UNIVERSITE MOHAMED EL BACHIR EL IBRAHIMI
BORDJ BOU ARRERIDJ

FINAL DISSERTATION

Produced in view of obtaining the MASTER'S degree

Option: didactics of foreign languages

Theme

Investigating the Relationship between Motivation and

Language Achievement.

The Case of Second Year Students in Boussam Secondary

School Bordj Ghedir in Bordj Bou Arreridj.

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Dedication

To my beloved parents who are the first and last reason of all my success in my life.

To my lovely husband who is always helping me.

To my two sisters and my kind brother.

To all the member of my family and my husband's family.

To all my friends.

Nesrine.

Dedication

To my beloved family

My father *Elbachir*, my mother* Hafsa*

My husband *Ayoub*, my princess *khadidja*and my prince *Zayd*

My sisters, my brothers and their families

My father in-law*Belkacem* and my mother in-law*Khayra*

My sisters and brothers in-law and their families

All my friends.

Sana.

Acknowledgement

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We would like to express our sincere thanks to the staff of Boussem Mohamed Cherif who have gladly welcomed us. Thanks to teachers and students for their help and cooperation in this work.

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Abstract

The present study investigates second-year students' motivation towards learning English in Boussam Mohamed Cherif high school in Bordj Ghedir. It aims to figure out to what extent second year students are motivated to learn English as well as the different factors that motivate and demotivate them. Our research relies on an integrated approach combining Dornyei's and Williams and Burden's frameworks of second language motivational strategies. To collect data, we administered a questionnaire to thirty (30) students. In addition, an interview was conducted with their teachers.

For the analysis of data, a mixed-research method was used. The study, in fact, combines quantitative and qualitative methods. We used statistical analysis and Qualitative Content Analysis for results obtained from the questionnaires. As regards the interpretation of the teachers' interview, we followed the Qualitative Content Analysis method. The main finding of the teachers' interview indicates that the majority of teachers responded that their students are motivated to learn English. On the other hand, student's questionnaire showed also that the majority of them are motivated to learn English. As regards the demotivational factors, our findings show that factor relating to "fear of making mistakes", "shyness and anxiety". Finally, on the basis of the results obtained we reached the conclusion that the majority of second-year students are motivated to learn English and their teachers motivate them to learn it using different techniques and strategies.

Key terms: Motivation, L2 Motivation, Motivational Strategies.

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Abbreviation:

L2: second language.

SEM: socio-educational model.

GOB: goal-oriented behavior.

GDB: goal- directed behavior.

MT: motivation theory.

SDT: self determination theory.

TL: target language.

IM: intrinsic motivation.

EM: extrinsic motivation.

CET: cognitive evaluation theory.

OIT: organismic integrative theory.

COT: causality orientation theory.

BPNT: basic psychology needs theory.

GCT: goal content theory.

RMT: relationship motivation theory.

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General Introduction:

1/Literature Review:

Teaching/learning English as second/foreign language is a process that faces a plethora of problematic issues, and difficulties such as learners' involvement, interaction, production, and achievement. According to different researches and studies of many theorists, psychologists, and researchers motivation is the most effective solution of English teachers/learners' difficulties, and they considered it as the main factor to accomplish any task or activity and achieving the different goals in life and notably in education. Thus, teachers should take motivation into consideration to help their learners to master English language. Therefore, the current study attempts to investigate the relationship between the learners' motivation and their language achievement at the level of second year at BMC high school, because the learners need to determine their motivation types and what may affects it, in order to facilitate their English language achievement, because they are coming to the most important exam next year which is the baccalaureate exam, then they will encounter a new education challenge at the university. According to different researchers, motivation has relation with our emotions and our social life. Motivation involves the biological, emotional, social and cognitive forces that activate behavior. The term motivation is frequently used to describe why a person does something. It is the driving force behind human action (Kendra Chery, 2022). Hence from the previous definition we can see that motivation is seen as a stimulus for human action and it is influenced by their social life, their emotions and their cognitive abilities. Therefore, motivation is influenced by the satisfaction of needs that are either necessary for sustaining life or essential for wellbeing and growth. Motivation is possibly one of the most important elements in the process of L2 second/foreign language learning. It has vast effect on learner's learning outcome. Language learning motivation research has gone through different stages and researchers have conceptualized various language motivation models in the field, from Gardner's socio-educational model SEM (1985, 2001, 2005) to Dörnyei's language Motivational Self System (2005, 2009, see also Dörnyei & Ushioda, 2011). In addition, Gardner's theory defines L2 motivation as

follows "Motivation is the present context refers to the combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. That is, motivation to learn second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and that satisfaction experienced in this activity. (Gardner, 1985:10). As we observe, Gardner's definition not only focuses on reaching a goal or doing an effort to achieve that goal, yet it points out the need to have a positive action in order to achieve our target.

Various researches has been conducted on motivation and its influence on education, yet , they focused mainly on university learners' motivation toward achieving English four skills reading, writing, and listening, speaking , and they also investigated learners' motivation in ESP courses, in addition to learners' motivation difficulties and teachers technique and strategies to motivate their learners. Yet, our research focused on high school learners' motivation and English language achievement, and it is the first conducted study at the level of Mohamed Elbachir Elibrahimi University on this field.

2/Statement of the Problem:

Learning a second or foreign language is not an easy process as it requires various educational and psychological factors. It is a combination of learners and teachers' efforts, interest, plus the learning environment. Motivation is considered as fundamental factor for learning. Dorney &Csizer (1998) demonstrated that motivation is responsible for achievement in language learning, and without adequate motivation, learners will not be able to fulfill their objectives and goals even if they have a good curriculum and / or teachers. In other words, motivated learners are actively involved in learning process and willing to work hard to achieve their language learning goals and facilitate the lraning process.

The researchers such as Gardner (1985), Lambert (1972); Dorney (1998), and Deci have several studies on motivation and they distinguished their different types and factors, each one of them has different thoughts about motivation, but all of them stressed on its importance in language learning process, and that it is positively linked to success

and achievement . In the light of this idea, this research is case of study that attempt to explain how motivation affects the second year learners at BMC secondary school in achieving their English language learning goals , and how motivation is linked to their English language achievement , and to their attitude to learn English language. The research goes further to analyze the English language teachers' views on motivation and how they considered it as a significant element in their teaching process.

3/Research Questions and Hypotheses

Considering the students' motivation as an integral factor that determines the success or failure of second/foreign language learning, the current study asks four fundamental questions.

Which are:

- What is motivation and what makes students of BMC high school motivated to learn?
- What can interrupt student's motivation to learn?
- How to increase the student's motivation?
- To what extent motivation affects the language learning achievement?

In an attempt to answer these research questions, we advance a number of hypotheses (Hp) which are as follows:

- Second-year students at BMC high school are motivated to learn English.
- Second-year students at BMC high school are not motivated to learn English.
- Only the minority of second-year students at BMC high school which is motivated to learn English.
- The majority of second-year students at BMC high school are motivated to learn English.
- Teacher's behavior affects student's motivation.
- Large classes or insituable environment interrupt the student's motivation.
- Making a god atmosphere for students increases the student's motivation.
- Motivated students achieve easily their language learning.

2/Aims and the Significance of the Study:

The present study aims at investigating the relationship between motivation and EFL achievement. The study seeks to determine whether there is a relationship between students' motivation and their language achievement. It emphasizes the vital role of motivation in language learning and teaching process. To conduct this study we chose the second year students in BMC secondary school in Bordj Ghedir to be our participants with their teachers , because motivation is crucial factor for students to achieve their EFL learning goals and for their next years in EFL learning process.

The research tends to achieve the main objectives mentioned in the general introduction, which are; to explain motivation as a significant factor in language learning and teaching process, and to determine what may interrupt students' motivation to learn and how to increase it. Also to determine to what extent motivation affects English language learning achievement.

The most important significance is that, this study lies in the fact that it is the first research conducted in Mohamed Elbachir Ibrahimi University about this topic. Moreover, different researches had conducted about motivation and its impact on learning a foreign language, yet our research is about the significance role of motivation in English language achievement in BMC secondary school.

4/Structure of the Dissertation:

The structure of our dissertation follows the traditional-simple model. It consists of a general introduction, three chapters and a general conclusion.

The general introduction presents the statement of the problem, aims and significance of the research, research questions and hypotheses, research techniques and structure of the dissertation. The first chapter is called *'Motivation and its relationship with language achievement'*. It reviews the different theories and concepts of motivation and their relation to language learning achievement. The second chapter is named '*Methodology, presentation and discussion of data'* and it presents and explains the procedures of data collection and the 'presentation of the findings', also analyzing the data. In other words, it gives a description of the research design, the research instruments and the data

gathered from the respondents and it discusses the findings of the study and gives answers to the research questions.

Finally, this dissertation ends with a general conclusion. It provides a summary of the different points tackled throughout the research and it provides the limitation of the study as well as suggestions for further research.

I /Chapter One: Motivation and Language Achievement:

Introduction:

To develop a research about a particular topic, it is important to identify its significance theoretical aspects. Therefore this chapter will present and define the theoretical points of motivation. It will provide several definitions of motivation. Then it will introduce the different motivation theories and models. The next point will be about the types of learners' motivation, and then the significance internal and external factors that influence the learners' motivation. Eventually, this chapter will deal with the relationship between motivation and language achievement.

I -1/Definitions about Motivation:

Different researchers and theorists have defined the term motivation, yet it stills difficult to find a particular definition of motivation, because it is broad item and not easy to define it and it cannot be reduced to one single definition.

Motivation derived from the word 'motive', which indicates a mind sate that energizes and activates a person and directs him to achieve his goals. Motivation is having a passion to do something. Resmick (2007) defined motivation as " the inner urge that move or prompts", and that what Schmdt, Palminteri, Larfargue,& Pessigleone (2010) asserted "motivation is generally understood to denote the strengths of a person's desire to attain a goal.", therefore, motivation is what makes person's needs and desires in motion to achieve their language learning goals. Moreover, Pintrich& Schunk (1996)

mentioned that »motivation is the process whereby goal-directed activity is instigated and sustained". In addition, Deci&Ryan (2005) affirmed that »to be motivated means to be moved to do something".

I-1-1-/ Motivation in Psychology:

From psychological view, "motivation is defined as a cognitive process", Osborn. Irwin. Skogsberg.& Feltz (2012) . Moreover, Mayer (2011), considered motivation as learners' internal state that starts and maintains their goal-directed behavior. In the other hand, Curral,l. S,Marques. Quinteiro (2009), claimed that "motivation is dependent on three psychological processes: arousal, direction and intensity ". And Thijs (2011) asserted that "motivation is dependent on the fulfillment of fundamental innate psychological needs for competence, relatedness and autonomy", that is to say; motivation is about one person's needs satisfaction.

I-1-2/Motivation in Education / Classroom Setting:

Motivation in education and classroom is related to the learners' needs and desires, attendance and goals-oriented behavior. Motivation is essential factor in classroom organization and management since motivation is the key element in the language learning achievement, therefore learners' behavior is related to their needs and attitudes towards the target language learning. According to B.F.Skinner »motivation in school learning involves arousing, persisting sustaining, and directing desirable behavior". Moreover, learners' motivation is influenced by several internal and/or external factors, an example of internal factors is: the self-confidence and anxiety, whereas for the external factors is: the learning environment and this influence can be positive or negative. Marta. Silva.Viera. Carraça.et Al (2009) stated that »motivation is generally more internally or more extrinsically oriented", thus, teachers are required to take into consideration those influential factors in their teaching process to enhance and sustain their learners' motivation.

I-2/Motivation Theories:

In order to clarify the term motivation, many researchers and scholars seek to study and search more about motivation which leads for developing new theories in language learning motivation. In this study we focus on two main motivation theories: Gardner's motivation theory (1985), and Deci &Ryan's Self Determination Theory (SDT; 2002), the two theories represent, discuss and distinguish the different types of motivation.

I-2-1/ Gardner's Motivation Theory:

Gardner (1985 .p.10) defined motivation as "a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language", therefore , motivation is rely on three basic factors ; learners' desire, and positive attitudes towards the target language , in addition , their efforts to achieve their language learning goals.

Gardner distinguished two orientations of motivation under his theory "Gardner's Motivation Theory". The two orientations are; the integrative and the instrumental orientations. According to Gardner (1985), integrative motivation is related to the target language culture; therefore, the learners have the desire to communicate by using the target language, and become familiar with that language user community. That is to say, the learners are interested in the target cultural groups, and to contact with the target language speakers. Lambert (1974, p.98) stated that "integrative motivation is a sincere and personal interest in the people and culture represented by the other group".

Gardner in his theory focused on integrative motivation more than instrumental motivation, because he considered that the integratively motivated learners would be more successful in the target language learning than those who are instrumentally motivated, because they have inner desire, and positive attitudes towards the target language in order to be involved in the target language speakers community, and to contact and interact with them, which would facilitate their language learning achievement.

In the other hand, the instrumental motivation is to learn a target language for functional reasons and practical gains, such as; to pass the exam, to get a job, getting rewards. Ganrdner et Al (1983,p.30) defined instrumental motivation as "learning for perceived utility", that is, the learners who are instrumentally motivated are learning the target language mainly for attaining external rewards, or pragmatic gains rather than being socialized into the target language community.
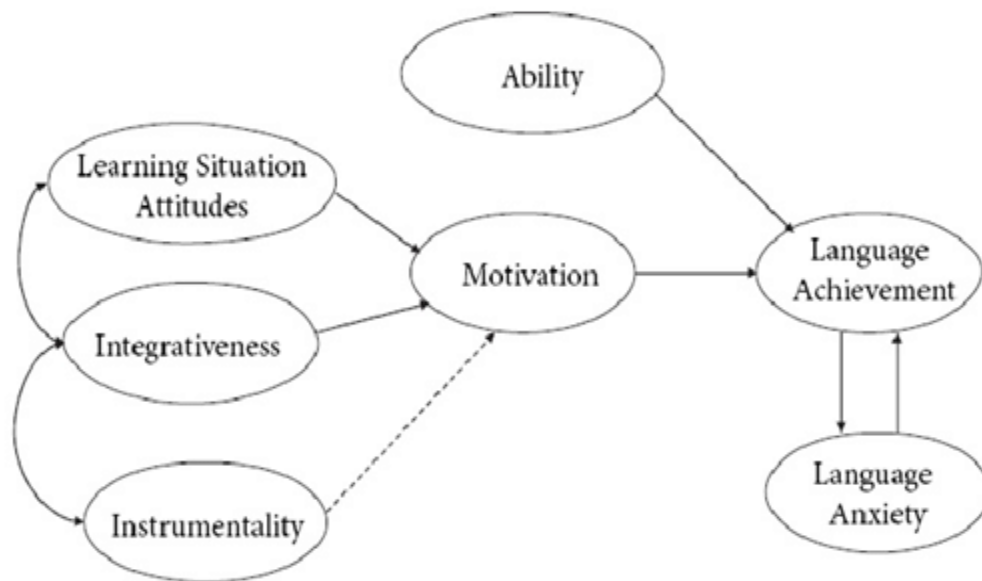
Figure: 01Gardner's Socio-Educational Model (2005)

In order to avoid ambiguity and confusion, Gardner has attempted to clarify, and proposed an amended version of the Socio-Educational Model (figure 01). In this model, he claims that two major variables (Motivation and Ability, which includes intelligence and language aptitude) are strongly linked to an individual's achievement in the language learning context , and that an individual's motivation to learn an L2 or any foreign language is related to two variables -Integrativeness and Attitude to learning situation- . Another variable that influences language achievement is Instrumentality, which refers to learning for practical reasons. According to Gardner (2005),

instrumentality and integrativeness are mediated by motivation. In other words, learners with high integrativness view the language learning situation positively and have high levels of instrumentality.

I-2-2/ Self-Determination Theory (SDT):

Self-Determination Theory is a general psychological theory proposed by Ryan & Deci, it is one of the most influential theories in motivational psychology. According to Deci, Cannel and Ryan, to be self determined means to experience a sense of choice in initiating and regulating one's own actions. There are six mini-theories within the theory; CET focuses on how social environment facilitate or undermine intrinsic motivation. COT focuses on the individual differences in how people orient to their environment. BPNT has indentified three psychological needs -autonomy, competence and relatedness- the satisfaction or throwing of which significantly influences human growth and wellness. OIT mini-theory describes the process of integration through which extrinsically motivated behaviors become autonomous. GCT looks at how pursuing intrinsic and extrinsic goals influences well-being, and relationship. RMT focuses on what makes high-quality interpersonal relationships possible. The theories together give substantial information about what conditions and context most consistently lead to human languishing or flourishing.

Figure: 02 Self-Determination Theories (SDT): The Five Mini-Theories

Under the self-determination theory Deci& Ryan (2000) distinguished between different types of motivation which are: Extrinsic and Intrinsic motivation based on the different reasons or goals that rise to an action. However, the most crucial distinction is between IM, which refers to doing something because it is inherently interesting or enjoyable, EM which refers to doing something because it leads to a separable outcome. In other words, extrinsic and intrinsic motivations are the major types hold by the learners towards learning a language.
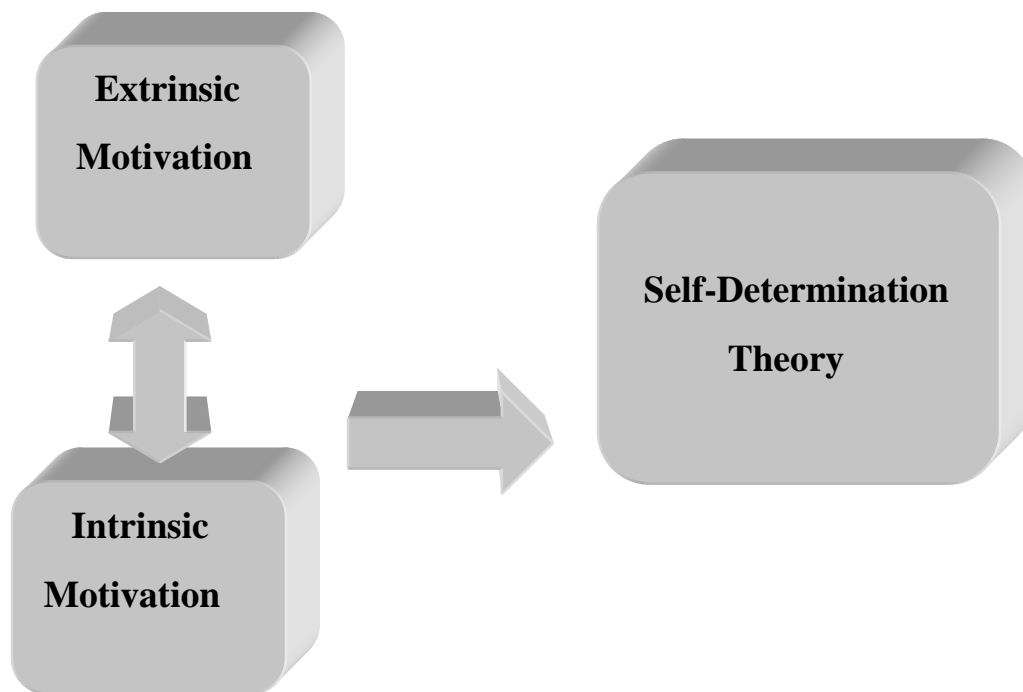
Figure: 03Self-Determination Theory (Deci & Ryan, 1989)

I-3/Types of Motivation:

Motivation varies from one type to another according to the purpose, for that there are several types of motivation. Both Gardner &Ryan introduced different types in their theories, and their studies based on the learners' goals. According to Gardner &Lambert (1972), there are two types: integrative and instrumental motivation. While Ryan &Deci, they focused on intrinsic and extrinsic motivation. Each one of them has its components and importance.

I-3-1/ The Integrative Motivation:

According to Browns (1994) Integrative motivation is where learners have the desire to integrate into the target language community, culture and become a part of that society. Learners learn the language because they wish to socialize or participate in the target language group (Saville 2006). Integrative orientation is positive attitude towards the target language group and the potential for integrating into that group. That is to say, learners with integrative motivation have an interest and positive attitude, and motivate themselves toward the target language; they admire the culture, in order to meet and communicate with that language culture's members, or even integrate into that society. It consists of three components;

a/Integrativeness: It is defined as "a genuine interest in learning the second language in order to come closer to the other language community" (Gardner 2001;5),it has the weak form which can be understood as the respect , openness and admiration for foreign culture and different cultural groups' ways of life. Whereas, the strong form is the desire for becoming similar to members of another cultural community, or a total identification with the community where the target language is spoken" (Gardner2001;6). It measured by three scales:

*Attitudes towards the Target Language Groups.

*Interest in Foreign Language.

*Integrative Orientation.

b/ Motivation:

Is the process that initiates, guides and maintains goal-oriented behaviors of the learners in order to learn a language, and it differs depending on the learners' goals. It measured by three scales:

*Motivation Intensity.

*Attitudes towards Learning Target Language.

*Desire to Learn the Target Language.

c/ Attitudes towards the Learning Situation:

It refers to the learners' feelings toward their language learning situation such as in the classroom where they meet the teacher and take the course which have significance association with their language achievement. That is to say, learners' attitudes have strong effect on learners' goals achievement.
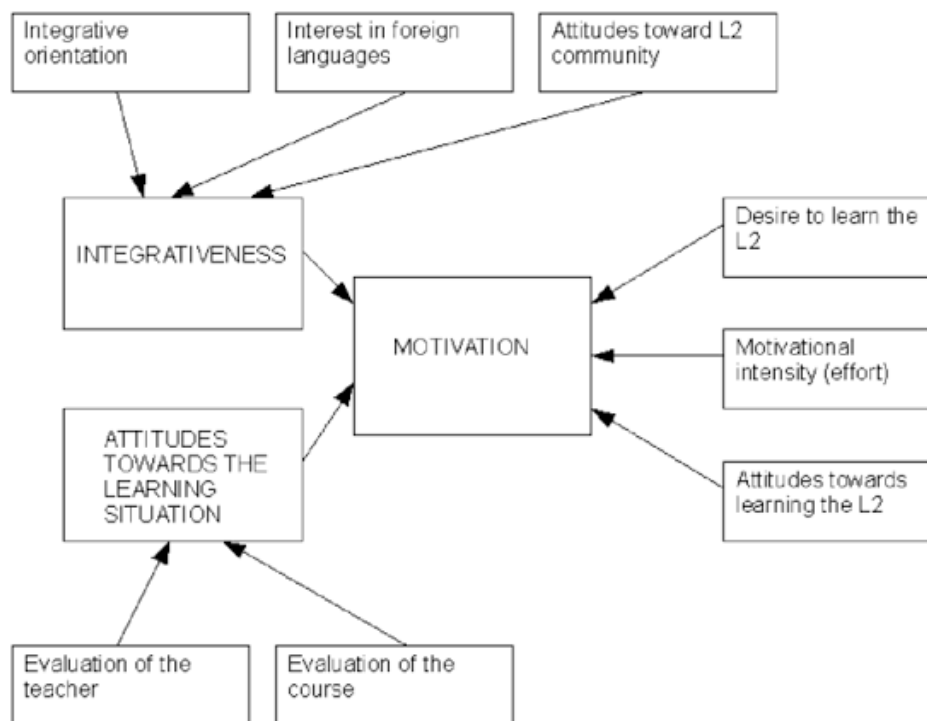
Figure: 04 Gardner's Conceptualization of Integrative motivation (Dornyei, 2001)

I-3-2/Instrumental Motivation:

Gardner (1985) suggested that instrumental motivation is the stimulus for learning generated by utilitarian objectives upon the uses of the language. It characterize by the desire to obtain something practical or concrete from the study of second language Hudson (2000). The purpose of language acquisition is more utilitarian, such as meeting

the requirements for school or university graduation, applying for job, requesting higher pay based on language ability, reading, technical materials, and to achieve higher social status rather integrating into the target language's social community. Within the instrumental motivation learners' purposes and goals are the reasons for studying a language.

The integrative and the instrumental motivation are not separated from each other. Dornei (2001) asserted that they are complementary, and that what War-ner (2008) also confirmed by stating that the presence of both integrative and instrumental motivation in the target language learning would achieve positive results for the learners, and would facilitate the language teaching/learning process.

I-3-3/Extrinsic Motivation:

   Extrinsic motivation is a form of motivation set by the self-determination theory. Ryan &Deci (2006) identify extrinsic motivation as »a construct that pertains whenever an activity is done in order to attain some separable outcome .«That is, this type of motivation is often related to the presence of external factors, for instance; student who does his homework only because he fires parental or the teacher sanction for not doing, he is extrinsically motivated, because he is doing the work to attain the separable outcome of avoiding sanction. Extrinsic motivation refers to doing something not for its inherent enjoyment, but for a separable outcome, such as receiving rewards or avoiding punishment.

   There are four types of extrinsic motivation: External regulation, like a behavior or an activity are performed to satisfy an external demand or obtain an externally imposed reward contingency, and controlled by external factors or sources. The second type is Introjections regulation, which is a form of motivation resulting from the feeling pressured to perform in order to gain appreciation from individuals of importance such as, parents. The third one is Identification regulation, it occurs as understanding or feeling the need to perform or accomplish some task, but not yet acting on this need. And Integration which is the highest level of internalized extrinsic motivation; it has been

fully integrated with other aspect of the self
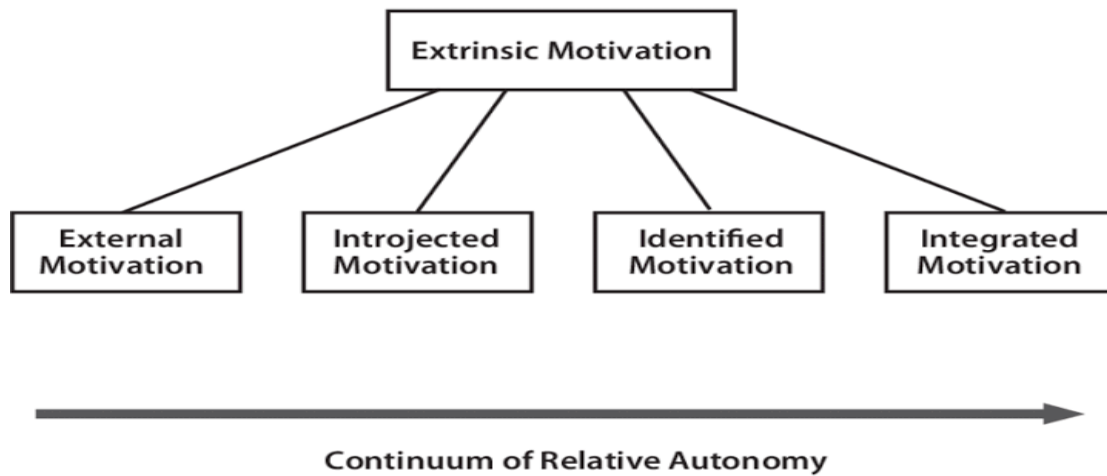
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Figure: 05 Types of Extrinsic Motivation (adapted from Ryan&Deci, 2000)

I-3-4/Intrinsic Motivation:

It concerns enjoyment of learning for its own interest sake without receiving external rewards, and it is recognized as being important for individuals' well-being, it is a significant factor regarding academic and education well-being. Intrinsic motivation defined as »The doing of an activity for its inherent satisfaction rather than for some separable consequence" (Ryan&Deci, 2000:56). This means that, the intrinsically motivated learner is motivated to act for something without any external pressures or reward. Learner; with higher intrinsic motivation evidence; pervasively greater and consist higher educational competence, and leadership. That is, intrinsic motivation is related to mastery rather than performance goals.

I-4/Factors That Affect Motivation:

I-4-1/Internal Factors:

Internal factors effecting learners' motivation include:

a/Goal Setting:

Learners with language goals are self-motivated to achieve those goals, because goals should be followed by actions. In relation to this, Lock &Latham (2008) state that a goal is the aim of an action or task that a person consciously desires to achieve or obtain.

b/ Self-Confidence:

Vein & Kalvodova (2008) declare that, the belief of being able to learn certain subjects will help in learning. In short, learners with higher elf-confidence are successful in their learning process.

c/ Anxiety:

It is a negative factor that affects learners' motivation, learners with the feeling of anxiety, they cannot achieve their goals, and it prevents them to get involved in the language learning process. Brown (2007:161) states that "anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension or worry"

I-4-2/External Factors:

External factors effecting learners' motivation include:

a/Significance Others:

It concerns the people around learners while the language learning. Parents, teachers and peers can affect the learner's motivation, and influence his learning process in several ways. Parents' support push the learner forward, the teachers play an important role in motivating learners, by his personality behavior, methods, materials, and how they present the activities, all of these would increase the learner's willingness to achieve their language goals. Peers as well affect learners' motivation by cooperation in learning.

b/ Feedback:

It considers as powerful tool in increasing learner's motivation and success in the language learning process. Learner who gets a positive feedback and reward from their parents or teachers such as, good marks, gifts and money will reinforce their motivation to work more.

There is another aspect of feedback which is punishment, it can be positive in the sense of changing the bad behavior of the learners and support them to enhance their language learning progress. And the negative punishment includes taking away a certain reinforcing items after the undesired behavior happens to change learner's attitudes.

c/ Learning Environment:

Learning environment play a vital role in motivating learners to achieve progress, in their learning process. When mentioning learning environment it means different features that have a significant impact on learners, for instance; the comfort, materials, classroom size, and the resources.

I-5/The Relationship between Motivation and Language Achievement:

I-5-1/Student's achievement:

Student's achievement has become an important topic in education nowadays, especially with the growing responsibilities of teachers. The ultimate goal of any teacher is to improve skill levels and prepare students for adulthood.

Defining student's achievement and the factors influencing progress is essential to becoming a good teacher. Achievement is the ultimate success of meeting the goals. On the other hand, achievement level is the extent to which a student's succeeds in the examination or standardized test (Wilkes-Carrile, 2000).

Student performance measures the amount of academic content a student learns in a given amount of time. Each grade level has learning objectives, or teaching standards, that educators are required to teach. The rules are similar to a "to-do" list that a teacher can use to guide education. Student's performance will increase when quality education is used to teach instructional standards.

I-5-2/Motivation and language achievement:

In the midst of the variables affecting student's language learning, motivation is thought to be a curiously reason for learning accomplishment and achievement.

Learning motivation impacts the learner's independent learning capacity, and decides the learner's certainty in overcoming learning trouble (Qin, 2003). This implies that motivation as one of the powerful variables deciding the victory in language learning pulls in much consideration of analysts.

Motivation plays a vital part within the learning of a remote dialect. It is the force which drives learners to learn a language. Beside the idea that motivation is compelling aspects of dialect learning, motivation can be considered as shifted among learner's sexual orientation financial status and recognition towards language learning. The victory or disappointment of language learners to utilize and encourage viably procure a language is said to be relative to the motivation they put in learning or studying a language.

Individual approach accomplishment circumstances in an unexpected way depending on the cosmetic of their accomplishment inspiration. Atkinson '1964) stated that two key components of accomplishment motivation are motivation to succeed and motivation to maintain a strategic distance from disappointment. Motivation to succeed is decided by the quality of one's, in general require for accomplishment, one's assess of the likelihood of succeeding on the task at hand, and the degree to which one values the rewards that such victory would bring.

Person contrast in approach to accomplishment circumstances is unsurprising from the relative qualities of people's inspiration to succeed and to dodge disappointment. When our motivation to succeed is more grounded, we lock in within the assignment eagerly. When our motivation to maintain a strategic distance from disappointment is more grounded, we look for to dodge the task.

Atkinson and Litwin (1960) explained this in a try in which individuals played a ring toss amusement. They were free to stand anyplace from 1 to 15 feet from the target peg. Success searchers tended to hurl their rings from 9 to 11 feet absent. This was a moderate difficulty, optimal challenge remove: distant sufficient absent to challenge them (they would be fruitful as it were almost half the time), but not so distant that, success depends more on luckiness than ability. In contrast, individual's concerned almost dodging disappointment tends to reply in either of two differentiating ways. A few stood

exceptionally near to the peg, so most in the event that not all of their hurls would be fruitful.

Motivation is not only important in its own right; it is also an important predictor of learning and achievement. Students who are more motivated to learn persist longer, produce higher quality effort, learn more deeply, and perform better in classes and on standardized tests.

Conclusion:

This chapter has provided the significance theoretical points about our research. It started by introducing what is motivation by providing different definitions from different views, and in different fields. The second point was motivation theories, and the various motivation models. Then it provided the types of motivation in addition to the several factors that may affect motivation weather positively or negatively. The last point was about the relationship between motivation and the language achievement.

II. Chapter Two: Methodology, Finding and Discussion of data

Introduction:

The present chapter tackles the practical part of the study. It is made-up on four sections. The first one is considered with the research methodology, the tools used and the targeted participants in addition to the setting. Then the second section presents the data collected from the questionnaire which was administered to thirty second year students at BMC, the data are presented in percentages, and displayed in tables and pie charts, also it presents the data collected from the interview which was directed to eight English teachers at the same secondary school. The third section focuses on analyzing, discussing and interpreting the findings obtained from both, learners' questionnaire and teachers' interview in order to answer the research questions, and confirming or rejecting

the hypothesis mentioned in the general introduction. The last section provides recommendations for both teachers and learners to arousal sustain and enhance learners' motivation to achieve the different language learning goals, also it provides the research conducting limitations.

II -1/ Methodology and research design:

II -1-1/ Method and approach:

To realize our research, we adopt a mixed-research method. In fact, the research combines quantitative and qualitative methods for data collection and data analysis. It plans to measure the students' motivation as well as its relationship with language learning achievement. The research data are collected using two questionnaires designed for second-year students of Boussam Mohamed Cherif BMC high school.

Also, a structured interview that targets eight teachers; four of them were in the same high school and the others were in other high school, but they teach a second-year students as well. This will put us in a direct link with the context of our investigation and provide us with more details to better investigate the issue. For the quantitative part, we use a descriptive statistical method to produce statistical data in order to make the analysis of data easier. And for the qualitative part, we explain the results obtained from the interviews and the questionnaire that contain open-ended questions, by discussing and justifying the reasons of the different views of both students and teachers through content analysis.

Last but not least, the theoretical framework we selected in our study is an integrated one. Indeed, the approach matches the principles of two frameworks. The first is introduced by Dörnyei in 2001 and it consists of the various motivational strategies that can be used by teachers in the classroom. The second is that of Williams and Burden developed in 1997 that is categorized in terms of learner's internal and external motivational factors.

II -1-2/ Population and Sampling:

This study took place at BMC secondary school in Bordj Ghedir. It is made-up of two instruments which are a questionnaire and an interview. The target population under

investigation in the questionnaire is the second year foreign languages students, they are sixty students divided into two groups, and each group consists of thirty students of different gender, age and language level. We distributed the questionnaire to thirty students whom study English as foreign language. Whereas, the interview is given to eight English teachers. Eventually, we collected thirty questionnaires and eight interviews.

II -1-3/ The instruments used:

To investigate this study and to reach the objectives stated in the general introduction, we used two methodological instruments, which are; the questionnaire addressed to the students, and the interview conducted with the teachers, to collect enough information.

II -1-3-1/The learner's Questionnaire:

The questionnaire is vital structured instrument for collecting quantitative primary data. It is generally a series of written questions for which the respondent has to provide the answer (Bell, 1999). It motivates the respondents to give accurate and complete information; as such it should provide reliable and relevant data in return. The questionnaire offers a fast, efficient and effective means of collecting large amount of information from large sample. The privacy of the participants' identity is confidential, and their answers used only for research purpose, so they can respond honestly and comfortably.

The questionnaire of this study tends to determine learners' attitudes and motivation towards learning English language, and whether there is a significant relation between their motivation and language achievement.

For collecting the required quantitative data for this research case, a questionnaire was distributed to the participants on 10 of March, 2022. To ensure more reliable and confidential data, participants were informed by an introduction in the questionnaire that their answers are anonymous and would used only in the study context, and we explained to them the theme of the research study. The questionnaire is divided into three parts; the first one is about the personal information of the participants, the second one is about learners' attitudes towards learning English, whereas the third part is about learners'

motivation and language achievement. It consists of ten close-ended questions, the students are required to select the appropriate answers, and justify them when it is required.

II -1-3-2/The teacher's Interview:

The structured interview is the second research tool used to collect the qualitative primary data. It was addressed to eight English teachers of BMC secondary school. The questions are prepared in advance. The interview conducted on 10 of March, 2022, it includes nine open-ended questions which help the teachers to respond freely. The questions are divided into two sections; the first one is teaching English language, where the teachers are required to write about their teaching experience, materials, methods. In others words, how do they are dealing with the teaching process. However, the second section is about motivation and language achievement, the teachers provided their own definitions of motivation, and how they deal with students 'motivation to learn English language and their achievement.

II -2/ Presentation of the findings:

II -2-1/Presentation of the Learners' Questionnaire Findings:

Section one: Personal information

The first section of the questionnaire concerns the profile of the participants. Through the analysis of the questionnaire, the results shows that thirty students are involved in the study, they are mixed of both males and females, and their ages between sixteen and nineteen.

Section two: Learners' attitudes towards learning English language

Question one: Do you enjoy learning English?

-Yes

- No

	Yes	No	Total
Number	30	0	30
Parentage	100%	0%	100%

Table (1): Enjoying English learning

Table (1) reveals that 100% of the students answered by "Yes", on the other hand 0% for the answer "No". From the results obtained, all of the participants enjoy learning English language.

Question two: Do you think English is an interesting module?

-Yes

-No

	Yes	No	Total
Number	28	2	30
Parentage	93.33%	6.66%	100%

Table (2): The importance of English learning

Table (2) reports that (93.33%) of students consider English language as interesting module by selecting the answer "Yes". Only two students (6.66%) answered by "No". From the results obtained, the almost of the totality of students are interested to learn English language.

Question three: Why English is an interesting module?

A: Because English is a universal language.

B: Because English is easy to learn.

C: Because it helps you to go abroad.
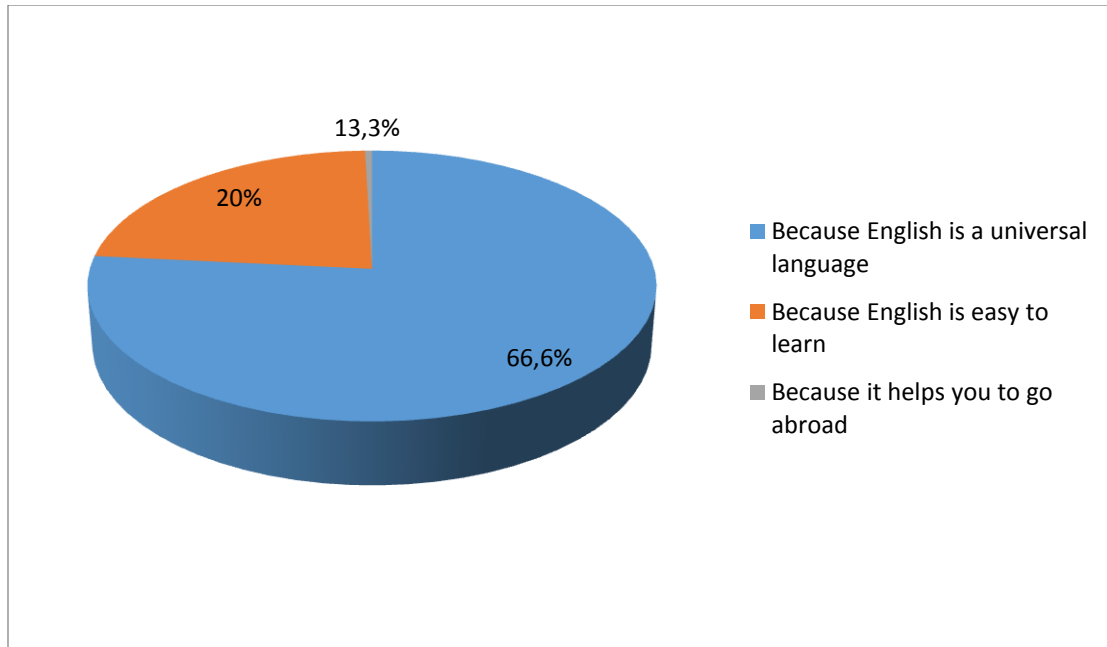
Pie chart (1): The reasons of studying English language.

The results indicate that (66.66%) of the participants declare that they like learn English because it is universal language. Six students (20%) opted for the answer (B), that is; they study English because it is easy to learn. Four students (13.33%) chose the answer (C), that is; English language helps them to go abroad.

Question four: What is your purpose to study English?

A: To get good marks in the exam.

B: Job /Career.

C: To improve your knowledge.

D: Others…………………………………………………………………………
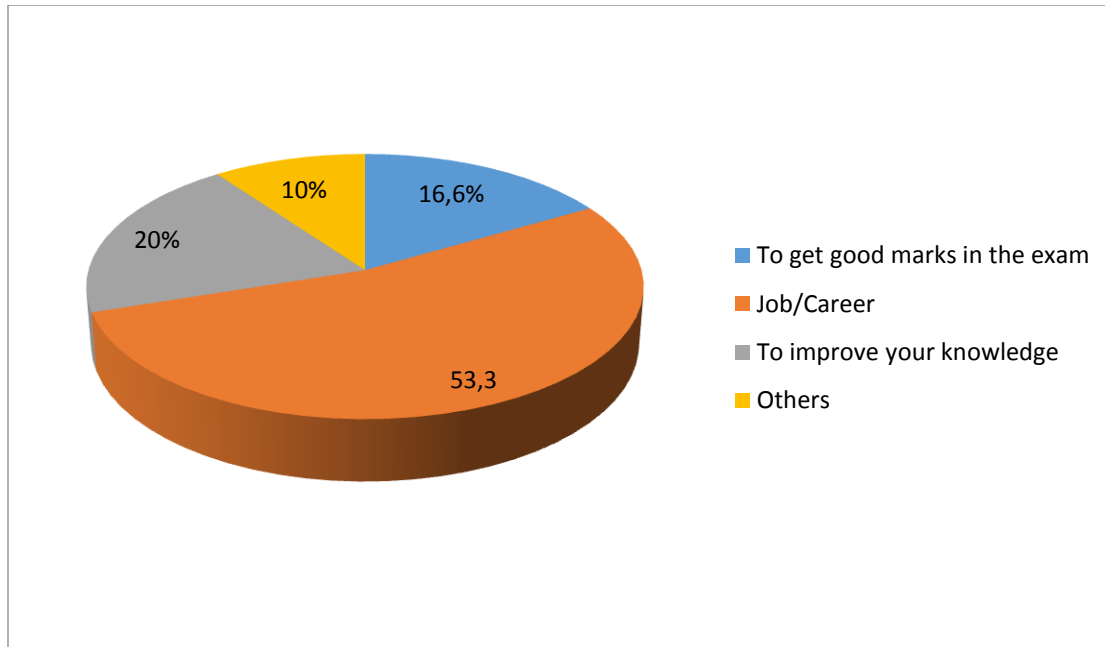
Pie chart (2): The purposes of studying English language.

   The pie chart **(2)** demonstrates that (53.33%) of the students affirmed that their purpose to study English is for job and career. (16.66%) of the participants opted for the answer (A); to get good marks in the exam. Whereas six students with percentage of (20%) asserted that they learn English to improve their knowledge. Finally, three students (10%) mentioned their own purposes, such as; traveling and immigration.

Section three: Learners' motivation and English language achievement.

Question five: Do you like attending English classes?

A: Always.

B: Sometimes.

C: Never.
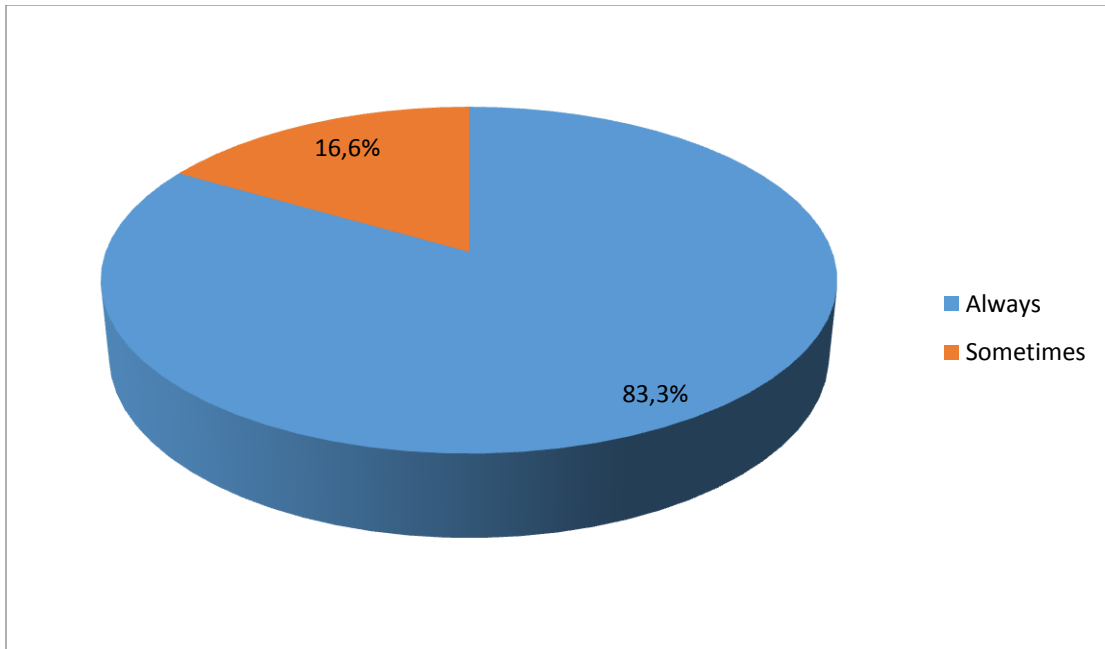
Pie chart (3): The attendance of English classes.

    The pie chart (3) presents that twenty five (25) students out of thirteen (30) opted for "Always "; with percentage of (83.33%) ; they always attend English classes. Whereas five students (16.66%) stated that; they attend English classes just "Sometimes". From the results obtained we conclude that all of the students attend even sometimes because no one opted "Never".

Question six: How do you behave in English classes?

A: Motivated.

B: Demotivated.

C: Unmotivated.

Justify..
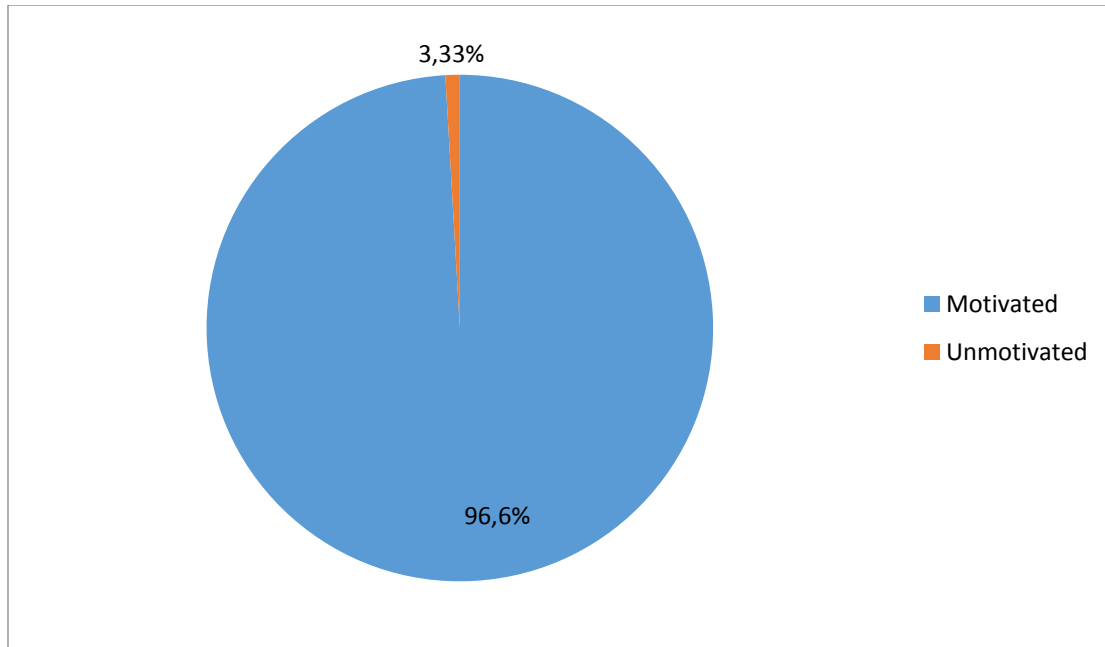
Pie chart (4): Students' behavior.

The pie chart above reports that the totality of students (96.66%) is motivated in the English classes. Only one student representing (3.33%) is unmotivated. And no one select the answer Demotivated. The majority of the students justified their motivation by mentioning that; English is a universal language and practical, easy to learn, others said because it is their favorite language, whereas the rest stated; they are motivated because of their teachers' interaction and personality, and parents' encouragement.

Question seven: How do you become motivated in English classes?

A: Trying to get good marks in the exam.

B: The teachers' behavior and strategies.

C: Encouraged by parents.

D: Trying to improve your knowledge.
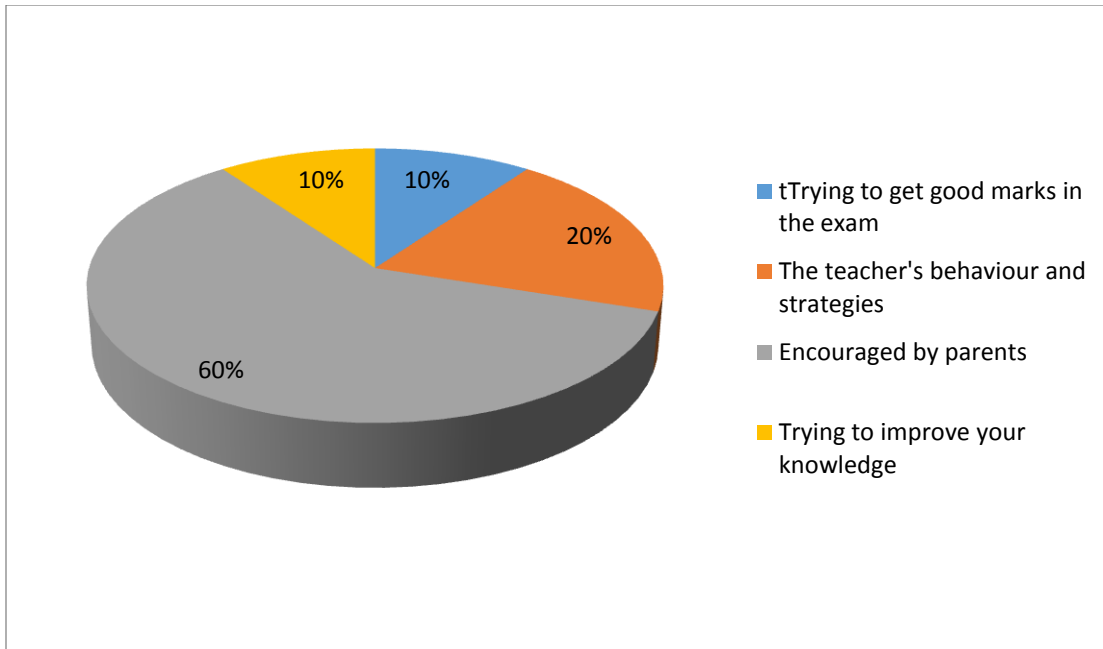
Pie chart (5): Students' motivation in English classes.

The results show that (60%) of participants declared that they became motivated by trying to get good marks in the exam. (20%) opted for the answer (D) that is; trying to improve their knowledge. Three students (10%) chose each of the answers (B) and (C), which are; they became motivated because of the teachers' behavior and strategies, and encouraged by parents respectively.

Question eight: What may interrupt your motivation in English classes?

A: Lack of materials and teachers' role.

B: Shyness and anxiety.

C: Large classes (big number within the class)

D: Fear of making mistakes.

E: Other factors. ……………………………………………………………………
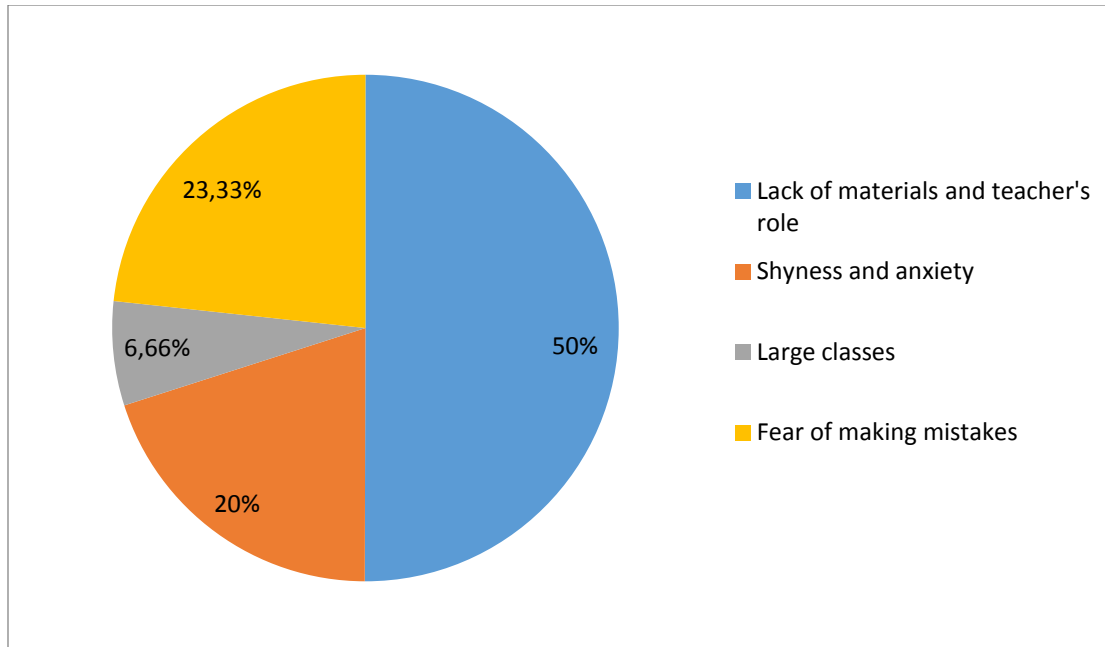
Pie chart (6): Motivation interrupting factors.

From the results obtained, half of the students with percentage of 50% declared that lack of materials and teachers' role may interrupt their motivation in English classes. Nine students (30%) opted for the answer (C) which is ; fear of making mistakes, whereas, six students representing 20% selected the answer (B) that is ;because of shyness and anxiety. Eventually, none of them mentioned other factors.

Question nine: What helps you to improve your English language?

A: Have conversations in English.

B: Have fun while learning.

C: Read vocabulary books.
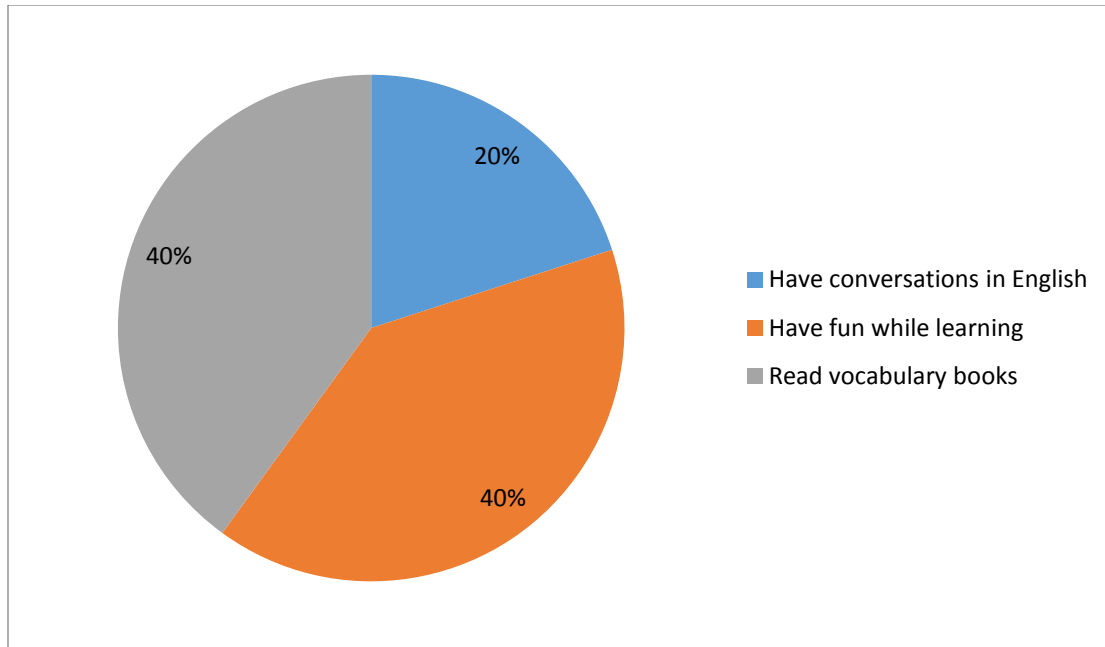
Pie chart (7): Improving English language.

The Pie chart (7) accounts that twelve students chose the answer (B) that is; have fun while learning. Also (40%) of them answered by; reading vocabulary books. The rest six students with percentage of 20% improve their English language by having conversations in English.

Question ten: Do you think that motivated students can achieve their English learning?

Yes

No
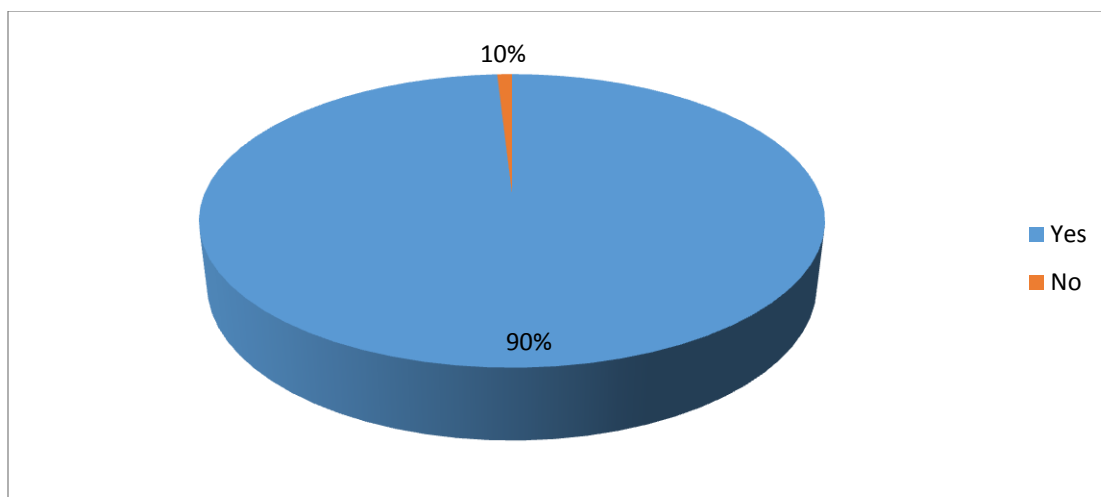
Pie chart (8): Motivation and language achievement.

   The Pie chart (8) demonstrates that almost of the totality of students with percentage of (96.66%) said "Yes" motivated students can achieve their English learning goals. Whereas, only one few student represents (3.33%) of participants said "No".

II -2-2/ Presentation of the Teachers' Interview Findings:

Section One: Teaching English Language

Question one: Do you like teaching English? Do you think English is an interesting language?

   This question tends to know teachers' passion to teach English language. 90% of them find teaching English language is interesting and they are enthusiastic, that thing will benefit their students because they will gain this passion from their teachers and be more motivated.

Question two: What is your favorite methodology and materials in teaching?

   In this question, teachers' answers almost close. There are teachers claimed that, they do not follow a specific methodology or use certain kind of materials , rather, they use what benefits their students and cope every situation depending on their students' abilities, needs, interest and level yet they should be up-dated. 40% of them stated that they prefer the eclectic method, because it combines various approaches and methods to teach a language depending on the objectives of the course and the abilities of the

learners". Whereas 50% of teachers claimed that; they use the positive feedback and the useful, meaningful comments. 5% of them use only the materials they provided. Another teacher stated that, she prefers to use game-based learning in order to engage students in the learning process and make the lesson more fun.

Question three: Do you think there is relationship between your methodology / materials and students' participation?

   All teachers said "yes there is". There are teachers stated that, the students have different abilities and language levels, and ways of learning , thus, the methods and materials used have significance impact on their participation, understanding and learning as well as the environment and the love of module. Others stated that the use of constructive assessment may be helpful to increase students' motivation and participation. 53% of them take advantage of both authentic and created materials to increase students' motivation

Question four: How these materials perform students' motivation?

   The aim of this question is to focus on how do teachers motivate their students and involve them in the learning process. Teachers' answers almost similar, they asserted on the importance of adapting the materials to meet the students' needs, they added that the methods should attract their attention. Others claimed that, they motivate them by connecting them to the real life.

Question five: Do your students participate?

   To answer this question, teachers respond differently. Yet the majority of the teachers answered by 'yes, they do', whereas the others answered by 'not all of them', and justified by saying that, their students are limited by their interest, level, and background, so it prevents them to participate.

Question six: Why do you think there are students do not participate?

   In this question, teachers stated different answers. They related this issue to the, fear of making mistakes, and the lack of self-confidence. (55.55%) of teachers considered criticizing the students; which makes them do not participate, because they feel as

pejorative and inferiority. The other (44.45%) of teachers indicated that criticism may be positive for the students for the sake of encouraging them to work more.

Question seven: What difficulties you face in your teaching process?

Here, the teachers opted for different answers. There are teachers who considerer the monotonous learning as one of the significance difficulty that may demotivate the students. Others stated that the unsuitable learning conditions, in addition to the teachers' behavior and the lack of materials to use are among the difficulties they face.

Section Two: Motivation and language achievement

Question eight: How do you think motivation can be raised?

The results reveal that 40% of the teachers agree, whereas (30%) strongly agree with the idea of establishing a close relationship with their learners. Moreover, (22.22%) strongly agree, and (11.11%) slightly agree with the idea of making their learners working on groups is better than working individually. Therefore learners' motivation will be raised.

Question nine: According to your experience, do motivated students achieve their language learning?

In this question, (100%) of the teachers responded similarly by answering 'yes, absolutely, of course …' motivated students achieve their language learning.

Ⅱ -3/ Discussing the Findings:

Ⅱ -3-1/ Discussion of Students' Questionnaire:

Ⅱ -3-1-1/ learner's attitude towards learning English language:

The results of the questionnaire show important facts about the students 'interest towards learning, more particularly English. As it is reported in the results, (100%) of the students expressed their appreciation of language learning in general and the English

language in particular. So, students who like language learning are more predisposed to learn this language more easily than those who do not, because the attitudes of students is an integral part in language learning. According to Chamber (1991) "language learning occurs more easily, when the learner has a positive attitude towards the language and learning" (Cited in SevimInal et al: 40).

In addition, from the analysis of the second question relating to the importance of English to learners, it revealed that (93.33%) choose English as their favorite language over the other languages (see table 2). This means that, the majority of second year students like English; they have an interest in studying it because it opens the doors to their success. This goes with the findings reached by Dornyei et al (2006) in Hungary about the language learning motivation, in which students show great interests to learn English over other languages such as German and Russian.

The answers of question three, which dealt with the motives for learning English, revealed that different percentages choose to study English for integrative reasons such as the desire to learn about the world, its cultures, and people (66.66 %). Other students, on the other hand, have chosen statement (B)"English is simple to learn," with a proportion of "yes" (20 %). The remaining students consider English to be a fascinating language since it enables them to travel abroad and helps them succeed in other areas. As a result, the students' motivation to study English stems from a variety of factors and objectives that they wish to achieve in their lives. One feature of Dornyei's (1994) model related to the language level in which he works is the utility of the language. He confirmed that this feature can influence the learners' goals and choices at the language level. It's worth noting that the majority of second-year students are focused on studying English, as evidenced by the figures above. This is due to their awareness of English's global prominence. As a result, the foregoing findings follow constructivism's principles, as the students demonstrate an interest in learning about the target culture and developing knowledge about it. As we continue through our study to the conclusions of this section (pie chart 02), we notice that some students have various goals in mind when learning English. (16.66%) of students learn English solely to improve their exam scores; these pupils have little understanding of what it is to learn a language.

Ⅱ -3-1-2/Learner's motivation and English language achievement:

As regards the usefulness of the English lessons and the level of satisfaction of students in the English language which are primordial elements to students' motivation, the results show that (83.33%) of the respondents consider English lessons as useful and they always like to attend English classes and (16.66%) consider them as being slightly useful, and they may not like to attend the English classes, so they choose "sometimes" (pie chart 03). It can be assumed that students are aware that English classes may be required in their academic and professional lives; that is, as a linguistic tool to help them achieve their objectives. All of these could help them stay motivated while learning.

The sixth and the seventh questions talked about motivation in classroom and what it makes students motivated to learn English. The (table 06) demonstrates that (96.66%) of students confirm that they are motivated in English classes and have the desire to learn English. However, only (3.33%) feel unmotivated to learn English.

In addition to this, the results illustrated in the (table 07) demonstrate that (10%) of students are motivated internally with their wishing to get good marks in the exam and (10%) of them are motivated by their ambitions to get more knowledge about the English language. In addition, the majority of students (60%) say their parents encourage and advise them to learn English. From the foregoing, we can deduce that parents are involved in their children's learning lives; they provide them with all of the vital resources they require from their parents in order to nurture their drive. In this context, Dornyei (2001b:78) stated that parental influence on L2 inspiration is a fundamental component in learners' motivation, according to Gardner (1985), because parents are considered the "primary mediator between the social milieu and the student."

Moving on to the eighth issue, which concerns difficulties that may interfere with their motivation in English lessons, the survey found that the majority of our participants (50%) felt that a lack of materials and the teacher's negative behavior may interfere with their motivation. We've noticed that when teachers present students with inspiring activities, they are more likely to want to learn more and do their best. Teachers should, in fact, establish a welcoming and friendly environment in the classroom, where students may relax and work more effectively. These circumstances assist and motivate kids in

learning English more effectively. The results of the item 'My teachers employ authentic materials such as English articles from newspapers and magazines' showed critical facts, namely that teachers do not use enough authentic materials in the classroom. Another issue is the difficulty in finding English-language articles in magazines and newspapers in countries where English is regarded as a foreign language.

 In short, this may inhibit pupils from understanding and appreciating the target language, resulting in a loss of interest. Without a doubt, teachers' assistance in helping pupils develop goals is critical for motivating them, as this governs learning. More critically, in the instance of second-year BMC high school students, assisting by assisting them in setting appropriate goals, you may be able to determine their learning objectives and how to go about achieving them ahead of time. Some students (20%) may face challenges such as shyness and nervousness, which stifle their desire to study English. Even if students know the answer or have the desire to participate and communicate in the classroom, shyness can be a hindrance. Anxiety, on the other hand, can cause students to lose focus when learning, as well as become anxious and nervous. As a result, 6.66 percent of students believe that large courses detract from their motivation. As far as we can tell, in order to be motivated to learn English, pupils need a good environment and a sufficient quantity of classmates. In the same way, Anxiety can cause pupils to lose focus in class, become concerned, and feel nervous. As a result, (6.66%) of students believe that large courses detract from their motivation. As far as we can tell, in order to be motivated to learn English, pupils need a good environment and a sufficient quantity of classmates. As a result, the previously offered second hypothesis is rejected because it is not the predominate reason.

   As far as the factors that prevent students from participating are concerned, the big problem that prevents them seems to be their fear of making mistakes with (23.33%). This keeps them silent and do not communicate in English; maybe they do not want their mates to laugh at them if they make mistakes. As displayed in (pie chart 08), (20%) of second-year students of English at Boussam high school consider that having a conversation in English with friends or with family as a way to motivate them. As helpful as listening and reading tasks may be, you also need to use English interactively and

practice your own speaking skills. One try to meet up with someone else studying English and talk to them using English. Another option is to talk to himself in the mirror or record yourself. Listening to the sound of his own voice might be a little bit awkward at first, but he will be able to hear mistakes of which he wasn't previously aware. Also, there is another way that helps students to improve English; the majority of students (60%) prefer to have fun while learning English. If studying the English language only feels like a burden, it will seem tedious and student won't perform as well. This is why it's important for students to stay motivated and enjoy the experience of learning a new language. There are different ways to add entertainment into student's studies, such as playing word games with friends that will boost those critical thinking skills. Furthermore, this finding goes in parallel with our hypothesis which talked about making a suitable environment in order to increase student's motivation. Obviously, learning a new language is a long-term project and student can't start from zero and write an academic paper a week later. But, when building on a decent foundation, he can achieve great results quickly if he devotes himself intensely. Especially for exams, student should really know what questions will be asked, what the formats look like and how to deal with the respective tasks. The rest of students (20%) prefer to take a vocabulary book in order to improve their English language. Either, in a notebook or on computer, students start making a list of useful words and phrases. Every time they hear or see a word they are not familiar with, they note it down. They don't only focus on the word itself, but search for synonyms and phrases in which it's used.

The last question of our student's questionnaire is asking students whether they can achieve their language learning when they are motivated, the majority of them (96.66%) answered yes and the others (3.33%) answered no. So, motivation plays a significant role in the process of learning a language. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion. By this, our last hypothesis presented in the introduction is confirmed as well.

Ⅱ -3-2/ Discussing the Teacher's Interview:

Our results show that to motivate students, educational practitioners need to take into account a number of characteristics and should also have recourse to a number of practices. First, teachers' tendencies towards teaching\learning a particular language or towards the context of teaching may have a considerable impact on both their way of teaching and on students' learning. For instance, when a teacher either likes\dislikes teaching a specific language, or feels comfortable\uncomfortable with the environment where he\she teaches. This will imply that he\she will be either motivated or unmotivated to perform his/her job. We can only be really effective teachers if we are clear in our minds what we mean by learning because only then can we know what kinds of learning outcomes we want our learners to achieve (M.Williams, 1997: 60) .

Ⅱ- 3-2-1/ Teaching English Language

As a result, the answers of the first question demonstrate that almost all teachers (90%) find teaching English to be fascinating. This may infer that they are excited; they have a tall regard of English and they are persuaded to educate it. And in the event that instructors have all these characteristics, they will be as models in behavior and will prompt their understudies to gotten to be more locked in in learning. This point is clearly clarified by Dornyei (2011): *"Students take cues from their teachers about how to respond to school activities. Enthusiastic teachers convey a great sense of commitment to and excitement about the subject matter content"*.

In respect to the second question, the majority of teachers answered that they don't utilize a specific technique or method, rather than using what adapt each circumstances depending on student's capacities, needs, intrigued and level. However, they ought to be up dated. Additionally, teacher's procedures, strategies for spurring understudies are fundamental in changing the motivational viewpoint of each understudy. In this respect, our findings appear that (50%) of teachers spur their students through criticism and comments, this may give a significant ethical bolster for students. This has been discussed by Dornyei *"Students in general experience high efficacy when told they are capable of attaining success by a trustworthy source such as the teacher."* (2011:127).

As a result two things come into thought: the first is that English teachers of BMC high school attempt to appear their students that they care about their learning and victory which they recognize their exertion, consequently increasing the motivational disposition of their learners. The second is that instructors attempt to differ the strategies, strategies and materials as much as conceivable to evacuate anxiety, and schedule which may be effective demotivating variables.

Moving on to the relationship between classroom instructor methodology and student involvement and motivation, most teachers agree that if a good methodology is followed, students become engaged and participate in all English sessions. According to the findings of this study, assessment might have a beneficial or negative impact on students' motivation. Some second-year teachers, for example, believe that assessment can be beneficial to pupils. Others, however, suggested that this could harm students' motivation or moral support. As a result, students can practice their skills and alter their efforts based on what is missing or incorrect.

The usage of either produced or actual resources is another way to help pupils become more motivated to learn. The findings suggest that (53%) of English instructors at BMC high school use both authentic and manufactured resources to boost their students' motivation. This could indicate that teachers are aware that prepared materials can serve as more extensive explanations of the course and provide visuals to help students retain their motivation and reinforce their understanding. Authentic materials can also introduce learners to the genuine language in use (e.g., colloquial expressions) as well as the target culture's social life. As a result, students' views may shift and their enthusiasm to study the target language may increase. As said by M. Peacock (1997*):"Authentic materials: are materials produced to fulfill some social purpose in the language community"* (quoted in Little, Devitt, and Singleton, 1989: 25).

Our research findings in question four illustrate how these materials perform student motivation" and how the materials and procedures perform this motivational task, as teaching materials and methods are thought to have a dynamic motivating influence. To put it another way, how do teachers engage their students using these materials and methods? Some teachers stated that in order to motivate students, "materials should be

customized to the students' level and interests." Others said that materials and methods should "expose learners to how the language is used in real-life circumstances" and "draw students' attention and curiosity to the subject being taught." This means that teachers of BMC high school second-year students examine the use of appropriate resources and approaches in teaching to help students maintain their motivation. They understand that each student learns in his or her own unique method. That instance, some students are inspired by the methods or resources used by their teachers. Other students, on the other hand, are fascinated by the target community's traditions, language, and way of life, which will alter their perceptions of language learning and strengthen their desire to become acquainted with it, as well as pique their interest in learning more about the subject matter.

Moving to the question five, all the teachers agreed that the majority of students participate in the English classes, whereas just few of them don't like to participate. Hence, from these results we can conclude that English is an interesting module for the most majority of students.

As regards the results shown in the question (06); why do you think that students don't participate, The results reached in our study also included a variety of circumstances and influence that may decrease the motivational intensity of students, these are demotives. Sarojani Devi Krishnan et al (2013) stated in this regard: Previous study has showed that demotivation is caused by a variety of internal and environmental causes. Ineffective teaching methods, inappropriate teaching materials, aspects of the curriculum, class atmosphere, teacher attitude, negative attitude of students toward the target language, failure experience, lack of self-confidence are among the key internal and external demotivating factors identified in previous research.

More than half of the respondents (55.55%) believe that criticizing is not a good technique to improve student's performance, according to our findings. It means that they regard criticism as impeding students' motivation since some students may perceive it as derogatory, instilling in them a sense of inferiority. On the other hand,(44.45%) of teachers believe that criticism can help students improve their performance. This could be

regarded as criticizing students in order to improve their talents, as well as inspiring and igniting their desire to achieve more in their studies.

Teachers revealed various 'demotives' when asked about the problems they experience when teaching the English language in question seven. Bad learning environment (e.g., large number of students) and complex topic, according to another. "Monotonous learning," according to one teacher, can "destroy the students' motivation. Others, though, attach demotions to "teachers' behavior as well as teaching techniques and methods." As a result, we can conclude that students are subjected to a vast number of factors, which change depending on the setting. What matters is that teachers work to eliminate these affaissement and give their students with beneficial and suitable learning environments that will aid their learning. The majority of our hypotheses given in the introduction have been confirmed as a result of this.

Ⅱ- **3-2-2/Motivation and language achievement**

The conclusions of the eighth question in the teachers' interview, "How do you think motivation can be raised," the findings suggest that (40%) of BMC high school teachers agree and (30%) strongly agree with the idea of developing a positive relationship with their students. This could indicate that the teachers care about their students and wish to take a personal interest in their learning and experiences. To put it another way, second-year BMC high school teachers may place a premium on the relational component between them and their students. This situation may arise because professors feel that building positive and pleasant relationships with their students based on tolerance, open-mindedness, and mutual support can greatly assist students in devoting their whole attention and energy to their language study. (J. Brophy, 2010: 285) confirms this point: "By cultivating close relationships with students and positioning oneself as a supportive and helpful resource person, you can become your own most effective motivational tool." The second component is the advantages that working in a group can give for students over working alone. According to the findings, more than half is about the advantages that working in a group can bring pupils over working independently. According to the findings, strongly agree (22.22%) and slightly agree (22.22%) account for more than half of the total portion (11.11%). This could mean that BMC high school teachers support the

idea of working in groups because they believe it will encourage their students and instill in them the value of collaboration when confronted with problems. Working in a group, in other words, may allow learners to share knowledge and assistance, encourage cooperation, and increase competitiveness, all of which are likely to boost motivation.

In the last question of the teacher's interview, all teachers agree that motivation is the key component of any language learning, and all motivated students can reach their goals and achieve their language learning, and this finding support the previous saying about the relationship between motivation and language learning achievement.

II -4/ Recommendation and limitation of the Study:

II -4-1/ Recommendation:

On the basis of the results obtained from the learner's questionnaire and the teacher's interview, we suggest the following recommendations:

II -4-1-1/ Recommendations for teachers:

- Love the module you are going to teach before teach it.
- Built a good relationship, meaningful and respectful lone with your students.
- Grow a community of learners in your classroom.
- Be inspirational and motivational.
- Search always about the appropriate method and material for your students.

II -4-1-2/Recommendations for learners:

- Learners should be aware about their type of motivation, to facilitate their language achievement.
- They should be tested to determine their interest/ love towards the foreign language.
- They should have intrinsic motivation more than extrinsic motivation.
- They should be motivated to learn the language.

II -4-2/ Limitation of the study:

   To conduct this research the use of different research instruments to collect the required data was essential in order to confirm or reject the stated hypotheses that are designed to investigate the relationship between motivation and language achievement. During the development of our study we faced a limitation that is ; the learners' questionnaire was supposed to be distributed to all the learners together, however , because of the current state of the spread of Covid-19, we did not find all of the class , because they are divided into several groups with different time tables, and the same problem we had with the teachers we could not distribute the interview to all of them at the same time. Thus, we went to the secondary school several times to distribute, explain and then collect the learners' questionnaire and the teachers' interview. Eventually, we collected the required number of both questionnaires and interviews.

Conclusion:

   The second chapter dealt with presenting the main research design used to investigate this study. It revealed the results obtained from the questionnaire which consists of three sections of ten questions, and from the interview conducted with eight English teachers from BMC secondary school in order to answer the research questions mentioned in the general introduction. The presentation of the findings is divided into two parts; the first one represented the findings obtained from students' questionnaire, whereas the second part demonstrated the findings obtained from the teachers' interview. Then, it included the analyzing and discussion of the obtained data on two parts; the first of the findings that resulted from the students' questionnaire, and the second of the teachers 'answer in the interview. This chapter provided clear answers for the research questions of the study. In addition, some hypotheses stated in the general introduction are confirmed whereas others are refuted. Relying on the whole findings, we come to the conclusion that the majority of second year students of BMC high school are motivated, and interested in learning English.

   Yet; there is a minority of students which are unmotivated and this is due to a number of negative factors such as shyness, anxiety, teaching methods and inadequate working

conditions for learning (inadequate infrastructures). Similarly, the results of the teachers' interview indicated that the teachers care about their student's language learning and motivate them to learn English. Moreover, both teachers and learners agree that motivation is the key factor to success and language learning achievement.

General conclusion:

This research study has investigated the motivation of the second year learners at BMC secondary school towards English language learning. It focused on identifying the different types of motivation that may hold by the learners, and the several factors that may influence learners' motivation. It seeks to determine whether there is a significance relationship between learners' motivation and their English language achievement. Conducting such a research and investigating such a topic in this area is very important, because teachers need to be familiar with their learners' motivation types, what motivate and demotivate them to work easily and efficiently, and will facilitate the teaching and learning process, in addition, teachers will help their learners to surpass their learning difficulties in order to be more motivated, and achieve their English language goals.

This dissertation has targeted three main objectives. The first one is to explain motivation as a significant factor in language learning and teaching process; the second one is to determine what may interrupt students' motivation to learn and how to increase it. The last objective is to determine to what extent motivation affects English language learning achievement.

To answer the advanced research questions, and to check the hypotheses, the study relied the mixed-research method; combining the quantitative and the qualitative research method. To collect and analyze the research data two main instruments were used; a questionnaire was administered to thirty second year learners at Boussem Mohamed Cherif secondary school, they were randomly selected to participate, likewise, eight English teachers were interviewed. For the quantitative data analysis, a descriptive statistical method was used to generate statistical data from the questionnaire. Moreover,

the Qualitative Content Analysis (QCA) was adopted to interpret the data collected from the open-ended questions of the teachers' interview. The theoretical framework we selected in our study is an integrated one. The first one is introduced by Dörnyei in 2001 and it consists of the various motivational strategies that can be used by teachers in the classroom. The second one is that of Williams and Burden developed in 1997 that is categorized in terms of learner's internal and external motivational factors.

To develop our study we stated eight hypotheses which would be confirmed or disconfirmed through the investigation of the study. A number of hypotheses have confirmed; the first one is that the second-year students at BMC high school are motivated to learn English, because 96.6% of them stated in the questionnaire that they are motivated which has confirmed the fourth hypothesis which is; the majority of second-year students at BMC high school are motivated to learn   English. Likewise Teacher's behavior and creating a good atmosphere for students   affect students' language learning achievement, either by increasing or decreasing students' motivation. The last confirmed hypothesis is; motivated students achieve easily their language learning, since (96.6%) of students answered by YES in the questionnaire. The only disconfirmed hypothesis is that; large classes may interrupt the student's motivation.

The results obtained from the questionnaire revealed that motivation is a crucial factor in the language learning and teaching process. Moreover, learners hold different types of motivation and it may influenced by different external and internal factors such as, their teachers' behavior and parents.. , sometimes positively and other times negatively ; Therefore , since motivation enhances learners' self-confidence, and self-esteem and reinforces them to success and achieve their language goals , teachers should be careful about what motivate them and the factors that affect their motivation negatively, and help their students to surpass their language learning difficulties . In addition, the results affirmed that the second year students at BMC are interested, and have positive attitude towards learning English language, which raise their motivation, whereas factors such as ; lack of materials, and the fear of making mistakes may interrupt their motivation, eventually, they confirmed that motivated learners are able to achieve their English language learning. In the other hand, the results collected from the teachers'

interview asserted what the learners stated in the questionnaire about their motivation , and they added how do they motivate their unmotivated learners and whom do not participate through a positive feedback, suitable comments, and relevant assessment. In addition, they mentioned what difficulties they are facing every day in the teaching process for instance, limited time and lack of materials… which can affect the learners' motivation negatively; at the end they also confirmed that; absolutely there is a significance relationship between motivation and language achievement.

Our research is the first exploratory research at the level of the department of English at Mohamed Elbachir Elibrahimi University. It provides an investigation on whether there is a significance relationship between learners' motivation and their English language achievement. We hope it will helpful for both learners to determine their kind of motivation, and for the teachers to facilitate their teaching process by enhancing their learners' motivation and guide them to success. It is also hope that our research will pave the way to further researchers interested in the same area of investigation.

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Appendices:

1/Appendices one: Questionnaire addressed to students.

Dear student,

The following questionnaire is a part of our research that aims to investigate the relationship between motivation and learning achievement within Boussam Mohamed Cherif Secondary school classes.

You are kindly invited to answer the questions below, by ticking off the appropriate box (es) (answer(s)) and provide full sentences when necessary. Your responses will be used for research only and will remain confidential.

Thank you in advance.

SECTION (A):

Personal Information:

*Age.............

*Gender:

☐ Male.

☐ Female.

SECTION (B):

Frame of mind about English courses.

01/ Do you enjoy learning English?

☐ Yes.

☐ No.

02/Do you think English is an interesting module?

☐ Yes.

☐ No.

03/ Why English is an interesting module?

☐ Because English is a Universal Language.

☐ Because English is easy to learn.

☐ Because it helps you to go abroad.

04/ what is your purpose in studying English?

☐ To get good marks in the exam.

☐ Job/ Career

☐ To improve your knowledge.

☐ Others:

....

SECTION (C):

Motivation towards English classes.

05/ Do you like to attend English classes?

☐ Always.

☐ Sometimes.

☐ Never.

06/ How do you behave in English classes?

☐ Motivated

☐ Demotivated

☐ Unmotivated

Justify your answer:

....

....

07/ How do you became motivated in English classes?

☐ Trying to get good marks in the exam.

☐ The teacher's behaviour and strategies.

☐ Encouraged by parents.

☐ Trying to improve your knowledge.

08/ What may interrupt your motivating in English classes?

☐ Lack of materials.

☐ Shyness and anxiety.

☐ Fear of making mistakes.

☐ Other factors:

....

....

09/ What helps you to improve your English language?

☐ Have a conversation in English.

☐ Have fun while learning English.

☐ Read a vocabulary book.

10/ Do you think that motivated students can achieve their English learning?

☐ Yes .

☐ No.

Thank you for your kind cooperation.

2/Appendices two: interview addressed to teachers.

Dear: Sir / Madame

We are presently conducting a research that seeks to investigate *the relationship between motivation and language achievement*, within second year classes in Boussem Mohamed Elcherif secondary school.

We would be very grateful if you could answer these questions. Your responses will be used for research only, and will be remain confidential.

Thank you in advance for your kind cooperation.

1/ Do you like teaching English? Do you find it an interesting module?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………………………………………………………………………………

2/ What is your favorite methodology and materials in teaching? Why?

……………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………………………………………………………………………………

3/Do you think that there is a relationship between your methodology/materials and the student's participation?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

4/ How do these materials perform student's motivation?

………

……………………………………………………………………………………………………….........

5/ Do your students participate?

………

…….

6/ Why there are students who do not participate?

………

………

………

7/ What difficulties you face in your teaching process?

………

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………

8/ How do you think motivation can be raised?

……

……

……

9/According to your experience, do motivated students achieve their language learning?

……

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……

الملخص

تبحث الدراسة الحالية في دوافع طلاب السنة الثانية لتعلم اللغة الإنجليزية في ثانوية بوسام محمد الشريف الثانوية في برج غدير. كما يهدف هذا البحث إلى معرفة ما مدى تحفيز طلاب السنة الثانية لتعلم اللغة الإنجليزية بالإضافة إلى العوامل المختلفة التي تحفزهم وتثبيطهم. يعتمد بحثنا على نهج متكامل يجمع بين أطر عمل لاستراتيجيات اللغة الثانية التحفيزية. لجمع البيانات قمنا بإدارة استبيان لثلاثين (30) طالبًا. بالإضافة إلى ذلك تم إجراء مقابلة مع معلميهم. لتحليل البيانات، تم استخدام أسلوب البحث المختلط. تجمع الدراسة، في الواقع، بين الأساليب الكمية والنوعية. استخدمنا التحليل الإحصائي وتحليل المحتوى النوعي للنتائج التي تم الحصول عليها من الاستبيانات. فيما يتعلق بتفسير مقابلة المعلمين، اتبعنا طريقة تحليل المحتوى النوعي. تشير النتيجة الرئيسية لمقابلة المعلمين إلى أن غالبية المعلمين أجابوا بأن طلابهم لديهم الحافز لتعلم اللغة الإنجليزية. من ناحية أخرى، أظهر الاستبيان أيضًا أن الغالبية منهم لديهم الحافز لتعلم اللغة الإنجليزية. فيما يتعلق بالعوامل المثبطة، تظهر اغلب النتائج التي توصلنا إلى العامل المتعلق بـ "الخوف من ارتكاب الأخطاء و "الخجل و القلق. أخيرًا، بناءً على النتائج التي تم الحصول عليها توصلنا إلى الاستنتاج أن غالبية طلاب السنة الثانية لديهم الحافز لتعلم اللغة الإنجليزية وأن معلميهم يحفزونهم على تعلمها باستخدام تقنيات واستراتيجيات مختلفة.

المصطلحات الأساسية الدافع ، تحفيز اللغة الثانية ، الاستراتيجيات التحفيزية

Résumé

La présente étude examine la motivation des élèves de deuxième année à apprendre l'anglais au lycée Boussam Mohamed Cherif à Bordj Ghedir. Il vise à déterminer dans quelle mesure les étudiants de deuxième année sont motivés pour apprendre l'anglais ainsi que les différents facteurs qui les motivent et les démotivent. Notre recherche repose sur une approche intégrée combinant les cadres de Dornyei et Williams et Burden des stratégies de motivation en langue seconde. Pour recueillir des données, nous avons administré un questionnaire à trente (30) étudiants. De plus, une entrevue a été menée avec leurs enseignants.

 Pour l'analyse des données, une méthode de recherche mixte a été utilisée. L'étude, en effet, combine des méthodes quantitatives et qualitatives. Nous avons utilisé l'analyse statistique et l'analyse qualitative du contenu pour les résultats obtenus à partir des questionnaires. En ce qui concerne l'interprétation de l'entretien avec les enseignants, nous avons suivi la méthode d'analyse qualitative du contenu. La principale conclusion de l'entretien avec les enseignants indique que la majorité des enseignants ont répondu que leurs élèves sont motivés pour apprendre l'anglais. D'autre part, le questionnaire des étudiants a également montré que la majorité d'entre eux sont motivés pour apprendre l'anglais. En ce qui concerne les facteurs démotivationnels, nos résultats montrent celui relatif à « la peur de faire des erreurs », « la timidité et l'anxiété ». Enfin, sur la base des résultats obtenus, nous sommes parvenus à la conclusion que la majorité des étudiants de deuxième année sont motivés pour apprendre l'anglais et que leurs enseignants les motivent à l'apprendre en utilisant différentes techniques et stratégies.

Mots clés : Motivation, Motivation L2, Stratégies motivationnelles.