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**THE IMPACT OF MOTIVATION ON
LEARNERS' ACHIEVEMENT IN EFL CLASSES: A CASE
STUDY OF LYCEE TOFFA 1er OF PORTO-NOVO**

Présenté par :

KOUYABOU Aminou

Sous la direction de :

Dr. Juvenale AGBAYAHOUN

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Dedication

I dedicate this research work to my beloved mother Aissatou G. S. TCHAO.

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List of acronyms and abbreviations

EFL: *English as a Foreign Language*

ESL: *English as a Second Language*

EL: *English Language*

FL: *Foreign Language*

L2: *Language 2 or Second Language*

JSS: *Junior Secondary School*

CBA: *Competency Based Approach*

LCA: *Learner-Centered Approach*

Vs.: *versus*

GENERAL INTRODUCTION

Language is taught in order to be spoken, practised and performed with other people who use it as a communicative means in real life situations. Therefore, its learning requires a lot of practice.

A large number of learners do not show any interest to the English language learning pretending that the language is difficult and that they hardly understand what their teacher of English conveys as message in class. The teachers, as far as they are concerned, blame the learners for their lack of motivation. They often ignore that English in Benin context is not our mother tongue. It is a foreign language that learners have opportunity to practice only at school or even in class.

Considering all these situations, learners' motivation is an important aspect of learning that deserves research attention. This research work is carried out to examine the impact of motivation on learners' achievement in EFL classes. It is organized into five (5) chapters. The first chapter which introduces the study, presents the research problem, the purpose of the study, the research questions and the significance of the study. The second chapter presents the literature review. The third one presents the methodology used in the study. The fourth chapter shows the findings, their analysis and discussion. The last chapter deals with the summary of my research and suggestions.

CHAPTER I: INTRODUCTION TO THE STUDY

This first chapter introduces the study through the presentation of the research problem, the purpose of the study, the research questions and the significance of the study.

1-1- The statement of the problem:

When an individual decides to become a teacher, he/she must have a desire to behave in a supportive and encouraging manner. After all, students deserve the right to have a teacher who makes them feel comfortable in the classroom and even outside and makes them acquire good attitudes and love his/her subject. When students start the secondary school, they are eager to learn English because it is a new language. But after some days/weeks/months of courses, they start losing interest in it. They behave so, because their teacher fails not only to motivate them but also to make them love the English language. That's why I decided to work on the impact of motivation on learners' achievement in EFL classes.

1-2- The purpose of the study:

The aim of this study is to examine the impact of motivation on learners' achievement in EFL classes through the analysis of the factors which hinder the English language learning and some means used by the teachers of English to motivate their learners. Another aim is to make some teachers of English become aware of the importance of some means of motivation in order to make their teaching more effective and also make their learners get interested in it.

1-3- The research questions:

In order to obtain some concrete proves regarding the impact of motivation on EFL learners' achievement, the main research questions for this work are as follow:

- What are the factors that hinder the English language learning?
- What are some means used by teachers to motivate their learners?

1-4-The significance of the study:

Motivation is one of the important forces that guide learners' actions in the teaching learning process. So, this study will not only enable teachers of English to make their learners enjoy the learning activities carried out in their classes, it also makes the learning process more attractive and effective and shows the way to future research oriented to motivation.

To reach my goal I have read some books to expand my knowledge on the topic I am dealing with. The next chapter presents the report and the analysis of my readings.

CHAPTER II: LITERATURE REVIEW

This chapter presents some different aspects of motivation; that is, intrinsic vs. extrinsic motivation, achievement motivation, need for achievement, instrumental motivation, integrative motivation, classroom reality and motivation and the role of important others in providing social support.

2-1- Intrinsic vs. extrinsic motivation:

Intrinsic motivation means that the motivational stimuli of the individual come from his inner part. It also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Research has found that it is usually associated with high educational achievement and enjoyment by students; (Iyengar, 2005).

As far as extrinsic motivation is concerned, it comes from outside of the individual. Common extrinsic motivations are rewards like money, grades, roll of honor, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives. Social psychological research has shown that extrinsic rewards can lead to over justification and subsequent reduction in intrinsic motivation; (Iyengar, 2005).

2-2- Achievement motivation:

Many studies have been conducted to find out what motivates learners. Achievement motivation is regarded to be central human motivation. In the words of Dave and Anand (1999) achievement motivation is: “A *desire to do well related to some standard of excellence*” (p23). Colman (2001) has defined achievement motivation as a social form of motivation involving a competitive desire to meet standards of excellence. Thus, the basis of achievement motivation is achievement motive, which is motive to achieve. Those who engage themselves in a task expect an achievement motivation.

Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances whereas in the field of education in

particular it stands for the pursuit of excellence. Since the need for achievement varies from one student to another, it may help in planning activities to know where students stand, which students, for instance, have high achievement needs, which are low in achievement and which seem primarily motivated by a need to avoid failure. Those who are more highly motivated to achieve are likely to respond well to challenging assignments, strict grading corrective feedback, new or unusual problems and the chance to try again. But, less challenging assignments, simple reinforcement for success, small steps for each task, lenient grading and protections from embarrassment are probably more successful strategies for those students who are very eager to avoid failure. The individual's perception of probability for achieving the task would cause a need to achieve and a fear of failure. Both are strong emotions that influence the individual's decision on whether or not to attempt the task. If a task simultaneously arouses an individual's motivation to approach the task and motivation to avoid the task, then the sum of the two motivations will be the result. If the result is more positive to avoid the task, then the individual will be motivated to avoid the task; (Alderman, 1999).

2-3-Need for achievement:

Learners are sometimes influenced by a need to achieve. This leads them do their best to succeed in what they undertake. According to Achua and Lussier (2007), the need for achievement is: "*The unconscious concern for excellence in accomplishments through individual efforts*" (p.42). Similarly, Daft (2008) stated that: "*The need for achievement is the desire to accomplish something difficult, attain a high standard of success, and surpass others*" (p.233). Individuals who exhibit the need for achievement seek to accomplish realistic but challenging goals.

2-4-Instrumental motivation:

Instrumental motivation can be defined as a desire to achieve proficiency in a language for utilitarian, or practical reasons, it may also relate to proficiency. Its presence will encourage performers to interact with L2 speakers in order to achieve certain ends. For the instrumentally motivated performer, interaction always has some practice purpose.

The presence of instrumental motivation predicts a strong affective filter. With instrumental motivation, language learning may cease to get the job done. Also, instrumentally motivated performers may acquire just those aspects for the target language that are necessary; at an elementary level, this may be simple routines and patterns, and at a more advanced level this predicts the non-acquisition of elements that are communicatively less important but that are socially important, such as aspects of morphology and accent. When the practical value of L2 proficiency is high and frequent use necessary, instrumental motivation may be a powerful predictor of second language acquisition.

2-5-Integrative motivation:

Contrary to the instrumental motivation, integrative motivation is a form of motivation referred to as a desire to be like valued members of the community that speak the second language. The presence of integrative motivation should encourage the acquirer to interact with speakers of the second language out of sheer interest, and thereby obtain intake.

Integrative motivation is based on interest in the learning of the foreign language which is due to a desire to learn about or associate with people who use it, or because of an intention to participate in the FL using speech community, in any case, emotions or affective factors are dominant (Saville 2005). It is thought that learners who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. This form of motivation is known as integrative motivation. It is also theorized that “*Integrative motivation typically underlies successful acquisition of a wide range registers and a native like pronunciation*”; (Finnegan, 1999:568).

2-6-Classroom reality and motivation:

The following are some issues related to motivation in the classroom.

2-6-1-Interactive communicative language teaching methods and motivation:

Interactive teaching methods for teaching EFL to university students improves comprehension and communicative competence as found by Morell (2004) who compares conventional non-interactive methods with minimal students interventions with interactive classes that use entertainment, students' oral presentations and students' interventions. Findings show that in interactive classes, teachers are aware of their students' needs to understand and improve their communicative competence and of the importance of student involvement. In non-interactive classes, teachers feel pressured by time and course syllabus.

2-6-2-The role of important others in providing social support:

Autonomy, competence and relatedness are important to thriving of intrinsic motivation and internalization of values. Studies showed that this can be supported by important others who are involved in the learners' language learning process. These important others include the teacher and the classmates. The following sections will look more closely at their role in providing social support.

2-6-2-1-The teacher' role in providing motivation and social support:

The long-life learner who is the teacher plays such an important role in the classroom that almost everything he/she does in the classroom has a motivational influence on learners (Dornyei, 2001, p21). Here, we are about reviewing the ways a teacher provides autonomy, competence and relatedness for learners to support internalization of values associated with intrinsic motivation.

Dornyei (2001) stated that *“An autonomy supportive teacher needs to adopt the role of facilitator who views him/herself as a helper and instructional designer who leads learners to discover and create their own meanings about the world”* (p.106). Dam (2003) added that an autonomy supportive teacher attempts to maintain learner centered classroom. Thus, teachers who support autonomy encourage and allow learners to take personal responsibility for their learning. Brophy (2010) stated in terms of competence support that: *“First and*

foremost, the teacher must provide activities that are relevant to students' background knowledge and repertoire of skills. These activities should provide students with the chance to interact with the teacher and other classmates, sharpen their creative thinking, and apply what they have learnt, and receive feedback".

Dornyei (2001) also provided some other teaching strategies that enhance students' perceived competence via enhancing their self-confidence and protecting their social image. Furthermore, the teacher should teach students some learning strategies so that they can organize their learning process, and learn more effectively. The teacher should respond to the need for relatedness with students as both individuals and a group. Dornyei (2001) also suggested that teachers address their personal relationship with students by recognizing them as individuals, by learning their names and getting to know them. The teacher needs also to establish the class as a cohesive, bonded group with appropriate group norms. Brophy (2001) added that: "*The teacher can also increase student' interdependence on other group members by structuring common group goals*" (p.12). Several studies conducted in the foreign language context demonstrated that the teacher's social support was conducive to the student learning and motivation (Chan, 2010). Teacher's competence support through allowing students a choice of tasks motivate them to learn (Heitzman, 2009). In Lam's study (2004), a teacher was considered as motivator for providing students with practice opportunities, letting them share personal information, and encouraging them to speak English. Chan (2010) found that a socially supportive teacher created a computer supportive knowledge-building class that motivated learners. This kind of class goes beyond focusing on tasks with a mere shift from teacher-centered to student-centered learning to become members of a community creating and improving knowledge for the community.

2-6-2-2-Classmates' role in providing motivation

Here, it is about authors' points of view on the ways group members motivate one another to learn by providing competence support and improving the sense of relatedness with one another.

Wilkinson & al (2000) reviewed the mechanisms and processes in which peers exerted influence on students' learning outcomes. Some of these

mechanisms and processes are provision of socio-emotional support, social facilitation in which a student works better under the observation of other peers' feedback, providing explanations, and co-construction via scaffolding.

According to Dornyei (2001), some group norms could encourage students to learn better and work cooperatively with others. For instance, encouragement and praise from group members, sharing of opinions, helping, respecting group members' ideas and so on are some effective ways of motivating students to learn. As far as Wong (2008) is concerned, he found that peers influenced Hong Kong students' motivation more than the teacher or parents. One example was the pleasant feelings of learning English with classmates.

In my research work, I have used a certain methodology to collect data. The next chapter deals with this methodology.

CHAPTER III: METHODOLOGY OF THE STUDY

This chapter presents information about the design of the study, the setting of the study, the research target (participants), the research instruments, the procedure of data collection and the procedure of data analysis.

3-1- The design of the study:

The design of this study will consist in the analysis of the results of the survey. The expected answers will be interpreted in terms of percentage.

3-2-The setting of the study:

The survey has been carried out in Lycee Toffa 1er which is located in the town of Porto-Novo at Adjarra-Docodji, not far from the town hall and CEG DAVIE. In fact, we have chosen Lycee Toffa 1er as a setting of this research work for having attended our training courses in that school. Lycee Toffa 1er is a boarding school of young girls, some sleeping in dormitories and others in the town. There are many teachers with different status intervening in this school and the majority of them are women and the administrative board is composed of women in majority. Among these teachers, there are teachers' advisers, qualified teachers, part time teachers and even untrained teachers.

3-3- The research participants:

The survey of this study has taken into account two kinds of target. The first target is a group of EFL students and the second one is made up of EFL teachers. Such choice has been made because this study has to deal with the impact of motivation on EFL learners' achievement, which involves not only teachers but also learners.

3-3-1- The learners:

The first target as mentioned is a group of 50 EFL learners of form four (3e) and 46 EFL learners of form one (6e) which combined, gives a total of 96 EFL learners. They are aged between 11 and 18.

3-3-1- The teachers:

The second target is a group of 25 EFL teachers composed of 20 males and 5 females. The target is made up of novice and experienced teachers. Their age is between 25 to 49 years old and their teaching experience in English in Secondary School is between 2 to 18 years.

3-4- The research instruments:

The research instruments I have used to collect data for this research work are the questionnaire and the classroom observation.

3-4-1-The questionnaire:

It is designed in order to obtain information about the topic. I have made such a choice because this instrument is more practical to succeed in obtaining good information and has also been proved to be an instrument that respondents really feel free and more confident to respond. It has two (2) appendices: the first appendix designed for learners is made of eleven (11) questions and the second one designed for teachers is made of nine (9) questions.

I have also used class observation that I made during my training courses of second year and partly in third year as an instrument of my research work.

3-4-2-The class observation:

The questionnaire is an appropriate instrument to collect data. But it is not sufficient enough to reach my goal. That's why I felt obliged to carry out class observation. This instrument enabled me to understand thoroughly how EFL teachers manage their classes so as to discover the problem that hinders English learning in Benin secondary schools by my own.

To fulfill this work design, I got along with three teachers of English to go and observe them when they are carrying out their courses. I made three observation sessions with each of them. A planning was as well negotiated with them on what to be observed. Teachers who accepted to be observed were very welcoming. That is, whenever I paid them a visit, they gave me a seat at the bottom of the classroom so as to make me feel free and at ease to perform my work. During the lesson, I could see everything going on. At the end of each visit, I spent a few minutes in discussing and exchanging ideas on the issues which were relevant to my research.

3-5- The procedure of the data collection:

The EFL learners and teachers were asked to respond to a series of different questions by filling out the questionnaire themselves. I sometimes help some learners by providing them with explanations and translation on some questions of the questionnaire.

3-6- The procedure of the data analysis:

After the collection of the data, I have organized the different answers of the questionnaires in tables so as to make a clear interpretation and analysis of them. The questionnaires addressed to EFL learners and teachers are put in the appendices of this research work.

The findings of my study are displayed in the following chapter.

CHAPTER IV: PRESENTATION AND ANALYSIS OF THE DATA

This chapter is based on the presentation of the data collected through my investigation, their analysis and discussion.

4-1-Factors that hinder the English language learning:

Questionnaires have been one of the instruments I have used to collect the data for my research work. I have designed two types of questionnaires: the first questionnaire for the EFL learners and the second one for the EFL teachers. This first questionnaire was addressed to 96 sample EFL learners who tried to respond to my eleven (11) questions.

4-1-1- Classmates' behavior:

I have asked 96 EFL learners through my first question to know what hinders the English language learning. The results are presented in the table below:

Table1: Factors that hinder English learning

Items	Your classmates' behavior	The lack of motivation	Total
Numbers and Percentages			
Numbers	36	60	96
Percentages	37,5%	62,5%	100%

From this table, I can notice that 36 (37, 5%) out of 96 students state that their classmates' behavior during the lesson prevents them from learning efficiently English whereas 60 (62, 5%) out of 96 students state that the lack of motivation is a primordial factor that hinders their English learning. The results confirm that the learners' indiscipline and the lack of motivation are some of the

factors which hinder the English language learning in the classrooms. Now, how does classmates' behavior affect the English language learning?

4-1-2-Learners' lack of motivation:

The results show that 46 (47,91%) out of 96 respondent learners say that their classmates' behavior affects their English language learning through disturbance during the lesson and 50 (52,08%) out of 96 respondent learners say that it is through their classmates' interference when the teacher gives them the opportunity to express themselves in English.

From the results below, we can notice that the classmates' indiscipline is depicted by their disturbance and interference towards other students. These two factors are not to be demonstrated because nowadays, when the teacher is carrying out his/her lesson, some learners may be making noise, teasing one another or telling one another what happened during the week-end or the previous day to disturb other students who are following the teacher. They even interfere in other learners' talking time; that is, they may be talking to the teacher on an issue different from the content of the lesson when one of their classmates has been given the floor to speak. This fact shocks and frustrates the victims and most of the time hinders their English language learning.

Table2: The way classmates' behavior affects English learning in the classroom.

Items Numbers And Percentages	Through disturbance during the lesson	Through your classmates' interference	Total
Numbers	46	50	96
Percentages	47,91%	52,08%	100%

4-1-3-The causes of the lack of motivation:

Table 3: Learners’ reasons of their lack of motivation.

Items	I dislike English language.	The activities proposed are boring.	The teacher’s personality.	I expect nothing from the English language.	Total
Numbers And Percentages					
Numbers	56	12	17	11	96
Percentages	58,33%	12,5%	17,70%	11,45%	100%

The results of the table above show that 56 learners (58, 33%) do not like the English language; 12 (12, 5%) indicate that the activities proposed are too boring and do not incite them to be interested in them; 17 (17, 70%) state that they do not like their teacher’s personality since their teacher is indifferent to their problems and needs; and 11 (11, 45%) assume that they expect nothing from the English language. The latter may be those who do not know the reasons why they are learning English. So, their teacher should explain to them the importance of the English language and the opportunities that this language can offer to them worldwide.

Once more, the learners’ attitudes towards the English language are not at all surprising since they are not given opportunities to express their ideas and to practice the language. Learners should be given the chance to say something on their own as far as their understanding of the lesson carried out is concerned. Here, the teacher’s attitude and his/her relationship with his/her learners play an important role in the motivation and achievement of his/her learners. The teacher should be flexible and gentle to his/her learners in order to foster learners’ achievement. The following table is about learners’ feelings when coming to the English class.

4-1-4- Learners' feelings about attending English classes:

At this level, the question about how they feel when coming to English class has been after I thoroughly explain it to them.

The role of the teacher as motivator in the classroom is quite under the expectations. This can be explained by the important number of students who before they go to the classroom are already unmotivated to follow the lesson. Only 57 (59, 37%) of the respondent learners indicate that they feel happy while coming to the English class whereas 8 (8, 33%) of them say they were afraid of their teachers because they are severe towards them and that reinforces the hardness of the English language for them to learn. 31 (32, 29%) of the respondent learners indicate that they were frustrated because their teachers do not show a friendly and positive attitude towards them; so this reason leads to their lack of motivation to learn the English language. The results are presented in the following table.

Table4: Learners' opinions about how they feel when coming to English class.

Numbers And Percentages	Items	Happy	Afraid	Frustrated	Total
Numbers		57	8	31	96
Percentages		59, 37%	8,33%	32,29%	100%

4-1-5- Learners' opinions about EFL classes:

Table5: Learners' opinions about what makes them happy, afraid and frustrated when coming to school.

Numbers And percentages	Items	Your teacher	The English language	Your class mates	Total
Numbers		20	66	10	96
Percentages		20, 83%	68, 75%	10, 41%	100%

Target students' opinions about what impacts their feelings of motivation to learn show that 20 (20, 83%) of the respondent learners indicated that frustrations come from the fact that their teacher is not lenient to them; 66 (68, 75%) of the respondent learners said that the English language itself does not set up a good atmosphere. This means that their low proficiency and interest to English language learning are basically due to the lack of motivation. They also added that they do not understand their English lessons because their teacher does not explain the lesson very well to them. Only 10 (10, 41%) of the respondent learners said that their frustrations come from their classmates. Thus, we can conclude that all those factors that hinder students' achievement are partly related to the concept of motivation.

4-1-6-Learners' feelings about the English language before and after they start learning.

A large number of learners manifested an interest in the English language and thereby thought it is a good subject which is worthy to be taught regarding its usefulness all over the world. But some seem to have a prejudice on the subject. In other words, they had a feeling that English is difficult before they started learning it and later on, they realized that it was not the case. They declared that they were interested in English chiefly when they listened to their friends performing well in it. This means that those students could do better only if their teacher set up a friendly atmosphere in the classroom. Indeed, motivation

is the breath and the very pulse of the EFL teaching-learning process as the pioneering, crowing and sustaining for a language learning. So, it is an obligation for teachers to note that all learning activities are filtered through students' motivation. A focus should therefore be put on it.

4-1-7- Learners' answers about their teachers' attitudes towards them in the classroom:

Table6: Learners' opinions about their teachers' attitudes towards them in the classroom.

Numbers Items and Percentages	Yes	No	Rarely	Total
Numbers	19	60	17	96
Percentages	19,79%	62,5%	17,77%	100%

Considering the table above related to the relationships between learners and teachers, we realized that many learners 60 (62, 5%) have responded that they could not often discuss with their teachers and that the latter have a rude manner when teaching them; that is, they impose to them everything erecting themselves as half gods in the classroom. Some 19 (19,79) did confess that their teacher often calls them by their names; which creates a friendly climate in the classroom and allows students to learn confidently with him/her whereas others 17 (17,77) stated that most of the time, their teacher was only interested in a group of students that reacts well to his/her questions and even seems to abandon the other groups.

This fact is not worthy to a teacher considering his/her role as controller which confers to him/her the responsibility to be totally in charge of the whole class. He/she should control not only what students are doing, but when they speak and what language they use. He/she should play this role during an accurate reproduction stage. The other role that is assigned to a teacher is the one of organizer. This role aims at organizing students by telling them for

example what they are going to talk about (or write or read about). He/she should give clear instructions about what exactly their task is, get the task going on, make sure the task has been understood by every student and organize feedback when it is over. This sounds remarkably easy, but can be disastrous if the teacher has not thought out exactly what he/she is going to say beforehand. All that can enable the teacher not to put some students who seem shy or indifferent to his/her questions in a position of secondary importance.

4-1-8- Learners' participation in the lesson:

Table7: Learners' opinions about their participation to the lesson

Numbers and Percentages	Items	Participate	Passive	From time to time	Total
Numbers		58	04	34	96
Percentages		60,41%	4,16%	35,41%	100%

The results of this table show that the majority of learners 58 (60, 41%) participate to the lessons. 4 (4, 16%) of the learners indicate that they do not show any interest to take actively part in the lessons because their teacher does not succeed to motivate them; that is, their teacher usually insults them any time that they give a wrong answer. And 34 (35, 41%) of them indicate that they react and participate in the lessons from time to time.

These different answers clearly show that teachers have much to do to incite the full participation of their learners. Thus, the teacher should provide learners with motivating activities that can allow them to take actively part not in hundred percent but near it since their intrinsic motivation is already active apart from the teacher's own effort to extrinsically motivate them. The teacher should also be a prompter by encouraging the learners to ask some other questions and is ready with a suggestion about what those questions might be in case the students could not think of one themselves. All that can motivate students to learn effectively.

4-2-Means used by teachers to motivate their learners:

Twenty-five (25) teachers of English were asked to fill in the forms composed of eight (08) questions related to the teaching-learning process as far as the questionnaire for teachers is concerned.

4-2-1-The use of warming-up exercises:

Table8: Teachers' opinions about the warming-up exercises

Numbers and percentages \ Items	Very important	A relaxed atmosphere is better	Total
Numbers	14	11	25
Percentages	56%	44%	100%

By filling in the question, 14 (56%) of the respondent teachers thought that besides our method, warming-up exercise is very important to enhance our teaching methods and incite motivation in our learners. And 11 (44%) of them stated that a relaxed atmosphere is better.

From the two answers, we can notice that nearly all the encountered teachers do agree that warming-up exercise that takes place at the beginning of every class is a very important tool in teaching-learning process. But some suggested that a relaxed atmosphere created by the teacher in the classroom is much better.

4-2-2- The use of praise:

Table9: Teachers’ opinions about praising in EFL classes.

Numbers and Percentages	Items	Very necessary	Not necessary	Total
Numbers		20	5	25
Percentages		80%	20%	100%

Here, when I asked to the EFL teachers if they praise regularly their learners when they perform well in English class, 20 respondent teachers (80%) out of 25 assigned that it is very necessary to praise their learners every time that they try to answer a question or give a good answer, when they progress through their tests’ marks. But 5 (20%) respondent teachers out of 25 replied that it is not necessary at all time to praise or to encourage learners for their good performance. According to the latter, a focus should be put on a good explanation of the lessons and the creation of a relaxed classroom atmosphere. This means that these teachers sometimes neglect praising their learners even though they work well, ignoring that when a student is praised for his/her progress, and he/she is much more motivated to do better next time since he/she is reinforced positively for that progress. Nevertheless, we should know how to praise and when to praise because much praise becomes boring and praise will no longer have its real value. The table below shows how often learners are praised by their teachers when they perform well in English class.

4-2-3-English teachers’ positive attitudes towards learners’ low achievement:

Table10: Teachers’ attitudes towards their learners’ low achievement

Numbers And Percentages	Items	I punish them if they don’t learn their lessons	I report them to the school administration	I give them a lot of exercises	I advise them to learn their lessons	Total

Numbers	10	4	5	6	25
Percentages	40%	16%	20%	24%	100%

Teachers have a great responsibility on the success and/or the failure of their students. They have to overcome complicated and demanding situation, to manage emotional and social pressure of a group of learners so as to help them become proficient. So, the results in the table above show that 10 (40%) out of 25 EFL respondent teachers punish their learners if they don't learn their lessons, 4 (16%) teachers report them to the school administration, 5 (20%) teachers give them a lot of exercises hoping to improve their level and 6 (24%) teachers advise them to learn their lessons by explaining to them the importance of the English language and the opportunities it can offer to them in the world.

Despite all these measures, the learners' achievements are still low as we can see in tables 2 and 3. Since the majority of the learners indicate that they don't master their lessons very well, it would be helpful if teachers try to motivate their learners to get them interested in the English language instead of just having class with them without making any effort to get them interested in the lesson. The following part is about one of the means a teacher can use to impulse his/her learners' motivation.

Table 11: Teachers' opinions about the frequency of praising their learners whenever they perform well in English class.

Numbers And percentages	Items	Once a while	Every time they perform well	Total
Numbers		17	08	25
Percentages		68%	32%	100%

The results in this table show that there are no more teachers who regularly praise their learners when they perform well. 17 (68%) respondent

teachers indicate that they only praise their learners once a while during their teaching. Only 8 (32%) respondent teachers mention that they do praise their learners every time they perform well. This fact is not surprising since some teachers replied that it is not necessary to praise regularly.

4-2-4-The impact of praise on the learners’ achievements: teachers’ perspectives.

Table12: Teachers’ perspectives of praise on learners’ achievements.

Numbers And Percentages	Items	Positive impact	Negative impact	I don't know	Total
Numbers		20	0	5	25
Percentages		80%	0%	20%	100%

Only 5 (20%) of respondent teachers have no idea about the impact of praising. They argued that even though some learners are praised, their achievements do not progress in English language. So, according to these teachers, it is not useful to praise learners at all the time. A large number of respondent teachers 20 (80%) indicated that praising has a positive impact on learners’ motivation which enhances achievements in English learning.

From this table, we can conclude that teachers cannot do without praising for the fact that it motivates learners not only to do better next time but also to progress in their English language learning.

4-2-5-Some means teachers use to motivate their learners:

There are several means by which teachers of English can motivate their learners to like the English language. The table below shows some of these means.

Table13: Some of the means teachers use to motivate their learners.

Items Numbers And Percentages	I sing with them and tell them stories in English	I make them aware of what English can help them to do in their future	I praise them positively when they react positively to the lesson	All these propositions	Total
Numbers	06	02	14	03	25
Percentages	24%	08%	56%	12%	100%

As we can see in this table, 6 (24%) teachers use songs and stories to boost their learners' motivation to take an active part in the lessons, 2 (08%) of the respondent teachers tell their learners the importance and advantages that the English language offers. 14 (56%) of them reinforce positively their learners when they react positively to the lessons; and 3 (12%) of them use all the proposed means in their classes; that is, the use of songs and stories, make their learners be aware of the usefulness of the English language and reinforce them whenever they perform well.

From this table, we can notice that the majority of the teachers use the praise as a major means of motivation. Despite its detrimental impact on children's self-perceptions, praise remains the best means of learners' motivation. The use of songs and stories helps EFL teachers to render their classrooms more relax so that learners feel more comfortable to learn effectively.

4-3- Classroom observation:

The classroom observations I carried out have revealed that the methods of the teachers of English vary in Lycee Toffa 1er. I realized that some of them tried to be partners of students by saying hello to them when they enter the classroom. Others never use expressions like how are you? are you ready for today's class? during my observation times. When asking such questions, learners are very happy to give their answers that "they are well" or "they are

very fine, thank you and you (teacher)?” and that “they are ready to learn”. The classroom atmosphere becomes more relaxed when some of the teachers just call some students’ names to say “are you well?” Those students manifest a great delight and I could see that they think they were seen as very important in the classroom. Such classes have been interesting and motivational to learners because they tried to answer their teachers’ questions and even chat with him/her on some relevant topics.

On the contrary, most of the teachers I observed begin their classes directly on what they have to teach. They do not warm-up their learners to arise motivation on them. They do not mind any motivation to reinforce their learners’ understanding of the lesson. Some of them even start without any revision of the previous lesson to check their learners’ understanding before any new lesson. When some learners often ask questions, instead of responding to make their learners feel at ease in the classroom, they just tell them to sit down with the justification that the question is easy, which does not require any explanation, ignoring that this kind of behavior towards their learners in the classroom may frustrate them. During their classes, some teachers have never called a student by his/her name. They just say ‘you’ and students are most of the time confused because they do not know exactly which of them the teacher is pointing to in the group. As a result, learners lose motivation to answer because their teacher seems to be indifferent to their good reactions. In consequence, teachers are sometimes obliged to answer or write the answers on the board. This does not fit with the principles of the Competence Based Approach (CBA) or the Learner-Centered Approach (LCA) because according to these approaches, teachers must have their learners discover knowledge on their own before he/she gives feedback. Some learners were disinterested in some classes and in most of these classes, teachers did not seem to realize that something wrong was going on in their classes and this does not enable learners to follow the lesson. And when some tried to give their answers, the teacher most of the time just say ‘good’ or ‘very good’ ignoring to reinforce them with the use of some motivational means. I have also noticed that some of these teachers seem not to have any goal to achieve before coming to the class. According to them, the important thing was to teach and then go out at the end of the lesson. If not, they should have means to apply to motivate their learners so as to reach their goals.

It's important for me to mention the effect of large class sizes. In some classes where I did my observations, the minimum class size was 44 and in some others, almost 65 or beyond was the number of learners in the classroom. I noticed that some teachers in such classes used to address their questions only to the learners who sit in front and those who are not given the floor show a disinterest in the lessons and have an impression that their teacher does not care about them.

The last chapter of this research work presents the summary and some suggestions addressed to the Government and the EFL teachers and learners.

CHAPTER V: SUMMARY, DISCUSSION AND SUGGESTIONS

After presenting and analyzing the data collected, I find it useful to summarize and discuss the result of my study and suggest some corrective solutions for the remedial of some problems that hinder the process of teaching-learning English as Foreign Language (EFL) in Benin context.

5-1- Summary:

First and foremost, most of the EFL learners dislike the English language. This fact is due to some factors such as: the indiscipline problems, the students' laziness, the students' low performance, the teacher's personality, the lack of motivation, and so on. The lack of motivation can be explained by three facts. The first one is about the non-motivating activities teachers give to their learners and can't raise their interest. The second one is about teachers themselves; that is, they fail to make their learners show interest in the lesson through their ways of teaching. The third one is about the learners' ignorance on the different opportunities the English language can offer to them in worldwide. Some learners are afraid and even frustrated because of their classmates, their teachers and the English language itself. These learners' bad feelings could be overcome if teachers used adequate and appropriate means of motivation such as songs and stories telling, praise, reinforcement, encouragement.... Students may not be afraid of the English language if their teachers make them be aware of its importance in their life just at the beginning of their first contacts.

Secondly, the learners' working conditions are too tough because of the classroom social environment and the language teaching-learning itself as a whole. Class sizes are too large and this does not allow learners to learn in comfortable conditions and it does not enable teachers to know all their learners or to distribute turns among all their learners.

Third and finally, some teachers of English are not aware of or do not develop the skill of generating a friendly relaxed atmosphere, which is very important to create motivation in their learners. Most of the time, they rebuke learners when they do not understand the lessons and ask for more explanation. Such teachers are not effective ones and they are not motivators either. They can be effective by reviewing their ways of teaching especially through the aspect of motivation.

5-2- Discussion:

Some students don't know the reason why they learn English, so they don't show any specific interest in it. They just want to get good marks and pass in higher classes and that is all. So, during English classes, they are passive and do not even react promptly. As such, it would be rare to have classes in which interaction of knowledge is controlled and assured by the teacher and the learners as well.

Some teachers of English seem not to have any idea of pedagogy and do not often like to follow the instructions stated in the pedagogical guide. They carry out their lessons with rush, which annoys learners and make them lose interest in the English language. Even some learners who get good marks in English are disappointed and always complain of not being well taught. These teachers shout at their learners when they say they do not understand the lesson and ask for explanations. This kind of behavior on teachers' behalf always establishes a conflict between them and their learners and the lesson is carried out in a hostile environment. These teachers ignore how important motivation can be in the process of learners' knowledge acquisition.

A comfortable class atmosphere and relationship with pair partners can help to reduce learners' anxiety and increase their motivation. It would even be better if they could from time to time be encouraged to change pair partners more often in order to be exposed to more different voices and ways of expressing. Therefore, it's preferable that teachers may seek ways to provide conditions to stimulate openness and interpersonal communication through motivating activities that can help learners to socialize more comfortably with one another. In a nutshell, we can conclude that the learners' language level and the language anxiety are the main factors influencing their preferences for student-centered activities.

5-3- Suggestions:

The achievement of the goals of English teaching-learning is dependent to the materials and human conditions offered by the Government. That's the reason why my suggestions will be first of all addressed to the Government; that is to indicate their part to play in the achievement of teaching-learning and acquiring English and to enable teachers of English to beget motivation in their

learners to like English language. After that, my suggestions will be addressed to the EFL teachers and learners and the role of parents in the motivation of their children to learn English.

5-3-1- Teachers recruitment and training:

There is an important lack of qualified teachers in most of our secondary schools. As education is regarded to be the plinth of the development of any country, the Government should: recruit many qualified teachers of English to fill the vacant and needy places and reduce in each secondary school the size of students in a classroom to at most 30 students through the creation of new secondary schools.

Moreover, the Government should reinforce the in-service training for teachers because they need to be trained in order to be at the top of their work. They should be trained and be aware of the impact of motivation on learners' achievement in EFL classes.

5-3-2- Building and equipment of schools:

To facilitate teachers of English efforts in teaching and learning English as Foreign Language (EFL), the Government should build English language laboratories. These laboratories must be well equipped with tools so that learners and even teachers can listen to English record cassettes till the right pronunciation is acquired. It's obvious in Benin that the language laboratory is not common. Nonetheless, its creation can help teachers and school administrators be able to afford the execution of EFL lessons through tape recorder.

After that, we suggest that the Government could mind multiplying the creation of new secondary schools throughout the country. They should also provide the existing schools with new buildings since there is a great shortage of classrooms in many secondary schools. These measures may help to reduce problems of large class sizes. And as result, there will be less problems of classroom management and the motivation of learners will be easy and effective.

Furthermore, the Government should do their best to make the English books and documents in program available in great number before the resuming

of each school year. They should provide each region and town with a well-equipped library for learners and teachers' documentation. They should try their possible to reduce the price of the books and documents in program so as to enable each parent to buy them to their children.

5-3-3- Suggestions to the EFL teachers:

An EFL teacher is supposed to have a certain number of qualities among which there is an emotional growth; that is, an EFL teacher must be fair and relaxed, he/she must have a relatively sufficient and sure academic level to transmit knowledge without a complex but with security. This implies humility from him/her to know that he/she has also weaknesses.

In the teaching process, EFL teachers must make their classes very vivid and interactive by using motivation and enthusiasm and by playing games in their respective classes. They can create a motivational, friendly and relaxed atmosphere in their classes and have interactive classes by: seeking everlastingly knowledge and being long life learners as far as teaching is concerned; self-training themselves through reading and magazines & forums watching where some pedagogical issues are debated; developing the capacity to assess the level of motivation and knowledge of learners because it is very important for EFL classes. So, apart from content knowledge and pedagogical knowledge, EFL teachers must be aware of the different ways of motivation and when to apply them in their classes; they should review their motivating attitudes towards their learners and have a goal to reach when entering their classes; and they should be aware of four significant aspects of classroom interaction when planning a language lesson and analyzing their own teaching: the social climate, the variety in learning activities, the opportunity for students' participation and the need for feedback and errors correction.

Regarding all these four significant aspects and to make their classes active, EFL teachers should: demonstrate interest and concern for each learner by calling them by their name; make their learners feel comfortable with them; point out volunteer learners and ask them to cooperate in performing group works; enter their classes with enthusiasm and confidence and show positive attitudes towards their learners and the English language itself; distribute turns evenly among all learners in the class; and enhance their language program by

developing a fair social class environment and help learners by bringing out the best in them.

Moreover, an EFL teacher has a role of a band leader where not only does he/she control what learners are doing but also the language they are using in a friendly way. The teacher aims at coordinating the different activities so that they have a coherent progression leading to a great performance of interaction among learners. The list of suggestions to EFL teachers is too long.

Nevertheless, these are some that can help them improve their teaching process.

5-3-4- Suggestions to the EFL learners:

EFL learners should nowadays know and value the importance of English language and mainly the opportunities that it can offer to him/her in the future. In addition, learners of different forms should be sensitized on the importance of the English language during each school year. They should know that the learning of a language requires from them an extra elaborated effort. Some tools to which they must resort to are documents, mass media and friends. They should know that any success and good performance come from feedback and errors correction.

Moreover, so as to help teachers create a motivating classroom atmosphere, EFL learners should be organized and show discipline. They should adopt correct attitudes which favor the language learning and encourage their teacher. They should respect the code of conduct they have defined with their teacher's agreement and also respect school rules in order to be in good harmony with the school administration. In addition, they should be aware of the fact that the acquisition and assimilation of a foreign language vary from a learner to another depending on the interest each learner has in this language. Whatever their point of view on learning English in the formal or informal conditions, in the future, learners should know that they will need English to communicate and do research in some fields. For that, in classes or at school, in academic activities or in informal ones, they should be cooperative and participate in all organizations implying the use and practice of English language like English clubs in our secondary schools.

5-3-5- The role of parents in the motivation of their children to learn English:

Parents can encourage their children to learn English by making sure that they do their homework assignments given by their teacher and encourage them to do well. They can also make their children be aware of the fact that they are learning English for their own good sooner or later.

GENERAL CONCLUSION

The English language teaching is not an easy task, and learning is a complex process where the teacher is the one to make it successful. As Kochhar (2006) said: “*Teaching is an art and the teacher is an artist*”. But the teacher’s job is more difficult than the artist’s for, the artist handles inanimate material and imparts ‘life’ to it through his work. He gives any shape he likes to the material. He gives expressions to his own ideas. He imposes his will on the material with which he works and creates an object. The teacher, on the contrary, cannot give any shape to the ‘living material’ he comes in contact with. The child is growing, developing as a human being with a will of his own. He reacts to the teaching. This is what makes the teacher’s job difficult. To make the process of teaching successful, motivation has an important role.

To achieve my objective, I have firstly read some books related to the concept of motivation so as to expand my knowledge in my topic. The reading of these books has helped me to get more information about the usefulness of motivation on learners’ achievements. Secondly, I have designed questionnaires to EFL teachers and EFL learners in order to have their opinions on the impact of motivation on learners’ achievements. To witness what really happens in English classes, I found it useful to carry out classroom observations. Thirdly, I present and analyze the data collected. Through the data collection, I come across some problems such as learners’ lack of motivation, some teachers’ poor personality and classrooms inadequacy. In fact, we are to find solutions to these problems so as to help EFL teachers succeed in motivating their learners. These are the reasons why I have formulated some suggestions not only to the Government but also to the EFL teachers and learners to better conduct their classes and parents to encourage their children to get interested in English language.

I don’t think I have done a perfect work but I think it would serve as basis to cope with the problems of motivation which affect negatively learners’ achievements in our secondary schools.

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APPENDIX A:

Questionnaire to EFL learners:

Dear learners,

I am carrying out a research work entitled “The impact of motivation on learners’ achievement in EFL classes: A case study of Lycee Toffa 1er of Porto-Novo”. I solicit your help to reach my goal through the responses you are expected to give to the questions below.

Direction: Please tick only one of the following statements as it fits with your own feelings about the given issue:

1-What makes you fail in English learning in class?

-Your classmates’ behavior

-The lack of motivation

2-How does your classmates’ behavior affect your English learning?

-Through disturbance during the lesson

-Through your mates’ interference

3-What can explain your lack of motivation?

-You dislike English language

-The activities proposed are boring

4-How can the lack of motivation affect your English learning?

-You don’t pay attention to what the teacher is saying

-You sometimes show off English classes

-You don’t learn your English lessons

5-How do you feel when coming to English class?

-Happy

-Afraid

-Frustrated

6-What makes you feel so?

-Your teacher

-Your classmates

-The English language itself

7-Do you have the feeling that English is difficult before learning it?

-No -Yes Perhaps

8-How do you really find it when you learn it for a little while?

-Very difficult

-Easy

-Difficult and easy

9-Can you discuss easily with your teacher when necessary?

-No -Yes -Rarely

10-Does your teacher reflect a friendly, positive attitude in the classroom?

-No -Yes -Rarely

11-Do you participate to the lessons or are you passive?

-Participate

-Passive

-From time to time

APPENDIX B:

Questionnaire to EFL teachers:

Dear teachers,

I am carrying out a research work entitled “The impact of motivation on learners’ achievement in EFL classes: A case study of Lycee Toffa 1er of Porto-Novo”. I solicit your help to reach my goal through the responses you are expected to give to the following questions.

Direction: Please tick only one of the appropriate box which expresses most your answer.

1-Do you use warm-up exercises to motivate your learners?

-Yes

- No

-Seldom

2-What is your students’ proficiency in learning English?

-Very few are good

-Few are good

-Most of them are good

-They are all good

-Most of them are bad

3-What do you do to help your students improve their learning?

-I punish them if they don’t learn their lessons

-I report them to the school administration

-I give them a lot of exercises

-I advise them to learn their lessons

4-Do you usually praise your learners when they perform well in your classes?

-No

-Yes

5-If yes, how often do you do it?

-Every time when they perform well

-Once a while

6-Whenever you use it, which impact does it have on your learners' achievements?

-Positive impact

-Negative impact

-I don't know

7-Do you know that motivation is primordial to foster learners' achievements in EFL classes?

-Yes

-No

8-If yes, how do you motivate them?

-I sing with them and tell them stories in English

-I help them to be aware of what English can help them to do in the future

-I reinforce them positively when they react positively to the lesson

-All the above