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**Motivation in Foreign Language Learning  
A Case Study of 3<sup>rd</sup> Year Pupils at El-Ikhoua  
Farlou Secondary School, Mehdiya - Tiaret**

*A Dissertation Submitted in Partial Fulfillment of  
the Requirements for a Master Degree in Linguistics*

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## **Abstract:**

Everybody needs to have motivation and a reason for action. Foreign language learners should be offered the opportunity to be motivated and fulfill their learning orientations. The purpose of this study is to examine the students' integrative and instrumental motivation for learning English in the Algerian state secondary schools. Additionally, the study aims to recognize the factors that affect the students' motivation and especially those of the secondary school pupils in Algeria.

This evaluation aims to achieve insights into teachers' and learners' perceptions of the motivation and to explore whether it serves the students' expectations in relation to the objectives of the programme as defined by the Ministry of Education and whether the teachers appreciate the material in use. The evaluation phase focuses on the strengths and weaknesses of the students and is examined according to a variety of frameworks and criteria.

The study of motivation in language learning and language teaching has a long history. The present study investigates what attitudes students in secondary school have towards the English language and what motivates them to learn it. The study is based on a questionnaire regarding motivation and sixty students have participated. The study shows that the students have acknowledged the status of the English language in the world and its function as an international language as well as its function as a tool for communicative purposes. A conclusion is that they have positive attitudes in general towards the English language as well as learning English.

**Keywords: Motivation, attitudes and motivational factors, learning English as a second language.**

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## Chapter One

### English Language Teaching [ E.L.T ]

## General Introduction:

The necessity that we use a new language as an essential tool for communication puts us in an active process to find the suitable approach to acquire this language effectively. This "new" language may have multiple definitions according to its situations of learning. There are many factors that help creating an environment to be adequate for teaching and learning a language that we aren't born with, in other words, a language which is foreign in every aspect. Learning a foreign language from the social point of view is learning the culture, the history and the civilization of this people's language. "A different language is a different vision of life," says an Italian movie director. Thus learning a foreign language as English that is supposed to be our theme of discussion is acquiring a new culture with promising perspectives of bridging the gap between nations in the world:

*A foreign language is a language not spoken by the people of a certain place. It is also a language not spoken in the native country of the person referred to, i.e. an English speaker living in Japan can say that Japanese is a foreign language to him or her.<sup>1</sup>*

As far as we know that the acquisition of a new language with special circumstances as the case of English in Algeria is complicated by the fact that many factors are of mere effect on how and what to select the best way to be in realistic environment to learn and teach it.

On the other hand, some things we have to know about teaching foreign languages in Algeria is that we got our independence in 1962, and the French language was considered the official language or on the other hand, the administrative language. Then there was a great revolution against French and there was the emerging of Arabophones. The administrations were paralyzed because of the new language they could not manipulate in their job.

After 1990s, a new revolution came to the surface. Our government, or the Algerian authorities started new relations with USA and they have given a little



importance to English which is now taught at primary schools. Maybe in the coming two years students are going to study English as they now study French and they could choose their high studies in the field of studying English from the secondary school. Our pupils were studying English from the 8th class to the 3rd class of the secondary school, but now they start learning English from the 4th class of the primary school.

Going back to the actual situation, we should know that is catastrophic because of many factors. Our pupils are not interested in learning English and even French because they focus their studies on maths, physics, sciences of life and nature and other fields but not languages. In addition to that, the teachers are not at all interested in the program presented to them and they find it no sense and do without practical activities, which results in a very low level of our future university students

French has still a strong presence and remains the second language in Algeria, as well as an important means of commercial communication with Western countries. Prior to independence, the French language was strongly implemented but Arabization has been a major force in education and politics in the past few decades. With the aim of increasing accessibility, public primary and secondary schools were unified in 1976 and private schools were abolished. The 1990s brought about many changes: English was introduced as an optional second language as of 1992 and, in 1999, an increased awareness of the importance of education led to 6% of the country's expenditure being devoted to education.

Education is currently free and compulsory for all Algerians up until the age of 16, consequently attendance in primary and secondary education is good: recent figures show an average of 97% of boys and 91% of girls attending. Wider access to education has meant that the current literacy rate is estimated to be around 70%, which is high when compared to neighbouring countries though not quite up to international standards. Financial contribution from the government is still fairly substantial and is currently equivalent to a quarter of the national budget, though

rising numbers of pupils are creating a shortage of teachers, which is in turn causing funding and resources to be over stretched.

## 1.1 INTRODUCTION

The ongoing globalization of English has had great impact on our society and on the people who live in it. Algeria is a rather big country with approximately 45 million inhabitants. Individuals need to be able to communicate with people from all around the world and our tool of communication has become the English language. The English language has grown strong in Algeria. Many people come in contact with it daily when listening to pop music, watching TV or from using social media. In Algeria children begin to study English at the age of 13 and they continue to do so until they graduate from secondary school. The English language has high status in Algeria compared to other languages that are spoken in our society today as for example French . The English language is seen as a high-status language not only in Algeria but also internationally. English has become a big part of education especially at universities. Some corporate groups have English as an official language although they may be based in Algeria as the case of oil companies in the south of the country. English is formally the official language for one third of the world's countries which is about 1, 5 billion people and at least 375 million people have English as their native language. The majority of international communication is done in English within important areas such as politics, marketing and the financial world. English is at the present our leading language in communicating across borders but also when it comes to communicating with other people who do not speak the same native language within our own country.

Motivation is a key factor when it comes to learning a foreign language or in any learning for that matter. A lot of research has been carried out regarding the subject and there are several theories from which the subject can be analyzed. Nevertheless, it is person bound and therefore it differs from individual to individual, which from a classroom perspective as well as from a teacher perspective makes motivation a complex phenomenon. This study aims to investigate what attitudes students attending Algerian secondary school have towards the English language and what motivates them to learn English.

## 1.2 English as the world Language:

English is well on its way to becoming the dominant global language. Is this a good thing? Yes, in fields such as science where a common language brings efficiency gains. But the global dominance of the English language is bad news for world literature, according to CEPR researcher Jacques Mélitz (Centre de Recherche en Economie et Statistique, Paris and CEPR). Why? Because if the English language dominates world publishing, very few translations except those from English to other languages will be commercially viable. As a result, virtually only those writing in English will have a chance of reaching a world audience and achieving 'classic status'. The outcome is clear, Mélitz argues: just as in the sciences, those who wish to reach a world audience will write in English. "World literature will be an English literature", Mélitz warns, "and will be the poorer for it – as if all music were written only for the cello". His work appears in "*English-Language Dominance, Literature and Welfare*," ([CEPR Discussion Paper No. 2055](#)). By literature, he refers to imaginative works of an earlier vintage that are still read today, and therefore the accumulation of world literature refers to the tiny fraction of currently produced imaginative works which will eventually be regarded as 'classics'. According to Mélitz, the tendency of competitive forces in the global publishing market to privilege the translation of English fiction and poetry into other languages for reading or listening enjoyment may damage the production of world literature and in this respect make us all worse off.

Mélitz makes the following points:

**Language matters:** In the case of literature, as opposed to other uses of language, language does not serve merely to communicate content (say, a story line) but is itself an essential source of enjoyment. Therefore, it is futile to argue that nothing would change if all potential contributors to literature wrote in the same language. "We might as well pretend that there would be no loss if all musical composers wrote for the cello" said Mélitz. Translations can only approximate the rhythms, sounds,

images, allusions and evocations of the original, and in literature, those aspects are essential.

Great authors write in only one language: Remarkably few people have ever made contributions to world literature in more than one language. Beckett and Nabokov may be the only two prominent examples. Conrad, who is sometimes mentioned in this connection, is a false illustration in a glaring regard: he never wrote in his native Polish. Quite conspicuously, expatriate authors generally continue to write in their native language even after living for decades away from home. This holds not only for poets, such as Mickiewicz and Milosz, which may not be surprising, but also for novelists. Mann went on composing in German during a long spell in the US. The list of authors who have inscribed their names in the history of literature in more than one language since the beginning of time is astonishingly short.

- English is much more likely to be translated: For straightforward economic reasons, only works that enjoy exceptionally large sales have any notable prospect of translation. Heavy sales in the original language represent an essential criterion of selection for translation, though not the only one. As a result, translations will be concentrated in original creations in the major languages. Since English is the predominant language in the publishing industry, authors writing in English have a much better chance of translation than those writing in other tongues.

**English dominance of translations has increased:** The dominance of English in translations has actually gone up over the last 30 years, despite a general decline in the market share of English in the world publishing market..

- If you want to reach a world audience, write in English: In science, as in literature, a person writing in a minor language has a better chance of publication than one writing in a major tongue, but will necessarily have a much smaller chance of translation and international recognition.

English dominance may cause the world pool of talent to dry up: However, the evidence shows that in the case of literary writing, the gifted – even the supremely

gifted – in a language other than English generally cannot turn to English by mere dint of effort and will-power. Thus, the dominance of English may sap their incentive to invest in personal skills and to shoot for excellence.

### **Literature may become just another field where the best work is in**

#### **English:**

In other words, the dominance of English poses the danger that literary output will become just another field where the best work is done in English. In this case, the production of imaginative prose and poetry in other languages may be relegated to the same provincial status that such writing already has acquired in some other areas of intellectual activity. But whereas the resulting damage is contestable in fields where language serves essentially for communication, such as science in general, the identical prospect is alarming in the case of literature.

Along with the advances in telecommunications in the last thirty years, the dominance of English in auditory and audiovisual entertainment has become far greater than in books. Does the argument about translations in literature apply more generally and explain this wider ascension of English too? The answer is partly positive as regards television, but mostly negative in connection with the cinema. US television series indeed benefit from an unusually large home audience and only travel abroad when successful domestically. On the other hand, a film need not succeed in the home market before being made available to foreign-language cinema audiences. Hollywood achieved an important place in the cinema in the era of the silent film.

## 1.3 English As A Foreign Language:

English continues its triumph as a worldwide language of a previously unknown scale.

The numbers of speakers keep expanding, and at the same time, the status of English is dramatically changing as a foreign language: native speakers of the 'core' varieties of British and American English are far outnumbered by bilingual speakers. In a recent report, Graddol (2006) predicts an end to English as a foreign language (EFL) as we know it, with native speakers providing the gold standard. He foresees the teaching of English becoming part of mainstream education worldwide, that is, a basic skill instead of just another foreign language.

As English has made its way to all corners of the world, it has developed a number of varieties, some of which have institutional status, others not. The varieties indigenised in countries where English has an institutional status, the "outer circle" in Kachru's (1985) terms, such as India, Nigeria, Singapore, South Africa, have not always been easily accepted as varieties in their own right, but with time they have increasingly become subject to linguistic research as well as to codification. The linguistic research community has been much slower to react in the case of English used as a lingua franca. While English as a foreign language in Kachru's "expanding circle") has been studied extensively for a long

time as 'learner language', the actual use of the language outside classrooms and learning contexts has been neglected until very recently.

Learner English is of great interest in both practical and theoretical terms, and the need to study second-language use in its own right is not competing with that: it is simply doing different things. Many features of learner language are shared by 'real-world' second language speakers; conversely, we certainly open a new window to understanding foreign language use by investigating English as a lingua franca.

Discussion on the necessity or desirability of the native speaker model for language teaching has been very much alive since the turn of the millennium, and it started even earlier in applied linguistics.

Language contact research has mostly focused on contacts between two languages in a relatively stable contact situation. With the increased mobility in contemporary societies, such settings are becoming rarer. If we look at English in contact with other languages, the reality is already extremely complex: English can be spoken in encounters involving native speakers of practically any of the world's languages. Such complexity is most clearly reflected in the use of English as a lingua franca (ELF), and although it may appear to present a chaotic, even frightening view of endless variation, it is more likely that general constraints of human languages come into play and the variation is neither endless nor chaotic, and hardly arbitrary.



## 1.4 English in the Algerian School:

One remarkable characteristic of the modern age is the increasing number of people who are interested in speaking other languages beside their mother tongue. The need for cross-communication and, therefore, the desire to learn other people's languages has become greater and greater with the world growing smaller and smaller.

Knowing a particular language, English for example, has become a prerequisite to conducting business deals and for negotiating the solutions to international crises, as well as to gain social prestige.

English has become the first international language, an important concern and a common core all over the world. It is widely used in business, industry, technology politics, medicine and education. This results in a positive attitude towards teaching the language communicatively and a strong drive to learn it.

In recent years, teaching English as a foreign language (TEFL) has received considerable attention. The fundamental purpose of this chapter, thus, is to discuss certain issues related to this subject matter.

## 1.5 Classroom Environment:

Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviors before they occur. Research on the classroom environment has shown that the physical arrangement can affect the behavior of both students and teachers (Savage, 1999; Stewart & Evans, 1997; Weinstein, 1992), and that a well-structured classroom tends to improve student academic and behavioral outcomes (MacAulay, 1990; Walker, Colvin, & Ramsey, 1995; Walker & Walker, 1991). In addition, the classroom environment acts as a symbol to students and others regarding what teachers value

in behavior and learning (Savage, 1999; Weinstein, 1992). If a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functioning of the day as well as limit what and how students learn. However, a well-arranged classroom environment is one way to more effectively manage instruction because it triggers fewer behavior problems and establishes a climate conducive to learning.

The spatial structure of the classroom refers to how students are seated, where the students and teacher are in relation to one another, how classroom members move around the room, and the overall sense of atmosphere and order. The research on classroom environments suggests that classrooms should be organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals (Savage, 1999; Weinstein, 1992). In addition, the classroom should be set up to set the stage for the teacher to address the academic, social, and emotional needs of students (MacAulay, 1990). The standards for determining what spatial lay-out is most appropriate to fulfill these functions include: ways to maximize the teacher's ability to see and be seen by all his or her students; facilitate ease of movement throughout the classroom; minimize distractions so that students are best able to actively engage Series on Highly Effective Practices—Classroom Environment 2

in academics; provide each student and the teacher with his or her own personal space; and ensuring that each student can see presentations and materials posted in the classroom.

Most researchers agree that well-arranged classroom settings reflect the following attributes:

- Clearly defined spaces within the classroom that are used for different purposes and that ensure students know how to behave in each of these areas (Quinn, Osher, Warger, Hanley, Bader, & Hoffman, 2000; Stewart & Evans, 1997; Walker, Colvin, & Ramsey, 1995; Walker & Walker, 1991). For instance, classrooms will contain a high-traffic area around commonly shared resources and spaces for teacher-led instruction or independent work, such as rows of desks. A classroom for students

with learning/behavior problems may have separate quiet spaces where a student can cool down or work independently (Quinn et al., 2000; Walker, Colvin, & Ramsey, 1995), personal spaces that each student can call his or her own (Rinehart, 1991; Quinn et al., 2000), and areas for large and small group activities that set the stage for specific kinds interactions between students and teacher (Rinehart, 1991; Walker, Colvin, & Ramsey, 1995). There may also be spaces to store items, computers, or audio-visual equipment.

- Seating students in rows facilitates on task behavior and academic learning; whereas more open arrangements, such as clusters, facilitate social exchanges among students (MacAulay, 1990; Walker & Walker, 1991).
- It is useful to strategically arrange the classroom to limit student contact in high-traffic areas, such as the space surrounding the pencil sharpener and wastebasket, and instructional areas; and, to seat easily distracted students farther away from high-

### Series on Highly Effective Practices—Classroom Environment 3

traffic areas (Bettenhausen, 1998; Quinn et al., 2000; Walker, Colvin, & Ramsey, 1995; Walker & Walker, 1991).

- All students should have a clear view of the teacher and vice versa, at all times (Quinn et al., 2000; Rinehart, 1991; Stewart & Evans, 1997; Walker et al., 1995; Walker & Walker, 1991; Wolfgang, 1996). In addition, the traffic pattern in the classroom allows the teacher to be in close physical proximity to high maintenance students (Shores, Gunter & Jack, 1993; Wolfgang, 1996).
- There is some evidence that it is useful to limit visual and auditory stimulation that may distract students with attention and behavior problems (Bettenhausen, 1998; Cummings, Quinn et al., 2000).
- There is good reason to strategically place students with special needs or behavior problems in close proximity to the teacher's desk (Bettenhausen, 1998; Wolfgang, 1996). Shores and his colleagues (1993) recommend that this be done not only to

monitor student problem behaviors, but also to facilitate teacher delivery of positive statements when compliant or otherwise appropriate behaviors are exhibited.

- Finally, it is advantageous to keep the classroom orderly and well organized (Bettenhausen, 1998; Stewart & Evans, 1997).

The physical arrangement of the classroom can serve as a powerful setting event for providing students effective instruction and facilitate (or inhibit) positive teaching/learning interactions. As with other aspects of instruction, the physical arrangement of the classroom should be reflective of the diverse cultural and linguistic characteristics of the students and be consistent with specific learner needs.

## 1.6 Objectives of E.F.L in Algeria:

The use of English is rapidly growing in Algeria since it is the chief language of world publishing, technology and computing. Therefore, Cook (2003:25) stated:

*In recent years the growth of English has been further accelerated by a startling expansion in the quantity and speed of international communication, the rise of international operations, linked to expanding U S power and influence, ensures an ever – increasing use of English in business , films, songs, television programmes, and advertisements in English are heard and seen in many countries where it is not the first nor even a second language.*

One of the chief goals of the Algerian educational system is to achieve a great deal of success in the framework of foreign language learning and teaching.

Al-Mutawa and Kailani (1989:3) say:

*English holds an eminent place in most of the Arab countries owing to the traditional relationship maintained with the English-speaking world. There are extensive commercial, cultural and other interdependent activities with the United Kingdom and the United States. This results in a favourable attitude towards the language and consequently a strong drive to learn it. This status has recently been enhanced by the rapid growth of science and technology.*

Although the Algerian pedagogic authorities have realized that it is reasonable and proper to learn a foreign language exclusively for the purpose of reading its literature, they have also considered it as means for international communication. Hence, Hayane (1986:45) says:

*D'une façon générale, on peut dire que la langue Anglaise a une assez bonne image de marque en Algérie. Elle joint d'un certain prestige auprès des élèves, qui lui vient de leur engouement pour la musique et les chansons Anglo-Saxonne, ainsi que des son statut ; volontiers reconnu, de langue internationale.*

Since English is widely used as an international language and since most scientific research is done in English, the Algerian Ministry of Education has found that in order to catch up with world developments in different fields, the government will need individuals able to speak and write in English. In this

sense, the teaching of English is meant to provide adequately trained people for scientific research and enable them to contribute to the Algerian society.

Therefore, the objectives of English language teaching, as they may be envisaged by the Algerian authorities can be specified as follows:

- To provide the learners with a cultural experience via the English language.

This will enable them to adapt a mature view of the world around them.

- To provide the learners with an ability to speak, understand, read and write the English language with sufficient accuracy and fluency to enable them to obtain access to the literary, scientific and commercial worlds. In the Algerian context, the specific requirements of a coursebook include the following:

- The coursebook should contribute to the fulfillment of the educational aims as defined by the Ministry of Education

- The coursebook should motivate the learners by appealing to their perception of the reasons why they are learning the language.

- The coursebook should be usable within the existing administrative framework of the teaching institutions and should not violate the existing cultural assumptions.

The teaching of English in the first year of secondary school aims at consolidating, deepening and developing the learners' capacities, skills and knowledge that have already been acquired in the intermediate school.

In accordance with the general objectives set to the teaching and learning of the English language in Algeria which state that the learner should achieve communication in its various forms, aspects, and dimensions, three main categories of objectives can be distinguished:

#### **1.6.1. Linguistic Objectives**

- To consolidate and develop the basic knowledge acquired in the intermediate school to help the learners carry on with their learning of the English language.

- To keep them equipped with the necessary tools to pursue their general training.

### 1.6.2. Methodological Objectives

- To consolidate and develop the strategies of learning and of self-evaluation that the learners have already acquired in the intermediate school.
- Reinforce and strengthen the study skills and techniques of what has already been acquired.

### 1.6.3. Cultural Objectives

- To stimulate the learners' curiosity to contribute to the broadening of their minds by exposing them to the various contexts of culture and civilization of the English language.
- To place the learners in an environment which suits their needs and interests in conceiving and planning activities in real-life situations.
  
- To favour the pedagogy of success by creating an environment in which the learners will develop positive attitudes towards learning English. From this angle, the teaching of English is seen as a means to broaden the learners' cultural outlook.

By this it is meant that it is intended to give the learners a clear understanding of different cultures other than their own which will help them to understand the differences between world cultures. More importantly, an understanding of a foreign culture will develop the learners' awareness of different ways of life and make them develop more positive attitudes towards other cultures. Wilkins (1972:154) stressed that:

*Whereas the second language learner needs language for use within his own community, the foreign language learner needs it so that he can form contacts with the community other than his own. The context of his learning therefore should be not his own culture, but that of the group whose culture has provided the justification of his language in the first place.*

To put the general objectives into practice, the learners must be equipped with basic language acquisition in order to cope with it fluently and accurately.

They must not only acquire the skill and knowledge of the target language but also the practice and use of the language communicatively.

Furthermore, to enable them to be involved in critical thinking, active learning and thus again communicative competence in all the skills, the development of mental abilities should be catered for.



## 1.7 The Teachers' Role

Being dominated by a broadly learners-centered orientation, this approach requires new roles to play. Teachers, in this approach, are encouraged to become autonomous and to get rid of their limited function of monitoring and evaluating. Their role is no longer restricted to communicating contents but to help and encourage learners to take part in their own training. Learners are seen as active participants in the learning process.

This requires greater commitment on their part, and opportunity to take greater responsibility for their own learning. In addition to improving the value of co-operation and group work between the learners, the teachers should also help them process information; teach them learning strategies how to build knowledge by means of discovery activities. Teacher's role and teaching strategies can be presented through the following table

### Teacher's role

- Knowledge provider
- Omnipresent in class
- Decided everything
- Guide/ helper
- Counselor
- Facilitator
- Attitude less

### Authoritative

- Open to discussion
- Takes into account
- Authoritative - Co- learner
- Seeks pupils' participation
- Teaches individually (when necessary)
- Develops learning autonomy pupil's anxieties and interests.

## 1.8 The Learners' Role

Since they live in a real world of real things, the learners develop abilities to perceive these things, and through their cognitive activity, move to the stage of creative and critical thinking. They start using their minds to meet new challenges which occur when they must interpret, analyze or manipulate information, because a question to be answered or a problem to be solved cannot be resolved through the routine application of previously learned knowledge. They are no longer passive recipients of knowledge but brought to awareness as they are actively engaged in their own learning. Within the framework of the competency-based approach they will be guided to find solutions to the problems they encounter, to share, exchange information and co-operate with others. In the classroom, they will be introduced to different tasks which will enable them to discover, build knowledge and find sense of what they do. The result is the acquisition of learning strategies reinforced with the help and continual support of their teachers and classmates. Thereby, they achieve a gradual autonomy. The learners' role can be illustrated through the following table:

### 1.8.1 Learner's Role and attitudes:

- Knowledge recipient
- Teacher dependent
- Applies models
- Motivation based on

Marking examination,

- The Learner wants to know what he learns
- Is responsible for his learning
- Learns better through action.
- S/he learns due to and through action.
- Increases her/his intellectual potential, and parental pressure.
- S/he builds her/his own strategies
- Defines her /himself the processes he will make use of when working

- Strengthens skills into problem-solving
- Improves her/his memorization process.
- Has a positive attitude toward learning.

## 1.8.2 The Learners' Needs:

In recent years, teachers of English as a foreign languages (EFL), or English as a second language (ESL) , have been paying increasing attention to identifying the needs of their students . Unquestionably, considering the learners' needs is a major requirement of a successful coursebook. For this reason, needs analysis, which has to do with the aims of a course, has received considerable attention and assumed an important role in language learning. Needs a set of procedures for specifying the parameter of a course of study, such parameters include the criteria and rational for grouping learners, the selection and sequencing of course content, methodology, and course length, intensity and duration. In other words, needs analysis aims at identifying general and specific language needs that can be applied in developing goals, objectives and content in a language programme. While identifying the learners' needs, several basic factors ought to be considered such as: who the learners are, their present level of language proficiency, teachers and learners' goals and expectations, the teacher's teaching skills and level of proficiency in the target language. Such parameters will have to inform the methods and techniques used in class, as well as the materials design to be implemented in order to achieve the best results. As the following figure may, suggest, needs analysis bears a firm relationship to the different components of language curriculum development.

## 1.9 Conclusion

From this review of syllabuses and approaches to foreign language teaching and Learning, demonstrating how the focus has shifted from explanation aimed at acquiring knowledge and skills to processes through which knowledge and skills are gained, two important aspects should be borne in mind: First, one of the major requirements of a successful coursebook is to incorporate all basic items: Grammar, vocabulary, language functions, situations, topics, pronunciation to enable the Learners to achieve effective and confident communication, by integrating all the possible factors from the different types of syllabuses and relating them to each other, a compromise between the different organizing elements can be achieved. Second, and equally important, a knowledge, information and instruction given by the teacher should have dynamic counterparts in real life tasks, activities, and problems to be solved by the Learner. For the syllabus to be effectively designed, its contents must be coherent with the needs and objectives of the Learners. These requirements are without dispute and should be among the premises implemented in the curriculum.

## Chapter Two:

### E.F.L Learners' Motivation And Achievement

## 2. Introduction:

Teachers recognize that motivation is important for learning and therefore want to have motivated students. Over the years, they have used a variety of approaches to motivate students with problems similar to those of the students you met in our introductory examples, Sasha and Derrin. Rarely, however, do they receive training on how to motivate students. Moreover, when training is provided, it usually stresses techniques that do not capitalize on the vast amount of research on motivation and exciting new approaches based on this research. Thus, teachers have had to rely on commonsense approaches that are based on their teaching experiences, independent study of suggestions from research, intuition training in particular techniques, consultations with other teachers, or any combination of these approaches. The frustrations that many teachers feel in trying to motivate hard to reach students come from the realities of time pressure, the high number of students with, learning and emotional needs, heavy accountability demands from administrators and parents, and other stress-producing situations that exist in many of our schools. Attempts to rely on outdated training and intuition often fall short in the heat of a difficult situation with a student. Similar to situations in parenting, just when we most need to recall that specific technique we learned for positively disciplining or getting the attention of a child, time pressures and our own stress level prevent us from remembering what it was we were supposed to do. In the case of teaching, this often results in attempts to keep the classroom quiet and well-disciplined rather than attempts to enhance students' motivation to learn.

## 2.2 An overview of literature:

Motivation is the study of why people think and behave as they do. In an achievement setting, someone would be concerned with motivation if he were to ask, for example, why some students persist to task completion despite enormous difficulty, while others give up at the slightest provocation; or why some students set such unrealistically high goals for themselves that failure is bound to occur.

Motivation is also the study of what pushes or pulls an individual to start, direct, sustain, and finally end an activity. Consider, for example, an achievement activity such as studying for an exam. Motivation researchers would want to examine what the person is doing: the choice of behavior; how long it takes that person to get started. Or they wish to see the latency of behavior: how hard the individual actually works at the activity (the intensity of behavior); how long that individual is willing to remain at the activity (the persistence of behavior); and what the person is thinking or feeling while engaged in the activity, or the cognitions and emotional reactions that accompany behavior. Note that this focus on the "why" of achievement is quite different from the study of achievement itself. Educators sometimes confuse the topics of researchers who study motivation with the topics of researchers who study achievement and learning.

### Early Theories

The scientific study of motivation as a discipline separate from learning began in the 1930s. Early motivation researchers were primarily interested in the factors that aroused behavior, or that got it started in the first place. It was widely believed at the time that the optimal state of an organism, both animal and human, was one of balance and equilibrium, where all needs were satisfied. The process of keeping the organism at this optimal level is known as homeostasis. Homeostatic balance was also thought to be satisfying, which was compatible with the belief that organisms were primarily motivated by hedonism, or the desire to maximize pleasure

and minimize pain. Theories of motivation that emerged in the 1930s were based on the ideas of homeostasis and hedonism as fundamental principles.

A related body of research, labeled self-determination theory by Edward Deci and Richard Ryan, conceptualizes achievement goal pursuits in terms of whether they fulfill the individual's basic needs for competence, autonomy, and relatedness to other people. Goals that satisfy these needs enhance intrinsic motivation. The pioneering research of Deci and Ryan has alerted many educators to the fact that extrinsic rewards, such as grades, gold stars, or even money, can undermine intrinsic motivation if they jeopardize people's sense of competence and feelings of personal control.

### Future Challenges

Motivation is a rich and changing field that has enjoyed much progress in its relatively brief history. In more than six decades following Hull's insights, there have been major upheavals in the field (the shift from behaviorism to cognition); new theories and concepts have been introduced, and novel research directions have been pursued (such as the finding that reward can decrease motivation). Principles of motivation have been described that can become the basis for intervention. Quite a bit is known, for example, about the positive motivational consequences of attributing failure to lack of effort rather than low ability, of selecting tasks of intermediate difficulty, and of focusing on mastery rather than outperforming others. All these principles have good theoretical and empirical grounding. The challenge for the future will be to study motivation in context. Examining achievement expectancy, values, and goals and how they get expressed in the broader context of social and cultural influences might provide important clues for understanding the academic challenges faced by many ethnic minority youth. Addressing such issues will be a useful step toward promoting the field of motivation in education research and assuring its continued vitality.



## 2.3 Literature Review:

To better understand the students' motivation for learning English as a foreign language; it is helpful to examine the literature in two relevant areas:

1. Theories of motivation
2. Motivation in F.L.L

As the most important relevant topics that learners get affected by in their learning sphere.

### 2.4 Theories of motivation:

**Drive theory.** The best known of these early conceptions was Clark Hull's drive theory. According to Hull, behavior is a function of drive and habit. Drives in the Hullian framework are unsatisfied needs, such as the need for food (hunger) or the need for water (thirst). The drive to satisfy one's needs is what arouses or energizes behaviour. Habits, in turn, provide a direction for behaviour. Habits are stimulus response bonds that are built up over time as a result of prior learning. For example, if some-one's need to achieve has been satisfied in the past by studying hard for exams, then deficits in that need (arousal) should be satisfied by renewed study behaviour. Thus, behaviour can be explained by both a motivation component (the drive that energizes behavior) and a learning component (the habit that provides direction or indicates what particular behaviour will be initiated).

Simple yet elegant, drive theory generated a vast amount of motivation research from the 1930s through the 1950s. Of most relevance to education were studies on anxiety and learning conducted by Kenneth Spence, who was a student of Hull's. According to Spence, anxiety is a drive and it therefore arouses behaviour, in this case the speed with which one learns simple versus complex tasks. On simple tasks where there is already a strong habit strength, anxiety will facilitate the speed of learning. With complex tasks, on the other hand, where there are weak stimulus-response bonds, high anxiety should interfere with learning, because high anxiety activates incorrect stimulus-response bonds (habits) that compete with correct

responses. In support of this analysis, many studies reveal that high anxiety is neither uniformly adaptive or maladaptive across all learning contexts.

**Expectancy-value theory.** Drive theory was very mechanistic. There was no role for complex cognitive processes such as how a person interprets an arousal cue or whether their expectations for success might energize behaviour. With the cognitive revolution of the 1960s, motivation researchers became much more interested in how thoughts as well as unsatisfied needs and habits influenced behavior. The impact of drives as an organizing construct therefore waned.

Furthermore, it became accepted that organisms are always active and the field of motivation shifted from the study of what turns organisms "on" and "off" to an interest in the direction of behaviour, including choice and persistence.

The interest in cognition resulted in what is known as expectancy-value theory in motivation. The basic assumptions of expectancy-value theory are in accord with common sense thinking about motivated behaviour. Behavioural choice is determined by the perceived likelihood that the behaviour will lead to a goal and how much that goal is desired or wanted. In the 1950s and 1960s, John Atkinson developed a theory of achievement motivation that perhaps best illustrates an expectancy-value framework. In its simplest form, Atkinson's theory states that the tendency to approach as achievement activity ( $T_s$ ) is a function of three factors: the motive for success ( $M_s$ ), the probability that one will be successful at the activity ( $P_s$ ), and the incentive value of success ( $I_s$ ). The factors are related multiplicatively, such that:  $T_s = M \times P \times I$ .

In this equation,  $M_s$  is the achievement motive, a relatively enduring personality trait presumed to be learned early in life.  $P_s$ , or the probability of success, takes on a numerical value from 0 to 1, with high numbers (e.g.,  $P_s = 0.8$ ) indicating greater likelihood of success, that is, an easy task. Finally, incentive value ( $I_s$ ) represents an affective state, labeled pride in accomplishment, and it was assumed to be inversely related to expectancy ( $1 - P_s$ ). That relationship captured the notion that easier tasks,

where the probability of success was high, would elicit less pride and would therefore be less motivating.

Atkinson's theory was very popular from 1960 to 1980 and it generated many intriguing hypotheses about motivation. The theory predicted that high achievement oriented people prefer tasks of intermediate difficulty ( $P_s = 0.5$ ) because such tasks elicited the most pride following success. People who were low in the achievement motive would be more motivated when tasks were very easy or very difficult.

Atkinson was among the first theorists to point out that adaptive motivation was not necessarily associated with persisting at the hardest tasks where the probability of success is low. Indeed, the hallmark of a high achievement-oriented person is that they are able to gauge their efforts in response to their perceived expectancy, always striving toward intermediate difficulty.

#### Contemporary Theories of Motivation

Atkinson's theory gradually declined in the 1980s as motivation researchers turned their attention to a broader array of cognitions and to motivational traits other than the achievement motive. In general, contemporary motivation theories are dominated by three separate but interrelated constructs: expectancy, value, and achievement goals. As defined in the early twenty-first century, expectancy has to do with beliefs about ability (Can I do it?). Values are concerned with preferences and desires (Do I want it?). And goals capture purpose or the reasons for engaging in achievement activities (Why am I doing this?).

**Beliefs about ability: Attribution theory.** Three theories have addressed beliefs about ability. The first is attribution theory as developed by Bernard Weiner. Attributions are inferences about the causes of success and failure. (e.g., "Why did I get a poor grade on the exam?" or "Why did I get the highest grade?") Among the most prevalent inferred causes of success and failure are ability (aptitude), effort, task difficulty or ease, luck, mood, and help or hindrance from others. According to Weiner, these causes have certain underlying characteristics, which are known as causal dimensions. Causes differ in locus, or whether the cause is internal or external

to the person; stability, which designates as cause as constant or varying over time; and in controllability, or the extent to which a cause is subject to volitional alteration. For example, low aptitude as a cause for failure is considered to be internal to the actor, stable over time, and uncontrollable, whereas lack of effort is judged as internal, but variable over time and subject to volitional control.

Each of these causal dimensions is linked to particular consequences that have motivational significance. For example, the stability dimension is related to expectancy for future success. When failure is attributed to a stable cause such as low ability, one is more likely to expect the same outcome to occur again than when the cause of failure is due to an un-stable factor such as lack of effort. Thus the failing student who believes that he or she did not try hard enough can be bolstered by the expectation that failure need not recur again. Guided by these known linkages between causal stability and expectancy, attribution retraining programs have been developed that teach students to attribute failure to lack of effort rather than lack of ability. Many successful programs have been reported in which retrained students show greater persistence when they encounter challenging tasks, more confidence, and more positive attitudes toward school work.

The controllability dimension is related to a number of interpersonal affects, such as pity and anger. Pity and sympathy are experienced toward others whose failures are caused by uncontrollable factors (think of the teacher's reactions to the retarded child who continually experiences academic difficulty). In contrast, anger is elicited when others' failures are due to causes within their control (imagine that same teacher's affect toward the gifted student who never completes assignments). These emotional reactions also can serve as indirect attributional cues (i.e., they provide information about the cause of achievement). If a teacher expresses pity and sympathy following student failure, that student tends to make a low ability attribution. Hence, pity from others can undermine beliefs about ability.

**Beliefs about ability: Self-efficacy theory.** Popularized by Albert Bandura, self-efficacy refers to individuals' beliefs about their capabilities to perform well.

When confronted with a challenging task, a person would be enlisting an efficacy belief if they asked themselves: "Do I have the requisite skills to master this task?" Unlike causal beliefs in attribution theory, which are explanations for past events, efficacy percepts are future oriented. They resemble expectations for personal mastery of subsequent achievement tasks. Also unlike attribution theory, which focuses on the perceived stability of causes as a determinant of expectancy, efficacy theorists have articulated a much more extensive set of antecedents, including prior accomplishments, modeling, persuasion, and emotional arousal. For example, physiological symptoms signaling anxiety, such as rapid heart beat or sweaty palms, might function as cues to the individual that he or she lacks the requisite skills to successfully complete a task.

According to Bandura, perceived efficacy determines how much effort a person is willing to put into an activity as well as how long they will persevere in the face of obstacles. Many studies have documented the adaptive consequences of high self-efficacy. For example, it is known that high self-efficacy and improved performance result when students: (1) adopt short-term over long-term goals, inasmuch as progress is easier to judge in the former case; (2) are taught to use specific learning strategies, such as outlining and summarizing, both of which increase attention to the task; and (3) receive performance-contingent rewards as opposed to reinforcement for just engaging in a task, because only in the former case does reward signal task mastery. All these instructional manipulations are assumed to increase the belief that "I can do it," which then increases both effort and achievement. Efficacy beliefs have been related to the acquisition of new skills and to the performance of previously learned skills at a level of specificity not found in any other contemporary theory of motivation.

**Beliefs about ability: Learned helplessness theory.** Whereas self-efficacy captures lay understanding of "I can," helplessness beliefs symbolize shared understanding about the meaning of "I cannot." According to this theory, a state of helplessness exists when failures are perceived as insurmountable, or more

technically, when noncontingent reinforcement results in the belief that events are uncontrollable. That belief often is accompanied by passivity, loss of motivation, depressed affect, and performance deterioration. Martin Seligman, a main proponent of the theory, has argued that helplessness becomes a learned phenomenon when individuals inappropriately generalize from an experience with noncontingency in one situation to subsequent situations where control is possible. A prototypical example is the successful student who unexpectedly fails despite high effort and then becomes virtually incapable of completing work that was easily mastered prior to failure.

Helplessness theory has a decidedly attributional focus in that Seligman and others maintain that when individuals encounter failure, they ask, "Why?" How people characteristically answer this question is known as explanatory style. Some people typically explain bad events by pointing to factors that are internal, stable, and global. (e.g., "I'm always a failure no matter what I do"). These individuals are believed to have a pessimistic explanatory style. Other people interpret bad events by evoking momentary and specific causes (e.g., "I just happened to be in the wrong place at the wrong time"). Such individuals are characterized as having an optimistic explanatory style. A pessimistic explanatory style in the achievement domain has been related to poor school grades, reluctance to seek help, diminished aspirations, and ineffective use of learning strategies.

The research of Carol Dweck has focused particularly on individual differences the motivational patterns of children who may be vulnerable to helplessness beliefs. In response to challenging tasks where failure is possible, some children have a mastery-oriented motivational system: they believe that ability is incremental (e.g., "smartness is something you can increase as much as you want"), they focus on the task rather than their abilities, they enjoy challenge, and they can generate solution-oriented strategies that lead to performance enhancement. At the other end of the continuum are children who display a helpless motivational pattern: they believe that ability is fixed (e.g., "how smart you are pretty much stays the same"); they focus on personal inadequacies; express negative affect, including boredom and anxiety; and

they show marked deterioration in actual performance. In other words, they display the classic symptoms associated with learned helplessness.

In summary, the dominant theme in contemporary motivation research revolves around beliefs about ability as represented by attribution theory, self-efficacy theory, and learned helplessness theory. Attribution theory has its origins in social psychology and is therefore especially concerned with the situational determinants of motivation and with both self-perception and the perception of others. Self-efficacy theory has emerged from a social learning perspective and therefore has close ties with behavioral change. Learned helplessness theory reflects the influence of clinical and personality psychology with its focus on coping with failure and individual differences in a presumed motivational trait.

**Achievement values.** There is a much smaller literature on achievement values, the other broad construct in expectancy-value approaches to motivation. Unlike expectancy, which focuses on beliefs about ability, values are more directly concerned with the perceived importance, attractiveness, or usefulness of achievement activities. Values also are rooted in the moral constructs of "ought" and "should," as illustrated by the belief that one should try hard in school regardless of his or her perceived abilities.

The most extensive research on achievement values has been conducted by Jacque Eccles and Allan Wigfield. These researchers define achievement tasks in terms of their attainment value (the perceived importance of doing well), intrinsic value (how much enjoyment the individual derives from engaging in the task), utility value (how the tasks relates to future goals), and costs (the undesirable consequences of engaging in the task). Most of the research guided by this conception has selected specific subject matter domains to examine whether task value predicts different consequences, such as course grades and enrollment decisions, or the extent to which value and expectancy are positively or negatively related (according to Atkinson's theory, these two constructs,  $I_s$  and  $P$ , should be inversely related). The findings of Eccles and Wigfield reveal that how much students value a particular

domain influences choice behavior (i.e., their intention to enrol in particular courses and their actual enrollment). Task values, however, have little direct impact on actual course grades. Value and expectancy also appear to be positively correlated: individuals judge the tasks that they perceive themselves to be good at as more important, enjoyable, and useful. An unanswered question in this research is the issue of causal sequence. It is unclear whether individuals come to value what they are good at (expectancy  $\rightarrow$  value), or whether individuals develop more confidence over time in the tasks that are most important (value  $\rightarrow$  expectancy).

**Achievement goals.** Achievement goals capture the reasons why a person engages in achievement behavior, and two broad types have been identified. Students who pursue mastery goals are oriented toward acquiring new skills or improving their level of competence. In contrast, students who adopt performance goals are motivated by the intent to demonstrate that they have adequate ability and avoid displaying signs that they have low ability. According to this analysis, individuals can therefore decide to engage in achievement activities for two very different reasons: They may strive to develop competence by learning as much as they can, or they may strive to publicly display their competence by trying to outperform others.

A vast number of studies suggest that mastery goals increase motivation more than do performance goals. The general thinking is that mastery oriented individuals seek out challenge and escalate their efforts when tasks become difficult, whereas performance-oriented individuals see their ability as threatened in challenging situations, which they tend to avoid. More recent research, however, suggests that adopting performance goals in some situations may enhance motivation. At times the two goal orientations may go hand in hand (people can strive to attain mastery and outperform others) or the pursuit of performance goals (i.e., comparing one's self to others) can provide cues that the person is competent and will therefore enhance motivation. It also appears that when performance goals are differentiated



by approach (demonstrating ability) and avoidance (concealing low ability) tendencies, it is mainly the avoidance component that compromises sustained achievement strivings.

A related body of research, labeled self-determination theory by Edward Deci and Richard Ryan, conceptualizes achievement goal pursuits in terms of whether they fulfill the individual's basic needs for competence, autonomy, and relatedness to other people. Goals that satisfy these needs enhance intrinsic motivation. The pioneering research of Deci and Ryan has alerted many educators to the fact that extrinsic rewards, such as grades, gold stars, or even money, can undermine intrinsic motivation if they jeopardize people's sense of competence and feelings of personal control.

### Future Challenges

Motivation is a rich and changing field that has enjoyed much progress in its relatively brief history. In more than six decades following Hull's insights, there have been major upheavals in the field (the shift from behaviorism to cognition); new theories and concepts have been introduced, and novel research directions have been pursued (such as the finding that reward can decrease motivation). Principles of motivation have been described that can become the basis for intervention. Quite a bit is known, for example, about the positive motivational consequences of attributing failure to lack of effort rather than low ability, of selecting tasks of intermediate difficulty, and of focusing on mastery rather than outperforming others. All these principles have good theoretical and empirical grounding. The challenge for the future will be to study motivation in context. Examining achievement expectancy, values, and goals and how they get expressed in the broader context of social and cultural influences might provide important clues for understanding the academic challenges faced by many ethnic minority youth. Addressing such issues will be a useful step toward promoting the field of motivation in education research and assuring its continued vitality.

## 2.5 Linguistic Competence and Performance

In order to do theoretical linguistics, we distinguish linguistic competence from linguistic performance:

**Competence:** A speaker's mental facility for producing and understanding novel utterances of his or her language. You can think of this as the speaker's mental 'linguistic program', or simply as the speaker's (unconscious) knowledge of the grammar of his or her native language.

**Performance:** A speaker's use of language, i.e. their actual acts of producing and understanding utterances.

### Competence

Linguistic Competence defines the system of rules that governs an individual's tacit understanding of what is acceptable and what is not in the language they speak. The concept, introduced by the linguist Noam Chomsky in 1965, was intended to address certain assumptions about language, especially in structuralist linguistics, where the idea of an unconscious system had been extensively elaborated and schematized. Competence can be regarded as a revision of the idea of the language system. The empirical and formal realization of *competence* would be *performance*, which thus corresponds to diverse structuralist notions of *parole*, *utterance*, *event*, *process*, etc. Chomsky argues that the unconscious system of linguistic relations, which Ferdinand de Saussure named *langue*, is often mistakenly associated with *knowledge* or *ability* (or know-how). Chomsky is concerned to establish a science that would study what he calls "the language faculty", in analogy with other mental faculties like logic, which as a kind of intuitive reasoning power requires no accumulation of facts or skills in order to develop. Grammatical knowledge too seems to be present and fully functional in speakers fluent in any language. So competence in Chomsky's sense implies neither an accumulated store of knowledge nor an ability or skill. He rejects Saussure's *langue* as "merely a systematic inventory of items", and instead returns to a rationalist model of underlying competence regarded as "a system of generative processes" (4). This has

the advantage of explaining plausibly events of linguistic innovation in unpredictable situations, as well as pertinence of expression and understanding in particular contexts. This faculty seems to be absent in animals and (so far) in machines that can nonetheless be taught or programmed to use signs in imitative or predetermined ways.

### 2.5.1 Language Aptitude and the Underlying Factors In F.L.L

All children are capable of learning other languages in the early grades when provided opportunities for quality instruction by teachers with *high expectations* for all students, including those with diverse needs.

The belief of teachers, administrators and parents that there is a broad spectrum of talent and potential in the world language classroom and that students can and will succeed in learning a world language often makes it possible for students to succeed. This is further supported by second language acquisition research that justifies the inclusion of all students as language learners. As such, the need for aptitude testing of early language learners is not warranted within the context of these core beliefs. Equity of access to early language learning can no longer be denied to students solely based on the results of aptitude tests if we are to provide learners with the long sequences of instruction necessary to successfully interact with peoples of other cultures in the diverse communities in which we live and work.

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## 2.5.2 Learners' Attitude towards English

The term "attitude" has been defined by Rokeah (1970); quoted by Smith (1975:20) as "*a relatively enduring organization of beliefs around an object or a situation pre-disposing one to respond in some preferential manner*".

When preparing his teaching materials or lessons, the teacher should be aware of the fact that such materials are related to the pupils' needs and experiences. His should also take into account the learners' age, motivation, attitude, pervious language experience and attitude to the target language. These factors are basic in the learning process; and the teacher will have to stimulate learning through varied appeals and methods to create desire among them to learn the language adequately. For example, while games and play activities may be effective with younger learners, older pupils would prefer more adult learning such as role playing and classroom discussion.

## 2.6 Motivation in F.L.L

### Introduction

Many believe motivation to learn is the key element in language learning. However, if we look at researches in motivation, it is hard to say what motivation is. This paper begins with the definition of motivation and describes types of motivation. Then, it breaks down into parts which consist of motivation. Finally, it addresses how we can motivate students in language learning.

Language learners learn a language, because they want to acquire, use, and communicate with those who speak the language, or

perhaps they want to get to know their culture and learn about the country where the language is spoken. However, what is going to happen if school insists students to learn a second language that school chooses whether they wish to learn it or not. It is obvious that students who don't want to learn the language will not be able to do well in class.

It is also in the process of implementing in elementary school in the near future. With all the hard work we put into learning English, many of the students will not be able to acquire the skills we need to communicate. I believe motivation to learn has something to do with this situation.

Motivation determines the degree of effort you put into foreign or second language learning. The more motivation you may have, the more effort you tend to put into learning the language. It leads to success in learning.

From this point of view, it is quite important to motivate students to learn a second language. In this paper, I would like to review some of the literatures on motivation and provide an overview of what motivation consists of and how we can motivate students on second language learning.

Motivation definition

Most teachers feel that motivation is a key factor in successful language learning, but what is motivation? According to many researchers, there are so many definitions of what motivation is and what isn't. It seems somehow incomplete. In the field of second language acquisition, the concept of motivation came from social psychology. So the first purpose of this literature review is to discover the types of motivation and define the motivation in this paper.

### **2.6.1 Integrative vs Instrumental motivation**

Gardner(1979, 1985; Gardner & Lambert, 1972) proposed that motivation is influenced by two orientations to language learning. An integrative orientation is typical of someone who identifies with and values the target language and community, and who approaches language study with the intention of entering that community. Such an individual is thought to have an internal, more enduring motivation for language study. Instrumentally motivated learners, on the other hand, are more likely to see language learning as enabling them to do other useful things, but as having no special significance in itself. Such learners will be motivated if they see language learning as having beneficial career prospects or something that will enable them to use transactional language with speakers of the foreign language. Based on Mowrer's suggestion that identification and positive affect toward parents are important for first language acquisition, Gardner and Lambert (1972) suggested that individual with an integrative orientation would demonstrate greater motivational effect in learning L2, and, thus, achieve greater L2 competence. This integrative and instrumental orientation is very famous in the field of motivation, but Ely (1986) argues that it is not always easy to distinguish between integrative and instrumental motivation. A second problem he argues is whether the integrative/instrumental conceptualization captures the full spectrum of student motivation. It may be that, for a given population of second language students, there are reasons for language learning that are unrelated to either of the two motivational orientations. I agree with Ely that it is not always easy to tell one from the other. For example, there are students who don't like to study, but they have to, because they have pressure from their parents, peers, teachers, and so forth. This is also a type of motivation which can't belong to either of the two motivational orientations. Furthermore, Oxford & Shearin's study (1996) on American high school students who was learning Japanese were asked to write an essay explaining their reasons for

studying Japanese. Obviously many wanted to learn Japanese for integrative and instrumental reasons, however, more than two thirds of the students had additional reasons for learning Japanese that didn't relate to either of these orientations. Some of the reasons were: receiving intellectual stimulation, seeking personal challenge, enjoying the elitism of taking a difficult language, and so on. Most interestingly, they said they thought that learning Japanese would make them more self-confidence, although that was not the reason they were choosing the language. This opinion guides us to take a look at confidence in relation to motivation in the next section.

Dornyei (1996) claims that most nations in the world are multicultural and the majority of people in the world speak more than one second language. These facts underscore the importance of the social dimension of language learning motivation; however, this social dimension is not the only major constraint of language learning motivation. Motivation to learn a second language is a complex and eclectic psychological construct that involves several non-social factors as well. In Dornyei's study of Hungarian secondary school learners of English (ages 17-18) including scales focusing on some learner traits as well as the learners perception of the classroom environment and the dynamics of the learner group, she came up with the results which was the lack of a major motivational component, namely that of instrumental motivation. She believes instrumental motivation is a central component of motivation where it is relevant, that is, where relatively short-term pragmatic, utilitarian benefits are actually available for the learners. If by such benefits we mean job or salary-related motives, instrumental school students in the study, pragmatic rewards appeared quite remote, and the wish to prepare for a bright career was related to getting higher qualifications, and thus to obtaining knowledge. She

contended that “foreign language learning” in a classroom setting could not logically involve attitudes toward the L2 community, because learners have little or no contact with members of the L2 group. Her study showed that instrumental goals indeed played a prominent role in the learning of English up to an intermediate level.

## **2.6.2 Intrinsic vs. extrinsic motivation**

In the same line with Gardner, Deci and Ryan (1985) created the intrinsic/extrinsic motivation theory. They claim that learners who are interested in learning tasks and outcomes for their own sake (Intrinsic) rather than for rewards (extrinsic) are likely to become more learners that are effective. More specifically, according to them, intrinsic motivation refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do. Extrinsically motivated behaviours are those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment. This type of motivation does not necessarily imply a lack of self-determination in the behaviours performed. Dickinson (1987) claims that success enhances motivation only in children who are focused on learning goals, that is, who are intrinsically motivated. According to Koestner & McClelland (1990), research on intrinsic motivation has led to the conclusion that intrinsic motivation will be greatest under conditions that foster feelings of challenge, competence, and self-determination. They also claim that if external events enhance feelings of competence, as when someone is told he or she has done a task very well, intrinsic motivation is likely to increase. By contrast, events that lead to feelings of incompetence are likely to undermine intrinsic motivation.



They say in the educational realm, studies indicate teaching styles that encourage an intrinsic orientation are associated with superior school adjustment, compared to styles that make extensive use of controlling contingencies.

Clement et al. (1994) defined motivation into three levels that are the language level, the learner level, and the learning situation level. The three levels meets the three basic constituents of the second language learning process (the target language, the language learner, and the language learning environment), and reflect the three different aspects of language (the social dimension, the personal dimension, and the educational subject matter dimension).

Dornyei also gives a very good insight. She claims that the same learner in the same learning situation might show a strikingly different degree of motivation depending on what the target language is. Similarly, when the target language is the same, the same learner's motivation can show vast differences as the function of the learning situation, that is, the appraisal of the language classroom. In other words, each of the three levels of motivation exert their influence independently of the others and have enough power to nullify the effects of the motives associated with the other two levels.

So one of the key points is to motivate students intrinsically, and this leads to autonomy which I am going to talk about in a later section. However, interesting findings were discovered from Noels, Pelletier, Clement, and Vallerand's study (2000) on students registered in English psychology class at French-English bilingual university. The study showed "To foster sustained learning, it may not be sufficient to

convince students that language learning is interesting and enjoyable; they may need to be persuaded that it is also personally important for them.” This seems like a common sense, but as a second language learner myself, I strongly agree with this result. If you are adult learner, interesting and enjoyable learning is not enough. They need to feel the importance of learning as well, and then they can vision themselves in terms of future prospect, or job-related salaries and so forth.

Having discussed two different types of motivated theories, namely integrative/instrumental and intrinsic/extrinsic, it seems that if you talk about motivation, you have to set a context where you teach, the environment you are surrounded with, what the target language is, and who the learners are specifically. You can't really tell this is what motivation consists of and this is how it is supposed to be unless you have specific settings. Identifying all the necessary items, teacher could see what has to be done and students could see where they want to go and what they want to do and what they need to do.

## 2.6 Conclusion:

Lack of motivation to learn is very striking thing in almost all of the schools in our country. We believe some of the schools in other countries also face the same problem. One of the things I found through this literature review is that if we, as teachers, cannot motivate students to learn directly, we should look at different ways to try to motivate them indirectly. For example, we should encourage them to be autonomous learner, increase their confidence, and try to get rid of anxiety they have in learning. That will lead to great motivation eventually, and thus lead to success in learning. One of the strategies we can use is need analysis. We must find out which aspects of L2 learning are personally valuable to students and must design tasks that support those aspects. For example, if students will go abroad, they will need to communicate with people in English, so the classroom activities must encourage development of this skill and must have positive results.

We presented motivation theory, confidence, anxiety, and autonomy related motivation in language learning. They all are linked to each other in various ways, however, as you can see, there are not enough evidence and research on confidence, anxiety, and autonomy. This is something we should pay more attention to in SLA field. Revealing facts and secrets of them will contribute a lot to motivation research and to millions of students who are learning a foreign or second language.

This literature review also made us realize that all the points discussed are from teacher's perspective. Learning is two-way communication. I experienced being a student and a teacher myself, I remember I had great time in learning when I met teachers who are competent, knows exactly what he/she is doing. This, student's perspective, so to speak, is one of the things we should look into when we talk about motivation. "What kinds of teachers motivate students more or what kind of elements do you want for teachers for motivation?" Not only looking at students how to motivate them, but also reviewing what teachers should be. We believe this will open new doors to the research of motivation.

## Chapter three:

### Field Work

## 3. Method

In this section, the participants of this study will be presented as well as the research method that was used in the attempt to reach the purpose of this study.

### 3.1 Survey participants

Three classes from a secondary school have participated in this research. They are all learning English as a foreign language under 3 hours teaching weekly program. Since this study is based on a quantitative method of research, three classes would generate a sufficient number of participants. All three classes were given information about the intended and anyone who did not feel comfortable about participating, was given the opportunity to decline. All students present agreed to take part. All students who answered the questionnaire also completed a diagnostic test. They gave their approval to a study of their results regarding the diagnostic test they had done. They were also informed that they would be anonymous in the study.

#### 3.1.1 Method of research

This study is based on a quantitative method which includes a questionnaire. Trost (2001) claims that if you are trying to find a pattern or if you are trying to understand something, a quantitative investigation is preferable (Trost Jan 2001, p 23). Ejvegård (2004) also states that when you are trying to bring out attitudes, different types of tastes and opinions, a questionnaire is the most suitable approach. Further on, he discusses how the questionnaire needs to be well formed and not too extensive, because the more questions you ask, the risk of getting less answers increases (Ejvegård 2004, p 55). When it comes to research based on questionnaires, Trost (2001) talks about *open* or *closed answering alternatives*. An *open answering alternative* means that the person who answers has the possibility to write his or her answer with their own words. A *closed answering alternative* has already given answering alternatives from which the participant can choose from. A disadvantage

with open answering alternatives can be that some people find it hard to express themselves in writing and therefore they do not answer the question (Troost 2001, p 71&72). 21

### **3.1.2 The questionnaire**

The questionnaire consists of six questions:

1. How difficult do you think it is to learn English in school on a scale of 1-5? (5 indicates the highest level of difficulty).
2. Do you find it important to learn English?
3. Motivate why or why not you find it important to learn English!
4. When do you use your English skills outside of school? For example, when you play video games, watch a movie or when reading a book?
5. In the future, how and when do you think that your English skills will be useful?
6. How motivated are you to learn English on a scale of 1-5? (5 indicates the highest level of motivation).

They were given the opportunity to answer the questionnaire in in English. The reason for doing so was to make sure that the students felt comfortable enough to express themselves and therefore decrease the possibility that they would not answer the questions in the way they wanted to –or for that matter, not answering the questions at all.

### **3.1.3 The diagnostic test**

The diagnostic test is a test that each student has to take when they start studying English at this school. The reason for this is that the teachers want to find out what

level the students are at when it comes to their English skills and if there are students who need extra support to be able to pass the course. Initially when the school started to use this diagnostic test, it was also meant to help the teachers understand better the real level of students skills in English. The highest mark is 16. Students who got between 5 and 9 were the lower group, students who got between 9 and 13 became the intermediate group and those who got 16 and higher became the advanced group. Students who 8 and lower, were given extra support. The test includes reading comprehension, grammar and vocabulary. The vocabulary part consists of 61 different sentences where the students are asked to fill in a missing word. They have three different options to choose from. The grammar part is structured in the same way, except that there are 90 sentences instead of 60. The reading comprehension section consists of two parts. The first part is based on 11 different short parts of texts. Each text is followed by 4 different statements regarding the text. The students are to choose the statement that is correct. The second part is based on a longer text which is followed by 11 questions and three statements from which the students are asked to pick out the statement that is true for the text. The diagnostic was included in the study to contribute with some knowledge regarding these students English skills and if any correlation between their motivation and their English skills could be drawn.

### **3.1.4 The statistical data**

The total number of participants is 60, 38 girls and 22 boys. However, one person has not answered question number 1 and 2 persons have not answered question number 6. On question number 1 and 6, the students have been asked to answer on a scale of 1-5. Some students have answered with two digits, for example 2-3 or 3-4. In those cases the lowest digit has been accounted for. Question number 3, 4 and 5 are so called 'open questions' where the students have expressed themselves with their own words. Their answers have been divided into different categories. Note that the students in most cases have given several answers. The diagnostic test is accounted for in two different ways. Firstly, the students score on the diagnostic test is outlined

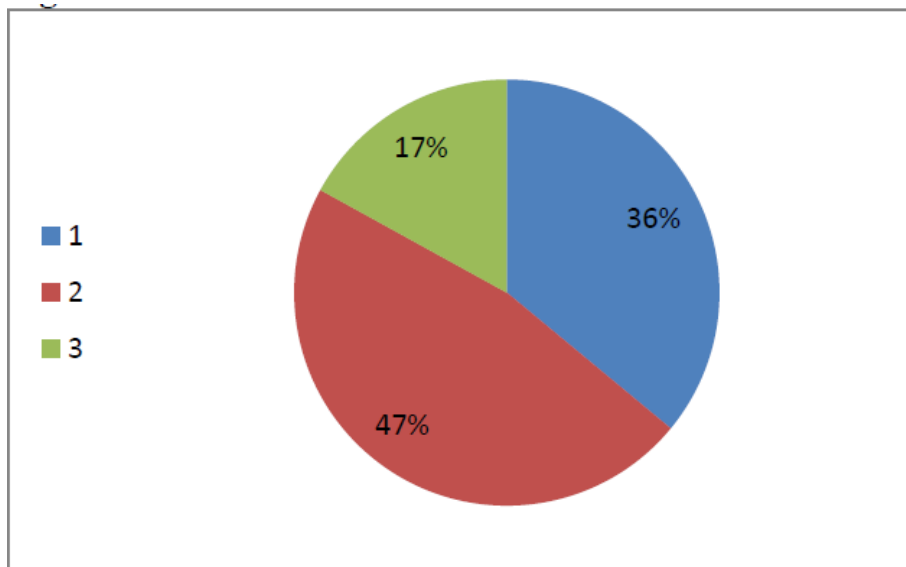
based on the three groups in which the teachers used to divide them into (see section 3.4). Secondly, the average mark for boys and girls is outlined.

## 3.2 Results

In the following part, the result of the questionnaire will be presented. Each question will be accounted for.

**3.2.1 How difficult do you think it is to learn English on a scale of 1-5? (5 indicates the highest level of difficulty).**

**Figure 1**

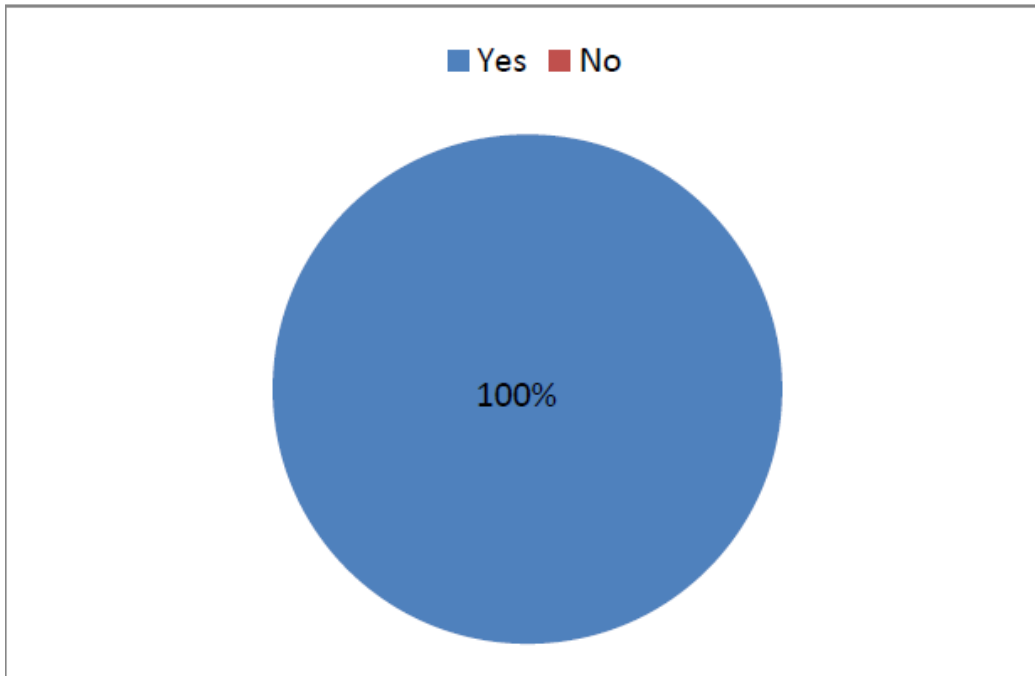


36 % of the students answered 1 on the scale, 47 % answered 2 on the scale and 17 % answered 3 on the scale. No one answered 4 or 5 on the scale.

**3.2.2 Do you find it important to learn English?**

**Figure 2**





Each of the 60 students found it important to learn English.

### 3.2.3 Motivate why or why not you find it important to learn English?

Table 1

Table 1 Why or why not do you find it important to learn English?	Number of answers
You can live everywhere if you know English	1
English is an international language	31
If you want to study abroad	1
If you want to move abroad	1
Because many songs are in English	1
Because many movies are in English	3
To communicate with people from other countries	26
It can be useful in a future job	2
It is an important language within media	3
To be able to travel all over the world	3
English is a beautiful language	1
If you travel to USA, England or Australia, it easier to do stuff and make yourself understood	2
To communicate with others in our society	2
It will be useful in the future/ It is good to know	6
We live an international society	2
If you want to work abroad	4
It is an important language in politics	1
You use English everywhere	2
To be able to use the internet	1
When you read books, it is good to know	1

### 3.3.4 When do you use your English skills outside of school?

When do you use your English skills outside of school?	Number of answers
When I watch a movie	45
When I read	28
When I chat	6
When I play video/computer games	25
When I am abroad/ When I travel	19
When I speak to friends/relatives from other countries	6
When I watch TV	20
When I use the internet/computer	19
When I use my cell phone	1
I speak English to my little brother so he can practice	1
When I speak to people from other countries	5
When I read/are given instructions in English	5
When I listen to music	10
In media	1
In work	1
When I sing/ practice music	3
Sometimes I speak English in my spare time for fun	5

### 3.2.5 In the future, how or when do you think that your English skills

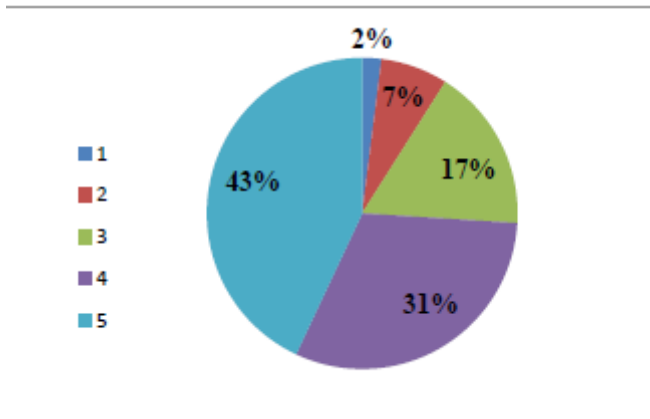
will be useful?

**Table 3**

In the future, how and when do you think that your English skills will be useful?	Number of answers
In a future job	14
When/ If I move/work abroad	9
To communicate with people from other countries	4
If I go to live/work/study in USA or England (An English speaking country)	9
When I travel/ go abroad	29
When/If I go to college	3
When I watch TV	3
When I use the internet	2
In media	2
When I watch movies	4
When I apply for a job	3
If I want to study abroad	1
When I speak to English people in the future	2
When I speak to friends/people from another country	7
When I read books	2
When I speak to relatives from America	1
Future communication in general	6
In my spare time	1
To be cool	1
While listening to soccer interviews	1

3.2.6 How motivated are you to learn English on a scale of 1-5? (5 indicates the highest level of motivation).

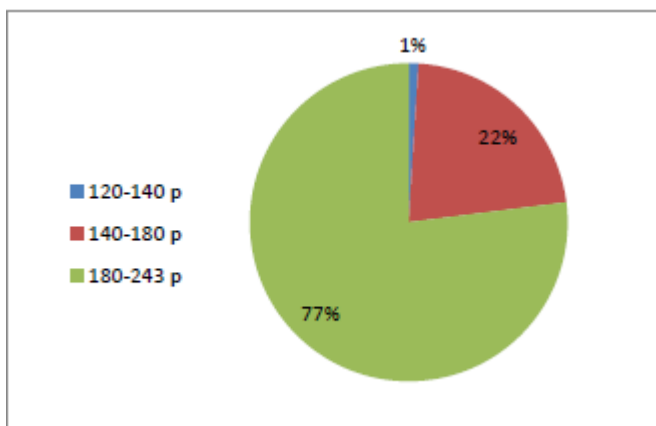
**Figure 3**



43 % stated 5 , 31 % stated 4, 17% stated 3, 7 % stated 2 and 2 % stated 1 on the scale. This shows most students are highly motivated to learn English.

### 3.2.7 The students results on the diagnostic test

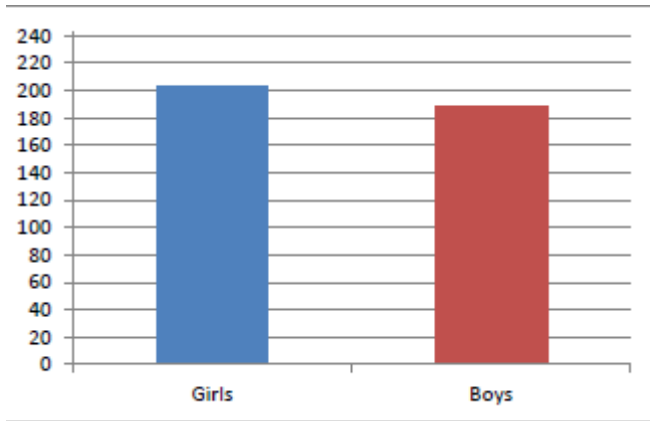
Figure 4



77% got between 180-243 points, 22 % got between 140-180 points and only 1 % got between 120-140 points.

### 3.2.8 Differences between boys and girls on the diagnostic test

Figure 5



The girls average score on the test is 203 points and the boys average score is 189 points.

### 3. 3 Discussion

The aim of this study is to explore what attitudes students in secondary school have towards the English language and what it is that motivates them to learn it. In this section, the results regarding the questionnaire and the students attitudes and motivation regarding the English language will be discussed.

Figure 1 shows that these students find it easy to learn English. Many students may have an advantage when it comes to learning the English language because of the general exposure of English in our society as well as because English is a related to its world use. As mentioned in the introduction, most of us come in contact with English on a daily basis while watching TV or listening to the radio. The enormous expansion of the Internet and the use of social networks as well as for example gaming online are factors that have contributed even more to these students exposure of English. De Bot, Lowie and Verspoor (2005) refer to the *critical period hypothesis* when outlining that it is not possible to learn a second language in a native like way if the process begins after a critical period, a period which refers to puberty. Due to that statement, Algerian students I suppose are in a beneficial environment since they begin to learn English in school at the age of twelve. Therefore, their opinion of English being easy to learn can be supported. The fact that the majority seem to find English easy to learn, may also reflect that their previous experiences of English have been successful and therefore increased their self-efficacy, gradually making them believe that English is a subject they can manage although they most certainly have experienced failure as well along the way.

French is one example of other languages that secondary students study but they begin at the age of nine. The schools do not offer the same amount of time to learn these languages nor are the students exposed to those languages outside of school to the same extent as they are to the English language. Therefore, they do not have the same possibility to learn, for example, French is not the same way as they learn English.. The motivation for learning this specific second language is much closer to learning the mother tongue, where the motivation is implicit, something that you never really consider, you just do.

The diagnostic test outlined in figure 3 shows that the majority of these students managed to get high marks on the test and that may also support their opinion and attitude of English being easy to learn. So, can one draw the conclusion that all of these students are good language learners, well equipped with a great deal of *language learning aptitude*? The MLAT and the PLAB showed high co-relation between intelligence and controlled language learning but low correlation between free oral production and communicative skills in general. This does not show any correlation to spoken English and how they manage communicative strategies either, which is an important part when it comes to language learning. Getting the students to speak English in the classroom is something that many teachers struggle with. Nevertheless, the diagnostic test serves a purpose because it gives the teacher an indication what the students seem to manage as well as what they may need to practise more. It also shows that even if the students score high on this test, it does not necessarily mean that they have high proficiency when it comes to using the language in other various settings.



The students were unanimous when it came to the question whether it was important or not to learn English. No one answered that it was not important to learn English (See figure 2). One reason for that is that they have acknowledged the English language as being an international language and an important tool when it comes to communicating in various situations. As table 1 shows, 31 students answered that it is important to learn English because it is an international language and 26 students claimed that it is important for being able to communicate with people from other countries. Modiano (2009) states that learners of English today are not learning it to be able to communicate with native speakers of English but because it will be required of them in other areas such as social activities. This is supported by this investigation since only 2 students expressed that it was important in case you wanted to visit USA, England or Australia. Crystal (1997) discussed the world's need of a Lingua Franca and that seems to be one of the major reasons why these students feel that it is important to learn the language. It was stated in the hypothesis that future jobs and studies would be major reasons for the students to learn English, but that statement was proved wrong by this study. Only 8 students answered in ways that somehow were connected to future studies and work (See table 1).

Section 5.4 outlines when the students use their English skills outside of school and the vast majority of their answers are connected to information services such as movies, TV, Internet, books and music.

Other areas in which the students use their English are when they travel and communicate with the people they meet. These are the same reasons that Modiano (2009) discusses while explaining the spread of English across the EU. McKay (2002) emphasizes how English dominates the motion picture industry along with popular music which she states are the main mechanisms in the development of global culture among the youth of today. She also mentions travel and tourism as other reasons for the huge demand of English.

Lightbown and Spada (2006) discuss *Instrumental Motivation* and *Integrative motivation*, which are two variables that have been connected to success in language

learning. This study shows that those two variables are both involved in these student's motivational process. *Instrumental motivation* has to do with someone's need to learn a language for immediate and practical goals. When the students in table 1 claim to find it important to learn English for reasons such as "*to be able to communicate with people from other countries*", "*English is an international language*" and "*it will be useful in the future*" it can be linked to *Instrumental Motivation*. *Integrative motivation* has to do with the favorable attitudes the learners have towards the target language speakers and their culture. Table 2 shows when the students use their English skills outside of school and 45 answered that they use English when they "*watch a movie*", 28 students answered "*when I read*" and 10 students answered "*when I listen to music*". This correlates to *Integrative motivation* since the students obviously are interested in some parts of the English culture. Pintrich and Schunk (2002) claim that 'motivation is the process whereby goal-directed activity is instigated and sustained' and a crucial part of that is to sustain action since many of our goals are long term such as earning a college degree and getting a good job. As table 3 reveals, 29 students answered that when it comes to the future and how their English skills will be used, it would be when they are going to travel abroad and 14 students answered in their future job. Only 3 students answered that it would be useful if they went to college. This study shows that the majority of the students see the English language as a tool useful while using the Internet, watching TV and movies, in printed medias, when they travel and when they need to communicate with people from other countries.

It may also indicate that regardless of the fact that most of them probably have to go to college in the future, their focus is elsewhere. They are only seventeen years old and at the present, their focus lie in for example their social life and what they think about the future has to do more with fun activities such as travelling. The schools, on the other hand, are focused on preparing the students for academic studies and future jobs. We teach general cultural skills, literature and reading proficiency. Although it appears as if students and teachers seem to have a conflict of interest, the majority of the students claim to be highly motivated to learn the English language according to figure 3, but will that last throughout upper secondary school? Making the students sustain motivation is one of the most difficult tasks for the teachers but also for the students themselves. This conflict may affect their ability to sustain their motivation negatively. Motivation is a process, but how aware are the students regarding that process? There are many different factors that affect a person's motivation in either a positive or a negative direction. In a classroom there may be 30 students who all differ when it comes to motivation, ambition and interest. It is the teacher's job to meet all these students on their level and give them the support they need to develop their skills. Motivation is a crucial part when it comes to learning a language, but the questions are to what extent are teachers and students aware of that process in the classroom? We use motivational theories to explain environmental observations and given outcomes, but how do teachers manage to use that information to actually change a student's language learning pattern? From a pedagogic point of view, how does one work actively in the classroom with motivation? Lightbown and Spada (2006) state that little research has been done when it comes to how pedagogy interacts with motivation in second language classrooms. They refer to the field of educational psychology and discuss research which indicates increased level of motivation for students in co-relation to pedagogical practices. For example:

- □ *Motivating the students into the lesson* At the opening stages of

Lessons (and within transitions) it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students. 31

- □ *Varying the activities, tasks, and materials* Students are reassured by

the existence of class routines they can depend on. However, lessons that always consist of the same routines, patterns, and formats have been shown to lead to a decrease in attention and increase in boredom. Varying the activities, tasks, and materials can help to avoid this and increase students' interest levels.

- □ *Using co-operative rather than competitive goals* Co-operative learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to increase the self-confidence of students, including weaker ones, because every participant in a co-operative task has an important role to play. Knowing that their team-mates are counting on them can increase students' motivation ( Lightbown and Spada 2006, p 65).

These methods are useful in the classroom and help create good learning conditions but in the long run, schools have to modernize our teaching materials as well as content. The students in this study have claimed that their interest in learning the English language, lie in using the Internet, watching TV and movies, in printed medias, when they travel and when they need to communicate with people from other countries. The curriculum regarding English says that the core content should include:

- □ Themes, ideas, form and content in film and literature; authors and literary periods.

- □ Contemporary and older literature, poetry, drama and songs.

□ Living conditions, attitudes, values, traditions, social issues as well as cultural, historical, political and cultural conditions in different contexts and parts of the world where English is used. (Skolverket 2011)

Maybe the National Agency of Education needs to re-think the content of our English teaching and meet our students where they are when it comes to interest and motivation in order to sustain their long-term motivation. English teaching tends to focus on England and America when it comes to the above content which seems natural since the majority of the people in those countries are native speakers of English, but these students are obviously not particularly interested in the people who live there, but rather of their culture when it comes to music, literature and movies. The students are not interested in old literature, poetry and drama, they want a modern approach to those subjects. Their interests lie in using English as a tool of communication when they meet people from all over the world and while using the Internet.

Ellis (1994) discusses several different studies showing how female students performed higher overall compared to males on tests of general L2 proficiency . He also argues how different studies indicate females having a more positive attitude towards learning a second language than males. As figure 5 shows, the girls average score is higher than the boys, therefore this study confirms Ellis theory to a certain extent. To be able to draw any further conclusions a more extensive research should have been carried out regarding these participants motivation from a gender perspective.

### 3.3.1 Conclusion

The aim of this study was to examine what attitudes students in secondary school have towards the English language and what motivates them to learn it. This study is based on a questionnaire and the students were found to be highly motivated to learn English. In the hypothesis it is stated that their main reasons for learning English were for future studies and future jobs and because of the English language status as an international language. It was also stated in the hypothesis that diagnostic test marks would be rather high. The study shows that these students find it important because they have acknowledged English as an international language which they can use to communicate with people from all over the world, during for example travels. The main areas in which they use their English skills are when they watch TV, use the Internet, listen to music and while playing videogames. Future studies and jobs as main reasons for learning English could not be verified. The students performed well on the diagnostic test and that may correlate to their positive attitudes towards the English language.

### 3.4 General Conclusion:

This study aimed at examining the students' motivation towards learning English in the state schools in Algeria. The results showed that the English learners are instrumentally motivated and their integrativeness is high. Furthermore, the study revealed that the students feel demotivated because of some subject-related aspects such as vocabulary load and difficulties they encounter in understanding listening texts, mastering English structures, and spelling. Contrary to the other studies in the field of L2 learners' motivation (Gorham, 1992, Keblawi, 2005), the teacher of English is not perceived as the main demotivator for English learners.

The study has been conducted in a fashion where both quantitative and qualitative instruments were used. Crookes & Schmidt (1991) stated that the discussion of motivational and attitudinal factors in foreign language learning requires a variety of methodology that do not rely on quantitative data but also incorporate qualitative data as well. The questionnaire and the diagnostic test with students and teachers in this study were conducted to enable the researcher to recognize the perceptions of the two "teams" in terms of the factors affecting students' motivation toward English.

It is worth mentioning that in light of this study results. Domei's definition of demotivation as "external demotivation elements" (2001:143) could be expanded to include aspects of the language which perceived difficult to be mastered by the learners in addition to the external factors.

On the other hand, it should be acknowledged that there are some limitations to this study. First, the limited number of the participants might not enhance the generalizability of the findings. Also, since this study was conducted on secondary students in the Algerian state schools whose motivational needs might be different from those in private schools. It should be noticed that the findings might not be applicable in private school context.

To conclude, no matter what the underlying motivation to study a foreign language, what cannot be disputed is the fact that motivation is an important variable when examining successful second language acquisition. It should be realized that making learners recognize a real need to accomplish learning goals and providing them with the motivation to learn is one of the best steps we can take to facilitate learning success. This is best conveyed by Bruner (1960:31): " the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which learning has occurred." Thus, future researchers are needed to shed more light on the investigated phenomenon from different perspectives and angles as only the tip of the iceberg has been discovered.



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