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Motivation in EFL Learning :

An examination of Factors Fostering Academic Performance

The Case of 3rd Year Pupils at BENHMED Bekhedda Secondary School in Zemmora

/Relizane

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DEDICATIONS

I dedicate this work to my parents who have taught me more about hard work, perseverance, courage, and love as well as to my brother Mustapha, my patient wife and children.

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Abstract

Motivating pupils during adolescence to keep them engaged in school tasks has become an important concern for educators, researchers, teachers, and parents. Academic motivation is believed to be one very significant construct that imposes positive impact on the learning process in general and EFL learning in particular.

Basing on a socio-educational theory perspective, this study is an attempt to examine the relationship between motivation, EFL learning and academic achievement among a sample of (35) third year scientific stream pupils from BENHMED Bekhedda secondary school in, Zemmora, and their EFL teachers. Two research instruments were employed involving two survey questionnaires: A questionnaire for pupils that was an adaptation of Gardner's Attitude and Motivation Test Battery (AMTB) to the Algerian context, a questionnaire for the EFL teachers and classroom-based observations. The data collected from these research instruments were analyzed quantitatively and qualitatively. The findings of the study revealed a positive correlation between motivation and pupils' EFL academic success, as well as, the influence of gender differences and classroom climate on student motivation and achievement.

The study consists of four interrelated chapters: Chapter one provides a description of the current learning situation of the sample pupils and some of its related issues. Chapter two presents a literature review related to the issue of motivation and its correlation with academic achievement. The chapter relates to the role of attitudes, language anxiety, gender differences and classroom climate in affecting student motivation and academic performance. Chapter three discusses the research design and methodology and presents an analysis and interpretation of the major results. Chapter four provides the summary of the case study's findings. It makes some recommendations for the improvement of the secondary school pupils' motivation and performance and suggests areas for further research.

List of Abbreviations/ Acronyms

- AMTB:** Attitude/Motivation Test Battery
- CBA:** Competency Based Approach
- CLT:** Communicative Language Teaching
- CPH:** Critical Period Hypothesis
- EFL** English as a Foreign Language
- ESL:** English as a Second Language
- ELL:** English Language Learning
- ELT:** English Language Teaching
- ESP:** English for specific purposes
- GPA:** Grade Point Average
- ICT:** Information and Communication Technologies
- INTASC;** Interstate New Teacher Assessment and Support Consortium
- LLM:** Language Learning Motivation
- L2:** Second Language
- MSLQ:** Motivated Strategies for Learning Questionnaire
- RECAPP:** Resource Center for Adolescent Pregnancy Prevention
- SCBEI:** Save the Children Basic Education International
- SLA:** Second Language Acquisition*
- TEFL:** Teaching English as a Foreign Language

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GENERAL INTRODUCTION

General Introduction

At an age of an overwhelming globalization where economic, political and cultural relations and the amazing technological advance are the major characteristics of development, quality and degree of performance have become the key factors for personal progress. Parents want their children to attain the highest level of performance. This strong desire for achievement puts a lot of pressure on pupils, teachers, schools, and, in general, the educational system itself. Integrating such a process, the Algerian educational policy set high priorities for language learning outcomes. Since the independence, it has undergone a multitude of reforms to overcome the obstacles and lacuna so as to enable the Algerian student to reach an acceptable level of instruction :A student who needs, today, more skills and competence than ever before to function in tomorrow's world, such skills as collaboration, language proficiency, digital literacy, critical thinking, and problem-solving abilities.

The actual challenge is how to integrate our pupils in such a competitive learning process and assure positive outcomes. The issue has met the major concern of educationists, psychologists and all of those connected to the educational process on how to put forward strategies and tools to initiate, direct and maintain pupils' optimum motivation ,especially during adolescence .Understanding adolescents' motivation, particularly, in foreign language learning is fundamental to ensure that secondary school pupils achieve their potential, guide their behaviour towards a specific goal, and free their innate energy to make them responsive to the acquisition of new linguistic skills. The fact that seems quite ideal, yet, various alarming reports have been recorded for low academic performance among secondary school pupils, especially; during late adolescence for it is a time in which academic achievement can have significant implications on their future employment and career opportunities. Year after year, many of them find themselves in a state in which they do not have the desire to go through the different classroom assignments nor even have the will to carry out their studies. They do not pay attention to what the teacher is doing in class as they are easily caught engaged in other parallel activities.

For such an issue, the study, firstly, considers the context of English language education in Algeria, followed by an overview of adolescents' motivation as well as the role of the teacher and teaching methods in enhancing foreign language learning motivation

and achievement The study is guided by two important theories in the field of language learning: The achievement goal theory which posits that certain perceived characteristics of pupils' goal setting affect their motivation to achieve and tend to lead them to higher levels of performance and the socio-educational model emphasizing the role of attitudes and motivation as determinant factors in language learning . It is useful to the current study to understand that the degree to which the pupils acquire a foreign language depends, to a great extent, on their motivation, attitudes towards the target language, educational aspirations and class participation besides their deep belief that one is capable of constructing quite achievable goals

For such a statement, the following research questions are formulated to guide this study:

1. What does the relationship between motivation and academic achievement in EFL learning imply for the third year secondary school pupils?
2. Are there statistically significant differences in the level of language learning motivational orientations, attitudes and academic achievement in relation to gender among third year secondary school pupils?
3. To what extent can the EFL classroom climate affect pupils' motivation, goal settings and academic success in language learning?

The following hypotheses are set to answer the formulated research questions:

1. The relation between academic motivation and academic achievement would have significant implications for third year secondary school pupils namely on their motivational orientations, attitudes and success in foreign language learning..
2. There would be statistically significant differences in the level of language learning, motivational orientations, attitudes towards the target language and academic achievement in relation to gender among third year secondary school pupils
3. The EFL supportive classroom climate can help in promoting the pupils' motivation, goal orientations and academic success.

The focal point of the present study is to investigate academic motivation as it is one of the most extensively studied areas in the field of psychology. Its implications in the field of education are almost of great help to both the teachers and pupils. Studies carried out in the western world have widely investigated that subject. In Algeria and the Arab world, attention has also been, more or less, paid to this concern. However, few researchers, in the academic field, have studied the role of motivation in academic achievement. Concerning the existing gap in local studies relating to late adolescent pupils' academic motivation, the main objective of the study is to identify the effects of academic motivation in the academic achievement of third year secondary school pupils, namely in English language learning for they report being disengaged from school and teachers. This disconnection is particularly alarming considering that the adolescents who are not academically motivated may be source to annoyance and disturbance to both their teachers and classmates. It is essential, then, to investigate secondary school pupils' academic motives and how they plan meaningful school outcomes. This states for the crucial factor of goal setting in such a way that it creates the environment in which motivation could be put into effect. The study will test the dependence of academic achievement in language learning to student motivation on one hand and the influence of gender and classroom climate on motivation and therefore on school performance on the other hand. Such interplay could affect student motivation in general and their academic achievement in particular.

To achieve such aims, two types of data gathering tools are used: Survey questionnaires and classroom-based observations. An adaptation of Gardner's Attitude and Motivation Test Battery (AMTB) to the Algerian context is intended to be used as a means to measure differences in motivation and attitudes as well as goals and goal relationships among third year secondary school pupils in an EFL classroom context. Another different questionnaire is administered to the EFL teachers with the aim to identify the most suitable strategies to motivate pupils and, thus, improve their academic performance.

Concerning the classroom observations, the researcher will attend third year English session classes so as to observe and take notes of some prominent behaviours of both the teachers and the pupils while being involved in an EFL classroom situation.

It should be mentioned that all these tools are to be administered to a sample of third year pupils from the secondary school of BENHMED Bekhedda, Zemmora .Relizane

where the researcher is still a teacher at the current time, within the limited time of a school year.

The importance of the study lies on the fact that it is an attempt to stress the crucial role of academic motivation among third year secondary school pupils in raising their academic interest and enthusiasm in language learning on one hand and guide EFL teachers to help their pupils understand and interpret their goals and performance in different learning situations on the other hand.

Chapter One

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1.1 Introduction

The greatest concern to all EFL teachers is to develop and maintain their pupils' best possible motivation and encourage them to participate actively in classroom activities, and generally speaking, to help them acquire the target language. Nevertheless, most of their actions face slow progress, especially, at the level of secondary school. At this stage, the adolescent pupils decide whether to pursue higher education or engage in vocational training. Many of them do not seem more motivated to learn the language. The current situation shows that despite years of learning English in middle and secondary schools, the pupils still encounter problems with the language practical use. For such an objective, the adolescent motivation is undergoing a renewal of interest as a focus for research and instruction. Many educational researchers have proposed and tested a number of solutions to this problem in a serious attempt to address the adolescent pupils' underperformance, besides, there are other factors that have led to the weakening of academic achievement standards and caused a difficult situation of English teaching and learning in Algeria. Some of these problems and obstacles will be discussed in the following chapter which will be devoted to give an idea about the pedagogical landscape of this investigation. In fact, it attempts to provide a methodical description of the English learning situation in Algeria's secondary schools, followed by an overview of adolescents' motivational orientations and their perception of learning contexts of foreign languages. The chapter will end up with a brief presentation of the methodology and research tools used in this thesis.

1.2 Teaching English as a Foreign Language in Algeria

In order to understand the actual status of English learning and teaching in Algeria, it is important to consider the worldwide scale of English and apprehend the major factors that helped to make from it the most dominant language in the world.

1.2.1 English Language and Globalization

Due to the great worldwide technological advance and the globalization requirements, English has become one of first priority in foreign language teaching and learning for any country. It has already stepped the stage of being the exclusive property of its own native speakers to become a global language. Braj Kachru suggests that it is important to divide English speakers into three circles based on how to learn English; the

first circle, Inner circle, refers to the countries in which English is spoken as the first language, the second one, Outer circle, refers to the countries in which English plays an important role as second language, and the third one, Expanding circle, refers to the countries whose people know that English is important as a foreign language (cited in Crystal 2003: 60

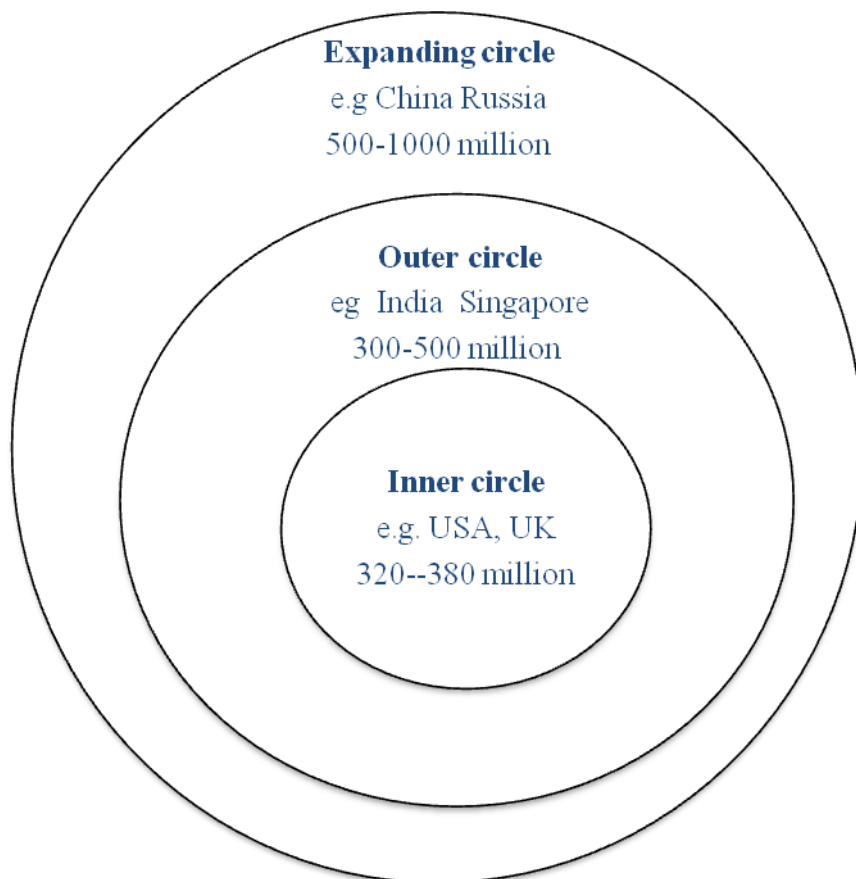


Figure 1.1. The Three ‘Circles’ of English (Crystal 2003: 61)

There are quite many reasons for choosing a particular language to be the principal means of instruction and communication. Crystal points out “...it is inevitable that a global language will eventually come to be used by more people than any other language; English has already reached this stage” (Crystal, 2003:6). According to Hasman (2000:2), over 1.4 billion people live in countries where English has official status. Over 70% of the world’s scientists read English, over 85% of the world’s mail is written in English and 90% of information in the world’s electronic retrieval system is stored in English. The speakers of English as a second or foreign language have exceeded the number of native speakers. The English language has, thus, attained a level that requires its teaching and learning globally.

1.2.2 Current Status of English in Algeria

In the Algerian context, English is approached as a second foreign language as the country enjoys a linguistic diversity: Classical Arabic, the national language, is used in administration and the media, Algerian Dialectal Arabic and Berber are spoken in everyday life and informal situations. For historical reasons, French is used as a first foreign language that still occupies an important part in the Algerians' daily interactions. Yet, the new norms of globalization have given English a prominent role not only in promoting international communication but also as a basic language in politics, business, research and development. The consequence of which, Algeria found itself forced to meet the global standards and rank English in a dominant place in the teaching and learning of foreign languages. In this concern, Miliani (2000) states:

In a situation where the French language has lost much of its ground in the socio-cultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills -including economic, technological and educational ones.

(Miliani (2000: 13)

Such a concern for English has gained ground over the past years owing to the huge progress in technology and the more frequent use of the Internet, and satellite communication technologies .As a consequence, a rapid growth of private language institutes started an active competition in teaching the target language to hundreds of learners of different ages seeking promotion or any other gain from acquiring such a global means of communication .Thus ,the opportunities for English language learning in Algeria have greatly improved as more and more Algerians are aware of the dominant position that the language acquired within the last decades. A position that is likely to foster international exchanges and provide more opportunities for professional and technical promotion for its speakers. From such a basis, it became urgent, for Algeria, to employ all resources to implement efficient mechanisms for the teaching and learning of the language in all levels of its educational system.

1.2.3 English in the Algerian Educational System

The growing importance of English as the language of scientific research and the important means of communication between different continents of the world made from it a compulsory subject in every school curriculum throughout the world. Today, about two billion people speak English as their second language and use it for different objectives. Under the support of such global perspective, the Algerian ministry of education has undergone significant political, social and economic development to meet the new challenges. It has introduced the teaching and learning of English as a foreign language in schools since 1962. There is no doubt that considerable reforms have taken place in this area as a direct response to the global improvements in the teaching trends and approaches. English as a foreign language is a compulsory subject in the curriculum. The pupils are officially taught English from the first year of the middle school. Therefore, they have to study English for nearly seven years: Four years in the middle school and three years in the secondary school. At this level, they are introduced to the language basics as an attempt to reinforce the four skills and, thus, reach the basic aims of teaching the language. The tertiary education, then, continues the process of the language learning by developing the teaching of English for specific purposes (ESP) and therefore reinforcing all the practical uses of the language.

1.2.4 Objectives of English Language Teaching in Algeria

English being the basic mediator of worldwide trade, diplomacy, economy, higher studies, research, and international cooperation has received special attention from the part of the Algerian ministry of education. Such an interest expressed the policy makers' eagerness to pursue excellence and see how far they can help towards developing EFL teaching and learning practices towards a full integration of the Algerian student into the 21st global era where he/she can ***“set up and develop communicative, linguistic, cultural and methodological competencies that would enable the learner to face oral and/or written communication situations”*** (Syllabus of English of 1st year AS, 2005:4) .The Algerian TEFL curriculum was prepared under the supervision of The National Authority for School Programmes specifying the TEFL goals and consolidating the basic language skills: listening, speaking, reading and writing . It set specific objectives for the teaching and learning of English in Algeria. It states:

The study of English must imperatively be conceived with the objective of helping our society to get harmoniously integrated in modernity. This means a fully complete participation in a rising linguistic community of people who use English in all types of transaction. This participation must be based on sharing and exchanging ideas as well as experiences in the fields of science, culture and civilization. This will make it possible to know oneself and the others

(Programme of English as a Second Foreign Language, 2003:2)

In accordance with those expressed aims three interrelated objectives can be distinguished:

1.2.4.1 Linguistic Objectives

- Provide the learners with a solid linguistic basis of grammar, vocabulary, syntax, and pronunciation.
- Allow them to understand and communicate easily in the target language.
 - Keep them equipped with the necessary tools to pursue their general training.

1.2.4.2 Methodological Objectives

- Develop the learners' mental and intellectual abilities of analysis, synthesis, and evaluation through a number of pertinent activities.
- Consolidate and develop the strategies of learning and of self evaluation
- Reinforce and strengthen the study skills and techniques.

1.2.4.3 Cultural Objectives

- Make the learners know more about the various contexts of culture and civilization of the English language and help them develop their minds to stimulate their response towards that culture.
- Stimulate the learners' curiosity and open-mindedness.
- place the learners in an environment which suits their needs and interests in conceiving and planning activities in real-life situations

These were in brief some of the major objectives of English language teaching in the Algerian school for which important languages teaching approaches have been set.

1.2 .5 Approaches to English Language Teaching in Algeria

According to Anthony (Cited in Allen & Campbell 1965), an approach refers to the principles or assumptions underlying the process of language teaching and learning. *“It is a set of correlative assumptions dealing with the nature of the language teaching and learning. It is axiomatic. It describes the nature of the subject matter to be taught”*. Anthony (1965:94)

In language teaching/learning, there are continual changes and developments of teaching methods and approaches that have different focuses on different types of language skills either written or oral. Each new approach is built on the limitations of the preceding.

Since independence, there has been much debate on how to approach the teaching of foreign languages in the Algerian school .Many approaches have been tested aiming at enhancing the level of English learning among Algerian pupils .Such approaches included the Structural Approach (The Grammar-Translation Approach), The Direct Method, The Aural- Oral Approach, The Functional –Communicative Approach and the current Competency Based Approach (CBA).

1.2.5.1 The Structural Approach

It dominated the English language teaching field in Algeria in the 1960's at all educational levels. This method is a way of studying a language through detailed analysis of its grammar rules, followed by an application of this knowledge to the task of translating sentences into and out of the target language. Such a fact led pupils, later on, to find difficulties in dealing with language when trying to convey their own ideas into communicative situations. In other words, pupils were taught to focus on form rather than on meaning.

1.2.5.2. The Direct Method

This method was developed in order to overcome the shortcomings of the Grammar-Translation Approach which was unhelpful to those who wanted to learn a foreign language for communication. It was used in Algeria in the 1970's through the textbooks *‘Andy In Algeria, Learn English With Us’*. (1977) and *‘Madjid In England, Learn English With Us’*. (1977). It was based on the assumption that one should learn a foreign language as one would learn one's mother tongue. Soon, the approach failed to reach the expectations of the

syllabi makers for all the language activities were related to the classroom context, and not to real life situations. Therefore, learners were not prepared to use the foreign language for communication as the teachers did not think of them using it outside the classroom context.

1.2.5.3. The Aural- Oral Approach

As there was a general feeling of discontent with the former approaches, developments in the fields of linguistics as well as experimentation in Educational Technology and Psychology gave rise to the Aural-Oral Approach which was a reaction to the Grammar Translation Method and a modification of the Direct Method. The Aural-Oral Approach was used in Algeria through '*Success With English*' Coursebook I (1970) and '*Success With English*' Coursebook II (1971). The method aimed at developing the skills of listening and speaking first as a basis to build reinforce the reading and writing skills

1.2.5.4 The Functional –Communicative Approach

The approach included aspects of the Direct Method and of the emerging field of language pedagogy. It was used in Algeria through L.G. Alexander's '*Practice and Progress*' (1967). This textbook was used for the three secondary school years. The objective was to enable the learners to communicate successfully in different situations. Yet, the situations that were created were pedagogic, far away from natural language use, besides, learners were not shown how the use of a structure in a particular situation can be generalized to another situation.

Later on, the trend was pushed forward to introduce the communicative approach referred to as the Functional-Notional Approach. It ensured that the most important grammatical forms were included to cover all kinds of language functions, not only that typically occurs in certain situations. Under such an approach, the teacher is regarded as a facilitator and not just an instructor. However, the communicative approach was heavily criticized for its focus was on the transmission of the meaning rather than the form used. Besides, it did not allow for an easy evaluation of communicative tasks since one language function may carry different forms.

1.2.5.5 The Competency Based Approach

To answer such needs, the Algerian Ministry of Education has recently adopted a new approach of ELT: The Competency Based Approach. It found its way to the secondary education as a result of the last educational reforms of the year (2005/2006). Its main objective is to shift from teacher to learner-centered instruction. It is a modern vision in the era of globalization where the pupils develop their own competencies making use of the most advanced international communication technologies (ICT). The priority, today, is going beyond the communicative competence to produce an individual who is able to interact in correct English in all situations. : An individual who possesses such skills of critical thinking and problem solving abilities. Consequently, the CBA induces teachers to make the student re-invest the knowledge acquired in the classroom into real problem-solving situations; he/she may face in daily life. In such an approach, the pupils are elicited to construct their own knowledge. Thus; they are assigned in an environment where they are responsible for their own learning. On the other hand, the teacher is required to become: *“...a mediator between the pupil and knowledge... His task is to guide, help, stimulate, accompany and encourage the pupil throughout this training”* (Programme of English as a Second Foreign Language, 2003:6). The CBA approach projects at making the teacher try hard to guarantee an atmosphere of the mastery of the English language because “... the greater the language mastery is, the better are the pupil’s achievement and development in a professional and academic world that is getting more and more demanding” (Programme of English as a Second Foreign language, 2003:2). Thus, the teacher’s duty has become an easier said than done one, particularly in transforming the objectives of the theoretical approach into practical daily teaching acts.

The educational board is still on the quest of the most appropriate teaching strategies that would improve the level of English proficiency among the Algerian pupils.

1.3 An overview of the EFL Adolescent Learners

For a better clarification of the research objectives, it seems paramount to tackle, in this section, the age factor for it plays an imperative role in foreign languages performance as far as the secondary school pupils are concerned. A good understanding of the adolescents’ psychology, growth and characteristics would help to a great extent to identify

their needs, attitudes towards language learning and understand their behaviours and way of thinking.

1.3.1 Definition and Scope of Adolescence

In human development the three basic stages are childhood, adolescence and adulthood. The word “adolescence” is derived from the Latin verb ‘*adolescere*’ which means “to grow to maturity”. “It is a transitional period in the human life cycle, linking childhood and adulthood” (Kaplan, 2004:1). Adolescence has been described as an intermediary stage with uncertain boundaries. It is difficult to tell exactly at what age it begins or ends. It can be separated into three main stages: Early (10-13 years of age), middle (14-16), and late (17-19). It is a time period characterized by a tremendous pace in growth and change in biological, physical, psychological (including cognitive) and social development. The determinants of adolescence are literally universal, however, the duration and defining characteristics of this period may vary across time, cultures, and socioeconomic situations.

1.3.2 Developmental Changes during Adolescence

Though adolescence is often viewed as a developmental period, there exist several stages of development, within, that are important to explore. During this phase, adolescents experience more growth than any other time in their life. It is an age of changes for how adolescents think, feel, and interact with others, and how their bodies grow. The biological development begins with the start of puberty which is often defined as the physical transformation of a child into an adult. The physical changes include sexual maturation, increases in height and weight, completion of skeletal growth accompanied by a marked increase in skeletal mass, and changes in body composition. It induces new responses from others as well as a new concern with physical appearance and body image. Cognitively, the adolescents start to develop concrete thinking abilities. They can perform mental operations that involve abstract or hypothetical reasoning. They become more aware of their surroundings and are able to direct their own thinking, learning, and problem solving. The social and emotional changes are characterized by the identity struggles. In this critical period, a basic form of self-knowledge, starts developing. The adolescents, sometimes, got confused in trying to search for self-identity. They may be dissatisfied with everything and

everyone. The adolescents show more independence from parents and tend to spend more time with peers. They develop a deeper capacity for caring and sharing and for developing more intimate relationships. During late adolescence transitions to work and further schooling take place (ReCAPP, 2003).

1.3.3 Characteristics of Adolescent Learners

Although each student is unique in personality and rate of developmental growth, adolescents have common characteristics:

- Adolescent learners have great curiosity and their understanding of the world is constantly evolving.
- Their understanding of themselves is constantly changing.
- They are highly self-conscious and can be very sensitive to personal criticism.
- They have a great deal of physical energy.
- They need to understand the purpose of activities, policies, and processes.
- Their growing autonomy may express itself in questioning authority.
- They enjoy humour.
- They want to be liked and to belong to peer groups. Peer acceptance is often more important than adult approval.
- Adolescents frequently express peer identification through choices, clothing, and behaviour.
- They want their autonomy and emerging independence to be respected.

In the 21st century era, the expectations of adolescents begin to change as a direct response to the immediate needs that emerged as direct outcomes of political and economic decisions. The young people are expected to stay in school much longer which means more time with same-age peers and enter adulthood later than ever before. “These shifts have influenced views of what it means to be an adolescent” (Nichols & Good, 2004).

1.3.4 Motivating Goals during Adolescence

Researchers in the field of educational psychology have developed a variety of theories seeking to understand student motivation and engagement in learning activities, particularly, during early and late adolescence when the pupils’ level of motivation starts to decrease. (Schunk, Pintrich, & Meece, 2008). Over the last 20 years, goal theory has

emerged as one of the most outstanding theories of motivation. According to goal theory, goals are essentially what give an activity purpose or meaning (Kaplan & Maehr, 2007). In short, achievement goal theory specifies the kinds of goals purposes or reasons that direct achievement-related behaviours. They regulate their motivational orientations and attitudes over learning and school in general

Adolescent pupils are ,predominantly, influenced by a range of goals that have been shown to seriously influence their motivation and engagement to the different school assignments .These are comprised namely in achievement goals (mastery, performance, performance-avoidance goals) , social goals ,and future goals

1.3.4.1 Mastery Goals

They involve developing competence and increasing knowledge and understanding through vigorous learning. They represent the purposes that pupils perceive for engaging in achievement-related behaviour, such as the desire to develop competence and achieve success. (Ames, 1992; Ames & Archer, 1988) .Pupils hold mastery goals when their aim is to truly understand or master the learning task. Pupils who are mastery-oriented are interested in self-improvement and tend to compare their current level of achievement to their own prior achievement.

1.3.4.2 Performance-Approach Goals

They are more typical to early and late adolescence defined as the aim to demonstrate ability compared to others in response to the great concern that the adolescent student show to their self image and identity construction. Pupils who are performance-oriented are interested in competition, demonstrating their competence, and outperforming others (Nicholls, 1984). They tend to use other pupils as points of comparison, rather than themselves.

1.3.4.3 Performance-Avoidance Goals

They are defined as the aim to avoid the demonstration of normative incompetence (Elliot & Harackiewicz, 1996) which is another facet of the adolescents' deep concern of their self concept. It is a situation where pupils try to avoid work and minimize the amount of effort they put into tasks. Performance-avoidant pupils often have someone else complete

their work for them or copied off of another student, or simply engaged in off-task behaviours (Dowson & Mc Inerney, 2001).

1.3.4.4 Social Goals

Along with the achievement goals, adolescent pupils seek, also, to fulfill social goals. Such goals include the pupils' (1) desire to comply with the social requirements of the classroom, including following rules and instructions, (2) desire to form and maintain good friendships at school and (3) desire for acceptance and status within the peer group (Anderman L. H 1999). It is a direct response to their new social orientation where peer group assume an importance to adolescents in different ways:

- It gives some relief from family which puts a pressure on the youth.
- Allows adolescents to gain independence from their families.
- By identifying with peers, adolescents start to develop moral judgment and values, and to explore how they differ from their parents .
- It allows discussion and action on an equal footing while there is authority at home and no (or little) discussion or action is permitted within it.

1.3.4.5 Future Goals

Both achievement goals and social goals are associated with the actual vision of the adolescent pupils to perceive their future expectations .Indeed, wanting to do well to realize future goals, such as to have a good job, materialistic possessions, financial means, to be successful, to pursue a particular career or to carry further studies at university are all factors that promote pupils to want to do well at school.(Miller & Brickman, 2004).

Adolescents' perception of school tasks and intrinsic engagement in academic achievement are closely related to the type of achievement goals they set for themselves in order to achieve competence in their academic work, besides, their discernment of their social responsibility, following rules in the school environment and attaining status in their peer group (Anderman L. H. & Kaplan, 2008). As well as making expectations for their future engagements and careers. Yet, the period of late adolescence is greatly affected by a lack of motivation and underachievement due to a range of factors.

1.4 Description of the Learning Situation

As far as the learning situation is concerned, it is essential to provide an overview of the third year secondary school pupils, a general idea of the final year requirements in the secondary education as it is directed towards preparing them to a formal exam :A target that many pupils aim to achieve due to the importance of such an exam for their future careers and an analysis of the English subject in the third year syllabus as well as the main factors inhibiting the English teaching in the Algerian secondary schools .

1.4.1 EFL at the Secondary School

Secondary education is an important final stage in the system of general education in Algeria. It is intended to prepare the pupils to play an important role as active members in society. It defines the amount of the perception they have for their future careers. It lasts three years and constitutes a formal preparation for the Baccalaureate examination, held at the end of 3AS. Two main streams are included in the first year of secondary education: Literature and social studies, sciences and technology. These streams give access to other streams in the second and third year: Philosophy and literature, Literature and foreign languages, Sciences, Mathematics and Economy and Management. Pupils are streamed according to their personal preferences, opinion of their teachers and counsellors as well as their performance through the year.

At the end of the third year, pupils sit for the Baccalaureate exam. They are examined in each subject studied during their final year and get the Baccalaureate if they score a combined average of over 50 percent (greater than 10 on a 20-point scale) in all subjects. Among these compulsory subjects in the exam is English. As far as EFL is concerned, three text books were designed to meet the requirements of teaching English. They are “*At the Crossroads*” set for year one, “*Getting Through*” for year two and “*New Prospects*” for year three. The syllabus designers state that:

The study of English must imperatively be conceived with the objective of helping our society to get harmoniously integrated in modernity. This means a fully complete participation in a rising linguistic community of people who use English in all types of transaction. This participation must be based on sharing and exchanging ideas as well as experiences in the fields of science, culture and civilization. This will make it possible to know oneself and the other

(Programme of English as a Second Foreign Language, 2003:2)

ELT at the secondary school not only involves the acquisition of linguistic and communicative competencies, but goes further so as to develop technological, cultural, and social competencies such as critical and analytical thinking, attachment to national values, openness and respect of universal values which are based on tolerance and respect of one's personal identity as well as of the others (English programmes Secondary Education, 2008:4) Thus ,the main principles of EFL rest on communicative language teaching, which *"...engages learners in real and meaningful communication. By real, we mean that the learners are given opportunities to process content relating to their lives and backgrounds and to develop both fluency and accuracy."* (Teacher's Guide 3AS, 2007:9). The pupils progressively develop the three competencies of interaction, interpretation and production to be made aware of the complexities of the English language in terms of lexis and discourse.

1.4.2 Third Year Pupils during the Final Year of the Secondary Education

The transitional period of pupils from the middle school to the secondary school marks in general a shift from early adolescence to late adolescence .The pupils find themselves in a situation where they have to adapt to the new instructional environment as well as to the dramatic changes happening in their bodies and minds.

The secondary education lasts for three years and the final year is the most decisive for pupils who are sitting for the Baccalaureate examination, the final exam that acts both as an assessment for the three years of secondary instruction and as a doorway to higher education. It is a challenging and most exhausting assignment. Third year pupils find themselves trapped in a process where they are required to show optimum interest and furnish the necessary effort to overcome the difficulties and obstacles imposed upon them by the great load of the final year and the formal exam. They are developing skills enabling them to respond to a demanding array of activities, examinations and deadlines, all within a context of performance and competition. For some other pupils, the stress of the BAC exam will, at times, reduce their capacity to respond effectively. The pupils who find it difficult to be on the stand and join the set of requirements in their final school year with the resources that are available to them may experience a decline in motivation and self-confidence.

1.4.3 English in the Third Year Secondary School Syllabus

At the level of 3AS, The EFL teachers bring in learners to a systematic study of discourse patterns and language functions set into definite themes that are aimed at giving

learners the opportunity to develop content relating to their lives and backgrounds. By the end of Secondary Education, pupils are, hence, expected to gain a functional and thematic knowledge of English language that prepare them “to interact with various language situations they will encounter in real life” (Teacher’s Guide, 2007:60).

1.4.3.1 New Prospects Design

An overview of the third year English textbook ‘*New Prospects*’ will explain in a more explicit way the present learning situation, namely, English language learning at the level of the final year of the secondary education. The aims and the objectives of the textbook as well as its design and organization are made clear by its designers:

New Prospects provides a large number of effective learning tasks through which pupils are brought to notice, reflect and analyze how English is used... Most of these tasks involve the use of discovery learning” (inductive learning), and are intended to enhance individual learning as well as learning with peers.

(Teachers’ Guide, 2007:59)

New Prospects is basically designed for learners aged 16 to 18, who have already four years instruction in English in the middle school level and two years at the secondary school. The author (S.A.Arab) ,in an attempt to justify the choice of themes and design, explains that the textbook came as a consequence of the competency based approach. It complies with the new English syllabus for SE3 as set by the National Curriculum Committee of the Ministry of national education in March 2006. The design of the textbook took into consideration three major criteria: The written mode of the *Baccalaureate* examination, the thematic orientation and the pedagogical requirements of all *Baccalaureate* streams.

1.4.3.2 Proposed Themes and Projects

The following themes are suggested so as to facilitate the choice of the adequate strategies to go through the different discourse patterns and language functions illustrated in the different units and assign the pupils to possible translation of these themes into practical project works that constitute the bases of the competency based approach (See Table 1.1)

New Prospects contains six units dealing with the six main themes:

1. Ancient Civilizations
2. Ethics in Business
3. Education in the World
4. Advertising, Consumers and Safety

5. Astronomy and the Solar System

6. Feelings and Emotion

| Themes | Proposed projects |
|---|--|
| 1. Ancient Civilizations | - Rise and collapse of civilizations - Making the profile of an ancient civilization |
| 2. Ethics in Business | - Awareness of and ability to deal with ethics in business - Writing a charter of ethics |
| 3. Education in the World | - Understanding of educational systems in the world - Designing an educational prospectus |
| 4. Advertising, Consumers and Safety | - Understanding the issues of consumption and safety in a modern society - Making a survey on the impact of advertising |
| 5. Astronomy and the Solar System | - Exploring the solar system and learning about astronomy - Designing an astronomy booklet |
| 6. Feelings and Emotions | - Exploring the realms of feelings ,emotions and humour - Writing a booklet of tips for coping with emotions |

Table 1.1 : The proposed projects for every unit (Curriculum of English 3AS, 2007:137)

1.4.3.3 Distribution of Themes according to the Streams

Every stream is assigned four themes to be covered during the school year, (See Table 1.2). The order of the themes is required to establish a common basis of follow up for the whole secondary schools in Algeria

| THEMES | Maths/Tech-Maths / Sc. Exp /Management & Economy | Lit & Philo / Foreign Languages |
|---|---|--|
| 1. Ancient Civilizations | | + |
| 2. Ethics in Business | + | + |
| 3. Education in the World | | + |
| 4. Advertising, Consumers and Safety | + | |
| 5. Astronomy and the Solar System | + | |
| 6. Feelings and Emotions | + | + |

Table 1.2: The Suggested Units for each Stream (Curriculum of English 3AS, 2007:137)

1.4.3.4 Time Load

The proposed time load is performed according to the effective number of weeks required to cover the proposed units in such a way as “...to instill in learners ease and confidence in their communicative use of English..” (New Prospects, Teacher’s Guide, 2007: 70).It is estimated to 27 weeks. On the bases of such estimation every unit in the programme may be covered in 22 hours for the literary streams and 20 hours for the scientific and technical streams

| Streams | Time Load | |
|---|------------|--------------|
| | Weekly | Yearly |
| Lit & Philo / Foreign Languages | 4 h | 108 h |
| Maths/Tech-Maths / Sc. Exp /Management & Economy | 3 h | 81 h |

Table 1.3 :The Time Load for each Stream (Curriculum of English 3AS, 2007:137)

1.4.3.5 Organization of the Textbook

New Prospects aims at developing pupils’ competencies of interaction, interpretation and production that enhance all areas of the language through six graded units:

- Each unit presents a specific theme with the four skills and relates it to a practice of grammar, vocabulary, pronunciation and spelling. (See Table 1.4)
- Each unit is followed by an evaluation that enables the pupils to check on their progress. It reviews the knowledge of the language items presented in the unit and tests pupils’ ability to use the skills and strategies through reading passages that appear at the end of the textbook;

The textbook presents a variety of themes that balance between topics related to science and technology streams and others related to language and social studies streams .Each stream of pupils will be able to adapt to the four mandatory units which will be more directly related to their field.

| Theme | Ethics in business; Fighting fraud and corruption |
|-------------------------------------|---|
| Project outcomes | Pupils will: <ul style="list-style-type: none"> - design materials related to exports / imports rates and currency exchange rates - draw a graphic organizer of exports and imports - write a charter of ethics in business - have a class debate on the importance of ethics in business |
| Learners' outcomes | Pupils will: <ul style="list-style-type: none"> - identify and define the concept of ethics in business - be made conscious of the negative effects of fraud - be aware that honesty in business is a sign of active/good citizenship - identify and define the concept of ethics in other professional contexts (teaching, medicine, law, etc) |
| Skills and strategy outcomes | Pupils will: <ul style="list-style-type: none"> - collect data/ organize data/evaluate data - develop organizational skills - be involved in critical thinking/evaluate/judge - draw conclusions/use logic - address an audience and get feedback from them - |
| Intercultural outcomes | Pupils will: <ul style="list-style-type: none"> -understand and seize the importance of fighting fraud, money laundering and corruption at national and international levels -be made aware of international cooperation against fraud |
| Technology skills | Pupils can consult the following sites www.web-miner.com/busethics.html www_enterweb.org |

Table 1.4 : Example of progression of a Project-Based theme (From *Syllabus of English of 3rd year*, 2011:169)

Each unit is structured as follows:

- Presentation of the project outcome ;
- Two parts: Each part contains two sequences subdivided into rubrics.
- Research and report, a section in which pupils will re-invest what they have learnt in the first part. It provides a training ground for the project. .
- Project outcomes.
- Assessment.

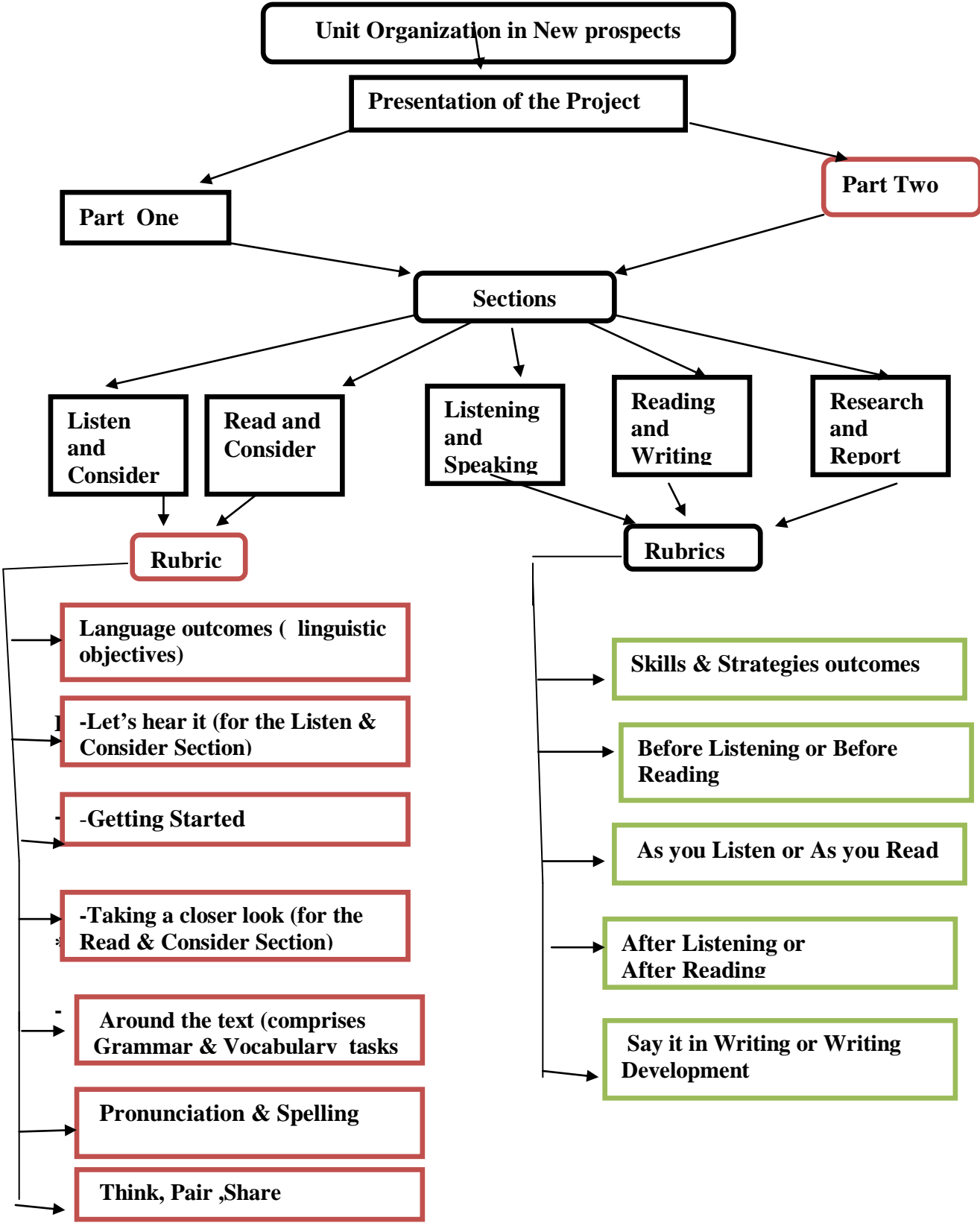


Figure 1.2: A Unit’s Design in New Prospects

In Part One the sequences are as follows:

1. Listen and consider
2. Read and consider

They contain the following rubrics:

- ✓ **Language outcomes** (stating the linguistic objectives of every sequence)
 - ✓ **Getting started:** The aim of this rubric is to introduce pupils to the topic through activating and accessing their prior knowledge as they first consider the thematic pictures, discuss the topic with their peers and answer comprehension questions. It also prepares them to the next phase
 - ✓ **Let's hear it** (for the **Listen-and-consider** sequence). This rubric provides a number of listening tasks such as :Listen then re-order , Listen then answer questions ,listen then fill in the missing word...
 - ✓ **Taking a closer look** (for the **Read-and-consider** sequence). This rubric requires pupils to go through a reading passage employing both skimming and scanning techniques in order to answer comprehension activities.
 - ✓ **Around the text** : This rubric comprises grammar and vocabulary tasks related to the topic explored in the sequence: Grammar Explorer and Vocabulary Explorer.
 - ✓ **Pronunciation and Spelling:** This rubric is devoted to develop the pupils' understanding of the sound-spelling relationships that are specific to the English language. It presents a variety of tasks exploring stress, intonation, syllable division, silent letters, weak and strong forms in addition to the variety of sound pronunciation. All such tasks that are intended to help the learners achieve a good listening then speaking ability.
 - ✓ **Think, pair, share:** A rubric that transfers the learnt items in the sequence into a written essay. This rubric emphasizes individual, pair and group-work to allow for a collaborative work and positive interaction between the groups of learners.

The second sequence of the first part, ends with the 'Take a Break' section which provides a space for relaxation and leisure.'Take a Break' section is followed by 'Research and Report' wherein pupils are encouraged to explore the language use outside the classroom context

Part Two contains two other sequences:

3. Listening and speaking (taught only to the language and social studies streams) .
4. Reading and writing

These two sequences are also patterned in a more or less similar way, and are subdivided into the following rubrics:

- ✓ **Skills and Strategies Outcomes:** This rubric does not include tasks or activities as it just presents the main objectives of this sequence which are mainly communicative
- ✓ **Before Listening:** Throughout this rubric, learners are made prepared to understand an aural text relying on pre-listening activities that help them to predict the content
- ✓ **As you Listen:** A section where the pupils listen to the teacher and try to confirm or disconfirm the predictions made in the previous rubric.
- ✓ **After Listening:** this post-listening stage differs from the pre-listening stage in the sense it enables the pupils to shape their understanding of the text and offers a variety of tasks to practise the speaking, reading and writing skills
- ✓ **Saying it in Writing:** An important section that develops the pupils' skill of writing. In this rubric pupils are prepared to the 'Reading and Writing' sequence through producing written materials basing on the listening phase.

The second sequence in part two is entitled 'Reading and Writing'. It is the next stage where pupils are engaged in activities and tasks that develop and reinforce their reading and writing abilities. This sequence is subdivided into the following rubrics:

- ✓ **Skills and Strategies Outcomes:** It defines the objectives that pupils need to achieve in terms of linguistic, communicative and cognitive competencies.
- ✓ **Before Reading:** pupils are predicting the content of the topic through their answers to a set of tasks.
- ✓ **As you Read:** A rubric that focuses on learners' use of skimming and scanning techniques to go through the text's different ideas.
- ✓ **After Reading:** At this level pupils go through the different tasks related to the exploration and comprehension of the text. It also prepares them for the next rubric through writing activities.
- ✓ **Writing Development:** This final rubric in the second sequence provides pupils with an opportunity of expressing their understanding of the topic of the text and unit to produce written essays.

Part Two ends up with the project outcomes introduced at the beginning of each unit. It is offering guidelines about how to put into practice all the learnt items in the unit. It

is concretizing the real objectives of the competency based approach through assigning the pupils to a project work that makes them practise the language outside the classroom .It offers project alternatives and useful web sites so as to incite the pupils to be in more close contact with the international communication technologies .The last section of the unit is devoted to assessment for it is an essential part of the learning and teaching processes directed towards helping both to improve teaching and learning.

1.5 Factors causing EFL Failure at the Secondary School.

A variety of factors can affect the teaching and learning of English in the Algerian context .The following section will be devoted to discuss some of these difficulties that hinder the English language teaching in Algeria.

1.5.1 Pupils' EFL Practice Opportunities

The teaching of English in the secondary school, especially for year three, meets a number of difficulties. The first is that English is not paid much attention by most of pupils in school .The second relates to the teachers who find themselves required to meet the terms of a programme and a regular planning that gives no break for both the teacher and learners to pause and make reflections on the taught content. Furthermore, there are about 40 pupils for each class. Therefore, the teachers face problems in monitoring work, giving feedback, setting up communicative tasks as well as paying attention to all pupils during class time. The third is that most of the pupils are not familiar with English. They argue that they do not understand as long as all English lessons are taught solely in English without any use of translations namely in Arabic. They, also, feel quite uncomfortable and pressured when using English to express themselves as its practice is too limited in the Algerian context. It is more related to classroom setting in which practical opportunities usually take form of written or oral activities: An outcome that leads to pupils' low language proficiency. The EFL teachers are quite aware of their learners' limited opportunities of language practice. For such an issue they try to motivate them through suggesting different ways and techniques of learning that can be used to practise the target language outside the classroom. It is assumed that if the pupils are motivated, they will reach good levels in their learning process. In contrast, if their motivational levels are low, it will be difficult for them to learn

the foreign language successfully. Thus, motivation is a very important variable in language learning that can, really, enhance language learning both in classroom setting and outside it.

1.5.2 Skills' Focus and Learning Assessment in the Algerian EFL Classroom

The teaching and learning processes go hand in hand with the procedures of evaluation and assessment. No progress can be reported in the EFL classroom without efficient mechanisms of assessment. The common means of evaluating the pupils' progression, all along the different units and themes throughout the school year, are clearly presented in the official syllabus. They are set as follows:

- **Diagnostic assessment:** At the beginning of every school year, it is of great importance to diagnose the pupils' level of knowledge in the subject matter and identify their weaknesses and strengths. It is a quite efficient tool for the EFL teachers, if used appropriately, to detect their pupils' weak points right from the beginning of the school year and try to elaborate remedies that can enhance their pupils' level and improve their language learning.
- **Formative assessment:** It includes all methods that EFL teachers use to gather information about their pupils' learning in order to improve instruction. They take account of:
 - **The unit's assessment rubric:** Assessment, in the newly designed textbooks, is a basic stage and constitutes a fundamental part of the learning and teaching processes. It is set at the end of every single unit of the syllabus as an effective medium to help the pupils elaborate a self evaluation of their learning and enable them to transfer their acquired linguistic knowledge to the real world,
 - **Pupils' performance in class:** Assessment, also, includes more informal indicators of pupils' progress. Their oral performance is a newly included mark in the overall English average at the end of the term. It evaluates their participation in the daily assignments and even scores what they say in class. In addition, all pupils' group work effort during the elaboration of the project outcome is assessed by both the teacher and their peers.
- **Summative Assessment:** It is an integral part of each school's evaluation mechanism to record the general level and progression of the pupils during one term or the whole school year. The EFL pupils are assigned one formal test (for scientific and technological streams) and two tests (for the language and social studies streams) besides a final examination at the end of every term.

All such methods of evaluation and assessment, present in the Algerian EFL classroom, are directed towards improving the teachers' strategies of teaching and the pupils' levels of language learning, yet, their focus on reading and written tasks in preparation to the Bac Exam incite the pupils to neglect the listening and speaking skills of the language and concentrate on written exams and marks.

1.5.3 Pupils' Age and School Grade

Age plays a prominent role in foreign language learning .It is a factor that may affect learning positively or negatively depending on the individual differences among pupils and the learning settings. Having reached late adolescence, an age that is close to adulthood, the third year pupils find difficulties mastering the English subject. They show a general decline in motivation for foreign language learning as they advance in school grades (Kaplan & Maehr, 2002; Yeung, & McInerney, 2005). There are several factors that are responsible for this turndown, among which are the adolescents' new interests of social nature: Adolescents, themselves, report that classes are boring and subjects are complex and uninteresting, resulting in a certain devaluation of learning and consequent demotivation (Vallerand, Fortier & Guay, 1997).

1.5.4 Pupils' Psychology

The psychological dimension has an important role in the language learning process .It is varying between positive aspects such as motivation and constructive attitude and negative ones such as anxiety and depression. There is an agreement among language researchers that motivation is the primary motive leading learners to be autonomous and creative. In contrast, anxiety and depression may result in the delay of the learning process development and make it harder to be achieved Dörnyei (2003). The third year of the secondary education is a fertile context for pupils' depression and anxious attitude for they feel that they are unable to perform a language task at ease or to behave in a normal way due to the final year requirements and loads. Anxiety eliminates any attempt or opportunity to achieve two main factors to language learning success: Self-confidence and self-esteem.

1.5.5 Pupils' Attitudes and Beliefs towards Learning English

Attitudes and beliefs can affect either positively or negatively the pupils towards success or failure in the learning of the target language (Gardner & Lambert (1959). These attitudes and beliefs, despite their type, have different sources related to the learners and their surroundings.

In relation to the Algerian context, the pupils develop their primary beliefs towards English in their family environment where their parents either motivate them to master the target language through positive attitudes or discourage them doing so through negative ones.

Other attitudes are formed in the learning setting where the pupils find support from their EFL teachers. In fact, there are different teaching strategies that engage the pupils in meaningful learning situations. In this sense, the pupils construct a positive learning experience if they are communicated constructive expectations, they may learn the target language with more confidence and ease and achieve success. In contrast, they may be marked by unconstructive learning experiences and thus conceive a negative attitude towards the target language.

1.5.6 Teaching / Learning Setting

English language learning is most related to the teaching/learning setting that influences the classroom performance of both the teacher and pupils. Such influential factors may include:

- Overcrowded classrooms that make EFL teachers' role in supervising and monitoring instruction very difficult.
- Poor teaching materials which are still traditional and still confined to the board and the textbook.
- Lack of teacher training that helps to understand the current approach they are dealing with
- Absence of correlation between teaching practices and learners' needs
- Pupils concentration on marks

Indeed, it is not easy to achieve an ideal teaching-learning setting . But, benefits will be great if there were flexible and well motivated teachers helping their learners to evolve in a well supervised and equipped setting.

1.6 Research Design and Methodology

This study is conducted to identify third year secondary school pupils’ motivational and attitudinal orientations and its correlation with their academic achievement in learning the English language. To achieve this objective, two research tools are used namely, survey questionnaires and classroom-based observations, to investigate the issue, adopting a triangulation mixed method. In addition, using multiple methods in a research design would also help to “give a fuller picture and address many different aspects of phenomena” (Silverman, 2000:50). The approach of the research will be mainly descriptive going through the following stages:

1. Deciding on the research problem, questions and hypotheses.
2. Selecting the population and setting of the study.
3. Reviewing the adequate literature and most influential theories dealing with motivation in foreign language learning
4. Determining methods for data collection.
5. Organizing and analyzing data.
6. Formulating recommendations that can constitute firm bases to a successful learning setting.

1.6.1 The Setting and Population of the Study

The study is conducted at BENHMED Bekhedda secondary school in Zemmora, Relizane .The school comprises 24 pedagogical units with over 55 teachers in different subjects. Like other secondary schools in Algeria, English is taught as a compulsory subject. Currently, there are six teachers of English and over 700 pupils ranged from year one to year three. The school lacks materials for reference and self- study. There is a school library but there are few books for reference. Moreover, some facilities needed for learning such as computers, library internet and projectors are not enough.

The target participants, addressed in this study, are the third year pupils who study at the secondary school during the academic year 2014-2015. They represent the final year of

the secondary education, a terminal stage that engenders important decision-making for future professional careers, and all the EFL teachers at the secondary school.

1.6.2 Sampling Procedure

A purposive sampling technique is employed to select a representative sample of the subjects in this study. The technique, also called judgment sampling, is described as the deliberate choice of an informant due to his/her qualities. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002).

1.6.3 Sample Population

It presents both:

1.6.3.1 Pupils' Profile

The subjects of the study are thirty-five (35) third year scientific stream pupils (19 females and 16 males). The main reasons of the choice of this group are as follows: Almost all the subjects belong to the same age group (17-20) years old. The reason for selecting these pupils was based on availability. The language learning group is of mixed ability. All of the pupils have studied English for 6 years. Furthermore, they have been taught, by the researcher, for two years, the fact that gives him a best understanding of the sample group level and a follow up of two year assessment and evaluation of their academic achievement and language background in English.

1.6.3.2 Teachers' Profile

In addition to the third year scientific stream pupils, this study includes five English teachers (2 males and 3 females) teaching at BENHMED Bekhedda secondary school, where the classroom observations are conducted. The teachers hold a 'Licence' degree in English and are in charge of the three levels: First year, second year, and third year in all streams. All teachers are full time teachers with varying field work experience ranging between six and sixteen years. The choice to include the EFL teachers as participants, in this study, comes to support the study assumption that the teachers, though they are no more the central pivot of the learning process, they continue to perform an important role as motivators and learning facilitators.

1.6.4 Data Collection Instruments

For the purpose of validity and reliability of the case study, two different data collection instruments are chosen: A survey questionnaire for the third year secondary school pupils, another one for their EFL teachers and classroom observations. These tools are carried out in such a way to collect the necessary quantitative and qualitative data to contribute to a better understanding of the theoretical framework. (See figure 1.1)

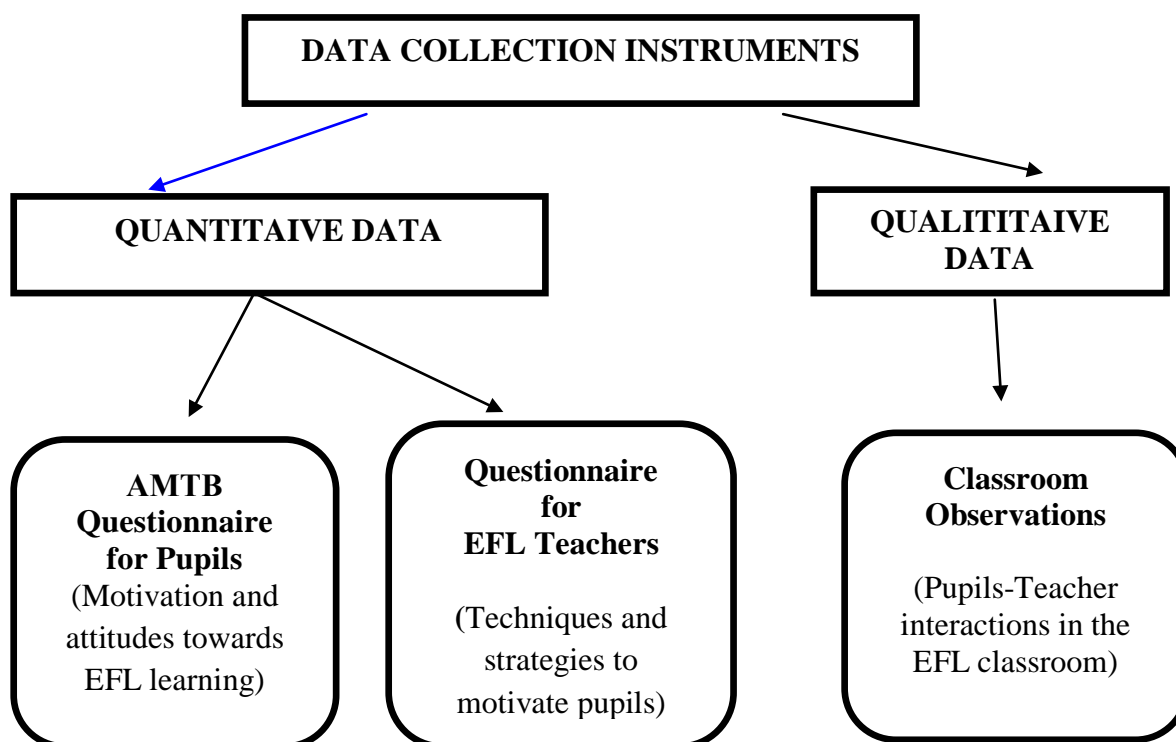


Figure 1.3: Data Collection Instruments.

1.6.4.1. Description of the Questionnaires

According to Siliger and Shohamy (2000) the questionnaires are useful tools to collect numerical data as they:

... collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts. They are also used to collect data on the processes involved in using language and to obtain background information about the research subjects, such as age, previous background in language learning,...and years of studying the language

(Siliger & Shohamy, 2000:172)

The questionnaires are the most adequate research tools as they can constitute a great source of information and can be both time and effort saving. In this respect, Wallace (1998) asserts that the questionnaire permits the analysis of a large sample of information in a relatively short period of time. They can yield useful data in getting a clear idea about EFL learners, their teachers and the teaching situation, yet, in many cases *“We must not assume that such survey questionnaires are always answered truthfully, or even carefully.”*(Allwright & Bailey, 1996:4)

1.6.4.1.1 Pupils' Questionnaire

A survey questionnaire adapted from Gardner's Attitude and Motivation Test Battery (AMTB) (Gardner, 1985) is employed to investigate the pupils' attitudes and motivation. The questionnaire comprises a 5-point Likert Scale (See Appendix A). This tool is started with a pre section about the pupils' personal information which includes pupils' gender age and English subject average during the 1st and 2nd terms along with two parts with 16 subscales: Part A: Pupils' motivation in learning English is an adaptation of Gardner's AMTB to the Algerian context. Gardner (2008) recommends adjusting instruments to the context where they are going to be administered. He suggests: *“I advise people who adapt our scales to their setting that they should be careful to adapt the items so that they measure the concept as described”* (Personal communication, October 16, 2008). The section is designed to elicit the pupils' opinions about their motivation in learning English. Pupils' motivation is measured through their aptitude, interest, attitude, and effort in learning. Part B: Factors affecting pupils' motivation in learning English, on the other hand, is seeking to collect information relating to the major factors affecting pupils' motivation in learning English.

1.6.4.1.2 EFL Teachers' Questionnaire

The teachers of English are the second target participants in this case study. The survey questionnaire intends to investigate their perception of the most efficient teaching strategies that are directed to motivate their pupils and change their attitudes towards learning the target language as to raise their self confidence and self esteem in order to achieve academic success (See Appendix B). The survey, to the EFL teachers with ten item questions, comprises two sections: Section I is the demographic information, which contains the teachers' gender, age, the number of years they have been teaching English language in

secondary schools. Section II is designed to identify their awareness of the objectives of teaching English to the third year classes besides eliciting their opinions on the importance of English learning to their pupils. Another purpose of the survey is to identify the problems teachers are often faced with in teaching English, as well as the different strategies employed to engage and motivate their pupils to learn it. The survey, also, encloses the teachers' opinions on the third year '*New prospects*' textbook as well as the amount of autonomy they afford their pupils with.

1.6.4.1.3 Classroom Observations

In addition to the survey questionnaires, it is of research validity requirement to choose a different way to collect data and, thus, acquire more reliable results. For such an aim, class observation is used. In this respect, Siliger and Shohamy (2000) put forward :

Observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teachers and pupils' behaviour

(Siliger & Shohamy, 2000:162)

Classroom observation is, therefore, employed to give a further support to the quantitative data collected from the questionnaires on pupils' motivation and their attitudes towards the target language and report the real behaviours of pupils and their EFL teachers in the classroom setting.

The classes of three English teachers in the School will be observed. The observations will be carried out in several English sessions during the second and third terms with the cooperation of the EFL teachers at BENHMED Bekhedda secondary school. For each lesson, the researcher will observe in 45 minutes. A checklist will be designed for all the observed items. It comprises the presentation and organization of the course, climate and rapport between teachers and pupils, subject matter content, teaching methods, management of the classroom, teachers' sensitivity to pupils' gender, learning styles differences and personal traits (See Appendix C). Pupils' reactions towards the teacher's activities, techniques and behaviours, their participation in the activities and their feedback after the activities will be all recorded in brief notes on the spot to be analyzed quantitatively later. .

1.6.5 Data Collection Procedure

The two survey questionnaires will be delivered to the pupils in secondary school setting by the researcher, himself, who will distribute and collect the completed forms by the end of the second term. To assure pupils' best understanding of what is required from them; the questionnaire is written in English and explained gradually in Arabic to guarantee a maximum of cooperation and valid answers.

The observations are carried out in several English sessions within the secondary school along the second term of the school year 2014-2015. A checklist is designed to note and rate the observed items. Pupils' scores in the first and second term exams will be reported from school records to allow the evaluation of their achievements in English learning.

1.6.6 Data Analysis

The survey questionnaires completed by the respondents will be coded according to (male/female; high /moderate /low groups) then analyzed descriptively. According to Fraenkel and Wallen (2003), a descriptive statistics is a statistical technique that is used to analyze data by describing or summarizing the data from a sample. It is a technique that, basically, uses words, numbers, graphs or charts to show existing pattern or relationship. The Likert type scale helps to present the analyzed data using the frequency tables and simple percentages. The Statistical Package for the Social Sciences (SPSS) version 15.0 will analyze the quantitative data from pupils' motivation questionnaire. The first descriptive analysis is performed to compute means and percentages of the pupils' motivation types (instrumental and integrative), the second will employ the comparative descriptive analyses of data to evaluate the existing correlation between student motivation scales and their achievement as well as to assess gender differences on the pupils' motivational orientations, attitudes and achievement. The qualitative research data from the observation sheets will be rated and scaled to interpret the major influence of the classroom climate on pupils' motivation and attitudes towards the target language.

1.7 Conclusion

The current chapter was an attempt to go through the status of English as a universal language and the direct repercussions of such a global status to induce new reforms on every

country's educational syllabus so as to include ESL / EFL learning as a compulsory subject to get along with the modernization trend that spread worldwide. Algeria, being a member of the international community, did not escape such an effect and had to adjust its educational EFL policy to concord with the new requirements of globalization .The fact is clearly expressed through the educational reforms that the Algerian ministry of education launched in 2003. A new approach was adopted in its system to meet the needs of the Algerian pupils and enable them to establish clear links between what they, actually, learn in school and their daily life. The chapter tried to uncover the many variables surrounding the teaching and learning of the English language in Algeria, stressing, in particular, the underachievement of the adolescent pupils during the final year of their secondary education .In all, the chapter was meant to back up the present case study with a solid background that would pave the way to the following chapters. It provided an overview of the learning situation and the research design and methodology followed to collect data and evidence that support the research questions and hypotheses formulated in this work.

Chapter Two

Review of Literature

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- 2.2 Theoretical background of motivation in foreign language learning
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2.7 Conclusion

2.1 Introduction

Human motivation has always been subject to countless contributions made to it from various perspectives over the course of the past decades. It was only thirty years ago that this concept began to be systematically investigated from social and educational viewpoints. Such focal interest emerges from the implication that academic motivation has on pupils to accomplish their academic pursuit and achieve success. A great deal of those investigations focused their research explorations on the domain of foreign language learning motivation. Such an inquiry increased as a direct consequence of the worldwide status that the English language has acquired during the past decades. The educational psychologists have underlined motivation as an important variable in language acquisition.

The present chapter explores the most significant theories and approaches that dealt with the field of motivation, as being one of the most cited factors that affects achievement. It examines the construct from different perspectives: The chapter presents the definitions of the terms. It examines the correlation between the different types of motivation and academic achievement and presents sample studies that dealt with this relationship. It tries to shed light on the importance of raising pupils' academic motivation and internal interest in learning and achieving their pursued goals. It concentrates on the problem of academic underachievement and disinterest of pupils in school particularly in late adolescence by making a close reflection on some of the most influential factors that can affect language learning motivation and, therefore, school achievement, namely gender and the classroom climate.

2.2 Theoretical Background of Motivation in Foreign Language Learning

2.2.1 Motivation

The issues of student motivation in education, in general, and secondary education, in particular, and its significant effect on their academic achievement across childhood through adolescence are seen as an imperative aspect of effective learning (Elliot and Dweck, 2005). Indeed, many psychologists and educators consider it as the most essential drive for pupils to get along with successful school learning. Academic motivation is among the most prominent determinants of pupils' success or failure in school (Hidi & Harackiewicz, 2000). Despite the uncontested position of motivation in learning, there is, in fact, no agreement on the exact definition of motivation. The complexity of the concept resides in its "*endeavours*

to explain individuals' actions and behaviour" (Dörnyei, 2000). The problem, as Dörnyei asserts, is not the lack of theories to explain motivation but rather the abundance of theories and models. However, the numerous empirical research into motivation could not bring an end to the confusion. Brophy (1998) defines motivation as a theoretical construct that is used to explain the initiation, direction, intensity and persistence of behaviour. The concept of motivation is, therefore, used to explain the degree to which pupils invest attention and effort in various pursuits. On the same way, Greenberg and Baron (2003) define it as: "*The set of processes that arouse, direct, and maintain human behaviour towards attaining some goal*". (p 190). Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001:1). Ryan and Deci (2000) state that "*to be motivated means to be moved to do something*". Unlike unmotivated people who have lost drive and inspiration to act, motivated people are energized and activated to the end of a task to allow goals to persist, and lead to choosing or preferring a particular behaviour.

There has been a great deal of divergence among researchers about the nature of motivation and how the motivational processes are operating. However, most professionals agree that the presence of motivation is the indicator of effort, persistence, and achievement.

2.2.2 Language Learning Motivation (LLM)

In the context of language learning, motivation plays an important part. It involves a learning activity accompanied by effort to attain the goal of learning the language. In the absence of effort, learning will remain a wish or desire. This process of transforming the desire into reality has been described as motivational intensity (Gardner, 1985)

According to Gardner and Lambert (1972), motivation to learn a language is grounded in positive attitudes towards the language community and in a desire to communicate with valued members of that community and become similar to them. Gardner (1985) illustrated that motivation refers to the combination of effort plus a desire to achieve the goal of learning the language plus favourable attitudes towards learning the language (Gardner 1985: 45). For Gardner, motivation to learn a foreign language is determined by basic predispositions and personality characteristics such as the learner's attitudes towards foreign people in general, and the target group and language in particular, motives for learning, and generalized attitudes. Gardner (1985) defines motivation for

language learning as *“the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”* (Gardner,1985: 10) .Thus, motivation is, undoubtedly, known to be an influential and contributing factor in language learning.

2.2.3 Major Types of Motivation

Motivation counts a variety of approaches and types among these are:

2.2.3.1 Integrative and Instrumental Motivation

Gardner and Lambert (1972) state that motivation is influenced by two orientations to language learning: Integrative and instrumental motivation.

Gardner (1983) has clarified what is meant by an 'integrative motivation' as *“learning a language because the learner wishes to identify himself with or become integrated into the society of the target language”*(Gardner; 1983:203) In other words, a learner is integratively motivated when he/she has the internal will and desire to identify with and integrate into the target language culture. Falk (1978) shares the same point of view stating that pupils with integrative motivation are those who like the people that speak the target language, admire the culture and have a desire to become familiar with or even integrate into the society in which the target language is used. Integrative motivation is, thus, a key component in assisting the learner to develop some levels of proficiency in the language because of *“a sincere and personal interest in the people and culture represented by the other language group”* (Lambert 1974:98- cited in Ellis, 1994).

Instrumental motivation, on the other hand, is something which concerns ‘the practical value and advantages of learning a new language’ (Lambert 1974: 98- cited in Ellis, 1994) Gardner(1983) defines instrumental motivation as *“learning a language because of a more or less clearly perceived utility it might have for the learner ”* (Gardner 1983 : 203). Therefore, a learner with instrumental motivation is more interested in how the language can be a useful instrument towards other goals, such as *“gaining a necessary qualification or improving employment prospects”*. (Littlewood, 1998:57). Instrumental motivation makes language learning more concrete and utilitarian such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material or achieving higher social status. Instrumental motivation is often characteristic of foreign language learning, where the learner has no desire for social integration into a community using the target language.

Both integrative and instrumental motivation are fundamental elements of success, yet, integrative motivation has been found to uphold long-term success when learning a foreign language (Ellis 1994). Pupils who approach language learning more integratively are usually those who are highly motivated and successful in language learning. However, it has been found that, generally, pupils opt for instrumental reasons more frequently to learn the language than integrative ones.

2.2.3.2 Intrinsic and Extrinsic Motivation

Deci and Ryan (1985) state that motivation can be distinguished into: Intrinsic and extrinsic motivation. They explain that some motivation may originate from inside or outside the student. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself (Ryan & Deci, 2000). It is self-determined and experienced as freely chosen and emanating from one's self, not done under pressure from some external force (Brophy, 1998). A growing body of evidence suggests that intrinsically motivated learners set different learning strategies than those who are subject to extrinsic drives. Mark Lepper's research (2005) concludes that the learners who are intrinsically motivated are keen in using strategies that require more effort and that enable them to process information more deeply. They also prefer tasks that are more challenging and are willing to put in greater amounts of effort to achieve their learning goals. In fact if they feel that they are under pressure to accomplish their academic activities, their level of motivation or internal interest is decreased. In the present context, intrinsic motivation refers to the pupils' internal interest in language learning, and intrinsic desire to be successful.

Extrinsic motivation, in contrast, refers to the performance of an activity in order to attain some separable outcome and compliance with an external regulation, control or any social agent influence (Ryan & Deci, 2003). When the only reason for language learning is to gain something outside the activity itself, such as pleasing the teacher, passing an exam, obtaining reward or any other reason that has very little to do with the task itself, the motivation is likely to be extrinsic. Here, the pupils are not interested in the activity itself, they care only about gain. On the contrary of intrinsically animated pupils, individuals who have extrinsic motivation see their behaviour dictated by external factors and other people play a decisive role in their goal orientations and decision making.

2.2.3.3 Amotivation

Amotivation was introduced by Deci and Ryan (1985) who defined it as *“the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual’s experiencing feelings of incompetence and helplessness when faced with the activity”*. Amotivated pupils experience feelings of ineffectiveness and expectancies of uncontrollability they perceive their behaviour as caused by forces out of their own control. They feel incompetent and start asking themselves why they go to school. Eventually, they may stop participating in academic activities; instead, they are the source of annoyance and discipline problems to others.

Intrinsically motivated pupils learn the language because of the inherent pleasure in doing so. They are expected to maintain their effort and engagement in the learning process, even when no external rewards are provided. Several studies suggested that from childhood through adolescence, pupils with higher academic intrinsic motivation have been found to be more competent in school, with greater academic achievement, more positive perceptions of their academic competency, lower academic anxiety, and less extrinsic motivation (Gottfried, A.W. Gottfried, Cook, & Morris, 2005).

2.2.3.4 Achievement Motivation

Another key to understand academic achievement may be achievement motivation. Its original definition was from Atkinson (1964) who defined it as the comparison of performances with others and against certain standard activities. Colman (2001), in his turn, defines achievement motivation as a social form of motivation involving a competitive desire to meet standards of excellence. It is, thus, the way through which pupils wish to obtain higher standards. It is an inner desire for achieving certain goals, in our case study, learning a foreign language effectively. Pupils who are disengaged from school work and are not motivated to succeed will not work hard and perceive academic tasks as a waste of time and effort as their expectations are directed elsewhere far away from school assignments.

2.2.4 Early Theories of Motivation

Different perspectives have been employed during the past century to explain motivation. Three of them had a major influence on most of the educational psychologists’

approaches to learning motivation in general and language learning motivation in particular. These perspectives were; Behavioural, cognitive and humanistic.

2.2.4.1 Behavioural Views of Motivation

The middle of the twentieth century was characterized by conditioning theories of motivation which were related to behaviourist psychology. A great deal of research focused on how stimuli and responses interplayed in forming habits. For the behaviourists, motivation is simply a set of dependent reinforcements. The reinforcement can take the form of seeking reward such as praise or avoiding punishment like the loss of privileges. According to Dörnyei (2001), in the early 1900's the dominant theories of motivation claimed that motivation was generated by instincts and drives, many of them being unconscious or repressed. These theories, he says, do not feature strongly in current motivational thinking, but play a significant role in our lives and, therefore, are *“likely to be rediscovered before long”* (Dörnyei 2001:7). He comments:

Although these behavioural accounts were based on experiments with animals such as Pavlov's dog or Skinner's rats rather than humans, much of the acquired knowledge is still relevant for the understanding of issues like the role of practice and, drilling, positive and negative reinforcement, or punishment and praise in learning.

(Dörnyei, 2001: 8)

In reference to behavioural theories of motivation, Pintrich and Schunk (1996) mentioned Thorndike's view of learning and behaviour which states that learning involves "...the formation of associations between sensory experiences (perceptions of stimuli or events) and neural impulses that manifest themselves behaviourally (Pintrich & Schunk, 1996:32). According to Thorndike, organisms develop connections through trial and error. If an organism performs an action which yields successful responses, these responses become established. If, on the contrary, the responses are unsuccessful, they are abandoned. Thus, learning occurs gradually

2.2.4.2 Cognitive Views of Motivation

Around the middle of the twentieth century, cognitive theories were developed as psychological views of behaviour. According to this view, people do not respond only to external events or to physical conditions, they, also, respond to their perceptions of these

events. In contrast to the behavioural view, Woolfolk (1987) asserts ” *the cognitive view emphasizes intrinsic (internal) sources of motivation, such as curiosity, interest in the task for its own sake, the satisfaction of learning, and a sense of accomplishment*” (p 315). Dörnyei (2001) mentions that this view places the focus on how the individuals’ conscious attitudes, thoughts, beliefs, and interpretation of events influence their behaviour, that is, how mental processes are transformed into action (p 8) . Pintrich and Schunk (1996) state that these cognitive theories examine “*the underlying mental processes involved in motivation and how these are affected by personal and environmental factors*” (p 63) . Woolfolk (1987) maintains that attribution theories are cognitive theories “*concerning how we explain behaviour and outcomes, especially successes and failures*” (p. 316).

Bernard Weiner is one of the main educational psychologists responsible for relating attribution theory to school learning (as mentioned by Woolfolk, 1987). According to Weiner, Attribution theory is concerned with the way in which an individual’s explanations of success and failure influence that individual’s consequent motivation and behaviour. Pupils may attribute success or failure to different causes, depending on their beliefs about who or what controls their success or failure. In other words pupils who have a high motivational orientation tend to attribute their success or failure to their own ability and hard work (in the case of success) or inadequate preparation and lack of effort (in the case of failure). Whereas, low motivated pupils are likely to attribute their success or failure to factors such as ‘good luck’ (in the case of success) or a ‘very difficult exam paper’ (in the case of failure).

2.2.4.3 Humanistic Views of Motivation

On the same line of the cognitive approaches, humanistic views support intrinsic motivation. In many humanistic theories, the role of needs is central (Woolfolk, 1987). Pintrich and Schunk (1996) relate humanistic theories to Allport’s belief that people are viewed as “unique systems constantly evolving and striving towards goals” (p.51). Dörnyei (2001) explains that in the 1960’s, partly as a counter-reaction to the mechanistic views of behaviourism, humanistic psychologists such as Carl Rogers and Abraham Maslow, following Allport’s ideas, propose that ‘self-actualizing tendency’ explained as the desire to achieve personal growth is the central motivation force in people’s lives .

Maslow (1970), one of the eminent theorists of the humanistic philosophy, suggests that human needs function as a hierarchy. Lower-level needs for *survival and safety* are the most essential. These needs determine behaviour until they are met. Once reached, people are stimulated to fulfill needs on the next levels, *social needs for belonging and love and needs for self-esteem*. These needs, being more or less satisfied, lead to the higher level needs for *intellectual achievement, aesthetic appreciation, and finally self-fulfillment*. Self-actualization is Maslow's term for the realization of personal potential. Maslow called the four lower level needs (survival, safety, belonging, and self esteem) deficiency needs. When these needs are not met, motivation increases to find ways of satisfying them. When they are satisfied, the motivation for fulfilling them decreases. Maslow has labeled the three higher level needs (intellectual achievement, aesthetic appreciation, and self-actualization) as being needs. When they are met, a person's motivation does not stop, instead, it increases to seek further fulfillment. Maslow's theory was criticized for the simple reason that people do not always behave as the theory predicts as Woolfolk (1987) explains: "*most of us move back and forth among different types of needs and may even be motivated by many different needs at the same time*". Maslow's theory is still one of the most complete and recurrent explanations of needs and motivation.

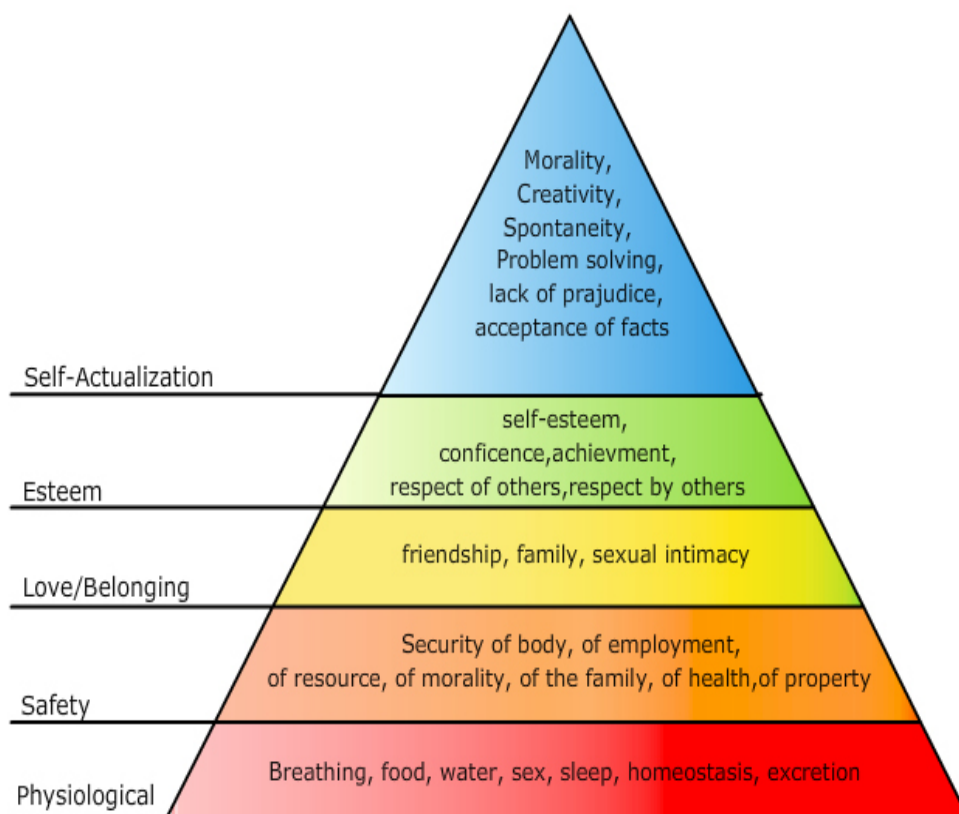


Figure 2.1: Maslow's Theory of Motivation

Another theory that has been classified as humanistic is Carl Rogers' (as mentioned in Pintrich & Schunk, 1996). According to this theory, life represents an ongoing process of personal growth. This process was labeled 'the actualizing tendency' which Rogers believed was innate and that behaviour was influenced by the individual's perception of both personal and environmental factors. This theory explains that our experiences and their interpretations foster or hinder our attempts at growth. The humanist theory of motivation is interesting because it is not, only, linked to achievement and education, but also has implications for pupils' welfare and well-being through its concern with basic needs. It stresses on pupils' capacity for personal growth, freedom to choose their behaviour and personal goals.

This multitude of perspectives and approaches to the construct of motivation paved the way to contemporary theories of motivation that inspired from the behavioural, cognitive and humanistic points of view to lay the foundations of more specific and well-established theories

2.2.4.4 Contemporary Theories of Motivation

In the first half of the twentieth century, the dominant theories saw motivation as being determined by basic human instincts and drives. The behaviourist psychology claimed that motivation emerged from the interplay of stimuli and responses in habit formation. In the 1960's, there was a counter-reaction towards these behavioural views of motivation. Humanistic psychologists such as Carl Rogers and Abraham Maslow proposed that the central motivation force in people's lives was their innate desire to achieve personal growth and develop the inherited capacities and talents.

Dörnyei (2001) reports that the current trend in motivational psychology is characterized by the cognitive approach "*which places the focus on how the individual's conscious, attitudes, thoughts, beliefs, and interpretation of events influence their behaviour; that is, how mental processes are transformed into action*" (pp. 7-8). He carries on saying "*within the overall cognitive field of motivation that characterizes the field ,today, we find a surprising number of alternative or competing sub-theories*" (p.9). Table 2.1, below , gives a brief description and illustration of the most significant contemporary theories and perspectives that revolutionized the studies of human motivation

*

| Theories | Theorists | Main Motivational Components | Main Motivational Tenets And Principles |
|--------------------------------------|---|---|--|
| Expectancy-value theories | Brophy (1999), Eccles and Wigfield (1995) | Expectancy of success; the value attached to success on task. | Motivation to perform various tasks is the product of two key factors the individual's expectancy of success in a given task and the value the individual attaches to success on that task. The greater the perceived likelihood of success and the greater the incentive value of the goal. |
| Achievement motivation theory | Atkinson and Rayor (1974) | Expectancy of success; incentive values: need for achievement; fear of failure. | Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the <i>expectancy</i> for perceived probability of success, the incentive <i>value</i> of successful tasks fulfillment and <i>need for achievement</i> . The negative influences involve <i>fear of failure</i> , the incentive to <i>avoid</i> failure and the <i>probability of failure</i> . |
| Self-efficacy theory | Bandura (1997) | Perceived self-efficacy | <i>Self efficacy</i> refers to people's judgments of their capabilities to carry out certain specific tasks, and, accordingly, their sense of efficacy will determine their choice of the tasks attempted, the amount of effort exerted and the persistence displayed (see.Pp 86-87). |
| Attribution theory | Weiner (1992) | Attributions about past successes and failures | The individual's explanations for causal attributions of why past successes and failures have occurred have consequences on the person's motivation to initiate future action. In school contexts, ability and effort have been identified as the most dominant perceived causes, and it has been shown that past failure that is ascribed by the learner to low ability hinders future achievement behaviour more than failure that is ascribed to insufficient effort. (see pp. 118-122) |
| Self-worth theory | Covington (1998) | Perceived self-worth | People are highly motivated to behave in ways that enhance their sense of <i>personal value and worth</i> . When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviours in school settings (see pp 81-85) |

| | | | |
|------------------------------------|--|--|--|
| Goal setting theory | Locke and Latham (1990) | Goal properties; specificity, difficulty and commitment | Human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Goals that are both specific and difficult (within reason) lead to the highest performance, provided the individual shows goal commitment |
| Goal orientation theory | Ames (1992) | Mastery goals and performance goals | Mastery goals (focusing on learning the content) are superior to performance goals (focusing on demonstrating ability and getting good grades) in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning. |
| Self-determination theory | Deci and Ryan (1985), Vallerand (1997) | Intrinsic motivation and extrinsic motivation | Intrinsic motivation concerns behaviour performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing behaviour as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation. |
| Social motivation-theory | Weiner (1994), Wentzel (1999) | Environmental influences | A great deal of human motivation stems from the socio-cultural context rather than from the individual behaviour). |
| Theory of planned behaviour | Ajzen (1988) Eagly and Chaiken (1993) | Attitudes; subjective norms; perceived behavioural control | Attitudes exert a directive influence on behaviour, because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the person's subjective norms (perceived social pressures) and perceived behavioural control (perceived ease or difficulty of performing). |

Table 2.1: Summary of the most well-known contemporary motivation theories in psychology in Dörnyei (2001, pp. 10-11)

Dörnyei (2001) explains that there is a large number of different factors that can influence motivation and that each theory summarized in his chart can be convincing, but since each theory largely ignores the others, it is difficult to obtain a general overall picture of what motivation actually is.

2.3 Models of Motivational Factors in Language Learning

The Social psychologists were the first to undertake serious research on language learning motivation. Their concern emerged from their awareness of the impact of society and culture on foreign language learning (Dörnyei, 2003). This interest was translated into the appearance of a number of models that stressed the affective aspect of language learning.

There is apparently an infinite list of possible motivational factors that can have a significant impact on a student's level of language learning and acquisition such as personal and family situation, economic condition, age, sex, religion, cultural background and so forth. It is essential to understand how these factors come to affect a student's attitude towards effective language learning. In order to provide a more explicit summary of specific factors that can enhance student language learning motivation, three models by Gardner, Dörnyei, and Williams and Burden will be reviewed in the following section..

2.3.1 Gardner's Socio Educational Model

In the early 1970's, Robert Gardner and Wallace Lambert established the well-known two fold classification for foreign language learning motivational orientations: integrative vs. instrumental orientation. An integrative motivational orientation possessed by people who identify positively with the foreign people and culture and want to be able to participate in it. Gardner and Lambert claimed that integrativeness is a decisive motivational source for two reasons. First, it is strongly rooted in the personality of the learner. Second, it exercises its influence over an extended time interval to maintain learning efforts that are required to achieve language learning success (Gardner & Lambert, 1972). An instrumental orientation that originates from the rewards that can be obtained by the learner if the language is learned effectively such as earning a job, fulfilling a degree's requirement or a professional and academic advancement. Gardner and Lambert hypothesized that an instrumental orientation is less helpful because it is not based on the personality of the learner and consequently is

more dependent on external pressures “*as a result the learner is less prone to employ effort to attain cumulative progress*” (Gardner & Lambert, 1972).

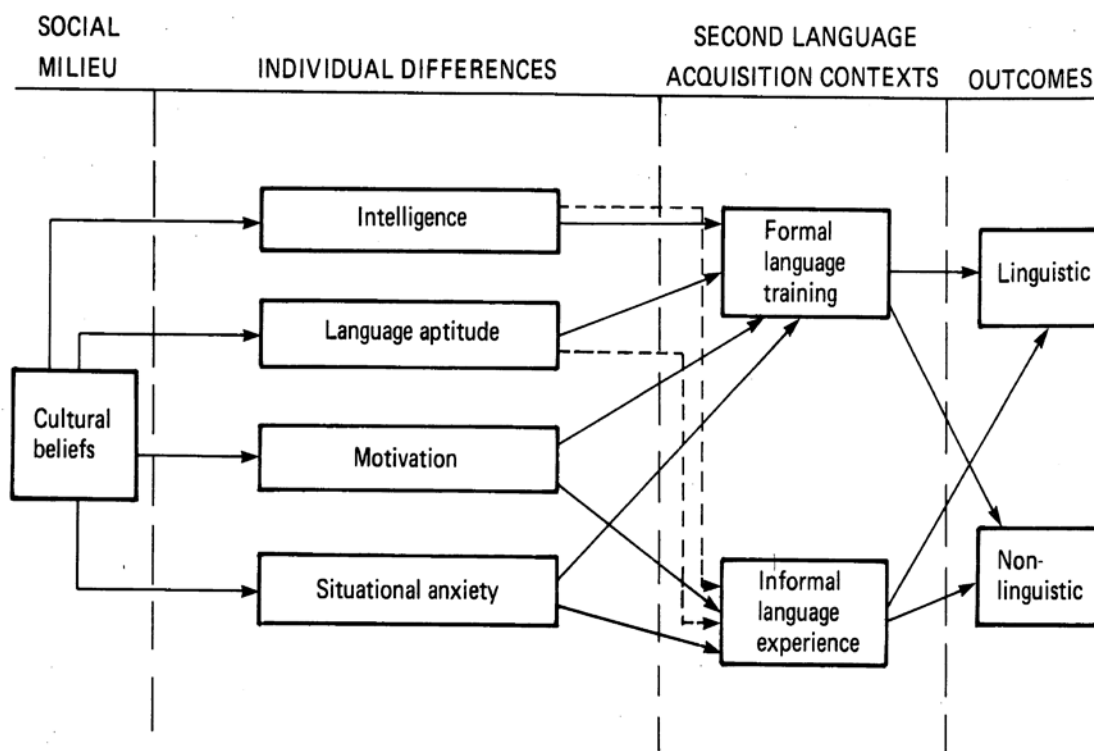


Figure 2.2.: Schematic representation of Gardner’s Socio-educational Model (in Gardner 1985; 14)

Gardner’s socio educational model underwent several revisions .It is important to point out that, in his most recent works on motivation, Gardner ,no longer ,views the predominance of integrative orientation as vital or meaningful (Oxford & Shearin, 1994). In 1985, Gardner proposes a definition of motivation to learn an L2 as “*the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity*” (Gardner, 1985). The components of this definition represent *effort*, the amount of energy expended on the language learning enterprise , *the desire to achieve a goal* involving the particular goal of learning a language and *attitude* that represents “*an evaluative response to some referent or attitude object inferred on the basis of the individual’s beliefs or opinions about the referent*” (Gardner, 1985). Attitudes towards the learning situation involve attitudes towards any situation in which the language is learned. In the school context, these attitudes could be directed towards the teacher, the course in general, one’s classmates and so forth.

In 1995, Gardner proposed an expansion of his motivational model that included new components. He distinguished between four segments: Social milieu, individual differences, foreign language acquisition contexts and outcomes. The social milieu refers to an individual's environment that determines beliefs about other languages and cultures. Gardner introduced four individual differences that influence, most, foreign language acquisition. These variables include intelligence, language aptitude, motivation and situational anxiety that he defined as closely interrelated with the contexts and outcomes of a foreign language acquisition, namely in formal instruction within the classroom context.

While Gardner's model is derived from results that he collected in a motivation test, just a few items in the test were focused on the learner's evaluation of the classroom-learning situation. Therefore, Gardner's model has been typically emphasized for its social psychological aspects of L2 learning rather than serving as a practical guideline in the classroom context (Dörnyei, 1994)

In spite of criticism, which Gardner received for claiming that integrative motivation was more influential among pupils; his model shaped the field of motivational research in language learning.

2.3.2 Williams and Burden's Social Constructivist Model

Williams and Burden (1997) present a framework of motivational components, in which they support a cognitive perspective on the study of motivation. Their model focuses on individuals' decision-making about their own actions. The authors assume that each individual is motivated differently. This perspective implies that individuals are not at the mercy of outside forces over which they have no control. Within this cognitive standpoint, the aspect of choice is of primary importance since it presupposes that *“people have choice over the way they behave and, therefore, have control over their actions”* (Williams & Burden, 1997). Nevertheless, both, recognize that the cognitive approach to motivation would, in a way, exclude the affective factors or social and contextual influences. Such an important constraint to the extent of their cognitive perspective gave rise to the adoption of a social constructivist view of motivation. This view considers that each individual is differently motivated and makes his/her own sense of the surrounding influences in ways that are particular to them. Furthermore, the perspective presupposes that an individual's motivation is dependent on social and contextual influences such as culture, context, social

situation, significant other people and the individual's interaction with these people (Williams & Burden, 1997). The model of motivation separated three phases of the motivation process along a continuum: *“Reasons for doing something”* → *“Deciding to do something”* → *“Sustaining the effort, or persisting”* (Williams & Burden, 1997).

| INTERNAL FACTORS | EXTERNAL FACTORS |
|--|--|
| Intrinsic interest of activity <ul style="list-style-type: none"> • Arousal of curiosity • Optimal degree of challenge | Significant others <ul style="list-style-type: none"> • Parents • Teachers • Peers |
| Perceived value of activity <ul style="list-style-type: none"> • Personal relevance • Anticipated value of outcomes • Intrinsic value attributed to the activity | The nature of interaction with significant others <ul style="list-style-type: none"> • Mediated learning experiences • The nature and amount of feedback • Rewards • The nature and amount of appropriate praise • Punishments, sanctions |
| Sense of agency <ul style="list-style-type: none"> • Locus of causality • Locus of control re: process and outcome • Ability to set appropriate goals | The learning environment <ul style="list-style-type: none"> • Comfort • Resources • Time of day, week, year • Size of class and school • Class and school ethos |
| Mastery <ul style="list-style-type: none"> • Feelings of competence • Awareness of developing skills • Self-efficacy | The broader context <ul style="list-style-type: none"> • Wider family networks • The local education system • Conflicting interests • Cultural norms • Societal expectations and attitudes |
| Self-concept <ul style="list-style-type: none"> • Realistic awareness of personal strengths and weaknesses in skills required • Personal definitions and judgements of success and failure • Self-worth concern • Learned helplessness | |
| Attitudes <ul style="list-style-type: none"> • To language learning in general • To the target language • To the target language community and culture | |
| Other affective states <ul style="list-style-type: none"> • Confidence • Anxiety, fear | |
| Developmental age and stage | |
| Gender | |

Table 2.2: Williams and Burden's (1997) framework of L2 motivation (in Dörnyei, 2001:19)

The motivational components are divided into two categories; internal and external factors (see table 2.2). Within these two categories, Williams and Burden distinguished a large number of subcomponents. The internal factors include intrinsic interest of activity, perceived value of activity, sense of agency, mastery, self-concept, attitudes, affective states,

developmental age and stage and gender (Williams & Burden, 1997) The internal subcomponents are dynamically influential in a non-linear style, and *“affect the level and extent of learner’s motivation to complete a task or maintain an activity”* (Williams & Burden, 1997). Besides, affecting each other, internal factors are subject to the influences of external factors. Some critical external factors listed by Williams and Burden include significant others, the nature of interaction with significant others, the learning environment, and the broader context. (Williams & Burden, 1997).

2.3.3 Dörnyei Process-Oriented Model

Dörnyei (2005) outlines another concept of L2 motivation in which he focuses on motivation from a classroom perspective. In contrast to Gardner’s focus on integrative orientation, Dörnyei makes a claim that in a classroom setting, language learners would be more influenced by instrumental orientation. He creates a model of L2 motivation, “Components of Foreign Language Learning Motivation”, in which he made use of all the different motivational components used in motivation literature. The model includes three different levels of motivational factors. The factors incorporate both the inclusion of orientations and educational context (see table 2.3). Dörnyei’s model takes into account the dynamic nature and temporal variation of motivation. Such an approach would “account for the daily ups and downs of motivation to learn, that is, the ongoing changes for motivation over time” (Dörnyei, 2005). He presents a process model that goes through several distinct chronological divisions that belong to three motivational stages. The first stage, *pre-actional stage*, involves the process of generation of motivation to learn the L2. It is referred to as choice motivation because it “leads to the selection of the goal or task that the individual will pursue” (Dörnyei, 2005). The main motivational influences at the pre-actional stage include goal properties, values associated with the learning process itself, attitudes towards the L2 and its speakers, expectancy of success, learner beliefs and strategies and environmental support or hindrance (Dörnyei, 2005). The second stage, *actional stage*, is the stage where the generated motivation is sustained and preserved into a motivational dimension referred to as executive motivation. According to Dörnyei, executive motivation is *“particularly relevant to sustained activities such as studying an L2, and especially to learning in classroom settings, where pupils are exposed to a great number of distracting influences”* (Dörnyei, 2005). The main motivational influences at the actional stage include the quality of the learning experience, learners’ sense of autonomy,

teachers' and parents' influence, classroom reward- and goal structure, influence of the learner group and knowledge and use of self-regulatory strategies (Dörnyei, 2005). The third stage, *the post actional stage*, is the motivational phase that follows the conclusion of the action. In this stage, learners will make a retrospective assessment of the ways events occurred, which originates a motivational dimension termed motivational retrospection. The main motivational influences at this stage are attributional factors and self-concept beliefs as well as received feedback, praise and grades. As stated by Dörnyei, "*the way pupils process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future*" (Dörnyei, 2005).

Dörnyei acknowledges two limitations of the process model of motivation. First, it assumes that the actional process is "well-definable and has clear-cut boundaries" (Dörnyei, 2005), which is not correct since it is difficult to establish when an action starts and finishes in an educational context. Second, the actional process cannot take place in isolation, without any interventions from other activities the learner is involved in. . Dörnyei argues that "*this is particularly valid for classroom contexts where student motivation and achievement are the product of a complex set of interacting goals and intentions of both academic and social nature*" (Dörnyei, 2005).

Dörnyei (2001:112- 113) analyzed L2 learning motivation within a framework of three levels, which offers a vast list of motivational components (see Table 2.3)

The Language Level is related to the social side of L2 motivation, including Gardner's integrative and instrumental motivation. Individual characteristics of the learner (most notably self-confidence) are represented by the *Learner's Level*. *The Learning Situational Level* is associated with a classroom setting and situation specific factors, i.e. Course-specific, Teacher-specific, and Group-specific motivational components (Dörnyei, 1994; 280 – 282)

All the models described in this review of related literature were directed mainly at enhancing second language (L2) learning and acquisition. The variety of models makes it difficult to rely on one specific model on behalf of the others .In the present study, some emphasis will be put upon Gardner's socio educational model without rejecting the other models for they help to establish a kind of complementarity between the possible motivational factors that can improve language learning. In the Algerian educational context, the study will apply the principles of the above models on the basis that English is taught as a second foreign language.

| | |
|---|--|
| LANGUAGE LEVEL | Integrative Motivational Subsystem Instrumental Motivational Subsystem |
| LEARNER LEVEL | Need for Achievement Self-Confidence <ul style="list-style-type: none"> • Language Use Anxiety • Perceived L2 Competence • Casual Attributions • Self-Efficacy |
| LEARNING SITUATIONAL LEVEL | |
| <i>Course-Specific Motivational Components</i> | <ul style="list-style-type: none"> • Interest (in the course) • Relevance (of the course to one's needs) • Expectancy (of success) • Satisfaction (one has in the outcome) |
| <i>Teacher-Specific Motivational Components</i> | Affiliative Drive (to please the teacher) Authority Type (controlling vs. autonomy-supporting) |
| | Direct Socialization of Motivation <ul style="list-style-type: none"> • Modelling • Task Presentation • Feedback |
| <i>Group-Specific Motivational Components</i> | Goal-Orientedness Norm & Reward System Group Cohesiveness Classroom Goal Structure |

Table 2.3: Dörnyei's framework of L2 motivation based on Components of Foreign Language Learning Motivation (1994) in Dörnyei, 2001:17)

2.4 Factors Affecting Learners' Motivation in Language Learning

A great deal of empirical research tried to investigate the factors affecting pupils' motivation in learning a foreign language. A concrete example of such studies were the above L2 motivation frameworks that refer to some factors such as attitudes, social milieu, individual differences and language acquisition contexts as in Gardner's Socio Educational Model (Gardner, 1985), language level, learner level, learning situation level as in Dörnyei's Process-Oriented Model (Dörnyei, 2001) and internal and external factors as in Williams and Burden's Social Constructivist Model (Williams and Burden, 1997).

Although researchers have had different views and perceptions in this issue, they all have come to an agreement on a list of common factors affecting pupils' motivation. These factors can be divided into: Pupils' factors, teacher's factors, and teaching and learning conditions factors.

2.4.1 Pupils' Factors

All the teaching/learning process is revolving around pupils as the principal agents to take their own learning in hand. They constitute the main factor that can have a direct influence on their motivation for EFL learning. Some pupils almost achieve high levels of competence in a foreign language while others fail to progress and do not go much beyond a beginner's level. Some EFL learners make rapid progress while others improve very slowly and with great difficulty. The reason is that pupils are not homogenous. They have different personalities, styles and strategies. Thus, each individual is different from the other. These individual differences are, according to Dörnyei (2005), "*enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree.*"

Such factors are directly linked to the individual's age, gender, aptitude, motivation, learning styles, learning strategies, and personality. Many researchers have made significant efforts at exploring the role of these factors on language learning success.. The following section will take a look at their role in EFL learning.

2.4.1.1 The Age Factor

A learner's age is one of the important factors affecting the process of second/foreign language learning and acquisition. Collier (1988), expresses that successful language acquisition depends on the learner's age. In one of the earliest studies on language acquisition Lenneberg (1967), claims that there is a certain period that he identified as Critical Period Hypothesis (CPH) in language acquisition, He theorized that the acquisition of language is an innate process determined by biological factors which limit the critical period for acquisition of a language from roughly two years of age to puberty. Lenneberg believed that after lateralization, which is a process by which the two sides of the brain develop specialized functions, the brain loses plasticity and lateralization of the language function is normally completed by puberty, making post-adolescent language acquisition difficult. For the sake of academic purposes, pupils need to acquire a wide range of skills of the target language. In school context, as pupils move from one grade level to the next,

language learning becomes abstract and focuses on task-based instruction that requires demonstration of knowledge expressed through oral and written forms of language. Moreover, as learners get older, they become more self-conscious which hinders them from making full use of their language skills.

2.4.1.2 Aptitude

Lightbown and Spada (2006) point out that language aptitude is usually described as a combination of four factors: (1) the ability to identify and memorize new sounds, (2) the ability to understand the function of particular words in sentences, (3) the ability to figure out grammatical rules from language samples and (4) the ability to memorize new words (Lightbown & Spada 2006: 57).

Many scholars believe that aptitude alone does not determine the language learning ability of an individual. Skehan (1989) suggests that individual ability may vary as a result of other factors like personality, language learning style and motivation. Skehan, further, concluded that Language learning aptitude *“is not completely distinct from general cognitive abilities, as represented by intelligence tests, but it is far from the same thing”* Skehan (1989). Moreover, aptitude can only predict success in second language acquisition. It cannot explain the reasons behind it.

2.4.1.3 Motivation and Attitude

Attitude, among other variables, is a frequently investigated affective variable in language acquisition (Sparks & Ganschow, 2001). Various studies emphasized the role of motivation and attitudes in language acquisition. Oxford and Shearin (1994) define attitude as one of the six factors that influence motivation in language learning. They define attitude as *“sentiments towards the learning community and the target language”* (Oxford & Shearin 1994:12-28). Krashen (1985) claims that attitude does not affect learning directly but it is instrumental in the development of motivation. According to him, attitude can act both as a barrier or a bridge in learning a new language and is the essential environmental ingredient for language learning that learning can only happen if certain affective conditions, like positive attitude, self-confidence, and low anxiety exist. Gardner (1985), for example, mentions that there are a variety of studies that focused on attitudes related to educationally relevant factors such as attitude towards school, learning, the teacher, towards the course, or towards the language itself. In a number of studies, Gardner found that higher relationships

were obtained when attitudes towards language achievement were analyzed rather than attitudes toward the group that speaks the language. In studies about educationally relevant attitudes towards learning a second/foreign language, Gardner found that attitudes towards learning the language were related to other factors. For instance, gender differences. Girls tend to demonstrate significantly more positive attitudes than do boys (Burstall 1975; Gagnon 1974; Gardner & Smythe 1975; Jones 1950, as mentioned in Gardner, 1985) Gardner mentioned that attitudes are, also, influenced by factors related to pupils' upbringing. Gagnon (1974 as cited in Gardner 1985: 43) found that attitudes towards learning English as a second language varied significantly from one geographical area to another in Canada where pupils, in the Province of New Brunswick, demonstrated more positive attitudes than those in Ontario, who were more positive than those of Quebec.

In 1996, McIntyre and Charos developed a study that attempted to measure the effects of affective variables, such as learner attitude, motivation, perceived competence, and anxiety, on L2 learning success and communicative competency. They used a path analysis to look for relationships among affective factors. They discovered some significant paths which affect the frequency of L2 communication, personality traits and willingness of learners to engage in L2 communication that consistently correlate with second language proficiency. The authors defined the learner's willingness to communicate as "*a stable predisposition towards communication when free to choose to do so*" (Mc Crosky & Baer, 1985 as cited in McIntyre and Charos, 1996) . Two key variables were attributed to it: Communication anxiety and the perception of competence in communicative performance .Anxiety has been shown to cause learners to underestimate their L2 speaking and comprehension ability. The researchers used a survey to measure the personality traits, frequency of communication in the L2, willingness to communicate, perceived ability, attitudes, motivation, and how much L2 communication opportunity existed in learners' home and work environments. A series of measures for attitudes, motivation, and anxiety were also administered using a 7 point scale. The measure was designed to test for integrativeness, motivation, attitudes towards the learning situation, and language anxiety. Gardner's Socio-Educational Model was reinforced as this study showed a significant path from integrativeness to attitudes towards the learning situation. Gardner (1985) questioned whether attitudes and motivation influence how well someone learns a second language. According to him, it is not equally possible that the experience of learning a second language influences attitudes and motivation. .

2.4.1.4 Gender Differences

In trying to analyze pupils' motivational orientations and attitude towards language learning, the question of gender imposes itself as an important factor of individual difference affecting the quality of motivation and choice of task engagement. Literature shows that boys show a greater degree of extrinsic motivational orientation while girls show a greater intrinsic motivation (Anderman, 1999). In particular, female pupils' academic performance is less associated with their interests than male pupils' academic performance (Schiefele, Krapp, & Winteler, 1992). However, other studies showed no significant differences in the type of goals pursued as a function of gender difference (Ryan & Pintrich 1997)

Most studies show that, on average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys (Jacobs, 2002). Researchers studied whether these gender differences in motivation can predict gender differences in academic achievement. Personality and motivation were found to play important roles in explaining gender differences in school attainment (Steinmayr and Spinath, 2008).

In language learning, gender is one of the variables that constitute a common basis of study. Most studies which investigated the relationship between gender and LLM suggested that there are differences between males and females at the level of attitude, perceptions and motivation. For example, Williams, Burden, and Lanvers (2002) found that female British school children aged seven to nine had a higher level of motivation than males. Sung and Padilla's (1998) study on elementary and secondary learners of Chinese, Japanese, and Korean also reported female learners having significantly higher motivation to learn the languages than male learners. Ghazvini and Khajepour's (2011) study showed that high school Iranian female learners were more positive toward learning English than male learners. In terms of motivation types, Ghazvini and Khajepour (2011) reported that the female learners in their study were more integratively motivated while the male learners were more instrumentally motivated. A similar result in terms of gender and motivation types was found in Japanese college learners of English in Mori and Gobel's (2006) study. The female learners were more integratively motivated in learning English than the male learners.

Despite these frequently found study results indicating female superiority in language learning motivation and gender differences in motivation types, few studies showed opposite results. In the study of Kuwaiti learners' attitudes toward learning English, Al-Bustan and Al-Bustan (2009) reported a negative attitude of female pupils towards learning English. Interestingly, such negative attitudes were not found within the male sample population in the study.

2.4.1.5 Learning Styles

The term 'learning style' refers to the characteristic ways in which individuals are directed to problem-solving. Keefe (1979) define learning style as '*the characteristic cognitive, affective and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment... Learning style is a consistent way of functioning that reflects underlying causes of behavior*' (cited in Ellis, 1997: 499). Pupils learn in many ways by seeing and hearing, reflecting and acting, reasoning logically and intuitively, memorizing and visualizing.

Knowles (1972) identified the following cognitive styles:

- **Concrete Learning Style:** Learners with a concrete learning style use active and direct means of taking in and processing information. They are interested in information that has immediate value. They are curious, spontaneous, and willing to take risks. They like variety and a constant change of pace. They dislike routine learning and written work, and prefer verbal or visual experiences. They like to be entertained, and like to be physically involved in learning.
- **Analytical Learning Style:** Learners with an analytical style are independent, like to solve problems, and enjoy tracking down ideas and developing principles on their own. Such learners prefer a logical, systematic presentation of new learning material with opportunities for learners to follow up on their own. Analytical learners are serious, push themselves hard, and are vulnerable to failure.
- **Communicative Learning Style:** Learners with a communicative learning style prefer a social approach to learning. They need personal feedback and interaction, and learn well from discussion and group activities. They thrive in a democratically run class.
- **Authority-Oriented Learning Style:** Learners with an authority-oriented style are said to be responsible and dependable. They like and need structure and sequential

progression. They relate well to a traditional classroom. They prefer the teacher as an authority figure. They like to have clear instructions and to know exactly what they are doing; they are not comfortable with consensus-building discussion.

Dornyei and Peter Skehan (2003) conclude that more research will be needed to identify the nature of the relationship. *“There are many questions about how learning styles interact with success in language learning. For one thing, it is difficult to determine whether they reflect immutable differences or whether they develop (and thus can be changed) through experience”*.(cited in Lightbown & Spada ,2006: 59)

2.4.1.6 Learning Strategies

The learning strategies are the strategies a learner selects for language acquisition. Brown (2000) argues that the choice of learning strategies is strongly influenced by the nature of their motivation, cognitive style, and personality, as well as by specific contexts of use and opportunities for learning.

Learning styles and learning strategies are often seen as interrelated. A given learning strategy is neither good nor bad; it is essentially neutral until it is considered in context. A strategy is useful under these conditions: (a) the strategy relates well to the language task at hand, (b) the strategy fits the particular student's learning style preferences, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions *“make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”* (Oxford, 1990:8)

In the language learning field, virtually, all definitions of strategies imply conscious movement toward a language goal. Low achieving learners often use strategies in an uncontrolled manner while more effective learners show carefully arranged, targeted strategies.

2.4.1.7 Personality

The study of the relation of personality and language learning has been the subject of scholars like Krashen (1985), Skehan (1989), Gass & Selinker, (1994) ,Ehrman (1996) who suggest that there is a clear relationship between personality and language learning as

personality determines what pupils feel comfortable with “people tend to choose and consequently do what they feel comfortable with and get better at the given skills (Ehrman, 1996 :101). Thus, a language learner will make choices of strategies and skills according to his/her personality traits. Ellis (2008) states that “the research that has investigated personality variables and L2 learning is quite scanty and, in many ways, unsatisfactory” (p.672). One of the reasons is that the relationship between personality and L2 learning is not direct, and it is mediated by other variables like anxiety, perceived competence, and motivation (Dörnyei, 2005). Therefore, the relation between personality and L2 learning should be considered alongside other variables. Lightbown and Spada list a number of personality characteristics that have a great influence on the success of language learners: extroversion, inhibition, self- esteem, empathy, dominance, talkativeness, responsiveness and anxiety (1999: 54- 55).

The SLA theorists tend to agree that introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. Extroverted learners do not worry about making mistakes. They take risks, and thus give themselves much more practice.

MacIntyre, Dörnyei, Clement, and Noels (1998) studies on the role of personality traits to enhance language learning estimate that no successful learning activity can take place without some self- esteem and self confidence. Thus, the self-confidence factors exclude all forms of inhibition and anxiety and produce risk-taking learners who make willing and accurate guesses and feel free to engage in classroom activities without any hesitation or fear , though, it is not always good to be impulsive.

Individual learner differences play an important role in the acquisition of second/foreign language. At present, the empirical studies related to the role of these differences in second/foreign language learning may not be very advanced. The rising focus on the individual student and his/her individuality in a language learning situation will fuel the need to study the phenomenon in a detailed and empirical way.

2.4.2 Teacher’s Factors

The Teacher plays an important role in pupils’ learning motivation. Indeed, , teacher’s factors and appropriate behaviours are likely to motivate pupils to learn eagerly and achieve academic success . Dörnyei (2001) points out some teacher’s factors affecting

pupils' motivation: Teacher's behaviours: teacher's enthusiasm, Commitment to the pupils' progress, teachers' expectations and a good relationship with the pupils.

2.4.2.1 Teacher's Behaviours

Appropriate teacher behaviour in classroom is very important. It is considered a powerful 'motivational tool'. Alison (1993) stated that teacher's behaviour could 'persuade' or 'attract' pupils to engage in on- task behaviors (cited in Dornyei 2001: 120). "The teacher should be a patient, encouraging person who supports pupils' learning efforts. Pupils should feel comfortable taking intellectual risks because they know that they will not be embarrassed or criticized if they make a mistake" (Good and Brophy, 1994 - cited in Dornyei, 2001: 121).

2.4.2.2 Enthusiasm

Csikszentmihalyi (1997) writes that teachers needed to be "*enthused and involved in the teaching process and in the material they are teaching*". He also points out that "*enthusiastic teachers are the ones who love what they are doing, who show by their dedication and passion that make learners willing to pursue knowledge*" (cited in Dornyei, 2001; 31-32).

As such, teachers should clearly identify their reasons for loving and being interested in their subject matter and then share these reason with their pupils (Good & Brophy 1994) cited in Dornyei, 2001:33).

2.4.2.3 Commitment to the Pupils' Progress

Teachers should show commitment towards their pupils' learning and progress, at the same time they should care for what their pupils have learnt and succeeded (Dornyei, 2001:34). Furthermore, Brophy (1998) adds a further important ingredient to the commitment issue. He emphasizes that in our communication with the pupils we should take it for granted that the pupils share our enthusiasm for learning. We should make explicit references to this. In this way, as Brophy argues, "*to the extent that you treat pupils as if they already are eager learners, they are more likely to become eager learners.*" (Brophy, 1998:170 in Dornyei, 2001:34).

2.4.2.4 Teachers' Expectations

Pupils tend to perform at a level which is consistent with the teacher's expectations.

Dornyei (2001) notes:

It has been shown by a convincing amount of research that it is not enough to be merely committed to the pupils' academic progress; you also need to have sufficiently high expectations for what the pupils can achieve....if you yourself believe that your pupils can reach high levels of achievement; there is a good chance that they will too. However, if you have low expectations about how much your pupils can cope with, they will probably 'live down' to these expectations.

(Dornyei ,(2001:35)

Particularly, when the teacher sets high expectations, pupils are likely to perform better at the subject matter and even feel more competent and even feel more competent (Good & Brophy, 1994).

2.4.2.5 Good Relationship with the Pupils

Teacher's good relationship with the student is also a key element of motivation in student learning. The teacher should establish the relationship of mutual trust and respect with pupils. This relationship also involves finding opportunities to talk with them on a personal level and letting them know that teachers have thought about them and that their individual effort is recognized.. *“Teachers who share warm, personal interactions with their pupils, who respond to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with the learners”* (Dornyei, 2001: 36)

2.4.3 Teaching and Learning Conditions

Teaching and learning conditions involve classroom atmosphere and physical conditions.

2.4.3.1 Physical Conditions

Physical conditions refer to something in classroom such as classroom's size, facilities (chairs, desks, tables, electric facilities...). Hammer (1992) stated that physical conditions had great impact on pupils' learning as well as their attitude towards the subject matter. The Physical condition of the classroom affects both the teacher and pupils'

motivation. The large class, the poor facilities may play a negative role so as to affect the teacher-pupils' relationships and, thus, decrease their motivation and academic achievement..

2.4.3.2 EFL Classroom Climate

Research focusing on the impact of an EFL class on learners' motivation and development has shown that the dynamics of the language classroom is a motivational factor that is as important as integrative orientation (Clément, Dörnyei, & Noels, 1994). Hence, the classroom climate is a very important factor in developing the student's personality, willingness to learn and task involvement. It is defined as the environment involving the shared perceptions of the pupils and the teachers (Sinclair & Fraser, 2002). It is the meaningful environment which is the best predictor of a person's actions (Anderson, Hamilton & Hattie, 2004). Several variables contribute to a positive classroom climate. Sinclair and Fraser (2002) name five variables contributing to classroom conducive climate: (a) cooperation, the extent to which pupils cooperate with each other during class activities; (b) teacher support, the extent to which the teacher helps, encourages, and is interested in the student; (c) task orientation, the extent to which it is important the class stays on task and complete assignments; (d) involvement, the extent to which pupils participate actively in class activities or discussions; and (e) equity, the extent to which the teacher treats all pupils equally including the distribution of praise and questioning. Adopting such a perspective to describe classroom reality, educational psychologists have looked at the motivational teaching practices and strategies employed by EFL teachers in the classroom focusing, at the same time on the dynamics of the learner group as part of the vivid discipline of group dynamics

The role of the teacher in engaging pupils in learning is very complex in that it concerns almost all academic and social aspects of the classroom environment (Senior, 2002). Dörnyei's (1994) framework of L2 motivation outlines three key components of the teacher's role that impact on L2 motivation: the affiliative motive (i.e., pupils' desire to please the teacher), authority type (i.e. authoritarian, democratic or permissive teaching style) and direct socialization of student motivation, which includes modeling, task presentation and feedback (see table 2.3). The extent to which the teacher fulfils these roles, does not only depend on what the teacher does in the classroom, but also on how the classroom discourse is used (Walsh, 2002).

It seems to be equally important for EFL teachers to establish contexts where pupils feel confident in their abilities, see their different learning styles taken into account and intrinsically invested in the task, creating, thus, sufficient opportunities for cognitive development through promoting autonomy, emphasizing mastery over performance goals, and providing informative feedback as creating a caring classroom climate.

The classroom learning environment is evaluated through the characteristics and nature of the relationships between teacher and pupils and between pupils (Pianta & Stuhlman, 2004). In fact, pupils develop achievement goals in some way according to the broader social and psychological atmosphere in which they learn (Ames, 1992). Teachers may create different goal structures in the classrooms through their use of various instructional, evaluations, and grouping strategies (Kaplan A & Midgley C. 2002). Another factor linked to the teacher's impact in classroom is peer influence. Researchers compared the teachers and peers influence on the learning outcomes and reported mixed results. Some researchers found that high school pupils rely more heavily on their peers as sources of support than on their parents or teachers (Brown & Larson, 2009). Goodenow (1993) argues that a supportive peer group facilitates learning, emphasizing the benefits of good social skills, saying that pupils who are accepted by their peers also become more successful learners. Slavin (1990), on the other hand, approaches the same issue from the perspective of co-operative learning. He assumes that the mere enjoyment that derives from collaborative activities may enhance pupils' motivation. Moreover, since peers help each other to understand and master the subject matter by discussing it, their achievement will also improve. Peer relationships is reported to have a stronger impact (either positive or negative) on grades in adolescence (Li, Lynch, Kalvin, Liu & Lerner, 2011).

Efforts to improve classroom climate focus on several aspects within a classroom. Cooperation, equality, the relationships between classmates, and the relationships between teachers and pupils, all can contribute to a positive classroom climate. Furthermore, developing a positive climate can lead to the development of the classroom as a learning community which will ultimately lead to better student performance and behaviour (Wang, Haertel, & Walberg, 1990).

2.5 Motivation and Academic Achievement

The explanation and prediction of the existing correlation between motivation and academic achievement is at the core of all educational motivation theories (Meece, Anderman, & Anderman, 2006). Despite the variety of research that motivation theories have generated, it is not really clear how motivation is predicting academic achievement. Previous studies revealed the widespread attention given to that question. In fact, many studies investigating this relationship have shown a significant correlation between these two constructs. For instance, Gottfried (1998) studied the impact of motivation on academic achievement, as well as the differences of gender in the level of intrinsic motivation. The study sample comprised (166) secondary school male and female pupils. The study results indicated the presence of statistically significant positive relationship between motivation and all of the internal perception of self-efficacy and academic achievement. The results, also, indicated no statistically significant differences between males and females in the level of intrinsic motivation. Covington and Miller (2001) elaborated a study to search the relationship between motivation, extrinsic rewards and academic achievement on a sample of (164) university pupils in the university of Illinois-USA. The study found that pupils' intrinsic motivation decreases with the presence of extrinsic rewards such as praise, money or grades. Results of the study, also, pointed to the existence of a positive relationship between intrinsic motivation and academic performance. Lepper (2005) made a similar study to investigate the impact of age differences in intrinsic and extrinsic motivation and the relationships of each to academic outcomes among a sample of (178) pupils from secondary schools in Pennsylvania. The study revealed the existence of a positive relationship between intrinsic motivation and academic achievement. Extrinsic motivation showed few differences across grade levels and proved negatively correlated with academic outcomes.

On the other hand, there are other studies which suggest that correlations between motivation and achievement are fairly low. In fact, studies investigating this relationship consistently revealed weak correlations between these two variables. For instance, in a study conducted by Pintrich, Simith, Garcia, and McKeachie (1993) for the Motivated Strategies for Learning Questionnaire (MSLQ) the average correlation between the six motivational beliefs scales and academic achievement was ($r = 0.17$). Subsequent studies by Wolters and Pintrich (1998) and Wolters (2004) showed similar results (average correlations between motivational beliefs and achievement: $r = 0.17$ and $r = 0.19$ respectively), suggesting that correlation between motivation and achievement is low. Halawah (2006) examined the effect

of motivation, family environment, and student characteristics on academic achievement. The sample comprised (388) secondary school pupils (193) males and (195) females from Abu Dhabi district, UAE. Data were collected through a Likert-type instrument to measure pupils' level of motivation, while academic achievement was measured by using pupils' grade point average (GPA). Results demonstrated that the relationship between academic achievement and motivation ($r = 0.07$) was very small and the relationship between achievement and family environment ($r = 0.15$) and motivation and family environment ($r = 0.19$) were statistically significant still partially small.

The results of these studies, though mentioned in motivation literature, would in no case undermine the role of motivation which is still being presented as a powerful predictor of pupils' academic achievement (Zimmerman, 2008).

In the field of foreign language learning, it has been commonly agreed by most educational psychologists that the level of motivation to learn a foreign language is related to the learners' achievement in language. It is believed that *“without sufficient motivation no other factor on its own can ensure pupils' achievement”* (Ghenghesh, 2010:128). It is necessary to clarify that language learning is being measured through achievement which is defined as “something that has been done or achieved through effort and hard work (Webster's dictionary of English). Gardner (1985) wrote *“when teachers or researchers assess a student's level of development in the second language, they focus, in a complex, way on the combination of structural knowledge and skill and often, too, communicative competence”* (Gardner, 1985:12).

In a study carried by Li and Pan (2009) on the relationship between LLM and achievement, a survey of English majors in Qingdao Agricultural University, involved (65) juniors from two classes, divided into three groups: low achievers, moderate achievers and high achievers according to their TEM-4 grades. Most of them began to learn English when they were in junior middle school. When they entered the university, there were not so many differences in their records of exam. Then, they chose English as their major for various motivations. Analysis of the results revealed that instrumental motivation influences both high achievers and low achiever. It was also found out that high achievers have greater integrative motivation than lower ones (Li & Pan, 2009:124). This result supports Gardner and Lambert's investigation in the Montreal area, where they examined the attitude of the English-speaking high school pupils (who were studying French) towards the French community and the intensity of learning French, as well as their aptitude. One of the results

of the study showed that the pupils, who had an integrative orientation, were more successful in second language learning than those who were instrumentally motivated (Gardner & Lambert 1972:70) This statement is also in line with Ellis (1994) cited in Li and Pan (2009) that learners with an integrative attitude have a compelling purpose for learning, which is an intrinsic force to learn a language and those learners will achieve more than the others.

Several researchers have suggested that only motivation directly influences academic achievement and all other external factors affect achievement only through their effect on motivation (Tucker, Zayco, & Herman, 2002) .

The role of academic motivation to predict achievement is not easy to establish firmly as there exist other factors that moderate the relationship between the two main variables of the study. Both motivation and achievement are subject to ups and downs for a multitude of endless factors.

2.6 Motivation, Goal Setting and Achievement in Late Adolescence:

Late adolescence is a critical age. It is often a stressful period during development because it involves a transition from childhood to adulthood and self-sufficiency (Smith, Cowie, & Blades, 1998). To succeed in school, adolescents develop diverse self-regulatory skills, such as goal setting, time management, and self evaluation capacities. They have, also, to learn powerful strategies to enhance various forms of learning, such as help-seeking, study habits ,storing and recalling information, reading, writing, and test preparation .Because adolescence is a time of change and that academic achievement, at this time, can have significant implications on employment or career opportunities, many pupils, in secondary school final year, start to think about their possibilities and plans for the future experiences and realize that with respect to their age, potential failure and dissatisfaction are at the end of their schooling process .This leads to confusion and little motivation towards school and learning . The unwillingness to learn and demotivation have been associated with boredom and poor concentration in class and underachievement:

The absence of academic motivation and lack of interest is also likely to be reflected in pupils' neglect of their studies. Research over the last two decades has indicated that adolescents' academic motivation declines over time. . . . Recent studies show that as children get older, their interests and attitudes towards school in general, and towards specific subject areas such a mathematics, art and science, tend to deteriorate.

(Hidi & Harackiewicz, 2000, p. 151 in Alderman M. Kay (2004))

Many researchers such as Yeung and McInerney (2005) carried out studies to measure the impact of age differences on motivation and attitudes for learning. They have investigated changes in goal orientations and motivation in pupils aged 12-18 in a Hong Kong context. Findings, at one time point, were that the level of motivation of the 7th grade pupils was significantly higher than that of the 9th grade pupils, which again was higher than the level of motivation of the 11th grade pupils. The fact that demonstrates the decline of motivation of adolescents along the years

At the secondary school level, pupils need maximum guidance, motivation and supervision to enhance their performance and raise their aspirations to compete with peers. It is the terminal phase to adolescents' school course and their transitional stage to the world of adulthood and important decision making. *"It is reasonable to assume that adolescence is a period of time when motivational values, goal orientations, and sense of self are being defined, redefined, challenged, adopted, changed, or abandoned."* (Yeung & McInerney, 2005)

Student motivation is influenced by their orientation to a type of goal achievement, understood as the reason or purpose in performing tasks and in the application of effort, influencing the quality of their involvement (Kaplan & Maehr, 2002). Achievement goal theory claims that pupils bring different kinds of goals into the classroom. These goals have been used to develop understandings about pupils' cognition, behaviour and affect in learning contexts. They focus on developing competence (mastery goals) or demonstrating competence (performance goals) or avoiding showing incompetence (performance-avoidance goals). (Ames, 1992).

2.7 Conclusion

Chapter Two sets up the theoretical framework within which the current research study is conducted by defining a number of key issues related to foreign language learning.

In this review of literature, the main focus was put upon the role of attitudes and motivation that have been considered by most educational, social and motivational psychologists as major influential factors in successful second/foreign language learning. Therefore, a definition of motivation, its different types and sources as well as a description of early and contemporary theories of motivation, explaining the nature and scopes of the construct, are presented to be followed by a section which includes a more in-depth review of three models that had a great impact on illustrating the major

motivational factors in language learning . Attitude, motivation and foreign language achievement were included in this section , as well as some studies related to these topics.

This chapter concludes with an outline of a number of moderator factors, namely age, gender and classroom climate that proved to have an important role to affect language learning motivation.

Chapter Three

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3.5.3.3 Interpretation of Results Teachers' Competence Vs Pupils' Performance.

3.6. Conclusion

3.1. Introduction

This chapter is merely devoted to the empirical stage of this case study as it is the most important part in this work. At this level of research, investigation takes place, and the research hypotheses are submitted to test. The chapter will offer a broad description of the two main tools used in this study namely the survey questionnaires and class observations besides a comprehensive analysis of the results obtained from the different instruments and their interpretations. In fact, the investigation of the three interrelated research questions gave birth to both quantitative and qualitative data and has led to partial conclusions drawn at the end of each investigating tool.

3.2- Research Design and Methodology

To test the research hypotheses established in the general introduction section, a case study is conducted. The rationale behind this research strategy is that it would allow describing, analyzing, and interpreting the facts in an institution of general education. Brown and Rodgers (2002) describe the case study as a kind of research that “*comprises an intensive study of the background, current status, and environmental interactions of a given social unit: an individual, a group, an institution or a community*” (p. 20). The process of data analysis is carried out basing upon quantitative and qualitative methods .In recent years; the area of second language research has shifted from quantitative methodology, for the sake of credibility and validation, towards a more frequent use of qualitative work. (Dörnyei, 2007) points out the benefits of combining both quantitative and qualitative methods:

...we gain better understanding of complex phenomenon by converging numeric trends from qualitative data and specific details from qualitative data. Words can be used to add meaning to numbers and numbers can be used to add precision to words.

(Dörnyei, 2007:45)

In the case of language learning evaluation, a balanced approach between quantitative and qualitative methods can help researchers find relevant data about their object of study. According to Marshal and Rossman (2006) , a case study “*may entail multiple methods- interviews, observations, document analysis, even surveys*” (p. 56). It is precisely these methods that are used in this study.

The pupils’ questionnaire, EFL teachers ‘questionnaire, and classroom observation will be the basis of quantitative and qualitative analyses respectively

3.3. Setting, Sampling Procedure and Participants

The present study is carried out in the researcher’s home village secondary school where he has been teaching for a period of over 20 years. The fact that has helped him to constitute a clear vision of the actual teaching and learning of English as a second foreign language .The most apparent conclusion drawn from this experience underlined pupils’ general decline in English language learning year after year. The special interest in the third year pupils’ sample choice emerged from four main reasons :a) being at the final stage of their general education ,a fact that puts upon them a confusing sense of responsibility over their proper learning and degree of achievement b) being of scientific branch may be a principal factor leading to a partial disinterest from learning English as their main concern goes towards the scientific subjects that have greater coefficients ,c) being thoroughly unconscious of the role that English can play in their future life ,and d) the chosen sample being subject to two years follow up by the researcher ,the fact that gives him more adequate understanding of the group’s level and motivational orientations.

The participants’ age, gender, and stream of study are shown in the following table:

| Gender | Stream 3rd Sc.exp | Age average | Percentage |
|---------------|---|--------------------|-------------------|
| Male | 16 | 17 -20 | 45,71% |
| Female | 19 | 17 -20 | 54,29% |
| Total | 35 | | 100 % |

Table 3.1: Pupils’ Age and Gender

In addition to the third year scientific stream pupils, this study includes five English teachers (2 males and 3 females) teaching at BENHMED Bekhedda secondary school

3.4. Data Collection Instruments

As mentioned previously, both quantitative and qualitative data collection instruments were used (See Figure 1.2) to obtain a better idea of what was happening with pupils’ motivation and attitudes towards the English learning processes in this secondary school. The quantitative data were collected through an adapted AMTB (Attitude Motivation Test Battery)

questionnaire to the third year pupils, along with another one to their English teachers. Classroom observations helped obtaining qualitative data where field notes in the EFL classes were taken.

3.5 Data Analysis and Interpretation of Results

The following sections are the treatment of all data collected from the survey questionnaires conducted from (35) pupils and (5) teachers of English at BENHMED Bekhedda secondary school. The analysis of the data is presented in three parts: The two first parts are the results of the questionnaires for pupils and EFL teachers that were quantitatively analyzed by means of the SPSS, tables and percentages for each question.

The third part concerns the information obtained through classroom observations that were analyzed qualitatively. The observation sheets were rated and scaled to interpret the major influence of the classroom climate on pupils' motivation and attitudes towards the target language and give a further confirmation or rejection of the data collected from the survey questionnaires.

3.5.1. Interpretation of Pupils' Questionnaire Results

3.5.1.1 Administration of the Questionnaire

The pupils' questionnaire was distributed to the whole class by the end of the second term to identify their motivation and orientations towards learning the English language. Respondents' anonymity and standardization of questions can help to provide suggestive data for testing the study's hypotheses. The questionnaire was designed in both close and open-ended questions. To make sure that pupils understand all items .The questionnaire was written in English and explained in Arabic. The pupils were asked to, first, rank a list of 10 items (Appendix 1: Part A) in terms of importance in enhancing their English language learning. They were requested to give their opinions by degrees of agreement about learning the English language according to a 5 Likert scale type. Part B included 6 questions which were designed to gather information about pupils' motivation and their teacher's actions and activities that can enhance their EFL learning. The pupils were requested to answer the questions carefully and not to worry about the results. Since there were no right or wrong answers, they did not need to feel worried about their choices. What was needed, simply, was that they made their own decisions according to their own situation. Therefore, the data can truly reveal their responses to the different items of the questionnaire.

3.5.1.2 Personal Information

The first section of the questionnaire was aimed at gathering the participants' information of gender, age and average mark of English for both the first and second terms .The total number of the pupils in the survey was 35 of which 19 were females and 16 were males. The participants' age ranged between 17 and 20 years with a mean age of 18.5.

All of pupils had an experience of seven years in learning English (3 years at secondary school and 4 years at middle school)..

3.5 .1.3 Pupils' Motivation in Learning English

3.5.1.3.1. Pupils' Motivational Orientations

Chapter Two of this study has explored the different types of motivation. In this part, the researcher focused on such types of motivation possessed by the sample of the third year pupils at BENHMED Bekhedda secondary school.

Question 1: Why do you want to learn English?

The first question aimed at identifying the pupils' different motivational orientations including instrumental and integrative types of motivation. To disclose such orientations, the informants were requested to select their reasons from a suggested list of possibilities. The results are as shown in Table (3.2) :

:

| Reasons | Pupils'choices | Percentage |
|---|----------------|------------|
| To do well in my examination | 5 | 14.28% |
| A compulsory subject in the syllabus and the final exam | 4 | 11.42% |
| Interest in English language, people and culture | 24 | 68,57 % |
| To sing and listen to English songs | 4 | 11.42% |
| For the future job | 20 | 57,14% |
| To study abroad | 11 | 31,4% |

Table 3.2: Pupils' Motivational Orientations

Table (3.2) reveals that the pupils concentrated on the reason that learning English will allow them to be at ease with people speaking the language In fact 68, 57 % of the respondents showed their interest in English language, their people and culture .The second and third main reasons were linked to their concern with their future careers for 57,14% of them said it was for their future job and 31,4% to study abroad. Surprisingly, only 14.28% of the pupils affirmed that the English subject could help them to do well in their examination and that

11.42% were learning English because it is a compulsory subject in the syllabus and the final exam. One possible reason to these low percentages was the low coefficient of English for the Scientific stream pupils who tend to be more concerned with the scientific subjects as they hold the greatest coefficients and can influence greatly their averages in exams.

In short, the motivational orientations possessed by the third year sample pupils were quite varied. The highest percentages distinguished those who possessed nearly equal rates of both integrative and instrumental types of motivation (See figure 3.2)

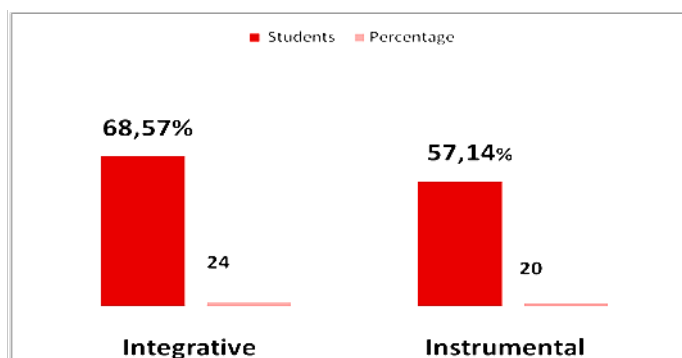


Figure 3.1 Integrativeness Vs Instrumentality

Integratively, the respondents showed more enjoyment for the English language, its speaking community and culture. Instrumentally, their main apprehension was to learn English for its proved utility in their future jobs or abroad study..

In all, the majority of the pupils were identified as having a combination of both orientations. This result confirms the claim of a great number of educational psychologists namely (Clément, Dörnyei and Noels (1994), Oxford and Shearin (1994) and Williams and Burden (1997) that both integrative and instrumental motivation are fundamental elements of success in foreign language learning. The fact that leads us to the main research question of the study which investigates the possible correlation of pupils’ motivational orientations and their achievement in language learning

3.5.1.3.2 Relation between AMTB and Scores in English Exams

As previously mentioned, pupils’ achievement in English learning were measured through first and second term English exams that were designed by the English coordination board in the school. The reason for using the English exams as a way to measure pupils’ achievement was that it was the only homogeneous and objective means to do it as opposed to

more subjective ways to evaluate other criteria, such as participation, homework, portfolios, or oral presentations. These exams were designed according to the third year textbook. They evaluated reading comprehension, vocabulary, grammar and written expression. By the time this analysis was begun, the pupils had not taken the third English exam yet.

Relations between the constructs included in the AMTB designed for this study were analyzed in relation to the results of the scores that the participants obtained in their English exams. For the sake of the study, the participants were divided into three achievement groups: High, moderate and low. At a first stage the pupils’ scores were set .This was done according to their average marks that they included within their answers to the survey questionnaire. At a second step, the motivational orientations of each group were computed by means of percentages .The third stage consisted in comparing both the pupils’ score results with their motivational orientations obtained through the analysis of their answers to the questionnaire. Table (3.3) summarizes the findings.

| Average marks | | Pupils | Percentage |
|-----------------|--------------|--------|------------|
| Low | 6 8 | 9 | 28,57 % |
| | 8 10 | 10 | 28,57% |
| Moderate | 10 12 | 7 | 17,14 % |
| High | 12 16 | 9 | 25,71 % |
| Total | | 35 | 100 % |

Table 3.3: Average English Exam Marks for both 1st and 2nd Terms

3.5.1.3.3 Relationship between Instrumental Motivation and Achievement

The statements that focus on pupils’ instrumental motivation are listed as following (a) ‘To do well in my examination’ (b) ‘A compulsory subject in the syllabus and the final exam’ and (e) ‘For the future job’. The results were as follows:

| Achievement Groups | Items | | |
|----------------------------|-------|-------|--------|
| | A | B | E |
| Low achievement group | 50% | 58.3% | 41.3% |
| Moderate achievement group | 33.4% | 20.5% | 34.85% |
| High achievement group | 16.6% | 16.6% | 57,14% |

Table 3.4.: Relationship between Instrumental Motivation and Pupils’ Scores in English Exams

From the above table, it can be seen clearly that instrumental motivation plays a very important part in each group. Almost every student has instrumental motivation. They learn English to get higher marks, for the final exam and for job requirements. Nevertheless the tendency to lean towards the utilitarian aspect of the language is quite significant among the low and moderate achievement groups (50%, 58.3% 41.3% and 33.4% ,20.5%,34.85 % respectively) who tend to consider the concrete benefit out of learning the language as the world is becoming more and more open to travels, doing business and other international exchanges that are more and more popular and frequent in our contemporary era .The high achievers, on the contrary, do not see things with the same eye as they have recorded the lowest percentages for items (a) and (b) 16.6% except for item (c) where they recorded 57,14% as a logical outcome to seek stability and better opportunities for their future and professional careers .

3.5.1.3.4 Relationship between Integrative Motivation and Achievement

The statements that focus on pupils’ integrative motivation are listed as following (c) ‘Interest in English language, people and culture’ (d) ‘To sing and listen to English songs’ and (f) ‘ To study abroad’. The results were as follows

| Achievement Groups | Items | | |
|----------------------------|-------|--------|--------|
| | C | D | F |
| Low Achievement Group | 25% | 18.3% | 15.16% |
| Moderate Achievement Group | 24% | 29.78% | 31.8% |
| High Achievement Group | 51 % | 48,08% | 45,84% |

Table 3.5.: Relationship between Integrative Motivation and Pupils’ Scores in English

It can be seen from Table (3.5) that both high and low achievers have a significant distinction in terms of integrative orientation (51%, 48,08%, 45,84% and 25%, 18.3%, 15.16% respectively). As analyzed above, both high and low achievers are instrumentally motivated and influenced by the learning situation to some extent. They both attach importance to extrinsic goals. However, their achievement is quite different when it comes to the amount of effort, desire, and intensity of learning the target language. The possible reasons for such a difference lay on the following points that are the product of the researcher’s experience in teaching English in the secondary school. Motivation consists of motivational intensity, attitude towards English and desire to learn the language. The above results shown in tables

3.4 and 3.5 respectively imply that pupils' motivational orientations are positively and significantly related to their achievement. It is understandable for it is concordant with the results of researchers such as Dornyei (1994); Oxford and Shearin (1994) ,Williams and Burden (1997) who suggest that learning another language is considered as a difficult process and, before that, motivation will be a key determinant factor influencing achievement in such a process .High achievers adopt a positive attitude towards the target language and its speaking community culture (integrative orientation). They, undoubtedly, enjoy learning English and plan to learn it as much as possible employing great efforts to acquire it. Those pupils plan long-term study strategies according to their own learning situation. They arrange time reasonably and take part in various linguistic activities related to English so as to achieve the best learning performances. Low achievers, on the other hand, are mostly characterized to adopt facility and ease .They usually pursuit practical benefits (instrumental orientation) out of language learning. They hope to turn their wishes into reality as soon as possible and do not realize the importance of management strategies that play an important role in improving their learning efficiency. They are not concerned with the learning process and care only about the final result. So they seldom arrange a proper study time and assess their progress. They turn to the mother tongue whenever they meet difficulties in the language and do not use other strategies to improve their English proficiency. As a result, they are easily influenced by the learning environment for their learning goals are mostly performance -oriented more than being mastery -oriented.

To sum up, findings, from the above data, displayed that instrumental motivation was more or less significant for both high and low achievers while integrative motivation characterized most the high achievers. Hence, a positive correlation is established between pupils' motivational orientations and their academic performances in English learning.

3.5.1.4. Pupils' Opinions on their English Learning Motivation

Question 2: How is learning English important to you?

Having identified the type of pupils' motivational orientations, it is essential to evaluate the importance the pupils give to English learning .As mentioned previously, the scientific stream pupils consider English among other literary subjects as secondary if compared to the scientific subjects which obtain their maximum consideration due to their high coefficients .Chart 3.1 shows that 29% of them qualified learning English as very important to them. Another 29% of respondents mentioned it was rather important for them

while 34% stated it was normal and, thus, stood in half way position. Only 8% of pupils did not highly evaluate the importance of English learning stating that it was little important. Fortunately none of them thought it was not important at all

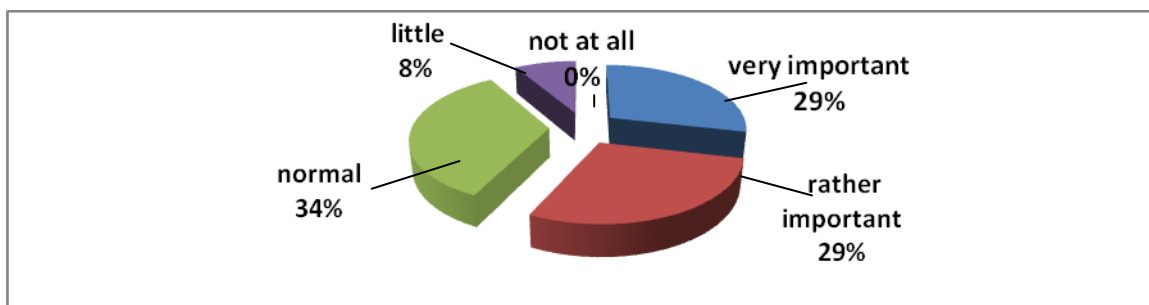


Chart 3.1: Pupils' Perceived Importance of Learning English

In general, 92% of pupils were aware of the importance of English in their studying. This result is quite justified if we know that the majority of the participants (80%) admitted that it was of pure interest in the language, its speaking community, and culture as well as that it constituted a solid basis for their future careers.

Question 3: How is your aptitude to learn English?

When responding to this question, 31,42% of the respondents estimated that their aptitude was normal to learn English. 54,28% believed they had high aptitude to learn English. While 11,42% even claimed it was at a very high level. Only one participant stated that this ability of English was of low level

In general, pupils believed in their ability to learn English. When evaluating their capacity for a foreign language, they seemed to depend on their results of this subject and their need of it in their future careers. (See Figure 3.3)

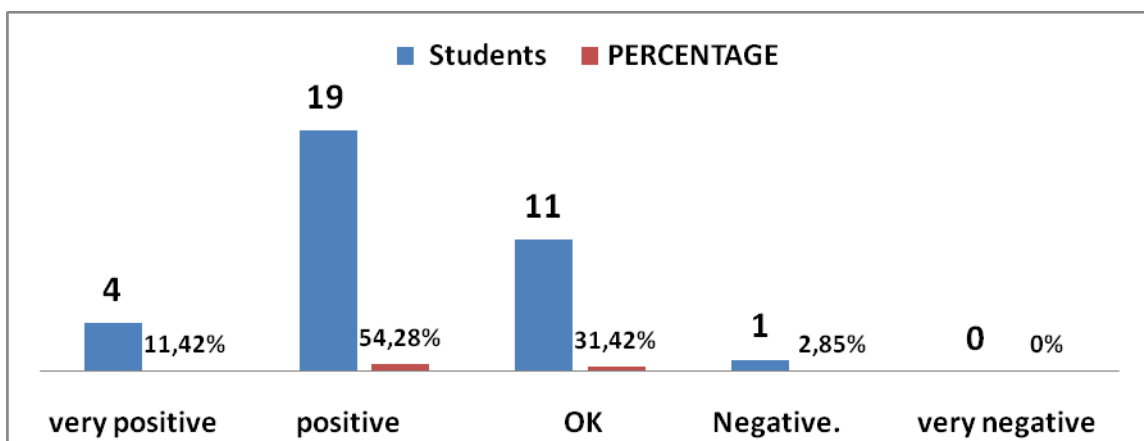


Figure 3.2: Pupils' Aptitude to Learn English

Question 4: How is your attitude to learn English?

As shown in figure (3.4), a half of the study population hold positive attitudes towards English, that is 57, 14%, while 4 pupils that is 11.42% appeared to hold very positive attitudes towards the target language. The remaining ten informants have reported their attitude was normal. Only one student seemed indifferent .In classroom context, the researcher noticed that pupils’ attitude towards learning was quite good. They all had enough basic materials and textbooks and most of them put attention to the teacher’s course

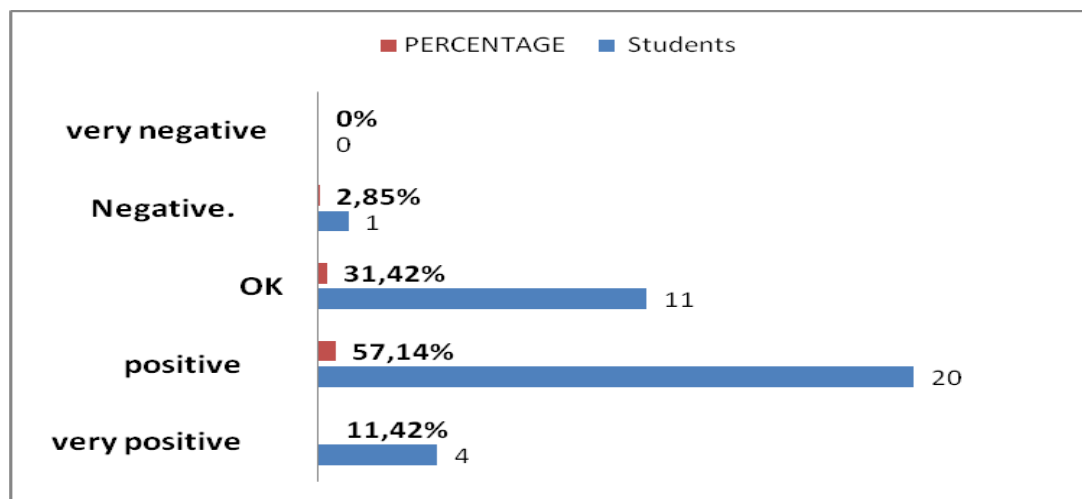


Figure 3.3: Pupils’ Attitude to Learn English

Question 5: How is your effort in learning English?

Along with high aptitudes and positive attitudes goes the amount of effort furnished by pupils in EFL class context and even out of it. The degree of language learning achievement depends wholly on the degree of effort pupils make. Therefore, the aim of the question was to corroborate pupils’ claims and opinions considering their EFL learning or simply refute them. The results were as demonstrated in Figure (3.5):

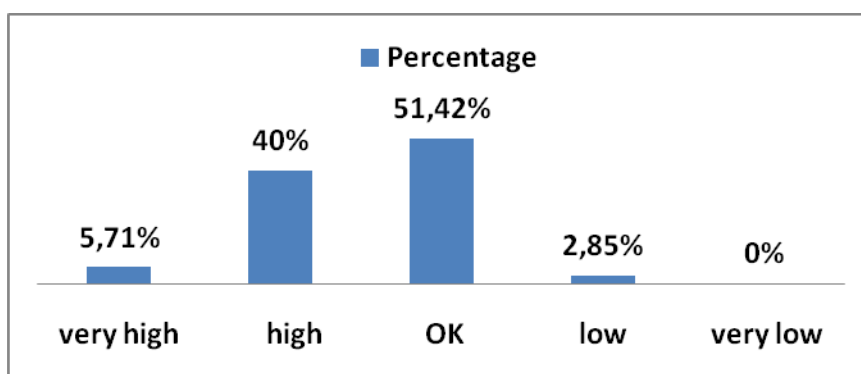


Figure 3.4: Pupils’ Effort in Learning English

18 respondents which represent the ratio of 51, 42% answered that they furnished average effort while 40% claimed that their effort in learning the target language was high. Only 2 pupils representing 5, 71% of the surveyed population said they furnished high effort to succeed in their learning. One respondent avowed that he did nothing to improve his level of language learning. Observations in class also pointed out that pupils’ participation in class activities was not voluntary. Few pupils took part in task completion and were willing to work.

3.5.1.4.1 Summary of the AMTB Components in Relation to Gender Differences

Having established a positive correlation between both main variables of the study, namely, pupils’ motivational orientations, attitudes towards learning English and their academic achievement in EFL learning, it was, then, opportune to the study to consider the second research question which investigates the significant differences in gender in relation to motivational orientations, attitudes English language learning, and academic achievement among third year pupils at BENHMED Bekhedda secondary school.

3.5.1.4.2 Gender Differences and Motivational Orientations

The question of gender differences, in the educational context, has long been matter to debate. In the sake of establishing such differences or refute them, the results of pupils’ questionnaire were recorded according to gender. Table 3.6 demonstrates the following results from the survey:

| Reasons | Pupils’ Gender | | | |
|---|------------------|------------|----------------|------------|
| | Female’s choices | Percentage | Male’s choices | Percentage |
| To do well in my examination | 5 | 26,31% | 0 | 0% |
| A compulsory subject in the syllabus and the final exam | 1 | 10,52% | 3 | 18,75% |
| Interest in English language, people and culture | 13 | 68,42% | 11 | 68,75% |
| To sing and listen to English songs | 1 | 5,26% | 3 | 18,75% |
| For the future job | 13 | 68,42% | 7 | 43,75% |
| To study abroad | 6 | 31,57% | 5 | 31,25% |

Table 3.6: .Motivational Orientations and Gender Differences

Results in Table (3.6) reveal that 68, 42% of the female student participants gave items (c) ‘Interest in English language, people and culture and item (e)’For the future job a priority

in their reasons to learn English. Meanwhile 31,57% of them considered the opportunity to finish their studies abroad as a complementary reason to learn English ,whereas, reasons such as ‘To do well in my examination’(26,31%), ‘A compulsory subject in the syllabus and the final exam’(10,52%)‘To sing and listen to English songs’(5,26%) retained their attention the least. On the side of the male pupils 68,75% of them stressed their enjoyment for the English language, people and culture 43,75% of them stated that it was for the future job requirements and 31,25% for the study abroad. Reasons such as improving the exam average and enjoy English songs had the lowest percentages among them (18,75%).

A summary of the findings is presented in Figure (3.6)

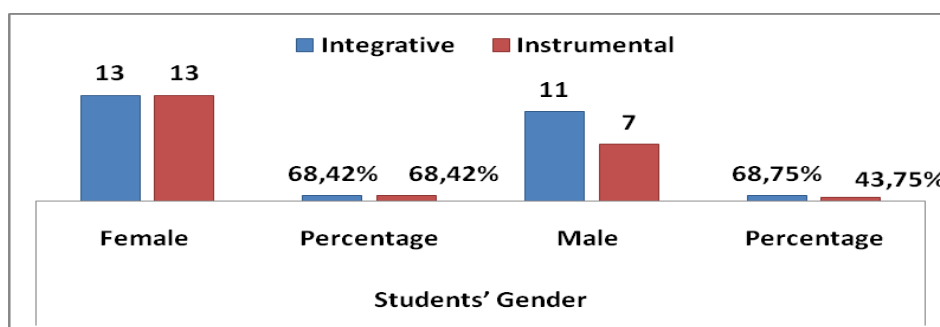


Figure 3.5: Gender Differences in Pupils' Motivational Orientations

In terms of gender differences and pupils' motivational orientations, the results showed a balance between both types of motivation among the female student participants with a slight statistical significance for the male pupils who appeared to be more integratively than instrumentally oriented.

3.5.1.4.3 Gender Differences and Academic achievement

| | Gender | N | Pupils | Percentages |
|-----------------------|--------|--------------|--------|-------------|
| Low achievers | Male | 16 | 10 | 62,5% |
| | Female | 19 | 9 | 47,36% |
| Average | Male | 16 | 3 | 18,75% |
| | Female | 19 | 4 | 21,05% |
| High achievers | Male | 16 | 3 | 18,75% |
| | Female | 19 | 6 | 31,57% |
| Mean Average | Male | 10.05 | | |
| | Female | 11.25 | | |

Table 3.7: Relationship between pupils' Scores in English and Gender Differences

Results from Table (3.7) demonstrate a slight statistical significance in terms of language learning achievement among male and female student participants with female pupils

performing better than male pupils (31, 57%, 18,75% respectively). Besides ,female pupils’ mean average was (11.25) in comparison to the male pupils’ one which was (10.05) . Thus, the study findings agree with most studies which suggest that, on average, girls do better, in school, than boys. Girls get higher grades and complete high school at a higher rate compared to boys (Schiefele, Krapp, & Winteler, (1992); Ryan & Pintrich (1997) ;Jacobs, (2002) ;Williams, Burden, and Lanvers (2002) ; Steinmayr and Spinath, (2008) Al-Bustan and Al-Bustan (2009) and Ghazvini and Khajehpour (2011).

3.5.1.4.4 Gender Differences and Attitudes towards learning English

A comparison between male and female student participants at the level of attitudes towards the target language, its speaking community and culture revealed that 57,89 % of the female pupils showed positive attitudes towards the language compared to 37,5% for the male pupils the fact that is confirmed by the percentage of the integratively oriented female participants (68,42%) and their scores in the English exams. Figure (3. 7) shows the findings:

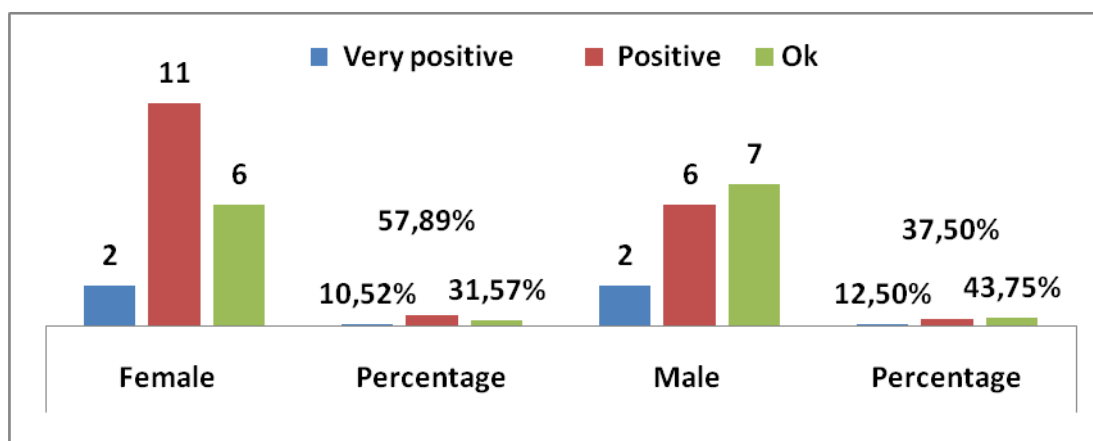


Figure 3.6: Gender Differences in Pupils’ Attitude to Learn English

Question 6: How often do you speak English in class time?

The frequency of speaking English in class time is a factor that illustrates pupils’ motivation intensity and the actual amount of effort provided by them to learn the target language effectively.

Figure 3.8 reveals that only 28, 57% of the respondents responded that they were always or at least usually trying to interact orally using English whereas 22, 85% of them stated that they rarely interacted in class sessions and 17,14 % never tried to do it willingly unless the teacher requested their voice in class time. The remaining 31,42% of them said that they sometimes participated in class but they were not accustomed to because of their shyness or worry about making mistakes. In all, many pupils manage to participate in class

but, rather, choose the easiest way in interacting for they use their mother tongue .They even do not try to use English to interact, justifying their practice through low proficiency or lack of lexis, except when they are eagerly elicited by the teacher to do so as an attempt from his part to involve the maximum of pupils to engage in active participation in class time

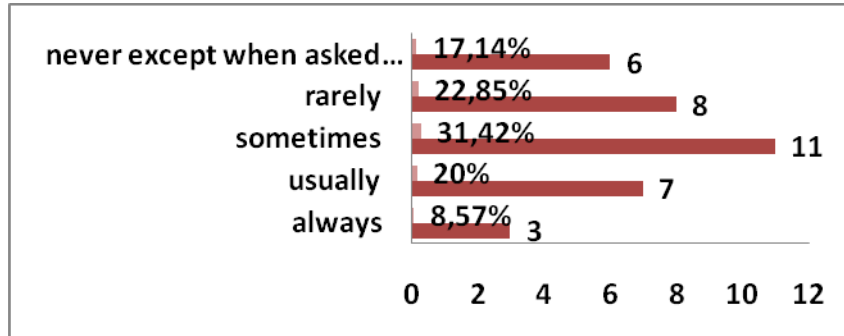


Figure 3.7: Pupils' Frequent Use of English in Class Time

Question 7: Do you feel reluctant to speak English in class?

In fact this question comes as an additional item to help the researcher to evaluate the degree of reluctance pupils face to express themselves and interact in class time.

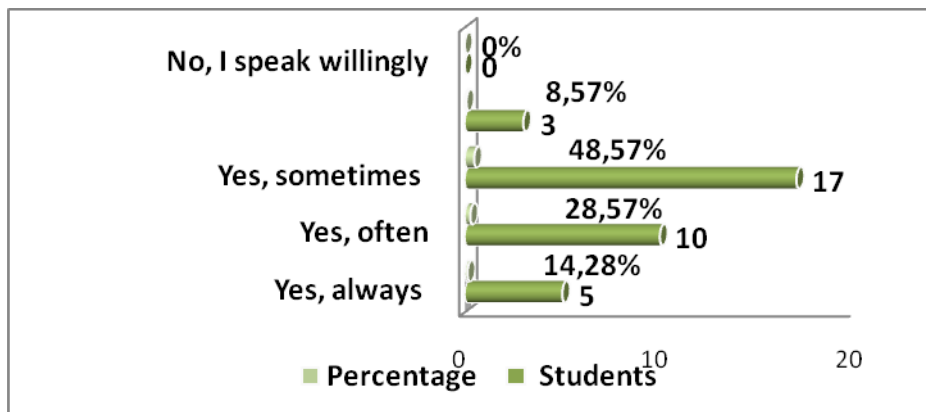


Figure 3.8: Pupils' Reluctance of Speaking English in Class

Figure (3.9) reveals that none of the respondents spoke English willingly. The little higher percentage 14,28% stated that they liked speaking very much but did not do it willingly. 28,57% of them claimed that they often felt reluctant to speak, even no time they wanted to speak up. The highest percentage that is 48,57% responded that they often felt reluctant to speak English in class When asked to justify this behaviour , one student said: “I don't want to speak in class although I know class is a good environment for me to practise English . I don't feel self- confident”. This answer was supported by another student who shared the same idea: “I know the importance of learning English in my study and future, but I don't know why I can't speak willingly. Indeed, I am afraid everyone will laugh at me.” In

contrast, 8, 57% of the respondents stated that they had no reluctance at all in class that they spoke at any time they felt the need to do so. During observation, the researcher also found out that most pupils did not interact voluntarily, only under the teacher’s request; In fact, classroom is a good environment for all pupils because outside class they seemed to have no opportunities to use the language. However, the majority of the pupils were not willing to speak. The questions for teachers, thus, were how to involve student to take part in speaking activities as well as task completion..

Question 8: How often do you use English outside class time?

The main objective of this question is to assess pupils’ real interest and desire to learn English .In such a case, the use of the target language should persist either in class times or outside class context. Integrativeness requires from pupils the unrelenting enjoyment of the English language, its speakers and culture at different times of their day.

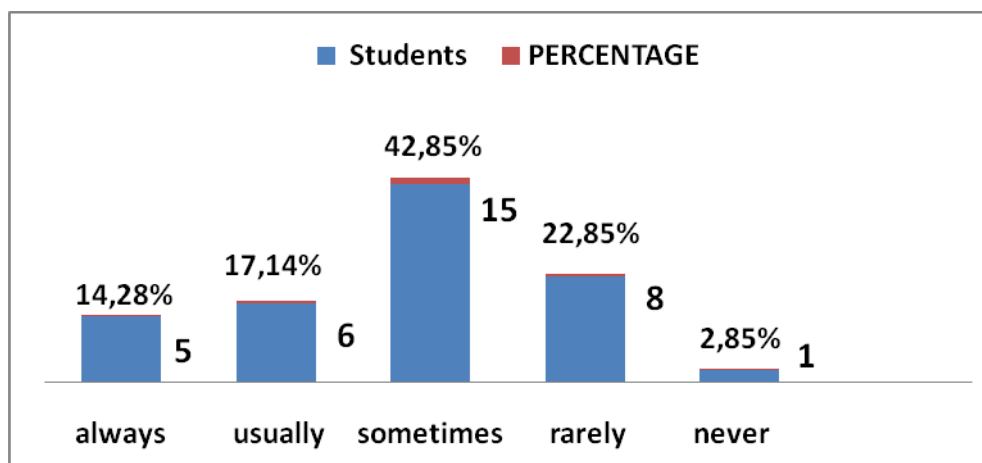


Figure 3.9: Pupils’ Frequent Use of English outside Class Times

Figure (3.10) is the concrete illustration of the pupils’ answers to the above question. 42,85% of the participants in the survey answered that they sometimes used English outside class times. 32% of them, even, claimed that they used it more frequently when asked how they replied that it was during their chats with foreign friends on the net. 22, 85% said they rarely used English outside language sessions while one respondent that is 2,85% of the pupils’ sample said he never used it. In all, it is quite apparent that the participants possess a certain enjoyment to the English language and seek to improve their English learning level even outside EFL class contexts.

Question 9: What do you think about the topics in your textbook ‘New Prospects’?

The textbook is considered as one of the most important components of instruction. It is the medium of learning that guides the pupils towards the mastery of their subjects. Therefore it was quite necessary to the researcher to include two items in his questionnaire having as an objective to evaluate the pupils perception of the topics and tasks proposed in their textbook “*New Prospects*”

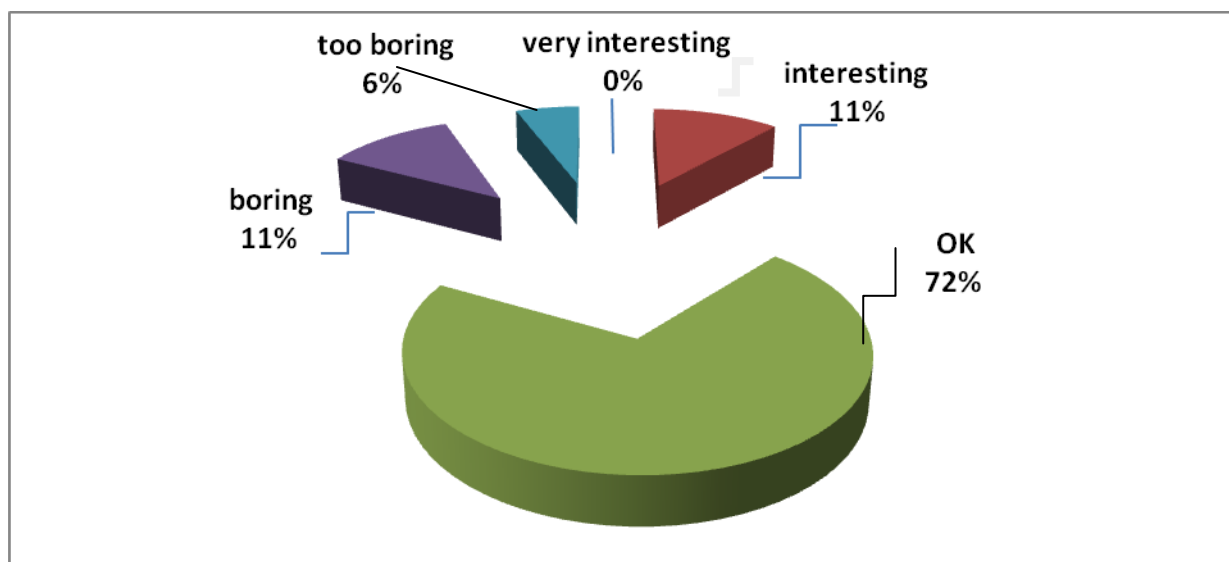


Chart 3.2: Pupils’ Opinions on the Topics of their Textbook ‘New Prospects’

When answering this question, 72% of the respondents stated that topics in their textbook were OK. 11.42% of them were in favour of these topics. Contrary to these data, 11.42% claimed that these topics were boring, and even too boring with a rate of 5,71%. In general, pupils had different comments on the topics in their textbook. The high achievers considered that the topics were suitable and interesting. The low achievers, on the other hand, had no comments or claimed that topics in the textbook were boring, even too boring.

Question 10: What do you think about the tasks in your textbook ‘New Prospects’?

Figure(1.10) indicates that 65,71% of the respondents found that the tasks in ‘New Prospects’ textbook were suitable for their proficient level while 8 out of 35 respondents (22,85%) complained about the difficulties of these tasks since they could not perform them. The rest 8,57% of them, even, claimed the tasks were too difficult arguing that too many tasks had to be completed in each lesson and too much knowledge had to be digested at once. Only one respondent stated that the tasks were easy and claimed that they meet pupils’ needs. In short, the surveyed sample had different opinions and perceptions about the tasks in ‘New Prospects’ textbook.

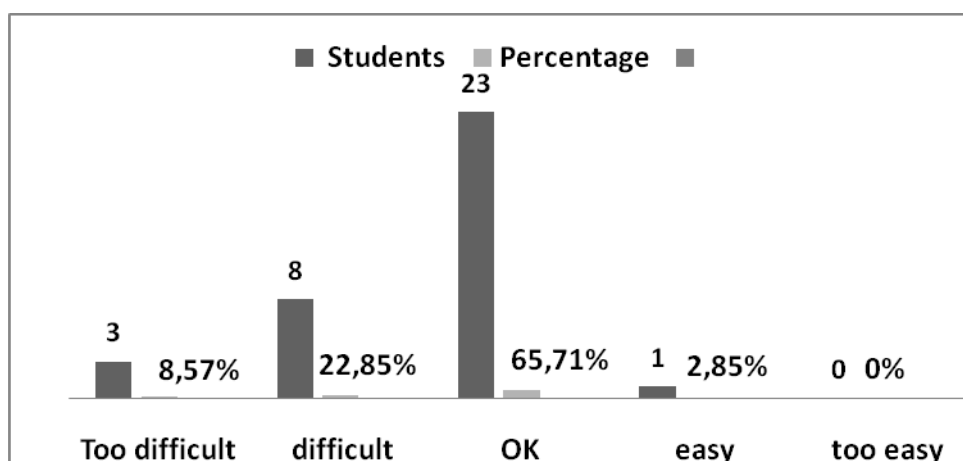


Figure 3.10: Pupils' Opinions on the Tasks in their Textbook 'New Prospects'

3.5.1.5. Factors making pupils reluctant to learn English in class

Question 11: Which of the following factors make you reluctant to learn English in class?

There is a variety of factors that make the pupils unwilling to learn English effectively. These are linked to the learners, their teachers and the teaching / learning context, Part A of the questionnaire evaluated the learners' factors as to identify their own perceptions, motivational orientations, aptitudes, attitudes and the amount of effort they spent to succeed in their EFL learning. Part B considered factors related to both the teacher's and teaching / learning context.

| Factors | Pupils' choices | Percentage |
|---|-----------------|------------|
| Fear of mistakes | 12 | 34,28% |
| Your low proficiency in English | 18 | 51,42% |
| Type of activities assigned by your English teacher | 5 | 14,28% |
| Teacher's uneven allocation of turns | 5 | 14,28% |
| Teacher's boring teaching | 1 | 2,85% |
| Classroom atmosphere | 17 | 48,57% |

Table 3.8: Factors Making Pupils Reluctant to Learn English in Class

Table (3.8) represents factors that cause pupils reluctance to learn English in class. Actually, there are several elements that can be influential. 18 of out 35 pupils (51,42%) returned their reluctance in learning English to their low proficiency. For 48,57% of the pupils in the survey, the most influential factor was classroom atmosphere. The pupils stated that teacher's clear instruction, logical teaching steps as well as teacher's good rapports with a

good sense of humour, enthusiasm and tolerance in every single lesson would encourage them to learn more. Others blamed on the teacher’s discouraging behaviour and attitude that dampen their progress. Another factor was the fear of mistakes and derision. 34, 28% of the respondents affirmed that they wanted to be active in class, but they were always afraid of making mistakes and losing face in front of their peers. They are inactive in class because they developed a preference of passive listeners over active participants . 14,28% of the pupils complained from their teacher’s uneven allocation of turns .They claimed that their teacher favoured the good pupils when soliciting responses. That was the reason why some low proficient pupils in class had few chances to participate actively in the learning process. The same number of pupils that is 14, 28% mentioned the type of activities assigned by their teacher. Only one student emphasized the teacher’s boring teaching.

Question 12: Which of the following factors may encourage you to learn English in class?

| Factors | Pupils’ choices | Percentage |
|------------------------------------|------------------------|-------------------|
| Interesting topics in the textbook | 11 | 31,42% |
| Teachers’ good characteristics | 25 | 71,42% |
| Teachers’ teaching methods | 17 | 48,57% |
| Pleasant class atmosphere | 19 | 54,28% |
| Various activities | 9 | 25,71% |
| High marks you may get | 9 | 25,71% |

Table 3.9: Factors Encouraging Pupils to Learn English in Class

Results from Table (3.9) reveal that 71, 42% of the participants assumed that the EFL teacher’s good characteristics is at the top of the factors encouraging pupils to learn English in class while 54,28% of them emphasized the classroom pleasant atmosphere .Another factor that 48,57% of the pupils, in the survey, underlined to be decisive to their success in language learning and motivation was the teacher’s teaching methods The criteria for a successful lesson were that all pupils participate in the lesson activities .They can give their ideas to discuss with classmates, ask and answer their own questions with the teacher as a guide and motivator .Ranking next was the interesting topics in the textbook .31,42% of the respondents’ estimated that the interesting topics in the textbook exceedingly affect their motivation. The topics relating to their daily life, experience and their knowledge background were easier for them to digest and assimilate Equally important was the choice and selection of a variety of topics and activities that encourage pupils to get involved in the tasks and attain their

instruction goals . The remaining 25,71% perceived that rewarding pupils with marks was a key factor to motivate them.

Question 13: Which of the following activities does your teacher often use to motivate you?

As already mentioned in the previous section’s analysis the choice of activities that interest pupils and assign them to task completion was of a great influence to their motivation and interest in the course. For such an aim, it is almost helpful to the understanding and interpretation of pupils’ motivation and attitudes towards English language learning to set a variety of activities for the respondents to assign as frequent tasks and comment on their degree of preferences they can have for these activities.

| Activities | The activities applied by EFL teachers (responded by the pupils) | | Pupils enjoyed the activities | |
|---|--|------------|-------------------------------|------------|
| | Pupils’ choices | Percentage | Pupils’ choices | Percentage |
| Completing dialogue practice | 14 | 40% | 10 | 28,57% |
| Role play | 11 | 31,42% | 8 | 22,85% |
| Interview | 2 | 5,71% | 11 | 31,42% |
| Games | 5 | 14,28% | 33 | 94,28% % |
| Free discussion and problem solving | 14 | 40% | 22 | 62,85% |
| Structure- based activities | 30 | 85,71% | 12 | 34,28% |
| Question and answer exchanges | 10 | 28,57% | 11 | 31,42% |
| Visual aids (pictures, maps, music, handouts) | 10 | 28,57% | 35 | 100% |
| Writing tasks | 22 | 62,85% | 9 | 25,71% |

Table 3.10: Activities Applied by the Teachers and Pupils’ Preferences

Table (3.10) demonstrates that structure- based activities were the most emphasized tasks by EFL teachers as stated by 85,71% of the respondents . 22 out of 35 pupils outlined writing tasks while 40% of the participants mentioned the frequent use of free discussion and problem solving activities along with completing dialogue practice. Next ranking were role play, visual aids (pictures, maps, music handouts) , and question /answer exchanges that 31,42% ,28,57% and 28,57% respectively said to be less frequently used by their teachers. Interview activities and games were at the end of the list for being the least used assignments. Regarding the pupils’ preferences to such type of activities: games, free discussion and problem solving activities as well as visual aids (pictures, maps, music, handouts) assignment were strongly underlined to be the most preferred activities .The explanation for these could be that such activities were easy to prepare and perform and good ways for pupils to combine

learning and fun . The less enjoyed activities covered structure- based activities (34,28 %), question and answer exchanges (31,42%) , interview, (31,42%) ,completing dialogue practice (31,42%) , writing tasks (25,71%),and role play (22,85 %)

In short, the pupils’ perception of activities choice by teachers is quite varied. Nevertheless, their preferences lean towards facility and ease for most of them complained about the few opportunities they had to engage in games, free discussion and problem solving activities as well as visual aids (pictures, maps, music, handouts) assignment believing that they offer more practice and understanding of the tasks whereas activities including writing ,structure- based tasks, interview, question /answer exchanges and role play activities are often requiring more self confidence and high proficiency from the part of the pupils.

Question 14: Which of the following activities do you like most in a lesson?

Collaboration in EFL class is a strong promoter to pupils’ motivation and engagement in task .Therefore, the present question seeks to identify the extent to which the respondents can cooperate in their daily assigned tasks .

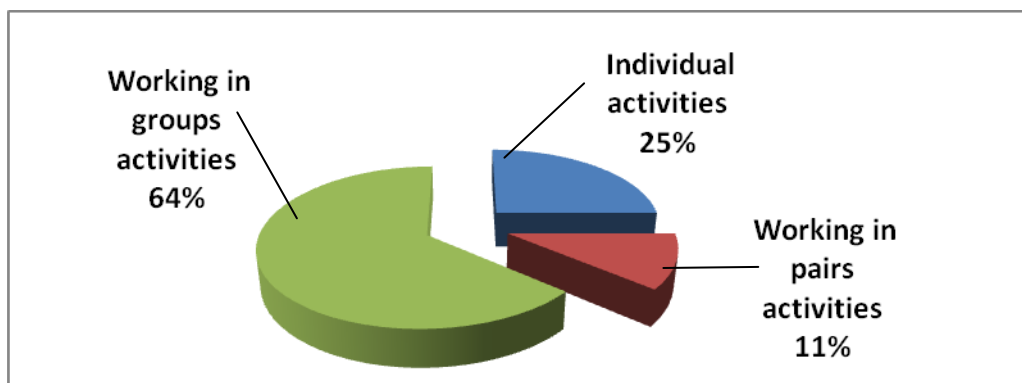


Chart 3.3: Activities Enjoyed Most by Pupils

The chart shows that group work is preferred by most pupils (64%). The main reason for this could be that group work could promote learners’ cooperation, responsibility and self-discipline. It is, also, a supportive psychological factor able to decrease pupils’ anxiety, laziness and increase their engagement in task completion. Ranking the second was individual work, which was liked most by 24% of the respondents. Seemingly adopted only by high achiever pupils who prefer to engage in working individually because they could be disturbed by others .Pair work is considered as the simplest form of group work because it includes two pupils working together. It is suitable for pupils when they take part in question and answer exchange activity, completing dialogue practice or role-play. When pupils work in pairs, they

seem to reduce their feelings of anxiety and reluctance in performing learning tasks, however, only 11 % of the total surveyed pupils stated they preferred such task collaboration.

Question 15: Which of the following teacher’s actions do you think should motivate you the most?

Having surveyed the participants on the main factors that cause inhibition in their English learning in class, the type of tasks they preferred besides the way they wanted to interact with the class assigned tasks , it was complementary to elicit their opinions on their teacher’s actions that motivate them the most..

| What teachers do | Pupils’ choices | Percentage |
|--|-----------------|------------|
| Not interrupting you when you make mistakes | 17 | 48,57% |
| Accepting a variety of your answers | 1 | 2,85% |
| Encouraging you with marks and rewards | 18 | 51,42% |
| Being enthusiastic, friendly and helpful | 25 | 71,42% |
| Creating some interesting games and activities | 17 | 48,57% |
| Creating pleasant class atmosphere | 14 | 40% |
| Having clear instructions | 14 | 40% |

Table 3.11: Teachers’ Actions that Motivate Pupils to Learn Effectively.

As shown in table (3.11), most of the respondents (71,42%) stressed the teacher’s characteristics and behaviour in class, being enthusiastic, friendly and helpful, as a supportive factor to their learning. 51, 42% of them mentioned extrinsic rewards and marks as incentives to motivation in class. Creating some interesting games and activities and not interrupting them when they make mistakes was stated by 17 out of 35 pupils to be quite encouraging as such actions could help them reduce stress, feel relaxed and become more active in learning. The further strategies that teachers can apply were creating pleasant class atmosphere and having clear instructions since 40% claimed it was important to establish a supportive environment in class. Only one student saw in the teacher’s acceptance of a variety of answers a motivating way to lead pupils to task engagement.

3.5.1.6 Interpretation of Results

To sum up, the first section of the pupils’ questionnaire (Part A) was an evaluation of their motivation in learning English by means of an adapted version of Gardner’s (AMTB) questionnaire that can be adequately proposed to the Algerian EFL learners. In all, the surveyed sample seemed to combine both instrumental and integrative types of motivation

with varying degrees between the different high, moderate and low achieving groups .The third year scientific stream pupils appeared to give importance to their English learning and showed quite positive attitudes towards the language, its speaking community and culture. The greatest majority of the participants stated their aptitude and efforts towards learning English were good enough though their scores in English exams reflected average levels of proficiency. A comparison of motivational components of (AMTB) questionnaire with pupils' scores in English exams revealed a positive correlation between the type of motivational orientation, attitudes and pupils' academic achievement, Another comparison of the above components with pupils' gender differences demonstrated a slight statistical significance between male and female student participants with female pupils achieving better than male pupils in English learning. It is believed that this perception of English learning incited the pupils to try and perform their English proficiency in and outside class times. When asked about their opinions on the topics and tasks in the third year textbook the big majority of pupils said it was up to standard.

The second section (Part B) of the survey questionnaire was mainly conceived to investigate the pupils' perceptions of the possible factors making them reluctant to learn English in class besides the types of activities and teachers' actions that they saw as stimulating factors to their motivation in class. According to the findings, most participants acknowledged their teachers' efforts in enhancing their learning. What they, really, insisted on was that their teachers show more understanding, enthusiasm, friendliness and helpfulness towards them, create a variety of activities, accept their answers without interruption , instruct them clearly ,encourage them with marks and rewards and create a pleasant and comfortable learning environment. All such actions that help for the establishment of a warm classroom climate that frees the pupils' innate capacities and potential to engage in an effective EFL learning.

3.5.2 Results from teacher's survey questionnaire

3.5.2.1. Teacher's personal information

Among the five teachers of English at BENHMED Bekhedda secondary school, there were two male teachers. Their ages ranged from 29 to 40 years old. Their experience of teaching English varied from 3 to 18 years.

3.5.2.2 Teacher’s opinion on pupils’ motivation in learning English

Question 1: According to you, what is the objective of teaching English to third year classes?

No doubt that the job of teacher is quite important to guide pupils towards success. More important are the types of objectives teachers are expecting their pupils to achieve. For such a reason, this question attempts to diagnose the different objectives EFL teachers perceive when teaching English to the third year pupils.

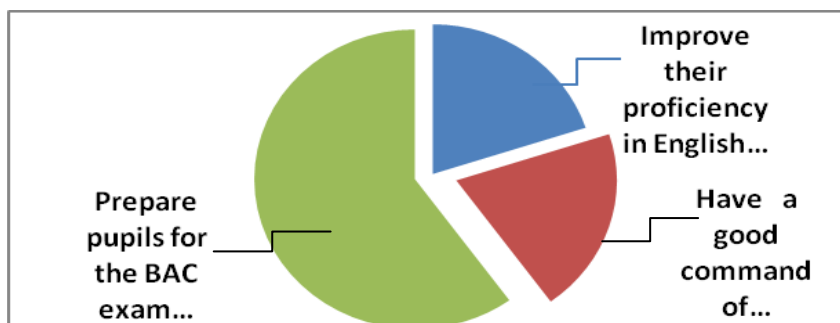


Chart 3.4 : Objectives of Teaching English to Third Year Classes

Chart (3.4) demonstrates that 60 %, that is 3 out of five teachers, believed that they were preparing their pupils to the Baccalaureate exam. 20 % stated it was to improve their proficiency in English and one teacher asserted it was to make pupils have a good command of written and spoken English.

As observed, preparing the pupils to the written exam consists an end in itself for the majority of the EFL teachers, thus, inciting the pupils to learn the target language for pure instrumental aims.

Question 2: What do you think of the importance of English learning to your pupils?

Identifying pupils’ objectives from learning English and the true importance they give to such an instructional process is one of the many ways EFL teachers have to employ to engage their pupils in effective language learning.

| | Teachers | Percentage |
|---|----------|------------|
| English can help pupils to improve other skills | 2 | 40 % |
| English can bring pupils with enjoyment and pleasure. | 5 | 100 % |
| English helps pupils to broaden their knowledge of the world | 5 | 100 % |
| English can help pupils to communicate much better and be more at ease with English speakers. | 3 | 60 % |
| English can help pupils to access technology. | 5 | 100% |

Table 3.12 :.Teachers’ Opinions on the Importance of English Learning to 3rd Year Pupils

The results obtained from the survey questionnaire for the EFL teachers revealed that all the teachers (100%) were aware of the importance of English language learning to the pupils to access technology. All of them, also, affirmed that English helps pupils to broaden their knowledge of the world and have an important share in a world apparently falling under the load of globalized norms, besides; English can bring pupils with enjoyment and pleasure. 60% of the surveyed teachers believed that English can help pupils to communicate much better and be more at ease with English speakers. Finally, 40 % stated that English can help pupils to improve other language skills and improve their linguistic competence.

As a matter of fact, all teachers agreed that English learning can bring pupils with enjoyment and pleasure and help them broaden their knowledge of the world.

Question3: Which stages of the lesson do you find that it is necessary to motivate your pupils in?

Holding pupils attention and concentration during the course is a daily challenge faced by EFL teachers. The present question aims at identifying teachers’ opinions on pupils’ motivation during the different lesson stages.

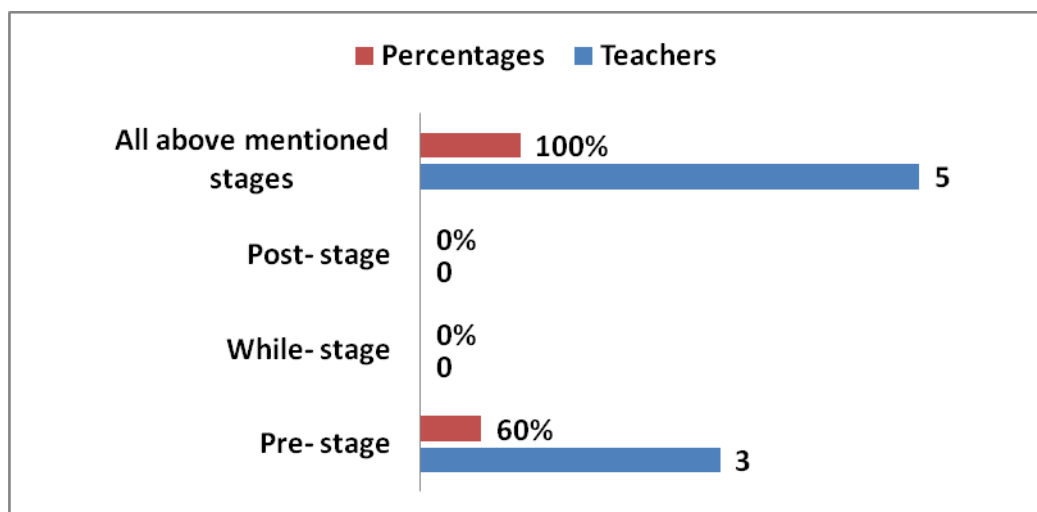


Figure 3.11: Teacher’s Opinions on Pupils’ Motivation during the Different Lesson Stages

As shown in table (3.11) all of the teachers (100%) agreed that they should motivate pupils in all stages of the lesson. The role of the teacher, hence, is to sustain pupils’ interest during the whole stages of the lesson. In addition, 60% of the teachers emphasized on the pre-stage so as to keep pupils involved in the course right from the beginning as a condition to maintain them engaged in task during the whole process of the course .

3.5.2.3. Problems EFL teachers often face with their classes

To understand the degree of teachers' engagement in their classes, it is necessary to make an idea about the challenges they face in their daily routines.

Question 4: What problems are you facing in teaching English with your classes?

| Problems | Teachers | Percentage |
|--------------------------------------|-----------------|-------------------|
| Large classes | 5 | 100% |
| Pupils' different proficiency levels | 3 | 60% |
| Pupils' reluctance | 5 | 100% |
| Limited time | 3 | 60 % |
| Loaded programme | 3 | 60 % |
| Poor facilities | 4 | 80 % |

Table 3.13: Problems EFL Teachers Often Face with their Classes

A close look at table (3.13) reveals that EFL teachers are often faced with the problem of large classes, pupils' low proficiency and reluctance, limited time for English lessons and poor facilities. All teachers (100%) agreed that the pupils' reluctance to engage actively in class along with the overloaded classes were seen as real challenge. In their classes, most of the pupils often felt unwilling to interact except when requested eagerly by them. Next, 4 out of 5 teachers complained from poor teaching and learning facilities of the school. Besides, 60% of the teachers found it difficult to cope with pupils' different proficiency levels. Teachers stressed that less proficient learners might feel intimidated by their peers. On the other hand, the more proficient ones might feel that the other pupils slow them down. Teachers, therefore, found difficult to apply the same activities and techniques for different levels of pupils at the same time. In addition to the loaded programmes and the limited weekly time devoted to the teaching of English.

Question 5: How often do you assign your pupils to ?

It is through the efficient management of the classroom and effective instructions that EFL teachers can motivate their pupils and give them real interest in the target language. The present question aims at determining the type and methods employed by the teachers to assign their pupils to task.

| Activities | Always | Often | Sometimes | Rarely | Never |
|-----------------|--------|-------|-----------|--------|-------|
| Individual work | 1 | 3 | 1 | 0 | 0 |
| Pair work | 2 | 2 | 1 | 0 | 0 |
| Group work | 3 | 2 | 1 | 0 | 0 |

Table 3.14: The Type of Classroom Assignments

Table (3.14) points out that group and pair work activities are quite often applied by teachers who are often faced with daily challenges in classroom such as pupils' anxiety, reluctance to speak, different proficiency levels and large size classes.

Actually, individual work comes third in teachers' ranking for they see it as an activity that leads to boredom or even tiredness among pupils.

Question 6: How often do you assign your pupils to the following activities?

Having asked the pupils' opinions on the type of activities used by their EFL teachers, it was of inevitable to ask the teachers' opinions on the same types of activities so as to establish a complementarity between both opinions.

| Activities | always | often | Sometimes | rarely | never |
|---|--------|-------|-----------|--------|-------|
| Completing dialogue practice | 1 | 2 | 1 | 0 | 0 |
| Role play | 0 | 1 | 3 | 1 | 0 |
| Interview | 0 | 0 | 0 | 5 | 0 |
| Games | 0 | 0 | 1 | 4 | 0 |
| Free discussion and problem solving | 0 | 0 | 1 | 4 | 0 |
| Structure- based activities | 4 | 1 | 0 | 0 | 0 |
| Visual aids (pictures, maps, music, handouts) | 0 | 2 | 3 | 0 | 0 |
| Question and answer exchanges | 3 | 1 | 1 | 1 | 0 |
| Sentence ordering | 0 | 0 | 4 | 1 | 0 |
| Topic based discussion | 0 | 4 | 1 | 0 | 0 |
| Listening tasks | 0 | 0 | 5 | 0 | 0 |
| Writing tasks | 0 | 4 | 1 | 0 | 0 |

Table 3.15: The Type of Activities Applied by Teachers in Class

Among twelve proposed activities mentioned, completing dialogue practice, structure-based activities, making up sentence and question and answer exchanges were most used by the majority of the teachers. This high frequency of using these types of activities was because of their appropriateness to the requirement of the tasks in every lesson and suitability to pupils' proficiency levels. Ranking second were role-play, free discussion and problem

solving, writing tasks, and topic based discussions. Most teachers stated that these activities would provide pupils with good opportunities to practise and express their own opinions. However, they were less appreciated by the low proficient pupils for they consider them quite difficult. Games, visual aids, listening tasks interview and role play were exploited the least by most teachers.

A simple interpretation to these results would lead to the conclusion that most EFL teachers at BENHMED Bekhedda secondary school are still insisting on traditional ways of teaching. They still have a fear from going beyond routine and try out new modern strategies. The only reason the researcher has found to such choice of activities was the deep concern of teachers with preparing their pupils to the Baccalaureate exam, being strictly answered in a written form.

3.5.2.4. Techniques applied by teachers to motivate pupils to learn English

Question 7: Which of the following techniques do you use to motivate your pupils to learn English?

| Techniques | Teachers | Percentage |
|---|----------|------------|
| Combining textbook and relevant materials | 3 | 60% |
| Giving feedback regularly | 3 | 60% |
| Creating the competitive atmosphere | 2 | 40% |
| Creating the co-operative atmosphere | 4 | 80% |
| Applying rewards and punishment policy | 1 | 20% |
| Varying activities | 3 | 60% |
| Encouraging pupils to interact by suggested questions | 4 | 80% |

Table 3.16: Techniques Applied by Teachers to Motivate Pupils to Learn English

Most teachers (80%) chose creating the co-operative atmosphere and encouraging pupils to interact by suggested questions as the main techniques to motivate their pupils in classroom setting. 3 out of 5 teachers emphasized on the techniques of combining textbook and relevant materials, varying activities, and giving feedback regularly. 40% of the teachers saw in creating the competitive atmosphere a good way to engage pupils in the classroom and keep them on task. Only 20 % mentioned the technique of applying rewards and punishment policy

In general, creating the co-operative atmosphere in classroom and giving regular feedback were the most appreciated techniques emphasized by EFL teachers in the school. It was very surprising that rewards and punishment policy was not popular among the surveyed

teachers .When asked about the reason ,most teachers stated that increasing pupils’ intrinsic motivation would never happen if they adopt extrinsic reinforcers such as seeking reward or avoiding punishment because this technique could cause tension among their adolescent pupils especially during the final year.

Question 8: What do you do to create good relationship with your pupils to help them use English better?

The objective of this question is to identify the most adequate ways that EFL teachers can apply in their classrooms to establish good rapports with their pupils, a step forward to establish a proactive learning environment and a warm classroom climate .

| Techniques | Teachers | Percentage |
|---|----------|------------|
| Talk to them in friendly ways | 4 | 80% |
| Remain in the teacher’s seat | 0 | 0% |
| Walk round the class and giving help | 5 | 100% |
| Stand near talkative pupils | 0 | 0% |
| Do nothing and let them talk freely | 0 | 0% |
| Always being tolerant, enthusiastic and helpful | 4 | 80% |

Table 3.17. Techniques EFL Teachers Apply to Create Good Relationship with Their Pupils

As explicitly demonstrated in Table (3.17), all of the teachers (100%) expressed that walking round the class and giving help to pupils can help reducing distance between them and their learners. 80% of the participants asserted that behaving with pupils in friendly enthusiastic and tolerant ways would decrease their reluctance to interact actively in class. It was not surprising to the researcher to see that the three remaining ways, namely, remaining in the teacher’s seat, standing near talkative pupils, doing nothing and letting them talk freely were not selected by any teacher .when requesting their justifications they affirmed that adolescent pupils react unenthusiastically to permissive and authoritarian teachers.

In short, creating good relationships with pupils to feed their interest in EFL learning goes through two main criteria emphasized by both the teachers and pupils: Teacher’s characteristics and friendly classroom climate.

Question 9: What do you think about ‘New Prospects’ textbook?

One of the clear objectives from the survey questionnaires was to compare both teachers’ and pupils’ perceptions of the most common issues of interest that can significantly affect the teaching/ learning process. As the textbook is an important mediator in such a process, it was relevant to pick out the EFL teachers’ opinions on the topics, order of lessons

and tasks presented in ‘New Prospects’ to be compared with those of their pupils’. Table 3 .18 summarizes the findings:

| Evaluated fields | very bad | Bad | OK | good | very good |
|-------------------------|-----------------|------------|-----------|-------------|------------------|
| Topics | 0 | 0 | 5 | 0 | 0 |
| Order of lessons | 0 | 0 | 5 | 0 | 0 |
| Tasks | 0 | 0 | 0 | 5 | 0 |
| Illustration | 0 | 2 | 0 | 3 | 0 |

Table 3.18: EFL Teachers’ Evaluation to 3AS Textbook ‘New Prospects’

All of the teachers agreed that the selected topics in the textbook were acceptable. All the topics were conform to the themes related in the textbook. The same opinion concerned also the order of the lessons. As regards the tasks, all of the teachers agreed that 60% of the tasks were good enough and congruent to the level of the pupils. Concerning the illustrations, the majority of the teachers said they were good whereas two of them said they were bad because they were not of good quality and not attractive to catch pupils’ attention and interest in the proposed topics.

If comparison to the old textbooks, ‘New prospects’ has much more improvements. The textbook was designed in the bases of communicative language teaching (CLT) and thus required pupils to drill all skills relating to foreign language learning namely listening, speaking, reading and writing. Though, the new textbooks have been applied for over eight years, there are still some challenges for teachers and pupils to face in pursuing EFL learning effectiveness.

The last item of the survey elicited EFL teachers answering three questions. It aimed at re-stating all what have been dealt with in the questionnaire namely to find out the extent to which the teachers have approached their pupils’ learning goals .It was also important for the researcher to seek the degree of autonomy pupils enjoyed in their classes so as to constitute an overall picture of EFL teaching and learning context in BENHMED Bekhedda secondary school.

| | YES | NO |
|--|------------|-----------|
| Have you found out your pupils’ interests and goals relating to your curriculum area? | 3 | 2 |
| Do you encourage pupils to generate their own tasks? | 4 | 1 |
| Do you encourage pupils to bring in personal items related to topics? | 4 | 1 |

Table 3.19: Teachers’ Perceptions of Pupils’ Interest and Autonomy

Concerning the first question, three teachers affirmed that they conceived an idea about their pupils' interests and goals relating to their curriculum area while two of them responded negatively. A close analysis of this could be that the teachers' experience and number of years dealing with adolescent pupils can be quite enough, for them, to understand their learners' goals and orientations.

In both last questions, the majority of teachers (80%) answered affirmatively and, thus, demonstrated good characteristics of teachers who allow certain autonomy to their pupils. Such an action that helps to create a favourable learning environment that can enhance student motivation and engagement in class. Only one teacher showed reluctance regarding such actions in classroom justifying his attitude as fear from losing control over the class. Once again the issue of experience and long teaching practices are emphasized here.

3.5.2.5 Interpretation of Results

Ten years after Algeria has launched its educational reforms, the EFL classroom seems to be far away from the assumed norms of the competency based approach. Such a conclusion is clearly reflected in teachers' responses to the questionnaire. Indeed, EFL secondary school teachers still hold traditional views closely tied to principles of teacher-centred rather than learner-centered processes. What experiences they should provide for their learners and what roles they are to perform in the classroom are, thus, real issues for debate. When asked about their objectives in teaching English to their pupils, the majority of teachers stated that it was to prepare them to the Bac exam. This contributes in teachers' lack of understanding or misunderstanding of the rationale behind the implementation of the real objectives set in the reforms so as to prepare the learners to cultivate linguistic competencies and master the major skills of the language. However, teachers are not the only ones to blame for this frustrating situation. The learners do not show readiness to construct their own learning and be autonomous. They are not motivated enough as their concern is tightly tied to marks. This, indeed, justifies teachers' reluctance in engaging pupils in more practical sides of the language learning such as employing project based tasks. Furthermore, a big majority of teachers remarked that the EFL classroom lacks the necessary facilities to engage in a real learning situation through the introduction of ICT tools. The problem of large and overcrowded classes, loaded programmes, lack of materials and limited time inhibit all teachers' efforts to consider the individual differences among learners and create discipline problems and ineffective learning environments.

3.5.3 Classroom Observation

The classroom observation was conducted, in this case study, so as to provide answers to the third research question investigating the extent to which EFL classroom climate can affect pupils' motivation, goal settings and academic success in language learning as well as to cross check data obtained from the survey questionnaires. It enables the collection of reliable data about the interactions of the teachers and their pupils in classroom context .The observations took place in BENHMED Bekhedda secondary school, an educational institution located in the daira of Zemmora, 20 Kilometers far from Relizane. All of the teachers, whose classes were observed, gave their consent before the observations took place. The researcher took field notes of all the classroom interactions. At this level, it should be mentioned that the classroom observations took place in three teachers' third year classes during the second term. For the sake of valid observation, the researcher made his possible to attend different courses and, thus, examine the four skills of the language in practice as follows:

| Teachers | Gender | Experience | Classes | Observed sessions |
|------------------|--------|------------|--|--|
| Teacher A | Male | 8 years | 3 rd year Philosophy | Course 1 : Listen and Consider Course 2 : Read and Consider |
| Teacher B | Female | 12 years | 3 rd year Management | Course 1 : Grammar Explorer Course 2 : Pronunciation and Spelling |
| Teacher C | Female | 17 years | 3 rd year foreign languages | Course 1 :Read and Consider Course 2 : Think ,Pair, Share |

Table 3.20: Schedule of Classroom Observations

3.5.3.1 Analysis of the Results

The classrooms observations lasted about 45 minutes each. They were rated according to the following scale:

| Not emphasized | Need more emphasis | Well done |
|----------------|--------------------|-----------|
| 1 | 2 | 3 |

The results from the scaled set of courses gave the following data that were divided into four tables representing respectively:

A-Presentation:

| Presentation | Not Emphasized | Needs more emphasis | Well done |
|--|-----------------------|----------------------------|------------------|
| Projected voice , so easily heard | | | 3 |
| Used intonation to vary emphasis | | 2 | |
| . Explained ideas with clarity | | | 3 |
| Maintained eye contact with pupils | | 2 | |
| Listened to pupils' questions and comments | | 2 | |
| Presented examples to clarify points | | | 3 |
| Related new ideas to familiar concepts | | 2 | |
| Varied explanations for complex and difficult material | | 2 | |

Table 3.21: Presentation of Courses

Table (3.21) presents a summary of the rating of the presentation phase of the courses. In general, the lessons were well presented as the teachers used intonation to vary emphasis and managed to explain ideas with clarity .They maintained eye contact and used a projected voice that is easily heard .It is necessary, here, to note that all the observed classes were large size ones, ranging between 35 and 41 pupils. A fact that disturbed every lesson set up. Most teachers found difficulties to restore order right forward and start the lesson adequately. They tried to explain ideas with clarity and varied explanations for complex and difficult materials of their lessons . They managed to listen to pupils' questions and comments though they were rare and restricted to the good elements of the class.

B-Content Organisation

| Content Organization | Not emphasized | Needs more emphasis | Well done |
|--|-----------------------|----------------------------|------------------|
| Made clear statement of the purpose of the lesson | | 2 | |
| Defined relationship of this lesson to previous lessons | | 2 | |
| Presented overview of the lesson | | 2 | |
| Presented topics with a logical sequence | | 2 | |
| Paced lesson appropriately | | | 3 |
| Responded to problems raised during lesson to future lessons | 1 | | |
| Summarized major points of lesson | | 2 | |

: Table 3.22: Content Organization of Courses

Table (3.22) makes a clear statement of the content organization of courses. As every course holds its own techniques and strategies, organizing subject matter thoroughly and evidence preparation were of great concern to most teachers who attempted to make clear statement of the purpose of the lesson at the beginning of the sessions. The observations showed that the teachers still need to emphasize some aspects of the content organization and presentation of the courses so as not to fall in the trap of monotony. The teachers failed to present an overview of the lesson. They defined relationship of the lesson to previous lessons through a quick recall and presented topics with a logical sequence as they appear in the textbook. Still, the teachers need to summarize the major points of their lessons and relate the content to concrete examples associated to their pupils' daily experience. The teachers managed to pace lessons appropriately though they were interrupted from time to time by less interested pupils who created amazing situations to stop the course of the lessons.

C-Teacher-Student Interactions

The teacher-Student interactions in classroom are the true reflection of their motivation and interest in the topic of the course

| Teacher-Student Interactions | Not emphasized | Needs more emphasis | Well done |
|--|-----------------------|----------------------------|------------------|
| Encouraged pupils' questions | | 2 | |
| Encouraged student discussion | | 2 | |
| Maintained pupils' attention | | 2 | |
| Monitored pupils' progress | | 2 | |
| Paced lesson to all time for note taking | | | 3 |
| Encouraged pupils to answer difficult questions | 1 | | |
| Asked probing questions when student answer was incomplete | | | 3 |
| Restated questions and answers when necessary | | | 3 |
| Gave satisfactory answers to student questions | | | 3 |
| Pupils demonstrated interest in subject matter | | 2 | |

Table 3.23: Teacher-Student Interactions in EFL Classes

Table (3.23) displays a true intention from the part of the EFL teachers to create a favourable environment where they can interact effectively with their pupils. All the teachers appeared to hold interest in their pupils. They were most of the time respectful, fair, and enthusiastic though pupils’ reluctance in most of the different stages of lessons did even discourage the most fervent of teachers. Most of them encouraged pupils’ questions and elicited their participation so that they can maintain their attention to the courses’ topics .Still, teachers needed to provide more feedback, and encourage pupils to dynamic participation as a limited number of active pupils monopolized class interactions .The fact that created more frustration to the majority of their classmates. During the task assignments, the teachers employed individual, pair and group work activities. Yet, the real essence of such a class work monitoring still needed more emphasis from the part of the teachers as a great majority of pupils benefited from this situation to start talking about external subjects that had no relation to the task given to them .Even, some of the pupils were caught doing parallel work related to their subjects of specialty. In spite of the teachers’ efforts to engage the maximum of pupils and motivate them to task, a great majority, especially, in management and philosophy classes seemed disinterested from the courses’ topics and preferred to turn to other activities that have nothing to do with English learning. In foreign languages classes the pupils, especially, the female ones monopolized the class interactions, qualified more informally as ‘noisy participation’ where the classroom is drown in anarchy and where the teacher loses all control over the pupils.

D- Instructional Materials and Environment

| Instructional Materials and Environment | Not emphasized | Needs more emphasis | Well done |
|---|-----------------------|----------------------------|------------------|
| Maintained adequate classroom facilities | | 2 | |
| Prepared pupils for the lesson with appropriate assigned readings | | 2 | |
| Supported lesson with useful classroom discussions and activities | 1 | | |
| Presented helpful audio- visual materials to support lesson organization & major points | | 2 | |
| Provided relevant written assignments | | | 3 |

Table 3.24: Classrooms’ Instructional Materials and Environment

This section of the classroom observation seeks to discover the learning environment of the classes under observations. Notes taken in the field presented in the table above show that the teachers needed more emphasis on how to maintain a conducive classroom environment proper to active learning since pupils seemed passive and unmotivated in many courses. They showed little interest to the courses putting the blame on the complicated written or spoken assignments .Furthermore, 90 % of the instructional materials based on a piece of chalk and the board going through the activities present in the textbook. The fact that presented aspects of passivity and absence of creativity that did not seem to be quite motivating for pupils.

3.5.3.2 Emerging themes

A set of themes emerged from the analysis of the different items that constituted the core of observation held during this study.

3.5.3.2.1 Teachers' competence Vs pupils' performance.

3.5.3.2.1.1 Teachers' English skills

In general, most of the observed teachers had an adequate use of English grammar and pronunciation. They showed a good command and knowledge of the subject matter. In fact, the third year pupils are assigned experienced teachers who show positive characteristics in both the subject matter mastery and level of enthusiasm and serious work.

3.5.3.2.1.2 Language use in class

During class sessions, the teachers' instructions and explanations were given completely in English among foreign language pupils. In the case of management and philosophy classes, teachers used English but resorted sometimes to use French or Arabic to explain new words or repeat instructions. Foreign language pupils' interactions were mostly made in English .On the other hand, the management and philosophy pupils employed their mother tongue to interact or in the best of cases restricted their answers to 'yes' or 'no' though eagerly requested by their teachers to use English . .

3.5.3.2.1.3 Use of English textbooks and teaching materials

All of the teachers based their courses on the 'New Prospect' textbook mandated by the 2008 National Authority for School Publications. 80% of the tasks were derived from it .Nevertheless, some additional tasks were added as remedies and reinforced those proposed in the textbook

3.5.3.2.1.4 Teaching methods and class administration.

Most of the observed classes were teacher-centered where the teachers were active lecturers and the pupils were passive listeners with the exception of the foreign languages class which was more students -centered. The logical explanation that can be given to this is the degree of interest that the pupils give to their subjects according to the coefficient assigned to them. Furthermore, most of the assigned tasks were Bac type activities which excludes the integration of listening and speaking skills. In their classes, the teachers attempted to use relevant teaching methods and materials. They included variety, balance and group involvement. Most of the explanations were using examples that were simple, clear and appropriate

3.5.3.3 Interpretation of Results

Seemingly, the various class observations have given the researcher good opportunity to add more concrete data to the study to reflect and develop ideas about the connections between EFL classroom climate, teachers' competence and pupils' motivation and academic success.

The constraints of the classroom contexts and most pupils' disinterest and loss of motivation have contributed in widening the gap between the teachers and their pupils. Observations demonstrated that The EFL classroom climate is a decisive factor in establishing balance for both the teachers and learners. Classes were more teacher-dominated than learner-centred. Several findings revealed rare evidence of communicative language use. Basing on such data, it was made clear that the Algerian EFL classes were still not fully competency based, learner-centred and communicatively oriented settings. Findings, also, showed that pupils were not ready to be directly involved in constructing their own learning process using the target language rather than usually resorting to their mother tongue.

Apparently, both teachers and pupils were required to develop new perceptions and adequate visions of their proper roles but the teaching/learning circumstances have made this aspiration unrealistic and difficult to achieve in the absence of teachers' ample training, large size classes, poor classroom resources and facilities, pupils reluctance and the inadequate learning environment. In addition to other constraints that include the English language low coefficient and learners' low proficiency level. All such factors deprived pupils from many

opportunities of practising the target language in different contexts and employing efficient cognitive and metacognitive strategies.

3.6. Conclusion

This chapter has been mainly concerned with the analysis of the different data gathered in this investigation in an attempt to find out the relationship between the EFL teaching/learning situation and the problematic guiding the present study. In fact, results obtained from the research instruments have enabled the researcher to draw valuable conclusions concerning EFL teaching/learning in the Algerian context.

The pupils' survey questionnaire has revealed interesting facts about their motivation, attitudes and efforts towards English learning. It has, also, highlighted the learners' degree of reluctance in learning the target language as well as their awareness about using different learning strategies. The EFL teachers' one, conversely, has helped to draw a clear picture of the teachers' perspectives about English teaching and learning as a whole. It has elucidated teachers' methodology and motivational techniques to engage pupils in effective language learning. The classroom based observation has proved to be a quite important tool to compare the previously obtained data to the real setting of the EFL classroom context in giving insights about teachers' field methodology, pupils' real share in the learning situation, their behaviours, interests and motivation as well as the amount of effort they, really, furnish in class.

The data collected from the three research tools confirmed all the research hypotheses namely that the relation between motivation and academic achievement has significant implications for third year secondary school pupils more particularly on their motivational orientations, attitudes and success in foreign language learning, that there are statistically significant differences in the level of language learning, motivational orientations, attitudes towards the target language and academic achievement in relation to gender among third year secondary school pupils and finally that the EFL supportive classroom climate can help in promoting the pupils' motivation, goal orientations and academic success.

CHAPTER FOUR
Recommendations and Pedagogical Implications

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4.1 Introduction

Learners of a foreign language will not be successful unless they are motivated and display positive attitudes towards the target language. The present case study has been conducted to investigate the existing correlation between the two most important social psychological variables: The motivational orientations of the third year secondary school pupils, their attitudes towards learning English along with their academic success in the target language learning. In the light of this important aim, the researcher attempted to find out the most influential factors that lead towards pupils' underachievement in English language learning.

Chapter three has provided a data analysis of two separate questionnaires for third year pupils and their EFL teachers respectively at BENHMED Bekhedda secondary school as well as an analysis of classroom observations. The analysis of the three research tools yielded very interesting results. This chapter first includes a summary of the findings from chapter three then addresses the implications that these findings have on pupils' foreign language learning, the EFL classroom practices and the different teaching methods and strategies employed by their teachers. In general, a set of recommendations that are likely to enhance both secondary school adolescent pupils' learning as well as their EFL teachers' quality of teaching. Finally, the chapter addresses some suggestions for further research.

4.2 Major findings and Discussion

The findings of the study provided sufficient answers to the addressed research questions, as well as a confirmation to the set hypotheses and showed that the third year sample pupils, learning English as a second foreign language at BENHMED Bekhedda secondary school, were both instrumentally and integratively motivated, yet, their instrumental motivation outdid their integrative one particularly for male pupils. In other words, the conclusions, drawn from the questionnaires and the classroom observations in particular, provided evidence that learning English for the sake of mastery and enjoyment of the task had less impact on pupils' English language motivation. Observations and the researcher's personal experience, rather, revealed a more utilitarian interest from the part of the pupils illustrated in a major concern with grades and a preference to facility over serious effort in achieving instant gains out of all the process of learning. In reference to the pupils' attitudes, the findings revealed that the participants had positive attitudes towards English

language learning. Such an interest emerges from their awareness of the worldwide status of English language. With regards to motivation; the participants' responses to the different items of the questionnaires are likely to provide the foundation for some factors that constitute the main reasons for learners' underachievement and lack of motivation to learn

Pupils with higher motivation always achieve greater success in their language learning, while those lacking motivation make no attempts in the process of language learning and often fail to perform well.. If a student lacks motivation, it seems that he/she is unlikely to achieve success no matter who the teacher is or what the curricula are, whereas the highly motivated pupils can succeed in whatever conditions. Therefore, arousing pupils' motivation has become an important part in foreign language teaching. Besides, the consideration of the main socio-psychological factors related to the learners, teachers and learning context will greatly influence the learning situation and play an important role in motivating the learners of English.

In order to make the language learning process a more motivating experience, the coming section proposes to discuss the equally shared responsibilities of the teacher, the learners and the institution in providing a motivating environment and give some suggestions in order to raise pupils' motivation in the EFL classroom.

4.3. Pedagogical Implications

The adopted reforms in the education sector during the past decades raised many important issues to be dealt with in the sake of establishing solid bases for effective teaching and learning. Reaching immediate outcomes is not such an easy task; it is, however, a long-term process that requires setting stable objectives , continuity in the implementation of these objectives and the application of the knowledge gained from the field experience of others to the local context . It, also, requires the contribution of those directly involved in the educational process namely teachers, administrators and counselors. Though they constitute the key factors of change, these agents are rarely involved in important decision making such as new syllabus content choice, methodology or evaluation practices. That is why in reforms teachers and experts should be those who have to adjust and update the teaching-learning materials according to the real challenges of the teaching-learning situation. Besides, the investigated research problem is also deeply rooted in a combination of teaching and learning false assumptions about the teaching / learning of EFL. Clear

illustrations of these assumptions are the teachers' and learners' uncomfortable position towards the target language. Such a 'malaise' is conceptualized in overloaded programmes, the English language low coefficient, teachers' complaints about pupils' underachievement and disinterest, learners lack of awareness of the real objectives behind learning the English language and, above all, inadequate assessment practices. Taking into account all these teaching/learning constraints, teachers should adopt a teaching methodology that is consistent with the EFL teaching / learning requirements in the Algerian context. The need for fundamental solutions to avoid the shortcomings of these stances becomes such an urgent issue to be closely considered through manipulating the three main teaching / learning situation variables: The teacher, the applied teaching methodology and the learner.

4.3.1 Pedagogical implications for teachers

Based on the results of the present study, this section begins by suggesting some implications for EFL teachers and teacher training, in general.

Though the competency based approach is mainly revolving around the learners' role in constructing their own learning, thus minimizing the teacher's role to the extent to be a monitor and motivator in the learning process, evidence shows a contradicting image of the Algerian EFL context where the teacher is still in charge of the whole process and where the learners are passive participators. Here emerges the effective role of teacher training.

4.3.1.1 Teacher Training.

While most recommendations would suggest giving priority to the EFL teachers' teaching methods and strategies to motivate their pupils in the classroom setting, the researcher is quite concerned with the issue of teachers' pre and in-service training for it represents, in his point of view, the main pivot of the application and mastery of the teaching strategies. EFL teachers are highly recommended to expand their roles and responsibilities over time to meet the requirements of each EFL teaching/learning situation. They need to update their professional knowledge and skills to meet their learners' needs. The survey questionnaires and classroom observations, altogether, revealed evidence of the poor training bases of the EFL teachers who still lack adequate theoretical and practical background to deal with adolescent pupils. It is unconceivable to expect EFL teachers to establish appropriate layers to their teacher-student rapport, excel in the application of the proposed (CBA) approach and engage their pupils in an effective language learning experience when

we, deliberately, know that they have never been trained on the different approaches they are supposed to practise in their classrooms. Classroom observations disclosed that the participant English teachers were unwillingly applying the same techniques, methods and strategies just the same way they were taught. They illustrated the image of teachers who stick to traditional methods refusing any attempt to employ modern strategies as such to include the idea of encouraging their pupils to learn the target language for interaction and social reasons instead of focusing solely on the tasks and how to deliver the lesson content. A close observation of the teachers' practices in their EFL classrooms raises several questions: Do teachers understand the current approach they are dealing with? Do they go in line with the modern strategies employed globally? Have they found out their adolescent pupils' interests and goals relating to their curriculum area? The success of any approach depends so much on understanding its major components. Teacher training should include a wide range of information on what motivate pupils, the most, to learn, and how they learn languages through interaction. In this age of global visions and international collaboration, pupils are clearly focusing on social interactions, travel and the use of English in authentic communication. Therefore, teacher training should focalize on how this motivates pupils more than their concern on grades though academic achievement is the fruit of their efforts in learning the target language. Currently, teachers seem to be trained in how to deliver the course, relying on their own behaviour and organization within the classroom, but giving less thought to the idea of the pupils as individuals within a social context with needs and preferences relating to the learning process. Another implication for teacher training is to include more fieldwork as part of teacher training, including receiving regular feedback from the pupils that actually allow the teachers to experience what works well in a real setting rather than a theoretical one. Finally, more experienced teachers should be assigned the mission to mentor and train novice teachers to share their knowledge and experiences with them. Such opportunities may be provided through;

1-English team coordination meetings: The frequent coordination sessions are real opportunities for both experienced and novice teachers to cooperate and collaborate collectively to manage the different issues concerning their curriculum area. They constitute practical sessions to discuss the different matters arising from their everyday interactions with their pupils in term-planned meetings

2-Internal pedagogical sessions (Demonstration lessons): Regular classroom observation of teachers by their colleagues, in prearranged sessions, can be field to fructuous insights about the EFL teachers' real-situation professional development and can provide positive feedback on teaching strategies as well as help to identify weak areas that might need some specific attention. Such peer-observations enable teachers to share ideas, experiences and teaching strategies.

3- Collaborative planning: Many teachers often work in isolation from others .Hence; they fail to reap the benefits of their colleagues' collective expertise. One way to avoid this trap is collaborative planning that can guarantee a better group work and field practice.

4- Workshops and seminars: Regular meetings of the EFL staff, with specialists in the field, in frequent seminars and workshops can always offer opportunities to deal with new updated topics and important issues related to English language teaching. Teachers can seize the occasion to reflect on their own teaching strengths and weaknesses..

5- Project work: Teachers have to be confident enough to be involved in the opportunities to develop projects such as a lesson demonstration, unit/sequence planning, classroom materials, video and other teaching resources to improve and update their language teaching

These opportunities and many others that teachers have certainly experimented will undoubtedly help them to enhance their basic teaching skills.

4.3.1.2 Teacher Motivation

Many articles have been written about student motivation and second language achievement and many models have been proposed to explain the phenomena (eg., Clément,1980; Gardner, 1985 ; MacIntyre, Clément & Noels, 1998 ;Dornyei 2005).Yet, few research considered teacher motivation to help pupils succeed in language learning. The importance of the teacher factor in having a high level of motivation in language teaching cannot be neglected. The success of a teacher in school affects directly the success of his/her learners. Cooper and MacIntyre (1998) underlined the importance of the teacher factor in pupils' achievement. They claimed that the more successful the teacher is in focusing and facilitating effective student calibration, the more effective the teacher will be in facilitating effective language learning.

In the researcher's deep conviction, the job of a teacher does not confine to knowledge transmission or course delivery but rather goes beyond this to reach the learners' goals, interests and expectations. The job of a teacher should not be considered as a source of income only but rather as a vocation and engagement towards the pupils so as to guide their steps in such a competitive world where personal achievement and skills are the key factors to success and promotion. For such an objective, teacher motivation should be raised and maintained the same way as it is pursued for the pupils. A review of relevant psychological theories offers important insights into teacher motivation. First, basic needs have to be met before teachers can be motivated to fulfill their higher-order needs and accomplish self-actualization and professional goal attainment. Second, once the extrinsic basic needs and environmental factors are met, more intrinsic factors will sustain teachers' effort and performance in the long run. These insights, agree with a review of empirical studies on teacher motivation carried out by Save the Children Basic Education International (SCBEI), Spring 2011, that yielded a framework of analysis for teacher motivation. In this framework, eight interconnected categories are said to influence teacher motivation,

(1) **Workload and Challenges:** There are increasing classroom challenges and demands placed on teachers especially in the developing world.

(2) **Remuneration and Incentives:** Teachers' salaries are generally low and irregularly paid

(3) **Recognition and Prestige:** Social respect for teachers has fallen in many countries.

(4) **Accountability:** Teachers often face weak accountability with little support.

(5) **Career Development:** Teaching is frequently a second-choice job with few opportunities for professional development.

(6) **Institutional Environment:** Teachers face unclear, constantly changing policies as well as poor management.

(7) **Voice:** Teachers have rarely real opportunity for input into school management and ministry policy.

(8) **Learning Materials and Facilities:** Teachers have few or poor learning materials and poor facilities. (SCBEI, Spring 2011)

For such a situation, it is, undoubtedly, a complex task to be shared by the teacher, official institutions and community. For crafting strategies to improve teacher motivation, the long-accepted mechanisms for improving quality of education (reducing class size, increasing teacher initial qualifications, more of the same INSET, and increasing salaries) show mixed or depressing results for changing teacher attitudes and improving student learning. Instead, many sources recommend merit awards and creative non-monetary

incentives such as increased opportunities for professional development, enhanced resources and physical conditions of the school, and symbolic rewards. (Michaelowa,2002)

4.3.1.3 Teacher Characteristics

Pupils' responses to the survey questionnaire's items (item 12) revealed that the teacher's characteristics were decisive factors to help initiating, arousing and sustaining student motivation. Such characteristics of EFL teacher's helpfulness; friendliness and enthusiasm engage pupils in effective language learning. Besides, teacher's tolerance, open-mindedness, empathy and compassion make pupils feel warm in their hearts and help to reduce their stress and anxiety. Moreover, teacher's activeness and creativeness is one of the factors that decide the success of the lesson. The active and creative teachers have always vivid and impressive courses that catch pupils' interest to the lesson. All such personal qualities and skills that create a positive classroom atmosphere, acknowledge and stimulate the learners' ideas, provide extensive practice and constructive feedback, and encourage learner self-efficacy. . Feng and Chen (2009) stress the importance of teacher's personality for learning:

An enthusiastic and considerate teacher can offer satisfaction to the learner's extra needs. This helps strengthen the learner's study motivation. On the other hand, a teacher's attitude towards the learner has major influence on the learner's learning. As regards emotional cramming, a teacher's physically and mentally pouring into his teaching, and being filled with affection, will help arouse the learning enthusiasm of the learners. However, if the teacher only works as a "teaching craftsman" and put no emotion into teaching, the classroom will become static to lessen the learning enthusiasm of the learners.

(Feng & Chen,2009: 64)

In a broad sense, all such characteristics that stimulate pupils and increase their motivation to learn. Changes in teachers' perspectives on motivation, teaching strategies, and learning activities, all, result in a more supportive and friendly classroom atmosphere that seem to facilitate effective language learning for pupils.

| Positive Characteristics | Negative Characteristics |
|---|---|
| Understands feelings of pupils | believes that teaching is just a job |
| Communicates clearly | arrives late to school and class on a regular basis |
| Admits mistakes and corrects them immediately | Has classroom discipline problems |
| Thinks about and reflects on practice | Is not sensitive to a student's culture or heritage |
| Displays a sense of humour | Expresses bias (positive or negative) with regard to pupils |
| Dresses appropriately for the position | Works on paperwork during class rather than working with pupils |
| Maintains confidential trust and respect | Has parents complaining about what is going on in the classroom |
| Is structured, yet flexible and spontaneous | Uses inappropriate language |
| Is responsive to situations and pupils' needs | Demeans or ridicules pupils |
| Enjoys teaching and expects pupils to enjoy learning | Exhibits defensive behaviour for no apparent reason |
| Listens attentively to student questions and comments. | Is confrontational with pupils |
| Responds to pupils with respect, even in difficult situations | Lacks conflict resolution skills |
| Communicates high expectations consistently | Does not accept responsibility for what occurs in the classroom |
| Conducts one-on-one conversations with pupils | stereotypes |
| Treats pupils equally and fairly | |
| Has positive dialogue and interactions with pupils outside the classroom | |
| Invests time with single pupils or small groups of pupils outside the classroom | |
| Maintains a professional manner at all times | |
| Addresses pupils by name | |
| Speaks in an appropriate tone and volume | |
| Works actively with pupils | |

Table 4.1: Teachers' Positive and Negative Characteristics (adapted from J Stronge (2004):_ Handbook For Qualities of Effective Teachers)

4.3.1.4 Teacher's performance

Field practice in teaching English as a second foreign language demonstrated that the EFL teacher performance in classroom setting constitutes one of the most influential factors of the pupils' learning. It affects student motivation and is a direct consequence in their success or failure in learning the target language effectively. The teacher performance includes four priority areas: Learner and learning, subject content mastery, instructional practice and professional responsibility.

The modern teaching standards require high teaching performance .They include a focus on 21st century knowledge and skills, personalized learning for diverse learners, a collaborative professional practice, improved assessment literacy and new leadership roles for teachers. They, mainly, describe what teachers should know and be able to do in today's learning context to ensure that pupils attain their learning goals. All such skills are to be performed by the EFL teachers to engage their pupils in an effective learning. Teacher's performance, today, requires the knowledge of the (1) **Learner development** :EFL teachers have to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within the cognitive, linguistic, social, emotional, and physical areas. They, also, have to design appropriate and challenging learning experiences. (2) **Learning differences**: The teachers have to use understanding of individual differences and diverse learning styles to ensure inclusive learning environments that enable each learner to meet high standards. (3) **Learning Environments**: Teachers are to collaborate with their learners to create a student-centered environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation. (4) **Content knowledge**: The teachers have to master the fundamental concepts, tools of inquiry, and structures of the English subject discipline .They teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure an adequate mastery of the content. (5): **Application of content**: The teachers understand how to connect concepts and use different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Such knowledge requires of the EFL teachers to apply: (6) **Instructional planning** where they effectively plan using the approved curriculum, instructional strategies, resources, and data to meet the needs of all pupils, (7) **Instructional delivery** in which the teachers engage pupils in learning through the efficient use of a variety of instructional strategies in order to meet individual learning needs. (8) **Assessment**

for and of learning where EFL teachers systematically gather , analyze , and use relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to their pupils, (9) **Professional learning and ethical practice**: The teachers engage in on-going professional learning and use evidence to continually evaluate their practices, particularly the effects of their choices and actions on learners and adapt practice to meet the needs of each learner. Finally, (10) **Leadership and Collaboration**: Such a standard requires from EFL teachers to seek appropriate leadership roles and opportunities to take responsibility for pupils' learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession (The Interstate New Teacher Assessment and Support Consortium (INTASC) , 1992)

Effective EFL teachers possess a range of skills that they employ in classroom setting to motivate and engage their pupils in active language learning. They are :

- Pedagogical skill to implement teaching strategies...and pedagogical content knowledge
- Reflective skills to analyze and act of teacher-generated data
- Communication and collaboration skills to build relationships
- Management skills to arrange successful learning environments.

4. 3.1.5 Teaching Methods and Strategies

Laying the bases for an effective EFL teacher through an adequate teacher training and specifying the major teachers' characteristics and performance lead to the good choice of quite efficient teaching methods and strategies that are likely to enhance pupils' learning of the target language and raise their motivation for academic achievement.

The teachers' teaching methodology encloses all efficient ways to deliver a proper instruction, reach pupils' interest and raise their motivation to engage in task completion .The success of such methodology is closely tied to the extent of effectiveness it may bring to classroom practices .In this respect, Allwright and Bailey (1996) noted “...**Method does matter... but only to the extent that it makes a real difference to what actually happens in the classroom**” (Allwright & Bailey, 1996:105). According to language teaching specialists, teachers' methodology is the set of prescriptions that are most of the time translated into classroom practices. They include the planning for various practical classroom procedures. Obviously, a good method can be very beneficial to learners, if it is made best to fit their various needs and expectations, Thus, in language teaching, EFL teachers are required to

accommodate their own teaching methodology in a manner to make their pupils find way in their teaching .

The choice among the various language methods considers a real challenge to the teachers. Classroom observations revealed that sticking to one teaching method proved to be inefficient. Experience in the field demonstrated that eclecticism is the most adequate strategy to be employed by teachers in the field of language teaching. Teaching theories primarily fall into two categories;

- **Teacher-centered Approach:** Teachers are the main authority figure in this model. Pupils are viewed as ‘empty minds’ whose primary role is to passively receive information through lectures and direct instruction with an end goal of testing and assessment. Such a figure was clearly illustrated by the EFL teachers’ responses to the survey questionnaire (item 1) where 60% of the teachers, that is 3 out of 5 teachers, said that their ultimate objective from teaching English, to the third year pupils, was to prepare them to the different term assessments and the final exam. Evidence supporting the findings was the classroom observation that confirmed the results. The majority of teachers observed during the different sessions applied the teacher-centred approach. It is the primary role of teachers to transmit knowledge to their pupils but to the limit that it does not affect their autonomy and free participation in the different classroom assignments.
- **Student-centered Approach:** Both the teacher and pupils play an equally active role in the learning process. The teacher’s primary role is to guide and facilitate student learning and overall comprehension. Student learning is continuously measured during teacher instruction.

4.3.1.6 Teacher’s Role and Teaching Styles

To reach a better understanding of these approaches, it is important to discuss what is generally understood from the three main teaching styles in educational pedagogy: Direct instruction, inquiry-based learning and cooperative learning. Through these three teaching methods, EFL teachers can gain a better understanding of how to manage their classroom, implement instruction and connect with their pupils. Within each of these three main teaching styles are teaching roles or models. Theorist Grasha explains the five main teaching models in her publication: ‘Teaching with Style’ (1996): Expert, formal authority, personal model, facilitator and delegator. To gain a better understanding of the fundamentals

of each teaching style, it is best to view them through: Direct instruction, inquiry-based learning, and cooperative teaching.

- **Direct Instruction:** It is the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations. It is the primary teaching strategy under the teacher-centred approach where the teachers are the supplier of knowledge and information. Direct instruction is effective in teaching basic and fundamental skills of the language across all content areas.
- **Inquiry-Based Learning:** It is a teaching method that focuses on student investigation and hands-on learning. In this method, the teacher's primary role is that of a facilitator, providing guidance and support for pupils through the learning process. Inquiry-based learning falls under the student-centred approach, in that pupils play an active and participatory role in their own learning process.
- **Cooperative Learning:** It refers to a method of teaching and classroom management that emphasizes group work and a strong sense of community. This model fosters pupils' academic and social growth and includes teaching techniques such as 'Think, pair, share' reciprocal teaching. Cooperative learning falls under the student-centred approach because learners are placed in responsibility of their learning and development. This method focuses on the belief that pupils learn best when working with and learning from their peers. (Grasha 1996)

In order to identify their personal teaching style, it is important for EFL teachers to acknowledge their personal values towards education and how pupils learn. Research has confirmed the highly significant role that the language teacher can play in all the stages of learners' motivational process. Effective language teachers not only recognize, foster and maintain learner motivation but also take the nature of teacher-student interaction into consideration, Gilakjani (2012). Grasha (1996) defines teaching style as a multidimensional construct that represents a pattern of needs, beliefs and behaviours that teachers demonstrate in their classrooms. Grasha (1996) argues that there are five teaching styles: formal authority approach, demonstrator approach, facilitator approach, delegator approach and expert approach.

Teachers who adopt the formal authority teaching style prefer to use structured teaching, focus on rules and expectations for learners and supervise learners according to standard practices. In the demonstrator teaching style, teachers teach by personal example. In other words, teachers suggest prototypes of behaviours and expect learners to observe and to

imitate the illustrated methods. The formal authority and demonstrator teaching approaches are considered to be teacher-centered and result in learners who are typically quite passive in their studies. In contrast, the facilitator and delegator teaching styles provide learners with more active learning roles. To be specific, facilitator teaching style emphasizes on the nature of teaching-learning relationship, provides guidance with options to explore. The goal of this teaching style is to promote learner initiative, flexibility, responsibility and independence. The delegator teaching style aims to develop the learners' ability to act autonomously. Learners are encouraged to take initiative and responsibility in solving tasks with the teacher assisting when needed and functioning as an information resource for the learners. As a consequence, the facilitator and delegator teaching styles are considered to be learner-centred approaches. (Grasha 1996).

4.3.2 Pedagogical Implications for Learners

Pupils, being the central concern of all the teaching/learning process, have to adapt to the standard norms of the 21st century requirements. The learners find themselves in a situation where they are asked to master the international communication medium, display high digital literacy, master important skills such as the spirit of challenge, competition and collaboration and above all develop a high sense of critical thinking potential. The next section suggests the pedagogical implications of the study's major findings on EFL pupils' motivation and academic performance.

4.3.2.1 Student Motivation

The present study proposed to investigate third year secondary school pupils' motivation for EFL learning. The results from the survey questionnaire showed a balance between both motivational orientations. Furthermore, as far as the learners' key motivating factors are concerned, the respondents' reaction to the questionnaire's items may provide firm basis for factors that can enhance their motivation. The desire to learn English proves to be an influential factor in this regard. One of the main goals of the ministry of education is to have Algerian pupils acquire an adequate level of proficiency in foreign language learning, English, here, being the target language. The responses provided by the pupils indicated that they had a high desire to learn English, besides, an acceptable amount of effort that is likely to guarantee the pupils' success in learning English. Another factor reported to be decisive was the learners' positive attitudes towards ELL. The findings reported that pupils believed

that English is very important and they needed to learn it for both instrumental and integrative reasons. Since high motivation combined to positive attitude, strong desire to learn and effort to achieve success attribute to the process of learning language, pupils are recommended to change their perceptions to school and learning. They have to alter their false assumption about their teachers' making the most of their learning. Pupils have to conceive that their role, in the EFL classroom, does not consist in being passive listeners who have no choice or voice in the classroom but rather active agents in their learning process. EFL learners have to be conscious that there are two important parts to motivation:

- Who they are doing it for. (For themselves or others: parents or teachers)
- What they are doing it for.(To gain benefits or avoid unpleasantness).

They have to model their learning according to their motivational orientation. They are required to set definite objectives from their language learning, build in some fun and pleasure through/with language, control their feelings and behaviours and interact positively with their teachers and peers as to constitute basis for a successful collaborative learning community . Pupils tend to be most successful when they work towards positive outcomes

4. 3.2.2 Motivation and EFL Learners' Characteristics

Succeeding in foreign language learning is undoubtedly closely linked to pupils' motivation, attitudes, desire and effort .Yet, all such factors would prove insufficient if the EFL learners do not develop such characteristics of the good language learner.

Rubin (1975) suggested that a good language learner...

- is a willing and accurate learner
- has a strong drive to communicate
- is often uninhibited, and engages in situations where he/she has to participate communicatively.
- focus on form by looking for patterns and analyzing;
- take advantage of all practice opportunities;
- tries to get a message across even if specific language knowledge is lacking
- is willing to make mistakes
- constantly looks for patterns in the language
- practises as often as possible
- analyzes his/her own speech and the speech of others
- attends to whether his/her performance meets the standards he/ she has learned

- enjoys language activities
- begins learning in childhood
- has good academic skills
- has a good self-image and lots of confidence
- makes best use of learning opportunities in and out of the classroom

Such characteristics are not innate in pupils. They have to be acquired and developed in a long process. Though the sample pupils, engaged in the study, showed certain enthusiasm for English learning and revealed the presence of distinctive motivational orientations, desire and effort in regards of ELL, classroom observations disclosed contradictory evidence. The third year pupils presented no signs for the good language learner on a practical field. Blame would not occur only on them. It is a whole system that is engaged in such a situation. The next sections provide some highlights of factors promoting such characteristics.

4.3.2.3 Motivation and Learner Autonomy

Recently, in a number of books, international conferences and academic journals, learner autonomy has become one of the most up-to-date topics in the language learning process. Holec (1981) defines learner autonomy as the *“ability to take charge of one’s own learning”, noting that this ability “is not inborn but must be acquired either by ‘natural’ means or by formal learning, i.e. in a systematic, deliberate way”, and pointing out that “To take charge of one’s learning is to have the responsibility for all the decisions concerning all aspects of this learning. ”* (Holec,1981:3). Research has shown that motivation is related to whether or not pupils have opportunities to be autonomous and to make important academic choices. Having choices allows them to feel that they have control over their own learning. In this concern, Petty (2009) notes:

...learning is not something done to pupils, but something pupils do to themselves. But many pupils...seem genuinely to believe that in order to learn, all they need to do is attend classes and carry out the activities more or less willingly. Then they expect learning will follow automatically.

(Petty, 2009: 56-57)

Findings from classroom observations stressed the pupils’ beliefs and attitudes towards responsibility over the learning process and decisions in the classroom .They revealed that the third year secondary school pupils are not ready to be autonomous and,

therefore, to handle their own learning .They still conceive the whole process to be teachers' duty. Such a belief cannot change in the course of one year. It is deeply rooted in the mind of the learners .Its origins find root in their own familial and social environment, culture, customs and traditions. Unfortunately, this belief is not changed, later, when children access school but rather is reinforced through the teachers' practices and behaviours all along the pupils' learning process. The recent educational reforms, characterized by the field application of the CBA approach, find no clear representation in the EFL classroom. It goes without saying, of course, that this shift of responsibility from teachers to learners does not exist in a real field .Changes in the curriculum itself towards a more learner-centred approach of learning is far away from practice in our EFL classrooms. It is unrealistic to claim a quick change in the situation. Yet, it is always recommendable to direct the pupils' attention to some characteristics of the autonomous learners who :

- show responsibility for their own learning
- show initiative
- are able to monitor and evaluate their own learning
- are reflective and show 'high' levels of metacognition
- are self-aware in relation to their own learning
- are intrinsically motivated
- are life-long learners
- can manage and regulate their own learning
- are adept at taking/making decisions
- are meaning makers
- are risk takers
- have specific skills and strategies for managing their learning
- are adaptable and flexible in their approach to learning
- are pro-active
- are critical and analytical thinkers
- are good at filtering and selecting the information they need
- can take constructive criticism

4.3.2.4 Motivation, Goal-Setting and Pupils' Performance

Having language learning goals is one of the key strategies that successful language learners have. Perhaps, the biggest obstacle to learning is the lack of a clear goal. Goal

setting, in education, can affect pupils’ learning and performance for they go hand in hand with motivation. A goal is an objective and motivation is a key factor in attaining that objective. In a classroom setting, a goal involves attaining a suitable level of proficiency in the language learning, improving linguistic skills and achieving high performance. In some classes, many, if not most, pupils do not understand why they are involved in an activity. It may be the case that the goal is set from an external source either by the teacher or the curriculum. Thus, it would seem beneficial if the learners have a clear idea of their goals right from the beginning of the school year to increase their goal-orientedness.

| SMART Goals | Practical steps |
|-------------------------------|--|
| Specific | Pupils should make their goals clear then create practical steps for that. They should note down any inhibitors that could stop them from reaching the desired level of English. If they are not sure then they can seek help from their parents, counsellors or teachers. |
| Measurable | Pupils should think carefully about how to measure and monitor their progress and decide on the best strategies for that. |
| Attainable | Pupils have to be honest with themselves. They can use real models and get closer. They should think about what is realistically attainable for them. By breaking the tasks down into smaller chunks they can set an achievable study programme. Small steps that they can achieve well are better than large aims that are too time-consuming |
| Realistic/ Responsible | It is realistic to ask for help if help is needed . Then part of the responsibility can be shared with teachers or the learning group . |
| Time-bound | Setting time limits helps pupils to plan |

Table 4.2: Pupils’ SMART Goals

Pupils’ achievement goals are what best explain their cognitions, behaviours, and motivation in learning (Urdu & Maehr, 1995), Two major goal orientations have been identified that function in an achievement situation: mastery goal orientation and performance goal orientation (Ames, 1992) .In particular, pupils with mastery goal orientation focus upon the task, and prefer situations where they can develop new skills and knowledge. On the other hand, pupils with performance goal orientation focus upon the self, and prefer situations where they can demonstrate their ability and

compare it with their peers. (Pintrich , 2000). Pupils' responses to the survey questionnaire's items along with the classroom observations confirmed the researcher's assumption that very few pupils conceive mastery goals and the great majority of them lean towards performance and performance-avoidance goals. Observations stressed the pupils' preference to facility over all challenging situations that require from them more effort and engagement in task completion. Many language learners do a lot of practice but do not seem to make any improvements. One reason for that is that they are missing commitment that comes from the goals they set for themselves. It is important to say that these goals need to be in line with what they perceive to be most significant for their learning. It is essential for pupils to bear in mind that:

- Ideal goal-setting should occur at the beginning of the year and be a collaborative effort between pupils and their teachers.
- Before pupils begin goal-setting, they should decide for their reasons for learning English
- Reflection is the key to establish these goals. Pupils need to reflect in order to set goals that will intrinsically motivate them to achieve.
- Successful student goal-setting must translate into action.

One way for pupils to keep motivated is to set targets for their language learning just as they would do for any other process. Setting SMART goals leads them, inevitably, to achieve high academic performance .Here is a look at how that can be translated into English language learning

Setting goals that are SMART, being honest and then stick to the plan will get pupils well on their way to reaching success

4.3.2.5 Motivation and Learning Strategies

Learning strategies are “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information... [they are] specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990: 8). They can be both behavioural and mental. It has been the primary concern of the educational researchers dealing with the area of foreign language learning to investigate the processes involved during learning. Cohen (1998: 4) specifies that language learning strategies are *“those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language”*. Learner's choice of learning strategies is seen as influenced by both individual learner differences and situational/social factors. Three broad types of strategies have been identified:

4.3.2.5.1. Cognitive strategies

Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Some of these strategies are:

- Repetition: Imitating other people's speech overtly or silently;
- Resourcing: Making use of language materials such as dictionaries;
- Directed Physical Response: Responding physically as with directives.
- Translation: Using the first language as a basis for understanding and/or producing the language.
- Grouping: Organizing learning on the basis of common attributes.
- Note-taking: Writing down the gist of texts the substance or general meaning of a speech or text.
- Deduction: Conscious application of rules to processing the language.
- Recombination: Putting together smaller meaningful elements into new wholes.
- Imagery: Visualizing information for memory storage;
- Auditory Representation: Keeping a sound or sound sequence in the mind.
- Key Word: Using key word memory techniques, such as identifying an English word with an L1 word that it sounds like.
- Contextualization: Placing a word or phrase in a meaningful language sequence.
- Elaboration: Relating new information to other concepts in memory.
- Transfer: Using previous knowledge to help language learning.
- Inferencing: Guessing meanings by using available information.
- Question for Clarification: Asking a teacher or native speaker for explanation or help.

4.3.2.5.2. Metacognitive strategies

Metacognitive strategies are skills used for planning, monitoring, and evaluating the learning activity .They are strategies about learning rather than learning strategies themselves . The following are some of the metacognitive strategies:

- Advance Organizers: Planning the learning activity in advance.
- Directed Attention: Deciding to concentrate on general aspects of a learning task.
- Selective Attention: Deciding to pay attention to specific parts of the language input or the situation that will help learning.
- Self-management: Trying to arrange the appropriate conditions for learning;
- Advance Preparation: Planning the linguistic components for a forthcoming language task.
- Self-monitoring: Checking one's performance as one speaks.

- Delayed Production: Deliberately postponing speaking so that one may learn by listening.
- Self-evaluation: Checking how well one is doing against one's own standards.
- Self-reinforcement: Giving oneself rewards for success.

4.3.2.5.3. Social and affective strategies

Social and affective strategies involve interacting with another person to assist learning or using control to assist a learning task. These strategies are:

- Questioning for Clarification: Asking for explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task, posing questions to the self.
- Cooperation: Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
- Self-talk: Reducing anxiety by using mental techniques that make one feel competent to do the learning task.

Pupils' responses to the questionnaire's items and classroom observations revealed the absence of such strategies in EFL classrooms. An interpretation of the results leads to the conclusion that our EFL learners are unable to put forward efficient language learning strategies and even are not trained to do so, simply, because they perceive the learning process to be the teacher's responsibility. It is the teacher's duty to plan, prepare for instruction, evaluate and tell pupils what to do.

Developing skills in these three areas cannot happen without a prior training delivered by EFL teachers to help their learners adopt and adapt these learning strategies in a way that can help them build up learner independence and autonomy whereby they can take control over their own learning

4.4 Motivational Strategies

Motivational strategies can refer to instructional interventions deliberately applied by the teacher to elicit and stimulate student motivation. According to Dörnyei (2001: 28), *“motivational strategies are techniques that promote the individual's goal-related behaviour”*. They refer to *“those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect”*. The following motivational strategies belong to Dörnyei's L2 motivational strategies framework. His model for a motivational L2 teaching practice comprises four main dimensions::

- **Creating the basic motivational conditions**, namely, laying the foundations of motivation through establishing a good teacher-student rapport, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms.
- **Generating initial motivation**, that is, ‘whetting the pupils’ appetite’ by using strategies designed to develop positive attitudes towards the language course and language learning in general, and to increase the learners’ expectancy of success.
- **Maintaining and protecting motivation** through promoting situation-specific task motivation (e.g., by designing stimulating, enjoyable, and relevant tasks), by providing learners with experiences of success, by allowing them to maintain a positive social image even during the often face-threatening task of having to communicate with a severely limited language code, and finally, by promoting learner autonomy.
- **Encouraging positive retrospective self-evaluation** through the promotion of adaptive attributions and the provision of effective and encouraging feedback, as well as by increasing learner satisfaction and by offering grades in a motivational manner.

(Dörnyei (2001 : 29)

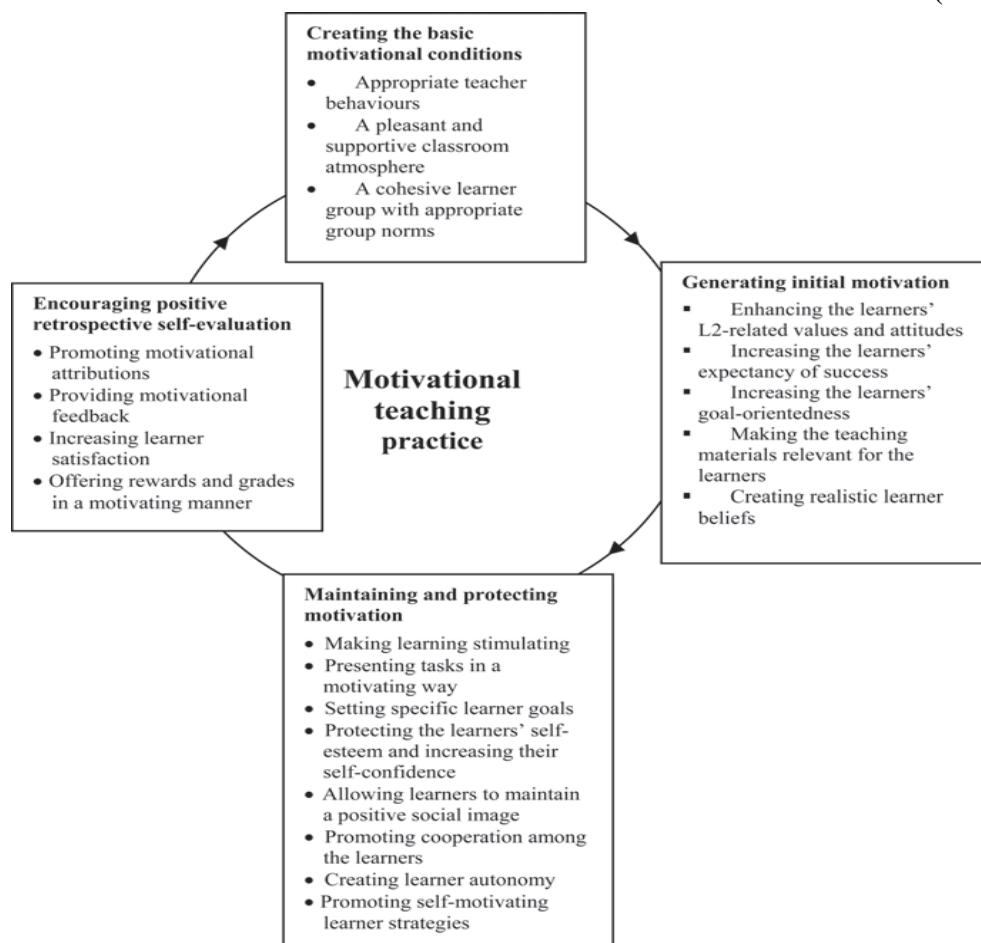


Figure 4.1: The Components of a Motivational L2 Teaching Practice (Dörnyei (2001 : 29)

Motivational strategies exert a positive effect on pupils' learning of English and at the same time increase their achievement. The list of motivational practices in the field of language learning is endless. These are, in the researcher's view, some of the most important ones. They are dictated, mostly, by the pupils' and teachers' responses to the survey questionnaires as well as those findings collected from classroom observations:

4.4.1 Interacting with Adolescent Pupils

A major skill that the EFL teachers should develop before all attempts to enhance their adolescent pupils' motivation and English language learning success is their ability to understand and realize who they are dealing with. In the researcher personal view based on long years of teaching secondary school adolescent pupils, all motivational strategies would prove to be inefficient if the EFL teachers fail to link positive and warm rapports with their adolescent language learners. Teaching English to teenagers is not an easy task. This age group has peculiar characteristics that teachers constantly need to take into consideration because adolescence is a period when motivation for schooling typically decreases due, in part, to a combination of factors including changes to interpersonal relationships, increased social commitments, the widening and deepening of interests in extra-curricular activities, higher expectations placed on them by others, school learning and the school environment being increasingly perceived as irrelevant (Effeney, Carroll, & Bahr, 2013; Péter-Szarka, 2012).Therefore EFL teachers are highly recommended to consider the dimensions of motivation , ranging from age, gender, task types, classroom environment, teaching-learning strategies to learners' achievement needs and self-confidence (Sung & Tsai, 2014) . A Major concern should be the EFL teachers' concern and assimilation of all factors influencing motivation that include (1) *motivation and personal variables* (e.g., the degree of confidence, personal motives, peers' judgments, self-efficacy, mastery or performance orientation) and (2) *attitudes and motivation* (e.g., social attitudes, educational attitudes, gender difference) On the same line, Andrew Martin (2007) identified correlations between learners' enjoyment of school, educational aspirations and class participation and learning motivation. In addition, high-quality interpersonal relationships in learners' lives (e.g., student-level action, school-level action, teacher- and classroom-level action) make significant contribution to their academic motivation, engagement and achievement (Martin & Dowson, 2009). For such an objective, the EFL teachers are recommended to learn more about their learners, understand their changing moods and unusual behaviours .All that

adolescent pupils require from the teacher is a certain amount of autonomy, freedom of choice, trust, guidance and understanding.

4.4.2 Promoting Pupils' Internal Factors

The EFL teachers should know their pupils' interest and expectation in learning English. Classroom observations have revealed a gap between teachers' teaching methods and pupils' needs such as the activities teachers preferred to apply but pupils did not like, the topic teachers enjoyed to talk about that the pupils were not fond of. Most pupils learn English because it is a school requirement not for their own enjoyment. Therefore, teachers should maintain a balance between both extrinsic and intrinsic motivation, giving their main priority to help the pupils achieve intrinsic learning through time. For instrumentally oriented pupils, EFL teachers can engage in friendly talks with pupils to discuss about how each task helps them to achieve their short-term and long-term goals. For the intrinsically motivated pupils, teachers can vary activities, tasks and materials to increase their interest level, providing them with reference materials and extra-curricular assignments that help to raise their proficiency levels.

Self-confidence determines the amount of effort and time pupils can spend and the persistence they can display in the process of learning, so it is important for teachers to increase pupils' self-confidence in learning English. Teachers should make pupils believe that English competence is changeable and controllable as long as they exert enough effort in learning. EFL teachers should communicate high expectations to their pupils as to make them experience success regularly and emphasize what pupils do rather than what they cannot do. Teachers' frequent praise and encouragement can enhance pupils' confidence and reduce their anxiety. Making use of learners' strengths can create in pupils the internal desire to learn.

4.4.3. Setting up a Co-operative Atmosphere in Class

A tense classroom atmosphere arouses pupils' anxiety that hinders their motivation and effectiveness in learning English while a co-operative classroom atmosphere helps pupils to express their opinions, develop their strengths, reduce their weakness and makes them feel at ease to interact without any fear of making mistakes or from peers' negative reactions. Teachers, thus, should build a warm environment in which teachers and pupils have clear rapports and close relationships. In such an atmosphere the EFL teachers will not

only play the role of the facilitator of pupils' learning, the manager of classroom activities, the advisor to pupils' choices and the controller of their performance but also work as the 'co-communicator' to engage in the communicative activities along with the pupils.

In order to improve the affective climate of the EFL learning environment, teachers should:

- encourage and support pupils at all times especially when they are struggling or lacking confidence in certain areas.
- be energetic and enthusiastic about what they do.
- create a stress-reduced atmosphere where pupils are not afraid of making mistakes and are encouraged to take risks.
- avoid tension-causing strategies such as surprise quizzes, overly competitive activities, and peer confrontation activities or error correcting in a negative accusatory tone.
- allow pupils to take opportunities to talk about themselves, their interests, and their culture.
- provide opportunities for interaction in the target language in and outside the language learning environment.
- encourage goal setting and a sense of continuous commitment to the language learning task through meaningful, relevant and authentic language learning activities.
- create, through the presentation of attainable goals and reasonable challenges, a learning environment with positive expectations for success.
- recognize the "little successes", improvements and progress of all pupils both individually and with the entire group.

4.4.4 Varying Activities

EFL teachers should stimulate pupils' learning by providing them with a variety of activities involving pupils in pair and group work. Such grouping strategies are thought to be very useful and help teachers reduce boredom and tiredness among pupils. In the large size classes, establishing routines for pair work and group work activities can help teachers to, easily, control and monitor pupils' progress. Each student has an opportunity to take part in the learning process. In mixed - ability classes, streaming strategies can give pupils opportunities to share ideas and structures with others. The less proficient pupils can get support from the more proficient ones. Besides, teachers can encourage pupils to break their silence in class by assigning roles to them or having them choose their management

responsibilities when they work in groups: The roles that pupils keep can be the time-keeper, the note-taker and the reporter to the entire class at the end of the group work. Assigning different roles to all of the pupils, in groups, can help teachers encourage more opportunities for balanced interaction and participation turns. Moreover, for impulsive and reflective learners, working in groups or pairs will be very effective. The reflective pupils have time to plan their ideas and think carefully before they speak. The impulsive, in contrast, have time to focus on the accuracy of their answers. They can check mistakes and get feedback from others.

Making frequent use of games and visual aids can help learners reduce stress. The teachers can employ games in any stage of the lesson; however, it is thought that games bring more benefits if introduced in the pre or post lesson stage. Visual aids are believed to create enjoyable and motivating learning atmospheres, stimulate and sustain pupils' interest during the lesson. Visual aids, therefore, should be exploited in any stages of the lesson,

Discussions, storytelling, interview, picture description, quizzes, ranking activities are all such tasks that get rid of boredom and change from 'ritual tasks' that decrease pupils' motivation and interest to learn.

4.4.5 Managing Interaction and Participation Turns in Class

Many pupils, in class, are quite often hesitant or anxious about using the target language. Some others usually tend to dominate classroom interactions. Teachers, therefore, should balance pupils' interaction turns to achieve pupils' 'fair share' of the talk time. Teachers should lengthen their wait- time for pupils. The hesitant learners, then, have time to think carefully and make sure that their answers are correct. Besides, teachers should assign responsibilities such various as note- takers, scorekeepers... to keep pupils involved in tasks. Some hesitant learners have to be elicited, by the teacher, to engage in the course and, thus, making an end to their hesitation, anxiety and laziness and create the opportunity for all pupils to participate in the course. Teachers, furthermore, should accept a variety of pupils' answers. Some pupils often feel anxious and deceived if their answers are not accepted by teachers. Negative comments from teachers can demotivate them and decrease their participation in the classroom. Teachers' praise at the right time is often useful. It encourages pupils' enthusiasm and achievement in learning and makes pupils more confident in their own abilities.

4.4.6 Adapting the Textbook and Relevant Materials

Though ‘New prospects’ textbook is considered suitable, reasonable, authentic in content and up-to-date in information, added materials for teaching and learning is surely necessary. Teachers should adapt the textbook to the pupils needs and provide alternative materials to keep the pupils’ curiosity and interest. Added to that, teachers should elicit pupils to find out some related materials from external sources rather than their textbook and before each lesson to make sure that all pupils get familiar with the topic chosen for the course.

4.4.7 Recognizing the Potential Value of Available School Facilities and the Internet

Most teachers are faced with poor facilities in teaching. The ‘formal lecture’ lessons lead to boredom. Teachers should take full advantages of the available facilities of the school and overcome obstacles and difficulties with teaching in poor facility environments. A lesson can be successfully delivered with the simplest form of facilities such as a photo, a picture, or a recorded text. Teachers can employ more sophisticated tools to motivate pupils through a projector, data show making use of tons of written, audio and video materials from the internet. Teachers can make the lesson more interesting and interactive with lively materials from: the web that can replace the inexistent language labs and internet connections at school library. The EFL teachers can, also, guide pupils learning out of the classroom context through useful websites and links that are specially delivered for educational purposes. Teachers can encourage pupils to see the usefulness of such resources to train themselves and improve their levels of proficiency. There exists only one restriction to that use of ICT materials is that EFL teachers are to, closely, check such means and make sure they adapt to classroom use and local context.

4.4.8 Promoting Learner Autonomy

As being clearly stated previously, learner autonomy represents a real matter of concern and challenge for both the learner and the teacher who struggles to transmit knowledge in an atmosphere where the learners are totally dependent on the teacher’s methods, strategies, instruction and evaluation. Therefore, the EFL teachers should

- talk to pupils about autonomy and its value
- encourage pupils to engage in autonomous behaviours

- involve pupils in a continuous quest for good learning strategies that are shared, discussed, analyzed and evaluated with the whole class
- help pupils to set their own learning goals and choose their own learning activities.
- require them to identify individual goals but pursue them through collaborative work in small groups.
- require pupils to keep a written record of their learning: plans of lessons and projects, lists of useful vocabulary, whatever essays they, themselves, produce.
- engage them in regular evaluation of their progress as individual learners and as a class group
- promote co-operative and peer learning wherever possible.
- encourage them to be more responsible about what they do in class.
- elicit them to engage in independent learning projects.
- promote peer assessments of pupils' work at classroom level.

4.4.9 Strategy Training

Language learning strategies, being specific actions and techniques, facilitate the learning of the target language by the language learner. Factors such as age, gender, personality, motivation, self-concept, learning style, excitement and anxiety affect the way in which language learners learn the target language. It is not reasonable to support the idea that all language learners should be trained in using and developing the same strategies to become successful learners. The EFL teachers aiming at training their pupils in using language learning strategies should:

- conceive a broad knowledge about the pupils, their interests, motivational orientations, attitudes, individual differences, gender and learning styles.
- be familiar with language learning strategies.
- provide a wide range of learning strategies in order to meet the needs and expectations of pupils .
- woven learning strategies into regular classroom activities rather than present them as a separate strategy course
- activate pupils' prior knowledge in order to build new material on what they already know.
- teach pupils how they can use their own resources to learn most effectively study their own teaching method and overall classroom practices and link them to the pupils' real needs. .

- analyze the impact of their teaching on pupils' ability to use a variety of learning styles and strategies.
- create a meaningful context for strategy training and practice.

4.5 Scope and Limitations of the Study

The scope of the study focuses on the correlation between motivation orientations (instrumental and integrative) , attitudes of third year secondary school pupils towards learning the target language and their academic success in learning the language

There were a number of limitations to the current study that should be highlighted so as to avoid any over generalizations and misinterpretations of the results. The first limitation relates to the respondents of this study who were limited to the surveyed sample of the third year pupils at BENHMED Bekhedda secondary school in Zemmora and their EFL teachers within the limited time of the school year 2014- 2015. The sample was constituted of (35) male and female secondary pupils from a scientific stream and five EFL teachers. The second limitation relates to the factors that affect pupils' academic motivation and achievement in English language learning that were limited to the surveyed members of the sample and the study's variables namely motivational orientations, attitudes, gender differences and classroom climate. The third one relates to the types of instruments used in the study that were limited to only two tools namely the survey questionnaires and classroom observations. Another limitation to the study was the validity and reliability of the performance of pupils in the area of educational assessment and the degree of their honesty in dealing with the different items of the questionnaire's items. Finally, the pedagogical implications of this study are limited to participants' responses.

4.6 Suggestions for Future Research

This study samples a sparsely researched area of English language learning in an Algerian context. To achieve a more detailed study on this issue and a more complete coverage of the area, more research needs to be done. Future research needs to include larger numbers of participants, and adopt interviewing techniques as a support to the questionnaires' and classroom observations' data. Also, it could be useful to include teachers' observation of student classroom behaviour and homework results in future research dealing with student motivation. An analysis of different assessment results of pupils, in longitudinal studies, could, also, be useful in giving further insight into pupils'

motivation towards the subject. Similarly, the issue could be examined from multiple perspectives, from the pupils, from their teachers and even their families and social environment.

The inclusion of these sources of data in future research of pupils' motivation towards learning English in classroom setting would enable a fuller picture to be gained.

4.7 Conclusion

This chapter has been mainly concerned with the analysis of the different data gathered in this investigation. It has, also, been a serious attempt to lay a firm basis for providing some pedagogical implications that could be of great help to both English teachers and their learners in perceiving their new roles in the teaching/learning situation.

Many factors have been recorded to have caused the teaching and the learning of the target language 'malaise' in our EFL classrooms. Therefore, a number of suggestions and recommendations have been set to enhance the target language teaching and learning.

This chapter has, also, drawn attention to both the teachers' and their learners' need for an urgent adjustment to meet the requirements of the globalized era that has swept away all conceived perceptions of teaching and learning. This cannot be attained without an adequate teacher and learner training. Indeed, reflections on the job of teaching and the need for teacher development are the wise ways to lead learners to be conscious of their needs and keep record of their academic performance to cope with their learning requirements.

For such an eventual objective, the EFL teachers were highly recommended to take in charge their own development and improve their teaching strategies taking into account their learners' individual differences and needs as well as create the collaborative learning environment that helps to establish warm teacher-learners rapports and encourage pupils to increase their interest in the target language,

Learners, being the central characters of the teaching /learning situation were insistently. required to engage and take part in their learning process. The present chapter recommended learners' to keep on collaborative learning, making use of the different learning strategies that are undeniable key factors to autonomous learning. Thus, eliciting learners to improve their personal characteristics, set clear achievement goals, adopt an autonomous behaviour and participate actively in their learning would enable them to achieve both integrative and instrumental aims from language learning, as well as attain academic success .

Chapter Four ————— Recommendations and Pedagogical Implications

Finally, the researcher hopes these pedagogical implications and recommendations would meet both EFL teachers' and learners' expectations to perform the major parts of their respective roles and attain an adequate level of proficiency and entrepreneurship.

GENERAL CONCLUSION

General Conclusion

It is indisputable that motivation plays an important role in English language learning. Thus, the present case study aimed at investigating the third year secondary school pupils' motivational orientations, attitudes towards EFL learning and its correlation to their academic attainment. It sought, also, to research the influence of such variables as gender differences and classroom climate on pupils' motivation and achievement in an attempt to explain the reasons behind adolescent pupils' low level of motivation, disinterest from school and learning as well as their poor performance in the field of EFL learning. The study was equally targeted towards providing some suitable suggestions to raise learners' motivation and, thus, improve their academic success.

In a trial to seek answers to the study's enquiry, three hypotheses were formulated to explore the issue that has been dealt with in four interrelated chapters.

Chapter one provided a description of the current learning situation of the sample adolescent pupils and some of its related issues. Besides, it explored the concepts of adolescents' motivation and academic achievement during their final year of the secondary education. It incorporated a brief explanation of the period of adolescence as well as an overview of the adolescent learners and their perception of school and learning in general and EFL learning in particular. The chapter included a description of the English subject in the third year secondary school syllabus, the organization of the 'New prospects' textbook and the possible factors causing EFL failure in the Algerian educational system.

Chapter two presented a literature review related to the issue of motivation and its correlation with academic achievement. The chapter explored the theoretical background of motivation in foreign language learning, discussed the major theories of motivation and presented the prominent models of motivational factors in language learning. Besides, the chapter discussed the effect of attitude, anxiety, age factor, gender differences and EFL classroom climate on the adolescent pupils' motivation and their language learning achievement.

Chapter three presented the findings of both the quantitative and qualitative analyses and discussed them in the light of the guiding research questions, hypotheses and the literature review. It carried out the investigation of the major results via triangulation that has called for the involvement of two questionnaires and classroom-based observations.

Results, in this empirical phase, have yielded valuable conclusions relating to the EFL learners' motivational orientations and attitudes towards learning English as a second foreign language. Indeed, the pupils' survey questionnaire revealed interesting facts about their motivation; attitudes and efforts towards English language learning. It also, highlighted the learners' consciousness about the importance that the English language acquired worldwide and the need of using different learning strategies to increase their language level of proficiency. The EFL teachers' questionnaire, equally, helped to conceive a clear image of the teachers' perspectives about English teaching and learning as a whole. It has elucidated teachers' methodology and motivational techniques to engage pupils in effective language learning. The classroom-based observations enabled the researcher to spot the pupils' behaviour while dealing with the target language in classroom setting. The findings from the three research instruments confirmed all the research hypotheses mentioned in the general introduction.

Chapter four summarized the study findings and made some recommendations for the improvement of secondary school pupils' academic motivation and performance. It addressed some pedagogical implications for both the EFL teachers and their learners, being the principal agents involved in the teaching/learning process. It highly recommended teachers to employ all their energy to be up-to-date and seek continuous teacher development. In the 21st century education requirements, roles are inversed towards a student-centred approach urging learners to develop critical thinking, set their own achievement goals, construct their own learning, be autonomous and responsible of their decisions, actions and behaviours inside and outside classroom setting. However, the findings of the study revealed a teacher-dominated environment where a large gap existed between teachers and pupils in their understanding of what is motivating for pupils in the EFL classroom. In fact, teachers need to be aware of the views of the pupils in terms of what actually motivates them instead of what teachers think is motivating. This gap is the direct outcome of the different role of teachers and pupils in the learning process. However, by narrowing this gap, the teachers could help in achieving the highest level of student motivation. EFL teachers, hence, have to develop different perspectives and help to broaden their assumed beliefs of language learning motivation. It is understandable that in the exam-based education approach, as applied by most teachers involved in this study, EFL teachers might unconsciously focus on the motivational strategies that promote pupils' language success in exams. Instead, EFL teachers should have a balanced view about what motivates

their pupils. They could consider the learning outcomes and adapt the instructional activities to create more interaction and uphold participation while working towards the learning outcomes. Such perspectives will, therefore, shape the choice of motivational strategies to be more in line with those desired by the pupils. EFL teachers have, also, to be aware of the tremendous role that a friendly supportive climate can play in enhancing both academic and social-emotional learning. The cooperative environment that develops good teacher-pupils rapports and mutual understanding and engages learners in task-based instruction, where the teachers are no more the 'parcels of knowledge' but rather mediators and learning facilitators: Organizing instructional materials and activities, supplying the pupils with any needed training to make sure they know how to carry out the activities, providing clear instructional signals and monitoring pupils' behaviour inside and outside the classroom context.

The implications of the study's findings urged pupils, equally, to have a share in the learning process. It is high time they changed their attitudes towards EFL learning. They have to plan their own instruction and set specific goals for that. The chapter ended by putting forward some motivational strategies in the aim to promote the social being of the learners, since they involve the adoption of new social and cultural behaviours and ways of thinking. The chapter, also, suggested areas for further research.

In the end, it is hoped that this present work would give both EFL teachers and their learners perceptive strategies that are able to guide their steps towards coping with the problem under investigation. It is, also, expected that the study might have carried out a successful analysis of the issue along with the many variables related to it. More work obviously needs to be done on this theme. Further research involving student motivation and high-achievement EFL learners are plainly necessary. The present study will hopefully demonstrate that effective language-learning promotion may depend on something more than merely attempting to implement the latest trends borrowed from elsewhere. It is the common responsibility of a whole system. It is, heartily, hoped that this alternative framework will, at least, stimulate research on language-learning motivation in Algeria and encourage future research to explore alternative constructs.

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APPENDICES

Appendix A

QUESTIONNAIRE FOR PUPILS

This survey questionnaire is designed for the study of factors affecting your motivation in learning English. Your help in completing the following items is highly appreciated. All the information provided by you is of great use and solely for the study purpose. Thank you!

Please circle the answer where necessary.

Gender: Male Female Age

Average English Mark
(1st & 2nd terms)

/ 20

A. PUPILS' MOTIVATION IN LEARNING ENGLISH:

1. Why do you want to learn English?

- a. To do well in my examination
- b. A compulsory subject in the syllabus and the final exam
- c. Interest in English language, people and culture
- d. To sing and listen to English songs
- e. For the future job
- f. To study abroad

2. How is learning English important to you?

- A. very important B. rather important C. normal D. little E. not at all

3. How is your aptitude to learn English?

- A. very high B. high C. OK D. low E. very low

4. How is your attitude towards learning English?

- A. very positive B. positive C. OK D. negative. E. very negative

5. How is your effort in learning English?

- A. very high B. high C. OK D. low E. very low

6. How often do you speak English in class time?

- A. always B. usually C. sometimes D. rarely E. never except when asked by teacher

7. Do you feel reluctant to speak English in class?

- A. Yes, always B. Yes, often C. Yes, sometimes
D. No, I like speaking very much. E. No, I speak willingly

8. How often do you use English outside class time?

- A. always B. usually C. sometimes D. rarely E. never

9. What do you think about the topics in your textbook 'New Prospects'?

- A. very interesting B. interesting C. OK D. boring E. too boring

10. What do you think about the tasks in your textbook 'New Prospects'?

- A - Too difficult B. difficult C. OK D. easy E. too easy

II. FACTORS AFFECTING PUPILS' MOTIVATION IN LEARNING ENGLISH:

11. Which of the following factors make you reluctant to learn English in class?

- a. Fear of mistakes
- b. Your low proficiency in English
- c. Type of activities assigned by your English teacher
- d. Teacher's uneven allocation of turns
- e. Teacher's boring teaching
- f. Classroom atmosphere

12. Which of the following factors may encourage you to learn English in class? (You can have more than one choice)

- a. Interesting topics in the textbook
- b. Teachers' good characteristics (enthusiasm, helpfulness, friendliness...)
- c. Teachers' teaching methods
- d. Pleasant class atmosphere
- e. Various activities
- f. High marks you may get

13. Which of the following activities does your teacher often use to motivate you and which do you feel enjoyable?

| Activities | Your teacher often uses | You enjoy |
|---|--------------------------------|------------------|
| Completing dialogue practice | | |
| Role play | | |
| Interview | | |
| Games | | |
| Free discussion and problem solving | | |
| Structure- based activities | | |
| Visual aids (pictures, maps, music, handouts) | | |
| Question and answer exchanges | | |
| Writing tasks | | |

14. Which of the following activities do you like most in a lesson?

- A. Individual activities
- B. Working in pairs activities
- C. Working in groups activities (of 3 to 5 pupils)

15. Which of the following teacher's actions do you think should motivate you the most? (You can have more than one choice)

- a. Not interrupting you when you make mistakes
- b. Accepting a variety of your answers
- c. Encouraging you with marks and rewards
- d. Being enthusiastic, friendly and helpful
- e. Creating some interesting games and activities
- f. Creating pleasant class atmosphere
- g. Having clear instructions

5. How often do you assign your pupils to ?

i. (Write 1, 2, 3, 4, 5 for each answer)

1. Always 2.often 3.sometimes 4.rarely
5.never

1. Individual work
2. Pair work
3. Group work

6. How often do you give the following activities to your pupils to do?

ii. (write 1, 2, 3, 4, 5 for each answer)

1. Always 2.often 3.sometimes 4.rarely 5.never

| | |
|---|--|
| Completing dialogue practice | |
| Role play | |
| Interview | |
| Games | |
| Free discussion and problem solving | |
| Structure- based activities | |
| Building sentences | |
| Visual aids (pictures, maps, music, handouts) | |
| Question and answer exchanges | |
| Sentence ordering | |
| Topic based discussion | |
| Listening tasks | |
| Writing tasks | |

Other (please specify):

7. Which of the following techniques do you use to motivate pupils to learn English?

iii. (You can have more than one choice)

- Combining textbook and relevant materials
- Giving feedback regularly by marking and giving comments on pupils' work.
- Creating the competitive atmosphere
- Creating the co- operative atmosphere
- Applying rewards and punishment.
- Varying activities
- Supporting your teaching with ICT

8. What do you do to create good relationship with your pupils to help them use English better? (You can have more than one choice)

- Talk to them in friendly ways
- Remain in the teacher's seat
- Walk round the class and giving help
- Stand near talkative pupils
- Do nothing and let them talk freely
- Always being tolerant, enthusiastic and helpful

Others (please specify):....

9. What do you think about 'New Prospects' textbook?

h- (write 1, 2, 3, 4, 5 for each comment)

1. Very bad 2. Bad 3. OK 4. Good 5. Very good

a. Topics

b. Order of lessons

c. Tasks

d. Illustration (pictures in each lesson)

| 10. | YES | NO |
|---|------------|-----------|
| • Have you found out your pupils' interests and goals relating to your curriculum area? | | |
| • Do you encourage pupils to generate their own tasks? | | |
| • Do you encourage pupils to bring in personal items related to topics? | | |

Appendix C
CLASSROOM OBSERVATION CHECKLISTS

A. Lesson profile

Aims:

Setting:

Date and Time :

Class:

Unit:

Teacher:

No. Pupils:

B- Scale

| | | |
|-----------------------|---------------------------|------------------|
| Not emphasized | Need more emphasis | Well done |
| 1 | 2 | 3 |

:

C. Observation

A- Presentation

| Presentation | Not emphasized | Needs more emphasis | Well done |
|--|-----------------------|----------------------------|------------------|
| Projected voice , so easily heard | 1 | 2 | 3 |
| Used intonation to vary emphasis | 1 | 2 | 3 |
| . Explained ideas with clarity | 1 | 2 | 3 |
| Maintained eye contact with pupils | 1 | 2 | 3 |
| Listened to student questions & comments | 1 | 2 | 3 |
| Presented examples to clarify points | 1 | 2 | 3 |
| Related new ideas to familiar concepts | 1 | 2 | 3 |
| Varied explanations for complex and difficult material | 1 | 2 | 3 |

Overall comments:

.....

.....

B- Content Organization

| Content Organization | Not emphasized | Needs more emphasis | Well done |
|--|----------------|---------------------|-----------|
| Made clear statement of the purpose of the lesson | 1 | 2 | 3 |
| Defined relationship of this lesson to previous lessons | 1 | 2 | 3 |
| Presented overview of the lesson | 1 | 2 | 3 |
| Presented topics with a logical sequence | 1 | 2 | 3 |
| Paced lesson appropriately | 1 | 2 | 3 |
| Responded to problems raised during lesson to future lessons | 1 | 2 | 3 |
| Summarized major points of lesson | 1 | 2 | 3 |

Overall comments:

.....

C-Teacher-Student Interactions

| Teacher-Student Interactions | Not emphasized | Needs more emphasis | Well done |
|--|----------------|---------------------|-----------|
| Encouraged pupils' questions | 1 | 2 | 3 |
| Encouraged student discussion | 1 | 2 | 3 |
| Maintained pupils' attention | 1 | 2 | 3 |
| Monitor pupils' progress | 1 | 2 | 3 |
| Paced lesson to allow time for note taking | 1 | 2 | 3 |
| Encouraged pupils to answer difficult questions | 1 | 2 | 3 |
| Asked probing questions when student answer was incomplete | 1 | 2 | 3 |
| Restated questions and answers when necessary | 1 | 2 | 3 |
| Gave satisfactory answers to student questions | 1 | 2 | 3 |

Overall comments:

.....

D-Instructional Materials and Environment

| Instructional Materials and Environment | Not emphasized | Needs more emphasis | Well done |
|---|---------------------------|--------------------------------|------------------|
| Maintained adequate classroom facilities | 1 | 2 | 3 |
| Prepared pupils for the lesson with appropriate assigned readings | 1 | 2 | 3 |
| Supported lesson with useful classroom discussions and activities | 1 | 2 | 3 |
| Presented helpful audio- visual materials to support lesson organization & major points | 1 | 2 | 3 |
| Provided relevant written assignments | 1 | 2 | 3 |

Overall comments:

.....

.....

GLOSSARY

GLOSSARY

A

Academic achievement / school performance: used interchangeably .they refer to the educational goal that is achieved by pupils over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from one individual to another.

Acquisition: Picking up a language through meaningful conversation, the way children pick up languages. There is no study of forms and grammar.Acquisition will occur when a learner is exposed to meaningful, comprehensible input.

Affective: Relating to emotional, non cognitive, aspects of learning.

Amotivation : Inability or unwillingness to participate in normal social situation or learning process. It is the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity.

Anxiety: The subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the autonomic nervous system.

Approach: A set of principles about teaching including views on method, syllabus, and a philosophy of language and learning. Approaches have theoretical backing with practical applications. .

Assessment: The appraisal and valuation of student learning. Assessment can be an appraisal of the process (or progress) of learning or the achievement of learning . The assessment of learning can include a whole range of skills, qualities, methods and approaches, including peer and self assessment, and its focus is on determining the extent of student learning. .

Attitudes: Learners possess sets of beliefs about language learning, target culture,, teacher, learning tasks... These beliefs are referred to as attitudes. They influence learning in a number of ways

Audio-Lingual Method: Listen and speak: this method considers listening and speaking the first tasks in language learning, followed by reading and writing. There is considerable emphasis on learning sentence patterns, memorization of dialogues and extensive use of drills

Autonomy: It is the ability to take charge of one's own learning. It is essentially a matter of the learner's psychological relation to the process and content of learning.

B

Behaviourism: A theory which contends that learning results from habit formation and conditioning. In other words, language become a habit when learners repeat language correctly they receive some positive feedback. This theory was criticized because it does not account for the child's ability to learn an unlimited set of sentences that he/she has never heard before.

C

Case Study: An in-depth study of one individual or situation. The data in such a study may be recorded in field notes, typically a chronological account of both formal and informal observations. These notes are summarized and usually analyzed using some form of coding that identifies important trends and relationships in the data.

Classroom climate : It refers to the classroom instruction, including teacher-related and peer-related environmental factors. It is the general flow of behaviour and feeling within a group. It is the type of environment that is created for pupils by the school, teachers and peers. It encompasses all the socio-psychological dimensions of classroom life. This includes common interest and the pursuit of common goal achieved through focused, organized and well planned lessons.

Classroom observation: An observation carried out in a classroom setting, often using a structured scheme or tally sheet for recording data.

Class Size: The number of pupils in a class.

Cognitivism: It is a theory of learning. The idea of cognitivism is that learning is a conscious, rational process. People learn by making models, maps and frameworks in their mind. Cognitivism is the opposite of behaviourism.

Collaborative Learning: when learners work in groups on the same task simultaneously, thinking together over demands and tackling complexities., collaborative learning can take place without members being physically in the same location.

Communicative Approach: A set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, pupils are given tasks to accomplish using language, instead of studying the language. The syllabus is based primarily on functional development (asking permission, asking directions, etc.), not structural development (past tense, conditionals, etc.). In essence, a functional syllabus replaces a structural syllabus. There is also less emphasis on error correction as fluency and communication become more important than accuracy. As well, authentic and meaningful language input becomes more important. The class becomes more student-centred as pupils accomplish their tasks with other pupils, while the teacher plays more of an observer role.

Communicative Language Teaching (CLT): or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Competency-Based Approach: It is a 'know-how-to-do' process which integrates intellectual, mental, strategic, socio-affective and psychological skills as well as knowledge (content of different disciplines) which is directly related to the learners' motivation and real environment.

Constructivism: It is a theory of learning :The basic idea is that knowledge cannot be instructed by a teacher, it can only be constructed by the learner. Knowledge cannot be taught but only learned (constructed);

Continuous assessment: A type of testing which is different from a final examination. Some or all of the work that pupils do during a course is part of the final mark.

Critical Period Hypothesis: The hypothesis that if somebody does not acquire a first language before a certain time (around puberty), they will lose the ability to acquire language. There are two versions of this hypothesis: The strong version states that language acquisition will be impossible after this point has been reached. The weak version states that acquisition will be difficult after this period has been reached.

Curriculum: In education, a curriculum (plural curricula) is the set of courses and their contents offered by an institution such as a school or university. .

D

Descriptive statistics: It is a statistical technique that is used to analyze data by describing or summarizing the data from a sample. It is a technique that, basically, uses words, numbers, graphs or charts to show existing pattern or relationship.

Diagnostic Evaluation: Diagnostic Evaluation occurs before or, more typically, during instruction, concerned with skills and other characteristics that are prerequisite to the current instruction, used to establish underlying causes for a student failing to learn a skill, try to anticipate conditions that will negatively affect learning, measures performance in skills not typically taught in the present classroom setting, based mostly on informal assessments, sometimes formal assessments and standardized tests are used.

Direct Method: The most common approach in TEFL, where language is taught through listening and speaking. There may be little or no explicit explanation of grammatical rules, nor translation into the mother tongue of the student - inductive learning rather than deductive.

E

EFL: English as a Foreign Language. Originally this term referred to non-native speakers who are learning English language in a non-native English environment .

ESL: English as a second language. Originally this term referred to non-native speakers who are learning English language in an English language environment, .

Extrinsic Motivation: Motivation through rewards such as points, candies, compliments, money, test scores, or grades. These rewards are externally administered and may inhibit learning in the long run, although seeming to be effective in the short run. One problem is that they are addictive. Researchers generally agree that intrinsic motivation is better for long-term learning.

F

Feedback: The response learners get when they attempt to communicate. This can involve correction, acknowledgement, requests for clarification, backchannel cues (e.g., "mmm"). Feedback plays an important role in helping learners to test their ideas about the target language.

Foreign language: A language which is not normally used for communication in a particular society

Formal assessment: When a teacher judges pupils' work through a test and then gives a formal report or grade to pupils, to say how successful or unsuccessful they have been.

Formative assessment: When a teacher gives pupils feedback on their progress during a course, rather than at the end of it so they can learn from the feed back.

Functional Approach: A course based on a functional approach would take as its starting point for language development, what the learner wants to do through language. Common functions including identifying oneself and giving personal facts about oneself; expressing moods and emotions.

G

Goal setting: It refers to the individual characteristic that motivates a student to learn for different purposes.

Grammar Translation Method (GTM): The method focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations. Its focus is on accuracy and not fluency. Emphasis is on form and not on meaning. Paragraphs are dissected for form.

H

Humanism: It is a theory of learning. It advocates the respect for the learner; giving learners opportunities of taking decisions about their own learning; cooperation among learners; the teacher as facilitator of learning.

I

ICT: Multi-media materials: Materials which make use of a number of different media. Often they are available on a CD-Rom which makes use of print, graphics, video and sound. Usually such materials are interactive and enable the learner to receive feedback on the written or spoken language which they produce.

Informal assessment: When a teacher decides whether a student is doing well or not, or whether a course is successful or not, but without a test or an official report or grade.

Instrumental motivation: Wanting to learn a language for the purpose of obtaining some concrete goals such as a job, graduation, or the ability to read academic materials. This form of motivation is thought to be less likely to lead to success than integrative motivation.

Intrinsic motivation: It refers to the pupils' motivation to actively engage in learning activities out of curiosity, interest, enjoyment, or in order to achieve their own intellectual and personal goals rather than relying on any external pressure.

Integrative Motivation: When pupils want to learn a language to become part of a speech community (integrate). . An important aspect of this form of language learning is using language for social interaction. This form of motivation is thought to produce success in language learners.

L

Language proficiency: The level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes.

Language use: Activities which involve the production of language in order to communicate. The purpose of the activity might be predetermined but the language which is used is determined by the learners.

Lateralization: it is a process by which the two sides of the brain develop specialized functions.

Learning: The internalization of rules and formulas which can be used to communicate in the L2. Krashen uses this term for formal learning in the classroom.

Learner-Centred/ Student-Centred: Language activities, techniques, methods where the pupils/learners are the focus and the teacher plays only a peripheral role. Pupils are allowed some control over the activity or some input into the curriculum. These activities encourage student creativity. Group work is one kind of student-centred activity. Having pupils design their own test is another learner-centered activity. Individual styles and needs of the learners are taken into account. Learner-centered education is thought to be intrinsically motivating and thus beneficial. This can be contrasted to teacher-centred learning.

Learning strategies: These account for how learners accumulate new L2 rules and how they automate existing ones. They can be conscious or subconscious. These contrast with communication strategies and production strategies, which account for how the learners use their rule systems, rather than how they acquire them. Learning strategies may include metacognitive strategies (e.g., planning for learning, monitoring one's own comprehension and production, evaluating one's performance); cognitive strategies (e.g., mental or physical manipulation of the material), or social/affective strategies (e.g., interacting with another person to assist learning, using self-talk to persist at a difficult task until resolution).

Learning styles: The way(s) that particular learners prefer to learn a language. Some have a preference for hearing the language (auditory learners), some for seeing it written down

(visual learners), some for learning it in discrete bits (analytic learners), some for experiencing it in large chunks (global or holistic or experiential learners) and many prefer to do something physical whilst experiencing the language (kinaesthetic learners).

M

Materials: Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned

Mastery goals: They refer to pupils who learn to have a deeper understanding of the material.

Motivation :It refers to the ability, intensity, direction, and persistence of effort to pursue a goal for personal achievement. The determination to complete what one has started.

P

Pair Work: A process in which pupils work in pairs for practice or discussion

Peer assessment: When pupils give feedback on each others' language.

Peer Group: Usually refers to people working or studying at the same level or in the same grouping; one's colleagues or fellow pupils.

Performance goals refer to pupils who learn to obtain higher recognition for their work.

Performance-avoidance goals refer to pupils who exert little effort to their learning because their motivation lies outside the learning environment.

Performance standards: Statements that refer to how well pupils are meeting a content standard; specify the quality and effect of student performance at various levels of competency (benchmarks) in the subject matter; specify how pupils must demonstrate their knowledge and skills and can show student progress toward meeting a standard.

Purposive sampling; It is a technique employed to select a representative sample of the subjects in a study. The technique, also called judgment sampling, is described as the

deliberate choice of an informant due to his/her qualities. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience.

Q

Qualitative research: Qualitative research is more subjective in nature than quantitative research and involves examining and reflecting on the less tangible aspects of a research subject, e.g. values, attitudes, perceptions. Although this type of research can be easier to start, it can be often difficult to interpret and present the findings can also be challenged more easily.

Qualitative research: The emphasis of quantitative research is on collecting and analysing numerical data. It concentrates on **measuring** the scale, range, frequency ... of phenomena. This type of research, although harder to design initially, is usually highly detailed and structured and results can be easily collated and presented statistically.

S

Secondary Education: 1st, 2nd and 3rd grades (ages: 16, 17 & 18 ,).

Self-assessment: When pupils decide for themselves if they can think their progress or language use is good or not.

Student Motivation It refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process. It is what gets pupils to engage in academic activities, keeps them trying when things get difficult, and determines how much they learn .

Survey: survey is a data collection tool used to gather information about individuals; surveys are commonly used in the psychology research to collect self-report data from study participants. A survey may focus on factual information about individuals, or it might aim to collect the opinions of the survey takers.

Syllabus: A syllabus is the content of a language program and how it is organized. This can be contrasted to method, which is how a language program is taught. Structural syllabuses and functional syllabuses are two different ways of organizing language material.

T

Target language: This is the language that the learner is attempting to learn. It comprises the native speaker's grammar

Task: An activity (or technique) where pupils are urged to accomplish something or solve some problem using their language. Preferably, this activity is open ended; there is no set way to accomplish their goal.

Task based: This refers to materials or courses which are designed around a series of authentic tasks which give learners experience of using the language in ways in which it is used in the 'real world' outside the classroom. They have no pre-determined language syllabus and the aim is for learners to learn from the tasks the language they need to participate successfully in them.

Task-Based Learning: Teaching/learning a language by using language to accomplish open-ended tasks. Learners are given a problem or objective to accomplish, but are left with some freedom in approaching this problem or objective.

Teacher-Centred: Methods, activities, and techniques where the teacher decides what is to be learned, what is to be tested, and how the class is to be run. Often the teacher is in the centre of the classroom giving instruction with little input from pupils. The teacher decides the goals of the class based on some outside criteria.

Triangulation: The use of a variety of data sources to confirm one another to corroborate participant information.

ملخص

تشكل الدافعية ملئقى اهتامام جمبع العاملبن فى العملىة التربوىة من طلبة ومعلمبن ومرشدين ومببربن وكل من له صلة بالعملىة التعلبمىة. هءفت هءة الءراسة إلى ءقصى العلاءة ببب الءافعىة الأكاءبمىة والءءصبل الأكاءبمى عامة و المءعلق بءعلم اللغة الانبلىزىة ءاصة لءى عىنة من طلبة الصف الءالب ءانوى بءانوىة الشهبب بن اءمء بءهءة بءاءرة زمورة-ولابة بلىزان و الءبب بملءون المرءلة النهابىة لطور المرابهة . ءكونء عىنة الءراسة من (35) طالباً وطالبه؛ ولءءقبق أهءاب الءراسة فقء اسءءم الباءء اسءببانا للطلبة و أءر لأساءةءة اللغة الانبلىزىة لاسءقصاء مقباس الءافعىة الأكاءبمىة لءعلم اللغة الانبلىزىة و ءذا ملاءة صفىة ، وللإبابة عن أسئلة الءراسة ءم ءساب المءوسءاء الءسابىة . ءشفء نءابء الءراسة عن وءوء علاقة ارءبالبىة ءالة إءصائبا ببب الءافعىة و الءءصبل الأكاءبمى للطلبة. ءما ءشفء النءابء عن وءوء فروق ببب الطلبة مرءفعى الءءصبل و الطلبة مءءنبى الءءصبل فى الءافعىة الأكاءبمىة لصالء الطلبة ءوى الءافعىة الءاءلىة، ءما أظهرء النءابء وءوء فروق ببب الءءور و الإناء فى الءافعىة . أكدء النءابء ءءلك ان البو الصفى بلبب ءورا فى الءاءبءر على ءافعىة الطلبة و ءءصبلهم الأكاءبمى. وأءبراً أشارء نءابء الءراسة إلى أنه بمكن الءنبؤ بءءصبل الطلبة من ءلال معرفءنا بءافعببهم الءاءلىة.

Résumé

La motivation académique constitue un souci majeur pour tous les agents impliqués dans le système éducatif incluant les élèves, leurs encadreurs ainsi que leurs parents. La présente étude a eu comme objectif principal de rechercher la relation existante entre la motivation d'apprentissage et l'achèvement académique général et l'apprentissage de la langue Anglaise en particulier. L'échantillon de l'étude a englobé (35) élèves des deux sexes qui entreprennent leurs études au lycée BENHMED Bekhedda à Zemmora –wilaya de Relizane. Afin d'arriver a des résultats concluants, le chercheur a utilisé deux instruments de recherche qui comprend un questionnaire pour les élèves, un autre pour leurs enseignants de la langue Anglaise, ainsi que des observations de classes terminales. Les résultats ont été introduits au SPSS afin d'obtenir des pourcentages, tableaux et graphes. Les résultats ont démontré une corrélation positive entre la motivation d'apprentissage et l'achèvement académique, des différences statistiques entre les deus sexes en terme de motivation et de succès académique de l'apprentissage de la langue Anglaise et enfin que l'atmosphère qui règne en classe a une influence significative sur la motivation des élèves et leurs succès académique.