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**Investigating Master One Motivation for Learning EFL at the University of Mohamed
Seddik Ben Yahia, Jijel**

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in language sciences

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Dedications

In the name of ALLAH,
The most compassionate,
The most merciful, without whom this
Work would have never been possible.

I dedicate this work to

My dear parents, the pillars of my life,

To my beloved siblings, Wissam & Abdarrahim,

With whom I was raised like bees in their hive

To my incomparable close friends: YAHIA & HOUSSAM

To my work-partner FATIMA

To my faithful princesses: Meriem, Fatima, Djazira, Imane, fatima

Lamia, Bassma, souad, khadija, and Najma

To all my uncles, aunts and cousins

To all my extended family especially my GRANDMOTHER who has

Prayed for my success

YASMINE

Dedications

**In the name of ALLAH,
The most compassionate,
The most merciful, without whom this
Work would have never been possible.**

I dedicate this work to

My dear parents, source of happiness and success in life

To my sisters: Iness & Nahla

To my nieces: Loubna, Dina, Rim & Lamis

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Abstract

Although English is a global and the world's lingua franca, we have noticed that students' do not seem quite motivated to learn English at the Department of English Language at Mohammed Seddik Seddik Ben Yahia University, Jijel. There are many factors that motivate and others demotivate learners to learn English as a foreign language. This study is concerned with learners' motivation for learning English as a foreign language and their motivating and demotivating incentives. In order to investigate this research problem and inform our research questions we have conducted a survey questionnaire and an interview with first year English Master students at Jijel University. According to the hypotheses set at the beginning which are; almost all first year English Master students are motivated to learn English as a foreign language, second first year English Master students are mostly motivated by instrumental incentives, the third and the last one first year English Master students are demotivated by some factors such as the learning atmosphere. The results showed that learners are motivated, more specifically, they have an instrumental motivation. However students have also some demotivating incentives such as the learning atmosphere, some teachers' incompetence, and the lack of job opportunities.

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List of abbreviations

FLL: Foreign Language Learning

FL: Foreign Language

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

ESL: English as a **S**econd **L**anguage

ENL: English as a **N**ative **L**anguage

T.V: **T**ele**V**ision

Q: **Q**uestion

QQs: **Q**uestions

GRNERAL
INTRODUCTION

GENERAL INTRODUCTION

General Introduction

Learning English as a foreign language is a complicated and dynamic process, and it is sustained through motivation. The latter is considered one of the most influencing factors in second/foreign language learning. It can be defined as something that pushes or influences the learner to do something. Since motivation is a key term in language learning, it has different definitions. Guay et al. (2010) defined motivation as “the reasons underlying behavior” (p.712). Noticeably, students with high motivation find it enjoyable to learn English, whereas students with low motivation or no motivation avoid learning. They find that what they already know is enough. According to Brophy's (1987) study, general experience plays an important role in motivating learning; and it is reinforced by modeling, direct instruction and socialization by others. This work will attempt to investigate this crucial primary factor of motivation and its relation to learning English as a foreign language.

1. Background of the Study

In the field of foreign language learning, there exist many issues that create a debate among researchers. One of these issues that almost all foreign language researchers (such as: Salvin (1997)) are concerned with are psychological factors that influence learners in the learning process. Motivation is considered one of these factors that help the learners' progression in the process of foreign language learning.

Motivation is a process that has been studied by many psychologists and theorists, especially in the field of foreign language learning. The motivation theory of Gardner (1985) is dominated by a social psychological approach. In other words, when learners have attitudes towards the foreign language, speakers, and the community where it is spoken, this will have a powerful influence on the learning of the language. According to Gardner and Lambert (1972) language aptitude has a crucial role in learning a target language, and the low level of language aptitude can be raised by motivational factors. This supports the statement of Dornyei (1998) in which he says when there is a low level of motivation, even competent learners cannot achieve their objectives. Gardner (2005) holds that attitudes towards the learning situation, integrativeness, and instrumentality support motivation in language learning.

Ability and motivation are two variables that are responsible for achievement in the language learning context. In other words, individuals can attain high level of achievement in foreign language class relying on ability and motivation. Researchers such as Elliot and Church (1997) focus on achievement motivation, they agree that achievement motivation appears when an individual endeavors to be competent.

This affective factor is described by Salvin (2001) as "an internal process that activates, guides, and maintains behavior over time" (p.345). Cohen and Macaro (2007) defined it as

“an inner drive, intention, or impulse to do something” (p.79). The willingness to learn a foreign language differs from one learner to another. It can come from the learner himself as an inner desire or the learner may be motivated just because he enjoys any learning process (intrinsic motivation). This willingness can come also from the surrounding environment as parents and teachers (extrinsic motivation).

Motivation is one of the factors that cannot be neglected in the discussion of psychological factors in foreign language learning. Accordingly, few studies have been carried out in order to investigate the learners' motivation for learning English as a foreign language. The majority of the studies and research have been conducted about motivation in second language acquisition, among the researchers (Liu, 2007).

It is particularly important to note the limited research related to the learners' motivation of learning English as a foreign language at Jijel University. For instance, most of the studies about this topic (i.e. University Students' Motivation for Learning EFL) were on:

-The role of “motivation” in promoting learners' autonomy in language learning (Benhemimed Hanane & Bouklab Siham, 2013).

-Students' attitudes towards learning English as a source of motivation (Houli Amel & Kermich Hakima, 2013).

As English learners we have observed that most students are not motivated in the same way and to the same level. Hence, some of them refuse to make any effort to improve their level in English. In the light of the above considerations, the present study is an attempt to explore the University students' motivation for learning EFL amongst first year English Master students.

2. Statement of the Problem

Most of first year English language Master students at the English department of Jijel University have different motivating incentives for learning English as a foreign language. The majority of them are facing serious problems in learning English as a foreign language that demotivate them. It seems that it is not always a matter of social or personal factors, it is may be a matter of psychological factors.

3. Research Questions

In order to investigate this research concern, **the** following research questions are asked:

- 1) Are first year English Master students motivated to learn English as a foreign language?
- 2) What are the most motivating incentives for first year English language Master students?
- 3) What are their most demotivating factors in learning English as a foreign language?

4. Hypotheses

The following hypotheses will guide us to answer the research questions:

- 1) Almost all first year English Master students are motivated to learn English.
- 2) First year English Master students are mostly motivated by instrumental incentives.
- 3) First year English Master students are demotivated by some factors such as the learning atmosphere.

5. Aims of the Study

This study aims at investigating University students' motivation for learning English as a foreign language. This piece of research intends to explore the most motivating incentives for the first year English Master students and also the demotivating factors in the learning process.

6. Research Methodology

In order to investigate the topic and answer the previously asked research questions, a questionnaire will be designed and addressed for first year English Master students. The questionnaire will include a set of questions which would help us to know the learners' motivation for learning English as a foreign language. It will be administered to students to check whether they are motivated or not. To cross-check the results of the questionnaire, an interview will be used. It will be addressed to seven first year English master students. After that, we will compare the results of the questionnaire with those of the interview.

7. Organization of the Study

This piece of research will begin with a general introduction which is an overview of the topic, and then it will be followed by two chapters. The first chapter consists of two theoretical sections. The first section will introduce some affective factors such as personality and psychological factors. Also, it will deal with some issues about motivation and its relation to the learning process in an EFL classroom. The second section will deal with general issues about learning English as a foreign language such as the importance of learning English as a foreign language, English as a global language, as an international language, as a lingua franca, the difficulties facing learners in the learning process, and the teachers' role in facilitating the learning process.

Chapter two will include three sections. The first section will deal with the research methodology. It will explain the research paradigm, research instruments, population, and research tools of the study, procedure, and limitations of the study. The second section will deal with data analysis. It will include the analysis of the questionnaire and the interview. Then the third section will be devoted to the interpretation of the major findings.

Finally, a general conclusion will summarize what is to be found in the whole research, and it will briefly present the most significant outcomes of the study.

Chapter one: Motivation and Foreign Language Learning

Introduction

This research seeks to investigate the learners' motivation for learning English as a foreign language. The first chapter discusses some of the affective factors in foreign language learning such as: anxiety, attitudes, and motivation. It is divided into two sections. The first section introduces some factors affecting the process of learning English as a foreign language. It focuses on anxiety in learning a foreign language, types and measurement of anxiety. Also it includes attitude, its definition, its structures, its importance, and impact on learning a foreign language. In addition to this, it includes motivation which is a central element in this research, its definition, its importance, its types, the teachers' role in sustaining learners' motivation, factors influencing motivation, and sources of motivation.

The second section deals with learning English as a foreign language, as an international language, a global language, and a lingua franca. In addition, it introduces the importance of learning English as foreign language, what makes it difficult, and the teachers' role in facilitating the learning process.

1.1 The Affective Factors in FLL/SLL

In this section, we are going to discuss three influencing factors in foreign language learning which are, anxiety, attitude, and motivation. These factors are strongly linked to the learners' success or failure in the learning process.

1.1.1 Anxiety

Anxiety is the first factor to be investigated in this section. It has a great influence on the process of foreign language learning.

1.1.1.1Anxiety in Learning a Foreign Language

The majority of researchers put emphasis on the relationship between anxiety and language achievement, especially in foreign language learning. The phrase foreign language anxiety has different definitions. According to Horwitz et al.(1986), foreign language anxiety is “a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process”(p.128).

When learning a foreign language, there is always a feeling of worry and nervousness, which is known as anxiety. It can occur as a result of being afraid of facing difficulties as beginners in the learning process. Also from being unable to face those difficulties and learning the foreign language as it is required. Furthermore, foreign language anxiety can be caused by the linguistic difficulties that exist in the foreign language. It is considered as an obstacle to foreign language learners and classified as a situation specific anxiety because it occurs in the presence of certain conditions and situations. According to Zhang and Zhong (2012), the main cause of anxiety comes from the wrong beliefs and views that the learners have about language learning.

Some learners have certain ideas in their minds and some goals that cannot be achieved in the time allocated for the learning of a foreign language. That is to say, they have high expectations. They expect more than what they can do and more than their capacities. As a result, they fail and this causes anxiety for them.

Anxiety in learning a foreign language is related also to the learning environment. The environment where the foreign language is learned affects the learners and their process of learning. According to, Hashimi and Abbasi (2013) the level of anxiety decreases when the language classroom environment is friendly and less formal. Classroom activities also play a role in causing foreign language anxiety. Learners may be afraid of committing mistakes in

front of their mates. This idea is supported by MacIntyre(1998)who defined language anxiety as “the worry and negative emotional reaction aroused when learning or using a second/foreign language”(p.27).

1.1.1.2 Types of Foreign Language Anxiety

According to different researchers, there exist several types and classifications of anxiety. One classification of anxiety by MacIntyre and Gardner(1991) who identified three approaches to the study of anxiety which are trait anxiety, situation specific anxiety, and state anxiety.

- **Trait anxiety**

Trait anxiety as defined by Spielberger(1983)is “an individuals’ likelihood of becoming anxious in any situation”(cited in MacIntyre and Gardner, 1991,p.87). According to Scovel(1978), trait anxiety is an enduring disposition to be anxious. It is a tendency of a person to be nervous or feel tension in situations regardless of the particular circumstances.

- **Situation specific anxiety**

Situation specific anxiety occurs in specific situations. It usually disappears when the person or the learner confronts a new situation and a new experience.

- **State anxiety**

State anxiety is induced temporary by situations. It occurs under certain and specific conditions and fades when the situation disappears. In other words, it is experienced in relation to some particular events in response to some outside stimulus. Particularly, when a person feels anxious to do something for the first time.

Another classification of anxiety which is facilitating and debilitating anxiety.

- **Facilitating anxiety**

Facilitating anxiety helps the learners to work more and make extra efforts to accomplish the tasks and to succeed. According to Horwitz(1986) facilitating anxiety happens only in the accomplishment of simple and easy tasks.

- **Debilitating anxiety**

Debilitating anxiety stops the learners from doing any efforts. It is as an obstacle in the learning process.

These two types of anxieties have a relation with the levels of anxiety. Facilitating anxiety is related to the low level and it helps the learners in the learning process and improves it. Conversely, debilitating anxiety is the high level of anxiety which stops the learners from learning and hinders the process of foreign language learning. In other words a certain level of anxiety may be beneficial, but too much anxiety hinders the learners' performance in learning.

1.1.1.3 Measurement of Anxiety in Foreign Language Learning

Anxiety in foreign language learning can be observed through a variety of symptoms such as sweating, heart rate, and rapid breathing.

The measurement of this phenomenon is carried out through three major ways which are behavioral observation (i.e. when there is a change in behavior as nervousness or feeling of discomfort), also by psychological assessment as blood pressure or heart rate and participants' self report of internal feelings and reactions. According to Zheng(2008), the commonly used way of measuring anxiety in educational research is the participants' self report.

1.1.2 Attitude

Attitude is the second variable that affects the process of foreign language learning. It is investigated in this research with its definition, its structure, its importance, and its impact on learning English as a foreign language.

1.1.2.1 What is an Attitude?

The term attitude is a valuable variable in studying and learning a foreign language. It can be defined as the learners' opinion towards a foreign language, speakers of that language or the culture where it is spoken. Its definitions are surrounded by many semantic disagreements and differences about the generality and specificity of the term. The working definition preferred here is provided by Ajzen(1988) and McGuir(1985). For Ajzen(1988) "an attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event"(p.4). An example would be a language as an object being seen as favorable or unfavorable.

The notion of attitude can be positive or negative. In other words, it can be helpful for the learners' performance as it can be harmful. According to Brown (2001) proficiency can be enhanced if the learners have a positive attitude towards the native language group.

1.1.2.2 The Structure of Attitude

Attitude is among the psychological factors that affect the learning process. Since it is an influencing factor in the foreign language learning process, it was investigated by many researchers and psychologists. It cannot be observed, because it is something abstract. It is related to the person s' thoughts in other words, it is something hidden.

Referring to two important language theories, behaviorism and mentalism which view attitudes differently. Language attitudes according to the behaviorist theory are behaviors that

respond to a particular situation and for them attitudes have only one component which is affective. However, for mentalists approach, attitude has three components which are: the affective, the conative and the cognitive.

Those three aspects of attitude are totally different from each other but each can be built upon the other.

- **Cognitive aspect of attitude**

It involves the learners' understanding and the beliefs they have about the new knowledge they receive. In other words, it is the learners' opinions about the foreign language, the speakers of the language and the culture where it is spoken.

- **Affective aspects of attitude**

It can be defined generally as the emotional reaction that one has towards an object. Attitudes can help the learner to show their feelings towards an object or the surrounding environment, because the learners' emotions towards the target language and the surrounding situation have a great influence on the learning process.

- **Conative aspect of attitude**

It is also called behavioral. It is the learners' acting towards learning or the learning situation. In other words, it is the way one behaves when exposed to the attitude object (foreign language learning).

1.1.2.3 The Importance of Attitudes

Attitudes can make the learning process of a foreign language easy as it can make it difficult. It is an important factor that should not be ignored. It is noticed that this factor is not taken into consideration until it presents a problem in the learning process. The concept of

attitude is a very complex one and there exist many definitions. According to Allport (1954), “an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individuals response to all objects and situations with which it is related” (p.45).

As motivation attitudes also determine the learners' behavior. These two factors are always treated together as interrelated and this was claimed by Gardner (2008): “given that attitudes have motivational properties and motivation has attitudinal implications” (p.31).

This influencing factor manipulates the learning of the foreign language. If language attitudes are positive learners will be more motivated to learn, and if they are negative the opposite will be true.

1.1.2.4 The Impact of Attitudes on Learning a Foreign Language

Researchers since ancient times were interested in the role of attitudes in language learning. Learners who have positive attitudes towards a foreign language will learn more and if they learn more they will have positive attitudes. It can be concluded that there is a causal relationship between attitude and the learning results. In this concern Karahan (2007) stated that “positive language attitudes let learner have positive orientation towards learning English” (p.84).

Attitudes have an important role in the learners' success or failure in foreign language learning. Its impact on the learning process will be clearer when there is more interaction between foreign language learners and the native speakers. Also, the results will be better when there is only a foreign language context.

1.1.3 Motivation

Motivation is the central affective factor in this research. It has a great influence in all domains and especially in the learning process (foreign language learning).

1.1.3.1 What is Motivation?

It has been said that motivation is the inner power or energy that pushes one toward performing a certain action. According to York (1976) "Motivation can be defined as those forces within an individual that push him to satisfy basic needs or wants" (p.21). Motivation plays a very important role for supporting students learning. It is considered as an integral part in the realization of any goal. Russel (1971), states that "Three qualities are included in most definitions of motivation: (1) it is a presumed internal force, (2) that energizes for action, (3) determines the direction of action" (p.5).

Motivation is considered as a substantial factor that has a positive influence on the learning process and more specifically in learning English as a foreign language. Woolfolk (1998) asserted that behavior is aroused, directed and maintained by this affective factor. Researchers seem to agree that motivation is accountable for determining human behavior by stimulating it and giving it direction. Since motivation is one of the most influencing factors in language learning. Lannartson (2008) asserted that motivation and the will to learn a foreign language are factors considered much more important than social ones. Saville-Troike (2006) declared that individual motivation is another factor that is used to clarify why some learners are more successful than others. The level of effort that learners expand at learning a foreign language depends on how motivated they are.

Moreover, this affective factor includes constellations of beliefs, interest and actions. As a result, motivation's approaches focus on cognitive behaviors (such as monitoring), and non-cognitive aspects (such as attitudes), or both. As an example, Gottfried (1990) defined

academic motivation as a pleasure of learning that is characterized by curiosity; persistence; mastery orientation; and learning of challenging. Furthermore, Turner (1995) considered motivation as a willing uses of high level of learning strategies, such as monitoring, paying attention and planning.

Hence, when taking all these definitions together, it can be deduced that motivation is considered as the process that influences the success of foreign language learning.

1.1.3.2 The Importance of Motivation in Language Learning

In first language acquisition, the learner does not need any motivation or positive attitudes. However, in foreign language learning, the learner needs motivation. The amount of attention and efforts that the learner allocates to learn a foreign language is quite determined by motivation. Yule (1996) asserted that there are many factors which integrate in a profile of the successful foreign language learner.

Perhaps, the motivation to learn is quite important. Findings show that those learners who experience some success are among the most motivated to learn a foreign language. Lightbown and Spada (2006) declared that this affective factor in language learning is a complex phenomenon which can be introduced in term of two factors: Learners communicative needs and their attitudes towards the foreign language community. If learners need to use the foreign language in social situations or to attain professional goals, they will be more motivated and have positive attitudes towards it. Ghazvini and Khajehpour (2011) maintained that both teachers and researchers accepted that motivation is one of the key factors that influence the success of foreign language learning. By the same token, Oroujlou and Vahedi (2011) declared that motivation plays a critical role on the process of learning a foreign language. Teachers cannot teach a language if they do not understand the relationship between motivation and its effects on language learning. Both teachers and learners should be

motivated in different ways, and this requires skillful teachers in dealing with learners, and who are fully equipped with language knowledge and teaching learning strategies. Moreover, when learners know why they have to learn a foreign language, and take into consideration the value that the foreign language plays a role in society or in social mobility, they will be more motivated to learn it and will be able to communicate through it. As presented above, researchers agreed that motivation is one of the important factors that the learner needs for success in foreign language learning.

1.1.3.3 Types of Motivation

Based on the role of motivation, foreign language learners are classified as being integratively or instrumentally stimulated. Although learners are motivated in the same level, the source of their motivation may be different and obviously, their success in learning a foreign language will also be different. According to Gardner and Lambert (1972), there are two types of motivation: Integrative and instrumental.

- **Integrative motivation**

With integrative motivation learners want to learn a language in order to integrate in a particular society (i.e. they learn language to understand and get to know the people who speak that language and involve in their culture). Gardner and Masgoret (2003), defined integrative motivation as “An openness to identify at least in part with another language community” (p.126). It is also described as how much the learner wants or desire to integrate with the target language community in order to feel that he fits in. According to Ellis (1997), learners learn a foreign language in order to fulfill the desire to mix up with people and culture of the target language. Integrativeness affects positively the learner's behavior. Moreover, learners who are integratively motivated are more active in class, and have better results than those who are not motivated. However, this type of motivation facilitates

achievement in foreign language. That is to say, integrative motivation refers to language learning for personal growth and cultural enrichment, meaning the learner desires to learn a language to integrate successfully into the target language community. According to Saville_Troik (2006), integrative motivation is based on learners' interests, which means to what extent they are interested in the country or the culture of the target language community. Gardner (2001) asserted that this type of motivation reflects an interest in learning a language in order to be closer to the other language community.

- **Instrumental motivation**

With instrumental motivation learners want to learn a foreign language for instrumental needs. Oroujlou and Vahedi (2001) stated that with instrumental motivation the learner's purpose of language learning is more beneficial, such as applying for job, seeking higher pay based on language ability, translation work or attaining higher social status. Atef & Munir (2009) defined instrumental motivation as "learning a language because of someone or less clearly perceived utility it might have for the learner, while integrative motivation refers to learning a language because the learner wishes to identify himself with or become integrated into the society of the target language"(p.80). Moreover, instrumental motivation is the need to learn a foreign language for functional and external reasons. Furthermore, this type of motivation is a more functional reason for learning the foreign language. It includes the achievement of goals such as financial rewards, passing exams, getting career or gaining promotion. From this statement, we can deduce that instrumentally motivated learners have no interest in the foreign language community, but they use language as an instrument for personal satisfaction.

Both integrative and instrumental motivations are mutually inclusive. Gardner & Lambert (1998) said that students who learn a foreign language and who want to integrate into the

culture of its native speakers are more motivated and more successfully than those who are only learning language for getting a job. In other words, integrative motivation is stronger than instrumental. But, whatever type of motivation learners have, it is obvious that highly motivated learners do better than the ones who do not have motivation at all. In addition to those types of motivation, there are two other types of this affective factor. According to Finocchiaro (1989) motivation is also classified as either intrinsic or extrinsic.

- **Intrinsic motivation**

It is presented when learners learn a foreign language without having to be rewarded by materials or activities outside the learning task. Intrinsic motivation comes through someone's personal interest and desire. For instance, when the learner learns a language to get knowledge not to get marks, he is intrinsically motivated. Meaning that, motivation comes from inside an individual. In other words, intrinsic motivation refers to the motivation to participate in a particular activity (learning a foreign language) because that activity is enjoyable and satisfying.

- **Extrinsic motivation**

Extrinsic motivation refers to the motivation that comes from outside an individual, this latter can be: rewards, grades, promotion. Extrinsically motivated learners are those who learn a foreign language in order to achieve instrumental goals. In other words, intrinsic motivation refers to integrative motivation, while extrinsic refers to instrumental one. Moreover, intrinsic and extrinsic motivation has a wider distinction from integrative and instrumental motivation. For instance, extrinsic motivation can turn out to be integrative motivation if someone else wishes the learner to know the foreign language for integrative reasons; extrinsic motivation may turn out to instrumental motivation if an external power wants the learner learn a foreign language. Furthermore, intrinsic motivation can turn out to be integrative motivation, if the

learner wishes to integrate with foreign language culture; intrinsic motivation could also turn out to be instrumental, if the learner wishes to achieve goals using foreign language. Woolfolk (1998) defined intrinsic motivation as “motivation that stems from factors such as interest or curiosity” (p.374). According to Santrock (2004) “extrinsic motivation involves doing something to obtain something else (a means to an end” (p.418). It can be inferred from the above assumption that extrinsic/intrinsic distinction is somewhat similar to the instrumental/integrative distinctions.

1.1.3.4 Teacher's Role in Sustaining Learner's Motivation

Motivation has been as a key of success or failure in learning a foreign language. It is considered as the basic part of learning a foreign language (Brewer & Burge, 2005). Teachers have to be certain that they are motivated to learn a foreign language in order to develop a positive outcome. There are some strategies to sustain students' motivation. In a learning environment increasing motivation is a difficult task for the teacher, because every learner learns differently and every student varies in their own ways. However, Shadlyn (2004) stated that teachers should guide and encourage learners in a constructive manner, because teacher's instructional choices can make a positive result on student's motivation. Vialle (2000) declared that “in the formal world of the classroom, teachers hold an extreme position of power” (cited in Cagri Tugrul Mart, 2011). In a word, teachers play a dynamic role in influencing learner's motivation. Some studies suggested that teachers are responsible for motivating learners to learn a foreign language. Teachers have a great responsibility for learners' interest and boredom, because some students believe that the main reasons they hate learning languages is their negative perception of the teacher and the course. Learners are motivated to learn through general experience but stimulated through modeling, direct instruction, communication and socialization by others (such as parents and teachers).

Since teachers are responsible for motivating learners to learn, it is substantial for teachers to know how to motivate them.

The following are some strategies used by teachers to motivate their students:

1.1.3.4.1 Setting the tone early in the semester

The teacher's syllabus should be clear; it should state the teacher's course goals, learning objectives and the learners' expectations for the course. Teachers also should communicate learners about what they need to do and how to be successful in learning a foreign language. This strategy can be used in the first day of class.

1.1.3.4.2 Varying the teaching methods

Instead of using traditional lecture, the teacher can use academic activities that help learners participate using the foreign language. Also, collaborative learning and the use of technology permit students to interact with each other using English. This strategy is considered the best way to promote interest and prevent boredom.

1.1.3.4.3 Giving students options in the classroom

Authorize learners by giving them a sense of independence (self-directed learning), it can be achieved by permitting learners to select a research topic. Because learner's motivation is increased when they feel that they have control of their learning results. According to Hackney (2010) learners have to be autonomous, since autonomy is an important thing for students to experience.

1.1.3.4.4 Making the lessons relevant

Students show greater enthusiasm and interest for a course if the content and course activities are related to their daily lives. Wlodkowski & Ginsberg (1995) stated that, asking

learners to represent learning objectives in terms of their own life goals. This strategy will motivate students in the learning process.

1.1.3.5 Factors Influencing Motivation

There are many factors that influence the learners' motivations and these are among the most important ones:

1.1.3.5.1 Motivation and personality variables

It has been said that there is an association between personality variables and successful language learning. Successful students may present different types of characteristics, they may be: extrovert, self-confident, active, independent as well as introvert. While, unsuccessful students are usually characterized by the lack of self-confidence and afraid to express their points of view. It can be said that learners who try to adopt a positive attitude towards the learning of a foreign language seem to have better chances of success than those whose affective filter is up. Williams & Burden(1997) declared that there are some learners who feel that they have no control over their actions and failure is due to the lack of ability.

1.1.3.5.2 Attitudes and motivation

They are closely related to success in language learning. Learning a foreign language is an easier task for some students who have positive attitudes towards the language. There are two types of students, some students progress rapidly, while others just struggle and never achieve their learning goals.

1.1.3.5.3 The role of teacher in all stages of the motivational process

The role of the teacher is considered as being highly important in all the stages of the motivational process. Since motivation is considered as a key to learn something in many

cases created, fostered, and maintained by an enthusiastic and well-prepared classroom teacher.

1.1.3.5.4 Motivation and learning styles

Learner's attitude towards the language course is the problem of their different learning styles. Foreign language teachers become conscious that learners have preferred modalities of learning. As a result, when students are autonomous to choose one way or another, they may do better than those who are forced to learn in an undesirable environment.

1.1.3.5.5 Motivation and the power relationships between languages

The existence of power relationships between languages is one of the main reasons why learners have positive and negative attitudes toward learning a particular language. For instance, in Romanian schools where learners and parents are faced by the opportunity of choosing between French and English, they generally choose English as it has recently become a lingua franca. Placing those, who are able to use it in more favorable position than those who are proficient in French. This factor indicates the power of some languages might relate to success in or the willingness to learn a particular language.

1.1.3.6 Sources of Motivation

Motivation is a psychological factor that helps in the learning process. It has different sources, which can be internal or external. Internal as an inner desire to do or perform something or external from the outside environment.

With reference to different researchers such as Gardner (1985), Lambert et al, (1963), Dornyei and Csizer (1998), Dornyei (2001) there are many sources of motivation among them:

1.1.3.6.1 The English speaking countries

Learners can have attitudes towards the English speaking countries or towards the speakers of the foreign language. This has a great influence on their motivation to learn the language.

1.1.3.6.2 English as a school subject

Learners' attitudes towards the foreign language itself as a school subject are a very important source of motivation. When ranking the school subjects according to the learners' preference and interest, their motivation to learn it can be deduced.

1.1.3.6.3 Classroom methodology

The methodology used in the classroom has a powerful influence on the learning process. In other words, the methods and techniques used in the classroom can be motivators in the learning process.

1.1.3.6.4 The textbook

Textbooks have a motivational power on the learning process. They are widely used by learners. What the textbook includes really matters because the tasks and lessons provided can motivate the learners. In other words, the text book is a very important source of motivation because learners are in a daily confrontation with it.

1.1.3.6.5 The English teacher

The English teacher should have specific qualities and characteristics in his class. For instance, he should be simple as much as possible, also he should use certain techniques as repetition in order to make the difficult concepts easy to understand, give the learners enough time to practice and give them self confidence in order to increase their expectance to succeed. These characteristics have to function and motivate learners.

1.1.3.6.6 The environment

The environment plays a crucial role in motivating learners. This source of motivation has to do with external motivation. There is a variety of environmental factors such as family, friends, press, and school pressure.

1.1.3.6.7 Students' orientation

Students' orientation can be detected from the learners' most motivating incentives. This is to know what makes the learner motivated to learn English, whether the learner has an integrative or instrumental motivation.

Conclusion

In summary, the first section of this chapter was devoted to investigate some affective factors in the process of foreign language learning. It started first with a definition of anxiety and how the term is related to this research, its types, and how to measure it. Then, it looked at another factor which is attitude, its definition, how it is structured, and its importance. In addition to that, motivation is the last and the most important factor investigated in this research. It took a closer look at motivation, its definition, as well as its types. Furthermore, it shed light on its importance, the teachers' role in sustaining learners' motivation, factors influencing motivation, and finally its sources.

The section to follow, deals with learning English as a foreign language, as an international language, as a global language, and as a lingua franca, as well as its importance. Also, what makes learning a foreign language difficult, and finally the teachers' role in facilitating the learning process.

1.2. Section Two: Learning English as a Foreign Language

Language learning is a conscious process. Kramina (2012) claimed that language learning is the product of either formal learning situation or self-study program. English has become the most widely learned foreign language in the world. It has been the common language in the world. Learning English as a foreign language will give you the unique opportunity of stepping outside the boundary of your everyday life. Learning a foreign language improves a student's education while providing the foundation for further personal enrichment. Research has shown that having an understanding of English as a foreign language helps your native language development. In addition, learners can develop better vocabulary and an improvement level of literacy all through learning a foreign language.

Nowadays, English is often needed to achieve a higher education and has become necessary for a successful career. More people learn English as a foreign language. Vistawide.com (2012) asserted that learning a foreign language is leading to the personal, social, professional and economic advantages. In other words, many make it compulsory to study of English as a foreign language, and many learners think that learning English as a foreign language will help them get better jobs in the future.

1.2.1 English as an International Language

Of the 4,000 to 5,000 living languages, English is the most widely used. English language is considered the main international language because of wide spread "official" and international use, not because of mother tongue use. According to Crystal (2003), English has become an international language because of many reasons such as migrant by English speakers, colonialism by the British, commerce, international communication, media and films, and the spread of new technology. This is why English is more used by nonnative speakers, as a language of contact between nonnative speakers and native speakers. Moreover,

English has traveled to many parts of the world and has been used to serve multiple purposes. English plays very important roles in the lives of individuals as well as communities range from marginalization on one side and to empowerment on the other.

According to Kachru(1996), “the universalization of English and the power of this language have come at a price, for some, the implications are agonizing, while for others they are a matter for ecstasy” (p.135). The spread of the English language around the world over the last few decades has been swift and stabilized. For the first time in history, a language is being used internationally for wider communication. It has become a part of the lives of many people around the world.

According to Pennycook (2001), the spread of English has facilitated the spread of the discourse coming from the inner circle. Over the past, most scientific, medical, industrial, and technological parts have come from the West. Nowadays, with American technology being extremely influential, Kaplan (1987), stated that “80_85% of all the scientific and technical information available in the world today is either written in or abstracted in English” (p.139). Countries in the world need to know English for international exposure. Crystal (1997)said that “ the fact that these innovations were pouring out of an English-speaking country meant that those from abroad who wished to learn about them would need to learn English and learn it well if they wished to benefit” (p.72).

Learners need to learn English even though it plays no functional role in their everyday life. Because books of higher education and many doctoral theses are written in English, it is important for students to have a high understanding of written English. The world needed a global language that is being used in many ways across the globe.

1.2.2 English as a Global Language

English is considered as a universal language nowadays. English language plays a crucial role in the individual's life. It could be understood as the act of being able to stay in contact with the outside world. Jazyky.com(2012) claimed that while the globalization has become wide-spread, the English language was and still is most preferential language. English is the global language.

A language does not become global because of its intrinsic structural properties, or because of its size of its vocabulary, or because it has been a great literature in the past, or because it was connected with a great culture or religion. These are factors that can motivate someone to learn a language. A language become a global for one major reason which is the power of its people especially their political and military power. For example, why did Greek become a language of international communication in the Middle East over 2.000 years ago? Not because of the intellects of Plato and Aristotle, but because of the swords and spears dominated by armies of Alexander the great.

Fifty years on, the world English exists as a political and cultural reality. In many countries, the role of English has become politically contentious. The English language has developed, to the point that the rise of using it as a global is unstoppable. With several major newspapers and magazines returns in the subject of English language an appropriate symbol for the themes of globalization, diversification, progress and identity. Politicians from all over the world considered English as a global language. Wherever people travel, they see English signs and advertisement. For example, whenever they enter a hotel or restaurant in a foreign city, they will find an English menu. Consequently, people around the world where English is not their mother tongue are strongly motivated to learn it. Because English will put them in touch with more people than any other language.

1.2.3 English as a Lingua Franca

In recent years, the term English as a lingua franca has emerged. According to Seidlhofer (2004) lingua franca is the main term of what earlier was referred to as English as an international language, English as a global language, or a world language (ELF refers to communication in English between people with different first languages). Most ELF interactions take place among nonnative English speakers. Though, this does not prevent the participation of English native speakers in ELF interaction. Firth (1996) stated that “ a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication”(p.240).

Regardless of being welcomed by some people and deplored by others, it cannot be denied that English functions as a global lingua franca. As a consequence of its international use, English is being used at least as much by its nonnative speakers as by its native speakers. The majority of ELF users are nonnative speakers inside and outside English- speaking countries. Seidlhofer (2001), implies that” ELF is an additionally acquired language system that serves as a means of communication between speakers of different first language” (p.146). That is mean, there are no native speakers in ELF. Kachru (1985) set a useful description of the spread of English by separating the English-speaking community into three circles: The inner circle, the outer circle, and the expanding circle. The inner circle includes those English speaking countries when the English serves as a native language. The outer circle refers to countries which have experienced periods of colonization by English-speaking countries. The expanding circle includes countries where English is used as a foreign language (EFL).(See the left-hand circle in figure 1, in which numbers refers to English speakers in millions).

This division has been criticized by Graddol (2006) who said that the concepts of ENL, ESL, EFL have become blurred in the globalized world. Another type of circle has been suggested by Kachru (2004), in which the inner circle now represents highly proficient speakers of English, and the outer expanding circles represent the community of less proficient users. (See the right-hand circle in figure 1).

According to Seidlhofer (2004) English as a lingua franca concerns all the users of English, the whole community of English speakers, and including natives.

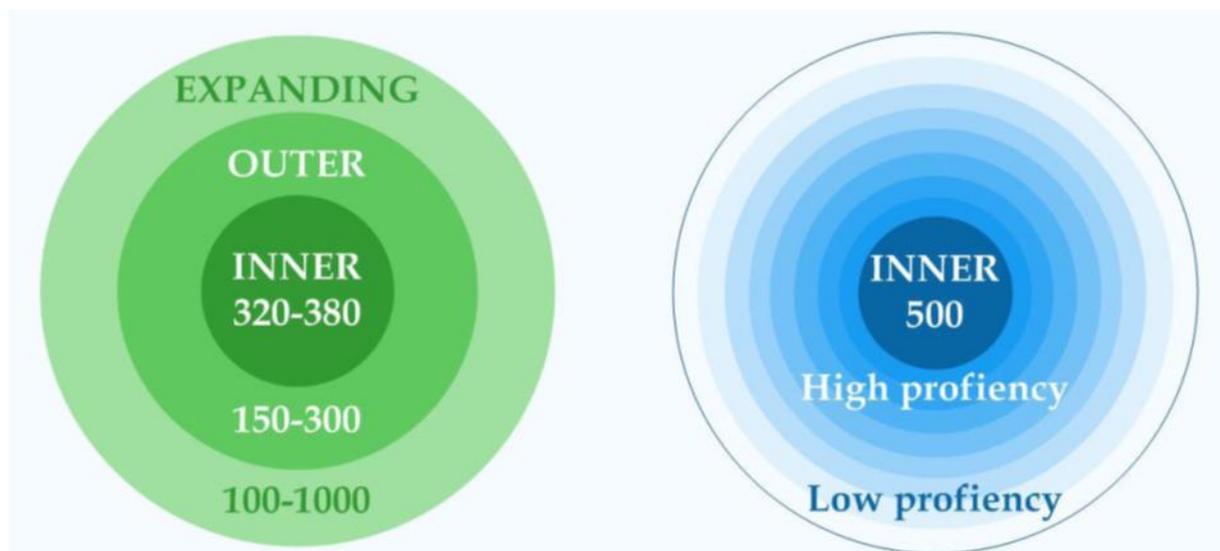


Figure One: The three circles of Kachru Model ; Source: Kachru(1985)

1.2.3 The Importance of Learning English as a Foreign Language

English is the official language in a large number of countries. Although learning this language is time-consuming and challenging, it offers a lot of opportunities. There are many reasons for learning English as a foreign language and its importance is universal. The process of English language learning will always benefit the learner in one way or another.

These are some of the reasons why learning English is important:

1.2.3.1 English is the international common tongue

English is a very important language nowadays. First, because it is the most common foreign language in different countries. In other words, when people from different countries talk, they use English as a common language; in this case English is used as a lingua franca and it helps in communicating with people all over the world.

1.2.3.2 The internet and press

The majority of the websites are written in English and whenever it is written in another language you have the option to translate it in English. Also most of the books and newspapers are written in English.

1.2.3.3 To learn about other cultures

Language and culture are strongly related and we cannot separate them from each other. In other words, to learn a language you need to know about its culture and this is better to be easily integrated in the society where it is spoken. As Brown (1994) describes the relation between culture and language “a language is a part of a culture and a culture is a part of a language” (165).

1.2.3.4 For better job opportunities

Learning languages in general and English in particular is beneficial. It gives the opportunity to get a better job. Learning English can be the condition for a job promotion or for a better salary.

Being able to communicate in another language gives you more value. In other words, having English as a foreign language is a powerful tool to get a better job.

1.2.4. Learners' Difficulties in Learning English as a Foreign Language

When we say it is hard or it is difficult to learn a foreign language, it does not mean that it is not possible to learn the language. It means that this learning process is time-consuming: it needs efforts and patience. Foreign language learners face a lot of difficulties in the learning process. Whatever the foreign language we are learning, there are many and different sounds and words that are hard to reproduce. This happens especially when there is little exposure to the new language. These difficulties can be overcome with practice and exercises. In other words, the more you are exposed to the language, the more capable you will be in distinguishing between sounds.

With reference to different writers such as Prabhu (1992). There are many reasons that make the learning process difficult among them:

1.2.4.1 The learners do not make efforts

Some foreign language learners find it difficult to learn a new language. This is because they do not make efforts to ameliorate and enhance their language. When they hear a foreign language they do not pay attention to what is said and they lose focus. The learner normally tries to make efforts to listen and understand what is said.

1.2.4.2 Learners are not mingling with locals

Learners do not make social relations which can help them in the process of foreign language learning. This happens through the exposure and interaction using the new language. Expanding the social circle will motivate learners and increase their familiarity with the target language. This will offer a safe environment for learners, and they will be able to speak without fears of failing.

1.2.4.3 The use of a single method and style

When learners feel comfortable in a method they stick on it but this is not beneficial for them. They need to vary methods in order to avoid getting bored. Because learners have different learning styles and it is not fair to rely on some and ignore others.

1.2.4.4 Learners' fear

Even if learners have an acceptable or good level in a foreign language they may have the worry to participate and have an active role in the classroom. Also they may have the fear of negative feedback and this will hinder their learning and make it too difficult. In this case even if learners do not understand they will not ask for clarification or ask for help, so they will find learning the foreign language difficult.

1.2.4.5 Lack of curiosity

Learners should be curious about the target culture in order to be more successful in foreign language learning. The learner who is culturally curious will be open to form relationships with native speakers and this will be beneficial for him unlike the learners who lack curiosity.

1.2.4.6 Lack of confidence

Whenever the learner starts learning, he should not be pessimistic and say that he is not able to learn or that it is difficult. He should encourage himself, believe in his capacities and that he can do it. This will give him a positive energy to make more efforts and to have self-confidence. In other words, the learner has to get over his fears of speaking and also from receiving negative feedback and criticism.

1.2.5 The Teachers' Role in Facilitating the Learning Process

There exist some teachers who teach English successfully. They transmit the information smoothly and without any difficulty. In other words, they have some teaching qualities and principles that a lot of teachers lack, and this causes a lot of problems for them and for the learners.

What the teacher knows is not enough to facilitate and make the learning process successful. It needs training; more precisely, the teacher should have techniques in the transmission of knowledge. He should take the learners' individual differences into consideration. He cannot give help to the foreign language learner and facilitate the learning process if he is not helped by the surrounding environment and the materials used. For a teacher to be a facilitator, he needs to follow some strategies such as being aware of the methods to be used, also the meaningful activities that should be provided, and how the course can be enjoyable in a friendly atmosphere. A teacher can also be considered as a facilitator only if he follows certain steps and uses particular tools in his class. It can be summarized in the logical sequencing of content, making the learners aware of the learning objective and what should be achieved at the end of the course, and encouraging learners to use all what they learn in their daily lives and their own experiences. All these will help them to acquire the foreign language rapidly and easily. Learners' differences should be accepted by the teacher whether they are educational, religious, or cultural. Also, relevant skills should be provided in order to supply all the learners' needs.

In order to say whether the teacher is a facilitator or not, the lesson should include many aspects and the teacher should have certain qualities. According to different researchers such as: Harmer (2007), Lynch (1996), Brody and Shevin (2004) these are some aspects and characteristics which should appear in an EFL classroom:

1.2.5.1 Flexibility in the lesson structure

The lesson should be well presented and delivered in order to be easily absorbed and understood by the learners.

1.2.5.2 Good planning and preparation of the lesson

The lesson should be well prepared by the teacher and the time allocated should be devised in an appropriate way on the steps of the lesson. Also the teacher should move from the easiest to the most difficult.

1.2.5.3 Knowing the learners' weaknesses and strengths

The teacher should have a previous knowledge about the learners' level and know about their weaknesses. This is in order to know what he should focus on. Also, what are the relevant techniques and methods that should be used.

1.2.5.4 Varying the learning style

Learners have different learning styles so the teacher should not focus on only one but he should make a balance between them in order to supply all the learners' needs and make them comfortable in the learning process.

1.2.5.5 Assessment and check understanding

The teacher should provide application opportunities. He should create projects where they can apply and use the vocabulary and all what they have learned.

1.2.5.6 Encouraging group and pair work

Learners need to be engaged in group and pair work. They will benefit from classmates knowledge and skills.

1.2.5.7 Giving the learners an active role

The teacher can also be facilitator in the learning process by encouraging his students to take an active role in learning. Also, he can make students not only ask questions and wait for answers to be given, he will encourage them to work together and find out explanations by themselves. By doing so, and instead of just having a passive role, they will be more likely to internalize information, and it will be in their long term memory.

Conclusion

In conclusion, this chapter started with some affective factors influencing foreign language learning such as: anxiety, attitudes, and motivation. We focused on their importance, their types, and their impact on the process of foreign language learning.

In the next section, we introduced the process of foreign language learning, its importance, the difficulties facing learners, and the teachers' role in facilitating the learning process.

The following chapter will deal with the methodology to be used for the investigation of the topic, data collection, data analysis and interpretation.

CHAPTER TWO

Chapter two: Research Methodology and Data Analysis and Interpretation

Introduction

In the previous chapter an attempt was made to review the affective factors in learning English as a foreign language, the importance of learning English as a foreign language, the difficulties facing learners and the teachers' role in facilitating the learning process. This chapter includes three sections. The first section discusses the research methodology used to investigate the research issues, and it includes: the research paradigm, the setting, the participants, the research tools, the procedure, and the research limitations. The second section presents the results obtained from the learners' questionnaire and the interview. The third section discusses the most important findings.

2.1 Research Methodology

The research methodology section is intended to present and defend the research design used to inquire about the research problem.

First, it begins by a justification of the research paradigms employed, namely quantitative and qualitative research methods. Next, the participants who were involved in this study (i.e. students) are presented, then the choice of the research tools used for the data collection is justified, after that, the procedure through which the study proceeded is carefully described. Finally, the research limitations related to the research context are presented.

2.2 Research Paradigm

This research used a mixed approach for data collection. Data is gathered using both the quantitative and qualitative paradigms.

The present research relied on both quantitative and qualitative research methods. Quantitative data were obtained from the survey questionnaire and the qualitative data were derived from an interview.

The two research methods used in this research seem appropriate for answering the research questions posed. First of all, quantitative data were obtained from the questionnaire. This research instrument was meant to know whether first year English master students at the English department at Jijel university are motivated to learn English as a foreign language or not. Also, it was used to investigate the most motivating and the most demotivating incentives for them.

Second, qualitative data were obtained from the interview which was carried out with students. The purpose behind this research tool is to deal with the research problem and to cross-check the results of the questionnaire.

The integration of the quantitative and qualitative research paradigms is very important for a better and richer investigation of the research problem because these two paradigms sustain and reinforce each other. This idea is reinforced by many researchers such as Krueger. According to Krueger (1994), a combination of quantitative and qualitative research methodology strengthens the research design.

2.3 Conceptual Design

This headline presents the core design of the current study. It mainly addresses the setting and the participants of the study, the research instruments implemented the procedure through which the study proceeded, and its limitations.

2.3.1 Setting and Participants

This research was conducted within an EFL context, more precisely at the University of Mohammed Seddik Ben Yahia, Jijel. It was carried out with first year English language Master students at the English department.

- **Students**

Learners were the key subject of this study. The major concern of this research is to investigate the learners' motives for learning English as a foreign language.

The focus of this study is on first year English language Master students rather than other grades. This is because students at this stage are more aware of their choices and their goals behind these choices. Also, due to the fact that they decided to sustain their study and get the Master degree this might mean that they have strong motives to learn English as a foreign language. If they have not been motivated they will not resist and study for five years. In other words, without motivation their study would last only for a short period of time and they would drop out.

Fifty students were randomly chosen to respond to the questionnaire administered in order to probe to the problem under study. These Master 1 students were distributed over four pedagogical groups.

2.3.2 Research Instruments

This research combines two research instruments. It used the students' questionnaire as a source for quantitative data, and the students' interview to collect qualitative data.

2.3.2.1. Students' Questionnaire

The present research used a questionnaire. It is administered for student in order to investigate their motivation for learning English as a foreign language and their most motivating and demotivating incentives for foreign language learning.

The questionnaire is a very important research instrument which is widely used especially in the studies that are adopting a quantitative research paradigm. Polit and Hungler (1997) stated that "a questionnaire is a method of gathering information for respondents about attitude, knowledge, belief and feelings"(p.466). Since this study seeks to investigate the learners' motivation for learning English as a foreign language, the questionnaire seems to be a relevant research instrument.

In addition to this, the use of questionnaire has many purposes; first it facilitates data analysis as it contains statistical calculations, and as many researchers such as Brink and Wood (1998) stated, some aspects characterizes the questionnaire as the learners feeling of freedom to say what they want without revealing their identities . This is why it is chosen by the majority of first time researchers in order to avoid difficulties in the process of data collection and analysis, that is, it is easier to them to analyze.

The questionnaire was administered for first year English master students at the English department, University of Jijel. It contains eighteen questions. The questions used in the questionnaire are mostly closed, with three open-ended questions, due to the fact that learners prefer these types of questions rather than open questions. In other words, they dislike questions which contain justifications. Even with the use of open questions this will add nothing. In other words, learners' motivation can be summarized in few words without neither justification nor clarification.

The questionnaire encompasses some questions of agreement and disagreement, in addition to a blank space for further suggestions. Also it contains some yes or no questions.

2.3.2.2 Students' Interview

The other research instrument used in this research for data collection is the interview. It adheres to the qualitative paradigm.

The researcher prepared a set of questions which were asked to ten students. Further questions were prompted by the interviewer during the interview, and then a comparison was made between the responses.

Although unstructured interviews help for a better investigation of the research topic and yield richer data collection, we opted for a semi-structured interview because they are easier to handle as first-time researchers. Accordingly, in order to avoid the difficulties that may be faced when using a structured or unstructured interview, a semi- structured interview was selected. For Dowsett (1998) "the semi-structure interview is quite extraordinary the interactions are incredibly rich and the data indicate that you can produce extraordinary evidence about life that you don't get in structured interview or questionnaire methodology"(p.53).

Likewise, according to Makey and Gass (2005), unstructured interviews are difficult to be conducted by beginning researchers, because they need training to be competent in eliciting information from interviewees easily without a pre- specified set of questions. Interviews can be better for some learners than any other research tool, because there are people who prefer to express themselves orally rather than in a written form.

Besides, structured interviews are in a way more helpful for the students since they provide better guidance for them, rather than choosing themselves the topics. Furthermore,

these types of interviews allow investigating predefined topics and comparing students' answers.

Consequently the current study implemented a semi- structured interview. A set of questions was pre-specified and prepared in advance as a guide for the interviewer, with the ability to look for further explanations and information including other new questions. This happens when the answers are not clear or if extra information are needed. This research tool was conducted with ten first year English master students.

After presenting and explaining why including those research tools in this research, attention was directed to the preliminary work that precedes their design and implementation.

2.4 Preliminary Work and Pilot Study

As a starting point, a pilot study concerning the design of the questionnaire was conducted. The main purpose of this phase was to know whether the questions included in the questionnaire are clear or not to make any necessary modifications.

Furthermore, learners' questionnaires have been administered as a part of a pilot study. according to De Vos (2002), " a pilot study is the pre- testing of a measuring instrument by trying it out on a small number of people with similar characteristics to those in the population of the research project"(P.211). Five copies of the students' questionnaire were distributed and filled out randomly to check if there is any problem in the questions. So far as students' questionnaires are concerned, questions were found clear and needed no modification. Hence, they had been kept as they were.

Next, the procedure used for data collection will be discussed.

2.5 Data Collection Procedures

After designing and piloting the measuring instruments, the researchers came to an important phase which is data collection.

The distribution and collection of the learners' questionnaire was completed in one day. A mixture of first year English master students has been addressed as respondents and 50 questionnaires have been distributed. The questionnaires have been answered in class and students were informed if they face any problem or difficulty in answering the questions to ask for clarification in order to be clarified on the spot.

As a following and final step in data collection, an interview was conducted with 7 first year English master students in the English department. The use of these two research instruments which are the questionnaire and the interview was for the purpose of making the study more authentic and valid.

In summary, the tools used in the data collection process were two which are learners' questionnaire and the interview. The use of these two different research instruments is in order to cross-check the results and for a better investigation of the learners' motivation for learning English as a foreign language.

2.1.5. Data Analyses Procedures

After collecting the data of the questionnaire and the interview, it was high time to analyze them. Summary sheets were prepared in advance to record the results of the learners' questionnaire. The data obtained from the close-ended questions were displayed in tables to facilitate their interpretation, whereas those derived from open-ended questions and the category of 'other' were first arranged into broad topics and then equally presented in tables. Concerning the interview, its data was carefully read, categorized, and thematised in accordance to the subtopics of the research concern.

2.1.6. Limitations

As any other research, the present study faced a number of limitations. Firstly, the majority of learners are bored from answering questionnaires. Consequently, they did not answer the questionnaire sincerely. So, they sometimes answered carelessly.

Secondly, learners' refused to take part in the interview. At the beginning it was planned that the interview will be conducted with 10 students but unfortunately only 7 students accepted to take part in it. Actually they felt flooded by the many questionnaires that they receive daily from many other master 2 researchers, and they were busy with the preparation for the exams.

To sum up, this section was devoted to present the methodology employed in this research. It presented the research paradigm, the setting, the population, and the research instruments. Furthermore it presented the procedure through which the study progressed, including the different phases of research; more specifically, the preliminary work and pilot study along with data collection and analysis. Finally, it indicated the limitations of the study.

The next section is to describe and analyze the data gathered from the two research instruments (i.e., the questionnaire and the interview).

2.2. Data Analyses

This research presents the data collected through using two research instruments. They have been used to investigate the topic under study-namely, learners' motivation for learning English as foreign language. These research instruments represent learners' questionnaires and interview conducted with learners.

2.2.1. Analyses of Students' Questionnaire

The questionnaire is the first research tool to be described. It was administered to explore first year English Master students' motivation and their most motivating and demotivating incentives.

Students answer to Q 1(a) (*Is Studying the English Language your Choice?*)

Table 01 (a): (Whether majoring in English is the students' choice)

	Yes	No	total
Number	43	7	50

The above table indicates that the majority of the sampled population (43 out of 50) has chosen majoring in English on their own.

Students answer to Q 1(b) (*Did you Choose to Learn English?*)

Table 02 (b): (*whether Students are Intrinsically or Extrinsically Motivated*)

Categories	intrinsic	extrinsic
Percentages	86%	14%

86% of the whole population confirmed that they like English language. This confirms that they are intrinsically motivated. For instance, one said "I learn English because I'm fond of it". By contrast 14% stated that they did not like English, and this is may be because they were not really willing to learn English, or they were obliged to study it. For further

explanations one said that "I learn English because my father obliged me". On the whole we can consider that students are intrinsically motivated.

Students' answer to Q2: (*How often do you Work on your Courses at Home?*)

Table 03: (Students' study of English at home)

Always	Often	sometimes	never
8	26	11	5

In table 03 above, students' answer to Qs 2 show that (26 out of 50) students often work on their courses at home, meaning that the majority of learners like to learn English and are motivated to learn it.

Students' answer to Qs 3 - 12

Table 04: *Learners' Motivating Incentives*

Statement	Strongly agree	Agree	Strongly disagree	Disagree
3)My parents/family believe that I must study English in order to be a cultivated person	4	10	1	35
4)Learning English is important to me because I would like to integrate in a target society	-	2	21	27
5)Studying English is important to me because I think I will need it for further studies	24	21	1	4
6)Studying English is important to me because I am planning to study abroad	16	26	2	6

7)I can imagine myself speaking in the future with native English speakers	17	31	-	2
8)Does learning English as a foreign language give you prestige?	18	25	2	5
9)Learning English is important to me in order to achieve a personally important goal(e.g., to get a degree or scholarship)	23	20	1	6
10)Learning English is important to me to be able to understand English movies and T.v. programs without looking to subtitles	26	18	-	6
11)Learning English is important to me because I want to study at a school or university in a foreign country	16	26	2	6
12)Learning English is important to me to get a nice job with a good salary and working conditions	22	20	3	5

In table 04 above, students' answers to question 3 show that the biggest part of participants(35 out of 50) disagree that their parents believe that they must study English to be a cultivated person. It can be deduced that they are not extrinsically motivated. This reinforces the result obtained in question number two above in which the majority of students are intrinsically motivated.

In question 4 in the above table, students' responses seem to show that (27 out of 50) disagree and (21 out of 50) strongly disagree that their learning of English as a foreign language is to be integrated in a target society. It can be deduced that they are not

integratively motivated to learn English as a foreign language. This quite natural since Algeria is a non-native context and the chances or the desire to be integrated within an Anglo-Saxon community are scanty or not desirable.

In question 05, 24 out of 50 of the sampled population strongly agree that learning English is important for further studies. This means that the learners are instrumentally motivated to learn English as a foreign language.

In question 06, the majority of the participants 26 out of 50 agree to study English as a foreign language because they are planning to study abroad. It can be deduced that learners have instrumental motivation.

In question 07, 31 participants in the questionnaire agree that they learn English as a foreign language in order to speak with native speakers in the future. It is noticeable from the results that the learners are instrumentally motivated.

In question 8, the majority of the students (25 out of 50) agree and (18 out of 50) strongly agree that the English language give them prestige. This means that they consider it as a prestigious language.

So far as answer to statement 9 are concerned, (23 out of 50) of the whole population strongly agree and (20 out of 50) agree that their learning of English is in order to achieve a personal-goal as to get a degree or scholarship. It can be deduced that they learn English for instrumental goals.

In table4, students' answers to statement 10 shows that the majority of them (26 out of 50) strongly agree and (18 out of 50) agree that their learning of English as a foreign language is to be able to understand English movies and TV programs without looking at subtitles. So, it can be deduced that the majority of the sampled population is instrumentally motivated.

In the answers of question 11, most of the participants in the questionnaire agree(26 out of 50) and strongly agree(16 out of 50) that learning English is important to them because they have the desire to study in a school or University in a foreign country. It is noticeable from the results that they learn English for instrumental purposes.

As shown in table 4, answers to statement 12 show that the majority of the sampled population strongly agree (22 out of 50) and agree (20 out of 50) that having the opportunity to get a nice job with a good salary and good working conditions are important to them. It can be deduced that getting a nice job is among the learners' most motivating incentives.

The category of others has yielded additional incentives which actually correspond to the categories we have already set up. These answers are presented in the table below.

Table 05 (Others): *Suggestions for other Motivating Incentives*

Categories	percentages
Instrumental	6%
Integrative	2%
No response	92%

When providing further suggestions, only 8% of the whole sampled population responded. One student for instance said: "I learn English as a foreign language in order to get promotions in my career". Another one said: "I learn English as a foreign language in order to spend my holidays in foreign countries". The third one said: "I learn English in order to communicate with native speakers". According to these three suggestions, it can be deduced that they have an instrumental motivation. One answer, on the other hand, contradicts with the

previous suggestions, another respondent said: "I learn English to integrate in a target society". So, it is noticeable that he has an integrative motivation.

From the results obtained, it can be concluded that the percentage of instrumentally motivated students is higher than integratively motivated students. So in Tassoust University, students are highly instrumentally motivated in EFL.

Table 6: *Demotivating Incentives*

Questions	Yes	No
Q 13. Does the way you perceive the course demotivate you? (Such as the teachers' competence, course difficulty, interest)	86%	14%
Q14. Does the negative feedback demotivates you?	62%	38%
Q15. Does the use of a single method (e.g. lecturing) demotivate You?	62%	38%
Q16. When your expectations (e.g. marks) are not met does this affect your motivation?	74%	26%
Q17. Does the lack of job opportunities has an influence on your motivation?	52%	48%

In table 6, learners' answers to Q13 clearly indicates that the great majority of the sampled population 86% are demotivated due to the way they perceive the course, i.e teachers'

competence , course difficulty, and interest. It is noticeable from the results that the learning conditions are among the learners' most demotivating incentives.

Students' answers' to Q14 show that more than half of the sampled population 62% are demotivated because of the negative feedback. So, it can be deduced that the way the teacher reacts to the learners' participation and answers has a great influence on their motivation.

So far as answers to Q15 are concerned, learners seem affected by the use of a single method. It can be deduced that the teachers' use of a single method (lecturing) demotivated them.

According to the results obtained in Q16 the majority of the learners' (74%) motivation is affected due to their learning failure. Hence, most of the learners from the sampled population are demotivated when their expectations are not met.

Learners' answers to Q17 clearly indicate that more than half of the sampled population is influenced by the lack of job opportunities. Thus, learners seem demotivated for the reason of ending up with no job.

2.2.2. Analysis of the Interview

Learners' interview consists of three questions. The latter were introduced to investigate whether first year English master students are motivated to learn English as a foreign language and their most motivating and most demotivating incentives.

Interviewee 01

The first student, who was interviewed, reported that he is motivated to learn English as a FL, as he said: "it was my dream since I was a kid". Also he said that he is learning English in order to be a good speaker, and to be integrated in a target society and know about its culture.

However, he is demotivated to learn English because of the modules studied, as he said: "I have nothing to do with in my daily life or even when I start working". Although the modules are actually relevant for his professional career, for instance, as a teacher, this interviewee fails to realize the utility of the modules he is studying. This could be accounted for by the teacher's perceived incompetence in explaining to the learner the function of the modules they teach and how they could be related to students' future needs. Also, this study demonstrates that teacher's incompetence is actually at the heart of their demotivation!

Interviewee 02

The second interviewee said that he is not motivated to learn English as a FL, as he said: "I cannot find a suitable environment to improve my speaking and writing skills". Also, he said that he is keeping learning just to get a diploma. In addition, he is demotivated to learn it due to the teachers' competence and unsuitable learning atmosphere.

Interviewee 03

Another interviewee held that he is motivated to learn English as a FL for the purpose of communication with foreigners. His most motivating incentives are his curiosity to discover other languages and other cultures. However, he also has some demotivators such as the lack of job opportunities.

Interviewee 04

The fourth learner, who was interviewed reported that he is motivated to learn English. His most motivating incentive is to communicate with native speakers since it is a global language, as he said: "I enjoy studying English because it is simply in the blood running through my veins". He is demotivated because he gets embarrassed and nervous when speaking English in class.

Interviewee 05

Responses from interviewee 05 showed that he is motivated to learn English, because it is the language used worldwide. For him there are many motivating incentives such as traveling abroad and becoming an English teacher, but his motivation decreases when he realizes that he will end up without job.

Interviewee 06

The sixth interviewee reported that he is motivated to learn English as a FL because it will be useful to get a job. He is also motivated because it is the language of science and technology. However, the lack of necessary equipment in laboratories that should be used for better understanding demotivates him/her.

Interviewee 07

The last student, who was interviewed, declares that he is not motivated to learn English as FL, because he is obliged to learn it. He said that he has no motivating incentives, and he is at University just to spend time with his friends. As he has a lot of demotivating incentives, he refused to reveal them; he had just mentioned the lack of job opportunities.

To sum up, in the interview conducted with seven learners there are five of them who are motivated to learn English as a FL. From the results obtained, it can be deduced that four students are instrumentally motivated, and their most motivating incentives are communicative purposes, and their curiosity to discover other cultures. The most demotivating incentives for them are, the lack of job opportunities, and the unsuitable learning atmosphere.

2.2.3. A Brief Comparison Between Learners' Questionnaire and Interview

The learners' questionnaire and interview indicate that most of the participants are motivated to learn English as a foreign language. Both of the research tools obtained almost the same results, that is, the first year English language Master students have an instrumental motivation. From this, it can be deduced that there is no contradiction between the results of the research instruments.

2.3. Data Discussion

The research tools chosen for the present study were implemented as an attempt to answer three research problems. The first one is to know whether first year English Master students are motivated to learn English as a foreign language. The second concerns the most motivating incentives for learning English. The third concerns the learners' most demotivating incentives. After presenting the findings from learners' questionnaire as well as the interview, this section will attempt to interpret and discuss the results obtained in the previous section.

2.3.1. Students' Motivation for Learning English as a Foreign Language

According to the results obtained from both the questionnaire and the interview students seem to be well motivated to learn English as a foreign language. In other words, learners have an internal desire to learn English. More than half of the sampled population is intrinsically motivated.

2.3.2. Students' Motivating Incentives

The results reaped from learner questionnaire and interview were almost the same in terms of students' most motivating incentives. They are categorized as instrumental and integrative motivations.

2.3.2.1. Instrumental Motivation

In both the research instrument (the questionnaire and the interview) the findings were the same with very small and insignificant differences. The majority of the sampled population has an instrumental motivation that was deduced from their answers on the questionnaire. This instrumental motivation comes from their desire to communicate, desire to get good marks, good job with high salary and to pursue their studies. These findings match with previous studies about instrumental motivation. Oxford and Nyikos (1989) found that most University learners simply wanted to learn a foreign language in order to get good grades (instrumental motivation).

2.3.2.2. Integrative Motivation

Relying on the results obtained from the two research instruments employed in this study. Learners do not have an integrative motivation except few of them whose number was insignificant compared with those who have an instrumental motivation. The majority of the learners do not want to get membership in a target society. Since the Algerian context is a non-native one and since there are a few chances to be integrated within the Anglo-Saxon community, students do not consider integration as a crucial incentive for learning English. Indeed, the huge differences between the Algerian culture and the Anglo-Saxon culture make them uninterested for being integrated. In other words, the social milieu determines their motivational orientation (instrumental/integrative).

2.3.3. Students' Most Demotivating Incentives

As students have some motivating incentives to learn English as a foreign language they have also demotivating factors. From the results obtained, we have selected the most significant ones; these significant demotivating incentives of first year English language

Master students are the learning atmosphere, some teachers' incompetence, and the lack of job opportunities.

2.3.3.1. The Learning Atmosphere

According to the findings of the present research, learners' motivation is influenced by the learning climate provided in the classroom. The learning atmosphere is not only restricted to the teaching process, but also the surrounding environment including the physical environment (i.e., laboratories, the necessary equipment) and the psychological atmosphere (it should be convivial). Results of our research agree with the previous studies. According to Wang et al. (1990) the learning environment is one of the most important factors of learning which affect both motivation and academic achievements.

2.3.3.1.1. Physical Environment

From the results obtained it can be deduced that the unsuitable physical environment (such as the lack of laboratories) has a negative influence on the learners' motivation. Learners cannot improve their listening and speaking skills without the necessary equipment. Also, the way classes are arranged, for instance, is not favorable for group work and discussions. When pair or group work is implemented, students spend too much time to change their seats and group themselves. Furthermore, the over-crowded classes has a negative effect on their motivation. It prevents them from listening carefully to what the teacher says which causes a lot of problems in their learning process and hinders their level of motivation. In this context interviewee one said "I cannot find the suitable environment to improve my skills due to the over-crowded classes".

2.3.3.1.2. The Lack of Convivial Environment

Based on the results of our research, this study matched with the results revealed by previous studies. Learners agreed that the lack of a friendly environment affects their learning motivation. They do not feel at ease and they avoid participating because of the feeling of discomfort in a severe learning atmosphere. This concurs with the results of previous researchers on the topic such as Moos (1974) who established the relationship between the individual (learner) and the psychological learning environment.

2.3.3.1.3. The Lack of Job Opportunities

Relying on the results obtained in the current inquiry from both of the research tools, lack of job opportunities seems among the learners' most demotivating incentives. Since the learners are instrumentally motivated and their purpose behind studying English is to prepare their professional career, it is natural that they feel demotivated because of widespread unemployment of the graduates. The absence of job opportunities decreases and hinders their motivation. In fact, many graduates do not manage to get a job even after years of graduation. This problem is considered as an obstacle which prevents them from being motivated in their formative years.

All in all, learners show that they are motivated to learn English as a foreign language. Their answers to the questionnaire and the interview reveal that they are instrumentally motivated and that are mostly demotivated by the lack of job opportunities and the learning atmosphere.

Pedagogical Implications for Learners' Motivation for Learning English as a Foreign Language

Basing on the findings of this work the following recommendations can be made:

- ❖ Teachers should vary their teaching methods to suit all the learners' learning styles because each learner has his own learning style.
- ❖ The learning atmosphere should not be very severe but friendly and well equipped to motivate learners.
- ❖ Providing the possibility to interact with native speakers in order to give learners the opportunity to communicate and enhance their speaking skills by exposing students to the talk of native speakers through quality equipments.
- ❖ Instructors need to plan and create interesting lesson in which students become fully attentive and motivated.
- ❖ Teacher recruitment at the department should be reviewed because many students complained on the lack of competence on the part of their instructors.

Conclusion

In summary, the content of this second chapter was presented in three sections. The first section included the presentation of the methodology used to investigate the topic under study. It presented the research paradigm, the research tools, the population, and the procedure of research. The second section contains a presentation and description of the results obtained from the research instruments employed and the researchers' comments. The third and last section is data discussion. It interpreted the most significant results obtained from the study, answered the research questions, and closed up with a set of pedagogical recommendations that resulted from the whole research process.

GENERAL CONCLUSION

General conclusion

Learners' motivation to learn English as a foreign language is not always clear. Students tend to have rather mixed feelings. In order to probe into this problem an attempt was made to see whether first year English Master Students are motivated to learn English as a foreign language, their most motivating incentives, and their demotivating incentives.

To investigate the research problem posed, two research instruments were employed, namely the learners' questionnaire and interview. The use of two research instruments was in order to crosscheck their results; besides, the interview sought further explanations relating to the topic.

The data obtained from the questionnaire indicated that learners are motivated to learn English as a foreign language and their motivation is mainly instrumental. The study has also revealed that communication is one of the learners' motivating incentives. Since English is a global language, a lingua franca, and the language of technology, students feel the need to develop their communicative ability in this privileged world language.

However, many students were found demotivated by the learning atmosphere, the lack of job opportunities, and sometimes the teachers' incompetence. This fact was confirmed through the data obtained by means of the interview.

It is worthy of note that the results obtained from both of the research tools employed have supported the research assumptions set for the current study, that is, learners are motivated to learn English as a foreign language, they are instrumentally motivated, and they are mostly demotivated by the unsuitable learning atmosphere.

On the whole, on the one hand, this research pointed out that learners are motivated to learn English as a foreign language, and that their motivation results from their desire to

communicate with people from all over the world, and for pursuing further studies. On the other hand they are demotivated by the unsuitable learning climate and the lack of job opportunities in this domain. Still, it should be acknowledged that further research is needed to explore this issue.

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APPENDICES

Appendix A

Questionnaire

We would be grateful if you spare some time to answer these few questions concerning learners' motivation for learning English as a foreign language. It might help us to enrich our research on this topic to better understand the learners' motivation for learning English as a foreign language at Mohamed Seddik Ben Yahia University, Jijel. In this questionnaire we are also interested in your personal opinions. The results of this questionnaire will be used only for research purposes, **so** please give your answers sincerely. Thank you for your help.

Instructions: put a tick (√) in the box next to the answer of your choice.

1) Is studying the English language your choice?

Yes No

Explain:.....

2) How often do you work on your courses at home?

Always Often Sometimes Never

❖ **Motivating incentives**

Statement	Strongly agree	Agree	Strongly disagree	Disagree
3) My parents/family believe that I must study English in order to be a cultivated person				
4) Learning English is important to me because I would like to integrate in a target society				
5) Studying English is important to me because I				

think I will need it for further studies				
6) Studying English is important to me because I am planning to study abroad				
7) I can imagine myself speaking in the future with native English speakers				
8) Does learning English as a foreign language give you prestige?				
9) Learning English is important to me in order to achieve a personally important goal(e.g., to get a degree or a scholarship)				
10) Learning English is important to me to be able to understand English movies and T.v. programs without looking to subtitles				
11) Learning English is important to me because I want to study at a school or university in a foreign country				
12) learning English is important to me to get a nice job with a good salary and good working conditions Others:.....				

❖ **Demotivating incentives**

Question	yes	No
13) Does the way you perceive the course demotivate you?(such as the teacher competence, course difficulty,		

interest, and physical environment; in other words; the learning conditions)		
14) Does the negative feedback demotivate you?		
15) Does the use of a single method (e.g. lecturing) demotivate you?		
16) When your expectations (e.g. marks) are not met does this affects your motivation? (learning failure).		
17) Does the lack of job opportunities have an influence on your motivation?		
Others:.....		

Thank you again for your cooperation.

Appendix B

Learners' interview

- 1- Are you motivated to learn English as a foreign language?
- 2- What are your most motivating incentives?
- 3- What are your most demotivating incentives?

Résumé

Il a été remarqué que les étudiants de la première année Master anglais n'ont pas la même motivation, autrement dit, ils ne sont pas tous motivés à étudier cette langue. Compte tenu de cette remarque, la présente recherche a pour but d'explorer s'ils sont motivés ou non, qu'elle est leur motivation, et demotivateur dans leur étude. Deux instruments de recherche ont été utilisés ; le questionnaire et l'interview. Ils ont été exécutés avec les étudiants de la première année Master anglais à l'université de Mohammed Seddik Ben Yahia, Jijel. Les résultats obtenus du questionnaire et de l'interview démontrent que, la majorité des étudiants sont motivés. Ainsi que, la majorité d'eux ont une motivation interne qui vient de leur désir de communiquer à travers le monde et comme elle est aussi la langue de la technologie de nos jours. Par contre ils sont démotivés par le manque d'emplois dans le domaine. Par ailleurs, cette étude montre que l'atmosphère créée en classe a un rôle important pour être plus motivé ou démotivé. En outre la méthodologie appliquée par le prof, et sa réaction aux erreurs des étudiants a une grande influence positive ou négative sur leur motivation. Enfin, cette étude élucide que la motivation des étudiants vient plus de leur désir de communiquer facilement avec les étrangers, aussi pour avoir d'autres opportunités dans leur vie.

ملخص

على الرغم من أن الانجليزية لغة عالمية و لغة العالم المشتركة, لقد لاحظنا أن الدافع لدى الطلبة لايمكن أن يكون معروفا إلا اذا اجرينا دراسة علمية. ان هذه الدراسة تسعى لأكتشاف ان كان لدى طلبة اللغة الانجليزية سنة اولى ماستر دوافع لدراسة اللغة الانجليزية كلغة أجنبية , واطافة الى ذلك, يهدف هذا البحث الى معرفة مدى أهمية اللغة الانجليزية وأهم الدوافع لدى الطلبة. ومن الطرق التي تم اتباعها لتحقيق هذا المطلب نذكر توزيع الاستمارات البيانية على طلبة اللغة الانجليزية الاولى ماستر على مستوى جامعة" محمد الصديق بن يحيى" الكائن مقرها بولاية جيجل. ومن أجل تثمين هذه الجهودات وتوسيع نطاق البحث, تم اجراء مقابلة شفوية مع بعض الطلبة. وقد سجلت وسائل البحث مجموعة من النتائج أدت الى اثبات الفرضية على أن أغلبية طلبة اللغة الانجليزية لديهم بعض الدوافع المعززة من بينها ايجاد فرص العمل و استعمال اللغة الانجليزية للتواصل مع الاجانب اضافة الى انها لغة التكنولوجيا. كما لاحظنا ايضا أن لديهم بعض العوامل التي تعيق امكانية تعلم اللغة الانجليزية من بينها عدم كفاءة بعض الاساتذة والجو الغير الملائم للدراسة . اخيرا و ليس اخرا بينت هذه الدراسة ان اقوى دوافع الطلبة لتعلم اللغة الانجليزية من اجل التواصل عبر العالم و من اجل فرص افضل في الحياة.