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**THE ROLE OF MOTIVATION IN TEACHING AND LEARNING
ENGLISH AS A SECOND LANGUAGE AT THE HIGH SCHOOL**

Case of Study: The first Year Students in EMIR ABD EL KADER
High School, Khemis-Miliana

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

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JUNE - 2023

Acknowledgement

In the name of Allah, Most Gracious, Most Merciful

All our thanks and gratitude first are to Allah, the most helpful in our studies and life. It is a pleasure to express our deep sense of thanks and gratitude to our supervisor and guide Mrs. FATIMA ZAHRA ZAHAF, we would like to acknowledge everyone who played a role in our academic accomplishment, all our committee members each of whom has provided patient advice and guidance throughout the research process. Thank you all for your unwavering support. We also acknowledge the effort of the jury members who kindly accepted to be our examiners.

Dedication

Every challenging work needs self-effort as well as guidance of

Elders

Especially those who were very close to our heart

Thank you, Mom and Dad,

For always loving and supporting me

For teaching me to believe in myself, in good, and in my dreams

To my husband Hakim

Lovingly dedicated to my beautiful girl Sarah and my dear sons Walid and Fares .

I would like also to dedicate this work to my sisters and brothers to my real friends for

their continuous support

Along with all hard working and respected Teachers,

NABILA BELMECHERI

Dedication

I would like to dedicate this work

To my parents, my sisters and my brothers

To my dear teachers

And to my dear friends

ASMA TRIKI

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List of abbreviations and acronyms:

EFL: English as a Foreign Language

ESL: English as a second language

ELT: English Language Teaching

ELL: English Language learning

ESQ: English Language Acquisition

L2: Second language

FL: Foreign language

Abstract

In this globalized world, being proficient in English is a success factor in attaining future goals. Although Algerians are aware that being proficient in English is essential, the Algerian students' competency in English is unsatisfactory.

The purpose of this paper is to explore a substantial literature on motivation in second language learning. This study aims to explore whether motivation can make the ESL classes more effective or not. This research was carried out to verify that here in Algeria; motivation can become an effective tool in teaching and learning English as a second language. Motivation is one of the characteristics of the Language learning and teaching and it is the main factor and the helpful facilitator in the Language Learning process. The study aims to discuss the major theories of motivation, and how teachers can influence learners' motivation. It also aims to explain how teachers can generate and maintain motivation in their teaching practices. This research determines motivational type of the first year students and find out the language difficulties the students encountered during the learning process. In order to conduct this research, a quantitative and qualitative research design were adopted in Emir Abdel Kader high school in Khemis Miliana therefore we have interviewed three teachers and 30 students, also three teachers from the English department at Djilali Bounama university , Khemis Miliana .

The research findings confirmed that motivation is an effective factor in teaching and learning English as a second language at the high school in the context of Algeria. The study also revealed that there are two types of motivation, which influence students for learning. , Moreover, the research showed the role of the teacher in enhancing learners' motivation and helping them achieve continuous progress in their language learning process, also no single theory or strategy can sufficiently explain learners' motivation.

Implications and limitations of this research, as well as suggestions for future research are also discussed accordingly.

KEY WORDS: Motivation- learning process -English language -Secondary school students- Motivational theories.

Chapter one:
INTRODUCTION

GENERAL INTRODUCTION:

According to Harmer (2001, p.68) motivation is “some kind of internal drive that encourages somebody to pursue a course of action.” Which means that if we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Promoting learning motivation is one of the main principles for efficient education (Kim & W. Frick, 2011). The studies have shown that there is a direct relationship between motivation and efficacy of students in learning. The study suggested several strategies for teachers that can be very useful in increasing language learners' external motivation and creating a positive attitude among them towards language learning. Some of them include creating a friendly atmosphere in the classroom, providing students with a learner-centered, low-anxiety classroom environment; provide opportunities for students to feel a sense of accomplishment. Adding to that, encourage students to establish their own short-term objectives. Motivation to learn reveals that a student desires to take part in, and learn from, a training activity (Garavan et al., 2010).

Motivation plays a significant role in the rate and success of second and foreign language learning in general, and in classroom language learning in particular. Motivation "provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998, p. 117). Motivation, however, is "a complex" and "multifaceted construct" (Gardner, 1985; Williams & Burdoen, 1997). It consists of such factors as the attached value of a task, the rate of success expected by learners, whether learners believe they are competent enough to succeed, and what they think to be the reason for their success or failure at the task (Dörnyei & Ushioda, 2011). Motivating learners to develop in the target language is acknowledged a complex process. In many instances, students face many obstacles in learning English and are often demotivated to learn. However, certain motivational strategies, identified by research on motivation, can help learners adopt more positive attitudes towards language learning.

According to Cook (2000), there are three main factors, which concern and influence the (L2) acquisition such as age, personality, and motivation of the learners. It is further types of motivation varying among the learners. A concept in the field of motivation introduced by Ryan & Deci (2000), as Self-Determination Theory, categories diverse types of

motivation according to different rationales, causes, or goals, which reinforce achievements. The most fundamental difference is the degree to which learners are intrinsically or extrinsically motivated.

Motivation refers to the student's effort and desire to achieve the goal of learning English language, as well as positive attitudes toward language learning. It covers a wide range of goal directed behavior, such as expectation and enjoyment of tasks and experiences.

Since the French occupied Algeria for more than a decade, the reason for this was the delay in integrating the English language into Algerian schools so that all subjects were taught in French and all fields and departments were French. It was until the independence of Algeria in 1962, the English language has been taught to the majority of students from the middle level. Even in the primary school level since that year (2022)

English is required at all Algerian secondary schools and universities (as well as several militaries, commercial, and cultural institutions). Despite the fact that it plays a minor role in Algerian national and social life, it is regarded the second foreign language after French.

In this context, the present research aims at exploring this untouched research and contributing to drawing a clearer picture of the learners' motivation of this age category, and at this school level (secondary school first year). In addition, this study synthesizes major theories on motivation, discusses the role of teachers in motivating students, and presents a comprehensive review of motivational strategies that can be used by teachers in their classrooms. This paper concludes with a call for teachers to focus more on learners' motivation and try to employ appropriate motivational strategies so that they can achieve their ultimate purpose of helping students make the most of their language learning experience.

For this, the research is divided into two parts. The first one devoted to the theoretical background of the study in terms of the two variables (ESL and motivation) and the second part dealing with the research design, which relied on a qualitative and quantitative methodology used for gathering the data, analyzing them and finally drawing the adequate conclusions.

OVERVIEW

Chapter one: Overview

1-1 Purpose of the study:

Our research conceptualizes 'Motivation' as a stable characteristic of the Learner. The research has been undertaken to find out, in the context of Algeria whether learners of English are predominantly motivated or not where English functions as a second language.

1.2 Rationale of the study:

Motivation is an internal drive that encourages somebody to pursue a course of action. It is a social-psychological factor, which strongly influences the process of a learner's second language acquisition. Due to the insufficient results of the first year students in English subject, in the previous years .Also, in that period the students are in transition stage from the middle school to the high school, so they must be aware about the importance of English as English is the first and the global language in the world. This study is conducted to determine the role and the impact of motivation on improving learning ESL of first year students in the Algerian high school. In second language, learning integrative motivation plays a very important role. In the context of Algeria instrumental motivation seems to be more effective than integrative motivation as learners are concerned with passing an examination, furthering career opportunities, getting a job or raising social status etc. (Haque, Fazlul S.M. and M. Maniruzzaman Motivation and ESL Proficiency). The rationale of this innovation is based on the fact that many scholars center and focus their research on the concepts of motivation importance in everyday life and learning and teaching ESL. In this context, we developed the idea that motivation has different impacts on learning ESL. This research showed that, motivation is usually instrumental in nature in case of learning English as a second language. The results of this research are important and add to the previous body of knowledge in this area of research in order to find more efficient ways, to enhance teaching and learning ESL in the Algerian context. Our study findings may help other researchers in conducting further studies in similar areas.

1-3 Key research questions:

Answers have been sought for the following research questions.

1. Can motivation be considered a key to effective Teaching?
2. How does motivation help in eliciting responses from each student?
3. What strategies teachers can use for motivating learners?

1-4 Aims and Objectives of the Study:

This study describes the impact of Motivation in enhancing learning ESL of first year high school students. The study also determines whether motivation can make the ESL classes more effective or not.

This small-scale study was implemented to determine the motivational type and level of the first year undergraduate students at Emir AEK high school in Khemis Miliana, and to determine the factors that influence the students' motivation in learning English. The other objectives of this study are to find out the language difficulties that the students encountered during the learning process and to provide some recommendations for improving the students' motivation in learning English.

1-5 Limitations of the study:

Due to time constraint, the study was conducted involving a small group of teachers teaching at the high school. It has something to do with social psychology, which is a difficult area to study. Besides this if we had more time, we could have carried out in depth research in this field. In fact, before drawing any conclusion, a large-scale research needs to be conducted involving not only English teachers but also learners from many other high schools.

1-6 The Structure of the study:

The first chapter is an introduction of the research. We present how we reached the idea of exploring the impact of Motivation in enhancing secondary school first year students' academic results in learning ESL. This chapter details the different points we refer to for the rationale of the study. The research questions, the aims and the objectives are also stated in this chapter in addition to the limitations of our study. The second chapter reviews the literature related to this research. The third chapter explores the philosophy related to this research and its relation to qualitative and quantitative methodology. It also

explains the different tools of data collection used for this research in addition to the adopted data analysis techniques. Chapter four is the concluding part in which we present a summary of the main research findings. This chapter also details the implications of the study in addition to a suggested agenda for future research.

Summary:

This chapter including the purpose, the rationale of the study, aims and objectives, also the limitations and the structure of our study. A review of the past literature reviews concerning student motivation concerning English language learning will be presented in the next chapter.

CHAPTER 2
LITERATURE REVIEW

Theoretical Background

Chapter 2: Literature Review

The review of literature will highlight the theory of L2 motivation and past literature reviews, which are relevant to this study.

This part begins by highlighting the main concepts that influence the student performance in foreign language learning. It also contains a review of the role of motivation and attitudes in L2 learning.

1- Concept of Motivation:

MacIntyre et al. argue that “Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning” (2001, p. 462). This clearly reflect the complexities of the idea that Gardner and Lambert first brought to light through their studies in the late 1950’s. Thus, Motivation has been identified as one of the most powerful determinants of students' success or failure in school (Hidi&Harackiewicz, 2000).

Pintrich&Schunk (1996) defined it as one’s wish and will to behave in a directed way, which in turn initiates a series of actions to engage in particular activities. In academic context, Motivation refers to the reason students want to attend, engage in, and put effort in learning and achieving in school (Beck, 2004).

1-1 Definition of motivation:

Since motivation is rather difficult to define, it is easier to think of the “motivated learner”, “one who is willing or even eager to invest effort in learning activities and to progress” (Ur, 1996, p. 274). Graham and Weiner (1996) assert that a person is highly motivated if he is engaged in an activity that is “interesting, engrossing and involving” (p. 63).

For Williams and Burden (1997): the concept of motivation is composed of different overlapping factors such as interest, curiosity, or a desire to achieve. These in turn will differ in different situations and circumstances, and be subject to various external influences such as parents, teachers, and exams. Thus, any discussion of motivation is inevitably complicated. (p. 111).They give a cognitive social constructivist definition to

motivation, which is Motivation may be construed as:

- A state of cognitive and emotional arousal
- Which leads to a 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) Williams & Burden (1997, p. 120) .They argue that people are aroused in some way and this may be “triggered” by different causes, whether internal or external; internal forces such as curiosity or interest and external forces like another person or event. However, whatever the cause is, the individual’s enthusiasm is activated so that it leads him to make a conscious decision to act in a given way to achieve a certain goal linked to the task, which is done. At the end, the authors propose a three-stage model of motivation, which includes a reason for doing something, a decision to do it, and finally sustaining the effort or persisting. According to Ryan and Deci (2000) “to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated” (p. 54). Brown (2000) has given the definition of motivation from the points of view of different schools. Thus, he says that from a behaviorist point of view motivation is “quite simply the anticipation of reward” (p. 160), so our actions depend on external stimuli. On the other hand, and from a cognitive point of view, motivation is linked to the choices that people do in order to approach or avoid some goals or experiences. From a constructivist point of view, motivation is driven from both a social context and individual choices (Williams & Burden, 1997). Maslow (1970) also considered motivation as a construct in which the attainment of goals could be possible by passing through a hierarchy of needs, three of which were related to community, belonging, and social status. Maslow viewed motivation as dependent on the satisfaction first of fundamental physical needs such as air, water and food, then of community, security, identity and self-esteem and self-actualization. In 1998, Dornyei defined motivation as a “process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminates action, or until the planned outcome has been reached” (p. 118). He continues by saying that: motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and physical energy; neither is it viewed in strictly behavioral terms as a function of stimuli and reinforcement. Rather, current cognitive approaches place the focus on the individual’s thoughts and

beliefs (and recently emotions) that are transformed into action. (p. 118) In 2001, he writes: Indeed, in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any useful language. (P. 5)

Motivation is defined as the driving force that initiates, directs, and sustains behavior or actions to achieve goals. It is a critical component in determining success in personal, professional, and academic pursuits. Motivation can stem from a variety of sources, including internal desires, external rewards, or social pressure. A number of factors such as personality, perceptions, values and judgements can influence it.

The word motivation is accepted for most of the fields in that learning Motivation is essential for success. We need motivation when we have to do something to succeed. Without such motivation, we almost certainly fail to make the necessary effort. There are many factors that depend on motivation, such as motivation is very influential in learning English. When learners are not motivated, they will not be able to learn English or even pay attention to it to learn it. As a result, motivation is considered an important element related with language skills in shaping success in learning English. There are various definitions of motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it. The fact Motivation comes from the Latin *Movere* meaning moving. It is the willingness, the need, the desire and the drive to realize the learning process and succeed in the learning process (Yung Feng, Jun Fan, & Zhen who, 2013), Students who are confident and motivated to learn, spend more time and effort and desired goals than those who are not confident and unmotivated (Doo Hun & Morris, 2009). According to Mc. Donald in Sardiman (2014) states, that motivation is a change of energy in a person filled with a “feeling” plan and preceded by a response to a goal. Based on the explanation above, the researcher conclude that motivation is the desire and effort which drive people to do anything act in achieve the goal. Motivation is an essential factor in learning because it has an influence toward students’ success or failure as language learners, so the teacher must develop an understanding of the motivation in learning.

1-2 Theories of motivation:

Theories of motivation generally seek to explain why and how individuals choose, perform, and persist in various activities, but ultimately, they are also expected to provide insights to those whose job it is to attempt to motivate others. Indeed, teachers are more interested in finding out what they can do to overcome deficits in students' motivation to learn than they are in explanations of what accounts for amounts of variance in language proficiency (a typical preoccupation in research).

Promoting engagement in classroom activities is especially important in foreign language learning contexts (as opposed to second language learning contexts) because communication in the L2 rarely occurs outside of the classroom. Yet, low L2 learning motivation in secondary schools, and concomitant low engagement in classroom activities represent a significant problem, which is compounded by the compulsory nature of most L2 study (Dörnyei, 2001c). Students often complain that L2 study is irrelevant to them, and frequently describe it as boring and difficult (Chambers, 1999). It is difficult to imagine that teachers bear no responsibility in this matter.

Many articles have been written about students' motivation and second language achievement and many models have been proposed to explain the phenomena (eg., Clément, 1980; Gardner, 1985 and MacIntyre, Clément & Noels, 1998). In each of these models, it is claimed that motivation is important in learning a second language but the concepts used to explain how and why it is important differ from model to model. These models identify characteristics of the individual that account for differences in second language achievement hypothesizing that these variables influence what goes on in the language classroom. For example, Gardner (2007) states that when discussing the roots of motivation to learn a second language in the school context it is necessary to consider it from the point of view of both the educational context (as we would for any school subject) and the cultural context (which is generally not that relevant to most other school subjects). That is, he proposes that studying a second language is unlike studying most other subjects in that it involves taking on elements of another culture (i.e., vocabulary, Pronunciations, language structure, etc.), while most other school subjects involve elements common to one's own culture.

This two-fold characterization suggests therefore that both educationally relevant and culturally relevant variables should be considered when attempting to understand the

process by which a second language is learned. Gardner defined motivation as a ‘combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language’ (ibid: 10). In his model, Gardner talked about two kinds of motivation, the integrative and the instrumental, with much emphasis on the former. The integrative motivation refers to learners’ desire to at least communicate or at most integrate (or even assimilate) with the members of the target language. The instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination (Gardner, 1985). They adapted some variables from Gardner’s socio-educational model and some from Dörnyei and Otto’s process model and found relationships between variables from the two models. For example, measures of “post- actional evaluation” from Dörnyei and Otto’s (1998) model correlated with measures of Attitudes toward the Learning Situation from Gardner’s (1985) model.

There have been a number of educators, who have proposed ways in which motivation can be developed and supported. For example, Dörnyei and Csizér (1998) present 10 commandments for teachers that are directed at improving student motivation while Williams and Burden (1997) describe ways in which teachers can motivate their students. Effectively, the role of classroom dynamics and the learning environment are important to motivation and second language acquisition in formal contexts (Clément, Dörnyei, & Noels, 1994; Gardner, 1985, 2007), although there appears to be little research that directly investigates the relation between the application of these strategies and the motivation and language achievement of individual students in the classroom. Some studies have indicated that what takes place in the classroom can influence students’ attitudes and motivation. For example, Gardner, Masgoret, Tennant, & Mihic (2004) found that over the course of the year, university students’ level of motivational intensity; desire to learn French, attitudes toward learning French, integrative orientation, French course evaluation, and French class anxiety decreased significantly. Of particular relevance, however, was that for three of these measures, desire to learn French, attitudes toward learning French, and French course evaluation, the magnitude of the decreases were greater for students who obtained low grades in the class. Similar results were obtained by Gardner and Bernaus (2004) with high school students in Spain learning English as a foreign language. In that study, scores on integrativeness, motivation, language anxiety, instrumental orientation, and parental encouragement decreased

significantly from the beginning to the end of the year. Again, of greater relevance, there was also a significant interaction between the level of achievement attained in the class and changes over time in attitudes toward the learning situation. The top one-third of the students in terms of final grades showed an increase in attitudes toward the learning situation; the middle third showed little change, and the bottom third demonstrated decreases in attitudes toward the learning situation. Thus, both studies suggest that students' attitudes, motivation, and language anxiety change over the course of study, and that often this change is moderated by students' final achievement in the class. Bernaus and Gardner (2008) focused more directly on the relations between students' motivation, language achievement and teacher's didactic strategies used in the EFL class in Spain. This study involved 31 language classes and 694 students, obtaining data from both teachers and students on the use of two classes of teaching strategies, traditional and innovative.

The strongest and most powerful motivational strategies, among the controlled variables, according to the students' and teachers' perceptions, are the following: The use of audiovisual resources and new technologies, group work, satisfying the students' needs and interests, student participation in class, good grades and fulfillment of students' success expectations, and praises and rewards. The author concludes that teachers should promote and put into practice those motivational strategies, which increase the student's interest, attention and satisfaction. A new study by Guillautaux and Dörnyei (2008) examined the link between the teachers' motivational teaching practice and the language learning motivation of their classes. They investigated 40 ESOL classrooms in South Korea involving 27 teachers and more than 1,300 learners. The students' motivation was measured by a self-report questionnaire and a classroom observation instrument specifically developed for that investigation, the motivation orientation of language teaching (MOLT). The MOLT observation scheme was also used to assess the teachers' use of motivational strategies, along with a postdoc rating scale filled in by the observer. All analyses were performed using the class as the defining unit. The results show a clear relationship between teacher's motivational teaching practice and the language learning motivation of their classes. That study investigated the relationship of teachers' and students' perceptions of strategy use in the classroom and related it to student characteristics. This study investigates the relations among measures of attitudes, motivation, language anxiety, English achievement, and perceived strategy use obtained

from the students on the one hand, and the teacher's motivation and perceived strategy use on the other. In order to analyze these correlations, they took the class as the unit of analysis because this is where the views of the teachers and the students come together. In their opinion teacher, motivation is the most important variable because if teachers are not motivated the whole notion of strategy use is lost. This study is unique therefore because it is one of the first that directs attention to these types of variables as they apply to the class as a whole and because it investigates the relationships among all of these measures

Motivation is defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity. A “motivated learner” is defined as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity (Gardner, 1985, p. 10). Motivation plays a significant role in this model in three ways. First, it mediates any relation between language attitudes and language achievement. Second, it has a causal relationship with language anxiety. Third, it has a direct role in the informal learning context, showing the voluntary nature of the motivated learners’ participation in informal L2 learning contexts. Some models of L2 learning motivation (Dörnyei&Ottó, 1998; Ushioda, 1998;Williams & Burden, 1997) do describe motivational processes as they happen over time, and are useful when it comes to accounting for variations of motivational intensity over time (e.g.,⁴ during a task that requires sustained effort and thought, or during the years required to master an L2). However, these models of motivation do not appear to be particularly well suited to the study of the momentary fluctuations of motivated behavior over the course of a single period of non-experimental classroom instruction. This is because L2 lessons in secondary schools tend to offer a succession of brief activities (e.g., lasting 5 or 10 minutes each, or even less), which seldom promote deep attention to meaning or higher-level thinking skills. In his current model, Gardner (2000) focuses on motivation and language aptitude as the two most influential determinants of language achievement and shows how motivation affects language achievement. Moreover, this model predicts that the L2 learning situation could affect learners’ attitudes and motivation. Research into second language motivation dates back to the late 1950s and flourished in the 1970s with the pioneering work of Lambert and Gardner. Gardner (1985) proposed three key components of L2 motivation: (a) “motivational intensity or effort,” (b) “desire to learn

the language,” and(c) “attitudes towards learning the language”, (Dörnyei&Ushioda, 2011, p. 41). Gardner distinguishes between motivation and what he called orientation, where orientation stands for a goal. Orientation is an incentive that gives rise to motivation and steers it towards a set of goals. Strictly speaking, orientations are not part of motivation but function as “motivational antecedents” (Dörnyei&Ushioda, 2011, p. 41). Research into motivation in second language acquisition (SLA) in recent years has focused on the factors, which affect second language (L2) learners’ motivation (e.g., Csizer&Dörnyei, 2005; Dörnyei& Clement, 2001; Dörnyei& Otto, 1998; Oxford &Shearin, 1994). The researchers concluded that teachers are one of the most determinant factors of L2 learners’ motivation (Dörnyei, 1994; Tanaka, 2005). Other studies set out to investigate how teachers positively affect learners’ motivation (e.g., Kikuchi, 2009; Sakai & Kikuchi, 2009; Tanaka, 2005). These studies proposed that L2 teachers play one of the most influential roles to help students engage and persist in the long process of second language acquisition. Among the role that teachers play in L2 classes are initiator, facilitator and motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. These roles are assumed to influence each learner’s motivation. Ramage (1990) suggested that teachers should attempt to enhance learner motivation so that learners positively and actively engage in their learning until they reach their common target in L2 learning. However, the impact of teaching strategies on motivating students should rely on students perceptions of the strategies, as Dörnyei (2001) has proposed.

Many empirical studies of teacher’s motivation were conducted to identify how teachers influence learners’ motivation. Dörnyei and Csizer (1998) have studied the use of teaching strategies to motivate learners among Hungarian teachers of English. The researchers assigned 51 motivational strategies and studied the significance attributed to each strategy by the teachers and how often teachers employ each strategy in their classes. This study leads to ten commandments for teachers to motivate language learners: Teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present task properly to the learners, have good teacher-student relationships, work on increasing learners’ self-confidence, ensure that the language class is interesting to the students, promote as much as possible learners’ autonomy, personalize the learning process, increase learners’ goals, and make sure that learners are familiar with the target language culture. Other studies, which propose that teachers are an important influence on learners’ motivation, include Dörnyei’s 1994 study. Dornyei

(1994) claimed that teacher-associated components that influence learners are language learners' affiliation (i.e., learners' desire to please teachers), teacher's style of teaching, and the use of particular teaching strategies, including modeling task-presentation and feedback. L2 learners' interactions with teachers, including learning experiences, feedback, rewards, praise, and punishments, are claimed to be relevant factors that may impact L2 learners' motivation (Williams & Burden, 1997). Oxford and Shearin (1994) proposed five implications for the role of the teacher in understanding motivation, suggesting that teachers should: (a) figure out learners' real reasons for learning the L2, (b) help students build challenging but achievable goals; (c) show students the benefits of learning the L2; (d) create a safe, welcoming, and no intimidating teaching environment; and (e) motivate students to develop high but realistic intrinsic motivation.

These studies show that teacher-related factors can be categorized into three main components: (a) teaching materials and methodology, (b) teacher personality, and (c) teachers' ways of interacting with the learners. We have seen above that teachers play a significant role in affecting learners' motivation; teachers' actions and behaviors in the classroom have motivational influence on students. Dörnyei and Csizer (1998) confirmed this claim through their study of 200 Hungarian teachers. They argued that teachers' behavior is a powerful tool of motivation in classroom. It is argued that teachers' behavior can influence the students' engagement in class. Therefore, it is crucial to establish a class atmosphere of mutual trust and respect with the learners (Alison & Halliwell, 2002). Teachers can promote such respect and trust through interacting with students on a personal level and show that they care about their students' personal issues or challenges that they face in the classroom or even outside. Enthusiasm is another factor that can impact learners' motivation. Enthusiasm is contagious in classrooms; therefore, if students recognize their teacher's enthusiasm to the task, they, too, will be enthusiastic (Dörnyei & Ushioda, 2009). Another motivational condition is classroom atmosphere.

Safe classroom environments are the most productive in involving the learner in the learning process. In such environments, students are encouraged to express their opinions and perspectives on different issues because they feel safe and protected from embarrassment and sarcasm. Creating a safe teaching environment also includes developing a sense of community and promoting "a palpable sense of belonging" (White, 2007, p. 104). The third basic condition is concerned with creating a cohesive learner group with convenient group norms. Cohesiveness among learners has an influential

motivational impact on learning. Uncooperative groups can have ineffective results in learning. Effective group norms are those developed by both teacher and learners. Group norms that are mandated by teachers have been proved to be ineffective unless the majority of the class agrees that they are appropriate and right (Ehrman&Dörnyei, 1998). Dörnyei (2003) suggested that it is important to build group norms early and involve students in building these norms, explain their purpose and get students agreement to include a particular rule or not, and finally the teacher along with the whole class should agree on a particular set of rules, and the ramifications of breaking these rules. Another important norm that contributes to cohesive groups is the tolerance of learners' mistakes and viewing them as something positive which may contribute to improvement and an indication of learning new information.

Gardner (2007) states that when discussing the roots of motivation to learn a second language in the school context, it is necessary to consider it from the point of view of both the educational context (as we would for any school subject) and the cultural context (which is generally not that relevant to most other school subjects). Dörnyei and Ottó (1998) have proposed a somewhat different perspective referred to as the process model of L2 motivation, based on Heckhausen and Kuhl's (1985) theory of volition because they wanted to emphasize the dynamic nature of motivation within the classroom context. The model consists of two elements. The first is identified as the action sequence, defined as "the behavioral process whereby initial wishes, hopes and desires are first transformed into goals then into intentions, leading eventually to action and hopefully to accomplishment of the goals, after which the process is submitted to final evaluation" (p. 47). The second is identified as the motivational influence, or "all the energy sources and motivational forces that underlie and fuel the behavioral process" (p. 47). Therefore, motivation might become unpredictable, especially if self-regulation is conceptualized as a continuum where individuals can self-regulate according to particular stimuli and behaviors (Deci, Ryan, & Williams, 1996). Overall, it is generally agreed that the existing sociopsychological motivational construct is not applicable to all areas of L2 motivation, and that the "educational-friendly" approaches fail to completely provide all the answers in terms of L2 teaching and learning.

In spite of the many debates in the field of L2 motivation, Robert Gardner's proposal is generally acknowledged as the most influential motivation theory in L2 teaching and learning. Even though Gardner's initial proposal had no intention to directly deal with

second or foreign language learning, he is considered the founder of the field, and his socio-educational model tenets have been broadly studied (MacIntyre, 2002). This socio-psychological approach sees motivation as coming from an interest in interacting and self-identification with the target language community (Crookes & Schmidt, 1991, pp. 470-471). In this respect, Gardner proposes four elements that characterize a motivated student: a goal, the desire to achieve the goal, positive attitudes and effort, which constitute the “affective variables” that differ from the cognitive factors associated with language learning such as intelligence and aptitude. Gardner also establishes a clear relation between motivation and emotion, which is an essential link that has frequently been omitted in earlier motivational constructs.

Summary (Theories of Motivation):

Motivation was examined as a factor of a number of different kinds of attitudes. Different researchers have reached different conclusions about hypothesized co-relations between motivation and learning depending upon the learner context. Gardner defined motivation as a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” (ibid: 10). In his model, Gardner talked about two kinds of motivation, the integrative and the instrumental, with much emphasis on the former. The integrative motivation refers to learners’ desire to at least communicate or at most integrate (or even assimilate) with the members of the target language. The instrumental motivation refers to more functional reasons, for learning the language such as getting a better job, a higher salary or passing an examination (Gardner, 1985)

Gardner and Lambert (1972) define 'motivation' in terms of the L2 learner's overall goal or orientation. According to Gardner (1985), motivation involves four aspects: a) goal b) effortful behavior c) a desire to attain the goal d) favorable attitude towards the learning activity. According to Gardner and Lambert, an instrumentally oriented learner can be as intensively motivated as an integratively oriented one; however they hypothesized that the latter orientation would be better in the long run for sustaining the drive necessary to master the L2. Gardner (1985) proposed three key components of L2 motivation: (a) “motivational intensity or effort,” (b) “desire to learn the language,” and (c) “attitudes towards learning the language”, Motivation is defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity.

The instrumental side referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group. According to Gardner (1985), motivation involves four aspects: a) goal b) effortful behavior c) a desire to attain the goal d) favorable attitude towards the learning activity.

According to Dörnyei, Z (2011), Ushioda (2011), Csizer (2005), Guillautaux and Ramage (1990), Safe classroom environments are the most productive in involving the learner in the learning process. Creating a safe teaching environment also includes developing a sense of community and promoting “a palpable sense of belonging”

These studies show that teacher-related factors can be categorized into three main components: (a) teaching materials and methodology, (b) teacher personality, and (c) teachers’ ways of interacting with the learners. They have seen that teachers play a significant role in affecting learners’ motivation; teachers’ actions and behaviors in the classroom have motivational influence on students.

Based on this view of their comment (Gardner, 1985, p. 10), (White, 2007, p. 104) sought that, A “motivated learner” is, therefore, defined as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity .

On the other hand, Mowrer (1960) pointed out that self-identity and positive attitude motivate a child to learn its first language. He argued that just as the child learns its first language in order to identify with its parents; in the same way a second language learner may be motivated to learn the second language in order to identify with the target language community.

Based on this view of Mowrer, Gardner pointed out that an individual with an integrative motivation is more likely to learn the second language successfully (Ellis, 1985). Shumann defines 'motivation' as an affective factor alongside 'culture shock'. Gardner and Lambert (1972) define 'motivation' in terms of the L2 learner's overall goal or orientation. Ramage (1990) suggested that teachers should attempt to enhance learner motivation so that learners positively and actively engage in their learning until they reach their common target in L2 learning. The impact of teaching strategies on motivating students should rely on students perceptions of the strategies, as Dörnyei (2001) has proposed. Without

sufficient motivation, successful language learning cannot be achieved (Csizer&Dornyei, 2005; Deniz; Sugita & Takeuchi, 2010). Therefore, it is widely accepted that motivation is the key to the success of second and foreign language learning.

1-3 Types of Motivation:

Motivation divided into two main types that are intrinsic motivation and extrinsic motivation.

Intrinsic and Extrinsic Motivation:

The interest of the motivational framework needs to be linked to intrinsic and extrinsic motivation. For a long time, the discussion of these concepts is extensive since they are definitely the most popular means of describing motivation in higher education. The terms 'intrinsic and extrinsic motivation' are dating back to the 1960s, although they may have been used earlier. For Intrinsic, motivation is normally interpreted as motivation through interest in learning or self-undertaking. Deci (1975:23) defined it as „... ones for which there is no apparent reward except the activity itself. People engage in the activities for their own sake not because they lead to an extrinsic reward'. Spaulding (1992) also states; extrinsic motivation is as an outward force in the form of expectation, praise and rewards powers students in English learning“. I.e. motivation through rewards external to the task is extrinsic. This type of motivation is less desirable, also called, the weak form. Whereas, the intrinsic is seen as the positive or the desirable form of motivation. This present study's conceptual framework consists of a combination of Gardner's (1985) Socio-Educational Model of motivation and socio-cognitive models of motivation (Pintrich 2003; Pintrich and Schunk 2002). These models are more applicable in explaining the role of motivation in learning, and have been broadly used in studies about L2 motivation. Adding to that, the self-determination theory, the goal theory and attribution theory, which are the three, major; currently prominent; psychological theories on motivation are presented.

The type of motivation answers the question of why a person is learning a language. The motivation here refers to the goal of learning a language. Many different reasons for learning a language could be listed such as: to be able to speak with members of that language community, to get a job, to improve one's education, to be able to travel, to please their parents, to satisfy a language requirement, to gain social power, etc. Harmer

(1991) used the word “goal” to classify the motivation in language learning into two different types, which include: (a) Short-term goal: It means that students wish to succeed in doing something in the near future. For example, students who want to pass their examination or get a good grade/high scores. (b) Long-term goal: It refers to a wish that students want to get a better job in the future and be able to communicate with people who use the language (the target language) that they learn. Gardner (1985) shows it is possible to classify the reasons for language learning so that they reflect some ultimate aims. Once classified, various categories would appear best identified as orientations in order to keep conceptual clarity. Ellis (1986) discussed the need to classify the reasons for language learning when he put forward that “motivation in language learning can be defined in terms of the learner’s overall goal or orientation.” Brown (2000) decided that studies on the motivation of foreign language students rarely refer to a distinction between two kinds of motivation namely, instrumental motivation and integrative motivation. Gardner (1985) considered that an integrative orientation towards foreign language learning reflects, “A sincere and personal interest in the people and culture represented by the other group”, and an instrumental orientation emphasizes “the practical value and advantages of learning a new language.” The integrative orientation thus stresses an emotional involvement with other community, while the instrumental orientation does not. According to Saville-Troike (2006), the integrative motivation in foreign/second language learning was defined as the desire to be a part of recognized or important members of the community or the society that speaks the language. It is based on the interests in learning the language, to associate or to socialize with the people who speak the language, and the purpose or intention to participate or to integrate the second language using the same language in that community. However, it sometimes involves emotion or affective factors a great deal. On the other hand, the instrumental motivation involves the concepts of purely practical value in learning the foreign/second language in order to increase learners’ careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. In general, motivation is broadly classified into two main categories of extrinsic motivation and intrinsic motivation. Extrinsic motivation refers to a desire to get a reward or to avoid punishment. It emphasizes the external need to persuade students to take part in learning activities such as homework, grade, or doing something to please teachers (Arnold, 2000). Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation (Harmer, 1991). Extrinsic motivation is based

on external outcomes such as rewards or punishments. This type of motivation could bring a negative impact on the students. The reason is that with the extrinsic motivation, students do not learn with their strong intention or they learn because they are pushed by the interest in the rewards or by the punishment, they would receive. When a student is learning because he/she is promised rewards or wants rewards, there will be a high motivation to attend classes, to learn, and to achieve the goal that is set. However, when these rewards are taken away or sometimes when there are no punishments, the student will not be interested in coming to class to learn the language any longer. Intrinsic motivation refers to learning having its own reward (Arnold, 2000). It means that the students are willingly and voluntarily (not compulsorily) trying to learn what they think has worth or is important to them. The students with intrinsic motivation will have the internal desire to learn, and they do not have the needs for external outcomes. There are also no negative impacts to the students who have the intrinsic motivation. In addition, the intrinsic motivation pushes the students to learn without any rewards, because their needs are innate, come from inside, or depend on their own will. Lightbown and Spada (1999) mentioned that teachers do not have much effect on students' intrinsic motivation because the students are from different backgrounds, and the only way to motivate students is to make the classroom a supportive environment.

1-4 Function of Motivation:

Sardiman (2014:85) argues that, motivation has three function, namely:

- 1) Encourage people to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity that will be done.
- 2) Determining the direction of action towards the goal, to be achieved such motivation can provide direction and activities that must be done according to its purposes.
- 3) Selecting the action, which determines what action, should be done harmoniously to achieve the goal, by setting aside the actions that are not beneficial to the goal.

1-5 Role of Motivation:

Motivation is crucial in learning other languages. Pinter (2006:36) stated, "When we learn our first language, it is all a natural part of growing up." Peoples who learn a new

language, their motivation to learn are related to wanting to fit in with people in their new community. An interesting study in 1999 by Marianne Nikolov, a Hungarian teacher, trainer, and researcher, shows that children as they get older typically draw on different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.

1-6 Measure of Motivation:

According to Hanafiah (2010:28), there are some measurements that can be used to know the motivation that are: a) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist. b) Questionnaire is to know the persistence and loyalty. c) Free compose is to understand information about the vision and aspirations. d) Achievement test is to get the information about the achievement of the students' academic. e) Scale is to understand information about attitude. In this research the researcher used the one of the measurement above that is questionnaire. In the questionnaire, there are four options that are strongly agree, agree, disagree and strongly disagree. The answer of the questionnaire would be change become score by using liker scale.

2- Importance of Instrumental Motivation:

Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language (Hudson, 2000). It is thought to be the purpose of learning a second language when the learner is not interested in interacting socially with new target language community members. "Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2" (Dornyei, et al., 2006:12) Gardner (1985) suggested that instrumental motivation was the stimulus for learning generated by utilitarian objectives upon the uses of the languages. Instrumental motivation emphasizes the importance of the functional reasons for learning the language such as getting a high-ranking job with a good salary (Gardner and Lambert, 1972). Tileston (2010) defined

instrumental motivation as the motivation that engenders due to the promise of a touchable, salable prize. She stated, “Extrinsic motivation is the desire to do something because of the promise of or hope for a tangible result” (p.8).

3- Motivation in Foreign and Second Language Learning:

Learning a foreign language is different to learning other subjects since it involves a change in self-image, the use of new social and cultural behaviors and ways of being. In fact, it has a tremendous impact on the social nature of the learner. Here are some models of language learning motivation, which have emerged.

Motivation is a multifaceted concept that has been the subject of scholarly researches in different academic areas and no single available theory has yet captured its total complexity (Dörnyei, 2001). Gardner (2006) also confirmed that “motivation is a very complex phenomenon with many facets...thus it is not possible to give a simple definition.” This is because different perspectives have investigated the expression of motivation differently. On the behavioral perspective, motivation is “quite simply the anticipation of reward” (Brown, 2000). Whereas the cognitive perspective views the term of motivation as being more related to the student’s decisions, and the choices students make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. For the constructivists in their definition of motivation, they place further emphasis on the social context as well as the individual’s decisions. Regardless of the differences in all the definitions of motivation given by the three different perspectives, the concept “needs” is emphasized, that is, “the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context” (Brown, 2000). In terms of language learning, there are many definitions of motivation. Lightbown and Spada (1999) noted that motivation in second language learning is quite complicated to study. This can be explained in terms of two factors: students’ communicative needs and their attitudes towards the second language community. In addition, Parsons, Hinson and Brown (2001) defined motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning helps students gain new knowledge and skills, and motivation pushes them or encourages them to go through the learning process. Gardner (1983), in his socio-educational model, considered that motivation is perceived to be composed of three elements such as effort, desire, and effect.

The effort refers to the time the student spend on a foreign language learning and the drive of the student. The desire indicates how much the student wants to become proficient in the language, while the effect means the student's emotional reactions, which is related to language learning.

Motivation is one of the success factors in acquiring a second language (Gardner, 1985). However, motivation is a complex phenomenon, hence; various researchers have classified motivation from different points of view. Over the past decade, motivation in L2 learning has long been widely researched in many countries all over the world (Csizér&Magid, 2014; Dörnyei& Ryan, 2015; Ushioda, 2013b). Earlier L2 learning motivation studies focused mainly on socio-psychological approach between language communities rather than actual educational practice. A dataset from a compilation of over 300 empirical works between 2005 and 2014 by Boo, Dörnyei and Ryan (2015), highlighted how the approaches in conducting L2 motivation research have changed over the years. It showed the increasing use of a variety of qualitative research approaches although quantitative research methods continue to be used. The focus of L2 motivation studies has been on describing motivational patterns of English language learners on one hand, and finding a relationship between motivation and another variable in learning ESL on the other hand. These variables were examined mainly from an educational viewpoint that may include specific learning programs, learners' levels of English proficiency, as well as the impact of affective education and materials (Balkır&Topkaya, 2009; Ajibade&Ndububa, 2008; Liu, 2007; Wang, 2007).

3-1 The Importance of Motivation in a Foreign Language Learning:

Many previous pieces of research show that motivation plays an important role in the success or failure in learning a language in general, and in learning a language in particular. Spolsky (1990) stated that motivated students are likely to learn more quickly than students who are less motivated. In a specific learning situation, students who are less motivated are likely to lose their attention, to misbehave, and to cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity. Together with engagement, motivation is viewed in the literature as very important for enhanced learning outcomes of all students (Woolfolk & Margetts, 2007). Motivation is seen as a pre-requisite and a necessary element for student engagement in learning. Student

engagement in learning is not only an end in itself, but it is also a means to the end of students achieving sound academic outcomes (Ryan & Deci, 2009). This is important because authentic engagement may lead to higher academic achievement throughout student life (Zyngier, 2008). If educators want to know and resolve the young students' issues and to make schools engaging places, then they actually have to listen to what students are saying about their classes and teachers (Mitra & Serriere, 2012)

Since globalization has started, it has become more important to learn another language. I have been learning English for almost eight years and I realize how difficult it is to acquire a new language unless the language has very similar features with a person's first language. Gardner (2001:23) in Hwelys journal argues insists there is a close interaction between motivation and language learning success. To establish language learners' motivation toward language learning, they should know the advantages of learning a new language. Learners need to understand what types of motivation they have because certain motivation brings them a greater success. To acquire a foreign language successfully, the learners need motivation and teachers who support their learning. In Wimolmas' journal argues that motivation has an important role in success and failure in learning a second language. Spolsky (1990:157) stated that in motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

Individuals are at achieving their goals, both personal and professional. Therefore, it is essential to comprehend the mechanisms involved in individual motivation to enhance the likelihood of success in various domains of life. Consequently, researching motivation is a worthwhile endeavor that can yield valuable insights on how to optimize performance and attain desired outcomes.

Without sufficient motivation, even individuals of remarkable ability cannot achieve long-term goals, and an appropriate curriculum and education good enough to ensure student achievement. On the other hand, high motivation can compensate for significant deficiencies in both language proficiency and learning conditions. Gardner and Lambert (1972) emphasize in their seminal work that although language competence accounts for a large proportion of individual variance in language learning achievement, motivational factors can override the influence of competence (Gardner, 1985; Gardner & Clément,

1990; Gardner &MacIntyre, 1993a as cited in Cambridge University Press, 2009).

Ushioda (1996) elucidates that the scope of inquiry lies in delineating, quantifying and categorizing the functions of language in the context of theoretical constructs pertaining to the process of language acquisition. Motivation has been widely acknowledged by educators and scholars as a crucial determinant affecting the effectiveness and proficiency of acquiring a second or foreign language (Gardner & Lambert, 1972; Dörnyei, 1994). As the initiation of learning an L2 requires a considerable amount of effort, motivation serves as the foremost impetus. Additionally, a significant driving force sustains the prolonged and strenuous learning process. It becomes evident that all other factors pale in comparison to motivation in this regard.

The acquisition of a second language is a multifaceted process that entails an array of factors, including the presence of motivation, as indicated by Dörnyei's work (1998, as cited in Huang, 2007). Motivation plays a considerable role in determining the degree of active, individual engagement in L2 acquisition. Empirical studies demonstrate that motivation has a direct impact on the frequency of L2 strategy utilization among learners, the extent of interaction with native speakers, and the ability to persist and retain L2 competence even after completing formal language instruction (Oxford &Shearin, 1994, as cited in Huang, 2007). Conversely, the accomplishment of long-term goals is unattainable for individuals with outstanding abilities in the absence of adequate motivation. Moreover, curriculum and teaching cannot ensure student achievement in isolation, as stated by Dörnyei and Csizér (1998) and cited by Huang (2007).

3-2 The importance of Motivation in teaching language:

The love of learning is not a utopian idea. It is a reality in the relationship of an effective teacher and a responsible student (Woldkwoski, Raymond J. As cited in Motivation and Teaching: A Practical Guide, p: 18).

In every educational scenario, regardless its duration, ether it lasts 10 minutes or 10 days, can be divided to:

1. Beginning: when the student enters and starts the learning process.
2. During: when the student is involved in the body or main content of the learning process.

3. Ending : when the student is finishing or completing the learning process

There are effective strategies and methods that be done during each of these phases to facilitate motivation. By applying appropriate motivation strategies for each stage, the different phases interconnect to create a cohesive entity , resulting in an improved learning experience and encouraging students' positive re-engagement in the educational setting (Motivation and Teaching : A Practical Guide, p:18) .

Teachers can influence how much students learn in many different ways, not just by teaching new information. These are some ways to help students learn better, teaching them how to learn, making them feel confident and motivated, showing that you care about their success, making them feel good about themselves, and creating a good learning environment (Marionwilliams; Psychology Language Teachers; Cambridge language teaching library).

The significance of selecting a teaching approach with regards to motivation has been highlighted by Reece and Walker (1997 as cited in Gomleksiz, 2001) in academic literature. The selection of a teaching approach can affect the enthusiasm and curiosity of the learner. The method by which the instructor implements the instructional plan can affect students' motivation, as an energetic approach is more liable to inspire them than an uninteresting approach (Internal Journal on Studies in English Language and Literature (IJSELL) P: 135).

3-3 Motivation in Education:

A. The Reading Skill and Motivation:

There are many definitions of reading depending on the standing point from where we look. Baudoin et al. (1994) define reading as follows: Reading is a complex activity that involves both word recognition, the process of perceiving how written symbols correspond to one's spoken language; and comprehension, the process of making sense of words, sentences and connected paragraphs (Baudoin et al., 1994, p.i). Guthrie and Wigfield (2000), on the other hand, defined reading motivation, as "...the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (p.405). By this definition, we can say that the individual motivation is under

the individuals „control because it is determined by his beliefs values and goals .the definition also hint that motivation is a complex in which there are deferent aspects of the term.

B. The Writing Skill and Motivation:

Foreign language learners attempt to reach certain goals, one of the main goals is learning to write the language. Academic writing recognized as one of the most crucial aspects of language academic achievement. It is also considered as the most difficult skill for EFL students. Since it is a productive skill. The studies, which investigated the relationship between motivation and writing ability, revealed that motivation especially the intrinsic plays a role in the writing process.

C. The Listening Skill and Motivation:

Listening is the basis of communication in any language. Motivation is one important element that is influencing students' achievement, and when a student is learning listening comprehension, he/she must be stimulated"". Littlewood, (1984) stated, „,,motivation is the crucial force which determines whether the listener embarks on a task at all Listening learning process needs motivation in order to improve and support the skill.

D. Student Motivation in Speaking:

Speaking is the oldest and universal way for human being to express their thought and feeling (Widdowson, 1998: 5). Motivation is the most important concept to consider when it comes to learning to speak a language. It is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context (Morale, et al, 2001: 38). For speaking, it is critical to first, demonstrate competence and then efficiency.

Motivation to speak is the degree to which a communicator is attracted to or pushed away from speaking competently in a given subject.

4- How Can Teachers Promote Motivation in the Foreign Language Classroom?

Teachers are one of the most determinant factors of L2 learners' motivation (Dornyei, 1994 & Tanaka, 2005, cited in Al Kaboody, 2013). Teachers play many roles to help students learn a second language: initiator, facilitator, and motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. These roles influence learner's motivation. Dornyei (2001) proposed a taxonomy of factors by which teachers could motivate their learners, which he named "motivational strategies". He defines motivational strategies as "techniques that promote the individual's goal-related behaviour. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and ending positive effect" (p. 28). He argues that the teacher should insist on the internal structure of a language class and cluster the strategies in relation to the different structural units (e.g. strategies to present new material or assign homework). Besides, teachers should design a guide in which some classroom problems are listed and solutions are suggested. In addition, teachers should concentrate on key motivational concepts such as learners' self-confidence. Here are some motivational strategies suggested from Dornyei (2001) in his book "Motivational Strategies in the Language Classroom":

- Creating the basic motivational conditions, which include appropriate teacher behavior, and a good relationship with the students, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms.
- Generating initial motivation by enhancing the learners' language-related values, increasing their expectancy of success, making the teaching materials relevant for the learners, and making realistic learner beliefs.
- Maintaining and protecting motivation by making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners' self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, creating learner autonomy, and promoting self-motivating learner strategies.
- Rounding off the learning experience and encouraging self-evaluation by promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

In addition, Dornyei and Csizer in press (cited in Dornyei, 1998, p. 131) offer Ten

Commandments for motivating language learners. They include:

1. Set a personal example with the teacher's own behaviour.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process
9. Increase the learners' goal-orientedness.
10. Familiarize the learner with the target language culture. Mastoor al Kaboody

(2013, p. 49) gives some suggestions to promote motivation in the foreign language classroom. These suggestions include:

1. Creating the basic motivational conditions (e.g. teacher's enthusiasm, safe classroom atmosphere, and cohesive learner group with convenient group norms).
2. Generating students' motivation (generating learners' interest and enjoyment, the target culture, promoting the learners' expectations of success in the L2, explaining the goals of the course, making the teaching materials relevant to the learner, and helping students create realistic beliefs about language learning).
3. Maintaining and protecting motivation (make the learning experience enjoyable and stimulating through varying teaching styles, presentations, materials, and leaning tasks).

On the other hand, Williams and Williams (2011) suggest five key ingredients that affect student motivation. These are student, teacher, content, method/process, and environment.

5- The role of teacher's Motivation:

Teachers have a very important role in keeping students motivated in all the stages of the motivational process. Motivational mechanism is no longer restricted to being regarded solely as either integrative or instrumental in nature. Natured by the environment in which

we immerse ourselves. In fact, curiosity can help a person learn and understand new things that is an important aspect of learning.

The classroom is taken care of by a teacher who is excited and ready. Many studies have looked at how teachers affect how well people learn a new language because it's really important for teachers to interact well with their students. An excellent educator needs to possess some crucial traits. Learning environment. The second one is the use of teaching strategies that promote student engagement and participation, such as group activities and hands-on learning. Together, these factors contribute to an effective learning experience for students. Moreover, the teacher should be excited about teaching and encourage students' ideas. The class should be comfortable and fun. The teacher should use activities that get students involved, like working in groups or doing things. All of these things make learning better for students.

The way the classroom feels, how the activities are explained in an easy and fun way, making learners who struggle feel supported and helping them believe in themselves more.

Gardner and Macintyre (1991) conducted a study wherein 46 students pursuing a course in psychology at a university were provided with a monetary reward of \$10 for successfully completing a paired-associate vocabulary task that involved English and French language. On the other hand, an equivalent number of participants were instructed to perform their task to the best of their abilities, without any form of compensation. The study's results revealed that the cohort who received an incentive exhibited superior performance and increased engagement in observing the word pairs when contrasted with their counterparts.

Nevertheless, upon the discontinuation of prospective rewards, the level of students' enthusiasm experienced a subsequent decline. This investigation highlights important aspects related to the acquisition of language. Rewards are important to figure out what kind of learners there are. This helps to know if they are focused on achieving goals or working with others. Despite the potential drawbacks, providing students with rewards such as monetary compensation could motivate them to dedicate additional time towards their studies. The crucial aspect of this study is that the learner's motivation disappears once the prize is no longer present (Ellis, 2008).

The inquiry that must be raised is the following: Do learners initiate their own motivation

to learn language or is it propelled by external elements like incentives? (Dornyei, 2001). To better identify where the responsibility for motivation lies in a second language (L2) environment, it is essential to emphasize the significance of motivating teachers.

Drawing inspiration from the works of Skinner, a multitude of behavioral learning scholars formulated behavior modification techniques premised on the notion that students are incentivized to fulfill tasks by the provision of a reward. Often, the incentive is presented in the form of commendation or evaluation. Occasionally, the incentivizing factor may entail a symbol of exchange to obtain a coveted item, while on other occasions; it may offer the opportunity to partake in a personally elected pursuit.

Social learning experts, including Albert Bandura, who highlight the significance of observing, copying, and anticipating comparable rewards for exhibiting a specific conduct, emphasize the effectiveness of convincing models in shaping behavior. A learner who feels a connection and respect towards a certain subject teacher can exert effort in order to gain the favor of the esteemed mentor and to emulate such a person. A learner who notices his or her elder sibling enjoying the advantages of achieving high grades may aspire for the same outcome, anticipating similar or identical benefits. A learner who observes that a fellow classmate consistently receives better grades on tests than themselves may inquire about their study habits or seek advice on how to improve their academic performance. Behavior in the future, as they received approval and recognition from their teacher. Hence, they may choose to emulate the same conduct. Adopting conduct that leads to obtaining comparable incentives.

The humanistic perspective on motivation is credited to the contributions of Abraham Maslow. In 1970, Maslow conceptualized a pyramid of requirements that aroused incentives. The impact of Maslow on motivation research has been immense, with his writings inspiring numerous subsequent studies and the pursuit of overarching theories on the subject. At the base of Maslow's hierarchy lie the fundamental physiological requirements like fulfilling hunger and thirst. Moving up, the hierarchy then includes safety needs such as seeking security, structure and predictability. Further up are the needs of love and belongingness followed by esteem needs like garnering recognition, respect and self-esteem. In addition, eventually, right at the top of the hierarchy, the self-actualization needs appear which focus on reaching one's utmost potential. To adhere to Maslow's hierarchy of needs: Teachers are responsible for fulfilling the lower needs in Maslow's hierarchy before focusing on achievement, competence, and realizing one's

full potential. Restricted resources, namely monetary and temporal, contribute to the practical insufficiency of Maslow's theory, thereby resulting in a disadvantage.

Having a good teacher is important for helping people feel motivated when they are learning a language. We can't ignore how important teachers are. If a teacher is good at teaching a second language in school, it helps the students learn better. Cooper & McIntyre (1998 as mentioned by Gomleksiz 2001) emphasize how important teachers are in helping students succeed. Experts say that if a teacher is good at helping students learn together and pay attention, they'll be even better at helping them learn (International Journal on Studies in English Language and Literature (IJSELL) P: 135).

Bernaus et Al (2009) studied how motivated students were and how well they did in learning English. They also looked at how the teacher's motivation and teaching methods affected the students' motivation and achievements in the classroom. In Spain, they picked 31 teachers and the 694 students in their classes. Their study found that when teachers use strategies to motivate students, they themselves feel motivated. This leads to students feeling more motivated and achieving more in English. Therefore, they think that if teachers are more motivated, the students will learn better (Bernaus, 2009 as cited in Modern Journal of Language Teaching Methods (MJLTM)).

Teachers play a vital role in motivating students by creating an interesting learning environment and utilizing effective teaching methods (Papi M, Abdollahzadeh (2011); Loima J, Vibulphol J (2014); Loima J, Vibulphol J (2016) as mentioned by Filgona (2020) Motivation in Learning, P: 26).

6- The role of parents' Motivation:

Those who strive for excellence and success without consideration of some reward have a high level of achievement motivation (McClelland, 1961). According to McClelland (1985), achievement motivation is based on a desire to excel. Like several other social motives, need for achievement is largely learned and is evident in many areas, such as in school, in the workplace, and in athletic competitions (McClelland, 1995, 1985; Smith, 1969 as cited in The Journal of Social Psychology, 133(6), 859-861)

Research has shown that parental influence greatly affects the formation and advancement of children's inclination towards achievement motivation (Crandall & Sinkeldam, 1964; Rosen & D'Andrade, 1959 as cited in The Journal of Social

Psychology). Children who receive encouragement from their parents regarding their success, initiative, and competitiveness are more likely to develop a strong resolve towards achieving their goals (Spence, 1983; Woolfolk, 1990). Similarly, parental expectations and observational learning are important in the development of children's achievement motivation (McClelland & Pilon, 1983 as cited in *The Journal of Social Psychology*). It has been observed that children who reside apart from their parents for extended duration may experience decline in their level of motivation.

Inspired by K. V. Hoover-Dempsey and H. M. Sandler's ((1995, 1997) as cited in *The Journal of Educational Research –Motivation of parent Involvement in secondary- Level Schooling*) model of the parent involvement process, the authors suggest that parental involvement in education has a crucial role in their child's academic performance. They studied four things: how important parents feel their role is how confident they are in helping their kids succeed in school, if teachers invite them to be involved, and if their kids invite them to be involved. The writers asked 770 moms and dads of teenagers in five schools in Quebec to complete a survey. There were 354 parents of students in the 7th grade, 231 parents of students in the 8th grade, and 185 parents of students in the 9th grade. The results show that parents' involvement at home and school affect their children's grades differently depending on what grade level they are in. The way parents see their child's requests strongly predicts how involved they are at home with their child's learning, regardless of their child's grade level. Parents' behavior helped determine how involved they were with their child's school in. How parents viewed invitations from teachers also affected their involvement in school throughout all three grades. Parents got involved when they saw that their child's teacher or classmates wanted them to get involved, at school or at home.

As cited in the *Journal of Research on Adolescence*, according to the study conducted by (Christel L. T. Klootwijk, Iris J. Koele, Jorien Hoorn, BernaGüroğlu, Anna C. K. Duijvenvoorde (2020)) after the shutdown of schools in 2020 because of COVID-19, they asked 102 teenagers (age 12-16) to write about how they felt each day and asked them about their relationships, problems and how much they wanted to do well in school. They found that teenagers were less interested in studying online compared with physical school days. In general, positive mood was positively associated with academic motivation. Moreover, lower levels of parental support were related to lower academic motivation on online versus physical school days.

7- Motivation, the learning environment and the learner:

Promoting learning motivation is one of the main principles for efficient education (Kim &W. Frick, 2011). The studies have shown that there is a direct relationship between motivation and efficacy of students in learning. The study suggested several strategies for teachers that can be very useful in increasing language learners' external motivation and creating a positive attitude among them towards language learning. Some of them include creating a friendly atmosphere in the classroom, providing students with a learner-centered, low-anxiety classroom environment; provide opportunities for students to feel a sense of accomplishment. Adding to that, encourage students to establish their own short-term objectives. Motivation to learn reveals that a student desires to take part in, and learn from, a training activity (Garavan et al., 2010).

8- Other factors that affect Motivation in a foreign language learning:

Harmer (1991) considered the following four factors that can be dangerous to the students' motivation in language learning. The first factor is the physical condition of the classroom. The physical condition means the atmosphere in the class. For example, if the students have to study in a bad lighting classroom, an overcrowded class with too many students have to look at the small board, or have to study in an unpleasant and smelly classroom, they can lose their motivation or their motivation in learning will be lowered. The second factor is the teaching methodology. The method of teaching which refers to the way students are taught by teachers must affect their motivation. Whenever the students feel bored with the teachers' method, their motivation would likely be lost or gradually decreased as Harmer (1991) said: "If the students lose the confidence in the teaching method of teachers, they will become demotivated." The third factor that affects the motivation of the students in a language learning is the teachers. The teachers are considered as the most powerful variable of motivation, but they also can become a major part in demotivating the students. Lastly, the fourth factor that affects the motivation of students in a language learning is the success in learning. The success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work or learning activity is too high or too low, it can lead students to a demotivated situation in learning. As Harmer (1991) pointed out that giving, high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by a low level of challenge. In addition, in the Krashen's affective filter hypothesis, the emotional states

such as tiredness, depression, boredom, etc. can obstruct the learning process of the students. Furthermore, anxiety becomes a factor that influences the effective filter. Low anxiety is more helpful for second language acquisition (Krashen, 1988). This means that students' anxiety can affect their motivation.

According to Krashen, there are three effective variables that interact with the affective filter which include: (a) Motivation, which is beneficial for language acquisition, (b) Self-confidence, which is also useful for acquisition, and (c) Anxiety, which is good in the case where it is at a low level (Krashen, 1988).

As stated by Wlodkowski, Raymond J. Teachers can motivate students by offering incentives and develop competence and match interests with learning activities, but they can not directly motivate them. Student's perceptions, values, personalities and judgements lie between teaching and learning. These elements affect student Motivation. There is no direct line of control like a radio switch between teacher behavior' and student motivation. Students can be influenced and affected by teachers, but they cannot be directly motivated (Wlodkowski, Raymond J. (1978) as cited in Motivation and Teaching: A Partical Guide, p: 14).

According to Sukmadinata, motivation is impacted by both internal and external stimuli. Some fundamental determinants that influence students include their mentality, passions, and cognitive abilities. In contrast, external factors are those outside of the students' control, such as social interaction, educator influence, surroundings, school, or community environment. By meeting learners' needs, interests, and enjoyment (internal factors) the students' motivation increase (Filgona; as cited in Asian Journal of Education and Social Studies: Motivation in learning (2020) P: 25).

Raymond and Judith revealed there are four influences of a child's learning motivation are:

- a. Culture, each ethnic group or have been assigned and indirect values with respect to both in terms of academic knowledge and traditional. Those values are revealed through the influence of religion, the political laws for education and the expectations of parents concerning the preparation of their children in the lecture with the school. These things will motivate student learning.
- b. Family, based on the study of parents gives a big influence in motivating children's learning. Its influence on the development of children learning motivation has a very

strong influence in every development and will continue until the time is up high school and so on.

c. School, when it comes to learning motivation, the teachers make a difference. In many cases, they are not as strong as parents are. However, they can make school life fun or interesting. We can remember a teacher who meets the classroom with joy and hope and open our doors to discover the wonderful knowledge.

d. The child itself, students have the greatest possibility to learn seriously, study well and still be able to enjoy learning, behavior and character smart, qualified, to have an identity, can set their own din certainly affect the learning motivation. Malcom in Brownlee journals, there are factors that affecting motivation:

a. Teacher factor someone is said to be a teacher not quite "know" something material to be taught, but the first time he must be someone who does have "teacher personality" with all the features of his maturity level and have personality.

For that it be mentioned in this discussion ten teacher competencies that are closely related to the task of forming student learning motivation in schools, among others:

- 1) Mastering materials or teaching materials
- 2) Managing the teaching and learning program
- 3) Classroom management
- 4) Using media and learning resources
- 5) Mastering the educational foundations
- 6) Manage the interaction of teaching and learning
- 7) Assessing student achievement for teaching purposes
- 8) Know the functions and program guidance & counseling
- 9) Know and administer the school administration
- 10) Know the principles and interpret the results of educational research for the benefit of teaching.

b. Parent Factor parenting factors in the family are crucial as well because they are partners of teachers in working together for that purpose. Parents are not satisfied enough to leave these affairs and responsibilities to the teacher.

c. Environmental Factors Society Environmental factors of the community where

students are domiciled become elements that are considered in the process of formation of student motivation, because students are also part or citizen of a society.

Malcom Brownlee put forward the concept that shows this dependence by stating "People in the community and in human society" The concept of man in society suggests that the dependence of individuals as part of the community that have a social value system of interlocking and affect individuals who live together in a community, both communities and the city or village community or study group as students at a school.

9- Characteristics of Motivated Learners:

Naiman et al. (1978, cited in Ur, 1996, p. 275) gave the following characteristics of motivated learners: 1. Positive task orientation: The learner is sure of his own success when doing a language task. 2. Ego-involvement: The learner wants to succeed in learning in order to support and raise his own positive self-image. 3. Need for achievement: The learner needs to achieve, to overcome difficulties, and succeed in what he plans. 4. High aspiration: The learner is ambitious and demands challenges and top grades. 5. Goal orientation: The learner is very aware of the objectives of learning, and leads his efforts towards achieving them. 6. Perseverance: The learner uses a great effort in learning; besides, he is not discouraged by lack of progress. 7. Tolerance of ambiguity: The learner is not disturbed by a lack of understanding or confusion because he is confident that understanding comes with time.

10- Different Approaches to Understanding Motivation:

In the first half of the twentieth century, Sigmund Freud's view conceptualized motivation as being determined by basic human "instincts" and "drives", many of them being unconscious or repressed. The middle of the twentieth century was influenced by conditioning theories related to behaviorist psychology, with much research insisting on how stimuli and responses interact in forming habits. Despite the fact that many findings were taken from experiments with animals like Pavlov's dog or Skinner's rats, much of this knowledge is still relevant for understanding some issues such as the role of practice and drilling, positive and negative reinforcement, or punishment and praise in learning (Dornyei, 2001). As a matter of fact, the concept of motivation was examined and understood within a behavioral framework trying to understand "what moved a resting

organism into a state of activity”, with much reliance on concepts such as instinct, drive, need, energization, and homeostasis (Weiner, 1990). According to Maslow (1943) “homeostasis refers to the body’s automatic efforts to maintain a constant, normal state of the blood” (p. 373). Motivation was considered too complex to investigate directly and much experimental research conducted on animals was generalized to humans. Reward systems were the backbone of the approach for motivating individuals to show the desired behavior (Williams & Burden, 1997). This understanding of the concept was visibly not relevant to the educational context and this tradition continued to the sixties with the machine metaphor of motivation (Weiner, 1990). The 1960s came with other important changes. Some humanistic psychologists such as Maslow suggested that the central motivating force in humans’ lives is the “self-actualizing tendency”, which is “the desire to achieve personal growth and to develop fully the capacities and talents we have inherited” (Dornyei, 2001, p. 8). In his famous “Hierarchy of Needs”, Maslow (1970) distinguished between five basic classes of needs, which he defined as:

1. Physiological needs: hunger, thirst, sexual frustration;
2. Safety needs security, order, and protection from pain and fear
3. Love needs: love, affection and social acceptance
4. Esteem needs gain competence, approval and recognition
5. Self-actualization needs: realize one’s potential and capabilities, gain understanding and insights

Another approach to motivation is the cognitive approach, which emphasizes on how the individual’s conscious attitudes, thoughts, beliefs and interpretation of events influence their behavior; that is, how mental processes are transformed into action. The cognitive approach views the individual as a purposeful, goal-directed actor, who is in a constant balancing act to coordinate a range of personal desires and goals according to his abilities.

Indeed, the cognitive revolution, which started in the sixties, rendered irrelevant the behavioral mechanical approaches to motivation. Such positivist approaches lost support in philosophy because they simply did not work (Locke, 1996). In the cognitive developmental theory laid down by Piaget, motivation is considered as “a built-in unconscious striving towards more complex and differentiated development of the individual’s mental structures” (Oxford & Shearin, 1994, p. 23). With the advance of the cognitive approaches, the field became more relevant to educational psychologists and

the cognitive shift led to concentration on the individual's role in his own behavior (Weiner, 1994). In other words, there has been a shift toward focusing on why learners choose to engage in academic tasks instead of focusing on what they do and the time they spend doing so as has been the case with the behaviorist approach. Concepts such as goal and level of aspiration replaced the unconscious concepts of drive, instinct and the like. Individual differences were more highlighted with the introduction of psychological concepts such as anxiety, achievement, and needs of control. More cognitive concepts were developed during the seventies and eighties like self-efficacy, learning helplessness and causal attributions.

11- Research on Motivation in L2:

Motivation or the desire to learn is the most used concept in explaining the success of a language learning. Second language (L2) refers to a language that is not the mother tongue of the learner. Research on L2 motivation was conducted in Canada by psychologists Gardner (1985) who stated that L2 learners with positive attitudes toward the target culture and people will learn the target language more effectively than those who do not have such positive attitudes. In their earlier studies, Gardner and Lambert (1959) found that the two factors most strongly associated with learners' L2 achievement were aptitude and motivation. Gardner and MacIntyre (1993) drew together the findings from many studies and developed Gardner's "socio-educational model of SLA". Motivation in this model is defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity. A "motivated learner" is, therefore, defined as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity (Gardner, 1985, p. 10).

Obeidat (2005) conducted a study to investigate Malaysian students' attitudes and motivation toward Arabic, as well as the impact it has on their first language and cultural identity their attitudes toward the Arabic course. A questionnaire comprises 38 items has been distributed to 105 students from two different universities in the first, second, third, and fourth academic year. The findings showed that; students are more interactively inspired to learn Arabic as a second language. There were no major variations in the students' responses to the two motivating dimensions related to sex, parents, Arabic proficiency, and level of study. However, they did show gratitude for the Arabic classes.

In another study, Mun (2004) investigated the relationship between learners' English language proficiency and their motivational intensity and motivational orientation among Malaysian undergraduate students at UTM University. Data obtained from a bilingual questionnaire survey showed that learners' willingness to learn English is normal, with no substantial variations between high, medium, and low English proficiency learners. The findings have revealed that learners were motivated to learn the language through instrumental encouragement at all three proficiency levels.

12- Motivation in ELL English:

Language has become one of the world's most spoken languages. As stated by Bernaus (2005), numerous countries across the globe, which have their own languages, have made the English language their second language. According to Asmah (1982) cited in Mun (2004), English which is the "second most Language" and serves as a tool of getting technological information (111). Its significance as a global lingua franca has always been a major motivator in the learning and use of the language throughout the world, particularly as a means of gaining information in science and technology. Learning English as a second foreign language is closely related to the importance of motivation and attitude in ensuring good language acquisition. As argued by Pit Corder, "given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data" (Dornyei&Ushioda, 2009, 1). This argument was made four decades ago, and since then, various studies and research have arisen to investigate the multifaceted existence of motivation and its effect on foreign language learning.

Motivation has been the focus of many studies. Researchers have often stressed its role in learning a second language since it is a major factor determining the success and degree of second language mastery. In his study of advanced German students of English enrolled at England's University of Reading, Lennon (1993) sees motivation as "the most important single factor influencing continuing development in oral proficiency" (p. 41).

summ:

Motivation plays an essential factor in the student achievement in foreign language learning in which directs behavior toward particular goals in order to achieve a particular climate or environment. Motivation helps in self-development of individual. If an individual is motivated, he will have a task satisfy and achieve his personnel goals.

CHAPTER-3

RESEARCH

METHODOLOGY

Chapter-3: RESEARCH METHODOLOGY

This chapter displays the design and methodology of this study, the instrument, the research procedures and the data analysis technique based on the needs and the aims of the study which primarily concerns describing how learners' motivation affect their performance in learning ESL.

3-1 Methodology approach:

We have used a mixed methodology approach as we needed both qualitative and quantitative information based on the needs and the aims of the study which primarily concerns describing how learners' motivation affect their performance in learning ESL.

In addition, to analyze answers to our questions, we have collected our data through questionnaires and interviews.

According to Creswell (2009), « quantitative research is an approach for testing objective theories by examining the relationship among variables ». Instruments can measure these variables usually. Thus, numerical data can be analyzed using statistical procedures. In addition, qualitative research is an approach to capture the expressive information not conveyed in quantitative data about beliefs, feelings, values, and motivation that underlie behaviors.

3 -2 Procedure:

First, we have prepared some questions for the teachers and a questionnaire for the students regarding our topic relating to the answers of which will cover the main idea of our research. The questions are relevant and have a vital impact on our topic. The fieldwork took place thrice a week for 10 times between february10 and March 30, 2023. While collecting the data from the students and the teachers, both the teachers and the students were dealt with non- manipulating way by the teachers so that actual information could be collected. While analyzing the data a mixed Methodology Approach- qualitative and quantitative- has been chosen. The responses were quite informative, analytical and significant. The participants were very cooperative and supportive.

3-4 Data Collection:

Instruments: The following instruments were used for the purposes of the study:

1. Questionnaires

2. Interviews

To collect data two different questionnaires were prepared- one being for the students and the other one being for the teachers. There was a closed ended questionnaire for students, which consisted of 20 different yes/no questions. For the teachers the questionnaire included nine questions. By the nine questions, teachers were facilitated to incorporate their practical knowledge regarding the role of motivation in ESL (English as a second language) classes. They also expressed their views on some problems and solutions to language classes not being motivated in terms of using L2. There were short informal follow-up interviews with both most of the students and teachers to know something more about the expected findings.

3-5 Participants :

The participants in this study were five English teachers 30 students of the high school and three teachers were chosen from the university English department .Students were chosen from two classes. Among 30 students, 15 were girls.

3-6 Data Analysis:

Students were given more than one week to complete the questionnaire. After that, responses were collected from them. Important findings and questionnaire responses were analyzed to see if a pattern emerged.

Summary:

Chapter 3 described the research method used, which included the information on the students, research instruments, data collection and the manner in which the data were analyzed. The next chapter presents the findings from this study.

CHAPTER 4
RESULTS AND
DISCUSSION

Chapter 4: Results and Discussion

In this chapter, the results of our research are presented followed by a brief discussion. Different teachers have given different opinions but most of them agreed that motivation is more effective in second language learning. Motivation is a crucial factor in second language learning. It was found that, among other factors motivation also plays a vital role. Especially for the learners of second language, instrumental motivation is uniquely supportive and helpful.

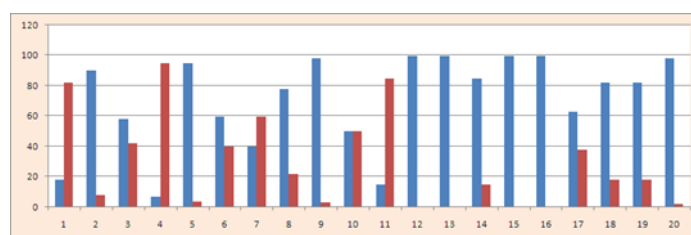
4-1 Findings and Discussion:

It was found that the students attributed their problems in English to their weak foundation, environment, and methods of teaching English in their previous levels. Weak foundation is related to the status of English, the students' motivation to learn English, and the teachers' lack of interest. Motivation is applied in few classes. Some students are motivated to develop their English language skills but rests of the students are not in the same condition. Some students only want to pass in the English exam without understanding and developing their skills. Some students find it difficult to understand English due to their weak foundation in English. Some students think that, exam system can largely be made responsible for students and teachers not motivating in language classes.

A large number of students think if there is a language club, interested students will be more motivated and get chance to improve their English by practicing. Most of the students think that, "Motivation" in the English language classes is good for the students. They also think that, motivation in the English classroom must be started from primary level. If teachers continue motivating in English classes for a few months, students will start understanding English better. Initiative to motivate in English should be first taken by teachers. Students should be motivated and proactive about communication in English in the classrooms.

4-2 Student's Perceptions:

To find out the students' perceptions they were asked to fill in a questionnaire items by just putting tick marks on one of the two options- yes/no. They were made to understand all the points before they chose the options so that the survey results would become as realistic as possible. There was also another column other than yes/no in the questionnaire in which they were allowed to write anything they thought would be relevant. (See Appendix-A)



The above graph shows the data found from the table in Appendix-B

4-3 Summary of Findings:

A vast majority of students (84%) agreed that in their language classes motivation does not take place to learn English. Only a handful of students (16%) said that they are motivated to learn English in the language classes by their teachers. However, in the questionnaire there was an extra column for the students to write any comments if they had any, and there those (16%) students wrote that they want to be more motivated by the teachers in the language classes. However, it is optimistic that almost all the students (93%) want the interaction in English classes to be in English.

Most students (57%) showed positive notions regarding nervousness. They have the view that they do not become nervous if the class is taken in English. 93% of students disagreed with the idea that they only want to pass the exam and so they do not need to learn English. Again 97% of students want to develop their English language skills from their English classes.

Most of the students (60%) find it difficult to understand the lecture if it is delivered in English. The same percentage of students thinks that teachers have enough interest in motivating the learners in English classes. In addition, almost three fourths of students (77%) blame their own lack of interest in this regard. Almost all the students (97%) think

teachers do not motivate in ESL (English as a second language) classes because it is very difficult for them to make every student understand their speech in English. In addition, half of the students think if teachers take the class in English, they might not do well in the exam because of not understanding the lessons.

“Motivation in the English language classes is good for the students” was the eleventh item in the questionnaire. Only 14% of the students disagreed with this. Not surprisingly all the students (100%) agreed that speaking English in the classroom must be started from primary level. One of the most important points in the questionnaire was whether they think that if teachers continue speaking English for a few months, students will start better understanding English. And not unexpectedly, again all the students agreed with this statement. 87% students think that teachers should take initiative first to motivate the learners in the English class. However, interestingly at the same time all the students (100%) think that they should be proactive about developing English language skills in the classroom. Every respondent welcomed the idea of establishing an English language club in the schools. In terms of motivation, the majority of students (64%) think that only teachers who can motivate students to improve the students’ English language skills.

Finally, 86% of students are in favor of attributing the practice of not speaking and listening English in the classroom largely to the present system of Secondary School Certificate Examination, which does not assess the speaking and listening capabilities of students. Here in Algeria, some trained teachers try to practice all the skills in the classroom, but they lose their motivation after a certain period, as listening and speaking are not directly assessed in the public examinations. In a query to know whether it would be very effective for the students if they had to communicate only L2 (English) in the language classroom, 84% of the students responded positively. In this regard, Kang (2007) says that the continued interest in better EFL pedagogy for elementary school students has led to many interesting suggestions, one of which is TETE, Teaching English through English. In the last item of the questionnaire, students were asked whether an ESL context, instead of EFL, would enhance their English speaking skill. Here almost all the students (97%) chose the option ‘yes’. They were very true as Elis (1996) mentions that for ESL students’ language learning are a part of survival and growth. To summarize the study, it can be said that in most language classrooms motivation does not take place to develop English language skills, but the majority of students want to be motivated in English in their language classes.

4-4 Teachers' Perceptions:

To find out the teacher's perceptions they were given a questionnaire consisting of nine questions. It is every teacher's dream to have in his/her class a motivated student, who is driven by the curiosity to learn and achieve his or her goals. However, this is rarely the case in L2 learning. Thus, it is the job of the teacher to generate students' motivation and help them build positive attitudes towards the L2. Teachers can achieve this aim of generating students' motivation through implementing various strategies. First, teachers should enhance learners' values and attitudes towards the language, including their intrinsic, intercultural, and instrumental values. Secondly, generating learners' interest and enjoyment to study is a key issue here. The target culture is also a useful tool to generate the integrative orientation of the learners through introducing authentic materials, which reflect the target culture and community of the target language. The fourth strategy to generate motivation is to make the teaching materials relevant to the learners. Finally, teachers should help students create realistic beliefs about language learning. Some learners bring some unrealistic learning beliefs about how much progress or learning they can achieve in a particular class. If they do not see that their beliefs or expectations are not achieved, they will become disappointed and lose interest in the course. Teachers, therefore, should explain the complexity to learn an L2 and develop students' understanding of the nature of the process. Moreover, teachers should help students realize that there are various ways to achieve success in the learning process and encourage each learner to find his/her distinct ways of learning.

4.5 Summary of Findings:

In the questionnaire the Teachers were asked why they thought that teachers and students are not motivated to develop English language skills in the language classes at secondary level. They were given nine questions where they were asked to write the answers.

First of all, it has been found that almost 85% of teachers, 7 out of 8, strongly agreed with the idea that motivation in English classes is, with a very few exceptions, not take place in the secondary level while only the other respondent agreed to it.

Most of the teachers think that, motivation can be considered a key to effective Teaching. They also gave some ways on how motivation helps in eliciting responses from each student. All of them were agreed with the view that, motivation is very important in

facilitating classroom atmosphere and for that, the role of the teacher in enhancing student's motivation is also beneficial for the students. Teachers also shared some strategies, which are used by them for motivating learners. According to them, L2 teachers play one of the most influential roles to help students engage and persist in the long process of second language acquisition.

Among the role that teachers play in L2 classes are initiator, facilitator and motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. One-third of the teachers wrote that, motivation plays a very important role in second Language learning. In which situations (teaching structure, teaching creative writing or teaching any other topics) instrumental motivation may be more effective in facilitating successful second language learning was another issue of discussion. They also wrote about the practical goals/objectives set for the language learners in second language learning. In this chapter I am going to present the teachers have given results of my research and discuss over them. Different QU opinions but most of them agreed motivation is more effective in second language learning. Motivation is a crucial factor in second language learning. Among other factors, motivation also plays a vital role. Especially for the learners of second language, motivation is uniquely supportive and helpful. These roles are assumed to influence each learner's motivation.

Regarding the question of psychological and social aspect of motivation, none of the teachers denied that social aspect of motivation is not effective. Some of them viewed that motivation is necessary because in case of second language learning motivation works more. The teachers have observed that their students are socially motivated as most of them are influenced to learn English language for their career or livelihood. Some teachers viewed motivation works effectively, as they found that a small portion of the learners was motivated psychologically and socially. The interview was taken among eight teachers and five of them agreed that motivation being more effective in the English classes, and where else other three of the teachers disagreed with that and said that in some cases motivation is ineffective.

According to most of the teachers, students appear for the exam to get good marks in the exam, though there are varieties of opinions. One of the teachers opined that they appear for the exam to get good marks and at the same time to show competence in learning a second language. The reason why she thinks so is that students in her class show interest in understanding and knowing, instead of just a tendency to memorize to get good marks

and to get over with the course. Here among eight teachers, six of them agreed that the main reason why they have to learn English as a second language is to get good marks. In addition, the rest two teachers pointed that students appear for the exam to show their competence in second language and to do good in the exam is the logical consequence.

If we want to get an immediate result of learning English Language, that is, to achieve certain jobs or to build up career, instrumental motivation succeeds. It depends on what we consider as 'successes. If it is for the result or instrumental achievement, obviously it succeeds. In case of psychological growth, it fails. Four of the teachers said that though they are motivated instrumentally, they could reach up to a certain level of competency. Two of the teachers out of eight said that instrumental motivation succeeds and the rest of them viewed that both instrumental and integrative motivation are needed to succeed. One of them said that instrumental motivation works more in the short term whereas integrative motivation works more in the long term. According to one of the teachers, the failure and success depends on the students themselves. If any student were motivated about getting good marks for a good job or raising status in the society, it would certainly work for that student.

The above-mentioned findings show that motivation is an important factor in teaching and learning English as a second language at the secondary level.

Summary:

Chapter 4 presented the findings from the students' responses from the questionnaire survey and interviews to address the research questions of the statement of problem.

CHAPTER-5

CONCLUSION AND

RECOMMENDATIONS

Chapter-5: Conclusion and Recommendations

5.1 Conclusion:

While doing this research we have gathered a considerable amount of information for the analysis, which helped us to do our research findings. After analyzing the data, we found out that there are two types of motivation, which influence people for learning.

In our research, we have applied both Qualitative and Quantitative method for analysis of data. We came to know that most of the people of Algeria learn for getting to learn something new. They want benefit from their learning process after learn something. The interview was taken among eight teachers and thirty students and most of them agreed that motivation is an effective factor in teaching and learning English as a second language in the context of Algeria,

Naturally, motivation research addresses the basic question of why human beings think and behave as they do; that is, motivation is concerned with the direction and magnitude of human behavior, or more specifically, the choice of a particular action, the persistence with it, and the effort given on it. In broad terms, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. In Algeria, one wants to learn for getting job after his/her learning or after completing his/her education. Therefore, we believe that motivation can make the ESL class more effective in the context of Algeria.

In this paper, we summarized some major influential theories of L2 motivation and the role of the teacher in enhancing learners' motivation and helping them achieve continuous progress in their language learning process. The body of literature in the field of motivation has shown that teachers play significant roles in increasing, or decreasing, students' motivation. The implications of motivational models and strategies can be beneficial for ESL and EFL teachers. Teachers would find it so helpful to integrate these motivational strategies in their classrooms and help their students make the most of their L2 learning. While each of the theories and strategies reviewed here has some value, no single theory or strategy can sufficiently explain learners' motivation. Therefore, it would be wise if teachers drew eclectically from these theories and strategies, or at least most of them, and try different combinations in their classrooms, taking into consideration that learners are different and thus different motivational strategies may work differently with

each group of students. In addition, it is significant that teachers should be aware of their actions and behaviors in classroom because it is very likely that teachers' actions can “Teaching and Learning English as a Second Language at high level” has been fruitful. It has been able to identify some problems that the high-level teachers and students usually face while teaching and learning English as a second language. Some of the major problems include present public examination systems, lack of both teachers' and students' proficiency, shortage of trained teachers, teacher beliefs, and lack of students' motivation. Some relevant recommendations have also been suggested.

Summary:

This research has identified students' goals and needs, enabling teachers to adopt appropriate instructional approaches to enhance student motivation in learning English. It is indicated that there is a significant correlation between personal needs and learning activities that is a prerequisite for a sustained motivation to learn English as second language. Therefore, educational policy makers and syllabus designers should consider identifying the students' needs and goals to learn English if they want to enhance student motivation for learning the English language.

RECOMMENDATIONS

5-2 Recommendations:

Based on the study findings and discussions there are also certain recommendations suggested by the teachers whom I interviewed.

The recommendations are given below:

- a. To promote students' awareness towards learning process
- b. To keep learners in touch with modern English language teaching methods.
- c. Motivation for learning English among high school students.
- d. The effect of motivation on academic achievement among school/ college students.
- e. A language club should be established in every school, and what is more this should be made mandatory by the government to develop the learners' English language skills.
- f. Teachers should always motivate students to change their mentality regarding only passing the English examinations somehow.
- g. There should be at least 20 marks on speaking and listening skills in the school semester examinations as well as in the public examinations.
- h. Motivation to learn English in the language classes should be started from primary level.
- i. All of the English textbooks should be redesigned so that language learning becomes fun and there are activities fully related to our real life.
- j. As there is a hope ,for marks being included in public examinations on listening and speaking in near future, in this regard, teachers should motivate their students more and more.

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APPENDICES

Appendices

Appendix-A

Questionnaire for the students:

Please give tick mark on the suitable option. Cooperation in providing true information and honest views is appreciated.

Sl.	Questionnaire Items	TotalStudents-30	
		Yes	No
1.	Motivation is applied in our language classes.		
2.	In English classes, I am motivated to communicate in English.		
3.	The come nervous to communicate in English.		
4.	I only want to pass the exam and so I do not need to speak and learn English.		
5.	I want to learn how to develop English language skills from my English classes.		
6.	I find it very difficult to understand if the lecture is delivered in English.		
7.	Teachers do not have enough interest to motivate the students in English classes.		
8.	Teachers do not motivate because students are not interested.		
9.	Teachers do not speak English because it is difficult for them to make every student understand their speech.		
10.	If teachers take the class in English, maybe we will not understand the lessons and so we will not be able to cut a good figure in the examination.		
11.	Motivation in the English language classes is good for the students.		
12.	Motivation in the English classroom must be started from primary level.		
13.	If teachers continue motivating in English classes for a few a months, students will start understanding English better.		
14.	Initiative to motivate in English should be first taken by teachers.		
15.	Students should be motivated and proactive about communication in English in the classroom.		
16.	If there is language club ,interested students will be more motivated and get chance to improve their English by practicing.		
17.	It is only teachers who can motivate students to develop the students 'four skills.		
18.	Exam system can largely be made responsible for students and teachers not motivating in language classes.		
19.	Using only target language in the classroom can be very effective for students.		
20.	If students learn English in the class ,they would be much better speakers of English.		

Appendix-B

Questionnaire for the students:

Please give tick mark on the suitable option. Cooperation in providing true information and honest views is appreciated.

Sl.	Questionnaire Items	TotalStudents-30	
		Yes	No
1.	Motivation is applied in our language classes.	16%	84%
2.	In English classes, I am motivated to communicate in English.	93%	7%
3.	I become nervous to communicate in English.	57%	43%
4.	I only want to pass the exam and so I do not need to speak and learn English.	7%	93%
5.	I want to learn how to develop English language skills from my English classes.	97%	3%
6.	I find it very difficult to understand if the lecture is delivered in English.	60%	40%
7.	Teachers do not have enough interest to motivate the students in English classes.	40%	60%
8.	Teachers do not motivate because students are not interested.	77%	23%
9.	Teachers do not speak English because it is difficult for them to make every student understand his or her speech.	97%	3%
10.	If teachers take the class in English, maybe we will not understand the lessons and so we will not be able to cut a good figure in the examination.	50%	50%
11.	Motivation in the English language classes is good for the students.	86%	14%
12.	Motivation in the English classroom must be started from primary level.	100%	0%
13.	If teachers continue motivating in English classes for a few a months, students will start understanding English better.	100%	0%
14.	Initiative to motivate in English should be first taken by teachers.	87%	13%
15.	Students should be motivated and proactive about communication in English in the classroom.	100%	0%
16.	If there is a language club, interested students will be more motivated and get chance to improve their English by practicing.	100%	0%
17.	It is only teachers who can motivate students to develop the students' four skills.	64%	36%
18.	Exam system can largely be made responsible for students and teacher is not motivating in language classes.	84%	16%
19.	Using only target language in the classroom can be very effective For students.	84%	16%
20.	If students learn English in the classes, they would be much better speakers of English.	97%	3%

Appendix-C

Semi- structured Interview Questions for the teachers:

1. Can motivation be considered a key to effective Teaching?
2. How does motivation help in eliciting responses from each student?
3. What is the importance of motivation in facilitating classroom atmosphere?
4. What is the role of the teacher in enhancing student's motivation?
5. What strategies teachers can use for motivating learners?
6. Do you think your students appear for the exam to get good marks or to show their competence in second language?
7. What role does motivation play in second Language learning (English)?
8. In which situations (teaching structure, teaching creative writing or teaching any other topics) instrumental motivation may be more effective in facilitating successful second language learning.
9. What are the practical goals/objectives set for the language learners in second language learning?

Appendix-D: Teachers' responses

"The Role of Motivation in Teaching and Learning English as a Second Language at Secondary level"

Teachers' responses:

What are, in your opinion, the best probable solutions to this problem?

Cooperation in providing true information and honest views is appreciated.

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Question-1: Do you think; motivation can be considered a key to effective Teaching?

Answers given by different Teachers

Teacher 1: Yes. Without Motivation, students do not want to learn second language. Therefore, it can be considered a key to effective teaching.

Teacher 2: Yes. Motivation plays a significant role in teaching second Language without which language would not be complete or fruitful.

Teacher 3: Yes. Only motivation by the teachers can enhance their learning. So, it can be considered a key to effective Teaching.

Teacher 4: Yes. Motivation accelerates both learning and teaching activities in an ESL situation.

Teacher 5: Yes. It has a great impact on teaching second language effectively.

Teacher 6: Yes. I think without motivation students will fail to have a positive attitude towards the English classes. So, it is the key to effective teaching.

Teacher 7: Yes. I think, on the influence of teachers on learners' by explaining, teachers can generate and maintain motivation in their teaching practices.

Teacher 8: Yes. I think the role that teachers play in L2 classes are initiator, facilitator, motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter which are the effective key to teaching.

Question 2: How does motivation help in eliciting responses from each student?

Answers given by different teachers

Teacher 1: It really helps a lot. At least, in practical field, few students are interested in learning a second language with a positive attitude.

Teacher 2: Motivation works in eliciting and learning a second language. In English secondary schools, most senior students are motivated to learn English because they want to be a part of an English speaking society, i.e. in lifestyle, food-habits etc.

Teacher 3: It is involved through the ability to use different languages in your own perspective and through the internalization of the essence of that language.

Teacher 4: If a translation of a Shakespeare, drama motivates a learner, and for that, he/she wants GOL to learn English, that would be a case of motivation

Teacher 5: We see it rarely in the secondary level.

Teacher 6: If learners have a positive attitude then he/she can be successful in learning a language. So motivation is very important in the learning process.

Teacher 7: The student might want to be fluent enough to travel or study abroad in the future, which motivate him/her to elicit the responses in the English classes.

Teacher 8: Motivation is involved in the sense that a student enrolled in an English language course that proficiency in the English language will help him/her blend in easily in an English speaking society. He/she would not have any problems with communication in an English speaking country. A number of students have plans to go abroad for higher studies and integrative motivation works for them to elicit the answers.

Question-3: Importance of motivation in facilitating classroom atmosphere.

Answers given by different Teachers:

Teacher 1: Motivation definitely succeeds in facilitating classroom atmosphere.

Teacher 2: Yes, because the learners become motivated gradually to reach their goals.

Teacher 3: It depends on what we consider as 'successes. If it is for the result or achievement, obviously it succeeds which is the byproduct of facilitating classroom

atmosphere.

Teacher 4: Yes, it is very important to facilitate classroom atmosphere and enable the students to reach their goal.

Teacher 5: Eventually motivation can reach up to a certain level of competency of the students.

Teacher 6: If the teachers are motivated to facilitate the class, the students do not miss any point in pursuing this kind of targets.

Teacher 7: I think the answer to this depends on the students themselves. If a student were motivated about giving good marks or a good job, raising status in society, it would certainly work for that student.

Teacher 8: I think it works on teacher's role in the classroom whether he/ she is facilitating classroom atmosphere or not.

Question - 4: The role of the teacher in enhancing student's motivation.

Answers given by different Teachers:

Teacher 1: Teacher's motivation plays an important role in the process of language

Teacher 2: Teacher's strategies and the motivation brings language achievement of individual students in the classroom.

Teacher 3: If teachers are motivated, the whole notion of strategy use can be successful.

Teacher 4: I think the relationship of teachers' and students' perceptions enhances students' motivation.

Teacher 5: Teacher should promote and put into practice motivational strategies, which increase the students' interest, attention and satisfaction

Teacher 6: The environment of ESL classes can be developed and supported by teacher's motivation.

Teacher 7: Teachers in the classroom can influence students' attitudes and motivation

Teacher 8: Teachers can show the students the roots of motivation to learn a second language in the school context .

Question-5. What strategies can teachers use for motivating learners?

Answers given by different teachers:

Teacher 1: Teachers must feel comfortable with themselves, their pupils, and their subject matter.

Teacher 2: Teachers must believe in their students' capacity and propensity for classroom conduct.

Teacher 3: Teachers must ensure that their instructional activities are interesting and relevant.

Teacher 4: Teachers must match their instructional activities with their pupils' capabilities.

Teacher 5: Teachers must involve their pupils in setting up "the rules".

Teacher 6: Teachers must identify their problem times.

Teacher 7: Teachers must remember that pupils are not "little adults".

Teacher 8: Teachers must give evidence that they genuinely like and respect their pupils.

Question-6. Do you think your students appear for the exam to get good marks or to show their competence in second language?

Answers given by different teachers:

Teacher 1: Yes, maximum students appear for the exam to get good marks rather than to show their competence in SLA (Second Language Acquisition).

Teacher 2: It is a part of their study and they want good grades.

Teacher 3: Most of them appear for the exam to get good marks.

Teacher 4: I have observed that students are more interested in getting good marks than showing competence in second language.

Teacher 5: I think my students appear at the exam to show their competence in second language; to do well in the exam in the logical consequence.

Teacher 6: They appear for the exam to get good marks and at the same time to show competence in a second language. The reason why I think so, is because students in my class shows interest in understanding and knowing, instead of just a tendency to memorize to get good marks and to get over with the course.

Teacher 7: Mostly to get good marks.

Teacher 8: There are few who want to show competence in second language but most of them appear to get good marks.

Question 7: What are the practical goals/objectives set for the language in second language learning?

Answers given by different Teachers:

Teacher 1: The practical goals are as follows:

- a) To get good marks
- b) To get a good job.
- c) To impress others.

Teacher 2: The objectives are:

- a) To be evaluated socially
- b) To get a good job.
- c) To go for higher study in abroad
- d) To listen to songs and to watch movies.

Teacher 3: The goals are:

- a) To achieve instrumental goals (most of the cases)
- b) To achieve integrative goals.

Teacher 4: The necessary objectives can be:

- a) To do well in academics.
- b) To get a good job.
- c) To do well at work.

d) To impress others.

Teacher 5: Goals/objectives can be:

- a) They will be able to communicate in English with others.
- b) They will be able to write term papers.
- c) Successful in academic field as well as in professional level.
- d) They will be able to develop their L2 skills.

Teacher 6: One objective can be:

To communicate as much as possible.

Teacher 7: One of the goals/objectives can be to write and speak fluently.

Teacher 8: Goals:

- a) Gain proficiency in English.
- b) Articulate thoughts and ideas clearly in English.
- c) Be able to think and write critically.

Question 8. In which situations (teaching structure, teaching creative writing or teaching any other topics) instrumental motivation may be more effective in facilitating successful second language learning.

Answers given by different Teachers:

Teacher 1: Instrumental motivation is more effective for students any way. We often try to motivate the other way. In addition, that does not always work effectively.

Teacher 2: In teaching structure and composition writing, instrumental motivation may be more effective in facilitating successful second language learning. If students were made to learn how to write in an organized way with correct sentence structure, they would engage themselves in the learning process activity. They might change their learning strategies to be competent in using English in real life situations.

Teacher 3: I think to know a second language we need integrative learning techniques. However, for instrumental goals like learning the language for good score, we need instrumental motivation. So, in learning structure we can use instrumental motivation. In

case of teaching creative writing, we need integrative motivation.

Teacher 4: Instrumental motivation can be more effective in vocabulary teaching, oral communication, reading and writing for day-to-day life and so on. In fact, aspects of language, which have practical application to learner's material life, can be highly effective through instrumental motivation

Teacher 5: Instrumental motivation is more effective when learners want to get immediate result. However, if they want to sustain it in the end they must be motivated integrative.

Teacher 6: Teaching creative writing can be effective.

Teacher 7: It's more effective in basic/general English courses, since it's a university requirement and is relevant to future job success.

Teacher 8: I think in all of the above situations because as long as a student is motivated about grades, getting a good job, raising his/her social status instrumental motivation applies to that student

Question-9. What role does motivation play in second Language learning?

Answers given by different Teachers

Teacher 1: In most of the case, it's seen that without motivation student doesn't want to learn second language.

Teacher 2: Motivation plays a significant role in second Language learning. If the students are not motivated, they won't be involved in the learning process without which language would not be complete or fruitful.

Teacher 3: It makes the students interested and helps them to remove the fear of unknown new language. This enhances their learning.

Teacher 4: Motivation accelerates learning, first. If a student were motivated, he/she would make effort to take the classroom knowledge outside. So he/she will be able to apply the learnt knowledge to the real-life context.

Teacher 5: It has a great impact on Language learning. Those who are not instrumentally motivated, they cannot succeed or can't go further.

Teacher 6: I think it plays a great role because without motivation students will fail to

learn. If they do not have a positive attitude towards the class, then they will think that the class is boring.

Teacher 7: Motivation is very important the more motivated students do better in language learning.

Teacher 8: I think it's learning something new and interesting, that will not only give them a good grade if they do well, but also enhance their success in communication in the professional world.

Le résumé

Dans ce monde globalisé, maîtriser l'anglais est un facteur de succès pour atteindre les objectifs futurs. Bien que les Algériens soient conscients que la maîtrise de l'anglais est essentielle, la compétence des étudiants algériens en anglais est insatisfaisante.

Le but de cette recherche est d'explorer une importante littérature sur la motivation dans l'apprentissage d'une langue seconde. Cette étude vise à explorer si la motivation peut rendre les cours d'anglais langue seconde plus efficaces ou non. Cette recherche a été menée pour vérifier qu'ici en Algérie ; la motivation peut devenir un outil efficace dans l'enseignement et l'apprentissage de l'anglais comme langue seconde. La motivation est l'une des caractéristiques de l'apprentissage et de l'enseignement des langues et c'est le facteur principal et le facilitateur utile dans le processus d'apprentissage des langues. La recherche vise à discuter des principales théories de la motivation et de la manière dont les enseignants peuvent influencer la motivation des apprenants. Elle vise également à expliquer comment les enseignants peuvent générer et entretenir la motivation dans leurs pratiques pédagogiques. Afin de mener cette recherche, une conception de recherche quantitative et qualitative a été adoptée à l'école secondaire Emir Abdel Kader; dont J'ai interviewé trois professeurs et 30 élèves du secondaire, ainsi que trois professeurs enseignant au département d'anglais de l'université de Khemis Miliana Djilali Bounama.

Les résultats de la recherche ont confirmé que la motivation est un facteur efficace dans l'enseignement et l'apprentissage de l'anglais comme langue seconde au lycée dans le contexte algérien. L'étude a également révélé qu'il existe deux types de motivation, qui influencent les gens pour l'apprentissage. De plus, la recherche a montré que le rôle de l'enseignant dans l'amélioration de la motivation des apprenants et les aidant à réaliser des progrès continus dans leur processus d'apprentissage des langues, aucune théorie ou stratégie unique ne peut expliquer suffisamment la motivation des apprenants.

Implications et limites de cette recherche, ainsi que des suggestions pour de futures recherches sont également discutés en conséquence.

MOTS CLÉS : Motivation - processus d'apprentissage - Langue anglaise - Élèves du secondaire - Théories de la motivation.

المخلص

في إطار العولمة، إتقان اللغة الإنجليزية هو عامل نجاح في تحقيق الأهداف المستقبلية. على الرغم من أن الجزائريين يدركون أن إتقان اللغة الإنجليزية أمر ضروري، إلا أن كفاءة الطلاب الجزائريين في اللغة الإنجليزية غير مرضية

الغرض من هذا البحث هو استكشاف المؤلفات الجوهرية حول التحفيز في تعلم اللغة الثانية. تهدف هذه الدراسة إلى استكشاف ما إذا كان التحفيز يمكن أن يجعل اقسام اللغة الإنجليزية كلغة ثانية أكثر فعالية أم لا. تم إجراء هذا البحث للتحقق من ذلك هنا في الجزائر. يمكن أن يصبح التحفيز أداة فعالة في تعليم وتعلم اللغة الإنجليزية كلغة ثانية. التحفيز هو أحد خصائص تعلم اللغة وتدريبها وهو العامل الرئيسي والميسر المساعد في عملية تعلم اللغة. يهدف البحث إلى مناقشة النظريات الرئيسية للتحفيز، وكيف يمكن للمدرسين التأثير على تحفيز الطلاب. ويهدف أيضًا إلى شرح كيف يمكن للمدرسين توليد الحافز والحفاظ عليه في ممارساتهم التعليمية. لإجراء هذا البحث، تم اعتماد تصميم بحث كمي ونوعي في مدرسة الأمير عبد القادر الثانوية. لقد أجريت هذه الدراسة مع ثلاثة مدرسين و30 طالبًا من المدرسة الثانوية، وكذلك ثلاثة مدرسين بقسم اللغة الإنجليزية بجامعة خميس مليانة جيلالي بونعامة.

أكدت نتائج البحث أن التحفيز هو عامل فعال في تعليم وتعلم اللغة الإنجليزية كلغة ثانية في المدرسة الثانوية في المفهوم الجزائري. كشفت الدراسة أيضًا أن هناك نوعين من التحفيز التي تؤثر على الطلاب للتعلم. علاوة على ذلك، أظهر البحث دور المعلم في تعزيز تحفيز الطلاب ومساعدتهم على تحقيق تقدم مستمر في عملية تعلم اللغة الخاصة بهم، كما أنه لا توجد نظرية أو استراتيجية واحدة يمكن أن تفسر بشكل كافٍ تحفيز الطلاب

الكلمات الرئيسية: التحفيز - عملية التعلم - اللغة الإنجليزية - طلاب المدارس الثانوية - النظريات التحفيزية