

University of Mohamed Seddik Ben Yahia

Faculty of Letters and Languages

Department of English

**A Study of Students' Motivation to Develop Proficiency in
Listening Comprehension**

**A Case Study of Third Year Students at the Department of English,
University of Mohamed Seddik Ben Yahia**

Thesis submitted in partial fulfillment of the requirement for the Master Degree in English
Language Sciences

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Dedication

This work is dedicated to the almighty God for giving us the grace, courage and strength to fulfill it.

We dedicate this work:

- to my father and mother, whose affection, love, encouragement, and prayers of day and night make me able to get such success,
- to my dear brother Youcef, for being my hero,
- to my sisters Meriem, Anfel, and Douaa for always motivating and supporting me,
- to my grandmother, for being the sweetest ever,
- to the memory of my grandfather, you left fingerprints of grace in our life. You cannot be forgotten,
- to my cousin and my best friend Houda, for always being there for me,
- to my sweetest friend and partner Nouha for being so caring and supportive along the completion of this work.

Asma

- to the sweet soul who was always and will forever be on my side, the one who supports and encourages me endlessly, I thank you for the love, the care, and the passion you planted in me, my mother,

- to my father who was always my guiding star throughout my educational journey, thank you for your pieces of advice and kind words,

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Abstract

Listening is the most frequently used form of language skills; it plays a significant role in daily communication and educational process. In spite of its importance, listening has received only slight emphasis in language learning and teaching, and it was not until the 1960s that it began to be voiced. The actual purpose of this study was to examine the influence of students' motivation on the development of their proficiency in listening comprehension. The study was conducted with third year students in the department of English at Mohamed Seddik Ben Yahia University. The hypothesis set for this study was that motivation can lead to the development of students' proficiency in listening comprehension. The data of this research were gathered through two questionnaires. The first one was administered to sixtythird year students at the department of English. The second questionnaire was given to twelve oral expression teachers at the same department. After an attentive analysis and discussion it was confirmed that there is a positive correlation between the students' motivation and the development of proficiency in listening comprehension.

List of Abbreviations and symbols

%: Percentage

CA: Comprehension Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELL: English Language Learning

ESL: English as a Second Language

FLS: Foreign Language Students

L2: Second Language

LTM: Long Term Memory

STM: Short Term Memory

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General Introduction

1. Statement of the Problem

In the past, listening in English as a foreign language (EFL) context was less important than the other skills, and it was neglected for so many years. Arguments for listening comprehension began to be voiced in the mid-1960s by Rivers. This was an introduction that attracted the attention of other researchers, among them Krashen in 1980 with his input hypothesis which emphasizes the importance of listening comprehension. Other researchers who have contributed to the development of this field are Mendelsohn in 1984 who argued that comprehension skills will be improved through experience, Nunan (1997) described listening as the Cinderella skill which is overlooked by the other language skills, Call (1985) established a relationship between short-term memory and listening comprehension, and Morely (1991) emphasized the importance of listening by saying that we can expect to listen twice as much as we speak.

Other Algerian researchers as well were much concerned with this issue like Khanchali Mohammed 2005 who tried to describe a frame work for listening in his Magister dissertation and also Dr Azeddine Boulfefel, in his Doctorat dissertation, found that some aspects of listening and motivation can be paired up.

Nowadays, researchers have come to the conclusion that language begins with the ear and that without listening, communication cannot be achieved. Listening, therefore, should be the core of language learning. Moreover, listening is one of the hardest skills to learn, it is where the student needs to be fully focused and motivated. From our experience, as foreign language students, acquiring the listening skill becomes extremely difficult when there is a lack of motivation which can be presented through poor attendance, low class participation, and poor student teacher relationship.

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2. Aims of the Research

The present study investigates and analyzes motivation as an important tool for students to develop their proficiency in listening comprehension. Another aim is to highlight the problems that the students encounter in the acquisition of the listening skills.

3. Research Questions

1. What are the challenges facing EFL students in developing their listening comprehension skills?
2. How listening materials can develop students' proficiency in listening comprehension?
3. Does motivation have a role in developing students' listening comprehension?

4. Hypothesis

In this study it can be hypothesized that students' listening abilities can be developed if motivation is present.

5. Research Procedure

In this research, a questionnaire is submitted to sixty (60) third year students at the department of English at Mohammed Seddik Ben Yahia. Another questionnaire is administered to twelve (12) oral expression teachers at the same university. The results of both questionnaires are then analyzed and discussed.

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6. The Structure of the Research:

This research is divided into two main sections. The first section is the theoretical part which is going to deal with the literature review and it is divided into two chapters. The first chapter is going to be about listening comprehension including its definition, its different types, its characteristics and constituent elements, the teaching of listening, and the authentic listening materials. The second chapter is going to talk about motivation; its definition, its historical background, its theories, as well as the factors affecting motivation.

The second section is devoted to the practical part, and it is concerned with the investigation, analysis, and discussion of the results obtained from the questionnaires.

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Chapter one

Listening Comprehension

Introduction

Listening comprehension has long been “somewhat neglected and poorly taught aspect of English in many EFL programs” (Mendelsohn, 1994, as cited in Hamouda, 2013, p. 114). However, with the growing demands for communication in everyday life, listening comprehension is now given a special attention, and it is rather more important than any other language skill. Listening comprehension is a necessary skill in maintaining relationships with others; like family, friends, colleagues, or other people in life.

Listening is considered the first form of language that a child acquires, it provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the process of communication. Moreover, in the field of language learning and teaching, it is essential for language teachers to help their students to become effective listeners through providing them with appropriate materials that can be used both inside and outside the classroom.

1.1. Definition of Listening

At the beginning of English language teaching, listening was a means used to introduce new grammar items to students. It was not until the 1970s, with the emergence of Communicative Language Teaching (CLT), that listening began to be taught as a skill on its own (Field, 2009).

Listening has been defined by several researchers. Howatt and Dakin (1974) view listening as the listeners' ability to comprehend what the speaker is saying and what is his/her meaning, taking into consideration the accent as well as vocabulary and grammar

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(as cited in Malkawi, 2010). O'Malley, Chamot and Kupper (1987) defined listening comprehension as a process where the listener should be active and aware in order to understand the hints from the contextual and world knowledge, while he/she uses different strategies to achieve the required task. West and Turner (2009) said that listening is an active and two way street process; needing both the listener and speaker. This process goes through four components: accepting the message of the speaker, withdrawing his/her words, evaluating what he/she said, and then saying something in return. In listening, we need to understand the message of the other person in the communication (p.187). Anderson and Lynch (1988), arguing about what is successful listening, stated that "understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means" (p. 6). The student has to apply his background knowledge in order to understand the underlying meaning of the speaker.

According to Nunan (1998) listening is also the process in which the listener decodes and builds meaning from verbal and nonverbal messages (p. 1). Underwood defines it as "The activity of paying attention to and trying to get meaning from something we hear" (As cited in Gilakjani & Ahmadi, 2011, p.978).

Furthermore Purdy (1991) defined listening in a more detailed way as an active process rather than a passive one, this process involves attending, perceiving, interpreting, remembering, and responding to what other human beings are expressing. "Listening is one distinguished process where a fixed meaning is cognitively constructed prior to the delivery of the receiver" (Adalman, 2012, p.516).

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Listening is the interpretative action taken by the listener in order to understand and potentially make meaning out of the sound waves.

Listening can be understood on three levels: alerting, deciphering, and an understanding of how the sound is produced and how the sound affects the listener (Wikipedia).

Therefore, listening is the first step that can be taken in a conversation.

1.2. Types of Listening

Researchers have categorized listening in different types, here four of them are discussed.

1.2.1. Intensive Listening

Intensive listening is a skill widely used in modern classrooms. In a listening comprehension classroom students are presented with a passage to listen to, and asked to use intensive listening skills; meaning that they have to analyse the passage, and look for certain information which are asked by the teacher, to answer the designed questions (Harmer, 2001, p. 228). “Intensive listening refers to listening for precise sounds, words, phrases, grammatical units, and pragmatic units” (Rost, 2011, p.138) it requires from students to listen carefully and pay attention to every detail in the passage be it in grammar, pragmatics, or syntax. Students have to go through the passage several times as it is difficult for them to understand it from the first time, they are required to grasp the meaning of the passage in detail and that is by understanding each word and sentence. In order to do so students have to break down the passage into parts (Ahmadi, Gilakjani, 2011, p. 983). According to Rost (2011) dictation is considered the most used activity in intensive listening.

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1.2.2. Extensive Listening

Contrary to intensive listening students are given the freedom to select the materials they listen to. Extensive listening takes place outside the classroom in a relaxed mood where the materials are songs, movies, and dramas (Vandergrift & Goh, 2012, p. 199). Extensive listening requires students to understand the general meaning of the passage and understand the content. According to Harmer (2001):

Extensive listening will usually take place outside the classroom, in the learners' home, car or personal stereos as they travel from one place to another. The motivational power of such activity increases dramatically when learners make their own choices about what they are going to listen to (p.229).

Extensive listening is not used exclusively for educational purposes rather it is used for pleasure; it is where you are free to choose what you are going to listen to and thus your motivation increases. The purpose of extensive listening is to enhance the listening ability; while for intensive listening it is to build basic listening ability (Ahmadi, Gilakjani, 2011).

1.2.3. Bottom-up Listening

The bottom-up listening process involves constructing meaning from the smallest unit of the spoken language to the largest one in a linear mode (Nunan, 1998). This process deals with the message itself. The listener starts by building up the meaning of oral texts by decoding sounds, words, phrases, and then sentences relying on grammatical relationships as well as stress and intonation. The bottom-up process "sees language comprehension as a process of passing through a number of consecutive stages, or levels, and the output of

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each stage becomes the input for the next higher stage. It is, as it were, a one-way street” (Buck, 2001, p.5). In addition, bottom-up activities focus on listening for details and involve tasks that focus on understanding at a sound or word level. Flowerdew and Miller (2005) summarized the bottom-up process as follow:

Listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them (p. 24).

1.2.4. Top-down Listening

Top-down listening process refers to the interpretation of meaning as intended by the speakers by means of schemata or structures of knowledge in the listener’s mind (Nunan, 1998). This view highlights the importance of background knowledge that is already possessed by students in making sense of the information they hear. The listener can recognize the language words or sounds using his/her own background knowledge to predict the content. According to Flowerdew and Miller (2005) “Top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words” (p.25).

Top-down process relies on students knowing something about the topic, knowing the situational language common to certain exchanges, or knowing what expressions of language fit a particular topic or situation. Top-down activities focus on the big picture and general meaning of a listening text.

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1.3. Characteristics of the Variables in Listening Issues

The variables in listening issues do have three characteristics as follow:

1.3.1. Memory

Memory has an important role in listening comprehension. According to Byrnes (1984) listening comprehension is divided into sub-skills, Rivers (1971) describes two of those sub-skills as consisting of the recognition of linguistic elements and the memory of those elements when they have been recognised (as cited in Call, 1985).

Memory is divided into two types, short-term memory (STM) and long-term memory (LTM). STM plays an important role in listening comprehension. "It is the part of the memory in which information are stored and analysed for a short time"(Richards& Schmidt, 2010, p.359),In order for the information to remain longer,good listening skills are required from the students (Xu, 2008, p.103). After that, the information will go to the LTM once it is understood (Richards, Platt & Platt, 2000, as cited in Xu, 2008).

1.3.2. Concentration

Concentration is highly important in listening comprehension. It is the students' ability to pay attention to what is said. Concentration can be challenging for EFL students as it demands effort from their part to stay focused on a listening task due to the lack of curiosity and time constraints (Bingol, Celik, Yildiz, & Mart, 2014).

First,students tend to get bored when exposed to a listening task that is not of their interest. It would be easier to concentrate on listening comprehension when the topic is interesting. Underwood (1989) said that "If students find the topic interesting they will find concentration easier" (as cited in, Osada, 2004, p.63).

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Second, time constraints in a language classroom. EFL students when faced with a listening task, generally have the habit of trying to understand every word they hear and thus tend to forget to pay attention to what comes next and lose concentration (Underwood, 1989, as cited in Osada, 2004). Students focus too much on understanding every detail of the passage and that consumes time; and as the time allocated for one lesson is short the students will not be able to concentrate on the most important part of the task.

1.3.3. Vocabulary

EFL students, generally have a limited vocabulary, thus they are bound to face difficulties in understanding each word from the listening task, especially if the speaker's words are unknown for the listener, this leads the students to stop at each word and try to understand its meaning. Stopping at each word may lead students to fail in understanding all the words which leads to a sense of failure. Thus, in order for the students to enrich their vocabulary they need to tolerate vagueness and incompleteness of understanding (Underwood, 1989, as cited in, Osada, 2004).

1.4. Listening Comprehension Process

Listening comprehension process is said to be a complex and a difficult process for foreign language students (FLS). It refers to a process of input interpretation in terms of background knowledge of the listener; the listener tries to identify what he/she knows and what he/she does not know. It also refers to the use of signals in interpretation (Rubin, 1994). According to Flowerdew (1994), listening comprehension process involves five types of knowledge: pragmatic, semantic, syntactic, lexical and phonological knowledge. Scholars viewed the listening comprehension process as a bottom-up process which, after few years, changed to be a top-down process. Nowadays scholars have come to the

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conclusion that listening comprehension process revolves around a variety of processes that interact with each other (Flowerdew, 1994).

1.5. The Constituent Elements of Listening Comprehension

1.5.1. Speech Perception

Speech perception is the process by which the sounds of language are heard, organized, identified, interpreted, and understood. Speech perception is related to phonology and phonetics in linguistics and perception in psychology (Wikipedia. n.d.). It was described by Houston (2012) “as a mode of hearing specialized for speech”.

The process of perceiving speech begins at the level of the sound signal and the audition. After processing the initial auditory signal, speech sounds are further processed to extract acoustic cues and phonetic information (The cues differentiate speech sounds belonging to different phonetic categories) (Wikipedia, n.d.). This speech information can then be used for higher level language process; such as word recognition.

1.5.2. Recognizing Spoken Words

Recognizing spoken words is the outcome of speech perception and it requires listeners to solve several perceptual challenges. Unlike written words or other visual objects, the components of spoken words cannot be simultaneously presented; they do not last long, and so cannot be reexamined after their first presentation (Psychology of language, 2007).

Spoken word recognition was described in the Cohort Model proposed by Marslen-Wilson in the 1980s. This model suggests that we handle spoken word recognition by using the initial phoneme to activate the set of all words in the lexicon that have the same

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phoneme. Then as more information is received, we narrow the set down. The set of the activated words is called a ‘cohort’. Therefore, recognition occurs when only one item remains in the cohort (Dahan & Magnuson, 2006). This process is illustrated in the diagram below:

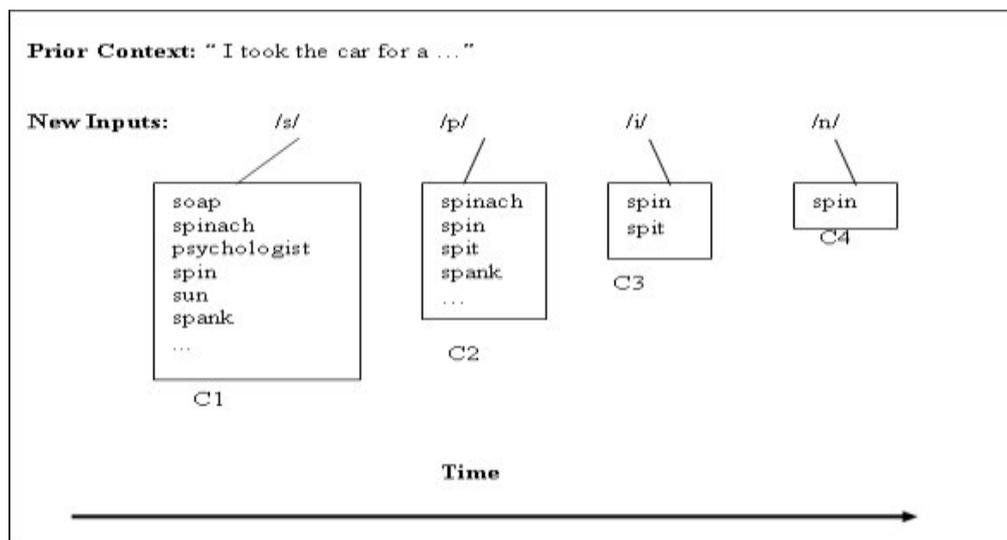


Figure 01: The Process of Spoken Word Recognition in the Cohort Model (Source: Psychology of language, 2007)

1.5.3. Parsing-understanding of the Syntactic Structures of Sentences

After the individual words have been recognized, two types of information become available, the meaning of the sentence and its syntax.

Parsing or syntactic analysis is the process of dividing a sentence into parts of speech and describing the grammar of each part. The term parsing itself, which comes from Latin, means part of speech (Koopman, Sportiche, & Stabler, 2014). The most frequent syntactic structure method used is the “parse tree”. This parse tree conveys two types of information:

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the part of speech for each word and the phrases (Wikipedia, n.d.). The tree can be clarified by the following example:

S

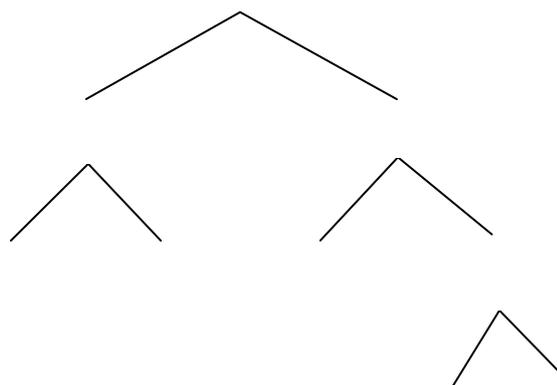


Figure 02: The Structure of a Parse Tree.

1.6. Factors Influencing Listening Comprehension

1.6.1. Topic

To grab the attention of the audience, one needs to pick a topic that is sure to make them focus on what they are listening. Listening comprehension can be improved if students are interested in the topic. Having interests makes the listening comprehension easy and even enjoyable. In both intensive and extensive listening, students always tend to listen to a topic that triggers their attention, makes them feel motivated, and increase their

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understanding level. Every person has his/her own preferences and favorite topics; some might like a topic discussing the current political events while others prefer the latest movies hitting the box office.

1.6.2. Content

Students' background knowledge can highly contribute to successful comprehension. "It plays an important role in listening. Prior knowledge is organized in the form of schemata (networks of abstract mental structures) that listeners use as a conceptual framework to fill in missing information as they listen" (Vandergrift & Goh, 2012, p.65). In addition, without knowing something about the content of the listening text, listeners will lose interest and comprehension becomes difficult. For example, when you discuss the Mesozoic Era, a student with poor listening comprehension may tune out, having no connection to the vocabulary. As you begin to discuss the Jurassic period and mention dinosaurs, however, the student may become enthusiastic as he/she begins to construct meaning based on background knowledge he/she has gained from books or movies about dinosaurs (Norfleet, n.d.).

1.6.3. Self-concept

The view of the student's own self plays a major role in improving one's listening comprehension. If a student has confidence in his/her mental abilities to understand a listening text, he/she is already half-way through comprehending it or, at least, most of it. "Listeners with high self-efficacy feel confident about their ability to handle listening situations because they have learned to manage these challenges, based on past experience" (Vandergrift & Goh, 2012, p. 71).

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However, if the student suffers a lack of self-concept and assurance, his/her mind is predisposed to not understand; it renders the student unable to receive the information fully and properly; which may, in turn, lower his/her listening capabilities.

1.6.4. Physical and Psychological State

A physical and psychological state is an important factor to achieve good listening comprehension. Generally, to be a good listener you should not only be physically in a good condition, but also psychologically. Headaches, fatigue, anxiety, and pressure can influence the students' listening ability. "These emotionally relevant learner characteristics will shape how listeners respond to a listening task and thereby influence the outcome and listening success" (Vandergrift & Goh, 2012, p. 70).

1.7. Teaching Listening

Teaching listening comprehension is, nowadays, gaining greater importance in foreign language classrooms, and it has undergone several changes ever since it was acknowledged as a school subject. Those changes were in terms of its lesson format and its approaches (Field, 2009).

1.7.1. Listening Lesson Format

The basic framework, on which a listening lesson is constructed, can be divided into three stages:

1.7.1.1. Pre-listening

The aim of pre-listening activities is to prepare students for listening, to get them excited about it, and to motivate them (Sahr, 2011). Looking for pictures or maps is an

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example of a pre-listening activity. According to Field (2009), during pre-listening the teacher may:

- Check the students' background knowledge of the topic.
- Provide students with the necessary knowledge for their comprehension of the listening passage.
- Clarify any information that might be important to understand the passage.
- Create a motivating atmosphere.

1.7.1.2. While-listening

While-listening activities are what students are asked to do during the time they are listening to the passage. Students need to be allowed to listen to the passage three or four times for them to understand it and to be able to answer the required activity. It is important for students to have a break between listenings in order to give them a chance to check their understanding and their answers. While listening, the student might listen for the main idea first in order to get the general picture of the passage then, listen for details and specific information (Sahr, 2011).

1.7.1.3. Post-listening

After listening, comprehension may be evaluated through a certain activity in order to check if students understood the passage and if they can use what they listened in the future (Field, 2009). A post-listening activity represents a follow-up to the while-listening activity.

For example, if the students have listened to a TV program presenting a certain point of view about health care, we ask the students, as a post-listening activity, to discuss the

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views expressed in the listening passage (Sahr, 2011). There are two common forms that post-listening activities can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content (Teaching English, 2010).

- Reaction to the text: the focus on students' reaction to the content is very important. Because students listen for a reason, there is generally a following reaction. The reaction could be in a form of a discussion as a response to what they have heard (do they agree or disagree) or it could be some kind of a reuse of the information they have heard.

- Analysis of language: the second of these two post-listening activity types involves students focusing on the linguistic features of the text. This is important in terms of developing their knowledge of language. It could take, for example, the form of an analysis of verb forms from a part of the listening text. This is a good activity since the students have already developed an understanding of the text and, therefore, will find dealing with these verb forms much easier (Teaching English, 2010).

- Here is an example of how we could use this framework (pre-listening, while-listening, and post-listening) to exploit a song:

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- Pre-listening
 - Students brainstorm kinds of songs
 - Students describe one of their favourite songs and what they like about it
 - Students predict some word or expressions that might be in a love song
- While listening
 - Students listen and decide if the song is happy or sad
 - Students listen again and order the lines or verses of the song
 - Students listen again to check their answers or read a summary of the song with errors in and correct them.
- Post-listening
 - Focus on content
 - Discuss what they liked / didn't like about the song
 - Decide whether they would buy it / who they would buy it for
 - Write a review of the song for a newspaper or website
 - Write another verse for the song
 - Focus on form
 - Students look at the lyrics from the song and identify the verb forms
 - Students find new words in the song and find out what they mean
 - Students make notes of common collocations within the song

Figure 03: The Application of the framework to a song (Source: Teaching English, 2010)

1.7.2. Approaches of Listening Comprehension

1.7.2.1. The Comprehension Approach

The comprehension approach is used in listening comprehension to test the students' comprehension by following certain steps; the teacher starts off by preparing the students before the listening takes place, he/she motivates the students and prepares them mentally to listen. The second step the teacher follows is extensive listening; students are asked to listen to the passage and answer some general questions about it, after comes the pre-set tasks or questions followed by intensive listening. The comprehension approach revolves around a recorded passage of three minutes long presented to students. Their understanding of this passage is then checked through a comprehension task. If the answer is correct, the teacher knows that the student has understood the passage. However, if the answer is wrong, the difficult part is then replayed. "The presentation can be made more learner-

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friendly by playing the recording in short sections; similarly, the comprehension exercise might take the form of the task rather than a set of questions” (Field, 2009, p.26).

1.7.2.1.1. Advantages of the Comprehension Approach:

The comprehension approach owns some advantages and Field (2009) discussed two of them in his book.

1.7.2.1.1.1. Exposure and experience: The students are constantly exposed to the foreign language as used by its native speakers, and gain experience from the repetition of the listening tasks if they failed to understand them. Exposure and experience are considered important in the development of the students’ listening skills, as the students will develop the ability to figure out ways to deal with listening task, because they are used to making mistakes and forming hypotheses from the previous ones.

1.7.2.1.1.2. The ability to pass exams: Methods and principles of the comprehension approach are used in international exams due to the questions’ easiness to score, thus the use of comprehension approach in listening classes will make it easier for the students to pass the exams and succeed in them, which is the teacher’s long term goal.

1.7.2.1.2. Disadvantages of the Comprehension Approach

It is argued that the comprehension approach is not suitable to be used in teaching listening comprehension due to its misleading nature, that the students’ listening problems are handled which is not the case; thus Field (2009) gave a number of disadvantages of using the comprehension approach:

1.7.2.1.2.1. Reading versus listening: listening is considered a new skill compared to the other skills. It was originated from the teaching of reading. They are similar in terms of checking the understanding in both skills. However, they are quite different. The first

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difference can be shown in the materials used, where the ones of reading are easier to handle comparing to the listening ones. The second difference “lies in how permanent the text is” (p.27) while reading, the reader has the text in hand, in a paper and thus has the chance to go back to the text whenever he/she wants to check his/her understanding; however while listening, the listener does not have the opportunity to check his/her understanding because the information will be lost as time passes.

1.7.2.1.2.2. More practice versus better listening: The comprehension approach gives more importance to listening experience, its main concern is how much students will practice their listening rather than giving importance to what is being listened to; it is based on the idea that the more listening occurs the more students will develop their listening. It was criticized because the objectives of the listening lesson are not clear, and it fails to consider whether the methodology used is the best way to accomplish these objectives.

1.7.2.1.2.3. Answering questions versus showing understanding: In the comprehension approach the criteria of success in understanding the listening task depend upon the answers provided by the students. According to Field (2009), correct answers show that the students acquired a good level in listening competence, while wrong ones prove that they failed to achieve what was expected from them. “Here, the gross assumption is that right answers demonstrate a high level of listening competence, while wrong answers or silence show that the learners fall short of what was expected” (p.30). However, this is not always true. Some students may succeed in a listening task while they have not fully understood the ideas and intentions of the speaker.

1.7.2.1.2.4. Comprehension approach (CA) versus CLT: Another weakness of CA is that it has a teacher-centered methodology, students usually feel isolated inside the classroom.

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“The atmosphere in a listening class often approximates more closely to that of an exam center than to that of a forum of communication practice of the second language” (p.31).

1.7.2.1.2.5. Classroom versus outside world: One more weakness of the CA is that it does not make a connection between the classroom activities and the type of listening the students are exposed to in the real world, for example giving pre-set questions to the students before the listening occurs in the classroom does not correspond to what happens in real life where the listening happens without any prior preparation (p.31).

1.7.2.2. The process Approach:

The process approach is an approach used to determine sub-skills and processes used in students' listening and their mastery of those sub-skills. This approach has as a principle the division of “a macro-skill into its component parts” (Field, 2009, p.110). The focus of this approach is to fit the aims of the second language (L2) skills training with the processes (sub-skills) that lie under the performance of the native language. “These processes have been acquired as a result of many years' experience of using the target language” (Field, 2009, p.111).

This proposal of splitting listening into parts makes a difference between the processes linked with speech signal (decoding), which are made to construct meaning. “Decoding turns the acoustic input that the listener receives into what we think of as the standard forms of language” (Field, 2009, p.113). The figure below illustrates some processes that an L2 listener needs to master:

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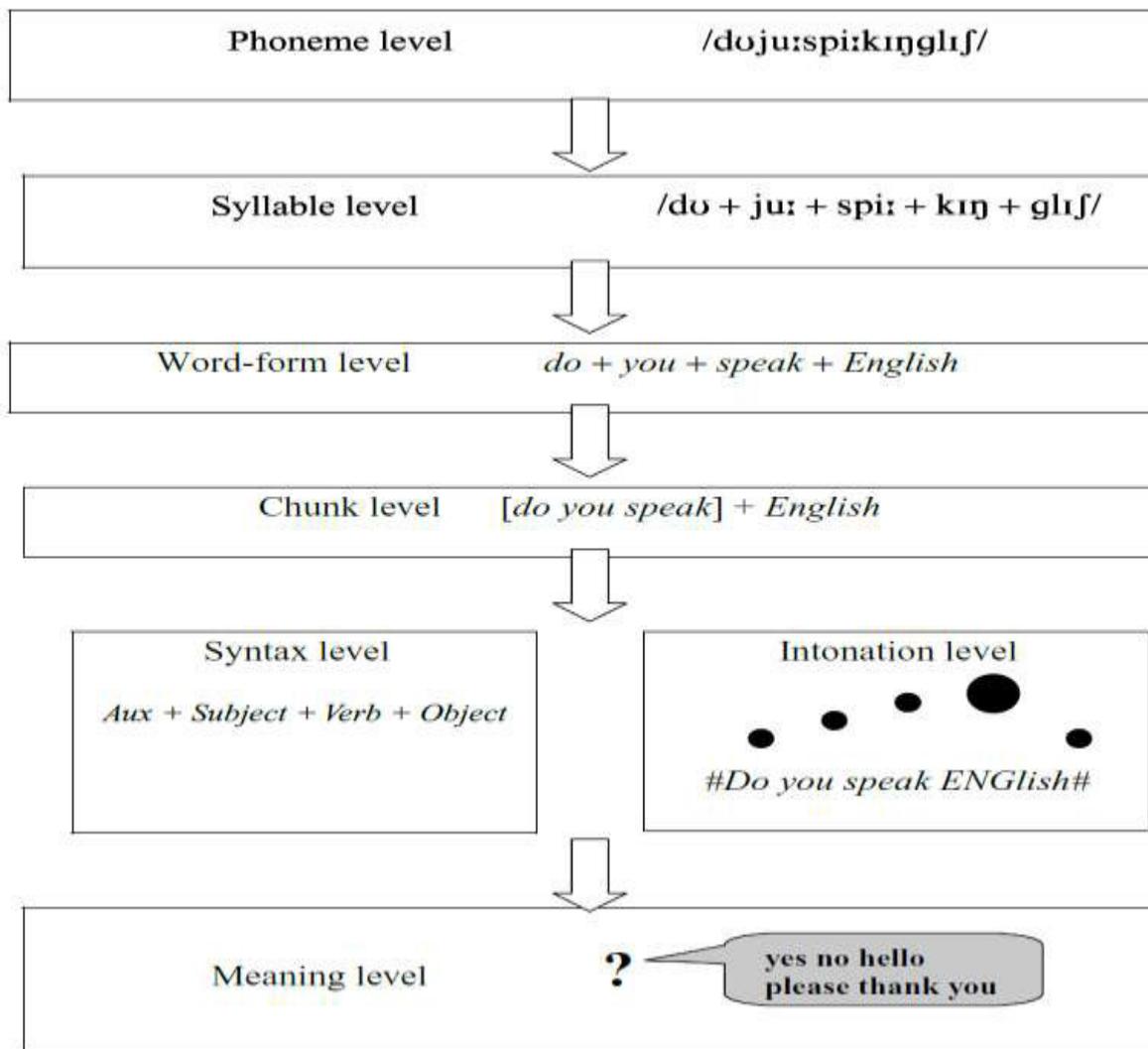


Figure 04: Levels of Representation of a Simple Utterance (Source: Field, 2009, p.114)

1.8. Authentic Listening Materials

1.8.1. Definition of Authentic Materials

There are various definitions of authentic materials in the literature. Morrow (1977) defines authentic materials as the kind of language used by native speakers for a real audience to express a message (as cited in, Pinner, 2013, p.46). Nunan in his definition gave the purpose of the use of authentic materials, according to him authentic materials are not designed for teaching purposes (Nunan, 1988, as cited in Shomoossi&Ketabi, 2007).

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Rogers and Medley (1988) used the term authentic to refer to “language samples...that reflect a naturalness of form and an appropriateness of cultural and situation context that would be found in the language used by native speakers” (p. 468).

Authentic materials are not used in language classrooms as they are designed by native speakers for native speakers. They consist of magazines, newspapers, advertisements, news reports, or songs. These materials contain natural language as used by natives in their natural environment; unlike the language used in textbooks which is considered as non-realistic and which is designed only to be used in education; therefore it cannot be used in real life situations (Richards & Schmidt, 2010).

There are three main categories of authentic materials: print, auditory, and audio-visual. In this paper we are going to discuss only the two later as they are the categories used in the listening task. In a listening lesson, EFL students are given authentic listening passages, which contain real life language as it is used to communicate between native speakers.

1.8.2. Advantages of Using Authentic Materials

According to different researchers, authentic materials are not designed to be used for teaching purposes and thus cannot be applied in classrooms as teaching activities. During the 1970s the importance of authentic materials arose with the emergence of CLT. One major change brought by CLT is that English is no longer viewed as just a school subject, but rather a tool for communication (Freeman, 2000, p.129).

Researchers as well as teachers started to view authentic materials as advantageous and can develop students' listening comprehension. According to Rogers and Medley

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(1988) students must be exposed to language as it is used in real life in order to develop proficiency in the foreign language.

Authentic materials do not only enhance language proficiency, but they have several advantages; they have a positive effect on motivating students as well as increasing their listening comprehension. According to Guariento and Morely (2001), authentic videos increase students' motivation since they make them feel that they are learning the real language, and that they are in touch with the target language as it is used by its community, which speaks it. Since authentic materials include real life language, they raise students' interest and makes them pay attention to how the language is used by its speakers.

In their study Herron and Seay (1991) found out that, those students, who listened to radio tapes as classroom activity, had greater listening comprehension than those who were not exposed to that kind of activity. Listening comprehension increased with more exposure to authentic listening materials (as cited in Omid& Azam, 2016).

Otte (2006) investigated the importance of aural authentic texts on listening comprehension abilities of four adult English as a second language (ESL) students at an American university, he concluded that exposure to authentic materials improve students' abilities and motivation (as cited in Sabet& Mahsefat, 2012).

To sum up, the advantages of the use of authentic materials are as follow:

- Motivating students to develop their abilities in listening comprehension.
- Arousing the students' interest about the foreign language learning.
- Exposing the students to real language as used in the real world.

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1.8.3. Factors to Consider when Selecting Listening Materials

The aim of using authentic listening materials is to acquaint the students with the real English language as used outside the classroom. The teacher is the one responsible for selecting materials that help students achieve that aim. In order to do so he/she must take into consideration some factors.

1.8.3.1. Select Materials Appropriate for Students' Level

It is evident that authentic listening materials are beneficial to develop students' listening abilities; the question now is how they will be used. The teacher must bear in mind the students' level. According to Guariento and Morley (2001) at post-intermediate level, it is possible to select authentic materials that will help students in both skills development and the range of new language. However according to Spelleri (2002) "The level of language complexity must be just slightly beyond the learners' current ability" (as cited in Baghban & Pandian, 2001, p.9), at lower level materials should be selected carefully, they must be simple tasks that contain familiar content to the students, and the content should be attainable and matches the students' level; it should not be too easy nor too difficult.

1.8.3.2. Make Materials Relevant to Students

When selecting listening materials the teacher must choose materials that are relevant to the students' life. In order to do so, he/she should be aware of students' interests, their weaknesses, and strengths by conducting a needs assessment test which is a test used to identify students' needs, interests, and knowledge. For example, to make students listen to a radio about a topic that is not interesting for them, they are likely to be discouraged, and will not try to understand the content nor to pay attention to the vocabulary (Ross, 2007).

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1.8.3.3. Cultural Appropriateness

One more point to consider in the selection of listening materials is their cultural appropriateness. What we call a cultural appropriate topic, is a topic that takes into consideration the students' values, beliefs, and family norms. This aspect should be used in the selection of the listening materials. It is usually mistaken that language learning activities are the ones that cause confusion, displeasure, and offense for students; but in reality it is the topics of listening materials (Mann & Copland, 2015). The content of these materials should not offend the students' religion, political orientation, or culture. For example, topics such as; insulting the Prophet Muhammad (peace be upon him), the claim that Islam is related to terrorism, and the campaign against the Hijab, can be offensive for Muslim students (El-Osery, n.d.).

Conclusion

To sum up what has been said above, listening has moved from being a neglected skill to an important one. Moreover, it has been established that listening is a basic language skill prior to the other skills of language. This chapter discussed listening comprehension in foreign language learning and teaching starting with the definitions of listening, its various types, the characteristics and constituent elements of listening comprehension, and the factors that influence listening. The chapter also dealt with the authentic materials that are used in teaching listening.

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Chapter Two

Motivation

Introduction

Motivation has long been identified as one of the main factors affecting English language learning (ELL) (Gardner, 1985). Motivation can be applied in almost any aspect of life. It is present if you want to study, to get a better job, to write, to workout, etc.

“It is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort” (Harmer, 2001, p.51). Therefore, motivation is a key element to determine success or failure in learning.

2.1. Definition of Motivation

Motivation has numerous and diverse meanings. “The word motivation derives from the Latin word *movere* meaning to move” (Dornyei & Ushioda, 2011, p.3).

Motivation is the inspiration that leads someone and urges him/her to reach his/her aim and perform or behave in a certain way. A motivated person always tries his/her best to be successful in performing the acquired tasks (Bauer & Erdogan, 2012, p.182). Richards and Schmidt (2010, p.377) said that:

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Motivation is the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language.

Moreover, it was defined by Harmer as an "internal drive" that forces somebody to reach a particular objective (2001, p.51). Similarly, Sasson (n.d.) identified motivation as the internal energy that pushes one towards performing a certain action. Motivation becomes powerful with the presence of determination and ambition. As a consequence, if they are present, motivation is present as well. Motivation strengthens the ambition, increases initiative, and gives direction, courage, energy, and persistence to follow one's goals. Motivation is usually strong when one has a bright inner picture of what he/she wants, and faith in his/her own abilities. In this case, motivation pushes one forward to take action in making his/her desires a reality.

Another outstanding definition was provided by Dornyei, "motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do" (2001, p.1). This concept of motivation influences people's behavior, way of thinking and gives them a purpose to achieve their aims. Finally, Santrock summarized motivation as "the process that energizes, directs and sustains behaviour" (2011, p.438). When motivation is involved, students always try to encounter challenges and overcome hardships.

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2.2. A Historical Overview of Motivation

The concept of motivation can be traced back to ancient Greeks, Socrates, Plato, and Aristotle ages. “The ancient Greeks presumed three components, the body desire, pleasures and pains (senses and efforts of will and spirit) in a hierarchical arrangement for the first theoretical justification of the motivational activities” (Pakdel, 2013, p.240).

Historically, theories of motivation viewed humans as passive and driven by their internal desires. However, by the 1960s, and with the emergence of the cognitive concept, theories started to view humans as active and moved by their goals, choices, interests, and values which play an important role in understanding behaviour. Research on motivation has recognized early that motivation can lead humans to behave in a certain way (Gollwitzer & Oettingen, 2001, p.10109). According to Dornyei, past motivation theories have been shaped to answer three questions, why people decide to do something, how hard they are going to pursue it, and how long they are willing to maintain the activity (2001, p.7).

The frequent and great changes introduced to the field of foreign language learning and teaching suggest that motivation is considered an important factor in improving the acquisition of foreign languages. Throughout the last 60 years there have been three major stages of motivational research. Dornyei (2009) categorized them in three periods:

2.2.1. The Social Psychological Period (1959-1990)

Motivation research was inspired by the social psychologist Robert Gardner in Canada. His main interest in motivation was the fact that the motivation to learn the other community's language might be the key to make peace between the Francophone and Anglophone communities. Language learning is motivated by the students' positive attitudes

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towards the linguistic cultural community of the target language. In this period, the idea of integrative and instrumental motivation was labeled.

2.2.2. The Cognitive-Situated Period (during the 1990s)

The 1990s brought about a general dissatisfaction with the scope of Gardner's theory. L2 motivation research became increasingly education friendly, focusing on motives associated with classroom learning, and it also adopted a situated approach, focusing on the main components of the learning situation (such as the teacher, the curriculum, and the students). Intrinsic and extrinsic motivations were introduced in this period.

2.2.3. New Approaches (past decade)

In this period the concept of motivation and identity and the relationship between them was examined. Dornyei has proposed a new approach to the understanding of L2 motivation which includes an "L2 Motivational Self System" that aims to make a relation between a number of influential L2 theories and the findings of self-research in psychology.

2.3. Types of Motivation

The first two types of motivation that are going to be discussed here were first introduced by Gardner and Lambert in 1952; they are integrative and instrumental motivation. The work of Gardner and Lambert gave the starting point for further research that led to the emergence of the latter two types of motivation in this paper: Extrinsic and Intrinsic motivation.

2.3.1. Integrative and Instrumental Motivation

Gardner and Lambert (1972) defined integrative motivation as the type of motivation that happens when the student views the target language society and its members from a

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positive perspective, and from having an interest in that society to the extent of willing to integrate in it and interact with its members. Gardner (1982) believes that interactively motivated students are active and more successful in FLL because they have a strong desire to be part of the target language society, the same idea was introduced by Falk (1978); those kind of students are more successful in learning a foreign language more than other students (as cited in Jafari, 2013).

Instrumental motivation rather than having a personal goal; students tend to learn a language for functional reasons such as getting a job, passing an examination, or just for the sake of education (Gardner & Lambert, 1959, as cited in Crookes & Schmidt, 1989). According to Spolsky (1989) “it is worth mentioning that an instrumental motivation is referred to a specific goal. If the goal is continuous, it seems possible that an instrumental motivation would also continue to be active” (as cited in Jafari, 2013, p. 1915). Instrumental motivation remains active as long as the goal exists.

2.3.2. Extrinsic and Intrinsic Motivation

Extrinsic motivation is the performance of any activity in order to obtain an outcome. “Extrinsic motivation is driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments” (Richards & Schmidt, 2010, p.378). For instance, an individual who participates in an activity to receive praise, money, or a reward, as well as avoiding punishment from an external figure is characterized as possessing extrinsic motivation. Extrinsic motivation has short-term characteristics. If motivation to learn an L2 is to pass a class or receive an academic degree, then once completing this goal, there might be no point for an individual to continue studying after attending their aim (Santrock, 2011, p.441).

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On the other hand, intrinsic motivation “comes from within the individual”. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better (Harmer, 2001, p.51). For example, a student who completes an activity for his/her own enjoyment without pressure from an outside source to participate in the task could be considered as an intrinsic motivation. Language students who are intrinsically motivated possess a strong will to work to improve their skills and gain competence. These types of students are more likely to increase their capabilities (Santrock, 2011, p.445). Intrinsic motivation has long-term goals. It can be long lasting and it can remain even after the learning process is finished.

2.4. The Importance of Motivation

“Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning” (Anjomshoa&Sadighi, 2015, p.130). Motivation is considered the stepping stone for FLL, as it is the first factor that students need to start their road toward success or failure; therefore it is important for both students and teachers. Motivated students tend to be more successful due to their continuous search for success and they tend to be more active in class by asking questions about things they do not understand, pursuing knowledge, participating in activities, and paying attention to the teacher. Whereas unmotivated students do not give much importance to the language they are learning, get distracted in class, and neglect their activities which leads to their failure. According to Dornyei and Csizer (1998) motivation plays a role in the achievement of students, and without it even students with talents will not be able to fulfil their goal in language learning. The more motivated the students are, the more success they achieve.

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Motivation does not only play a role in the success or failure of language learning, but it has a role in driving the teacher to be enthusiastic about his/her job and helps him/her to create a motivating environment inside the classroom. If the teacher is motivated, he/she will use all his/her power and capacities into teaching and this will drive the students to work harder (Gilakjani, Leong, & Sabouri, 2012).

2.5. Theories of Motivation

2.5.1. Expectancy-Value Theory

Expectancy-value theory has a long history in psychology. The terms expectancy and value were first introduced by Lewin (1938) and Tolman (1932) “Lewin discussed how the value (or valence) of an activity influenced its importance to the individual, and Tolman discussed how expectancies for success function in different areas” (Wigfield, Tonks, & Kluda, 2009, p.55). Atkinson was the first who introduced an expectancy-value based model; he called it mathematical expectancy-value model, in his model Atkinson introduced the relationship between achievement motives, expectancies for success, and incentive values; he concluded that they all determine achievement behaviours (Wigfield, Cambria, 2010, p.3).

We distinguish between two important factors in this theory which are expectancy and values. Expectancy of success is the individual’s expectations on how well he/she will do on a given task and value is the importance he/she gives to that task (Dornyei, Ushioda, 2011, p.13). Expectancy-value theory is based on the idea that students will learn better if they have an expectancy to succeed “we do things best if we believe we can succeed” (Dornyei, 2001, p.57). However, this idea alone is not enough; it is not enough to have high expectations to succeed, it needs to be accompanied by positive values; the students besides having high expectations to succeed in carrying out a task, they also need to enjoy that task to succeed in achieving their aims (Dornyei, 2001, p.57). According to Dornyei and Ushioda (2011) the

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students' motivation to perform a task, its outcomes, and persistence depends solely on their expectancies of how well they will perform it and on how much they value its achievement.

It was discussed previously that expectancy and value go hand in hand and that students need to have both factors to be motivated and achieve success. Seifert and Sutton (2009) defined this relationship between expectancy and value as a multiplicative relationship of the sort $\text{expectancy} \times \text{value} = \text{motivation}$, meaning that they both effect each other. If the student gives a high value to a task and zero or no expectations or if he/she has high expectations and gives zero value to the task then he/she will not be motivated. Expectancy-value theory emphasized the importance of having both high values and high expectations for students to be motivated, however, students in real life do not always live up to those requirements, here is where the teacher plays a role in adjusting his/her students' expectations as well as values by following a number of suggestions given by Seifert and Sutton (2009):

-The task's level of difficulty should neither be too hard nor too easy.

-Careful planning and selection of objectives.

-Provide the students with supportive materials and give them help when needed.

Dornyei (2001) suggested some methods that the teacher can follow in order to help his/her students achieve success:

-The teacher should prepare his/her students well before they carry out the task by giving them some pre-task activities and good selection of strategies and procedures.

-Besides offering his/her assistance, the teacher should allow his/her students to work in pairs or small groups; peer assistance reassures students because they will all work to achieve the same goal.

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-Students must know what the success criterion is before starting the task so that they can focus on what is going to be evaluated and how it will be evaluated.

-It will be beneficial to provide a success model for students to follow.

-The teacher should remove the obstacles that students may encounter in the task.

2.5.2. Hierarchy of Needs Theory

Maslow in 1943 developed a theory in the field of work management and organizational behaviour and named it hierarchy of needs theory. This theory is based on the assumption that human beings have certain needs that they must satisfy in order for them to become active individuals. Maslow classified those needs in a hierarchy order, starting from the lowest to the highest in the form of a pyramid. According to Maslow, humans have five kinds of needs: physiological, safety, social (love, belonging) self-esteem, and self-actualisation need (kaur, 2013).

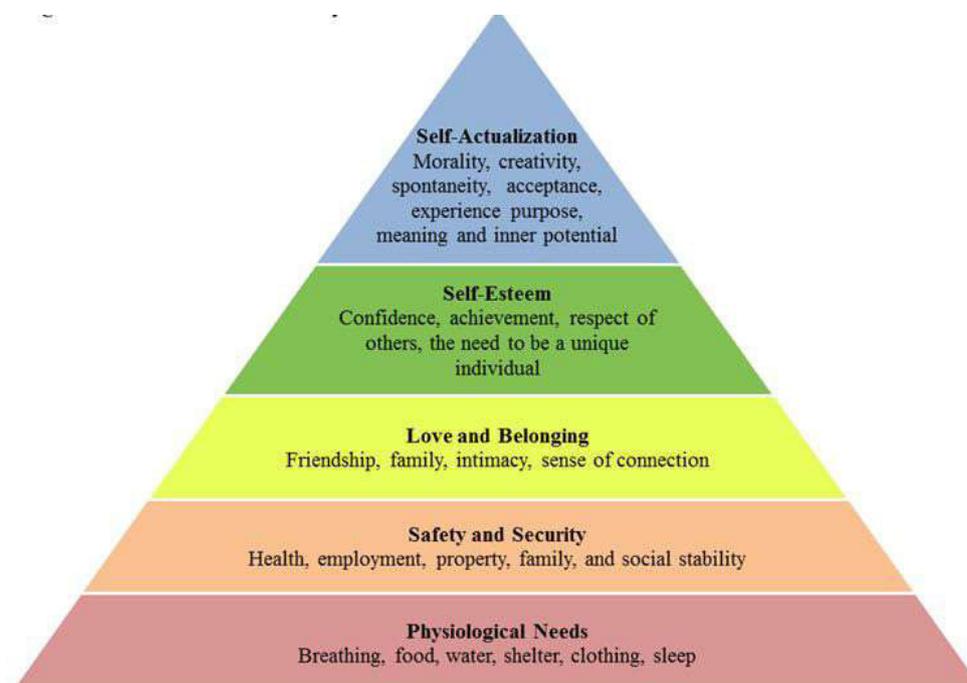


Figure 05: Maslow's Hierarchy of Needs (Source: Burleson & Thoron, 2014, p.2)

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Maslow divided the five needs into two main categories; deficiency needs (physiological, safety, social, and self-esteem), and growth needs (self-actualization). The individual must satisfy deficiency needs before moving on to the next level of needs (growth needs) to reach the highest level. Maslow's theory can be applied in education; it contributed to teaching and classroom management (McLeod, 2007). According to Burleson and Thoron (2014) students tend to concern themselves with things other than learning and classroom activities which become a secondary priority, and thus gets postponed until their needs are met. Therefore, students will need their teacher to satisfy their needs in order for learning to take place. Following Maslow's pyramid principle, first deficiency needs must be met starting from the lowest physiological needs to the highest self-esteem needs. The most important need that the teacher should satisfy is physiological needs like food, shelter, sleep, and clothing; the students will not be able to focus on learning if they feel hungry or lack sleep because it would be their main concern to first eat and sleep. The needs that are unmet are the motivating factors rather than learning. After physiological needs are met we move to the next needs which are safety; the students must feel secure for learning to occur. Be it at school or at home, the environment should be safe from abuse like bullying at school or having abusive parents. It is the teacher's responsibility to make the classroom as peaceful as possible. After the previous needs are met the teacher moves on to social needs; love and belonging. The student should feel that he/she is part of something and make relationships with others which will make him/her feel loved and develop a sense of belonging. In order to feel that way the teacher may suggest that his/her students participate in school activities or to be a part of a club. After social needs comes self-esteem needs; a person must feel powerful and have confidence of having a high status and prestige among others. If those needs are not met, the individual may feel weak, powerless, and inferior. The last need is self-actualization also called self-fulfilment which is the individual's desire to have it all, to achieve everything

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he/she wants. Maslow regards it as the hardest desire to fulfil and only few people are capable of reaching it (Burlison & Thoron, 2014).

2.5.3. ERG Theory

ERG theory was developed by Clayton Alderfer in 1969. Alderfer had modified Maslow's five human needs and divided them into three categories: Existence (Physiological and safety needs), Relatedness (Social needs), and Growth (self-esteem and self-actualization).



Figure 06: ERG Theory (Source: Bauer & Erdogan, 2012, p.187)

The needs in the ERG theory do not have a specific order and can vary for each individual. Furthermore, this theory has a “frustration-regression” principle. This principle suggests that if a category cannot be fulfilled, the person might return to another one. For example, if growth opportunities are not provided to employees, they may regress to relatedness needs and socialize with co-workers. The implication of the theory is that we need to know the different needs that drive people at a given time to understand their behaviours and motivate them in the right way (Bauer & Erdogan, 2012, p.188).

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2.5.4. Theory X and Theory Y

This theory was introduced by the social psychologist Douglas Mc Gregor in 1960, this theory is meant to be used in the field of management to describe managers styles, however theory x and y can also be applied in education. When applied in education certain words change to fit the field of education like switching work with study, employees with students, and managers with educators. Mc Gregor's theory is divided into theory x and theory y. These two differ in their principles and in the way they perceive workers or, in the case of education, students (Aboluay, 2011).

2.5.4.1. Theory X:

Teachers who adopt theory x, believe that students are originally lazy and do not have a sense of responsibility nor do they have the desire to work and they do not even like learning. In this case, the teacher, therefore, should do anything possible to make the students motivated and guide them towards achieving the learning objectives. For students to be motivated to learn, the teacher needs to set certain expectations for them such as expecting how learning is going to be including high scores, points, and rewards (Aboluay, 2011)

2.5.4.2. Theory Y:

Contrary to theory x, theory y views students in a positive way. The students in theory y enjoy learning and tend to have self-control and are motivated to learn without any pressure from the teacher. Students take learning as playing and not a must do work. They are usually driven by the satisfaction of doing well in their learning. A teacher who adopts theory Y believes that students will do well in their studies if certain conditions are met. In theory Y, teachers tend to build relationships with their students by communicating freely with

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them, and creating a comfortable environment by reducing the distance between them (Aboluay, 2011).

2.5.5. Equity Theory

Equity theory was developed in 1969 by Stacy Adams. Equity theory of motivation helps people to balance between their inputs and the outcomes they receive. The equity exists when a person's input and outcome are equal with the input and outcome of another person which is called "the referent other" (Bauer & Erdogan, 2012, p.195). This can be illustrated by the following equation:

$$\frac{\text{Person Outcomes}}{\text{Person Inputs}} = \frac{\text{Referent Other Outcomes}}{\text{Referent Other Inputs}}$$

Figure 07: The Equity Theory (Source: Bauer and Erdogan, 2012, p.195)

The referent other can be a specific person as well as a category of people. Referents should be comparable to us, or the comparison will not be meaningful.

2.5.5.1. Definition of Equity

An individual will consider himself fairly treated if he/she sees that the ratio of his/her inputs and outcomes is equal to the ones of his/her colleagues (Wikipedia, n.d.). In language learning, a student can be highly motivated if he/she feels that he/she is equally treated when compared to other students, and he/she is more likely to develop his/her abilities.

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2.5.5.2. Inputs and Outcomes

Inputs are defined as the contributions an individual make in his/her environment. For example, inputs might include time, effort, hard work, ability, commitment, and skills. On the other hand, outcomes are the negative and positive consequences a person receives from his/her relationships with others. For instance, the outcomes could be the salary, job security, or acknowledgment (Bauer & Erdogan, 2012, p.195).

2.5.6. Achievement Motivation Theory

Achievement motivation theory was first introduced by Atkinson and Raynor in 1974. It is defined as “behaviors dedicated to developing and demonstrating higher abilities” (Study.com, n.d.). Achievement motivation results from the way components of personality are directed towards performance. With achievement motivation, language students can measure their success in a particular language course (Richards & Schmidt, 2010, p.6).

Achievement behaviours were seen by Atkinson to be determined by expectancy of success and incentive values (Dornyei and Ushioda, 2011, p.14).

Expectancy of success: It is the probability that one will be successful in accomplishing a certain task.

Incentive values: they are values that motivate and encourage students to fulfill a task successfully.

Later, Atkinson added two further components which are, need for achievement and fear of failure.

Need for achievement: people with a high need for achievement are generally interested in making an excellent job rather than the reward itself. These people tend to work with high

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motivation and face failure. The need for achievement can affect a person's behaviour in every aspect of life, including language learning (Dornyei & Ushioda, 2011, p.14).

Fear of failure: This is the opposite of need for achievement in that here the main ambition to perform well comes from avoiding a negative outcome rather than pursuing a positive one (Dornyei & Ushioda, 2011, p.14).

2.5.7. Self-Determination Theory

Self-determination theory focused on directing students towards developing an interest in learning as well as giving a positive value to education. It also teaches them to be confident while learning. Self-determination theory, unlike other theories, gives importance and focuses on the students' needs; the needs for competence, relatedness, and autonomy (Deci, Vallerand, Pelletier, & Ryan, 1991). Seifert and Sutton (2009) defined the three needs as follow:

Competence: the need to feel capable or skilled.

Relatedness: the need to feel connected or involved with others.

Autonomy: the need to feel free of external behaviours.

According to Deci (1992) self-determination theory is based on the idea that in order to understand students' motivation, we need first to understand their psychological needs. These needs should be all met together for students to develop self-determination. In this theory we distinguish between two kinds of behaviours; the ones we choose to do or feel free to do, and those that we are pressured to do and the motivation behind them. "To be self-determined, means to engage in an activity with a full sense of wanting, choosing, and personal endorsement" (Deci, 1992, p.45).

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“Students are only intrinsically motivated if they feel autonomous and their behaviour is self-determined rather than controlled by others” (Reynolds, Miller, 2003, p.106). Interest is linked to intrinsic motivation, students will be motivated if they have an inner belief that they are the ones responsible for their learning and its outcomes rather than being controlled by the teacher or by others. According to Seifert and Sutton (2009) in order for students to be motivated the teacher must help them meet their needs, and prevents anything from stopping their satisfaction of the basic needs.

However, it is rather a difficult task for the teacher to do so in real life. Due to some constraints such as the number of students in the classroom, the teacher cannot help all students at the same time. The teacher’s obligation to follow a certain curriculum and the diversity of students needs are also impossible for him/her to handle. A number of researchers came up with some suggested strategies that can be used inside the classroom in order to support students’ needs. As previously mentioned students have three needs that must be met for them to be motivated. Therefore, the teacher should consider the following suggestions: first, for the teacher to satisfy his/her students’ need of autonomy, he/she should provide his/her students with choices about things that arouse their interests and make them feel as if they are the ones in control; like giving them the freedom to choose with whom they want to work in group projects. Second, the need for competence; in order to help students, the teacher may assign some activities that require an active participation from them. For example in listening comprehension, instead of making them just listen, it can be better to ask questions that recall a variation of answers from students and give them feedback as soon as possible by grading or by just giving comments on their answers. Finally relatedness; the teacher should make the students work together as much as possible by assigning activities that requires group work. By doing so, he/she will encourage students to interact with each other and thus, build some kind of relationship; not only students among themselves but also

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the teacher should build a relationship with his/her students by showing them that he/she is also a part of them (Seifert & Sutton, 2009).

2.5.8. Goal-Setting Theory

Locke and Latham developed goal-setting theory in 1990. The theory assumes that people are more motivated to accomplish an activity when they have clear, specific, and difficult but attainable goals (Richards & Schmidt, 2010, p.249). Locke (1996, as cited in Dornyei & Ushioda, 2011, p.20) summarized the characteristics of the main areas where goals can differ in four points:

- The more difficult the goal, the greater the achievement.
- The more specific the goal, the more precisely performance is regulated.
- Goals that are both specific and difficult lead to the highest performance.
- High commitment to goals is attained when (a) the individual is convinced that the goal is important, and (b) the individual is convinced that the goal is attainable.

Furthermore, Santrock (2011) mentioned three goal strategies that can be helpful for students:

Long-term and short-term goals: students can set both long-term goals. If students have a long-term goal such as having a master degree, they should also create some short-term goals as steps along the way. However, attention should be mainly on short-term goals, which help students judge their progress better than do long-term goals (p.451).

Challenging goals: Another good strategy is to encourage students to make challenging goals. And a challenging goal is a commitment to self-improvement (p.451).

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Personal goals: personal goals are key aspects in helping students to deal with life's hardships and opportunities. Teachers may help them and guide them to develop these goals (p.452).

2.5.9. Self-Efficacy Theory

Self-efficacy theory was introduced by Albert Bandura in 1997. Self-efficacy is the person's belief in his/her own capacities and his/her ability to achieve certain objectives. The students' sense of efficacy influences their learning motivation, the aims they set, the commitment they put to accomplish these aims, and the persistence they show to face the hardships that come in their way. Self-efficacy has been found to influence the students' achievement in language learning (Richards & Schmidt, 2010, p.517). Furthermore, "One study revealed that high self-efficacy adolescents had higher academic aspirations, spent more time doing homework, and were more likely to associate learning activities with optimal experience than their low-self-efficacy counterparts" (Bassi & others, 2007, as cited in Santrock, 2011, p.451). Students with low self-efficacy have a certain degree of fear towards hard activities. This personal fear prevents them from concentrating on how to succeed in the performance of the activity. So, they lose faith in their abilities and give up easily (Dornyei & Ushioda, 2011, p.16). Self-efficacy is, therefore, the belief that you can achieve a certain task or activity. Bandura (2001, p.10) said that:

Efficacy beliefs are the foundation of human agency. Unless people believe they can produce desired results and forestall detrimental ones by their actions. They have little incentive to act or to persevere in the face of difficulties. Whatever other factors may operate as guides and motivators, they are rooted in the core belief that one has the power to produce effects by one's actions.

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In other words, self-efficacy refers to people's judgment on their own capacities to complete tasks and reach goals.

2.5.9.1. Effects of Self-Efficacy on Students' Behaviour

Self-efficacy affects the way students behave in several ways. Seifert and Sutton (2009, p.117) summarized the effects of self-efficacy in three main points:

2.5.9.1.1. Choice of Tasks: self-efficacy helps students to pick up activities that they are already confident about succeeding in performing them.

2.5.9.1.2. Persistence at Tasks: a second effect of high self-efficacy is refusing to give up in accomplishing certain tasks. For instance, "if you believe that you can solve crossword puzzles, but encounter one that takes longer than usual, then you are more likely to work longer at the puzzle until you (hopefully) really do solve it".

2.5.9.1.3. Response to Failure: high self-efficacy not only increases a student's persistence, but also helps him/her deal with stressful situations and regain his/her motivation again after failure.

2.5.10. Two Factor Theory

The Two factor theory was introduced by Frederick Herzberg in the domain of job management. In his theory he distinguishes between two factors that contribute in the motivation or cause dissatisfaction for workers in their jobs. He introduced two kinds of factors: hygiene and motivating factors. Originally two factor theory was used in the field of industrial organisations, however according to Erkilic (2008) it could be possible to apply it in the educational area even though it is a difficult task. According to Erkilic (2008) two factor theory could be useful in education if we follow certain rules. We need to think of school as an organisation and students as workers of that educational organisation. By applying the

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principle of the two factor theory, we consider hygiene factors as the classroom security, tools and materials used by the teacher, central heating or in other words classroom equipment and learning conditions. As for the second factor, which is motivating factors, they can be described as students' challenges, responsibility given to them, and their advancements. Another principle of Herzberg's two factor theory is the link between satisfaction and dissatisfaction to extrinsic and intrinsic factors. The same principle can be applied to classroom management because the students can also make that kind of link. Moreover, the teacher plays the role of a manager by making the classroom environment as comfortable as possible and to motivate his/her students by leading them to their goals as well as assigning responsibilities and challenges. Two factor theory is based on the assumption that workers tend to be more effective when satisfied, however it was criticized for not linking between satisfaction, dissatisfaction, and the effectiveness of the workers (Erkilic, 2008).

2.6. Factors Affecting Motivation

2.6.1. Anxiety

Anxiety is an enemy of motivation that seems to be unbeatable sometimes. However, anxiety can also have a positive side. "Anxiety can motivate us to study for an exam or organize a presentation or leave a situation that feels unsafe. On the other hand, anxiety can also be detrimental especially if it becomes overwhelming and prevents us from taking appropriate actions or prompts you to take actions that are counterproductive"(Panuela, 2011). The student's feeling anxious before taking an important test makes him/her study each night to make sure he/she does well. The fear of failure can help the student to perform better. However, the prolonged period of anxiety can demotivate the students and make them less productive. As mentioned by Ehrmantrout (2015), suggesting a solution to anxiety:

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In mental health recovery, any small step should be celebrated. Use these victories to encourage and remind yourself that you can indeed overcome one step at a time. You'll be able to say, I know I can do it because I've done it before.

Therefore, having the ability to cope with anxious thoughts is the key to overcoming anxiety.

2.6.2. Attitude

Attitude as defined by Wikipedia (n.d.) is “an expression of favor or disfavor toward a person, thing, or event”. A negative attitude supports anxiety and depression; you cannot achieve motivation if your attitude towards the required task is negative. This negative attitude will make you suffer and have a hard time achieving your aims. On the other hand, a healthy and positive attitude can support ambitions and can contribute to high motivation. Moreover, according to Dislen (2013), teachers' negative attitude towards students and non-supportive classroom environments damage students' ambition in conducting their studies (p.36).

2.6.3. Emotions

There are a number of psychological emotions that have a negative impact on motivation such as low self-confidence and fear of failure. People with fear of failure generally tend to avoid trying rather than not succeeding in accomplishing a particular activity. Moreover, when students have low self-confidence or self-esteem, their level of motivation will be destroyed and, therefore, they cannot perform their best efforts. Emotions are related to motivation in such a way that emotions can lead humans to either happiness or disappointment.

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2.7. Sources of Motivation

According to Harmer (2001) students' motivation depends greatly on the world around them and the people in their lives, from this point of view Harmer (2001) distinguishes four sources of motivation.

2.7.1. Society:

How society views language learning and more precisely ELL affects students' motivation to learn, be it in a positive or negative way. The student, when going into the classroom, carries within him/her an attitude that he/she got from society. Society questions language learning in terms of its importance, status, and its cultural image "how important is the learning of English considered to be in society? ... Is the language part of the curriculum of high or low status? If school students were offered the choice of two languages to learn, which one would they choose and why? Are the cultural images associated with English positive or negative?" (Harmer, 2001,p.52). Those views determine the degree of students' motivation and how continuous it can be.

2.7.2. Significant Others:

Before being part of a classroom, the students interact with the ones who might have the same opinions and attitudes towards ELL which may affect the students' motivation. For example, parents may consider learning subjects like maths is more important than learning English, this belief may be transferred to the students and lessen their motivation towards English learning. Peers also can hinder the students' motivation through their level of enthusiasm; the students will find an activity interesting or not, according to their peers opinions (Harmer, 2001).

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2.7.3. Teacher

Inside the classroom, the teacher is considered the most important source of motivation and he/she plays the role of a motivator. How the teacher views ELL affects students' motivation; if the teacher has a positive view towards it, he/she will encourage his/her students by showing them his/her devotion and hard work, therefore they will tend to be more motivated and it will raise their interest towards ELL, but if the teacher has a negative view towards ELL he will decrease the students' motivation (Harmer, 2001).

2.7.4. Method:

Choosing the suitable method is critical for motivating students, how the teaching and learning takes place is very important to increase or decrease the students' motivation. If the method used inside the classroom is regarded by the teacher and the students as the best one, then it will lead to motivating students (Harmer, 2001).

Conclusion

In conclusion, motivation is considered as an important factor in language learning and teaching. In this chapter, we started off with the definition and a historical overview of motivation, and then we discussed its different types, as well as the role that motivation plays in foreign/second language learning. In addition to that, we shed light on the various theories of motivation. We noticed that even though, all the theories are different from one another, yet, they all agree that motivation is the heart of all kinds of learning. After that, we moved to the factors that affect motivation and its sources.

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Chapter Three

The Field of Investigation

Introduction

The previous chapters were dedicated to the literature review concerning listening comprehension and motivation. The present chapter aims at identifying the effect of motivation on students' proficiency in listening comprehension through a practical study where one of the most widely used data collection procedure is the questionnaire. Two questionnaires were administered; one for students and the other for teachers. The chapter contains the aim, administration, description, and the analysis of the data collected through both questionnaires.

3.1. The Student's Questionnaire

3.1.1. The Aim of the Questionnaire

This questionnaire was mainly designed to investigate students' motivation and whether it has a positive influence on developing their proficiency in listening comprehension.

3.1.2. Administration of the Questionnaire

The questionnaire was given to sixty (60) third year students in the department of English at Mohamed Seddik Ben Yahia, during the academic year 2015-2016. The students in this study were randomly selected. The students' questionnaire was administered in a friendly and relaxed environment by the researchers themselves who were present during the administration of the questionnaire to provide any necessary explanations for difficult terms

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or translation if needed in order to avoid any misunderstanding which could lead to invalid responses. At the end, all sixty (60) questionnaires were returned and the process took approximately three days.

3.1.3. Description of the Questionnaire

The questionnaire is divided into three sections. The first one deals with the background information of the students and consists of five questions. The second section deals with listening comprehension and it contains 14 questions. In these two sections, the students were asked to answer the questions by putting a tick in front of the most suitable answer or answers and then justify where necessary. The last section deals with the motivation scale which was adopted from Gardner's motivation scale. The scale consists of 28 statements, and the students were asked to respond using a four-point scale: (1) Strongly agree, (2) Agree, (3) Strongly disagree, (4) Disagree.

3.1.4. Analysis of the Results

3.1.4.1. Section One: Background Information

The students participants in the study are (22%) males and (78%) females of the age ranged between 20 and 24. They have been studying English for approximately 10 to 13 years including middle and high school.

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Question 4: Is your level of English?

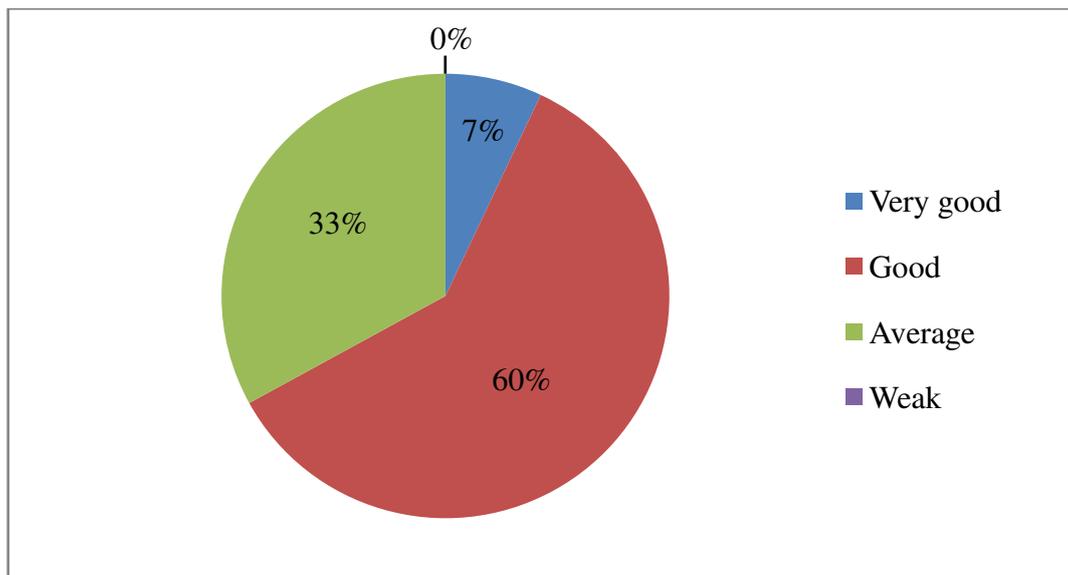


Figure 08: Students' Level of English

As illustrated in the figure above, (7%) of the students claim that their level of English is very good, while more than half (60%) consider themselves as good English students, and the other (33%) have said to be average students.

Question 5: Studying English at the University was:

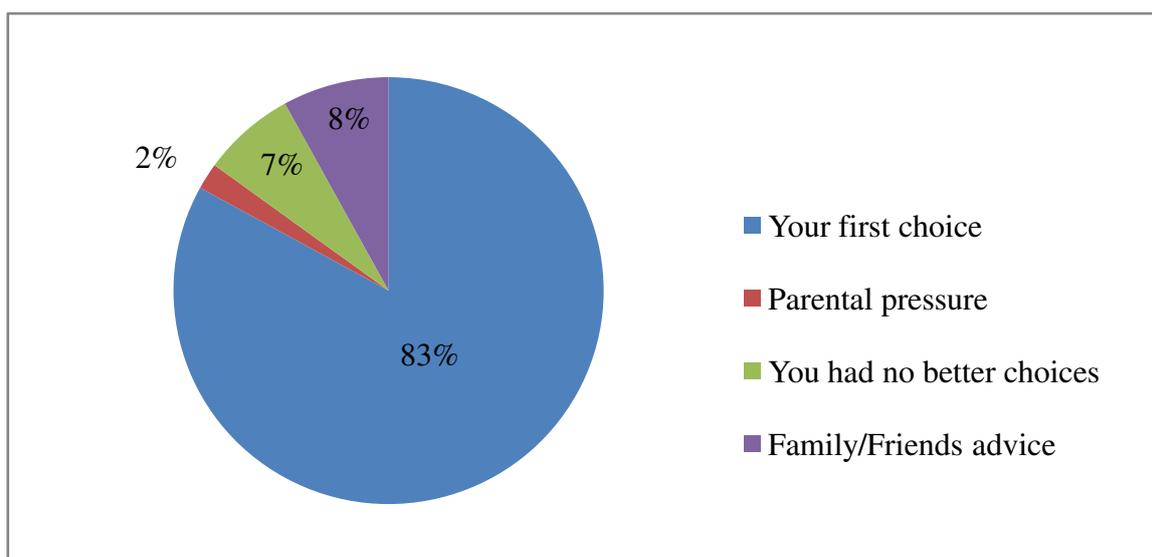


Figure 09: Studying English at University

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The figure (9) shows that the majority of the students (83%) said that studying English at university was their first choice. While (2%) were pressured by their parents, (7%) had no better other choices, and the few remaining (8%) took their family and friends advice.

3.1.4.2. Section Two: Listening Comprehension

Question 6: Do you think listening is a difficult task?

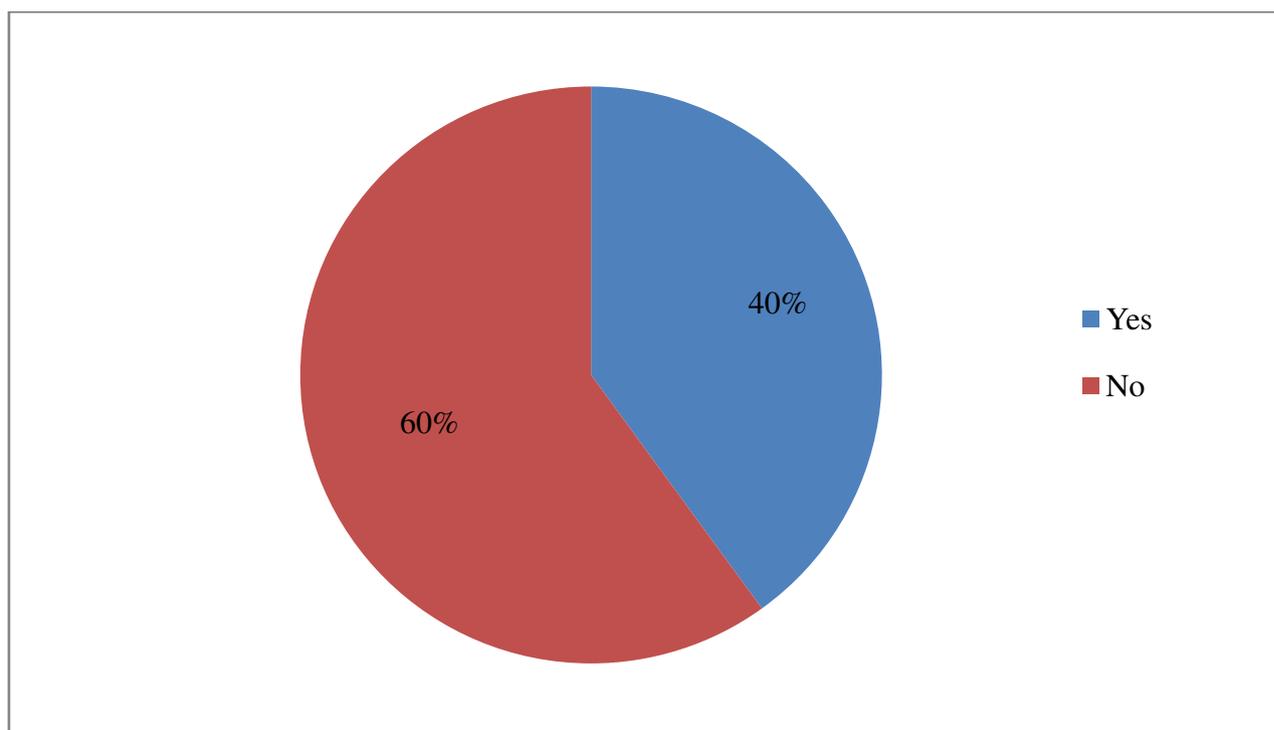


Figure 10: The Difficulty of a Listening Task

The results obtained from the figure above show that (40%) of the students claim that listening is difficult. Due to the variety of accents, students encounter difficulties in understanding unfamiliar words especially those that are not as spelled as pronounced. The others (60%) claim that listening is no difficult task.

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Question 7: How do you find the listening skill when compared to other skills?

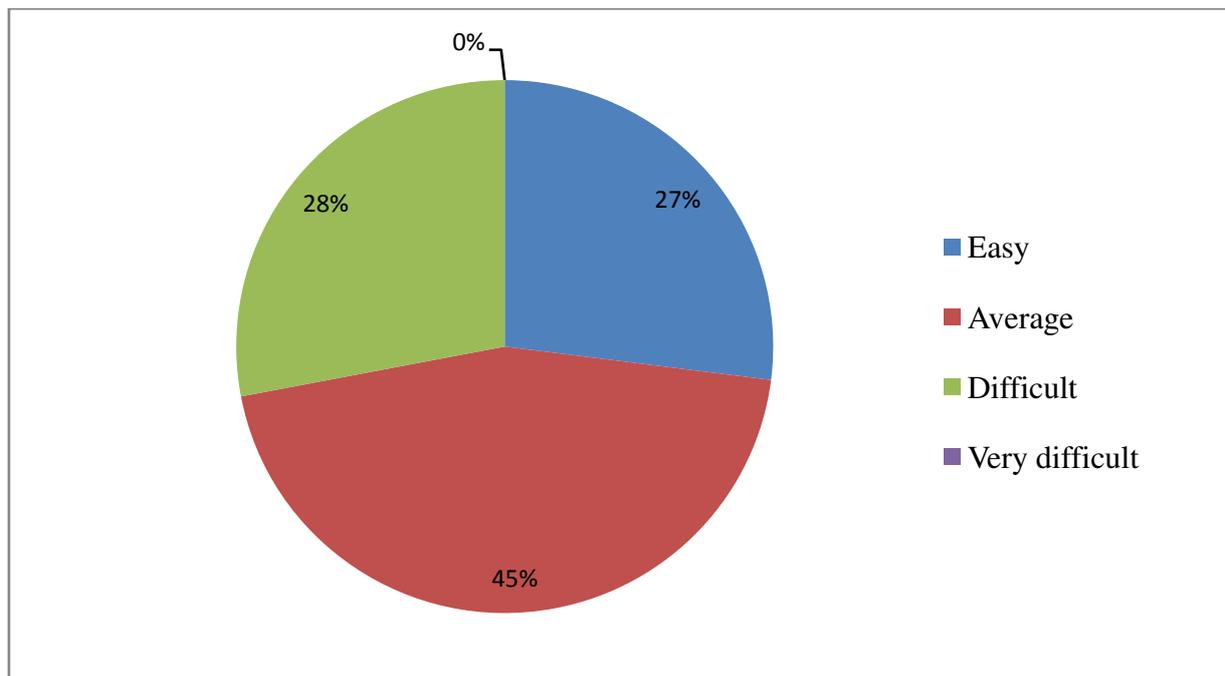


Figure 11: The Listening Skill Compared to Other Skills

As shown in figure (11), (27%) of students find the listening skill easy when compared to other skills. Some students claimed that it is an easy task when you have enough vocabulary, and listening does not require any effort because it is a daily life task. Others said that it is easy because linking words and their meanings happens automatically in their brain. (45%) of students claim that listening is of an average difficulty when compared with the other skills, because sometimes listening to native speakers is confusing and it demands too much concentration. Moreover, teachers do not use new materials to make the session interesting and motivate the students to listen. The (28%) others claim that listening is difficult because it is hard to understand new words and expressions especially when the speech is too fast and the native speakers are using different accents.

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Question 8: Do you think that listening in oral sessions is:

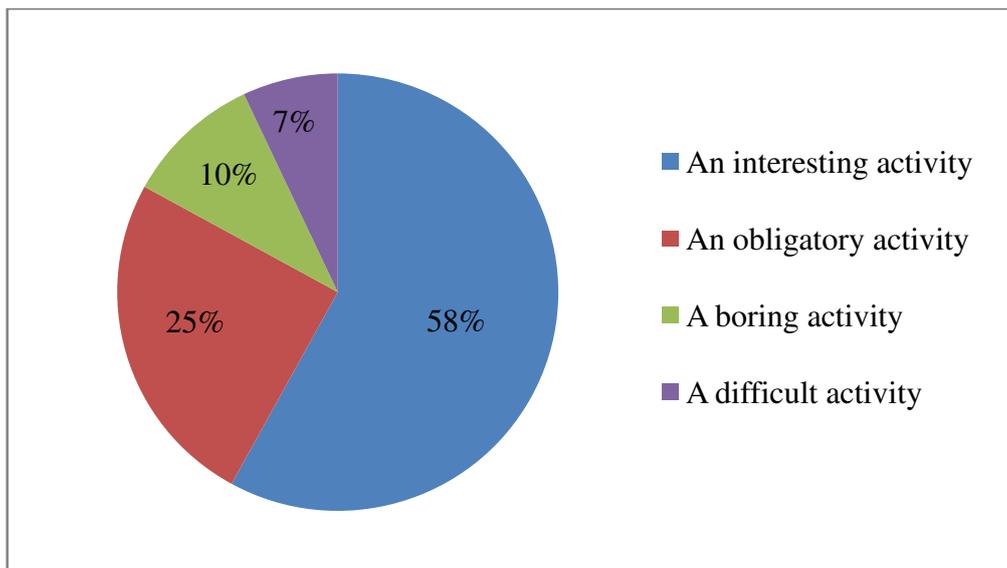


Figure 12: The Opinion of Students about the Listening Activities

The results obtained indicate that more than half of students (58%) find listening in oral sessions an interesting activity while (25%) declare that it is an obligatory one. (10%) of students opted for a boring activity and (7%) for a difficult one.

Question 9: How often do you practice the listening skill?

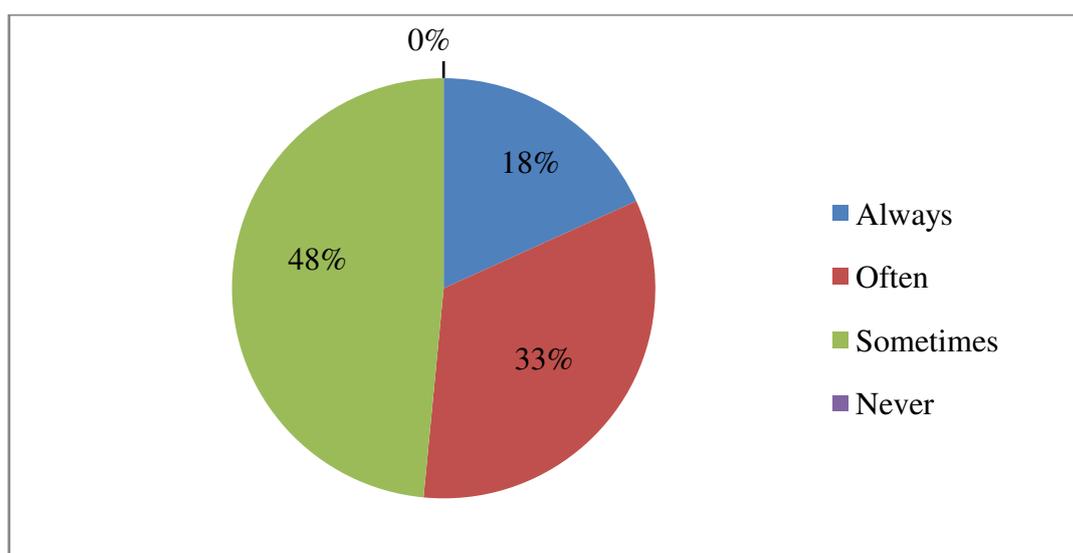


Figure 13: Students' Frequency of Practicing the Listening Skill

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The results shown in the figure (13) show that (18%) of the students always practice their listening skill, while (33%) often do and the other majority (48%) opted for sometimes.

Question 10: Do you think that listening should be of equal importance when compared to the other skills?

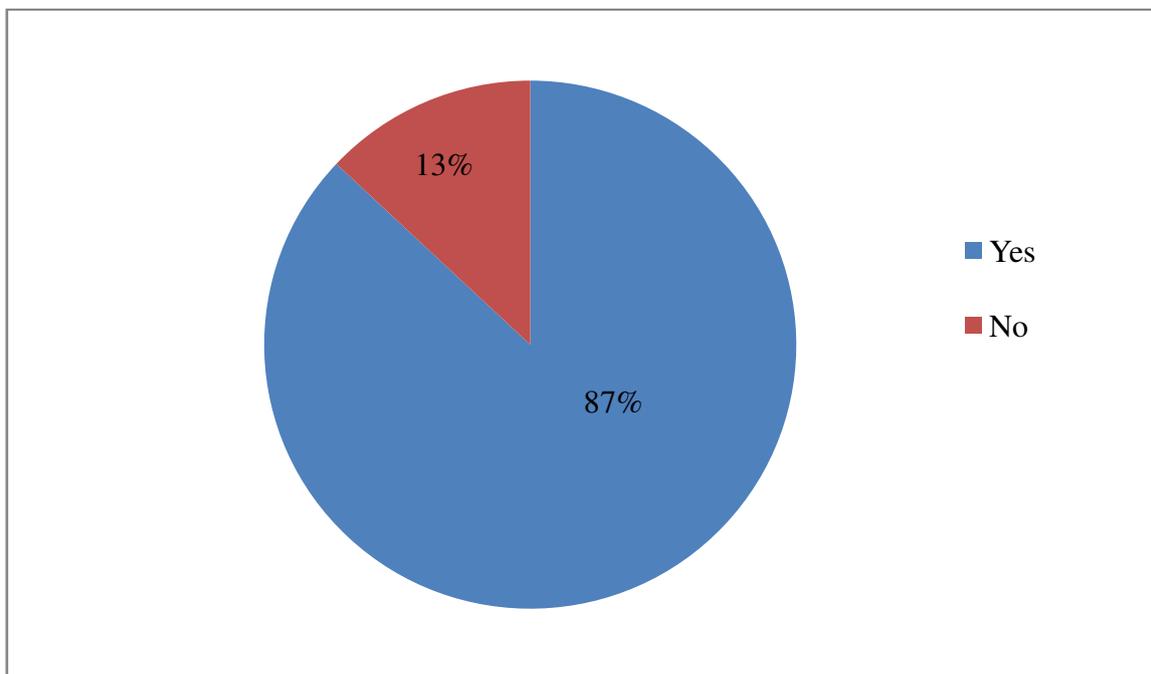


Figure 14: The Students' Opinion about Equalizing the Four Skills

According to the results obtained from the figure (14), the majority of students (87%) claim that the four skills are of equal importance because the skills complete each other and we cannot learn a language if we neglect a skill regardless of the other ones. Furthermore, it helps students to improve their pronunciation and vocabulary and communicate effectively with native speakers. The other (13%) said that the skills are not of equal importance for two reasons. The first one is that speaking is more important while the second one is that listening should be given more importance because it helps the students in so many aspects.

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Question 11: What are the challenges you encounter in a listening activity?

The analysis of (Q11) generated six types of categories which can be illustrated in the table below:

Categories	Challenges	Number of students	Percentage
Category A	a + b + d	3	5%
Category B	a + b	7	12%
Category C	a + c	12	20%
Category D	a + d	5	8%
Category E	a	23	38%
Category F	d	10	17%

Table 1: The Challenges that Students Encounter in a Listening Activity

The students were asked about the challenges they encounter in a listening activity and they were given four choices: The speech is too fast (a), poor vocabulary (b), memory limitation (c), length of the listening text (d). The statistics in the table show that (5%) of the students selected (a), (b), and (c), (12%) selected (a) and (b), (20%) chose (a) and (c), and (8%) chose (a) and (d). the highest number of students (38%) opted for (a) and (17%) for (d)

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Question 12: Is there enough support for the students to practice listening?

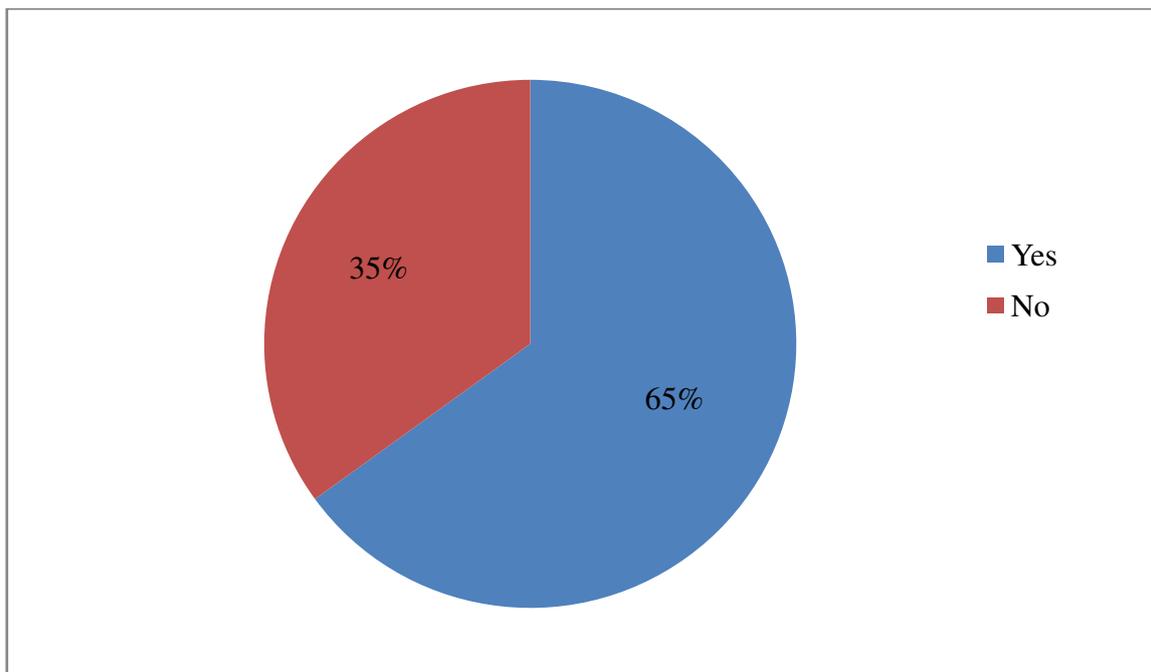


Figure 15: Listening Practice support

Figure (15) demonstrates that (65%) of the students responded with yes when asked if they are receiving enough support to practice listening. While, (35%) responded with no and think that most teachers do not motivate students and encourage them to listen by emphasizing on its importance and they rather focus on speaking. Also, there is a lack of equipment in the laboratories.

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Question 13: Does your level enable you to fully understand a listening passage?

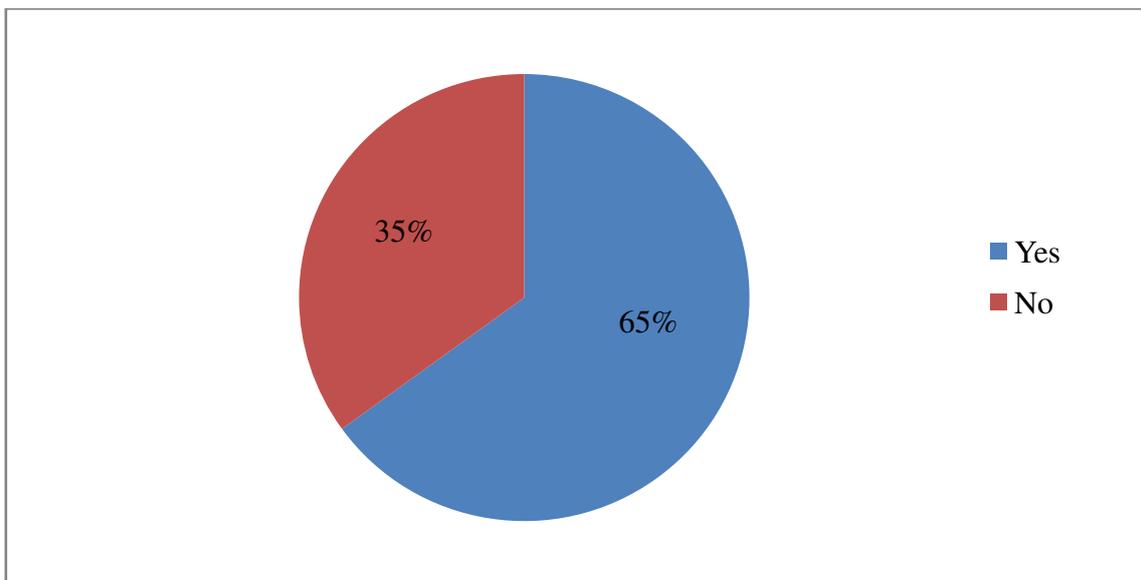


Figure 16: The Students' Level in Understanding a Listening Passage

The statistics show that (65%) of the students claim that their level enables them to fully understand a listening passage. While (35%) claim that they did not reach that level of understanding yet.

Question 14: Do you learn listening better through:

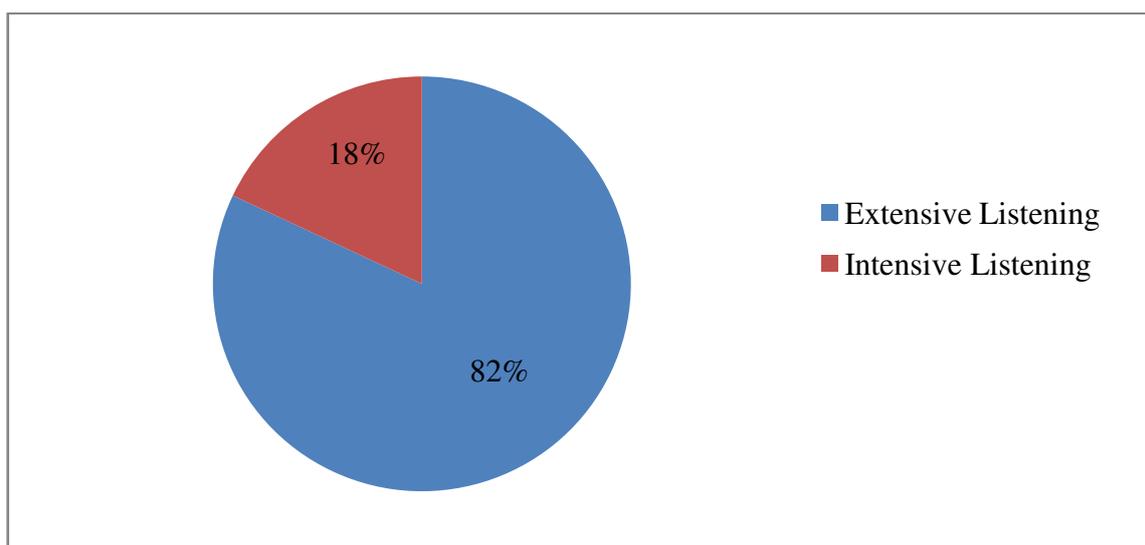


Figure 17: Types of Listening

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As illustrated in the figure (17), (82%) of students tend to use extensive listening because it is something that they chose and do for pleasure. The other (18%) claimed that they learn better through intensive listening and do prefer listening inside the classroom.

Question 15: Do you think listening comprehension is important in English language learning?

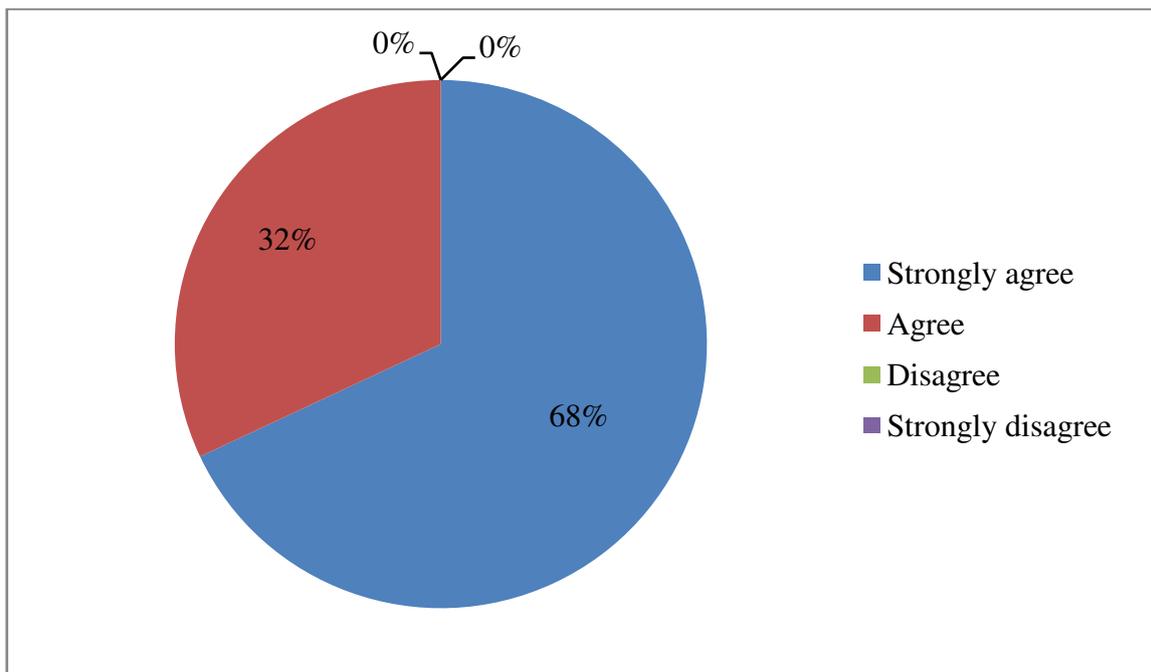


Figure 18: The Degree of Importance of Listening Comprehension

As shown in the above figure, the results of the students' answers vary between strongly agree and agree. (68%) of students strongly agree with the importance of listening comprehension in English language learning, while the other (32%) only agree.

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Question 16: Does the oral expression courses help you improve your proficiency in listening comprehension?

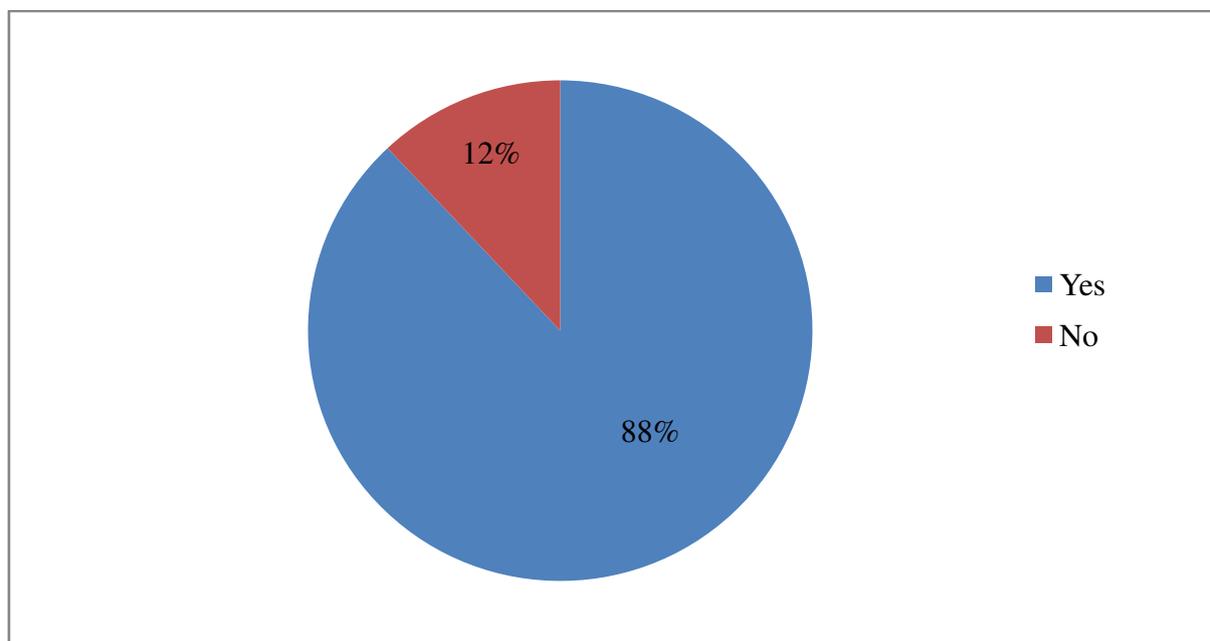


Figure 19: Improvement of Proficiency in Listening Comprehension

We can notice that the highest percentage of students (88%) claim that oral expression courses do help them to improve their proficiency in listening comprehension, while the other (12%) said no and stated that it is due to the fact that teachers do not concentrate on listening and focus on speaking and that students need more practice in order to develop their listening comprehension.

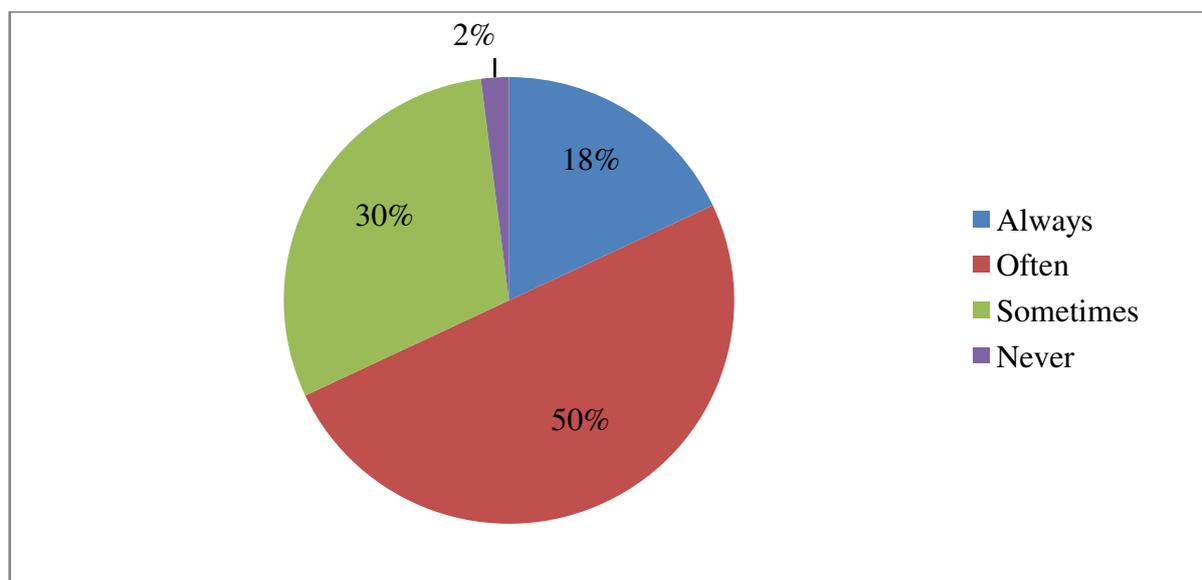
A STUDY OF MOTIVATION AND LISTENING COMPREHENSION**Question 17: How often do you listen to authentic materials?**

Figure 20: Students' Frequency of Listening to Authentic Materials

By this question, we wanted to know the students' frequency of listening to authentic materials. As shown in the figure, (18%) of students claim that they always listen to authentic materials, half of them (50%) state that they often do so, others (30%) only sometimes, while the remaining (2%) opted for never.

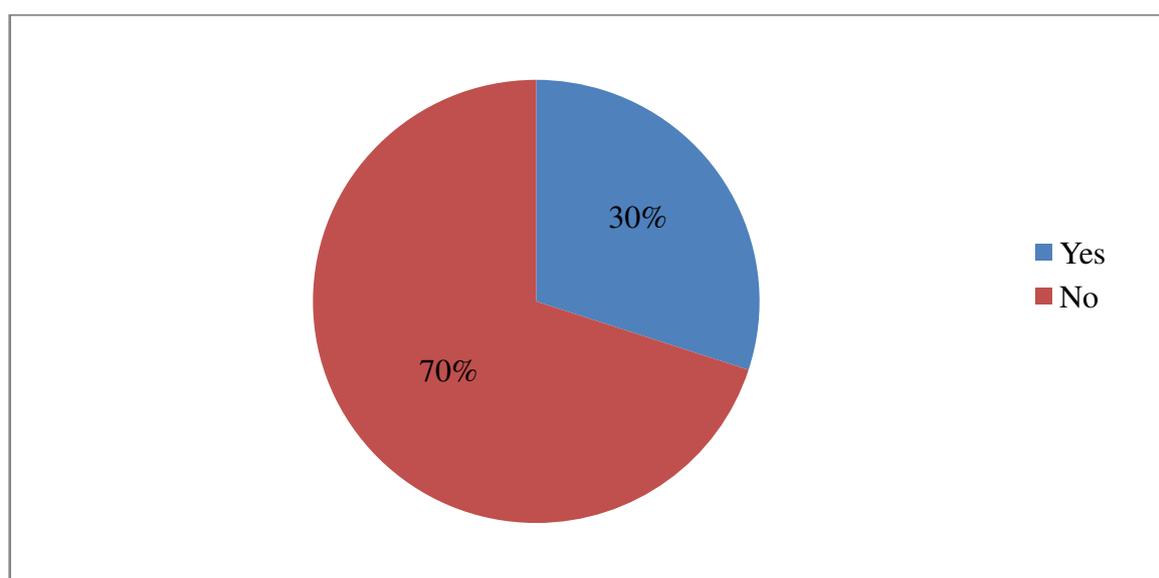
Question 18: Do you think listening to authentic materials is difficult?

Figure 21: Difficulty of authentic materials

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The results of the figure show that only (30%) of students find listening to authentic materials difficult due to the language used by native speakers which is usually hard to understand. Also, the accent can be sometimes incomprehensible because it is different from the one used in the classroom. The rest of students (70%) confess that it is not difficult to listen to authentic materials.

Question 19: Do you think listening to authentic English materials increase your proficiency in listening comprehension?

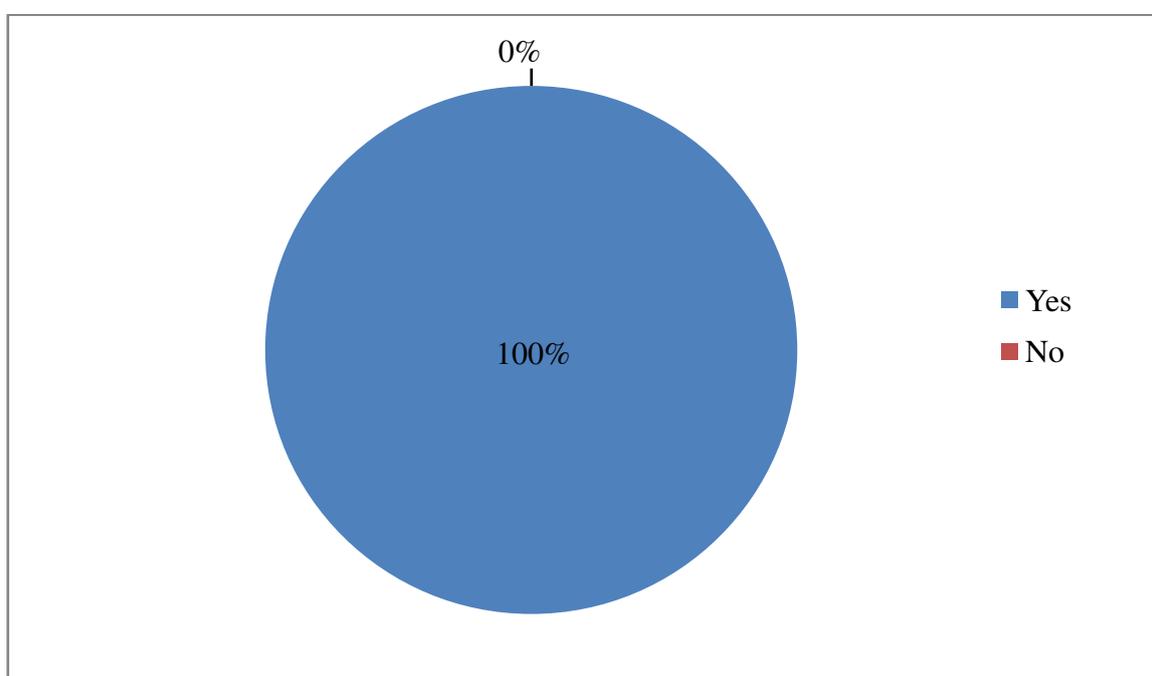


Figure 22: Authentic Listening Materials and the Proficiency in Listening Comprehension

The results obtained indicate that all students (100%) declare that listening to authentic English materials increase their proficiency in listening comprehension and stated that listening to authentic English is the first step in the learning process which helps them learn new words and expressions, improve their level, and have a native like pronunciation. Moreover, it is a great way to motivate them to learn and listen to English.

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3.1.4.2.1. Discussion of the Analysis of the Results

The majority of the students who participated in the study acknowledged the importance of listening, as they find it necessary to give the listening skill equal importance when compared to the other skills. This is why students expressed their dissatisfaction with the insufficient practice of the listening skill in their oral expression classes, because it is crucial to develop their proficiency in listening comprehension. Furthermore, students stated that they do not find listening a difficult task but rather an interesting one; even when they are listening to authentic materials. However, having a positive attitude towards listening does not prevent students from facing challenges in a listening activity; all students claimed that they do encounter difficulties, they find it difficult to keep up with long listening texts with fast speech, thus it is challenging to memorize information due to memory limitation, students also find it difficult to understand difficult words because of their lack of vocabulary. Finally, the results showed that students prefer extensive listening over intensive one; because they perform better when they are listening for pleasure rather than for academic purposes.

3.1.4.3. Section Three: Motivation

In this section the students were asked to answer 28 statements using a four-point scale: (1) Strongly agree, (2) Agree, (3) Strongly disagree, (4) Disagree.

Statement	1	2	3	4
1. Studying for a foreign language is an enjoyable experience.	73%	27%	0%	0%

Table 2: Foreign Language Enjoyment

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As noticed in the table (2), (73%) of the students strongly agree that studying English is an enjoyable experience, while (27%) agree. It shows that all students do enjoy their studies even if there is a slight difference in the degree.

Statement	1	2	3	4
2. I would really like to learn a lot of foreign languages.	50%	43%	2%	5%

Table 3: Interest in Foreign Languages

Table (3) shows that half of the students (50%) strongly agree when asked if they would like to learn a lot of foreign languages, and (43%) agree. While (2%) strongly disagree because they feel that obtaining one language which is English is sufficient, as for the remaining (5%) they opted for disagree. More than half of the students' participants showed interest in learning other languages than English which shows that they have a certain degree of motivation to learn languages.

Statement	1	2	3	4
3. I really enjoy learning English.	61%	35%	2%	2%

Table 4: English Language Learning Enjoyment

As elaborated in the table (4), most of the students really enjoy learning English; they just differ in the degree (61%) strongly agree while (35%) agree. The remaining few claim that they do not enjoy learning English as (2%) strongly disagree and (2%) disagree. The enjoyment of learning English is due to the fact that it was their first choice to study it. But, it was not the case for the few who do not enjoy it because they were under parental pressure or just followed a friend's advice. This was obtained from the analysis of question 5 of the first section.

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Statement	1	2	3	4
4. If I were visiting a foreign country I would like to be able to listen and understand the language of the people.	70%	23%	2%	5%

Table 5: The Ability to Listen to Foreign Languages

As the statistics in the table above show, most of the students (70%) chose ‘strongly agree’ when asked if they want to be able to understand and listen to the language of the people in foreign countries, and (23%) chose ‘agree’. While a few (2%) strongly disagree and (5%) disagree which might be to the intimidating feeling they get when facing native speakers and their low confidence to maintain the conversation flowing.

Statement	1	2	3	4
5. Studying English can be important to me because I think it will someday be useful in getting a good job.	47%	47%	0%	6%

Table 6: Importance of English in Getting a Job

The table above shows that the majority of the students find English to be important because they think it will be someday useful to get a good job, (47%) strongly agree and (47%) agree. This majority of students are instrumentally motivated; they tend to study English for functional reasons. While only (6%) disagree, these students are interactively motivated because they may have a positive attitude towards the target language society and its members and tend to study English for personal reasons.

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Statement	1	2	3	4
6. I plan to learn as much English as possible.	47%	50%	0%	3%

Table 7: The Students' Desire to Learn English

The results obtained in response of the students desire to learn English revealed that (47%) of the students strongly agree when asked if they plan to learn as much English as possible, while half of them (50%) agree which shows that the majority of the students have a strong desire to learn English. As for the remaining (3%) of students disagree.

Statement	1	2	3	4
7. I think that learning English is dull.	5%	8%	42%	45%

Table 8: English is Dull

As shown in the above table, (5%) of the students strongly agree when asked if they think English is dull, and (8%) agree. This minority of students have this idea about English because they find it challenging and difficult to learn. While the majority of them (42%) strongly disagree, and (45%) disagree.

Statement	1	2	3	4
8. Studying English can be important for me because it will allow me to meet and converse with more and varied people.	38%	53%	2%	7%

Table 9: The Importance of English Language in Communication

The results demonstrated in table (9) show that the vast majority of the students find English important because it will allow them to meet and converse with more and varied people; (38%) strongly agree and (53%) agree. However, there was some who do not share the same opinion with this majority; (2%) strongly disagree while (7%) disagree.

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Statement	1	2	3	4
9. I get nervous and confused when I am listening to English.	3%	5%	33%	58%

Table 10: Getting Nervous and Confused when Listening to English

Clearly, a noticeable number of students (58%) chose disagree claiming that they do not feel nervous and confused when they are listening to English while (33%) Strongly disagree. This shows that the majority of students are confident when listening to English because they may find it interesting because according to theory y students do not feel any pressure to listen. But few students do feel nervous and confused when listening to English (3%) strongly agree and (5%) agree. According to self-efficacy theory, the confusion and nervousness the students feel can be because they have low self-efficacy and are not confident when listening.

Statement	1	2	3	4
10. Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.	28%	65%	5%	2%

Table 11: Importance of Studying English for Activity Participation

Out of all students, (28%) strongly agree that English is important because it will allow them to participate more freely in the activities of other cultural groups, while (65%) agree. However, some of them (5%) strongly disagree and (2%) disagree.

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Statement	1	2	3	4
11. I would rather spend my time on subjects other than English.	0%	17%	35%	48%

Table 12: English Preference

Responses from students show that the majority of students do not prefer to spend their time on subjects other than English as (35%) strongly disagree and (48%) of them disagree because they find English interesting and is of importance for getting a good job in the future as well as to communicate with native speakers. Only (17%) of the students agree that they would rather spend most of their time on subjects other than English because they do not find it interesting but rather find it boring.

Statement	1	2	3	4
12. Studying English can be important for me because it will make me a more knowledgeable person.	58%	37%	2%	3%

Table 13: Importance of English Knowledge

The previous table demonstrates that more than half of the students (58%) strongly agreed with the importance of English to become a more knowledgeable person while (37%) agree, which shows that the majority of the students are motivated to learn English which is driven by their belief that it is beneficial to be a more knowledgeable person. However, the minority of the students strongly disagree (2%) and (3%) disagree.

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Statement	1	2	3	4
13. It embarrasses me to volunteer answers in our English class.	8%	35%	25%	32%

Table 14: The Embarrassment of Volunteering Answers

When asked if they feel embarrassed to volunteer answers in their English class, (8%) of the students strongly agree and (35%) agree. According to self-efficacy theory the students do not feel confident enough about their responses and lack self-esteem. While (25%) strongly disagree and (32%) disagree because, they feel confident enough or are not afraid to be corrected if they gave the wrong answers. Moreover, the teacher as well as the method used can highly affect the students' performance inside the classroom.

Statement	1	2	3	4
14. Studying English can be important for me because other people would respect me more if I have knowledge of a foreign language.	27%	33%	8%	32%

Table 15: The Respect Given to Knowledge of a Foreign Language

The results obtained in the table above show that the majority of the students think that English is important to be respected for having knowledge of a foreign language; (27%) strongly agree and (33%) agree. while (8%) strongly disagree and (32%) disagree.

Statement	1	2	3	4
15. I often wish I could listen more to English language.	43%	43%	2%	12%

Table 16: Listening to the English Language

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As noticed in the table (16) (43%) of students equally strongly agree and agree and wish they could listen to English more often to improve both their listening and pronunciation skills. While (2%) of students strongly disagree because they think they listen to enough English per day. While, (12%) opted for disagree.

Statement	1	2	3	4
16. Studying English can be important to me because it will allow me to be more at ease with people who speak English.	57%	40%	0%	3%

Table 17: The Importance of Studying English

The table (17) shows that (57%) of students strongly agree that studying English can be important for them because it will allow them to be more at ease with people who speak English. While (40%) agree and the few remaining (3%) disagree because they don't find it necessary to interact with English speakers.

Statement	1	2	3	4
17. I enjoy meeting and listening to people who speak other languages.	55%	38%	3%	3%

Table 18: The Enjoyment of Meeting and Listening to People who Speak Other

Languages

As illustrated in the table (18), (55%) of students strongly agree and enjoy meeting and listening to people who speak other languages, and (38%) agree because they find it interesting and intellectual. While (3%) of students equally strongly disagree and disagree because they feel shy and anxious when meeting people who speak other languages.

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Statement	1	2	3	4
18. Learning English is really great.	71%	27%	2%	0%

Table 19: Greatness of Learning English

The results of the table above show that (71%) of students strongly agree and (27%) agree that learning English is great because it was their aim to study and learn English while (2%) strongly disagree because English was not their first choice at university.

Statement	1	2	3	4
19. I would study a foreign language at school even if it were not required.	30%	47%	5%	18%

Table 20: Studying a Foreign Language in School

As noticed in the table (20), (30%) of students strongly agree and (47%) agree and would like to study a foreign language in school even if it were not required because they are fond of learning new languages and feel highly motivated to do so. While (5%) strongly disagree and (18%) of students disagree and think that learning the required languages is enough.

Statement	1	2	3	4
20. I hate English.	0%	5%	70%	25%

Table 21: Hating English

The table above shows that (5%) of students agree and hate English because they have no interest in it. Meanwhile, (70%) strongly disagree and (25%) disagree and find English an interesting and enjoyable language.

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Statement	1	2	3	4
21. Studying English can be important for me only because I would need it for my future career.	13%	23%	30%	33%

Table 22: The Importance of English for the Future Career

As illustrated in the table (22), (13%) of students strongly agree that English is important for them only because they would need it for their future career and (23%) of them agree, while (30%) strongly disagree and (33%) disagree because they think that English can be used in diverse fields and is important because they simply love it.

Statement	1	2	3	4
22. I never feel quite sure of myself when I am listening in our English class.	8%	23%	35%	33%

Table 23: Self-Confidence and Listening

The results of the table above show that (8%) of students strongly agree and (23%) agree that they never felt quite sure of themselves when they are listening in their English class because they lack of vocabulary so it is hard for them to be sure of themselves. While (35%) of students strongly disagree and (33%) disagree and feel confident in an English listening class.

Statement	1	2	3	4
23. Learning English is a waste of time.	0%	2%	67%	32%

Table 24: Learning English is a Waste of Time

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It is shown in the table (24) that (2%) of students agree that learning English is a waste of time because they don't feel ambitious when learning it. While (67%) strongly disagree and (32%) disagree and find learning English very worthy of their time.

Statement	1	2	3	4
24. I don't pay much attention to the feedback I receive in my English class.	2%	18%	30%	50%

Table 25: Paying Attention to Feedback

The statistics shown in the table above indicate that (2%) of students strongly agree and (18%) agree that they do not pay much attention to the feedback they receive in their English class, while (30%) strongly disagree and half of students (50%) disagree and they do believe that feedback helps them to enhance their English level.

Statement	1	2	3	4
25. I don't get anxious when I have to answer a question in my English class.	23%	42%	8%	27%

Table 26: The Anxiety in Answering Questions in an English Class

The results of the table above show that (23%) of students strongly agree and (42%) agree that they don't get anxious when they have to answer a question in their English class because they are self-confident. Meanwhile, (8%) strongly disagree and (27%) disagree due to their low self-esteem.

Statement	1	2	3	4
26. I look forward to going to class because my English teacher is so good.	30%	48%	8%	13%

Table 27: The Excitement of Going to Class Because of the English Teacher

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As noticed in the table (27), (30%) of students strongly agree and (48%) agree and claim that they look forward to going to class because their English teacher is so good, while (8%) of students strongly disagree and (13%) disagree.

Statement	1	2	3	4
27. I make a point of trying to understand all the English I hear.	32%	55%	3%	10%

Table 28: Trying to Understand all the English I Hear

As illustrated in the table (28), (32%) of students strongly agree and more than half (55%) agree and make a point of trying to understand all the English they hear because they wish to improve their listening skills and learn new words and expressions. While (3%) of students strongly disagree and (10%) disagree because they think that you do not need to understand word by word but understanding the main idea of the context is enough.

Statement	1	2	3	4
28. When I have a problem in understanding something in my English class, I always ask my teacher for help.	22%	48%	15%	15%

Table 29: The Problem in Understanding Something in English Class

The table above shows that (22%) of students strongly agree and (48%) agree that when they have a problem in understanding something in their English class, they always ask their teacher for help. While the same amount of students (15%) strongly disagree and disagree and prefer understanding what was not clear by relying on themselves.

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3.1.4.3.1. Discussion of the Analysis of the Scale

From the statements' analysis of the motivation scale, it was found that most students find English an interesting and enjoyable experience, and would like to visit foreign countries and listen to their native speakers. These students are motivated to participate, interact, as well as listen to the members of other cultural societies. Moreover, the majority of students wish they could listen more to English and plan to get more knowledge about it in order to get a good job in the future. Although students like to study English, they still get nervous and embarrassed whenever they are asked to participate in an English class which can be due to their low self-confidence and their fear of making mistakes. Finally, students acknowledge the importance of the role the teacher plays in guiding them in their oral expression sessions, and they rely on him/her to give them feedback.

The results of the analysis of students' questionnaire show that when students find the English language interesting, they find listening to it to be an enjoyable activity and thus they are motivated to develop their listening proficiency and perform better in listening activities.

3.2. The Teacher's Questionnaire

3.2.1. Administration of the Questionnaire

The questionnaire was administered to twelve (12) English teachers in the department of English at the University of Mohamed Seddik Ben Yahia, during the academic year of 2015-2016. Oral expression teachers were chosen among others to be the second study population because they are more understanding of the importance and development of the listening skill. All twelve questionnaires were returned.

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3.2.2. Description of the Questionnaire

The teacher's questionnaire mainly aims at investigating the teachers' perceptions on motivation and its influence on the development of students' proficiency in listening comprehension. A twenty one item questionnaire was developed to combine opinions and ideas of oral expression teachers which would be so helpful in our research. The questionnaire is divided into three sections: background information, listening comprehension, and motivation and listening.

3.2.3. Analysis of the Results

3.2.3.1. Section One: Background Information

The teacher participants in the study are (42%) males and (58%) females (Q1). In terms of their degree in English (8%) of the teachers hold a BA degree and (42%) hold a master degree, while (50%) hold a magister degree (Q2). Their experience ranges from 1 to 30 years in teaching at both university and high school levels (Q3).

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3.2.3.2. Section Two: Listening Comprehension

Question 4: Do you think that the four skills (reading, writing, speaking, and listening) of language should be given equal importance?

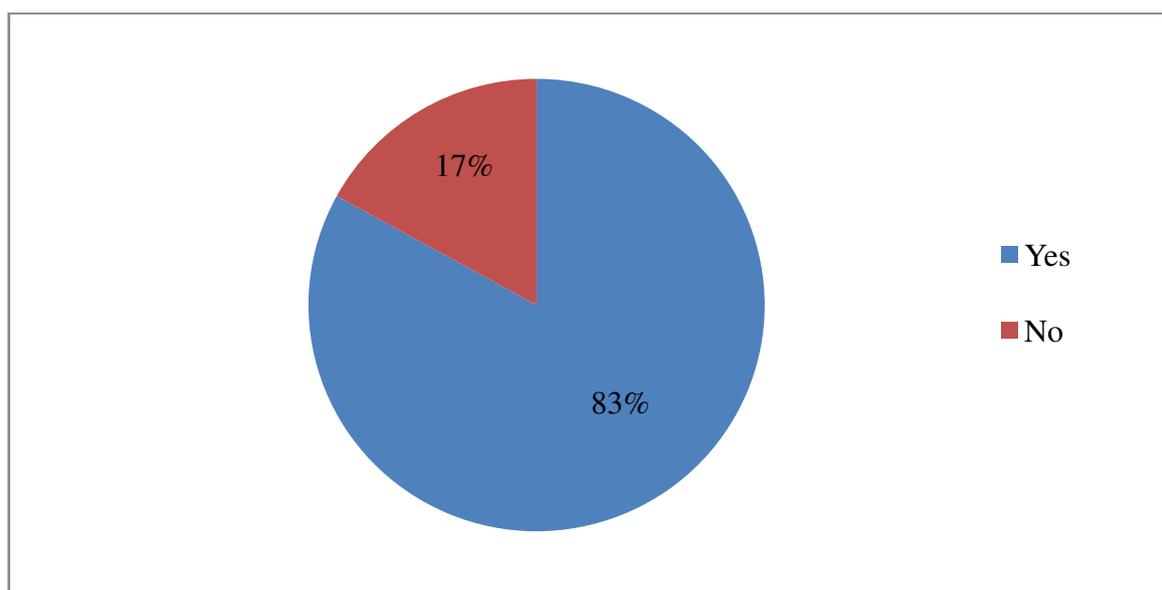


Figure 23: The Degree of Importance of the Four Language Skills

The above figure shows that (83%) of the teachers agree that the four skills (reading, writing, speaking, and listening) should be given equal importance; those teachers claim that they give equal importance to all language skills when teaching. Each skill is given its adequate importance and no skill is neglected at the expense of the other skills. While (17%) of the teachers argue that some skills are more important than others.

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Question 5: As an oral expression teacher do you think teachers should take special care about the development of the listening skill of the students along with other skills?

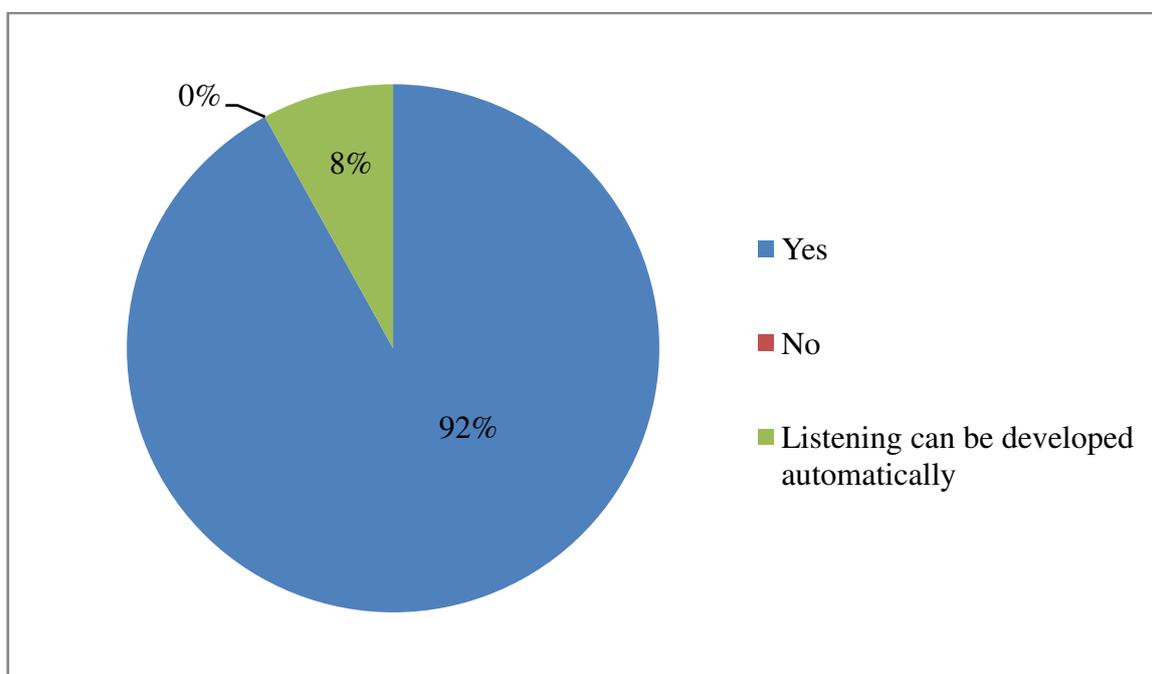


Figure 24: The Development of the Listening Skill along with other Skills

As shown in the figure above (92%) of the teachers think that the development of the listening skill should be taken care of along with other language skills. This shows that oral expression teachers do not differentiate between speaking and listening in oral sessions, they do not favour one skill over another. The remaining (8%) state that listening, should not be given any special care and claim that listening can be developed automatically as learning happens.

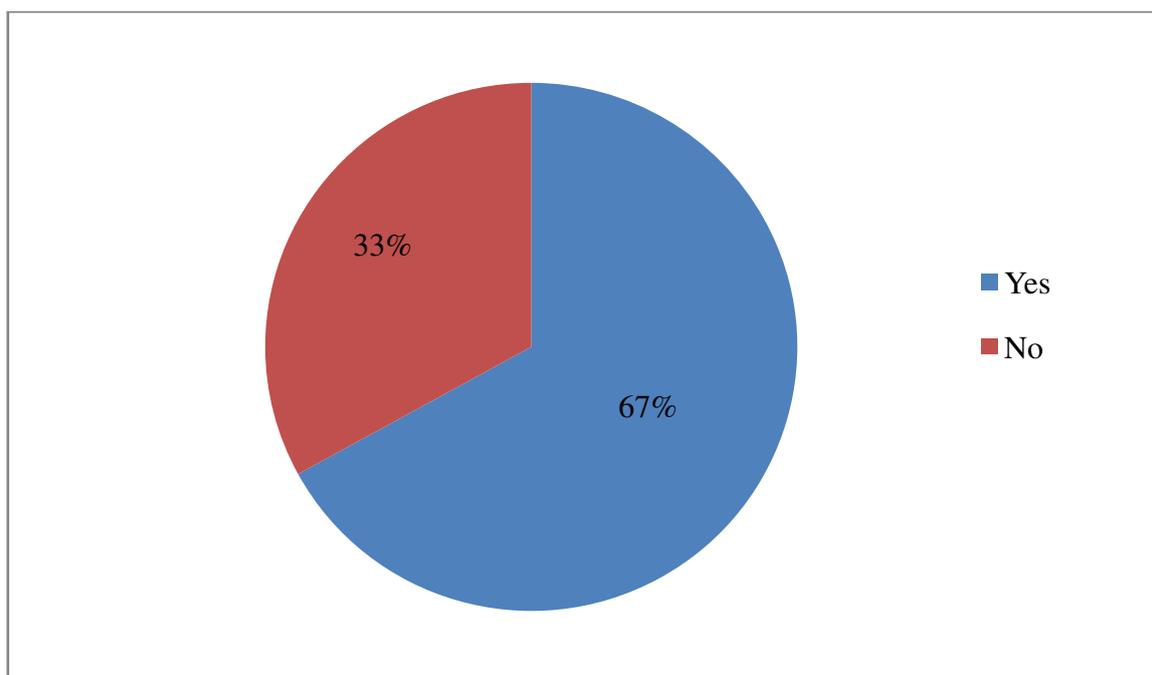
A STUDY OF MOTIVATION AND LISTENING COMPREHENSION**Question 6: Do you find it challenging to teach listening?**

Figure 25: Difficulty to Teach Listening

According to the figure, most of the teachers (67%) find it difficult to teach listening, due to the fact that listening is considered one of the hardest skills to teach; especially with the large number of students in one class, and the quality of equipment necessary to teach listening. While the remaining others (33%) consider teaching listening as an easy task.

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Question 7: According to your experience, how would you describe the listening level of your students?

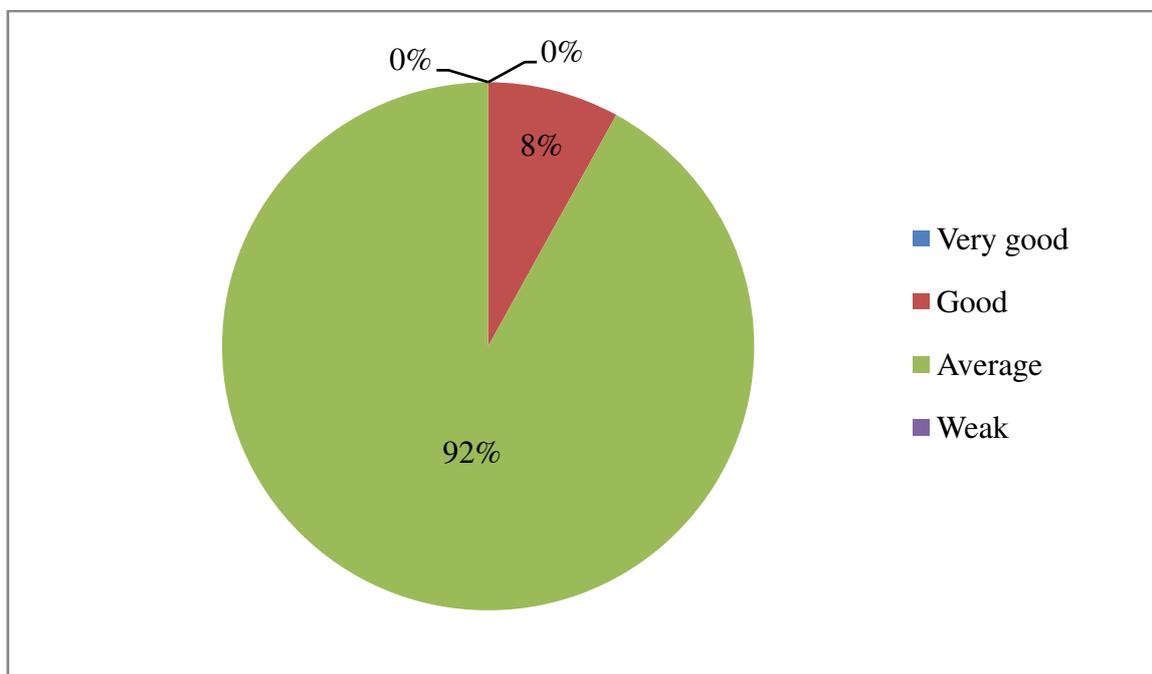


Figure 26: Listening Level of the Students

As illustrated in the figure, (92%) of the teachers describe the listening level of their students as average. They claim that students fail in listening due to their lack of experience, therefore, when they are asked to listen they fail to understand until they listen multiple times. Another reason why the students are considered average in listening, is that they lose concentration when subtitles are available thus fail to listen, and they find it hard to understand complicated videos with continuous speech because they did not learn strategies and listening techniques. The other teachers (8%) consider their students to have a good listening level because they are able to understand easily what they are listening to.

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Question 8: How often do you include a listening task in oral expression sessions?

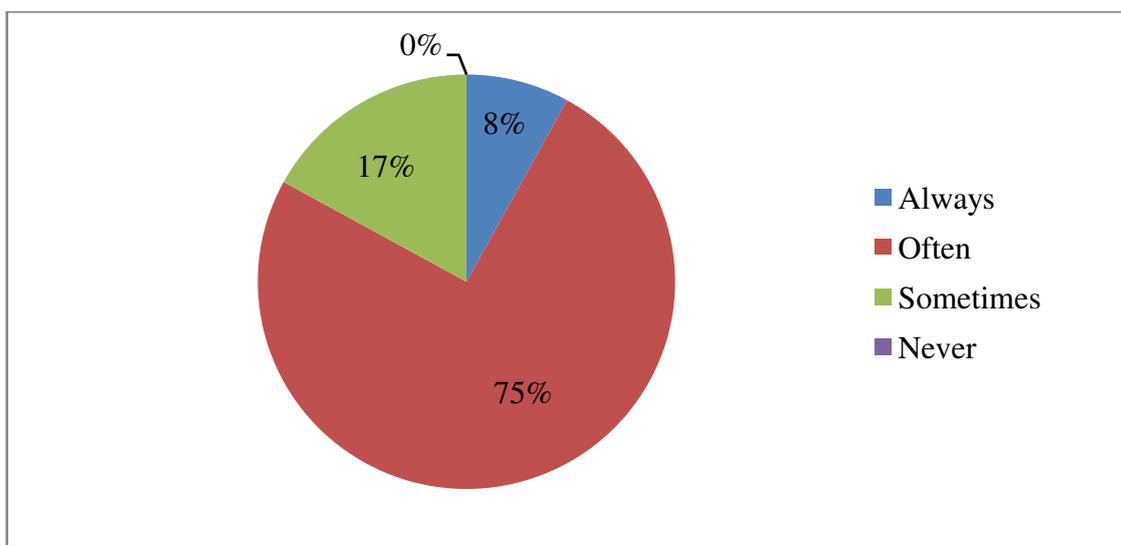


Figure 27: Teacher's Frequency of Using Listening Tasks

According to the statistics shown in the figure above, only (8%) of the teachers always incorporate a listening task in their oral expression sessions. More than half of the teachers (75%) use it often, while the remaining (17%) opted for sometimes. This reflects that the teachers consider listening tasks essential in an oral expression class.

Question 9: What are the factors you depend upon when selecting a listening passage?

The analysis of (Q9) generated five types of categories, which can be illustrated in the table below.

Categories	Factors	Number of teachers	Percentage
Category A	a+b+c+d	3	25%
Category B	a+b+c	4	33%
Category C	a+b	2	17%
Category D	c	1	8%
Category E	d	2	17%

Table 30: Factors to Consider in Listening Passage Selection

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The statistics in the table (30) show that (25%) of the teachers depend upon all the factors; topic (a), students' interests (b), level of difficulty (c), and authenticity (d), in the selection of the listening materials, which shows that they are all of equal importance in order to get the students get a better listening comprehension proficiency. While (33%) of the teachers chose three factors (a), (b), (c), and they do not take authenticity into consideration. (17%) of teachers claim that they depend upon (a) and (b); they take into consideration only the topics that match their student's interests. While the other (17%) depend only on authenticity (d) and the remaining (8%) on the level of difficulty (c).

Question 10: Which one do you think is more important?

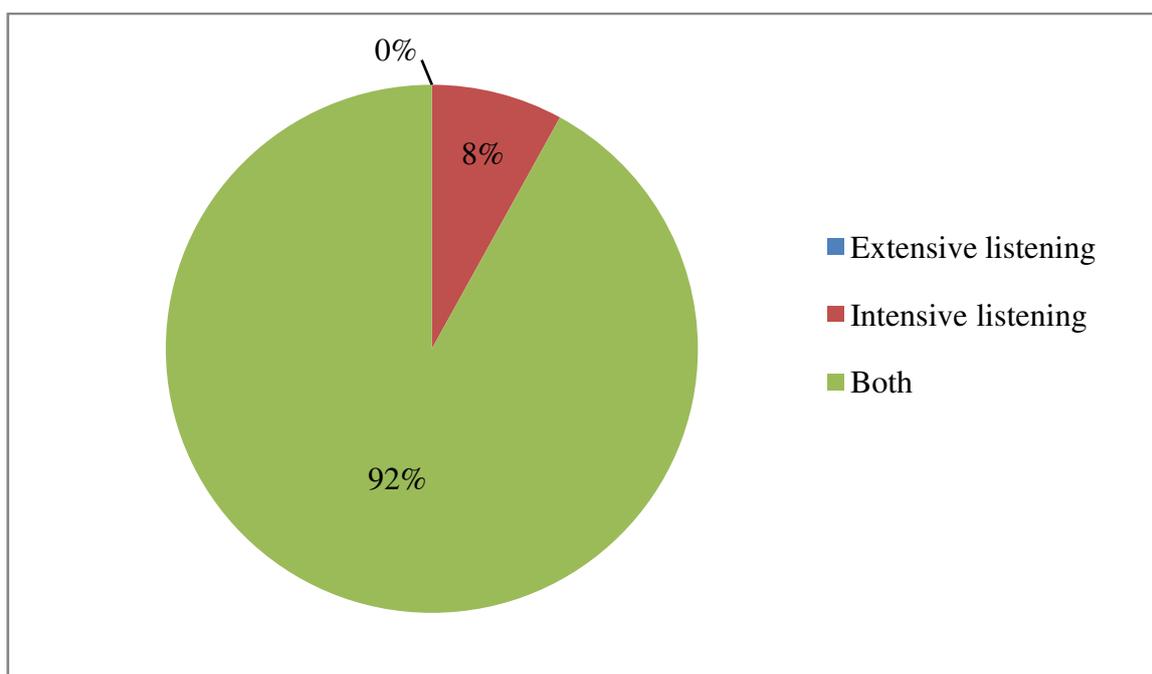


Figure 28: Importance of Listening Types

As it can be noticed in figure (28), (8%) of the teachers chose intensive listening as the most important listening type, because it helps students to decode assimilation. While most of the teachers (92%) chose both intensive and extensive listening and consider them to have equal importance; this choice depends on the teacher's objectives. The majority of the teachers explained their choice by stating that both types complete each other and that varying

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listening will lead to the development of proficiency and increasing knowledge of collocations.

Question 11: Do you have any suggestions regarding the development of the listening comprehension skill of the students?

When asked to give suggestions regarding the development of the listening comprehension skill of the students, the teachers suggested that in oral expression sessions, listening should be frequent with a variety of both listening topics and activities with the use of group work strategy and authentic materials.

Question 12: How often do you use authentic materials in oral expression sessions?

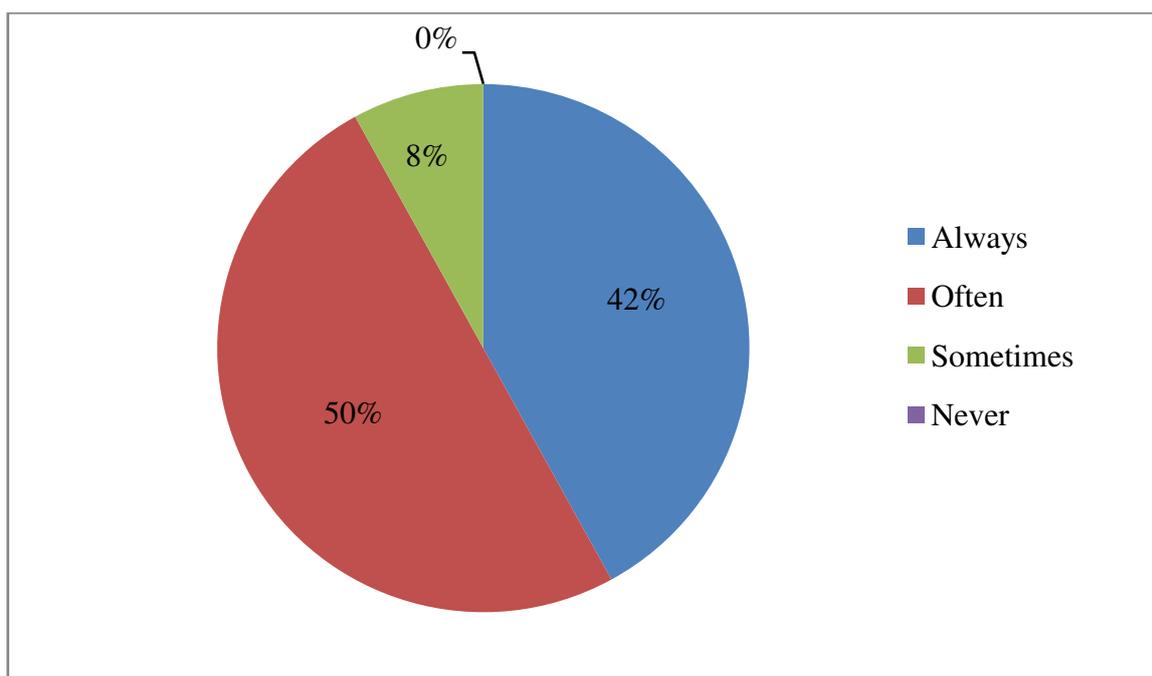


Figure 29: Teacher's Frequency of Using Authentic Materials

The results displayed in the above figure show that half of the teachers (50%) often use authentic materials in teaching listening. While (42%) stated that they always incorporate authentic materials in oral expression sessions; as for the remaining (8%) chose sometimes.

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Question 13: Do you think the use of authentic materials is beneficial for students?

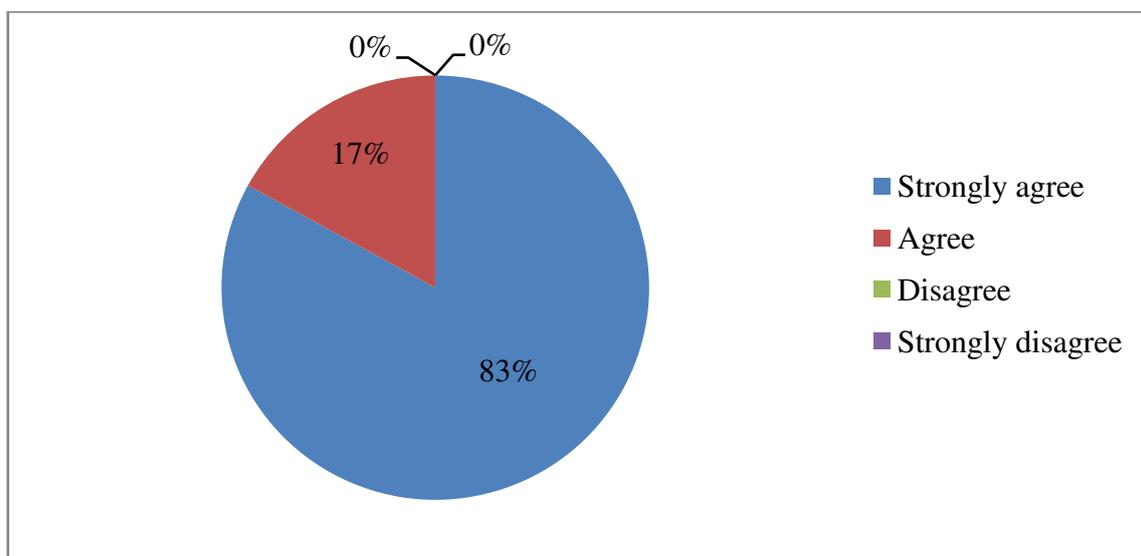


Figure 30: Benefit of Using Authentic Materials

When teachers were asked if the use of authentic materials is beneficial for students, (83%) of them strongly agree, while (17%) agree. They explained that when using authentic materials, students are exposed to real language that will equip them to face the outside world; also it raises their awareness towards what an accent is and motivates them to listen.

Question 14: What are the factors that you consider when selecting listening authentic materials?

The analysis of (Q14) generated four types of categories, which can be illustrated in the table below:

Categories	Factors	Number of teachers	Percentage
Category A	a+b+c	4	33%
Category B	a+c	2	17%
Category C	b+c	3	25%
Category D	c	3	25%

Table 31: Factors to Consider in Authentic Materials Selection

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The teacher participants were asked about the factors they consider when selecting listening authentic materials, they were given three choices; relevance (a), cultural appropriateness (b), learners' level (c). As illustrated in the table above (33%) of the teachers selected all three factors claiming that they are all important and one cannot neglect any factor. While (17%) selected (a) and (c), and (25%) (b) and (c). As for the remaining (25%) only one factor (c) was selected.

Question 15: Do you follow a certain lesson plan format when teaching listening?

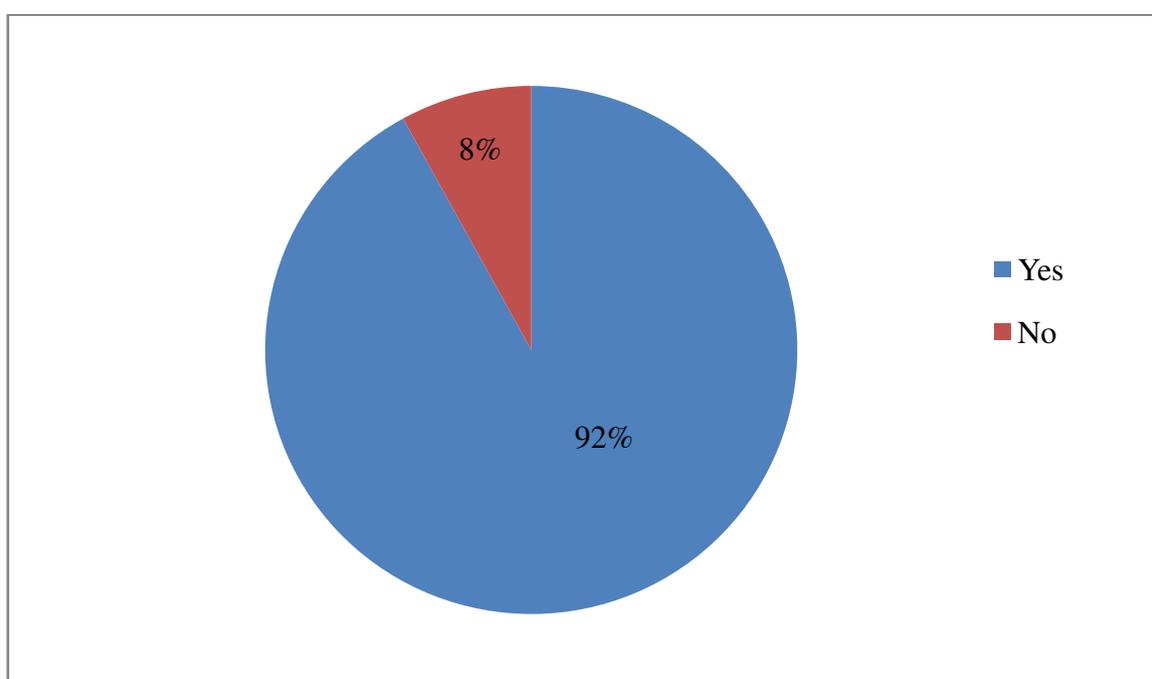


Figure 31: Listening Lesson Plan Format

As the above figure illustrates, (8%) of the teachers do not follow a certain lesson plan format when teaching listening, while the majority of the teachers (92%) follow the following lesson plan format: pre-listening, while-listening, and post-listening.

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Question 16: In your opinion which approach is more suitable when teaching listening?

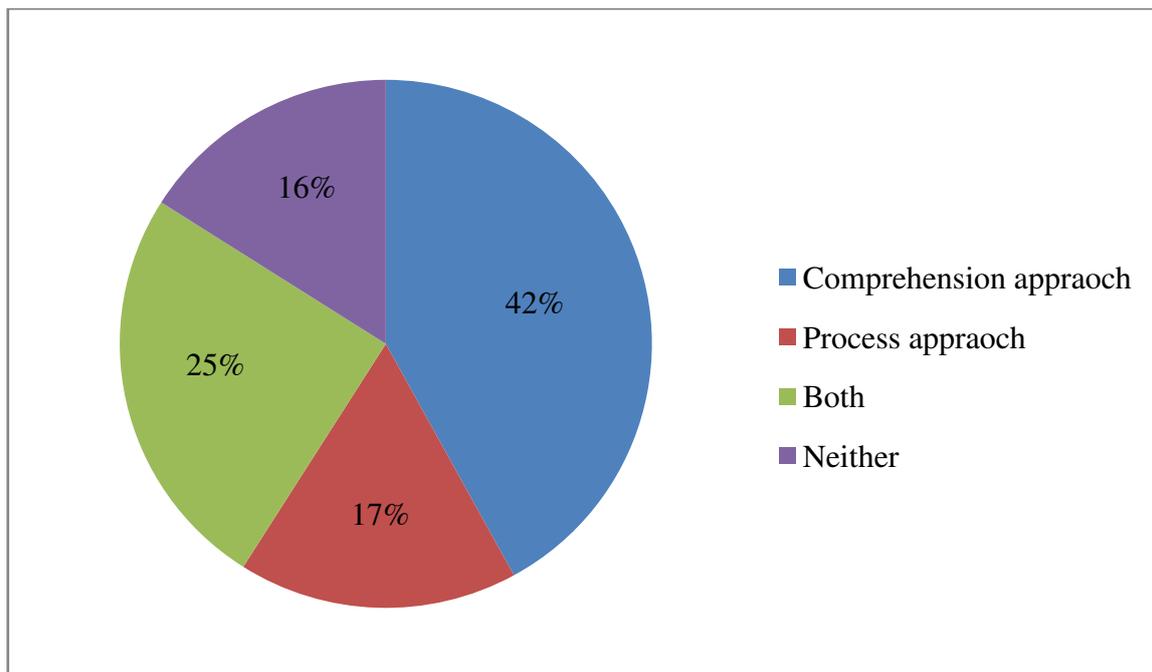


Figure 32: Teaching Listening Approaches

As it can be noticed in the figure above, (42%) of the teachers use the comprehension approach in teaching listening, because the focus should be on individual comprehension which helps to boost the students' confidence and increase their motivation. While (17%) chose the process approach because students need to comprehend to process; the other (25%) said that they use both of them depending on their objectives.

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3.2.3.3. Section Three: Motivation and Listening

Question 17: Do you think that your students are motivated to learn listening comprehension?

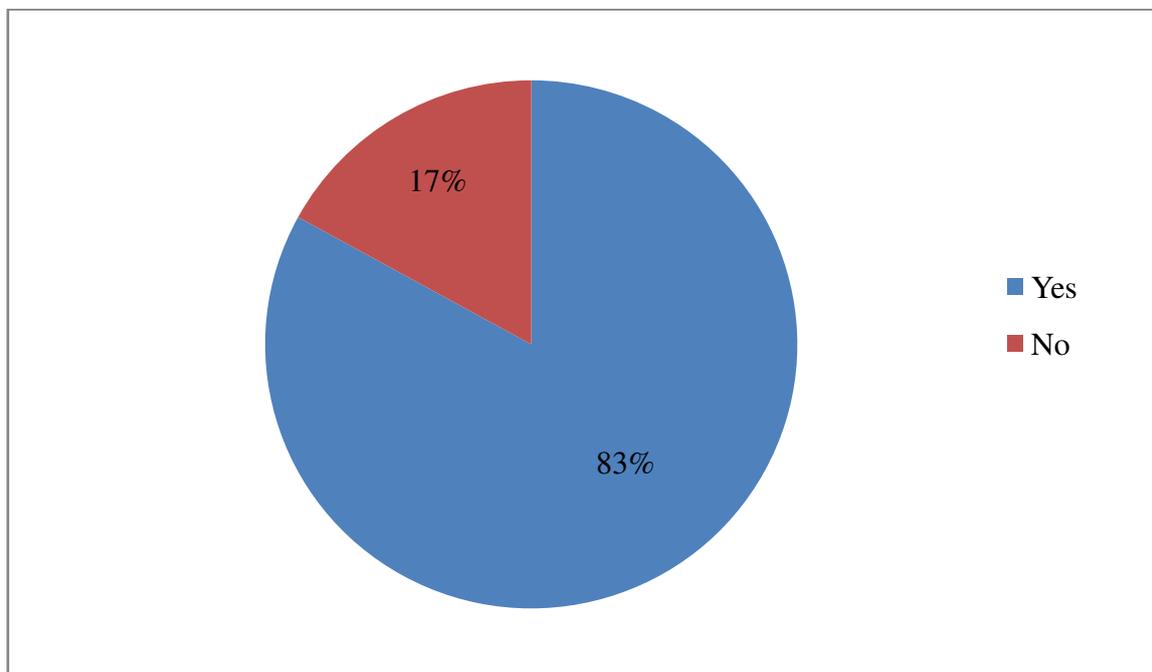


Figure 33: Students' Motivation to Learn Listening Comprehension

The vast majority of the teachers (83%) claim that their students are motivated to learn listening comprehension, whereas (17%) of the teachers think that their students are not motivated to learn listening comprehension.

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Question 18: Do you think that motivation is an important factor to develop student's proficiency in listening comprehension?

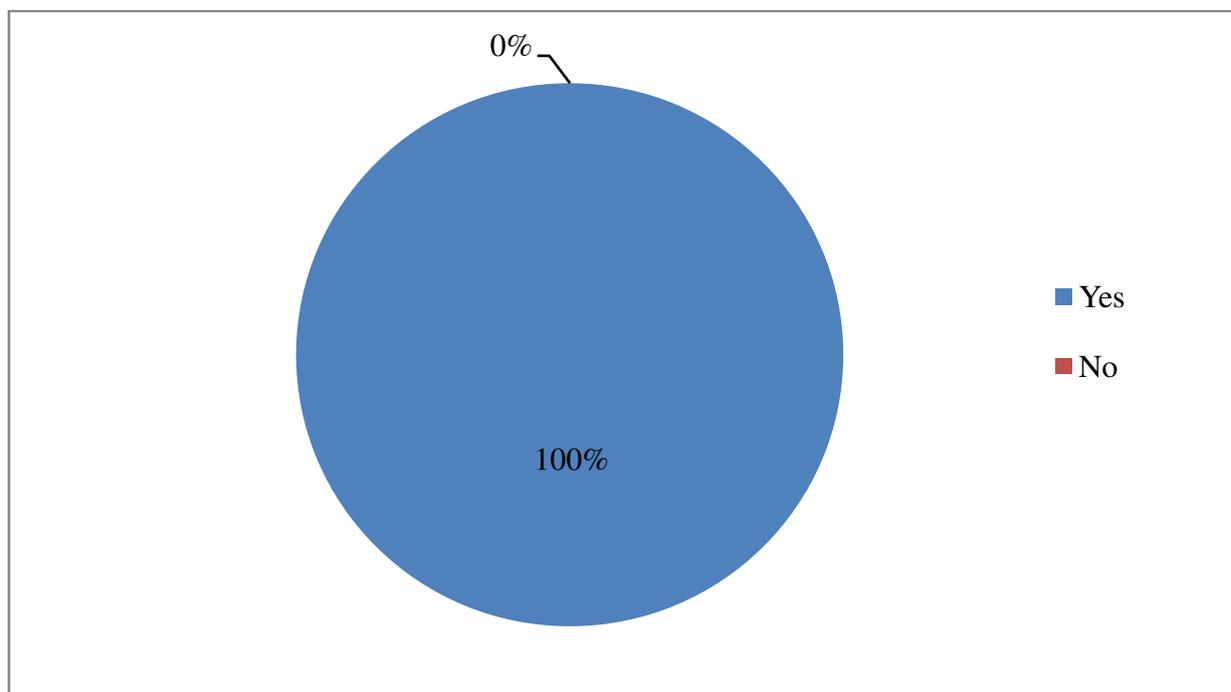


Figure 34: The Importance of Motivation in Developing Students' Proficiency in Listening Comprehension

From the above figure we notice that all the teachers (100%) stated that motivation is an important factor to develop student's proficiency in listening comprehension. This shows that teachers are aware of the importance of motivation. According to the teachers, when students are motivated they tend to be more active and more successful in developing their listening abilities contrary to unmotivated students. Moreover, when students are motivated it makes it easier for the teacher to assess his/her students in their learning.

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Question 19: Do you think it is the teacher's role to motivate students to listen?

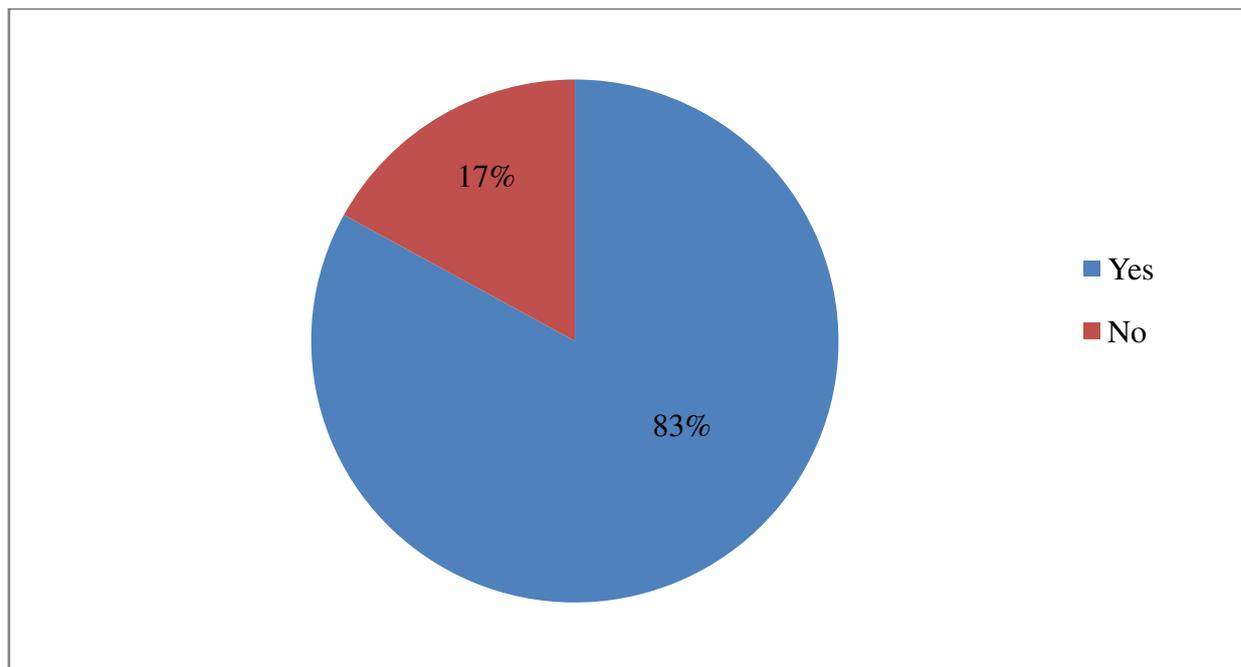


Figure 35: Teacher's Role in Motivating Students

As shown in the figure above, most of the teachers (83%) responded with 'yes' when asked if they think that it is the teacher's role to motivate students to listen. To motivate their students the teachers use certain strategies and depend on interesting tasks and listening topics while using both intrinsic and extrinsic motivation. While the few remaining (17%) responded with 'no' claim that it is the student's role to motivate and depend on themselves because they are at the university level.

Question 20: How students are best motivated to develop their listening comprehension skill?

When asked about ways to motivate students to listen, the teachers provided a number of suggestions that can be applied inside a language classroom in order to increase students' motivation:

-Choosing interesting topics that matches the student's level.

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-Using intrinsic motivation.

-Using rewards.

Question 21: Do you think that anxiety affects motivation?

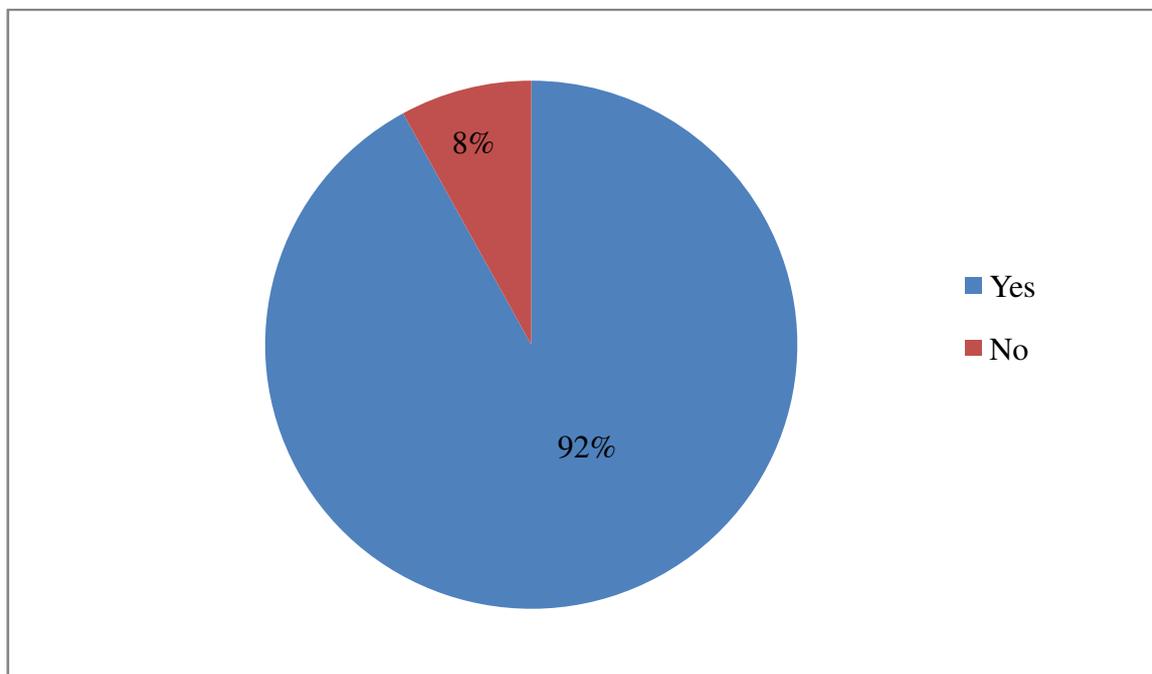


Figure 36: Anxiety and Motivation

The statistics obtained indicate that (92%) which is most of the teachers think that anxiety affects motivation in many ways. First, the students' low ability to carry out tasks due to their poor vocabulary makes them fail to give correct answers and thus affects their motivation negatively. Moreover, they claim that whenever the students feel anxious they tend to make a lot of mistakes and lose concentration which affects their learning process and their self-confidence. As for the few (8%) they claim that anxiety does not affect motivation but rather it affects performance.

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3.3. Discussion of the Results

After a careful and thoughtful analysis, we notice that the results obtained from both student's and teacher's questionnaires demonstrate that motivation influences the development of the students' proficiency in listening comprehension. In this section the aim is to note down the major aspects that have been covered in the questionnaires.

1. To begin with, both students and teachers share the same opinion about the importance of listening as an important language skill; both of them agree that listening should be given an equal importance compared to the other skills, because all the language skills complement each other. However, students claim that they find it difficult to listen when asked to, in their oral expression classes because they lack the vocabulary necessary to understand the difficult words. Also teachers find it challenging to teach listening.

2. In a listening activity, students claim that they encounter many challenges that prevent them to fully understand the listening passage. Among these challenges is the length of the listening text, memory limitation, the speed of the speech, lack of frequent practice, and the poor quality of materials.

3. The majority of the students prefer extensive listening over intensive listening, because they have the ability to choose the topics they want to listen to and its level of difficulty. The teachers claim that they are aware of the students' preferences and thus they take into consideration when selecting a listening activity the students' interests and choose listening topics that match their level.

4. Both students and teachers agree that the implementation of listening authentic materials in an oral expression classroom helps to increase students' comfort level and self-confidence.

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5. All the teachers view motivation as an important factor to develop students' proficiency in listening comprehension.

6. Students were asked if they enjoy meeting and listening to people who speak other languages and whether they wish they could listen more to English, the highest percentage admitted that it is true. In this point there is a match between the students' and teachers' responses where the teachers claim that their students are motivated to learn listening comprehension.

7. Despite the claim that oral expression teachers try to provide an anxiety free atmosphere to enhance their students' motivation, students still feel nervous and confused when dealing with listening activities which hinders their proficiency in listening.

8. Both students and teachers agree that help is needed in a listening activity task, most students tend to rely on their teachers when facing difficulties in listening comprehension thus the teachers claim that they provide their students with all the help necessary to develop their listening skill and that by motivating them through the use of rewards and intrinsic motivation.

9. Finally, both students and teachers agree that when students are motivated to learn English as a foreign language they will develop their proficiency in listening comprehension.

Conclusion

This practical chapter is concerned with getting real data about students' attitudes and opinions, as well as the teachers' perception of motivation as an important factor in developing the proficiency in listening comprehension. This chapter is dedicated to the analysis of both students' and teachers' questionnaires, it constitutes the discussion of the results obtained based on the comparison between the students' and teachers' responses, and a

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conclusion about the findings which indicates that both students and teachers have a positive opinion about the effect of motivation on developing students' proficiency in listening comprehension.

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General Conclusion

Listening, compared with speaking, reading, and writing, is the most frequently used language skill in both the classroom and daily communication. In a language class, listening comprehension plays a critical role in second/foreign language acquisition. On the other hand, motivation, as a key element in language learning, has a strong influence on listening comprehension.

In this research, the relationship that exists between motivation and listening comprehension was thoroughly discussed, and whether motivation affects positively or negatively the development of students' proficiency in listening comprehension.

The hypothesis set for this research which stated that motivation is an important factor to develop students' proficiency in listening comprehension was confirmed after the analysis of both questionnaires, which evoked that the great majority of students and teachers agreed that motivation has a positive influence on listening comprehension. Moreover, they claim that motivation decreases the students' anxiety, helps them engage in various listening activities, and raises their confidence and self-esteem.

To sum up, we hope that this modest work can lead the path for other researchers to investigate further the importance of motivation in the development of students' proficiency in listening comprehension.

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Limitations of the study

The research conducted about the study of the effect of motivation on students' proficiency in listening comprehension has dealt with several points. Even with the effort made to make it a reliable piece of research it does not remain without limitations which can be listed as follow:

1- For the research to be more detailed we suggest the use of other research tools other than the questionnaire which was the only tool used in this research, such as classroom observation, which will help to obtain detailed information about the students' listening comprehension performance and the role the teachers play inside an oral expression class.

2- Due to time constraints this research dealt with a rather small sample of (60) students and (12) teachers, thus it cannot be generalised; future researchers can rely on a bigger sample.

3- Future researchers can benefit from taking into consideration the students' gender, their age range, as well as personality types and analyse the results accordingly.

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Pedagogical Recommendations

After the completion and the analysis of the data obtained from this research, it was found that students encounter some difficulties in listening. Here are some recommendations for further research:

1. Students lack motivation due to the difficulty and the uninteresting topics in the listening activities. Therefore, teachers need to take into consideration the students' level, preferences, and interests.

2. The time allocated for listening is not enough and its practice is not sufficient, and because of the importance of listening in language learning, the administration along with the teachers should be thinking of making it as a separate module.

3. Students always complain about the lack and bad quality of listening equipment, therefore, a budget should be dedicated to purchase new updated equipment and renovate the old ones.

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Appendices

Student's questionnaire

Dear students,

We would be so grateful if you could answer these questions to help us in our research which aims to investigate students' motivation to develop proficiency in listening comprehension. Please tick (✓) the choice that corresponds to your answer and make full statements whenever necessary, more than one answer is sometimes possible. We inform you that your answers will absolutely remain confidential. Thank you in advance for your collaboration.

Section One: Background information

Q1: Gender

a- Male

b- Female

Q2: Age: years old.

Q3: How long have you been studying English? years.

Q4: Is your level of English?

a- Very good

b- Good

c- Average

d- Weak

Q5: Studying English at the university was:

a- Your first choice

b- Parental pressure

c- You had no better other choices

d- Family/friends advice

Section Two: Listening comprehension

Q6: Do you think listening is a difficult task?

a- Yes

b- No

- If yes, why?

.....

.....

Q7: How do you find the listening skill when compared to other skills?

a- Easy

b- Average

c- Difficult

d- Very difficult

- Please justify your answer

.....

.....

Q8: Do you think that listening in oral sessions is:

a- An interesting activity

b- An obligatory activity

c- A boring activity

d- A difficult activity

Q9: How often do you practice the listening skill?

a- Always

b- Often

c- Sometimes

d- Never

Q10: Do you think that listening should be of equal importance when compared to the other skills?

a- Yes

b- No

-Please justify your answer

Q11: What are the challenges you encounter in a listening activity?

a- The speech is too fast

b- Poor vocabulary

c- Memory limitation

d- Length of the listening text

Other difficulties.....

Q12: Is there enough support for the students to practice listening?

a- Yes

b- No

If no, explain

.....

Q13: Does your level enable you to fully understand a listening passage?

a- Yes

b- No

Q14: Do you learn listening better through:

a- Extensive listening¹

b- Intensive listening²

Q15: Do you think listening comprehension is important in English language learning?

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

Q16: Does the oral expression courses help you improve your proficiency in listening comprehension?

a- Yes

b- No

-If no, explain

.....

Q17: How often do you listen to authentic materials?

a- Always

b- Often

¹ Extensive listening is often for pleasure.

² Intensive listening is for academic purposes.

c- Sometimes

d- Never

Q18: Do you think listening to authentic materials is difficult?

a- Yes

b- No

- If yes, why?

.....

Q19: Do you think listening to authentic English materials increase your proficiency in listening comprehension?

a- Yes

b- No

- Please justify your answer

.....

.....

Section three:motivation

Please read each item and decide if you: (1) strongly agree (2) agree (3) strongly disagree (4) disagree

___ 1. Studying for a foreign language is an enjoyable experience.

___ 2. I would really like to learn a lot of foreign languages.

___ 3. I really enjoy learning English.

___ 4. If I were visiting a foreign country I would like to be able to listen and understand the language of the people.

___ 5. Studying English can be important to me because I think it will someday be useful in getting a good job.

___ 6. I plan to learn as much English as possible.

___ 7. I think that learning English is dull.

___ 8. Studying English can be important for me because it will allow me to meet and converse with more and varied people.

___ 9. I get nervous and confused when I am listening to English.

___ 10. Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.

___ 11. I would rather spend my time on subjects other than English.

___ 12. Studying English can be important for me because it will make me a more knowledgeable person.

___ 13. It embarrasses me to volunteer answers in our English class.

___ 14. Studying English can be important for me because other people would respect me more if I have knowledge of a foreign language.

___ 15. I often wish I could listen more to English language.

___ 16. Studying English can be important to me because it will allow me to be more at ease with people who speak English.

___ 17. I enjoy meeting and listening to people who speak other languages.

- ___ 18. Learning English is really great.
- ___ 19. I would study a foreign language in school even if it were not required.
- ___ 20. I hate English.
- ___ 21. Studying English can be important for me only because I would need it for my future career.
- ___ 22. I never feel quite sure of myself when I am listening in our English class.
- ___ 23. Learning English is a waste of time.
- ___ 24. I don't pay much attention to the feedback I receive in my English class.
- ___ 25. I don't get anxious when I have to answer a question in my English class.
- ___ 26. I look forward to going to class because my English teacher is so good.
- ___ 27. I make a point of trying to understand all the English I hear.
- ___ 28. When I have a problem understanding something in my English class, I always ask myteacher for help.

Thank you for your collaboration.

Teacher's questionnaire

Dear teachers,

We would very much appreciate if you would answer the following questions. The purpose of this research paper is to investigate the effects of students' motivation to develop proficiency in listening comprehension. Your contribution would be of great help to make our research achieve its objectives. Please tick (✓) the choice that corresponds to your answer and make full statements whenever necessary, more than one answer is sometimes possible.

Thank you in advance for your collaboration.

Section One: Background information

Q1:Gender: a- Male b- Female

Q2:Degree:

a- BA (license)

b- Master

c- Magister

d- PhD (doctorate)

Q3: How many years have you been teaching English? years.

Section Two: Listening comprehension

Q4:Do you think that the four skills (reading, writing, speaking, and listening) of language should be given equal importance?

a- Yes b- No

Q5:As an oral expression teacher, do you think teachers should take special care about the development of the listening skill of the students along with other skills?

- a- Yes b- No c-Listening can be developed automatically

Q6: Do you find it challenging to teach listening?

- a- Yes b- No

Q7: According to your experience, how would you describe the listening level of your students?

- a- Very good
- b- Good
- c- Average
- d- Weak

-Please explain why

.....

Q8: How often do you include a listening task in oral expression sessions?

- a- Always
- b- Often
- c- Sometimes
- d- Never

Q9: What are the factors you depend upon when selecting a listening passage?

a- Topic

b- Students' interests

c- Level of difficulty

d- Authenticity

Q10: Which one do you think is more important?

a- Extensive listening

b- Intensive listening

c- Both

-Please explain why

.....

Q11: Do you have any suggestion regarding the development of the listening comprehension skill of the students? Please mention it

.....

Q12: How often do you use authentic materials in oral expression session?

a- Always

b- Often

c- Sometimes

d- Never

Q13: Do you think the use of authentic materials is beneficial for students?

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

- Please explain why

.....

Q14: What are the factors that you consider when selecting listening authentic materials?

a- Relevance

b- Cultural appropriateness

c- Learners' level

Q15: Do you follow a certain lesson plan format when teaching listening?

a- Yes

b- No

- Please explain how

Q16: In your opinion which approach is more suitable when teaching listening?

a- Comprehensive approach

b- Process approach

c- Both

d- Neither

Résumé

L'écoute est une forme de langage fréquemment utilisée qui joue un rôle essentiel dans la communication quotidienne et dans le système éducatif. Mais malgré son importance dans l'apprentissage et l'enseignement d'une langue, ce n'est qu'à partir des années 60, que l'écoute a attiré l'attention. Cette étude est réalisée pour explorer l'influence de la motivation sur le développement des compétences des étudiants dans la compréhension de l'écoute. L'étude a été menée sur des étudiants de troisième année au département d'Anglais à l'université Mohamed Seddik Ben Yahia de Jijel. L'hypothèse adoptée dans cette étude énonce que la présence de motivation peut mener au développement des compétences des étudiants dans la compréhension de l'écoute. Pour la collecte des données de cette étude, deux questionnaires ont été distribués. L'un visant les étudiants de la troisième année, l'autre les enseignants de l'expression orale. Les résultats donnés par les questionnaires confirment qu'il existe une corrélation positive entre la motivation des étudiants et leur compétence dans la compréhension de l'écoute.

ملخص

الاستماع هو شكل من الأشكال الأكثر استعمالاً في اللغة، حيث يلعب دوراً مهماً في التواصل اليومي و المسار التعليمي. على الرغم من هذا، لم تعط له أهمية كبرى إلا مع بداية ستينيات القرن الماضي. لقد أجريت هذه الدراسة لتسليط الضوء على تأثير الحافز في تطوير مهارة الطلبة في الاستماع والفهم. هذه الدراسة أجريت على طلبة السنة الثالثة من قسم الانجليزية، في جامعة محمد الصديق بن يحيى، جيجل. الفرضية الأساسية التي اعتمدت في هذه الدراسة تبين ان وجود الحافز يؤدي الى تطوير مهارة الطلبة في الاستماع و الفهم. لجمع المعطيات اللازمة في هذه الدراسة تم استعمال استبيانين، واحد موجه لطلبة السنة الثالثة و الاخر لأساتذة التعبير الشفهي. بعد تحليل و مناقشة النتائج، تم التأكد ان هناك علاقة ايجابية بين الحافز و تطوير مهارة الطلبة في الاستماع و الفهم.