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Motivation and Academic Success to Some EFL First Year Students

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in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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DEDICATION

In the name of Allah, the most merciful. I dedicate this work:

**To my mother; such an inspiring, encouraging and caring mother,
thank you a lot, I would never even dream to attain all my aspirations
without you. May Allah reward you the highest level of paradise**

To my dead Father.

To my dear brothers (Lhadj, Abdou) and Sisters

**A special dedication is devoted to my friend Djamila may god bless
you**

To my friend Baya BAKOURA

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List of Abbreviations

EFL: English Foreign Language

N. D: No date

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Abstract

The present study aims at investigating EFL learner's motivation and its impact and role in their academic success. It aims at discussing the importance of motivation in language learning among first-year students at the University of Dr. MoulayTaher of Saida. Motivation is the reason for an individual's actions and behavior. Research indicates that motivation is learner's ability to learn and to do something in order to attain their goals to be successful. Students' lack of motivation affects negatively on their studies. More research has shown that motivation is an essential tool for developing the student's learning. The research provides an overview of the definition, theories, and strategies of motivation and it's relation to the academic success of learners and language learning besides their attitudes toward the academic achievements. The two questionnaires were applied and administrated for teachers and first-year students at the department of English. The student's questionnaire is administered to examine learner's opinions and views about motivation and how do learners behave while learning and using it. On the other hand, the teacher's questionnaire is administered in order to investigate whether they use motivation or any other strategies and methods to reach the information, and if the students are responding. The results of the current study show that if the students are motivated about their own learning, they will improve their success and get better achievements. Finally, we conclude that there is a positive relationship between motivation and student's academic success that the majority of teachers agree with suggesting some motivation strategies and learning techniques that can help for enhancing student's academic success for better learning.

General Introduction

EFL learning or learning English as foreign language refers to a high level of learning and teaching directed for both teachers and students. It is tending to be a complex activity to be learned specially at university. Learners should be more motivated, critical and creative thinkers to be able to participate and perform in order to achieve the academic success. To attain all this, it is important for all learners and teachers to be aware about motivation. Motivation is all what drive individuals to do something or to achieve specific goals, it could take learning and teaching into a higher status and provide it with better results because motivation is the key factor for success.

The main goal of both students and teachers is to gain success. Thus, the academic success of learners is the most specific method to define their concepts in learning. In other words, this process is about the ability to obtain the learning objectives and try to get better advancement at learning degrees. Also, to understand their own needs and to know how to improve themselves in such process. This means that EFL learners are obliged to develop their skills, so they become more motivated and aware about their goals in order to be engaged in their learning.

Motivating any students to achieve and think about their objectives is about growing their capacity to learn that will be very effective in developing successful educational programs. Not all students know how to learn and how to perform, due to the lack of motivation which makes learners aren't capable to succeed in language learning, learners should be motivated and know how to be better than others? What to do to be successful? What are the most specific strategies of learning?

The aim of this study is to determine a connected relationship between students' academic success and motivation in language learning among Dr. MoulayTaher of Saida's University because motivation is best used when learners are incapable to be engaged in learning in which this study would be very helpful for both students and teachers by discovering the role of motivation in developing learner's own success in the field of education. It provides the learners with the appropriate strategies to attain their goals. The aim behind the present paper of research is to highlight the importance of using motivation in enhancing students' outcomes and achievements.

In order to carry on this particular type of study, a group of questions are worth asking:

1. How can motivation help EFL learners to enhance their academic performance?
2. What are student's attitudes toward the academic success?
3. What strategies can be adopted with unmotivated students?

Regard to the above research questions, the following hypotheses are formulated:

- a) Students should be motivated about their own learning and studies to enhance and increase their academic success and achievements.
- b) Teachers should be able to motivate their learners using different strategies and methods in order to attain the learning goals.
- c) Learners should be motivated to acquire new terms of knowledge in order to be more productive in their own studies, also for obtaining better grades.

The present research is made basically of three chapters. The First chapter starts with a general description that deals with the historical background of the term motivation in relation to language learning. It also discusses its relation to the academic success of learners.

The second chapter consists the research methodology that encompasses a brief theoretical background of the research definition, types and approaches and the reasons behind using it plus the population investigated. The Third chapter is devoted to the analyses and discussion of the data collected from the first year English students and teachers in the department of English at Dr. MoulayTaher university of Saida.

Chapter one

1.1 Introduction

This chapter highlights the elemental concepts applied during this work as dealt with by scholars and psychologists with various views and beliefs. Indeed, it provides general definition of the term motivation as well as basic types which are divided into two types ‘extrinsic motivation’, and ‘intrinsic motivation’. Moreover, this chapter indicates constituent element which present the basic theories of motivation as well as other elements such as language and learning in the field of psychology will be illustrated. Then, i will try to define some concepts such as reading, listening, writing and speaking skills. Meanwhile, match between classroom management and motivation and finally the conclusion.

1.2 The foundations and definitions of motivation

Motivation has been emphasized by a lot of scholars and psychologists. As being an important factor in both human’s life and development going up on to hundreds of years. Thinking about achievements and the desire to do something is how psychologists define motivation. Humans can control thinking and inner state through the process of motivation.

The term ‘motivation’ has a Greek origin. It is derived from the Latin word ‘movere’ which means to move, it indicates the meaning of doing something and moving to achieving an action (Oudeyer and Kaplan, 2008). Elliot and Covington (2001) explains the word motivation as the foundation of needs desires and wants.

Scholars defined the so-called motivation as a well-studied field which has a strong impact on many academic instructions, an internal process that changes from one person to another. It is considered as the driving force that pushes individuals as guidelines to maintain goals in daily life usage.

The use of the term motivation started by many thinkers as the most important component of individual’s advancement because it involves the needs of such willingness to raise people’s ability to reach certain aims. Motivation is defined as the basic reason of human actions toward directed behavior. Pardee (1990) claims that motivation is the power to act and involve in certain attitude.

« Motivation refers to some factors that activate and sustain goal-directed behavior. Motive is the ‘whys’ of behavior, the need or want that explains why we do what we do. We don’t actually observe this phenomenon; rather we infer that one exists based on the behavior we observe. »

(Nevid, 2014, p278).

This means that motivation is the inner point that activate behavior and draw it direction, simply when we move to certain actions we are influenced by our motivational state.

Therefore, people’s motivation is a key factor of moving forward. Also it increases the energy of individuals to work and it may be recognized as internal process that gives opportunities to satisfy specific needs, the concept of motivation flourished to become one of basic factors in psychology in which actions are formed so that specific desires are met and should not be mixed with personality or feelings. A motivated person can be missing for something that attaining goals could convince.

The use of the term motivation started with human being’s existence and will continue as long as human’s life does. The developments of such term flourished in our modern society as central point of success. Oxford and Shearin (1994) explained motivation as mixture between wants and drives to work for certain objectives. Narayanan (2006) stated that behavior and action are caused by motivation. The results of our movements and decision to do or not to do things.

Additionally, evolutionary theory and psychological studies of mental illness usually see motivation as essential point of causing behavior, what pushes person to perform something. Loewen and Reinders (2011, p 119) defined motivation as “a psychological compound of certain activity engagement”. That is, the internal energy that produces willingness to gain goals in a particular way.

According to Mayers (1996), motivation refers to factors that serve people to be more active toward their targets. These factors allow controlling attitudes and persistent goals directed behavior. Thus, motivation is often defined as the conditions inside persons that ask for changing. In fact, we can say that there is no daily life without motivation because it helps in managing time and to be more productive in society. Fajers (2008)

claims that motivation is the reason behind behavior, whereas other scholars like Cocea and Weibelzahl (2007) stated that it is the key point of successful learning.

Motivation is the process of guiding and facilitating learning, this term involves one's ability to learn and acquire new knowledge in the field of learning, standards and objectives that have been presented by education programs in order to achieve academic goals. It has long been recognized as a crucial aim of learning that encourages the participation of students and provides better chances for success.

Pintrich (2005) stated motivation as the most important key factor that asserted students' academic failure or success. In other words, Bozanoglu (2004), defined motivation as the foundation and creation of energy that the academic program's needs. That is, motivation is meant by the ability for upgrading and directing students to gain goals related to their knowledge's needs through study in schools because without motivation successful learning is difficult to be reached and it is impossible to achieve learning's goals without motivation interest. By having motivation students will be able to perform their activities in order to attain better results in the field of education and learning.

1.3 Types of motivation

There are two primary types of the so-called motivation, intrinsic and extrinsic motivation. They have been broadly considered and the relationship between them has a great importance on both life and education.

Annetta et al (2010) stated that there are two types of motivation: intrinsic motivation and extrinsic motivation (p.97)

“Motivation is also typically examined in terms of intrinsic and extrinsic motives of the learner. Those who learn for their own self- perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated”.

(Brown 2000: p162).

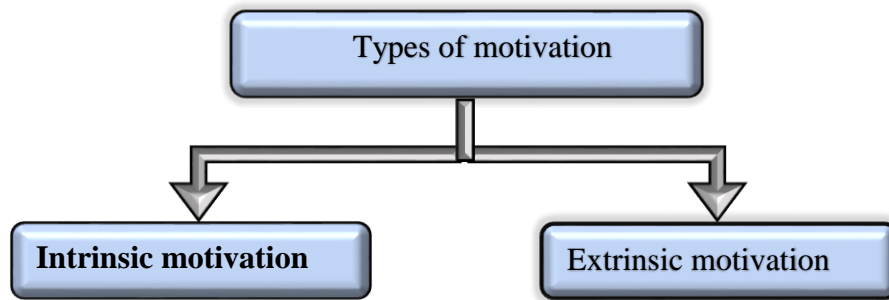


Figure 1.1 Types of motivation

1.3.1 Intrinsic motivation

Intrinsic motivation is a very important type when it comes to one's desire to do such activity for its own sake in order to satisfy and convince inner beliefs, people are ready to do some performances only because it makes them feel pleasure, also experiences certain skills represent curiosity and success.

“Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activity for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self- determination.”

(Edward Deci 1975 cited in Brown 2001: p76).

Although individuals are intrinsically motivated by internal needs; it has relation to self-basic rules, simply because it comes from within and therefore intrinsic motivation can be more effective in person's personality. In the other hand, it is what pushes them to engage in a specific activity or task not for getting reward or to avoid things but just for the target need itself. Indeed, this type is very helpful for educational practices; for example, students who are intrinsically motivated are more effective learners. According to Dornyei (2001), intrinsic motivation is student's natural feeling for certain act. It focuses on the fact that the reason behind interest in learning is inside of learners for enjoyment to try, grasping further things and for acquiring new type of knowledge and challenges.

In other words, intrinsic motivation refers to the inner drive satisfaction that originates from inside person. Malone and Lepper (1975) claims that the so-called intrinsic motivation considered with individual's actions and behaviors from the internal feelings

plus desire. Moreover, intrinsic motivation is about individual's wishes of self-improvements and being fulfilled of directed behavior and willingness to do something in order to enhance own needs. That is, this type is more positively in self-direction since people are intrinsically motivated the more they take efforts and show interest for better outcomes.

1.3.2 Extrinsic motivation

Extrinsic motivation appears as key factor in the field of psychology, studied by a lot of researchers as an effective and interesting type of the term motivation, it occurs when individuals are willing to perform or to act such actions for attaining external outcomes such as getting rewards or money etc., however extrinsic motivation is outside of person not because it is funny or enjoyable but for getting something in place.

In addition, extrinsically motivated people are derived by external factors that change inner conditions, moreover extrinsic motivation is very useful in encouraging persons to finish directed exercises and in the other hand it helps them in memorizing different skills for examples learners are those students who carried out to achieve better results for the sake of their teacher's rewards or to avoid parent's punishments. Morris and Maisto explained that:

« Extrinsic motivation is about obtained rewards as production of the activity ».

Morris &Maistro (2001, p. 279).

Indeed, learners in this case will focus more and show more abilities and interests in order to reach the target goals but as soon as they get to the point their motivation will end because it depends only on external consequences as we mentioned before.

There is a clear difference between intrinsic and extrinsic motivation as the figure below shows:

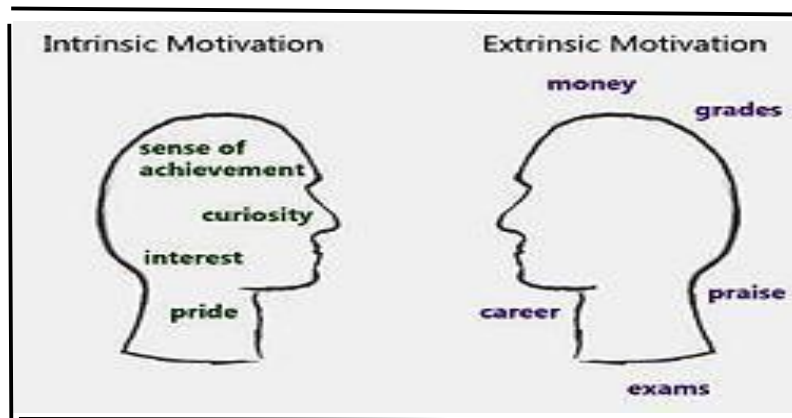


Figure1.2 Intrinsic and extrinsic motivations.

(Retrieved from <https://smartprimaryed.com/2015/06/05/discussion-motivation/>)

1.4 Theories of motivation

Different psychologists and scholars like Wigifield, Eccles, Roeser, and Schiefele (2009) constitute number of theories that explain the meaning of motivation and how it enables individuals to achieve certain goals because productivity is the most effective outcomes of motivated people. Thought early researches and scholar's thinking is based on the idea of what pushes human to act and behave which is only to satisfy basic personal needs. These theories are divided into two directions **content** and **process** motivation theories are focused on what and how humans are motivated. These theories are stated as follow:

1.4.1 Maslow's hierarchy of needs

Abraham Maslow is one of the well-known and earliest psychologists , his researches were based on the idea that humans are naturally born with the desire and want to attain abilities, Moreover this famous psychologist is also known by his «**Hierarchy of Needs** » introduced by him which is limited as a plan rather than a theory according to him human beings are motivated by five elemental needs arranged in a hierarchical way from the bottom into the top of those needs in order to justify how needs could lead individuals to motivation , These needs are stated as follow :

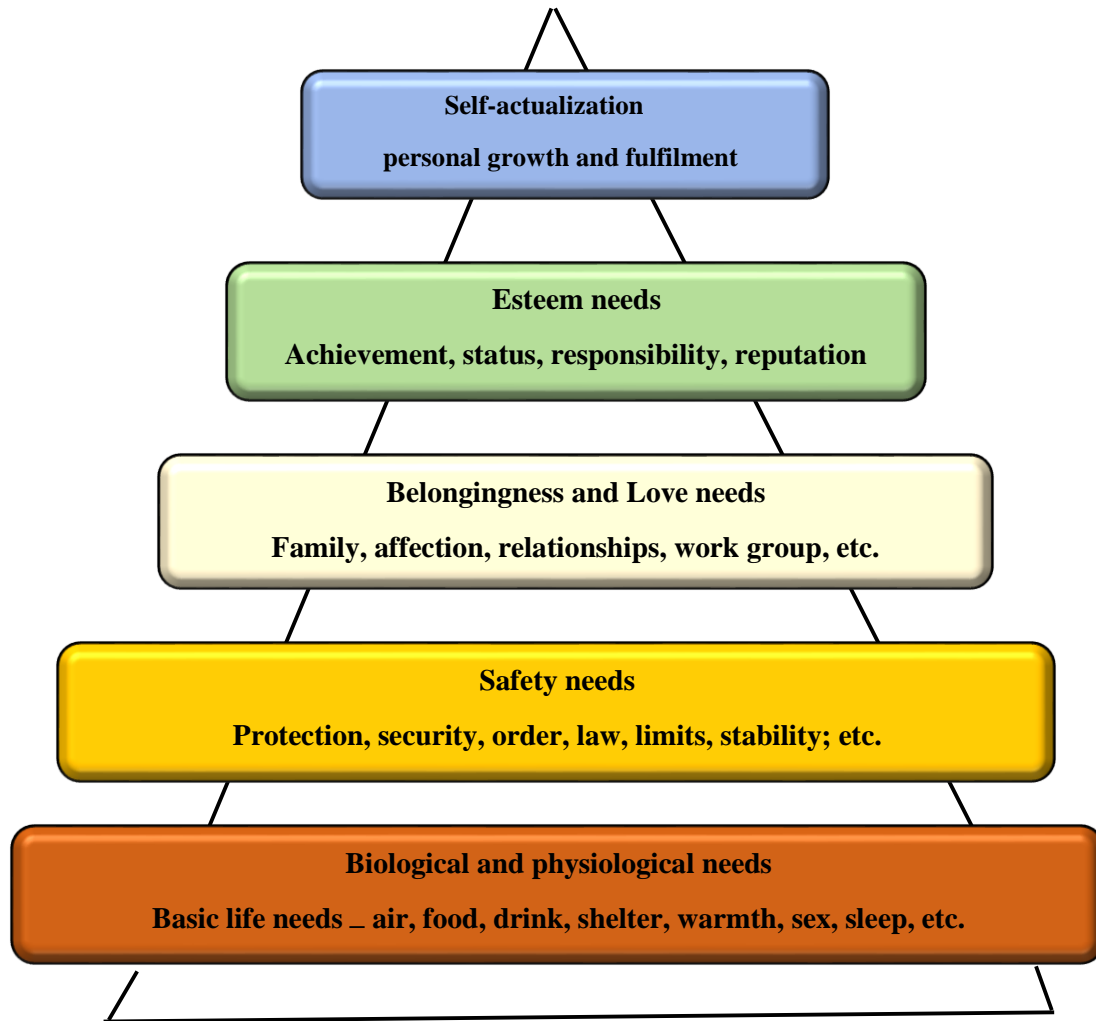


Figure 1.3 Maslow's theory of motivation

1.4.2 Herzberg's Two- factor Theory

The **two-factor theory** or the **dual theory**, first introduced by the American psychologist Fredrick Herzberg whose interests were based only on human's motivation.

This theory became the most useful theory in the world of motivation. Though Herzberg's researches (1959) were introduced in form of questions designed to a group of people about their experiences through work (what make them happy and satisfy or what make them unhappy and dissatisfy) which results were different from both sides, developed it in two basic factors such as follow:

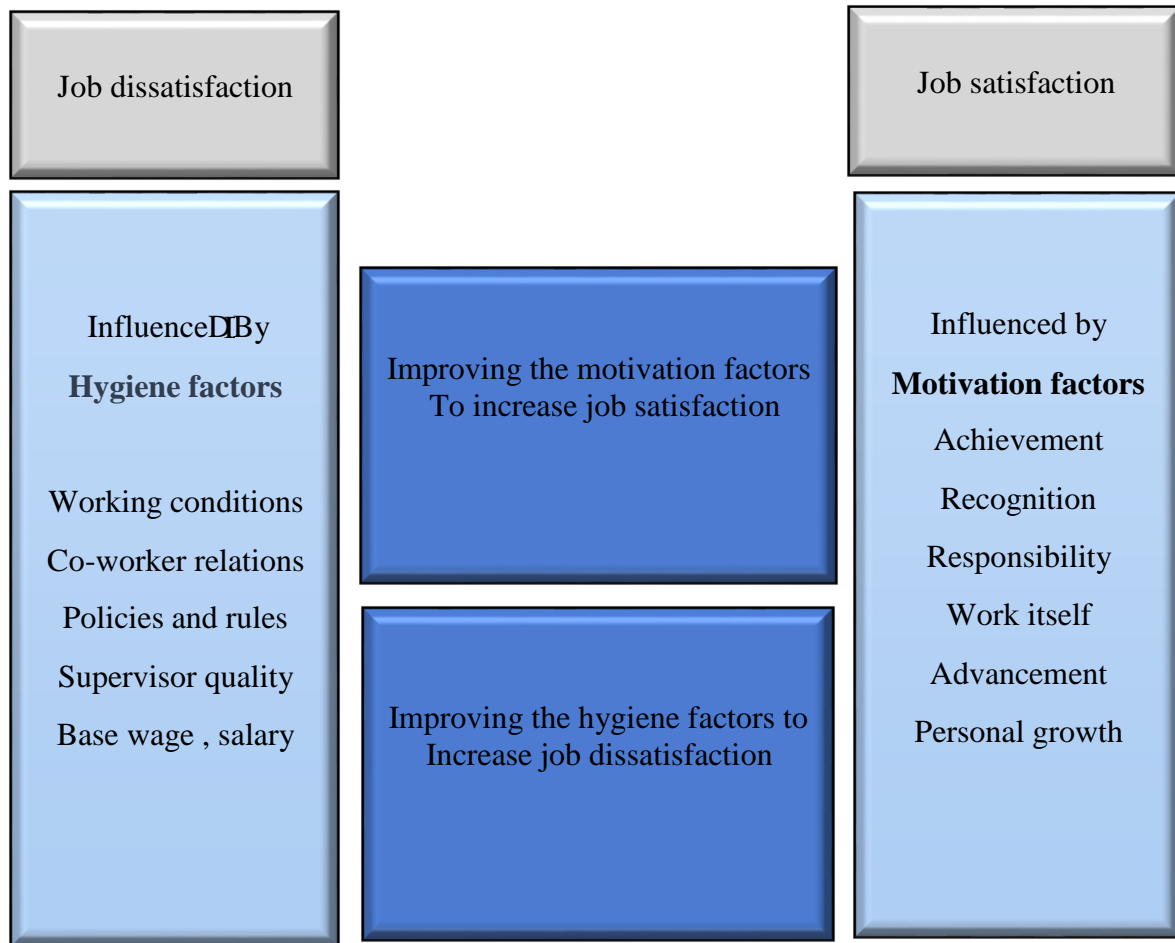


Figure 1.4 Two factors theory by Frederick Herzberg.

1.4.3 Vroom’s Expectancy theory:

Victor Vroom applied his theory 1964 on the basis that attitudes and behavior are ones of the conscious products which aimed to facilitate human’s performance with better results, it is based on the beliefs of expectations which could lead into higher efforts and to attain the desirable goals, psychological relationship between efforts, success, personal goals and rewards. This theory is based on three major facts:

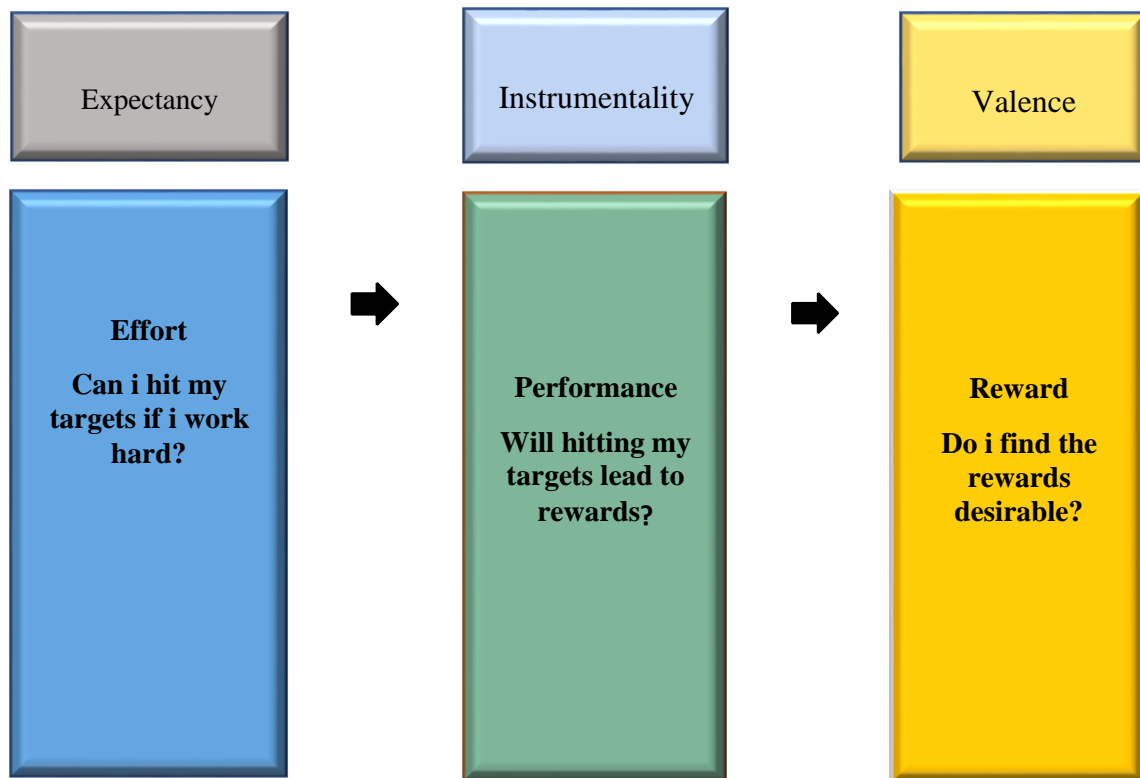


Figure 1.5 Vroom's expectancy theory

1.4.4 Adam's equity theory:

Equity theory considered as one of the most popular theories improved by Stacy Adams in 1963. This theory based on the idea of comparison between workers which means that this comparison should state balance among employees in the workplace including inputs within the outcomes because these outcomes are what employees bring into their work, thus individuals will be highly motivated from the job itself and the employee according to such inputs and rewards as well as the equality of treatments between others and that what produce the level of motivation.



Figure 1.6 Adam's equity theory

1.5 Academic success (learning and language)

Students' academic success provides positive attitudes and leads to create a good point of view toward others. Moreover, it may provide better future opportunities. Academic performance is the key to success in learners' academic life. According to pieces of research, academic success refers to the ability of learners to advance and obtain learning degrees.

Kuh et al (2006) reported that learners' academic success is meant by the academic achievement where the learners are engaged within the educational purposes for obtaining and acquiring new information in order to attain the educational results (p.7).

Academic success or academic achievement is crucial in the academic environment. So that, the academic achievement is a personal production of different information, academic success is meant by earning some learning degrees and marks. Academic performance is meant by the academic team outcomes in the educational community. It indicates the knowledge obtained and skill developed in the school schedule. In other words, academic success refers to what students gain during school assessments related to their degree.

The teacher's ability to teach is important in providing the right conditions for success. According to Harmer (1990), a teacher's job could be transformed into many situations such as an actor standing on the stage. In this matter, the teacher has to be present in different activities during classes as a controller, organizer, and participant or as a counselor in order to fulfill the learner's needs of success. According to Harmer (1990), a teacher has six different roles in leading an educator generation; he is controller, assessor, organizer, prompter, participant, and resource.

Teachers must focus on learning strategies with more advancement in order to develop students' academic success. So that negative attitudes are related to the academic failure of the student. Moreover, students should be directed to develop their mental abilities and skills to be more active because the learning needs of the students are well known in the learning process. Thus, teachers serve many other roles that have a great responsibility and impact on the classroom environment and the social behavior of learners and their thinking as well. In other words, teachers are both effective educators and leaders. In the other hand, the teacher's major aim is to transmit knowledge because academic success needs proper leadership to accomplish the stated learning objectives.

Academic success or academic achievement is about learner's engagements and participations which have positive effects in building strong personalities and in improving learning as well, it is meant by personal advancement in understanding their own needs and know how to balance resources in different research and to improve their abilities in acquiring specific skills and knowledge.

1. 5.1 Learning

Educational psychology facilitates teacher's ability to enhance their capacities in understanding human's nature in learning. That is, teachers must have well arrangement materials to enhance various learning activities in the learning process. Learning involves both students and teacher's participation, in other words, teachers should encourage their students and provide the well classroom environment as an effective motivation factor because non motivated learners will hinder learning progress and classroom performance, also if students are not motivated they will not be able to improve their learning abilities and knowledge capacities. Challa (2015) asserted that students are unmotivated due to the lack of enjoyable learning subjects while motivated people are more interested in the subject's matter and inspired to attain their learning goals. Moreover, active learning teachers should introduce different activities and engage students into groups of discussion or solving problems then create new teaching materials with visual aids within this context it is obvious that these techniques are very important for better classroom participation. Pervious scholars indicated that teachers are responsible and commitment for learner's achievement and success.

1.5.2 Language:

Language is a system of communication used for human's interaction with a variety of symbols and signs (Wardhaugh, in Ramelan, 1984). Language is a model of setting rules that helps speakers to interpret words into sounds. That is, language is the ability of humans to communicate and the expression of ideas by means of spoken or written combined sentences.

Language has been given much importance as an affective element to the learning process; this importance formulated a relation between thoughts, belief and behavior that can be shared through the use of language. That is, language learning is an active process that enables the learner to play an active role beyond the classroom

communication. As students participate with their teachers they also learn new term of vocabularies and language knowledge. Teachers must provide well environments where students should be motivated to learn and improve their comprehending of second language. According to Gardner et al, motivation is key factor in learning language (1992). Motivated learners will attain better results in using second language. This means that motivation not only pushes students to understand the language, but also guides to be confident to use it through many skills (listening, speaking, reading and writing). Moreover, Gardner defined motivation as a combination of efforts in order to attain the goal of learning the language with positive attitudes. If there is no motivation students will get no success.

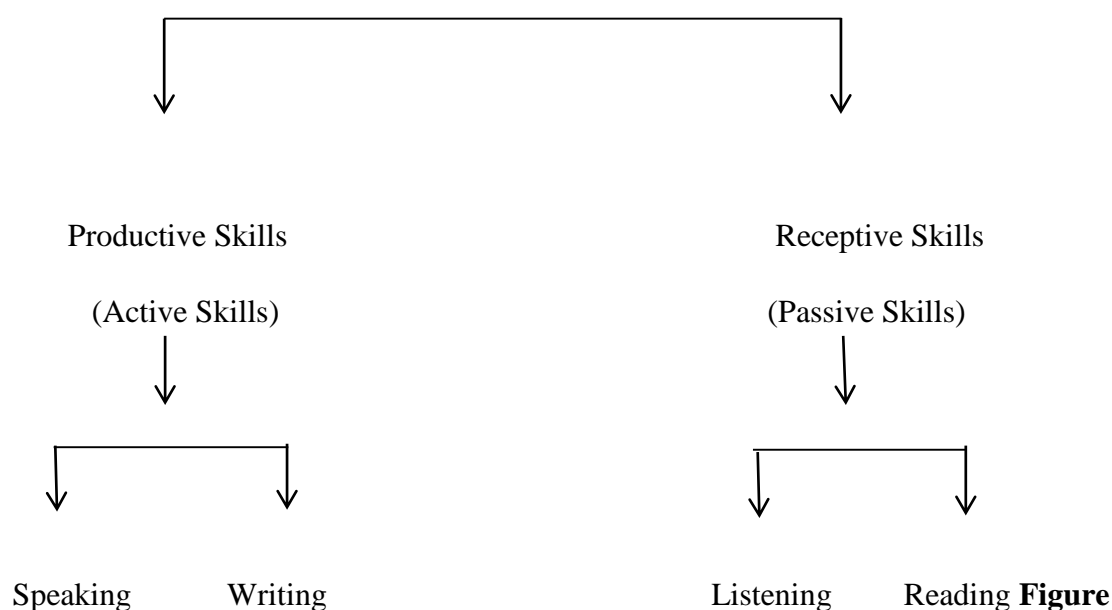
« The proper motivation is the key of success for learners in second language acquisition »

Brown (2000, p.160)

That is, Motivation is very important in enhancing student’s ability in learning the second language. Grander (2006) informed that students with high motivation level will do more than those with lower degree of motivation (p.241).

To achieve all these language learning conditions certain skills are defined as follow:

1.5.2.1 Language skills:



1.7 Classification of Language skills

A.Productive skills**Speaking skills:**

Speaking is mainly defined as the production of sounds that enables people to communicate and interact within the language. Widdowson (1998) stated that speaking is the most universal and interested way that people use to talk about feelings and ideas. That is, people use speaking skills in many different aspects of life (p. 5). However, humans need to speak for uncountable reasons for example speaking about their experiences, exchanging ideas and thoughts or to convey message to someone else. Thus, speaking skill is an active and productive skill. It is very important in language learning process. High level of speaking skills may provide more opportunities to learners in both classrooms' environment or in social communication. Moreover, Motivated learners who are able to speak the language fluency will reach their fulfill potential whereas unmotivated learners who suffer from psychological barriers such as self-confident and embarrassment would feel uncomfortable that could affect negatively on their academic progress, so that teachers must work and adapt some motivation factors in the speaking skills in order to avoid this psychological barrier and to achieve academic language performance.

Writing Skills

Writing skill is powerful mean of communicating through the process of the language learning. It is meant by the ability of people to communicate by expressing feelings and emotions or sharing ideas. Many languages expert's claims that writing skill is about creating symbols of words in form of coherent and comprehensible sentences directed to the reader involving effective writing strategies. So that, Harmer (2004) claims that the writing skills is what enable the learner to use the language properly. The purpose of writing is to convey own point of view and refine feelings as we mentioned before in a form of text messages, we can say that writing skills may be directed as descriptive, expository, persuasive or narrative form that the writer should tackle in his writing. Teachers are required to select some several aspects and materials which may help them to work and for increasing students understanding because writing represent an essential factor in language in order to accomplish their academic requirements (research paper, dissertation, presentations. etc.).

A. Receptive Skills:

Receptive skills are meant by the ability of learners to receive and understand the language learning by the listening and reading skills.

Listening skills:

Listening skill is a psychological process that has a great importance in human's life. It is guided by individual's mental concentration of sounds which can be heard by others with a very high level of attention, though listening skill involves human's ability of comprehension in order to be transmitted through productive skills in a written or spoken form according to the given situation. So that listening skill is what our educational courses contain in daily programs. However, students need to be motivated to develop and improve their language assignments they are given. In other words, listening skill is very useful in learning because it has crucial role in development of meaning. Teachers must provide a variety of listening practices such as first reading or dialogue, etc. However, the more students understand what they are listening to the more teaching become easier, learners should be motivated toward this skill to face any listening conflict because it is not always easy to acquire language pronunciation, also the ability to engage in any social conversation to enhance their capacities and avoid such problems.

Reading skills

Reading skill refers to the comprehension and understanding of meaning that individuals acquire through the process of reading particular types of texts or articles using eyes and thoughts interaction corresponding to language. So that reading skill not only about reading words using in language but also about the capacity to understand it. Reading skill is usually deals with variety of symbols containing meanings that enables the learner to meet and recognize new term of knowledge or to grasp information through a group of written words. Reading is very helpful for both learners and teachers in the use of literally context because it develops individuals background and mind to be more creative in today's society. According to Patchman and Wilson (2006) motivation is very crucial in giving students opportunities to search for more interested topics to read. In the other side, reading skill emphasize learner's ability to read and decode what they have managing with previous knowledge for better learning outcomes in language.

Though scholars have proposed that learners who have higher motivation level follow organized rules that activate their behavior toward improving language performance. Seymour and Walsh (1998) stated that motivation influence students reading comprehension in the learning field. That is, motivation for reading is very important for learners to be able to read and understand effectively.

1.6 Classroom management and motivation:

Classroom management in general is about managing time and behavior plus disciplines. Classroom management is meant by the process of controlling designed by teachers in educational environments to help them focus on their profession and responsibilities in leading learners to enhance their academic abilities; teachers can apply this process through different materials and tools. Effective classroom management is considered to be the most important cognitive process that helps learners and teachers to build up Moreover, in classroom management teachers should perform and select an effective strategy (Time, space and materials) that can enhance the student's behavior and evaluate or asses their activities as an aid to successful classroom environment that collaborate learning in general specially among misbehavior students.

Additionally, classroom management involves students cooperation and engagement in their study , in this context motivation is very effective in classroom learning ,thought students should have some motivational sings to attain learning goals, in the other hand it is challenging for teachers to motivate learners, so that they must care more about their interests and try to provide more participation opportunities through variable activities which guides and directs towards achieving learning process. Motivation ability is to direct and use specific strategies in a given situation for a particular goal means that whenever there is a target that needs to reached, unconscious decisions about the suitable goal have to be made. For example, in classroom students may not understand what the teacher is given to them but their motivation to success and to learn moves and pushes them to interact and another concept such as providing a well-organized classroom environment plus good behaviors.

1.7 Conclusion

In conclusion, motivation has a vital role in the learning process and it the reason behind achieving the academic goals, as we mentioned in the present chapter. That is, motivation

is the key factor for students leading to the academic performance outcomes, which enable the learner to acquire the knowledge effectively and achieve directed goals related to their attitudes in the classroom environment. Actually, it is the super mode of attaining goals that every student need and want. In other words, according to what it is mentioned before about motivation's role, it allows people to construct their wants and desires based on their inner state and thinking in achieving it. The present chapter presents an overview of the literature concerning this term « Motivation » starting by it definition and types and mentioning and describing it theories. At the end, the research conducts the relationship between motivation and the language learning and also the importance of motivation in the classroom management.

Chapter Two

2.1 Introduction

This chapter provides the presentation of the main data obtained through the conduction of the present research. The first step is concerned with the definition of research, and mentions its basic types and approaches with the most common advantages and disadvantages of each approach. Then I introduce the research design where I report the scope of the investigation, population and sampling of the data collection. After that, I mention the methods used for such reason. In turn, promote to approve or disapprove the hypothesis concerning the impact and the importance of motivation in enhancing student's academic achievement in language learning. Finally, this chapter will deal with the definition of the questionnaire and the description of both student's and teacher's questionnaires with its administrations in order to collect information to improve learner's academic success and to raise their motivation to do so.

2.2 Definition of the research

The term Research is derived from the word « recherche », combined from two syllabi Re + search which means to search again and again. Research is defined as an essential systematic tool used for gathering and collecting data. According to Reader's Digest Encyclopedic Dictionary (1975), research is meant by the systematic examination of various facts using the appropriate strategies for investigation. In other words, Research aims to investigate and to solve problems by providing the new terms of information and creating new knowledge, it is the process of analyses and examining facts, hypotheses, and theories.

Research is the process of discovery for hidden information and comprehension designed to resolve the researcher's questions. Bassey, (1999) states that "Research is a systematic, critical and self-critical inquiry which aims to contribute to the advancement of knowledge and wisdom (p. 38).

Research is defined as the way of exploring a specific situation with a curiosity about obtaining the existing truths asserted in own study. It can be one of the most interesting and helpful methods that offer measurement of the topic investigated. Indeed, it provides the researcher with the opportunity to confirm or disconfirm his aspects of the subject matter.

2.3 Types of research

Several types of research are administrated in order to facilitate the researcher's job in answering his research questions and solving problems. So, researchers should work on the appropriate type that fulfills their study.

2.3.1 Descriptive Research

Chelli (2013) confirmed that descriptive research is a way to improve and describe current situation conditions or attitudes. This type of research is concerned as the most interesting methodological way to collect various forms of knowledge upon reality description.

Descriptive research involves two primary questions ‘what’ and ‘how’ things are formed, it can be measured as a survey of evaluating and explaining how the reality should be and in such cases, researchers are obliged to characterize the facts as it is without breaking rules or add any influences, it involves only observation.

Descriptive research, however, is defined as a tool of collecting data based on many disciplines including natural noticing and proper analyses outside of any effects. It is often applying charts, graphs, or diagrams to aid an individual’s understanding.

2.3.2 Exploratory Research

Exploratory research is defined as crucial research applied to search and investigates. It is beneficial and helpful for the clarification and in defining the reality of a certain concept that has not been obviously determined yet.

This type of research is designed in order to help in solving some problems and providing better understanding without any shreds of evidence. It does not identify the final point or state for the information but explores more space for further research.

2.3.3 Applied Research

Kothari (2004) claimed that this type is very effective and helpful in finding the appropriate solutions for certain problems. Applied research is designed to respond to a particular investigation, it is considered to expand answers for resolving the problem's questions.

Applied research is generally used for testing and improving the reason behind the failure or success of something that often has an impact on an individual's life; it is started by identifying real life's problem.

2.3.4 Action Research

Action research refers to the immediate solution for problems that are undertaken by teachers and educators during the academic classes. Action research is a very popular term in the field of education, it is concerned as a systematic method used in teaching in order to enhance teacher's methods of learning and teaching and to solve academic issues. In other words, action research is a practical way of inquiry where the researcher searches in himself as a form of self-evaluation that leads to positive solutions.

Action research is the process of adding a question and gathering data about that question with clear reflection and making an educated guess about the future step or lesson through self-experience, it is the investigation about searching for solutions in the process of learning.

2.4 Research approaches

Research approaches are divided into quantitative approach, qualitative approach and the mixed research approach.

2.3.1 Quantitative approach

Quantitative data emphasizes an analysis of data collection that the researcher has to conduct it in his current research. Dörnyei (2007) reports, "... it involves data collection procedures that result primarily in numerical data then analyzed primarily by statistical methods. A typical example can be survey research using a questionnaire, analyzed by statistical software such as SPSS" (p. 24). It is defined as the broadest sense approach used in order to obtain a deeper understanding of the subject matter.

The quantitative approach is meant by the quantities (numbers) that the researcher conducts in his study rather than describing it. Generally, this kind of method regards situations which can be counted and measured such as students, teachers...etc.

In other words, the Quantitative approach is in a form of numbers, it uses a variety of computational and mathematical devices to resolve the outcomes which are stated according to the population to be counted. Simply this approach deals with quantifying

opinions, attitudes, or beliefs in order to confirm or disconfirm the hypothesis stated through the analysis. Bryman (2012) defined quantitative approach ...” A research strategy that emphasizes quantification in the collection and analysis of data...” (p. 35).

2.3.1.1 Advantages of quantitative approach

The quantitative approach is the beneficial process that carried out opinions and concepts of the population administrated; it looks at numbered kinds in order to build informed outcomes. On the other hand, this approach allows the researcher to collect a large sample size of the population selected randomly and also a high level of information in a realistic form which is so useful in attaining specific needs of results.

This method allows the participants to answer freely and without any pressure of time and that what makes it more useful and helpful on both sides. Also, quantitative research is more reliable with definite answers to the research questions and hypotheses.

2.3.1.2 Disadvantages of quantitative approach

When conducting quantitative research, the researcher needs to develop the set-up hypothesis with clarity and in a careful way for gathering and collecting data, any mistakes or errors in the set -up will affect negatively the research’s outcomes. Thus, will make your data vulnerable to errors such as counting mistakes. On the other side, and for another disadvantage, the quantitative approach cannot count the reality of society and how they interact with each other. Quantitative approach is a narrow process; the results of such approach are limited which means that the researcher has no chance to provide more detail within the situation or to describe it because it is based only on numbers or figures.

2.3.2 Qualitative approach

Dörnyei (2007) states,” ... it involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non- statistical methods. Typical example interview research, with the transcribed recordings analyzed by qualitative content analysis “(p. 24).

The qualitative approach is considered to be another method of collecting data that the researcher conduct in his research, it is used in a descriptive manner that focuses more on observation and details, Seliger&Shohamy (1989) reported that “the qualitative method is

formed in an oral or written manner” (p. 205). This approach or method has been appreciated is very crucial because it helps in analyzing and examining participant’s views and attitudes.

Qualitative data collection provides researchers with more detail that may help him in exploring decision and seeks to interpret and investigate meaning from the study of the targeted population. In other words, a qualitative approach is used to understand and express concepts, words, or thoughts with formulating generating hypotheses or theories by asking open-ended questions followed by other questions for the purpose of more clarification.

2.3.2.1 Advantages of qualitative research

The qualitative approach has multiple benefits and methods that the researcher may use in gathering data; it allows him to figure out the participant’s inner thoughts, feelings, and opinions and to prove the chance to explore their actions. Also, it aimed to understand the social reality of culture for the participants because human interaction and reflection are more difficult to analyze. Qualitative research deals with open-ended questions that allow participants to act freely and be themselves rather than questions with one specific answer.

2.3.2.2 Disadvantages of qualitative research

Beyond the above advantages, the qualitative method takes more time in analyzing and investigating the collecting data. Thus, it would very dull for the participants, especially when it focuses only on their experiences and ideas rather than focusing on other conflicts in the subject matter. The question of the qualitative approach may end without any responds conclusion or maybe the participants will provide multiplied answers only to provide backup for the researcher not for any other reason. Thus, the researcher will face more difficulties in analyzing the results.

2.3.3 Qualitative approach versus quantitative approach

Qualitative and quantitative are two more different approaches used in the investigated data, the following table will explain more:

| Criteria | Qualitative Research | Quantitative Research |
|-------------------------------------|--|--|
| Purpose | To understand & interpret social interactions. | To test hypotheses, look at cause & effect, & make predictions |
| Group Studied | Smaller & not randomly selected. | Larger & randomly selected. |
| Variables | Study of the whole, not variables. | Specific variables studied |
| Type of Data Collected | Words, images, or objects. | Numbers and statistics. |
| Form of Data Collected | Qualitative data such as open-ended responses, interviews, participant, observations, field notes, & reflections | Quantitative data based on precise measurements using structured validated data-collection instruments. |
| Type of Data Analysis | Identify patterns, features, themes | Identify statistical relationships |
| Objectivity and Subjectivity | Subjectivity is expected | Objectivity is critical |
| Role of Researcher | Researcher & their biases may be known to participants in the study, & participant characteristics may be known to the research. | Researcher & their biases may be known to participants in the study & participant characteristics may be deliberately hidden researcher. From the researcher (double blind studies). |
| Results | Particular or specialized findings that is less generalizable. | Generalizable findings that can be applied to other populations. |

| | | |
|--|--|---|
| Scientific Method | Exploratory of bottom–up the researcher generates a new hypothesis and theory from the data collected. | Confirmatory or top-down the researcher tests the hypothesis and theory with the data. |
| View of Human Behavior | Dynamic, situational, social, & personal. | Regular & predictable. |
| Most Common Research objectives | Explore, discover, & construct. | Describe, explain, & predict. |
| Focus | Wide-angle Lens; examines the breadth & depth of phenomena. | Narrow-angle lens; tests a specific hypothesis. |
| Nature of Observation | Study behavior in a natural environment | Study behavior under controlled conditions; isolate causal effects. |
| Nature of Reality | Multipale realities subjective | Single reality; objective. |
| Final Report | Narrative report with contextual description & direct quotations from research participants. | Statistical report with correlations, comparisons of means & statistical significance of findings |

Figure 2.1 Quantitative versus Qualitative approach

Adapted from: (Johnson, & Christensen, 2008, p. 34; Lichtman, 2006, p 7-8; Xavier University Library, 10/12/12)

2.3.4 The Mixed Method Research

Dörnyei (2007) explains that the mixed method researcher ‘... involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. Typical example consecutive and interrelated questionnaire and interview studies’ (p. 24). The mixed-method or approach is the most important way that conveys a high level of research for the purpose of investigation from various angles; it is a mixture of both quantitative and qualitative methods to cover complicated issues. This type

includes a need for understanding and resolves the hindrances of research in the subject matter and provides both methods collaboration which means in the first method is weak in attaining or solving something the other method will complete it to gain more depth and understanding. Therefore, the main aim of the mixed approach research is to prove the complex research questions and hypothesis but at the same time it would take much more time and it may unclear with complex in designing research.

2.5 Research Design

The present work deals with the basic research tool were applied to be appropriate to answer the questions aiming to confirm or disconfirm how motivation affects the academic achievements of some EFL first-year students. In this work, the quantitative methods used are the two questionnaires in order to investigate the research questions.

The questionnaires are designed to answer the basic reasons behind student's motivation inside the classroom plus other important questions concerning skills and strategies and student's participation towards motivation and its effects on student's success. These questions are available in the appendices.

2.4.1 Context of investigation

The University of Dr. MoulayTaher in Saida is the location of this study, where it is important to describe and provide appropriate understanding for the reasons behind this research conducting in the department of English and involving first-year English student's classes.

2.4.2 Population and Sampling

These study targets first-year students and teachers as its population. First-year students of the English language and their own experiences in learning will be very helpful for investigating the hypothesis designed.

a. The students

The first-year students of the English language in the department of English at Dr. MoulayTaherSaida University were selected as a sample to gather data and check the hypothesis given. (35) Students are selected randomly from the complete population. I

chose first year students because they have studied English as a foreign language for seven years in which they have been experienced motivation to learn it.

a. The teachers

Teachers of this sample were selected randomly from the teachers of the department of English at Dr. MoulayTaher University of Saida. There are nearly 20 teachers in the department, (11) of them were chosen as a sample of this study. The questionnaire is made up to test the impact of motivation on the academic achievements of the learners in relation to language learning. Teacher's experience in the field of teaching English as the second language makes their opinions and views of vital importance to aid this research.

2.6 Data Collection

2.5.1 The questionnaires

Questionnaire is one of the most paramount and useful research tools used for collecting both quantitative and qualitative data, it is one of the widest instruments used for gathering information from the target informants.

According to Brehob (2001), questionnaire is a set of grouped questions used for data collection in order to gather other's views and opinions (P. 34). That is, the questionnaire is the most appropriate means of research formed to collect data in a very different way, multiple question is directed to answer in order to gather a large amount of data. The questionnaire is beneficial tool used by the researcher for the sake of investigating people's points of view and behaviors.

« Questionnaires are structured instruments for the collection of data which translate research hypothesis into question »

(Chancerel,1980, p.59)

2.5.1.1 Description of the questionnaires

For the present study, two questionnaires were administrated, one for students and the other for teachers. The questionnaire contains closed questions and open-ended questions, where the students answer by putting a tick in the corresponding boxes after reading the questions given. The outcomes of the questionnaires attend to examine the role of motivation and the importance of the English language it covers in the academic success of the participants. Also, if there is a specific skill or working attitude that the students have toward their studies.

a. The student's questionnaire

The primary aim of the students 'questionnaire is to assess the student's attitudes and perceptions concerning motivation and its influence on students' academic learning. The questionnaire consists of eleven (11) questions and it is designed with closed questions where the student is required to answer with a tick or to choose the most appropriate option and open-ended questions aim to give the respondents the chance to express and give their opinions or views.

b. The teacher's questionnaire

The teacher's questionnaire consists of ten questions about teacher's opinions concerning motivation influences on student's academic achievements. It starts with a brief definition of a questionnaire and questions about their previous experiences, attitudes, opinion, and contributions. The questions are divided into open-ended and closed questions aim at examining various elements connected to the study and if teachers are raising their student's motivation by using strategies in order to attain that. Teacher's opinions are very important which are investigated among this questionnaire since they are familiar with this kind of studies.

2.5.1.2 Administration of the questionnaires

The questionnaires are designed to discover both teachers and student's views and behaviors toward the importance and the impact of motivation on students' academic achievement.

a. The students' Questionnaire

The students' questionnaire was administered to (35) First-year students of English Language at Dr. MoulayTaher University who were randomly selected. Before answering the questionnaire students were given certain instructions to follow on how to answer and for what reason they should answer. Among them, 20 students only handed back the questionnaire with answers. The questionnaire's questions were clear to answer.

b. The teachers' questionnaire

The questionnaire was administered to (10) teachers who were selected randomly; it took nearly 25 minutes to answer since they are familiar with such studies.

2.7 Conclusion

This chapter is formed to shed light on the research methodology and aims to define some concepts such as research and its types and its approaches in order to answer appropriately the hypothesis' questions. More importantly, it deals with the description of the questionnaire by providing its most details for both students and teachers.

Chapter Three

3.1 Introduction

This chapter conducts the analysis of the data obtained through the present research. First, this chapter starts with the analysis of both student's and teacher's questionnaires where the hypotheses are confirmed or disconfirmed concerning motivation and the academic success to some first -year EFL learners. The present chapter deals with the discussion of the findings with some important suggestions and recommendations directed to both teachers and students in order to enhance the learner's academic performance and to achieve their academic success.

3.2 Data analysis

3.2.1 Analysis of the questionnaires

3.2.1.1 Analysis of the students' questionnaire

Question one: Do you like English language?

This question aims at knowing the student's ability to study the English Language and for what reason they want to learn it.

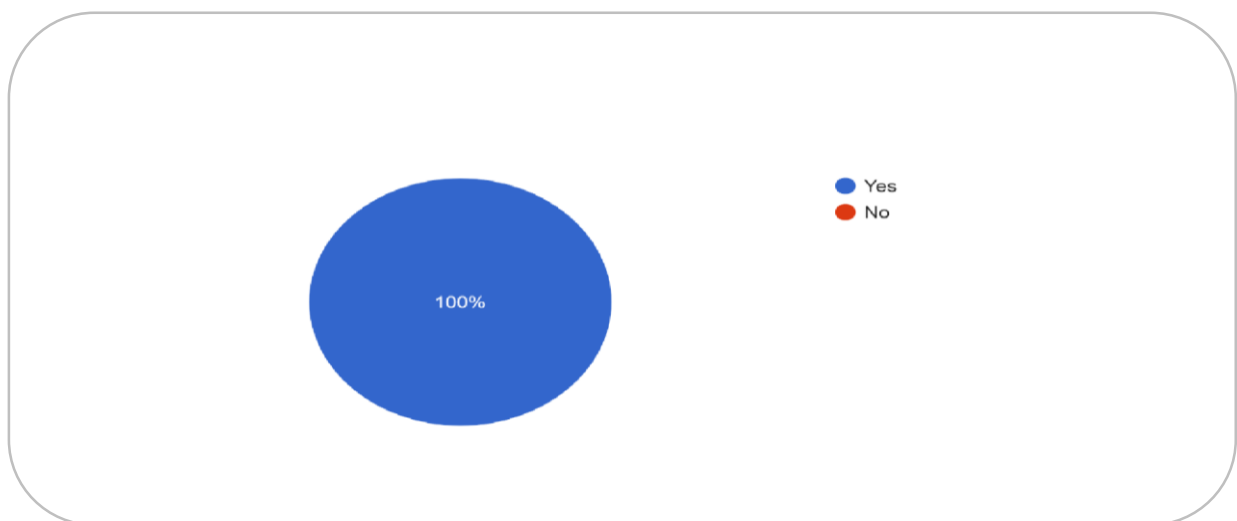


Figure 3.1: students 'attitudes toward the English language.

The results above show that all the 19 participants from students answered 'yes'. This means that all of them like learning the English language,

Question two: Justify?

This questions aims at knowing the reasons behind student's learning the English language, for what purpose they like learning it.

The students mentioned that they like to learn the English language because they love it and they found it interesting. Others stated that they like the English language because they can express themselves easily when using it. Another student said that this language makes communication much easier around the world and because it is the language of his favorites books, movies and songs. Most of the participants said that they like English language because it is international language and it helps them in their studies and traveling. Some students stated that they enjoy speaking English since it is international language and it is easy to understand.

Most of the students' answers showed that they like the English language because it is international language used in everywhere and also for the sake of learning.

Question Three: How do you assess your current degree of motivation for learning?

The objective behind this question is to know each student's degree of motivation for the learning process.

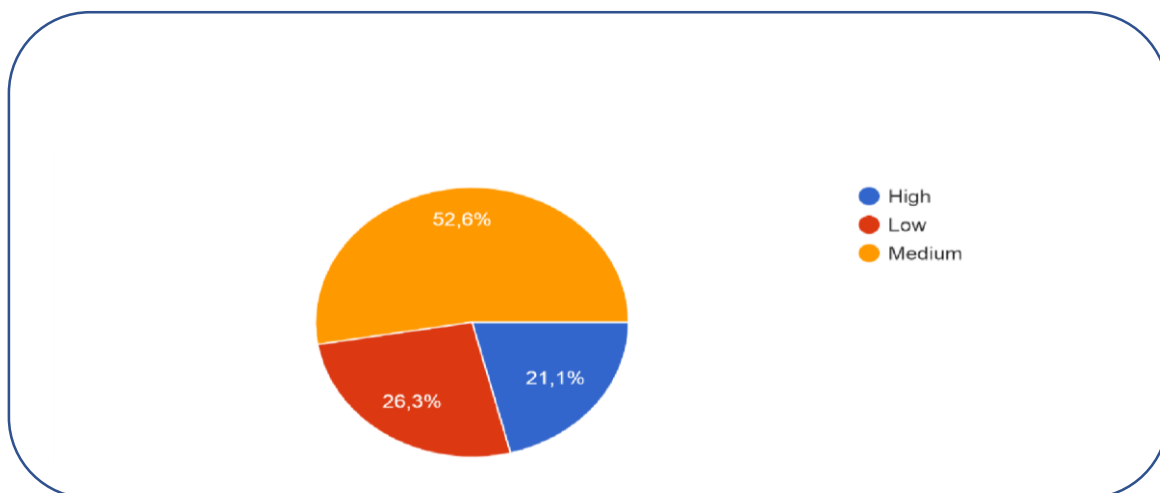


Figure 3.2: Students' degree of motivation for learning

From the pie chart above we notice that 52.6 % of the participants said that they are somehow motivated and 26.3 % of them said that they are not much motivated. While only 21.1% of them are highly motivated for the learning process.

Question four: Are you motivated by?

This question aims at knowing the reasons behind students' motivation.

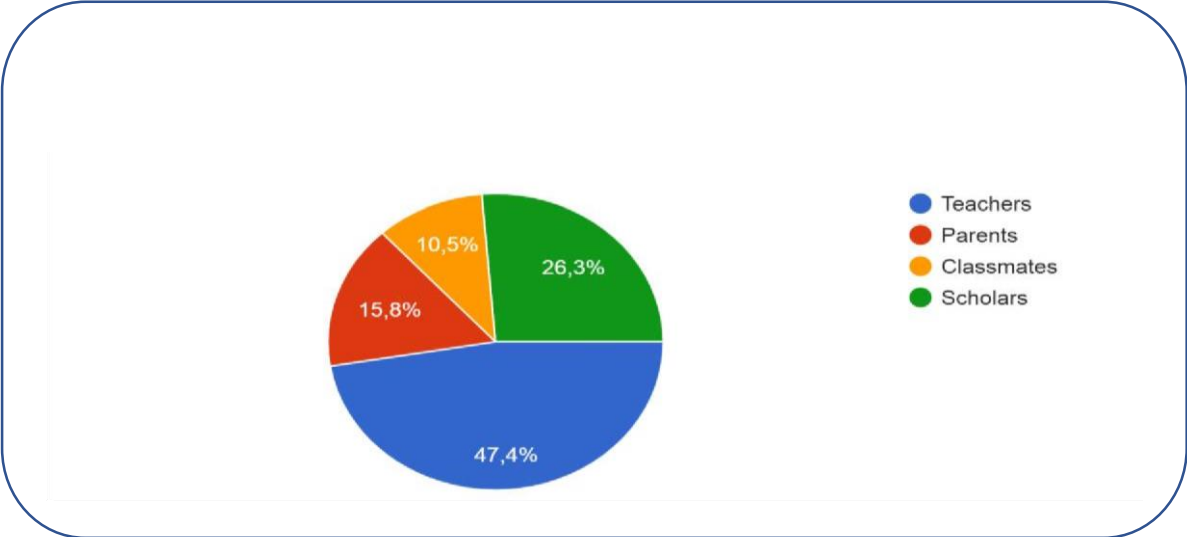


Figure 3.3: Students' motivation

As we can see in the pie-chart given above 47.4% of the students are motivated by their teachers whereas 26.3% of them are motivated by scholars and 15.5% of them are motivated by their parents, while only 10.5 % are motivated by their classmates.

Question five: how do you rate your advancement in language learning?

The objective of this questions aims at knowing the advancement of each one of the participants in language learning.

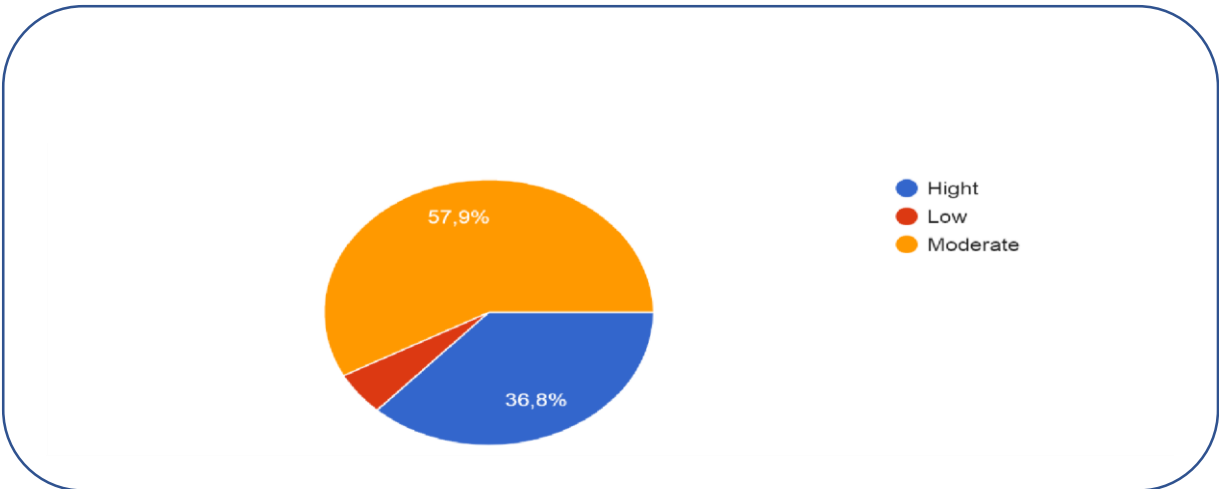


Figure 3.4: Student's Advancement in language learning.

Concerning the pie-chart above we notice that the majority of students 64% stated that they are moderately advanced and 36.8 % of them said that they are highly advanced, while only

5.3% of them stated that he is with very low level of advancement in language learning.

Question six: Do you have any academic goals that you want to achieve?

This question aims at knowing if there are any academic goals for the learners that needed to be achieved. It is a form of Yes or No options.

Table 3.1

Students' Academic goals.

| Options | Response | Percentage |
|----------------|-----------------|-------------------|
| Yes | 16 | 84,2% |
| No | 03 | 15.8% |
| Total | 19 | 100% |

According to the table above the majority of the participants 84.2 % stated that they have academic goals in order to be achieved. While only a few of them 15.5 % stated that they don't have any academic goals to be achieved. This means that the majority of the participants really want to achieve the academic success and be successful learners.

Question seven: Justify?

The objective behind this question aims at searching for the reasons behind the academic achievements wanted by the participants. In other words, why they want to achieve academic goals? For what purpose?

According to some learner's justification, some of them want to achieve academic goals in order to get a scholarship and to benefit from their learning experiences. Other participants mentioned that they want to be a teacher of English, while some students stated that they need to get higher degrees in order to get better jobs in the future. The majority of them said that their biggest goal is to be a Ph.D. teacher at University.

Question eight: Do you have any academic fears?

The aim of this question is to know if the participants have any academic fears during the year or no.

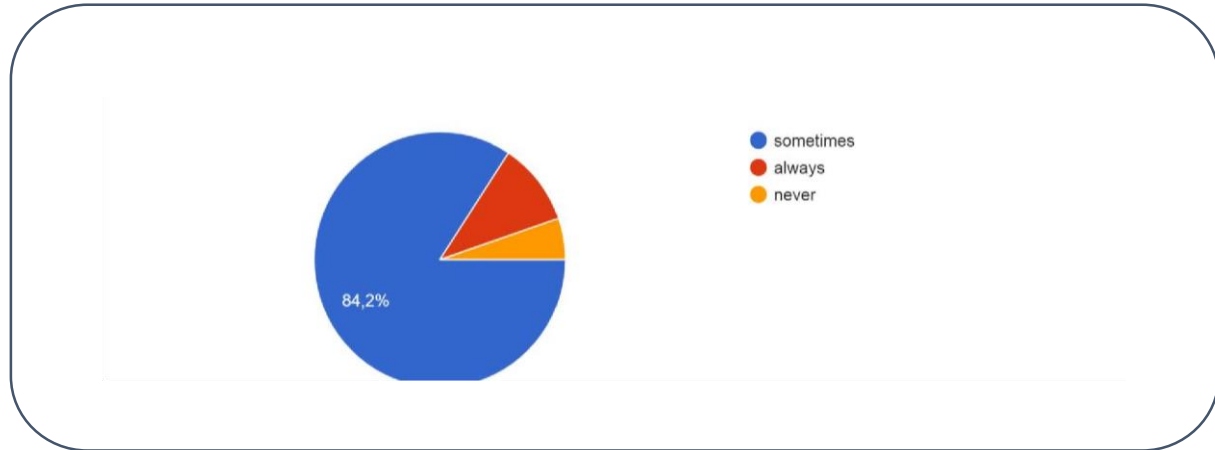


Figure 3.5: Student’s academic fears

Concerning the pie-chart above, we notice that the majority of answers were given by (16) participants who stated that only sometimes they have academic fears by 84.2 %. Also, (02) participants stated that they always have academic fears by 10.5 % while only one participant said that he has not faced any academic fears by 5.3%.

Question nine: Why?

Students who have answered by “sometimes” stated that they have academic fears because it keeps them going on, it encourages them to do their best to upgrade their level, and also because of stress. Participants who have answered by always clarified that this fear because they are afraid from failure, lack of self-confidence and being embarrassed in front of teachers and class mates while only the last student who answered by never said that he isn’t sure that he will go far in life with such studies.

Question ten: Do you use specific strategies to enhance your academic achievements?

This question aims at testing if the participants use any strategies to enhance their learning to be succeeded in the academic future.

Table 3.2

Student’s Strategies to enhance their academic achievements

| Option | Yes | No | Total |
|--------------------|-------|-------|-------|
| Number of students | 14 | 05 | 19 |
| Percentage (%) | 73.7% | 26.3% | 100 % |

This table above shows that (70 %) of participants opted for “ yes”, which means that they use some strategies in order to enhance their academic achievements. While the rest of the participants (26.3%) who opted for “ No”, they do not use any strategies in order to enhance their academic achievements.

Question ten: which skill do you like the most?

The objective behind this question is to discover which skill does the learners like the most in the field of learning?

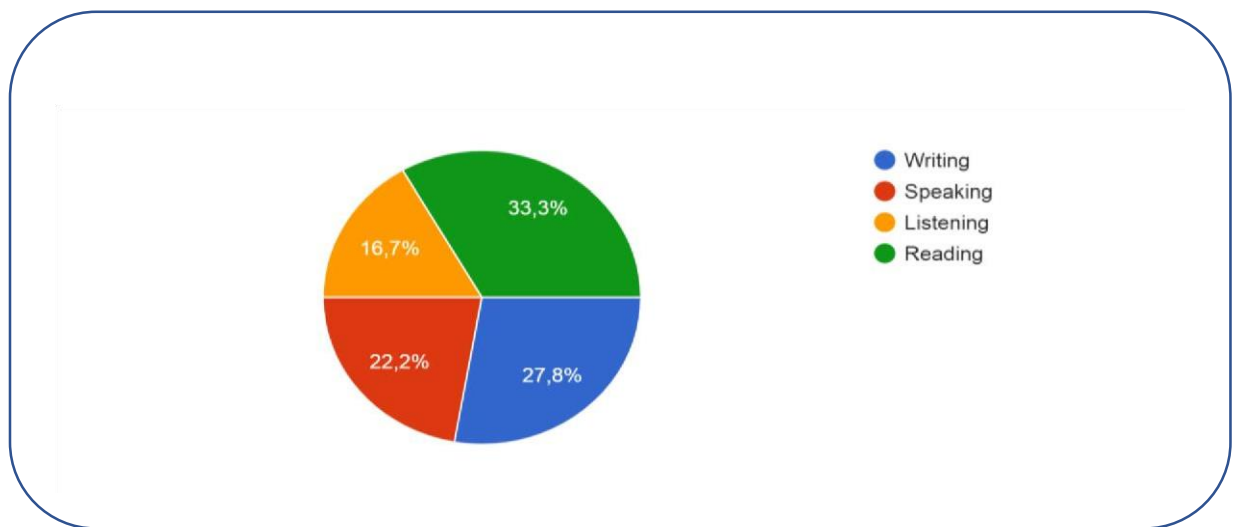


Figure 3.6: Student’s learning skills

According to the pie-chart above we can notice that 33.3% of the participants clarified that they prefer the reading skills. Also, another group 27.8% stated that they like the writing skills while 22.2% of them said that they like the speaking skills more and only 16.7% of the participants mentioned that they prefer the listening skills than any other skills.

Question eleven: What do you do to motivate and encourage yourself to study and participate with teachers?

This question aims at searching and discovering which way do the learners deal with to be more successful participants and to motivate themselves to study?

According to the participants’ answers, the majority of them mentioned that they get motivated through classroom contribution and discussion, in order to design direct goals to be reached. Others said that they encourage themselves by doing home works, participation, and by searching while the last group stated that they motivate themselves by thinking about the

future outcomes and discovering others' thoughts by sending their voices through participation.

Question twelve: in classroom you prefer to work?

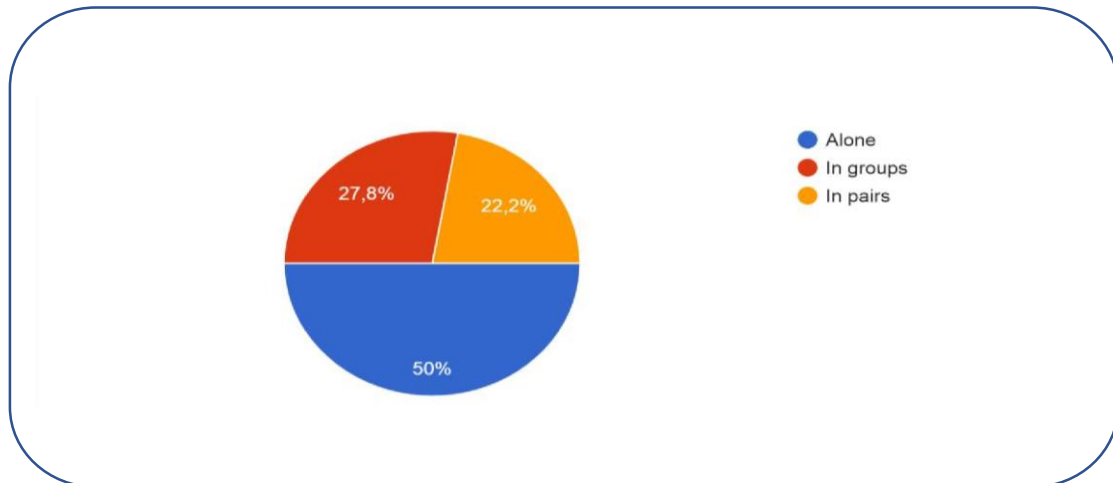


Figure 3.7: Student's work in classroom

Concerning the pie-chart, given that the majority of students 50% said that they prefer to work alone and other participants 27.8% clarified that they prefer to work in group while some of them 22.2% said that they prefer to work in pairs.

Question Thirteen: Why?

50% of the participants mentioned that they prefer to work alone because it helps them more in acquiring knowledge and also, because they can improve their self-confidence and to make personal efforts in classroom' presentations. On the other hand, 27.8% of the students stated that they like to work in groups because it provides them more passion for work and also they can share different ideas and they think that if they work in groups they will negotiate with each other and look for the correct answers. 22.2% of the students who said that they prefer to work in pairs stated that working this way will give them the opportunity to learn from each other and to understand better.

3.2.1.2 Analysis of the teacher’s questionnaire

Question one: How long have you been teaching?

The aim of this question is to know teacher’s experiences in the field of teaching.

Table 3.3

Teacher’s Experiences

| Years | 1 to 10 | 10 to 20 | < 30 | Total |
|---------------------|---------|----------|------|-------|
| Numbers of teachers | 8 | 1 | 1 | 10 |
| Percentage | 80 | 10 | 10 | 100 |

It was found that all the participants are experienced in the field of teaching, which gave more support to collect the data needed; the majority of participants (80) asserted that they have been teaching for a period of time between two to ten years. (10) Of them affirmed that they have been teaching for over ten years. Moreover, ten of the populations have been teaching English for less than 30 years. It is detected that most of the teachers at the department of English at Dr. MoulayTaher University of saida are mostly experienced in teaching.

Question Two: Is the term motivation common to you?

The aim of this question is to find out whether teachers know what is meant by motivation.

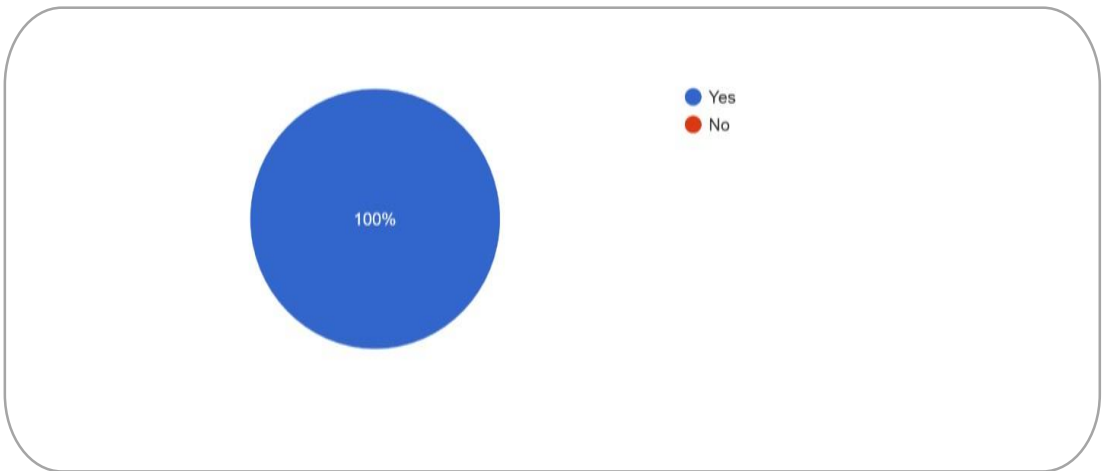


Figure 3.7: Teacher’s Questionnaire

The results show that all teachers are familiar with the term motivation that all the ten teachers answered yes, this means that they have already had previous knowledge of the term.

Question four: If yes, what does it mean to you?

This questions aims to see teacher's beliefs about motivation and how they can define it.

Table 3.4:

Teacher's definition of the term 'Motivation'

| Teacher | Definitons |
|------------|--|
| Teacher 1 | Motivation means having positive precursors to do thing |
| Teacher 2 | Is a desire to gain an objective combined with the energy to work towards that objective |
| Teacher 3 | Is when a learner profoundly engaged and involved in the learning and teaching processes |
| Teacher 4 | In simple terms make learners love what they study |
| Teacher 5 | It means motto involvement and will to succeed in reaching our goals |
| Teacher 6 | It means to be constantly ready to surpass difficulties in order to succeed and to achieve your goals (enthusiastic) |
| Teacher 7 | Is positive psychological state which is experienced by the students as an emotion during the academic learning process |
| Teacher 9 | Is regarded as the wheel for learning and teaching as well, if you are motivated to learning you will never |
| Teacher 9 | Motivation is the desire to attain goals |
| Teacher 10 | According to Gardner (2010, p. 241) reports that "students with higher levels of motivation will do better than students with lower levels". |

The table above contains various definitions of motivation submitted by 10 teachers. Some participants tried to define motivation as a term that refers to individual's desire to attain goals. Another group considers motivation as the will and involvement for the learning process using common words like: learning, goals, academic involve and achieve, which means that motivation can be seen from different angles and opinions.

Question Four: Do you think that there is a positive relationship between motivation and language learning?

The question is to check if the teachers are aware of the relationship between motivation and language learning.

Table 3.5:

Relationship between Motivation and language learning

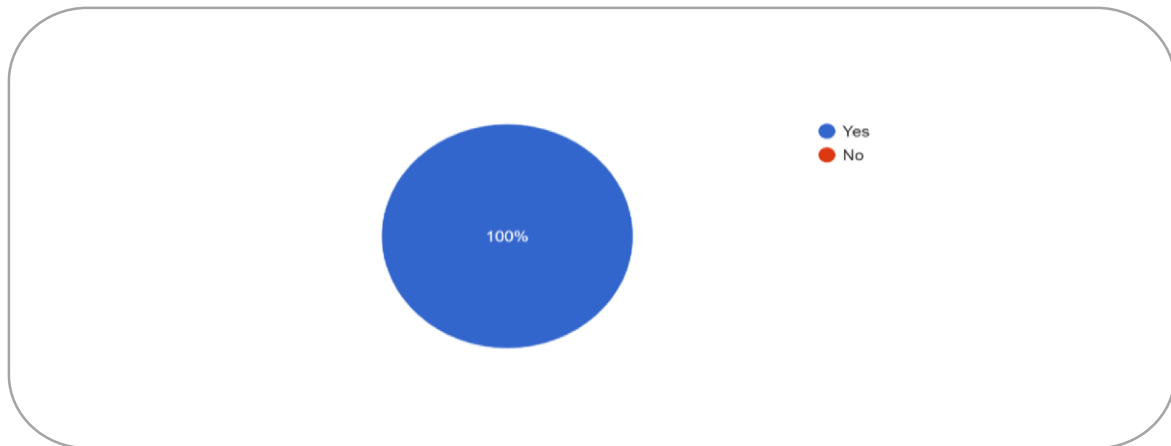
| Options | Yes | No | Total |
|--------------------|-----|----|-------|
| Number of teachers | 10 | 0 | 15 |
| Percentage | 100 | 0 | 100 |

From the table above we notice that all the participants from teachers claimed that is link between motivation and language learning.

Question five: Justify?

This question aims at noticing how teachers see the relationship between motivation and learning.

This question is linked to the previous one. Teachers have given different views about how motivation is connected to language learning. Some of them stated that if there is no motivation there is no learning, and others asserted that motivation is one the most important factors in succeeding to learn a foreign language. Others said that if the learner is motivated, then language learning will be easy. After all the participants were able to justify and made choices.

Question six: Are your students Motivated?**Figure 3.8: Student's motivation**

The aim behind this question is to know if the students are motivated during their classes or no.

From the pie-chart above all the teachers believe that their students are motivated.

Question seven: How?

This question is linked to the previous one, all the ten teachers replied by yes. This led them to assert different points of view about their student's motivation, some participants said that their learners are motivated according to their actions during lessons and by showing interests and participation. Other participants noticed that the majority of his students are motivated according to their positive attitudes, through their eagerness and passion for learning. While others claim that students are motivated due to his / her way of learning. In fact, other teacher's said that not all of their students are motivated only some of them.

Question eight: In your opinion what students should to be able to achieve academic goals?

The question aims at knowing the teacher's opinions about the strategies that the students adopt to achieve their goals?

Some of the teachers mentioned that the students first should read extensively, because reading facilitates language learning and therefore, achieving academic purposes would be easy for them, while other participants from teachers said that students should be more interested about what they learn. Also, they have to apply the self process learning, it means

that the student should not rely 100% on the academic material of the classroom. They ought to study by themselves outside the classroom because language learning is an unlimited process. Also, others admitted that working hard and asking questions. If students don't understand a concept or assignment, they need to ask questions. If they don't feel comfortable doing that in class, they can email their teachers. Another teacher stated that to raise self-esteem and being conscious of the importance of knowledge in making them successful in life and professional career.

Question ten: In brief, what do you do to support your students to achieve and enhance their academic success if they are not motivated?

This question aims to know the teacher's methods in supporting the students to enhance their academic achievement.

Some of the teachers mentioned that they make their students motivated via encouraging them, providing tasks that stimulate their interest, while others said that they doing it by making them realize the value of knowledge, asking them to do their best in EFL learning because they will be future teachers. Also, another group of teachers mention that his best way of motivation is through interacting them by telling stories or sometimes jokes. Another teacher sated that planning interesting lectures with learners will be very helpful in improving their learning and he will carry about their psychological side by being a kind teacher and comprehensive one when it's needed because that will end automatically by being motivated about the module.

Another teacher informed that student's motivation is up on encouraging them through different expressions like "good job", " nice work" or by providing creativity through using games and discussions instead of lectures, encourage them to debate and enrich the subject matter with visual aids like colorful charts, diagrams and videos.

3.3 General Discussion of the findings

The findings state a very positive relationship between students' academic success and their motivation, which means that motivation helps students to enhance their academic achievements. Students' academic success provides positive attitudes and leads to create a good point of view toward others. Moreover, it enables learners to understand cultural limits in learning and encourages them to have good future learning outcomes and satisfaction; also it may provide better career opportunities.

Motivation is the key to success in learners' academic life as a high complex activity and therefore reflects the value of the learning process, also it is crucial in the academic environment such as schools or colleges, the production of grouped efforts that the learners made during classes to accomplish the desired objectives. However, motivation and learners' attitudes are considered to be important factors in learners' academic success, in which motivation provides learners favorable opportunities toward success, it is of vital importance which could influence students' failure or success. In other words, motivated students are always successful while non-motivated students are more concerned with failure.

The objectives behind the investigation is to gather quantitative data and also it aims at knowing if the students and teachers are aware of the meaning of motivation in education and in language learning especially to English language first year students.

While conducting this research with teachers and students I have noticed that some of the students are motivated by different facts while others are not and in the other hand, the majority of teachers are aware of the importance of motivation as the better way in the learning process.

Also they are trying to raise and enhance student's motivation through different strategies and skills like playing games, telling stories and jokes and planning lectures with a very interested and interactive way. More importantly, teachers are working on motivating their learners in order to be able to relay on themselves and achieve the goals-oriented in language learning and they also may face some problems in motivating their learners so that, they need to apply various method or technique to assess and evaluate learners' abilities in learning, to understand what they are learning and what they have in mind, also to recognize student's strengths and weaknesses in order to identify whether they have achieved academic success or the educational goals are being met.

3.4 General Suggestion and Recommendation

Motivation is every effective concept in the field of education that activates and drives students to attain their learning objectives. Indeed, motivation is of great importance and it is more demand in the learning environment. Motivation has become the key factor for individual's progress that indicates the knowledge obtained and skill developed through learner's desires and objectives in the school schedule. In other words, Motivation refers to the reasons behind what students will gain during school assessments related to their degree.

It has long been recognized as crucial strategy that collaborates individuals' learning, in which states and encourages their participation.

However, teachers should care about their learner's educational motivation because good advancement and better results will provide more academic opportunities. Also, control their learner's actions and language used. That is, the teacher must manage his learner's activities, control their advantages in complete responsibility, their class time, motivate them to do what every successful learner do, what they say and how they say it, how to act, how they write, how they pronounce and how they participate because motivation should be enhanced by the use of such interesting strategies as well as the way that are presented.

Students should participate in the class and takes a part in the lesson explanation which gives them the chance to better practices and for receiving various inputs from teachers to be motivated in order to apply knowledge and enhance their level in language learning. On the other hand, teachers' feedback and explanation should be clear and specifically directed in order to be well performed in form of motivation to attain the academic achievements.

It is very imperative for teachers to teach students how to be motivated and know what is the meaning of such term because being motivated will allow the students to build a good and strong relationship with the content of their studies, and grow the capacity to learn. So, it is necessary. Also, students should be more interested in the meaning of motivation, revision, participation, discussion, asking questions, and doing their homework activities given during their classes, pay attention to the quality of work and to implement a plan to accomplish the educational desires for gaining the best learning rewards. In other words, students should be more passionate and motivated about their studies at university because motivation would make challenges more interesting, besides that previous experiences and knowledge for teachers in English language learning will be very helpful through giving different instructions. Because when learners begin to use their motivation and to work hard, they will be able to achieve the academic success.

Motivation is reflecting to one's inner thoughts, desires and wants to do or attain something,

The aim of motivation' learning is to derive learners to achieve their academic success, to reach their potential and to be engaged and active in their studies.

From both questionnaires, it is concluded that motivation is of great importance for both teachers and students. In other words, students should develop and raise their motivation level plus the ability to obtain and acquire the learning standards and objectives that have been presented by education programs in order to achieve the academic goals. More practices of knowledge should be provided with better opportunities for participants to reach the academic success that it is built upon motivation which has positive effects in shaping strong personalities and in improving learning as well.

3.5 Suggestions and solutions to enhance students' academic performance

a. For Teachers

- English teachers should be aware of the fact that they have an important role in guiding learners to develop their motivation and enhance their academic learning by using their own reflection and methods that can effectively encourage learners to discuss and participate by using their own motivation and thinking skills that will enable them to achieve their academic success. So, it is important to help students in order to be engaged in the process of learning and being active participant rather than passive ones.
- Teachers need to teach their learners about how to ask questions related to their learning, how to be responsible, and ask questions about anything that happens with them or things that they are dealing with during their studies, for example, what are the reasons behind this lesson? And why they are learning it? Is it necessary? Also, training them to concentrate on their goals and achievements by realizing the significant parts of using their motivation and challenging others in a respectful way, in which they could be able to reach their potential.
- Teachers are required to build a caring relationship and make a teaching plan in order to be more creative in presenting a better lesson explanation that contributes to learners' motivation in the classroom achievements. In other words, teacher's participation enhances student's communications which may lead them to success because it is essential and strongly linked to improve the learning process for each student.

- It is important that teachers should be able to observe and to realize each student's abilities, desires and weakness which are limited to their style and methods used in teaching. Also, the teacher's major aim is to transmit knowledge because academic success needs proper leadership to accomplish the stated learning objectives.
- **b. For students**
- Responsibility and respectful are the key to success for each participant, students are obliged to be more responsible toward their studies, they need to show respectful for both teachers and classmates. Also, they need to apply some action's changes in order to be able to attain the oriented-goals, it is important that the learners need to have their own strategies and methods to control and manage their studies which may include more time and patient that will help them during their academic life.
- Students should always try to grasp new knowledge and information to enhance their capacities and desires to maintain success. Also, learners are required to master in the field of learning. They should make efforts to be active participants during the classroom and also be well prepared.
- Students should be more active with a large background of knowledge in order to be engaged in attaining the educational achievement, students should work on enhancing their commitment to learning because their learning skills and attitudes will be evaluated in a way or another
- Students should be able to interact with teachers and pairs or groups in the same way including discussion because this way is more effective in improving and supporting the learner's academic achievements.

3.6 Conclusion

This chapter has shed light on the analysis of data which shows that the majority of the first-year students in the department of English at Dr. MoulayTaherSaida's university are interested of studying this language for many reasons with setting some academic goals aiming at attaining specific objectives. Also, I have stated some solution and recommendation for enhancing students' performance in the academic life.

General Conclusion

General Conclusion

The present study has dealt with the correlation between motivation and student's academic success. This current research sheds light on the role and the importance of motivation in enhancing student's academic performance and learning achievements. It deals with a clear investigation of whether motivation has an effective impression on learner's academic success and the educational system. However, student's motivation increases their academic success in which motivation plays an important role in raising student's abilities and desires to learn so that they can attain their learning goals effectively. The field of the investigation carried out by means of two questionnaires addressed for both teachers and students at the University of Dr. MoulayTaher of Saida after the analyses of the questionnaires it was demonstrated that all teachers agree that motivation has a strong relationship with the learner's performance, students should be motivated and active participants for the sake of attaining and increasing their goals in learning. Moreover, it was shown that the majority of first-year students at the department of English at Saida's University are basically aware of their own academic achievements that they want to be achieved.

The presented work is based upon four research questions which examine the problems that hinder learners from being motivated and prepared for facing the academic challenges and achieve the academic goals. The question's findings demonstrated that the student's motivation helps in enhancing their academic success and achievements and the results obtained from the data gathered approved the pervious mentioned hypothesis. Firstly, students should be motivated by different strategies submitted by teachers during classes in order to help them to attain their goals. Secondly, acquiring new term of knowledge and to be productive for the sake of success. Thirdly, motivation is an important process in academic life; it is a way of acting and behaving that have been created by the inner thoughts in the field of education.

As a discussion in the previous chapters, it can be explained that motivation serves all student's reasons and abilities to be successful and be able to pass their exams and achieve the oriented goals. Also, motivation is an effective tool because it focuses on raising student's desires and wants to develop and enhance their learning degrees; it makes the learners engaged in various activities and approaches that are efficient and strong in involving them into different participations in order to be able to achieve their goals.

This current study is the starting point of further research in terms of facilitating and guiding. The present study has shed light on the significance of raising student's motivation to increase their achievements, develop their learning abilities, and solve their problems in order to enhance their learning.

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Appendices

Appendices

Appendices A: Students Questionnaire

Dear Students,

Questionnaire is a crucial tool for collecting data. I will be very grateful if you could take time and efforts to read this questions bellow and honestly answer.

Please, pick one appropriate answer; do not pick more than one option.

Thank you in advance.

1- Do you like English Language

Yes

No

2- Justify?

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

3- How do you assess current degree of motivation for learning?

Low

Medium

High

4- You are motivatedby?

Teacher

Parents

Class mates

Scholars

5- How do you rate your advancement in learning languages?

Low

High

Moderate

6- Do you have any academic goals that you want to achieve?

Yes

No
Justify?

.....
.....

7- Do you have any academic fears?

Sometimes

Always

Never

8- Why?

.....
.....

9- Which Skill do you like the most?

Writing Reading

Speaking Listening

10- What do you do to motivate and encourage yourself to study and participate with teachers?

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

11- In classroom you prefer to work?

Alone

In groups

In pairs

12- Do you think that motivation has an effect on your academic success?

Yes

No

13- If yes, how?

.....
.....

Appendices B: The teachers' questionnaire

Dear teacher

I am Master two didactics' student. This questionnaire is for my design research. I'm currently conducting study on how motivation affect the academic performance of some EFL learners? You are Kindly requested to fill this questionnaire and answering the questions below, I 'll really appreciate your precious help and support through your teaching experience.

Thank you in advance

1- How Long have you been teaching?

.....

2- Is the term « Motivation » common to you?

Yes No

3- If yes, what does it mean to you?

.....
.....

4- Do you think that there is a positive relationship between motivation and language learning?

Yes No

5- Justify?

.....
.....

6- Are your students motivated?

Yes No

7- How?

.....
.....

8- In your opinion what students should do to be able to achieve academic goals?

.....
.....

9-In brief, what do you do to support your students to achieve and enhance their academic success if they are not motivated?

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