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*LEARNERS' PERCEIVED IMPACTS
OF THEIR MOTIVATION OF TASKS
PERFORMANCE*

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DEDICATION

This work is dedicated to the Almighty God and to my dear parents for the great support they have been for me in the learning of English.

May God bless you all!!!

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ACRONYMS

EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
L1	:	First language
L2	:	Second language
GBC	:	Ghana Broadcasting Cooperation
BBC	:	British Broadcasting Cooperation
VOA	:	Voice of America
RP	:	Received Pronunciation
GM	:	General American
TEFL	:	Teaching English as Foreign Language

INTRODUCTION

The type of education that prepares for social and professional integration such as: meeting and discovering other people's culture, getting a certificate to get to find an employment; is the one offered by schools. Schools are place where people mainly children, teenagers and some adults are trained. There are therefore places where knowledge is constructed and transmitted. In schools, one can meet teachers and students. Students that attend these schools are submitted to specific schedules at the end of which there are declared good to move up to higher level. Students and teachers play their particular roles so that teaching and learning can take place. Each country defines the curricula of schools according to the type of citizenship it needs to develop at a given time in the course of its history. The pedagogical method that Benin educational system is implementing as teaching/learning/evaluation allows teachers to evaluate themselves as well as their students.

The long term objective of the school system of the Benin Republic is to have a kind of citizens ready to face the challenge of development and employment. To reach that vision average students need to be taught and assessed in good conditions. The results of assessment are, in fact, very important to teachers, parents and mainly to students, and they often show that some learners do not perform well.

When students are weak in a subject, such a situation can be due to the fact that the students are lazy and do not read. It may also be due to the teacher or the way the teaching/learning has taken place. In either case, the responsibility of the teacher is to be questioned. Whenever students realize that the teaching/learning is done in optimal conditions and they are not frustrated, they will feel at ease in class. They will like the subject and learn it. It's then necessary that teachers care for their students' interest in the subjects. The concern of analysing this situation

has mainly kept my attention and made me focus my topic on: the impact of students' motivation on tasks achievement in EFL classes.

Many research works have been conducted on learners' motivation, my concern in this study is to analyse the extent to which students' motivation can foster learning. The study is carried out in **CEG Application** where I did my practicum. My aim in carrying out a research work on this topic is to show the importance of motivation of students on task achievement in EFL classes by examining the way they behave and carried task when they are motivated. Regarding the worldwide importance of English language in communication nowadays, everything needs to be done to facilitate its learning, and that is one of the objectives of this work.

This research work is organised into five main chapters. The first chapter is about the introduction to the study including the background to the study, the rational to the study, statement of the problem, the purpose of the study, research questions and the significance of the study. The second chapter deals with the literature review. The third chapter is concerned with the methodology of the research work. The fourth chapter is about the presentation and analysis of data and finally the fifth chapter which takes into account the summary, the discussion, and suggestions to both EFL teachers, students and to the government too in order to remedy the problem of students' motivation.

CHAPTER I: Introduction of the study

INTRODUCTION

The aim of this chapter is to provide details about the chosen topic by giving information on its background, its rationale, the statement of the problem, its purpose and the different research questions on which it is based.

1. Background of the Study

Interest in learners' motivation has been a specific research concern of many researchers in the field of teaching and learning. Despite a long tradition of research on human motivation and the myriad contributions which have been made to it from various perspectives over the course of several centuries, it was only thirty years ago that this concept began to be systematically investigated from psychological and educational viewpoints. Nevertheless, it is still a complex area to approach or tackle. (cf. Brown, 1987 and Burstall, 1975).

The term motivation is usually defined by psychologists as the set of processes which involve the arousal, direction, and sustaining of behaviour (conduct). It is employed to indicate, for instance, a subject's persistence and his/her pervasive work on certain tasks and not on other activities. Then, it is not surprising that many researchers identify it as the most important factors in language acquisition.

2. Rationale to the study

Students' motivation is the clue which helps teachers to create a good learning atmosphere, to promote students' active involvement in learning. For instance, throughout my own past experiences as a secondary school student, I preferred having courses with some teachers than others. Why so?

It is only because some of them lack the skills to arouse our interest, furthermore some prefer being concentrated on the teaching and forget about their

students' interests and real needs. We felt bored during the course and achieved tasks with desolation. This impacted negatively our performance and consequently led us to bad results. Unlike those types of teachers, we preferred some with whom we enjoy learning.

So, to avoid this kind of teachers' selection I decide to carry my research on the impact of students' motivation on tasks achievement in EFL classes in order to examine both students and teachers perspectives about motivation, to see whether or not they are aware of its crucial role in the teaching and learning process.

3. Statement of the Problem

The way students carry out learning task in class is the main concern of teacher during the Teaching process. To some extent, students are often asked to perform a given task for a specific purpose. It is quite common to notice that at most 40 percent out them deal it. What do the rest of the students do then? In this case how should or what should we expect as results.

The problem is that teachers think that some students' lack of motivation is related to their laziness. For example, it is not uncommon for a teacher to find that while he/she is interested in teaching, the pupils are not interested in learning what he/she wants them to learn at a particular moment. He/she discovers that while writing on the board some students are drawing in their notebooks; others are joking with friends, or doing mathematics. After a reprimand there are quiet for a moment. But a few minutes later, there are busy again with their activities. Let us say that the teacher does not know how to make the pupils do what he/she considers good for them at the moment.

It is a common classroom experience that different children are interested in the subjects or activities, further there are generally good at the subject of their interest. However, the creation of interest in any subject is a difficult process, it depends on how far students find meaning in the subject from the point of view

of its usefulness. It also depends on how the teacher can stimulate learning in the pupils. How much and how well a child responds to teaching and learning, depends on how effectively he/she has been motivated to do so. A good teacher always tries to identify the needs and interests of his/her learners in order to make learning a joyful experience for them.

4. Purpose of the study

The purpose of this study is to examine both students and teachers perspectives as far as motivation in EFL classes is concerned in order to check whether they are aware of its importance in the teaching/learning process.

As far as I know, no language learning theory has explicitly linked the level of teachers' motivation with that of the students, and the topic has also received little attention in educational research. This is all the more surprising, since the teacher's level of enthusiasm and commitment is one of the factors that can affect the learners' motivation to learn, as one cannot motivate unless oneself is motivated. With motivation being such an important factor in the learning process, the teacher's skills in motivating learners should be seen as central to teaching effectiveness.

5. Research questions

My research work is based on these following questions:

- 1- What are the EFL teachers and the EFL learners' perspectives or view point about motivation in the teaching/learning process?
- 2- Are teachers aware of its crucial role in the learning process?
- 3- What impact does students' motivation have on tasks achievement in EFL classes?

6. Significance of the study

This study seeks to increase achievement scores of Beninese students. If there is improvement in the teaching/learning process, learners will gain much. In the case teachers get accustomed to the relationship between students' motivation and task achievement, the teaching and learning process will no longer be the same. It gives teachers hints through which teaching can become more creative through classrooms interactions, more sensitive towards students' needs. With this research, I hope teaching will become more student-centred and the teacher-student relationship improved. This study will contribute to raising the professional standard of teacher and will offer useful guidelines for the EFL teaching/learning process. The way they treat their students, the perception they have about the curriculum necessarily influence their students' attainment and academic achievement. This work intends to arouse teachers' awareness of the fact that students may make progress if they find their interest and needs in the learning subject.

My challenge and certainly that of all teachers is that of adopting new teaching behaviours, which will bring some improvement to their teaching. This piece of work should lead to a change in teachers' attitude inside any classroom. It can imply a change in teachers' views about their students.

CHAPTER II: Literature review

INTRODUCTION

This chapter aims to provide definition of word motivation, the différentes types of motivation, by giving the importance of students' motivation in EFL classes, its impacts and strategies that can help EFL teachers to motivate their students.

1. Definition of motivation

Motivation is described as a state that energises, directs and sustains behaviour, motivation relates to the drive to do something. It causes us to get up in the morning and go to work. It drives us to study new things, and encourages us to try again when we fail. For instance, when it comes to art, Anya is highly motivated. We can reasonably draw this conclusion based on her close attention in class, her eagerness to draw whenever she can, and her career goal. Motivation gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, and behavioural engagement in school activities (Fredricks, Blumenfeld, & Paris, 2004; Maehr & Meyer, 2004; Reeve, 2006).

Virtually all students are motivated in one way or another. One student may be keenly interested in classroom subject matter and seek out challenging course work, participate actively in class discussions, and earn high marks on assigned projects. Another student may be more concerned with the social side of school, interacting with classmates frequently, attending extracurricular activities almost every day, and perhaps running for a student government office. Still another may be focused on athletics, excelling in physical education classes, playing or watching sports most afternoons and weekends, and faithfully following a physical fitness regimen. Yet another student perhaps because of an undetected learning disability, a shy temperament, or a seemingly uncoordinated body may be motivated to avoid academics, social situations, or athletic activities.

When Anya comes to school each day, she brings her strong interest in art with her. But motivation is not necessarily something that learners bring to school; it can also arise from environmental conditions at school. When we talk about how the environment can enhance a learner's motivation to learn particular things or behave in particular ways, we are talking about situated motivation (Paris & Turner, 1994; Rueda & Moll, 1994). The next pages to come, light is put on the two main theories of motivation.

2. Types of motivation

Two types of motivation are distinguished in the literature: intrinsic motivation and extrinsic motivation.

2.1 Intrinsic motivation

Intrinsic motivation has been studied since the early 1970s. Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyse one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for consideration. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behaviour. In these studies, it was evident that the organisms would engage in playful and curiosity driven behaviours in the absence of reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to be intrinsically motivated if they:

- ✓ attribute their educational results to factors under their own control, also known as autonomy or locus of control

- ✓ believe they have the skills to be effective agents in reaching their desired goals, also known as self-efficacy beliefs
- ✓ are interested in mastering a topic, not just in achieving good grades

An example of intrinsic motivation is *when a student learning French voluntarily decides to attend English club and inserts it in his/her schedule*. It is then because he/she wants to learn English language. This student has the intrinsic motivation to gain more knowledge. This is more present in people who love what there are doing and know why they are doing it.

Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting students' learning. Such efforts often focus on the subject rather than rewards or punishments, however efforts at fostering intrinsic motivation can be slow to affect behaviour and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. It is often helpful to know what interests one's students in order to connect these interests with the subject matter. This requires getting to know one's students in order to feed them with the require knowledge.

2.2 Extrinsic motivation

Extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades). Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Usually extrinsic motivation is used to attain outcomes that a person would not get from intrinsic motivation. Common extrinsic motivations are rewards (for example money or

grades) for showing the desired behaviour, and the threat of punishment following misbehaviour. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives. For example: *as a teacher you tell your students if they perform well a given task they will be rewarded, maybe by listening to a particular fairy tale, or by receiving bonus on their evaluation note. All of them for sure will try to do something even if their answers may be slightly wrong.* These help a lot of teachers to draw students' attention at a particular moment, to make them involved in activities that most of the time are not carried in their native language. To sum up, extrinsic motivation refers to learning situations where the reason for doing a task is something other than an interest in the task itself. In addition, undertaking the task may be something the person feels pressured to do rather than genuinely wants to do (Deci and Ryan 1995: 169).

3. The importance of students' motivation in EFL classes.

Not all students show spontaneous or natural motivation or interest in EFL classes since English is required and seems to be difficult for a non-native English speaker. Teachers may have a category of students who necessary need to be well informed about the interest, the necessity or the advantages of the language; both in their own life and for the economic, social, technological, and above all cultural development of their country. So for motivation to be global, situational or task oriented, a great deal of information is required to draw the learners' attention onto the advantages a person is likely to have with the English language acquisition. Richards states "in countries where English is not an official language, it may still have a significant role to play" (Richards 1970: 2).

This assertion means if this role could be known by students, none of them will be reluctant toward English. This awareness will be another source of motivation for students in teaching/learning process in EFL classes.

Furthermore, with regard to the complexity of foreign language, English in our case, teachers play a crucial role in stimulating students to generate and maintain motivation. Moreover, Richards argues that except the fact that English stands as subject to pass examination or to enter university, English may be a tool used in professional life such as tourism business (buying and selling things, researching, entertaining, transport, communication) and in some sections of the civil service. This explanation brought to students can be a way of attracting them to the different fields in which knowing English is very helpful. There are many other suitable and fantastic ways of maintaining students' interest in a language learning class. How to succeed in finding such a motivating method should be the preoccupation of language teachers who are the most visible figures in the classroom, embodying group conscience and serving as a reference and a standard, it is then at teachers' charge to create a good learning atmosphere, to put students in the centre of teaching process, to develop the skills necessary to attract his/her students attention to carry out and achieve effectively tasks in classroom since English is far to sound as our locals languages in Benin Republic.

4. The impact of students' motivation on tasks achievement in EFL classes.

Motivation has several effects on students' learning and behaviour. The most important is its presence during the teaching and learning process because it determines the way students achieve task. In the lines to come motivation impacts on tasks achievement in EFL classes will be dealt with.

- ✓ Motivation directs behaviour toward particular goals. It determines the specific goals toward which learners strive (Maehr & Meyer, 1997; Pintrich, 1993). Thus, it affects the choices students make for instance,

whether to enrol in physics or studio art, whether to spend an evening completing a challenging homework assignment or playing videogames with friends.

- ✓ Motivation leads to increased effort and energy. Motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals (Csikszentmihalyi & Nakamura, 1989; Maehr, 1984; Pintrich et al., 1993). It determines whether they pursue a task enthusiastically and wholeheartedly or apathetically and lackadaisically.
- ✓ Motivation increases initiation of and persistence in activities. Learners are more likely to begin a task they actually want to do. They are also more likely to continue working at it until they have completed it, even if they are occasionally interrupted or frustrated in the process (Larson, 2000; Maehr, 1984; Wigfield, 1994). In general, then, motivation increases students' time on task, an important factor affecting their learning and achievement (Brophy, 1988; Larson, 2000; Wigfield, 1994).
- ✓ Motivation affects cognitive processes. Motivation affects what learners pay attention to and how effectively they process it (Eccles & Wigfield, 1985; Pintrich & Schunk, 2002; Pugh & Bergin, 2006). For instance, motivated learners often make a concerted effort to truly understand classroom material to learn it meaningfully and consider how they might use it in their own lives.
- ✓ Motivation determines which consequences are reinforcing and punishing. The more learners are motivated to achieve academic success, the more they will be proud of lower mark (06/20) and upset by a low grade. The more learners want to be accepted and respected by peers, the more they will value membership in the "in" group and be distressed by the ridicule of classmates. To a teenage boy uninterested in athletics, making or not making the school football team is no big deal, but to a teen whose life

revolves around football, making or not making the team may be a consequence of monumental importance.

- ✓ Motivation often enhances performance. Because of the other effects just identified goal-directed behaviour, effort and energy, initiation and persistence, cognitive processing, and the impact of consequences motivation often leads to improved performance. As you might guess, then, students who are most motivated to learn and excel in classroom activities tend to be our highest achievers (A. E. Gottfried, 1990; Schiefele, Krapp, & Winteler, 1992; Walberg & Uguroglu, 1980). Conversely, students who have little interest in academic achievement are at high risk for dropping out before they graduate from high school (Hardré & Reeve, 2003; Hymel et al., 1996; Vallerand, Fortier, & Guay, 1997).

As matter of fact, large details are given on what students' motivation means and its necessity in EFL classes, the state of students when his/her is highly motivated and how it gives students power to overcome difficulties relative to the acquisition of foreign language, these however allow him/her to carry out tasks with devotion and without fear of lost face before his/her class mate no matter the difficulties, no matter the type of the activities proposed by the teacher. On top of that, it is demonstrated that tasks are achieved efficiently in EFL classes by students when they are first motivated (internal and external by teachers' help), second when they know the utility, the necessity of the task and its importance on their daily life, and at last the occasion on which this knowledge could be useful for them. Then students' motivation in EFL classes determines learners' devotion to carry out tasks, to achieve them effectively which leads them without doubt to good performance and incredible results. Besides what are the different techniques and methods a teacher could use to motivate students in EFL classes? In the pages to come, we'll find that as teachers, we can do many things to motivate students to learn and behave in ways that promote their long-term success and productivity

5. How to motivate students?

Ways of motivating students in the classroom could be done in different manners according to Alexnoamen, 2006 from <http://teaching-English-alexnoamen.blogspot.com>. The most apparent are the following:

5.1 “Pair work” or “Group work”

One of the successful ways, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use “pair work” or “Group work” appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc...

Researches on Second Language Acquisition have shown that learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their peers and comrades than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which “pair work” or “Group work” can provide.

5.2 The seating of the students

The way the students are seated in the classroom will often determine the dynamics of the lesson. Indeed, a simple change in the seating pattern can make an incredible difference to group coherence and student satisfaction, and I have seen many other cases where seating has been a crucial element in the success or failure of the lesson. The seating pattern you use may, in some cases, not be fully under your control, if for example the desks are fixed to the ground or the school has

strict rules about not moving the furniture. Student numbers are also going to be an issue.

a) Try and maximise eye contact.

Both teacher to student and student to student. In full class phases of the lesson, if the person who is speaking does not have eye contact with the others, then attention is likely to drop. This is the main reason I personally think the teacher should not lose contact with students at some extent.

b) Make sure students are seated at a comfortable distance from each other.

Make sure you don't have one student sitting alone or outside the groups. Besides, try to leave a fair empty, but not so much a space because large distances between the students will tend to lead to a "muted" atmosphere, low pace, and less active student participation in the lesson.

c) Think in advance about how you will organise changing partners or changing groups.

This is a stage of the lesson which can potentially descend into chaos if it's not tightly controlled, with students wandering aimlessly around not knowing where to go or confidently moving to the wrong place.

5.3 The Error Correction

It is always asked whether we should correct all students' errors, whenever they occur. The reasonable answer is that if we stop at every single error and treat it with no room for errors to take place, this will lead to a gap of communication and students will be too much afraid of making mistakes. Hence, due to being too much obsessed with making errors, students will be too much reluctant to participate. Thus, Teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. In a learner centred classroom, it should be better to correct errors, which students make unconsciously, whenever there is a

gap of communication or when not treating the error will result in a misunderstanding of the idea expressed.

Concerning the ways of how to correct errors, there are several techniques which the teacher, who is seen as the monitor, should choose from them according to the type of the error and task where the incorrect form of language occurs. Among these ways of correction, we can state: self-correction, peer correction and teacher correction.

5.4 Role play

This is another technique to vary the pace of the lesson and to respond to the fundamental notion of variety in teaching. Teachers are advised to use the role-play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student's book are followed by a role-play activity where it becomes a necessity to undergo such an activity. As good examples of that we can state: the hide (item) and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation, etc...

5.5 Using realia, flash cards, Stories and songs in teaching

Realia and flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc... Besides, they are very helpful in drawing especially beginners' attention to follow and match new words to items. In addition, realia is an authentic material that helps the teacher to overcome classroom artificiality. Creating stories with the students is another way of developing speaking and writing skills. Actually, creating stories is grounded in the students' ability to create a story from their personal experience. In creating stories some issues are revealed such as: a) fluency, b) whether the students have enough language to create the story, and c) accuracy.

Teachers are able to demonstrate techniques of using songs in different ways to teach grammar, vocabulary, pronunciation and community building because the students like songs and they motivate the students to learn the English language in an interesting way. Teachers can elicit students' ideas about the song through activities such as prediction, mind maps, word splashes, etc. Students discuss questions such as the feelings in the song, what will happen next, etc. and write their responses in an interesting manner. Students may write and present how the song makes them feel and then draw a picture of their feelings while listening to the song. Teachers respond to this presentation and ask questions. Then, feedback is provided from the group.

5.6 Using audio visual material: cassette player, video, computer...

Since our schools are allowed with the use of various audio visual materials such as cassette recorders, videos, computers, projectors, magic boards and many others, teachers should use these materials when teaching. Indeed, they should include the appropriate material to use while planning their lessons. For instance, we should include a cassette player in a lesson based on listening. Whereas, we can use an overhead projector in presenting writing drafts for classroom correction or to read.

5.7 Using the L1 in the EFL/ ESL classroom

Should we or shouldn't we use the students' first language (L1) in the classroom? This is one of the questions which most divides EFL/ESL teachers, whether they are for it or against it. The main argument against the use of the L1 in language teaching is that students will become dependent on it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language (L2). But there are other, historical reasons why the use of the students' mother tongue went out of favour. Initially it was part of a reaction against the Grammar-Translation method, which had dominated late 19th and early 20th century teaching, and which saw language

learning as a means towards intellectual development rather than as being for utilitarian, communicative purposes.

But, we can say that there are a few cases when we can resort to the student's mother tongue such as:

- When there is a gap of communication or total misunderstanding, since it can prevent time being wasted on fruitless explanations and instructions, when it could be better spent on language practice.
- It can be used contrastively to point out problem areas of grammar. For example, various course books, like Headway, now encourage students to translate model sentences into their own language in order to compare and contrast the grammar.
- It can be used with beginners, when students are trying to say something but having difficulty, they can say it in their own language and the teacher can reformulate it for them.
- When students need to combine the two languages, for example in those lessons whose focus evolve around translation and interpreting.

CONCLUSION

These different methods are what any language teacher needs to get use of in order to create a good learning atmosphere, to make students active in classroom, to motivate them anytime need be, to make them focus on the activities/tasks which will be achieved with desire, eagerness and emotion in EFL classes.

CHAPTER III: METHODOLOGY OF THE STUDY

INTRODUCTION

This chapter is about the methodology used for data collection in the implementation of this work. Then the chapter presents: the Design of the study, the Participants, the data collection instruments, the data collection procedure and the data analysis procedure.

3.1 Design of the study

The methods used to carry out this investigation are qualitative and quantitative. These survey methods are chosen because this study is a descriptive research based on the information gathered through questionnaires and class observations. I think that these methods are more appropriate to this research work in so far as they prove to be effective for obtaining information about the opinions, behaviours, and perspectives of particular population on a given topic since this study aims at investigating students and EFL teachers' behaviour and opinions about the impact of students' motivation in EFL classes.

3.2 The Participants

Since the study is about the impact of students' motivation on task achievement in EFL classes, the teaching and learning process occurs in presence and involves both teacher and students. That is why they constitute the main focus of this research work and also constitute the main source of data collection. So, teachers and students of CEG Application of Porto-Novo, especially those of the Junior Secondary School level have been sampled to give their point of view and appreciations about the issue. In total forty (40) students have been selected and ten (10) in this research work.

3.3. Data collection instruments

The questionnaires have been designed and issued to teachers and students in order to have credible information about the impact of students' motivation on task achievement in EFL classes. We also proceeded in the same framework of this research by collecting relevant information through class observation.

3.4. Data collection procedure

3.4.1 The questionnaire

In order to get credible and reliable information, I found it necessary to give some questionnaires to teachers and students. So, ten questionnaires have been sent to EFL teachers. Then, they were given necessary time to answer to the questions honestly. Once, all the questions were answered, all the teachers' answers were collected back which are estimated at the rate of 100%.

As far as students are concerned, they were distributed 40 copies of the questionnaires and given a sufficient time to answer the questions. When all the questions have been answered, only 35 questionnaires have been collected back, that is the rate of 85%.

3.4.2 The class observation

I observed the ways and the conditions in which EFL/teachers teach and the way according to which teaching learning process takes place. To reach my goal, I sat down behind in the Classroom as a silent listener and observer.

I observed two classes at CEG Application. One class of 3e with my supervisor and one last class of 4e with his colleague EFL teacher. I observed some classes of my target population basing myself on the following criteria:

- If the majority of students have the book in program.
- If the teacher praises learners' good answers.
- If the teacher makes the class sing, or tell them funny short stories when they feel bored.

- If they use motivating manners to correct learners' errors and mistakes.
- If the teacher corrects learners' errors and mistakes at the right time.
- If the teacher proceeds by games to teach his or her class.
- How they respond after being praised.

3.5 Data collection analysis

After, the data have been collected through the use of the different instruments, they are organized, classified and presented in a tables of three columns with the percentage rate of each question.

This chapter has dealt with information about the procedure for data collection. It was not easy while dealing with this data collection because the respondents were reluctant at the beginning. But they finally offered me a frank collaboration that helped me achieving my objectives. The next chapter deals with the presentation and analysis of the collected data.

CHAPTER IV: Presentation and Analysis of data

INTRODUCTION

In this chapter I presented and analysed the data collected in order to find solution to my research questions.

4.1 EFL Teachers' and Learners' opinions about motivation.

4.1.1 Teachers' opinions

In this part of my work, I presented and analysed the data collected through the EFL teachers' opinions about motivation.

Table N°1: Are you qualified and professional teacher who is “BAPES” or “CAPES” holder?

Response options	Number	Percentage
Yes	04	40%
No	06	60%

This question is asked to have an idea about the pedagogical experience of EFL teachers in their teaching job. In this table, amongst the ten EFL teachers that were submitted the questionnaires, a total number of six EFL teachers (60%) responded they are not qualified and professional teachers. It means that they have been teaching without any professional degree such as BAPES or CAPES. Learners cannot be so much motivated in the learning process since their EFL teachers have received no prior training. In contrast, only four (40%) of them declared they have pedagogical background and then, have been training before starting teaching. As matter of fact, a trained teacher will surely get his/her learners more motivated in class than any other teacher having received no prior pedagogical training.

TableN°2: Have you ever told or taught your beginner learners, I mean the students of 6e and 5e the importance of the English language today?

Response options	Number	Percentage
Yes	08	80%
No	02	20%

In this table, 80% of the teachers tell their EFL learners the importance of learning the English language while 20% of them do not. As result, the great majority of the EFL learners know that the English language is very important in the world today and, therefore, will be interested in learning it. Once they know the importance of the language, there is no doubt that they won't be motivated in learning it.

Table N°3: Learners' lack of motivation may depend on their teachers' way of teaching.

Response options	Number	Percentage
Yes	10	100%
No	00	0%

This table aims to show whether learners' lack of motivation results from teachers' way of teaching. Through the results obtained, the majority of the EFL teachers agreed that the way they teach their EFL learners will influence their motivation negatively and, therefore, lack motivation.

Table N°4: Do you consider motivation in your classroom?

Response options	Number	Percentage
Yes	10	100%
No	00	00%

This question is asked to know whether the EFL teachers use motivational techniques in their class. Indeed yes, that is what the results in the table show. That is to say they all recognise that teaching can't be held without motivation.

4.1.2 Learners' opinions

In this part of my work, I presented and analysed the data collected through the EFL learners' opinions about motivation.

Table N°5: Do you know anything about the importance or the use of the English language today?

Response options	Number	Percentage
Nothing	00	00%
Something	17	42 %
Many things	23	58%

This question is asked to check if EFL learners have an idea about the importance of the English language. The findings of the students' answers have shown that fifty-eight percent (58%) of learners know many things about the importance of the English language today. As a result they will be interested in learning the English language.

Table N°6: According to you, is motivation important in the process of learning English in EFL classes?

Response options	Number	Percentage
Yes, it is	40	100%
Not, it isn't	00	00%

This question aims to show whether the EFL students find the concept of motivation important in their learning process. As we can see in the table all the learners recognise that motivation plays an important role in their learning.

4.2 Teachers' awareness of the role of motivation in the learning process.

Table N°7: A good class atmosphere where students have no fear, no punishments from the teachers and the mockery from classmates reinforces learners' motivation to learn.

Response options	Number	Percentage
True	10	100%
False	00	0%

The aim of this question is to find out the conditions that arouse students' interests in learning English. In an attempt to know these conditions, the majority of the EFL teachers deem it good to mention that a good class atmosphere where learners have no fear, no punishment from the teacher, or when they are not laugh at by their fellow classmates, not to mention a few can really reinforce learners' motivation to learn.

Table N°8: The fact of being too severe in marking EFL learners' papers may demotivate them to learn.

Response options	Number	Percentage
True	10	100%
False	00	0%

This question shows how the temper of the teacher when marking papers can affect learners' motivation. In the table for instance, all the 10 teachers agreed that the fact of being too severe in marking EFL learners' papers may demotivate them to learn. The truth is that when in a bad temper, the teacher will not take time to go through the answers of the learners. As a result the students will be demotivated especially once they realise that teachers do not value their work as it should be.

Table N°9: Does a good class management favour EFL learners' motivation in an EFL class?

Response options	Number	Percentage
Yes, it rarely does	02	20%
Yes, it usually does	08	80%
No, it doesn't	00	0%

The table shows how a good class management can arouse learners' motivation in the learning process. As shown in the table 80% of the respondents agree that a good class management usually favours learners' motivation. Then it

becomes clear that most of EFL English teachers are aware of motivation role in learning process.

4.3 Impact of motivation on task achievement.

In this part of my work, I presented and analysed the data collected through the EFL teachers' questionnaire on the impact of motivation on tasks achievement in EFL classes.

Table N°10: How do your students feel when you appreciate their answers by saying ‘‘very good’’ ‘‘congratulation’’ or ‘‘class, clap for him’’?

Response options	Number	Percentage
Sad	00	00%
Happy	10	100%

This question aims to find out the feelings of EFL students when their teachers praise them after a good answer. The findings in the table show that all the students feel happy when their teacher praises them by saying ‘‘very good’’ ‘‘congratulation’’ or ‘‘class, clap for him’’. Thus, these ways of praising learners get them to be more motivated in the learning activities.

Table N°11: Do your feelings or demotivation during learning impact on your learners' performance?

Response options	Number	Percentage
Yes	10	100%
No	00	00%

The aim of this question is to show how teachers' feelings impact on learners' performance. Through the findings in the table we can notice that, 100% of the teachers agree that their feelings or demotivation can negatively impact on their learners' performance. In fact when the teacher lack motivation he fails to attain his objectives especially in the tasks achievement in the class.

Table N°12: Do you often propose interesting and motivational tasks?

Response options	Number	Percentage
Yes	10	100%
No	00	00%

This question is asked to know whether the EFL teachers use interesting and motivational tasks in the class. Of course yes, as shown in the table the majority of them say that they do propose tasks that interest and motivate learners. Actually, when the activities planned by the EFL teachers fit learners' interests, the learners are more motivated and feel well at ease in performing the tasks. As a result, teachers easily hit the target.

Table N°13: A real learning cannot occur without students' motivation.

Response options	Number	Percentage
True	10	100%
False	00	00%

The aim of this question is to check whether there can be a real learning without learners' motivation. In this regard, 100% of the teachers believe that this is not possible. For, a good learning requires learners' motivation.

All of this is the proof that no learning can take place while students are still unmotivated. So, there is a tight link between students' motivation and task achievement, meaning that no one could achieve a given task without being previously motivated. Afterwards, students' motivation is the goal that any language teachers must attain in order to make learners take part actively, eagerly in the teaching and learning process.

Moreover, it is then clear that learners' behaviour is related to their teacher's own. A good master always has a good student. Teacher must have the competence, capability, the skill to impact positively students' behaviour. Students always follow their teacher philosophy, devotion and eagerness. As matter of fact, in the classroom teacher represents students' motivation and for sure excites them to learn. Then when students are excited, motivated in a classroom, they make the teaching easy for the teacher by achieving task correctly without being disruptive and enable their teacher to hit his/her target.

4.4 The findings of class observation.

The class observation was related to the way and condition in which students carry out task in EFL classes when they are motivated.

Many learners did not have the English book on program. It is known that if some parents do not play their role by providing their children with lots learning materials, I mean the English book in program, such a thing may demotivate their children from learning English.

An interaction was noted during the English classes I visited: before starting course the teacher makes the whole class sing a given song, and often is followed by a slogan they utter chorally. During the teaching process, the Teacher played a

specific role such as facilitators, guides, monitors, assessors, prompter etc. in the sense to help their learners build their own knowledge. My practicum' tutor orders the whole class to applaud for a given student in case they provide a relevant answer, and also he used generally self and peer correction to correct learners' errors and mistakes. Unlike his friend that I also followed for the class observation, I noticed that he lacked mostly the skills to arouse students' interest through motivation which often led to disruptive attitude of his learners.

We can conclude through our examination that, task achievement in EFL classes depends on the way students are motivated. When we refer to the two teachers I observed at CEG application, one succeeded in achieving his goal when students are really motivated whereas the second faced disruptive behaviour from his students. English teachers should accustom their self with motivation skills to hit their daily target in EFL classes.

CHAPTER V: SUMMARY, DISCUSSION, SUGGESTION AND GENERAL CONCLUSION

The present chapter lends itself to bringing out attempt of suggestions and solutions to the problem of the impact of students' motivation on tasks achievement in EFL classes that the teaching/learning of English as a foreign language is confronted to in our secondary schools. This has been done by taking into consideration the findings of the research work. This chapter' first part deals with the summary of the whole research, the second part with discussion on the subject, the third part with suggestion to government and teachers, suggestion to EFL learners and eventually follow by the general conclusion.

5.1 SUMMARY

Research on Foreign and Second Language learning suggests that the attitudes and behaviours that teachers demonstrate to their students can often have an influence on their motivation and achievements. Some teachers unwillingly tend to convey negative attitudes to students, which appear to alter students' will to achieve well in their learning process. Nowadays, Benin EFL students sink in disaffection towards the English language despite the importance that language is gaining in every aspect of people's life and occupations.

In this research work, I investigate the definition and different dimensions motivation can take, and how it has been interpreted by researchers and some writers, the factors that can affect it, and how the lack of motivation can hinder learning. Then, I adopt a pedagogically scientific methodology to look for the likely causes of its lack on the part of the students by addressing some questionnaires to both teachers and learners. The main purpose is to find out the key reasons why students who recognize the importance of such language do not all show motivation to its learning. After the interpretation of the outcomes, I scrutinize the pedagogical implications of motivation in school learning; offer some suggestions about how teachers might become more successful in communicating motivation to their students. In the end, I offer some suggestions to

educational authorities to solve the problem of the impact of students' motivation in tasks achievement in Benin schools in general and in particular in EFL classes, so as to improve Benin students' chances of success.

5-2 Discussion

The purpose of this study, as stated before is to examine both students and teachers perspectives as far as motivation in EFL classes is concerned in order to check whether they are aware of its importance in the teaching/learning process.

However, the first research question was to know the EFL teachers and the EFL learners' perspectives or view point about motivation in the teaching/learning process. Throughout my research work, I have pointed out that all the EFL learners questioned recognise that motivation plays an important role in their learning. That is what EFL teachers testify by approving that teaching cannot be held without motivation.

As for the second research question, it was asked to check the awareness of EFL teachers about the crucial role of motivation in the teaching process. Thus, some of them do not recognise the crucial role of motivation in the teaching process. At first, EFL teachers (especially untrained teachers) do not know how to plan their lessons: what to teach, how to teach it, and what appropriate materials they should use to teach. There is no doubt that a teacher who got trained in a professional school will do his/her job well and accordingly involve the learners in the classroom tasks. Learning would be more interesting if EFL teachers are aware of the crucial role of motivation in the teaching process. But what are the impacts of students' motivation on tasks achievement in EFL classes?

Of course, the more motivated students are, the better they carried out tasks. A student who is given an uninteresting tasks will not be as motivated as he or she should be. The task proposed by the teacher should be in line with students' interest. Through my research work, especially during my class observation, I have found out that students' motivation impacts on the learning activities proposed by the teacher. Actually when students are not motivated they do not pay too much

attention to the lesson. This can be noticed during my class observation at CEG Application.

All in all, it is clear now that students' motivation impacts on task achievement in EFL classes because the more motivated students are, the better they carry out tasks which for sure impact positively their results and also negatively when it happens to miss. The goal of any teacher is to teach successfully; but what if students lack motivation in the class? I think the teacher will not attain his or her objectives.

5.3 Suggestions

5.3.1 Suggestions to the government

Since education and development are deeply linked, and considering the fact that motivation from both teachers and learners could positively influence the process of teaching/learning, and therefore the quality of education, the government should mainly improve the working and living conditions of teachers by bettering their salaries, and equipping schools with teaching infrastructures, materials and libraries. New schools and classrooms should be built in order to solve the problem of large classes mainly in public schools.

As the quality of the education depends on the quality of teachers, the government should subdivide the training of teachers at ENS Porto-Novo so as to allow and encourage non-qualified teachers to go there for training because such a training will improve the performance of those teachers.

Not only are teachers educators, but they are also communicators. From that view point, teachers should be well dressed not in an exaggerated way so as to predispose their learners to listen to them. So, the government should also grant clothing bonus to teachers as it is done for journalists, which is a kind of motivation from the government towards teachers. The government should organize seminars, workshops, and teaching conferences for English teachers.

The creation of English clubs in school should be made compulsory. The government should create traveling opportunities to English speaking countries for teachers so as to all them grow professionally.

5.3.2 Suggestions to EFL/teachers

As important as are the actions from authorities at national level to help improve TEFL by boosting learners' interest in the language, EFL teachers should also realize that their role in EFL classes is no prominent. The causes of the lack of motivation are various and diverse, but most of them are related to the teacher and his relationship with his or her students. Factors such as class management, lesson plan, teacher's way of teaching and correcting mistakes and errors and his or her personality (his or her degree of consideration of learners as human beings, too much severity in making learners' papers) are not to be neglected as well.

EFL teachers should therefore create and observe:

- A pleasant and supportive classroom atmosphere.
- Appropriate teacher behaviour and good teacher-students rapport.
- Making the curriculum relevant for the learners.
- Praising learners' good answers, encouraging learners by the use of positive reinforcement.
- Using diverse teaching activities, and having a balance of the four different skills although they are integrated.
- Taking into account learners' needs and interests and their style of learning.
- Creating, maintaining and protecting learners' motivation by increasing their self-confidence and autonomy in learning.
- Being mindful to learners' problems.
- Making the class easy for learners.
- Teaching song, telling jokes and playing games.
- Giving advice to the class.

5.3.3 Suggestions to EFL/learners

I would like EFL/learners to really know that they are the one who learn not the teacher.

EFL/learners should motivate themselves by doing well in terms of performance at school. The more EFL/learners do well at school, and are happy, the more motivation to learn increases.

Although it is difficult to Beninese EFL/learners to frequently speak the English language in a francophone environment, EFL/learners should create opportunities for themselves to practice English apart from classes at school by being an active member of an English club, and listening to radio and watching TV programs help reinforce exposure to the language.

It might be better to start from radio programs of less difficult accent such as GBC: *Ghana Broadcasting Cooperation*, moving through BBC: *British Broadcasting Cooperation* to VOA: *Voice of America*. In fact, RP: Received Pronunciation, and GM: *General American* which are respectively the Standard English spoken in the United States of America, are the two types academically advisable. The RP can be heard on BBC and GM on Voice of America: VOA.

5.3.4 Suggestions to parents

Nowadays, education is a matter of financial means or money because if people think that education is costly, they could try ignorance. From that point of view, I would like parents to provide their children at least with the book on program and with the bilingual dictionary.

Parents could sometimes encourage and motivate their children through Rewards and presents when they do well at school. Parents could also allow their children to be active members of an English club or could send them spend holidays in an English speaking country with a friend or relative if they had a means.

GENERAL CONCLUSION

The lack of motivation from learners for learning, the lack of motivation from teachers for teaching and its impact on task achievement in EFL classes to some extent have been explained through the findings, the data of my research work. Since learners' lack of motivation is a major cause of their poor performance, the importance of motivation in the process of learning in EFL class is called to be taking into account because students' aptitude to carry out tasks depend on it.

This research work, among others, is willing to consider the situation and it suggests some approaches of solutions through its different parts. Since a class is generally made of visual Learners, auditory learners, slow way learners, quick way learners, EFL teachers should take into account those facts when conducting class. I mean learners' learning style without forgetting their needs and interests.

Concerning my research methodology, I addressed questionnaire to both teachers and learners of CEG applications. I also carried out some class observations with the target population. With that research methodology, I came across some findings that were submitted to my analysis. From the analysis of my findings, some suggestions are addressed to the government, and some suggestions are made to teachers, learners and parents. Teachers as well as parents should tell learners the great importance of the English language today so as to get them motivated for learning it as motivation could not come from nothingness.

Talking about school or education, we cannot neglect the great role that the government has been playing as a guarantor of education. We do appreciate what there are doing. But, they can do better so as to improve the leaving and working conditions of teachers. The government should equip schools with teaching learning materials and build new schools and classrooms. They should do everything to make teachers enjoy doing their teaching job though it is a priesthood job.

I remain convinced that my research work had not explored all the different aspects or related to the impact of learners' motivation on task achievement in EFL classes. So I do hope that other researches will be carried out in that field.

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A-Questionnaire to EFL students

Instruction: tick only on box for each answer according to your point of view.

1- Do you know anything about the importance or the use of the English language today?

Yes No

2- According to you, is motivation important in the process of learning English in EFL classes?

Yes

No

3- Do you have any opportunity to speak English apart from school?

Yes

No

4- How do you consider English?

Just as a school subject

As a language

As a very important language

5- I may really be motivated to learn if I know the importance of English in the world today.

True False

6- According to you, is motivation important in the process of learning English?

Yes No

7- Do your parents motivate you to learn English?

Yes No

B-Questionnaire to EFL teachers

Instruction: tick only on box for each answer according to your point of view.

1- Are you qualified and professional teacher who is “BAPES” or “CAPES” holder?

Yes: No:

2- Have you ever told or taught your beginner learners, I mean the students of 6e and 5e the importance of the English language today?

Yes: No:

3- Learners’ lack of motivation may depend on their teachers’ way of teaching

True: false:

4- Do you consider motivation in your classroom?

Yes No

5- A good class atmosphere where students have no fear, no punishments from the teachers and the mockery from classmates reinforces learner’s motivation to learn.

True: false:

6- The fact of being too severe in making EFL/learners’ papers may demotivate them to learn.

True: false:

7- Does a good class management favour EFL/learners’ motivation in an EFL class?

Yes, it rarely does: Yes, it usually does: No, it doesn’t:

8- How do your students feel when you appreciate their answers by saying “ very good” “ congratulation” or “ class clap for him”?

Sad Happy

9- Do your feelings or demotivation during learning impact on your learners’ performance?

Yes No

10- Do you often propose interesting and motivational tasks?

Yes No

11- A real learning cannot occur without students’ motivation.

True False