Djillali Bounaama University, Khemis Miliana
Faculty of Letters and Foreign Languages
Department of Foreign Languages

Exploring the Factors that Motivate Secondary School Students to Learn English

(Case Study: Third Year Students in Boualem Bendouha Secondary School, Ain Lechiakh)

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the Master Degree in Language and Communication

Candidate: Supervisor:

Souria Benbedra   Mr. Benyoucef Habbiche

Board of Examiners:

Name Surname   President

Name Surname   Supervisor

Name Surname   Examiner

2022

Declaration

I hereby declare that the substance of this dissertation is the result of my investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

Souria Benbedra

DEDICATION

To the soul of my father and brother.

To my dear husband and lovely children

Noussaiba, Oumayma and Abdel Fettah

To my mother may Allah protect her,

To my sister and my brothers,

To my husband's family

To all those who know me

I dedicate this work.

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my supervisor Mr. Benyoucef Habbiche for his insightful comments, guidance, advice and support which provided me with enough moral support.

Also, my sincere gratitude and appreciation go to the board of examiners who have accepted to examine my work and provide comments that would refine it.

I am extremely grateful to third year students and teachers of English at Boualem Bendouha secondary school, Ain lechiekh. Their cooperation has been immensely prolific and useful to my research study. I also want to express my sincere thanks to my beloved family for their help. Lastly, I would like also to thank my dear husband for his moral and physical support as well as his encouragement. Special thanks go to my lovely children and to all those who contributed in a way or another in achieving this work.

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL
STUDENTS TO LEARN ENGLISH

Abstract

The present research aims to explore the factors that motivate secondary school students to learn English. It also aims to figure out to what extent the role of the teacher is important in motivating third year students to learn English as well as the different factors that motivate and demotivate them. The researcher adopts a mixed methodology, which is both qualitative and quantitative using one instrument of collecting data, which is: questionnaire. The first questionnaire was conducted in a secondary school in the area of Ain Lechiekh with its teachers and teachers from other secondary schools in the willaya of Ain Defla; and the second questionnaire was administered to 50 pupils from Boualem Bendouha Secondary School in Ain Lechiakh. The findings show that third year secondary school students are motivated to learn English through different factors (internal and external factors) which boost their motivation to learn. They also foster the crucial role of the teacher in motivating his learners. Thus, the study confirmed the hypotheses that say that there are different factors which can motivate third year secondary school students to learn English and that the role of the teacher is so important in increasing this motivation to learn.

Key Terms : Motivation, Demotivation, Qualitative and quantitative methods

Resumé

Cette recherche vise à découvrir les facteurs qui poussent les lycéens à aimer et apprendre l'anglais, ainsi qu'à connaître le degré de l'importance du rôle joué par le professeur dans l'incitation des bacheliers spécialement à apprendre l'anglais. Le chercheur adopte un plan de recherche varié en utilisant un seul moyen: le sondage. Le premier sondage a été fait avec les enseignants du lycée de Ben Douha Bouallem et même avec d'autres collègues dans plusieurs lycées de la wilaya de Ain Defla. Quant au deuxième, il a été donné à 50 cinquante élèves. Les résultats montrent que les élèves des classes terminales ont vraiment l'envie d'apprendre l'anglais pour plusieurs raisons (internes et externes) qui intensifient leur vouloir d'apprentissage d'un côté, et le rôle primordial du professeur d'un autre côté. En définitive, cette étude affirme qu'il existe pas mal de facteurs qui peuvent motiver le bacheliers à apprendre l'anglais sans oublier le rôle indiscutable de l'enseignement, c'est le guide qui crée ce motif.

الملخص

تطرقنا في موضوع بحثنا هذا على اكتشاف العوامل المؤثرة في تحفيز تلاميذ الطور الثانوي وبالأخص السنة الثالثة على تعلم اللغة الإنجليزية . و كذا معرفة مدى أهمية دور الأستاذ في هذه العملية. حيث اعتمدنا في بحثنا هذا على المنهج الاستقصائي وكانت أداة البحث المستخدمة الا وهي الاستبيان وذلك من أجل جمع أكبر عدد من المعلومات عن التلاميذ والأساتذة والمتمثلة في عينة البحث والتي كانت مقسمة على 50 تلميذ من نقس المؤسسة التربوية (بن دوحة بوعلام) و 10 أساتذة مقسمة على 4 ثانويات. وبعد جمع وتحليل النتائج تبين انه توجد عوامل مباشرة وغير مباشرة لها تأثير على تحفيز التلميذ على تعلم اللغة الإنجليزية و ذلك ما تفسره خلاصة كل محور من محاور البحث ،دون ان ننسى احدى العوامل الجد مؤثرة على هاته العملية و هو الأستاذ والذي يعتبر المحرك الأساسي لعملية التحفيز ، غير أنه لا نستطيع ان ننسى على وجود عدة عوامل اخرى لم نتطرق اليها في بحثنا هذا ويبقى هذا مكمل لبحوث اخرى تهتم بهذا الموضوع.

.

List of Abbreviations

EFL: English as a foreign language

ESL: English as second language.

ICT: Information and communication technology

L2: second language

QCA: Qualitative Content Analysis

List of symbols

%: Percentage

X: The calculatedpercentage

Z: The value of the answers

Y: The total number

=: Equal

×: Multiply

÷: Division

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL
STUDENTS TO LEARN ENGLISH

List of Tables

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL
STUDENTS TO LEARN ENGLISH

1 Table of contents

Introduction

General Introduction

Despite the variations in habits, traditions, and cultures between the different countries of the world, English has become a common and a global language among the speakers of thousands of several languages. With the growing spread of English in the whole world, teaching and learning this language has become very crucial and important; for this reason, teachers and educators are using different techniques to teach and motivate their EFL learners.

To go deeply through our topic, motivation is one of the most important concepts which can help learners promote their level of success in the process of teaching and learning. It has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation is a complex area of research within the field of applied linguistics and education witnessing a huge amount of research in various contexts. Though motivation is difficult to address its broad scope and concerns with a single theory, scholars like Dornyei and Otto (1998), Steers and Porter (1991), Ryan and Deci (2000) share the same perception of the meaning of motivation which consists of the need or the desire to pursue a particular action, strive with it and the energy expanded on it (Dornyei, 2001; 2011).

Motivation is one of the core concepts in second or foreign language education as it plays an essential role in both the transmission and reception of knowledge. In fact, motivated learners are more likely to understand information than unmotivated ones and

this can be seen in the fact that motivated learners are always involved while learning and show enthusiasm comparing to the unmotivated ones.

A brief glance at the previous studies shows that the issue of students' motivation has been the concern of many researchers from several perspectives around the world. In this respect, works conducted by Gardner (1985), Dornyei (1994), Dornyei and Otto (1998) Williams and Burden (1997) Oxford and Shearin (1994) consider motivation as an essential factor in the success of language learning.

Research on second language motivation was first initiated with the prominent works of two pioneer researchers in Canada, Robert Gardner and his associate William Lambert (1972). Their investigations on L2 motivation were centered on the social psychological perspectives, where the sociocultural environment of the learner plays an important role in L2 learning.

In the Algerian context the subject of motivation has been tackled at the level of secondary schools by many researchers it is mainly limited to one aspect. In line with this, work conducted by Belaidene (2016); reveal that motivation of students to speak is subject to different influencing educational and environmental factors. But this present work shed the light on the factors that motivate secondary school students and the role of the teachers in motivating them.

Aims and Significance of the Study

This research which is a case study, first and foremost, aims at shedding light on the vital role of motivation in the teaching-learning process, mainly in ESL and EFL learning. Thus, in this present study we have selected third year secondary school students to be the participants, as their motivational disposition constitutes a basic step that will greatly and likely influence their upcoming years of their learning process.

Furthermore, in this study we intend to reach two main objectives: the first is to explore the factors that influence third-year students' motivation to learn English, that is, what can motivate or demotivate the students. The second objective consists in determining the importance of the role of teachers in creating and enhancing this motivation.

Concerning the significance of the study, motivation helps both students and teachers in the educational context. If students are motivated, this will effect in the smooth running of the teaching learning process. Thus, it is essential to show the role of motivation in the achievement of goals and objectives of both teachers and students. It will help us to have a deeper understanding to what extent motivation is important and influential in the teaching-learning process. Finally, the key findings of this study will contribute to the existing research on this subject, giving teachers with insights on how to motivate and keep their learners motivated by paying more attention to the motivational practices they use, and by avoiding its negative counterparts.

Research Questions and Hypotheses

To explore the factors that motivate secondary school students to learn English, we thought of three research questions. They are as follows:

1- How do students'perquisites and the environment affect third year students' motivation?

2-How does learning English affect their future career?

3- To what extent the role of the teacher important in motivating third year secondary school students?

In an attempt to answer these research questions, I advance a number of hypotheses which are as follows.

1- The pupils' perquisites and the environment affect third-year
students 'motivation to learn English.

2- Motivating students to learn English has an effect on third year future career.

4- Teachers have important role in motivating third year students.

Research Methodology and Tools

To conduct our research, we adopt mix method for data collection and data analysis it means quantitative and qualitative methods. It intends to explore the different factors that may influence the students' motivation.

The research data are collected using a questionnaire designed for third-year students at the secondary school of Boualem Bendouha "Ain lechiekh" and another questionnaire that targets ten teachers from the same secondary school and from others. This will put us in a direct link with the context of our study and provide us with more details to better understand the issue. And for the qualitative part, we explain the results obtained from the questionnaires that contain open-ended questions, by discussing and justifying the reasons of the different views of both students and teachers through content analysis.

Structure of the Study

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

The general introduction presents the statement of the problem, aims and significance of the research, research questions and hypotheses, research techniques and structure of the dissertation. The first chapter provides 'The literature Review". It reviews the different theories and concepts of motivation and their relation to language learning and teaching. The second chapter is named 'Research methodology' and it

presents and explains the procedures of data collection and data analysis. In other words, it gives a description of the research methodology, the research instruments and the data gathered from the respondents. The third chapter is entitled 'Presentation , analysis and discussion of the Findings' in which the results are figured out using tables; analyze and discuss the findings of the study and give answers to the research questions.

Finally, the last chapter ends with general conclusions and recommendations. It provides a summary of the different points tackled throughout the research.

I. Chapter one: Literature Review

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL STUDENTS TO LEARN ENGLISH

1. Motivation and Language Learning and Teaching.

1.1 Introduction

This chapter is devoted to the review of the literature relating to motivation in the field of language learning and teaching. It aims at exploring the complex relationship between motivation, language learning and teaching. The first section of this chapter starts with various definitions of motivation from different perspectives. It, then, accounts for the different theoretical frameworks and approaches that have been adopted to explain the notion of motivation and its relation to language learning. The second section of this review opts for investigating motivation and its relation to language teaching, in the sense of examining how motivation research may benefit language teachers in their classroom practices. Lastly, this review explains the notion of demotivation in language learning and its factors.

1.2 Definition of motivation

Motivation is a key term in language learning and it is pluridimensional. For this reason, it has various definitions. In this context, Dornyei (1998: 117) comments: "Although motivation is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept". In other words, though motivation has received much importance in educational research, but, there has been little agreement on its notion, due to the different contexts of learning. Williams and Burden (1997,p. 120) define motivation in general as follows: "a state of cognitive and emotional arousal which leads to conscious decision to act and gives rise to a period of sustained intellectual and /or physical effort in order to attain a previously set goal or (goals)".

As it is clear, motivation is a tool which helps us to attain our objective. First, we feel an interest to take part in its importance. Then, we try to maintain our interest and fight to achieve our objective. Crookes and Schmidt (1991) describe motivation as

"the learner's orientation in relation to the goal of learning a second language" (Cited in Ozturk; 2012). In other words, motivation is related to the direction that the learner selects in relation to the goal of language learning. In addition, according to Steers and Porter (1991: 6) "motivation can be characterized as follows: needs or expectations, behaviour, goals and some form of feedback". Furthermore, Deci and Ryan (2000:54) state that "to be motivated means to be moved to do something" in the sense of engaging in doing an activity. Moreover, Dornyei (2011) elaborates that motivation includes the decision to do a specific activity, maintaining doing this activity and the effort expanded in doing it.

Interestingly, Brown (1994:152) states that "motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action". Similarly, Narayanan (2006) defines motivation as the reason or reasons behind one's actions or behaviour. Differently said, motivation settles in the reasons or the motives that make someone to act in a specific way.

Motivation was considered as a key factor to successful language learning because it drives students to learn the language easily and it helps teachers in their work. And therefore; we can say that motivation is paramount to student's success and without it we will almost certainly fail to make the necessary effort.

1.3   Motivation and its significance in Language Learning and Teaching

Motivation is one of the most important factors that modulate and alter language learning and teaching. Infact, students' learning may be directed towards success or failure depending on the motivational state of learners and their investment in the learning of the language. In other words, motivated learners are more capable to enhance their learning abilities than unmotivated ones. As it is clearly said by Gardner

(2006: 241) "students with higher levels of motivation will do better than students with lower levels" (cited in Al-Tamimi and Shuib, 2009: 32).

Furthermore, teachers also need to know how to manage their classroom and feel at ease when they are teaching. This can be done using various strategies to make the unmotivated students to become more interested in learning, and maintain or fortify the motivational state of those who are motivated. All in all, to experience successful and effective teaching, teachers ought to help students and guide them to succeed in their learning and motivate them in the relevant way.

1.4   The Factors that demotivate the second language learners

Demotivation is related with the factors that drop and decrease the motivation of students. Dornyei (2001) defines demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an on-going action" (Dornyei, 2001: 143).

Demotivation can be seen as the negative counterpart of motivation. Similarly, 'demotives' can be considered as the negative counterpart of motives (ibid). In addition, there are various negative factors that may cause someone to miss his interest in learning a language. Dornyei (2001) notes that: "a demotivated learner is not someone who has lost his motivation completely". Dornyei (2011) identified these principale demotivating factors:

1- The teacher (personality, commitment, confidence, teaching method).

2- Unsuitable school facilities (group is too big or not the right level,

   frequent change of teachers).

3- Reduced self-confidence (experience of failure or lack of success)

4- Negative attitudes towards the L2.

5- Compulsory nature of L2 study. (Dornyei, 2001: 148)

Firstly, the teachers' personality plays an important role in students' motivation, like how they behave with their students (severe, indulgent, cheerful, etc.). For example, if the teacher is severe and show no enthusiasm to students when teaching, as a result, this may cause the students to be demotivated from learning the L2.

Furthermore, the fall of self-assurance or confidence caused by a failure experienced in the past which arouses negativism on students' perceptions of their abilities may deprive them from any effort to engage in language acquisition. Without any confidence on their capacities and an optimistic view of what they can achieve, even genius learners will face problems in their learning cycle. And it is the responsibility of classroom practitioners to revive students' self-assurance and experience them to have a high regard on their own abilities. In the same context with this, Hamada (2008) conducted a study in Japan where he surveyed 234 first-year students and found that there were internal and external demotivating factors. Among the most influential internal factors, he identified reduced self-confidence as being the most important. (cited in K. Sarojani Devi Krishnan et al 2013)

Another powerful demotivational influence is related to the unsuitable conditions that students may meet like large number classes (overcrowded classes) which may be difficult to manage by teachers. In agreement with this, Willos (2011) states that: "overcrowded classrooms have more negative effects than any positive. They cause disturbance for students, embarrassment for some to participate and in general the students' development, confidence and understanding. In addition to that it is a source of stress for the teacher" (Cited in M. Fattash, 2013)

In the same way, Ushioda in her study (1998) investigated demotivational factors of

(20) Irish learners of French in Dublin. She diagnosed two important aspects which cause demotivation that are related to the learning context, these are chiefly the teaching methods and the learning tasks (Dornyei and Ushioda, 2011).

1.5   Types of Motivation

Motivation is divided into four main kinds which have been identified by various scholars for instance Gardner (1985), Gardner and Tremblay (1994), Ryan and Deci (1985). These sorts are explained in the coming paragraphs.

1.5.1   Intrinsic and Extrinsic Motivation

These two terms are rooted in the Self-determination theory that categorizes motivation into two kinds: intrinsic and extrinsic. Infact, intrinsic motivation refers to motivation to engage in an activity, as it gives joy, pleasure and satisfaction while doing something (Deci and Gagné, 2005). It is related to the individual internal feelings that push someone to do the task and win knowledge rather than

Some separable results. Extrinsic motivation, on the other hand, is related to the external factors that drive learners to learn. That is, it is "the performance of an activity in order to attain some separable outcomes" (Ryan and Deci, 2000:55). For example, when the learner will receive rewards after doing the task or getting good marks.

1.5.2   Integrative and Instrumental Motivation

According to the pioneer researchers Gardner and Lambert (1972), there are two sorts of motivation: "integrative and instrumental" (cited in Mahadi and Jafari, 2012). These two types of motivation are important when referring to second or foreign language learning. On the one hand, integrative motivation happens when learners are studying a language since they want to identify themselves with the community and the culture that speaks that language. On the other hand, the instrumental motivation is

related to the pragmatic considerations that learners anticipate in learning a language like obtaining a job, gaining a high salary, etc. In a line with this idea, Cook (2000) states that integrative and instrumental motivations are very essential and useful for second and foreign language learning

1.6 Motivation theories

A number of psychologists and researchers suggest some theories; in the following lines, some swayful theories of motivation will be discussed.

1.6.1 Motivation theories gathered by Brophy:

Brophy (2004), collect and gather the various theories of motivation and put them into three main categories.

*Need theories: need theories come as substitution to behavior reinforcement theories. These theories argue that human behaviors are a response to either inborn or developed needs among different individuals. Need theories have been refused by scientific psychologists for basing on circular logic. This circular logic fails to explain behaviors and support it with the evidence of need (ibid).

*Behavior Reinforcement Theories: these theories are extremely influenced by the behavioral theory, which suggest that humans respond to basic drives or needs; they talk more about control rather than motivation. Others provide some considerations to learners' thoughts, intentions, needs, goals, and motivation-related thinking, and they are named the cognitive models of motivation (Brophy, 2004, p.4).

*Goal theory: these theories represent the move from talking about needs to goals, objectives, and intended outcomes of a certain behavior. Theorists argue that goals vary in scope; they suggest that there are radical goals and abstract goals (ibid).

1.6.2   Motivation theories gathered by Öztürk:

Öztürk (2012) also reviews a number of motivation theories that are different

from the ones that are colleced by Brophy (2004). Öztürk (2012, p. 34) high light

several motivation theories.

*Theory of Planned Behavior: It is about the link between attitudes and

behavior. Someone's attitude towards a target influences the overall pattern of the

person's responses to the target., Öztürk (2012) states that behavior is moulded by

behavioural eagerly, in which behavioural eagerly are a work of an individual's

demeanour toward the behaviour, the subjective standards encompassing the execution

of the behaviour, and the individual's discernment of the ease with which the behaviour

can be performed (behavioural control) (p.38).

*Self-Determination Theory: psychologists consider this theory as the most

influential motivation theory, it is suggested by Deci and Ryan (2000), It focuses on the

degree to which an individual's behavior is self-motivated and self-determined. Intrinsic

motivation concerns behavior performed for its own sake in order to experience

pleasure and satisfaction. Extrinsic motivation involves performing a behavior as means

to an end, that is, to receive some extrinsic reward or to avoid punishment.

* Self-Worth Theory: Self-worth theory was suggested by Covington (1992),

he states that when the perceptions of personal value and worth are threatened, people

struggle desperately to protect them, which results in a number of unique patterns of

face-saving behaviors in school setting

*Self-Efficacy Theory: Bandura (1989, p. 1175) defines self-efficacy as

people's convictions about their capabilities to work out control over occasions that

influence their lives. Self-efficacy theory is the belief on people's effectiveness in

performing specific tasks, and, accordingly, the choice of the activities attempted, the

amount of the effort exerted and the persistence displayed will be determined by their sense of efficacy.

Achievement Motivation Theory: it was suggested by Atkinson (1957), Atkinson states that individuals 'struggles and experiences to achieve their goals and good performance are very important. The positive influences are the expectancy of success .the incentive value of successful task fulfillment and the need for achievement. Whereas, the negative influences involve the fear of failure, the incentive to avoid failure and the probability of failure.

Expectancy- Value Theory: this theory is originally based on Atkinson's (1957, 1964) expectancy-value model, it is based on the person's expectancy of success and the value that individuals give to a certain activity. It means that the individual's expectancy of success in a given task and the value the individual attaches to success on that task are two key factors that produce motivation to perform various tasks. The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation.

1.7   Different Approaches to the Second Language Motivation

1.7.1   Dornyei's Motivational Framework (1994) of the L2 Motivation

Dornyei (1994) conceived the second language learning motivation framework to contain three levels: the language level, the learner level, and the learning situational level. The language level is the first element of his construct. It concentrates on orientations and motives associated with various aspects of the second language, for instance the culture it represents, the community in which it is spoken, and the potential usefulness of proficiency in it (Cited in Ozturk, 2012).

The second level in this frame work is the level of the learner; it is related to the results and cognitions that form personal trait. It includes two motivational components which are "need for achievement and self-confidence". Finally, the learning situation is the third level, that is constituted of intrinsic and extrinsic motives and motivational conditions related to three areas.

The first is the course-specific motivational components which are related to the syllabus, the teaching materials, the teaching methods and the learning tasks. Crookes and Schmidt (1991) suggested a framework of four motivational conditions that are interest, relevance, expectancy and satisfaction/outcome. The second is the teacher-specific motivational components relating to the teacher's behaviour, personality and teaching style /practice in the motivation of the students. Thirdly, group-specific motivational components which contain the group dynamics of the learner group and include goal-orientedness, the norm and reward system, group cohesion and classroom goal structure (competitive, cooperative or individualistic) (ibid).

1.7.2 Gardner's Framework of L2 Motivation

Social psychologists were the first to start research on language learning motivation, due to their awareness that the social and cultural context impact L2 learning (cited in Keblawi, 2010).Interestingly, Gardner was one of the pioneer researchers who emphasized on the study of motivation in the area of second language learning. He specified the study of motivation in four essential elements that are:

1-Goal.

2-Effortful behaviour to attain the goal.

3-3-A desire to attain the goal.

4-Positive attitudes towards the goal (Gardner, 1985: 50)

1.7.3 William's and Burden's Framework (1997) of the Second Language Motivation

Marion Williams and Robert Burden (1997) developed a comprehensive model of second language motivation. This approach is divided into two affective factors: internal and external.

1.7.3.1 Internal Factors
Firstly, internal factors impacting learners' motivation include:

A. Intrinsic Interest of Activity

This includes two elements. The first is 'arousal of curiosity' that is linked to awakening someone's interests which shifts into decisions that engage in an activity. However, when people are involved in an activity and they are motivated to do it, they reveal some characteristics like:

- all of their minds and bodies are completely involved;

- their concentration is very deep;

- they are not worried about failing; (Csikszentmihalyi and Nakamura 1989, Cited in Williams and Burden, 1997: 127)

The second is 'optimal degree of challenge' and it involves creating a competitive atmosphere in the classroom that will bring about success to students (ibid). The idea is that if students are competitive, this will ameliorate their effort to learn and study more.

B.Sense of Agency

The beliefs of the learners about themselves effect their motivation to acquire the target language. Sense of agency is linked to the factors that control the learners' actions. These factors consist: 'Locus of Control' which implicates the perception of the individuals whether they command their actions. It is related to "a person's beliefs

about control over life events" (William and Burden, 1997: 101). Next is 'the Ability to Set Appropriate Goals', which is an essential component of motivation. It helps learners build their self-confidence and autonomy and directs them to achieve a particular outcome (ibid).

c.Mastery

It involves three components which are "feeling of competence, awareness of developing skills and mastery in a chosen area, and self-efficacy" (Williams and Burden, 1997). First of all, 'feeling of Competence' is a factor that helps learners to take control over their learning. Successful learners are those who feel themselves competent and able to learn (Ibid). Indeed, it is the role of the teacher to make learners feel competent by optimizing their motivation with encouragements and advice. This will create in the learners good feelings of self-confidence and self-esteem that make them do tasks successfully. Second, 'Awareness of Developing Skills and Mastery in a Chosen Area' where learners ought to be aware of the skills that they develop while learning the target language in order that they will take control and direct their learning. In other words, the learners' mastery of a specific skill should be acknowledged in advance so as to organize and regulate their learning. Third, there is 'Self- Efficacy' and it is related to "students' beliefs about their capabilities to apply effectively the knowledge and skills they already possess and thereby learn new cognitive skills" (Schunk 1989: 14. Cited in Williams and Burden 1997: 129)

D.Perceived Value of Activity

Concerning the perceived value of the activity, this principle is conceived in terms of the worth of the task to do. In other words, the more the individuals give value to the achievement of the task, the more they will be motivated and involved in the task and they exert much effort in (Williams and Burden,1997).

e. Attitudes

The social and cultural norms of language affects the Learning another language. Thus, learners may show different attitudes to the language they learn either positive or negative attitudes. Icek Ajzan(2005:3)claims that

'An attitude is a disposition to respond favourably or unfavourably to an object, person, institution, or event'. From the viewpoint of Gardner (1985), attitudes are components of motivation in language learning. In line with this, the attitudes of learners towards learning a language may either be positive or negative, and which may decide students' success or failure.

F.Other Affective States

Concerning the affective states, they are related to the feelings and emotions that someone has towards something. Williams and Burden (1997) in their framework mentioned confidence, anxiety and fear as important affective factors that may influence and promote students' motivation.

g.Self-Concept

It is defined as "the totality of a complex and dynamic system of learned beliefs which each individual holds to be true about his or her personal existence and which gives consistency to his or her personality" (Purkey and Novak, 1984). In fact, individuals impact their self-concept by various aspects of how to see and perceive the world around them. For example, learners sometimes compare themselves to other peers in the classroom that help them to perceive their abilities and develop their self-concepts from others (Williams and Burden, 1997)

1.7.3.2   External Factors

These consist all the external affective factors that are linked to people, the social and cultural context of the L2 learning, etc.

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL STUDENTS TO LEARN ENGLISH

a. The Learning Environment

The learning environment is a substantial aspect in learners' motivation which cannot be underestimated. It includes all those elements that are related to the social and the cultural context of learning. In fact, "some of the motivational sources are situation specific, that is, they are rooted in the student's immediate learning environment" (Dornyei and Clement, 2001). Indeed, as it was pointed in Williams and Burden's framework (1997), it consists of the resources or materials used for learning the language, comfort, time of day, week and year, size of the class and school, class and school ethos. All these characterestics may affect the learners' motivation and attitudes towards the language being learned (William and Burden, 1997).

b. Significant Others

The "significant others" concern the people who surround learners while learning the language; it consists parents, teachers and peers. They all affect the motivation of learners to learn in many various ways. In the learning context as in schools, teachers play a principle role in the motivation of their learners in different aspects. For instance, the teachers' personality and behavior and the way how teachers introduce the activities to their students contribute so much in the learners' motivation. Concerning the parents and peers influence, they play another worthy function in the learners' motivation. Parents can encourage learners at home to study more and give them advice; while peers by cooperation in learning (Williams and Burden, 1997).

c.The Nature of Interaction with Significant Others

The nature of interaction with significant others is a powerful motivational tool which rises success in learning a second or foreign language. Firstly, the role of the teachers in motivating learners is chiefly remarkable through the nature and the amount of feedback they give to their learners. Secondly, students may also receive rewards

from their teachers or parents to strengthen their motivation; these may include good marks, gifts and money.

Punishments and sanctions of learners is another aspect linked to the nature of interaction with significant others conceived to be negative and positive. Negative, in the sense, they are the consequences of bad behavior and poor progress in learning and positive because of their effects in altering the bad behavior of learner and their poor learning into positive and good ones (Williams and Burden, 1997).

1.8   Second language Strategies of motivation.(Dornyei's Framework (2001)).

The basis of this paradigm is the process-oriented model. It presents four sub-components that generate several micro-principles that teachers should stimulate in their everyday classroom teaching process. These components are:

1.8.1   Creating the Basic Motivational Conditions

1.8.1.1   *A Pleasant and Supportive Atmosphere in the Classroom*

One of the most flagrant obstacles that hinder students from properly accomplishing their learning process is the anxiety that a lot of students suffer from inside the classroom. That is to say, decreasing students' stress, fear of making mistakes, and providing safety, comprehensiveness and encouraging tolerance within classroom members will have a positive effect on learners' outcome (Dornyei: 2001).

1.8.1.2   *Appropriate Teacher Behaviours and a Good Relationship with the Students*

Students' motivation is greatly influenced by the teachers' behaviour in several ways. This can be seen through the type of interactions that happen between them, their impact on students' abilities and beliefs (Anderman and Anderman, 2010). Teachers must be enthusiastic and care for their students' learning. Determinably, teachers ought

to create a close relationship with their students, based on trust and respect as this will
ameliorate their L2 motivation.

1.8.1.3   *A Cohesive Learner Group with Appropriate Group Norms*

Learner group means working in a collective way rather than in discrete
members. This is based on cooperation, proximity and a high degree of cohesiveness
which automatically push learners to engage in leaning. As far as the notion of group
norm is concerned, the norm of tolerance when making mistakes, for example, ought to
be accepted by all the classroom individuals including the teacher as a rule for learning.
This will foster group cohesiveness (Dornyei, 2011).

1.8.2   **Generating Initial Motivation**

1.8.2.1   *Increasing the Learners' Expectancy of Success and Goal- Orientedness*

Teachers' ought to rise the learners' expectancy of success by providing them
with sufficient assistance and removing all the obstacles which can stop them from
succeeding (Dornyei 2011). Concerning the goal orientedness, it is crucial for teachers
to orient their learners to achieve specific goals; because this will stimulate L2
motivation and involve learners in L2 learning.

1.8.2.2   *Enhancing the Learners' Language Related Values and Attitudes*

These values and attitudes are of several kinds. First, we have 'intrinsic' value'
that has to do with providing students with activities which they find interesting and
enjoyable (Sillanpä ä , 2012). For instance, this can be done by providing students with
some enjoyable activities and challenging tasks. Second, there is 'integrative value'
which is related to the attitudes and values that learners have towards the target
language, culture and speakers. Teachers should promote positive integrative values on
learners by introducing students to the relevant aspects of the L2 culture using authentic

materials (ibid). Moreover, there is 'instrumental value' that consists of the advantages that learners can reach from the

mastery of the L2. For example, being successful in academic life (entry to further studies and education) or professional life (career advancement) (Gonzales, 2010).

1.8.2.3 *Making the Teaching Materials Relevant for the Learners*

Teachers should accommodate the teaching materials and the topics selected for their syllabuses to the interests and wants of their learners to make them more motivated to learn the language.

1.8.3 Maintaining and Protecting Motivation

1.8.3.1 *Making Learning Stimulating and Enjoyable*

This can be done through drawing students' attention, interest and curiosity to learning by making the classroom atmosphere more attractive and enjoyable. First, this can be done by breaking the monotony of learning. For example, the teacher needs to vary as several aspects of the learning process as possible. Making the tasks more interesting would be more stimulating for students by including challenging tasks. (Dornyei, 2011)

1.8.3.2 *Setting Specific Learner Goals*

Setting goals for learners play an important role in L2 learning and L2 motivation. Oxford and Shearin (1994:19) confirm that establishing goals is of a paramount importance in the stimulation of motivation in the second language learning. Therefore, teachers ought to present and explain clearly to their students the goals they should realize.

1.8.3.3   Protecting the Learners' Self-esteem and Increasing their Self- Confidence

In the context of language learning maintaining and rising learners' self-esteem and self-confidence is of high significance. In fact, learners with strong self-confidence and high self-esteem in their abilities do better and manage to solve different problems they meet while learning (Dornyei, 2011: 121).

1.8.3.4   Allowing Learners to Maintain a Positive Social Image

Maintaining positive social image for learners in school or any educational context is primordial. Thus, it is substantial for teachers to give opportunities for learners to show their expertise rather than assigning them tasks where they feel uncomfortable.

1.8.3.5   Creating Learner Autonomy

In addition to teaching students the language itself, teachers also have to initiate their students to notions like self-regulation, how to manage to solve different problems in learning, as well as how to employ their know how-to-do independently.

1.8.3.6   Promoting Self-Motivating Learner Strategies

Teachers should support students' self-motivation by increasing their awareness to the importance of the L2 learning and the strategies to use for this. Alkaboody (2013) proposed that: "Teachers can promote their students' self-motivation by drawing their attention to useful strategies, such as favorable expectations, incentives, dealing with procrastination and boredom, and eliminating distractions".

1.8.3.7   Promoting Cooperation among the Learners

A lot of research studies argue on the positive effect of cooperative learning on Students' attitudes towards language learning as it promote the motivational aspect of learners and helps learners' fulfillment. Cooperation among learners will make them more interested and motivated to learn the L2.It allows them to develop their communicative skills and learn from each other. (Dornyei, 2007)

1.8.4   Encouraging Positive Retrospective Self-Evaluation

1.8.4.1   Providing Motivational Feedback

Concerning teachers' feedback, it should be given appropriately, effectively and informatively. In the sense that teachers ought to care for their learners' progress by providing them with suitable positive feedback, that will enhance their self-confidence and inform them about their strengths and weaknesses (Ibid).

1.8.4.2   Increasing Learner Satisfaction and the Question of Rewards and Grades

A closer relationship there is between the learners' satisfaction and the question of rewards and grades. The satisfaction of the learners is a major component to their motivation. But; teachers should work to increase their students' satisfaction through appropriate rewards and grades.

1.9   Conclusion

Motivation is an important constituent in L2 teaching and learning, since it is demonstrated in this literature review which primarily exposes the theoretical agenda of L2 motivation. This chapter, also, highlights the primordial role that teachers play in implementing this huge motivational literature to result in complete and effective language learning. Therefore, it reviews the underlying frameworks of Zoltan Dornyei

(2001) and that of William and Burden (1997) that are at the disposition of any language teacher for motivating learners. Finally, another component dealt with in this chapter is the demotivational factors that influence learners' in their L2 learning.

II.   Chapter Two, Research Methodology

2 Introduction

This chapter is methodological. It is devoted to the methodology that we used in our study. It describes the techniques and the procedures of the data collection and data analysis. Our research methodology is divided into two sections. The first section is named *"Procedures of Data Collection"*. It provides the type of research method used in this study; followed by the description of the context of exploration and the sample population. In addition, it points to the description of the instruments used for our data collection. The second section is called *"Procedures of Data Analysis"*. It presents the theoretical approach adopted in the study. Then, it presents the methods used in the analysis of the data. The rule of three is used for the analysis of the close-ended question. As for the analysis of the open-ended questions, the Qualitative Content Analysis (QCA) is used.

2.1 Procedures of Data Collection

2.1.1 Context of the study and Sample Population

This inquiry took place in the secondary school of Boualem Bendouha 'Ain lechiekh' and the target population under exploration is third year students male and female. They consist of one hundred and twenty (120) students divided into four (04) streams. We distributed our questionnaires to students of the four streams, who are randomly chosen. In fact, it was difficult to deal with all the students so we dealt only with 50 students.

2.1.2 Description of the Students' Questionnaire

This study relies on the use of questionnaires. A questionnaire is a valuable research tool for collecting both quantitative and qualitative data. It is

defined by Brown as:" any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers."(2001: 6)

The questionnaire is helpful for researchers in gathering data from a large number of people in a short period of time. And, it guarantees the anonymity of the respondents (Dornyei, 2003).

This questionnaire is designed as part of our exploration to the target population who are third year secondary school students. We have submitted the questionnaire to students on the 10th of May 2022 and received the data in the same day as they are students of our secondary school. The students' questionnaire contains eleven (11) questions. It is divided into two sections. The first section is about students' personal information. The second section is about the detailed information and it aims at knowing the students motivation to learn English as well as identifying the different factors that may motivate and demotivate the students to learn English. The students' questionnaire contains closed-ended questions.

2.1.3   Description of the Teacher's Questionnaire

Teachers' questionnaire was online. We have sent ten questionnaires for third year teachers between the 10th and 11th of May 2022. The questionnaire contains nine (9) question items including open-ended, closed-ended questions. Moreover, the questionnaire is divided into two sections; the first section is about the personal information. The second section is about the detailed information; it reveals the role of the teachers in motivating their students and the different strategies that they use to motivate their students to learn English.

2.2   Procedures of Data Analysis

2.2.1   Statistical Method and the Qualitative Content Analysis

We have opted for both the quantitative and the qualitative methods for the analysis of the data collected from both questionnaires because of the different questions that we have: close and open-ended questions.

2.2.1.1   *Quantitative Analysis*

The quantitative analysis of the data tackled the close-ended questions obtained using statistics and percentages. Hence, for better readability of the results of both questionnaires Tables for the students' questionnaire, and for that of teachers. As for the calculation of the percentages, we used the rule of three. The rule of three is applied as follow:

$$X = \frac{z \times 100}{y}$$

X is the calculated percentage, Z is the value of the answers, and Y is the total number of theparticipants.

2.2.1.2   *Qualitative Content Analysis*

Qualitative Content Analysis (QCA) is a method that we used in our research to analyse open-ended questions of the questionnaire. Indeed, QCA is "a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns" (Hsieh and Shannon, 2005:1278). Another definition was provided by Krippendorf (2004: 18) who

defined it as "a research technique for making replicable and valid inferences from texts
(or other meaningful matter) to the context of their use" (Cited in Cohen et al, 2007).

2.3   Conclusion

This chapter sheds light on the research methodology of the study. It presents
the means of data collection and procedures of data analysis. Then, it describes the
research instruments used in this study: the two questionnaires. Finally, the research
design opted for explaining the methods of data collection and analysis.

III. Chapter Three: Findings, analysis and discussion

3   Introduction:

This chapter deals with the presentation; analysis and discussion of the findings obtained from the two questionnaires administered to both students of third year and their teachers. First, the research uses the statistical analysis of the closed ended questions. Then, it accounts for the qualitative content analysis for the interpretation of the open-ended questions in both questionnaires. For the sake of organization and clarity, the outcomes are represented in percentages and displayed in tables. This chapter is divided into three sections. The first covers the presentation of the findings, the second covers the analysis of the results of the two questionnaires and the last one comprises the discussion of both questionnaires.

Presentation of the findings:

3.1   Presentation of the questionnaires' results

3.1.1   Results of the students' questionnaire:
Question one:

1- Do you like the English language session?

	yes	no	total
Number	45	05	50
percentage	90%	10%	100%

Table 1 : students' tendency towards the English session

The results show that the majority of the students have positive tendency towards the English session. Only 5 students representing (10%) manifests a dislike towards the English session and this can explain their lack of motivation.

Question 2 :

2 -How were your marks in English in the last years?

a) Excellent   b) bad   c)   good   d) average

	A	B	C	D	total
Number	10	06	12	22	50
percentage	20%	12%	24%	44%	100%

Table 2 : students' marks in the previous years.

The results indicates that 22 students (44%) said that they had average marks in the previous years. 24% told that they took good marks . However; small proportions opted for each of the answers (A) and (b) with percentages of 20% and 12%.

Question 3 :

3- Do you like your teacher of English?

	yes	no	total
Number	49	1	50
percentage	98%	02%	100%

Table 3 : tendency towards the teachers of English

This table shows that 49 students out of 50 opted for « yes » they like their teachers of English and this show their motivation to learn English with 98%. A percentage of 02% said that they do not like him/her.

Question 4 :

4 - Do you like watching programs in English?

A) always   b) Never   c) rarely   d) sometimes

	A	B	C	D	total
Number	25	02	07	16	50
percentage	50%	4%	14%	32%	100%

Table 4 : frequency of watching programs in English.

A higher frequency of 50% choose the answer (A) which is students always watch programs in English. Sixteen students 32% opted for the answer (d) that they sometimes watch programs in English. Only seven students asserted that they rarely watch programs in English. Fewer than that selected the answer (b) « Never » with 4%.

Question 5 :

5 - Do your parents encourage you for learning English?

	yes	no	total
Number	33	17	50
percentage	66%	34%	100%

Table 5 : Parents' encouragements for learning English

This table shows that thirty three (33) students out of 50 opted for (yes) they receive encouragement from their parents with 66%. A percentage of 34% said that they do not receive encouragement from their parents.

Question 6:

6 - Do like using English to communicate with others? If no; why?

	yes	no	total
Number	42	08	50
percentage	84%	16%	100%

Table 6: Tendency towards communicating in English.

The above table shows that the majority of the students like communicating with others using English with a percentage of 84%.While eight of them do not like communicating with others using English.

Question 7 :

7 – Do you have the desire to follow your studies in English in the future?

	yes	no	total
Number	36	14	50
percentage	72%	28%	100%

Table 7: students' desire to follow their studies in English in the future.

This table shows that 72% of the pupils said that they have the desire to follow their studies in English in the future. Whereas; only 14 out of 50 said that they do not want to follow their studies in English in the future.

Question 8:

8 - How will you qualify your relationship with your teachers?

A -Very good   b-Good   c- Not bad   d- Bad   e- Very bad

	A	B	C	D	E	total
Number	13	27	09	01	00	50
percentage	26%	54%	18%	02%	00%	100%

Table 8: Students- teachers relationship.

The table indicates that 54% of the respondents consider that they have a good relationship with their teachers. Thirteen of the informants 26% said that they have a very good relationship with their teachers. 18% provided the answer (c) that their relationship with their teachers is « not bad ». On the other hand, the number of the students who answered for « bad » and « very bad » is inferior with the rate of 02% and 00% respectively.

Question 9:

9– My teachers:

A- Provide us with motivating activities

B- Create a good atmosphere in the classroom

C- Use authentic materials such as English articles from newspapers and magazines.

D- Support us in advance to set goals while learning English

	A	B	C	D	total
Number	15	12	15	8	50
percentage	30%	24%	30%	16%	100%

Table 9: Teachers' activities to motivate his students in the classroom.

The results demonstrate that 30% the pupils agreed that their teachers provide them with motivating activities and use authentic materials in the classroom. 24% said that their teachers create a good atmosphere in the classroom and 16% told that their teachers Support them in advance to set goals while learning English.

Question 10:

10- What are the factors that prevent you from participating in the classroom?

a)- Shyness   b)- Fear of making mistakes   c)- Anxiety   d)- Teaching methods   e)-Others

	A	B	C	D	E	total
Number	16	22	08	02	02	50
percentage	32%	44%	16%	4%	4%	100%

Table 10: The factors preventing students from participating in the classroom

The results reveal that high proportion of 44% for the answer (b) that they are unable to participate because of the Fear of making mistakes. 32% claimed that due to their shyness, they do not participate. 16% answered with(c) that anxiety is the reason that prevents them from participating. A low rate of 4% indicated that the Teaching methods is the reason that prevents them from participating in the classroom. Similarly 4% named the choice (e).

Question 11 :

11– Do you learn English to help you finding a job in the future?

	yes	no	total
Number	46	04	50
percentage	92%	08%	100%

Table 11 : Finding a job in the future as a reason for learning English.

The table shows that the majority of the students indicated that they learn English to help them finding job in the future with a percentage of 92%. While only four of them said they do not learn it to help them find a job in the future.

3.1.2 Results of the Teachers' questionnaire :
Question 01 :

1-How do you see third year secondary school program?

	Suitable	unsuitable	total
Number	01	09	10
percentage	10%	90%	100%

Table 12 : teachers' views about third year secondary school program

The results exhibit that 90% of the teachers see that third year secondary school program is not suitable. Only 10% (one teacher) said that it is suitable.

Question 02:

2-Do you think that the number of the English language sessions devoted for the 3rd year classes is enough?

	yes	no	total
Number	02	08	10
percentage	20%	80%	100%

Table 13: Teachers' thoughts about the enough number of the English language sessions devoted for the 3rd year classes.

From this table, we notice that most of our informants opted for no (80%) that is to say, the number of the English language sessions devoted for the 3rd year classes is not enough. while only (20%) 2 teachers said that the number of the English language sessions devoted for the 3rd year classes is enough.

Question 03:

3- How do you see teachers' training?

	Enough	not enough	total
Number	04	06	10
percentage	40%	60%	100%

Table 14: Teachers' opinions about their training

The results demonstrate that 60% of the teachers see that their training is not enough. While 40% of them told that the training is enough.

Question 05:

5-Do you use the ICT's in the classroom? If no why?

	yes	no	total
Number	06	04	10
Percentage	60%	40%	100%

Table 15: Teachers' use of the ICT'S in the classroom

The above table shows that 60 % of the teachers said they use the ICT'S in the classroom whereas, 40% of them told that they don't use them

Question 06:

6-The number of the students in the classroom is:

	Acceptable	unacceptable	total
Number	01	09	10
percentage	10%	90%	100%

Table 16: Teachers' views about the number of the students in the classroom

As shown in the above table 90% opted for choice (B) that the number of the students in the classroom in unacceptable. Only 10% said that the number of the students in the classroom is acceplable.

Question 07 :

7- How can you evaluate your relationship with the people you are working with? (Your   colleagues, the administration staff…..)

	good	bad	meduim	total
Number	05	02	03	10
percentage	50%	20%	30%	100%

Table 17: Teachers' relationship with the people they are working with.

As the above table presents 50% of the informants said that they have good relationship with the people they are working with. 30% of them told that their relationship with the people they working with is meduim and only 02 of them said that their relationship with the others at work is bad.

3.2   Analysis of the findings:

3.2.1   Analysis of the students' questionnaire:

The aim behind the first question is to measure the students' tendency towards the English session. The results show that the majority of the students like English (see table: 01); as a result; the students' fond of the subject has a positive effect on their motivation to learn it. In the second question the emphasis is on knowing the background knowledge of the students as these perquisites motivate them to learn English. 22 students (44%) said that they had average marks in the previous years(see table: 02) this can clarify their motivation to learn English. As mentioned in the theoretical part in the framework of Williams and Burden, 1997 that the 'feeling of Competence' is a factor that helps learners to take control over their learning. Successful learners are those who feel themselves competent and able to learn. Talking about the frequency of watching programs in English. A higher percentage of 50% choose the answer (A) which is students always watch programs in English (see table:04) this can clear up that these learners are motivated to learn English through an internal factor which enables them to understand the language to be integrated in the society. Fewer than that selected the answer (b) « Never » with 4% and this can explain that their level demotivate them from watching such program.

Another external factor which can motivate the EFL students to learn English is the parents' encouragements. The majority of the students said that they receive encouragements from their parents with a percentage of 66% (see table: 05) and they explain how they receive encouragement from their parents through sending them to private schools to ameliorate their levels in English and by providing all what they need to improve their levels. This is mentioned in "significant others" in the framework of Williams and Burden, 1997 this means that the parents implicate in a way or in another

in the learning of their children. In other words; they affect the motivation of learners to learn in many various ways.

72% of the pupils said that they have the desire to follow their studies in English in the future (see table: 07) and this can explain their motivation to learn this language. In other words, these students are motivated through their future insight which is considred as an internal factor.

Concerning the Students' relationship with their teachers. The results show that the majority of the students like their teachers of English and they establish good relationship with them with a percentage of 54% (see table: 08) this can boost their motivation to learn the language since the good relationship between the teacher and the student has positive impact on their learning.

The aim behind the question of Teachers' activities to motivate their students in the classroom is to know the effects of the teachers' activities in the classroom and their relationship with the students' motivation .The results demonstrate that all the pupils agreed that their teachers provide them with motivating activities and use authentic materials in the classroom. (See table: 09)

92% of the students indicated that they learn English to help them finding job in the future (see table:11) this can explain the pragmatic considerations behind learning English. Students here are learning the language to achieve specific goal which is finding a job in the future and this can be a motive to learn the language. Also; 84% like communicating with others using English (see table: 06) this can clear up that these learners are motivated to learn English to be integrated in the society. While eight of them do not like communicating with others using English their reason is that they are not good at English and they are afraid of making mistakes. The instrumental motivation is related to the pragmatic considerations that learners anticipate in learning

a language like obtaining a job, gaining a high salary, etc. In a line with this idea, Cook (2000) states that integrative and instrumental motivations are very essential and useful for second and foreign language learning. Throughout our research we discovered that there are factors preventing students from participating in the classroom like "anxiety"; "shyness"...etc these reasons stand behind their inability to participate and contribute to the failure of the learners to learn English. For example one student claimed "I do not participate because I am afraid that my classmates would laugh at me if I make mistakes'.

3.2.2 Analysis of the teachers' questionnaire:

The results of the teachers' views about third year secondary school program exhibit that 90% of the teachers see that third year secondary school program is not suitable (see table: 12) and this can clarify their unsatisfaction with the current program, this can demotivate the teachers and from its part demotivate their learners to learn English.

Concerning the number of the English language sessions devoted for the 3rd year classes.

Most of the informants said that the number of the English language sessions devoted for the 3rd year classes is not enough (see table: 13). This can show that the teachers wants more sessions to spend with their students and this will enable them to present the language much more for them to integrate as much students as they can. From the results of teachers' opinions about their training 60% of them see that their training is not enough. This percentage reveals their unsatisfaction with their training and this from its part can demotivate the teachers and affect negatively on their learners motivation of learning English.

The question of the Teachers' use of the ICT'S in the classroom is designed to suite the aim of using ICT's in the EFL classroom and its effectiveness to increase motivation. 40% of the teachers told that they don't use them (see table: 15) their reason is that they are not provided in their secondary schools and they don't Know how to use them because of the lack of training these teachers in fact prefer the traditional way of teaching .

As mentioned in the theoretical part the group size has also an impact on the teachers' as well as the learners' performance in the classroom. 90% opted for choice (B) that the number of the students in the classroom is unacceptable (see table: 16) their reason is that the large number of the pupils in the classroom hinders them from working in a calm atmosphere and obstacle them from satisfying all the needs of their learners and this can demotivate their learners.

Concerning the teachers' relationship with the people they are working with. 50% of the informants said that they have good relationship with these people (see table: 17) and this can explain that these teachers are working in calm atmosphere and this will positively affect their students' motivation to learn English. Only 02 of them said that their relationship with the others at work is bad i.e these teachers are working in unsafe atmosphere.

3.2.3   The Open-Ended Question Results and analysis

Question 04:

4- How does the financial side affect the teachers' motivation for working?

All the teachers 100% insisted that the financial side affects the teachers' motivation for working rather it hinders their creativity and let them get bored as all of

them stated. This will affect negatively on their students' motivation to learn English and from its part reinforces the role of the teacher in motivating his learners.

Question 08:

Do you think that third year students are motivated to learn English? If no why?

Teachers' answers to this question were similar. They have considered that the minority of secondary school students (third year), are demotivated toward learning English.

It seems easy for teachers to notice demotivation, since they usually interact with their students and can exactly determine the presence or absence of motivation.

Question 9:

What do you suggest to motivate your 3rd year students to learn English?

This question attempts to have teachers' views about motivational suggestions that, from their perspective, can regulate diminished motivation and adjust it in a way that guarantees engagement. Strategies concern trying to have students satisfied and help them maintain positive attitudes; this, they argue, can be achieved by encouraging learners along the learning process. One teacher suggests making students aware that he is ready to assist to their needs and afford help whenever they want. Having learners do the work in groups so as they feel at ease is also thought of to diminish shyness and boredom. Reminding learners of the objectives if each lesson and talking to them about the importance of English seems to work with one teacher.

3.3   Discussion of the questionnaires

3.3.1   Discussion of the students' questionnaire

Based on the the students'questionnaire, our study aims at exploring the factors that motivate third year students to learn English.

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL STUDENTS TO LEARN ENGLISH

By analyzing the results of the questions presented to students, we conclude that there are several factors that motivate students to learn the English language through their background knowledge and the environment. Where we find that whenever the student has an acceptable level in the previous stages of learning, he has an incentive to learn the English language, and this is what we find in the second question. The environment also plays a crucial role in motivating them to learn English. from this we can induce that parents may be implicated in the learning process of their children, they give them all the necessary means they need in their studies which may foster their motivation .In this respect, Dornyei (2001b:78) and Zhu (2007:78) stated that parental influence on L2 motivation is qualified by Gardner (1985) a central component in learners' motivation; because parents are considered as "major intermediary between the cultural milieu and the student" (Cited in Pathan, 2012:05). Also, establishing good relationship between the students and their teacher which may be based on friendship, tolerance, assistance and respect. All these characteristics are very crucial for making the students' motivation flourish and this is what we find in questions five, three and eight. This idea was confirmed by Aksoy (1998) who pointed out that teachers should be "kind, friendly, honest, tolerant, helpful, patient, and seldom shows nervousness" (cited in Bouras, 2011).Moreover, Dornyei and Ushioda (2011) argued that the teacher has a great influence on the motivation of students either positively or negatively, almost in everything that he/she does in the classroom. Concerning the affect of learning English on the third year future career, we find that third year students are motivated to learn

English as they intend to find jobs and follow studies in the future and this is what we find in questions seven and eleven.

3.3.2 Discussion of the teachers' questionnaire

By analyzing the teachers' questionnaire we conclude that the role of the teacher is effective in increasing students' motivation. Whereby, the more teachers are motivated through internal and external factors, the effect this will have on motivating their students to learn English and this confirmed our last hypothesis.

3.4   Conclusion

This chapter presented the results obtained from the two questionnaires; their analysis and their discussion. The first questionnaire was administered to students of third year secondary school students in 'Ain lechiekh'. The second one administered to their teachers who teach different streams for third year students from the same secondary school and from others. From the results obtained and the discussed analysis, it is clear that the third -year secondary school students are motivated to learn English and their teachers play crucial role in motivating them.

IV. Chapter four: conclusions and recommendations

4   Conclusions and recommendations:

4.1   **Conclusions**:

This research study has explored the factors that motivate third year secondary school students to learn English. It focused on identifying the different factors that motivate the students to learn English and the role of the teacher in motivating them. Conducting such a study and dealing with such a topic is important because its ultimate aim is to show the significance of motivation as a driving force towards learning successfully in the teaching-learning process.

The study of students' motivation has fascinated a lot of researchers all over the world, like psychologists, applied linguists as well as teachers. A plethora of research articles and books have been published on this subject. They helped us to understand and enlarge our knowledge on this concept.

This dissertation has targeted two principal objectives. The first objective meant to explore the different factors that may influence third year secondary school students' motivation either positively or negatively. The second objective aimed at exploring and showing the importance of the role of teachers in enhancing and nurturing this motivation.

To answer the advanced research questions and to check the hypotheses, the study relied on a mixed-research method, combining the quantitative and the qualitative research method. The study also relied on the two questionnaires administered to both third year students in the secondary school of "Boualem Bendouha" in "Ain Lechiekh" their teachers and other teachers from other secondary schools. For the quantitative data analysis, the rule of three was used for obtaining statistical data. In addition to this statistical method, the Qualitative Content Analysis (QCA) was adopted to interpret the data gathered from the open-ended questions of the two questionnaires.

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL
STUDENTS TO LEARN ENGLISH

Throughout this study we could confirm the hypothesis that stated that the students' prequisites and the environment affect the third year secondary school students' motivation positively or negatively. Where we find that whenever the student has an acceptable level in the previous stages of learning, he has an incentive to learn the English language

The environment also plays a crucial role in motivating them to learn English. From this we can induce that parents may be implicated in the learning process of their children, they give them all the necessary means they need in their studies which may foster their motivation. Also, establishing good relationship between the students and their teacher which may be based on friendship, tolerance, assistance and respect. All these characteristics are very crucial for making the students' motivation flourish. When we went deeper in our research we discovered that there are other factors that obstacles the students' motivation like anxiety, shyness, fear of making mistakes and the teaching methods .Concerning the affect of learning English on the third year future career, we find that third year students are motivated to learn English as they intend to find jobs and follow studies in the future. The role of the teacher is effective in increasing students' motivation. Whereby, the more teachers are motivated through internal and external factors, the effect this will have on motivating their students to learn English

We have figured out in our study that the students' motivation is affected by various factors sometimes positively and other times negatively. Thus, the conclusion that can be drawn from this study is that motivation plays an essential role in the teaching-learning process since it promotes the students' self- confidence and self-esteem and guides them to success, but sometimes it is affected by various negative factors that teachers should be careful about.

It is a hope that the findings of this study as exploratory research at the level of secondary school shed light on the issue of students' motivation towards learning English. Moreover, we hope that it will provide researchers with insights on the importance of the teachers in fostering this motivation.

4.2   Recommendations:

The results acquire from the research instruments show that the students' environment and teachers have very positive effect on learners' motivation and in EFL classroom.

Language teachers should not focus only on promoting the language skills, they also should work on enhancing learners' motivation, because without engaged and motivated learners, the learning process will not be successful and beneficial.

The use of various strategies in the classroom fosters the learners' energy, interest, interaction, motivation, and engagement; because they provide fun and stress-free environment. Hence, the learning process becomes more beneficial and successful.

The present study is a case study. It involves third year students in the secondary school of "Ain Lechiekh". Thus, it can be considered as limitation to our study, the results obtained cannot be generalized to other EFL learners. However, further research can conduct studies of this type on the longitudinal scope for more understanding to the changes of students' motivation for learning English over time

4.3   Conclusion:

This chapter tends to give general conclusions about the findings of this research. It also gives an overview of the research methodology of the study and describes the research instruments used in this study: the two questionnaires. Finally, we tried to give recommendations for teachers and for future research.

REFERENCES

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL STUDENTS TO
LEARN ENGLISH

References

Dörnyei, Z. (1998). Motivation in second and foreign language learning. Language teaching, 31(3), 117-135.

Williams, M. and Burden, R. (1997) Psychology for Language Teachers: A Social Constructivist Approach. Cambridge University Press, Cambridge.

Ozturk, E. (2012) Contemporary Motivation Theories in Educational Psychology and Language Learning: An Overview. The International Journal of Social Sciences. Vol 3. No1.

Steers, R.M., and Porter, L.W. (1991) Motivation and work behavior. New York: McGraw-Hill. Inc. Lincoln.

Deci EL, Ryan RM. (2000) The 'what' and 'why' of Goal Pursuits: Human needs and the self-determination of behaviour. Psychol Inquiry, 11: 227–268

Dörnyei, Z and Ushioda, E. (2011) Teaching and Researching Motivation. Great Britain:Pearson Education Limited.

Brown, H.D. (1994) Principles of Language Learning and Teaching. Prentice Hall. Inc. Englewood Cliffs. New Jersey 07632.

Narayanan, R. (2006) Motivation Variables and Second Language Learning. Vinayaka Mission Research Foundation University, Kanchipuram, India.

Dörnyei, Z. (2001) Teaching and Researching Motivation.2nd Edition.Harlow. England: Longman

Dörnyei, Z and Ushioda, E. (2011) Teaching and Researching Motivation. Great Britain:Pearson Education Limited.

Sarojani Devi Krishnan, K. Et. al. (2013) Investigating Demotivation in Learning English: An Extension to Sakai and Kikuchi's (2009) Framework. Australia: Advances in Language and Literary Studies, 4 /2

Fattash, M. (2013) Demotivating Factors of University ESL Teachers. International Journal of Humanities and Social Science, Vol. 3 No. 19, (125-132)

Gardner, R.C. (1985) Social Psychology and Second Language Learning: The Role of Attitude and Motivation. London: Edward Arnold.

Gardner, R. C., & Tremblay, P. F. (1994). On motivation: Measurement and conceptual considerations 1. The Modern Language Journal, 78(4), 524-527.

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. Journal of Organizational behavior, 26(4), 331-362.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary educational psychology, 25(1), 54-67.

Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second-language learning.

Mahadi, T. S. T., & Jafari, S. M. (2012). Motivation, its types, and its impacts in language learning. International Journal of Business and Social Science, 3(24).

Cook, V. (2000) Second Language Learning and Language Teaching. Beijing: Foreign Language Teaching and Research Press and Edward Arnold (Publishers) Ltd.

Brophy, J. (2010) Motivating Students to Learn.New York: Routledge.

Bandura, A. (1989) Human agency in Social Cognitive Theory. American Psychologist, 44, 1175-1184

Covington, M. V. (1998). The will to learn: A guide for motivating young people. Cambridge University Press.

Keblawi, F. (2009). A review of language learning motivation theories. Jameea.(12), 23-57.

Anderman, E.M. and Anderman, L.H. (2010) Classroom Motivation.Upper Saddle River, NJ: Merrill.

Gonzales, R. D. (2010). Motivational orientation in foreign language learning: The case of Filipino foreign language learners. Gonzales, R. DLC.(2010). Motivational Orientation in Foreign Language Learning: The Case of Filipino Foreign Language Learners. TESOL Journal, 3, 3-28.

Dörnyei, Z. (2007) Research Methods in Applied Linguistics. Oxford: OUP. Print.

Dörnyei, Z. (2003) Questionnaires in Second Language Research: Construction, Administration and Processing. Lawrence Erlbaum Associates, Publisher. Mahwah, New Jersey, London.

Dörnyei, Z. (1998) Motivation in Second and Foreign Language Learning. Language Teaching 31/03

Steers, R.M., and Porter, L.W. (1991) Motivation and work behavior. New York: McGraw-Hill. Inc. Lincoln.

Oxford, R. Shearin, J. (1994) Language Learning Motivation: Expanding the Theoretical Framework. Modern Language Journal, 78, 12-28.

Belaidene sabiha (2016) Teachers Motivating Students to Speak in English: The Case of Brothers Hamdi Secondary School Third Year Foreign Languages.

Appendix A

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL STUDENTS TO LEARN ENGLISH

Teachers' questionnaire .

This questionnaire is part of our research entitled Exploring the factors that motivate secondary school students to learn English" (case study third year). The results of this questionnaire will be used for academic purposes. Thank you in advance for your collaboration.

I) Personal information

- Gender :   Male   ☐   female   ☐

*For how many years have you been teaching in the secondary school? (...........)

Detailed information

2-How do you see third year secondary school program?

Suitable   ☐   unsuitable   ☐

2-Do you think that the number of the sessions devoted for the third year classes is enough

Yes   ☐   no   ☐

3- How do you see teachers' training?

Enough   ☐   not enough   ☐

4- How does the financial side affect the teachers' motivation for working?

……………..………………………………………………………………
……………….………………………………………………………………
………………

5-Do you use the ICT's in the classroom? If no why?

Yes   ☐   no   ☐

Why:

………………………………………………………………………………
………………………………………………………………………………
…………

6-The number of the students in the classroom is:

Acceptable ☐   unacceptable ☐

Why:………………………………………………………………………………

……

7- How can you evaluate your relationship with the people you are working with?

(Your   colleagues, the administration staff…..)

Good ☐   bad ☐   medium ☐

8- Do you think that third year students are motivated to learn English ? If no why ?

………………………………………………………………………………………………

………………………………………………………………………

………

………………………………………………………………………..

9- What do you suggest to motivate your 3rd year students to learn English?

....

…………………………………………………………………………

…………

Appendix B

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL STUDENTS TO LEARN ENGLISH

Students' questionnaire

Dear student,

This questionnaire explores the factors that motivate third year secondary school students to learn English. Thus, you are kindly requested to answer this questionnaire as it constitutes an important part of our research study. The results of this survey will be used only for an academic purpose, so we ensure the anonymity and confidentiality of your answers. Thank you in advance for your help.

I) **Personal Information**

Tick the appropriate ellipse in the

following:1- Age

16-19 years ☐   19-21 years ☐   over 23 years ☐

2- Sex

Male   ☐   Female   ☐

II) **Detailed Information**

1- Do you like the English session.

Yes   ☐   no   ☐

2 -How were your marks in English in the last years?

Excellent   ☐   bad   ☐   good   ☐   ☐

average

3- Do you like your teacher of English?

Yes   ☐   no   ☐

4 - Do you like watching programs in English?

always   ☐   Never   ☐   rarely   ☐   sometimes ☐

5 - Do your parents encourage you for learning English?

Yes   ☐   no   ☐

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL STUDENTS TO LEARN ENGLISH

How:……………………………………………………………………………

6 - Do like using English to communicate with others? If no why?

Yes ☐   no ☐

Why:…………………………………………………………………………..

7 – Do you have the desire to follow your studies in English in the future?

Yes ☐   no ☐

8 - How will you qualify your relationship with your teachers?

Very good ☐   Good ☐   Not bad ☐   Bad ☐   Very bad ☐

10   – My teachers:

A- Provide us with motivating activities   ☐

B- Create a good atmosphere in the class   ☐

C- Use authentic materials such as English articles from newspapers andmagazines   ☐

D- Support us in advance to set goals while learning English   ☐

10- What are the factors that prevent you from participating?

Shyness Others   ☐   Fear of making mistakes   ☐   Anxiety
                          ☐   Teaching methods   ☐   ☐

EXPLORING THE FACTORS THAT MOTIVATE SECONDARY SCHOOL STUDENTS TO LEARN ENGLISH