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Teacher's Role in Increasing Motivation of EFL Learners:

**A Case Study: LMD English Students at Abdelhamid Ibn
Badis University, Mostaganem**

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Dedication

This work is heartily dedicated to:

- *My parents; my mother whose advice has always pulled me out of despair and confusion.*
- *My father who's silently speaking support has constituted the cornerstone of my persistence.*
- *My beloved man, how encouraged me to do better.*
- *My brother Mouhamed, as well as my sisters Oumayma and Fatima.*

A special dedication passes to my dear friends Nawel, Nour el Houda and Soumia whose company has helped me a lot

Thank you for backing up the completion of this work.

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Abstract

The issue of motivation becomes an outstanding buzz word in the field of education. Motivating learners to develop in the target language is acknowledged to be a complex process. In many instances, students face many obstacles in learning English and are often demotivated to learn. The current study tests students demotivation in the EFL context with LMD English degree students of the University of Abdelhamid Ibn Badis - Mostaganem as a case study. We find it crucial to tackle such a subject, as familiarity with it is barely recognizable and we keep ill-informed about the underlying idea on demotivation. Our study is about the student motivation lacks as well as the teachers' role in increasing students motivation to learn English. However, students may sometimes lose their willingness and interest towards lesson, which puts a major barrier in front of effective language learning. Therefore, this study is concerned with lack of motivation. To begin with, this study investigates whether or not students are demotivated and it explores also the reasons of disinterest student's display towards English language-learning. The teachers and students at Abdel Hamid Ibn Badis University were the participants of this study. The data were collected through questionnaires delivered to both teachers and students.

After analyzing the data we found that LMD English learners are likely to be demotivated toward learning English especially, the second and third year students. And this is simply because of some factors which caused this phenomenon.

Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

L2: Second Language

TV: Television

ICT's: Information and Communication Technologies

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General Introduction

In the 21st century, learning and teaching English as a foreign language has become very much needed everywhere, inside and/or outside the classroom. It is not a matter of fact that vocabulary and grammar are the main focus. It can go beyond all these concepts. In this prospect, our study aims to diagnosing the teacher's role in increasing the students' motivation to learn English. Also, what motivated us to investigate why English learners are demotivated to learn and why teachers are still having difficulties in teaching English as a foreign language is that EFL learners need to feel relax in the classroom.

To go deeply through our topic, motivation is one of the most important concepts that can help learners increase their level of success in the process of teaching and learning. It has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individual with the most remarkable abilities cannot accomplish long-term goals, and neither is appropriate curricular and good teaching enough on their own to ensure student achievement (Dörnyei, 1998). Motivation is the backbone in language learning. While motivation is critically important to student learning, lack of motivation is a frequent problem with students at all levels. It can be said that by demotivation we mean a state or conditions that hinders a person from doing his or her best in achieving a specific purpose. (Soureshjani & Riahipour, 2012).

It is a common place belief that learners can succeed as well as fail in the course of their learning. Success is usually attributed to effortful and motivated behaviours; while failure can be related to being demotivated or having ill volition to learn. This way, progress will be barely achieved. According to Küper (2001) “demotivation is not just a reversal of motivation. Demotivation refers to more than just non-acting or unmotivated behaviour. It can also refer to an engagement into ‘wrong’ or contra productive directions. Dörnyei (as cited by Tabatabaei & Molavi, 2012) also has defined demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action.”

English learners' demotivation has for long puzzled a number of researchers; this may be the reason why there seems to be a panoply of strategies that in a way or another can make up for low motivation. Though the findings in the literature on such an issue are fairly available, they prove that demotivation is counterproductive as far as foreign language learning is concerned. Its negative influence decreases the LMD learners' desire and ignition to achieve success, due to some detrimental factors. In other words, demotivation sets back learners' efforts as well as their continuous curiosity that is part of acquisition.

This phenomenon of losing motivation towards learning English as foreign language in the Algerian Universities particularly, at the University of Abdelhamid Ibn Badis – Mostaganem expands over time. To discuss this issue, the present research work attempt to reveal the importance of using motivation as an effective factor in EFL classroom. Thus, our research questions are as follows:

1. Are EFL students demotivated to learn English at Abdel Hamid Ibn Badis university?
2. Can the teacher's role be effective in increasing EFL learners 'motivation in the classroom?
3. What are the factors that may decrease students' motivation?

To respond to the above research questions let us suggest the following hypotheses:

1. May be some of EFL learners are demotivated to learn English at Abdel Hamid Ibn Badis university.
2. We hypothesize that the teacher's role can be effective in increasing EFL learners 'motivation in the classroom.
3. We hypothesize that there are external and internal factors that may decrease the students' motivation.

And to confirm or not confirm our hypotheses we have administered two formal questionnaires, for both EFL students and teachers from Abdel Hamid Ibn Badis University - Mostaganem.

Furthermore, our dissertation composed of three chapters, the first chapter starts with historical background about motivation and its importance in language learning. It also tackles the subject of the use of ICT's and its impact on learner's motivation, and the definition of

demotivation according to some researchers followed by an account of the main causes responsible for motivation discontinuation.

The second chapter presents the research methodology, a description of the research's population, objectives, context, the procedures and the instrumentation of the given survey that enable us to extract quantitative data as well as to measure demotivation among the EFL learners as well as the role of the teacher's in increasing motivation of EFL learners.

The last chapter which is the third one, concerns the analysis of the questionnaire as well as the interpretation of the results gotten from our participants.

To conclude up, our general conclusion recapitulates through interpreting the responses of both teachers and students; we will be able to come to a set of answers conclusions, regarding the factors beyond EFL learner demotivation and the role of the teacher in increasing student's motivation in the classrooms.

1. Introduction

Demotivation constitutes an obstacle in front of EFL learners, due to the fact that it reduces learning achievement. In an attempt to shed light on demotivation and the main inhibiting influences and forces that may stand in any learner's way towards a successful learning experiences, this chapter addresses the issue of demotivation with its negative impact on learning, and the main stimuli that act like obstacles in front of academic success. But before proceeding any further, we find it a need to tackle the subject of L2 learning motivation, in the specialists' point of view, in order to have general understanding of such an issue.

1.1 The Nature of L2 Learning Motivation

Motivation is a key term in language learning and it is multidimensional. For this reason, it has different definitions. Williams and Burden (1997,p. 120) define motivation in general as follows: "a state of cognitive and emotional arousal which leads to conscious decision to act and gives rise to a period of sustained intellectual and /or physical effort in order to attain a previously set goal or (goals)".

As it is clear, motivation is a process, it is a tool that helps us to reach our aim. First, we feel an interest to take part in its importance. Then, we try to maintain our interest and struggle to realize our purpose. Motivation plays a big role especially in language learning since it makes language learning more meaningful. Slavin (1997,p. 345) describes this process in a general sense: "...motivation is what gets you going, keeps you going and determines where you are trying to go". As it is obvious, motivation provides students with a direction to follow. It is a concept revealing the reasons why people act and think as they do (Weiner 1992 in Wlodkowski 1999). These aspects of motivation are supported by Brophy's approach to motivation (1998,p. 3): "Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior.

In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not

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be the ones desired by the teacher". As it is obvious, motivation constitutes one of the significant backbones of learning process in student life; hence a lot of studies place a high value on this concept. However, lack of motivation still gives rise to a serious problem both for teachers and students in language classrooms. What is important is to determine the causes of inadequate motivation and know how to handle with students lacking motivation. Timmins (1999) suggests finding out the reasons of lack of motivation in students by using psychology in the classroom. Thus, it is of great importance for teachers to take affective factors into account. When students have low self-confidence and self-esteem, high anxiety and inhibition, their level of motivation is destroyed. Moreover, teachers' negative attitude towards students and non-supportive classroom environments damage students' willingness towards learning a foreign language (L2).

Language learning requires time and effort. Most of the time students lose their interest and enthusiasm towards language learning due to negative feelings such as low self-confidence and esteem, excessive anxiety, teacher's harsh and discouraging attitude and psychologically insecure classroom atmospheres. However, it is not impossible to make students more willing to learn. By making lessons more appealing through different activities, building supportive environments, and reinforcing students positively, teachers can foster students' interest and take sound steps on the path to increasing motivation.

Motivated students listen carefully to what has been said by their teacher in the classroom. They ask questions, share experiences and make much effort to develop their levels. On the one hand, their persistence is a crucial component of motivation to increase their knowledge i.e. not giving up easily on a given task signals a continuously effective motivation. On the other hand, motivation facilitates learner's achievement as well as instructors' job. It is beneficial for it ensures good learning experiences and cognitive engagement, though it differs from one type to another.

Gardner (1985) distinguishes between two types of motivation: instrumental and integrative. Instrumental motivation suggests that a learner aims to succeed in learning to have a good job, avoid low grades or seek graduation. It is valued because it pushes students to obtain their concrete objective. However, integrative motivation means learning a language, in order to be familiar with its culture and population, but not as a means to an end; Gardner (2001) defines it as "an interest in integration with (or specifically in becoming

closer phonologically to) the group who speaks the language”. Students want to be proficient in a language because they would like to be a member of the language native speaker’ community, travel to the place where it is spoken.

The points that were mentioned before constitute a general overview about L2 learning motivation, which can be a force to act as well as a drive not to act; and many theories of motivation view it as a phenomenon that is stable at times, however, this beliefs did not take place in others mind. What follows will shed light on that negative side of motivation when it is not powerful enough to determine success.

1.2 Using ICT’s and Learner’s Motivation

According to Daniels (2002) ICTs have become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as a part of the core of education, alongside reading, writing and numeracy. The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning and research (Yusuf, 2005) .ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change. In a rapidly changing world, basic education is essential for an individual be able to access and apply information. Such ability must find include ICTs in the global village.

According to Cabero (2001), "the flexibilization time-space accounted for by the integration of ICT into teaching and learning English language contributes to increase the interaction and reception of information. Such possibilities suggest changes in the communication models and the teaching and learning methods used by teachers, giving way to new scenarios which favor both individual and collaborative learning”. The use of ICT in educational settings, by itself acts as a catalyst for change in this domain. ICTs by their very nature are tools that encourage and support independent learning. Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools (Reeves & Jonassen, 1996), the influence of the technology on supporting how students learn will continue to increase. In the past, the

conventional process of teaching revolved around teachers planning and leading students through a series of instructional sequences to achieve a desired learning outcome.

1.3 Demotivation Definition

Having dealt with motivation that is related to students' desire to learn, and involvement in the learning processes, such state of motivation may not be usually stable or forever. Like any learning related variable, motivation constantly changes from high to low and vice versa. While high student motivation is what teachers and students alike strive to, low motivation can be problematic and often results of what these same teachers and students try to avoid: it can be failure and non proficiency as far as English as a foreign language learning is concerned. The disadvantageous results of what researchers conceptualise as student demotivation to refer to a lowering in motivation led us to investigate more about such an impending syndrome that is commonly unwelcome.

In fact, learners can be active and interested some times, or passive and disengaged at others. When students' motivation is static, they are said to be demotivated. It is a common belief among researchers that demotivation discomfits L2 learning and it is specifically worrisome; because lack of motivation is pervasively spread among students in a number of classes. This is why it's recommended not to look over how students cannot help doing it sometimes, and for what reason.

A definition of demotivation is offered by Dörnyei (2001, p.142) as concerning "various negative influences that cancel out existing motivation", that is; demotivation is aroused by some negative motives or demotives that cause motivation to decrease. More precisely, Dörnyei (2001) specifies such influences as being specifically external factors that reduce motivation. Because of the nature of learning; students are likely to affect and get affected by many agents that may contribute in enhancing their motivation, or in our case decreasing it as well.

One have to note that demotivated learners are at first enthusiastic and eager to learn, but they have lost this advantage for a given reason. In fact, it is human nature being motivated and curious to discover and develop knowledge no matter how difficult or challenging may this latter seem, but frequently such tendencies are just turned down and stopped as a result of some causes by which one lose his interest.

Moreover, this loss of motivation may be tentative but not total and chronic, it can only be an outcome of a greater pressure that loosens the will to persevere in doing activities related to their accomplishments. In this respect, Dörnyei (2001, p. 143) views that: *“Demotivation does not necessarily mean that all the positive Influences that originally made up the motivational basis of a behavioural intention or an ongoing action have been annulled; rather, it is the resultant force that has been dampened by a strong negative component and some other positive motives may remain operational.”* Indeed, one strong demotive can change the development of the learner to the negative way and it can affect learners' success as well as his behaviours.

In other words, demotivation takes place only because of a highly adverse influence that makes it easy for motivation to lessen without necessarily the insufficiency of some motivating aspects; thus, motivation can easily regain as soon as the negative factors disappear.

To clarify more the point, Dörnyei (2005) considers the example of Nikolov's (2001) study where the students in her sample describe themselves as unsuccessful learners; they hold positive attitudes towards learning languages. Researchers, sometimes refer to demotivation as apathy or unmotivation to designate a poor state of motivation deficiency. Marshall (2008, p. 5) considers apathy as a term that denotes “all that plagues our classes” it is sometimes easy for teachers to predict if students are demotivated, for there are certain characteristics that identify and distinguish them from the motivated ones. Thus, it is much of interest to be aware of researching demotivation so as one would be able to know not to produce or aggravates it.

1.4 Demotivating Factors

Because of the feasible negative impact demotivation has on learning, many would question the roots of such a phenomenon, though *“it would be difficult, if not impossible to point to a single factor which accounts for the apparent changing levels of motivation”* Littlejohn (2001, p. 6). Investigating demotivating factors, though challenging, ambiguous, and inconsistent, is necessary of being aware of the cause that we would be able to generate solutions.

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Demotivation is a reduced motivation caused by some external negative influences. Dörnyei (2001) hypothesizes three examples that clarify what causes demotivation there are:

- Jack becomes demotivated, because his language class was divided into two groups, and he finds, himself among the slow students' group.
- Jill loses interest in French as the teacher talked to her in a blunt way, when she didn't understand a point in the lesson; as a result, her motivation diminished.

As for Rupert, his demotivation was due to the embarrassing experience of speaking in front of the class.

However, not every negative force is considered as a demotive, which blocks motivation. Dörnyei (2001) excludes three instances that he considers far from reaching a demotivating level. These exclusions are:

First, powerful distractions such as TV: because they do not carry a negative value, rather, instead of reducing the actual motivation, their distracting effect is due to presenting more attraction. Thus if a student watches TV instead of doing his or her homework or revising a lesson, television here is not a demotive. Second, the students' loss of interest in a long-lasting activity. The third one concerns the sudden realization that pursuing a goal is too demanding, as when a learner realize the difficulty of working during the day and attending a course in the evening.

In fact, there is a range of causes that make the students unable to maintain motivation. Ushioda (2003, cited in Dörnyei 2005, p. 90) argues on the causes de-energizing action as follows:

The inevitable problems in classroom motivation arise when there is not a happy fusion between internal and external forces but a negative tension, where the latter dominate at the expense of the former. In other words, individual motivation becomes controlled, suppressed or distorted by external forces... Collective motivation can all too easily become collective demotivation, boredom, Or at the far end of the spectrum, classroom counter-cultures defined by rejection of educational aims and values.(93-94)

So, the mismatch between what students' motivation suggest and what the external learning-related parameters offer is the root cause of motivation discontinuity and friction. The following elements provides an account of these demotives, which include both the external as well as internal factors.

1.4.1 External Factors

Motivation is largely determined by the external environment and is socially bound, Accordingly, the external factors refer to such variables as social class, first language, teachers, early start, L2 curriculum, etc. We will explain some external causes that include major learning situation-related components, such as teacher; peers; beside the group and environment-related factors, where learning takes place. We will be also referring to the family or parents-specific causes.

1.4.1.1 Teacher-Specific Factors

Though modern language teaching methods put less emphasis on the role of teacher in the classroom, he/ she appears to be a major member who has much to do in shaping learners' motivation. Because of such a central role, "*it is important to examine their characteristics, their content, and their expression.*" (Turner. 2009, p.361).

The subject of teachers as being a possible demotivating factor in EFL learning appears to be crucial. In a number of researchers, the teacher's influence proves to be noticeable in learner's responses. Dörnyei 's (1998; cited in Dörnyei 2001) study results in an array of demotivating causes, among which the teachers' one is highly remarkable.

Furthermore, Oxford's (1998) and Dörnyei (1998) investigations confirm more influences such as lack of caring, hypercriticism, favouritism as well as the teacher's general attitudes, personality and teaching methods.

a. Low Commitment and Demotivation

Commitment can be defined as the teacher's strong psychological relationship to what and who they teach (Firestone and Pannell 1993, cited in Keeves and Darmawan 2009). The teacher's level of responsibility and commitment to their job which to test his/ her level of influence on students. Teachers' engagement

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appears, first and foremost, as a considerable variable; Keeves and Darmawan (2009) go as far as to note that *“excellent education cannot be reached without teachers’ devotion”*.

Uncommitted teachers give the impression that they do not like being in the classroom doing the stuff they have to do. They are ineffective and lack full dedication to the profession and students, this soon turn to be transmitted to students non-verbally and verbally.

If teachers are discouraged and unwilling to teach, chance to inspire students decrease and learning would just turn to a failure. How can teachers expect students to be motivated if they, whose motivation is primary for effective teaching, are not motivated?

Regarding the fact of teacher’s reduced motivation impact on learners, Wlodowsky (1978,p.108) supposed that: *“If we feel bored and frustrated and if we express our boredom And frustration through sighing, complaining and anger outbursts, we will in the most instances, receive restless and resentful behaviours from our students”*

So, teachers’ demotivation is tightly linked to students’ motivation, and it is logical to infer that unmotivated teachers yield demotivated learner.

If teachers fail in inspiring students and getting them interested, *“the ensuing negative emotions(such as anxiety or boredom) can quickly undermine motivation and the will to remain in the course and university”* Pekrun (2007, p.554).

Moreover, it can be very easy for learners to identify if their teachers are interested in them and attentive, in their learners’ needs or in the lesson that they wish to transmit.

Another significant factor is discarding learners from being partners that share views about learning and lessons. This has a maladaptive interpretation in students’ minds, which widens the gap between both, though it relates to the personality and philosophy of the teacher.

b. Personality Traits

Teacher's character and personality are critical variables that are likely to affect language learning motivation; though it is seen argumentative to talk the subject over, for the reason that "*some teachers are effective because they are 'larger than life' while others persuade through their quiet authority*" Harmer (2007, p.24) ; thus gauging a feature can only depend on both teachers as learners. Certainly, teachers' personality is something they are born with and can exert some bad effect on students in the classroom if not handled.

Extroverted, warm and caring teachers differ from those who seem cold, introverted, arrogant and nervous ones who rather than contribute to students' healthy language learning, they create a rupture between students and learning. Some instructors tend to be introverted, careful not to develop relationships, and communications with learners in and outside the classroom, as to protect their teaching prestige; thus, developing a too serious leader-disciple relationship.

Such a matter causes students to be reluctant and not allowed the chance to opine on the way they see teaching and learning, for fear of punishment and negative feedback, which in turn diminish motivation.

c. Feedback

In this review, feedback is conceptualized as information provided by an agent e.g., (teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.

The teacher's correction or feedback play an important role in developing learners' language efficacy. Indeed, providing students with feedback on their performance is not demotivating, but the rude manner in doing so can be, as Harmer (2007, p. 97) sees that if "*we do it in an insensitive way, we can upset our students and dent their confidence.*"

Some teachers scold their learners whenever making mistakes of pronunciation or grammar for instance. This gets learners likely to lose face in front of the group peers as it inhibits communication and continuous trial from the part of

students. Making mistakes is a natural phenomenon in learning and cannot be dissociated from it (Harmer 1999, cited in Atsuta 2003); they are mistakes as well as intelligent teachers correction that students get over their inaccuracy. Improper error correction is not recommended, for it tends to hamper FL learning.

Dry (1977,p. 190) views that “*some teachers are such zealous correctors that their students can hardly utter a phrase, let alone a sentence without being interrupted*”, perusing students not to err whenever speaking or writing harms beginner learners’ motivation to practise the language they are trying to get knowledge of it. In this case, some learners, especially in large classes, prefer not to utter a word so as to protect their image within the classroom unit. Furthermore, the way the teacher views students’ abilities is also another worth mentioning issue.

d. Low Expectations

Teachers’ negative expectations about their students’ learning and abilities are also another worth-mentioning issue. The error in predicting what students are capable of reaching in learning harms motivation, as it acts like a self-fulfilling prophecy or what is known as the Pygmalion Effect.¹ Goffman (1967,p. 83) goes as far as to refer to the *Labelling Theory*, which suggests that “*If Johnny is told often enough that he is stupid and can’t do the work... The label becomes a self-fulfilling prophecy for him and the student comes to incorporate the label into his sense of self*”. Therefore, the teacher gives rise to the negative outcomes which cannot turn to be positive, indeed students’ motivation continuously ebbs.

e. Teaching Methodology

Sometimes the teacher’s method can be unsuccessful and cannot achieve any progress and this can make the teacher blame their learners. In fact, the teaching method matters in the language class, Trang and Baldauf (2007, cited in Vyas and Patel 2009) in their study, conclude that the teachers’ ineffective way of giving lessons proved to be demotivating. Teachers interest and needs, render learning a boring experience. Inability to configure teaching according to the different competencies and differences within the classroom, in a way that

guarantees the investment of students' skills that reinforce learning deters students' motivation.

From another way, teacher-centered classrooms limit learners' freedom, creativity and involvement in learning ,Bain (2004, cited in Richlin 2006,p .52) states that "*performance-not just motivation can decrease when subjects believe that other people are trying to control them*" and instead of feeling and living one's learning, learners will find it something done to them.

Besides, mismatch between the learning and teaching styles can be a real threat to motivation, and a root to confusion and distraction. Students do not find themselves in the setting where their learning preference is affirmed. A teaching method is said to be impractical if it does not aim at transmitting the information in a way that suits every learner in the classroom.

To conclude , teachers appear to be primary in demotivating if some of their characteristics are negatively and ineffectively operable. Absence of symbiotic teacher-learner relationships and communication, all together with inappropriate teaching method is the heart of demotivation.

1.4.1.2 Parental Factors

Parents' attitudes, like teachers' ones , are considered as significant in that they can have positive as well as negative influences on learners' motivation throughout the learning process.

The nature of parents' expectations is notable for students to maintain high motivation or disequilibrium of it. Low parents' expectations decrease motivation, since they indicate that their Son/ Daughter will achieve the minimum of outcomes in advance. This causes the learner to develop feelings of inadequacy and diminishing self-confidence. Moreover, parents' attitudes towards the learned discipline, English in our case and its community gave an influence on students who become demoralised by the way their parents negatively consider the subject matter that they may be joyfully learning, Dörnyei (2001,p. 39) declares that if parents unfavourably view the language community, the learner "*is likely to pick up the negative message, which will undermine motivation*".

Furthermore, unsupportive home environment where learners are unlikely to revise or do their assignments affects the degree that motivation reaches. In fact the environmental surrounding influences shape learning as well as motivation . The classroom is a setting where high and low motivation is clearly noticed.

1.4.1.3 Classroom Climate (Group and Class-Specific Factors)

Classroom climate refers to a certain kind of interactions between teachers and students alike that determines the quality of learning and state of motivation. It is also related to the issue of physical environment, like class size.

Classrooms are more than a place where learning is diffused to students to acquire knowledge (Shoben 1962, cited in Lew 1977); they also refer to the relationships between its members that either support or frustrate both students' success in learning as well as the quality of attitudes that they maintain (Fraser 2007). Students and teachers within a classroom form a social unit, and the way any learner is viewed by any member of this unit is to be considered.

In an environment, where students' initiative to take part in lessons might be inhibited by peers' comments, ridicule or by teachers' constantly interrupting creates can constitute an impediment to motivation. Such adverse environments mismatch learners' needs (Insel and Moos 1974); as a result, many of them feel discouraged and unable to confidently take risks, without thinking of the probable peers' response that may be negative. Many would state that psychologically threatening place. This may be affirmed by what Dörnyei (2005, p. 89) about the '*norm of mediocrity*' to refer to "*the peer pressure put on students in many schools not to excel*"; where peers may name these students as "*'nerd', 'swot', 'brain', and so on*"; therefore, giving rise to withdrawal and instead of centring on learning, each starts to worry or anticipate what their initiative might result in.

The physical environment of classrooms is also important to be factored in, as Sivan (1986, cited in O'Neil and Drillings 1994) states that classrooms and motivation are strongly connected. Physical classroom parameters (though they slightly affect motivation) also influence learners' motivation. Dismal quality of the board, bad lighting and noise make up a whole of things frustrate motivation to study; Sommer (1965) states that such conditions are likely to result in absenting lessons and an unsound will to be in the classroom.

1.4.2 Internal Factors

Foreign language learners' demotivation is not usually a phenomenon that some external factors result in, but the learner holds a responsibility as well. By learner-specific demotivating factors, we mean all that range of mainly unfavourable learner-related attitudes, beliefs, and emotions they hold about themselves, the learning situation, the language they study and its' speakers which over the long haul bewail motivation.

a. Failure Experiences

In fact, an attitude is a perception that affects behaviour. The way students consider towards themselves are unfavourable, they may seem to show, among other features, low self-esteem and lack of self-confidence.

In his investigation, Dörnyei (1998, cited in Dörnyei 2001) finds that experiencing failure contributes in generating demotivation. Similarly, Baldauf and Trang (2007, cited in Vyas and Patel 2009) in their study assert that experiencing failure lowers positive self-judgments and lessens motivation. Though failure seems to be a natural incident in language learning, it arouses negative feelings that are likely to influence learners' actions. They get frustrated, may go off their tasks and incline to passivity; Canfield and Wells (1994, cited in Arnold 1999) claim that learners who have a history of failures will find it difficult to attempt again with the learned risk of failure. Exam failure, for instance, foments a sense of worthlessness in students, dissatisfaction with their performance and so sustains a development of a pessimistic explanatory style³ which dims self-esteem.

b. Low Self-Esteem

Self-esteem is one of the greatest determiners of motivation; the importance of referring to it should not be least estimated (Littlejohn 2001). Throughout the learning process, language learners usually tend to assess themselves and it is a good sign that enables improvement, but biased self-assessments lower self-esteem, self-confidence and self-concept. Nave (1990) defines self-esteem as the student's persuasion that he/she is valuable, but if the persuasion is susceptible, it damages the belief of being worthwhile; as such, students start to find the learning tasks difficult and develop failure-oriented attitude on what concerns learning. Statements like "I am not good in

doing this task”, “I feel worthless” signal low self-esteem and bad self-concept which are forms of obtrusive attitudes that decrease motivation rate.

The lower students’ self-esteem is, the more they feel incapable of being the successful, motivated ones, them and other people around wish. Though such learners are eager to excel and be knowledgeable, they constantly doubt their own possibility of achievement which is in many ways delays task continuation.

c. Inadequate Self-Confidence

With regard to self-confidence, the tightly linked to self-esteem, it is another variable that researchers classify among those factors affecting motivation. Brown (2001, cited in Atsuta 2009, p.10) defines self-confidence as “*I can do it!*” principle, or ‘*the Self-Esteem’ Principle*”; learners, who are deprived of self-confidence, are prone to demotivation, because they do not trust the fact that they can be good language learners. Such stereotypes are likely to function as constant motivation halting agents that back up demotivation.

If learners’ self-confidence or self-efficacy² beliefs lack, they will view challenging learning tasks as demanding; as a result, “*they dwell on their own personal deficiencies and the obstacles they encounter rather than concentrating on how to perform the task successfully*” Dörnyei (2001, p. 87), and give up on trying hard to overcome learning gaps that reduce motivation. Low self-confidence usually results in learned helplessness⁵ where learners feel like giving up studies.

d. Anxiety

The problems of anxiety and reluctance seem to be natural senses that accompany EFL learners, as they may find it difficult to freely express themselves in the target language. Anxiety is also the most pervasive of all feelings, because it “*motivates the learner to flee the new learning task*” Scovel (1978, cited in Bailey and Nunan 1996); it has also been said to reduce motivation more than any other feeling. When anxious, learners worry about everything that concerns their studies, perform poorly, feel like not being themselves in the foreign language and cannot grasp what is taught in the language class.

Krashen (1982) considers the issues of affect in second language learning in his Affective Filter Hypothesis to explain why some learners are able to learn while it is

difficult for others to do so. Negative affective variables or high affective filter impede the language input from reaching the understanding zone. Harmful or maladaptive anxiety is ubiquitous in almost any learning experience.

e. Students' Boredom

Boredom as considered by Smith (1992 ,p. 38) “*means that we know so much about what is going on, or understand so little of it, that there is nothing to be learned,*” being bored is an aversive feeling that causes students to be indolent. When students feel like they are quit and absent in their classes . One may strongly believe that boredom is due to lack of students' genuine involvement in the learning tasks or to the quality of the curriculum; as a result, they end up by losing interest in classes.

Apart from negative perceptions of oneself, language learners hold attitudes towards the language being learned and its speakers.

f. Inadequate Ability

Aptitude is the learner's cognitive disposition and tendency that allows for more understanding and talent to solve problematic situations. Carroll and Sapon (1959, cited in Dörnyei 2005, p. 33) consider aptitude as meant to refer to “*basic abilities that are essential to facilitate foreign language learning.*”

Students whose linguistic ability is not enough to ensure complete achievement and success tend to incline towards avoidance as well as withdrawal. They are less involved in the class activities, because of inadequate mastery of language. As such, this may prove to be a disadvantageous factor, causing more anxiety and distress also. Low ability learners sit invisibly in the classroom in hope not to be called on by their teachers; they repeatedly worry about how their peers view the way they respond or pronounce words in the target language.

Aptitude difference between learners within a classroom widens the feeling of inadequacy and tightens opportunities of success.

g. Negative Attitudes Towards English (Language and Community)

As far as EL learning is concerned, the attitudes that learners maintain about the language and its community influence the degree of motivation. Many learners like learning a foreign language, but when studying it, things change, allowing the desire to learn to shorten; Littlejohn (2001) considers that a large majority of individuals see acquiring a language as a minimally motivating fact. Studying a language, being aware of its morphology, syntax can sometimes be difficult and discouraging.

Some English language students may dislike the way some words have to be uttered, others often complain that they did not expect English learning as such, and they soon start to find it boring and disheartening dealing with rules: “does and don’ts’ ” of that language and its users as well.

In effect, Gardner (2001, cited in Dörnyei 2006, p .4) claims that “*language learning without sufficiently positive language attitudes is a futile attempt*”; in a research conducted about Hungarian learners of Russian, it has been concluded that students show reluctance in learning that language, because it represents the language of the oppressive power. Selinker and Gass (2008) consider the concept of acculturation to refer to feelings of affinity to the target language community; they state that if a learner does not feel such belongingness, they will not feel like learning the language.

1.5 Conclusion

After having discussed the nature of l2 learning motivation and the factors of demotivation, we can assume that the complex array of demotivating causes is not only externalized, but also related to students themselves, since they respond according to how they feel towards a given subject. Though, it remains hectic to control and understand the human psychological phenomena. Along with these studies, in the current research our attempt was made to investigate the term demotivation among English students and also to see the influence of demotivation in EFL classes at Abdelhamid Ibn badis university, Mostaganem. The following chapter will discuss the research methodology section of our survey.

2. Introduction

Demotivation is an issue which has been the focus of attention in the area of second language learning and teaching. It has been observed that in the context like Algerian, students feel unable to develop their proficiency in English language they have less exposure to it and therefore find it difficult. Being a compulsory subject in schools as well as the university, there is a need to find a better way out of this problem. The overarching aim for the research project was to gain knowledge about lower EFL learners' motivation toward learning English as a foreign language (EFL) and the reasons behind in addition to the teachers' role in enhancing their learner's motivation. To make this study more explicit and easily approached, this chapter will describe and discuss methodological aspects pertaining to this study such as explaining how our survey was done, and the method used, the research tool, as well as pointing out to the reasons behind our choices.

2.1 Methodology

In order to have accurate answers for our survey we have used methodology section to transform our theoretical information and knowledge gathered from the previous chapter into numerical form. In other word, the next sector is about the practical elements.

2.2The Objectives of the Study

The present study surveys the teacher's role in increasing motivation of EFL learners at the University of Abdelhamid Ibn Dadis , Mostaganem. We find it interesting to tackle such an issue, as it starts to catch the attention of a number of teachers. They commonly estimate that English learners are not motivated enough, and usually the reason (s) why some students are uninterested and somehow unwilling to maintain a constantly motivated behavior towards their English classes and why only few are well involved and successful.

For the purpose of investigating University English learners demotivating factors and the teacher's role in increasing learners motivation, we have chosen the LMD students in general at the University of Abdelhamid Ibn Badis - Mostaganem from the department of English as a case study.

Our main objective is to get both students and teachers perceptions toward the given issue which is diagnosing demotivation in the EFL classes and how teachers deal with this issue.

2.3 Description of the Research Methodology

In this study, we adopt a descriptive research methodology. This study aims to shed more light on anecdotal evidence concerning the teacher's role in increasing learners motivation in the classes. Due to limited resources and the sensitivity of the issues being discussed, the study is primarily qualitative in nature, which includes quantitative research relying on information gained from two questionnaires given to EFL teachers and learners at Abdel hamid Ind Dadis University – Mostaganem.

We select to adopt a quantitative method. "Most quantitative research falls into two areas: studies that describe events and others that aim at discovering inferences or casual relationships. Descriptive studies aimed at finding out 'what is', so observational and survey methods are frequently used to collect descriptive data" (Borg& Gall, 1989).

The characteristics of quantitative research are: Data is collected and analyzed in terms of numbers, the use of charts and graphs to help the reader better understand data organization. The use of statistics like: frequencies, average, and percentages to measure data. To go through these steps, a questionnaire survey is designed to gather statistics. "The term survey is commonly applied to a research methodology designed to collect data from a specific population, or sample from that population, and typically utilizes a questionnaire or interview as the survey instrument" (Robson, 1993).

There are two main methods of collecting survey data which are questionnaires and interviews. Questionnaire has several advantages; mainly because they are less expensive and easier to manage and organize than personal interviews. Besides, they guarantee full privacy to the participants, as well as it helps them answer the question on their own pace so that they manage to organize their thought. For these motives, we have selected to work on our research using a descriptive research methodology, and then design a questionnaire survey tool to collect data and analyze the perceptions of our selected sample.

2.4 The Method

Both quantitative and qualitative research methods were used or let us say a mixed method. We used this method to get as much data as possible to validate or not validate our suggested hypotheses.

2.5 Participants

This study included thirty (30) students who were randomly selected. They were students from three different levels: first year, second year and third year LMD students as well as (05) EFL teachers. The students participants were males and females, as well as the teacher's questionnaire were addressed to both genders.

2.6 The Context

Abdelhamid Ibn Badis University- English department, Mostaganem, was the right location that we have selected for our investigation. This suitable location could provide us with significant information that would contribute to answer the study's issues, because it has a better meeting with the target criteria of our survey.

2.7 The Procedures

In the first stage 30 participants among LMD students at Abdelhamid Ibn Badis University were selected randomly. Then we distributed the questionnaires about students demotivating factors in which the learners were asked to choose the reason or reasons they might not learn English as efficiently and the role of their teachers to enhance their motivation to learn from their own point of view. It was based on the principle of measuring the essential factors that affect the learner's demotivation and the effect of the teacher's role in increasing learner's motivation.

In the next stage, 5 participants from the EFL teachers were selected randomly, they were asked to give the point of view concerning the presented study which is investigating if LMD students are demotivated or not, as well as they were asked to elicit their opinions about their role in increasing learners motivation in the class.

2.8 The Research Instruments

In order to measure students motivation and their teachers role, we have administered student 'self report questionnaire divided into two sections to thirty (30) anonymous Algerian LMD students from Abdel Hamid Ibn Badis University – Mostaganem , this questionnaire also contains one open-ended question in which participants were asked to narrate the factors which demotivate and the role of their educator to stimulate them in learning English language at the University. We have opted for the current instruments as the items that students had to respond to were numerous, suiting a questionnaire-based research. Furthermore, our research instrumentation seems to enable learners to feel at ease, since they have to tick the corresponding answers.

2.9 The Questionnaires Description

In this study two questionnaires were used, they are as follows

a. The Students Questionnaire

This questionnaire's purpose is to reflect upon learners' demotivation through statements that concern the degree of interest in the English language as well as in learning it. Besides, some items are about passivity, discouragement, the class environment and participation with regard to their language learning.

- (A) / First part of student's questionnaire it comprises two sections:
 - (I) Personal information related to the student himself /herself which consists of the students 'age from **(18-20)**, **(21-23)** or **(over 23)** in addition to the gender **(male or female)**.
 - (II) Detailed information which consist of six **(06)** items.

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- **(B)** / Second part of students' questionnaire, it consists of nine **(09)** items, in which students have to answer the question by a number of reasons by saying either yes or no; we choose this questionnaire in order to investigate passivity and demotivation in English classes.

For searching further causes, the second part of students' questionnaire closes up with an open question that asks for more suggested demotives particular to our research population.

Our first section of the student's questionnaire is a combination of items whose purpose is to reflect upon our participants' low motivation. The set of statements identifies characteristics that specifically relate to students in order to interpret whether or not demotivation prevails among them.

Question (1): tackles the student's preference of the English language.

Question (2): identifies perceptions of the importance of the language.

Question (3): deals with the teacher's role in the class and its impact on learners demotivation.

Question (4): concerns interest on the teacher's awareness of her/his learners' needs.

Question (5): informs about the learner's attitude towards the lessons and about feeling discouraged to study and also this item turn to look at the students' behaviors in the classroom.

Question (6): The impact of using ICT's in the EFL classes.

The first student's questionnaire enables us to estimate demotivation of learners in our sample, while the second questionnaire consists of nine (09) items which exhibit various negative influences that generate demotivation.

Question (a & b): these questions ascribe diminished motivation to low self-confidence and linguistic ability.

Question (c): emphasizes the learners' attitude towards the language as a factor that affect motivation.

Question (d): deals with the issues of evaluation of one's improvement in learning are highlighted in this item.

Question (e): investigates the impact of the teachers methods in the classroom.

Question (f): aims to study the issue of teachers' classroom management that can lead to low motivation in the class.

Question (g): aims to reveal the negative effect of the teacher on students' motivation. With respect to the attitudes towards group members in the classroom.

Question (h): accounts for learners' feelings in their group since they appear crucial in determining the level of engagement in learning tasks.

Question (i): indicates to the effect of peers' practicing English.

b. The Teachers Questionnaire

During the investigation of our research project, a specific questionnaire was given to 05 teachers from Abel Hamid Ben-Baddis University. This questionnaire is mainly based on quantitative research which aims to quantify the gathered information for examining and analyzing the students' motivation in the classroom and the teacher's role to help the learner overcome the difficulties to learn English. This questionnaire composed of nine items.

This questionnaire is divided into two sections the first one:

(I) Section 1: The personal information such as the gender (male or female) and for how many years the teacher has been teaching in the university and which system s/ he belong to. Whereas the second section:

(II) Section2: The detail information to get more details on the teachers' perception.

Question (1): investigates how teachers find their students' degree of motivation.

Question (2): aims to wondering if there are some students demotivated toward learning English.

Question (3): this question deals with the characterizes that display on the students those are demotivated.

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Question (4): examine the causes behind the student's lack of motivation.

Question (5): deals with the strategies that the teachers may apply to help students regain motivation.

Question (6): for the sixth item asks about the difficulties that the teacher can face to manage the class.

Question (7): aims to wondering if the teacher motivates his / her learners to learn the English language or not?

Question (8): deals with the effectiveness of the teacher's method or techniques and its impact on student's motivation.

Question (9): investigate the barriers that the teacher can have when applying ICT's in the class and if it can motivate them to learn.

2.10 Conclusion

This chapter has enlightened the research methodology section, a research questioners and the initial hypothesis, objectives of the study, a description of the research, the participants, the procedures, the research instruments and the data analysis that were used presented.

3. Introduction

After having presented the method and the research methodology we used throughout this study, this chapter will be devoted to the analysis and discussion of the data we collected from our participants. First we are going to discuss the study results and findings specific to LMD English students from the University of Abdelhamid Ibn Badis - Mostaganem concerning learners' motivation and the teachers' role in increasing students' motivation in the class. Moreover, a discussion comes after the findings sections, where interpretations of the study results would be concluded.

3.1 Students' Questionnaire Results

This section concerns the results taken from the LMD English students' questionnaires, which related to their motivation and the impact of their teachers.

A. First Part

We start with the first part of the students' questionnaire whose objective is to find out whether or not students are demotivated. We divided this part into two sections the first one is dealt with the personal information.

The statistics in table (1) indicate that most of the learners by this study are somehow young. Their age is ranging from 18 to 20 years (15%), from 21 to 23 years (10%) and only (5%) of them are over 23 years.

Age	Number	Percentage
18-20 Years	15	15%
20-23 Years	10	10%
Over 23 Years	05	5%

Table 3.1 : Learner's age

The data collection, with respect to the learners' gender, reveals that 20% of the students are females, while 10% are males.

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This reveals the importance that females attach to study English as a foreign language in the University of Mostaganem more than males.

Gender	Female	Male
Number	20	10
Percentage	20%	10%

Table 3.2 : Learner's gender

Item 1: I am learning English because I like it.

Choice	I Agree	I strongly Agree	Disagree	No Response
Percentage	03%	22%	05%	0%

Table 3.3 Students Preferences of English

The purpose of this item is to learn about students' degree of appreciating the English language. As presented in the table above, the fact of favoring English leads many students to learn it and a total of (22%) of our participants are fond this language; however, it is not the case with those who disagree (5%) and those whose answers are neutral (9%) since they were confused by choosing the answer (I agree) it was a neutral answer.

Item 2: It is said that English is a very important language that we have to learn nowadays.

Choice	I Agree	I strongly Agree	Disagree	No Response
Percentage	07%	19%	04%	0%

Table 3.4 Students' Perceptions of the Importance of the English language.

This item aims at identifying students' opinions about the English language status. The statistics show that (19%) of students consider English as an important language; this can be their

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motivation behind learning it. However, the minority (7%) that chooses the neutral answer which is (I agree), as well as those who totally disagree (4%), may not really consider English as such. Therefore, they may be indifferent towards studying it.

Item 3: You are not interested in English classes because of the teacher's method.

Choice	I Agree	I strongly Agree	Disagree	No Response
Percentage	08%	15%	06%	01%

Table 3.5 Students 'opinion about their teacher's methods.

The third question visualizes the attitudes that students hold about the methods that their teachers used in the classroom. While only (01%) does not provide an answer, (08%) of the students in our sample agree on what concerns this item, and a great majority (15%) think that their lack of motivation is due to their teachers method. (06%) of students assume that their lack of motivation has nothing to do with teacher's method.

Item 4: You are not motivated in the classroom because your teacher is not aware of the classmates 'needs.

Choice	I Agree	I strongly Agree	Disagree	No Response
Percentage	05%	13%	09%	01%

Table 3.6 The Teacher's Awareness about their Learners Needs.

The objective of this item is to find out teachers' attentiveness in class and awareness on their students needs and if this can affect their motivation in the learning process. In this respect, (13%) of our learners strongly agree on that, and (05%) for some reasons, have a neutral answer to the question. With regard to those who do not consider their teachers as the main reason of their low motivation, statistics prove that they make up a whole of (09%).

Item 5: You cannot participate in the class because you are introvert.

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Choice	I Agree	I strongly Agree	Disagree	No Response
Percentage	09%	04%	17%	0%

Table 3.7 Students Attitude toward Lessons

Participation which determines the learners' interaction and involvement in learning is also a parameter of students' activeness or passivity, and it is the objective of this item. Our statistics prove that (04%) of students are kind of unsocial and introvert learners in the class, while the majority of students (17%) are not. Add to that (09%) of learners consider themselves as a normal learners since they chose the answer agree which is kind of neutral answer.

Item 6: The use of ICT's is needed in EFL classroom to increase the students 'awareness and motivation.

Choice	I Agree	I strongly Agree	Disagree	No Response
Percentage	06%	21%	03%	0%

Table 3.8 The Impact of using ICT's in the EFL Classes.

This is the concluding item in the first part of the student's questionnaire. It is designed to suit the aim of using ICT's in the EFL classroom and its effectiveness to increase motivation. Though (21%) students of our students strongly agree with this item, (03%) of them disagree on the ICT's use; that means they prefer to learn English in the traditional way; while (06%) of the participants they welcomed the idea and agree on it.

B. Second Part

Here, we would like to highlight the main factors that cause students' demotivation, and that our study reveals. From 9 items (see pp 52) we have chosen the prominent answers that licence students view as demotivating. Causes have been the following:

Item (a): Because my knowledge is too limited.

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Choice	Yes	No	No Response
Percentage	19%	08%	03%

Table 3.9 Measuring the Students' Aptitude.

In this item, we aim at identifying learners' perceptions of their English linguistic ability. A slight difference appears in the results; (19%) of students attribute their lack of motivation to inadequate knowledge of English. However, others do not share this view, since (08%) of them denied the fact of being demotivating, while a minority (03%) does not respond.

Item (b): Because I think I will not be a good English learner.

Choice	Yes	No	No Response
Percentage	11%	17%	02%

Table 3.10 Students' Lack of Self-confidence.

Our intention here is to point out students' autonomous learning, where many do not rely on what they are learning in the classroom because they feel that they cannot be good English learners. The data presented above reveal that (11%) of students believe that they cannot be good learners. However, (17%) of our participants think the opposite, while only (02%) of them have not responded.

Item(c): Because English is no longer my favorite language.

Choice	Yes	No	No Response
Percentage	10%	12%	08%

Table 3.11 Students Attitude towards the English Language

Measuring students' preference of the English language is the aim of this statement. (10%) of EFL students accept the idea that English is not their favorite language and this can

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explain their lack of motivation, while (12%) of them were not agree and considered that they are learning English because they like it. However (08%) of our students prefer not to answer.

Item (d): Because I haven't seen any improvement in my English since I started studying it.

Choice	Yes	No	No Response
Percentage	12%	13%	05%

Table 3.12 The Issue of Evaluation of one's Improvement in Learning English

Here, our statistics indicate that students are not satisfied with their levels since they do not see any improvements. (12%) of learners believe that their lack of motivation and passivity towards learning English is because they couldn't see any improvement in the learning, whereas (13%) of them do not link their demotivation in learning to this factor. Only (05%) do not respond.

Item (e): Because the teacher's way of giving lectures is boring and traditional.

Choice	Yes	No	No Response
Percentage	22%	08%	0%

Table 3.13 The Teaching Methodology

Our data explain that EFL students are not fulfilled by the way how lessons are presented. We mentioned in the theoretical section that the teacher does have a hand in demotivating students and statistics shows that (22%) of the participants within our study lack motivation due to this factor, while only (08%) of them do not think that this is the reason of their demotivation.

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Item (f): Because the teacher doesn't give us a chance to contribute in discussing and exchanging ideas in lectures.

Choice	Yes	No	No Response
Percentage	11%	13%	06%

Table 3.14 Teachers' Classroom Management

This item accounts for teacher classroom management. Here, we would like to find out whether or not the teachers' way of controlling and managing the class can effect students motivation. Our results indicate that (11%) of students feel learning is dominated by the teacher with slight chances for them to be more involved. While (13%) of learners think the opposite, or simply put, they do not consider their lack of motivation and passivity related to their teacher classroom management. Only (06%) of the students prefer not to respond.

Item (g): Because the teacher doesn't motivate us to learn.

Choice	Yes	No	No Response
Percentage	18%	10%	02%

Table 3.15 Teachers' Role

The emphasis here is to refer to the impact of teachers' on their students demotivation. Assigning this item reveals that (18%) of learners feel that their teachers do not stimulate them to learn, whereas (10%) of students said that their teachers motivated them, and (02%) of them do not answered.

Item (h): I don't feel comfortable in my group, so I cannot improve myself.

Choice	Yes	No	No Response
Percentage	19%	11%	0%

Table 3.16 The Effect of Large Classes.

This item shows a group size effect in relation to students' demotivation. Our statistics prove that (19%) of students consider the group where they study as big, leading to what causes their demotivation, while (11%) think that their groups fit them.

Item (i): Because my classmates always give me depressing comments whenever I speak.

Choice	Yes	No	No Response
Percentage	15%	10%	05%

Table 3.17 Peers' comments effect.

The emphasis here is to refer to the group and peer-related factors. Students often get annoyed or feel embarrassed by peer comments; in our sample, (15%) of learners' lack motivation is due to this agent, and (05%), of students cannot find an answer to that question.

3.2 The Open-Ended Question Results

Here, 11% of the population within our study provides personal causes that they see as demotivating.

There are some learners (3%) who think that the fact of repeating the first year demotivates them. Another student suspects that he/she will not do well during the current year. However, (3%) of learners blame their own lack of courage to speak in the classroom as responsible for demotivation, add to that (2%) whose shyness is impeding. Moreover, (2%) of students view that they do not have time at home to study and they

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cannot find someone to encourage them to learn English at their best, this is related to home environment and support.

Some students (2%) find that teachers are nervous; such a factor is related to teachers' personality and character. For these students, demotivation is due to teachers' irritation in the classroom. Besides, teachers' in the tend to be harsh and sever with their students' responses to the questions.

One student argues that he/she has not intended to study English, but he/she suddenly has found themselves doing so; and in their view this factor demotivates them. Another learner sees that his/her demotivation is due to the fact of having different kinds of teachers, in terms of personalities, methodology, etc. Teacher favoritism also appears in students' responses of some students; they find that some of their instructors do not behave as if students were alike without any discrimination.

However, for another student, the reason behind low motivation is ascribed to lack of communication between teachers and the administration.

3.3 Results' Discussion

Based on the two sections of the questionnaires, our survey aims at diagnosing LMD English learners' demotivation as well as agents that engender it.

Contrary to what we first hypothesized, our study shows that demotivation does not largely prevail among Licence English learners. This, in spite of the fact that students seem to be motivated; they may lack this attribute at times especially for second and third year students as the results showed. In other words, through our research, we have discovered that first year LMD students are fond of learning the English language, as the statistics show and this confirm that they are somehow motivated; they maintain positive attitude towards the speakers and most importantly are interested in what they study in class. Whereas, the other become demotivated to learn the English language as time goes by.

Throughout the process of eliciting our research findings, we have also noticed a dominance of the equal answer (agree) on what concerns asking questions, classroom

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climate, attentiveness and passivity items; this is clearly apparent through the results in the tables.

As for the second part of the questionnaire, teachers' methodology, peer comments and not enough involvement in lessons are relevant demotivating factors as well as reasons why many are inattentive or passive in the classroom.

Moreover, our participants consider dearth of means that enable revision as a major source of demotivation altogether with the inadequate mastery of English which hampers their initiative of express themselves in their language classes.

Lack of language practice outside the classroom is most importantly demotivating for some of our learners. This is why getting to talk the language in the classroom may be strange for them, as they are not fostering acquaintance with the sound and accent beyond academic contexts.

3.4 Teachers' Questionnaire Results

The teachers' questionnaire aim at having a general idea about teachers' identification of the characteristics of motivated learners, and whether or not they view Licence English students in general as demotivated. They also question the reasons that might have led to reduce motivation as well extract the ways that teachers make use of in order to get learners motivated. In fact, we could gather a range of criteria that teachers consider as cues of motivation.

The data collected from the teachers' personal information and with respect to their gender reveal that (08%) of them are females, and (02%) are males. In addition to the results of the teachers' question concerning their teaching experience as well as their educational system they belong to. Our statistics shows that (06%) of them has a long experience in teaching which indicates that they belong to Classical system, while (04%) of the teachers were new teachers with a limited experience which means that they belong to the new system which is the LMD system.

Question 1: How do you perceive your students' motivation?

Here, the majority associates participation, attentiveness and frequent attendance to high motivation; though some suspect that the reasons of attending, for learners may

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be present in lessons in order to avoid class exclusion because their teachers warned not to ignore them classes or they will get bad marks. Other features that identify motivation concern investing efforts through doing extra activities and showing improvement in the subject matter being taught. Whereas some teachers answer the question arguing that students' motivation is low and instrumental.

Question 2: Do you think that some of them are demotivated?

Teachers' answers to this question were similar. They have considered that the majority of English students (license degree), are demotivated toward learning English.

It seems easy for teachers to notice demotivation, since they usually interact with their students and can exactly determine the presence or absence of motivation.

Question 3: If yes, what characteristics they display?

The major points that have been thought of as detectors of demotivation in teachers' opinions show less care towards lessons and passivity, as far as participation is concerned. Besides, instructors identify their students as distracted; they talk to each other during the lesson, they pay less attention to what the teacher say or explain. In addition, the result is losing interest and be demotivated.

Question 4: Do you know what their demotivation is due to?

This question enables us to know about demotivation attributions in the teachers' points of view. While some teachers do not really know why learners are demotivated, other responses basically involve students' inadequate self-perceptions and low ability or language mastery as major factors. Another one thinks that society, family, emotions and shyness cause motivation to lessen.

Question 5: As a teacher, how do you manage to help them regain their motivation in your class?

This item attempts to have teachers' views about motivational techniques that, from their perspective, can regulate diminished motivation and adjust it in a way that guarantees engagement. Strategies concern trying to have students satisfied and help them maintain positive attitudes; this, they argue, can be achieved by encouraging learners along the learning process. One teacher suggests making students aware that he is ready to assist to their needs and afford help whenever they want. Having learners do

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the work in groups so as they feel at ease is also thought of to reduce shyness and boredom. Reminding learners of the objectives of each lesson and talking to them about the English degree seems to work with one teacher.

Question 6: Do you encounter some difficulties in providing a well-managed classroom and a good atmosphere during your classes?

Teachers play various roles in a typical classroom, but surely one of the most important roles is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. The lack of respect, discipline and cooperation in the class as well as the students' misbehavior, can inhibit the teacher's management in the class. However, the teacher will not be able to provide a well-managed classroom and good climate and this causes the students' lack of motivation.

Question 7: Do you motivate and assist your students?

This item attempts to know whether or not teachers motivate and assist their students. In this respect, the majority of the teachers show a positive impact regarding this statement, they emphasize that the teacher's role is to make his/her effort to motivate and stimulate the students by using different techniques such as (using ICT's), and to push them to develop their knowledge in order to succeed. Indeed it is what makes teachers work on their student's motivation and try to give them help whenever they need it.

Question 8: How much do your teaching techniques make your students more interested and motivated in the classroom?

This question enables us to know the effectiveness of the teachers' method on their student's motivation. Here, teachers' answers to this question were quite similar. They admitted that the students' level and needs differ from student to another as well as their motivation, so according to their responses the effective teachers need to pick the most appropriate technique in order to enhance the whole students without neglecting anyone.

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Question 9: Do you encounter some obstacles when using ICTs to motivate your students?

The last item deals with the teachers' problems while using ICT's to motivate students. Teachers' views about using ICT's help students to learn English, since they point out that their students like the idea of applying technology in the classroom , but this new tool has some negative impact on students such as, too much noise, time consuming and students losses their attention and this can affect their motivation.

3.5 Teachers' Results Discussion

By and large, teachers' answers to the questions related to students' overall state of motivation and whether or not they think that the students are demotivated based on the daily interaction that they have with learners.

According to their responses, we could generate more or less understanding of how learners' motivation can be inside the classroom. Teachers admit that the vast majority of learners show reluctant behaviors and demotivation. Yet, a number of teachers could notice as well as describe some of the demotivated identifiers, other found it difficult to mention some demotives.

According to the results gotten from the students' questionnaire (p 52) which proves that demotivation relatively exists among our research informants, particularly the second and the third year LMD English students, instructors consider a large number of them as having low

motivation toward learning English as a foreign language. Such a view may be essentially valid, for it is easy as a teacher to speculate assumptions about students' learning.

3.6 Conclusion

What we can collect from all the above is that demotivation is a salient phenomenon that should concern every classroom practitioner. There are so many factors that affect student motivation to learn the second language. Demotivation is a frequent and common phenomenon in L2 learning. This section focus on interpreting the results of the questionnaires that our study makes use of. Throughout the process of findings

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analysis, and according to the statistics we have collected from students and teachers questionnaires we come to a conclusion that reasonable numbers of LMD English learners in our sample are suffering from lack of motivation, according to our finding nearly all of them provide answers about the factors (the internal and the external) that may reduce their motivation in their process of learning.

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General Conclusion

Throughout this research work, the main investigation and the target analysis is significantly highlight the lack of motivation among EFL learners context. The main focus was investigating whether or not LMD English learners are demotivated toward learning the English language. Through this research work we theorized that EFL learners are losing their motivation to learn English and they are becoming more demotivated as time goes by, and of course there are some reasons which cause this phenomenon.

The dissertation is composed of three chapters. The first chapter is the descriptive part which is the historical background. Then, the second one which is more practical, we have administered questionnaires as a research tool for LMD English students as well as teachers. And the third chapter focuses on the research results and findings related to our participants' answers.

The structure of this dissertation began with theoretical background; In this chapter, we have faced many obstacles and difficulties in terms of finding reliable sources that review the historical emergence and background of this research project. Resourcefully, this investigation was based on a diversity of articles, multiple journals and, bookstores and web sites books too. All these key concepts provided us with a consistent review of literature.

Throughout this academic research project, we have followed and applied the both Quantitative and Qualitative methods. These approaches enlighten the researcher with further understandings and tangible tools concerning the target concept with LMD students at the level of English department of Abdelhamid Ibn Badis University. During this investigation, we have handed a questionnaire for 30 EFL students and 05 questionnaires for EFL teachers in order to gather their feedback and perceptions concerning the issue of losing motivation toward learning English.

Our research concludes that according to what teachers have commented in the questionnaire and according to the statistics, we conclude that EFL English students are used to be demotivated. While students' responses show that they are slightly demotivated, they have provided us with an information about our research question, so we come to get familiar with the possible demotives that decrease their motivation to learn. Some of these are not having enough self-confidence in one's abilities, discomforts felt before or while participating

in the classroom because of shyness and per comments, as well as not having opportunities to talk English outside academic confines.

Furthermore, given the bad consequences of demotivation on learners, teachers need to be aware about the difficulties that restrain students' constant engagement in the learning process. In short, intensifying motivation has to be the primary concern of education process, because learner's success and achievements related directly to their motivation factors.

Future research, following these recommendations, therefore, could strengthen our understanding of the role of the teacher's in increasing EFL learners' motivation. Our interpretation here is that, the teachers are one of the most determinant factors of L2 learners' motivation. The L2 teachers play one of the most influential roles to help students engage and persist in the long process of second language acquisition. Among the role that teachers play in L2 classes are initiator, facilitator, and motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. These roles are assumed to influence each learner's motivation. In addition, it is significant that teachers should be aware of their actions and behaviors in classroom because it is very likely that teachers' actions can demotivate learners.

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Notes to Chapter One

- (1) **Pygmalion Effect:** Also called self-fulfilling prophecy, the Pygmalion Effect refers to the fact that people (students, employers...) tend to act the way others expect from them. Thus, performance is determined by the nature of the expectation put on performers. With regard to education, Rosenthal and Jacobson's study investigates such a phenomenon in elementary learners and concludes that students who are considered as intellectual bloomers by their teachers do better on tests more than those who are thought of as lacking intellectual ability.

- (2) **Self-Efficacy:** It is a theory to human motivation; its founding father is Bandura (1993). This theory is interested in peoples' judgements of own capabilities to engage in a certain activity. Such personal estimations determine the quality of action. Self-efficacy designates the belief that individuals hold about their abilities and this is to determine the perspective with which they would approach or restrain from performing a given task (Bandura 1994)

- (3) **Explanatory Style:** In essence, explanatory style refers to the way one explains a given positive or negative event that happens to him/her. A student may be said to have a positive explanatory style if he/she credits success to effortful revision or hard work and relates failure to the difficulty of questions in an exam but not to own incompetence. That is they externalise failure as a way to avoid stress. On the other hand, pessimistic explanatory style is developed through the student's accusation of abilities and inaccuracy.

Appendix 1

Students' Questionnaire

The aim behind this questionnaire is to find out what are the obstacles that can lessen EFL students' motivation in their learning process. We would like to ask you to help us by answering the following questions. This questionnaire is divided into two sections to make it well identifiable and organized.

I) Personal Information

Tick the appropriate ellipse in the following:

1- Age 18-20 years 21-23 years over 23 years

2- Sex
Male Female

II) Detailed Information

A- Tick the appropriate rhombus of the statement (s) below. You can vary in your choice, if possible.

1. You are learning English because you like it.
I agree I strongly agree I disagree

2. It is said that English is a very important language that we have to learn nowadays.
I agree I strongly agree I disagree

3. You are not interested in English classes because of the teacher's method
I agree I strongly agree I disagree

4. You are not motivated in the classroom because your teacher is not aware of the classmates 'needs

I agree I strongly agree I disagree

5. You cannot participate in the class because you are introvert.

I agree I strongly agree I disagree

6 The use of ICTs is needed in EFL classroom to increase the students 'awareness and motivation.

I agree I strongly agree I disagree

B- Tick the appropriate square in the statement (s) below :

- I lack motivation and feel passive towards learning English

a- Because my knowledge is too limited. Yes No

b- Because I think I will not be a good English learner. Yes No

c- Because English is no longer my favorite language. Yes No

d- Because I haven't seen any improvement in my English since I started studying it.
Yes No

e- Because the teacher's way of giving lectures is boring and traditional. Yes
No

f- Because the teacher doesn't give us a chance to contribute in discussing and exchanging ideas in lectures. Yes No

g- Because the teacher doesn't motivate us to learn. Yes No

h- Because I don't feel comfortable in my group, so I cannot improve myself.
Yes No

i- Because my classmates always give me a depressing comments whenever I speak.
Yes

Appendix 2

Teachers' Questionnaire

The aim behind this questionnaire is to find out what are the obstacles that can lessen EFL students' motivation in their learning process. We would like to ask you to help us by answering the following questions. This questionnaire is divided into two sections to make it well identifiable and organized.

I) Personal information

- Gender : Male female
- For how many years have you been teaching in the university? (.....)
- You belong to the:
CLASSICAL (system)
LMD (system)

II) Detailed information

1- How do you perceive your students' motivation?

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2- Do you think some of your students are not motivated?

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3- If yes, what characteristics do those lacking motivation display?

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4- Do you know what their demotivation is due to?

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5- As a teacher, how do you manage to help them regain their motivation in your class?

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6- Do you encounter some difficulties in providing a well-managed classroom and a good atmosphere during your classes?

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7-Do you motivate and assist your students?

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8- How much do your teaching techniques make your students more interested and motivated in the classroom?

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9- Do you encounter some obstacles when using ICTs to motivate your students?