THE EFFECTS OF MOTIVATION ON MASTERING THE ENGLISH LANGUAGE AT SECONDARY EDUCATION LEVEL

The Case of Third Year Pupils of Foreign Languages Stream at Mohamed LamirSalhi Secondary School in Arris - Batna

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<u>Dedication</u>

I dedicate this work to all those who helped me to achieve this dissertation in a

way or another.

May Allah bless you all

Acknowledgement

Abstract

Many pupils at secondary education level lack of motivation to learn the English language. Since they do not have enough support and motivation by teachers and administration, which is clearly noticed in their inability to use English properly and this, affects their mastery of the target language. To seek an answer to these problems, we carried the present work in order the role of motivation in enhancing pupils' mastery of English. Along this study, we triedto prove the necessity of motivation for accomplishing a successful teaching/learning process. We shed some light onhow to use new techniquesin education andthe teaching/ learning strategies. In this respect, the current research topic investigates the needs of all foreign language learners and teachers, this is why we hypothesised if teachers motivate their pupils to use new techniques and strategies, and then their mastering of English language will be improved. Besides, the main question to be answered inthis studyto what extent is motivation important aspect to learn the language and what strategies should teachers use to motivate their pupils. This dissertation is an attempt to investigate the difficulties pupils encounter and to suggest appropriate solutions to these problems. In our research methodology, we relied on one research tool to collect data, which is represented in questionnaires administered to pupils and teachers ofthird year foreign languages stream at Mohamed LamirSalhi secondary school in Arris - Batna. The results of the data gathered showed that pupils find difficulties in maintaining engagement in classroom activities and there is a lack of motivation to learn and/or use English properly. We conclud that the role of motivation in the teaching/learning process is an important. Consequently, we suggest some new methods and techniques to be used in order to improve learning. Finally, this research recommend some tips to overcome theabove problems by providing better conditions to develop and master the English language.

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General Introduction

General Introduction

1. Statement of the Problem

Many pupils cannot use English perfectly ,which is a big problem after they have been exposed to this foreign language forfive years. Most of the pupils as young learners they do not master languages due to many factors. They start learning English in first year of middle school but even when they reach secondary school, they cannot perform well in English language. Many pupils of third year at secondary school fail in using the foreign language properly because of many reasons and the affective factors may affect their learning like the role of teachers in motivating them, the strategies used or the lack of new techniques in teaching. Therefore, one of the central problemsthat can affect their success in mastering foreign language at high school is lack of motivation.

2. Significance of the Study

Nowadays,there are many factors that affect pupils acquiring foreign language, some of them are external and some are internal for example: the academic techniques, strategies and the role of teachers, all these factors effect on mastering the English language, this study is going to deal with the significant role of teachers in motivation the foreign language pupils' classroom and what are the new techniques that teachers and learners need to follow it to develop the four skills in the class.

3. Aim of the Study

This research aims to shed light on how teaching new techniques and strategies can help in improving and promoting the teacher-learner sociability in academic education.We seek to find a tight relationship between the role of teacher and present day technology to motivate foreign language pupils' in secondary education level and the four skills especially oral performance.This study seeks to relate attitudes of pupils and their motivation (as we will

survey through questionnaires) to their overall performance and to find the needs of pupils to success in foreign language learning.

4. Research Questions

The present study intends to answer the following questions:

Question 01: To what extent is motivation are important aspect to learn the foreign languages?

Question 02: What are the strategies that should teachers use to motivate their pupils?

Question 03: What are the appropriate methods that help in improving pupils'mastery of English?

5. Hypothesis

We hypothesize that if teachers motivate their pupils by using new techniques and strategies, their mastering of English language will be improved.

6. Methodology

6.1. Research Method

Concerning data collection, we would administer two questionnaires; one to the teachers and the other to third year pupils from foreign languages stream at Mohamed LamirSalhi inArris - Batna. The teachers' questionnaire will deal with methods, strategies and techniques they follow to practise the four skills with pupils. Since they need motivation, we added a whole section in both questionnaires aboutmotivation and developing the four skills. In addition, what are the problems that they find during classroom speaking? All the questionnaires will interpret the degree to whichmotivation can affectmasteringthe English language.After collecting the required data for this research, we will analyze them quantitatively to understand the issues under study for example, the techniques and strategiesof motivation that enhance mastering English language.

6.2 Population and Sample

Our study is concerned with the teachers and pupils as a population at secondary education level of foreign language at Mohamed Lamir Salhi secondary school in Arris - Batna. We chose third year pupils because they are experienced in the English language and they are advanced rather than the other levels. We selected sixty pupils from third year of foreign languages stream, they are chosen randomly and ten teachers of English.

7. Structure of the Dissertation

The present study is composed of three chapters. The first one is devoted to give general overview about motivation. Through this chapter, we define motivation and mention its types, sources, new techniques and strategies that teachers-learner need during mastery of the fourskills. The second chapter is about learning the four skills and mastering the English language; also effects mention the advantage of present day technology. Then we will focus on the role of teacher and strategies that develop the oral performance of foreign language pupils. The third chapter, as a fieldwork describes methodology and reveals the implementation of the research tools. Furthermore, it analyses and interprets the data obtained and the findings.

Chapter One

Chapter One: Overview of Motivation

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Introduction

In this chapter, we are going to present motivation concepts starting with the basic definitions. In addition, we will illustrate the types of motivation the internal and the external. Besides, the new techniques of motivation. Then, we will mention the motivation in psychology, passing by contemporary theories of motivation to the relationship between anxiety and motivation, arriving at the strategies to increasing motivation, which should be, follow by both the teacher and the learner.

1.1 Definition of Motivation

Motivation is word differ in the meaning from the author to another according to the domain but keep his goal one. Piaget laid down in the cognitive development theory that, motivation sensed as 'a built-in unconscious striving towards more complex and differentiated development of the individual's mental structures' (Oxford &Shearin, 1994, p. 23). This mean that the motivation is very important to build any science or thought. And the field of motivation was more pertinent to educational psychologists as the advance of the cognitive approaches view and in his/her own behavior, as the see of cognitive approaches the pupil' role in the construction of the process of education unlike the look of behaviorist approach that care about what does the pupil do (Weiner, 1994). In other words, the two approaches differ in giving the   goals to pupils or it means there has been a transfer toward focusing on why pupils choose to take part in academic tasks instead of focusing on what they do and the time they spend doing so as behaviorist approach do the same case (Rueda & Myron, 1995).

In addition, without motivation the education is weak and up to goals desired, because the basic and essential part of learning is motivation (Brewer & Burgess, 2005). Gardner (1985).Consider that, the language learning is easy only needs to resolve and a strong will characterized by intention. With the intention of being motivated would be learning a foreign

language especially English language because is a first language in the world, the learner have knowledge by many means for that demands, and needs to have something to foresee , and long for, a reason, principle, having to do with goal. Concerning foreign language acquisition, really, any goal will make pupils wishes to achieve through the motivation and methods, to master English language.

According to Cook (2000), the learners improved in context of English language and they perform to communicate with others because the use of language in the context is a motivation. The purpose is the selection of best method. In addition, Ellis (1994) believes that the learning process concern with motivation. In addition, (Ellis, 1994, p. 508) says, "language teachers readily acknowledge the importance of learners´ motivation, not infrequently explaining their own sense of failure with reference to their students´ lack of motivation" this mean the teacher have a role in the process of motivation. Meanwhile, according to Cook (2000) there are three main factors are age, personality and motivation, which influence the Second Language acquisition.

In other hand, motivation is necessary and important in learning education for everyone to attain high-level results because it affect foreign language acquisition. (Ellis, 1994, p. 715) propose that motivation is "the effort which learners put into learning an L2 as a result of their need or desire to learn it". In addition, Light brown and (Spada, 2001, p. 33) identify motivation in SLA as a complex process identified along with two factors: "learners' communicative needs and their attitudes towards the second language community". This mean, when learners need to use English as a foreign language for specific purpose they must do the effort and skills to achieve well results. Also, Gardner and Lambert (1972) name the mentioned situation as integrative motivation and instrumental motivation. The research has showed that foreign language learning respect to their success or its power to these types of motivation (as cited in Brown &Spada, 2001).

1.2 Types of motivation

There are essentially two motivational types that motivational theorists see and describe the citation of pupils in the classroom and what they can do to achieve best effects. The first type can be described as external or extrinsic motivation. The roots of extrinsic motivational theory come from the behaviorist. Skinner's research on behavior modification and the systematic use of rewards. The second type is intrinsic motivation, which is characterized by individual, autonomous or self-directed learning, where the pupils are in classroom and in control of their own learning.

1.2.1 Intrinsic Motivation

According to (Richard M .Ryan and Edward L. Deci, 2000, p.56) "intrinsic motivation is known as well doing or doing of an activity for its ingrainedsatisfactions rather than for some separable consequence". When intrinsically motivated a person is moved to act for challenge rather than waiting rewards. Meanwhile, the studies of education subject to experimentation like the practice of practice the phenomenon of intrinsic motivation that was first acknowledged and at the final of experimental studies of animal behavior, discovered that many organisms engage in exploratory even in the absence of reinforcement or reward, like Pavlov's experience (White, 1959). (Richard Ryan and Edward L. Deci, 2000)

In addition Yong Kong (2009), asserted that:

> Although intrinsic motivation is very an important type of motivation, most
> of the activities people do are not, strictly speaking, intrinsically motivated.
> This is especially the case after early childhood, as the freedom to be
> intrinsically motivated becomes increasingly curtailed by social demands
> and roles that require individuals to assume responsibility for no

intrinsically interesting tasks. In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade.

In addition, intrinsic motivation is factor of needs' learning, because it is a competence or growth especially in mastering English language as a first language in the world (Paul Eggen& Don Kauchak, 1994). "It exists when someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not'' (Cheryl L. Spaulding, 1992, p.4) every task has external and internal value. In other word, pupils are ready to learn any knowledge in the purpose of enhances learning English according to the motivation, each one has a goal for learning; the goal of learning is also the enjoyment of the learning process not for praise or rewards because the learning itself is a pride. Pupils with intrinsic motivation orientation study English on their own initiative and tend to prefer moderately challenging tasks. This has a great value and importance in learning (.as cited in Yong Gong 2009)

1.2.2 Extrinsic Motivation

Extrinsic motivation is an external rewards factor that come from outside an individual. These rewards provide satisfaction and pleasure that the task itself may not provide extrinsic motivation do, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated pupil, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility is to try to do efforts to do well and achieve good results   (as cited in Yong Gong,2000)

According to Yong Gong (2009) in contrast of intrinsic, extrinsic motivation is as an external factor as, praise and rewards powers pupils in English learning. "It exists when

individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engage'' (Cheryl L. Spaulding, 1992, p.4). Pupils always have a goal in their education because they work hard to win presents, satisfy their parents 'favor, gain teachers' praise, we can conclude that their motivation is primarily extrinsic, their reason for work and study lie primarily outside themselves and the aim of learning is not for the knowledge itself but the rewards (as mentioned in Gong 2009)

1.2.3 Instrumental Motivation

 Every person lives with goals and many ways lead to it such learning a language for obtaining some concrete goals such as a job, graduation, or the ability to read academic materials. This form of motivation is thought to be less likely to lead to success than integrative motivation.

Each person has different reasons for studying a foreign language; sometimes people study a language for practical reasons while other times people obliged to study a language to communicate with people in any place from the world for facilitate the relationships with others. Language teachers are care about the need of learners' motivation and the advantages of it to develop the level of education but some learners don not care about the level of learning languages in other word language learning is only a process of academic degree .

According to ZoltanDornei (2001) language learning motivation has been firstly classified into two types instrumental motivation and integrative by Gardner and Lambert in 1972, and they was play a role to recognize teachers and researchers to the important of motivation in the process of education. In addition, they give the importance for proposing the most commonly used framework for understanding the different motivations that language learners

typically have. They distinguish two types of language learning motivation: instrumental motivation and integrative motivation.

Instrumental motivation is a way that Learners want to follow it to satisfy, because of a practical reason such as getting a salary bonus or getting into college. Many college language learners have a clear instrumental motivation for language learning, so that they can better understand and get to know the people who speak that language. In the some context, integrative motivation has proven to be a strong urge to successful language learning. As that mentioned before according to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental.

1.2.4 Integrative Motivation

Pupils want to learn a language to become part of a speech community (integrate). People who immigrate to new countries are some examples of people who may want to identify with the community around them. An important aspect of this form of language learning is using language for social interaction. This form of motivation is thought to produce success in language learners. This is often compared to instrumental motivation.

the integrative motivation means must get involved in the others cultures by communicate with the same language and its culture to exchange information and knowledge through the language learning. Cook (2000) believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for foreign language learning. Gardner (1985) and Ellis (1994) also introduce the mentioned types of motivation; the past occurs when the pupil likes to join or be a member of the certain crowd and the culture. "The latter crops up when the learner anticipate numerous benefits that he proposes to have while learning some particular language. Comparing these two types of motivation with each other», according to (Mahadi, 2012, p.232)

Moreover Ellis (1994) thinks that integrative is the best one and perfect motivation. Because that integrative motivation is more competent and well organized that what he believes. In fact pupils who do not have instrumental or integrative motivation, will face with problems and difficulties to learn and gain knowledge of a foreign language in the classroom and generally, learning the language would be difficult for them (Cook, 2000). (As cited in Mahadi 2012)

1.3 New Techniques of Motivation

Language learning is a process affected by many factors for that it seems complex. Besides there are intelligent factors, the non-intelligent factors, motivation, attitude, interests, age, methods, will and character, are the direct and the most important factors to English learning. Because the behavior of English learners is dominated by cognition, in other words, the learners generally have the will to master English language.

"You can lead a horse to water but you cannot make him drink" This is the case of pupils, motivating them is a little like that. It involves not only leading them to English, but also making them need knowledge and understanding of English. As a language learning, English learning has its own characteristics that need the learners remember more, practice more and communicate more than other subjects communicate. Pupils' motivation is critical for English learning. English teachers areorganizers or leaders in teaching. They have responsibility to increase their pupils 'will to achieve inclination and perform English learning. (As cited in Young Gong, 2009)

Pupils need the motivation to achieve good results. The use various and interesting activities it is effective and functional to apply various and interesting activities with moderate challenge for attracting the passion for pupils in English learning in view of intrinsic motivation, the characteristic of language learning. It is a little different from other subjects that need pupils to develop roundly in four skills of listening, speaking, reading and writing

by remembering plenty of vocabulary, sentences and grammar, practicing and speaking more in class. Pupils are willing to participate in English learning by Combining English withrecreation and to realize that English learning can be interesting and fun with their involvement in which is the key to maintaining motivation throughout a lesson. Games are welcomed in English teaching.

As Ersoz explains, the teacher can make the pupil happy and beneficiary in classroom by well-chosen games are invaluable as they give pupils a break and at the same time allow pupils to practice language skill. Games are highly motivating since they are entertaining and at the same time challenging to practice language in real context.

Guessing game, gap filling, chain story games are practical and interesting that can be used in English learning. In-role play, songs and summer English camping trips are also effective. Some real situation discussion and creative activities such as create an advertisement are encouraged in higher grade. Various and interesting activities encourage pupils and effort as possible as in enhance learning motivation (as cited in Young Cong 2009)

1.3.1 Involving new and effective techniques

According to Young Cong (2009), the teachers are responsible for the success of the lesson. There are more methods for teachers to stimulate pupils' intrinsic motivation, such as new technology.This are represented in multimedia, computer assisted language learning, using Internet and educational software, as some techniques have been employed in teaching. These methods are interesting, practical and effective with colorful pictures, strong voices, much information and effective interaction that arouse pupils' interest and as well as promote their intrinsic motivation. With intrinsic motivation, many pupils can dependent on themselves in language.

1.3.2 High expectation and using reward appropriately

High expectation and using reward appropriately are power to pupils in classroom effective methods as outward effort to stimulate pupils in English learning because of extrinsic motivation theory. Plain things as pleasant to us, our expectations about people cause us to treat them (David Freeman &Yome, S. Freeman, 1978).

According to Cong (2009), extrinsic motivated pupils must have extra effort by outward energy such as teachers' high expectations, gifts, praise and some rewards. Teacher influence learner achievement higher expectation because can yield better performance from pupils according to research. "All problems have solves if we give it an importance and seriousness". Now get started and I will help you if you run into some problems." These words show the teacher's emotional support and confidence in the pupil's abilities and as result the pupils who is especially introversive and shy to speak in class tries his/ her best to overcome the problems with expectation.

Moreover, teachers as parents give opportunities each time to pupils as a guide.In addition responsible, during class, they can ask pupils to answer questions more often, which are more complete and accurate, and allow more time to answer and give more encouragement to them and after exams, cooperative activities and home assignments, teachers can offer more complete and positive feedback or evaluations to pupils about their performance.

Also the teachers, do not forget to give more effective and appropriate rewards, which must be explained why the pupil deserves it; avoid giving severe criticism which will lower pupils motivation and rewards excessively that pupils may rely on rewards as the reason for learning not for the knowledge itself (as cited in Gong 2009)

1.3.3 Create a relaxed and positive learning climate

There are many objects in learning and each object needs friendly environment for that climate is important because it creates an environment that encourages both achievement and motivation (Richards, J.C., & Theodore, S. R., 1988). In addition, from the view of Maslow's hierarchy theory, motivation and need and the character of English learning, a relaxed and positive learning climate should be providing for pupils learning English. Pupils always in challenge to get praise from teachers, pupils can feel secure and their sense of understanding and challenge as well as learning motivation can be promoted. In English learning, pupils taking a long time between failure and success during the period of education to speak language depending on the motivation. (As cited in Yong Cong 2009)

In addition teachers are the guider in the class, they should allow pupils to participate in the class individually or in groups to collaborate in changing information, to discuss broadly without the fear of expressing their own thoughts different from others. When pupils make some mistakes, the reaction of teachers should be warm comments opportunities for warm comments, such as" This is a good experience for you. When you finally get it, you will have improved a lot." with more smiles and encourages, teachers can have more interactions and stand closer to students. Afterward, before starting class and activity, teachers' explanation of what students supposed to be learning and why they are learning it promote a sense of value and make pupils more clear and positive in learning English. Then teachers should present tasks with challenging in the principle of neither too easy nor too difficult. That beyond the pupils' capacity, because tasks that are too difficult discourage them from trying; tasks that are too easy produce boredom and decreased feelings of competence and self-efficacy (Hu Chundiao, 1990, p.460) the teacher must be supportive all time (as cited in Cong 2009)

1.3.4 Cooperative activities

Cooperative activities are one of best method that encourage and motivate pupils to do well in learning languages Thus; more teachers prefer this way rather than competition because it is effective method.

Moreover according to (Gong 2009, p.148)

> In cooperative activities, pupils can decrease fear of failure while communicate and exchange information effectively and involve with high emotion and efforts to solve problems. In this case, students who are reluctant and fearful to perform are drawn to participate to share their ideas. This method is suitable for higher level of pupils to communicate in English. For example, group discussing and doing project, which are complex and challenging, are a good way to enable pupils to work cooperatively with peers.

Also as teachers, it is more effective to give everyone the results about his/her achievements or pupils make self-evaluation about their project work in time or ask pupils to focus on learning languages and how it progress and give them a sense of responsibility.

1.3.5 Providing opportunities for pupils to experience success

The communication is the most important way to practice any language in any context, but learners are differ in the level do not all of them are active to use English especially when they frustrated by failure in English learning. The best way to give our pupils to use English is fun with English and experience success in English learning. International Education Studies (2009, p.149), all are responsible on pupils about the level of mastering language. And Hamachek has done a good deal of research on the effects of failure on school achievement, and almost without exception concluded that success tends to encourage pupils to raise their level, whereas failure generally causes them to lower it (1972). This point can be reached by providing more chances to join activities for pupils to experience success with more freedom and self-determination (as cited in Yong Cong2009)

For instance, teachers should change the mood of their pupils by changing or creating a method.As they can take five minutes out of every class time for pupils to do the "I am a teacher today" activity in which provides pupils an opportunity to change their role into teacher to teach other pupils English on class as a sense of success. During these five minutes, pupils can decide what to teach such as to review, to teach new words and more of them like telling story (as cited in Yong cong2009)

2.1 Motivation psychology

Every human being has essentials no dispense her, when pupil come from the school he/she feel tired and loss of power so you should eat something Likewise when question is asked why pupil go to the school? The answer can be given in various ways, as you want to use the language with others especially the native speakers, you want to get a job or just to satisfy the parents …and other options. This basic question of the 'why of behavior' or factors that compel us to do certain activities make us study the psychological process called motivation.

According to Dog (2016), Motivation in an important psychology is defined as an action towards goal-directed behavior. This is concept in psychology as well as in business, schools, and other areas. For example, we want pupils to behave and do their homework. Adults may want to change the behaviors of romantic others. All of these situations are examples of times that we may want to motivate someone else to do what we want them to do. Motivation can be intrinsic or extrinsic.

According to Dog (2016) Intrinsic Motivation: The person may want to learn something because he / she is interested. In addition, a person is intrinsically motivated if the desire for change comes from within the individual. Another person m&²ay want to accomplish a goal or task because it is something he or she feels competent at and enjoys doing.

Extrinsic: On the other hand, extrinsic motivation is an effect of outside of classroom. They are motivate by present or another goal. Paychecks are extrinsic motivators. Fear of punishment and force are also extrinsic motivators. (As cited in Alley Dog (2016)

2.2 Contemporary motivation theories in psychology

Motivation is a way of creating high level of enthusiasm to reach organizational goals, and this situation is accommodated by satisfying some individual need. Motivation refers to achieving organizational main goals by satisfying individual employee's needs or demands.

> (As cited inÖztürk 2012, p34) Motivational psychologists try to search what motivate learners to move and achieve good results by any way. (Pintrich, 2003; Weiner, 1992) Precise
> "Motivational psychologists want to examine what the individual is doing, or the choice of behavior. How long it takes before an individual initiates the activity, or the latency of behavior; how hard the person actually works at activity, or the intensity of behavior. How long the individual is willing to remain at the activity, or the persistence of behavior; and what the individual is thinking and feeling while engaged in the activity, or the cognitions and emotional reactions accompanying the behavior."
> The motivation psychology is a factor effect on individual achievements (Graham and Weiner, 1996, p.1).

A/ Expectancy- Value Theory

Expectancy of success has been researched to the results of learning English, because it is for sure that "Everyone does the best if s/he believes s/he can succeed" (Dörnyei, 2001, p. 57). As cited (in Öztürk 2012, p.34)

(As cited in Öztürk 2012) Expectancy of success is the success of learning English, so motivation theories based on two terms are called "expectancy-value theories" (Dörnyei, 2001). Eccles-Parsons et al. (1983) define expectancies for success as "individuals' beliefs about how well they will do on upcoming tasks, and ability beliefs about how good one is", and values are defined "with respect to how important, interesting, or useful a given task or activity is to the individual (Wigfield, Eccles, Roeser, and Schiefele, 2009,p. 4). This theory

suggests that individuals are interested in activities instrumental in attaining some valued outcome. "They emphasize cognition and the process by which an individual answers the question, "Should I consume the energy or not?"It emphasizes the individual's expectation of getting a valued reward." (Oxford and Shearin, 1994, p. 18).

B/ Achievement Motivation Theory

This theory speaks on the important of individuals' efforts to achieve best values and mastering English language well (Madrid, 2002). Atkinson's theory focuses on three factors which are the need for achievement or the motive for success, the probability that one will be successful at the task, and the incentive value of success results in the tendency to approach an achievement-related aim (Graham and Weiner, 1996) (as cited in Öztürk 2012, p.36).

In addition,Atkinson points out that "engagement in achievement-oriented behaviors is a function not only of the motivation for success, but also of the likelihood of success (expectancy) and the stimulant value of success" (Oxford and Shearin, 1994, p. 8). "Achievement motivation is determined by cross approach and avoidance inclination" (Dörnyei, 2001, p. 10). As for need for achievement, (Dörnyei, 1994, p. 6) emphasizes that: "Need for achievement is a relatively affect a person's behavior in every facet of life, including language learning. Individuals with a high need for achievement are interested in excellence for its own sake, tend to initiate achievement activities, work with heightened intensity at these tasks, and lurk in the face of failure" The opposite side of this success is the failure. An individual experiencing a failure before tends to avoid failure by selecting easy tasks so that s/he cannot fail (Oxford and Shearin, 1994) (as cited in Öztürk 2012, p. 36).

C/ Self-Efficacy Theory

Bandura (1977) defines self-efficacy as "individuals' confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task" (Graham and Weiner 1996, p. 2), and as "people's beliefs about their capabilities to exercise

control over events that affect their lives (Bandura, 1989, p .1175). Pintrich et al. (1991) also define self-efficacy as a self-appraisal of one's ability to perform a task, and it contains one's belief and confidence in oneself to achieve that specific task (Pintrich, Smith, Garcia, and McKeachie, 1991). (As cited in Öztürk 2012)

"Bandura (1977); cited in Eccles and Wigfield, 2002, p. 3) proposes that individuals' self-efficacy expectations are the major determinants of goal setting, activity choices, willingness to expend effort, and persistence." Their sense of efficacy affects the selection of activities, andthe much effort they give (Dörnyei, 2001).

Dörnyei (2001) states that people two types whose self-efficacy is high are more self-confident than people whose self-efficacy is low. (As cited in in Öztürk 2012)

D/ Attribution Theory

Attribution theory was first mentioned in the writings of Frits Helder (1958) and the subsequent contributions of Harold Kelly (1967, 1971) and Bernard Weiner (1986 acited in Graham and Weiner, 1996), and it was largely influential in the 1980s (Dörnyei, 2003). (Dörnyei 2003, p. 12) points out that "our past actions, and particularly the way we interpret our past successes and failures, determine our current and future behavior". This theory relates individual's achievements to experiences through causal attributions as the mediating link (Keblawi, 2006).

Also (as cited in Öztürk 2012) according to Graham and Weiner (1996), causal search determines the causes of success and failure. When unexpected and important events, such as a low grade given to a pupils results in failure, this search is most likely to be activated.

E/ Self-Worth Theory

Self-worth theory was developed by Covington (1992), the value is personal sense, especially when an individual takes risks and fails, is a vital pupil need. Moreover, he states

that the individual activities and ability of self-perception is the key element in self-worth theory.

In addition,Dörnyei (2003) states that people get very motivated to behave and master English language with individual work. When these perceptions are threatened, they struggle desperately to protect them, and as a result, many face-saving behaviors come up. When individuals face some problems, they make use of certain face-saving strategies to protect themselves.

Moreover Covington et al. (1992) have listed a number of self-protective strategies which learners make use of in order to maintain positive academic self-regard. Covington (1984) states that as a group these strategies look for changing the personal reasons of outside factors beyond the individual's control. (As cited in Öztürk 2012, p.37).

The strategies can be;

a) Setting unrealistic goals, so that the failure can be attributed because of task difficulty instead of lack of ability;

b) Using self-handicapping techniques such as not studying;

c) excuse-giving that is, attributing failure to uncontrollable factors such as poor teaching (Graham and Weiner, 1996).

F/ Goal Setting Theory

This theory implies that people must have goals to act because purposes trigger actions, and there should be goals and these goals should be pursued by choice for action to take place (Dörnyei, 1998). Locke and Latham (2002) state that a goal is the aim of an action or task that a person consciously desires to achieve or obtain. Goal setting involves the conscious process of setting levels of performance to get desired results. (O'Neil and Drillings ,1994,p.14) stress that "the goal setting theory was based on the premise that much human action is purposeful, in that it is directed by conscious goals".(As cited in Öztürk 2012)

In addition Dörnyei (2002) states, that goal setting is mainly an easy planning process that all individuals can learn without difficulty. The important thing is that learners should be shown how to break tasks and assignments into smaller tasks, and how to determine due dates to these tasks and assignments, and finally how to have a control on their own learning process. . (As cited in Öztürk 2012)

The goal-setting theory suggests that there are three basic features of goals, which cause them to differ: difficulty, specificity and commitment. The research studies until now have indicated that these different features have certain relations among themselves that help individuals' motivation increase. (As cited in Öztürk 2012)

G/ Goal-orientation Theory

According to Ames (1992), goals serve as how to formulate the information and it is as a mechanism or a filter, which determine the process and interpretation of the incoming information. Unlike the goal-setting theory, the goal-orientation theory was developed in a classroom context to give an explanation to students' learning and performance (Dörnyei, 2001, p. 27). Goal-orientation is related to the pupil's perception of the causes why she is interested in learning a task (Pintrich, Smith, Garcia, and McKeachie, 1991). According to goal-orientation theory, individual's performance and her / his accepted goals are interrelated. There are two types of goal-orientation: performance and mastery language (or learning) orientations (Ames and Archer, 1988; Ames, 1992). Learners having the first orientation are mainly interested in looking good and capable, whereas those having the second are more interested in enhancing their knowledge and being capable (Keblawi, 2006). (As cited in Öztürk 2012)

The self-determination theory is one of the most influential theories in motivational psychology, which was introduced by Deci and Ryan (2000) (Dörnyei, 2003). According to the theory, "to be self-determining means to experience a sense of choice in initiating and regulating one's own actions" (Deci, Connell, and Ryan, 1989 p. 580). "Self-determination is seen as a prerequisite for any behavior to be intrinsically rewarding" (Dörnyei, 1994a). The theory divides motivation into intrinsic motivation and extrinsic motivation, and a state of a motivation. Intrinsic motivation is the result of an interest in the subject (Madrid, 2002). In the light of this theory, extrinsic motivation has been classified into four types between self-determined and controlled forms of motivation. These are:

External regulation

(As cited in Öztürk 2012)It refers to negative or positive effects from the outside of every learner of extrinsic motivation. External regulation refers to the actions resulting from external sources such as rewards and threats. (Madrid, 2002)

Interjected regulation

The individual reaction has incorporated this external pressure into the self. Such as chiming in front of people. This is still not a self-determined activity, because the individual is still affected by more external reasons than internal ones (Keblawi, 2006), and "it is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt and anxiety to attain ego enhancements or pride" (Ryan and Deci, 2000, p. 62)

Identification**:** It represents the results of external factors more independent form of extrinsic motivation. It occurs when the individual thinks that it is useful for her / him, and accepts the process. "The individual identifies and appreciates the importance of a behavior and accepts his / her regulation." (Madrid, 2002, p. 28).

Integration:It is the work of one person that have motivated from outside and it is the most independent and self-determined form of extrinsic motivation. It has certain common points

with intrinsic motivation (Bandura, 1982). However, it is still extrinsic since "behavior encouraged and motivated by integrated regulation is done for its instrumental value with respect to some outcome that is separate from the behavior" (Ryan and Deci, 2000, p. 62). . (As cited in Öztürk 2012)

2.3 Relationships between Motivation and Anxiety for Learning Language

Language anxiety is one of problems that face learning in language classroom throughout the world where pupils fail in speaking English language, the skill that language learners must practice to improve their communicative competence is the one skill that causes the most anxiety for learner.

There is a big   relationship between language motivation and anxiety in Language learning and the researcher give it interest. For example, Gardner, Day, and (McIntyre 1992, p.212) mentioned that integrative motivated learners "are less anxious in L2 contexts" than learners who are instrumentally motivated. Their findings indicate that Anxiety and motivation are "two separate dimensions with overlapping behavioral consequences". (Noels et al, 1999, p.31) stated, "The more pupils feel motivated, the less effort they will expend and the more anxiety they will feel".

In the view of Brown, Robson, and Rosenkjar, (2001), learners' motivation and anxiety were negatively correlated and a lack of motivation could cause anxious behaviors. Further, Liu (2006) found that the pupils' motivation was positively correlated with their English proficiency and expansion of relations. An interesting negative correlation between second and foreign language learning anxiety and achievement is also addressed in the studies (Horwitz, 2001; Aida, 1994). Empirical research has shown that the more anxious foreign languages students are, the less willing they are to get involved in learning activities, and thus to have lower performance results than those who are less-anxious pupils (Aida, 1994).

(MacIntyre 2007, p.567) discusses the convergence of motivation and anxiety into thephenomenon of willingness to communicate (WTC). When these two factors come together, they result in the "critical decision" of whether or not the learner chooses to use the language. He states, "An experienced learner who is unwilling to communicate might show both high motivations for learning and high anxiety aboutcommunicating" (p. 564). This state thus reduces the learners' use of the language andinteraction with other members who speak the target language. The variety of researchon the importance of input (Krashen, 1985) and output (Swain, 1985) in the cognitivetradition of SLA research and interaction (Lantolf& Thorne, 2006) in the socio-culturaltheory tradition demonstrate the importance of being willing to interact andcommunicate with other speakers.

2.4 Strategies to Increase Motivation

The basic factors of success in process of learning English when follow perfect strategies sometimes small, quick strategies can make major differences in pupil motivation. They can increase pupil involvement with the lesson and stop interference and distractions. Each of the following strategies was developed to meet the needs of urban pupils and had great results. Thus, when someone hears the term "language learning strategy", this question may come to his/her mind that what this term means. In general, "a strategy consisted of a mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use." (Ellis, 1994, p. 531) (.as cited in Mahadi, 2012)

As (Oxford 1990, p.8) asserts, learning strategies, indeed, are particular "actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation" .(.as cited in Mahadi, 2012)

While it should be mentioned that in a language learning classroom there are varieties of learners in terms of the individual differences. Concerning this matter, Skehan (1989) tells

apart some techniques and manners that good pupils exploit and bring into play. He goes over the main points of them as below:

1) Good learners are engaged and drawn in their works, duties, and missions.

2) Good learners promote and expand the knowledge of language as structure and arrangement and make implications and conclusions.

3) Good learners identify and see language as a way to make assumptions and communicate with other people.

4) Good learners look safer and more comfortable about the knowledge that they are acquainted with as well as their outlook and thoughts towards a foreign language.

As a final point, they all the time evaluate and assess the scheme of the foreign language they are learning while definite expressions appear into mind and the link and correlation between them. Nunan (1989) judges that in a classroom there are four varieties of learners: Concrete learners, Analytical learners, Communicative learners, and Authoritative-oriented learners. He believes that the Concrete learners are interested in games, pictures, films, video, tapes, talking in pairs. In addition, they like to carry out and perform English outside the class.

The second type is Analytical learners. This type of learners, generally, likes to study. In other words, they like to study grammar, English books and they like reading newspapers. Indeed, the way that they prefer to study is studying unaccompanied. Besides, they have a preference to discover their individual errors and mistakes and practice problems located and mentioned by the teacher. (.as cited in Mahadi, 2012)

The Third type is Communicative learners. This type is practice rather than theory because learners like to be taught and are painstaking to gain knowledge by observing and listening to native speakers of language. They are eager to talk to their friends in English and watch television in English. Normally and in general, they like to communicate with English

in the places out of classroom to change ideas and information to make their self-well mastering English. Indeed, they learn new words through listening, discussion and exchange.

The fourth or the final type is authoritative-oriented learners. These types of learners teacher makes the efforts to delivery of information wish that he makes everything clear and explains about any detail. Additionally, they would like to have their personal textbooks, to write everything in notebook, to study grammar, learn by reading. Meanwhile, they prefer to learn new words by reading them. There are also two other kinds of learners as introverted and extroverted learners. Regarding this classification, Skehan(1996) believes that extroverted pupils have a tendency to utilize and exploit more English outside the classroom and, therefore, increase and move quickly in language learning. , pupils like to communicate with other people. (As cited in Mahadi, 2012)

There are also some other types of learners as anxious language learners. Larsen-Freeman and Long (1992) believe that anxiety is one of the language learning elements. That is, if the language learner is a little anxious, he will learn better and munificence. Nevertheless, if the anxiety is a lot, it will obstruct and prevent learning procedure and progression. (As cited in Mahadi, 2012)

Conclusion

We have attempted, in this chapter, to give a full review of the basic types and theories of motivation from the fundamental definitions of motivation in psychology to the techniques of motivation. In addition, we have introduced several strategies to increase motivation witch is interest to teachers and pupils. This chapter led us to conclude that role-play techniques and strategies are very important in teaching English because it is help to improve the pupils mastering English language. Moreover, it has led us to know that mastering English is very important branch in the teaching/learning education classroom because it is the unique opportunity for the learner to express himself freely.

Chapter Two

Teaching and Learning the English Language

Chapter Two: Teaching and Learning the English Language

Introduction

Language teaching/learning process can be broadly categorized into different strategies, by which teachers provide comprehensible information to the learners in order to develop their intellectual abilities. In this chapter, we will be dealing deeply with Teaching/learning English in Algeria at secondary school dealing with the four skills, and also the objectives for teaching them which teachers should focus on, since they are considered as the basics in improving learners' oral production. Moreover, we will talk about both teachers and learners with particular description and highlighting their main roles in both teaching and learning.

1.1 Teaching/Learning English in Algeria

English is most foreign language used in the world, and the Algerian educational system recognized that from the independence. It is the future of the youth because they looking forward to immigration. People especially nowadays believe that learning foreign languages was important to their pupils because foreign languages for them represented essential tools towards scientific and economic progress, and a window on the world. English is important for everything this is the reality. Pupils will be able to open up towards other skies, it is a dream of most people, it is the language the most spread in the world. Pupils and teachers are learning English because they need to contact others and change the transactions because nowadays the whole world is looking to learn English.

Learning English and other foreign languages has several advantages means of learning new knowledge from the world mainly the culture of others and democracy. Learning a foreign language to communicate with people abroad, so we can use English as a way to transfer of knowledge and experiences especially by using the internet. The Algerian teachers are looking to the future best in the development of foreign languages according to them, was progressing in all fields, scientifically and economically and gaining a new culture to open on the outside world.

In addition, some teachers believed that educational system require reviewing textbooks and pedagogical documents needed to be provided, that teachers' salaries needed to be reviewed because in Algeria they do not care about the value of the professor, and that freedom to work flexibly needed to be given. One teacher, Mohamed, provided a summary of teachers' requests as follows:

"The first thing to improve the situation is to provide textbooks and references…and to increase the pay…and thirdly is to let us work freely…they give us the objectives and let us work freely…the most important is that there should be some positive results at the end" (as cited in Mohamed/int-488). Teaching/Learning English in Algeria need to re-succulent in the educational system.

1.2. Teaching/ Learning English at Secondary School

Nowadays the whole world could exchange of information in the same time as a "global village". Taking into account that the English language play an important role in communication. English is the first language in the world for that New Media as (Satellite TV and Internet) use it. English is famous; it is spoken by about 1, 5 billion people and English classified and considered to be the second foreign language in the Algerian Educational System after French. In Algeria, the pupil start studying English language at the age of eleven in the level of middle school and it take low coefficient. Some schools in Algeria gives the choice for pupils to choose the English language in the level of primary school It covers seven years - four of which at the middle school and three at the secondary school. This as part of a whole process consisting of designing new syllabuses, devising new textbooks and accompanying documents.

In fact, English language in Algeria is a few of use only in the schools and companies or with tourist. Mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes .But nowadays

all people need the English language for its important in the use of net and relationships between different fields and countries. Moreover the pupils in secondary school specialize in foreign languages French, English Spanish…and others .So a new methodology of work was adopted this is the competency Based Approach. As mentioned before, English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons. English is primary learned for educational reasons as to pass exam.

1.2.1. The General Objectives of English in the Secondary Education

The English Syllabus of second year approved by the Ministry Education (2006), the document presents the aims of English language that the pupils can achieved within a three years period. The following statement makes it clear that the previous narrow conception of language learning that consists of acquisition of linguistic items is extended to include methodological and cultural objectives. Indeed it is stated that, "The aim of teaching English is to help our society to get harmoniously integrated in modernity. Through a fully complete participation ,within a community of people who use English in all types of interactions - this participation should be based on sharing and exchanging ideas as well as experiences being scientific , cultural , or civilization – this participation will help for better understanding for .oneself and the other"p88. The teaching of English is also intended: (as cited in Ministry education 2006, p.88)

-To help learners promote self-learning and critical thought.
-To promote learners' intellectual capacities of analyzing evaluating, and synthesizing.
-To enable learners to exploit English documents, in new situation at work
-To encourage learners to accept other culture. (p.88)

In sum, the teaching English at the Algerian secondary school is not only concerned with general aims of teaching but also universal, human and national values are promoted. Pupils

are expected to learn how to speak about their country and its cultural values in English, as well as to be open to English, universal, and human values, which are essential elements of modernity and globalization.

1) Listening, reading, speaking and writing are the four important objectives.

2) Graphics should be practiced by the pupils at primary level. The pupils must be able to write the alphabets, keeping space between two words in a sentence and write sentences using appropriate punctuation marks and capital letters.

3) Writing is also equally important. The students should be able to write composition.

4) All the four skills i.e. Listening, Reading, Writing and Speaking become important as the pupil grows, particularly reading and writing at the later stage.

5) Pupils should be able to read other books excluding textbooks i.e. novel, poetry, drama, essay writing, autobiography, précis-writing etc.

These objectives differ from each other as far as the class and age of pupils is concerned.

1) To understand Spoken English.

It includes recognition of English sounds without committing any errors. Also ability to point out meaning from what is heard.

2) Ability to speak English.

It includes intonation and stress response in speech as reaction to hearing.

3) Ability to read English.

4) It includes ability to read and understand various books reading like prose, poetry, drama, and novel and so on.

5) Ability to write English.

It includes ability to write guided composition followed by free composition. To select right words, to construct sentences.

1.2.1.1. Teacher's Guide

In the process of education at secondary school the teacher play the role of guide instructs the pupils through the use of the program or the curriculum. Also according to Dorgan (2007) the education received will determine the citizens" capacity to prosper and to help the economy to bloom.

The instruction to introduce teachers" guides into schools strengthens the initiative to provide the appropriate resources to allow teachers to teach the subjects of curriculum through the academic year all programs of learning. "I urge teachers to make maximum use of these resources so that the nation's children will continue to benefit from the opportunities provided in all classrooms". (p.3)

In other hand as stated that:

> Cunningsworth (1995 as cited in Aounali 2014, p. 37) state that teacher' books have to fulfill the following functions:
>
> - Setting out the guiding principles and the objectives of each course.
>
> - Providing practical guidance on how to use the material in the class.
>
> - Describing the basis for the selection and grading language content.
>
> - Giving an overview of the way the course will be constructed for effective use in the class. (p.37)

1.2.1.2. The Role of Teachers

The teachers of foreign language have to experience and understand the foreign culture. Moreover, it is important for them to make a comparison between their own culture and the target one. Teachers are responsible for introducing the target culture to their learners. This would challenge and modify their perspective on the world and their cultural identity as members of a given society. In fact, the role of the teachers is to face implications and provide them with the practical and theoretical.

Foreign language teachers should relate language to culture. For instance, successful teachers usually start their classes with a five-minute discussing either similarity or sharp difference existing between home and target culture. Kramesh (1993) thinks that the teachers' responsibility is not restricted to tell the students what to say, or have to be appropriate in different situations. Rather, it is his task to give the students space to make their own meanings, and help them to realize the cultural implications of those meanings in a way that stimulates critical thinking.

Valdes (1986) points out the process of teaching will be more effective if the teacher is aware of the nature of culture he is teaching, and provides the learners with explanations, interpretations of the target values along with the explanations of tenses, grammar rules, and other aspects. Such explanations double the usefulness of the lesson, not only in adding cultural knowledge to the learners, but also in making the lesson more interesting and easier to understand.

However, it is important to note that teachers' knowledge and experience of the target culture is based on a limited personal experience rather than a systematic description and analysis. The foreign language experience varies from one teacher to another and from one educational system to another. For example, in Britain most of foreign language teachers will have spent one year of their academic course in the foreign culture. Consequently, they experience the foreign culture.

Teachers to a large extent teach by textbooks. However, it was observed that teachers have the freedom in selecting the teaching materials for their classrooms. In addition, they usually turn to additional teaching materials when textbooks do not meet their expectations. Thus, the role of teachers is crucial in presenting the target culture to their students (Sercu & Bandura, 2005). Teachers are the guiders carrying responsibility for themselves, they should facilitate the learning process by providing learners with knowledge (Alharbi, 2015). This

requires that teachers use teacher centered methodology but be tactful to be aware of the culture of the community in order to take care of the learner cultures (Methitham, 2014). Identification of these cultural aspects provides warm, friendlier, and good relationship between teachers and pupils by reducing the cultural distance. In addition, teachers should also be fair in error correction so that they do not overcorrect a pupils (Borg, 2006).Teachers should provide learners with authentic language in context (Alharbi, 2015; cited in Hosni, 2014).

In speaking class, teachers are required to create communicative and interactive activities by giving pupils a great deal of opportunities to practice the target language. Essentially, the class manifests pupil-centered backdrop rather than teacher centered… teachers are to prepare classroom activities that are devoted and best facilitate speaking exercises. Teachers also depends on the treatment the learners' learning styles in order to enhance learning (Talley and Hui-Ling,2014).

The roles of a teacher (adapted from J. Harmer)

❖ **Controller** :

The charisma of the teacher control to adjust the section, and vice can be   disadvantages on pupils' results.

❖ **Organiser** :

Organising pupils concerning the strategies and methods to do various activities according to the object of lesson.

❖ **Assessor** :

The pupils expect from their teachers the methods, self-confidence, drawing goals,courage

❖ **Prompter** :

The teacher should be the source of confidence and courageous to each pupil depending on the level of them.

❖ **Participant** :

The teacher in the case of participant he plays a role of pupil to find out on the problems exposed to them and to give them confidence. As can teachers and pupils share the role

❖ **Resource** :

The teacher should be always the first resource that pupils back to him but without loseing them the independence.

❖ **Tutor** :

The teachers should give an important to see and give guidance to as many groups/individuals as possible.

❖ **Observer** :

Observe what the pupils do – especially in oral communicative activities and aim to change the language learning to the best in the future.

1.2.1.3. The Learner's Role and Need

One difficulty that many beginning teachers consistently discuss with their mentors is that (As cited in CRUS 2005)

> English-language learner pupils lack the basic literacy skills needed to grasp grade-level content. A state wide survey of teachers in California identified the top three challenges facing secondary teachers regarding English-language learners:
> 1) Communicating with English-language learners about academic, social, and personal issues;
> 2) Encouraging and motivating English-language learners; and
> 3) Addressing the individual and diverse needs of English-language learners in both academic skills and English-language acquisition.

In education the both learner and teacher are aim to get information and on the basis for the competency-based approach focuses on the learner's role rather than on the teacher's role. Through this in the classroom the learner plays the central element that learns through a series of activities differ according to the section that are proposed by the teacher. According to the

Algerian Partnership Schools Programs (2005) learners obtain and retain language best when the topic accumulate their interests and when they are active participants in their learning; for example, finding personal meaning, learning cooperatively with peers, and making connections to life outside of class (p. 4). In this case each pupil lead to revise his prior knowledge and its scope to compare his own representations with those of his classmates, to search for information and validate it through consulting various sources of documentation and people in possession of information.

2. Teaching/learning the Four skills

The four skills are joined we cannot separate them, as most language skills are followed by a different skill. This integration is constant and confusing for language learners to understand and practice themselves. However these teaching guidelines for the skills of language do separate the skills. The goals for this, is to organize learning activities into some order, and to assist teachers in deciding exactly what the aim of their lesson is, and choices, as to how to do it. Each skill is sub-divided into several sub-skill activity, listening, speaking, reading or writing is emphasized, but with other skills an integral part of the activities, as in real life.

2.1. Listening Skills

Listening is a communicative skill with the purpose of receiving, comprehending and interpreting an oral message. Listening is the natural ancestor to speaking; the early stages of language development in a person's first language.

Some approaches to language teaching have given a lot of importance to speaking. In the other hand approaches gave more importance to listening based on different ideas.(Nord, 1980, p.17) expresses this view: "Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind.

It means people think that when they talk; they may indicate that the language was learned, but they do not believe that practice in talking is the best way to build this cognitive map in the mind".

➢ There are two Models of Listening:

1- In the past listening is a passive process, which the listener receives information sent by speakers.

2- More recent models view listening as an active process in which the message is created in the interactional space between participants. To sum up, listening is the way of learning the language, the listening only period of observation and gathering information and from that step the students can begin to speak.

(Lynch and Mendelsohn, 2002, p.193) claimed that;" Meanings are shaped by context and constructed by the listen through the act of interpreting meaning rather receiving it intact."

2.2. Speaking Skill

Speaking skill is considered as the ability to use the language and communicate with others fluently. (Harmer, 2001,p.87) specified the kind of speaking that should be taught which is called "activate exercise", in which students use the targeted language to perform a sort of oral practice. Boulmerka (2003) mentioned three areas of knowledge in speaking, that language learners need to recognize.

"Speaking is one of the main aspects of communication". According to (Widdowson 1990, p. 27) learning just the language system is not the appropriate way for learning how to communicate in the foreign language because knowledge of the leasing code alone does not explain the demands of communication and interaction with others in the FL. Speaking is not a simple skill, its complete mastery requires some experience and practice. (Luama 2004, p.1) argues "speaking takes a long time to develop".

(Hedge 2000, p. 261) defines speaking as a "skill by which they (people) are judged while first impressions are being formed". That is to say, speaking is an important skill which deserves more attention in both the first and second language because it reflects people's thoughts and personalities. It is an interactive process of constructing meaning that involves producing information; it involves a communicative ability to use language to many ways to chat and transmit messages in different and appropriate situations.(McCarthy1972, p. 9) states that:

> "When people are learning to speak a language, they are concerned mainly with two things, first knowing what to say, what words and phrases to use at any moment and second being able to say it-able to perform the required actions, the movement necessary, for saying those words and phrases along. To speak the second language fluently and accurately, learners need to be able to know some elements which are of crucial importance to develop this skill".

2.3 Reading Skills

Readings is everything for pupils and people, it is that complex process which involves both cognitive and linguistic abilities. It is kind of interaction between the readers and the text. Reading is slowly creeping into the composition class: researchers like Rainies (1979) suggest that teachers can not restrict themselves solely to composition; they should also consider reading which is essential because it is the study of what has been written and spoken.

Generally, speaking the reading skills can be viewed to be the act of decoding graphic symbols, Many linguists are convinced that it is a cognitive process which involves strategies, (Williams, 1984, p.2) defines reading as '' The process whereby one looks at and understands what has been written ''and he explains that key word here is '' understands '' because understanding is the important point in reading. In other word, the reader has to select only

the part that he is concerned with: to obtain meaning. Williams (1984) states that the cognitive process relates to the metacognitive act of understanding.

(Widdowson, 1979, p.56) see the reading process as:

> Not simply a matter of extracting information from the text it is one in which the reading activates a range of knowledge with the readers' mind that may be refined and extended by the new information supplied by the text for him reading is a kind of dialogue between the reader and the text. When some teachers and learners complain about difficulties in speaking, they often talking about pronunciation, here we may say that reading help a lot in speaking. Moreover, the notion of reading is often paralleled to speaking in the sense that both are receptive skills.

2.4 Writing Skill

Writing as one of the four skills plays a vital role in the teaching and learning process because of the several advantages it provides. Like the other skills but writing, we can say about it the product of education, it may be considered as a skill that can help learners to achieve proficiency in the foreign language. Many researchers as Rogers (2005) and Sperling & Freedman (2001) are interested tackling the issue of writing. Rogers (2005) claimed in his book entitled 'Writing System: a linguistic approach' that writing can be defined as " the use of graphic marks to represent specific linguistic utterances "(p. 1). In other words, when we write, we use letters, signs, or symbols to express what we intend to say. Moreover, Spratt, Pulvernes and Melanie (2005) stated that writing is involves the production of a language rather than the reception of it, so we can say that writing is about "communicating a message by making signs on a page   "(p. 6). Likewise, Dornan & (Dawe 2005, p. 1) claimed that "Writing is a concentrated form of thinking". This means that the writer requires a full concentration during his writing in order to produce a readable and meaningful text. (Coulmas 2003, p. 1) added that writing involved six meanings:

- A system of noting language by means of observable and tangible signs.

- A task of setting such a system to use.

-The product of such task, a text.

- The particular structure of such product, as block letter writing.

- Creative composition.

- Proficient work. From these definitions we can say that writing effectively is not an easy task for both native and non-native learners to master.

In addition, any learners who intend to master it should start firstly by mastering listening and reading, which are considered as receptive skills, then they should curry on mastering the productive ones. Consequently, to write effectively depends on the progress of the previous skills, which are the accurate training and preparation to produce and facilitate writing proficiency

2.5 Integrating the Four Skills

In the past several decades, much evidence has emerged that, in order for learners to attain language competence, teaching needs to integrate linguistic and communicative skills. The overarching goal of integrated instruction is to advance learners' language proficiency required for communication in various contexts. In general, the learning of language for communication in both speaking and writing entails achieving mastery in discourse, language strategies, sociocultural and interactional norms, and the communicative culture of the people who use the language (Stern, 1992). Today, after decades of research in language teaching and learning, it seems clear that, in many cases and for many purposes, the separation of the four macro skills is likely to be less effective than integrated instruction simply because, in reality, communication does not take place in terms of discrete linguistic skills.

The early models of integrated and communicative teaching largely eschewed explicit instruction in any of the four skills, and in particular in grammar. Typically, the teaching of

reading was integrated with writing, and listening with speaking. Classroom instruction concentrated predominantly on activities and interactions -- e.g., on games, role-plays, skits, and problem-solving in groups or pairs of learners. These exercises sought to promote authentic language usage with the goal of developing learners' fluency. The overarching objective of integrated and thematic language input was to facilitate language acquisition naturalistically. At the time, the purpose of engaging with language in classroom interactions was to enable learners to attain communicative competence. By and large, learners' engagement in integrated communicative activities without deliberate teaching led to incidental learning of such various linguistic features as conversational expressions, vocabulary associated with daily and routine interactions, and informal reading and writing skills (Hinkel, 2006).

A number of studies found that many years of exposure to and immersion in integrated classroom instruction does in fact lead to the development of language fluency. It also became clear, however, that learners' productive language. In the mid-1990s, a number of studies found that many years of exposure to and immersion in integrated classroom instruction does in fact lead to the development of language fluency. It also became clear, however, that learners' productive language lacked accuracy and socio cultural appropriateness it means advanced communicative competence that the integration of language skills in teaching sought to achieve as (Lightbown & Spada, 1990; Swain, 1991).

The integration teaching of the four language skills have the objective of developing learners' fluency and accuracy, as well as their sociocultural communicative competence requiring adapting the language from context to context and from genre to genre. In light of the fact that now English is widely employed as the medium of international communication, it seems easy to predict that integrated language teaching will continue to dominate among the various types of pedagogical models. There is little doubt.

However, that the evolution and change of integrated teaching models and methods will remain one of the main defining characteristic of language teaching around the world.

3. Teaching/Learning Strategies

The teaching and learning strategies have been, linked to the responsibility and the need of both. Teachers are encouraged to use their professional judgment to review the suggested strategies and then decide on the most appropriate for meeting the needs of their pupils and deliver the essential content, or road safety context. Teachers as a responsible in the class should takes into account the appropriateness of the strategies for pupils.

Also the cooperative learning leads to practice different strategies in education of learning/ teaching English, either directly or indirectly. Explaining, arguing, and negotiating meaning, repeating key words several times in the place of education and using words in actual contexts are important to be used in cooperative learning (Hill & Flynn, 2006). Simultaneously, Oxford (1990) considered these techniques and methods as examples of memory and cognitive strategies.

Moreover responsibility of working in group concerned on every pupil and Autonomy are two Meta cognitive strategies (Oxford, 1990) that are inevitably resulted from well-structured cooperative group (Brown, 2001). That is to say, when cooperative groups are well-planned and followed the strategies of group works, each pupil becomes responsible for his /her individual learning and the group's learning, and for the groups' benefits as a whole, which makes all learners autonomous and responsible.

When they use cooperative learning, learners have to agree on certain goals and specific ways to achieve those goals when they use cooperative learning. This obliges them to understand each other's' points of view and have a general idea to topics means try to be aware of how others think and feel. Finkbeiner (2004) assumes that this is one of the

outcomes of using foreign language learning. (Oxford, 1990, p .21) labels this view "empathy with others" and classifies it under the social strategies category.

Conclusion

Teaching/Learning English emphasized the importance of various activities, group work in classroom to enhance motivation, reduce inhibition and strengthen self- confidence. This can be achieved only if teachers incarnate the role of facilitator and guider to give more feedback and create the interaction in the classroom environment. . Theorists set out different principles to be followed. They emphasized the importance of using various activities in the classroom, and inhibition. We ended with strategies of teaching/learning in the language classes; teachers should enhance intrinsic motivation through arousing interest in the need and the role of learner, using presentation modes, and helping pupils set their own goals to practice the four skills.

Chapter Three

Field Work

Chapter Three: Field Work

Introduction

In the previous chapters, we have presented a review of related motivation to learn/teach and role-play of learners and teachers Also we have presented teaching/learning the four skills and strategies. To determine our study, we will focus on questionnaire, for gathering information. Therefore, in this chapter, we are going to analyze the data obtained through this procedure, which be really needed to investigate our hypothesis. The questionnaire was devised in order to explore and investigate how third year pupils confront the task of Mastering English language to impact of Motivation and the way the teachers and pupilsuse of good strategies and new techniques of course the main objective behind it is to verify the research hypotheses mentioned at the beginning of the present dissertation. It is worth mentioning that the pupils' questionnaire contains almost the same number questions than that of the teachers due to the fact that the both teachers and pupils influence in the process of education   Finally, we hope to gain a thorough understanding of how pupilsMastering English language, the attitude of pupils towards using role plays. We will start with pupils' questionnaire in which we will introduce the population of the study, describe, analyze and discuss the results. The same steps will be in teachers' questionnaire followed. Thus, through this chapter, we will present our research' findings about the use of role play in developing pupils' motivation to mastering English at secondary stream.

3.1ResearchMethodology

3.1.1Choice of the method

The choice of the method is determined by the nature of the problem. This work follows the Descriptive Method because it can determine the facts about the actual situation. The difficulty of high school pupils to achieve communicative proficiency in the target language (English) and thereby to clarify that the lack of motivation is the source of the problem and

that videos' intervention as an extrinsic motivator is the best and appropriate solution for promoting pupils' communicative skills.

3.1.2 Sampling

Our sampling is third year pupils of foreign language at secondary school in Arris - Batna during the academic year 2016/2017. Because we could not deal with all population, whichis about four branchesto study English, we have specify chosen sixty pupils from three classes. This sample is selected under many reasons. First, we have selected this sample because they are more motivated to learn English language. In addition, because they have already study the English language in the previous years and in this year the focus is on Mastering English and the ways that improve it. Pupils did not face any difficulties in understanding and answering the questionnaire.

4.2 DataCollection and Analysis

The objectives of the data gathering tools depend on the overall objective of our research. It aims first at seeking, discovering, and understanding how motivation affects pupils' achievement in learning English. Second, it aims at providing that learners really need some extra motivator factors especially with the advancement of their life through technology. So, we have opted for two main gathering tools: a questionnaire; to highlight the different judgments and views of teachers and pupils about teaching and learning with questionnaire to get more accurate findings.

4.2.1 Pupils' Questionnaire

4.2.2 Aim of the Questionnaire

We have designed a questionnaire for third year pupils to obtain data about their motivation in learning English as a foreign language. We look also for their attitudes towards the learning of English with questionnaire. Moreover, whether pupils consider new technology as motivators to enhance them to improve their level in communication and to master the four skills.

4.2.3 Description of the Questionnaire

The pupils' questionnaire is designed to obtain data concerning the pupils' opinions about the learning situation, their attitudes towards studying English using technology. The questionnaire consists of 23 questions divided into four sections. The types of questions are mainly closed ended (yes/no questions or multiple-choice questions), and open-ended questions were included. The four sections are as follows:

Section One: General information (Q1-Q3): it is meant to gather data about students' personal characteristics.

Section Tow: Pupils' Views about Motivation (Q4-Q14): this section seeks information about the choosing foreign language stream, abilities, motivation.

Section Three: Pupils' Views about Mastering English Language (Q15 - Q22): this section seeks information about role-plays activities. It investigates pupils' personal attitudes towards Role-plays implementation in their English class.

Section four: Further Suggestions (Q23) this section seeks information about the importance of mastering English nowadays.

4.2.4 Analysis of The Questionnaire

1. Section One: General Information

Q1. Why have you chosen foreign language stream at secondary school?

Options	Participants	Percentage
Imposed by administration	12	20%
Personal choice	47	78%
Parent's choice	01	2%
Total	60	100%

Table 1: Pupils' Choice of Foreign Language Stream
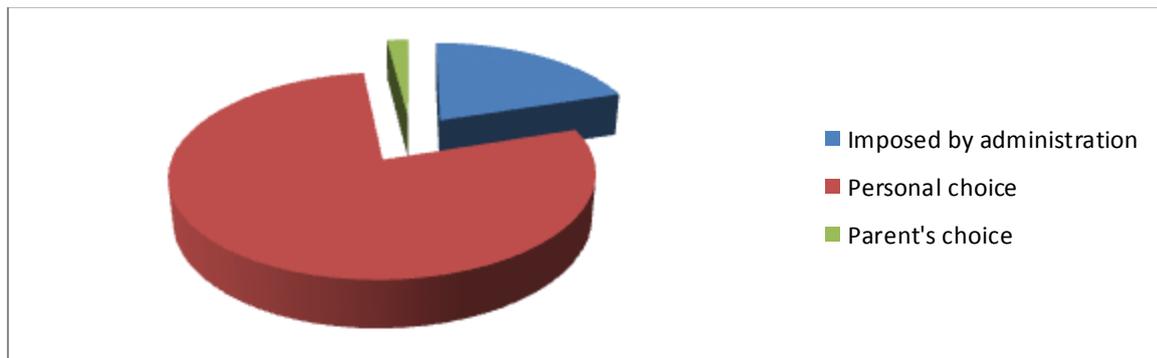
Figure 1:Pupils' Choice of Foreign Language Stream

From the table and the figure above shows that 18% of pupils imposed by administration and 78% of pupils have said personal choice. Also 3% of pupils have said parents' choice.

Q2.Why do you want to learn English?

Options	Participants	Percentage
To pass exam and get diploma at University	15	25%
To make your parents happy and proud of you	10	17%
To satisfy your ego, that is; to prove to yourself that you can achieve something	05	8%
To communicate with foreigners	24	40%
The teacher who motivated and encouraged you to study the English language	06	10%
Total	60	100%

Table2:The Need of Learning English
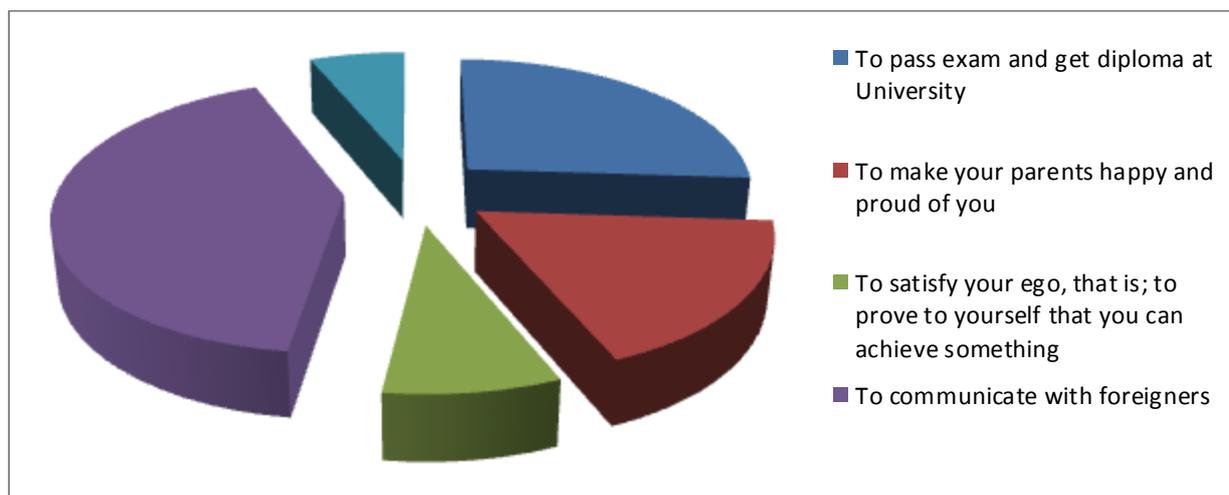
Figure 2: The Need of Learning English

From the results obtained in the table above, we notice that 25% of pupils have stated that to pass exams and get the diploma at University. In addition,17% some of them stated that to make their parents happy and proud of you.While 5% a little of pupils have said to satisfy their ego, that is, to prove to their self that they can achieve something either 42% of pupils

have stated that to communicate with foreigners and 12% the rest of pupils have said that the teacher who motivated and encouraged them to study the English language.

Q3.Do you listen to/watch English programs outside the classroom.

Options	Participants	Percentage
Yes	52	87%
No	08	13%
Total	60	100%

Table 3: EnglishPrograms outside the Classroom
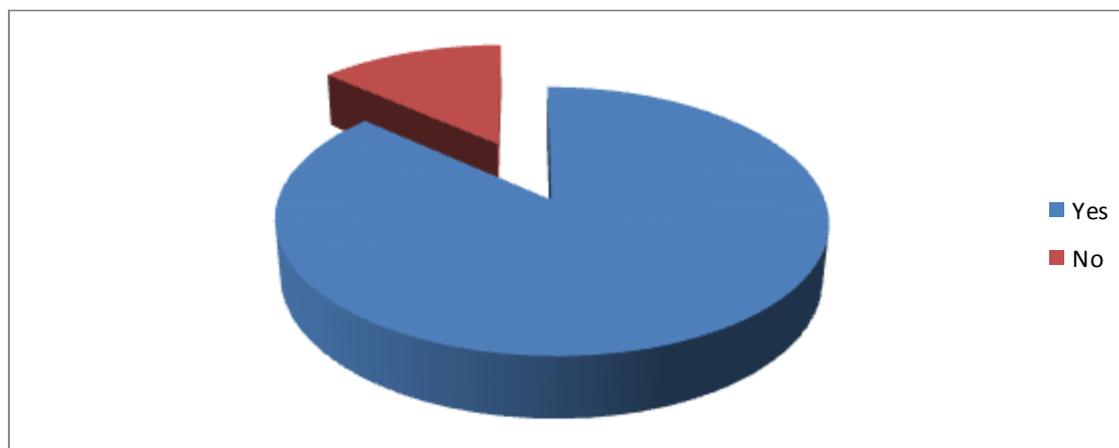
Figure 3: English Programs outside the Classroom.

The table above indicates that 87% the majority of pupils listen to/ watch English programs outside the classroom and 13% of them have said (no), they do not listen to/ watch English programs outside the classroom

2. Section Two: Pupils' views about Motivation

Q04.Motivation means to you:

Options	Participants	Percentage
Effort to succeed	24	40%
Desire to succeed	24	40%
Fact of reward	12	20%
Total	60	100%

Table4:Pupils' Views about the Meaningof Motivation
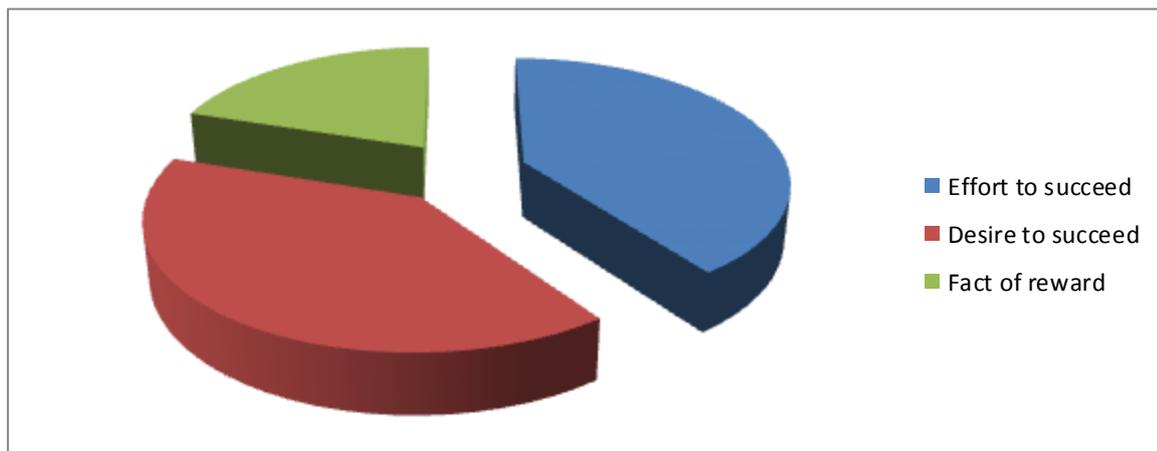
Figure 4: Pupils' Views about the Meaning of Motivation

As it is show by the graph the same number of pupils, 40% have defined the motivation that is effort to succeed and 40% of them defined it as desire to succeed, while that 20% defined the motivation as fact of reward.

Q5. In your opinion, which strategies your teacher applies are more motivating you?

Options	Participants	Persontage
Show his/her enthusiasm	20	33%
Support and encourage you	15	25%
Ready to help you in any time	4	7%
Rewarding by high grades(marks)	21	35%
	60	100%

Table 5:Teachers' Strategies to Motivate Pupils
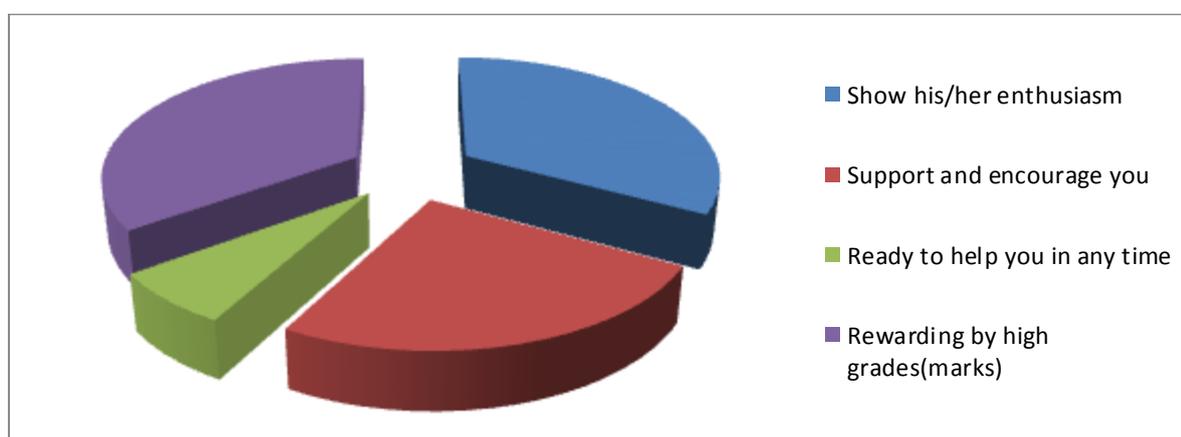
Figure 5:Teachers' Strategies to Motivate Pupils

It can be seen that 33% of pupils have stated that show his/her enthusiasm is the strategy that their teachers applies to more motivating them and 25%of them have stated that support and encourage them is the strategy that their teachers applies to more motivating them. Also 7% of pupils have said that ready to help them in any time is the strategy that their teachers applies to more motivating them while 35% the big number of pupils have stated that rewarding by high grades (marks) is the strategy that their teachers applies to more motivating them.

Q06.What are the factors do you think that motivate you to learn English?

Options	Participants	Percentage
To have good marks	25	41%
To satisfy your parents	17	28%
To get the teacher's appreciation	18	30%
Total	60	100%

Table 6:Factors' Motivation to Learn English
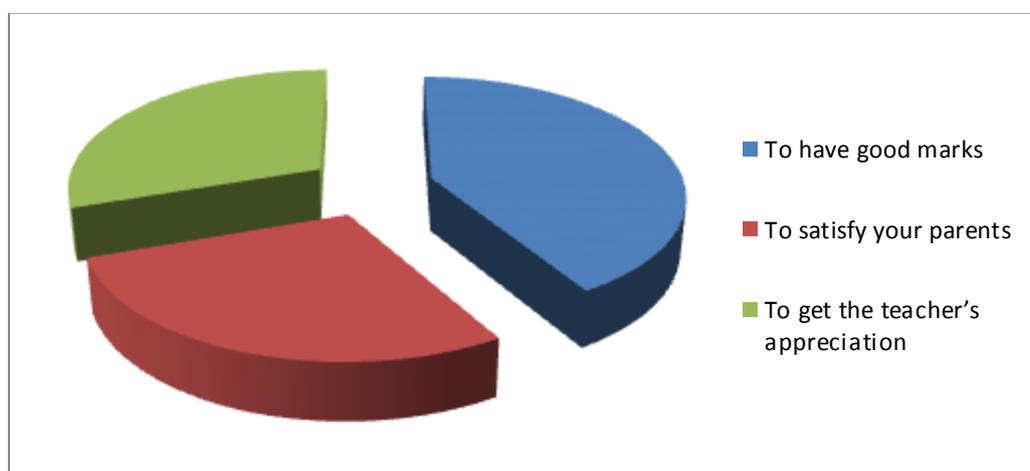
Figure 6: Factors' Motivation to Learn English

The graph indicates that 41% of pupils have said that the factor that think motivate them in learn English is to have good marks and 28% of pupils have said that the factor that think motivate them in learn English is to satisfy their parents, While 30% have said to get the teacher's appreciation**.**

Q07.Do your parents want you to improve your level?

Options	Participants	Percentage
Yes	56	93%
No	04	7%
Total	60	100%

Table 7:Parents' Need to Improve the Level Of Their Children.
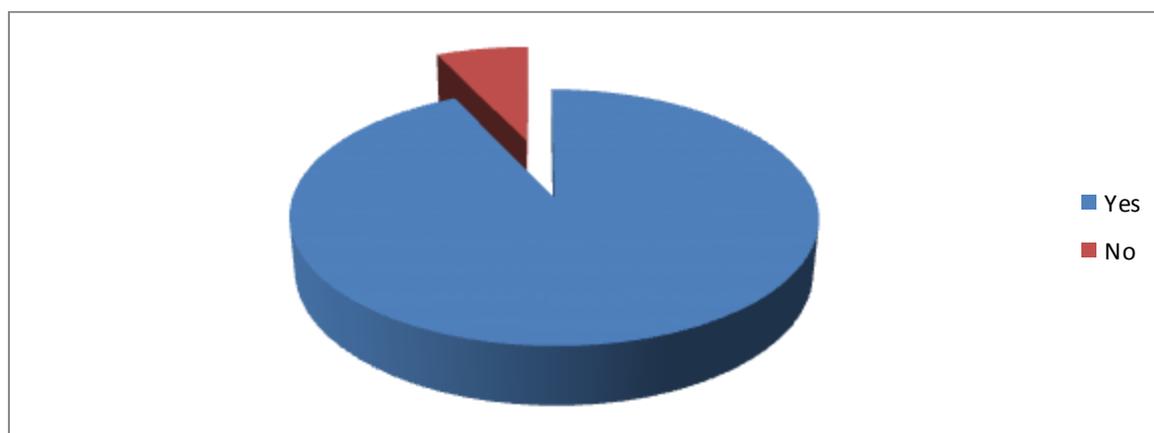
Figure 7: Parents' Need to Improve the Level Of Their Children

From the table and the graph it is clear that 93% most of pupils have said that their parents want them to improve their level and 7% of them have said no they do not.

Q08: How do you find your motivation in learning English?

Options	Participants	Percentage
High	17	28%
Medium	25	42%
Medium	18	30%
Total	60	100%

Table 8:The Degree of Motivation in Learning English.
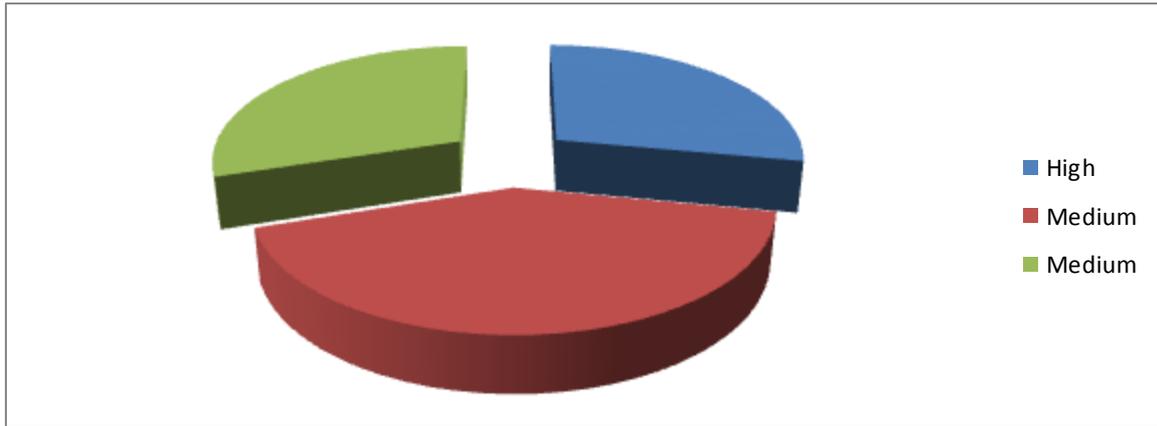
Figure 8:The Degree of Motivation in Learning English.

As the graph and the table show it, a large number of pupils 42% have found motivation in learning English is medium and 17% of them have found it high. Also 18% of pupils have found it low.

Q09.If low, do you think it is because of…?

Options	Participants	Percentage
Method of the teacher	21	35%
Your family is not interested in your studies and progress	12	20%
The teacher doesn't care about your needs and interests	17	28%
The high level of your classmates	10	16
Other reasons, please state them	00	00
Total	60	100%

Table9:The Reasons of Low Motivation in Learning English

Legend:
- Method of the teacher
- Your family is not interested in your studies and progress
- The teacher doesn't care about your needs and interests
- The high level of your classmates
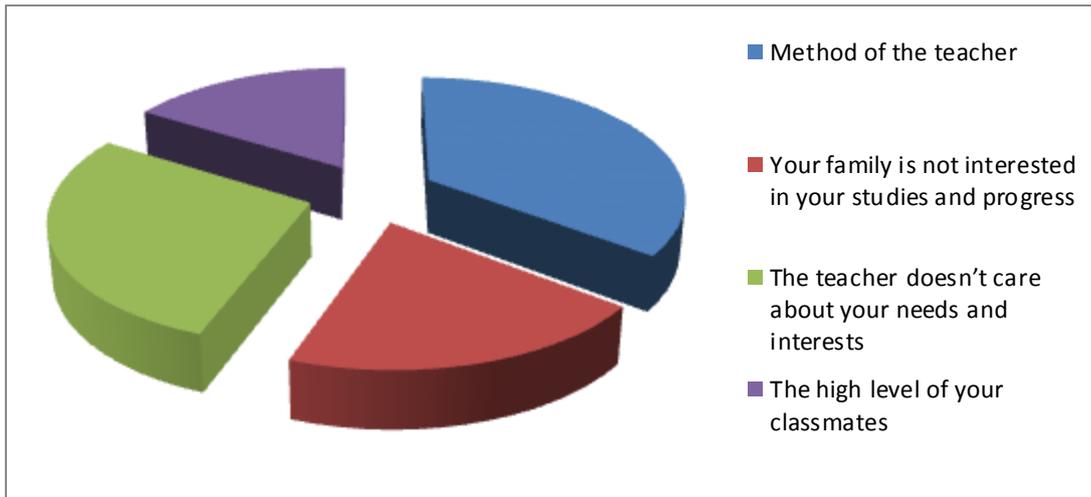
Figure9:The Reasons of Low Motivation in Learning English

The table represent 35% of pupils have caused the low Motivation to method of the teacher and 20% of them have caused that to your family is not interested in their studies and progress. Either 28% of pupils have caused that to the teacher does not care about their needs and interests. Also 16% of them have caused that to the high level of their classmates

Q10.How often does your teacher give you the opportunity to speak?

Options	Participants	Percentage
Always	11	18%
Sometimes	24	40%
Rarely	15	25%
Never	10	17%
Total	60	100%

Table 10: Pupils' Opportunities to SpeakIn the Class
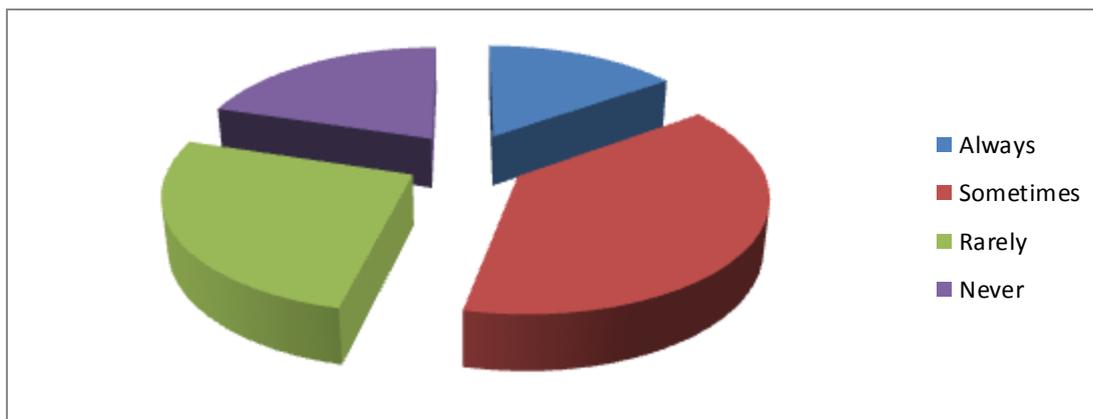
Figure 10: Pupils' Opportunities to Speak In the Class

As it is illustrated by the graph and the table 18% of pupils have said that always their teachers give them opportunities to speak and 40% most of them have said that sometimes their teachers give them opportunities to speak. Also 25% of pupils have said that rarely their teachers give them opportunities to speak; either 17% of them have said that their teachers give them opportunities to speak.

Q11. What are the good characteristics do you think any teacher should have?

Options	Participants	Percentage
Sense of humor	05	8%
Helpful and enthusiastic	27	45%
Interactive with pupils	15	25%
Know everything related to subject available	13	22%
Total	60	100%

Table 11: Teachers' Qualities
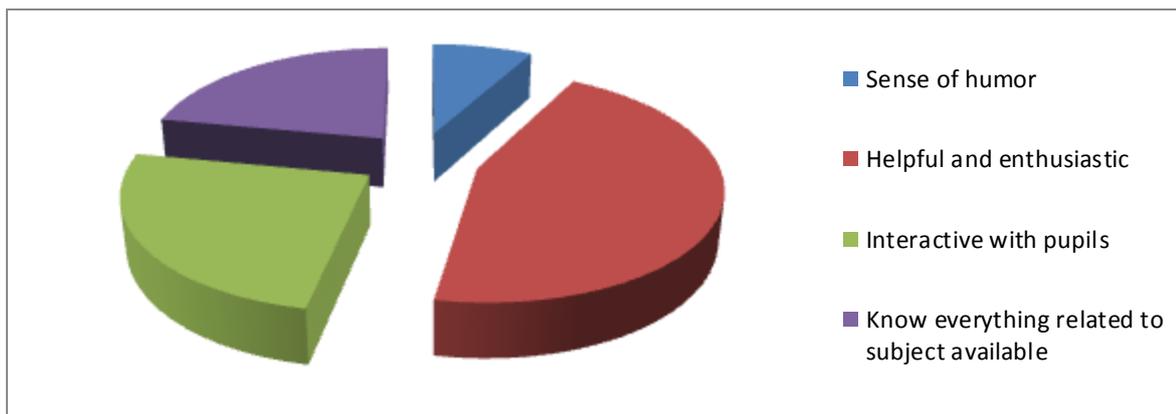
Figure 11: Teachers' Qualities

It is clear from the table that 8% of pupils have stated that the good characteristic of teacher is sense of humor. And 45% of them have stated that the good characteristic of teacher is helpful and enthusiastic, however 25% of them have stated that interactive with pupils the good characteristic of teacher, whilst 22% of pupils have stated that the good characteristic of teacher is know everything related to the subject available

Q12.Do you prefer studying and working in:

Options	Participants	Percentage
With whole class	09	15%
In pairs	23	38%
In groups	16	27%
Individually	12	20%
Total	60	100%

Table 12:The Way of Studying in the Class
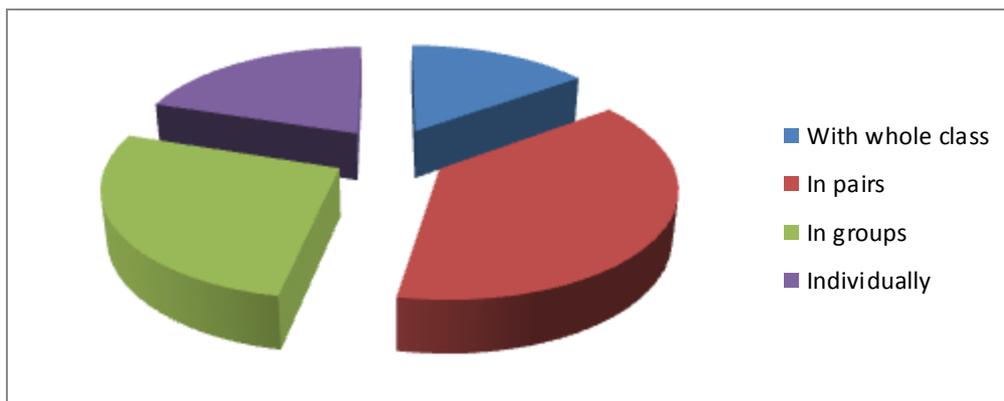
Figure 12: The Way of Studying In the Class

From the table, it is clear that 15% of pupils have preferred studying and working with whole class and 38% of pupils have preferred studying and working in pairs either 27% of them have preferred studying and working in group. Also 20% of pupils have preferred studying and working individually.

Q13.In practicing skills, which activity does your teacher use most?

Options	Participants	Percentage
Discussion	39	65%
Role Playing	09	15%
Language Games	12	20%
Other Activity	00	00%
Total	60	100%

Table 13: Teachers' Activities to PracticeSkills
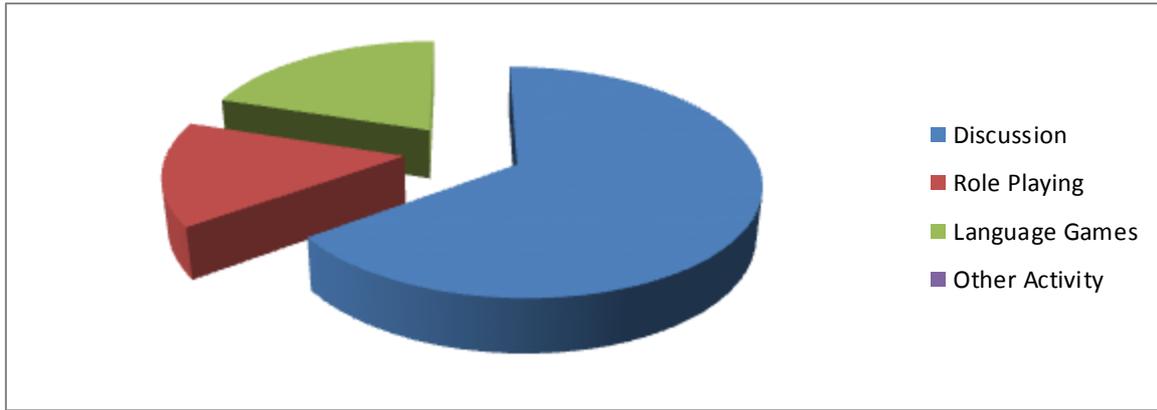
Figure 13:Teachers' Activities to Practice Skills

As can be seen from the table and the graph that 65% of pupils have stated that discussion is the activity that their teacher use most in practicing skills. And 15% of them have stated that role playing is the activity that their teacher use most in practicing skills While 20% of the pupils have stated that language Games is the activity that their teacher use most in practicing skills.

Q14. Which activity do you prefer most?

Answers	Participants	Percentage
Discussion	38	63%
Games	16	27%
No answer	06	10%
Total	60	100%

Table 14: Pupils' Favorite Activities
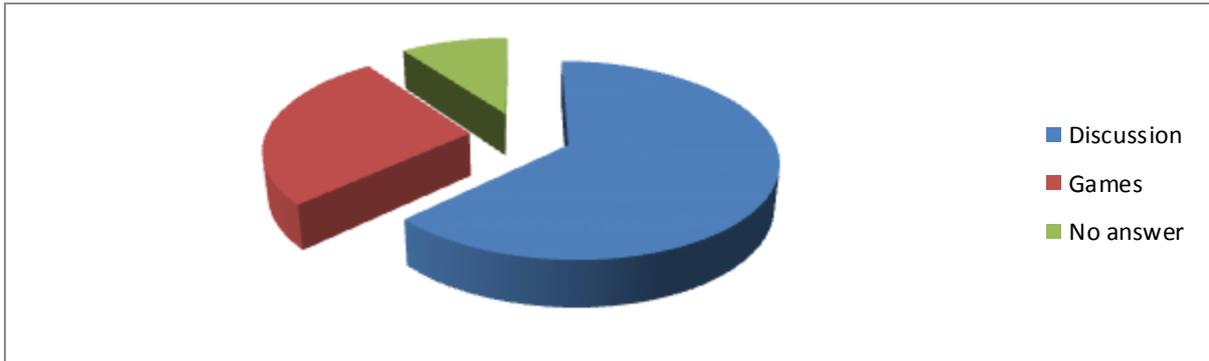
Figure 14:Pupils' Favorite Activities

The table and the graph show that 63% of pupils have preferred discussion and 27% of them have preferred games. Also 10% of pupils have not answered.

3. Section Three: Pupils views about Mastering English Language

Q15. Pick the most important skill that you need to develop most.

Options	Participants	Percentage
Speaking	27	45%
Writing	15	25%
Listening	07	12%
Reading	11	18%
Total	60	100%

Table15:The Most Important Skill for Pupils
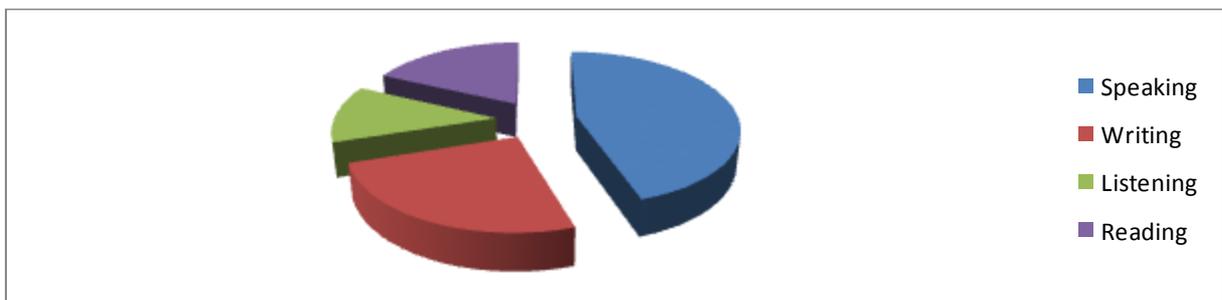
Figure15:The Most Important Skill for Pupils

The graph illustrates that 45%of pupils have said that need to develop most the speaking and 25%have said that need to develop most the writing skill. Also 12% of them have said that need to develop most the listening, while 18% of them have said that need to develop most the reading skill.

15. 1. Would you please state why?

Answers	Participants	Percentage
To communicate with Others	17	28%
No answers	43	72%
Total	60	100%

Table16: The Reasons of Pupils' Needs to Develop Some Skills
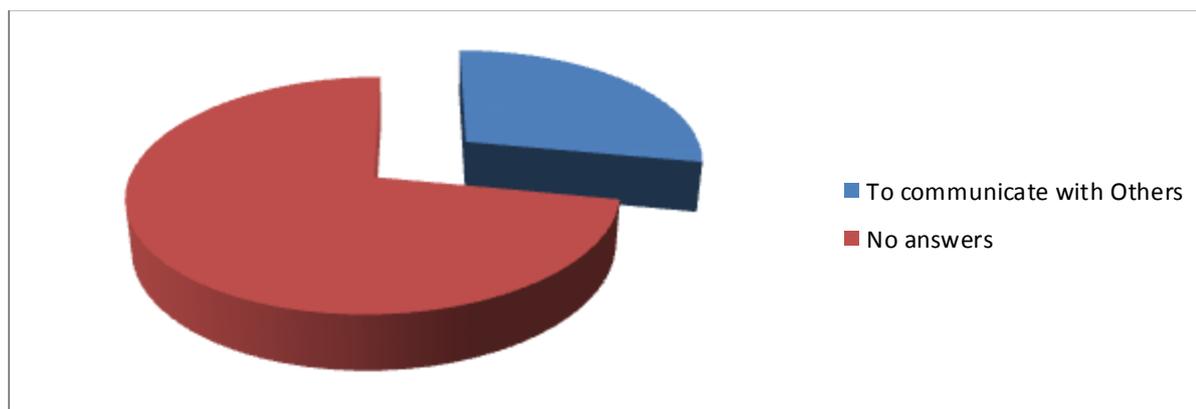
Figure16: The Reasons of Pupils' Needs to Develop Some Skills

It is clear from the graph that 72% most of pupils do not answered the question while 28%of pupils have said that the reason to develop skills is to communicate with foreigners.

Q16. How do you feel when you speak in front of your teacher and classmates?

Options	Participants	Percentage
Comfortable	19	32%
Uncomfortable	41	68%
Total	60	100%

Table 17: Pupils' Feelings When They Speak In Front of Teachers and Classmates
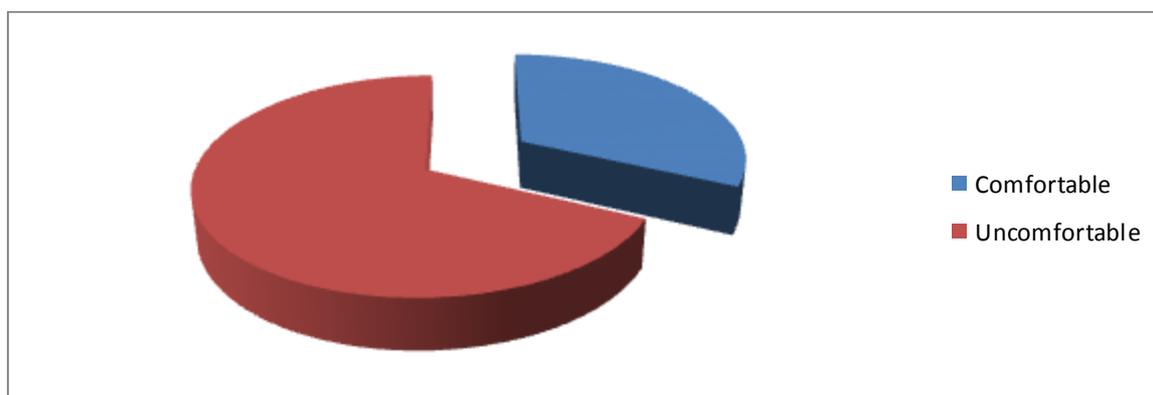
Figure 17: Pupils' Feelings When They Speak In Front Of Teachers and Classmates

As can be seen from the table 32% of pupils have said that they feel comfortable when they speak in front of teachers and classmates, while 68% of them feel uncomfortable.

Q17. Do you feel afraid to talk?

Options	Participants	Percentage
Yes	37	62%
No	23	38%
Total	60	100%

Table 18: FearFeeling When Pupils Talk In the Class
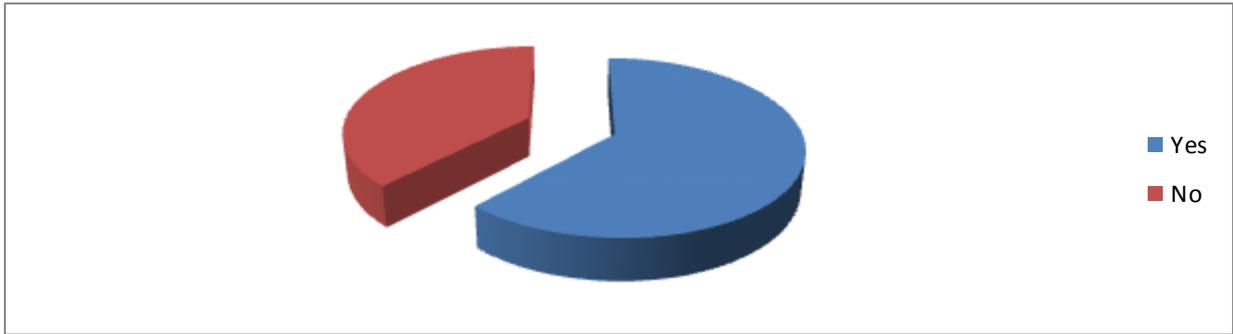
Figure 18:FearFeeling When Pupils Talk In the Class

The graph illustrates that 62% have said yes we feel afraid to talk and 38% have said no we do not feel afraid to talk.

Q18. Did the teacher use the technology to teach?

Options	Participants	Percentage
Fear of making grammatical mistake	22	37%
Fear of making pronunciation mistakes	21	35%
Having deficient vocabulary	17	28%
Fear of teacher's negative feedback and lack of confidence	00	0%
Total	60	100%

Table 19: The Reasons of Fear Feeling
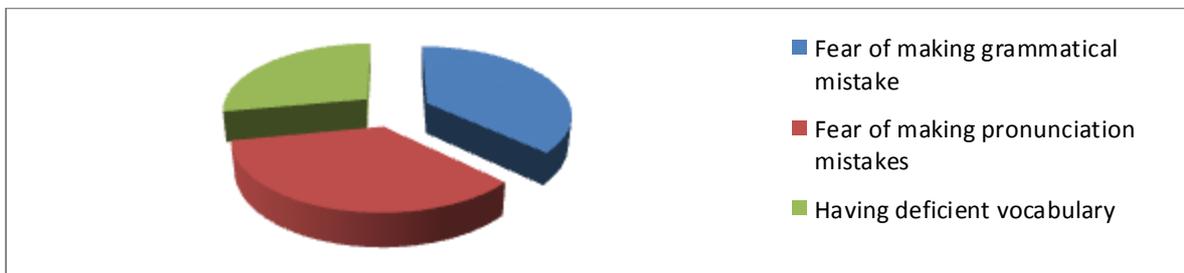
Figure 19: The Reasons of Fear Feeling

From the table it is clear that 37% of pupils have stated that fear of making grammatical mistakes and 35% of them have stated that fear of making pronunciation mistakes. Also 28% of pupils have stated that having deficient vocabulary

Q19.Did the teacher use the technology to teach?

Options	Participants	Percentage
Yes	17	28%
No	43	72%
Total	60	100%

Table 20: Teachers' Use of Technology to Teach
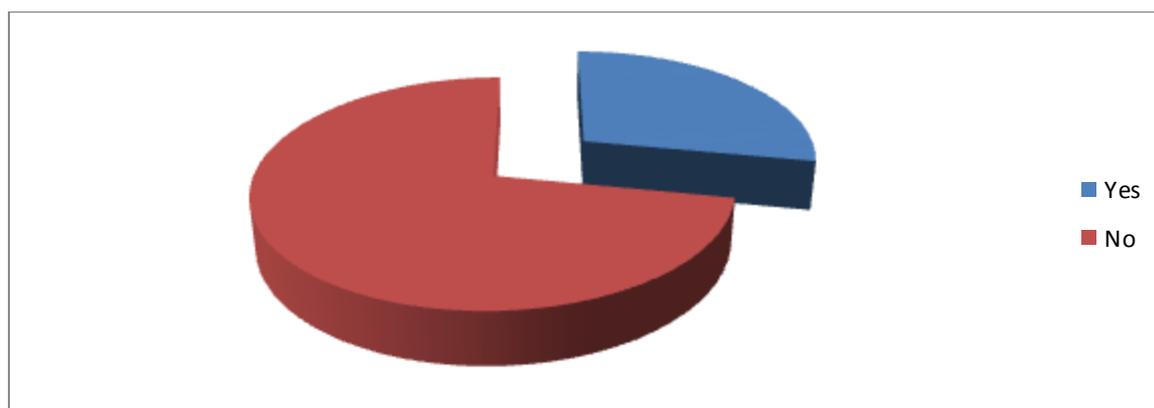
Figure 20: Teachers' Use of Technology to Teach

As it is illustrated by the graph that 72% most of pupils have agreed that the teachers do not use technology to teach and 28%of them have said yes they do.

Q20. To what extent did the technology help you improve your oral performance?

Options	Participants	Percentage
Very much	48	80%
Somewhat	11	18%

Not very much	00	00%
Not at all	01	2%
Total	60	100%

Table 21:Degree of Improving Oral Performance by Technology
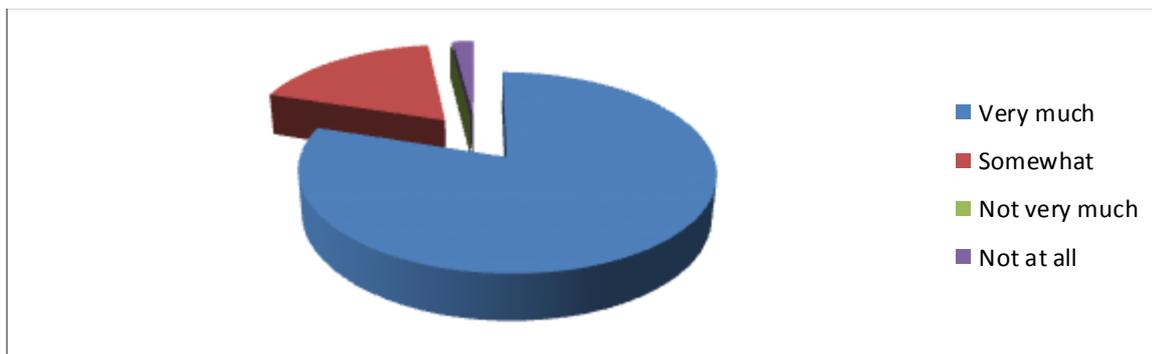
Figure 21:Degree of Improving Oral Performance by Technology

The table show that a majority 80% of the pupils have stated that technology improve very much their oral performance and 18% of pupils have stated that technology improve somewhat their oral performance. Also 2% of pupils have stated that technology improve not at all their oral performance

Q21. Can you say that you are motivated to speak English and communicate well?

Options	Participants	Percentage
Yes	47	78%
No	13	22%
Total	60	100%

Table 22: Pupils' Motivationand Ability to Communicate in English
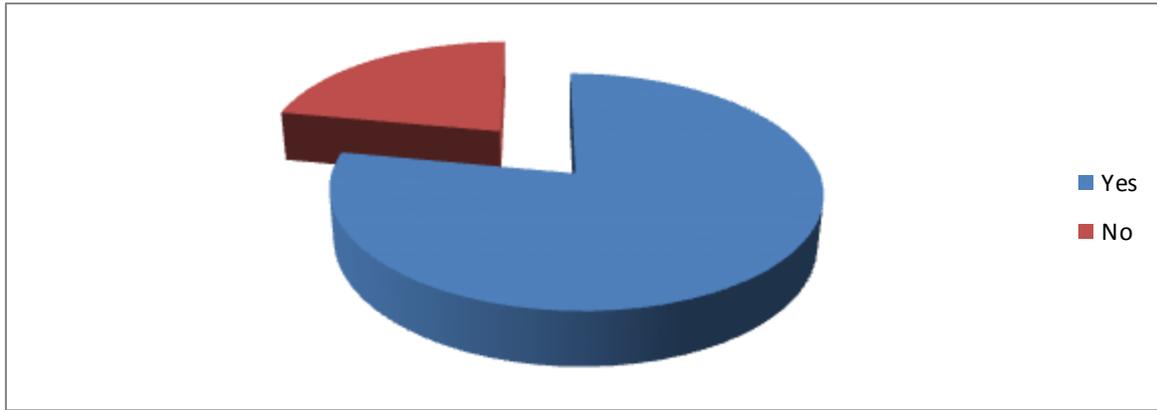
Figure 22:Pupils' Motivation and Ability to Communicate InEnglish

As can be seen from the table, 78% of pupils have said that are motivated to speak English and communicate well and 22% of them have said that (no), they are not motivated.

Q22.If your answer "No", why?

Answers	Participants	Percentage
No Motivation	10	17%
No Technology	03	5%
No answer	47	38%
Total	60	100%

Table 23:Pupils' Justificationof Choosing (No) Answer
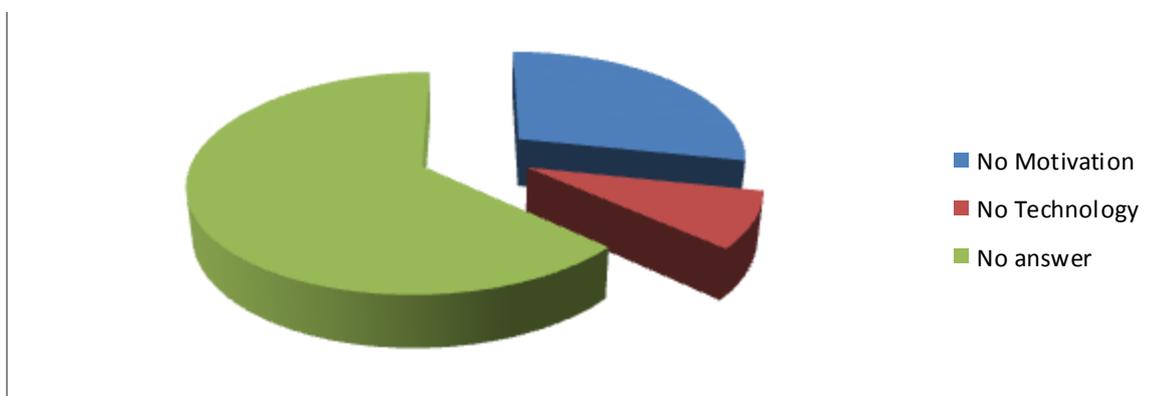
Figure 23:Pupils' Justification of Choosing (No) Answer

From the table and the graph it is clear that the most pupils 38% do not answer the question and 17% of them have said that no motivation, Also 5% have said that no technology**.**

4. Section Four: Further suggestion

Q23.Would you please mention the importance of mastering English language nowadays?

Answers	Participants	Percentage
To get job	17	28%
To communicate with foreigners	23	38%
To speak English	04	7%
No Answers	16	27%
Total	60	100%

Table 24:**The Importance of Mastering English Language**
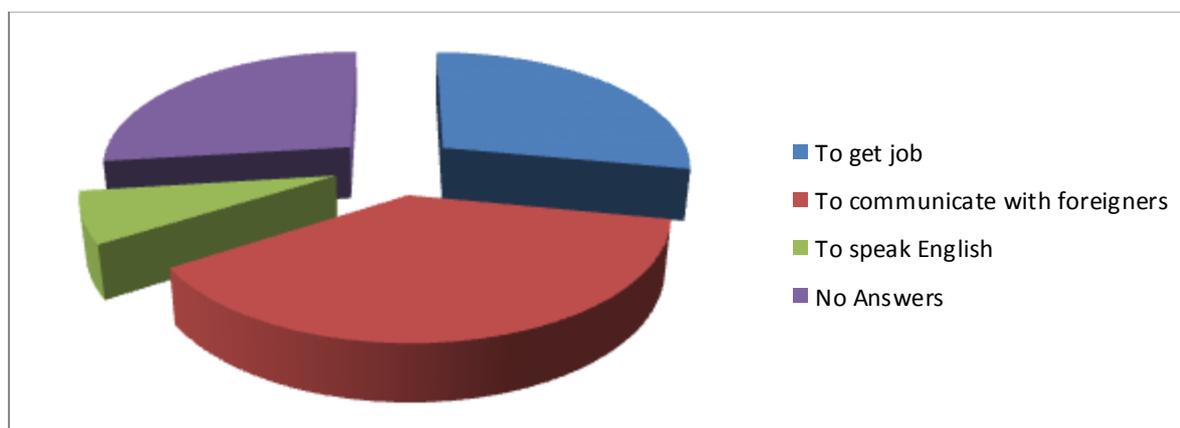
Figure 24:**The Importance of Mastering English Language**

The graph shows that 28% of pupils have stated that the importance of mastering English language is to get a job and 38% of pupils have stated that that the importance of mastering English language to communicate with foreigners. Also7 % of pupils have stated that that the

importance of mastering English language to Speak English fluent, while 27% do not answer the question at all.

4.3.5 Discussion of the Results

The analysis of pupils' questionnaire shows that the objectives of varying methods and strategies of motivation do really affect the pupils' mastering English. As we notice, the pupils' responses in section one the majority of pupils, foreign language their choice and they know the value of the languages, revealed that third year pupils are really suffered from many skills disabilities like lack of confidence, extrinsic motivation interference, fear…and others although their teachers encourage them to work and participate in classroom activities. We also notice that majority of pupils like to work in pairs or in groups whether in individually or with whole class because they think that working in-group helps them to use language correctly and change information and even encourage each other. In the section three, the pupils' answers demonstrated that they are aware about the effectiveness technology to improve the oral performance because their teachers do not use it enough, so means no motivation. In addition, they show their needs for this technique and they favor if their teacher use it always. In the fourth section the pupils mention the importance of mastering English nowadays and they express about their desire to speak English fluently.

4.5.1. Teachers' Questionnaire

4.5.2 Aim of The Questionnaire

The teachers' questionnaire is submitted because we seek to answer the question about the teachers' awareness of the notion of motivation. In addition, their role in motivating pupils Moreover, we want to identify the different perspectives and views of Algerian teachers of

English towards the importance of the use of technology in increasing and improving pupils' motivation and enhancing their competence in communicative skills.

4.5.3 Description of the Questionnaire

Questionnaire is one tool, which is needed to fulfill this research. It consists of 20 questions divided into three sections. The types of questions are mainly closed ended (yes/no questions or multiple choice questions), and open-ended questions were included. The three sections are as follows:

Section One: Personal information (Q1): it is meant to gather data about teachers' gender

SectionTwo: Teachers' Viewpoint about Motivation (Q2- Q19): this section seeks information about the Learning/ teaching Motivation in the class and practicing the four skills by using new techniques.

Section Three: Further Suggestions (Q20): this section seeks information about role plays activities, teaching/learning strategies that can improve teachers and pupils' motivation.

4.5.4 Analysis of the Questionnaire

1. Section One: Personal information

Q1.Specify your gender please.

Options	Number of Teachers	Percentage
Male	1	10%
Female	9	90%
Total	10	100%

Table 25:Teachers' Gender Distribution
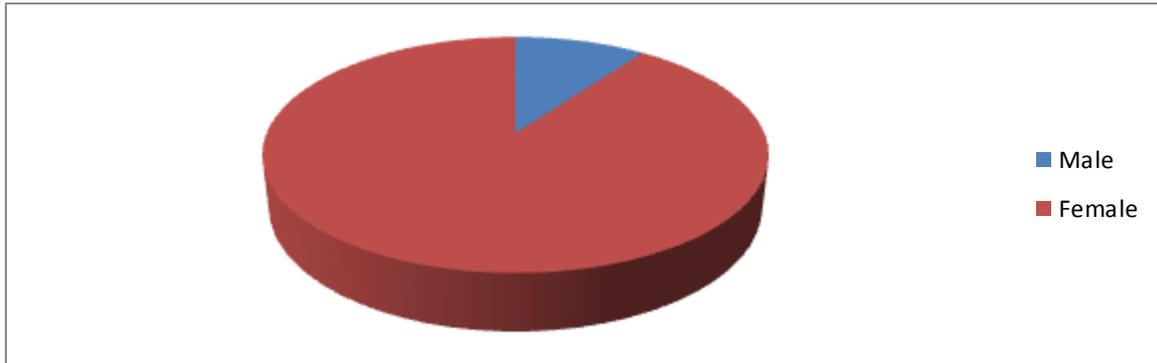
Figure25:Teachers' Gender Distribution

The table shows that a majority of the participants who have answered this questionnaire are Females (90%) out of (10%)

1.1 Discussion of section one

First, the selected sample in this study reveals that (Q1) females (90%) aredominant over males (10%), this may be due to the fact that females are moreinterested to study foreign languages and the English language in particular thanmales who often tend to specialize in other field.

2. Section Two: Teachers' Viewpoint about Motivation

Q2. According to you, which role(s) does teacher take in the class?

Options	Number of Teachers	Percentage
a)A guide	4	40%
b)A controller	0	0%
c)An organizer	0	0%
d)An assessor	0	0%
e)An observer	0	0%
a),b),c),d),e)	1	10%

a),b),e)	2	**20%**
a),c),e)	1	**10%**
a),b),d)	1	**10%**
a),d)	1	**10%**
Total	**10**	**100%**

Table 26:Teachers' Role in the Classroom
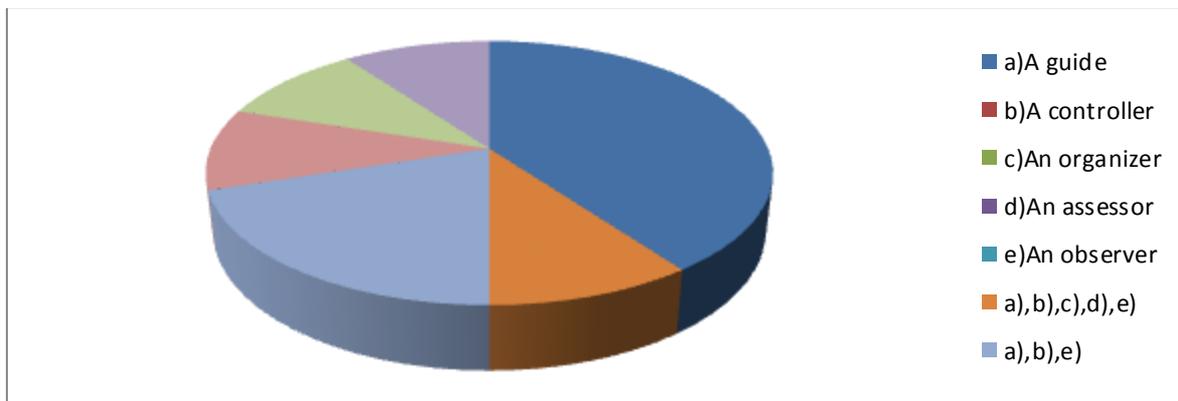
Figure 26: Teachers' Role in the Classroom

It can be seen from the graph and table that (40%) of teachers have stated that teacher take a role of a guide in the class. In addition (10%) of teachers have stated that teacher take a role of a guide, controller, an organizer, an assessor, an observer. Also (20%) of teachers stated,that teacher take a role of a guide, a controller, an observer. while (10%)of teachers have stated that teacher take a role of a guide, controller, an assessor, and (10%) of teachers have stated that teacher take a role of a guide, an organizer, an observer in other hand .Meanwhile (10%) of teachers have stated that teacher take a role of a guide and an assessor.

Q3.How often do you establish a Motivating atmosphere inside the classroom?

Options	Number of Teachers	Percentage
Always	7	70%

Sometimes	3	30%
Rarely	0	0%
Never	0	0%
Total	10	100%

Table 27: The Atmosphere of Motivation in the Classroom
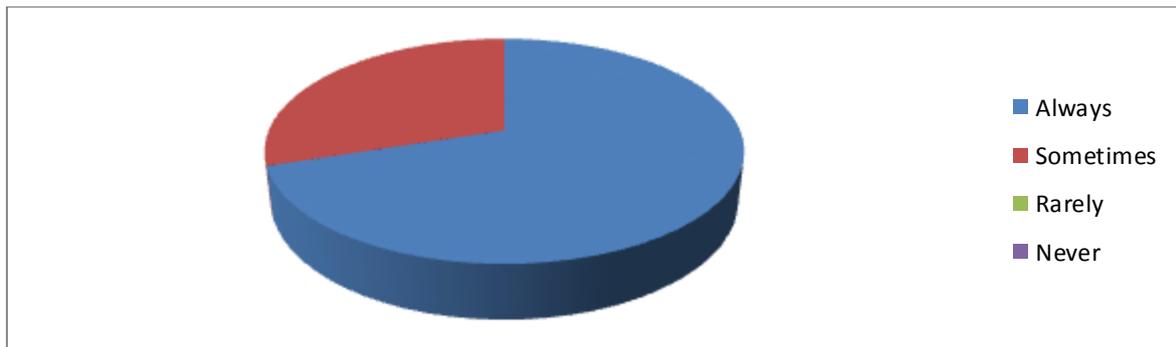
Figure 27: The Atmosphere of Motivation in the Classroom

The table shows that a majority of teachers above (70%) have established that Always the motivating atmosphere inside the classroom, while (30%) of them have established that sometimesthe motivating atmosphere inside the classroom.

Q4. Do you think that pupils' motivation is often?

Options	Number of Teachers	Percentage
High	0	0%
Medium	10	10%
Low	0	0%
Total	10	100%

Table 28:The Proportion of Pupils' Motivation
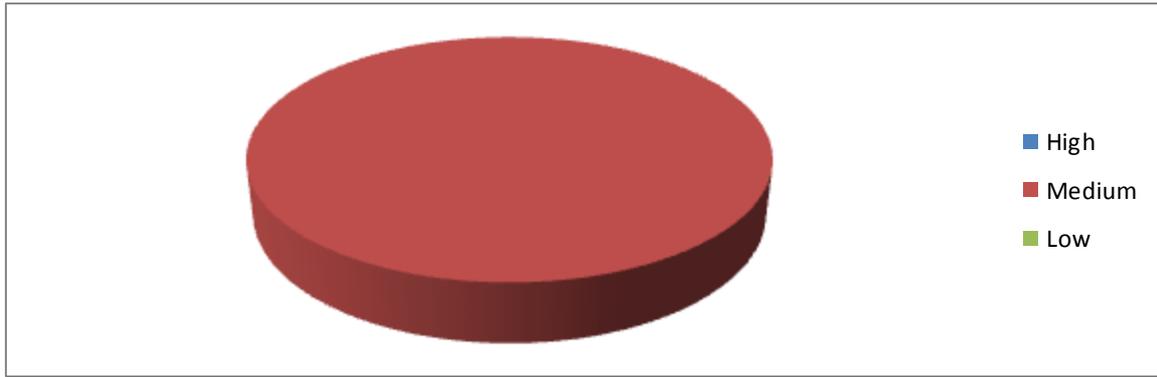
Figure 28: The proportion of pupils' Motivation.

From the table and figure all the teachers above (100%) have said that the pupils' motivation is medium.

Q5. Do you think that your teaching method help in rising pupils' intrinsic Motivation?

Options	Number of Teachers	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

Table 29: The Effectiveness of Teaching Method in Rising Intrinsic Motivation
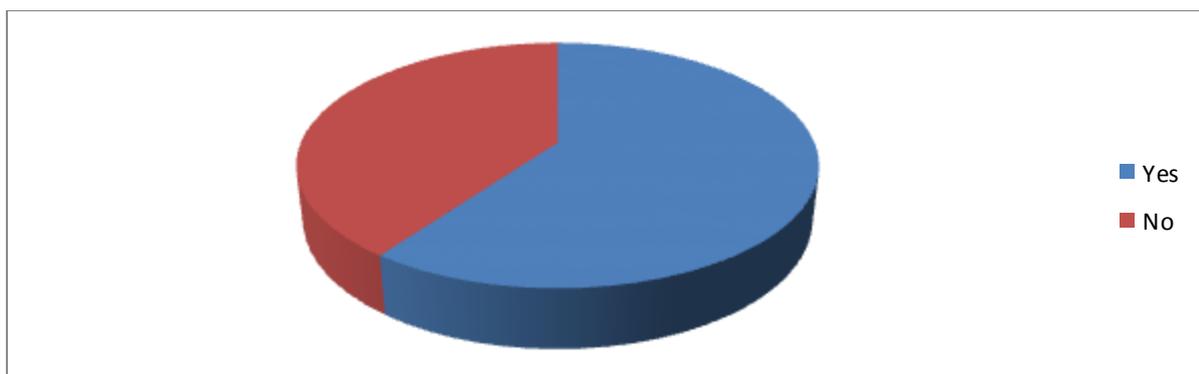
Figure 29: The Effectiveness of Teaching Method in Rising Intrinsic Motivation

As can be seen from the table(60%) from the teachers said that the teaching method helps pupils in rising intrinsic motivation and above (40%) teachers said no the teaching method do not help pupils in intrinsic motivation.

Q6.Please, justify your answer in both cases.

Answers	Number of Teachers	Percentage
(Yes) when we follow teaching method we find that pupils motivated better	3	30%
(No) The intrinsic motivation cannot affected by external factors, it is an insider motivation	4	40%
No answers	3	30%
Total	10	100%

Table 30: Justification of Teachers' Answer
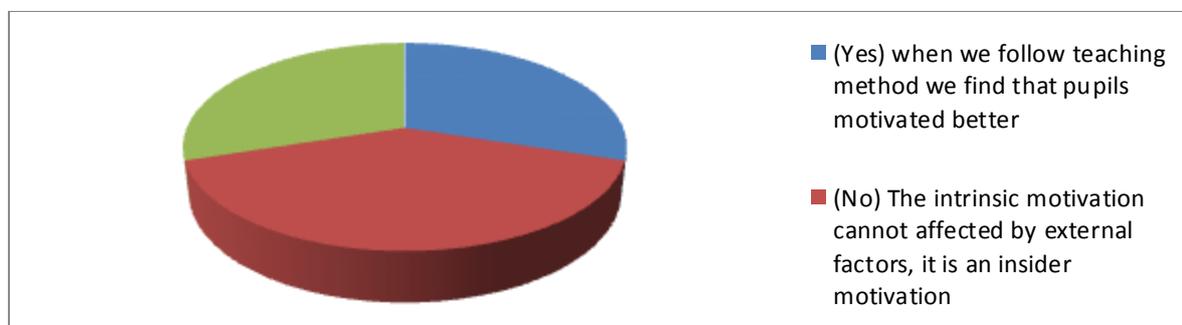
Figure 30: Justification of Teachers' Answer

The graph illustrates that (40%) of teachers said (yes) and justify when they teaching method they find that pupils motivated better and above (30%) of teachers said (no) and justify the intrinsic motivation cannot affected by external factors, it is insider motivation but (30%%) of teachers do not justify.

Q7.Do all your pupils show interest in your class?

Options	Number of Teachers	Percentage
Yes	0	0%
No	10	100%
Total	10	100%

<p align="center">**Table 31:The Pupils'Interests in the Classroom**</p>
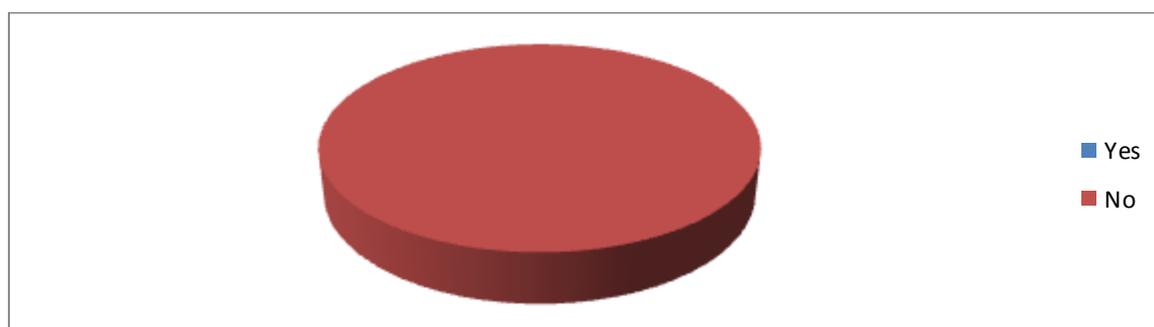
<p align="center">**Figure 31:The Pupils' Interests in the Classroom**</p>

From the graph, it is clear that all teachers (100%) agreed that do not all pupils show interest in their classroom.

Q8. If no, is it due to…:

Options	Number of Teachers	Percentage
a)Lack of intrinsic Motivation	3	30%
b)Overcrowded class	2	20%
c)Shyness	0	0%
d)Lack of tools in teaching	0	0%
a),c)	2	20%
a), d)	1	10%
b), c)	1	10%

| b),c),d) | 1 | 10% |
| Total | 10 | 100% |

Table 32:The Reasons For Lack Of Interest in the Class
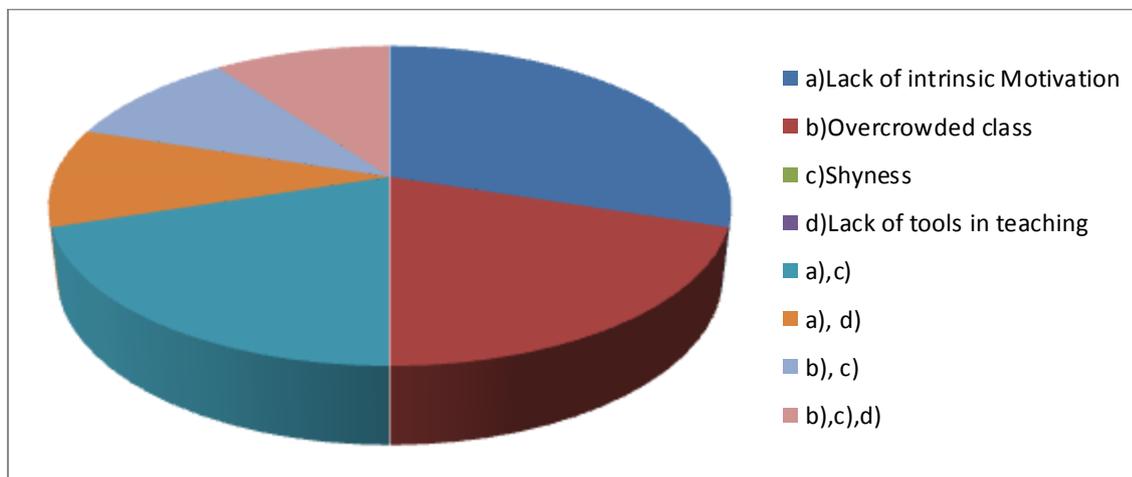
Figure 32:The Reasons For Lack Of Interest in the Class

From the table and figure above that (30%) of teachers have said that the reasons of lack interest in the class is the lack of intrinsic motivation. While (20%) of teachers have said both of lack interest in the class is the lack of intrinsic motivation and shyness influence in the interest in the class, in ether hand (20%) of them have said about the overcrowded class.While (10%) of the teachers have said both of shyness and overcrowded class, meanwhile above that(10%) have said that the shyness, overcrowded class and lack of tools in teaching. Either (10%) of teachers havesaid that lack interest in the class is due to lack of intrinsic motivation and overcrowded classes.

Q9.Please, if there are others, mention them.

No answers

Q10.How often do your pupils participate in the classroom activities?

Options	Number of Teachers	Percentage
a) Frequently	07	7%
b) Sometimes	02	2%
c) Rarely	0	0%
d)Never	0	0%
a),b)	1	10%
Total	10	100%

Table 33:Pupils' Participation in the Classroom Activities
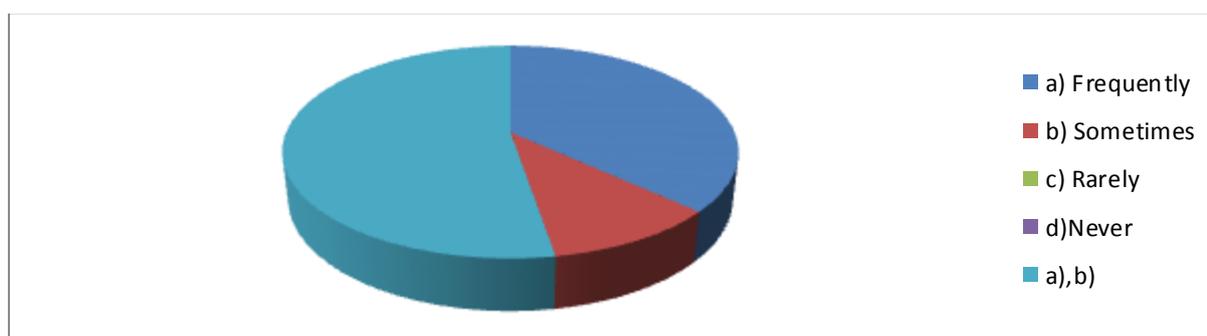
Figure 33:Pupils' Participation in the Classroom Activities

As can be seen from the table (70%) from the teachers has stated that frequently pupils participate in the classroom activities and (20%) of teachers stated that sometimes pupils participate in the classroom activities while that (10%) of them said both frequently and sometimes pupils participate in the classroom activities.

Q11. Do you give your pupils opportunities to speak?

Options	Number of Teachers	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 34:Pupils' Opportunities in Speaking
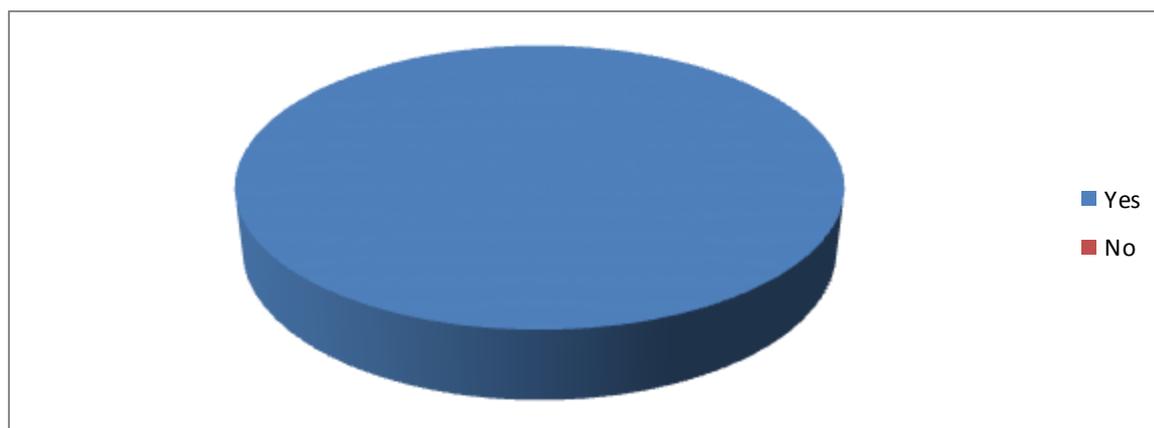
Figure 34:Pupils' Opportunities in Speaking.

The table and the graph represent (100%) of teachers have said (yes) means all teachers' participants give their pupils opportunities to speak.

Q12. How often do you correct their mistakes?

Options	Number of Teachers	Percentage
Always	3	30%
Often	3	30%
Sometimes	4	40%
Rarely	0	0%
Never	0	0%
Total	10	100%

Table 35:Frequency of Teachers' Correction
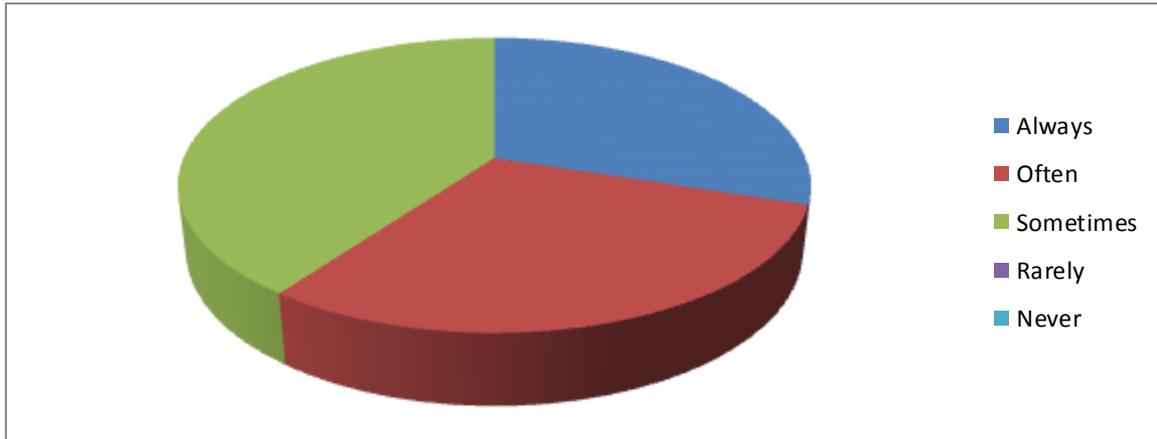
Figure 35:Frequency of Teachers' Correction

The table represents (30%) of the teacher who always correct their pupils' mistakes.In addition, (30%) often do the correction; whereas (40%) sometimes they do.

Q13. How do you usually respond to the pupil's mistakes?

Options	Number of Teachers	Percentage
Kindly	9	90%
Angrily	0	0%
Indifferently	1	10%
Total	10	100%

Table 36:The Usual Method to Respond Pupils' Mistakes
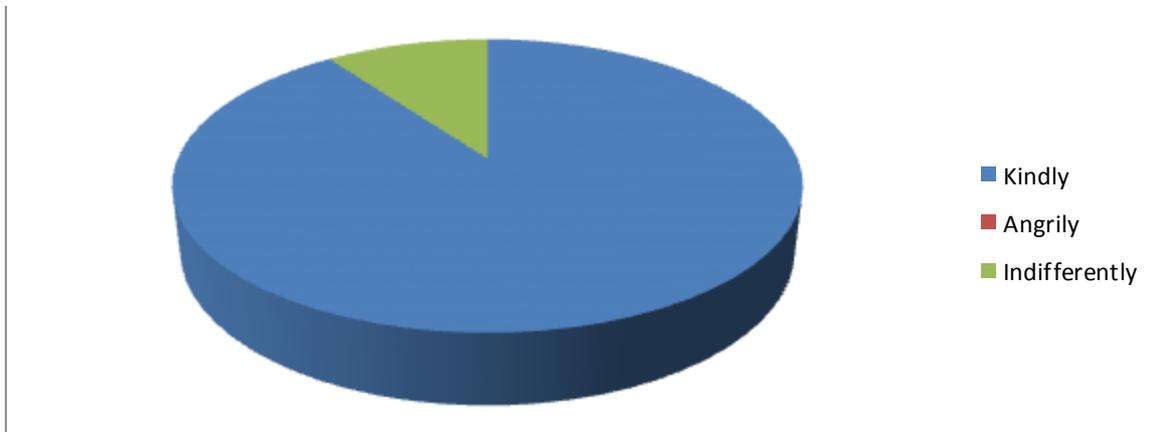
Figure 36:The Usual Method to Respond Pupils' Mistakes

The Table Indicates That (90%) The Most of Teachers Have Said That They Respond Kindly to pupils' mistakes while that (10%) from the teachers have respond indifferently to pupils' mistakes.

Q14. Do you think that your pupils participate because…?

Options	Number of Teachers	Percentage
a)They are intrinsically motivated	3	30%
b)They like the teacher	4	40%
c) They are risk-takers	2	20%
a),c)	1	10%
Total	10	100%

Table 37:The Pupils Aim to Participate in the Class
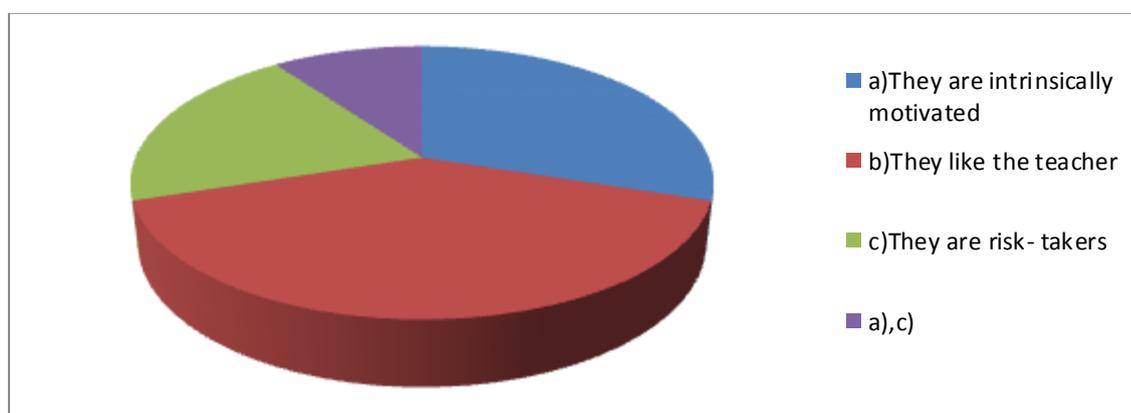
Figure 37:The Pupils Aim To Participate In the Class

As it is illustrates by the graph (30%) of teachers have said that pupils are intrinsically motivated and (40%) of teachers have said that pupils like them. Also (20%) of teachers have argued that they are risk- takers, while that (10%) of teachers have argued both they are intrinsically motivated and they are risk taker.

Q15. If there are others, please mention them.

No answers

Q16. Do you use the new techniques to provide the lessons?

Options	Number of Teachers	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table 38:The New Techniques to Provide Lessons
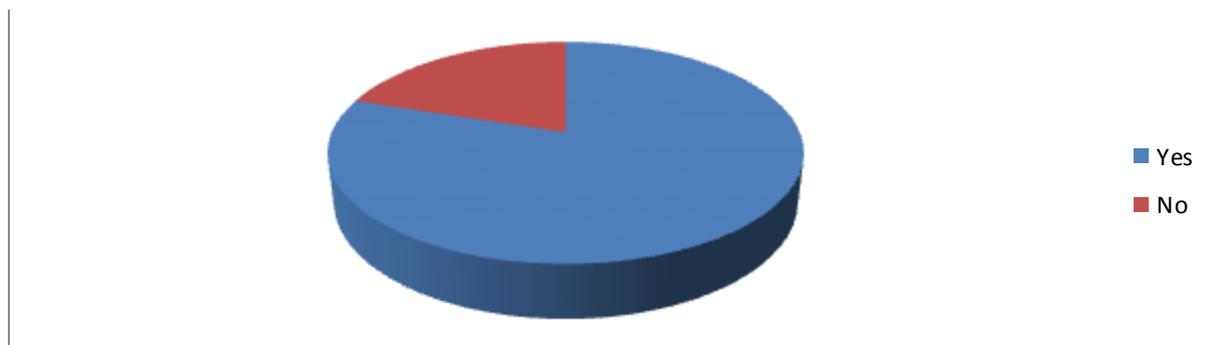
Figure 38:The New Techniques to Provide Lessons

It is clear from the table that (80%) from the teachers have answered by (yes) they used new techniques to provide the lesson, while that (20%) said (no) they do not use new techniques to provide the lesson.

Q. If yes, please tell us what are they?

Some teachers have mentioned many techniques and others have specified data show projector, pictures Also they have statedthe Internet, videos, and each one have mentioned techniques, while there are others have not mentioned each one.

Q17. What are the valuable tools to provide successful lesson?

Options	Number of Teachers	Percentage
a) Videos	0	0%
b) Computer	0	0%
c) Data show projector	1	10%
d) Audio tapes	0	0%
a),c)	2	20%
a),b),c)	3	30%
b),c)	1	10%
a),c),d)	1	10%
a),b),c),d)	2	20%
Total	10	100%

Table 39:The Valuable Tool to Provide Successful Lesson
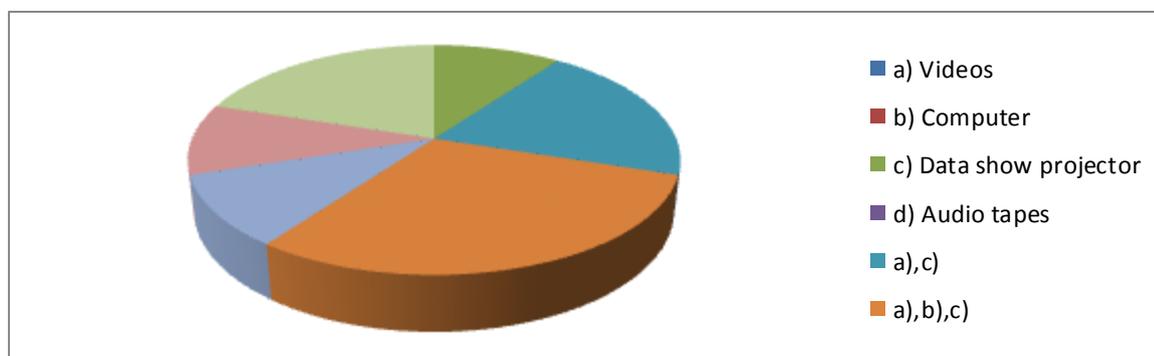
Figure 39:The Valuable Tool to Provide Successful Lesson

It can be seen from the table that (20%)of teachers have said the valuable tool to provide successful lesson are videos, computer, Data show and audio tapes, and (10%) of teachers have mentioned only data show. While that (30%) of teachers have mentioned videos, computer, Data show, meanwhile (10%) of them said that computer, Data show are

the valuable tool to provide successful lesson. Also (10%) of teachers have mentioned videos, data show, and audiotapes. Either (20%) of teachershave said that videos and Data show are the valuable tool to provide successful lesson.

Q18. The teacher finds difficulties in:

Options	Number of Teachers	Percentage
a)The level of pupils	4	40%
b)The tools	2	20%
c)Syllabus and textbook	1	10%
a),c)	1	10%
a),b),c)	2	20%
Total	10	100%

Table 40: The Teachers' Difficulties
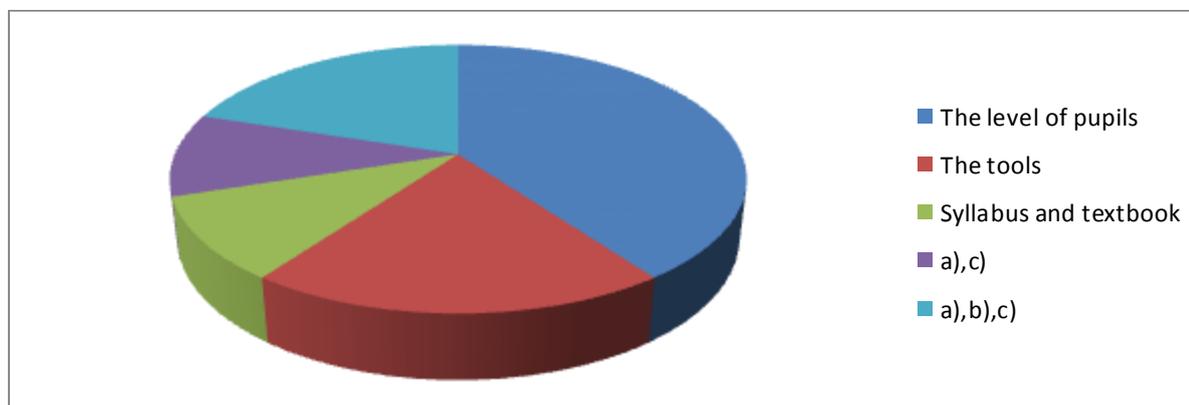
Figure 40: The Teachers' Difficulties

The table shows that (40%) of teachers have found difficulties in the level of pupils and (20%) of them have found difficulties in the tools. Also (10%) of teachers have found difficulties in the syllabus and textbook, while that (10%) have found difficulties in both the

level of pupils and in the syllabus and textbook. In other hand, (20%) they have found difficulties in the level of pupils, in the tools and in the syllabus and textbook.

Q19. What is your view about the level of pupils?

Options	Number of Teachers	Percentage
Satisfied	2	20%
Not satisfied	2	20%
Somehow Satisfactory	6	60%
Total		100%

Table 41: Pupils' Level
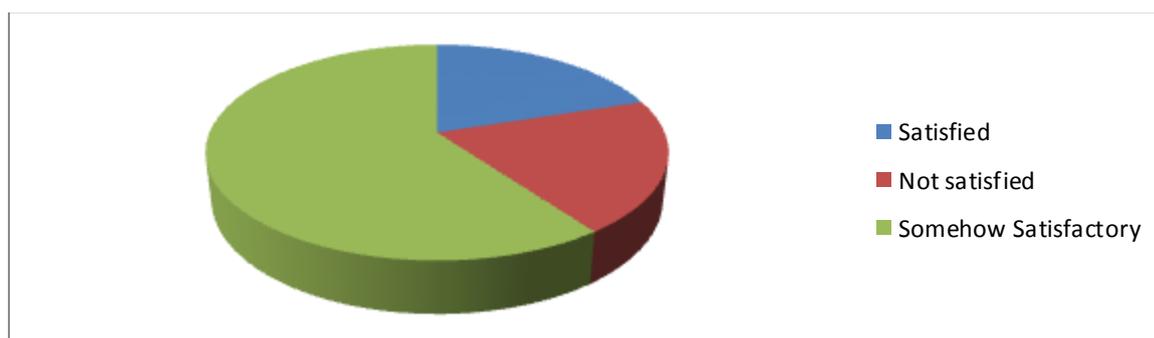
Figure 41: Pupils' Level

From the table, it is clear that (20%) of teachers have stated that satisfied and (20%) of them have not satisfied while that (60%) of teachers have stated that somehow satisfactory.

3. Section Three: Further Suggestion

Q20.Would you suggest some strategies that can improve pupils' motivation learning:

Answers	Number of Teachers	Percentage
The teacher must use and vary the teaching methods and techniques	6	60%
Establish schools that have just 20 pupils in classroom and provide them with new technology	2	20%
No Answers	2	20%
Total	10	100%

Table42: Teachers' Suggestion of Some Strategies
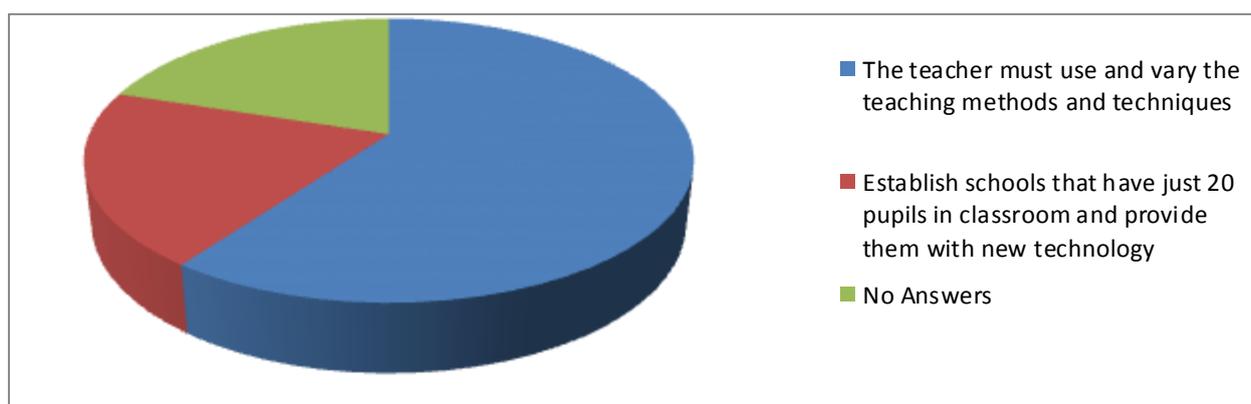
Figure 42: Teachers' Suggestion of Some Strategies

The table represents (60%) of the teachers have said that must use and vary the teaching methods and techniques, using audio visual to make the lesson more interesting ,and (20%) of the teachers have establish schools that just 20 pupils in the classroom and provide them with new technology(Internet , chat with native speakers, videos. While that (20%) of teachers have not answered.

4.5.5 Discussion of the Results

The results of teachers' questionnaire present that in the section one the majority of teachers are females because as generally argued that males' gender prefer to be specialized in the scientific branches rather than the literary one. Then, in the section two the relationship between motivationand improving the four skills ability. Most teachers showed that they usually play various roles in the language classroom in accordance with each course objectives and they have stated that the pupils are not motivated well for several reasons, such as teaching method according to show interests' pupils in the class due to lack intrinsic motivation due to overcrowded class, shyness fear of criticism.The teachers are encouraging their pupilsby giving them opportunities to participate and allowing them to correct each other's mistakes. Teachers have used some strategies such as, audiovisual methods and language games. Apparently, they are obliged usingmodern strategies that help pupils to be involved in learning the language. Teachers have stated thatthey correct their pupil's errors and that is helpful. However, the good and friendly relationship betweenthe teacher and pupils help them to stimulate their learners. Consequently, motivation is whathelps pupils to enhance their speaking during classes.

4.6 Findings and Recommendations of the Study

The questionnaires' results have confirmed to the influence of motivation on pupils mastery of English. Therefore, pupils and teachers are responsible about the success of the process of learning. Therefore, they need to cooperate with each other complete an atmosphere of stimulation in classroom by using new technology during sessions, because the pupils need to keep up with the times. In addition, teachers are the guide of pupils during the lesson, sometimes should allow their pupils to express their feelings without monitoring the rules of the language until they finish speaking. Apparently, the accent and correct pronunciation affect many pupils' speaking. Thus, teachers should pay attention to the

pronunciation because teachers with good pronunciation motivate the pupils to speak English as good as their teachers are.

Moreover, pupils prefer the discussions in the classroom because they give them many chances to participate. Teachers should also be creative in their teaching methods. Consequently, teachers should encourage their pupils that learning the language is a good and important way for their relations and future job. Thus, they should practice their speaking during classes, other ways, to make them contacted are pair work, group work, problem solving. Learners will be responsible in their learning environment if the teachers give the chance to play a role of teacher. Also, feel safe in the schoolroom and liking the teacher and the subject will encourage the motivational mood within pupils. There are ways that allow a teacher to engage pupils in the lessons. First, understanding the meaning and importance of the subject will drive the pupils to motivate and give their time and energy to learn it. Secondly, the exchange of information through pair or group work. Thirdly, pupils need a practice to learn; being positive and listening to teachers is not sufficient. They must need to debate and talk about their tasks' learning by connecting them to experiences.

.Therefore, pupils should be know the communication strategies and they should follow some recommendations and instructions to help teachers and administration in enhancing their level of the communicative skills. Besides, they must try to practice the communicating form of the language in order to acquire and develop their English accuracy.

To conclude with offers tips for, both teachers and pupils when face the difficulty of the lack of motivation that is needed for teaching with new techniques. As a result, we suggest the following points as pedagogical implications:

* Teachers should be provided with an aid that guides them in teaching with new technology. These should be integrated as a part of the lesson curriculum.

*Administration should provide the equipment for all the English teachers and allow them to use it in classes. Furthermore, it should provide a suitable physical environment to guarantee a good teaching and learning.

* Teachers should use a verity of techniques, with different activities and grouping work to meet all their pupils' needs, level, and abilities.

* Administration should provide the equipment for all the English teachers and allow them to use it in classes. Furthermore, it should provide a suitable physical environment to guarantee a good teaching and learning.

* Teachers should integrate the video as a part in their teaching method, since almost all pupils appreciate learning with it.

* Teachers should use a verity of videos, with different activities and grouping work to meet all their pupils' needs, level, and abilities.

* Pupils should be challenged with activities that involve a reasonable degree of difficulty in order to make them think, explore and solve problems by themselves.

Other factor to stimulate pupils to speak during classes is in which teachers support their pupils to comprehend through the group work to solve problems.

-Encouraging different learning styles, pupils' learning preferences should be supported because they are the reasons to be stimulated to learn.

-Enclose a task is related to interest; apparently, many publishers that provide high interesting reading materials have a lower level of vocabulary.

Conclusion

To conclude, in this chapter we had highlighted the analysis and interpretation of pupils and teachers' questionnaires. The data we have collected from the questionnaire administered to third year pupils of foreign languages stream, let us investigate the great impact of role-play Motivation on pupils' mastering English language. Thus, we can say that the results in pupils' questionnaire are in direction of our hypotheses and let us notice that Role-play can really enhance pupils' mastering English well. The teachers' questionnaire provides clear answers for the research questions and confirms our hypotheses. The findings demonstrate generally positive attitudes towards role-play techniques and good strategies. Teachers sampled in this study held positive beliefs about using role-play techniques. The study revealed that teachers and pupils both need to use technology and strategies that can improve their motivation. In addition, the role-play of both enhances to motivate each other to Master English language.

General Conclusion

General Conclusion

We have revealed, in this study, some important aspects of the process of foreign language teaching/learning. The present study covered in three chapters. The first and the second chapters are the descriptive part. As for the third chapter, which is practical we have administered two questionnaires for pupils and teachers. The first chapter mainly outlines some of the theoretical issues related to the nature of motivation. The second chapter provides overview of English language mastery. The third chapter is concerned with analysis of the obtained data gathered from the pupils and teachers. The procedure that adopted in this research is descriptive method, and conducting a quantitative study through using questionnaires. For the needs of the present study, the questionnaire designed and delivered to sixty of third year pupils of foreign languages stream at Mohamed LamirSalhi inArris-Batna.

The method that followed in the questionnaire was random sampling in which there was a high level of objectivity. The returned questionnaires kept anonymously.

The procedures carried out in this study have almost interpreted the hypothesis stated in the introduction. Besides, this study reported various factors that influenced pupils' perceptions and their intentions of learning communication strategies. Also, revealed how pupils valued learning various types of these strategies and how their English language developed using them. So that, we believe that the present application of communication strategies in the field of language learning and teaching is essential for promoting communication. In fact, the results obtained from the pupils' questionnaire revealed that the pupils are differ in their motivational system, they concentrate merely on meeting minimal requirements i.e. they are motivated only by grades and other extrinsic rewards or punishments. In addition, almost pupils lack motivation, especially "extrinsic" and "integrative" motivation, then we claim that our teachers as the main extrinsic motivational factor lack the methodology of

language teaching, especiallythe teaching of the communication strategies with all its components. Indeed, weclaim that most of the strategies does not be interpret literally and appliedby those teachers in oversimplified way in the classroom activities. Teacher's lowmotivation can be a direct cause of the pupils' loss of interest and desire to learnand to be good communicators.

Finally, this study emphasized some important aspects of the process of foreignlanguage teaching/learning, and through it, the general results indicate thatalmost all pupils who are motivated to speak English and communicatewell, they have the desire to speak fluently, but they are suffering from manyreasons, among them; the lack of motivation to learn, which refers to the extrinsic motivational factors which are directly linked to their increased levels of themotivated learning behavior and their motivational state, especially, the teachers asthe main extrinsic factor- who play the main role of raising the pupils' awarenessof the communication strategies. In fact, those teachers are not well rounded ofmaking them conscious of thus strategies, because many of them are not readingabout these strategies, this may refer to the lack of materials and the use of new techniques.

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Appendices

Appendix I

Pupils' Questionnaire

Dearpupils,

This questionnaire is a part of our research work entitled **(The effects of Motivation on Mastering the English Language at Secondary Education Level)**. It aims to shed light on teaching newtechniques and strategies that can help in improving and promoting the teacher–learner sociability in academic education.

Please choose the appropriate answers to express your opinion. Your answers willbe very useful in our research work.**Master Researcher: MalkiZayneb**

Thank you in advance.

Section one:General information

Q1. Why have you chosen foreign language stream at secondary school?

a- Imposed by administration ☐ b- Personal choice ☐ c- Parents' choice ☐

Q2.Why do you want to learn English?

a. To pass exams and get the diploma at university ☐

b. To make your parents happy and proud of you ☐

c. To satisfy your ego, that is, to prove to yourself that you can achieve something ☐

d.To communicate with foreigners ☐

e. The teacher who motivated and encouraged you tostudy the English language ☐

f. If others, would please mention them:…………………………………………………
……………………………………………………..…………………………………………

Q3. Do you listen to/watch English programs outside the classroom?

a. Yes ☐   b. No ☐

Section two: Pupils' Views about Motivation

Q4. Motivation means to you:

a- Effort to succeed ☐   b- Desire to succeed ☐   c - Fact of reward ☐

Q5. In your opinion, which strategies your teacher applies are more motivating you?

a- Show his/her enthusiasm ☐   b- Ready to help you in any time ☐

c- Support and encourage you ☐   d- Rewarding by high grades (marks) ☐

Q6. What are the factors do you think that motivate you learn English?

a-To have good marks ☐

b- To satisfy your parents ☐

c-To get the teacher's appreciation ☐

Q7. Do your parents want you to improve your level?

a- Yes ☐ b-No ☐

Q8. How do you find your motivation in learning English?

a- High ☐ b- Medium ☐ c- Low ☐

Q9. If low, do you think it is because of?

a- Method of the teacher ☐

b-Your family is not interested in your studies and progress ☐

c-The teacher doesn't care about your needs and interests ☐

d-The high level of your classmates ☐

e- Other reasons, please state them ……………………………………………………….

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

Q10.How often does your teacher give you the opportunity to speak?

    a. Always ☐

    b. Sometimes ☐

    c. Rarely ☐

    d. Never ☐

Q11. What are the good characteristics do you think any teacher should have?

a- Sense of humor ☐

b- Helpful and enthusiastic ☐

c- interactive with pupils ☐

d- Know everything related to the subject available ☐

Q12. Do you prefer studying and working in:

a- With whole class ☐ b- in groups ☐

c- in pairs ☐ d- individually ☐

Q13.In practicing skills, which activity does your teacher use most?

a. Discussion ☐

b. Role Playing ☐

c. Language Games ☐

Other activity…………………………………………………………………….

Q14. Which activity do you prefer most?

…………………………………………………………………………………………

Section three: Pupils' Views about Mastering English Language

Q15. Pick the most important skill that you need to develop most?

a- Speaking ☐   b- Listening ☐

c- Writing ☐   d- Reading ☐

Would you please state why? …………..…………………………..……………………

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

Q16.How do you feel when you speak in front of your teacher and classmates?

a. Comfortable ☐   b. Uncomfortable ☐

Q17. Do you feel afraid to talk?

a- Yes ☐   b- No ☐

Q18. If your answer is "yes", is it because

a. Fear of making grammatical mistakes ☐

b. fear of making pronunciation mistakes ☐

c. Having deficient vocabulary ☐

d. Fear of teacher's negative feedback and lack of confidence ☐

Q19.Did the teacher use the technology to teach?

a-Yes ☐   b-No ☐

Q20. To what extent did the technology help you improve your oral performance?

a. Very much ☐

b. Somewhat ☐

c. Not very much ☐

d. Not at all ☐

Q21. Can you say that you are motivated to speak English and communicate well?

a- Yes ☐   b - No ☐

Q22. If your answer is "no", why?

……………………………………………………………………………………………

……………………………………………………………………………………………

Section four: Further Suggestions

Q23. Would you please mention the importance of mastering English language nowadays:

……………………………………………………………………………………………

……………………………………………………………………………………………

Thank you so much for your collaboration

Appendix II

Teachers' Questionnaire

Dear teachers,

This questionnaire seeks to shed some light on pupils' *Motivation on Mastering English Language at Secondary Level.* We would be grateful if you could answer thesequestions to help us in our research for the master's degree in language sciences.Please, put a tick (✓) in the appropriate box or make a full statement.***Master Researcher: MalkiZayneb***

Section one: Personal Information

Q1. Gender: please, specify

a. Male ☐   b. Female ☐

Section two:Teachers' Viewpoints about Motivation

Q2. According to you, which role(s) does teacher take in the class?

a. A guide ☐

b. A controller ☐

c. An organizer ☐

d. An assessor ☐

e. An observer ☐

Q3. How often do you tend to establish a motivating atmosphere inside the classroom?

a. Always ☐

b. sometimes ☐

c. rarely ☐

d. never ☐

Q4. Do you think that your pupils' motivation is often:

a. High ☐

b. medium ☐

c. low ☐

Q5. Do you think that your teaching method helps in raising pupil's intrinsic motivation?

a . Yes ☐   b. No ☐

Q6. Please, justify your answer in both cases.

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

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

Q7. Are all your pupils show interest in your class?

a. Yes ☐   b. No ☐

Q8. If no, is it due to:

a. Lack of intrinsic motivation ☐

b. Overcrowded classes ☐

c. Shyness ☐

d. Lack of tools in teaching ☐

Q9. Please, if there are others, mention them.

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

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

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

Q10. How often do your pupils participate in the classroom activities?

a. Frequently ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

Q11. Do you give your pupils opportunities to speak?

a . Yes ☐   b. No ☐

Q12. How often do you correct their mistakes?

a. Always ☐

b. Often ☐

c. sometimes ☐

d. Rarely ☐

e. Never ☐

Q13. How do you usually respond to the pupil's mistakes?

a. Kindly ☐

b. Angrily ☐

c. Indifferently ☐

Q14. Do you think that your pupils participate because:

a . They are intrinsically motivated ☐

b. They like the teacher ☐

c. They are risk-takers ☐

Q15. If there are others, please mention them.…………………………………………..

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

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

Q16.Do you use the new techniques to provide the lessons?

a.Yes ☐   b.No ☐

c.If yes,please tell us what are they?

....

Q17.What are the valuable tool to provide successful lesson?

a.Videos ☐   b.Computer ☐   c. Data show projector ☐   d.Audio tapes ☐

Others, please mention them ………………………………………………………………..

Q18.The teacher finds difficulties in:

a-The level of pupils ☐

b- The tools ☐

c- Syllabus and textbook. ☐

If others, please mention them,………………………………………………………………….

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

Q19.What is your view about the level of pupils:

a. Satisfied ☐   b. Not satisfied ☐   c.Somehow Satisfactory ☐

Section Three : Further Suggestions

Q20. Would you please suggest some strategies that can improve pupils' motivation learning:

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

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

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

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

Thank you for your collaboration

الملخص

في هذا البحث نتحدث عن تأثير التحفيز على إتقان اللغة الإنجليزية لتلاميذ اللغات الأجنبية في السنة الثالثة من التعليم الثانوي، وقد تطرقنا لهذا الموضوع نظرا لأهميته وخاصة أن التلميذ مقبل على الالتحاق بالمستوى الجامعي وعوامل وطرق التحفيز في أيامنا هذه تتطور يوما بعد يوم وهي ما جعلت مستوى التلاميذ يختلف من تلميذ لآخر حسب التماشي مع هذه الطرق والتقنيات الحديثة في إلقاء الدرس وتحفيز التلاميذ على التفاعل أكثر لإتقان اللغة الإنجليزية داخل القسم.

وانطلاقا من هذه الدراسة تتناول الفرضية أنه إذا تمكن الأستاذ من تحفيز التلاميذ باستعمال التقنيات والاستراتيجيات الحديثة سيتحسن إتقان اللغة عند التلاميذ من جهة أخرى، هناك إشكاليات مطروحة بخصوص هذه الدراسة وتتمثل في مدى أهمية التحفيز في تعلم اللغات الأجنبية ؟، وماهي الاستراتيجيات التي يجب أن يعتمدها الأساتذة لتحفيز التلاميذ؟، ماهي المنهجية التي تساعد التلاميذ لتحسين الكفاءة اللغوية؟ .

إذ يعتبر هذا الموضوع هام جدا لمعالجة المعطيات بالتفصيل واقتراح حلول ممكنة لإتقان اللغة الإنجليزية معتمدين في ذلك على وسيلة وحيدة وهي توزيع إستبيان لكل من الأساتذة والتلاميذ مستوى ثالثة ثانوي بمتقن محمد لمير صالحي أريس– باتنة. وقد أجمعت المعطيات بأن التلاميذ بحاجة ماسة إلى مواكبة التقنيات الجديدة لتحفيزهم على اتقان اللغة بشكل جيد وقد أشار الأساتذة إلى أنهم لا يواظبون على استعمالها كمحفز بشكل دائم نظرا لعدة معوقات كعدم إهتمام التلاميذ أو كثرة العدد في القسم إضافة إلى نقص الإمكانيات، كما أشارت النتائج إلى وعي التلاميذ بأهمية اللغة الإنجليزية وارتباطها مباشرة بالتحفيز ومواكبة التقنيات والاستراتيجيات الحديثة. لذا إقترحنا كخاتمة للمذكرة عدة نصائح لحل هذه المشاكل والمعوقات.