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**THE TEACHER AS A MOTIVATIONAL FACTOR IN ENHANCING  
STUDENTS' COMMUNICATIVE PROFICIENCY**

**CASE STUDY:**

**FIRST YEAR EFL STUDENTS AT CHADLI BENDJEDID UNIVERSITY**

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*Didactique de l'Anglais*

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## DECLARATION

We hereby warrant and declare that this research paper authored by us. Leading to the award of **Master** in *Didactic of English*, is an original and genuine research work and has not been taken from the work of others save. We does not infringe on the right of others and does not contain any libelous or unlawful statements.

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## DEDICATION

*There is no way we can express how much we owe to our family for their love,  
generous spirit and support through the many years of our education.*

*This dissertation is dedicated to our parents. For their endless love, support and  
encouragement.*

*To our sisters and brothers each one by his name.*

*To all our teachers and classmates.*

*To all the extended family and friends.*

*To all those who believed in us and prayed for our success.*

**IMEN**

**WARDA**

*Thank you all*

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## **ABSTRACT**

Motivation plays a very important role in enhancing the students' English learning performance and in education in general. It is one of the most crucial factors affecting foreign language learning. Firstly, the word motivation was discussed thoroughly, and different definitions were presented. Secondly, two major types of motivation were discussed Intrinsic and Extrinsic Motivation. Thirdly, the different theories of motivation were presented followed by the teaching methods. This study was guided by the following objectives: to investigate why learners' are not motivated to learn, to recognize the impact of motivation on students academic performance, to suggest ways students can be motivated, and to show that motivation of students will aid to resolve some of the problems of education, and by doing that, help accomplish educational goals and objectives. However, the target population for this study was teachers of oral expression at Chadli Bendjedid University. The study used a questionnaire as a tool of data collection. Then, a mixed methods approach was used to collect and analyze quantitative and qualitative data and the results were presented using tables and figures. Finally, based on the findings of the study, some relevant recommendations were made.

## Résumé

La motivation joue un rôle très important dans l'amélioration de la performance d'apprentissage de l'anglais des élèves et dans l'éducation en général. Il est l'un des facteurs les plus importants qui affectent l'apprentissage d'une langue étrangère. Tout d'abord, le mot motivation, a été discuté à fond et des définitions différentes ont été présentées. Deuxièmement, deux grands types de motivation ont été discutées (les motivations intrinsèques et extrinsèques). Troisièmement, les différentes théories de la motivation ont présenté, suivi par les méthodes d'enseignement. L'étude a été guidé par les objectifs suivants : d'enquêter sur les raisons pour lesquelles les apprenants " ne sont pas motivés à apprendre, à reconnaître l'impact de motivation sur le rendement scolaire des élèves, à suggérer des moyens d'étudiants peuvent être motivés, pour montrer que la motivation des étudiants aideront à résoudre certains des problèmes de l'éducation, et ce faisant, contribuer à l'atteinte de buts et objectifs éducatifs. Toutefois, la population cible de cette étude était les enseignants d'expression orale à Chadli Bendjedid University. L'étude a utilisé le questionnaire comme un outil de collecte de données. Puis, méthodes mixtes ont été utilisées pour recueillir et analyser des données quantitatives et qualitatives et les résultats ont été présentés à l'aide de tableaux et de figures. Enfin, sur la base des conclusions de l'étude, certaines des recommandations pertinentes ont été formulées.

## المخلص

الحافز يلعب دورا هاما جدا في تعزيز اداء الطلبة لتعلم اللغة الانجليزية و في التعليم بشكل عام و هو من اهم العوامل التي تؤثر على تعلم اللغة الأجنبية.

- أولا: قد نوقشت كلمة الدافع بصورة شاملة و قدمت تعريفات مختلفة.

- ثانيا: تم مناقشة نوعين رئيسيين من الدوافع ( الدافع الجوهري و الدافع الخارجي ).

- ثالثا: قدمت نظريات مختلفة من التحفيز متبوعة بطرق التدريس.

و تناولت هذه الدراسة العديد من الأهداف تتمثل اساسا في : التحقيق في سبب نقص الدافع لدى الطلاب للتعلم. و التعرف على تأثير الحافز على الأداء الأكاديمي للطلاب و قد تم اقتراح بعض الحلول و الطرق التي تساعد على تحفيز الطلاب لتحقيق تحصيل معرفي افضل و قد شملت هذه الدراسة آراء بعض من أساتذة التعبير الشفوي لجامعة الشادلي بن جديد.

ثم تم استخدام نهج اساليب مختلطة لجمع و تحليل البيانات الكمية و النوعية و عرضت النتائج باستخدام الجداول و الأعمدة البيانية و اخيرا و استنادا الى النتائج التي توصلت إليها الدراسة قدمت بعض التوصيات ذات الصلة.

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## **Key to Abbreviations**

**IM:** Intrinsic Motivation.

**EM:** Extrinsic Motivation.

**L2:** Second language.

**FL:** Foreign Language.

## **Key to Acronyms**

**CLT:** Communicative Language Teaching.

**EFL:** English as a Foreign Language.

**LMD:** License Master Doctorate



## General Introduction

Motivation is a key term in language learning, and it is multidimensional. For this reason, it has different definitions. Williams and Burden (1997) define motivation in general as : “a state of cognitive and emotional arousal which leads to conscious decision to act and which gives rise to a period of sustained intellectual and /or physical effort in order to attain a previously set goal or goals”(p.120).

As it is clear, motivation is a process. It is not an aim, like a product. On the contrary, it is a tool that helps us (the students) to reach our learning objectives. First, we feel an interest and set a goal and decide to take an action accordingly. Then, we try to maintain our interest and struggle to realize our purpose. This process plays a big role especially in language learning since it makes language learning more meaningful. Slavin (1997) describes this process in a general sense: “...motivation is what gets you going, keeps you going and determines where you are trying to go”(p.345). As it is obvious, motivation provides students with a direction to follow. In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by the teacher”. However, lack of motivation still constitutes a serious problem both for teachers and students in language classrooms. What is important is to determine the causes of inadequate motivation and know how to handle with students lacking motivation. When students have low self-confidence and self-esteem, high anxiety and inhibition, their level of motivation is destroyed. Moreover, teachers’ negative attitude towards students and non-supportive classroom environments damage students’ willingness toward the lesson. However, it is not a problem that cannot be solved.

All in all, language learning requires time and effort. Most of the time students lose their interest and enthusiasm towards language learning due to negative feelings such as low self-confidence and esteem, excessive anxiety, teacher’s harsh and discouraging attitude and psychologically insecure classroom atmospheres.

However, it is not impossible to make students more willing to learn. By making lessons more appealing through different activities, building supportive environments, and reinforcing students positively, teachers can foster students' interest and take sound steps on the path to increasing motivation.

## **1. Statement of the Problem**

The topic under work is a consequence of our enthusiasm for the area of motivation and communication. We ask why English learners are unmotivated to learn the language and why teachers have inconveniences managing with their learners in terms of their incapacity to communicate.

The major problem of this study is to know why learners are not motivated to learn and find ways of enhancing their motivation to learn, maybe due to the lack of participation in classroom, the overload of courses during the day and the shortage of materials all these things affects students negatively which may lead them to fail.

So, the role of motivation in foreign language learning is crucial, and the role of the teacher is in the heart of the teaching learning process.

## **2. Aims of The Study**

The teaching - learning process is an overwhelming errand. It positively requires some qualification in order to accomplish the present destinations. One such capability that teachers need is the capacity to find their students capability to take in a foreign language and to boost students' intrinsic motivation. The latter maybe deemed as one variable, the most important one that leads to success in the teaching - learning process.

So the main aim of the study is to know why learners' are not motivated to learn and find ways of enhancing their motivation to learn. Since, motivation is important in learning anything, especially a foreign language, and considering that motivation is the dismissed angle in teaching, we expect to examine the different strategies in the instructional realm that might improve students motivation to learn the English language and to utilize it as a means of communication and not as an obligatory subject in the scholarly educational modules.

In addition, this work goes for demonstrating the powerful role of the teacher in utilizing these strategies that coordinate motivational activities in the syllabus and in showing their application among learners.

### **3. Research Questions**

Absence of motivation might be one of the reasons for first- year students' failure to learn the English language and to utilize it openly. "Motivation is generally considered to be one of the primary causes of success or failure in second language learning" (Richard and Schmidt, 2002, p. 32).The teacher is the one who expands students' motivation, and this leads us to define our preoccupation through the accompanying questions:

- Do first year students of English at Chadli Bendjedid University face difficulties in learning the language and using it effectively in speaking?
- Is motivation vital in the learning process?
- Can teachers adequately motivate students to learn?

This research will investigate these questions trying to bring some clarity to the actual situation of teaching English at Chadli Bendjedid University and to the actual roles of the teachers and learners in the teaching – learning process.

#### **4. Hypothesis**

If teachers increase the use of motivation in classrooms then students will become more motivated to learn the language because motivation create the desire to learn faster and better, directs behavior toward particular goals, and leads to improved performance.

#### **5. Tools of the Study**

To answer the research questions, a questionnaire will be administered to first year teachers of oral expression. The most important data tool to collect and analyze data is questionnaire; however, this procedure is more useful in helping to better understand students' difficulties. So, we will use questionnaire to achieve mare validity and to get a comprehensive picture.

#### **6. Population**

The actual problem was observed among first year English LMD students at Chadli Bendjedid University. But for teachers, we will limit our sample to teachers of the oral expression module.

#### **7. The Structure of the Dissertation**

This present study consists of three chapters. The first chapter presents the literature review that deals with the development of psychological views and theories of motivation. It provides a better understanding of the communicative language teaching approach.

The second chapter presents the methodology adopted in this study. For both qualitative and quantitative methods, the recruitment of subjects and the use of instruments are described. Then, the procedure of data collection.

The third chapter deals with data analysis, it contains a detailed analysis of teachers' questionnaire. It also reports the results and provides recommendations to facilitate the development of motivation to persist in foreign language learning to native like proficiency and operationalize motivation to persist in professional language use.

**Chapter one**

**Theoretical Framework of**

**Motivation**

## **Introduction**

Motivation plays an immense role in the rate and achievement of second and foreign language learning generally, and in classroom language learning specifically. Motivation is demonstrated to be one of the main determinants of second language learning achievement in many studies (Crookes & Schmitt, 1991; Gardner & Smythe, 1975; Oxford & Shearin, 1994). For sure, one of the most noticeable researchers in the field of L2 acquisition, Gardner (1985), perceived that motivation affects learning a foreign language. Cohen and Dornyei (2002) contended: “Motivation is often seen as the key learner variable because without it, nothing much happens” (p.172). As a whole, learning normally does not occur without motivation. This chapter explores the term motivation and attempts to highlight many issues, i.e. definitions, types, and theories.

### **1. Definition of Motivation**

The word motivation gives off an impression of being basic, direct and simple however it's so difficult to define. It appears to have been impossible for theorists to achieve concurrence on a specific definition. Covington (1998) states that “Motivation, like the notion of gravity, is easier to express in terms of its superficial, observable effects than it is to define. Certainly, this has not stopped people from trying it”. Charles and Centre (1995) state that the word “motivation” is derived from the Latin verb “movere”, which means to move. They characterize motivation as a feeling, desire, or natural need that incites or instigates a person to do something.

According to Aardweg (1993) motivation is the main trust, the impelling power, and the catalyst of the identity, which is put into practice by an act of the will in accordance with what a teacher wants to do. Coleman (1998:106) stresses the impact of motivation as a main impetus behind a person's actions.

Moreover, Plunkett and Attner (1994:38) view motivation as a mix of a person's disguised needs and outer or natural effects that decide conduct and give the chance to fulfill the requirements. According to Cole (1995:119), motivation alludes to those procedures both natural and balanced by which instructors try to fulfill the essential drives, perceived needs and individual objectives which trigger their conduct. Motivation is subsequently a main impetus behind a person's activity. It drives and strengthens conduct and can be an intrinsic or an extrinsic power. Furthermore, motivation alludes to "the reasons underlying behavior" (Guay et al., 2010, p. 712). Gredler, Broussard and Garrison (2004) extensively define motivation as "the attribute that moves us to do or not to do something" (106). Gottfried (1990) characterize academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p. 525). On the other hand, Turner (1995) regards motivation to be synonymous with intellectual engagement, which he characterizes as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring"(p.413).

Clearly represented, motivation is a variable deciding the degree of people's yearning to do an action. The term motivation is utilized extensively as a part of the field of education. Because, motivation is thought to be a standout amongst the most persuasive components in learning and scholastic accomplishment, Brown defines it as "an inner drive, impulse, emotion or desire that moves one toward a particular action" (1987, p.117).

Maehr and Meyer as referred to in Brophy state that motivation is a unique and hypothetical build particularly to allude to " the initiation, direction, intensity, persistence and quality of behaviour, especially goal-directed behaviour" (2010, p.3).

Keller as referred in Ziahosseini and Salehi (2008) infers that motivation comprises of the options that individuals make regarding what encounters or objectives they will approach or evade and the level of exertion they apply in that regard. In different fields of concentrate, for example, social brain research, instructive brain research and

language learning, motivation has been all around inquired about and broadly talked about.

Nonetheless, since motivation is an intricate build that seems to be clear at first glance, it has been unfeasible for scholars to achieve agreement on a solitary definition. The expression “motivation” is a wide idea that cannot be effortlessly shortened into one single definition. The term turns out to be significantly more complicated when it comes to language learning (Williams & Burden, 1997). The exceptional elements of language additionally make language learning different from the learning of other school subjects. In connection to second/foreign language learning, Gardner (2001) states that motivation pushes an individual to set an effort to accomplish an objective; it makes the individual tireless and mindful. Gardner also expresses that an exceptionally energetic individual appreciates aspiring for an objective and makes utilization of procedures in achieving that objective. Motivation to acquire a foreign language is frequently activated when the language is seen as important to the learner in perspective of the measure of exertion that will be demanded to be put into learning it. Dornyei and Otto (1998) define motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out” (p.64). Williams and Burden (1997) clarify that motivation is a psychological and enthusiastic excitement which results in a sentient resolution to act, and offers ascend to maintain cognitive and physical exertion to accomplish the set objectives.

## **2. Theories of Motivation**

### **2.1. Abraham Maslow Hierarchy of Needs**

Maslow trusted that people have a number of needs to fulfill over the span of their life. Maslow (in Salkind, 2008) made a qualification between “insufficiency needs” and “development needs”. He arranged the most minimal four layers of the pyramid as “lack needs” that cover: the physiological needs; i.e. requirement for survival (hunger, thirst, rest...etc), wellbeing needs (requirement for security, insurance,

protection, soundness, freedom from damage...etc), belongingness and adore needs (needs to have a place with and feel adored by vital persons like family, companions, associates at work...etc), and esteem needs (requirement for gratefulness, status, certainty, self-esteem...etc). Slavin (2005) expressed that once these fundamental needs are fulfilled, “a person’s motivation to satisfy them diminishes.” However the “development needs” continue developing and are in no way shape or form completely fulfilled. Salkind (2008), once more, noticed that Maslow arranged the three most noteworthy layers as “growth needs”. These requirements include: intellectual needs (needs to know, comprehend, to investigate...etc), aesthetic needs (needs to appreciate, and search for excellence and cleanliness in the earth), and self-actualization (acceptance of self and others, spontaneity, extroversion, creativity...etc). Self-realization as characterized by Maslow (1954) is “the desire to become everything that one is capable of becoming” (Slavin, 2005).

## **2.2. Self Determination Theory**

Self-determination refers to autonomy, individual choice and internal locus of control. It requires that learners accept their strengths and limitations; they make choices and determine ways to satisfy needs.

There are three basic innate psychological needs that underlie behavior. These are the needs for competence, autonomy and relatedness. Students need to be competent in their interactions with others, with tasks and activities. The need for autonomy refers to the need to feel a sense of control, or autonomy in interactions in the environment or a perceived internal locus of causality (Ryan & Deci, 2000). Relatedness is the need to belong to a group. It is sometimes called a need for belongingness.

Based on the self-determination theory, Ryan and Deci (2000) propose two types of motivation: intrinsic and extrinsic motivations.

### **2.3. Expectancy Theory**

Expectancy refers to whether learners believe that they will do well on an upcoming test or some future event. A learner's motivation is determined by how much he or she values the goal and whether he or she expects to succeed. According to the expectancy-value theory, the motivated behavior will be undertaken when a learner values the goal and when he or she believes that the goal can be accomplished. It is proposed that in order for motivation to occur, the three factors: expectancy, instrumentality and valence need to be multiplied by each other (AbiSamra, 2003, p.12). A low value in one of them will result in a low value of motivation. If a learner does not believe he or she can be successful at a task or the learner does not value the results of success, then the probability that the individual will engage in the required learning activity is lowered.

Hence, the greater the belief that the goal will be attained, the greater the motivational tendency to engage in the behavior it would be. In addition, it is assumed that learners are faced with alternative goals and each goal has an assigned value. Then expectancies and values are combined to yield a motivational tendency; the strongest motivational value wins and is expressed in action (Weiner, 1992, p.161).

In the learning situation, the expectancy of future success is usually measured by asking students to predict how well they will do in the future on some task. Expectancy of success is more future-oriented than simple self-perceptions of competence. Research on this theory shows that higher expectancies for success are positively related to other achievement behaviors like choice and persistence (Schunk et al., 2008). The implication of this theory for the school setting is that teachers could help students develop realistic expectancies for success.

Teachers could motivate students to engage in tasks and to achieve if they believe they can accomplish them. Teachers could also provide accurate feedback to students in order to help them develop reasonable perceptions of their competence, and at the same time encourage them by telling them that their competence and skills will continue to develop and eventually lead to success.

## 2.4. Attribution Theory

This theory, which was created by Bernard Weiner, goes for grasping individual's clarifications to their achievement or disappointment in finishing a given assignment. It merits emphasizing that Weiner and others (Slavin, 2003, Dornyei, 2001, William and Burden, 1997) depict attribution theory regarding four clarifications for achievement and disappointment: ability, effort, the perceived difficulty of a task, and luck.

These attributions are either inside or outside (locus), steady or unsteady (security) and controlled or uncontrolled (controllability) (Williams & Burden, 1997). A main supposition of attribution theory is that people ordinarily attempt to maintain an affirmative self-image (Slavin, 2003, Thompson, Davidson, & Barber, 1995).

Thus, while they perform well in a given action, they connect their prosperity to their own endeavors or capacity. But when they fail, they link their inability to unmanageable outside elements (task difficulty and good fortune). In other words, Attribution theory (Weiner, 1986) is concerned with the way in which people interpret the causes of their behavioral outcomes and the implications of those interpretations. In this theory, there are three dimensions: locus, stability and controllability. Locus denotes the orientation of a cause as internal or external to the actor. Stability means whether a cause is stable or unstable over time. Controllability signifies the degree to which a cause is under the actor's control. According to Weiner (1986, 1992), effort is deemed internal to the actor, unstable over time and controllable; whereas the difficulty of a subject is regarded as external to the actor, stable over time and controllable only by others.

Weiner proposes that the locus dimension has an effect on self-esteem following success or failure. For internal attributions, self-esteem is augmented after success but diminished after failure. The stability dimension affects subjective expectancy of success. Future success will be expected if a positive outcome is attributed to a stable cause, and future success will not be anticipated if a negative outcome is attributed to a stable cause. The controllability dimension is relevant to effects like anger, guilt and shame.

Anger is felt if one is constrained from succeeding by factors that have been under others' control; for example, teacher's bias. Failures occur because of internally controllable causes such as laziness. Shame results from failures that are derived from internally uncontrollable causes such as lack of talent (Weiner, 1986; Graham, 1994).

In the teaching and learning environment, it is important for teachers to help students to formulate achievement beliefs that enhance motivation. Realizing the types of attributions and how these beliefs are formed, teachers could assist learners to develop a self-attribution explanation of effort that is internal and controlled. If a learner has an attribution of ability that is internal and not controllable, as soon as he or she experiences some difficulties in the learning process, they will experience a decrease in the appropriate learning motivation.

It is the subjective reasons to which learners attribute their past successes and failures that considerably shape their motivational disposition (Dornyei, 2003). When students have feelings of failure, they will have a self-perception of low ability which leads to low motivation and results in low achievement.

## **2.5. The Cognitive Theory**

Dissimilar to the behaviorist theory that perspectives motivation regarding expectation of prize, the cognitive perspective of motivation “centers around individuals making decisions about their own actions” (Williams & Burden, 1997: 119) that is to say, people are in command of their doings; they settle on choices all alone with specific end goal to accomplish the objectives they followed. This perspective was affected by numerous cognitive scientists who mapped out three principle theories that are placed, here, in plain words.

## **2.6. The Behaviorist Theory**

Behaviorists drew nearer motivation scientifically as in they completed some trials that on animals to grasp how humans are motivated to learn (Slavin, 2003: 140). This point of view was affected by Pavlov (Classical Conditioning), Thorndike (The Law of Effect), and for the most part by Skinner (Operant Conditioning). For these researchers, motivation is basically seen as “the anticipation of reward” (Brown, 2007:168) they noticed that remunerate goes about as a reinforcer in people. Slavin (2003: 144) would characterize a reinforcer as “any consequence that strengthens a behavior”. Students, for instance, when feeling motivated for an encouraging feedback, drive themselves to perform according to knowledge with prize (teacher’s acclaim) when giving a right response to win another positive remark (reward).

It is foremost to call attention to that behaviorists see that “our actions are at the mercy of external forces for example rewards”. (Williams & Burden, 1997:119)

## **2.7. Goal Theories**

Goals or goal orientations refer to a student’s purposes or reasons for engaging in academic work. Goal theories have emerged as one of the most prominent frameworks for studying motivation over recent decades. Among them, goal-setting theory and goal-orientation theory have become particularly influential in the past decade. Goal setting is an important motivational process. Learners who set goals and have a sense of self-efficacy for attaining them will engage in the activities. Goal setting refers to establishing quantitative or qualitative standards of performance in which goals have to be set and pursued by choice (Lock & Latham, 1990, 2002). Goals of moderate difficulty, which are more challenging but attainable, are more effective in a motivational perspective. There are two aspects of goals in this theory.

They are goal choice and goal commitment. Goal choice refers to the actual goal that learners are trying to obtain and the level at which they are trying to attain it. Goal

commitment represents how strongly learners are attached to the goal, how enthusiastic they are about the goal and how determined they are to achieve it. Self-efficacy is one of the most important positive influences in personal goal-setting theory. Learners with higher self-efficacy set higher goals. Self-efficacy also bears a positive relation to goal commitment, with commitment being stronger when efficacy is high. In teaching and learning situations, teachers could encourage goal setting by specifying clear and unambiguous goals for all students. The goals that students set should be challenging and difficult but in the range of their capabilities. Goal-orientation theory explains students' learning performance in school settings. It describes learners' achievement goals.

The theory highlights two achievement goal orientations. The first one is mastery orientation which focuses on learning the content. The second one is performance orientation which focuses on demonstrating ability, getting good grades or outperforming other students. Under a mastery goal orientation, learners see a strong link between effort and outcome and make more effort attributions for success and failure. In addition, mastery goal students see effort linked positively with ability; more effort means more ability. In contrast, a performance goal orientation can lead to using ability attributions for success and failure. Moreover, students with a performance goal tend to see effort and ability as inversely related. They tend to think that the harder they have to work, the less ability they have. In the context of school learning, students with mastery goals will aim at acquiring knowledge, developing new skills and improving their level of competence for task mastery. They will also focus on self-improvement like students who are intrinsically motivated. In contrast, students with performance goals will focus on demonstrating superior ability, and obtaining public recognition of excellence according to external norms.

Learners with performance goals are more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred.

However, there are different goals that learners set to learn L2. They may learn it for educational purposes: fulfilling school or university requirements; or learning the language could help to develop intercultural sensitivity and increase global

understanding. It may also help to increase job opportunities and salary potential or to help gain social power or prestige.

## **1. Types of Motivation**

### **3.1. Intrinsic Motivation**

Intrinsic motivation (IM) by and large alludes to motivation to participate in an action since that action is pleasant and fulfilling to do. According to Deci and Ryan (1985), IM is established upon inborn requirements for capability and independence. These investigators theorize that when individuals are allowed to select to carry out an action, they will look intriguing circumstances, where they can ascend to the confrontations that the action presents. By endeavoring to meet these confrontations, they build up a feeling of capability in their capacities. Lately, Vallerand and his colleagues (Vallerand, 1997; Vallerand, Blais, Brière, & Pelletier, 1989; Vallerand et al., 1992, 1993) suggested a three-part taxonomy of IM. The first type of IM, IM-Knowledge, is the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge. A second type, IM-Accomplishment, refers to the sensations related to attempting to master a task or achieve a goal. The third type, IM-Stimulation, relates to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. The common basis of these three subtypes is the pleasurable sensations experienced during the self-initiated and challenging activity.

To get to the heart of the matter, intrinsic motivation is the willingness and enthusiasm to do and join in some specific exercises in light of the fact that an individual feels that they are appealing and wonderful.

Students who have intrinsic motivation are slanted to stay with complex and convoluted issues and pick up information from their slips and errors (Walker, Greene, & Mansell, 2006). Plus, intrinsic motivation is vital and major for the combination process through which components of one's available interior mindfulness and information is integrated or blended with new learning.

In this way, intrinsic motivation is a motivation to do an action due to itself. Indeed, the people who are intrinsically motivated do and rehearse the exercises and works since they feel that those exercises are pleasant.

### **3.2. Extrinsic Motivation**

Extrinsic motivation, on the other hand, is the inclination to participate in exercises in light of the reasons which do not connect to the action. These reasons can be the expectation of prize or penalty, such as being fruitful in the exam or getting a perfect mark (Vansteenkiste, Lens, & Deci, 2006). Extrinsic motivation, is motivation to do a work or an action as a means or approach to accomplish a goal. The individuals who are extrinsically motivated carry out and do activities as they consider that their addition will bring about advantageous results like a prize, teacher profound respect, or avoidance of penalty (Pintrich & Schunk, 1996). According to Santrock (2004), “Extrinsic motivation involves doing something to obtain something else, a means to an end” (P.418).

Extrinsic motivation (EM) is showed through an attention on accomplishing some sort of instrumental end. It can be separated into three subtypes, every one progressively self-decided: external regulation, introjected regulation, and identified regulation. First, external regulation alludes to weight or remunerate from the social environment to aquire a language, for instance gaining a decent labor. Second, introjected regulation alludes to more disguised reasons for learning an L2; for instance to demonstrate that one is a decent resident.

Third, identified regulation, the most self-determined form of EM, alludes to individual decision, priority, or esteem set on the result of language learning; for instance being the sort of individual who can talk more than one language. A characteristic of the sub-types of EM is that they all suggest some sort of outside pressure which, once expelled, may result in the language learner cancellation L2 learning (Noels, Clément, and Pelletier 2001).

## **2. Teaching Methods**

### **4.1. The Direct Method**

Since the Grammar Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular. In the Direct Method no translation is permitted. The Direct Method gets its name from the truth that meaning is to be associated straightforwardly with the target language without experiencing the procedure of interpreting into the students' original language. The method itself belongs to the natural approach of language teaching.

The objective of language learning is communication. To accomplish this objective, students ought to figure out how to think in the target language.

#### **- The Principles of The Method**

1. Classroom instruction is conducted exclusively in the target language. The teacher should demonstrate, not explain or translate.
2. Only everyday vocabulary and sentences are taught.
3. Grammar is taught inductively.
4. New teaching points are introduced orally.
5. Correct pronunciation and grammar are emphasized.
6. Both speech and listening comprehension are taught.
7. Vocabulary is taught through known words, demonstration, authentic objects (realia), pictures, and miming.
8. The teacher, by asking the students to make a choice, gets him to correct his own error (learning by self-correction).
9. The syllabus is based on situations or topics not on linguistic structures.
10. Learning is not merely restricted with formal language knowledge; it also involves speaker conventions and descriptive usage. Not formal but natural use.
11. Students should learn to think in the target language as soon as possible.

12. The purpose of language learning is communication; therefore students need to learn how to ask questions as well as answer them. Communication-first principle.

## **4.2. The Communicative Approach**

The Communicative Approach, otherwise known as Communicative Language Teaching (CLT), accentuates association and problem solving as both the methods and a definitive objective of learning English or any language. It is keen on giving students the abilities to have the capacity to communicate under different circumstances. In that capacity, it puts less accentuation on the learning of particular grammatical rules and more on getting native-speaker-like familiarity and pronunciation. Students are evaluated on their level of communicative competence instead of on their explicit knowledge.

### **a. The Characteristics of the Communicative Approach:**

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.
5. Dialogues, if used, center around communicative functions and are not normally memorized.
6. Drilling may occur, but peripherally.
7. Comprehensible pronunciation is taught.
8. Judicious use of native language is accepted where feasible.
9. Translation may be used where students need or benefit from it.
10. Teachers help learners in any way that motivates them to work the language.
11. Language is created by the individual, often through trial and error.

12. Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context.
13. Students are expected to interact with other people, either in flesh, through pair and group work, or in their writings.

#### **b. The Activities Used in Communicative Language Teaching:**

Usually in groups, communicative language teaching accentuates the use of different activities such as games (guessing games), role play (performing a dialogue in a given context), projects, interviews (may take the form of dialogues), information gap, discussion and debate, and jigsaw (strip story).

### **5. The Importance of the Speaking Skill**

In a foreign language teaching class, today's expert attention is on the students' speaking skill advancement, on the grounds that, generally, achievement is appeared through the speaking capacity, as introduced by Nunan (1991: 39) "To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language".

Consequently, speaking is an essential skill in learning a foreign language. It is so important to experiment authentic communicative circumstances in which learners will figure out how to express their own perspectives and thoughts, and to build up their oral fluency and accuracy which are extremely key for the accomplishment of second language communication.

### **Conclusion**

This literature review focuses on presenting the different definitions of motivation , it also suggests that motivation has a significant impact on language learning achievement.

In addition, this chapter presented theories of motivation relevant to language learning. We also explained that motivation can take two forms; intrinsic motivation (the desire to achieve comes from within) and extrinsic motivation (individuals perform some tasks anticipating for an external reward). So, it is widely accepted that motivation is the key to the success of second and foreign language learning. However, we have introduced the teaching methods including the direct method and the communicative approach according to their great role in enhancing students' communicative ability in the foreign language. We ended with the importance of the speaking skill in foreign language learning.

# **Chapter Two**

## **Research Methodology**

## **Introduction**

This chapter contains four parts. The first part presents a small description of the place of the field study .The second part sheds light on data collection, processing and analysis, describes population who are designated, as being the focus of the investigation of the research. Then, the third part provides a full description of the instrument tools used in this research and the last part introduces the procedures of the research include the step by step details of how conducting the study.

## **2.Research Methodology**

### **2.1. Place of the field study**

The present study was undertaken in the Department of English, at Chadli Bendjedid University, where the students of English in the first year level representing the case study and the teachers of oral expression were used for conducting the fieldwork.

The researchers are students of English and a part of the teaching learning process. They as learners and out of their experience, perceived that the students of the Department face problems and difficulties in learning English and especially in using it communicatively.

### **2.2. Participants**

All English teachers' of oral expression at Chadli Bendjedid University participated in this study. The teachers' age ranges from 24 to 44 years old. There were two female and two males, concerning years of teaching experience, the participant with the least experience had taught for three years, while the other participants had been teaching for at least ten years.

The rationale behind including them in this study was to gain more relevant and rich data as a result of their teaching experience, and also to examine the degree to which teachers' awareness of the important role of motivation in fostering learning a foreign language as well as in supporting students to communicate and their role in motivating students.

### **2.3. Research Instruments**

The current study applies a mixed method approach which includes both quantitative and qualitative research methods. Such a method combines both approaches to provide a much more detailed and comprehensive picture of that which is being investigated. We have chosen the questionnaire as an instrument to gather the necessary information because it is the most suitable tool for our research, due to the fact that they are very cost effective and easy to analyze. It aims first at seeking, discovering, and understanding how motivation affects students' achievement in learning English. So, we have opted for one main gathering tool: a questionnaire; to highlight the different judgments and views of teachers and to get more findings.

The questionnaire is the most common instrument which is used in collecting the data of studies and research presently. It functions an important role in providing the researcher precise and credible information. It creates the work easy. It is a great means applied in collecting the data because of its excellence. Questionnaires are widely known as beneficial tools of measurements in the sides of educational research.

The questionnaires provide many advantages. They can be effortlessly used by researchers and teachers in a classroom to assess the development of any teaching or learning activity. Besides, using questionnaire in any sphere usually permits the researcher to collect a large amount of data that cannot be obtained by using other tools of measurement. The questionnaire is an easy research procedure. It provides rapid and fully accurate results of the investigation. It is a kind of facility for the respondents and the researchers.

It has been generally accepted as data gathering instrument, especially in educational research. It is used when the real information is desired (Best and Kahn 1996:230). A questionnaire has the following characteristics: It covers large sample of the population.

It is an objective instrument that can be used in analyzing students' needs. This is so in light of the fact the requirements can be reflected in statistical measures. It is more appropriate for the subjects than whatever other instrument. They can say what they need without frequency. The close-ended questionnaire, like the one used in this study, gives answers a head of time and subjects have only to select the suitable one according to what they perceive.

According to Mohieu (1985), a questionnaire is the best way to figure out if a learner has a positive or negative attitude. It is interesting advantage lies in being suitable and extremely valuable in data gathering (Best and Kahn, 1995).

It is viewed an extremely helpful device in enrolling the observation, emotions, positions and motivation of the individuals. Experts in both instructive and behavioral research like Best and Kahn (1993), Koul (1997), Kothri (1990) among others, recognized the significance, practice and prominence of questionnaires as tools in gathering information in social and educational studies. Moreover, the questionnaire or items in the questionnaire were formed in a simple and clear language. It was kept as short and comprehensible as possible, and only long enough to serve the purpose of the research. The questionnaire was designed in a structured way, with a high degree of explicitness. For the purpose of the present study, two types of survey questions are used the closed-ended questions and the open-ended questions. The questions are investigating, exploring and eliciting information in the area of motivation in second language learning.

The instrument was addressed to the teachers of oral expression at Chadli Bendjedid University. The instrument was designed and constructed to investigate the

teachers' perspectives, views and opinions towards students' lack of motivation to learn and the importance of motivation in teaching English.

The teachers' questionnaire format consists of items. The items of the questionnaire are interlinked and grouped under two main sections. Section one, addresses the teachers' profile.

It is a preliminary part as it elicits the subjects to introduce themselves and offer personal information about their qualifications, experiences, motivation in teaching English. Section two, deals with the learners' motivation from the teachers' perspective.

## **2.4. Research Procedure**

After all participants agreed to take part in the study, the mail questionnaire was sent only to teachers' of oral expression, through an attached word document.

For this reason, it would have been necessary for the respondent to document the attachment, complete and save it and then re-attach it to the email to send it back to the researcher. In addition, the teachers' were given enough time to answer the questions, in order to prevent them from giving hasty responses. After the questionnaire has been accomplished, the results were tallied and tabulated. These data became the bases of analysis and interpretation.

In addition, we have faced a number of difficulties while conducting this study, especially when collecting data using the email questionnaire, despite of the time that has been taken to choose the appropriate questions that fits this study, unfortunately some of the teachers they did not answer our questionnaire at all. Also, the participants may not see the data collection process as a priority or they may just have too many other work constraints to give it the time it requires.

Another issue is that of time limitations, but even those who have been answering the questionnaire they have taken much time to answer it, which leads to some delays for analyzing the results.

## **Conclusion**

The main conclusion emerging from the overview is that the methodology used based on the presentation of the research hypothesis, which provide the supposed answer to the research question, then this section described the participants , their age, gender, level and years of teaching experience, then it was full description of the instruments used in this research paper, which include using both qualitative and quantitative research methods, and a small description of the advantages of questionnaire as the principal instrument in this study.

Lastly, there was the procedure which provides detailed information about the questionnaire which sent to teachers of oral expression at Chadli Bendejdid University. In the following chapter, the discussion and analysis of the questionnaire will be presented and elaborated on detail.

# **Chapter Three**

## **Data Analysis**

## **Introduction**

The methodology represented in the previous chapter provided the basic standard for data-gathering. This chapter describes the analysis of data with a discussion of the research findings. The findings relate to the research questions that directed the study. Data were analyzed to recognize, explore and describe the role of motivation in second or foreign language learning and to know why learners' are not motivated to learn the language, and also to explore how teachers view motivation as a way to increase their students' communicative competence.

According to De Vos (1998), data analysis requires that the analyst breaks down data into parts to obtain answers to research questions and to test hypothesis. The purpose of explaining the data is to minimize it to a comprehensible and interpretable form so that the relations of research problems can be studied and examined, and conclusions drawn.

We will also present our suggestions and recommendations concerning the role of motivation for better performance in second language learning.

### **1. The Teachers' Questionnaire Analysis**

Firstly, in section one, the items were about the teachers' background and experience in teaching the foreign language.

Secondly, in section two, the items deal with teachers concern about the learners' motivation from the teachers' perspectives.

However, the main purpose of the study is to determine why learners' are not motivated to learn and find ways of enhancing their motivation to learn.

## 1.1. Analysis of the Results:

### Section one: Background Information

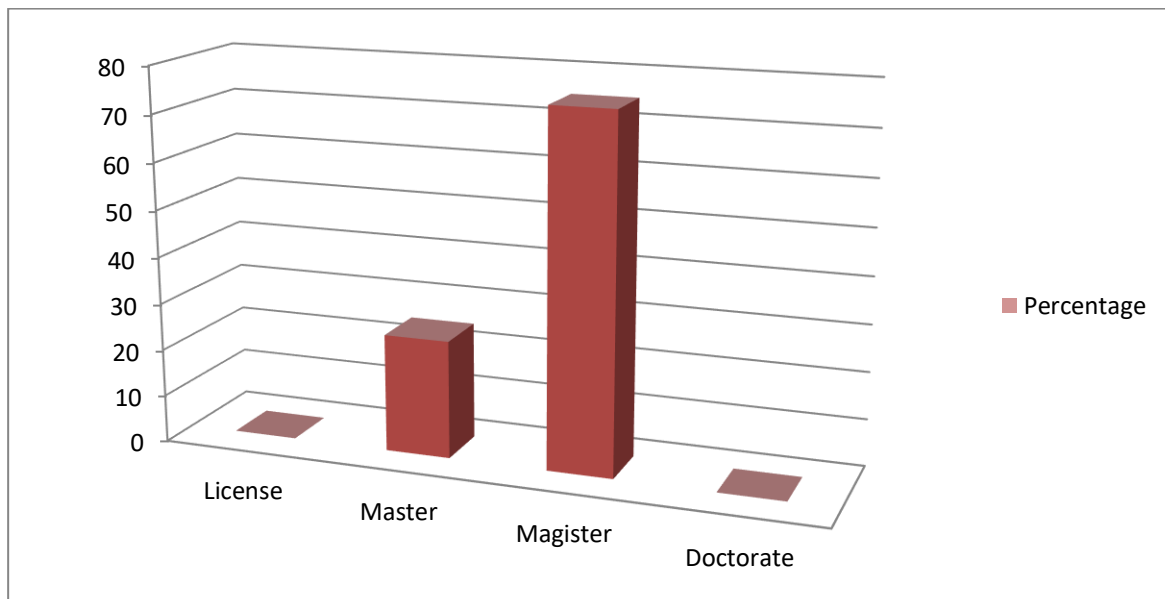
#### Question01:

What degree do you hold?

- a. License
- b. Master
- c. Magister
- d. Doctorate

<b>Response</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Participants</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>
<b>Percentage</b>	<b>0%</b>	<b>25%</b>	<b>75%</b>	<b>0%</b>

**Table 1: Teachers' qualifications**



**Figure 1: Teachers' Qualifications**

The table shows the degree the respondents hold. The majority of them are holding the degree of Magister, one teacher hold the degree of Master. However, no respondents have got the degree of Doctorate. This reveals that most of the teachers' at the department of English at Chadli Bendjedid University are qualified and competent. Because, they have reached an advanced phase of education.

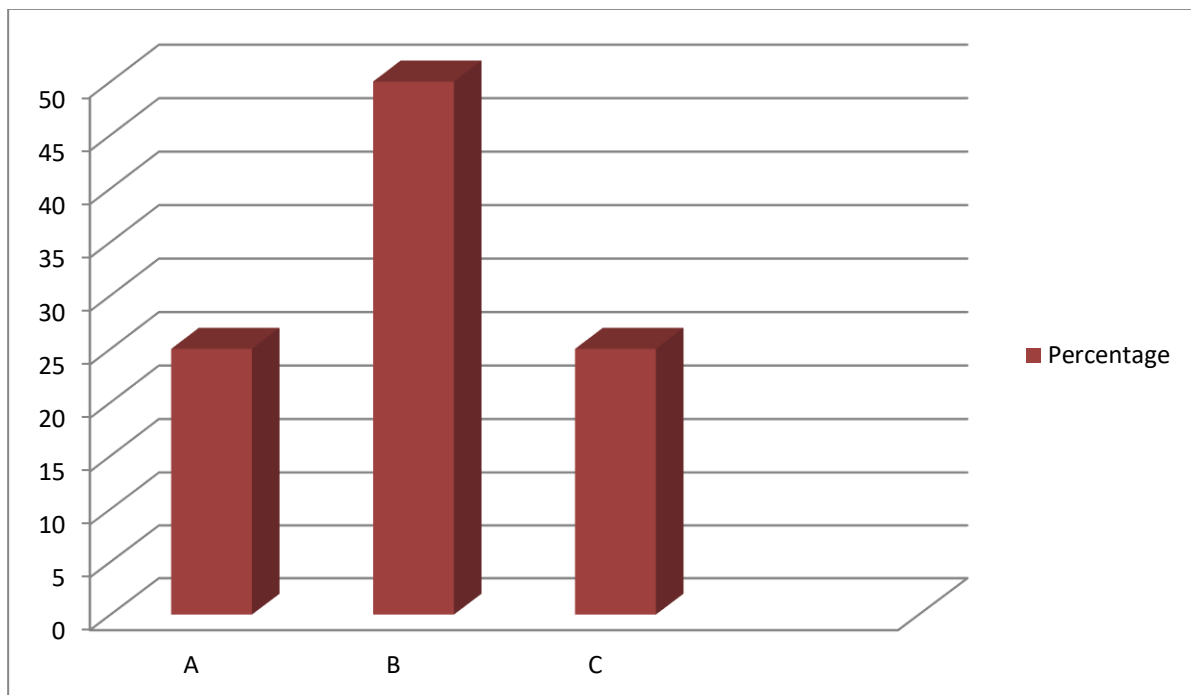
**Question02:**

How many years have you been teaching English at the university?

- a. 1-5
- b. 5-10
- c. 10-20

Option	Number	Percentage
1-5	1	25%
5-10	2	50%
10-20	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table 02: Teaching Experience**



**Figure 02: Teaching Experience**

As the figure shows, the majority of our respondents, to some extent, have a medium experience (50%), one teacher having from one to five years experience. While, only one teacher has been teaching from ten to twenty years experience.

**Question03:**

How old are you?

**Teacher01:** 24 years old.

**Teacher02:** 30 years.

**Teacher03:** 35 years.

**Teacher04:** 44 years.

<b>Ages</b>	<b>Participants</b>	<b>Percentage</b>
<b>24</b>	<b>1</b>	<b>25%</b>
<b>30</b>	<b>1</b>	<b>25%</b>
<b>35</b>	<b>1</b>	<b>25%</b>
<b>44</b>	<b>1</b>	<b>25%</b>

**Table 03: Teachers' Age.**

The results show diversity in age ranging from 24 to 44. We notice that there are different age groups to some extent, with the difference of experience. Because, there are those who are graduated newly.

**Section Two: The Learners' Motivation from the Teachers' Perspectives**

**Question01:**

Can motivation be considered a key to effective teaching?

**Teacher01:**

She said that Motivation is considered as a major key to an effective teaching. One of the barriers that may face teachers is how to motivate the students, students who are not motivated will not learn efficiently. They cannot grasp data, as a result cannot participate and eventually can affect their classmates. On the other hand, students who are motivated affect the teacher positively as well as other students.

She said also, instructors who appreciate students' motivation can, to a great extent, improve the classroom occurrence and students' inner potential, and eventually can reach the "effective teaching" level.

**Teacher02:** He said that motivation is a driving force towards effective teaching, it enables teachers to focus on the teaching process, and that can lead to boosting students' language acquisition

**Teacher03:** She said that without motivation students would fail to have a positive attitude towards the English classes. So, it is the key to effective teaching.

**Teacher04:** He said that it has a great impact on teaching second language effectively.

**Qestion02:**

Do you consider your students' motivation?

- a. Extrinsic
- b. Intrinsic

Type of Motivation	Extrinsic	Intrinsic
Number	2	2
%	50%	50%

**Table 04: Students' Type of Motivation**

Based on the teachers' replies to this question, we notice that (50%) of teachers' consider learners' motivation as intrinsic because intrinsically motivated learners want to learn because they are curious, they want to improve, they seek knowledge, and learning gives them satisfaction. On the other hand, (50%) consider learners' motivation as extrinsic because an extrinsically motivated student performs in order to obtain some reward such as grades, praise, pass the exams and so on.

### **Question03:**

Why learners are unmotivated to learn the language?

**Teacher01:** She said, students may face difficulties mainly in pronunciation and they generally commit mistakes which to some extent can make them unmotivated to learn the language.

**Teacher02:** He said, do not forget, we are in Africa, everything is un motivating at different levels: social and economic etc and when it comes to learning a language, it is nothing but a prestige.

**Teacher03:** She said that the learners are unmotivated because the classroom environment does not engage.

**Teacher04:** He said that the learners are unmotivated to learn the language because they do not perceive the classroom climate as supportive.

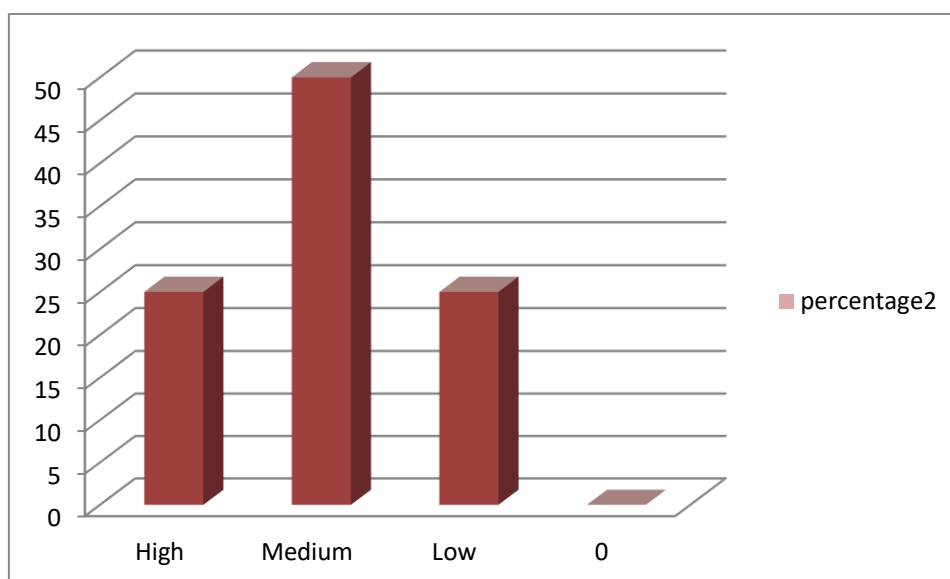
#### **Question04:**

How do you evaluate your students' motivation to learn English?

- a. High
- b. Medium
- c. Low

<b>Level</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
<b>Number</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>%</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>

**Table 05: Students' level of motivation**



**Figure 03: Students' level of Motivation**

What we notice from this table is that, (50%) of respondents regard their students' motivation to be medium, mainly due to the classroom environment, the lessons hours and overloading. only one teacher considers her students highly motivated because they are intrinsically motivated, they enjoy the language. However, one teacher regards his students' level of motivation as low because the classroom environment is boring and unmotivating to learn.

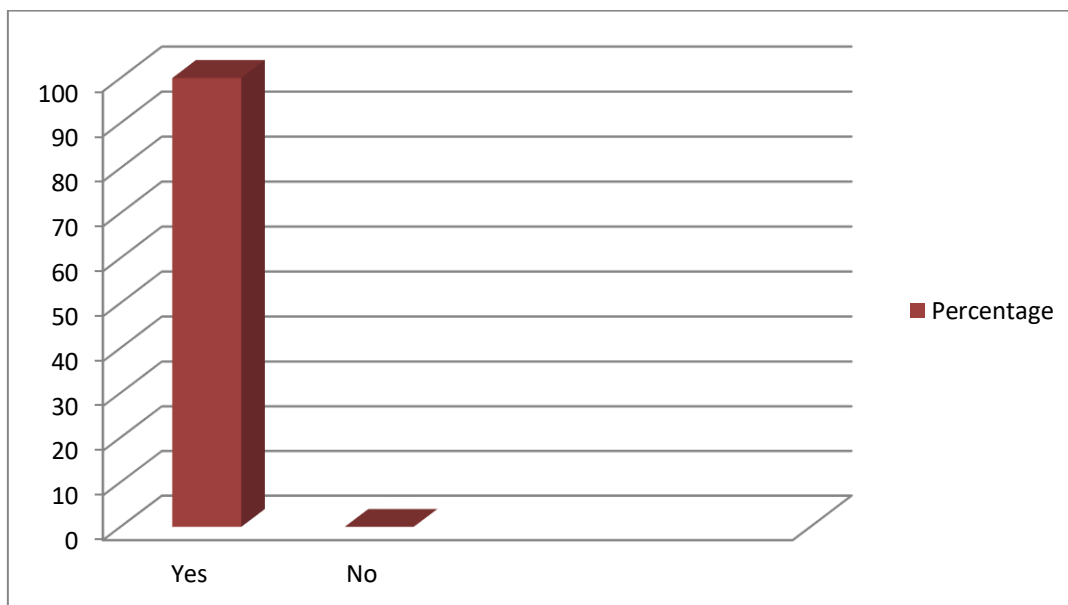
**Question05:**

Do you think the learning environment (the classroom) influences your students' motivation?

- a. Yes
- b. No

<b>Influence of the learning environment on motivation</b>	<b>Yes</b>	<b>No</b>
<b>Number</b>	<b>4</b>	<b>0</b>
<b>%</b>	<b>100</b>	<b>0</b>

**Table 06: Influence of the Learning Environment on Students' Motivation**



**Figure 04: Influence of the Learning Environment on Students' Motivation**

As the figure shows, all our respondents (100%) agreed that the learning environment has a huge impact on students' motivation to learn. Because, the classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal. If a teacher is unmotivated there will be a direct impact on the students within the classroom. Similarly, if a teacher is motivated they will likely have a beneficial impact on their students as well. It is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create a better learning environment.

**Question06:**

What role does motivation play in second language learning (English)?

**Teacher01:** She said that motivation is what makes the learning environment fun.

- It makes the students learn at ease; as if they're at home.
- It enables them to focus on the learning process; which is their primary duty.
- It enables teachers to enter into student-teacher learning interaction.

**Teacher02:** He said that motivation plays an important role in learning English. For it represents the fuel which shoves the learners forward and provides them with the energy & the determination to learn more.

**Teacher03:** She said in most of the case it is seen that without motivation students do not want to learn second language.

**Teacher04:** He said that motivation plays a significant role in second language learning. It makes the students interested and also, accelerates learning.

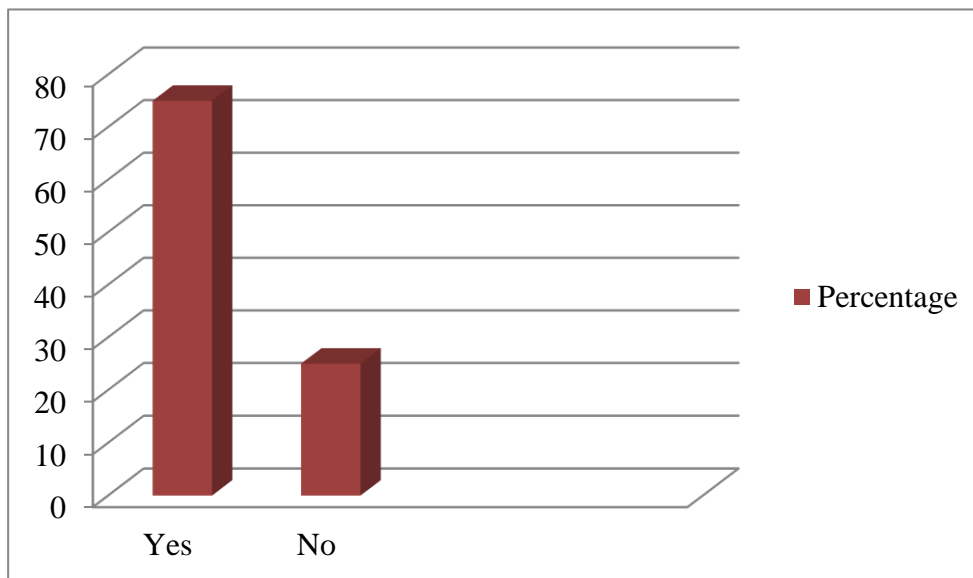
**Question07:**

Are you always motivated to teach?

- a. Yes
- b. No

<b>Always motivated</b>	<b>Yes</b>	<b>No</b>
<b>Number</b>	<b>3</b>	<b>1</b>
<b>%</b>	<b>75%</b>	<b>25%</b>

**Table 07: Teachers' Motivation to Teach**



**Figure 05: Teachers' Motivation to Teach**

Apparently from this figure, the majority of teachers (75%) feel themselves always motivated to teach. Because, they are interested in what they do, they look at teaching in different way to teachers who are not motivated, they enjoy what they do and do not see it as just a job. Also motivated teachers are interested in their students and want their students to be motivated so they do things in the classroom that will nurture that kind of philosophy. However, (25%) of teachers feel themselves not always motivated to teach because realistically, no one is motivated all the time to do everything they have to do. But, they are supposed to be a positive, guiding light for the students and keeping students inspired to learn.

**Question08:**

What are the reasons of lack of motivation?

**Teacher01:** She said that, the reasons of the lack of motivation in students are the dull learning atmosphere and the lack of participation in class. Also, the overload of courses during the day may cause a sluggish milieu which affects the students' motivation.

**Teacher02:** He said difficulty in concentration, overloading and health problems.

**Teacher03:** She said that:

- Students are used to laziness and success without hard working.
- Students regard the university as a refuge, no more
- Most students won't find a job at the end of their studies

**Teacher04:** He said that:

- Lack of confidence
- Syllabus
- Shortage of material

### **Question09:**

How does lack of motivation affects?

**Teacher01:** She said that, the lack of motivation leads to stagnation and the latter leads to devastating results at the academic level.

**Teacher02:** He said the lack of motivation is contagious. It can affect the motivated students as well as the teacher. It makes the learning atmosphere tiresome and apathetic.

**Teacher03:** She said that, the lack of motivation affects negatively such as students' low confidence, lack of interaction and isolation from classmates, stress and depression.

**Teacher04:** He said lack of motivation has a direct impact on students' academic performance which can leads to students failure.

### **Question10:**

How to stay motivated throughout your hectic schedule?

**Teacher01:** He said “Tell a story and make a point, that’s what makes the students attentive”.

**Teacher02:** She said “Personally, my students are the reason why I’m always motivated. I think of the amount of data I can provide them, and how would this help them in learning. And what I’ve noticed is, when I’m motivated my students are motivated, so I always try to keep my spirit high to keep them animated and excited to learn more”.

**Teacher03:** She said “Actually, it is difficult to stay motivated all the day but I get motivated from knowing that students have learned something they never knew before”.

**Teacher04:** He said “Having fun with my students, creating a good studying environment and staying positive and patient”.

### **Question11:**

What strategies teachers can use for motivating learners?

**Teacher01:** She stated that:

- Giving them feedbacks with smile on the face.
- Motivating them with bonus marks.
- Implementing a teaching method that fits their needs and wants.

**Teacher02:** He stated that, providing a good, entertaining and enjoyable learning environment, and using authentic materials, audio-visual media are some of the strategies teachers can use for motivating learners.

**Teacher03:** She said that, teachers must feel comfortable with themselves, their students, and their subject matter

**Teacher04:** He said teachers must ensure that their instructional activities are interesting and relevant.

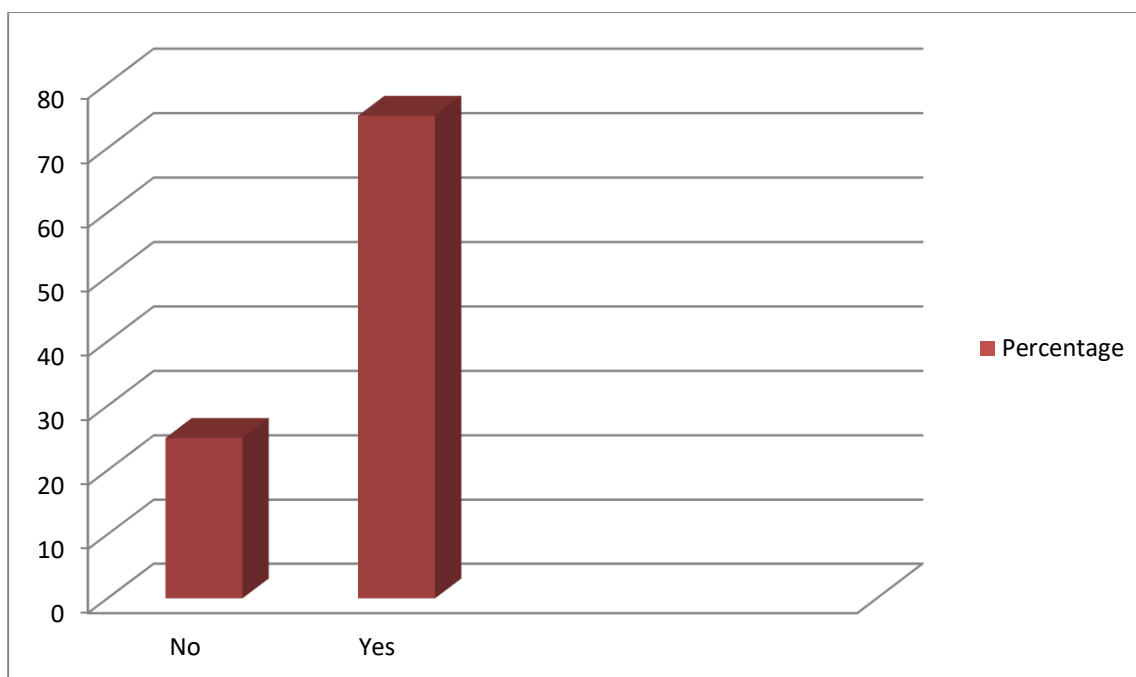
**Question12:**

Are the students' really aware of the notion of communication?

- a. Yes
- b. No

<b>Students' awareness</b>	<b>Yes</b>	<b>No</b>
<b>Number</b>	<b>1</b>	<b>3</b>
<b>%</b>	<b>25%</b>	<b>75%</b>

**Table 08: Students' awareness**



**Figure 06: Students' awareness**

Almost all teachers (75%) said that the students are not aware of the notion of communication simply because they are not motivated to talk; to convey a meaning, to start a conversation or a debate within the classroom or even outside the classroom; they revert or go back to their mother tongue; Arabic; because they feel confident and at ease while using it; also because when using English in classroom, they're afraid of the fact of making errors and mistakes and also of being bullied or laughed at by their classmates or by the teacher; teachers don't consider the fact of making errors and mistakes as part of the learning process. However, (25%) of teachers said that they are aware of the notion of communication because they are interested in practicing the language and improving it.

**Question13:**

Do you think the time allotted to teach oral expression is sufficient for students to develop communicative competence?

**Teacher01:** She said that, the time allotted to Oral experience is minimal.

**Teacher02:** He said that, the time allotted to oral expression sessions is not enough to develop communicative competence.

**Teacher03:** She said developing communicative competence is timeless. It cannot be bounded by time and place. But in our case the time allotted to teach oral expression is somehow sufficient to develop student communicative competence. In addition to the assignments and the home works, which play a major role in enhancing their skills.

**Teacher04:** He said one hour or two per week is not sufficient at all to develop communicative competence.

#### **Question14:**

From your experience in teaching oral expression, what difficulties do your students encounter when speaking?

**Teacher01:** She stated that:

- Lack of the knowledge on phonetics.
- Lack of reading.
- Lack of understanding native speakers' conversation.

**Teacher02:** He said pronunciation difficulties (mainly when they try to imitate native speakers), grammar mistakes, and misuse of tenses and lack of rich vocabulary.

**Teacher03:** She said that, the major difficulties students encounter when speaking are: grammatical and pronunciation mistakes, lack of vocabulary.

**Teacher04:** He stated that:

- Pronunciation problems.
- Lack of vocabulary.
- Interference from the mother tongue.
- Grammatical errors

### **Question15:**

What do you suggest to improve the students' communicative competence?

**Teacher01:** He said that more time must be given to teaching oral expression and hiring teachers who are native speakers of the target language.

**Teacher02:** She said "I always advise my students to PRACTISE! This, in my humble opinion, plays a vital role in enhancing and improving their skills. An effective practice would be accomplished by: getting in touch with English natives, reading, and writing, practicing the oral skills, and especially practicing in peers or groups".

**Teacher03:** She said "To teach idiomatic expressions and put students in real situations".

**Teacher04:** He said "To make intensive and extensive listening sessions, because a good listener is a good speaker".

### **Research Findings**

As we mentioned before the purpose of this study is to determine why English learners are not motivated to learn and find ways of enhancing their motivation to learn. However, the current study examined teachers' perspectives toward students' motivation and its effect on their learning. The data indicate that there is a complete awareness of the great role that motivation plays in fostering students learning. But unfortunately it is not realized enough in real settings.

Another finding which also worthy of mention is that the dull learning atmosphere, the lack of participation in class, syllabus density, shortage of materials, and the overload of courses during the day are the top major factors of lack of motivation towards language learning.

We additionally touched on what teachers can do in the classroom to preserve high standards of motivation, for example: Implementing a teaching method that fits their needs and wants, providing a good, entertaining and enjoyable learning environment, and using authentic materials.

Keeping in mind the end goal to enhance student's motivation, teachers need to set interesting course material and objectives that are important, practical, meaningful and achievable for students. They likewise need to make an animating and well disposed learning environment. Also, what we recommend is that teachers' should motivate students intrinsically, teachers should let their students choose what they want to study, what interests them, offering and providing the students with positive feedbacks in order to perform well, strengthen students' self-motivation to become independent learners, also teachers should encourage their students to focus more on their goals and objectives rather than on their grades

However, concerning the development of the communicative competence, students should be given more time to practice the language. Also, more time must be given to teaching oral expression, Hiring teachers who are native speakers of the target language. By applying these procedures in teaching/learning process, students will have the capacity to achieve their learning objectives effectively.

## **Conclusion**

After the analysis of the teachers' questionnaire, we can affirm that the results that have been obtained make the researchers' comprehension clearer about the crucial role of motivation in the teaching- learning process, and also about the major reasons of students' lack of motivation.

Additionally, we can affirm that motivation plays a key role in encouraging learners to speak the language and, thus, develop their oral production.

## GENERAL CONCLUSION

There is no doubt that L2 learning is a complex phenomenon in which motivation plays an important role. Since, we realize that motivation is one of the key elements driving language learning success. Motivation decides the extent of learners' involvement in learning tasks at different stages. The present study has served to grow our comprehension of first year students' lack of motivation for learning English. However, learners may confront numerous boundaries and obstacles that may lead them to be de-motivated to learn i.e. losing their desire and enthusiasm to learn. Motivation is, continually, connected with the achievement or disappointment of individuals in accomplishing a particular task in general and of learners in learning a language specifically. Besides, the ultimate aim of this study is to find the most de-motivating factors among first year students' in order to provide and promote clear awareness about the problem which is lack of motivation. Hence, we support our hypothesis that is stated that: when teachers motivate students, as a result they will learn faster and accomplish their end goals.

Therefore, the results answer the main research questions of the study by examining the data gathered. The findings of this study confirm the value and the great role of motivation in promoting students success. By perceiving students' motivational factors, teachers can provide teaching material more applicable to their personal goals for learning the language, offer positive teacher feedback, and encourage de-motivated students to improve their English learning behavior. The key finding was that the language proficiency was positively related to intrinsic motivation. From these findings, it suggested that EFL teachers might need to create an authentic English learning environment where intrinsic values of performing a task could be found.

It is hoped that this study can attract more noteworthy consideration regarding students' motivation for learning English. Also, it has been recognized that students are not motivated to learn English due to some reasons that have been mentioned previously. The teacher is an essential agent but not the only one that motivates students to learn.

The most important agent is, in fact, the student's own capacity in self-learning. To succeed, students need to figure out how to maintain interest, set objectives, exercise self-efficacy and deal with their own learning responsibilities in order to enhance their English standard. Furthermore, the role of teachers is to display a quality and strategic instruction which can advance an active learning environment.

Consequently, it is essential for teachers to enhance students' intrinsic motivation in learning English by giving them autonomy and reducing their language anxiety and to create authentic English environment for them to apply this language in their daily lives. In other words, students should be given sufficient opportunities for the 'real' use of the target language. This can be accomplished by helping them set practical, short-term goals and giving them challenging but achievable learning tasks. Last but not least, teachers ought to elevate exertion attribution to students and encourage them to trust despite the fact that it is hard to see an immediate reward of language learning within a short period of time, effort and persistence do pay off. It would seem to be highly advisable that attention should be paid to the above areas if better teaching is to take place and stronger motivation is to be developed and sustained. In addition, English teachers are advised to outline learning tasks or activities to address students' needs and interest, so that the language skills, grammar, vocabulary, tone and so forth can be developed for meaningful communication.

Finally, it would be greatly improved if more research could be done on how to enhance students' motivation in learning a foreign language.

## **Recommendations**

Research has shown that most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. So what we recommend is that:

- ◆ Teachers should motivate and encourage students to learn.
- ◆ Keep them in touch with modern teaching methods.
- ◆ Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- ◆ Help students find personal meaning and value in the material.
- ◆ Create an atmosphere that is open and positive.
- ◆ Help students feel that they are valued members of a learning community.
- ◆ Get them involved.
- ◆ More time must be given to teaching oral expression.
- ◆ Hiring teachers' who are native speakers of the language.

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# APPENDICES

**Appendix**  
**Teachers' Questionnaire**

You are kindly invited to fill in this questionnaire which aims at investigating the reasons of students' lack of motivation to learn, and the problems of communication within the language and finding ways to motivate them.

\*\*\*\*\*

**Section one: Teachers' profile (background information)**

These questions are about you, your education and the time you have spent in teaching.

1. What degree do you hold?

a. License

b. Master

c. Magister

d. Doctorate

2. How many years have you been teaching English at university?

.....

3. How old are you?

.....years

**Section two:**

The learners' motivation from the teachers' perspectives.

1. Can motivation be considered a key to effective teaching?

.....  
.....  
.....  
.....  
.....

2. Do you consider your students' motivation as:

a. Extrinsic

b. Intrinsic

3. Why learners are unmotivated to learn the language?

.....  
.....  
.....  
.....

4. How do you evaluate your students' motivation to learn English?

a. High

b. Medium

c. Low

5. Do you think the learning environment (the classroom) influences your student's motivation.

a. yes

b. No

6. What role does motivation play in second language learning (English)?

.....  
.....  
.....  
.....

7. Are you always motivated to teach?

a. yes

b. No

8. What are the reasons of lack of motivation in students?

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.....

9. How does lack of motivation affects?

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.....

10. How to stay motivated throughout your hectic schedule?

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.....

11. What strategies teachers can use for motivating learners?

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.....  
.....  
.....  
.....

12. Are the students' really aware of the notion of communication?

a. yes

b. No

13. Do you think the time allotted to teach oral expression is sufficient for students to develop communicative competence?

.....  
.....  
.....  
.....  
.....

14. From your experience in teaching oral expression, what difficulties do your students encounter when speaking?

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.....  
.....  
.....

15. What do you suggest to improve the students' communicative competence?

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.....

**Thank you very much for taking the time to answer  
this questionnaire !**

