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**The Case of Krim Belkacem Secondary School at Draa Ben Khedda**

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## *Dedication*

*To my beloved family*

*My father Ali and mother Fatima*

*My dear brothers Mohamed and Aghiles*

*My lovable and sweetest sister Sarah*

*My Grand Parents Tassadit, Fatima and Arab*

*To my Grandfather Mohammed (in memory)*

*To my aunt Nora and uncles Arezki and Youssef*

*To my aunt Fazia, her husband and her kids Arezki and Ikram*

*Special thanks to my dear fiancé Amar who helps me a lot*

*Special thanks to my binomial Hadjam Tassadit*

*To all my beloved friends*

*Lila Bacha*

## *Dedication*

*To,*

*My father Said (in memory) and my mother Tassadit*

*To my beloved sisters, their husbands and their children*

*To my niece Eline and nephews Eliane and Rabeh*

*To my binomial Lisa*

*To all my beloved friends*

*Tassadit Hadjam*

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## **Abstract**

The current investigation is mainly concerned with the role of gender in shaping motivation of English foreign language learning. It attempts to determine whether there is a difference between girls and boys in motivation when learning English as a foreign language. It also meant to seek out the factors that lead learners to be motivated during language classes and the other ones that hinder them from improving themselves. In addition, this study emphasized the different motivational strategies used by teachers to increase their learners motivation. The study has been carried out in Krim Belkacem Secondary School at Draa Ben Khedda. To achieve these objectives, a mixed method research was used, combining both quantitative and qualitative methods. Thus, a questionnaire was distributed to a total number of one hundred learners including 50 girls and 50 boys; a structured interview was conducted with five (5) English language teachers of the school, as well as fifteen (15) classroom observations. Statistical Package for Social Sciences (SPSS) was used for statistical data analysis while Qualitative Content Analysis served to interpret the results of the interview. Relying on the results, it is clearly that gender is an unquestionable factor which has a remarkable effect on EFL learning motivation, that is, girls are more motivated to learn English as a foreign language than their counterparts. The results also pointed out that the main factors for their motivation are “the enjoyment of learning” for girls and “the parental encouragement” for boys, while their inhibiting factors are “the teacher behaviours” and “the lack of interest” respectively. To increase learners’ motivation, different motivational strategies were adopted and incorporated by EFL teachers.

## **List of Abbreviations**

- EFL: English Foreign Language.
- FLL: Foreign Language Learning.
- FL: Foreign language.
- SPSS: Statistical Package for Social Sciences.
- QCA: Qualitative Content Analysis.
- KBSS: Krim Belkacem Secondary School.
- EFLL: English Foreign Language Learning.

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## ***General Introduction***

## **GENERALE INTRODUCTION**

### **Statement of the problem:**

Nowadays, English is found in many fields like education, technology and media. In fact, in the Algerian context, English is taught as a foreign language and considered to be one of the most important subjects that learners have to learn and master. However, learning English as a foreign language is considered to be a challenging task, for both learners and teachers, that requires many factors. Among these factors, one can include motivation. Therefore, over the past decades, researchers and educators have turned their attention to motivation as one of the major factors affecting the learning process.

Indeed, in the process of learning English as a foreign language, motivation is considered to be one of the fundamental factors to support learning. Dornyei & Csizer (1998) demonstrate that motivation is responsible for achievement in language learning, and without adequate motivation, learners with distinctive talents will not be able to fulfil such objectives, even if they have a good curriculum and/or teachers. Moreover, the hope of every teacher is to have motivated learners in his/her classroom because those learners are actively involved in their learning process and are willing to work hard to achieve their goal of language learning. In other words, if learners are motivated, this will facilitate English foreign language learning but if they are not, this will hinder it.

Several researchers such as Gardner (1985), Lambert (1972) and Dornyei (1994) have carried out many studies to determine, on one hand, the role of motivation in foreign language learning and have shown that motivation is positively linked to success and achievement in learning English language. On the other hand, the role of gender in shaping motivation has not been extensively researched despite the fact that it has a long history in psychological and educational research. Indeed, a great number of studies have found that gender can have a significant effect on how learners learn a language. In social psychology, it is widely accepted

fact that learners' individual differences have significant impact on the learners' overall foreign language performance.

This research is therefore a case study that tries to explain how the motivational level of EFL learners at Krim Belkacem Secondary School differs according to gender, that is, it examines the differences in motivation towards EFL learning between girls and boys. The research goes further to analyse the factors that motivate or inhibit learners' performance as well as the motivational strategies used by teachers to increase and promote learners' motivation.

### **Aims and Significance of the Study:**

The overall aim of this study is to determine the EFL learners' motivation in relation to gender differences. This means that the dissertation strives to determine whether there is a difference between girls and boys in motivation when learning English as a foreign language. The reason behind focusing on such investigation is due to the fact that the role of gender 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 concerning this issue.

The research seeks to achieve three main objectives: the first objective is to analyse whether there is a difference between girls and boys in motivation when learning English as a foreign language at KRIM BELKACEM SECONDARY SCHOOL. As far as the second objective is concerned, it seeks to identify the factors that influence the learners' motivation in the classroom. The third and last objective is to identify whether the implementation of motivational strategies is important and beneficial for motivating learners.

At the national level, though many studies have been investigated about motivation and its importance in the learning process, no available research has been conducted in the Algerian context concerning the motivation of EFL learners in relation to gender differences.

## **Research Questions and Hypothesis:**

Considering learners' motivation in relation to gender differences as a significant factor for the success or failure of EFL achievement, the current study asks the following questions:

- Is motivation an important factor in EFL learning at Krim Belkacem Secondary School?
- Is there a difference between girls and boys' motivation when learning English as a foreign language at Krim Belkacem Secondary School?
- Are there factors stimulating learners' motivation in learning English as a foreign language at Krim Belkacem Secondary School?
- What are the most important motivational strategies used by teachers to motivate their learners at Krim Belkacem Secondary School?

And in an attempt to answer them, we advance the following working hypotheses

**HP1:** Motivation is an important factor in EFL learning at Krim Belkacem Secondary School.

**HP2:** Motivation is not an important factor in EFL learning at Krim Belkacem Secondary School.

**HP3:** There is a difference between girls and boys' motivation when learning English as a foreign language at Krim Belkacem Secondary School.

**HP4:** There is no difference between girls and boys' motivation when learning English as a foreign language.

**HP5:** There are factors stimulating learners' motivation in learning English as a foreign language at Krim Belkacem Secondary School.



**HP6:** There are no factors stimulating learners' motivation in learning English as a foreign language at Krim Belkacem secondary school.

**HP7:** Teachers use different strategies to promote their learners' motivation at Krim Belkacem Secondary School.

**HP8:** Teachers do not use different strategies to promote their learners' motivation at Krim Belkacem Secondary School.

### **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 learners' motivation towards EFL learning in relation to gender differences. The research data are collected from secondary school learners and from their English teachers at KRIM BELKACEM. This way, the data was gathered by using three main instruments; a questionnaire for the learners, a structured interview for teachers as well as a classroom observation. The latter will provide the study with in- depth and detailed exploration and valuable information, mainly concerning learners' motivation, the role of gender differences, as well as the different strategies used by teachers to motivate those learners.

For the quantitative part, we use a descriptive statistical method relying on SPSS program and the quantitative analysis to produce statistical data in order to make the analysis of data easy. For the qualitative part, we explain and interpret the results obtained from the questionnaire and the interview that contain open-ended questions.

### **The Structure of the Dissertation:**

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

The general introduction presents the statement of the problem, aims and significance of the research, research questions and hypotheses, research techniques and methodology and structure of the dissertation. 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.

## ***Chapter 1: Review of the Literature***

## Introduction

This chapter is devoted to the review of the literature that is designed to account for major works related to our study. It contains three sections. First of all, it deals with different definitions of motivation, its importance, the factors affecting learners' motivation as well as the different strategies used to motivate learners. It, then, aims to explain the notion of gender and its relation to motivation. The last chapter in this review deals with the theoretical framework of the study.

### 1. Motivation in Foreign Language Learning

#### 1.1. Defining Motivation

Defining the term 'motivation' is not an easy task since it has been used in different contexts from different perspectives. Indeed, its exact meaning is not agreed upon. In this context Oxford and Shearin (1994) state "*despite the unchallenged position of motivation in learning additional languages, there is, in fact no agreement on the exact definition of motivation*". In fact, many researchers and psychologists have been concerned with language learning motivation and have carried out several studies on it. Gardner (1985) was one of the psychologists who has a strong influence in this field of inquiry. Indeed Gardner(1985:10)states that motivation is a "*combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning that language*", that is, motivation requires effort, willing and positive attitude to achieve their goal of language learning.

Very recently, Dornyei & Ushioda (2011:11) state that "*the word motivation derives from the Latin verb *movere* meaning 'to move'. What moves a person to make certain choices, to engage in action, to expand effort and persist in action- such basic questions lie at the heart of motivation theory and research*". To put it in another way, motivation is what directs one to take certain choices to be engaged, to directs, and sustain behaviours in order to attain a desired goal.

In short, motivation is viewed as one of the most important factors in foreign language learning and one of the necessary skills needed in education in general and in EFL learning in particular. Despite its importance, still there is confusion regarding its exact meaning.

## **1.2. The Importance of Motivation**

Many authors such as Dornyei, Lambert and Gardner have showed the importance of motivation in foreign language learning. In fact, motivation plays a significant role in EFL learning, where, it is responsible for the success or failure of learners. In the same point, Williams and Burden claim *“if asked to identify the most powerful influences on learning, motivation would probably be high on most teachers’ list”* (1997: 111). In simple words, for many teachers, motivation is seen as a base which has a great impact on learning. In the same perspective, Hall (2011:134) suggests that motivation is a key factor in order to accomplish a particular activity; he states *“it is difficult to imagine anyone learning a language without some degree of motivation”*. In other words, learners should have a sort of motivation when learning a language. Cohen and Dornyei (2002:172) add *“motivation is often seen as the key learner variable because without it, nothing much happens”*. In simple words, motivation plays an important role in the learning process.

To sum up, most teachers and researchers have claimed that motivation is one of the most important factors which has a great impact on language learning.

## **1.3. Factors Affecting EFL Learning Motivation**

### **1.3.1. Motivating Factors**

#### **1.3.1.1. Self-Confidence**

Learners' self-confidence is the most important factor in FLL motivation. In fact, learner having a high self-confidence and believe in himself, his/her motivation will be enhanced. Clement et al. (1994) study of Hungarian students proved that self-confidence could be a motivational factor in the FL classroom. In the same vein, Kalvodova (2008) declares that the belief of being able to learn certain subjects will help in learning. In short, learners with higher self-confidence are successful in their learning process.

#### **1.3.1.2. The Enjoyment of Learning**

Another key factor that motivates learners is the pleasure to learn the foreign language. Indeed, learners who enjoy learning demonstrate higher level of motivation and put a great effort into it. As stated by Gardner (1972) learning is not a burden for them but a moment of enjoyment, they will feel very happy to learn, and the efficiency will be greatly improved. More importantly, Bisson & Luckner claim *“Enjoyment and fun as part of the learning process are important when learning new tools since the learner is relaxed and motivated and therefore more willing to learn”*. Therefore, to be motivated, learners must first enjoy learning the FL.

#### **1.3.1.3. Parental Encouragement**

Although the enjoyment of learning is important in motivating learners as we have mentioned before, it is not the only factor that promotes learners' motivation when learning English as a foreign language. Parental encouragement, however, may be the reason to motivate the learners to learn the FL and to be good achievers because parents support their children by giving them information and guidance. Grolnick et al. (1997) state that parents are the first providers of values, involvement and autonomy. Beside the role of the teacher to promote learners' motivation and achievement, parents also can motivate their children to lean EFL. As a result, parental encouragement can be the major powerful factor to learners' motivation and engagement.

#### **1.3.1.4. The Teacher Behaviour**

Learning English as a foreign language is a very complex task affected by many factors and teachers behaviours is among them. Teachers play an essential role in increasing motivation among the learners. More significantly, *“teacher behaviours have significant bearing on students’ motivation, goal setting, selection of learning strategies or interest in the course”*. (Wang et al, 2007, cited in Joan, S.B., et al, 2008: 30). It can be put in this way, teachers should set a good example and show that they care about their learning process. This can motivate them to learn English as a foreign language.

### **1.3.2. Inhibiting Factors**

#### **1.3.2.1. Lack of Relaxed Classroom Atmosphere**

One of the most powerful factors that have a strong effect on learners’ motivation is “the classroom atmosphere”. Indeed, in order for motivation to be developed, the classroom atmosphere has to be “supportive and pleasant”. On the other hand, a lake of relaxed classroom atmosphere will hinder learners’ motivation by preventing them from participating in their courses and understanding the lessons because they do not feel comfortable. Thus, motivation is difficult to be developed in such conditions. Therefore, it is important for teachers to organize and manage the classroom in a way that makes learners feel comfortable to participate. Furthermore, it is important that learning occurs within a relaxed and supportive atmosphere (Good & Brophy, 1994: 21).

#### **1.3.2.2. Anxiety**

Anxiety is another important factor that hinders EFL learning motivation. Scovel states that *“anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry”* (Brown, 2007: 161). This fact prevents learners to get involved in the learning process. In line with this, it has been proved that language learning anxiety created by a tense classroom atmosphere is a most negative factor that hinders students’ learning motivation and achievement (Young, 1999). Consequently, anxiety is negatively related to learners’ motivation.

#### **1.3.2.3. Lack of Interest**

Interest plays an important role in FL learning. Learners who show interest, learn the language because they love it and they are interested in it which leads them to be motivated. On the other side, learners who lack interest are likely to fail because they do not put efforts to learn. According to Wen Qiufang (1996), students with interest learn something because they want to learn, but those who lack interest just have to learn without internal motivation. However, learner with lack of interest in EFL learning do not put efforts to learn more, which means that they are not motivated..

#### **1.3.2.4. Method of Teaching**

Methods of teaching is among the factors which have an effect on learners' language learning motivation. However, if the method used by the teacher makes learners uninterested, this will hinder learners' motivation and participation. In line with this, Harmer (1991:5) affirms, *"If the students lose confidence in the method, they will become demotivated"*. As a result, teachers should look for and maintain a variety of teaching methods and techniques to attract learners' interest and help them to maintain and increase their motivation.

### **1.4. Motivational Strategies**

In order to motivate learners and to make them successful, teachers need to use more techniques and strategies. In this section, we will discuss and emphasize on some particularly important strategies that are commonly and frequently used by teacher to teach English as a foreign language.

#### **1.4.1. The Definition**

According to the explanation given by Dornyei (2001:28) *"motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect"*. To put it in another way, motivational strategies are techniques that are used to promote motivation of an individual, and these strategies are generally developed by the teachers in order to motivate their learners.



## **1.4.2. Dornyei's Motivational Strategies in the Classroom**

### **1.4.2.1. The Appropriate Teacher Behaviour and Good Relationship with the Students**

#### **1.4.2.1.1. Appropriate Teacher Behaviour**

The teacher is seen as an important participant in learner's motivation through his or her behaviour. Then, different researchers regard teachers' behaviour as a significant strategy in learners' motivation. Since the teacher plays an important role in motivating learners, Dornyei (2001:116) argues: "*teacher skills in motivating learners should be seen as a central to teaching effectiveness*". In fact, in 1998, Dornyei and Csizer conducted a survey among Hungarian teachers of English where they have recognized that the teachers' own behaviour is considered to be the most important motivational strategy for the participants.

#### **1.4.2.1.2. Good Relationship with the Students**

Establishing a good relationship between the teacher and his/ her learners is very important in enhancing learners' motivation. However, getting a good rapport with the learners right from the beginning of the year is very essential and helpful. Therefore, learners who have a good relationship with their teachers show more interest and concentration to learning. Much more recently, Bernaus (2010) says "*teachers who address learners by name, talk about personal topics in the class, etc., will form closer relationships, and consequently help to create a cohesive learner group, and enhance learners' classroom motivation*" (p: 185). As a result, learning can be facilitated by establishing an interpersonal rapport between the teacher and the learners. Dornyei (2001) claims:

*Teachers who share warm, personal interactions with their students, who responds to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with the learner.*

#### **1.4.2.2. A pleasant and Supportive Atmosphere in the Classroom**

What occurs in the classroom including the interaction between teacher -student and student -student, as well as, the methods used, the tasks given by teachers influence learners' motivation. Indeed, the classroom atmosphere plays an important role in the learning process and has a strong motivational influence. Moreover, Dornyei (2001: 41) goes on to argue: "*... in a safe and supportive classroom... students feel comfortable taking risks because they know that they will not be embarrassed or criticized if they make a mistake*". However, in the Hungarian teacher survey, the importance of the classroom atmosphere as a motivational strategy was in second place. As a result, a relaxed climate in the classroom can help to reduce learners' anxiety and attract learners' interest.

#### **1.4.2.3. Making the Teaching Materials Relevant for Learners**

Another strategy for motivating learners is making the teaching materials relevant for the learners. Therefore, teachers should take into account their learners' interest before designing and selecting the materials to be used such as English movies, food and hobbies. Undoubtedly, if the materials used in the classroom attracted learners, this would motivate them to work hard in order to learn the language. In the same line, Cheung (2001: 60) states "*teachers should take note of their students' lives, and take their interests into account when designing and selecting teaching materials*".

#### **1.4.2.4. Making Learning Stimulating and Enjoyable**

In order to enhance learners' motivation, teachers should make learning stimulating by varying the activities and introducing interesting topics. Therefore, learners tend to give much time and make a great effort on activities and topics that interest them. As a result, making the tasks more interesting would be more stimulating for students by including challenging and enthralling tasks. (Dornyei, 2011)

#### **1.4.2.5. Promoting Cooperation among the Learners**

One method that has been shown to increase learners' motivation especially the weaker ones is cooperative learning. As Dornyei (2001:101) asserts *"cooperation is motivating because the knowledge that one's unique contribution is required for the group to succeed increases ones' efforts"*. To say it in this way, cooperative learning will encourage learners to make efforts in order to contribute something meaningful and share the background knowledge in order to reach a common goal. Consequently, learners who work cooperatively are more motivated than those who work individually.

#### **1.4.2.6. Providing Motivational Feedback**

The teachers' feedback towards learners' writing and performance is a key component and a crucial part of the learning process. Accordingly, this feedback should be given in a positive way, in the sense that, in the way to ameliorate and improve learners' performance. However, this latter is more effective for the learning process because it will enhance learners' motivation. According to Dornyei (2001: 123), *"motivational feedback should prompt the learner to reflect constructively on areas that need improvement and identify things that he/she can do to increase the effectiveness of learning"*.

#### **1.4.2.7. Offering Rewards and Grades in Motivating Manner**

Among the well known and the most essential strategy which aims at increasing learners' motivation in the classroom is the use of rewards and grades. Indeed, rewards are useful and effective if they are offered by the teacher in a motivating manner. For instance, if the teacher says "very good" for a learner who had a good mark in the exam, the same learner will be more motivated to work harder in order to do better in the next exam. As stated in Dornyei (2001), motivational psychologists do not like rewards but in some situations, they are useful to motivate learners.

## **2. Gender**

The role of gender in English foreign language motivation has not broadly been discussed. Therefore, there is a little researches about the relation between gender and motivation especially in a foreign language learning. In this context, Norton and Pavlenko (2004) state that *“the role of gender in language learning motivation has not been extensively researched, despite the fact that there seem to exist deeply rooted stereotypes suggesting that languages are considered a feminine domain”*. In fact, in order to get a better understanding about the notion of gender, it is useful to differentiate the meaning of the word ‘gender’ from that of the word ‘sex’. However, several researchers have carried out to differentiate the meaning of ‘sex’ and ‘gender’. According to WHO (2009), the word sex refers to the biological and Psychological characteristics that define men and women. While, the term gender refers to the economic, social, political and cultural attributes and opportunities, associates with being male and female.

The issue of gender has a long history in education. According to educational researches, gender is not only culturally or biologically determined, but also has an impact on students’ academic achievement, interest and desire. (Halpern, 1986; Collins, Kenway & Mcleod, 2000; Swiaek & Lupkowsky- Shoplik, 2000). In recent years, there has been much debate about the differences between girls and boys in the learning process. In earlier studies on gender, it was found that boys demonstrate higher-level achievement than their counterparts (Dweck& Gilliard, 1975).By contrast, over the last three decades, the situation has been changed and show the opposite: women have overpassed their male peers in educational expectations, enrolment in postsecondary education, and college degree attainment (freeman 2004).

## **2.1. Gender Differences**

### **2.1.1. Cultural Differences**

Gender differences is culturally determined. However, the way in which society treats girls and boys is different, especially in some Eastern Societies. In fact, there is a significant

research which shows that parents behave differently in relation to girls and boys. Through time, children will be exposed to their society by schooling where they imitate their peers. Indeed, these factors influence children to become socialized into gender roles which have an impact on their interest, behaviour, decision making and the way of thinking (Sunam, 2000).

### **2.1.2. Brain Differences**

Several studies have demonstrated that human brain functions differently in girls and boys, which in turn affects their learning and attainment. First, the corpus callosum, which links the two hemispheres of the brain, is larger in women than in men. The second difference is that the left side of cortex grows more slowly in boys than in girls. This fact clearly explains why boys develop communication skills later than girls and learn (Leonard CM, et al, 2008).

## **2.2. Motivation and Gender**

Previous researches on gender and motivation have shown that girls are more motivated than boys when learning a foreign (Dornyei, Csizer & Nementh, 2006; Mori & Gobel, 2006). Indeed, many studies that are conducted in Canada proved that females are more motivated to learn French than males. Among them, a study conducted by Gardner and Lambert (1972) showed that female in Canada were more motivated than their counterparts when learning French as L2. Furthermore, Sung and Padilla (1998) examined 144 elementary and 451 secondary school students' motivation towards learning Chinese, or Korean as L2. Findings revealed that females demonstrate a higher motivation than their counterparts. Besides, a British study involving 228 students in Grades 7 to 9, investigated by Williams, Burden and Lanvers (2002) affirms that females are more motivated and express a higher desire to learn French than males.

Finally, a study conducted by Xiong (2010) showed that girls are more interested and motivated to learn English language than their counterparts actually did.

### **3. Theoretical Framework.**

Gender is one of the most important variables in language learning. Many researches have been done on the importance of motivation in language learning but the importance of gender in shaping motivation has not widely been investigated. However, to investigate our research we will refer to one of the four theories that are used to examine the relationship between gender and motivation, among them we will focus on Expectancy Value Theory as it is most closely related theoretical framework of this study.

#### **3.1. Expectancy Value Theory**

This theory has been used to study the difference between girls and boys in relation to motivation and achievement. According to this theory, motivation to perform various tasks is the product of two key factors. The first factor relates to “*the individual’s expectancy of success in a given task and the reward that successful performance will bring.*” As regards the second factor, it deals with “*the value the individual gives to success on that task, including the value of the rewards and of the engagement in performing the task.*” (Dornyei, 2011: 13). Thus, according to Dornyei expectancy of success is not sufficient if it is not followed by positive values. To put it in simple words, if the individual does not value the task, his/her expectancy of success will be lower. Moreover, to reach a high level of motivation these two variables must be high. Eccles (1987) argue that “*sex differences in educational and vocational choices result from both differential expectations for success and differential values*”(p. 165). In other words, the differences in values and expectancies are the main factors that influence sex differences in their educational and occupational choices.

## **Conclusion**

This chapter reviewed the relevant literature that allowed to define motivation, gender, and their role when learning a foreign language. This chapter, as well, highlights the factors that influence girls and boys motivation. It, then, makes reference to the motivational strategies that contribute in promoting and increasing learners' motivation as well as successful learning. This review also clarified the theoretical background that is used to explain the relationship between gender and motivation when learning English as a foreign language including *Expectancy Value Theory*. Despite the findings, researches are still needed for better understanding the extent to which gender can affect foreign language learners' motivation.

## ***Chapter 2: Research Design***



## **Introduction**

This chapter is concerned with the research design of the study that will serve to answer the research questions asked in the general introduction. It is composed of two sections. The first one is called "*Procedures of Data Collection*". It states the context of the research and the participants who took part in the investigation. Furthermore, it typifies the instruments used for the collection of the data which consists of a questionnaire administered to the learners of Krim Belkacem secondary school, of a classroom observation conducted with 15 classes of this school as well as a structured interview conducted with five (5) English teachers of the same school. The second one is called "*Procedures of Data Analysis*"; the closed-ended questions being analysed using the Statistical Package for Social Sciences (SPSS) and the classroom observation analysed statistically in a form of two checklists that contains the items being observed. As for the analysis of the open ended questions of the questionnaire and the interview, the Qualitative Content Analysis (QCA) is used.

### **1. Context and Subjects of the Study**

The investigation took place in Krim Belkacem Secondary School. The target population under investigation consists of (15) classes which are made up of (406) learners (including both girls and boys) who are randomly selected from different groups, different specialities as well as different proficiency levels and (5) English teachers of the same school. Indeed, because of the time limitation, it was not possible to deal with all the classes and all the learners.

All the participants in the present study are native speakers of Kabyle or Arabic, and the English language represents the foreign language learnt as a school subject. In fact, 15 classes have been observed when English courses took place relying on two (2) checklists in order to get reliable and concrete information. Indeed, the data collected will be very accurate in nature.

Furthermore, (100) students among the whole population are required to complete the written questionnaire related to their motivation when learning English as a foreign language (EFL). Face to face structured interviews have been conducted with the five (05) English teachers of the school who are in charge of the lectures on the real life setting.

## **2. Procedures of Data Collection**

In order to complete this study and to reach our objectives a questionnaire; a classroom observation as well as an interview are carried as three types of data procedures to collect information. Indeed, a mixed approach is adopted as a methodology for the research for both collecting and analysing the three forms of information.

### **2.1. The Questionnaire**

Generally speaking, a questionnaire is a tool for collecting and recording information about a particular issue from a large number of population. It is, therefore, an easier, faster and less time consuming instrument used to gather information. According to Brown, a questionnaire is “any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (2001: 6).

This questionnaire aims at finding out what the learners think about the English language and whether there are gender differences when it comes to motivation in learning English as a foreign language.

For gathering enough information to this research issue, a questionnaire survey is handed to the subjects on the 13 and 15 of May, 2016. Indeed, to guarantee more reliable data, participants are insured that their answers are highly anonymous. The questionnaire is made up of 14 questions which are divided into two types :close ended questions in which the answers are suggested and the respondents are only asked to choose the answer which is related to

him/her and open ended questions where the respondents are required to answer the questions themselves and freely. It is then, composed of three major parts. The first part includes learners' profile. The second part is concerned with learners' motivation to learn English as a foreign language. The third and the last section deals with the factors influencing learners' motivation.

## **2.2. Interview**

In addition to the questionnaire, an interview is used as a second research tool. The interview used in our investigation is a structured one, where the questions are prepared to be asked in advance. However, we conducted five (5) structured interviews with English teachers of Krim Belkacem Secondary School; they last from 10 to 30 minutes for each teacher and include open-ended questions. The latter is divided into three (3) parts. The first part, thus, deals with motivational strategies used by teachers to motivate their learners. The second part devoted to the factors influencing learners' performance in the class. The last part aims to explore teachers' suggestions for promoting learners' motivation. However, an audio recorder by means of a mobile phone is used to record the interviews.

## **2.3. The Classroom Observation**

In our investigation, we used a classroom observation as a third tool to complete the results gathered through the questionnaire and the interview because it allows us to collect data, which is very accurate in nature and very reliable. Indeed, we used a structured classroom observation with 15 classes of Krim Belkacem Secondary School by developing two checklists with items to be observed, all of them are related to motivation of EFL learners in relation to gender differences as well as the motivational strategies used by teachers. Due to the time limitation, we conducted only 15 observations instead of 20.

## **3. Procedures of Data Analysis**

### **3.1. Descriptive Statistical Method**

For the sake of presenting the quantitative data, the closed-ended questions are calculated with the help of a computer program named the Statistical Package for Social Sciences (SPSS). This computer program is mainly used in social sciences helping in the description of statistical analysis. The outcomes are shown in histograms, tables and bar charts.

In addition, the results of the classroom observations are presented in the form of two checklists that contain numerical data of the items being observed.

### **3.2. Qualitative Content Analysis**

Qualitative Content Analysis (QCA) is a method that is used to interpret and describe both the open-ended questions of the questionnaire and of the interview of this study. Indeed, Hsieh & Shannon 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”* (2005:2). In the same context, Philip Mayring defines QCA as *“a mixed method approach: assignment of categories to text as qualitative step, working through many text passages and analysis of frequencies of categories as a quantitative step”* (2014:10). This method, therefore, allows to describe, explain and interpret the results accomplished through open-ended questions.

## **Conclusion**

This chapter puts its emphasis on the research design of the investigation. First of all, it has presented the procedures of data collection which consist of a questionnaire, an interview as well as a classroom observation. Then, it describes the methods used for the analysis of the collected data. In fact, SPSS is used to provide statistical results of the data gathered through a questionnaire, two checklists were used to analyse results reached through the classroom

observations, while the Qualitative Content Analysis is used to analyse the open-ended questions of the questionnaire and of the interview. These analyses will allow us to evaluate EFL learners' motivation, the role of gender, the motivational strategies used by teachers as well as factors affecting learners' motivation.

## ***Chapter 3: Presentation of the Findings***

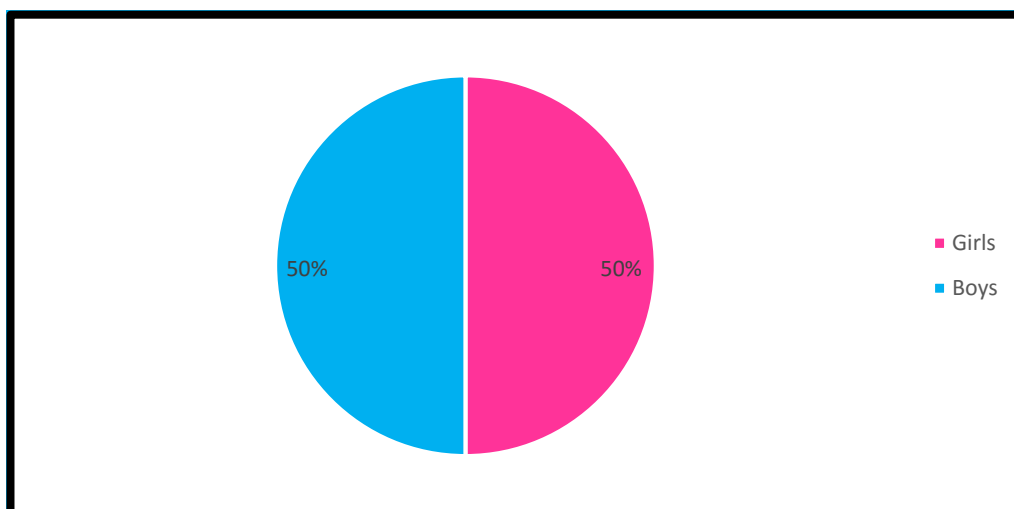
## Introduction

This chapter is empirical. It presents the results obtained from the questionnaire administered to one hundred (100) secondary school learners including 50 girls and 50 boys, through the interviews conducted with five (5) teachers as well as from the fifteen (15) classroom observations at Krim Belkacem. The aim of this chapter is to determine the learners' motivation in terms of gender differences, the major factors that may influence (promote or hinder) learners' motivation as well as the motivational strategies used by teachers to promote their learners' motivation in the classroom. The findings are presented in percentages and displayed using histograms, tables and pie charts. This chapter is grouped into three main parts. The first part presents the results obtained from the analysis of the questionnaire, the second presents the results from the interview as well as the third and the last is concerned with the presentation of the results gained during the classroom observation.

### 1. Presentation of the Results of the Questionnaire

#### 1.1. Results of the section one

##### 1.1.1. Demographic information on the respondents

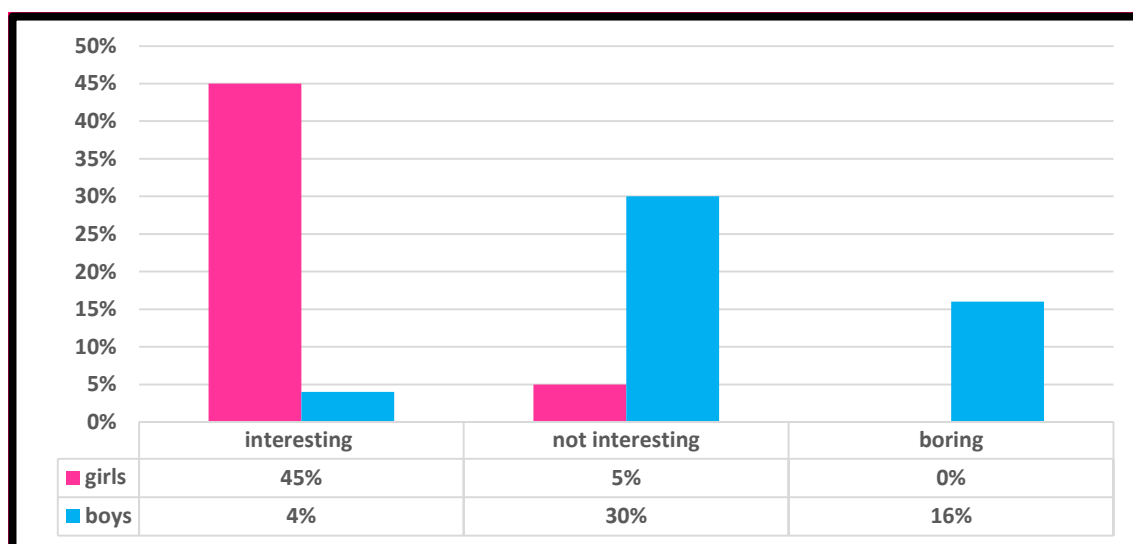


### Diagram1: Learners' gender distribution

The first section of the questionnaire concerns the profile of the respondents. The analysis of the questionnaires shows clearly that one hundred (100) learners are involved in the study, 50% are girls and 50% are boys and it is done purposely since we are dealing with motivation in terms of gender differences.

## 1.2. The results of section two: Learners' motivation for English language learning.

### 1.2.1. Q1: "How do you find English language?"



### Diagram2: Learners' opinion about English language

From diagram 1, we notice that most of girls' participants that stand for 45% answered that they find English language "*interesting*" more than boys actually did. However, they defended their views by the fact that they "*love English*", it is "*an international language*", "*the first and the most spoken language in the world*" and "*many of the worlds' top films, books and music are published and produced in English*". In contrast, 30% of boys answered that English is "*not interesting*". Additionally, 16% of boys consider it "*boring*".



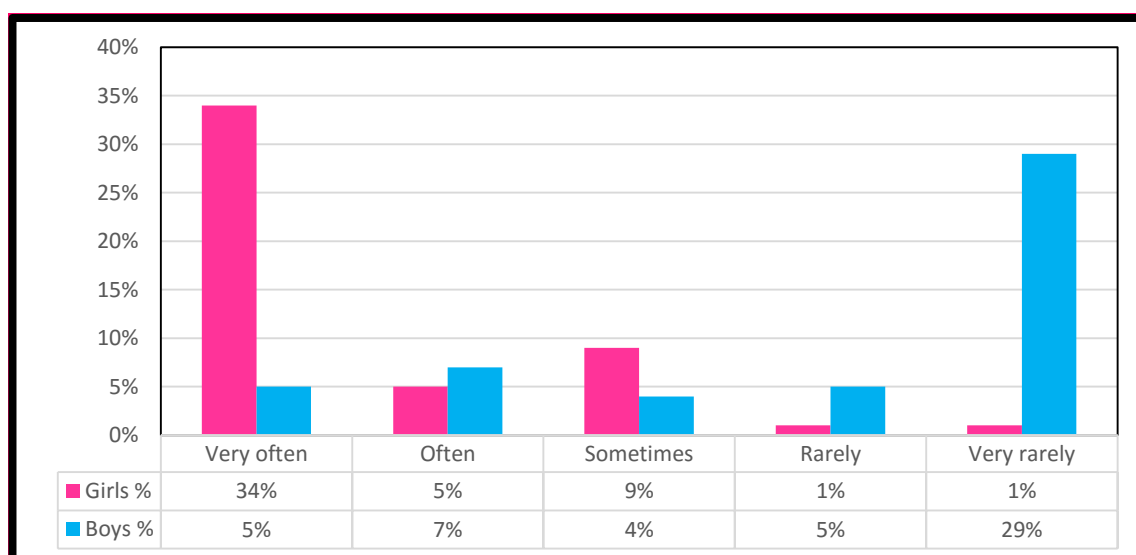
### 1.2.2. Q2: “English language is important for me.....

Categories	Girls	Boys
To have the opportunity to go abroad	10%	31%
To communicate with people from English speaking countries such as USA	11%	13%
Helps me to understand and appreciate English history and culture	6%	2%
To get a good job and career	23%	4%

**Table1: The importance of English language for learners**

With regard to the importance of English language for learners, the statistics of diagram 2 indicate that most of girls that stand for 23% affirm that English language is important for them “*to get a good job and career*”. Yet, the majority of boys (31%) consider it important “*to have the opportunity to go abroad*”. Nevertheless, the rest of girls and boys opted for the answers “*B*” and “*C*” as clearly displayed in the diagram above.

### 1.2.3. Q3: “How often do you participate in English lessons?”

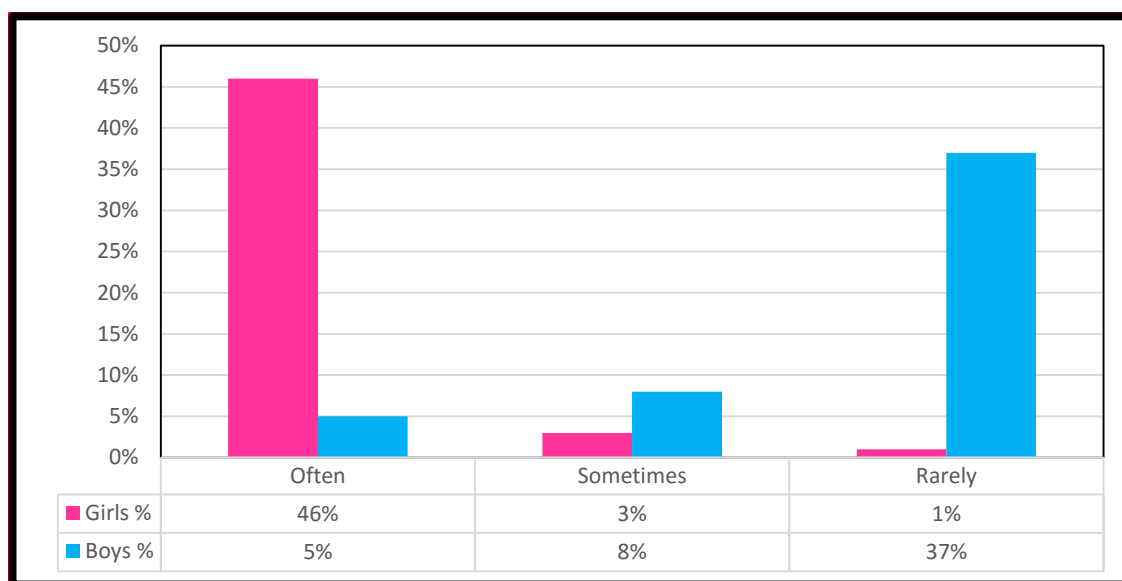


**Diagram3: Frequency of learners’ participation during English lessons**

As shown in diagram 3, the proportion of girls’ participation in English lessons “*very often*” is shown to be higher than the other choices. That is to say, 34 girls who stand for 34%

state that they “*very often*” participate in their English lessons. In contrast, 29% of boys qualify their participation to be “*very rare*”. However, only few participants including girls and boys picked out “*often*”, “*sometimes*” and “*rarely*” to be their answers. This means that, girls outperform boys in their participation.

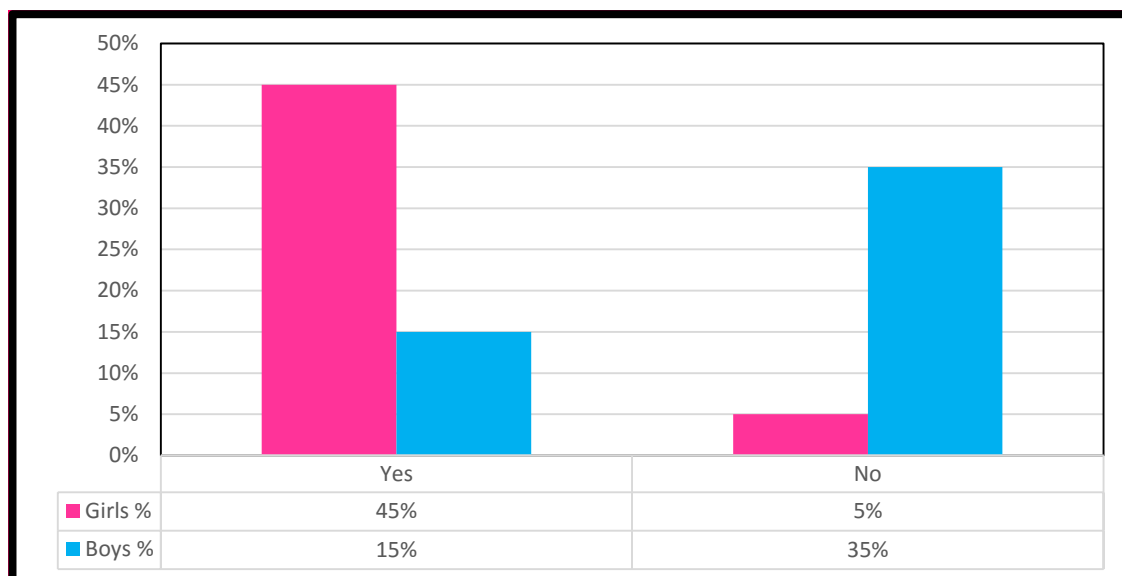
#### 1.2.4. Q4: How often do you attend your English classes?



**Diagram4: Frequency of learners’ attendance in English classes**

As seen in the diagram, the findings related to learners’ frequency of attendance in their English classes indicate that 46% of girls have “*often*” attended their English lessons. In contrast, the majority of boys (37%) have “*rarely*” been there. However, only few participants argues that they attend “*sometimes*”.

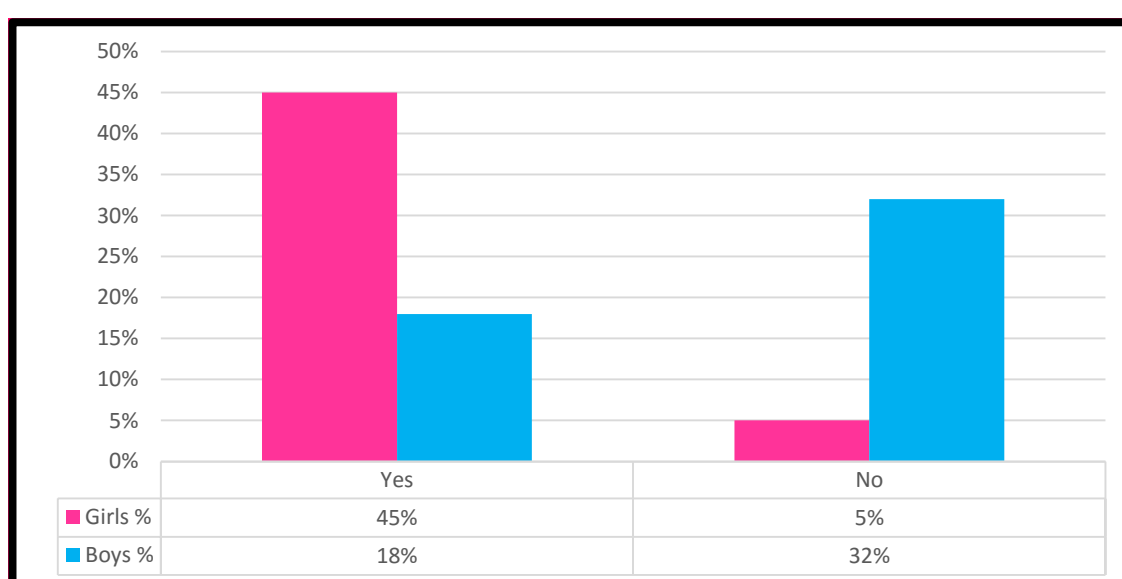
#### 1.2.4. Q4: “Do you perceive English as an important school subject that you have to learn and master?”



**Diagram5: Learners’ opinion about English as a school subject**

The results presented in diagram 4 show that the majority of girls (45%) perceive English as an important school subject that they have to learn and master. Moreover, they explained their views by the fact that English is the language of the century and the most spoken in the world. However, more than a half of boys that stand for 35% reject this view, stating that they do not perceive English as an important school subject that they have to learn and master.

#### 1.2.5. Q5: “Do you work hard to learn English as a foreign language?”

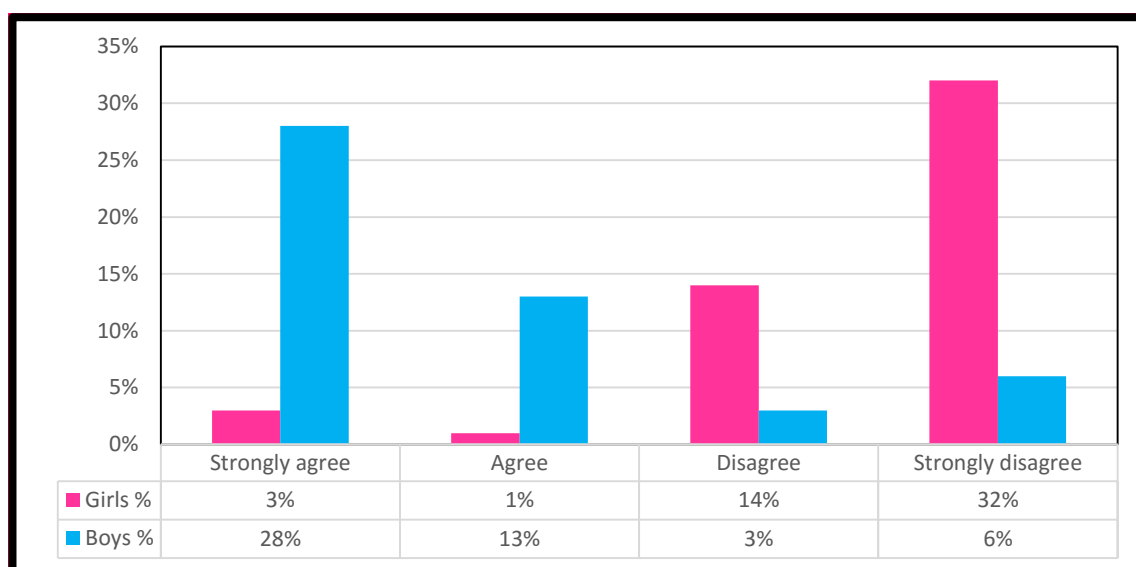


**Diagram6: Learners’ efforts when learning English language**

When participants were asked if they work hard to learn English as a foreign language, the diagram shows that while the majority of girls (45%) answered by “yes” and defended their opinions by the fact that they love English, they want to have a good job and career as well as to have good level and marks in English. However, the majority of boys, that is, 32% that stand for 32 boys reject this idea, stating that they do not work hard to learn English because it is a waste of time and unnecessary language.

#### 1.2.6. Q6: “How much do you agree with the following statements?”

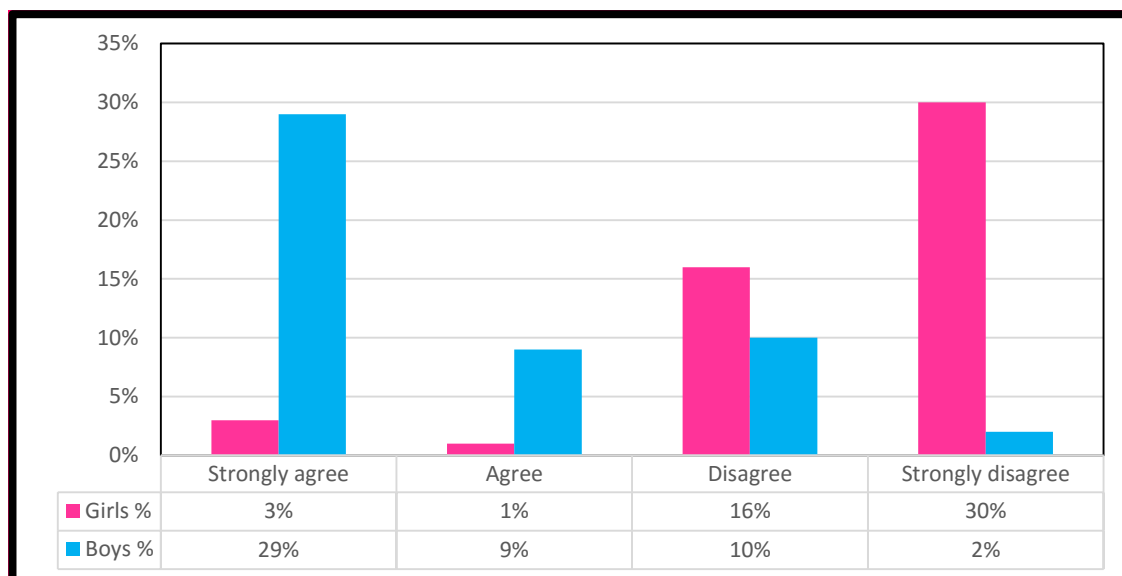
**A: I do not give much time to revise my English lessons**



**Diagram7: Learners’ time to revise their English lessons**

Relying on the gathered data, 28% of boys strongly agree that they do not give much time to revise their English lessons. Nevertheless, the majority of girls that stands for 32% rejected the idea and they strongly disagree, stating that they give much time to revise their English lessons. The different viewpoints according to girls and boys are clearly displayed in the bar chart above. (diagram 7)

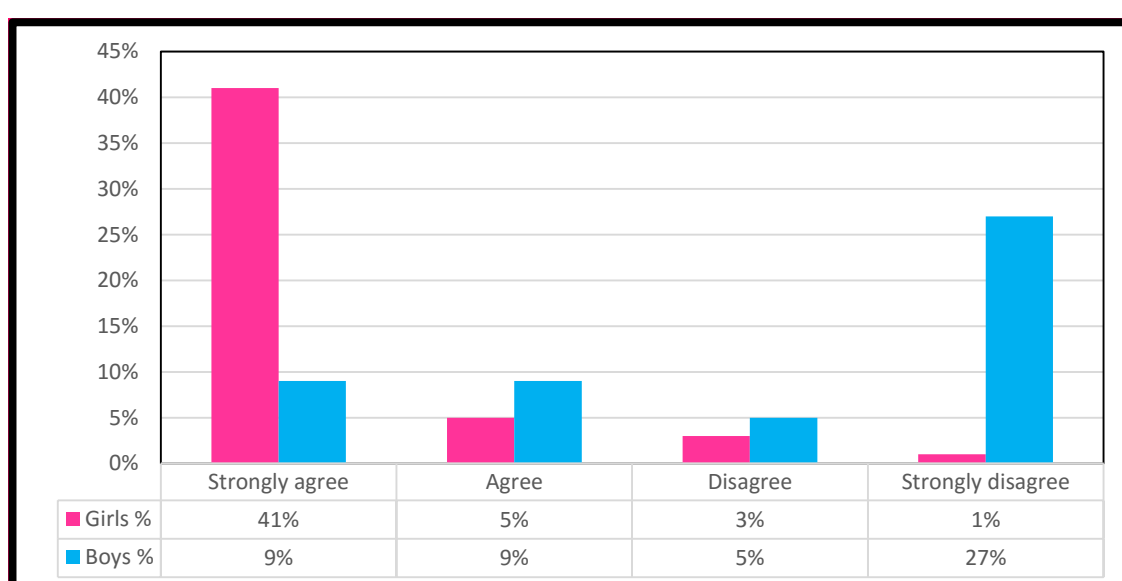
**B: I do not try to understand the complex aspects of English**



**Diagram8: Learners’ efforts about the complex aspects of English language**

Learners’ responses clearly show that 29% of boys strongly agree on the fact that they do not try to understand the complex aspects of English. However, most of girls, 30% rejects this view that is, they strongly disagree, denouncing that they try to understand the complex aspects of English. Yet, small proportions including girls and boys opted for each of the answers “*agree*” and “*disagree*”.

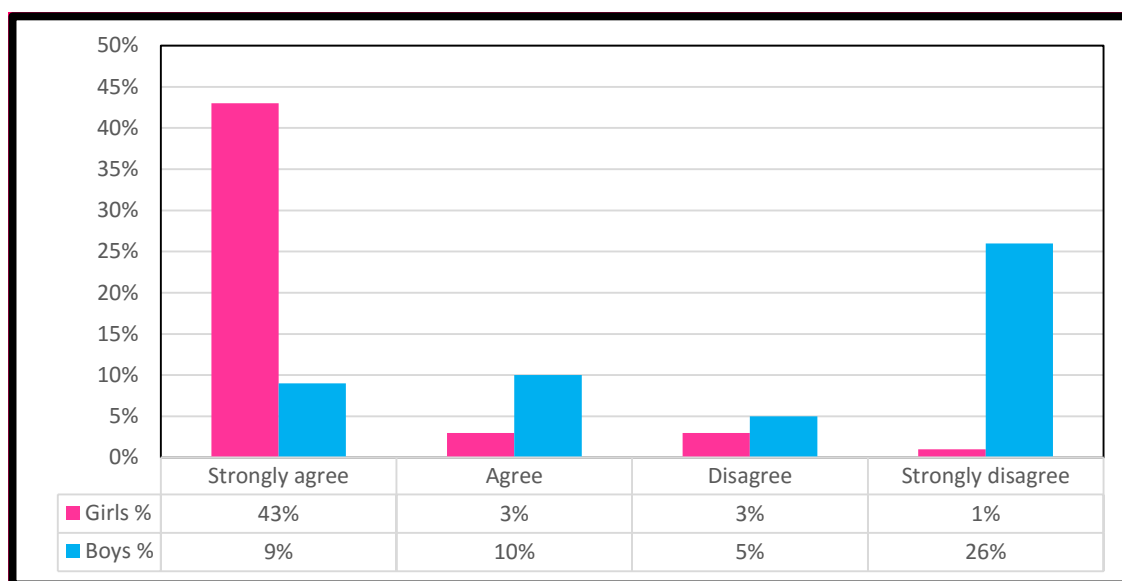
**C: When I am studying English, I concentrate on the lesson and I ignore distractions.**



**Diagram9: Learners’ concentration on English lessons**

As demonstrated in the above diagram, 41% of girls strongly agree on the fact that when they are studying English they concentrate on the lesson and they ignore distractions. Nearly, more than a half of boys (27%) have said that they do not concentrate on the lesson. Therefore, the outcomes state clearly that girls show more concentration than males did.

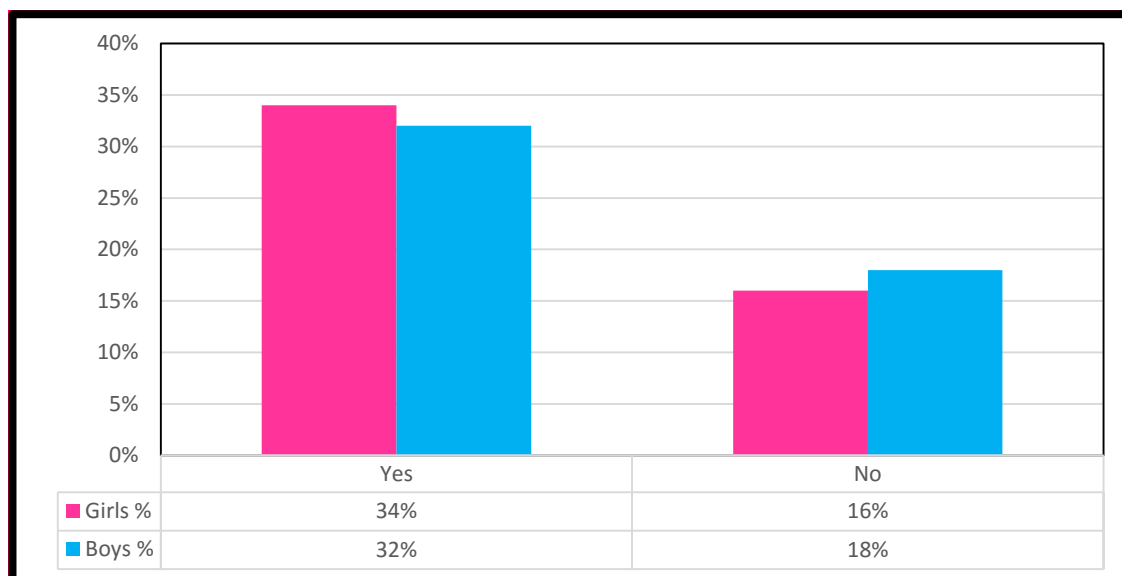
#### **D: I pay too much attention to the feedback given by the teacher**



**Diagram10: Learners’ attention to the feedback given by a teacher**

From the diagram above, it is clearly shown that 43% of girls strongly agree on the fact that they pay too much attention to the feedback given by their teacher. Rather, more than a half of boys (26%) rejects this idea, announcing that they do not pay too much attention to the feedback given by their teachers. Likewise, only few informants (including girls and boys) opted for each of the proportions “*agree*” and “*disagree*”.

#### **1.2.7. Q7: “Does your teacher try to make the course interesting?”**

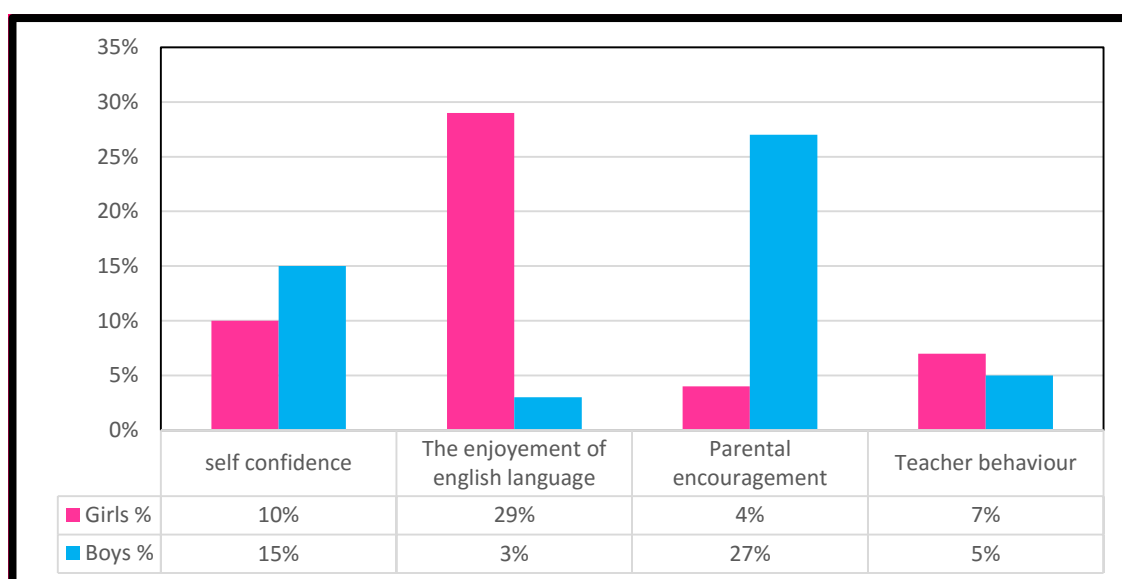


**Diagram 11: Degree of teachers' effort for rendering the course interesting**

The results obtained in diagram 7 show that while the majority of the participants (that stand for 34% of girls and 32% of boys) affirm that their teachers try to make the course interesting. They defended their views by the fact that teachers “*use authentic materials such as newspaper articles*”, “*giving examples from our daily lives*”, “*creates a good classroom atmosphere*”, “*providing us with varied activities and examples*” and “*the use of data show*”. However, a considerable percentage (16% of girls and 18% of boys) rejects this view.

### 1.3. The results of section three: Factors influencing learners' motivation

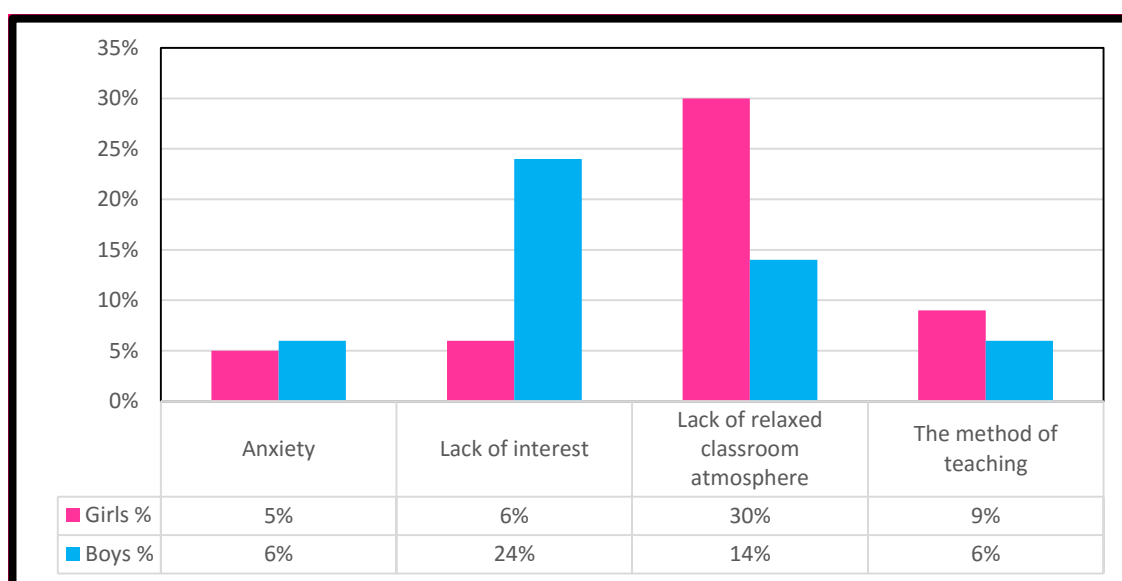
#### 1.3.1. Q9: “What are the factors which motivate you to participate?”



**Diagram 12: Factors motivating learners to participate**

As indicated above, from the answers gathered from the participants, the majority of girls (29%) point out “*the enjoyment of learning*” as a contributing factor that motivates them to take part. While the majority of boys (27%) centred on “*parental encouragement*” as clearly displayed in the diagram above. Yet, few participants including girls and boys opted for “*the self-confidence*” and “*the teacher behaviour*”.

**1.3.2. Q10: “What are the factors which prevent you to participate?”**

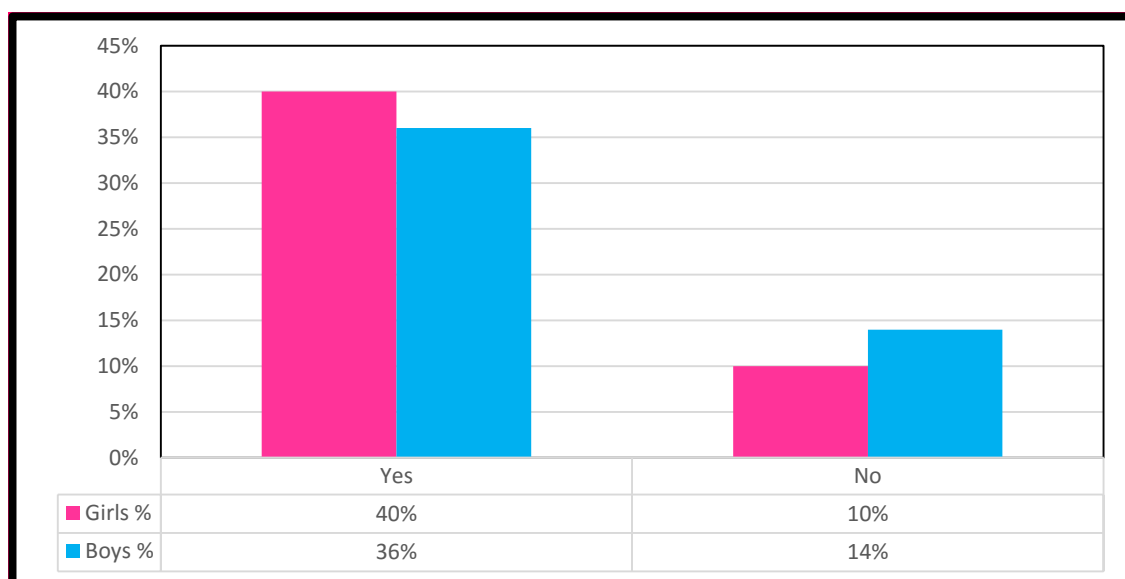


**Diagram 13: Factors inhibiting learners to participate**

As seen in the diagram 12, the findings related to the factors that prevent learners from participation indicate that 30 girls that stand for 30% are centred on “*lack of relaxed classroom atmosphere*”. While the majority of boys (24%) point out that “*the lack of interest*” is a preventing factor to their participation. Few participants choose “*anxiety*” and “*the method of teaching*” as the obstacles that prevents them to take part as clearly displayed in the diagram above.



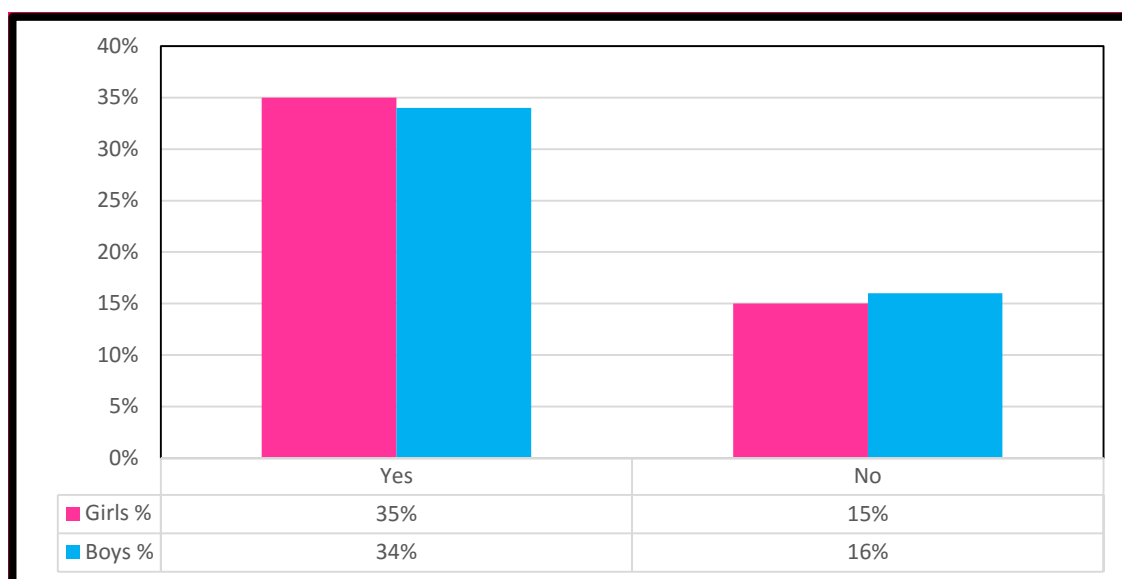
### 1.3.3. Q11: “Does your teacher encourage you to use only the English language in the classroom?”



**Diagram14: Teachers’ encouragement of learners for using the English language in the classroom**

The results in diagram 11 show that 40% of girls and 36% of boys affirm that their teachers encourage them to use only the English language. Moreover, they explained this by stating that their teachers always speak in English and they do not allow learners to use other languages when asking or answering questions. Nevertheless, 10% of girls and 14% of boys reject this idea, stating that their teachers do not encourage them to use only the English language in the classroom, that is, they permit them to use other languages such as their mother tongue.

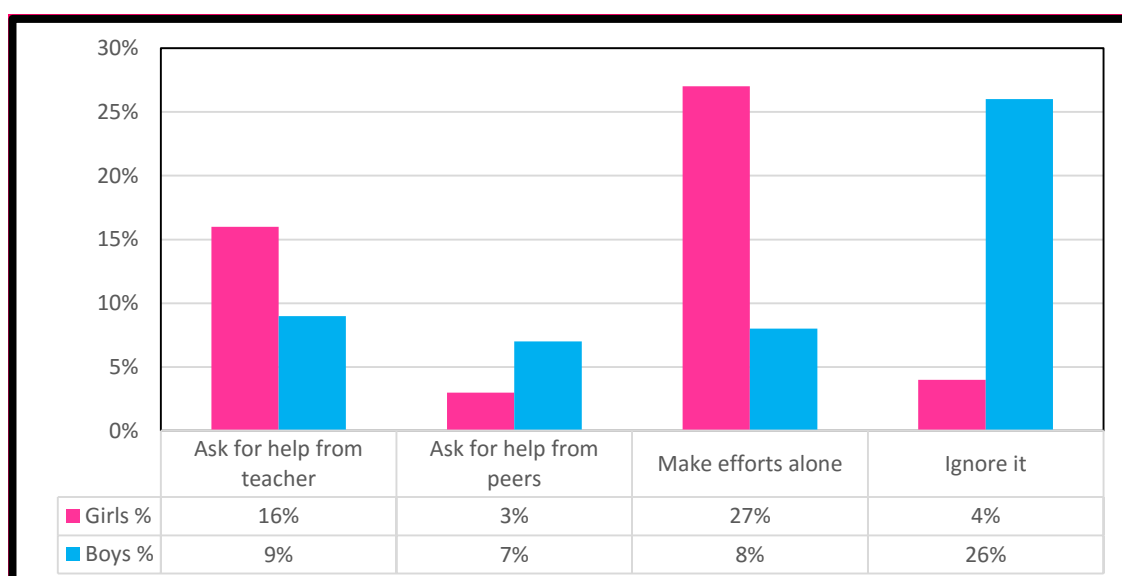
### 1.3.4. Q12: “Does your teacher motivate you in the classroom?”



**Diagram15: Degree of teachers’ motivation in the classroom**

The results clearly show that the majority of the participants that corresponds to 35% of girls and 34% of boys agree that their teachers motivate them in the classroom and argue that their teachers uses different strategies to motivate them such as “*good relationship with learners*”, “*making the course enjoyable*”, “*giving marks and rewards*” and “*providing us with more activities*”. Nevertheless, 15% of girls and 16% of boys reject the idea, stating that their teachers do not motivate them in the classroom.

### 1.3.5. Q13: “What do you do when you do not understand the lesson or the task?”



### **Diagram16: Learners' procedures when misunderstanding the lesson**

When the respondents were asked what do they do when they do not understand the lesson or the task inside the class, the diagram 14 demonstrates that while the majority of girls (27%) denote that "*they make efforts alone*", the majority of boys (26%) affirms that they "*ignore it*". However, a few amount of girls and boys choose "*ask for help from teachers*" and "*ask for help from peers*" to be their answers.

## **1. Results of the interview**

The analysis of this section is based on the data obtained through interviews conducted with five (5) teachers of Krim Belkacem Secondary School. The interviews, in fact, are audio recorded by means of a mobile phone which were converted and transcribed by hand into texts. Indeed, the analysis is made using *Qualitative Content Analysis* (QCA) and aims at finding out the teachers' perception of motivation, the possible relationship between gender ad motivation; the factors either promoting or inhibiting learners' motivation as well as the different techniques used by teachers to motivate their learners. The results shown below come from the transcripts of the interviews.

### **2.1. Participants**

The five (5) participants selected for the interview are all teachers in Krim Belkacem Secondary School. All of them teach English as a FL. Even if all the participants share some criteria, the distinction between them is marked by their experience. The participants in fact, are selected purposely as they are the only English teachers of that school.

## **I. Section one: Motivation, gender differences and factors influencing learners' motivation.**

### **1. Are your learners actively involved in their English language courses?**

To answer this question, the five teachers agreed upon one point, that is, some learners are fully involved and the others are not. According to them, the majority are almost interested in getting marks rather than in learning a language. They added that their involvement is directly linked to their motivation.

## **2. Do you perceive motivation as a significant factor of EFL learning?**

On the point of teachers' perception of motivation, the interviewees argue that motivation is a key factor in the learning process. However, the respondents point that motivation helps the learners, in many ways, to acquire the English language because by motivating the learners, the learning process becomes easier. They also recognize that motivated learners do their best to learn the language even though they do not have the background.

## **3. How could you explain why someone has a greater motivation than someone else?**

Motivation differs from one learner to another. This is because of many reasons. However, in this question the interviewees opted for different answers, some of them assert that the reasons are "*cultural differences*" and "*family members*". In contrast, the rest of the participants assert that it is because of "*personal likes*".

## **4. Do you think that the motivational strategies are necessary to motivate your learner?**

Questioned about the importance of motivational strategies, all the participants defended that those strategies are very important and useful tools that the teacher may use to motivate his/her learners. To this view, the respondents affirm that they frequently make use of these strategies in their English courses.

## **5. When you realize that your learners are not interested in the lesson, what are the most important strategies that you use to help them to be motivated and interested?**

When the interviewees are asked about the most important strategies they use, the answers differ from one respondent to another. While some of them assert that the important strategies are “*creating a cooperative atmosphere*”, “*giving simple instructions*” and “*rewarding learners*”. Other teachers consider “*the use of humour*”, “*the good relationship with the learners*” and “*the varied activities and materials*” motivate their learners.

**6. Do you encourage your learners to use only the English language in the classroom?**

When it comes to use of English language in the classroom, all the interviewees agreed upon the same point and answered by ‘yes’ because this will help them acquire self confidence in the language. Though, they say that “*when the learners do not have the necessary vocabulary they allow them from time to time to use other languages such as French, Arabic and Berber*”.

**7. In your opinion, what are the most important factors that may inhibit EFL learners’ motivation and performance in the class?**

The answers of this question differ from one participant to another. Some interviewees point out that the important factors may be “*anxiety*”, “*the classroom atmosphere*”, or “*the involvement of the learners*”. In contrast, others consider “*the syllabus itself*” as the major factor that may hinder their learners’ motivation.

**8. According to your experience as a teacher, is there a difference between girls and boys in terms of English foreign language learning motivation ?**

With regard to whether there is gender differences in motivation of English foreign language learners, all the interviewees agree upon one point and argue: “*girls are more motivated than boys in the EFL learning*”. They explain this by the fact that girls are more interested in languages and literature while boys are interested in science and mathematics.

## **II. Section two: Teachers' suggestions for promoting learners' motivation.**

### **1. Do you think that more varied activities and materials in English foreign language class will stimulate your learners' motivation?**

When it comes to the point of providing learners with varied activities and materials, all the teachers opted for the same answer. However, they answered by "yes", which means that they provide learners with activities that lead them to be interested and participate. They also affirm that the aim by doing this is to stimulate learners "*to be motivated in their courses*". This variation in a foreign language is very important in motivating a wide range of learners in the mainstream of the class.

### **2. Do you think that relating learners' participation to marks could motivate them to learn the English language?**

When it comes to the relation between marks and motivation, the interviewees argue that scoring or marking the participation of EFL learners is a very useful way to motivate them to do their best in their classes. According to the respondents, they frequently make use of this type of strategy and they find that it always works with their learners and they get good results.

## **3. Results of the classroom observation**

### **3.1. The results of the classroom observation for teachers:**

The third research tool we used in our investigation is the classroom observation. After getting teachers' approval, a total of fifteen (15) attendances have been assured with five (5) teachers of English at Krim Belkacem Secondary School of Draa Ben Khedda. The observations took place from April 10, 2016 to May 6, 2016 and they are described in a

checklist carried in form of table. The latter contains fourteen (14) items. These items were observed in terms of frequency, arranged from *Always* to *Never*.

The results reached from these observations are going to be presented in one table that contains the number of teachers according to the frequency of each item; that is, for each item, we are going to state how many teachers use it according to the rank order. We chose only one table for the sake of visibility. In addition, presenting all the tables will take much space and it is time-consuming. The details, however, will be given in the discussion section.

### ***Teachers' Checklist***

<b>Items to be Observed</b>	<b>Frequency</b>				
	Always	Often	Some Times	Rarely	Never
1: The teacher uses different strategies to motivate learners.		4	1		
2: The teacher encourages learners to use only the target language in the classroom.	1	3	1		
3: The teacher provides learners with feedback for each question and answer.		5			
4: The teacher tries to elicit the answer from the learners rather than giving it to them.		5			
5: The teacher asks students to reinforce their answers by giving arguments (eg: justify).		5			
6: The teacher encourages interaction between the learners.	1	3	1		

7: The teacher promotes cooperation among the learners.	1	4			
8: The teacher maintain a good relationship with his/her learners.	1	4			
9: The teacher creates a good and supportive atmosphere in the classroom.	1	2	1	1	
10: The teacher uses authentic materials.		4			1
11: The teacher provides learners with a variety of activities.	2	3			
12: The teacher offers grades and rewards in a motivating manner.	1	3		1	
13: The teacher makes learning stimulating and enjoyable.		3	1	1	
14: The teacher uses humour to motivate his/her learners.	2	2	1		

From the analysis of these observations and from the above table, one can notice that the majority of teachers often make use of different strategies to motivate their learners and often encourage them to use only the target language (English) in the classroom.

### **3.1. The results of the classroom observation for learners:**

As concern the observation of learners we are going to follow the same technique as the observation of teachers. However, we are going to use one table that contains a number of 412 participants who attended the English classes including 220 girls and 192 boys but



instead of observing the items in terms of frequency, we are going to use the *Yes/No* checklist. The latter contains seven (7) items.

***Learners' checklist***

<b>Items to be Observed</b>	<b>Girls</b>		<b>Boys</b>	
	Yes	No	Yes	No
1: The learners participate in their English classes.	186(45.81%)	34 (8.37%)	31(7.63%)	155(38.17%)
2: Learners take part in the classroom interaction.	150(36.94%)	70(17.24%)	29(7.14%)	157(38.66%)
3: When the learners are given an exercise to do in the classroom they start doing the assignment.	190(46.79%)	30(7.38%)	45(11.08%)	141(34.72%)
4: When learners are given a homework, they answer to all the questions regardless to the correction of the answers.	183(45.07%)	37 (9.11%)	39 (9.60%)	147(36.20%)
5: The learners try harder to do the exercise even though it is difficult.	165(40.64%)	55(13.54%)	53(13.05%)	133(32.75%)
6: Learners ask and answer questions using the target language.	192(47.29%)	28(6.89%)	147(36.20%)	39(9.60%)
7: When learners do not understand something, they try to figure it out by themselves.	176(43.34%)	44(32.8%)	59(14.53%)	127(31.28%)

## **Conclusion:**

This chapter provides the results obtained from the questionnaire, the interview and a classroom observation indicating learners' motivation in the EFL class with regard to gender differences, the factors either promoting or inhibiting their motivation as well as the motivational strategies used by teachers to motivate their learners. It is possible to deduce from the results obtained that girls participants are more motivated than their male peers. As far as the motivating factors are concerned, the learners' responses (girls and boys) indicate that the major issue motivating them tend to be "*the enjoyment of learning*" for girls and "*the parental influence*" for boys. In contrast, the major factor that demotivate them also differs according to their gender. However, girls' participants assert that it is "*the lack of relaxed classroom atmosphere*" that tend to demotivate them. In other hand, boys affirm that it is their "lack of interest". These results will be discussed and interpreted in the following chapter.

## ***Chapter 4 : Discussion of the Findings***

## **Introduction:**

This chapter discusses and interprets the results obtained from the three research instruments used in the current study. The results are then interpreted according to the review of the literature (see chapter one). They aim at responding to the research questions and confirming or refuting the hypotheses stated in the general introduction. This chapter contains four major sections. The first discusses the results obtained concerning the importance of motivation in EFL learning. It, then, discusses the outcomes related to gender differences in motivation. The third one describes the factors influencing learners' motivation. Finally, the last part looks into the implementation of motivational strategies to motivate EFL learners.

### **1. The importance of motivation in EFL learning**

This section is concerned with the importance of motivation in teachers' eyes. Thus, when they are questioned about the importance of motivation in EFL learning, all the interviewees emphasize the necessity and the importance of motivation. However, the respondents pointed out that motivation helps learners in many ways to acquire the English language because by motivating the learners, the learning process becomes easier. One respondent says for instance *"motivation is the most significant factor in the success of any learning process in general and foreign language learning in particular"*. He explains this by saying *"when learners are motivated they do their best to learn the language, and even they do not have the background they try to learn as much as they can, but when they are not motivated, they do not even try to learn and even they do not let you teach them"*. Another respondent argues: *"motivation is an important factor that has a positive influence in learning process especially in learning a foreign language, because learners with higher motivation always achieve greater success in their FL learning, while those lacking motivation make no efforts and often fail"*. Nevertheless, the results are in agreement with the suggested hypothesis concerning the importance of motivation (see general introduction). Indeed, This result goes hand in hand with what has been claimed by Cohen and Dornyei statement *"motivation is often*

*seen as the key learners' variable because without it nothing much happens"*(2002: 172). Accordingly, most teachers and researchers receive motivation as one of the key factors that influence the learning achievement in foreign language learning. However, one can therefore assert that English teachers of Krim Belkacem Secondary School value motivation and are aware of its importance in language learning in general and EFL in particular.

## **2. Gender Differences in Motivation**

Concerning gender differences in motivation, the results obtained from the data gathered showed clearly that there is a significant difference between girls and boys in terms of motivation. Female learners demonstrated a higher level of motivation than male learners did. These findings show parallelism with several studies (Gardner& Lambert, 1972; Mendi, 2009; Csizer & Dornyei, 2005) which revealed that female students were more motivated than male students in language learning. However, when learners were asked about their frequency of participation in English lessons, the findings indicated that the majority of girls 34% affirm to participate "*very often*" in their English lessons, whereas, the majority of boys 29% qualify their participation as "*very rare*". This is clearly confirmed with the classroom observations where the majority of girls (46.81%) participate in their English lessons, whereas, the majority of boys (38.17%) do not participate. This means that, female learners outperform their counterparts in their participation in English lessons. Again, the tendency is that girls are more motivated towards foreign language learning than boys (Dabbagh & Khajehpour, 2011; Kissau, 2006; Mori & Gobel, 2006; Norton, 2000; Spolsky, 1989; Wikeley & Stables, 1999).

In addition, when it comes to learners' perception of English language, while the majority of girls that stand for 45% prove their interest by saying that they perceive English as an important school subject that they have to learn and master, most of the boys indicate a contrast comparing with the girls. This way, 35% of boys do not perceive English as an important school subject that they have to learn and master.

As regards learners' efforts to learn English language, almost all the girls (45%) declared that they work hard to learn English. One girl says for instance "*because I love English and when we want to learn something, we make efforts and we work to really understand and learn it*". In contrast, more than half of the boys (32%) stress that they do not work hard to learn English language. One boy explains this by saying "*because I do not like it, I am not interested and there are other things with much importance than learning English language*". Another one argue "*It is boring and it is waste of time for me*", and since several studies show that girls are more motivated and more successful in language learning (Dornyei & Csizer 2005), they tend to make efforts because of the importance of English in their eyes.

As far as concern the item "*I don't give much time to revise my English lessons*", 28% of male learners choose "*strongly agree*", that is, they don't give much time to revise their English lessons. The reason could be the fact that they are not interested and they think that it is a waste of time to learn English since they are interested in other subjects such as science and mathematics. In contrast, the majority of girls (32%) respond with *strongly disagree* that they give much time to revise their English lessons and they do it because they are interested in and motivated to learn English.

Concerning the item "*I don't try to understand the complex aspects of English*", the results obtained from the questionnaire show clearly that the majority of boys (29%) *strongly agree*, that is, they do not make efforts to understand the complex aspects and they ignore them. On the other hand, the majority of girls (30%) *strongly disagree* with the above mentioned statement stating that when they do not understand something that make efforts to clarify it. Yet, these results are confirmed through the classroom observation. However, when teachers give an exercise to do in the classroom, we have noticed that the majority of girls (40.64%) try harder to do it even though its 'difficulties while the majority of boys (32, 75%) do not try at all. This is may be because boys are not interested in learning English.

Our study also revealed that while the highest proportion of girls *strongly agree* with the item “*when I am studying English I concentrate on the lesson and I ignore distraction*” with the percentage of 41%, the majority of boys (27%) rejects this idea by choosing the pattern “*strongly disagree*”. This can be explained by the fact that girls are more interested and want to gain more knowledge in order to improve their abilities and since previous research found that girls were more interested in English (Xiong, 2010), this may be the reason why girls show more concentration than males do.

As to results obtained from the item “*I pay too much attention to the feedback given by a teacher*”, the majority of girls that stands for 46% *strongly agree* that they pay too much attention to their teachers’ feedback, in contrast, more than half of boys (26%) answered by “*strongly disagree*”. The reason could be the fact that girls are more aware and conscious of the significance of teachers’ feedback in their English language learning.

As far as learners’ attendance is concerned, the results of the study reported that the majority of girls (46%) attend their English classes. In contrast, the majority of boys, which correspond to 37%, do not attend. Besides, in one of our observations and before entering to the class, we have heard a group of 10 boys saying “our English teacher is coming” and before the teacher and us enter to the class the 10 boys left the room. Accordingly, in one class for instance, we have noticed that only two (2) boys out of fifteen (15) have attended the English class. In contrast, all the girls have been there. Similarly, in another class, only one (1) boy out of ten (10) has attended the English lesson. However, when we have asked their teachers about their absences, they have answered that it is the same situation all the year because those learners often tell them that they do not like English at all and it is a waste of time to learn it. The conclusion to be drawn from this is that girls are more interested and motivated to learn English language than their counterparts.

Concerning learners’ procedures when they do not understand the lesson or the task, the results of this work reported that the majority of girls (27%) makes efforts alone, whereas, the

majority of boys (26%) ignore it. During the classroom observations, we noticed that when learners do not understand something, the majority of girls (43.34%) try to figure it out by themselves while the majority of boys (31.28%) do not make effort to understand it and always rely on their peers to explain for them. The reason for that could be the fact that girls are more motivated to learn the English language (Mills, Pajares & Herron, 2007).

When teachers were asked if there is gender differences between girls and boys in terms of EFL learning motivation, the research indicated that all the interviewees agreed on the fact that girls are more motivated than boys in EFL learning. They explained this by the fact that girls are more interested in languages and literature while boys are interested in science and mathematics. The result goes hand in hand with what has been claimed by Xiong (2010), that the girls were more interested and more motivated in learning English than the boys'.

In sum, our classroom observations have confirmed the third hypotheses stating that girls are motivated than boys. For instance, when the learners are given an exercise to do in the classroom, we have noticed that the majority of girls as displayed in the learners checklist start doing the assignment contrary to their counterparts who prefer to talk to each other. Additionally, the situation seems to be similar with the homework. That is, when they are given a homework, the majority of girls do it regardless to the correction of the answer, whereas, the majority of boys do not do it at all. However, when they were asked why they did not do it, they answer for instance by saying: "I forgot to do it", "I did not know that we have a homework to do" or "I was absent". These situations give us a direct proof that boys are not motivated to learn English and they do not value it because according to the expectancy value theory, motivation is related to the value given to the task. However, if boys do not value the task they will not be motivated to do it.

### **3. Factors influencing learners' motivation**

#### **3.1. Motivating factors**



As mentioned in chapter one, different factors contribute in learners' motivation. Thus, when learners are clearly questioned about the factors which motivate them in the classroom, learners' responses are different. 29% of girls point to "*enjoyment of learning*" as a stimulation to their motivation and participation in the classroom. One girl says for instance "*I enjoy learning English language and this is what make me motivated and engaged, that is, I have always good marks in my exams*". Gardner (1972) has defended this view, arguing that learning is not a burden for them but a moment of pleasure. Therefore, one can argue that the majority of girls take part in their classes because they have a pleasure of learning it.

In contrast, 27% of boys admit that their motivational factor to learn the English language is "*the parental encouragement*". One boy for instance affirms "*thanks for my parents I get good marks in my English exam*". Another one states "*my parents encourage me always to learn English*". That is, the results demonstrate that the role of parents is crucial in learners' learning process because they care about their children' motivation and achievement.

Besides, it is worth noting that a considerable number of the participants including 10% of girls and 15% of boys affirm that their motivation and engagement in English classes is related to their self-confidence. The results we get in our study are similar with what has been noticed earlier concerning learners' self-confidence in the classroom. This is proved by Clement et al. (1994) statement that self-confidence could be a motivational factor in the foreign language classroom as well.

In the same perspective, it is relevant to mention that learners' motivation in the classroom is positively related to the teacher. Indeed, the results of the research present 7% of girls and 5% of boys who claim that their participation is motivated by the teacher's behaviour. The result is confirmed by Wang et al. (2007) that teachers' behaviour have a significant bearing on students' motivation.

### **3.2. Inhibiting factors**

As cited in chapter one, different factors can inhibit learners in the classroom. The results of this research show that the main factors that prevent learner to be motivated in the classroom are “*the lack of relaxed classroom atmosphere*” for 30 % of girls and the “lack of interest” for 24% of boys.

The results concerning lack of relaxed classroom atmosphere may be due either to the fact that classes are overcrowded, mainly in small classes or the fact that the classroom has a bad lightening and too cold, especially during winter. In this case, learners can lose their motivation. This point therefore emphasise the idea of maintaining a relaxed and pleasant climate in the classroom to help learners to reduce their anxiety and attract their interest. Accordingly, Dornyei (2001) stress the importance of relaxed classroom atmosphere for more motivation.

The other factor preventing learners from participation and motivation in the classroom is “the lack of interest”. Indeed, the results revealed that the majority of boys (24%) stress “*the lack of interest*” as the influencing factor that prevents them from taking parts in their English classes. What is expressed is that English language is not interesting and sometimes boring for them. Relating these data to other points of the research such as learners opinion about English language, it comes out that (30%) of boys says that English is not interesting and (16%) affirm to be boring. This is confirmed by Wen Quifang (1996) statement that students who are interested learn something because they want to learn but those who are not interested learn without internal motivation. Therefore, one can argue that the majority of boys are not motivated in the classroom because they are not interested.

Some learners who stand for 9% of girls and 6% of boys expressed their lack of participation and motivation by the fact that the method used by the teacher make them bored. However, the fact of being bored with the method of teaching discourages them from staying active in the classroom. As one participant says for instance that “... *the problem is that the teacher sometimes fail in adopting the method which is appropriate to our needs and interest,*

*in this case our motivation will be decreased*". The results go with the findings of Harmer (1991) who found that learners will become demotivated if they lose confidence on the method used by the teacher. This point highlights the importance of adopting teaching method appropriate to a specific group because not every method works with every group.

Eventually, the results demonstrated that only few learners are inhibited by "anxiety". However, 5% of girls and 6% of boys said that they are not motivated in the class because they are afraid and get anxious (see diagram 13). As one participant says for instance *"I fear of making mistakes or not answering correctly the question"*. This means that when learners feel anxious, they cannot take part in the classroom and they will not be motivated. There is a need to encourage learners to participate by explaining that errors are part of the learning process. The findings therefore do not confirm Leger (2009) assertion that anxiety is impediment to learning.

In the same vein, when questioned about what may inhibit learners' motivation in the classroom, the teachers tended to defend what was found in the literature. They affirmed that the probable obstacles to the learners' motivation may be *"the anxiety"*, *"the classroom atmosphere"* or *"the involvement of the learners"*.

#### **4. Motivational strategies in the Classroom**

To motivate learners to learn English as a foreign language requires teachers to use more and different techniques and strategies to improve learners' achievement. The results also indicate that the relationship between learners' language achievement and motivational strategies is related. However, the majority of the participants including 35% of girls and 34% of boys affirm that their teachers motivate them in the classroom using different strategies. In other words, the results demonstrate that the role of the teacher is crucial in encouraging learners to be motivated in the classroom. Indeed, these results are confirmed by Pea (2008: 23) who

state that English instructor should play a more active role in promoting motivation. Confirming these views, the teachers in this work said that motivational strategies are very important to motivate their learners. This confirms Dornyei's idea concerning "the purpose of motivational strategies". However, Dornyei (2001) affirms that the purpose of motivational strategies is to not only to maintain motivation but also generate and increase student motivation. Indeed, when questioned about the most important strategies to motivate learners in the classroom, the teachers tended to defend what was mentioned in chapter one. They affirmed that the most important strategies are "*creating a cooperative atmosphere*", "*rewarding learners*", "*the use of humour*", "*the good relationship with the learners*" and "*the varied activities and materials*". Accordingly, on the basis of the results gathered through our observations, it is noticed that the five teachers motivate their learners using different strategies, more precisely, four (4) of them do it "*often*" and only one (1) do it "*sometimes*". This means that learners are highly encouraged by their teachers to learn English language. These results confirm the results obtained through the interview and the classroom observation, where all the teachers frequently make use of different motivational strategies to motivate their learners.

In order to really master the target language and to be motivated to learn it, teachers should encourage learners to use only this language in the classroom. Thus, the collected data show that among the teachers who were observed, three (3) of them often encourage their learners to use only the English language in the classroom and prevent them from using other languages such as their mother tongue. Additionally, the rest of the teachers do it usually. This fact gives to learners the opportunity to learn as much as possible the English vocabulary. However, the majority of the learners under observation including 47.29% of girls and 36.20% of boys ask and answer the questions using the target language as clearly displayed in learners' checklist. This result confirm the results obtain from the interview concerning the teachers' encouragement for the use of English language in the classroom. As a result, when teachers give their learners' "oral exams" for examples, they will encourage them to learn the target

language in order to have good marks in their exams and this enable them to be successful English language learners.

As a matter of fact, it is clearly revealed that all the interviewees “*often*” provide their learners with feedback when answering the questions. This may be interpreted by the fact that teachers are aware of the importance of feedback in the improvement of learners’ motivation. Teachers give their comments and encourage their learners to know the errors committed in order to improve them. Therefore, feedback from the teacher is crucial in motivating learners. In agreement with this, Littlewood claims that: “feedback provides learners with knowledge of how successful their performance has been”.

Giving learners the opportunity to answer the question themselves helps them to construct the knowledge by their own. However, the collected data showed that all the teachers under investigation “*often*” use eliciting in their teaching practice. For instance, during courses, we noticed that when teachers ask questions, they do not provide directly the answer. Rather, they give the opportunity for learners to answer. Accordingly, when learners are given such opportunity, they will develop English vocabulary and they will remember the answer.

Sometimes providing the answer is not enough; it needs to be reinforced using arguments. In fact, learners should provide evidence and logical arguments to support their answers. Yet, the results showed that the five teachers “*often*” use this strategy. As a conclusion, asking learners to provide evidence in order to justify their assumptions is given much importance by teachers of Krim Belkacem Secondary School; this may be because, they consider asking for evidence and arguments as a motivating strategy in order to get their learners actively involved and engaged to learn the English language. In addition, this will encourage them to communicate using the target language and permit them to become motivated. This fact show that teachers are aware of the importance of argumentation in the learning process.

Interaction between learners is essential in increasing learners' motivation, participation and engagement because interaction allows participation and communication. In other words, it is the interactional activities that help to increase learners' motivation in the sense that, it enables learners to communicate using the foreign language. As displayed in the teachers' checklist, three (3) teachers often encourage interaction between the learners and the rest do it always and sometimes. This means that teachers are aware of the importance of interaction among the learners in motivating learners.

The results obtained from the analysis of our corpus report that the most frequent strategy used by teacher to increase their learners' motivation tended to be "*cooperative learning*". However, from the results displayed in the previous chapter, it appears that KBSS English' teachers use cooperative learning to motivate their learners and encourage them to work in group in order to share their background knowledge and exchange ideas between each other to reach a common goal. Besides, when conducting our classroom observations we noticed that four (4) teachers use "*often*" this strategy in their teaching, while only one (1) teacher encourage sometimes their learners to work in group. These results support Dornyei' (2001) claim which suggest that "*cooperation*" is motivating. Such a strategy allows learners to feel free to share their opinions.

Regarding the strategy of "*a good relationship with the learners*", as shown in the results, while four(4 ) KBSS teachers of English "*often*" maintain a good relationship with their learners based on mutual respect to sustain their motivation, only one (1) teacher do it "*always*". This, however, prove that KBSS teachers are aware about the importance of maintaining a good relationship with their learners to motivate them. This confirm what Dornyei' (2001) claim that it is important for a motivating teacher to have a positive relationship with the students.

As concerns "*creating a good and supportive atmosphere in the classroom*", the results of the study show that this strategy was given much importance from the teachers under

investigation. Indeed, three (3) teachers of English at KBSS “often” create a pleasant classroom atmosphere and the rest do it “*usually*” and “*sometimes*”. This means that teachers are aware of the significance of a safe classroom climate in which learners can express their opinions without being ridiculous.

Another aspect where learners are encouraged and sustained in terms of motivation to learn EFL is the use of “*authentic materials*”. Authentic materials are those materials that are not designed for pedagogical purposes, such as newspapers and magazines. The analysis of our corpus shows that four(4) teachers of English at KBSS take advantage of authentic materials to sustain learners’ motivation, in the sense that that they “*often*” make use of them in their teaching . Indeed only one teacher do it “*rarely*”. During one of our classroom observations, a teacher comes to the class with a lot of newspapers and once he starts introducing the lesson, it was about “earthquake”. Thus, he gives each learner a newspaper in which they have found articles and pictures concerning what is happening before, during and after an earthquake, what makes them participate and take part in the lesson. This indicates that teachers care about their learners and know that authentic materials contain more real examples than those found in the course book. As a result, this may assist learners to get involved and foster their motivation. This confirm what has been claimed by M. Peacock (1997): “*Authentic materials: are materials produced to fulfill some social purpose in the language community*” (quoted in Little, Devitt, and Singleton, 1989: 25).

As concerns “the use of varied activities” in the classroom to stimulate learners’ motivation, the results clearly showed that all the interviewees claimed that variation of activities in the classroom will incite learners to be motivated in their courses and confirm this by saying that they make use of this strategy in their teaching practice. One teacher for instance argued that variation is an important strategy to make the lesson interesting for foreign language learners, and he pointed out that he “*often*” provide his learners with activities that lead them to take part in the lesson. The results are in conformity with the results obtained from our

classroom observations. In this respect, three (3) teachers “often” provide their learners with varied activities and the rest do it “always”. This means that, teachers are aware of the potential of the use of such strategies in their learning process.

Moreover, the results obtained from this research work have demonstrated the effect of grades and rewards on learners’ motivation. In that, rewards have proved to be very effective way to maintain motivation in the class. Indeed, three (3) teachers “often” use grades and rewards to motivate their learners, one (1) do it “usually” and the other one do it “rarely”. This result confirms the one obtained through the interviews, where all the interviewees asserted that relating learners’ participations to marks will motivate them in the classroom. These findings confirm what has previously been affirmed by Deci, Vallerand, Relletier and Rayen (1991: 335) statement that rewards are often used in homes and schools as a mean of motivating desired behaviours.

The study also reported that “*making the learning stimulating and enjoyable*” is among the strategies that teachers can use to promote their learners’ motivation. However, it is clearly shown the teacher’s checklist introduced in the previous chapter that three (3) teachers “often” make the course stimulating and enjoyable by incorporating some elements such as humour and fun to the task in order to break the routine. Indeed one teacher sometimes does it and the other one rarely does it by introducing various interesting topics and activities that interest them and at the same time that are related to their experiences.

As far as “*the use of humour*” is concerned, it appears that KBSS English’ teachers use frequently humour as a strategy in their teaching process to boost learning in their learners. More precisely, two (2) teachers “often” use humour to remove their learners’ anxiety and boredom, two (2) others use it “always” and one (1) do it “sometimes”. Hunsaker (1988: 285) states, “*the main value of humor in the classroom lies in its use to stimulate, illustrate, motivate, and ease tensions*”. The conclusion to be drawn from this is that teachers try to do their best to get the majority of learners motivated and successful in their English language learning.



## **Conclusion:**

This chapter has interpreted the results gathered through the three instruments that are used to answer the research questions of the current study. While some of the hypotheses stated in the general introduction are confirmed, others are rather refuted. The role of motivation in the classroom is shown to be very important among all KBSS English teachers. Moreover, the obtained results from the study reveal also that there is a difference between girls and boys in terms of motivation in EFLL, that is, girls are more motivated than boys.

As far as concern factors influencing learners' motivation, girls affirm that the major reason that motivate them in the classroom is "the enjoyment of learning" for girls, whereas the majority of boys affirm that "the parental encouragement" as their motivating factor. On the other hand, the results demonstrated that the main factors that inhibit learners are affirmed to be "*lack of relaxed classroom atmosphere*" for girls and "*lack of interest*" for boys.

In order for motivation to be enhanced, teachers use different motivational strategies such as "*promoting cooperation among the learners*", "*making the learning stimulating and enjoyable*" and "*offering grades and rewards*" to increase and promote their learners' motivation.

## ***General Conclusion***

## **General Conclusion**

The study has investigated the role of motivation in EFL learning and the possible relationship between gender and motivation at Krim Belkacem Secondary School of Draa Ben Khedda. It seeks to determine whether there is a difference between girls and boys in motivation. It also meant to determine the factors influencing learners' motivation and participation. In addition, this study emphasized the influence of using different strategies to promote learners' motivation in learning English and how to help them to surpass their difficulties in order to be more motivated. Conducting such a research in this area is important because EFL teachers need to be more familiar with the differences between girls and boys in terms of motivation in order to select more appropriate strategies to gender.

This study targeted three main objectives. The first objective has intended to analyse learners' motivation for EFL in Krim Belkacem Secondary School and possible relationship between gender and motivation. The second objective was to find the factors which motivate or inhibit EFL learners. The third and last objective aimed to determine whether the implementation of motivational strategies is important and beneficial in motivating learners.

Our research was carried out using three research instruments. A hundred (50 girls and 50 boys) learners at Krim Belkacem Secondary School were randomly selected to participate. Likewise, English teachers from the same school were interviewed. In addition, structured classroom observations have been conducted with fifteen classes. The research adopted a mixed method approach combining both qualitative and quantitative methods for the data analysis to answer the advanced research questions and to test the hypotheses. For the quantitative data analysis, a Statistical Package for Social Sciences was used to obtain statistical data. Two checklists are used to analyse the results of the classroom observations in a statistical way. In addition to the statistical method, the qualitative Content Analysis (QCA) was used to interpret the data gathered from the interviewees as well as from the open-ended questions of a questionnaire.

On the basis of the analysis, the findings obtained through the three research tools used in the current study were discussed and provided answers to the research questions developed in the investigation. The results stressed the importance of motivation in EFL learning, in the sense that, the five teachers of KBSS perceived motivation as crucial and significant in FLL. According to them, motivation facilitates learning because motivated learners do their best to learn the language and work hard to achieve their goal of language learning.

The results of the study also revealed that female learners are more motivated than male learners for learning English as a foreign language. Indeed, the results confirmed Xiong's (2010) statement that claims that girls are more interested and motivated in English than the boys. However, this could be the reason for more girls involved in the study attend, participate and concentrate in their English courses. If their motivation is high, they will automatically attend and participate. Concerning learners' opinion about English language, more females than males found English as an interesting language and an important school subject to be learned and practiced.

The results also revealed that there are many factors that contribute in learners' motivation. On one hand, the findings stated clearly that "the enjoyment of learning" (29 % of girls) and "the parental involvement" (27% of boys) as their major motivating factors. On the other hand, the results revealed that the majority of girls (30%) pointed at "lack of relaxed classroom atmosphere" and most of the boys (24%) at "lack of interest" as the major factors demotivating learners in the classroom. From the teachers' perspective, the syllabus itself, the environment, the linguistic background, the involvement of learners, the classroom atmosphere and peers are the factors that influence learners' motivation. This demonstrates that motivation should be enhanced; what brings teachers to use different motivational strategies to sustain it.

The findings also shed light on the use of different motivational strategies, including "good relationships with learners" and "offering rewards and grades in a motivating manner",

to help unmotivated learners to overpass their difficulties when learning English as a foreign language.

It is hope that the findings of this modest work would provide insight into the gender differences in English Foreign Language learning motivation. This would improve the learning process by developing different strategies, techniques as well as materials for motivating girls and boys. It is also hope that this research paves the way for future researchers interested in the same area.

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## *Appendices*

## ***Appendix 1: Learners' Questionnaire***

## ***The learner's questionnaire:***

***Dear Learners,***

This survey investigates the motivation of English foreign language learners in relation to gender differences. Your answers are very important for our research study. Therefore, you are kindly requested to answer the following questions that would help us to gather authentic data about the investigation. The results of this survey will be used for an academic purpose. Thus, your answers will be anonymous and confidential, so please feel comfortable to provide us with honest responses to the question.

Thank you in advance for your contribution.

### ***Section One: Learners' profile.***

Sex:

### ***Section Two: Learners' motivation for English language learning:***

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

Interesting ☐

Not interesting ☐

Boring ☐

Why?.....  
.....  
.....  
.....

**Q2:** English language is important for me...

**A-**To have the opportunity to go abroad. ☐

**B-**To communicate with people from English speaking countries such as USA. ☐

**C-**Helps me to understand and appreciate English history and culture. ☐

**D-**To get a good job and career. ☐

**Others** (please specify)

.....  
.....



.....  
.....  
**Q3:** How often do you participate in English lessons?

Very often ☐          Often ☐          Sometimes ☐          Rarely ☐          Very rarely ☐

**Q4:** How often do you attend your English classes?

Often ☐          Sometimes ☐          Rarely ☐

**Q5:** Do you perceive English as an important school subject that you have to learn and master?

Yes ☐          No ☐

Why?.....  
.....  
.....  
.....

**Q6:** Do you work hard to learn English as a foreign language?

Yes ☐          No ☐

Why ?.....  
.....  
.....  
.....  
.....

**Q7:** How much do you agree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
<b>A-</b> I don't give much time to revise my English lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B-**I don't try to understand the complex aspects of English.

**C-**When I am studying English I concentrate on the lesson and I ignore distractions.

**D-**I pay too much attention to the feedback

given by a teacher.

**Q8:** Does your teacher try to make the course interesting?

Yes ☐

No ☐

How?.....

.....

.....

.....

***Section Three: Factors influencing learners' motivation.***

**Q9:** What are the factors which motivate you to participate?

Self-confidence ☐

Parental encouragement ☐

The enjoyment of learning ☐

Teacher behaviour ☐

**Q10:** What are the factors which prevent you to participate?

Anxiety ☐

Lack of interest ☐

Lack of relaxed classroom atmosphere ☐

The method of teaching ☐

**Q11:** Does your teacher encourage you to use only the English language in the classroom?

Yes ☐

No ☐

How?.....

.....

.....

.....

.....

**Q12:** Does your teacher motivate you in the classroom?

Yes ☐

No ☐

How?.....

.....

.....

.....

**Q13:** Do you think that relating your participation to marks will motivate you to participate?

Yes ☐

No ☐

**Q14:** What do you do when you do not understand the lesson or the task inside the class?

Ask for help from teachers ☐

Make efforts alone ☐

Ask for help from peers ☐

Ignore it ☐

**Thank you!**

## ***Appendix 2: Teachers' Interview***

## ***Teachers' Interview***

### ***SECTION ONE: Motivational Strategies and Factors Influencing learners' motivation.***

**Q1:** Are your learners actively involved in their English language courses?

**Q2:** Do you perceive motivation as a significant factor of English foreign language learning?

**Q3:** How could you explain why someone has greater motivation than someone else?

**Q4:** Do you think that the motivational strategies are necessary to motivate your learners?

**Q5:** When you realize that your learners are not interested in the lesson, what are the most important strategies that you use to make them motivated?

**Q6:** Do you encourage your students to use only the English language in the classroom?

**Q7:** In your opinion, what are the most important factors which may influence English foreign language learners' motivation and performance in their classes?

**Q8:** According to your experience as a teacher, is there a difference between girls and boys in terms of English language learning motivation?

### ***SECTION TWO: Teachers' suggestions for promoting learners' motivation***

**Q9:** Do you think that more varied activities in English foreign language class will stimulate your learners' motivation?

Explain

**Q10:** Do you think that relating students' participation to marks could motivate them to learn the English language?

## ***Appendix 3: Teachers' Checklist***

## Teachers' checklist

Items to be Observed	Frequency				
	Always	Often	Some Times	Rarely	Never
1: The teacher uses different strategies to motivate learners.					
2: The teacher encourages learners to use only the target language in the classroom.					
3: The teacher provides learners with feedback for each question and answer.					
4: The teacher tries to elicit the answer from the learners rather than giving it to them.					
5: The teacher asks students to reinforce their answers by giving arguments (e.g. justify).					
6: The teacher encourages interaction between the learners.					
7: The teacher promotes cooperation among the learners.					
8: The teacher maintain a good relationship with his/her learners.					
9: The teacher creates a good and supportive atmosphere in the classroom.					
10: The teacher uses authentic materials.					
11: The teacher provides learners with a variety of activities.					

12: The teacher offers grades and rewards in a motivating manner.					
13: The teacher makes learning stimulating and enjoyable.					
14: The teacher uses humour to motivate his/her learners.					



## ***Appendix 4: Learners' Checklist***

### ***The Learners' Checklist***

<b>Items to be Observed</b>	<b>Girls</b>		<b>Boys</b>	
	Yes	No	Yes	No
1: The learners participate in their English classes.				
2: Learners take part in the classroom interaction.				
3: When the learners are given an exercise to do in the classroom they start doing the assignment.				
4: When learners are given a homework, they answer to all the questions regardless to the correction of the answers.				
5: The learners try harder to do the exercise even though it is difficult.				
6: Learners ask and answer questions using the target language.				
7: When learners do not understand something they try and figure it out by themselves.				