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The Effect of Implementing Motivational Strategies on EFL Students' Academic Achievement

The Case of Third Year High School Students

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Dedication

“People do not die when they are buried but they die when they are forgotten.”

To my father, wish you were here!

Rest in Peace.

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Abstract

The purpose of this study is to determine the impact of students' motivation on their academic performance. Three objectives guided this study: to establish if students' motivation has any influence on academic performance, find out the relationship between teachers' motivation and students' motivation, and to compare EFL teachers' and students' views about motivation in learning foreign languages in general, and English in particular. This study used survey research design that targeted a population of 586 students and 12 teachers, out of which a sample of 130 students and 12 teachers were selected. The method of data collection involved the use of questionnaires that were supplemented by use of a classroom observation. Data analysis involved use of frequency counts and percentages. One of the key findings is that motivation has a great influence on students' academic achievement. The research also revealed that if the teacher is not motivated to teach, he/she will not be capable to motivate his/her students to learn. The other major finding is that both teachers and students are aware of the role of motivation in the teaching-learning process. Therefore, the study concluded that the findings justify the importance of motivation to academic achievement; similarly, students' motivation serves as a yardstick in predicting their performance. Based on the findings from the study, some recommendations were made regarding the enhancement of motivation.

Key words: Motivation, Student, Teacher, performance, EFL, Teaching, learning.

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List of Abbreviations and Acronyms

%: Percentage

BAC: Baccalaureate

CBA: Competency Based Approach

CBLT: Competency Based Language Teaching

CNEG: Centre National de l'Enseignement Généralisé

E.g.: Example

EFL: English as a Foreign Language

ENS: Ecole Normale Supérieure

ESL: English as a Second Language

Etc.: Et Cetera

FL: Foreign Language

FL1: First Foreign Language

i.e.: That is to say

ICT: Information and Communications Technology

L1: First Language

L2: Second Language

N: Number

SCT: Social Cognitive Theory

SDT: Self Determination Theory

TEFL: Teaching English as a Foreign Language

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ملخص

1. Background of the Study

Motivation is a factor that strongly affects everything people do in their lives. Being motivated helps people continue pursuing their goals even though they would face difficulties. In the field of second and foreign language learning, motivation is one of the most influential factors of all individual differences in language learning. Since motivation is considered one of the key elements determining whether learners will be successful in foreign language learning, and if teachers will be successful in their work, it is not surprising that so many researchers spend a great deal of time analyzing it. A substantial body of research has been conducted to identify the relationship between motivation and other areas of education. The present study sheds light on the relationship between motivation and EFL learners' academic achievement. Poor student achievement is often attributed to a lack of motivation and rewards are given in an attempt to increase that vital student motivation. Students with learning disabilities are very often unmotivated because school is one failure after another to them.

2. Significance of the Study

The present study is important for a number of reasons. First, students' behaviors are influenced more at school with classmates and teachers than at home with family. Second, motivation helps students to discover their talents, self-management, and ambitions. Third, motivation is important especially in foreign language learning contexts because communication in the foreign language (FL) rarely occurs outside the classroom. Fourth, there are students who may struggle to find any motivation and all what they want is an extra push. Last but not least, to evaluate the effectiveness of motivation enhancement in the Algerian high schools.

3. Literature Review

From a psychological point of view, motivation is an inner power that moves the person to do the action while from an educational point of view, motivation is the energy that directs the students and keeps them active. It is of different types, theories, models, and sources.

Researchers have made different assumptions and theories to understand and explain the influence of motivation on human behavior, more specifically, the impact of motivation

on education. Sockett's (1988, p. 195; cited in, Chan, 2008) idea of education articulates a fundamental premise about the role of motivation, "Education is, at least, the endeavor to get people to do things they could not previously do, to understand things they did not previously understand, and perhaps, to become the people they did not expect to become". Motivation can provide some insights about how to improve academic achievement.

4. Statement of the Problem

Motivation is an essential factor that plays a major role in achieving many fundamental goals in a student's academic life (Christiana, 2009). It is the pushing wheel of the learning vehicle that students ride to reach their educational objectives. There is a growing agreement that foreign language learning motivation has a key role in the Foreign Language (FL) learning process that is why teachers strive to find ways of increasing the quantity and quality of students' engagement in learning activities. EFL students are varied in terms of what motivate them to learn English and also in their level of English achievement. Low FL learning motivation in the Algerian high schools and low engagement in classroom activities represent a strikingly noticeable issue. The present study aspires to uncover more about how to build intrinsic motivation and how to use extrinsic rewards to motivate students; it is also meant to determine the relationship between teachers' and students' motivation in classroom and the impact of this relation on students' motivation and performance.

5. Research Questions

The study attempts to answer a main question along with sub-questions related to motivation and academic achievement.

Main question:

1. Does students' motivation have any influence on academic performance?

Sub-questions:

1. To what extent does motivation affect students' academic achievement?
2. What type of motivation is the most influential on students' academic achievement?
3. Is there a link between students' motivation and teachers' motivation?

6. Research Hypothesis

There is a positive significant relationship between EFL students' motivation and their academic achievement.

7. Research Objectives

The intent of the present study is to shed light on:

- 1- Examining the relationship between EFL students' motivation and academic success
- 2- To find out the relationship between teachers' motivation and students' motivation at high school level
- 3- Comparing EFL teachers' and students' views about motivation in learning foreign languages

8. Delimitations of the Study

This study concentrated on three high schools resulting in diversity of students' views and teachers with between 0-20 years of teaching experience. By carrying out the study using online questionnaires, the researcher saved on the time and the resources spent in data collection.

9. Limitations of the Study

Limitations are conditions beyond the control of the researcher that may place the conclusion of the study and their applications to the situations (Best & Kahn, 1998). The study was limited due to some circumstances related to the sample, since they were 3rd year high school students, they were busy for preparing to their Baccalaureate exam, also, due to their special case, they quit school earlier consequently the researcher could not have the opportunity to add an extra research instruments such as face to face interview.

10. Definition of Significant Terms

Student motivation: The desire of students to participate in the learning process

Academic Achievement: is the evidence of knowledge acquisition, literacy, and learning. In a school environment, this achievement is normally assessed through student assignments, class participation, test scores in examinations, and individual cumulative grades.

11. Organization of the Study

This thesis is presented in three chapters. Preceding the first chapter, the general introduction introduces the reader to the concept of motivation, then more specifically, student motivation to achieve academically, the research questions and objectives are presented in this part and terms used in this study are then defined, finally the structure of the thesis is outlined to provide a brief overview of each chapter. The first two chapters provide a theoretical background of this study through a review of relevant literature. Chapter one deals with the variable of motivation from a psychological perspective including its definition, types, theories, models, and sources. Chapter two takes motivation from an educational point of view, then more specifically motivation in classroom setting and TEFL. Chapter three details the methodological framework of the study starting from the research design, data collection instruments, analysis of the data gathered and its discussion and interpretation. The three chapters are followed up by a general conclusion and the bibliography.

12. Methodology and Research Tools

For the sake of investigating the effect of motivation on student's academic achievement, the researcher opts for descriptive research methodology to gather data for this study.

Research Instruments

The main research tool is the questionnaire, one for students and another for teachers, in addition to the classroom observation to get more insights about the vital role that motivation plays to enhance students' academic achievement.

Target Population and Sample

The students' questionnaire is intended for a sample of 130 third year high school students selected randomly from three different schools and the teachers' questionnaire is intended for twelve (12) teachers from the same schools.

Chapter One: Motivation in Educational Psychology

Introduction

Motivation has been an area of great theoretical concern and debate among economists, sociologists and psychologists; consequently, a tremendous number of researches were done especially in psychology to examine its complex natures and how it affects people's behavior.

I.1. Definition of Motivation

Motivation has been defined differently by several researchers according to their respective disciplines. These definitions prove to hold divergent perspectives as they approach the term. But regardless of the differences, there are certain basic grounds of common agreement in some way between the various definitions provided, especially within the same field. Apart from the perspectives of irrelevant disciplines to our line of inquiry, it is wise to select some relevant definitions that address the term from a psychological angle. Broussard and Garrison (2004; cited in, Mitra, 2016) broadly define motivation as the attribute that moves us to do or not to do something. From a psychological point of view, motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). Another definition suggested by Dornyei (2001, p. 7) that “motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity”.

I.2. Types of Motivation

Researchers, who devoted their works to investigate motivation, came up with separate and easily distinguishable types that can help in understanding motivation from different perspectives. Motivation has always been categorized into three broad types: intrinsic/extrinsic, instrumental/integrative, and positive/negative motivations.

I.2.1 Intrinsic/Extrinsic Motivation

Intrinsic/extrinsic motivation refers to whether the motivation is more from the inside of a person or from the outside of him/her. When a person enjoys doing a certain work or activity, consider it as an opportunity to learn and participate without the sake of external reward, we can say he is motivated intrinsically (Coon & Mitterer, 2010). This type of motivation which comes from within is known as intrinsic motivation. Passer and Smith (2010, p. 277; cited in, Casey, 2014, p. 8) define intrinsic motivation as “performing an

activity for its own sake because you find it enjoyable and challenging”. So, intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself.

Unlike intrinsic motivation, extrinsic motivation comes from external factors; it refers to a behavior that is driven by external rewards such as money, fame, grades, and praise. Brown (2007) defined extrinsic motivation as "our tendency to perform activities for known external rewards, whether they be tangible (e.g., money) or psychological (e.g., praise) in nature” (Cited in, Haider et al., 2015, p.11). In other words, our desires to perform a task are controlled by an outside source.

I.2.2 Instrumental/Integrative Motivation

Within the field of educational psychology and foreign language learning, there are two types of motivation: instrumental and integrative. Gardner and Lambert (1972) describe instrumental motivation as “an orientation associated with the desire to learn the L2 for pragmatic gains, such as getting a better job or higher salary” (Cited in, Clement et al, 1994, p. 420). Instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, getting job, good result, bonus, reading technical materials, translation, and so on. On the other hand, integrative motivation describes learners who want to integrate themselves into the culture of the foreign language group and become involved in social interchange in that group, they learn for enjoyment and to satisfy their hunger of curiosity. Gardner et al. (1976, p. 119) state that “integrative motivation reflects a high level of drive on the part of individual to acquire the language of valued second language communication with the group”. (Cited in Bencharef, 2009, p. 35)

In other words, instrumental motivation refers to acquiring a language as means of achieving goals while integrative motivation means integrating oneself within a culture to become a part of that society. Learners can have integrative or instrumental motivation in them; it depends on the situation, desire and attitude.

I.2.3 Positive/Negative Motivation

Besides the previously discussed types of motivation, there exist two other types of: positive and negative motivation. Negative motivation is the feeling of fear and anxiety

which may intimidate people and discourage them to do certain things. Whereas the second type of motivation, i.e., positive motivation, strengthens people's abilities to act and helps them to see the action as a reward. Though researchers found that the role of motivation can be different for different learners, all types of motivation have energy and reason for learning a new language.

I.3. Theories of Motivation

Many theories have been proposed in the domain of motivation to explain why and how people's behavior is activated. The literature on motivation theories is far too extensive to be summarized in one section, thus we will only highlight some of the most common theories used to understand motivation in the context of the present research.

I.3.1 Behavioral Views

Behavioral views of motivation concentrate on extrinsic factors (external rewards or punishments) and reinforcement of desired behaviors. An extrinsically motivated person performs the task in order to obtain some external reward or avoid some external punishment not for the sake of the task itself. B.F. Skinner's operant conditioning theory proposes that the voluntary responses of people are strengthened when reinforced by rewards and weakened when they are ignored or punished. Brophy (2004) claims that earlier views were influenced heavily by behavioral theory and research where much of them were done on animals rather than humans. They consider humans as passive responsive to basic drives or needs. Later on, they shifted from drives or needs to focus on reinforcement as a primary mechanism for establishing and maintaining behavior patterns.

Behaviorists usually talk about control rather than motivation when explaining how to establish and maintain desired behaviors. Moreover, they speak about using reinforcement to bring behavior under stimulus control.

I.3.2 Cognitive Views

Since the mid 1970s, a cognitive approach has set the direction of motivation research in educational psychology. Dornyei (1994) claims that cognitive theories of motivation consider motivation to be a function of a persons' thought rather than of some instinct, need, drive, or state.

Compared to the behavioral view of external stimulus/response, cognitive views tend to be more internal and information processing based. Based on Jean Piaget's equilibration, assimilation, accommodation, and schema formation; cognitive views stress an innate desire on the part of people to keep balance and organization in their perceptions of the world around them. When imbalance occurs, schemas are modified to regain desired balance and organization.

Cognitive views stress that human behavior is influenced by the way people think about themselves and their environment. Based on Jean Piaget's theory of cognitive development, the direction that behavior takes can be explained by four influences: the inherent need to construct an organized and logically consistent knowledge base, one's expectations for successfully completing a task, the factors that one believes account for success and failure, and one's beliefs about the nature of cognitive ability.

I.3.2.1 Self-Efficacy Theory

According to Dornyei (1994, p. 277) self-efficacy refers to "an individuals' judgments of his or her ability to perform a specific action". Self-efficacy concerns an individual's self-belief regarding their own abilities to succeed in a task. It has an influence on an individual's feeling, thinking, motivation and behavior. Bandura (1993, p.277) stated that self efficacy is "people's beliefs about their capabilities to exercise control over their own level of functioning".

People with low self-efficacy perceive difficult tasks as 'personal threats', they focus on their own weaknesses and the difficulties they encounter rather than paying attention to doing the task successfully. In contrast, people with high self-efficacy have a strong sense of achievement behavior which helps them to approach difficult tasks, to persevere with a task, and to "sustain their efforts in the face of failure" (Bandura, 1993, p.144). Failure may not have much impact since a sense of efficacy is developed.

I.3.2.2 Goal Setting Theory

Dornyei (2001) claimed that reaching a purpose is the cause of human actions and for these actions to take place goals have to be set and purposed by choice. Regardless of the reason, goals that are specific and hard lead to the highest performance provided that the individual shows goal commitment.

Two of the main advocates of goal setting theory are Locke and Latham (1990). They argue that the actions of individuals “caused by purpose, and for action to take place, goals have to be set and pursued by choice” (cited in, Alshehri, 2013, p. 37). Locke and Latham (2002) found that specific and difficult goals motivate people more and encourage them to do their best. Therefore, the main qualities of motivating goals are specificity and difficulty as they lead to persistence in doing a task as well as better performance.

I.3.2.3 Goal Orientation Theory

Unlike goal setting, goal orientation theory is related to educational psychology, where researchers adopt different approaches to investigate how students learn and perform. A significant contribution of the theory lies in its distinction between two types of goal constructs which are mastery orientation and performance orientation (Ames, 1992). Students who are mastery-oriented are motivated by their willing for successful learning and performing of specific tasks whereas students who are performance-oriented do the tasks in order to have good marks and demonstrate their ability compared to others (Ames, 1992). Ames and Arches (1988, p.260) argue that mastery goal-oriented students approach the task with “more effective strategies, preferred challenging tasks, had a more positive attitude toward the class, and had a stronger belief that success follows from one's effort”. On the other hand, performance-oriented students tended to focus on their ability, evaluating their ability negatively and attributing failure to lack of ability (Ames & Arches, 1988). Therefore, it can be said that mastery-orientated students are more motivated to complete the task, as they are more likely to continue until they succeed while performance-oriented students will view their self-worth in terms of grades and achievement.

I.3.2.4 Self-Worth Theory

Self-worth theory is associated with the work of Covington. This theory presumes that individuals are motivated to establish and maintain a sense of personal worth since their worth will be measured in relation to their ability to achieve. People are highly motivated to behave in various ways that foster up their personal sense of value and worth. When these perceptions are threatened, they struggle greatly to protect them, and consequently, it results in a number of face-saving behaviors.

I.3.3 Maslow's Humanistic Views

Humanistic views of motivation can be attributed to Abraham Maslow. Maslow (1970) described a hierarchy of needs that drove motivations. He was a very influential person in regards to the study of motivation, and his writings have led many subsequent studies and attempts to develop grand theories of motivation. The humanistic ideas are based on the belief that personal needs are constantly grow and develop to cultivate personal self-esteem and to satisfy human relationships are highly motivating drives.

The humanist psychologist Maslow (1970) formulated his theory of human needs on the basis of physical, emotional, interpersonal and intellectual aspects of an individual to account for human motivation. Maslow's theory is based on the division of the individual needs into five levels and their order of gratification is the basis for human motivation, those needs are arranged in a hierarchical way respecting the following order of priority:

- Physiological needs: sleep, thirst, etc.
- Safety needs: freedom from danger.
- Love needs: acceptance from parents, teachers, and peers.
- Esteem needs: mastery experiences, confidence in ones' ability, etc.
- Needs for self-actualization: creativity, self-satisfaction or curiosity.

These needs must be satisfied respecting the previous order. If lower needs are not satisfied, higher needs may not be recognized. Physiological needs are basic to survival, but once they are met, attention can be directed to higher needs. When both physical and safety needs are satisfied, people can appreciate affectionate interpersonal relationships and love needs may begin to motivate their behavior; hence, when love needs are satisfied, people may seek to satisfy esteem needs or even self-actualization needs.

Maslow's theory is considered as one of the most famous theories of motivation that highlighted psychological and cognitive components in human motivation.

I.3.4 Self-Determination Theory

Self-determination theory, developed by Edward Deci and Richard Ryan (1985), focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, Self-Determination Theory (SDT) posits a natural tendency toward growth and development. Unlike these other theories,

however, SDT does not include any sort of ‘autopilot’ for achievement, but instead requires active encouragement from the environment. The primary factors that encourage motivation and development are autonomy, competence, and relatedness.

Moreover, Brophy (2004) states that self-determination holds that social setting promotes intrinsic motivation in case it satisfies three needs: autonomy which means self determination in deciding what to do and how to do it; competence which means developing and exercising skills for manipulating and controlling the environment; and relatedness which is the affiliation with others through social relationships. For want of a better phrase, people are inherently motivated to feel connected with others within a social milieu, function effectively and feel a sense of personal initiative while doing so.

In general, it can be said that SDT helps to describe the way in which the fulfillment of basic needs can be formed into actions. It presents individuals as agents of their own behaviors rather than responding to external stimuli.

I.3.5 Social Cognitive Theory

A great deal of human motivation stems from the socio-cultural context rather than from the individual. Dornyei (2001) suggests that it gives importance to environmental influences. Social Cognitive Theory (SCT) emphasizes social origins of behavior, and proposes that cognitive factors play a central role.

I.4. Models of Motivation

Many educators have been principally keen on models of motivation that enhance students' achievement in academic tasks. Much of the researches on motivation have concentrated on the area of achievement motivation, i.e., students may be motivated to achieve because of a perceived purpose for engaging in that achievement-related behavior and the meaning they ascribe to that behavior. This motivation is related to a goal theory perspective (Patrick, Anderman, Ryan & Midgley, 2001).

The existing literature shows that there are at least ten (10) models of motivation, each emphasizing different aspect. Some of these models are interconnected. It is likely that there is a certain amount of truth in each of them, for different individuals, at different periods of time, and in different academic circumstances (Waugh, 2002).

I.4.1 Arousal and Anxiety Model

According to Covington & Omelich (1987; cited in Njiru, 2003) this model states that people perform better when they are alerted and optimally aroused, and that anxiety decreases our motivation to learn. Arousal entails both physical and psychological reactions. When we are aroused, there are changes in brain wave patterns, heart rate, blood pressure, and breathing rate.

In general, a higher level of arousal is helpful on simple tasks, like narrating a story that one knows very well, but lower levels of arousal are better for complex tasks, like solving complex mathematical questions. It is up to the teachers to know how to raise or lower arousal levels in their students' classes, depending on students' needs and task expectation.

Anxiety plays a significant part in academic motivation according to this model of motivation. Students who are nervous because they are worried that they will not be able to complete a task satisfactorily often end up with a feeling of anxiety. These feelings may raise their sense of despondency and feeling of foreboding associated with school. In the second case, students will probably succeed but will miss the sense of satisfaction that could encourage greater effort, ease their fears about school work, and nurture a sense of self efficacy. Anxious students may need a good deal of guidance in choosing both short-term and long-term goals. They also may be in need of help on how to work at a moderate pace, especially when taking tests. Either these students work too quickly and make many careless errors or they work too slowly are never able to finish the tasks.

I.4.2 Needs Model

According to Darley, Glucksberh and Kinchla (1998, p. 743; cited in Njiru, 2003, p. 16), a need is a "biological or psychological requirement; a state of deprivation that motivates a person to take action towards a goal". Our needs are seldom satisfied completely and perfectly; improvements are always possible. For this reason, people are motivated by their needs or by the tensions the needs create. Their behavior can be seen as a movement toward goals they believe will help satisfying their needs.

This model is based on the humanistic theory of motivation that describes five levels of human needs proposed by Maslow (1970). He suggested that humans have a hierarchy of

needs, which are physiological needs, safety needs, social needs, esteem needs and self actualization needs. Lower-level needs for survival and safety are the most essential. These basic needs must be fulfilled before people work to satisfy higher level needs. Once we are physically comfortable and secure, we are stimulated to fulfill needs on the next level of social needs for belonging and love and need for self esteem. When these needs are satisfied, we turn to higher-level needs for intellectual achievement, aesthetic achievement and finally self-actualization. Self-actualization is the realization of one's personal potential and self-fulfillment. Maslow's theory gives a way of looking at the whole person, who's physical, emotional, and intellectual needs are all interrelated.

In a school setting, students who come to school hungry, sick or hurt are not likely to be motivated to seek knowledge, understanding, and achievement. If the classroom is a frightening, unpredictable place and students seldom know where they stand, they are likely going to be more concerned with safety measures and less with learning.

I.4.3 Achievement and Social Goal Model

According to McClelland (1985) and Wentzel (1991), the goal is the source of motivation to achieve. When the goal is a performance goal, students focus on how they are judged by others. The evaluation of their performance, not what they learn or how hard they try, is what matters. On the other hand, when the goal is a learning goal, the students will aim at improving, no matter how many mistakes they make or how awkward they appear. Thus, in this model, one major motivation of students to achieve academically is their desire to win the approval of others (social approval).

Evidently, the types of goals we set influence the amount of motivation we have to reach them. Goals that are specific, moderately difficult, and likely to be reached in the near future tend to enhance motivation and persistence (Schunk, 1991).

I.4.4 Behavioral Motivation Model

For Cameron & Pierce (1994) this model involves rewards, reinforcement and extrinsic motivation. It advocates that individuals are primarily motivated by an extrinsic process and will only engage in activities which they consider rewarding. In this way, students would be motivated to achieve if they believe that the behaviors they engage in will lead to certain outcomes, such as praise and rewards.

I.4.5 Attribution model

According to Weiner (1985); this theory, when applied to students' motivation, hypothesizes about students' beliefs and why they succeed or fail. This means that the degree of perseverance that students demonstrate in the face of failure and the degree to which they are willing to embark on similar tasks are influenced by causal attributions which are the reasons students believe they succeed or fail. Feedback and reinforcement that students receive greatly influence self-perception of causes for success and failure, as well as the pride and shame, associated with task performance.

Weiner's attribution theory of motivation gives four general causes to which people attribute their success and failure: ability, effort, luck, and task difficulty. Ability refers to a person's perceived performance capacity in a particular activity, for instance, some students feel they are good at Mathematics, others at Sciences, others at Literature and so on. Effort refers to the energy expended on a task (whether that effort is general and typical, or specific to the task). There are times when students put a lot of effort into completing a task, or achieving a goal. At other times, students put little effort into their academic tasks. Luck refers to the variables that lie outside the control of person but still affect behavior. Things like sickness at a period near the exam could affect a student's performance. Task difficulty refers to the parameters of the task.

I.4.6 Self-Fulfilling Prophecy Model

According to Rosenthal and Jacobson (1968), Self-fulfilling prophecy is a situation in which people's expectations about future events steer them to act in precise ways that, on occasion, can cause the anticipated or desired event to happen. The model shows that people have a propensity to find what they are looking for and they may even be inclined, unwittingly, to create what they are searching for.

According to this model, self-fulfilling prophecies are expectations about a person that elicit behaviors that conform to the expectations. These resultant behaviors essentially work to confirm the original perception of the person and continue the prophecy. In the classroom, self-fulfilling prophecies can be helpful if the expectations are high and detrimental if the expectations are low (Tauber, 1997).

There is an implicit notion that the beliefs of students about themselves and the expectations they have for their academic performance are strong influences on their school motivation (Mcinerney, 2013). One main source of these beliefs and expectations is the classroom teacher. Significant research has been done into teacher expectations and their effects on learning, attitudes, beliefs, attributions, expectations, and classroom conduct. An early study, *Pygmalion in the classroom*, by Rosenthal and Jacobson (1968) demonstrated the effects of what has come to be known as the self-fulfilling prophecy in which initially false expectations held by teachers set in motion a chain of events that cause the expectations to come true.

Rosenthal and Jacobson's 'Pygmalion' theory (1968) focuses on the effect of teacher-expectancies on a student's academic performance. It states that a teacher's expectations of a student's academic ability somehow cause the pupil to conform to these expectations, creating a 'self-fulfilling prophecy'. For example, if a teacher believes one of his/her students is a slow, difficult student, this leads to expect low academic performance, and this somehow causes the students to perform poorly in academic assessments and tests.

There is a model that has been proposed to explain the dynamics of the self-fulfilling prophecy. Rosenthal and Jacobson (1968) suggest four factors that produce the Pygmalion effect: climate, feedback, input, and output. Teachers who have been led to expect good things from their students appear to be doing four things. The first involves climate, teachers create a warmer social-emotional mood around their special students. The second involves feedback, teachers give more feedback to these students about their performance. The third involve input, teachers teach more material and more difficult material to their special students. The fourth involves output, teachers give their special students more opportunity to response and question.

It appears from this model of self-filling prophecy that students, in general, are passive elements in the process of teaching-learning and teachers appear to be relatively inflexible once they have embarked upon an expectation driven course of action.

I.4.7 Expectancy X Value Model

According to Atkinson (1964), this model is based on the theory that people are goal-oriented beings. What people do (behavior) in response to their beliefs and values is undertaken to achieve some end. The motivational process in the classroom settings has benefited a lot from the expectancy value model. Atkinson (1964) highlighted the interaction of personality and environment in determining motivated behavior, which has become an important focus for a number of contemporary theories of motivation. Atkinson proposes that each individual has a tendency to achieve success and a tendency to avoid failure. The tendency is moderated by the individual's expectation of success or failure on a particular task and the incentive value of the task. The disposition an individual has to seek success or avoid failure is considered to be relatively stable, but the actual playing out of this mix depends on the two variables that are subject to environmental variation, the value of the task to the individual and the individual's expectation of success (Mcinerney, 2013).

There are two personality types proposed by Atkinson: the person for whom the need to achieve is greater than the fear of failure; and the person for whom the fear of failure is greater than the need to achieve. The first group is labeled as high need achievers and the second low need achievers. Situations of immediate challenge are the most motivating for the high need achievers. On the other hand, for the low need achievers, tasks of intermediate challenge appear most threatening.

According to Expectancy X Value theory, the subjective success or failure experienced by an individual will vary according to the individual's level of need achievement and this will then further influence later goal-setting behavior. For example, a high need achiever who perceives a task as easy, but fails, is likely the next time round, to reassess the task as of intermediate difficulty and persist with it. On the other hand, a low need achiever who perceives a task as easy, and fails, will assess it as of intermediate difficulty and withdraw from it completely. Even if the low need achiever succeeds in a task perceived as very difficult, he or she is still likely to withdraw from it, judging that in the future, failure is highly likely (Mcinerney, 2013).

I.4.8 Self-Regulated Learning Model

In a recent study, Pintrich (2000, p.453) gave a good definition of self regulated learning. He said that "it is an active, constructive process whereby learners set goals for

their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in their environment". Thus, self-regulation of behavior involves the active control of resources. This includes: time management, where students study, the study environment they create, the concrete resources such as books, and other people such as peers, tutors, and teachers.

In this model, self-regulated learners view learning as a systematic and controllable process, and they accept greater responsibility for their achievement outcomes. Self-regulated learners approach tasks with confidence, diligence and resourcefulness, and proactively seek out information when needed and take the necessary steps to master it. Zimmerman (1990) claimed that self-regulated students are met cognitively, motivationally and behaviorally, and active participants in their own learning. In terms of met cognitive process, self-regulated students plan, set goals, organize, self-monitor and self-evaluate at various points during the learning process. Because of this, they are self-aware, knowledgeable and decisive in their approach to learning. Self-regulated learners appear to be self-motivated and report high self-efficacy (believe in themselves as learners), self-attributions (they accept responsibility for success and failure and value the importance of effort) and intrinsic task interest (Pintrich & Degroot, 1990).

I.4.9 Perceived Self-Efficacy Model

This is a model of motivation that relates personal beliefs to actions to achieve (Bandura, 1982). Self-efficacy is a concept that was originally developed by Albert Bandura (1982) in social cognitive theory. It refers to people's confidence in their ability to successfully perform an action. This model suggests that individuals, who have high self-efficacy, regarding their ability, will eventually perform the task. In the self-efficacy model of motivation, students' beliefs in their capacity to perform certain actions successfully are the source of their motivation (Bandura, 1986; Schunk, 1991). It would appear that people who have a low sense of self-efficacy for a particular task will probably avoid doing it and those who feel competent would participate readily.

I.4.10 Achievement Goal Model

In this model of motivation, the most important purpose of individuals in achievement contexts is the demonstration of ability. Specifically, Nicholls (1989) contends that two

conceptions of ability exist in achievement contexts, and that these manifest themselves through two distinct goal states of involvement, namely task and ego. An individual's dispositional tendency towards adopting task and ego involvement is referred to as their goal orientation. Achievement goal theory assumes that these goal orientations are not bipolar opposites of the same construct, but orthogonal, meaning that an individual can be high or/and low in both orientations at any given time (Nicholls, 1989). While it is proposed that these dispositional orientations can be experienced simultaneously and fluctuate in terms of the degree to which they make task and ego involvement more likely, Nicholls (1989) refers to task and ego involvement as two distinct and independent states, concerning how people process activities. Specifically, Nicholls' writings suggest that these diverse states of involvement may fluctuate throughout an achievement activity (e.g., in a physical education class), but cannot be experienced at the same time.

People who are in a state of task involvement believe that ability is demonstrated through developing new skills, elevating levels of competence, and exerting maximum effort. Since task involvement is self-referenced, success is perceived when mastery is demonstrated (Nicholls, 1989). In contrast, an individual who is in a state of ego involvement believes that ability is demonstrated through favorable normative comparisons with others. In the case of the ego-involved individual, the focal concern is with social comparison, and thus, ability is demonstrated when his/her performance is perceived to exceed that of others, especially when this is achieved by exerting less effort (Nicholls, 1989).

I.5. Sources of Motivation

Motivation is one of the main determinants of foreign language learning achievement, and the need to increase students' engagement and involvement in schools is crucial. That is why it is important to find out about the various sources from which motivation emanates. According to Harmer (2001) there are four sources of motivation: the society we live in, significant others, the teacher, and the method.

I.5.1 The Society We Live in

According to Harmer (2001), all the ideas about language learning (like its importance in the work market and its position in society) will influence the students' attitudes towards the language being learned, and these attitudes will, in turn, have a great effect on the

degree of students' motivation in the classroom and whether or not that motivation persists. It is worth noting that adult students often bring with them behaviors from their society, even if they have made their own decision to study English (Harmer, 2001). Our reliance on our group members has exerted a profound influence over our motivation, successful group functioning requires that we are motivated to interact, and engage, with those around us, copying their skills and practices to apply them in learning.

I.5.2 Significant Others

Harmer (2001, p. 52) stated that "Apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial". Family can be the most powerful motivator in the world. When people say "it takes a village to raise a child" it is because they know that the best way for a student to succeed is to have the full support of a loving family, parents, brothers, and caring elders. If the student is fortunate enough to have a lovely family he/she should go to them for advice, inspiration, and motivation.

Not only family and parents, friends and classmates also play an important role in motivating each other. For Harmer (2001, p. 52) "The attitude of student's peers is also crucial. If they are critical of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the student along with them." Many times, friends can be a source of motivation and support that are sorely needed on a daily basis. Friends, who challenge, encourage, and guide each other, make the process of learning more active and productive.

I.5.3 The Teacher

According to Harmer (2001, p. 52) "a major factor in the continuance of a student's motivation is the teacher. It is worth pointing out the role of his or her attitude to the language and the task of learning will be vital". It is hardly doubted that the teacher is the main agent who can influence the students' motivation because his or her attitudes towards the language and the lesson will be very important.

I.5.4 The Method

According to Harmer (2001, p. 52) “It is vital that both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely”. The teaching methods used by teachers are the shortest way to reach a high level of students’ motivation provided they are carefully selected. When both the teacher and student are comfortable with the method being used, success is much more likely and motivation to achieve higher academic results becomes greater.

Conclusion

This literature review focuses on presenting motivation in the field of educational psychology. This chapter has dealt with different aspects of motivation theories and models. Moreover, it has made some hints about the different sources from which motivation can arise as well as the different types of motivation. Although this chapter has tried to target motivation from a psychological perspective, specific emphasis is laid on the importance of motivation in learning in general and acquiring a foreign language in particular. The next chapter will focus on the application of such theories in the classroom context.

Chapter Two: Motivation in Education and Foreign Language Teaching

Introduction

Research studies show that in foreign language learning, a number of factors can contribute to differences in various learners' academic performance and attainment, such as age, gender, attitudes, aptitude, motivation, learning approach, language learning strategies and learning style (Dornyei, 1994; Dornyei & Csizer, 1998; Ghenghesh, 2010). Among all those contributing factors, motivation has been regarded by researchers working in the field of second/foreign language learning as one of the most vital factors in the process of language learning (Dornyei, 2001). Dörnyei (1998) asserts that the complexity of the L2/FL motivation construct is due to the complex nature of language itself as it is at the same time a communication code, an integral part of the individual's identity, and the most important channel of social organization, i.e., L2/FL motivation is a complex and multifaceted construct, consisting of different motives, which are associated with distinct features of the L2/FL (e.g. attitudes towards the L2/FL), the language learner (e.g. self-confidence or need for achievement), and the learning situation (e.g. the appraisal of the L2/FL course or the teacher). Because of such complexity, a single theory or model cannot provide a reasonable and sophisticated interpretation of the construct and, consequently, many theories and conceptualizations of L2/FL motivation have been advanced and researched.

II.1. Motivation in the Classroom

The classroom is a social milieu, and as such; students, teachers, and classroom climate are affected by their reciprocal influences. Research has consistently shown classroom environment to play a significant role in student motivation. Teachers' perceptions and beliefs influence their classroom practice and the effort they extend to promote motivation (Linnenbrink & Pintrich, 2003). Students as well, have a crucial role in classroom climate.

II.1.1 Teachers' Motivation

According Ifinedo (2003; cited in, Nyakundi, 2012) employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Motivated and committed staff can be a determining factor in the success of an organization.

The topic of teacher motivation has recently gained more interest due to increasing evidence of the influence of teacher motivation on student motivation. Dörnyei and Ushioda (2011) state that the teacher's level of enthusiasm and commitment can greatly affect learners' motivation, in other words, a motivated teacher can induce learner motivation. Furthermore, Dörnyei and Ushioda (2011) identify four components of teacher motivation.

The first one is intrinsic motivation, which is associated with an internal desire to teach and to pass on knowledge and values. Most studies show that the most common reason for entering the profession is the desire to become a teacher (Dörnyei & Ushioda, 2011). Teachers find that the intrinsic satisfaction comes from the educational process, from working with students and from the subject matter itself. For most teachers, the intrinsic motivation is much more valuable than high salary or social recognition. Furthermore, it is assumed that intrinsically motivated behavior is connected to three basic human needs, autonomy, relatedness and competence. Teachers can generally satisfy their first two needs through teaching, since their dealing with the class is rather autonomous. Their school environment, including both students and colleagues, can satisfy their need for relatedness. The third need can be satisfied only if teachers feel that they are doing a good job and consequently believe in their own efficacy (Deci & Ryan, 1985).

The second component of teacher motivation, according to Dörnyei and Ushioda (2011), refers to social contextual influences. These external influences may often negatively affect intrinsic motivation and can generally be divided into influences on a macro and micro level. The macro level involves exposure to influences from every layer of society since the aim of teaching is to educate young people. Influences on the micro level, however, refer to the immediate teaching environment, both human and the physical aspects.

The third aspect of teacher motivation is the temporal dimension referring to the teacher's career advancement possibilities. If there are no possibilities for professional advancement, a teacher's work morale, as well as their motivation, will be influenced negatively. Teaching is in most cases seen as a lifelong career, so if teachers find themselves without opportunities for personal improvement and advancement, always repeating the same responsibilities, they will easily become bored and demotivated to do their job.

The last aspect of teacher motivation refers to negative influences. Dörnyei and Ushioda (2011) state that more teachers at each level of education are becoming frustrated or bored and are losing their motivation to teach due to several demotivating factors, such as stress, the lack of autonomy in teaching due to set curriculum and teaching methods, limited advancement opportunities, lack of intellectual challenge, and insufficient self-efficacy often due to lack of training. Generally, the content the teachers teach is the same year after year which is why they feel that they do not have real opportunities for personal advancement.

II.1.2 Learners' Motivation

A considerable amount of research which investigates the L2/FL acquisition process and the influence of motivation during it have been conducted in the last four decades (Sun, 2010). Pioneering the studies in this area, Gardner (1960) in his study asserts that the motivation for learning a foreign language is dependent upon two orientations. One of these orientations is integrative orientation which means that the individual wants to learn the language of another group in order to become a member of that group and to have a higher status. Individuals also have other reasons to learn a foreign language such as for job opportunities, for school credits, etc. which is named as instrumental orientation.

Students who are instrumentally oriented appear to have an interest in learning adequate knowledge of the language for its instrumental value in goal achievement. According to Gardner those learners whose orientation for acquiring a foreign language is instrumental may be handicapped as learning that language is not rewarding for them. In other words, those learners do not like the linguistic responses they acquire for their own sake. However, learners who are integrative-oriented enjoy what they learn in language learning process such as grammatical rules, speech sounds, etc. because that language belongs to the valued members of another language group (Gardner, 1960).

II.1.3 The Relationship between Learners' and Teachers' Motivation

II.1.3.1 Teacher-Learner Relationship

A good and supportive relationship is needed to create safe environment and give students confidence to work without pressure and become motivated to learn. Wentzel (1998) claims that students who report their teachers as supportive also report higher

interest in learning, greater effort and attention in the classroom, and increased use of self-regulated learning strategies and fewer disruptive behaviors. Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information (Nielson & Lorber, 2009). Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment. Thus, the teacher's role is vital to the effect of the language learning.

According to Dörnyei (2001) teachers have the chance to improve their students' motivation, and by applying some strategies, which can be grouped into four categories, they can motivate their students. The first category includes the classroom conditions. It is necessary for the teachers to provide main motivational conditions in the classroom by adopting appropriate behaviors, having good relationships with students and creating a nice and stimulating atmosphere in the classroom. The second category concerns enhancing student motivation by improving the attitudes and values towards language learning, increasing their goal orientations, providing a suitable curriculum, and building realistic learner beliefs. The third category includes maintaining motivation by developing learner autonomy, enhancing student self-confidence, providing a good quality learning experience, and supporting self-motivating strategies for learners. The fourth category proposes to encourage positive self-evaluation by attaching importance to efforts rather than ability, giving motivational feedback, and improving the satisfaction of learners. These suggestions of Dörnyei (2001) are based on the assumption that teacher behavior and beliefs directly influence students.

Normally, teachers have an important role and effect on students. Students' success and failure can be directly linked or attributed to a teacher's effectiveness and how he or she leads and manages his or her classroom and how he or she communicates and motivates students to learn. When students have supportive relationships with their teacher, they feel more motivated and engaged in the learning process. A caring teacher tries to create a good classroom environment is the one whom the students will respond to, and they will be more able to learn.

II.1.3.2 Learner-Teacher Relationship

Students' ability to connect with their teacher is one attribute that can make a great difference in students' learning achievement. Pianta (1999; cited in, Da Luz, 2015, p. 12) defines the student-teacher relationship, as "emotions-based experiences that emerge out of teachers' on-going interactions with their students." When students feel that their teacher is supportive and trustworthy, they tend to create a connection with him/her and start to see their teacher as someone who is there to protect them and give them all the chance to enhance their learning and in the same time behave well. Students with such characteristics, activeness and energy, provide the teacher with a suitable atmosphere to teach them appropriately, convey his/her knowledge, establish a social-cultural climate, and provide opportunities for his/her students to see themselves capable, worthy, and confident members of the classroom community.

Although each of these areas of research, teachers' motivation and learners' motivation, are in themselves quite extensive, there remains little evidence to suggest a relationship between the two. There is much data confirming that teacher motivation directly affects learner motivation and achievement. Mifsud (2011) sees that if students notice that their teacher truly cares about whether they learn anything, their effort and motivation to learn might increase. The role of teachers in language learning is therefore of utmost importance since they are the ones that can enhance or diminish a student's motivation to learn.

Mifsud (2011) believes that a motivated teacher is the one who is satisfied and efficacious. Intrinsically motivated teachers enjoy teaching and are satisfied with their job. They are the ones that generate motivated students who are willing to learn, that is, intrinsically motivated students. A motivated teacher is generally an efficacious teacher who dedicates more time to planning and interaction with students, and to dealing with student problems. Thus, an efficacious teacher affects student motivation positively. Teachers with low self-efficacy, on the other hand, do not spend as much time planning and interacting with students who have problems, therefore, they affect student motivation negatively, and consequently student achievement (Mifsud, 2011). The degree of teachers' enthusiasm and commitment is one of the most significant components which can influence learners' motivation to learn. This is to say that teachers' being motivated to teach will probably lead their students to be motivated to learn (Dörnyei & Ushioda, 2011).

At this point, understanding teachers well and defining the factors that motivate and demotivate them constitute great significance in order to have much better educational outcomes.

II.2. Motivational Teaching Strategies

Before discussing motivational teaching strategies, it may be helpful to provide a working definition of them. Dornyei (2001, p. 28) states that “motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects”. It can be said that there are many strategies for fostering motivation. These strategies are often used by classroom teachers to achieve specific goals; though, they could be used by learners to increase their performance. While effective and motivational teaching strategies have been proposed by scholars in education and educational psychology areas, few were specifically contributed by L2/FL scholars. The most notable framework in the area of L2/FL that can accommodate diverse teaching strategies was established by Dornyei (2001). His model for motivational L2/FL teaching practice comprising four main dimensions is presented below.

Table 1: Dornyei's framework of motivational teaching strategies (Dornyei, 2001)

MOTIVATIONAL TEACHING STRATEGIES
Creating the basic motivational conditions: Laying the foundations of motivation through establishing a good teacher-student rapport, creating a pleasant and supportive classroom atmosphere, and generating a cohesive learner group with appropriate group norms.
Generating initial motivation: that is, "whetting the students' appetite", by enhancing the learners' language-related values and attitudes, increasing the learners' goal-orientation, making the teaching materials relevant for the learners, and creating realistic learners beliefs.
Maintaining and protecting motivation: by making learning stimulating, presenting tasks in a motivating way, setting specific learners' goal, protecting the learners' self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, promoting cooperation among the learners, creating learner autonomy and promoting self-motivating learner strategies.
Encouraging positive retrospective self-evaluation: by promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

The first dimension includes, for example, creating a comfortable and safe atmosphere in the classroom and formulating group rules. The second one contains, for instance, improving students' attitudes towards the language and making it easier for them to succeed. The third could mean, for example, supporting students' self-reliance or developing learner autonomy, and the last involves among other issues giving positive feedback and prizes to learners.

In the past, few studies aimed to find out whether the proposed strategies actually work in language classrooms (Dornyei & Csizer, 1998). The fact that there may be a discrepancy between the assumed and the actual motivational power of certain teaching strategies in L2/FL learning has concerned language scholars. Therefore, the existing recommended

teaching strategies should be regarded as mere hypotheses to be tested in determining what strategies work in a certain L2/FL classroom.

In EFL classes, motivation, like other personal factors, needs to be developed in order to arouse students' self-esteem and interest, and so to improve their level in learning languages. Increasing motivation is not an easy task for teachers because of the diversity in learners' personalities and abilities, and the differences between their ways of learning. Students need first to have confidence in their own capacities; and second to know why they are learning the FL. Students who do not know the main objectives of their study cannot see the results of their efforts and they cannot either understand the aim of doing so much work. Moreover, this type of learners can even be hopeless because they do not see any usefulness in studying and wasting so much time in doing exercises, homework and assignments without getting benefits. Thus, trying to increase motivation and to establish a desirable learning environment becomes more than a necessity. Language teachers and specialists in the field usually wonder if it exists an appropriate way to increase learners' motivation.

Because of the remarkable growth in the field of education, many researches resulted in the investigation of such educational problems like how to increase learners' motivation in the classroom. In practice, no method and no technique is applicable and useful for all types of learners and in all teaching situations. In this context, Nunan (1991, p. 228; cited in Guendouze, 2012, p. 26) says that "It has been realized that there never was and probably never will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about second language acquisition, and which also in keeping with the dynamics of the classroom itself."

So, there is no unique way to motivate the students. As it has been mentioned, diversity in students' levels, personal characteristics, and their ways to perceive the L2/FL instruction leads to think about various learning strategies and techniques to increase motivation.

Cooperative Learning

As opposed to individual work, cooperative learning gives students the opportunities to exchange immediate feedback. Working in groups encourages students to participate in

and share the activities designed to them. It is also very useful because it lowers anxiety in the class, maintains motivation and enhances learners' motives to do a given task since they can see at the end of the task the desired outcomes. In this perspective, Johnson and Johnson (1999, p. 149) argue that "Motivation increases when one's goals are interdependent with those of significant others. When a person joins a cooperative effort in which people they admire and respect and wish to be with are participating, the significance of the goal increases... Motivation increases in cooperative efforts because they allow for the simultaneous accomplishment of multiple goals."

Communicative Activities

Communicative strategies provide learners with whole task practice through several kinds of communicative activities and tasks. Students do not like grammatical drills because all what are expected from them is mechanical answers. Littlewood (1981, p. 17) states that "Drill tasks where students are asked to put in practice the different grammatical rules they have just learned in the class are not so interesting for them."

Unlike this type of drills, communicative tasks are of great importance in order to maintain motivation. They evoke students' interest and satisfy their needs to use the language for immediate communicative purposes and thus, they promote the feeling of achievement. In the same context, Dubin and Olshtain (1986, p. 22) focus on the role of communicative activities in learning a foreign language; they suggest a specific type of classroom activities which they called 'workouts'. According to them, "workouts enhance the learner's overall acquisition process, providing planners and teachers with a variety of ways through which to make this process engaging and rewarding... warm ups /relaxers are motivational workouts which add an element of enjoyment and personal involvement. They can be used at various points during the session, especially when a relief of tension or a change of pace is called for."

II.3. Importance of Motivation in Language Learning

Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. Motivation to learn another language has been a primary research topic recently (e.g. Bernard, 2010). And motivation is the answer that researchers and teachers provide when regarding to efficient language learning.

motivation is crucial for L2/FL learning because it directly influences how much effort students make, their level of general proficiency and how long they persevere and maintain foreign language skills after completing their language study (Cheng & Dornyei, 2007; Trang & Baldauf, 2007). Similarly, it gives language learners the driving force necessary to persist in a long learning process. Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of L2/FL learning. Moreover, motivation provides the primary impetus to initiate learning the L2/FL and later the driving force to sustain the long and tedious learning process; indeed, all the other factors involved in L2/FL acquisition presuppose motivation to some extent (Dörnyei, 1998). Also, motivation determines the extent of active, personal involvement in language learning.

It is crystal clear that motivation plays a vital role in the language learning process. Researchers on L2/FL acquisition point out that motivation is among the significant factors which influence individual levels of success in any intellectual activity such as language learning (Lifrieri, 2005). Students need to have some factors which facilitate the process of learning. In this respect, Harmer states that “a variety of factors can create a desire to learn” (2001, p. 20). Therefore, the job of the teacher is to motivate learners and to increase the desire to achieve it. Harmer (2001, p. 20) notices that “one of the teacher’s main aims should be to help students to sustain their motivation”. Dornyei (2005) attributes this to a well-established principle, stating that “without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long term goals. Similarly appropriate curricula and good teaching are not enough on their own to ensure students’ achievement”. With the proper level of motivation, language learners may become active investigators of the nature of the language they are studying (Kimura, Nakata & Okumura, 2001).

II.4. Motivation as a Cause and Result of Academic Achievement

Many Research findings do suggest, therefore, that there is a cause and effect relationship between motivation and achievement in L2/FL learning (Ahmed, Minnaert, Vander Werf, & Kuyper, 2010). In other words, the more one succeeds, the greater one's motivation; the greater one's motivation, the more one succeeds. Skehan (1989) suggests the 'resultative hypothesis' to illustrate that motivation may be the result of successful experience. In other words, learners who do well are reinforced or motivated to try harder whilst those who do not do so well are discouraged by failure and thus become unmotivated.

The above evidence brings out the issue whether learners become motivated because of their achievement or they are successful in language learning because of their motivation. Ellis (1994, p. 515) maintains that "the relationship between motivation and achievement is an interactive one". This means that a high level of motivation does contribute to learning and that success can help to maintain or even enhance the existing motivation. Conversely, a vicious cycle of low motivation will result in low achievement that further lower the motivation in learning.

This circular effect certainly does not cause any problem if it is operated in the positive way. That is students' motivation leads to their achievement or their success enhances their motivation. The real problem lies in the negative mirror vicious circle. That means low motivation causes low achievement which, in turn, leads to even lower motivation.

II.5. Education and TEFL in Algeria

Language teaching is a complex undertaking. It is an intricate enterprise by virtue of which many variables, aspects, and dimensions interplay. Shaped by the sociocultural settings in which it takes place, this process is affected by views of the nature of the language being taught, of the teachers and learners in action, and of teaching and learning in general.

II.5.1 The Status of English in Algeria

Nowadays, the necessity to learn foreign languages, especially English, is increasingly recognized, as the world joins together in a 'global village'. Therefore, the emphasis on teaching English is becoming a vital part of education all over the world. According to

Crystal (2003, p. 110), “English is the medium of a great deal of the world’s knowledge, especially in such areas as science and technology. And access to knowledge is the business of education”. In the case of Algeria, the recognition of the Ministry of Education of the growing importance which English nowadays plays in the world can be noticed. In 2001, The Ministry of Education announced the educational reforms and numerous changes have occurred concerning the situation of teaching English. While it is still considered to be the second foreign language in the Algerian Educational System, English has received considerable attention within the educational reform.

Due to historical reasons, English is considered as a second foreign language in the Algerian educational system and it is primarily and generally learned for educational purposes (like to pass exams) rather than communicative ones. It is mostly used in the formal classroom environment and there are few opportunities to be used outside school for daily communicative purposes. According to Benmoussat (2003, p. 118; cited in, Niragira, 2015, p. 32) “it (English) has no established functions in the country; officially it is considered to have equal status with the other foreign languages, namely Spanish and German”. English is not involved in societal interactions; the lack of communication in a foreign language setting limits the learner's opportunity to practice the language outside the classroom.

The weaknesses of Algerian learners of English can be attributed to various factors: lack of the target language environment (newspapers or magazines related to students’ interests), lack of motivation, and the gap and deficiency of pertinent information between school and university curriculum. The continuing dissatisfaction with the performance of students in English courses suggests meager development of productive skills, a low input of the receptive skills, lack of background knowledge and inadequate learning strategies.

II.5.2 The Algerian Educational System

II.5.2.1 General Description

Education in Algeria is mandatory and free for all Algerians. Three stages distinguish the Algerian school system: primary, middle and secondary education, in addition to higher education in universities. Primary school is compulsory and used to last six years before the reforms, but now is reduced to five years at the end of which children generally aged 11-12 years old pass “Primary School Examination”.

Contrary to primary school, middle school study period is extended to four years instead of three after the 2003 educational reforms, and a “Middle School Certificate” would allow 15-16 years old pupils to progress to secondary school in one of the two streams, literary or scientific, according to their general averages. Secondary school starts with a one year foundation course for the different streams then in the second year and again according to their averages students are assigned to a more specialized stream. The three years of the whole duration of secondary studies, end up with the “Baccalaureate Examination” (BAC) which once passed allows students to follow higher education or tertiary education at around 18-19 years old. Students who fail in either middle or secondary school examinations are left with two choices; they can either gain a vocational training in a training centre or undertake distance learning with the National Open School (CNEG).

In fact, English is not being taught to pupils at the elementary level. When the Algerian Ministry of Education introduced English as a first foreign language (FL1) to primary schools in 1993, there was no sufficient pedagogical preparation of neither teachers nor materials besides other social problems, and as a result, English was abolished from primary school in 2002 (Baiche, 2008). Although it is the Francophones who played the major role in the abortion of the process of introducing English to the Algerian school at the elementary level, researchers, like Baiche (2008), generally attribute the failure of the experience to other reasons. According to Baiche (2008, p. 75), parents “claim that although English is an international language, it has no social function in Algeria, and therefore did not want to compromise their children’s future. In contrast, French language is used outside classroom, and it has also a social function in Algeria though not officially recognized”. English is introduced and taught as a compulsory course as early as first year middle school (i.e. at the age of 11), to continue being part of the school curriculum as a compulsory subject for seven years afterwards, four at the middle school and three at the secondary school. At the university level, more and more universities nation wide are placing emphasis on running different kinds of English courses for their students to enable them to become competitive and competent enough in their future careers.

The Algerian school system was in a very difficult situation after 1962, since the majority of the school administration and teaching staff were French who left Algeria after independence. The education, as one of the major concern of national development, has

later on been given more attention and focus on. Many reforms were brought into the Algerian school which first affected the language used for instruction. After independence, French was still used as the language of instruction in schools until a huge process of “Arabisation” was brought about by the Algerian government as early as the seventies. So, standard Arabic gradually replaced French (the colonizer’s language).

II.5.2.2 TEFL at the Algerian High Schools

Secondary Education lasts three years and constitutes a formal preparation for the Baccalaureate examination (BAC), held at the end of third year, which is at once a statistical index of the educational achievements in secondary schools and a key to higher education.

Zughoul (2003) claims that despite the fact that French had a strong effect on the Arab World, more specifically North Africa; the current shift from French to English can be clearly noticed. As far as EFL is concerned, “It is part of the curriculum regardless of the learners’ stream (literary, scientific or technological) and represents an additional facet to the general learning and instruction of pupils” (Ourghi, 2002, p. 24; cited in Senoussi, 2012, p. 26).

In sum, the teaching of English at the Algerian secondary school is not only concerned with general aims of teaching but also with promotion of universal, human, and national values. Students are expected to learn how to speak about their country and its cultural values in English, and to be open to English, universal, and human values which are essential elements of modernity and globalization.

II.5.3 Competency-Based Approach (CBA)

The Algerian Ministry of Education launched a series of educational reforms by introducing the Competency-Based Approach (CBA), which paved its way to the secondary education. Thus, a transition from teacher-centered to learner-centered instruction for all subjects including English was highly recommended. Such shift was targeted towards developing a communicative ability in English to meet the learners needs to keep up modernity and globalization.

Richards and Schmidt (2002, p. 94) define CBA as an approach that “focuses on teaching the skills and behaviors needed to perform competences. Competences refer to the

students' ability to apply different kinds of basic skills in situations that are commonly encountered in every day life". The authors stressed that Competency Based Education is based on a set of outcomes that are derived from an analysis of tasks learners are typically required to perform in real-life situations. The application of the principles of this approach to language teaching is called Competency Based Language Teaching (CBLT), which is believed to improve the quality of teaching and learning because of its focus on learning outcomes. CBLT gives more attention to learning outcomes rather than methodology or classroom process. Despite that, critics see that CBLT is not always feasible, and it seems to be more suitable for technical teaching programs for adults.

Conclusion

In this chapter, the focus was on the review of literature which dealt foremost with the concept of motivation in foreign language learning and classroom setting. A great focus was given to different motivational teaching strategies as well as the ways of increasing students' motivation to learn. Furthermore, this chapter presented motivation and academic achievement as separate and correlated variables, in addition to the introduction of CBA as a popular approach for foreign language teaching in Algeria. This bulk of literature aims at building up the stones for the next practical chapter of this work which will explore the relationship of motivation and academic achievement.

Chapter Three: Fieldwork Investigation

Introduction

Field investigation is the central focus of the present chapter. The chapter outlines the methodology used for the study. It covers the research design, the target population, sampling procedures and sample size, research instruments, and data collection procedures. Also it is devoted to the presentation and analysis of the data obtained from the implementation of both the students' and teachers' questionnaires, in addition to the classroom observation which would be culminated by the results of the study and some comments.

III.1. Research Design

Kothari (2004, p. 31) defines research design as “the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data”. This study uses the descriptive research design. The reason for choosing this method as opposed to the other methods of study is because descriptive studies are capable of obtaining information from large samples of the population, determine and report the way things are, and allow the researcher to study phenomena that do not allow for manipulation of variables.

The descriptive design is suitable to the study as it involves experienced teachers who have observed and assessed students' performance over the years. From their responses, the researcher can gauge the attitudes of the population concerning the research problem. Descriptive research is a common way of conducting quantitative data involving use of questionnaires and interviews or observation.

III.2. Target Population

Walliman (2011, 175) states that the target population is “a collective term used to describe the total quantity of cases of the type which are the subject of the study. It can consist of objects, people and even events”. For Kumar (2011), the target population, in very simple words, is the class, people living in the city or electorates from which the researcher chooses his sample. The target population for this study comprises 586 third year high school students and 12 teachers from 3 different high schools in Khenchela.

III.3. Sample Size and Sampling Technique

Kumar (2011, p. 177) states “Sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. A sample is a subgroup of the population you are interested in”. In other words, a sample is a smaller group procedurally selected from the population to represent it by applying one of the sampling techniques.

Since the students’ target population is very large, the researcher statistically estimated a representative sample to represent the population. Concerning the teachers’ population, it was taken as whole. A sample size of respondents was randomly sampled for the study, comprising of 12 teachers and 130 pupils. Table 2 gives a summary of the sample size.

Table 2: Sample Size

School	Students’ Population	Students’ Sample	Teachers’ Population	Teachers’ sample
Mohamed Lakhder	259	60	6	6
Hashmi Bouzidi	194	40	3	3
Abid Rajeai	133	30	3	3
Total	586	130	12	12

III.4. Data Collection Procedures

Due to the limited time and the circumstances of the chosen population (Baccalaureate Exam),), as well as the state of relative instability the country is in since February, 22nd which has had its effects in one way or another on the educational settings nationwide, the data are collected through online questionnaires (web-based questionnaires) and short time observation. Although the web-based questionnaires were the only available solution, they have many advantages. Andrews, Nonnecke, and Preece (2003, p. 4) state: “Web-based questionnaires have the advantage of low cost and quick distribution. Additionally, Web-

based questionnaires provide the ability to transfer questionnaire responses directly into a database, eliminating transcription errors and preventing questionnaire alteration by the questionnaire's respondent". The questionnaires designed and distributed for teachers and students through social media mainly Facebook. As almost all teachers and students use Facebook daily, the process of gathering responses went smoothly in a short period of time and the responses were stored automatically and were made ready for the next step of analysis.

III.5. Research Instruments

The study utilizes two sets of data collection instruments which are questionnaires and classroom observation.

III.5.1 The Questionnaire

Questionnaires are among the most common data collection methods that allow gathering information over a large sample. According to Brown (2001, p.6) "Questionnaires are any written instruments that present respondents with a series of questions... to which they are to react either by writing out their answers or selecting from any existing answers". The popularity of this data gathering tool because of the fact that it is easy to construct and it gives respondents freedom to express their views and opinion as well as make suggestions. Moreover, questionnaires are flexible and can be used to gather information on almost any topic. Such characteristics as well as the nature of the research are what have pushed the researcher to adopt this instrument for data collection. To obtain the necessary information, the researcher developed two sets of questionnaires, namely, the teachers' questionnaire and the learners' questionnaire.

III.5.1.1 The Perception of Teachers' Questionnaire

The teachers' questionnaire was administered to twelve (12) teachers of English at three different high schools, namely, Mohamed Lakhder, Hashemi Bouzidi, and Abid Rajeai. Divided into three main sections, the teachers' questionnaire consists of twenty three (23) questions; seventeen (17) of which are closed-ended and six (06) are open-ended. Section one consists of five (05) questions meant to gather background information about the respondents. Section two consists of nine (09) questions; it seeks information about the teachers' attitudes and opinions about students' motivation in classroom and the

factors that may affect their engagement and interest. Section three contains nine (09) questions; addressing the possible links between students' motivation and academic achievement and how different forms and techniques affect the students' performance. The instructions for the completion of the questionnaire were to click on the circle that best represents the respondent's opinion for 'closed questions' or by making full statements when necessary for 'open questions'.

III.5.1.1.1 Teachers' Questionnaire Analysis

Section One: This section deals with background details of the respondents: gender, age, academic qualification, teaching experience and school name.

Item 01: What is your gender?

Table 03: Teachers' Gender Distribution

Options	N	%
Male	07	58%
Female	05	42%
Total	12	100%

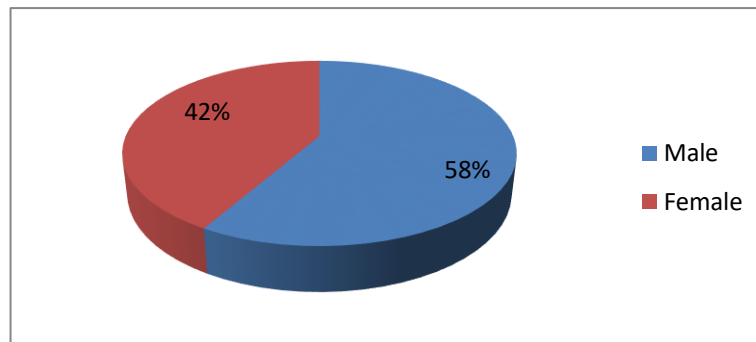
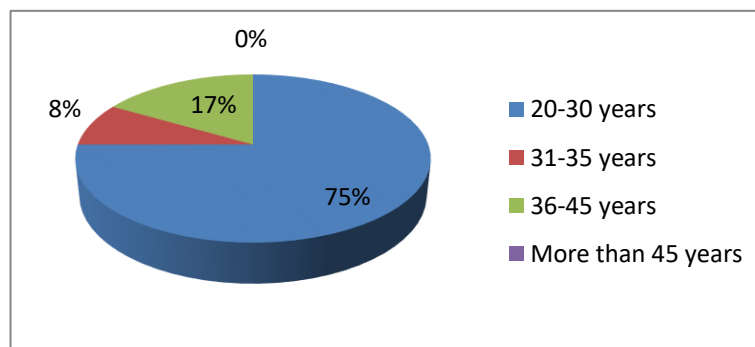


Figure 01: Teachers' Gender Distribution

Out of the whole sample surveyed seven (07) teachers (giving a percentage of 58%) are males while five (05) are female teachers (standing for 42%). This represents a fairly balanced gender ratio.

Item 02: How old are you?**Table 04: Respondents Age (Teachers)**

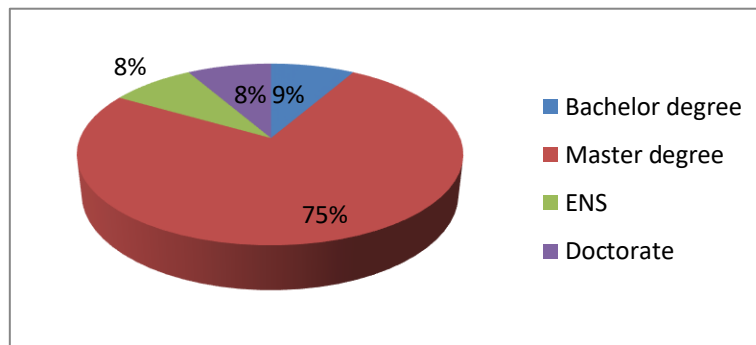
Options	N	%
20-30 years	09	75%
31-35 years	01	08%
36-45 years	02	17%
More than 45 years	00	0%
Total	12	100%

**Figure 02: Respondents Age (Teachers)**

While the age of the majority of the respondents (75%) ranges from 20 to 30 years, only 08% are aged between 31-35 years and 17% are between 36 and 45 years of age. This implies that the majority of the respondents are adults who probably show different ways of motivation.

Item 03: What is your highest academic qualification?**Table 05: Teachers' Highest Qualification**

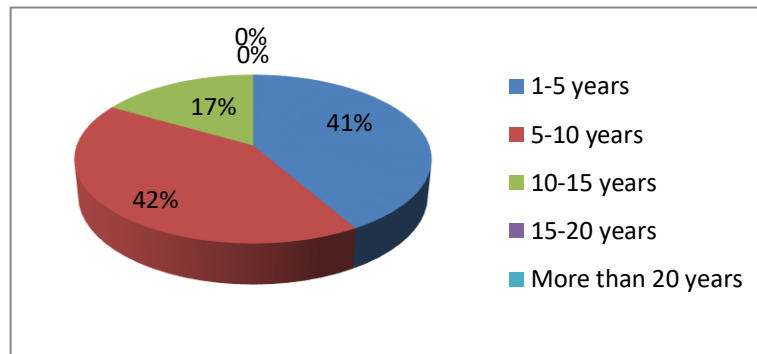
Options	N	%
Bachelor degree	01	09%
Master degree	09	75%
ENS	01	08%
Doctorate	01	08%
Total	12	100%

**Figure 03: Teachers' Highest Qualification**

Concerning the highest academic qualification of the respondents, the majority of them have university degrees, $\frac{3}{4}$ have Master's degree, ENS (08%), and Doctorate (08%). The remaining teachers have a Bachelor degree (09%).

Item 04: How long have you been in the teaching profession?**Table 06: Teaching Experience**

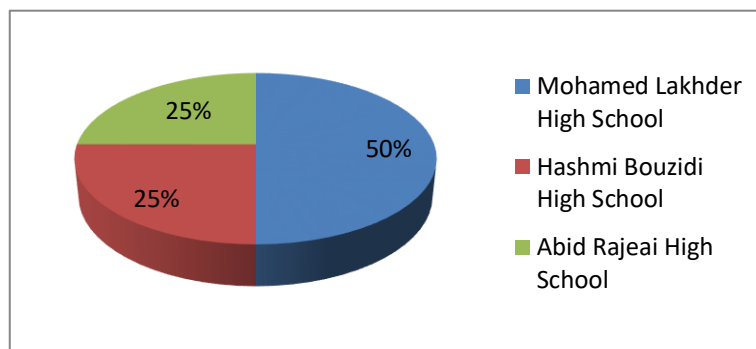
Options	N	%
01-05 years	05	41%
05-10 years	05	42%
10-15 years	02	17%
15-20 years	00	00%
More than 20 years	00	00%
Total	12	100%

**Figure 04: Teaching Experience**

The teachers with the longest teaching experience form the smallest portion (17%). Consequently it is in line with the expectation that the teachers who have stayed longest in the profession represent the least proportion because many of their peers have retired. The rest of the respondents are divided into two equal proportions, 42% have a teaching experience between 01 and 05 years and 41% have a teaching experience between 05 and 10 years.

Item 05: What is the name of the school you are working at?**Table 07: School Name**

Options	N	%
Mohamed Lakhder	06	50%
Hashmi Bouzidi	03	25%
Abid Rajeai	03	25%
Total	12	100%

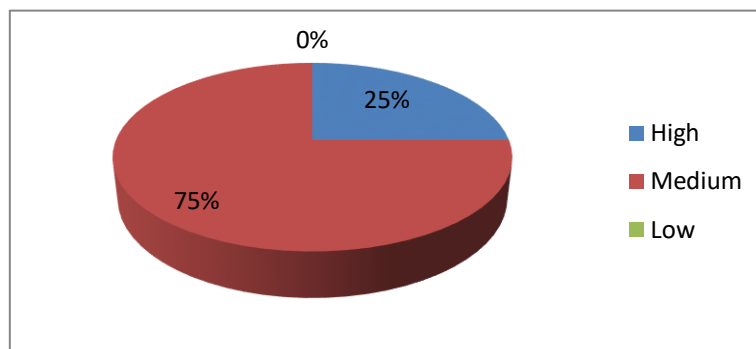
**Figure 05: School Name**

As mentioned in the previous pages, the sample was selected from three different high schools, namely: Abid Rajeai, Hashmi Bouzidi, and Mohamed Lakhder. As the graph represents, half of the sample are teachers at Mohamed Lakhder. The other half is equally distributed between the other two schools; 25% are working at Hashmi Bouzidi and the remaining 25% teach at Abid Rajeai.

Section Two: This section addresses nine (09) questions dealing with the variable of motivation from the teachers' perspective.

Item 06: Do you think that your students' level of motivation is often:**Table 08: The Students' Level of Motivation**

Options	N	%
High	03	25%
Medium	09	75%
Low	00	00%
Total	12	100%

**Figure 06: The Students' Level of Motivation**

It is important to note that no teacher (0%) considers his/her student's motivation to be low. While 75% of teachers affirm that their learners' degree of motivation is medium, 25% believe that the motivation level of their learners is high. Therefore, students have a good chance for better achievement.

Item 07: How often do you tend to establish a motivating atmosphere inside the classroom?**Table 09: Frequency to Establish a Motivating Atmosphere**

Options	N	%
Always	09	75%
Sometimes	03	25%
Rarely	00	00%
Never	00	00%
Total	12	100%

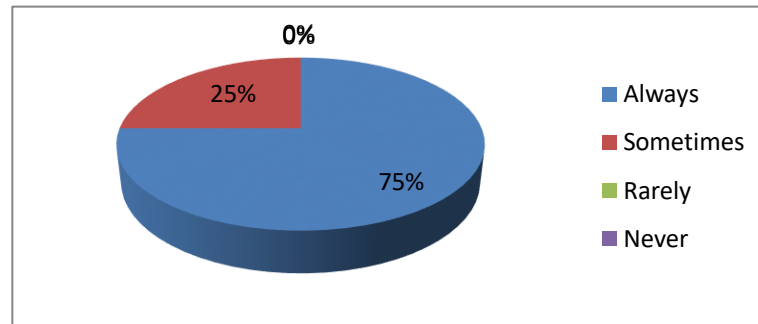


Figure 07: Frequency to Establish a Motivating Atmosphere

This figure reveals that almost all teachers (75%) affirm that they attempt to create a motivating atmosphere in their classes, so that, their learners will have a relaxed environment for learning, this can be considered as a positive factor to develop learner's academic achievement. The remaining 25%, on the other hand, opted for 'sometimes'.

Item 08: Do your students show interest in your class?

Table 10: The Students' Interest in the Class

Options	N	%
Always	01	08%
Sometimes	11	92%
Rarely	00	00%
Never	00	00%
Total	12	100%

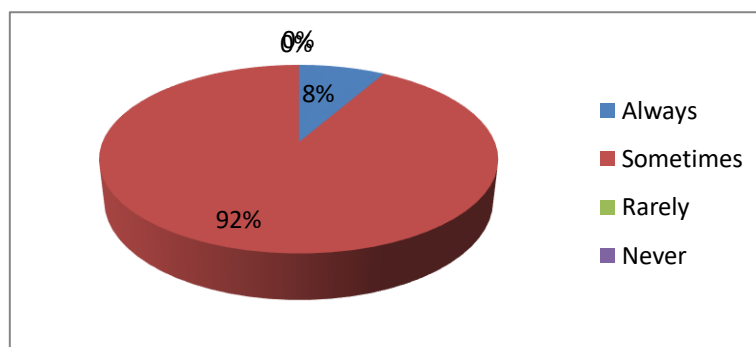


Figure 08: The Students' Interest in the Class

While the vast majority of the participants (92%) are of the same opinion that students sometimes show interest in their classes, a tiny minority (08%) went for the claim that their learners are always interested in their lessons.

Item 09: Do you think that students' lack of motivation in class is mainly due to:

Table 11: Reasons behind Students' Lack of Interest

Options	N	%
Lack of motivation	04	34%
Overcrowded classes	07	58%
Shyness	01	08%
Total	12	100%

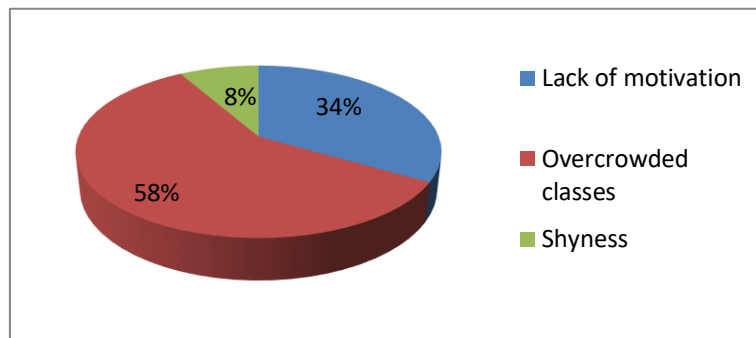


Figure 09: Reasons behind Students' Lack of Interest

Teachers' opinions varied to include the three mentioned reasons (lack of motivation, overcrowded classes, and shyness) but with different proportions. The most noticeable percentage is 58% which represents the overcrowded classes, next is 34% that represents the lack of motivation; shyness is represented by 08%.

Item 10: Please, if there are other reasons, mention them.

A number of teachers provided their own opinions about the reasons behind the lack of interest in class among students:

- "Lack of ICTs, we are dealing with digital generation."
- "Sometimes teachers themselves are not motivated."

- “Because most of them studied French for a long period of time and this really stands in their way especially when it comes to pronunciation.”
- “Maybe family problems, emotional difficulties, learning disabilities, and many other factors.”

Item 11: Is there a link between learners’ motivation and teachers’ motivation?

Table 12: The Link between Learners’ and Teachers’ Motivation

Options	N	%
Yes	12	100%
No	00	00%
Total	12	100%

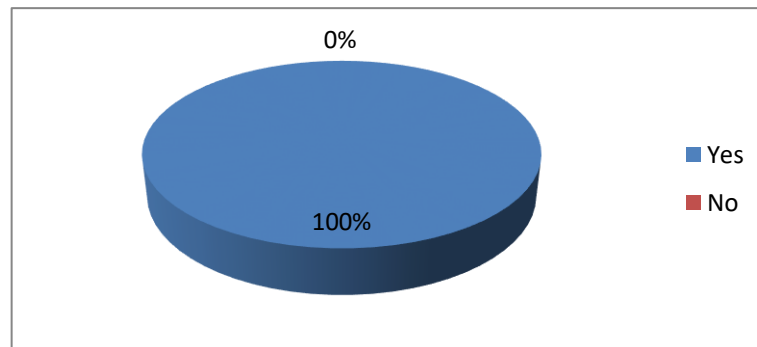


Figure 10: The Link between Learners’ and Teachers’ Motivation

The teachers’ answers were 100% positive of the link between learners’ motivation and teachers’ motivation; this indicates a strong correlation between the two variables.

Item 12: Please explain

Some teachers provide the following explanation:

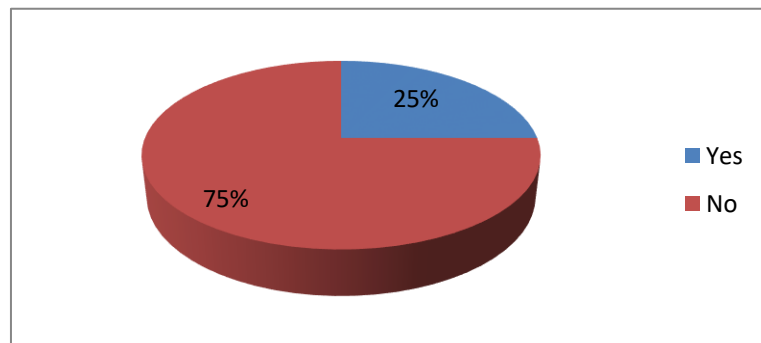
- “If the teacher is motivated, he will transmit that positive energy to his/her learners by creating a positive, non-threatening atmosphere.”
- “If the teacher is getting bored, learners will be affected.”
- “If the teacher is motivated enough to teach, his students will be automatically motivated; and if the students are active learners, their teacher will behave better and make more efforts to teach them.”

Item 13: What forms of motivation, if any, does your school give to learners?

The forms of motivation used by most schools, as mentioned by all the teachers, include verbal praise and material rewards for those students who have high scores and this occurs only one time a year, i.e., on 16th April, known as the national day of Knowledge. This encourages those who perform well to continue doing well as well as those who do not perform well to desire to do well.

Item 14: Does your school bring motivational speakers?**Table 13: Motivational Speakers**

Options	N	%
Yes	03	25%
No	09	75%
Total	12	100%

**Figure 11: Motivational Speakers**

The chart shows that $\frac{3}{4}$ of the teachers answered negatively, indicating that the school they work at does not bring motivational speakers, the rest ($\frac{1}{4}$) replied positively.

Section Three: The last section investigates the relationship between students' motivation and their academic achievement.

Item 15: In your teaching experience, to what extent can motivation affect learners' academic achievement?

Table 14: Effect of Student Motivation on Academic Performance

Options	N	%
Very much	10	83%
A bit	02	17%
Negligible	00	00%
Not at all	00	00%
Total	12	100%

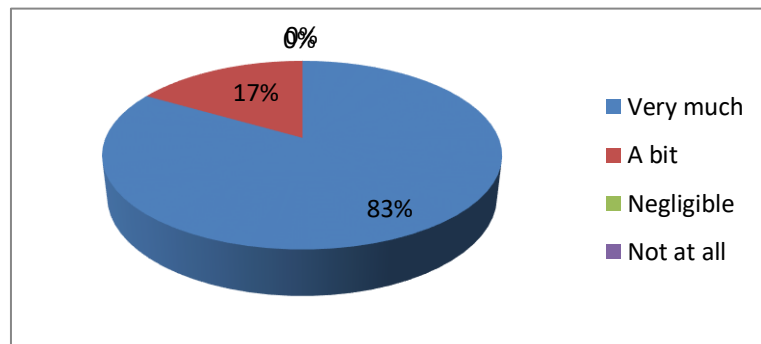


Figure 12: Effect of Student Motivation on Academic Performance

As to the main question of whether student motivation can affect academic performance, a great majority (83%) of respondents felt that there is a strong correlation between the two. Those of the view that student motivation has a mild influence are at the percentage of 17%.

Item 16: In your opinion, which of the following motivation techniques can best improve learners' academic performance?

Table 15: Effect of Various Motivation Techniques

Options	N	%
Prizes	03	25%
Reinforcement	01	08%
Punishment	00	00%
Classroom competition	02	17%
Teaching methods	06	50%
Total	12	100%

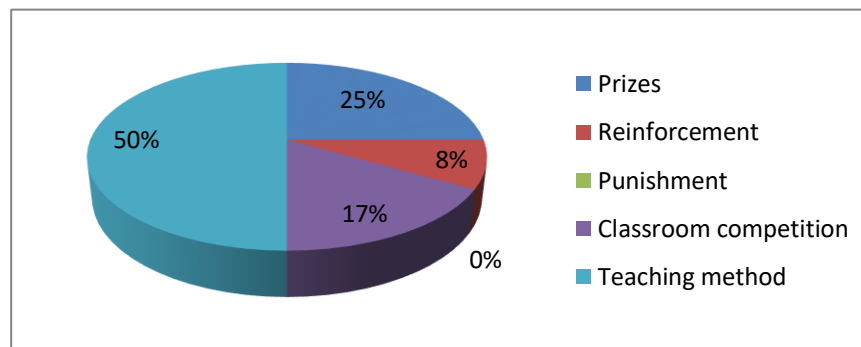


Figure 13: Effect of Various Motivation Techniques

Half of the respondents (50%) identified teaching methods as the most effective motivational technique. 25% of teachers felt that awarding of prizes to students can affect performance. 17% believe in classroom competition to be crucial in improving students' performance. Reinforcement was the least popular technique among the participants, gaining an approval of 08%. Punishment got none (00%).

Item 17: Is the effect of these motivational techniques on learners' academic performance sustainable over a long period of time?

Table 16: Sustainability of Motivational Techniques

Options	N	%
Yes	08	67%
No	01	08%
Maybe	03	25%
Total	12	100%

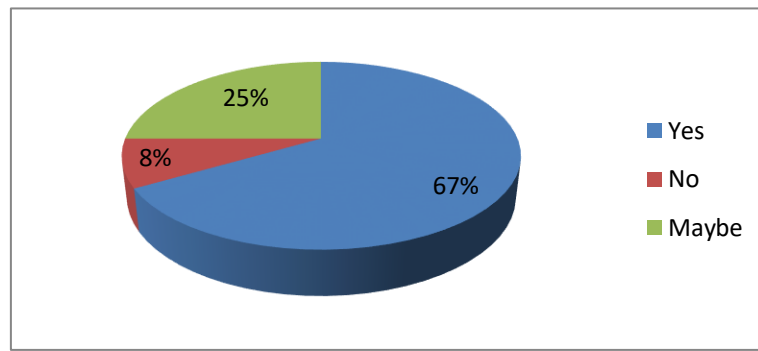


Figure 14: Sustainability of Motivational Techniques

Concerning the sustainability of the motivational techniques, teachers opinions run as follows: 67% maintain that these methods have a long term effect, 08% indicate that the effect does not last for long, and 25% are not sure of the nature of such an effect.

Item 18: Please explain

The following are answers that are provided by some respondents to support their answers:

- To justify his/her 'No' answer, one of the teachers wrote: "The above mentioned methods focus on extrinsic motivation which is not long lasting most of the time".

Item 19: Do you think that other factors such as dislike of a teacher affect the academic performance of learners?

Table 17: Effect of Extraneous Variables

Options	N	%
Yes	12	100%
No	00	00%
Total	12	100%

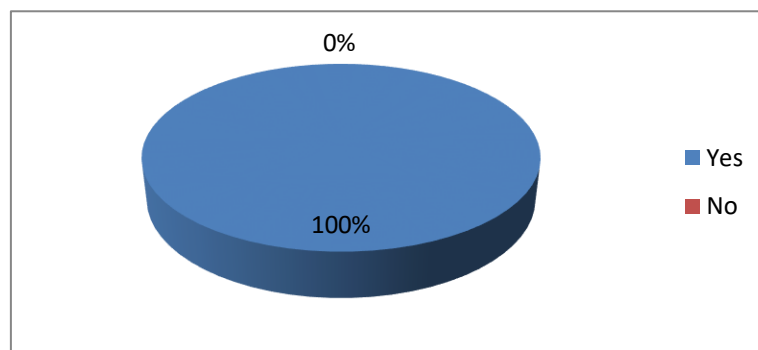


Figure 15: Effect of Extraneous Variables

The whole sample (100%) agreed that such factors as disliking the teacher affect the learners' academic performance.

Item 20: Is lack of self motivation a major obstacle in academic performance?

Table 18: Lack of Self Motivation as an Obstacle of Academic Achievement

Options	N	%
Yes	09	75%
No	03	25%
Total	12	100%

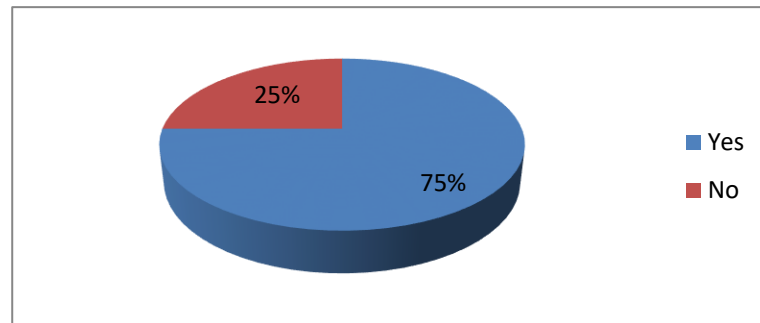


Figure 16: Lack of Self Motivation as an Obstacle of Academic Achievement

In response to whether or not the lack of self motivation obstructs the learners’ academic performance, a very large proportion of the teachers (75%) indicated that it does while the remaining rate (25%) pointed that self motivation has no role in classroom results.

Item 21: Are self-motivated learners more likely to perform better academically?

Table 19: Self Motivated Students and Academic Performance

Options	N	%
Yes	06	50%
Somehow	04	33%
Not at all	00	00%
It depends	02	17%
Total	12	100%

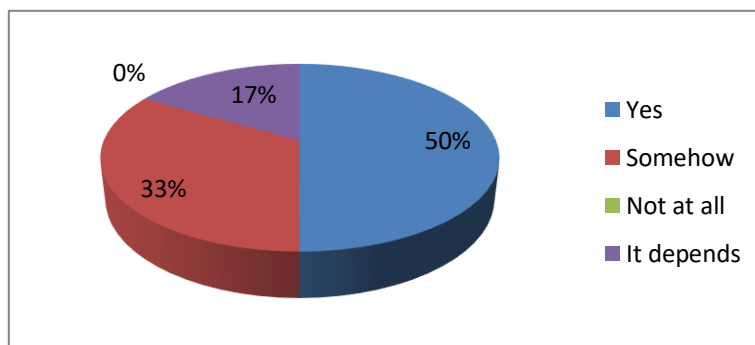


Figure 17: Self Motivated Students and Academic Performance

Half of respondents (50%) hold that self-motivated students are more likely to excel in their studies while a third (33%) feel that self-motivation can foster academic performance

to some extent. The remainder 17% considers that it depends on many other variables. This implies that most teachers prefer those students who are motivated by themselves.

Item 22: How good are you at helping students raise test scores and academic success?

Table 20: The Capacity of Teachers in Improving Academic Achievement

Options	N	%
Very bad	00	00%
Bad	00	00%
Average	03	25%
Good	08	67%
Very good	01	08%
Total	12	100%

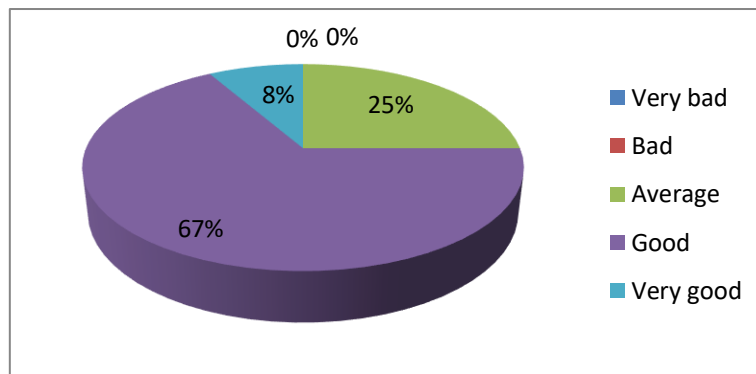
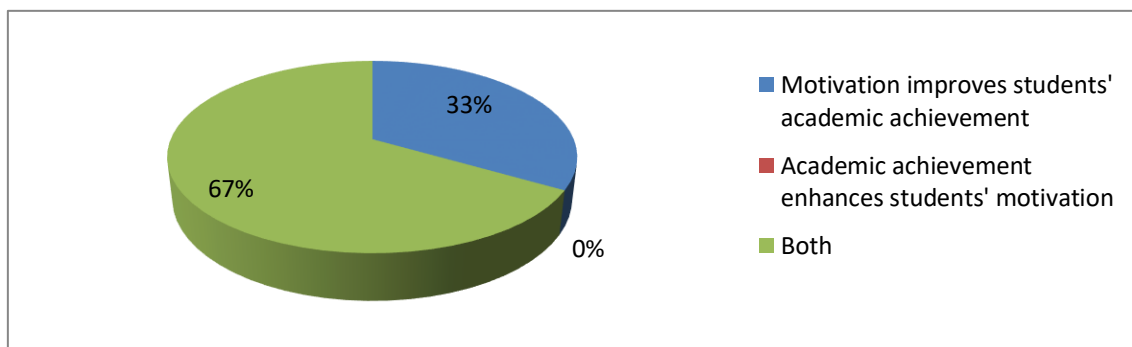


Figure 18: The Capacity of Teachers in Improving Academic Achievement

A small minority of the questioned teachers (08%) consider themselves 'very good' at raising their students' test scores and academic success. Meanwhile, a quarter (25%) of them put themselves in an average level. The rest, representing the majority (67%), expressed themselves as 'good'.

Item 23: In your view, which of the following statements applies?**Table 21: Motivation as a Cause and Result of Academic Achievement**

Options	N	%
Motivation improves academic achievement	04	33%
Academic achievement enhances motivation	00	00%
Both	08	67%
Total	12	100%

**Figure 19: Motivation as a Cause and Result of Academic Achievement**

The issue of whether motivation influences academic achievement and/or vice versa is considered truthful in both directions by the majority of the respondents (67%), while 33% of them believe in only one direction of the influence, that motivation improves academic performance.

III.5.1.1.2 Discussion and Interpretation of the Questionnaire Results

With respect to the main concern of the research, the analysis of the questionnaire shows that a large number of responses were quite positive. Therefore, these answers are in the direction of the research hypothesis. The results of section two and three are quite interesting. In section two, the teachers claimed that the level of their students' motivation is often high or medium thanks to the motivating atmosphere they establish during the class. It is clear that most teachers are aware of the importance of classroom motivation, since most teachers claim that they 'always' attempt to create a motivating environment. However, due to some reasons, in view of the teachers' responses overall, students do not

usually show interest during the sessions; while the most influential reason is the overcrowded classes, other significant reasons, which may be considered in a way to be related to the size of classes, include mainly lack of motivation on the part of both teachers and students (which is the main concern of the present research) as well as shyness. Besides, teachers provided other reasons that might cause student's lack of interest among them: lack of ICTs and technological aids, the impact of French as the first foreign language, and social and family problem.

The results show a strong relation between teachers' motivation and students' motivation. Teachers affirm that their role is not restricted to providing input only, that is explaining lessons, but the teacher is a guide also, i.e., he/she helps students to discover their capacities and to communicate freely by providing a motivating atmosphere which paves the way for students to improve their performance. All of the mentioned missions can be realized only if the teacher is motivated. The teachers' reaction to the forms of motivation given by school was somehow negative. Algerian schools generally have the same awarding criteria in which they give the excellent students certificates, some kind of presents, and sometimes they give them none. Some of the respondents said that the school they are working at brings motivational speakers for students to inspire and encourage them to push themselves out of their comfort zone and teach them the importance of self-belief and positive attitudes. Nonetheless, unfortunately, the majority of the respondents negated the existence of such motivational method in their schools.

The main aim of section three is to obtain answers for the research questions. A vast majority of teachers claimed that motivation affects the learners' academic achievement 'very much'; they believe that motivated students have a better chance to engage in classroom activities, since they are always ready to improve their level of achievement and overcome the difficulties they face. To improve learners' academic achievement, half of the respondents support the 'teaching method' as the most influential factor; prizes also received some attention. Worthy to mention, 'punishment' is very much unflavored by the respondents.

The results show that the techniques of motivation (prizes, reinforcement, and classroom competitions) last for long periods of time. This view is supported by the majority of the questioned teachers while the others, who were against this idea, claimed that these techniques are perfectly extrinsic. These techniques have a temporary effect

which means they are not usually long lasting and the absence of the technique leads to the absence of motivation. Teachers often encourage intrinsic motivation as it is best for their students in the long run. Another factor that heavily affects learners' academic achievement, which is maintained by all of the sampled teachers, is 'the dislike of the teacher'. From the early beginning of the school life, learners base their interest towards the subject being taught on the teacher's personality and style; if the teacher is good enough in his/her students' eyes, they will do their best and make more efforts in the subject/course he/she teaches them, that is why the teacher is considered as a source of motivation.

Although learners' motivation can be affected by many extrinsic factors, still the internal ones are of great influence. Lack of self-motivation is seen as an obstacle in academic performance by the great majority of the teachers because self-motivated learners do not need to be enticed, as they get involved easily in any sort of activities. Teachers generally agreed that self-motivated learners are more likely to perform better academically; they believe that their student's participation is based on whether they are intrinsically motivated, that is, they are taking pleasure in the activities and lessons. In addition to self-motivation and extrinsic enticement, teachers play a key role in raising their students' test scores.

Interestingly, all the questioned teachers expressed that they are capable of making changes in their students' academic success. Another conclusive and interesting point to note is derived from the question of whether motivation improves students' academic achievement or academic achievement enhances motivation. While about a third of the respondents claimed that academic achievement is influenced by motivation, the majority of them said that both statements are correct in that the relation between motivation and achievement is a double-edged sword. That is, both learners' motivation and their academic achievement can influence each other; for instance, results (good or bad) may impact motivation of learners. On the whole, teachers show interest to the value of motivation and their previous answers revealed that it can successfully lead students to better academic performance.

III.5.1.2 The Perception of Students' Questionnaire

The questionnaire was administered to third year students at three different high schools, namely, Mohamed Lakhder, Hashemi Bouzidi, and Abid Rajeai. The researcher dealt with a sample of 130 students from a population of 586 students. This sample was selected randomly in order to be representative of the whole population.

The questionnaire consists of twenty five (25) questions. The questions are either closed (21 questions) requiring from the students to choose 'yes' or 'no' answers, or to tick up the appropriate answer and justify in open-ended questions (04 questions) if necessary. The questionnaire is divided into three sections. Section one seeks information about students' gender, age, and school name. Section two covers twelve (12) questions; it seeks information about the students' motivation, the factors that motivate and demotivate them, and the types of motivation that influence them the most. Section three is composed of ten (10) questions attempting to obtain information about students' achievement in English and the impact of motivation on their performance.

III.5.1.2.1 Students' Questionnaire Analysis

Section One: Background Information

Information about background characteristics of students as the main respondents is presented in this section. It includes; gender, age, and school name.

Item 01: What is your gender?

Table 22: Students' Gender Distribution

Options	N	%
Male	40	31%
Female	90	69%
Total	130	100%

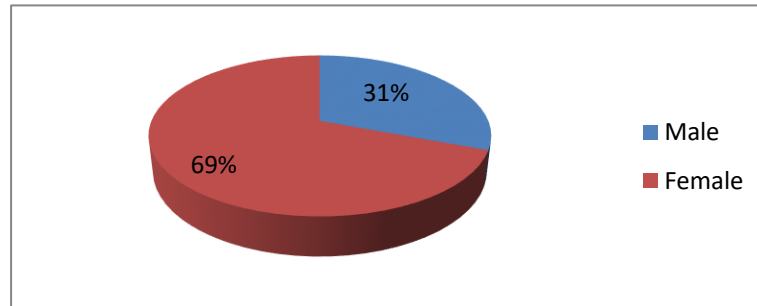


Figure 20: Students' Gender Distribution

Figure 20 indicates that most of the respondents (69%) are females while 31% are males; this implies that both sexes were adequately represented in the study.

Item 02: How old are you?

Table 23: Age of the Respondents (Students)

Options	N	%
17 years old	03	02%
18 years old	82	63%
19 years old	33	26%
20 years old	12	09%
Total	130	100%

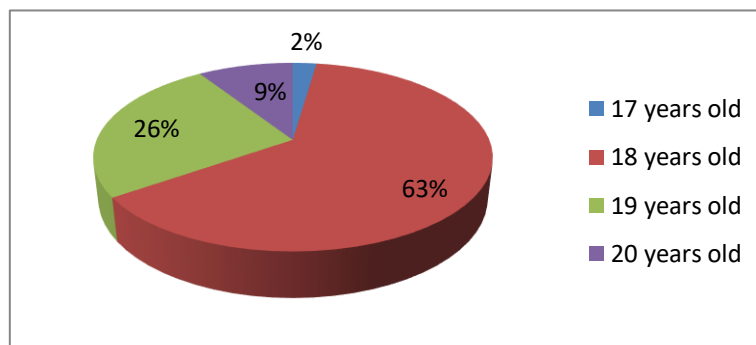
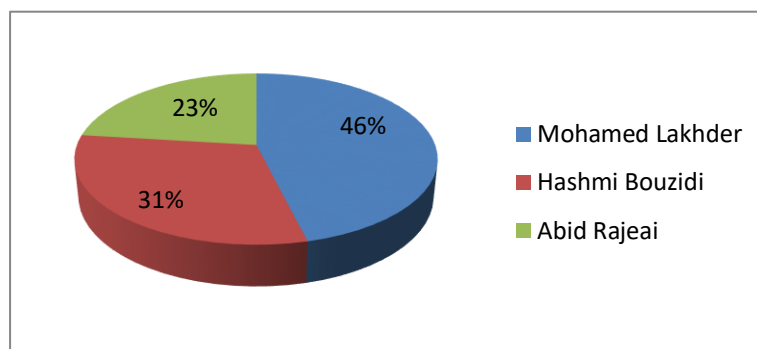


Figure 21: Age of the Respondents (Students)

The age of third year high school students usually ranges between 18 and 19 which represent the majority of the respondents in this study. 63% of the respondents are aged 18 and 26% are 19 years old. The rest are special cases, 02% of them are aged 17 years old and 09% are 20 years of age.

Item 03: What is the name of the school you are studying at?**Table 24: School Name**

Options	N	%
Mohamed Lakhder	60	46%
Hashmi Bouzidi	40	31%
Abid Rajeai	30	23%
Total	130	100%

**Figure 22: School Name**

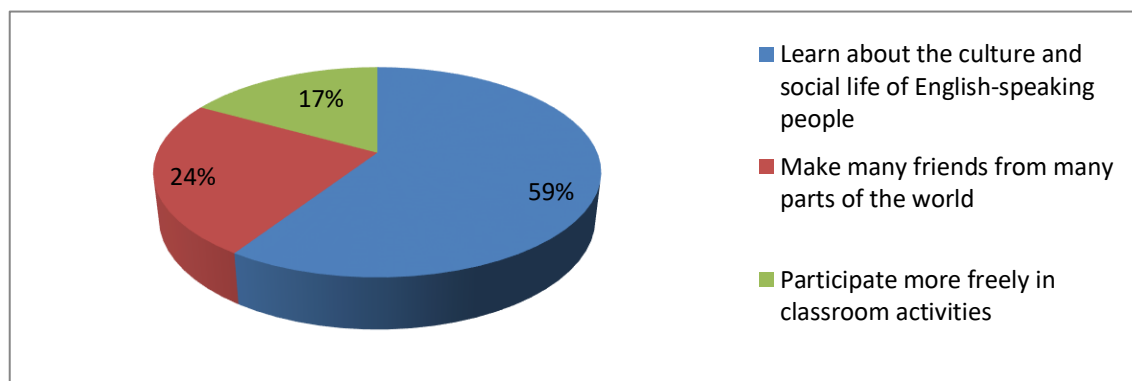
Both samples of teachers and students were selected from the same schools. As figure 22 shows, half of the respondents (50%) study at Mohamed Lakhder high school, 25% pursue their studies at Hashemi Bouzidi, and 25 % are students at Abid Rajeai high school.

Section Two: Motivation

This section addresses twelve (12) questions dealing with the variable of motivation from the perspective of students.

Item 04: Which of the following motives have/has encouraged you to learn English?**Table 25: Motives to Learn English**

Options	N	%
Learn about the cultures	77	59%
Make friends	31	24%
Participate in classroom	22	17%
Total	130	100%

**Figure 23: Motives to Learn English**

Among the provided motives to learn English, learning about the culture and social life of English speaking people was chosen by the majority of the respondents (59%). 24% of the participants are motivated to learn English in order to make friends from other parts of the world, and 17% chose to learn it for academic purposes.

Item 05: Which of the following factors you think is demotivating when studying English?

Table 26: The Demotivating Factors

Options	N	%
Lack of technological aids	42	32%
Teacher's nervousness	33	25%
Difficulty of textbooks	35	27%
Social discouragement	20	16%
Total	130	100%

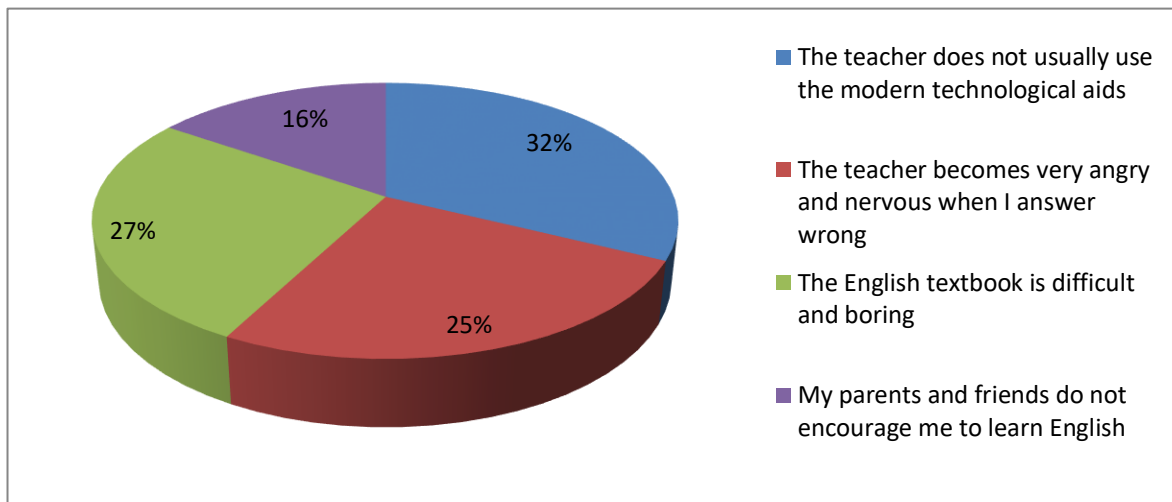
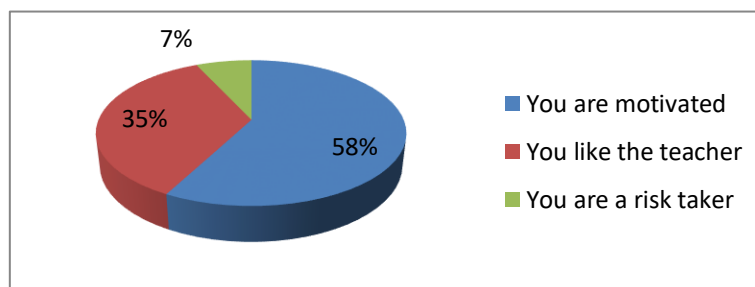


Figure 24: The Demotivating Factors

Among the four demotivating factors, the first places were occupied by some aspects of teacher's personality and style. The rare use of technology is reported by 32% of the respondents and teacher's nervousness by 25%. Another demotivating factor related to the textbooks is mentioned by 27% of the respondents whereas 16% feel demotivated because of some social reasons.

Item 06: Do you participate because:**Table 27: The Students' Reasons for Participation**

Options	N	%
You are motivated	75	58%
You like the teacher	46	35%
You are a risk taker	09	07%
Total	130	100%

**Figure 25: The Students' Reasons for Participation**

The majority of the students (58%) argue that they participate because they are motivated; they are enjoying the task and have interests to learn. Liking the teacher was the reason behind the participation of 35% of the questioned students while 07% were neither motivated nor liking the teacher but they were risk takers.

Item 07: Does correction of your mistakes by your teacher:**Table 28: The Teachers' Reaction against the Students' Mistakes**

Options	N	%
Motivate you	110	85%
Demotivate you	20	15%
Total	130	100%

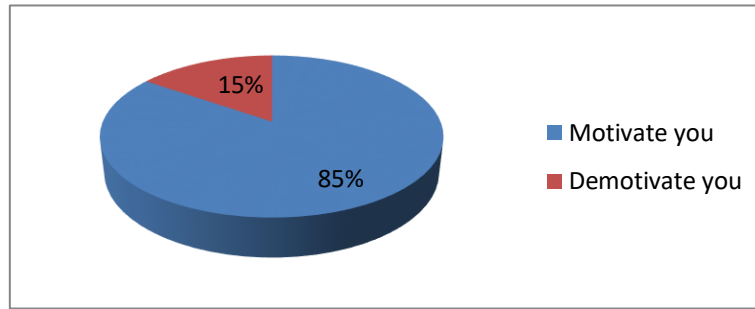


Figure 26: The Teachers' Reaction against the Students' Mistakes

85% of students report that their teacher's intervention motivates them. This reveals that they are intrinsically motivated, and they consider the teacher's interference as being effective when erring. 15% consider that interruption does not encourage them to participate and they perceive it as a kind of inhibition.

Item 08: When dealing with classroom activities, what motivates you more?

Table 29: The Students' Preferences to Work

Options	N	%
Working individually	43	33%
Working in groups	87	67%
Total	130	100%

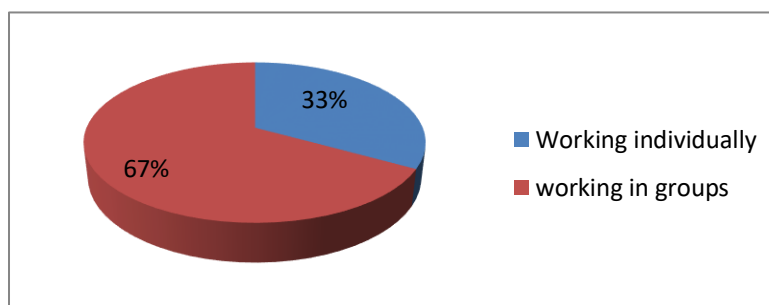
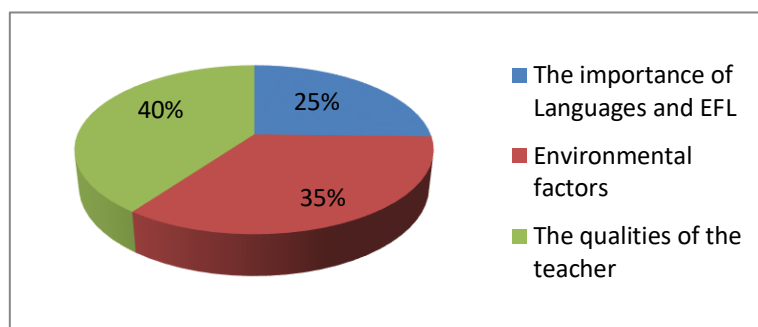


Figure 27: The Students' Preferences to Work

As can be viewed from the above figure, most students (67%) prefer to work in groups. Actually, this gives them the opportunity to communicate more and better. However, the remaining 33% of the students claim that they are more into working individually.

Item 09: Which of the following factors influence your degree of motivation?**Table 30: Factors Influencing Motivation**

Options	N	%
The importance of languages	33	25%
Environmental factors	45	35%
The qualities of the teacher	52	40%
Total	130	100%

**Figure 28: Factors Influencing Motivation**

The pie chart above shows three fairly closed ratios where 40% goes for the qualities of the teacher as the most influential factor, 35% indicated that the environmental factors influence their motivation more and the last factor which is the importance of languages and EFL as a school subject was chosen by 25%.

Item 10: Does your motivation increase in class as a result of external factors like prizes, praise, or grades?

Table 31: Extrinsic Motivation

Options	N	%
Always	61	47%
Usually	17	13%
Sometimes	32	24%
Hardly ever	01	01%
It depends	10	08%
Never	09	07%
Total	130	100%

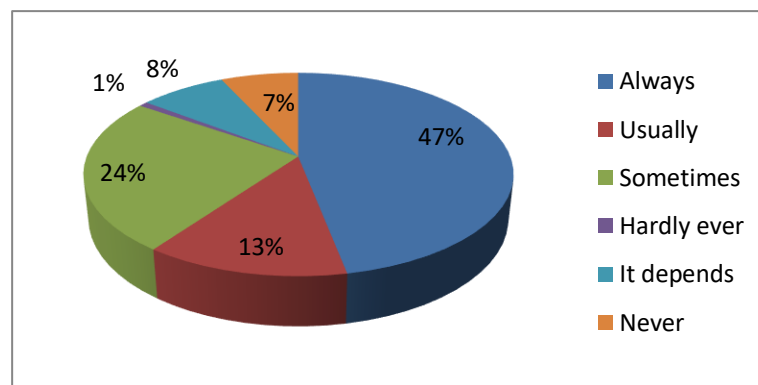
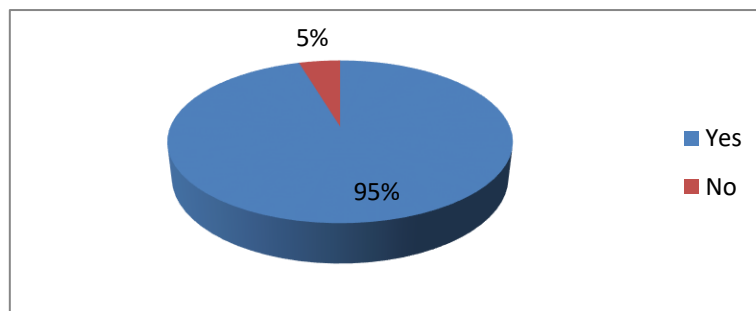


Figure 29: Extrinsic Motivation

Nearly half of the respondents (47%) are 'always' extrinsically motivated, their motivation increases by means of external factors. 24% indicated that external factors affect their motivation 'sometimes' while 13% are 'usually' affected by these factors. The respondents who chose 'It depends' (08%), 'Never' (07%), and 'Hardly ever' (01%) might be intrinsically motivated or they are not motivated at all.

Item 11: Does your motivation spring from your internal desire?**Table 32: Intrinsic Motivation**

Options	N	%
Yes	124	95%
No	06	05%
Total	130	100%

**Figure 30: Intrinsic Motivation**

Almost all the questioned students (95%) said that their motivation is internal, i.e., they are self-motivated while 05% of them said they are not intrinsically motivated.

Item 12: What forms of motivation does the school give to learners in your school?**Table 33: Forms of Motivation**

Options	N	%
Presents	60	46%
Certificate of appreciation	58	45%
Trips	12	09%
Total	130	100%

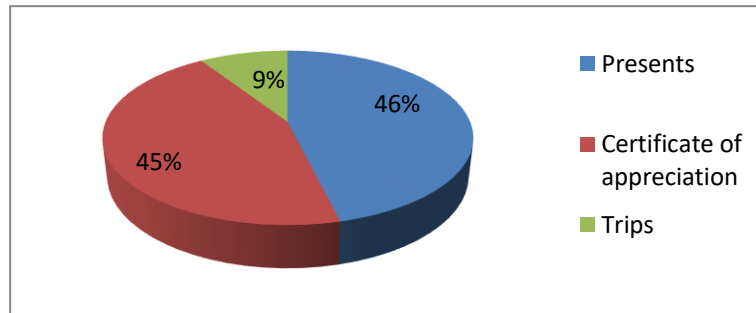


Figure 31: Forms of Motivation

Figure 31 reveals that 46% of motivation forms the schools grant to well-performing learners is embodied in presents. This motivates the learners to do well in academics. Other forms of motivation include certificates of appreciation (45%) and trips (09%).

Item 13: Does the school bring motivational speakers?

Table 34: Motivational Speakers

Options	N	%
Yes	42	32%
No	88	68%
Total	130	100%

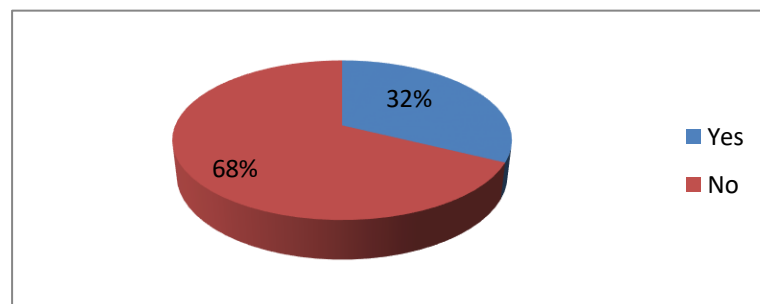
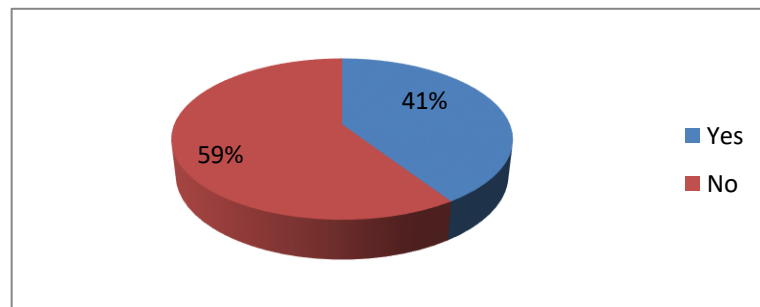


Figure 32: Motivational Speakers

The pie chart above reveals that according to the majority of the responses obtained from the students (68%), their schools do not call for motivational speakers, while the remaining minorities (32%) indicate that their schools bring motivational speakers to motivate them.

Item 14: Do the learners in your school have mentors?**Table 35: Mentors for Learners**

Options	N	%
Yes	53	41%
No	77	59%
Total	130	100%

**Figure 33: Mentors for Learners**

From the results obtained above, only 41% of the participants indicate that learners have mentors in their schools; the rest (59%) said they do not.

Item 15: In your opinion, would having mentors influence the learners' learning in any way?**Table 36: Mentors' Influence on the Learners' Learning**

Options	N	%
Yes	93	72%
No	37	28%
Total	130	100%

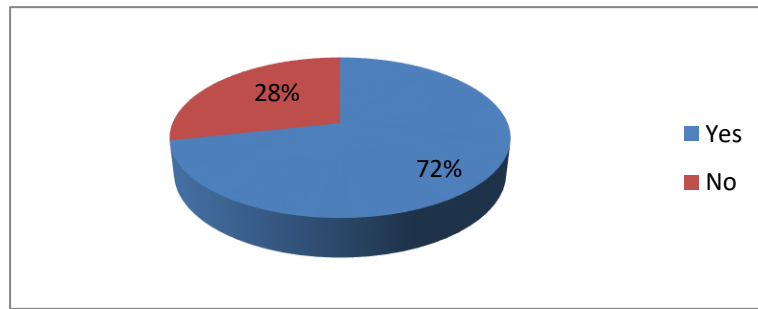


Figure 34: Mentors' Influence on the Learners' Learning

As the figure illustrates, most of the respondents (72%) agreed that the mentors have some kind of influence on their learning while 28% refuted any influence in any way.

Section Three: Motivation and Academic Achievement

This section investigate the relationship between motivation and academic achievement

Item 16: Does the school environment affect your academic performance?

Table 37: School Environment and Academic Performance

Options	N	%
Yes	116	89%
No	14	11%
Total	130	100%

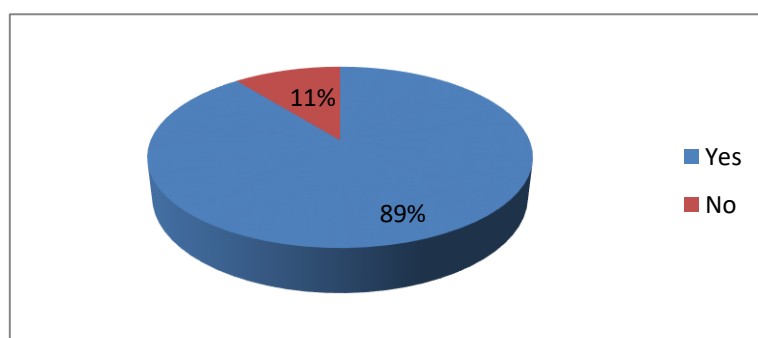


Figure 35: School Environment and Academic Performance

Figure 35 shows that a great majority of respondents (89%) believe that the school environments influences their academic performance. This is because conducive environment is needed for effective learning to take place. In comparison, only a small minority of 11%

identified that school environment has no effect on their academic performance.

Item 17: How do you rate your achievement in English?

Table 38: Students' Consideration of their Achievement in English

Options	N	%
Very poor	02	02%
Poor	07	05%
Average	21	16%
Good	76	58%
Very good	22	17%
Excellent	02	02%
Total	130	100%

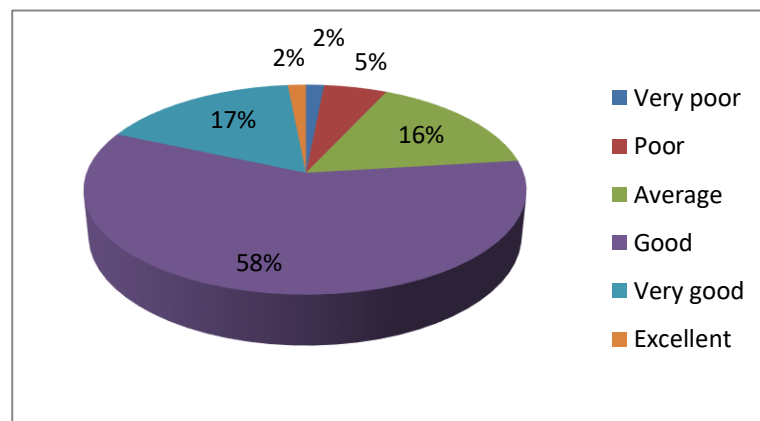
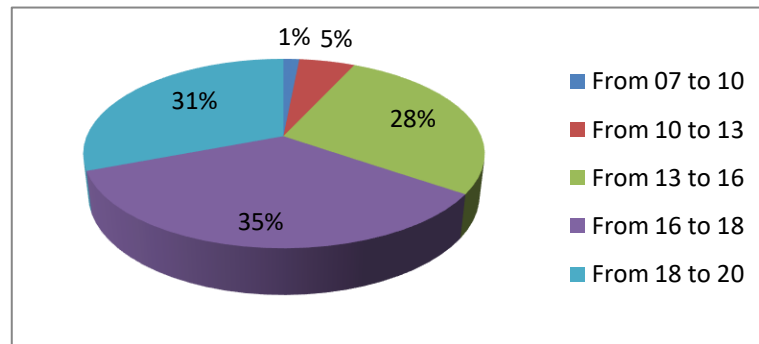


Figure 36: Students' Consideration of their Achievement in English

The results shown in the above figure display that a large proportion of the students (58%) consider that their level in English is 'good'. Others (17%) claim that their level is 'very good'. Other students (16%) replied that their level is 'average' and some of them rate their level as 'poor' (05%) whereas the last part of the figure (03%) was divided equally between two special cases; 02% represents the students whose level is 'very poor' and the second 02% are excellent.

Item 18: What was the highest score (mark) you got in English in high school?**Table 39: The Highest Score**

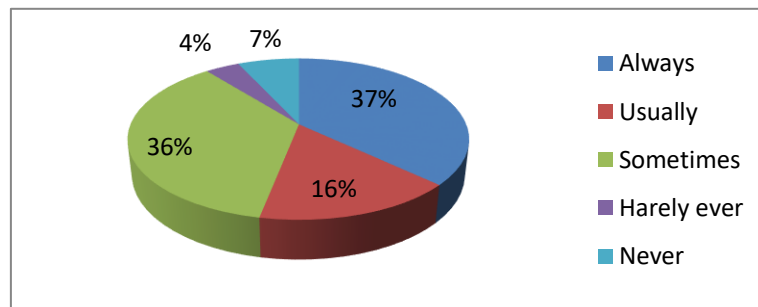
Options	N	%
From 07 to 10	02	01%
From 10 to 13	07	05%
From 13 to 16	36	28%
From 16 to 18	45	35%
From 18 to 20	40	31%
Total	130	100%

**Figure 37: The Highest Score**

The respondents were asked to identify the highest score they could get at high school, and the obtained answers vary in range between those who obtained marks as low as 07/20 and those who could score up to 20/20. This confirms the answers obtained from the previous question where the students' level and achievement in English ranged between 'very poor' (07/20) and 'excellent' (20/20).

Item 19: Do your results (good or bad) influence your motivation?**Table 40: The Influence of Academic Results on Motivation**

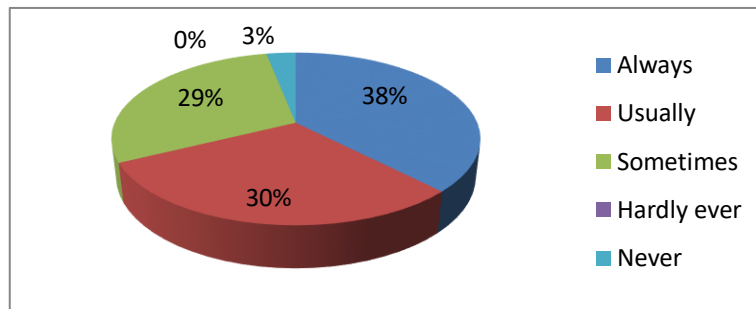
Options	N	%
Always	48	37%
Usually	21	16%
Sometimes	47	36%
Hardly ever	05	04%
Never	09	07%
Total	130	100%

**Figure 38: The Influence of Academic Results on Motivation**

As to the question of whether students' results can affect their motivation, a great majority (89%) of respondents felt that there is a direct relation of influence between the two. This proportion is divided between those who chose 'Always' (37%), those who opted for 'Usually' (16%), and those who selected 'Sometimes' (36%). The remaining are divided between those who ticked 'Hardly Ever' (04%) and those who went for 'Never' (07%)

Item 20: Is your motivation the cause of your performance?**Table 41: Motivation as a Reason for Performance**

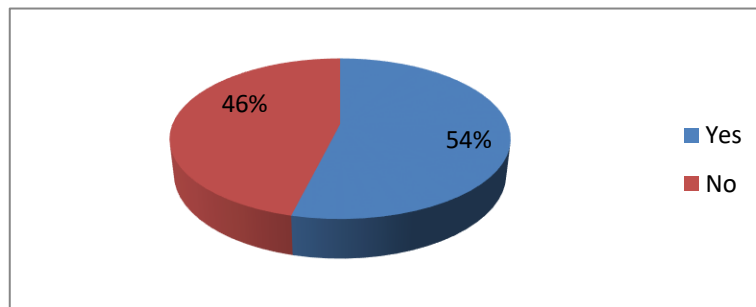
Options	N	%
Always	49	38%
Usually	39	30%
Sometimes	38	29%
Hardly ever	00	00%
Never	04	03%
Total	130	100%

**Figure 39: Motivation as a Reason for Performance**

As predicted, a vast majority agreed on that performance is the result of motivation, i.e., if the students are motivated, they will work hard leading, as a result, to better performance. This majority includes the 38% who indicated that motivation is always the reason for their performance, the 30% who replied that it is usually motivation that underlies their academic performance and the 29% who answered that motivation does sometimes link to their performance. The remaining minor proportion of 03% denies any relationship between motivation and performance.

Item 21: Does fear of performing poorly in class demotivate you?**Table 42: Fear of Performing Poorly**

Options	N	%
Yes	70	54%
No	60	46%
Total	130	100%

**Figure 40: Fear of Performing Poorly**

Although fear of performing poorly in class seems to be an obstacle for students' motivation, the results show that both proportions are approximately equal. 54% consider fear of performing poorly in class as a demotivating factor while the rest (46%) claim that their motivation does not get affected even if they perform poorly.

Item 22: Do academic competitions with your friends motivate you to perform better?**Table 43: Academic Competition**

Options	N	%
Yes	112	86%
No	18	14%
Total	130	100%

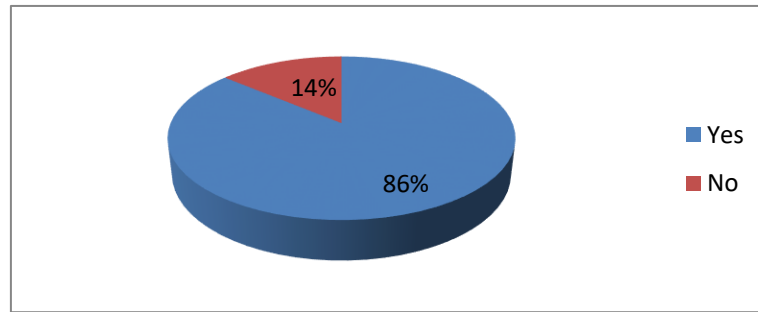


Figure 41: Academic Competition

The chart above displays that 86% of the questioned students stated that they compete academically whereas some students (14%) mentioned they do not.

To support and check out the results of the current item, this question is consolidated and followed up by the question below.

Item 23: Have you ever won any present in an academic competition?

Table 44: Winning Academic Presents

Options	N	%
Yes	59	45%
No	71	55%
Total	N	100%

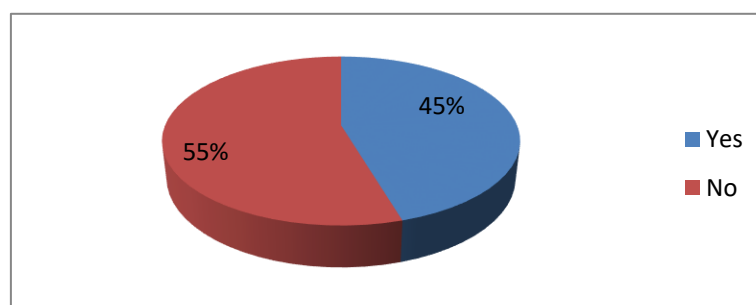
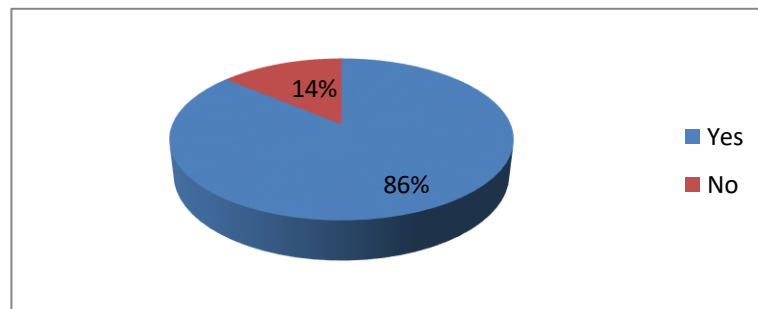


Figure 42: Winning Academic Presents

While 45% of the respondents argued that they have won some academic presents by means of competing academically with classmates, schoolmates or learners from other schools, 54% claimed that never did; this implies that either they (i.e. the latter) never had an academic competition or maybe they have participated in some but were not lucky enough to win and award.

Item 24: Do you support the awarding criteria used in your school?**Table 45: Awarding Criteria**

Options	N	%
Yes	112	86%
No	18	14%
Total	130	100%

**Figure 43: Awarding Criteria**

The biggest percentage of the students (86%) are in support of the awarding criteria; but 14% still find drawbacks in their school awarding criteria, they provide a series of logical arguments as mentioned in the next question.

Item 25: If no, please state the reason

- “Because the school awards the students according to their total score and not each subject apart, there are students who are excellent in one subject and not the others.”
- “They usually give us certificates (which I am fine with them) and pens! Which are not considered as awards.”
- “My school has the same awarding criterion since a long time, the same time (one time a year), the same place and the same gifts every year. There is no place for creation.”

III.5.1.2.2 Discussion and Interpretation of the Questionnaire Results

The conclusions that can be drawn from the analysis of the students' questionnaire are the following:

From the responses obtained in light of the second section, the students are encouraged to learn English for many reasons. Learning about the culture and social life of the English-speaking people represents the fundamental motive behind most of the respondents' desire to learn English. 23.8% expose their sociable character, i.e., their motive to learn English is nurtured by their wish to make friends from many parts of the world. For academic reasons, 16.9% chose to learn English to participate more freely in classroom activities. As there are factors motivating students to learn English, there also are some other factors which demotivate and influence them negatively; these include: lack of technological aids (lessons are taught in the classical way which makes the students feel bored), the difficulty of the textbooks, and lack of motivation to the teacher's reactions (nervousness, anger,...). Further, more than half of the questioned students argued that they participate because they are motivated and the rest stated that they take part in the class because they like the teacher (who is, then, considered as a source of motivation).

During their classroom participation, , an overwhelming majority of the students take the correction of their mistakes by the teachers as an advantage and a form of motivation rather than a source of inhibition or mistreatment. Working in groups motivates students to raise collaborative challenge and develop a sense of cooperation among themselves. Most of the questioned students consider group work as an effective method when dealing with classroom activities; yet, some of them prefer to work individually. Questions 06 and 07 are asked to investigate whether the students are motivated extrinsically or intrinsically. The results to these questions concluded that intrinsic motivation is the main sort of motivation present among the students. Students do possess inner energy (intrinsic motivation) which makes them stand firm and carry on their learning without being affected by external factors. According to the results, schools try to motivate learners using different ways; these ways are mainly embodied in rewarding better or best performing students (with presents, certificates of appreciation, and trip), bringing motivational speaker, and affiliating mentors. This, for sure, has a great impact on students' motivation

The third section seeks to derive on the relationship between motivation of the students and their academic performance. From the results obtained, the school environment generally influences learners' academic performance. This is because conducive environment is needed for effective learning to take place. The level of more than half of the students ranges gradually from average to very good. This level allows the researcher to rely on the selected sample in investigating the current study. The students' consideration of their level is confirmed by the question number 18 where the results showed a remarkable number of excellent marks. Such academic results have a noticeable influence on the students' motivation; in line with that, the students stated that their motivation is the reason underlying their achievement.

These results conclude that motivation and academic achievement affects each other. The fear of performing poorly demotivates almost all the students; this kind of fear can be reduced through motivational techniques such academic competition. This kind of competitions plays an important role in motivating students; the contest often consists of two teams, each team tries to establish a cooperative atmosphere and the students helping each other to gain more points (intrinsic motivation). Also, the competition generally ends up rewarding the winners, i.e., these rewards motivate students extrinsically. A large number of students support the awarding criteria in their schools whereas a small portion does not due to the absence of creation and lack of diversity. Concerning the relationship between motivation and performance, the outcomes revealed that there is a strong positive relationship between students' motivation of and their academic performance.

III.5.2 The Observation

Motivation is an effective variable that cannot be easily tackled, especially that some people cannot express themselves exactly the way they feel. Classroom observation comes along to help researchers during this kind of investigations, in which students cannot be explicit about their ongoing feeling during the sessions. Certain kinds of research problems can best be investigated by observing how people act or by watching what they do; that is why it was very important to make an observation in a concrete classroom setting, in fact “observation seems to be pre-eminently the appropriate technique for getting at ‘real life’ in the real world... direct observation in the field permits a lack of artificiality which all too rare with other techniques... a major advantage of observation as a technique is its directness ” (Robson, 2002, p.310). The researcher does not need to ask people about their views, feelings, or attitudes; instead he/she can observe and watch what they do and listen to what they say directly.

The driving force behind the use of the observation is that, it suits the aim of the research. That is to say, it helps the researcher in collecting relevant data about the interrelatedness between motivation and academic achievement in a real setting (the classroom). The information provided by this observation is used to reinforce and support the findings of both the students’ and teachers’ questionnaires. Our six-hours-time span observation is conducted while attending in different classes (Scientific and Literary streams) of third year high school students.

III.5.2.1 Classroom Observation Analysis

When the study was designed, we realized that the questionnaire being the main data gathering means would not be sufficient to assess the impact of motivation on academic achievement. Dornyei (2007) clarifies that classroom observation provides authentic information from another person’s point of view, a fact which is totally different from answering questions. Therefore, the researcher decided to carry out a classroom observation. This latter was a structured and participant classroom observation. This tool granted interesting results because almost all the students appeared to be paying attention in the class since they are not displaying any inattentive or disruptive behavior. This was the case for both the literary and scientific stream classes with which the observation was conducted.

Moreover, the students' attention was easily captured and most of them were easily involved in the discussion with the teacher. This unexpected involvement was because of many reasons, including: the countdown to the BAC exam has come to an end, the attended sessions were meant solely to make a general revision and an overall overview of the lessons in order to prepare students for the final exam, and because of the high coefficient of other subjects, students usually delay the revision of low coefficient subjects like English to the end of the school year. Those reasons helped the research to make a successful observation.

It is worth noting that almost all the students seemed to be enjoying the discussion; they showed willingness for participation, to ask questions, to seek more explanation and clarification of certain points which seemed to be ambiguous or misleading. One possible explanation of this motivational atmosphere is because of the previous mentioned reasons.

What has been observed also reveals the fact that students of literary classes seemed to be spontaneous participants in the sense that they give their opinions and express their ideas freely. The case was not the same for most students in the scientific classes, showed a kind of reluctance and hesitation when participating or asking questions.

The observation demonstrated also clearly that the students who did not show interest at the beginning of the school year (as reported by the teacher) were then interested in the task of learning. This is reflected in that they were participating spontaneously, asking for more clarification about the discussed subject and negotiating the key elements of each topic. Moreover, they were trying to provide each other with additional information they know. Even those students who were hesitant to speak were listening attentively to their colleagues' discussion. The only interpretation of their active, energetic, and cooperative participation is the desire to achieve high scores in their final exam. Indeed, a considerable number of students were very good, even excellent. In simpler terms, they were participating all the time, providing correct answers, and offering valued suggestions in dealing with exam papers.

An interesting point to note is that students were given approximately the whole session time to express their thoughts; this offered them a good chance to have an overview of all the lessons they dealt with. This might lead to improve their scores in the coming exam if they face any of the discussed points during these two sessions. The teacher's intervention was occasional giving some remarks, correcting mistakes if any, providing additional suggestions, and/or giving some precious pieces of advice.

To sum up, this tentative observation reveals that motivation has a positive impact on the students' academic achievement. It does not matter what kind of motivation it is (intrinsically or extrinsically), the most important is that motivation has the power to change the students' way of thinking and behavior towards new directions and goals and guide them to achieve the desired success.

Conclusion

Hopefully, the research questions have been answered, interesting results were achieved and the study concludes with some recommendations. To sum up, in this chapter the light was shed on the research methodology and the results of the research tools. Two questionnaires and a classroom observation helped the investigation to come up with the conclusion that there is strong positive relationship between motivation and students' academic performance.

Recommendations and Suggestions for Further Research

Based on the findings of this study, the researcher wishes to make the following recommendations:

1. Schools should increase the form of rewards given to pupils who perform well so that motivation can be high
2. The Ministry of Education should come up with ways to increase teachers' motivation to teach. If the teachers are not motivated in the work themselves, they can never motivate the class to learn
3. The parents as well as the government should engage in programs that can motivate the students to improve their academic performance
4. Schools should provide technological materials and hold academic competitions to promote the spirit of challenge

The purpose of this study was to assess the influence of motivation on high school students' academic performance. Further research can be done on the following:

1. Conducting the same study in other districts around the country
2. Study the effect of motivation on students' skills and language acquisition
3. Make a study on each type of motivation separately (intrinsic and extrinsic)
4. Comparative study between performance of pupils in Public schools and private schools.

5. There should be various studies to scrutinize the role of other aspects related to students' achievement like language aptitude, attitudes and anxiety, cognitive style and memory, and other effective factors

General Conclusion

Education is best seen as an investment. Therefore, for consistent good academic performance schools have to invest in various ways to motivate students.

Leaning on two different data collection instruments, namely, questionnaires and classroom observation, this study focused on examining the relationship between motivation and academic achievement because students' motivation is crucial to their school success. Students who persist, who choose to continue to focus on academic activities, and who display appropriate classroom behavior are more likely to succeed in school.

This research sought to find out if there is any effect of student motivation on their academic performance. It was guided by several research objectives: to establish if student motivation has any influence on academic performance, to find out the relationship between teachers' motivation and students' motivation, and to compare EFL teachers' and students' views about motivation in learning foreign languages.

The research findings led to the conclusion that the effect of motivation on students has some degree of influence on their academic performance. These findings illustrate that learning is like any other human behavior, it is not random. Its occurrence can be strengthened if there is some reward or feeling of satisfaction. Moreover, they suggest that when teachers are caring, supportive, and emphasize the teaching learning process over the performance outcomes; students tend to be motivated to achieve and to expect success.

The present study provides teachers and educators with valuable information on students' motivation to learn foreign languages. Understanding how motivation influences learning will place teachers and educators in a better position to help and support those students who have long been struggling with foreign language learning. In addition, foreign language instructors should attempt to involve parents in the process of bringing about desired changes in the students' behavior by enhancing their motivation.

Conclusively, the study revealed that students' academic performance entertains positive relationship with their motivation in learning. This means that with any increase in students' motivation, there would be a parallel academic performance. Additionally, the study indicates that motivation serves as a good predictor of students' performance. That is motivation can serve as a yardstick to measure the expected level of performance of

students. Therefore, teachers should find a means of motivating their students, for its effect in boosting students desire to learn is substantial. Similarly, students should also find a way for rewarding themselves for accomplishing a set target.

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Appendices

Students' Questionnaire

Dear respondent,

This questionnaire is part of a research project entitled "The Effect of Motivation on EFL Students' Academic Achievement" in public high schools in Khenchela. Kindly provide sincere answers to the questions below. The responses are meant solely for the research project and any personal information provided will be treated as confidential. Thank you for your cooperation.

*Required

Untitled section

Background Information

1. What is your gender? *

Mark only one oval.

- Female
- Male

2. How old are you? *

3. What is the name of the school you are studying at? *

Motivation

4. Which of the following motives have/has encouraged you to learn English? *

Mark only one oval.

- Learn about the culture and social life of English-speaking people.
- Make many friends from many parts of the world
- Participate more freely in classroom activities

5. Which of the following factors you think is demotivating when studying English? *

Mark only one oval.

- The teacher does not usually use the modern technological aids
- The teacher becomes very angry and nervous when I answer wrong
- The English textbook is difficult and boring
- My parents and friends do not encourage me to learn English

6. Do you participate because: *

Mark only one oval.

- You are motivated
- You like the teacher
- You are a risk taker

7. Does correction of your mistakes by your teacher: *

Mark only one oval.

- Motivate you
- Demotivate you

8. When dealing with classroom activities, what motivates you more? *

Mark only one oval.

- Working individually
- Working in groups

9. Which of the following factors influence your motivation? *

Mark only one oval.

- The importance of languages and EFL as a school subject in comparison to the other subjects of the curriculum
- Environmental factors: the influence of my parents and family, music, cinema, native speakers I know, etc.
- The qualities of the teacher and his/her way of teaching and treating students

10. Does your motivation increase in class as a result of external factors like prizes, praise, or grades? *

Mark only one oval.

- Always
- Usually
- Sometimes
- Hardly ever
- It depends
- Never

11. Does your motivation spring from your internal desire? *

Mark only one oval.

- Yes
- No

12. What forms of motivation does the school give to learners in your school? *

Mark only one oval.

- Presents
- Certificates of appreciation
- Trips

13. Does the school bring motivational speakers? *

Mark only one oval.

Yes

No

14. Do the learners in your school have mentors? *

Mark only one oval.

Yes

No

15. If yes, do these mentors influence the learners' learning in any way?

Mark only one oval.

Yes

No

Motivation and Academic Achievement

16. Does the school environment affect your academic performance? *

Mark only one oval.

Yes

No

17. How do you rate your achievement in English? *

Mark only one oval.

Very poor

Poor

Average

Good

Very good

Excellent

18. What was the highest score (mark) you got in English in high school? *

19. Do your results (good or bad) influence your motivation? *

Mark only one oval.

Always

Usually

Sometimes

Hardly ever

Never

20. **Is your motivation the cause of your performance? ***

Mark only one oval.

- Always
- Usually
- Sometimes
- Hardly ever
- Never

21. **Does fear of performing poorly in class demotivate you? ***

Mark only one oval.

- Yes
- No

22. **Do academic competitions with your friends motivate you to perform better? ***

Mark only one oval.

- Yes
- No

23. **Have you ever won any present in an academic competition? ***

Mark only one oval.

- Yes
- No

24. **Do you support the awarding criteria used in your school? ***

Mark only one oval.

- Yes
- No

25. **If no, please state the reason**

Thank you ^_^

Teachers' Questionnaire

Dear respondent,

This questionnaire is part of a research project entitled "The Effect of Motivation on EFL Students' Academic Achievement" in public high schools in Khenchela. Kindly provide sincere answers to the questions below. The responses are meant solely for the research project and any personal information provided will be treated as confidential. Thank you for your cooperation.

*Required

Background Information

1. What is your gender? *

Mark only one oval.

Female

Male

2. How old are you? *

Mark only one oval.

20-30 years

31-35 years

36-45 years

45>

3. What is your highest academic qualification?

4. How long have you been in the teaching profession?

Mark only one oval.

1-5 years

5-10 years

10-15 years

15-20 years

More than 20 years

5. What is the name of the school you are working at? *

Motivation

6. Do you think that your student's level of motivation is often: *

Mark only one oval.

- High
- Medium
- Low

7. How often do you tend to establish a motivating atmosphere inside the classroom? *

Mark only one oval.

- Always
- Sometimes
- Rarely
- Never

8. Do your students show interest in your class? *

Mark only one oval.

- Always
- Sometimes
- Rarely
- Never

9. Do you think that students' lack of interest in class is mainly due to:

Mark only one oval.

- Lack of motivation
- Overcrowded classes
- Shyness

10. Please, if there are other reasons, mention them.

11. Is there a link between learner's motivation and teacher's motivation? *

Mark only one oval.

- Yes
- No

12. Please explain

13. What forms of motivation, if any, does your school give to learners? *

14. Does your school bring motivational speakers? **Mark only one oval.*

- Yes
- No

Motivation and Academic Achievement**15. In your teaching experience, to what extent can motivation affect learners' academic performance? ****Mark only one oval.*

- very much
- A bit
- Negligible
- Not at all

16. In your opinion, which of the following motivation techniques can best improve learners' academic performance? **Mark only one oval.*

- Prizes
- Reinforcement
- Punishment
- Classroom competition
- Teaching methods

17. Is the effect of these motivational techniques on learners' academic performance sustainable over a long period of time? **Mark only one oval.*

- Yes
- No
- Maybe

18. Please explain

19. Do you think that other factors such as dislike of a teacher affect the academic performance of learners? *

Mark only one oval.

- Yes
- No

20. Is lack of self motivation a major obstacle in academic performance? *

Mark only one oval.

- Yes
- No

21. Are self-motivated learners more likely to perform better academically? *

Mark only one oval.

- Yes
- Somehow
- Not at all
- It depends

22. How good are you at helping students raise test scores and academic success? *

Mark only one oval.

- Very bad
- Bad
- Average
- Good
- Very good

23. In your view, which of the following statements applies? *

Mark only one oval.

- Motivation improves students' academic achievement
- Academic achievement enhances students' motivation
- Both

Thank you ^_^



ملخص

إن الغرض من هذه الدراسة هو تحديد تأثير تحفيز الطلاب على أدائهم الأكاديمي. اعتمدت هذه الدراسة أهدافا ثلاثا أولاً، تحديد ما إذا كان لدافعية الطلبة أي تأثير على الأداء الأكاديمي؛ ثانياً، معرفة العلاقة بين تحفيز المعلمين وتحفيز الطلبة؛ ثالثاً، مقارنة آراء أساتذة وطلبة اللغة الإنجليزية كلغة أجنبية حول التحفيز في تعلم اللغات الأجنبية عموماً واللغة الإنجليزية خصوصاً. استخدمت هذه الدراسة تصميم أبحاث المسح التي استهدفت 586 طالباً و 12 مدرساً. وقد تم اختيار عينة تتكون من 130 طالب و 12 مدرس من العدد الكلي. بعد تجميع البيانات باستخدام الاستبيانات والملاحظة الصفية. تم تحليل البيانات بحساب التكرار والنسب المئوية. من أهم النتائج التي توصلت إليها الدراسة الحالية هي أن الدافع له تأثير كبير على التحصيل الدراسي للطلبة وأنه إذا كان الأستاذ يفتقر إلى دافعية التدريس ، فلن يكون قادراً على تحفيز طلبته على التعلم. كما أظهرت النتائج أيضاً أن كلا من الأساتذة و الطلبة على دراية بدور التحفيز في عملية التعليم والتعلم. و قد انتهت الدراسة من خلال النتائج المحصلة إلى أهمية الدافع لتحقيق التحصيل الدراسي؛ وبالمثل، فإن الدافع لدى الطلبة هو المعيار في التنبؤ بأدائهم. وبناءً على النتائج التي توصلت إليها الدراسة ، تم تقديم بعض التوصيات المتعلقة بتعزيز التحفيز.

كلمات مفتاحية: الطلبة، الأساتذة، الأداء الأكاديمي، الدافع.