was adopted to analyze and interpret the interview of this study.

4.1. Quantitative Method

The quantitative method is a method used to present statistical data. In order to analyse the statistical data obtained from the questionnaire, we have opted to rely on the Microsoft Excel Program. It is defined by the Business dictionary as « software developed and manufactured by Microsoft Corporation that allows users to organize, format, and calculate data with formulas using a spreadsheet system broken up by rows and columns ». The Excel Program is concerned with statistical analysis and representation of the quantitative data. In this software program, the results are presented in tables, pie charts and histograms.

4.2. Qualitative Method

A Qualitative method in general includes gathering information that is not in numerical form that is analyzed by using non-statistical method attempts to describe the

findings and the results obtained from the interview. We have opted to use the Qualitative Content Analysis method (QCA) for the analysis of the open-ended questions. Hsieh and Shannon (2005:1278) define QCA as « a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns ». It is used in this research to explain and to interpret the data obtained from the open-ended questions.

Conclusion

In a nutshell, this chapter has presented the research design used in the study. First of all, it has presented the research method, participants and the population sample. Then, it has presented the data collection procedures which consist of questionnaire and interview. . For the analysis of data collected we have opted for Microsoft Excel Program which is a commonly useful technique used in social sciences for the analysis of quantitative data. While the Qualitative Content Analysis is used to interpret the open-ended questions of the interview. The following chapter presents the findings obtained in the current research.

Introduction

The present chapter accounts the presentation of the results and the findings obtained from the questionnaire that had been administered to third year foreign languages learners and interview conducted with their teachers of English at HAMMADI Mohand secondary school of Aghrib and Krim Belkacem secondary school of Draa ben Khadda. The results are presented in form of tables, diagrams and pie charts. The chapter is divided into two sections, the first one is about the presentation of the results obtained from the pupils' questionnaire and the second section contains the presentation of the findings of the teachers' interview.

I. Presentation of the Questionnaires' Results

I.1. Presentation of the Learners' Questionnaire

1. Section One: General Questions

- **Q1:** How do you find English language?

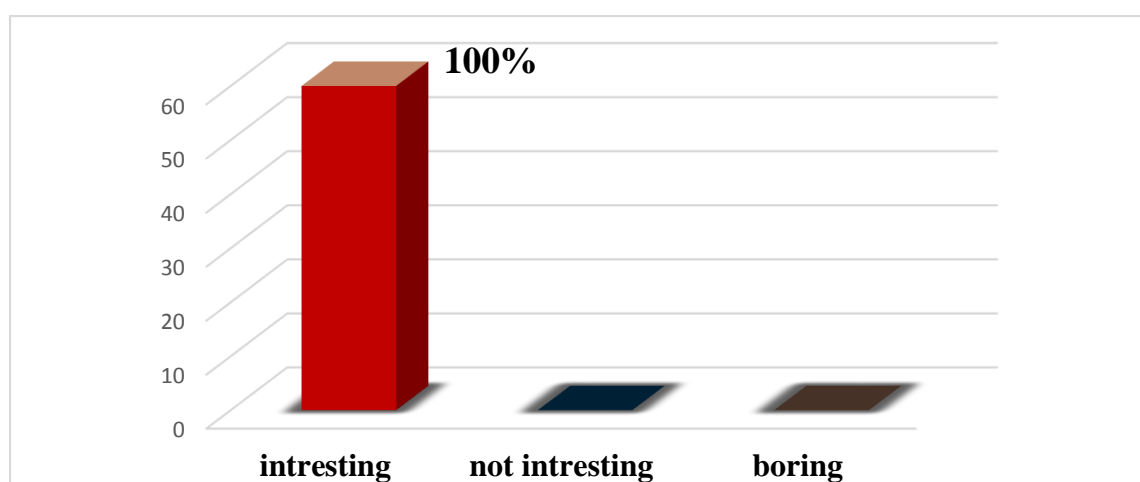


Diagram 1: Learners' Perception of English Language

As the above diagram shows, all of the target learners answer that they find English language “interesting”, they defend their views by the fact that they “love English”, “*It's the most commonly spoken language in the world*” and “*Many world famous, films and songs are in English*”.

Q2: “Does your teacher motivate you in the classroom?”

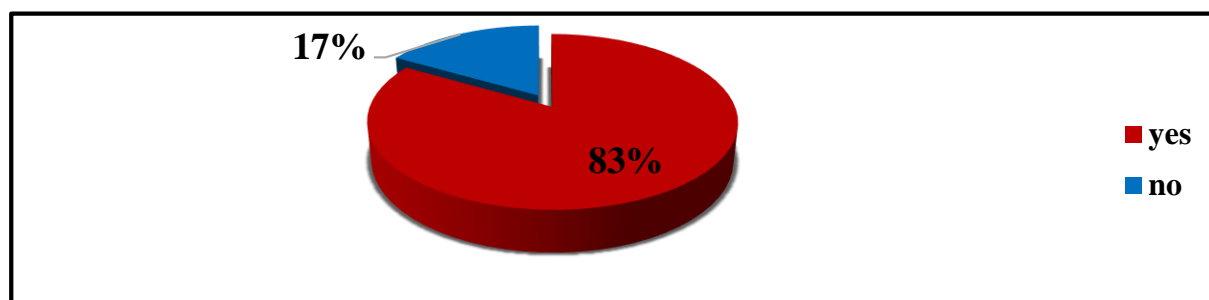


Diagram 2: Teachers' Motivation in the Classroom

The aim of this question is to know whether teachers motivate their pupils in the classrooms or not. As the pie-chart above demonstrates that the majority of the target learners (83%) agree that their teachers motivate them in the classroom by “encouraging them to talk” “make time to hear their ideas” and “giving praises”. However, (17%) of the learners reject this idea, stating that their teachers do not motivate them in the classroom.

Q3: Do you consider English as an important school subject that you have to learn?

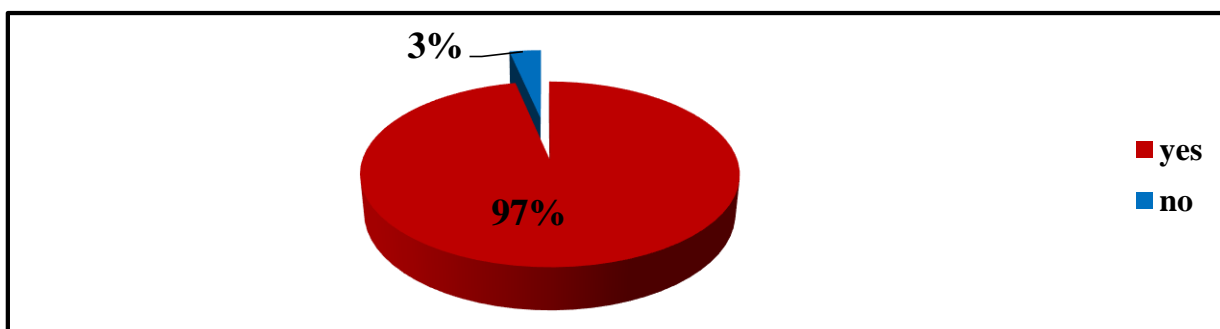


Diagram 3: Learners' Opinion about English as a School Subject

As the pie-chart illustrates that a great number of learners (97%) perceive English as an important school subject that they have to learn and they enjoy learning it. They justified their views saying that English is a universal language, they will have the chance to go abroad and to communicate with people from other countries. However, only a small number of participants (3%) reject this view, stating that they do not perceive English as an important school subject that they have to learn because it is difficult and they prefer other foreign languages.

I.2. Section two: The Learners' Perception towards the Teachers' Illocutionary Acts Use to Enhance their Motivation in Learning EFL

Q4: Do you know that the language your teacher uses in the classroom while interacting with you is known as illocutionary act?

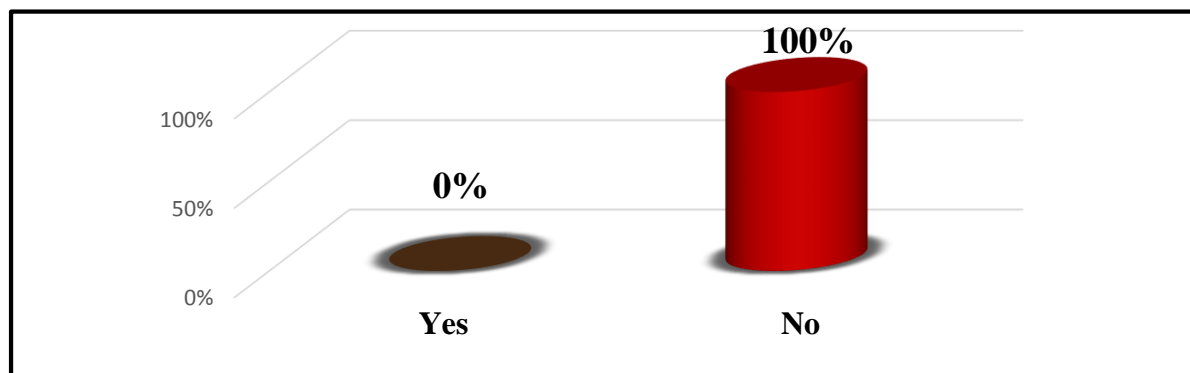


Diagram 4: Learners' Knowledge about the Language Used by their Teacher in the EFL Classroom

The results in diagram 4 show that all learners (100%) affirm that they do not know that their teachers' language use is known as illocutionary act.

Q5: According to you, do your teacher's assertive acts help you to increase your interest in learning English?

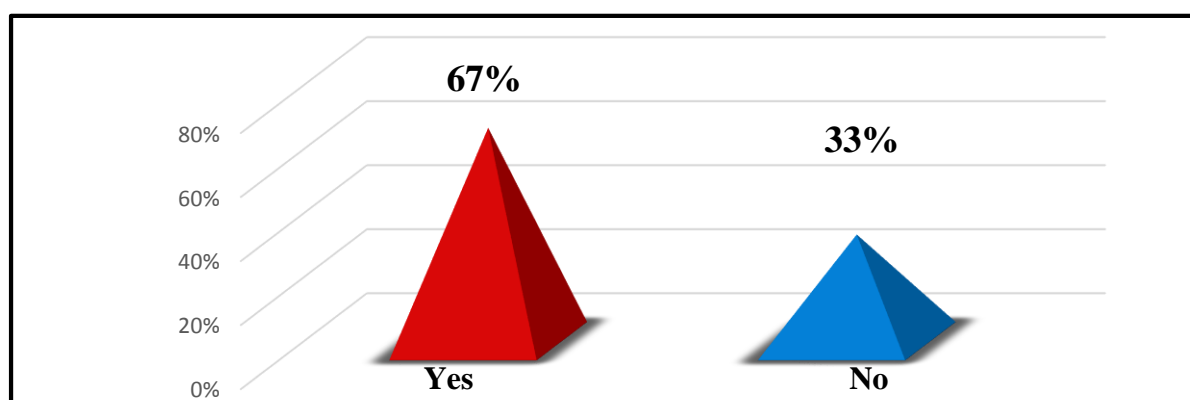


Diagram 5: Learners' Attitudes towards their Teachers' Assertive Acts

The aim of the question is to explore the learners' attitudes towards their teachers use of assertive acts. As represented in diagram 5, the majority of the respondents (67%) have

answered this question by “Yes”, teacher’ assertive acts help them to increase their interest in learning English. Nevertheless, (33%) of learners respond by “No” .

Q6: How often does your teacher stress the use of directive acts in the classroom to make you actively involved in the class?

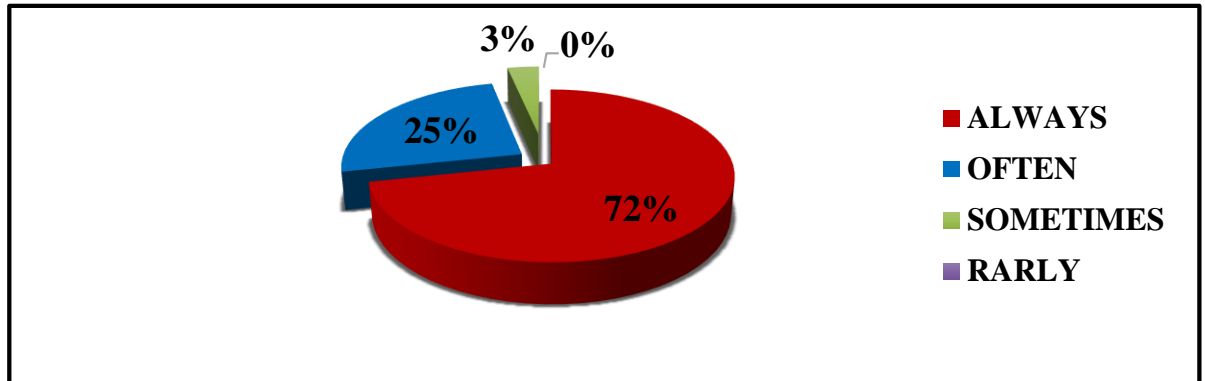


Diagram 6: The frequency of teachers’ Use of Directive Acts in the Classroom

The objective behind asking this question is to explore how frequent teachers rely on directive acts to involve their learners in the classroom. As it is apparent from pie-chart 4, the high proportion of the learners (75%) affirm that their teachers “always” use the directive acts to make them actively involved in the classroom. A few of them (25%) have answered by “often” and only (3%) have answered by “sometimes”. No one has mentioned the last proposition, which is “rarely”.

Q7: How do you find your teachers’ commissive acts as a means to keep you feel motivated in the learning process?

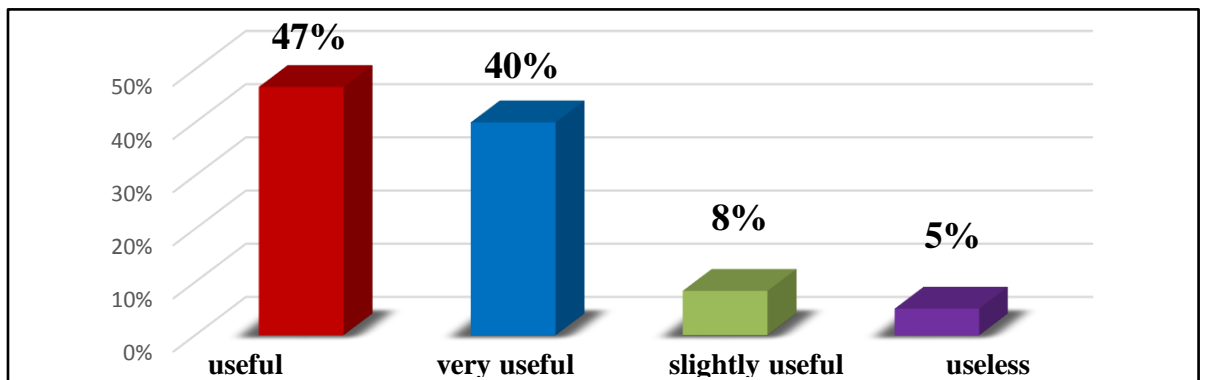


Diagram7: The Usefulness of Teachers’ Commissive Acts in Keeping Learners Motivated

The purpose of asking this question is to confirm the importance of teachers' commissive acts in enhancing the learners' motivation. From the diagram above, we notice that the majority of the learners (47%) find their teachers' commissive acts useful means to keep them feel motivated in the learning process. A considerable number of them (40%) find them as a "very useful" means. Whereas, (8%) of the participants state that they are "slightly useful" and the rest (5%) indicate that they are "useless".

Q8: How important are your teachers' expressive acts to encourage your participation in the classroom?

Variables	Frequencies	Percentages
Important	18	30%
Very important	40	67%
Slightly important	02	3%
Unimportant	0	0%
Total	60	100%

Table 1: Teachers' Expressive Acts' Importance in Encouraging Learners' Participation.

Participation.

The table above demonstrates that the largest number of the participants (67%) claim that their teachers' expressive acts are "very important" to encourage them to participate and (30%) of them declare that are "important". However a small number of learners (3%) argue that they are "slightly important" ". No one has mentioned the last proposition, which is "unimportant".

Q9: How necessary are the teachers' declarative acts to stimulate your learning in the class?

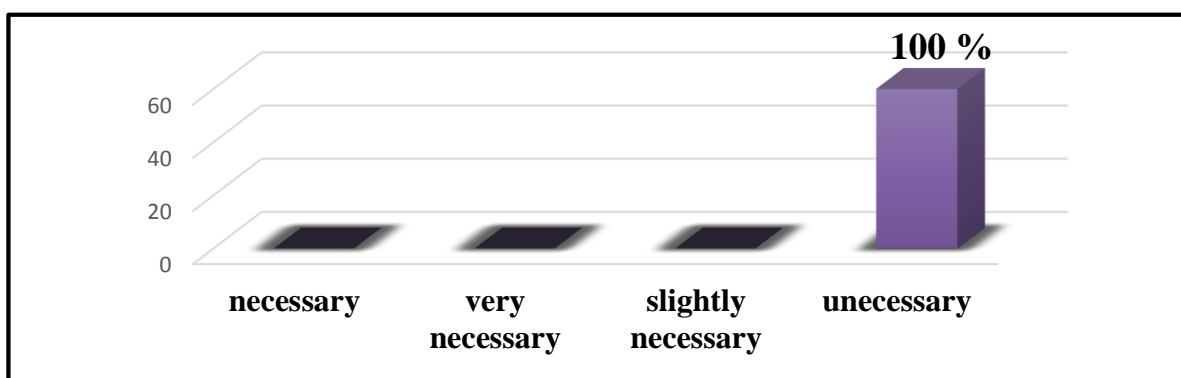


Diagram 8: Teachers' Declarative Acts Necessity to Stimulate Learning.

It is noticed in this diagram that all of target population assert that their teachers' declarative acts are 'unnecessary' to stimulate their learning in the classroom.

Q10: Which type of illocutionary acts does your teacher often use in the classroom? (you can choose more than one answer)

Variables	Frequencies	Percentages
Assertive acts	60	100%
Directive acts	60	100%
Commissive acts	10	17%
Expressive acts	32	53%
Declarative acts	0	0%

Table 2: Types of Illocutionary Acts often Used by Teachers in the Classroom

Table (2) shows that all learners (100%) have answered that assertive acts and directive acts are the most used by their teachers in the classroom. (53%) of them affirm that their teachers use more expressive acts. only a small number of participants (10%) assert that their teacher use commissive acts in the classroom. Whereas, no one has mentioned the last proposition.

Q11: How far do you agree with the following statement?

The teachers' illocutionary acts encourage learners - teachers' interaction and motivate learners to express themselves freely, provide a comfortable environment for them to learn and make them feel more at ease in the classroom.

Variables	Frequencies	Percentages
Strongly agree	38	63%
Agree	22	37%
Slightly agree	0	0%
Disagree	0	0%
Total	60	100%

Table 3: Learners' Attitudes towards their Teachers' Illocutionary Acts in the Classroom

As shown in the table above, the most of the participants (63%) strongly agree with the statement. They strongly believe that their teachers' illocutionary acts provide them with a comfortable environment for learning and encourage them to interact with their teachers and

express themselves. Only (33%) of the learners slightly agree with the statement and no one has selected the option “disagree”.

II. Presentation of the Interviews’ Results

II.1 Presentation of the Teachers’ Interview

- **Question 1:** According to you, how important is motivation in EFL learning?

The question aims at investigating the teachers’ views towards relying on motivation in the classroom. The answers obtained from the question show that both teachers consider motivation as a key aspect in the learning process. The respondents point that motivation helps the learners in many ways to learn English language, because by motivating the learners, they become productively engaged and expand more efforts to learn the language and will surely succeed to attain their goal.

- **Question 2:** In which way does the use of directive acts enable your learners to be more active in the teaching learning process?

The teachers have answered that directive acts are the best ways to make learners active and participate in the classroom. One of the participants claims:

Directive acts make learners more active because through them I interact with my learners, by asking them questions to check their knowledge about certain information or to check their understanding about certain things, giving them instructions to perform certain classroom activity either individually or collectively such as reading, writing and discussion.

Another participant adds « through directive acts I give them the opportunity to talk and communicate in English, by asking them questions I give them the chance to think and then express their own opinions so I try to create a social-like atmosphere ».

- **Question 3:** In what manner do assertive acts increase your learners’ confidence and help them to learn more?

In this concern, the participants have shown how their assertive acts increase learners’ confidence and help them to learn more. The first participant claims « through restating

learners' answers to highlight their main ideas or commenting them, giving complement for correct answers, or by repeating their wrong answers in emphasizing intonation which allow learners to notice the error and correct ». The second participant declares « through confirming learners' suggestions, repeating their statements whether by using their own words or developing the ideas suggested by learners through having class discussion ».

- **Question 4:** According to you, how could be the commissive acts a powerful way to keep your learners focused and engaged in the classroom?

The role of this question is to find out how the commissive acts keep learners focused and engaged in the classroom. The results show that both consider promises and warnings as important means to gain learners' attentions. In this regard, the first teacher claims « most learners respond well to either warnings or promises , so giving them either is going to most likely attract their attentions especially when they start disturbances or when they do not do their tasks, so commissive acts are essential in classroom management», the second teacher says « promising learners has direct effects on learners' emotions, it gets them eager to learn more and keep on their best behavior in order to keep the praise going, such as promising a little break if they finish the task, or some extra points if they behave well, if they do a homework and participate in the classroom».

- **Question 5:** In your opinion, how does the use of expressive acts improve your learners' self-esteem in the classroom?

The results obtained from this question reveal the possible expressive acts that teachers follow in order to boost the learners' self-esteem. One teacher declares « expressive acts encourage learners and motivate them to learn, through expressive acts I give importance to my learners' achievements and I encourage them to do more by thanking and congratulating them each time they make efforts». The second teacher adds « by greeting every learner at the door and call each learner by name and ask how they are doing, thanking

them when they try to perform and face situations and congratulating them when they do well or when they have good results in exams, this way learners will feel safe, cared and loved».

- **Question 6:** How can the use of declarative acts enhance your learners' motivation in the classroom?

Both of them have declared that they do not use declarative acts in the classroom since they have no impact on learners' motivation in EFL learning.

- **Question 7:** What is the type of illocutionary acts do you often use to motivate learners in the classroom?

The teachers have answered that they often use directive acts in order to motivate learners in the classroom.

- **Question 8:** What do you think about these types of illocutionary acts as a means to stimulate learners' motivation in learning EFL?

Both teachers have declared that these types of illocutionary acts play an important role in the teaching learning process since they are a powerful tool to increase learners motivation and interest in learning EFL and make them engaged, active and confident learners in the classroom, so these types make the learning process ran properly and become more effective.

Conclusion

At the end, the presented chapter has interpreted and explained the different answers obtained from the learners' questionnaires as well as the teachers' interviews. The final results are presented in form of tables, bar charts and pie charts. The next chapter will discuss and analyse the findings from the research instruments.

Discussion of the Findings

Introduction

The present chapter is devoted to the discussion of the findings obtained from the questionnaire addressed to third-year learners of Secondary School of Aghrib and Krim Belkacem of Draa Ben Khedda. Besides, an interview is administered to two teachers of the above mentioned secondary schools. The results are interpreted following Searles' Theory of illocutionary Acts (1979). It aims to highlight the results of the study, and provide answers to the research questions and affirm or refute the hypotheses advanced in the general introduction. This chapter contains four sections. The first consists of discussing learners' opinion about learning English Language. The second section of the chapter provides a discussion of learners' perception towards the teachers' use of illocutionary acts to improve their motivation to learn English. The third one discusses the importance of motivation in EFL learning. Finally, the fourth section analyses the teachers' views towards the use of illocutionary acts to improve learners' motivation in learning EFL.

I. Discussion of the Learners' Questionnaires

I.1.Learners' Opinion toward Using English Language

The responses in (diagram1) from the preceding chapter indicate that all learners (100%) reveal their positive attitude towards learning English. From the questionnaire answers, the respondents express their love and determination to learn the English language. It is also shown that the learners demonstrate their high desire to learn English because it is considered to be the most commonly spoken language in the world. Another factor which was reported to be as the main motivating factor for the learners involved in the study was the need or importance of English. Their responses report that they believed that English is very important and they need to learn it for both instrumental and integrative reasons As discussed earlier, the questionnaire shows that their attitudes are highly positive towards learning English language, its culture and people, besides, most of the learners are aware of the

importance of English language and they strongly advocate that everyone needs to learn it because acquiring English language enables them to visit other countries, to learn English and its culture in its own environment. The opportunity to visit other countries and communicate with native speakers may affect the type of motivation they have to achieve their goals. According to Oxford and Shearin (1984) the learner's motivation may be affected by whether the learner is studying in a foreign language environment or a second language environment.

As far as the second question (2) is concerned, it is presented in (diagram2) that most of the learners' responses 83% are positive, teachers motivate their learners and encourage them to learn English and improve their learning skills. In fact, teachers can create interesting lessons by the help of different strategies, techniques and procedures in order to gain the learners' attention. Thus, encouraging students to become more active participants and cooperate in the process of teaching and learning can help them learn the language better. Harmer (2007) states that building a good connection between teacher and learners such as making students feel that the teacher treats them right, contributes to grow students' intrinsic motivation. Therefore, when the motivation is there with the learners, it encourages them more to pay attention and get actively involved in the teaching and learning process in the classroom. However, 17% of the participants reject the idea and claim that their teachers do not motivate them in the classroom.

As regards the third question (3) that deals with the attitudes of learners towards English as being an important school subject that should be learnt, the results from (diagram3) reveal that a large number of learners 97% perceive English as an important school subject that they have to learn. They justify their answers by saying that English language will give them the chance to go abroad and continue their studies in different universities around the world. Since English is spoken in so many different countries, there are thousands of schools and universities around the world that offer programs in English. So if they speak good

academic English there are a lot of opportunities for them to find an appropriate school and course to suit their needs. However 3% of them reject this view, stating that they do not perceive English as an important subject they have to learn, because it is difficult and they prefer other foreign languages.

I.2. Learners' Perception towards the Teachers' Use of Illocutionary Acts to Enhance their Motivation in Learning EFL

Based on the results of (diagram 4) obtained from Question (4), 100% of learners do not know about the actual name of the language used in the classroom by their teachers which is illocutionary acts. That is to say, teachers perform acts which include making statements, asking questions, issuing commands, giving reports, greeting, and warning. These utterances tend to be named as types of illocutionary acts. According to Yule (1996), the term illocutionary act is often closely associated with the term speech act, so, when the people have communication in saying an utterance, it means that they are performing an utterance.

As far as question (5) is concerned, it is shown in the (diagram5) that most of learners 67% reveal their entire agreement about the fact that their teachers' assertive acts increase their interest in learning English. Assertive acts can be seen when teachers deliver materials, give information to learners, conclude, report something and give feedback to learners' answers. In fact, teachers' assertive acts have a positive effect on learners' motivation and interest. The latter is highlighted and strengthened when teachers use assertive acts in the classroom. This kind of illocutionary acts can create a learning conducive environment that develop and stimulate learners' interest and promote meaningful learning. This goes in tune with Oishi (2006: 9) who argues that « speech acts in teacher' utterance serve the objectives of providing students' acquaintance with the language, promoting learning among them and leading class interaction».

As regards question (6), which is about learners' views towards the teachers' use of directive acts to make them active in the classroom, the results displayed in (diagram6) indicate that most of the learners 75% affirm that their teachers always use directive acts to make them participate and be active in the classroom. While, 25% of them think that their teachers often use directive acts to make them actively involved in the classroom and only 3% of the respondents have chosen "sometimes." Directive acts can be found when teachers give instructions, ask learners to do something, ask them to answer a certain question and command them to do a particular task. Hence, by using directive acts, teachers create an active learning environment, provide learners with opportunities to communicate with the target language and adduce learners' interest in the foreign language learning. In line with this, Sumedi (2020: 121) says that the « high quality of the teachers' speech acts can convey teaching materials effectively, enhance teaching efficiency easily and provide active learning meaningfully».

From the results obtained in the question seven (diagram7) that tackles learners' attitudes towards teachers' commissive acts as a tool to make them motivated in the learning process, we notice that the majority of the learners 47% agree and find that teachers' use of commissive acts as useful means to keep them motivated in the learning process. 40% of the respondents think that commissive acts used by the teachers are very useful and motivate them a lot in the classroom and encourage them to learn more. However, a very less number of the participants refute the utility of commissive as a means to motivate them in the learning process. The teachers' commissive speech acts are produced to express promises, offerings or warnings, they are used to manage and control learners' behavior as well as to keep them focused and engaged during teaching learning process. This is in accordance with Johnson (1997:117) who argues that « through speech acts, teachers generally transmit materials, organize the teaching learning process and motivate students».

As concerns question (8) that deals with the importance of teachers' expressive acts to encourage learners' participation in the classroom, it is shown in (table1) a large number of learners 40% declare that teachers' expressive acts are very important to encourage their participation in the classroom. Teachers' expressive acts can be realized through thanking, congratulating, apologizing, praising and complimenting, these acts are used by teachers to describe their feelings and attitudes towards their learners' performance in the learning process. According to Johnson (1983) cited in Richards and Nunan (1990:269) « expressive acts have a motivational function in the teaching learning process because it is usually used to motivate the learners». That is to say, teachers can promote active learning through motivational statements such as, praising, complimenting and congratulating as in expressive acts. In this regard, (Merdana et al, 2013) claim that speech acts in the classroom establish the equality of verbal interaction and enhance students' participation in the class.

As it is mentioned in the previous results from (diagram8) that explore the necessity of teachers' declarative acts to stimulate learners' learning in the classroom, all of the learners 100% assert that their teachers' declarative acts are unnecessary to stimulate their learning in the classroom which means declarative acts do not have any importance on learners learning process due to the nature of declarative speech acts that declarative speech act can change the world of the hearer through the speaker's utterances Searle (1985). It means that the speaker needs to have a specific institutional role or job, such as judges or priest to change the world of the hearer. The changing world of the hearer means that the situation which is changed from him/her/them caused by a speaker is not easy to be avoided or broken or left Searle (1985).

The results of the question number ten (10) as presented in in the preceding section (see table2) demonstrate that third year learners of Hammadi Mohand and Krim Belkacem

secondary schools claim that three types of illocutionary acts are often used by their teachers namely directive acts, assertive acts and expressive acts.

Concerning the first type, the findings show that 100 % of learners affirm that directive acts are usually used by their teachers in the classroom. This means that EFL teachers of Hammadi Mohand and Krim Belkacem secondary schools usually use directive acts to order learners to do something, ask questions to elicit their prior knowledge and comprehension, as well as to create opportunities for learners to express themselves and encourage them to participate. This is in line with Searle (1985) cited in Merdana et al (2013:2) who claim « the directive speech acts is frequently used in order to make the students do something. They are used by teacher in the classroom are in the types of command, advice, order, and request».

Regarding the second type, the results advanced in table 2 display that 100% of learners of both secondary schools maintain that their teachers often use assertive acts in the classroom. Teachers have the tendency to use more assertives in order to explain, deliver materials, provide information and to give feedbacks for learners. According to Dzo'ul milal (2020:99) « assertive acts performed by teachers are not only a part of the whole teacher discourse. They serve a range of pedagogical purposes such as to provide information, to reinforce communicative behavior, to manage classroom proceedings and to establish effective learning». As regards the third type, table 2 shows that 53% of learners assert that the expressive acts is frequently used by their teachers, the latter tend to use this type of illocutionary acts to thank and congratulate learners in order to appreciate and reward their achievements in teaching and learning process because when learners feel acknowledged and encouraged, they become more eager to learn and produce more efforts. In this concern, R. Amalia and J. Aziz (2017:16) argue « the expressive acts is useful to make students more active and braver to participate in teaching learning activity».

A further investigation of learners' attitudes towards their teachers' illocutionary acts in the classroom, regarding their agreement with this statement « the teachers' illocutionary acts encourages learners-teachers' interaction and motivates learners to express themselves freely, provide a comfortable environment for them to learn and make them feel more at ease in the classroom» the majority of learners (63%) strongly agree that the teachers' illocutionary acts provide them with a comfortable environment for learning and encourage them to interact with their teachers and participate in the classroom. Only 33% of them slightly agree with this statement. According to the speech acts theory, illocutionary acts play a significant role in the teaching-learning process. Therefore, language teachers, especially English teachers should apply the speech act theory properly in order to enhance teaching efficiency. In this concern, Ying shi (2018:89) points out « the high quality and the appropriateness of the teachers' illocutionary acts can effectively convey teaching materials or contents, provide demonstration and illustration, achieve teaching tasks and objectives, manage the classroom, and promote active learning».

These results persuasively support and confirm the research hypothesis (hp1) cited in the general introduction. The learners of Hammadi Mohand and Krim Belkacem secondary schools have positive views towards the role of teachers' illocutionary acts in improving their motivation in learning EFL.

II. Discussion of the Teachers' Interviews

II.1. The Importance of Motivation in EFL Learning

The first question was concerned with the teachers' views towards the importance of motivation in EFL learning classroom. From the results obtained in the previews section, the interviewees emphasised the necessity and the importance of motivation. In this sake, the respondents pointed out that motivation helps learners in many ways to learn English language, because by motivating the learners, they become productively engaged and expand

more efforts to learn the language and will surely succeed to attain their goal. For instance, one respondent said that « motivation is considered as a process that greatly influences learners' success». He followed explaining it saying that « when learners are motivated they are more excited to learn and participate and they do their best to learn a language, but when they are not motivated, they will not learn effectively and they will not retain information». Another respondent argued « motivation is an important factor of learning and achievements. Students who are more motivated are eager to learn, produce higher quality effort, learn more deeply and perform better in classes». Indeed, this result goes hand in hand with Dornyei's statement « motivation is often seen as the key learners' variable because without it nothing much happens » (2002: 172). Accordingly, most teachers and researchers consider motivation as one of the key factors which influence the rate and success of foreign language learning. Therefore, one can assert that English teachers of Hammadi Mohand and Krim Belkacem secondary schools value motivation and aware of its importance in EFL learning. Thus, the results confirm the suggested hypothesis (Hp2) which says that motivation is highly important in EFL learning at Hammadi Mohand and Krim Belkacem secondary schools.

II.2. Teachers' Views towards the Use of Illocutionary Acts to Improve Learners' Motivation

II.2.1. Ways the Directive Acts Enable Learners to be more Active in the Classroom

The purpose of this question was to explore the ways the directive acts enable learners to be more active in the classroom, the respondents share nearly the same opinions, asking questions and giving instructions to perform activities are the best ways to make learners actively involved in the classroom. For instance one teacher said « I usually ask them questions to check their knowledge about certain information ... giving them instructions to perform certain classroom activity...». Similarly, another participant claimed «...by asking them questions, I give them the chance to think and express their own opinions »

Accordingly, it appears that English teachers of Hammadi Mohand and Krim Belkacem secondary schools affirm that directive acts foster learners involvement. By asking questions, commanding and giving instructions encourage learners to present their ideas and engaging them actively in participating and interacting with teachers and other learners and stimulating their thinking. This point has been confirmed by Ying Shi (2018: 89) who says that « teachers give students opportunities to communicate with target language, invoke students' interest in second language learning and organize classes' activities in the right way by teachers' directives ».

II.2.2. Manners in which Assertive Acts Increase Learners' Self-Confidence

Through this question, the participants have shown how their assertives help learners to learn and improve their self- confidence. One participant stated «... through restating learners' answers to highlight their main ideas or commenting them, giving complement for correct answers, or by repeating their wrong answers in emphasizing intonation which allow learners to notice the error and correct it». This participant asserts that assertive acts can increase learners' self-confidence through providing feedback; restating and commenting learners' answers. In the same context, another participant declared that enhancing learners' self-confidence can be seen « through confirming learners' suggestions, repeating their statements whether by using their own words or developing the ideas suggested by learners through having class discussion ». The statement of this participant demonstrates that confirming and repeating learners' answers using their own words and extending the information given by learners make them feel appreciated and confident. In this regard, Brown (2007) declares « giving feedback is classified as assertive [...]it is recommended because this is intended to reinforce the response given by the learners towards the stimuli provided by the teacher ». In other words, feedback is an important component of effective learning, because it improves learners' confidence and motivation to learn. Dzo'ul Milal

(2020:98) states « teachers' responding to learners, either verbally or behaviorally is psychologically significant. When responded properly, learners feel they are attained and their needs satisfied, thus increasing their learning motivation and involvement in learning process».

II.2.3. Ways the Commissive Acts Keep Learners Focused and Engaged in the Classroom

This question is intended to enquire about how commissive acts are a powerful way to keep learners focused and engaged. They claimed that commissive acts are important in classroom management, they can be realized through warnings and promises in order to prevent learners' disruptive behavior and attract their attention. To illustrate, one participant stated « most learners respond well to either warnings or promises, so giving them either is going to most likely attract their attentions especially when they start disturbances or when they do not do their tasks ». In the same way, the second participant claimed « promising learners has direct effects on learners' emotions, it gets them eager to learn more and keep on their best behavior in order to keep the praise going...». In other words, teachers' commissive acts are used to manage and control the learners' behavior during teaching learning process in order to increase their attention and help them to remain on task. In this concern, Johnson (1997) claims that « in the teaching learning process, commissive speech acts has control and organizational function ».

II.2.4. Teachers' Opinions on Ways the Use of Expressive Acts Improve Learners' Self-Esteem.

The goal of this question was mainly to investigate teachers' opinions about the ways of using expressive acts in improving the learners' self-esteem. The results revealed that the two participants gave their opinions on the different uses of expressive acts to improve learners' self-esteem. One participant stated «... through expressive acts I give importance to

my learners' achievements and I encourage them to do more by thanking and congratulating them each time they make efforts ». This participant encourages and supports learners each time they try to do better through thanking and congratulating them. The second participant claimed « by greeting every learner at the door ... thanking them when they try to perform and face situations and congratulating them when they do well or when they have good results in exams...». This participant tries to improve his learners' self-esteem, make them feel cared and loved through greeting, congratulating and thanking them for their efforts. In this regard, Crespo (2002) states that encouragements and praises help students to build their self-esteem. That is to say, when teachers encourage and praise learners' efforts help them to build their self-esteem.

II.2.5. Ways the Use of Declarative Acts Enhance Learners' Motivation in the Classroom

In this concern, the two respondents declared that they do not use declarative acts in the classroom. It is obviously due to the nature of declarative acts. In this concern, Yule (1996) explained that « declarative acts change the world of the hearer through speaker's utterance. It means that the speaker needs to have a specific institutional role/job, such as judges or priest to change the word of the hearer ».

II.2.6. The Type of Illocutionary Acts often Used in the Classroom to Motivate Learners

The two participants advanced the same answer, they have claimed that the directive acts is the type they often use to motivate learners in the classroom. In this regard, Searle (1969:22) states « directives are frequent speech acts in the classroom interaction that are used as a command, order, advice, request, etc. » that is to say, teachers use mostly directives in the classroom because they often ask learners about something, check learners' knowledge about certain information, command and request learners to do something.

II.2.7 Teachers' Attitudes towards the Types of Illocutionary Acts

The last question of the interview was about examining the teachers' attitudes towards the types of illocutionary acts. The teachers revealed nearly the same attitude toward the types of illocutionary acts as a means to stimulate learners' motivation in learning EFL. One participant stated «... these types play an important role in the teaching learning process since they are a powerful tool to increase learners motivation and interest in EFL learning and make them engaged, active and confident learners in the classroom » Likewise, the second participant claimed «...directives, assertives, commissives and expressives increase students motivation in learning EFL and make the learning process ran properly and become more effective ». The results demonstrate that the two participants recognize the role of the illocutionary act in improving learners' motivation in EFL learning. In this sense, Hajjah Zulianti (2018:105) claims that « the use of speech acts could increase the students' motivation and class atmosphere. Besides also builds good relationship between teachers and students in learning and teaching process ».

This section has explored that Teachers of Hammadi Mohand and Krim Belkacem secondary schools have favorable views towards the role of illocutionary acts in motivating learners in learning EFL. Therefore, hypothesis (hp3) cited in the general introduction has been supported and confirmed.

Conclusion

The discussion of the findings gathered from the learners' questionnaire and the teachers' interview have answered the fundamental research questions and confirm the hypotheses cited in the General Introduction. Indeed, the outcomes obtained from the learners' questionnaire reveal that the majority of learners from both Hammadi Mohand and Krim Belkacem secondary schools confirm that their teachers' illocutionary acts are necessary and extremely important to improve their motivation in learning EFL. In addition, the

obtained results from the teachers' interview confirm the importance of motivation in the EFL learning process. Teachers consider motivation as a fundamental and an essential element in English foreign language learning. Besides, the results also reveals that both teachers from both schools declare that all types of illocutionary acts plays an important role in teaching and learning process since they are a powerful tool in increasing learners' motivation and interest in learning EFL.

General Conclusion

This study has explored the role of teachers' illocutionary acts in improving learners' motivation in learning EFL. The case study is third year foreign languages learners of Hammadi Mohand and Krim Belkacem secondary schools. The research work has been intended to analyse the teachers and learners views towards the role of teachers' illocutionary acts in enhancing learners' motivation. The cited objectives imply on Austin's theory of speech acts (1962) and Searle's classification of speech acts (1979). The former is based on three types which are as follows: locutionary acts, illocutionary acts and perlocutionary acts. The latter consists of five general classifications to classify the illocutionary of speech acts; these are representatives, directives, commissives, expressives and declarations.

For the sake of answering the advanced research questions and confirming or refuting the hypotheses cited in the General Introduction, a mixed method approach is adopted. Therefore, quantitative and qualitative methods are combined together to analyse the gathered data. In fact, the data have been obtained from two research tools. Sixty (60) questionnaires are analysed using the Microsoft Excel Program. Additionally, Qualitative Content Analysis has also been adopted and used for the analysis and explanation of the qualitative data obtained from the teachers' interview. The outcomes of these two research instruments have noticeably provided corresponding answers to the research questions. These findings reveal that teachers' illocutionary acts are of a great importance because of the effectiveness of the types of illocutionary acts in enhancing learners' motivation in learning. It is recognized that most learners find their teachers' illocutionary acts as a necessary means that stimulate their interest for learning, make them actively involved and engaged in the classroom. In addition, teachers of both schools value the role of illocutionary acts in shaping learners' motivation, they consider the use of illocutionary acts an important element in the teaching process to create a conducive learning environment and foster learners' engagement.

The research findings obtained from both learners' questionnaire and teachers' interview offer some pedagogical propositions and implications for the teachers as well as suggestions for further research. To be clearer and precise, the work has explored how can teachers' illocutionary acts increase learners' motivations at Hammadi Mohand and Krim Belkacem secondary schools. Thus, teachers should utilize illocutionary acts appropriately in order to enhance effective learning environment and promote learners' interest in EFL learning.

Our dissertation has dealt with an analysis of teachers and learners' views toward the role of teachers' illocutionary acts in improving learners' motivation at Hammadi Mohand and Krim Belkacem secondary schools. Yet, this research is limited to learners' motivation. However, further investigation can be conducted on teachers' illocutionary acts to assess their role in developing learners' pragmatic competence. In addition, further research can be conducted to investigate the impact of teachers' illocutionary acts on improving learners' communication skills. For further research on the same topic, it can be conducted using another powerful research instrument which is 'classroom observation'.

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Appendices

Appendix 01

Learners' Questionnaire

The present questionnaire explores learners' views towards the role of Teachers' illocutionary acts in improving their motivation in learning EFL. We would be grateful if you accept to complete this questionnaire. Be sure that all your answers will be kept anonymous.

SECTION ONE: General questions

Q1: How do you find English language? Justify your answer

Interesting Not interesting Boring

.....

Q2: Does your teacher motivate you in the class? How?

Yes No

.....

Q3: Do you consider English as an important school subject that you have to learn? Justify your answer

Yes No

.....

Section Two: The learners' perception towards the teachers' illocutionary acts use to enhance their motivation in learning EFL

“An illocutionary Act is what the speaker wants to achieve by uttering something and it can be an act of asserting, promising, apologizing, threatening, ordering, asking”

الفعل الانجازي: هو ما يريد المتحدث تحقيقه من خلال نطق شيء ما ويمكن أن يكون فعل تأكيد ، أو وعد ، أو اعتذار ، أو تهديد ، أو أمر ، أو طلب .

Q4: Do you know that the language your teacher uses in the classroom while interacting with you is called illocutionary act?

Yes no

Assertive acts: are the first type of illocutionary acts, they are representations of reality that commit the speaker to the truth of a proposition, and they are either true or false. Such as describing, hypothesizing, claiming and explaining.

الإخباريات: هي النوع الأول من الفعل الأنجزي هي تمثيلات للواقع تُلزم المتحدث بحقيقة الافتراض ، وهي إما صحيحة أو خاطئة. مثل الوصف والافتراض والمطالبة والشرح.

Q5: According to you, does teacher's assertive act help you to increase your interest in learning English?

Yes

No

Directive acts: are the second type of illocutionary act, they are used by the speaker to get the addressee to do something, they express what the speaker wants. Such as giving an order, a command, a request.

الامريات: هي الفعل الثاني من الفعل الأنجزي يستخدمه المتحدث لإقناع المستمع بفعل شيء ما ، فهو يعبر عما يريد المتحدث. مثل إعطاء أمر أو طلب.

Q6: How often does your teacher stress the use of directive acts in the classroom to make you actively involved in the class?

Always

Often

Sometimes

Rarely

Never

Commissive acts: are the third type of illocutionary act that commit the speaker to some future action such as promising, vowing, offering and warning

الالزاميات: هي الفعل الثالث من الفعل الأنجزي تلزم المتحدث ببعض الأعمال المستقبلية مثل الوعد ، التعهد، العرض.

Q7: How do you find teacher's commissive acts as a means to keep you feel motivated in the learning process?

Useful

Very useful

slightly useful

Useless

Expressive acts: are the fourth type of illocutionary act, that state what the speaker feels, the psychological states. Such as statement of pleasure, pain, like, joy.

التعبيريات: هي الفعل الرابع من الفعل الأنجزي هي ما يشعر به المتحدث ، الحالات النفسية. مثل الإعجاب ، والألم ، الفرح.

Q8: How important is the teacher's expressive acts to encourage your participation in the classroom?

Important very Important Slightly important Unimportant

Declarative acts: are the last type of illocutionary act, they change the world of the hearer via utterances uttered by a speaker, the speaker needs to have a special institutional role to change the world of the speaker such as to declare, to sentence ,to baptize.

الاعلانيات: هي آخر نوع من الفعل الانجازي ، هي تغير عالم المستمع من خلال أقوال المتحدث ، يحتاج المتحدث إلى دور مؤسسي خاص لتغيير عالم المتحدث مثل التصريح والحكم والتعميد.

Q9: How necessary is the teacher's declarative acts to stimulate your learning in the class?

Necessary Very necessary slightly necessary Unnecessary

Q10: Which type of illocutionary acts does your teacher experience more in the classroom?

(You can choose more than one answer)

Assertives Directives commissives Expressives Declaratives

Q11: How far do you agree with the following statement?

The teachers' illocutionary acts encourage learners – teachers' interaction and motivate learners to express themselves freely, provide a comfortable environment for them to learn and make them feel more at ease in the classroom.

Strongly agree Agree Slightly agree Disagree Strongly disagree

Thank you very much for your contribution.

Appendix 02:

Teachers' Interview

This Interview is part of our research work. It aims at collecting data about the role of teachers' illocutionary acts in improving learners' motivation in learning EFL. We would be grateful if you accept to do an interview with us. Be sure that all your answers will be treated anonymously.

Illocutionary act: is the action performed by the speaker in producing a given utterance. It means when someone utters something he/she has an intention, such as offering, promising, apologizing, asking and ordering.

Assertive acts: are the first type of illocutionary act, they representations of reality that commit the speaker to the truth of a proposition, and they are either true or false. Such as describing, hypothesizing, claiming and explaining.

Directive acts: are the second type of illocutionary act, they are used by the speaker to get someone else to do something. They express what the speaker wants. Such as ordering, commanding, requesting, and advising.

Commissive acts: are the third type of illocutionary act that commit the speaker to some future actions. They express what the speaker intends. Such as promising, vowing, offering.

Expressive acts: are the fourth type of illocutionary act that express the psychological state and the feeling of the speaker like thanking, apologizing, welcoming and congratulating.

Declarative acts: are the last type of illocutionary act, they change the world of the hearer via utterances uttered by a speaker, the speaker needs to have a special institutional role to change the world of the speaker such as resigning, demising, naming, sentencing, christening.

- 1- According to you, how important is motivation in EFL learning?
- 2- In which way does the use of directive acts enable your learners to be more interactive in the teaching learning process?
- 3- In what manner do assertive acts increase your learners' confidence and help them to learn more?

- 4- According to you, how could be the commissive acts a powerful way to keep your learners focused and engaged in the classroom?
- 5- In your opinion, how does the use of expressive acts improve your learners' self-esteem in the classroom?
- 6- How can the use of declarative acts enhance your learners' motivation in the classroom?
- 7- What is the type of illocutionary acts do you often use to motivate your learners in the classroom?
- 8- What do you think about these types of illocutionary acts as a means to stimulate learners' motivation in learning EFL?

Thank you for your collaboration.