



REPUBLIQUE DU BENIN

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MINISTRE DE L'ENSEIGNEMENT SUPERIEUR ET DE  
LA RECHERCHE SCIENTIFIQUE

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UNIVERSITE DE PORTO-NOVO

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ECOLE NORMALE SUPERIEURE

**FILIERE**: ANGLAIS

**DOMAINE**: SCIENCE DE L'EDUCATION ET DE LA FORMATION

**MENTION**: PROFESSORAT DE L'ENSEIGNEMENT SECONDAIRE

**SPECIALITE**: ANGLAIS

**GRADE**: Licence/BAPES

**MEMOIR DE FIN D'ETUDES**

THEME:

THE ROLE OF MOTIVATION IN THE TEACHING OF ENGLISH AS  
A FOREIGN LANGUAGE: A CASE STUDY OF CEG BIO-GUERRA

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Année académique :2015-2016

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# DEDICATION

First of all, I dedicate this research work to my late parents:

- My late father OROU DARI Ibrahim who died three years ago. May his soul rest in peace.
- My late mother GALADIMA Alimath who died two years ago. May her soul rest in peace.

## **ACKNOWLEDGEMENTS**

- My great acknowledgement to Professor Léonard KOUSSOUHON, who kindly accepted to supervise this research work in spite of his numerous occupations. May god bless him!
  
- My deepest gratitudes to all my professors of ENS who gave me not only knowledge but also education from the first to the third year.
  
- Special thanks to all my fellow trainees who helped me for further understanding of the topic of this research work.
  
- My thanks to all my friends for their contribution to the completion of this research work.

## **INTRODUCTION**

The success of any action usually depends on the extent to which and the way individuals strive to reach their goal, along with their desire to do so. In general, people have come to refer to this psychological factor, that is the impulse that generates the action, as motivation. As the term itself indicates, it is a motive force, something that prompts, incites or stimulates action. To think of motivation as belonging only to the initial stages of an action, that is as concerned with arousing initial interest and turning it into a decision to engage in some activity, is only a limited understanding of the term. The need to maintain this state of arousal, to determine someone to make the necessary effort to complete an action is also of great importance. This idea is reflected in the definition given by M. William and R. Burden (1997), who see motivation as a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort. Thus intellect and affect combine with volition and perseverance to result in what is known as motivated behaviour. The same idea is conveyed in different words by Gardner (1985), who seems to explain the term with the precision of mathematical demonstration: motivation is a combination of effort plus desire to achieve a goal plus favourable attitudes towards the goal to be accomplished.

Gardner (1985) presents four aspects which make a difference in the success of individuals learning a second language; language aptitude of the individual describing the psychological qualities underlying behavior with respect to a particular task. This goal-directed behavior shows itself through distinct actions of the motivated individual.

Dornyei(2001), describes this explicitly when he wrote the following:

“ The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused, and makes use of strategies to aid in achieving goals” .(Page 21). Motivation should be viewed as a hybrid concept, an internal attribute that is the result of an external force. But this motivation in the process of learning a language, when it does not exist then learning becomes impossible. In an EFL context where there is no motivation students neglect English. As for teachers ? they complain, saying that students are becoming lazier and lazier and therefore so weak in English. Nevertheless, some parents understand the importance of English and encourage their children to learn it for various objectives: either to enable them to get a scholarship to travel abroad in an English -speaking country such as England, the United States of America , or to get a job in which English is required. That’s why some parents register their children in English learning and reinforcement centers such as the American Cultural Center, American Corner, in order to practice and improve their English skills. That is why in front of this phenomenon after my trainee-teaching, I’ve decided to work on the following topic: The role of Motivation in the learning of English as a foreign language: A Case study of CEG BIO-GUERRA.

As regard to the importance of motivation in learning/ teaching a second language to EFL learners efficiently, a lot of efforts need to be made to make the teaching/learning of English in our schools very interesting and enjoyable.

The general objective of this research work is to find out the causes of the disinterest and failure of the EFL students in teaching/learning process, the analysis of which will help us as EFL teachers to improve our ways of teaching. This general objective can be dealt with in two stages:

1. To know when EFL teachers in general are aware of their role as motivators of language learning/teaching.
2. To find out whether motivated learners acquire the language practice more than non-motivated learners in EFL classes.

In order to check if the target objective has been reached or not at the end, it is necessary to formulate some hypotheses from my own little experiences of teaching as follows:

- . Most students are not interested in English because they lack motivation.
- Students do not know what they are learning English for in an EFL setting.

To check these hypotheses, I have used a mixed exploratory methodology during my survey. The different tools I've used to collect information and data in the field are:

- ✓ The exploitation of related documents.
- The class observation.
- ✓ Discussion with my fellow trainees
- ✓ The survey questionnaires.

This allowed me to plan this research work as follows:

Chapter one is about the introduction to the problem. In this chapter, I have dealt with the statement to the problem, the purpose of the study and its significance.

Chapter two is a literature review which is a section devoted to the appropriate documents and books I have read during my research work to collect necessary data.

Chapter three deals with the methodology I have used to collect the data for the study. All the instruments I have used have been described in this chapter.

Chapter four clarifies the concept of the study and presents the findings of my research work.

Chapter five is a series of suggestions and recommendations.

# **CHAPTER ONE:**

## **INTRODUCTION TO THE PROBLEM**

### **1-1-THE STATEMENT OF THE PROBLEM**

#### **1-2 -DEFINITION OF THE KEY WORD**

There are many different definitions for the term motivation. Motivation is from the verb to motivate which according to A.S. Hornby is “to make somebody want to do something”. According to Oxford advanced Learner’s Dictionary to motivate somebody is “to be the reason why somebody does something or behaves in a particular way”. According to Longman Advanced American Dictionary, motivation is simply “eagerness and willingness to do something”.

According to Gardner (1985) to be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. There must be something that the learner wishes to accomplish or gain, the target language being here the vehicle to attain it. The learner’s reasons for another language could vary from achieving a sense of success, fulfilling others’ expectations or being able to buy a new car through getting a better job due to command of the target language. Dörnyei(1985) states that motivation energises human beings and provides direction.

Crookes and Schmidt (1991) identify motivation as the learner’s orientation with regard to the goal of learning a second language.

In Dörnyei taxonomy, motivation is composed of three levels: the language level, the learner level and the learning situation level. The motivation processes at the language level can be described

comprehensively by using the traditional concepts of integrative and instrumental motivation; at the learner level motivation involves the influence of various individual traits of language learners, such as the need for achievement and self-confidence. The learning situation level is also influenced by a number of intrinsic and extrinsic motives. For example, in extrinsic motives, courses are related to the syllabus, the teaching materials, the teaching methods and learning tasks. In general,

motivation is dynamic in a particular task. This goal-directed behavior shows itself through distinct actions of the motivated individual. Z. Dornyei describes this explicitly when he wrote the following:" The motivated individual expends effort, is persistent and attentive to the task at hands, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused, and makes use of strategies to aid in achieving goals”’.

Through all the definitions given above, we can see that to make somebody do something regularly occurs, which means that for learning/teaching to be efficient, there must be a reason to influence somebody’s behaviors, an impulse, a stimulus, a prompter, an energizer to make the result be produced. That’s why its role is undeniable in any activity.

### **1-3 MOTIVATION AND LEARNING.**

Motivation is a crucial element for learning a language and there is no efficient learning without motivation. Learning makes people acquire new knowledge and abilities whereas motivation is the vehicle that carries this

knowledge by bringing the impulse to learning/teaching.

According to Gardner motivation is a psychological reality that effects learning and performance in four ways :

- Motivation increases the level of energy in a person's activity.
- Motivation orientates the individual towards some goals.
- Motivation incites to create certain activities and to persiste in doing them.
- Motivation affects the learning strategies and the cognitive processes used by individual.

As such ,it is clearly obvious that motivation is an enhancement ,a gear to incite the learner to do better, to persevere in making efforts.This shows that motivation applies very well to learning and is even necessary in the teacher-learner relationship in evry classroom at school and other domains of learning/teaching process.The effiience of learning-teaching altogether depends on it.Whenever there is a lack of this inner impulse in a given classroom ,the implementation and carring out of activities or tasks hardly takes place successfully.

This is evident through the complaints of some non-motivating teachers. In fact, many teachers who do not motivate their learners complain that their learners do not understand anything in English; their learners are not even able to introduce themselves in English and they do not perform well during exams as well. Yet, some seem to be interested in English but follow nothing during classes because the teacher does not motivate them.They Even consider English class as

a waste of time and take it as “a second class subject”. That’s why most of them don't like buying English documents and lessons handouts.

There is here an important remark to mention that students in general in the first form accept to learn English with eagerness and once in upper classes lose its interest progressively. This death of their eagerness to learn is explained by the fact that they are learning something new without any apprehension of its difficulties. By the time they realise the difficulties related to the English language due to difficult words pronunciation, which makes it become totally another universe. It should be at that level of the learning that teachers should back their learners up, motivate their learners by exposing the advantages of English and its many opportunities but they blame them consider them as lazy students instead .

As a matter of fact, students become demotivated, lost and discouraged. Yet, to succeed in learning anything, the learner must have an interest, a reason what he/she is learning the thing for. And if motivation does not exist in a teacher’s attitude, it must be created. That’s why as a teacher of English, you must be well informed about the importance of English in the world and in our daily life.

Another aspect of the problem is the socio-linguistic environment in which the language is taught and the great tendency towards easiness in everything nowadays. Such an environment where French is mostly spoken and learners do not want to make any effort to learn EFL, teaching must be reinforced by motivation. That’s why teachers through different sorts of motivation must

create a classroom atmosphere where the process of learning and teaching can easily happen. Doing so, learners feel secured not frustrated or intimidated and confident of themselves what is necessary for them to learn.

#### **1-4- THE PURPOSE OF THE STUDY**

We are all aware of the shyness and non-participation in lessons of some students due to lack of motivation despite the fact that they like the English language and can practice it well when assisted. This shyness makes the total drop of performance and practice of those students as far as the English language is concerned. That's why in carrying out this research work, I aim at a certain number of goals in order to help learners and teachers improve English learning and teaching. Among these goals the first one is to point out the different causes and flaws which prevent learners from being good at practicing well the English language.

But the most important objective of this research work is to show teachers of English the crucial role played by motivation in the process of learning/teaching because they are the ones who must take into account this while teaching in order to make learning/teaching efficient. Students can only learn if they are motivated. That's why some aspects of motivation should be given in order to help to put them into practice and improve the learning/teaching of English. I would like to tell the learners in such environment where French is the most spoken language, they should make a lot of efforts, they should be courageous to achieve the target language because they are the main actors in this process.

## **1-5- THE SIGNIFICANCE OF THE STUDY**

This research work is to participate to the improvement of teaching of many of teachers of English in their social economical and political life and therefore to the acquisition of the English language by the students.

It would be no pleasure to anyone that some people lose their job or miss some opportunities because of the fact that they do not have any knowledge of English. I have been many times requested by friends neighbors and high civil servants to translate documents from English into French or explain to others the instructions of machines leaflets written in English.

It is worth having a reflection on such a topic because it is unfortunate that after seven years studying English, many people are still unable to utter just a single correct sentence in English. Moreover, the English language has become for some years now in some civil services or private services a criterion for selecting people applying for jobs. Many lose opportunities of travelling to an English-speaking country or some even lose scholarships just because unable to express themselves in English.

English has such a substantial role to play in the development of each individual that's why its teaching and learning should be a real preoccupation of teachers of English. In front of this some former class-mates regret sincerely to have neglected the English language learning when we were still students in secondary school. These friends are today caught up by the English language which constitutes a handicap to their professional development. It would be then more than a sin not to say something about it. Certainly at that time they did not know the importance of the English language and as now they do, all that they can do is to regret.

# **CHAPTER TWO:**

## **LITERATURE REVIEW**

### **2-1- EXPLANATION AND COMMENT ON THE TOPIC THROUGH AUTHORS**

Many other authors have already dealt with the field under consideration. So, I turn to their works as I chose to carry out the research work on this topic.

Their work enormously contributed to deepen the analysis of my field of investigation. Some have developed theories on motivation; others have described ways and methods that can help teachers to motivate their students and interest them in the process of learning/teaching.

Every act that one does is like a grain that first buds, develops and then produces a fruit and one has to be courageous and patient enough to wait till the plant produces. Teaching and learning English is like that especially in a French-speaking environment. How to interest students to learn English for today and their future advantages remains a bone in the throat of every teacher of English. It is then a necessity to find ways of attracting EFL learners and maintain their interest once they arrive (Grittner, 1970, p.9). Teachers are called upon to be strong and patient enough to convince students to learn English in a country where English is not an official language (Richards, 1970, p.2). For motivation to be global, situational, oriented, an important work of information is required to draw the learners' attention on the advantages a citizen can expect from the English language acquisition. Also teachers are not in lack of arguments or concrete facts to convince their students with. They can for example allow their students to understand that English is necessary to succeed in their examinations, to enter university. It may also be a language for people who would like to work on tourism, business and some regional and international organisations. Certainly,

counting these advantages of the language and showing the different fields in which English is useful can be a way of motivating students to learn.

As this is not sufficient, students themselves have to decide to learn. They themselves must be motivated Marshall (2001) distinguishes two types of motivations :internal motivation or motivation that comes from within the student ;and external motivation ,that is,motivation that comes from outside a student.As we understand what Marshall says here ,student have to make their own efforts and show a disire to learn the language .The teacher on his side has to create conditions ,ensure a good classroom atmosphere to stimulate this desire and encourage the necessary efforts for the learners .So it is clear that both students and teachers are complementary in their tasks.Zoltan Dörnyei, (2001a)talks about a conscious intervention by the language teacher to enhance the learning through his leadership styles and the process of facilitation as well as motivational practices within a process-oriented framework.The teacher can do much to motivate the students ;and he has many ways and methods to do it ;but not in whatever way .If we consider learning achievement from a long- term perspective,other aspects of the classroom experience,such as motivating classroom climate will also gain increasing importance Zoltan Dörnyei,(2001a). The interest of the learner for the English language in EFL classes depends on the teacher more positive friendly the teacher shows in his/her class,the more interest in the language learning his/her students gain.

Thompson and Dish( 1992) hope that teachers assume roles of co-learners and facilitators rather than authorities.The power of a teacher is in his/her students and to make a successful use of this power is to manage well his/her class by motivating,creating and developing good conditions for learning.And for learning to be complete ,Alatis,J .E & Alatis P.M.(1980) think that the process of learning a second language is one that involves a total commitment from the learner(p.120).The lack of such acommitment from most of our students can be

justified by two important reasons :the first one may be that the student' own motivation does not exist or is not well rooted ;the second is that the external motivation which should be provided by teachers ,student's parents and perhaps school authorities through information does not take place regularly in our schools.

Nevertheless, one has to recognise that teachers and school authorities do not miss occasions to give necessary information about the importance of learning English. The main reason of no practicing and low performance of the English language by our students is that they have yet understood that their success in learning the language depends much on their own motivations.

For Brophy and Good (1974) ,The warmth and the enthusiasm of the teacher consistently show a positive correlation with students achievement.They continue to argue that to be motivated to learn,students need both ample opportunities to learn and steady encouragements and supports of their learning efforts.Because such motivation is unlikely to develop in a chaotic classroom, it is important that teachers organise and manage the classroom as an effective learning environment .Furthermore,because anxious or alienated students are unlikely to develop motivation to learning,it is important that learning occurs within a relaxed supportive atmosphere (Good and Brophy,1994) .So ,it is a necessity for teachers to create the good learning environment so as to arouse positive attitude and interest in the language for their learners .It is by creating a relaxed atmosphere in the class that they can easily reach their objective which is to really make students learn the language by motivating them and raising their weak level most teachers always complain about.

Edward David Allen and Rebecca Valette,M.(1972) have the same point of view when they say that the success of the teaching/learning process depends on several factors ; the most important of which is the teacher's behavior, and a positive attitude on the part of this is essential to success.No doubt then that the

teacher's behaviors and attitude with his students in the classroom and even out of school are real tools of motivation. In fact, his attitude, his relationship with his students and the strategies of interesting of every student in what is being taught coverage to participate in the lesson comprehension. In the same analysis Robinet(1978) think that more attention should be paid to preparing teachers to be flexible in their teaching, to accept alternative way of teaching and above all to place more emphasis upon the teacher-student relationship (164). The teaching/learning strategies must be improved if we wish to interest our learners in the English language acquisition. Teachers currently should assume roles of co-learners and facilitators rather than gods who hold all the knowledge. They should allow students to be at ease while learning, by been a close partner to them in the teaching/learning process rather than being bosses(katheleen and Magarett,1999). By so doing teachers will bring their students to be more motivated and more involved in the teaching /learning process. When the activities develop teaching in students-centered, the students are more motivated because they feel concerned with what is taking place and so they see themselves as important actors. Students must identify themselves through what is being taught to them because learning needs to be close to the heart (Thompson and Dish( 1992), just to mean that learners should adapt what is taught to their real environment so that it makes a lasting impact on their life. In this same reasoning Millrun conclude that "The best teacher in the world would not fare very well if faced with low learners, unmotivated students, a poor learning environment and an achievement measure out of harmony with the teacher's goal"(p.8)

No teaching /learning can really take place if there is not a good classroom atmosphere, which undoubtedly motivates the learners. Teachers are the first motivators for their students. They should take off from the mind of their learners the negative view they have of English; and get them to understand that they can do better the language contrary to what they have thought about it so far. To succeed in convincing students that they can learn English more easily than what

they think ,the teacher has a great role to play .He has to provide the learners with opportunities to use the language of themselves, to say what they want to say rather than what they are directed to say(Byrne Donn,1997).

From what has been said so far, we can easily come to the conclusion that the teacher has the most important role to play in the teaching/learning that attracts and interests' students. According to Dörnyei (2001) the teacher's behavior is a powerful 'motivational tool'. In other words ,whatever is done by the teacher has a motivational formative influence on students.And his influence are manifold ,ranging from the rapport with the students the teacher's behaviors which prevail upon or attracts students to engage in tasks.

For Alison (1993), a key element is to establish a relationship of mutual trust and respect with the learners, by means of taking with them on a personal level.This mutual trust could lead to enthusiasm.At any rate enthusiastic teachers impact a sense of commitment to, and interest in the subject matter .

All this measures, methods and techniques to ensure a relaxed classroom atmosphere that help and sustain student's motivation are certainly satisfactory but no sufficient. There remains an important aspect of the factors that demotivate the English language learners. The most important of these factors is the complexity of the English sound. The English sound in its complexity is the demotivating element for our learners. Even , teachers of English ,very often meet some troubles with pronunciation .Our learners get much troubles with words pronunciation in English .Cunado (1997) has been concerned with how to motivate learners by helping them in pronunciation.For him once students have come to accept that there are other systems in English and have overcome their fear of making fools of themselves, the learning process goes smoothly.Indeed, every teacher of English must have noticed his/her students self-devotion when he/her tries to remove their obstacles in pronunciation especially when reading in class.That is why,having seen the importance words pronunciation plays in the

learning of English, Frangzhy( 1998) shows that a systematic study of English phonetics can be a source of learners motivation, especially those of the lower classes and can also help enormously in developing other basic skills.He advises EFL teachers to use songs, games and tongue-twisters to increase students motivation in pronunciation.

Another and not less important factor is that developed by Dulay, Burt, Krashen and Ellis (1982). They have proved by their own experiences that the internet gives our students tools about what they read, provides access to topic which are relevant to them, and involves them in purposeful activities. This visual material creates the motivation which is essential to foreign language learning.

## **2-2-CLARIFICATION OF THE KEY CONCEPT**

### **2-2-1-THE DIFFERENCE BETWEEN INTRINSIC AND EXTRINSIC MOTIVATION**

The construct of intrinsic and extrinsic motivation theory is defined by Dörnyei, Conceptualizing motivation in foreign language learning(1998). Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and satisfying to do. Extrinsically motivated learners are those whose actions are carried out to achieve some instrumental ends, such as, earning a reward or avoiding a punishment. This internal-external distinction is one that has played a significant part in many current theories of motivation.

Addison Wesley Longman,( 2000) distinguishes five separate dimensions that are considered to compose motivation, each of which is defined by an intrinsic and extrinsic pole, these concepts have been used to explain differences in motivation between different learners. However, it is hard to consider motivation as something that is either simply internal or external to the

learner. For example, learners who study hard to learn L2 may be intrinsically or extrinsically motivated or many have a mixture of both intrinsic and extrinsic reasons prompting them.

Intrinsic and extrinsic construct has a wider distinction from R. C. Gardner integrative-instrumental motivation. For example, H. D. Brown illustrates the relationship between the motivational dichotomies. As extrinsic motivation may turn out to be integrative motivation if someone else wishes the L2 learner to know the L2 for integrative reasons; extrinsic motivation could turn out to be instrumental motivation if an external power wants the L2 learner to learn the L2 language. In addition, intrinsic motivation can turn out to be integrative motivation, if the L2 learner wishes to integrate with the L2 culture; intrinsic motivation can also turn out to be instrumental motivation if the L2 learner wishes to achieve goals utilizing L2. The learners with similar instrumental motivation might show a striking difference between intrinsic and extrinsic motivation. Similarly, the learners with the same integrative motivation can show vast differences of intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation is relevant to integrative and instrumental motivation in relation to L2 language learning.

In Dörnyei, conceptualizing motivation in foreign language learning, (1998) taxonomy, motivation is composed of three levels: the language level, the learner level and the learning situation level., and makes use of strategies to aid in achieving goals. Motivation should be viewed as a hybrid concept, an internal attribute that is the result of an external force according to Z. Dörnyei, Attitudes, orientations, and motivations in language learning. Malden, Mass: Blackwell Publishing( 2003). It concerns the motivational impact of the teacher 's personality, behaviour and teaching style, the group is related to the characteristics of the learner group. In general, motivation is dynamic in teaching/learning process.

### The First Level of Motivation: Finding Learner's Passion.

The first level or the central core of motivation is what might be called finding your passion. All successful learning is somehow connected to a learner's passion. Passion means a person's central goals in life, the things the learner cares about most, the things that move him or her emotionally. It doesn't mean that a learner needs to become passionate about learning English in order to succeed. Rather, the learner needs to find a way to connect English learning to his or her real passion in life.

The teacher can help learners to bring their passion into the classroom in several ways. One is by introducing hot elements in the classroom music, movies, fads, current topics, personalities, games, and so on in order to trigger learners' real interests. The teacher can use these triggers to build a class culture. If teachers introduce or allow the learners themselves to bring in, samples of current songs, clippings of famous people, or photos or video clips, they invite greater engagement in the classroom. Another way of helping learners find their passion is by organizing class activities around the theme of self-expression.

There are a number of approaches here: personalized tasks, idea journals, speaking circles, interactive questionnaires. When learners realize that the content of the class is their personal lives, and that the teacher responds to them as people, not just as language learners, teachers invite a deeper level of commitment and motivation. A third way of generating passion is through the psychological principle of immediacy using yourself as a model of enthusiasm and motivation for learning as in M. Rost, *Generating Student Motivation*. Series Editor of *World View*, 2006.

### The Second Level of Motivation: Changing Learner's Reality.

In every language learning setting, but particularly in EFL settings, learners cannot make sufficient progress in the L2 because they do not receive enough instruction, not nearly enough attention in class, not nearly enough input

or meaningful interaction or opportunities for serious output. A typical learner needs a minimum of four hours a week of quality contact with a language in order to make progress. Even if this estimate is not true for all learners, it is clear to most EFL teachers that learners need more language instruction than teachers can provide in their classrooms. Learners need more quality instruction input, interaction, and opportunities for meaningful output not only to make progress, but in order to maintain a sufficiently strong connection to the language and to build their own motivation for learning.

Motivation is a major part of teachers' job to help learners find opportunities for engaging in learning tasks outside the classroom. Helping learners find quality homework is essential to maintain quality learning in the classroom. The ideas are endless: direct learners to quality language learning websites, make available quality audio, video, and multimedia learning sources, develop a small library of accessible readers and supplementary materials and self-access quizzes, worksheets and games. Spending classroom time to help learners select, share, and evaluate their out-of-class work with English is just as important as covering a lesson in the textbook. Helping learners' change their reality means moving them towards seeing language learning in a different way. It means helping them take simple, selfdirected steps to make choices about learning. The first step is the most important, because it's the one that can ignite this level of motivation.

**The Third Level of Motivation: Connecting to Learning Activities.** Connecting refers to the engagement of intention, attention, and memory in the activity itself. All teachers want their students to connect with the learning activities they prepare, yet they often fail to take concrete steps that will lead to better connection. Here are a few connecting principles that can be used in teaching materials, such as:

- Use personalized warm ups to lead into an activity. This creates relevance an essential condition for memory to work effectively. Aim to get all learners involved in the warm up.
- Make each learning activity as vivid and tangible as possible. Use provocative topics. Include visual aids (pictures, charts) and tangible references (games, boards, index cards) to engage students 'attention. Provide variety in learning activities so that learners can try out different learning styles (interpersonal, kinesthetic, musical, etc.).
- o Make sure that each learner is involved, and everyone has an intention in every activity. Assign roles in pair and group activities.
- o Include inductive learning in lesson. Be sure that learners have an opportunity to discover things on their own grammar points, pragmatic patterns, new vocabulary. Give learners a chance to reflect.  
It 's always easier to teach deductively through direct presentations, but discovery learning is more meaningful and more permanent.
- o Provide feedback on all levels of language progress. Progress in language involves more than just gradual mastery of grammar and vocabulary. Give feedback on elements of performance that affect learners 'motivation: their success in an activity and their level of engagement.

## **2-2-2-FACTORS INFLUENCING MOTIVATION.**

### **MOTIVATION AND PERSONALITY VARIABLE.**

Many people see an association between personality attributes and the successful learning of a foreign language. While successful learner may show different types of characteristics (they may be extrovert, selfconfident, active, passive, independent as well as introvert or shy), unsuccessful learners are more frequently described as demonstrating a lack of selfconfidence and being shy, afraid to express their opinions and nervous. Whatever their form of behaviour,

learners who try to adopt a more flexible attitude towards the learning of a foreign language seem to have greater chances of success than those whose affective filters are constantly up. Referring to the problem of motivation, E. L. Deci and R. M. Ryan, *Intrinsic motivation and self-determination in human behavior*. New York has observed that personal motifs such as fear or anxiety may combine with learned social motifs such as a desire for status in a group and for social approval, creating a series of reactions that may inhibit or work towards progress in a foreign language. Up to a point, an anxious learner may try hard to catch up with the group and acquire proficiency in a language. A friendly/supportive environment may be decisive in such a situation. But the Most people seem to agree that attitudes and motivation are closely related to success in language learning. This explains perhaps why some people have a much easier time of learning languages than others; in the same classroom setting, some students progress rapidly, while others just struggle along and never achieve command of a second language. W. Rivers, *Psychology: Linguistics and Language Teaching, A Forum Anthology*, Page 3-11, (1983) has drawn attention to the fact that variables in second language acquisition derive both from the amount of comprehensible input the acquirer receives and understands and from the strength of the affective filter. When the only reason for learning a second language is external pressure, internal motivation may be minimal and attitudes towards learning are likely to be negated. On the other hand, if learners have favourable attitudes towards the foreign language and its speakers, towards the teacher and the course, they will probably be more attentive in the class, would take assessments more seriously and, willing to achieve more, would look for situations when they can obtain further practice in the foreign language. Some critics such as R. C. Gardner environment or subject characteristics such as age or sex. Thus we can speak of attitudes revolving around the educational aspects of second language acquisition (educational attitudes) and of social attitudes, focusing on cultural implications of second language acquisition. Sex differences are also thought to influence attitudes and motivation: experience

indicates that girls tend to demonstrate significantly more positive attitudes towards learning languages than boys, a good example in this respect being the overwhelming majority in the faculties of philology and foreign languages.

Though many researchers such as P. M. Lightbown and N. Spada and M. Williams and R. Burdendo not believe in an absolute biological basis for learning, there are cases when differences of age may have an important influence upon the process of foreign language learning. The notion that young children pick up foreign languages more easily than older learners is clearly challenged by the evidence of areas in which the latter do better. However, the adults' emphatic capacity and openness to get involved in real communication, their ego permeability may be lower especially because of external that causes environment or subject characteristics such as age or sex. Thus we can speak of attitudes revolving around the educational aspects of second language acquisition (educational attitudes) and of social attitudes, focusing on cultural implications of second language acquisition.

### **2-2-3- THE ROLE OF THE TEACHER IN ALL THE STAGES OF THE MOTIVATIONAL PROCESS.**

The role of the teacher is recognized as being highly significant in all the stages of the motivational process. Motivation is no longer thought of only as integrative or instrumental. It is also considered as a key to learning something in many cases created, fostered and maintained by an enthusiastic and well-prepared classroom teacher. Because of the importance of the nature of the interactions that occur between learners and teachers, many studies have been dedicated to the discussions of the influence of teachers in the process of foreign language learning. A good teacher should have some important qualities. The first one is the teacher's enthusiasm, acknowledgement and stimulation of student's ideas, the creation of a relax and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating way, the

encouragement of pupils with difficulties, helping them to increase their expectations of themselves.

Krashen has added to all these the importance of (a) making sure the students comprehend every dialogue, utterance, the gist of the reading passage; (b) giving them extensive practice in using verbal or non-verbal alternatives for communicative expressions, structures or language items; (c) correcting important errors tactfully by rephrasing a question, expanding an answer, or by merely saying listen and giving the correct answer; (d) letting them either grade their own papers or do so with a partner; (e) showing concern for school or community problems of individuals; (f) making it possible for them to enjoy small successes and the feeling that they are making definite even if slow progress toward their goals.

Being constantly aware that all human learning is fundamentally a process involving the making of mistakes may help any teacher in using mistakes and errors creatively during the teaching activity, for they hold in them some of the keys to the understanding of the process. When teachers help the learners to develop an internal sense of control as well as feelings of effectiveness in their ability to carry out tasks, then there are great chances for the learners motivated to learn. External reinforcers in the form of rewards, good marks or simple praise, are often considered to be excellent ways of motivating. Underachieving or reluctant learners. Conversely, extra homework, punishment or other sanctions, proved not only ineffective in bringing about positive change, but also having exactly the opposite effect. As M. Williams and R. Burden have rightly observed when feedback actually provides information to learners that enable them to identify specific aspects of their performance, it should prove both motivating and helpful to them to move into the zone of next development. If, on the other hand, the feedback fails to provide this kind of information, it could have entirely the opposite effect.

#### **2-2-4-ADOPTING A MOTIVATIONAL TEACHING PRACTICE**

What makes the classroom climate motivating and how can we increase this characteristic? The motivational character of the classroom is largely a function of the teacher's motivational teaching practice, and is therefore within teachers' explicit control. Therefore, the emphasis in the following analysis will be on conscious strategies that can be used to promote classroom motivation. After the initial motivational conditions have been successfully created that is, the class is characterized by a safe climate, cohesiveness, and a good student-teacher relationship the motivational teaching practice needs to be established. This process comprises three phases: (a) generating initial motivation; (b) maintaining and protecting motivation; and (c) encouraging positive retrospective self-evaluation.

#### **2-2-5- GENERATING INITIAL MOTIVATION**

Although many psychologists believe that children are inherently eager to expand their knowledge about the world and, therefore, the learning experience is by definition a source of intrinsic pleasure for them, classroom teachers tend to have perceptions that are in sharp contrast with this idyllic view. Instead of all those keen pupils, all they can often see is rather reluctant youngsters who are totally unaware of the fact that there should be an innate curiosity in them, let alone a desire to learn. And even if we are fortunate to have a class of learners with a high degree of academic motivation, we cannot expect all the learners to favor the L2 course over all the other subjects they study. Thus, unless we are singularly fortunate with the composition of our class group, learner motivation will not be automatically there, and we will need to try to actively generate positive learner attitudes toward L2 learning.

There are several facets of creating initial student motivation have divided these into five broad groups:

1. Enhancing the learners' language-related values and attitudes: Our basic value system greatly determines our preferences and approaches to activities. We can distinguish three types of language-related values: (a) intrinsic value, related to the interest in and anticipated enjoyment of the actual process of learning; (b) integrative value, related to our attitudes toward the L2, its speakers, and the culture it conveys; and (c) instrumental value, related to the perceived practical, pragmatic benefits that the mastery of the L2 might bring about.
2. Increasing the learners' expectancy of success: We do things best if we expect to succeed, and to turn this statement round, we are unlikely to be motivated to aim for something if we feel we will never get there.

Increasing the learners goal-orientedness: In a typical class, too many learners do not really understand or accept why they are doing a learning activity. Moreover, the official class goal (that is, mastering the course content) may well not be the class groups only goal and in extreme cases may not be a group goal at all.

Making the teaching materials relevant for the learners: The core of this issue has been succinctly summarized by M. Finocchiaro, *Reflections on the Past, the Present, and the Future, A Forum Anthology*, 19-29, 1983: Educators think students do not care, while the students tell us they do care about learning but are not getting what they need (p. 38).

Creating realistic learner beliefs: It is a peculiar fact of life that most learners will have certain beliefs about language learning, and most of these beliefs are likely to be (at least partly) incorrect. Such false beliefs can then function like time bombs at the beginning of a language course because of the inevitable disappointment that is to follow, or can clash with the course methodology and thus hinder progress. Once the main aspects of creating initial student motivation have been identified, it is possible to generate or

select a variety of specific classroom techniques to promote the particular dimension.

Maintaining and protecting motivation. It is one thing to initially whet the students' appetite with appropriate motivational techniques, but unless motivation is actively maintained and protected, the natural tendency to lose sight of the goal, to get tired or bored of the activity, and to give way to attractive distractions will result in the initial motivation gradually petering out. Therefore, motivation needs to be actively nurtured. The spectrum of motivational strategies relevant to this phase is rather broad (since ongoing human behavior can be modified in so many different ways), and the following six areas appear to be particularly relevant for classroom application:

- making learning stimulating and enjoyable;
- presenting tasks in a motivating way;
- Setting specific learner goals ;
- protecting the learners' self-esteem and increasing their self-confidence;
- Creating learner autonomy ;
- promoting self-motivating learner strategies.

Self-motivating strategies can be characterized, using B. MC Combs and J. Whisler, words, as a dynamic system of psychological control processes that protect concentration and directed effort in the face of personal and/or environmental distractions, and so aid learning and performance (p. 16). That is, they involve ways for the learners to motivate themselves and thereby sustain the action when the initial motivation is flagging. These strategies are particularly important in second language learning because due to the long-lasting nature of the process, L2 learners need to maintain their commitment and effort over a long period, often in the face of adversity.

Based on the pioneering work of J. E. Brophy - L. Corno- J. Kuhl - L. Corno and R. Kanfer and Z. Dörnyei, has divided self-motivating strategies into four main classes:

- Commitment control strategies for helping to preserve or increase the learners' original goal commitment (e.g., keeping in mind favorable expectations or positive incentives and rewards; focusing on what would happen if the original intention failed)
- Satiation control strategies for eliminating boredom and adding extra attraction or interest to the task (e.g., adding a twist to the task; using one's fantasy to liven up the task)
- Emotion control strategies for managing disruptive emotional states or moods, and for generating emotions that will be conducive to implementing one's intentions (e.g., self-encouragement; using relaxation and meditation techniques) • Environmental control strategies for eliminating negative environmental influences and exploiting positive environmental influences by making the environment an ally in the pursuit of a difficult goal (e.g., eliminating distractions; asking friends to help and not to allow one to do something)

An important part of a motivational teaching practice that has a considerable empowering effect is to raise student awareness of relevant strategies and remind them at appropriate times of their usefulness.

### **2-2-6-ENCOURAGING POSITIVE RETROSPECTIVE SELF-EVALUATION**

A large body of research has shown that the way learners feel about their past accomplishments and the amount of satisfaction they experience after successful task completion will significantly determine how they approach subsequent learning tasks. The students' appraisal of their past performance depends not only on the absolute, objective level of the success they have achieved but also on how they subjectively interpret their achievement. By using

appropriate strategies, teachers can help learners to evaluate their past performance in a more positive light, take more satisfaction in their successes and progress, and explain their past failures in a constructive way. This latter area is related to the role attributions, which is an issue practicing teachers are usually unfamiliar with even though it has been a central topic in educational psychology.

The term attribution has been used in motivational psychology to refer to the explanation people offer about why they were successful or, more importantly, why they failed in the past. Past research had identified a certain hierarchy of the types of attributions people make in terms of their motivating nature. Failure that is ascribed to stable and uncontrollable factors such as low ability has been found to hinder future achievement behavior, whereas failure that is attributed to unstable and controllable factors such as effort is less detrimental in that it can be remedied. Thus, the general recommendation in the literature is to try and promote effort attributions and prevent ability attributions in the students as much as possible. In failure situations, this can be achieved by emphasizing the low effort exerted as being a strong reason for underachievement, and if failure occurs in spite of hard work, we should highlight the inadequacy of the strategies employed. Finally, no account of classroom motivation would be complete without discussing the controversial but very salient effects of various forms of feedback, rewards, and grades dispensed by the teacher. As these are all forms of external evaluation by authority figures, they have a particularly strong impact on the students' self-appraisal.

## **CHAPTER THREE:**

### **DATA COLLECTION AND ANALYSIS.**

For my investigation I have used the classroom observations during my teaching training courses, questionnaires and discussions with my fellow trainees. All these instruments have enabled me to collect the necessary data in the field of my study.

#### **3-1-THE CLASSROOM OBSERVATIONS.**

The classroom observations are the second instruments I used to collect the data about my research work. I've carried out these observations at CEG BIO-GUERRA where I've done my teaching practice this year and at CEG DJASSIN

where I was sent for my teaching practice last year on the basis of a technical form elaborated by myself. A sample of it is in the annex of this document. I carried out these class observations in both first and second cycle and I've specially focused on the role that motivation plays in the learning/teaching process. I also focused my observation on how the teacher's personality influence the teaching/learning process. In other words, I focused on how the teacher's behaviors impact the learning of students and what are the different ways capable to create a classroom atmosphere where teaching and learning are effective and efficient.

#### **3-2- DISCUSSION WITH MY FELLOW TRAINEES**

Let's recognise that the discussion with some classmates or people with whom you exercise the same job on how to improve your job through advice that you give one another is of a great importance .We discuss about everything

capable to create a successful classroom environment with my fellow trainees during some home works or some presentations given by our professors in order to improve our ways of teaching .During these discussions , we use to give the floor to each individual of the group so as to learn from each other beacause whatever one's knowledge they always learn from the others.I always took advantage of these discussions moments to introduce my topic and no doubt these exchanges have been of the great importance to this research work.

### 3-3-THE QUESTIONNAIRES

The questionnaires have contributed well a lot in the collection of data for my research work. I designed two questionnaires: one for the teachers and one for the students. A sample of each questionnaire is in the annex of this document in page ix.

About 105 questionnaires of two pages each were distributed to the students and 25 questionnaires of two page to the teachers in CEG BIO-GUERRA from 6em to terminale.

Because the questionnaires were written in English I explained correctly their meaning and asked them to fill out the questionnaires with sincereness because I am going to use them for something of so serious.I called upon some fellow trainees to help me in the distribution and the collection of these questionnaires in the two secondary schools.So , the students fill out the questionnaires in the morning we distributed to them and then later in the after-noon we came back to get them back from the students so as it is not be done in a mess .that is to allot as much time as necessary for reflection before answering the questionnaires.The questionnaires were distributed at random so as to avoid their answers to be influenced .

For the teachers, I have only politely asked them to fill out the questionnaires. I have also ask to some teachers to help me dispatch the

questionnaires to some of their colleagues to fill them out. questionnaire of two pages shaped. I have almost collected all the survey questionnaires that were distributed to either teachers and students. Only five questionnaires were not given back from the students. I was later told that the five were lost by the students.

The 100 survey questionnaires which are for the students are composed of three main aspects:

- 1-The students interest and will to learn English.
- 2-Issues related to lack of motivation in class while learning.
- 3-The teacher's behaviors in the classroom.

On the other hand, the questionnaires for teachers are composed of 16 questions which deal with three important aspects which are:

1. The teacher's behaviors, his/her dressing and his/her qualification before entering the teaching job,
2. Issues related to lack of motivation in class for both teachers and learners.
3. The lack of documents and the difficulties during the lesson process.



I've done these observations in all the classes I attended and this many a time. My observations have revealed that methods used by teachers in C.EG BIO-GUERRA and CEG DJASSIN are almost the same. I noticed that some teachers were well dressed and tried to be the partners of the students by greeting them when they entered the classroom. But only few of the teachers in the contrary do not even say hello to the students and just began their lesson. 70 percent of the teachers encourage the students answers by clapping and thanking them. And as most of the teachers know their students by their names, the atmosphere has always been relaxed and the students were participative and willingful to learn. They show a great delight what implies that they consider themselves as being important actors in the class. These classes. were very interesting and vivid because the interaction between the students and the teacher was so good thatI felt like becoming their main teacher.

On the other hand, 70% of the teachers take care to introduce any kind of motivation or condition to prepare or warm up their students to the lesson. For them the most important thing was not only to teach in whatever conditions or environment. Consequently the atmosphere in these classes was relaxing (-60 percent).In such conditions,most of the students become participative to learn.Some of those teachers even use most English than French(80 percent)

As a whole some teachers are good and willingful to teach and make some efforts to motivate students to learn. Others, in the contrary do not motivate the students through their behaviors in classroom and then not making efforts to help them to learn. Also it's wise to recognize the lack of some school materials do not enable the well happening of the lesson process, that's to say it makes teaching/learning process difficult.

### **4-3-DISCUSSION WITH MY FELLOW TRAINEES**

The exchanges in class turned round one week ways: What role motivation plays in learning process?

How relaxed classroom atmosphere make students to participate actively in the lesson?

From our exchange, it appears that motivation is the vehicle of every learning and without motivation, no learning can be possible. So, all my fellow trainees recognised that motivation is very important. But in the question how to motivate students? we had different points of view about that.

### **4-4-THE RESULTS FROM THE SURVEY QUESTIONNAIRES**

Here will be presented the results of the information collected from the survey questionnaires. So, one survey questionnaire for teachers and the other for students. The results are presented in a chart and each expresses one aspect. So, I will just mention the most important aspects in the moments. The questions were asked in a way as to collect information on different aspects.

#### **4-4-1 TEACHERS RESPONSES**

There had been 15 questions addressed to 25 teachers some of the questions contained some sub-questions. Here is some of them.

#### **4-4-2- ISSUES OF MOTIVATION IN TEACHING/LEARNING,EFL**

**TABLEN°2** (questions)

N	Main questions	Responses		
		Sub-questions	Numbers	Percentages
1	Are you aware of the fact that knowledge is not sufficient for a teaching/learning process ?	Yes	19	95%
		No	1	5%
2	What should be added then to teaching skills and knowledge ?	Good atmosphere	16	80%
		The teacher 's effectiveness	4	20%
3	Do you think that a relaxed atmosphere in the classroom is important in teaching ?	Yes	18	90%
		No	2	10%
4	How do you motivate your students ?	By encouraging them to speak English	9	45%
		By showing them the advantages of learning English	11	55%
		By giving them good marks	0	0%
5	Do you think a teacher's behaviors influence the teaching/learning ?	Yes	16	80%
		NO	2	10%
		Perhaps	2	10%

From the 21 teachers, 95 percent are aware of the fact that knowledge and skills are not sufficient enough for an effective teaching/learning process and only

5 percent do not recognize this. So ,80 percent of them add to these that a good atmosphere is more successful to create effective teaching/learning. 55 percent of the teachers think that motivation can be done more by showing the advantages of English and 45 percent of them think that encouraging students can make them learn more than showing the advantages of this. 80 percent of the teachers know that teachers behaviors influence the teaching/learning; and only 10 percent think that teacher’s behaviours do not have an impact on the teaching/learning process and the 10 remaining are doubtful about it.

#### **4-4-3--STUDENTS RESPPONSES**

The students were submitted to a survey questionnaire of 16 questions with sub-questions for some of the questions for important details.

#### **4-4-3-1-THE INTEREST OF THE STUDENTS FOR LEARNING ENGLISH** **(TABLE N°3)**

N o	Main questions	Responses		
		Sub-questions	Number	Percentage
1	Do you want to speak English fluently ?	Yes	18	90%
		No	2	10%
2	When you want to talk to your teacher of English,do you speak in English ?	Yes	17	85%
		No	3	15%
3	Do you have a club of English in your school ?	Yes	6	30%
		No	14	70%
4	Can clubs of English help you improve your English ?	Yes	16	60%
		No	4	20%

Through the table above, we can say that most of the students want to speak English. That’s why 90 percent of them said they want to speak it against only 10 percent.but also in the meantime, they do speak English when they want

to talk to their teachers which implies that they are eager to speak English fluently. But the club of English which could help them to chase their shame and to practice freely the English language because they will be with their friends and classmates to discuss about interesting topics unfortunately does not exist in their school. In spite of this, 85 percent of them speak English when they want to talk to their teacher.

#### **4-4-4- DISCUSSION OF THE RESULTS**

In this second part of the fourth chapter, I would like to comment the data I have collected in the course of my research work. The comments are stated in three parts, the discussion of the results of students' questionnaires, the discussion of the results of teachers' questionnaires and finally the common point of these two questionnaires.

#### **4-4-4-1-DISCUSSION OF THE RESULTS OF THE TEACHERS' QUESTIONNAIRES**

Considering the data, I have collected, the following conclusions can be drawn:

- 1-The teachers at CEG BIO-GUERRA are professionally qualified, 50 per cent of the teacher who fill the survey questionnaires up and moreover they enter the teaching job by love 45 percent of them.
- 2-since CEG BIO-GUERRA is a in town, it has many teachers which makes that there is a competition between teachers about their school outputs.
- 3 -Most of the teachers have recognize that motivation is a key to any learning situation and that's why they motivate their students a lot.

#### **4-4-4-2-DISCUSSION OF THE RESULTS OF THE STUDENTS SURVEY QUESTIONNAIRES**

As for students, the following points have been revealed. Almost all the students have declared to be interested in English. They Truly know why they learn English certainly because of some English learning centers like CAEB, AMERICAN CORNER...which are free of charge and where they are told the advantages of English. Students work in bad condition in spite of the fact that they are motivated. this is due to the overcrowded number of students in class.

#### **4-4-4-3-THE COMMON POINT OF THE TWO DISCUSSIONS**

We never talk about teachers without learners. The success of the teachers is the success of the students, both teachers and students are complementary. No one can exist without the other.

In general, my research work has enabled me to discover that students like English very much especially when they are motivated. So they need some activators to just help them learn the language and some teachers are willingful to help them learn the target language as well. Those teachers are most of the time teachers who entered the teaching job by vocation not at random

## **CHAPTER FIVE:**

### **SUGGESTIONS AND RECOMMENDATIONS.**

We all know that teaching/learning in general and learning English in particular in Benin is increasing nowadays. The data collected from my investigation have point out that the responsibility share among the actors of education. But the main actors of this responsibility are teachers who are called to motivate their students in the teaching/learning process. That's why in this last chapter of my work ,I'd like to bring out some solutions to some of the problems raised in this research work. There should be recommendations towards the school authorities as well as to the government and suggestions to teachers ,to learners and learners parents.

#### **5-1- SUGGESTIONS.**

This first part of the chapter is about suggestions I make to teachers, to students and to students' parents. They are all inter-dependent and their responsibility is undeniable.

##### **5-1-1- SUGGESTIONS TO TEACHERS**

With regard to the substance of my topic which is the role of motivation in the teaching of English as a foreign language :A case study of C.E.G BIO-GUERRA , and answers collected from the survey questionnaires addressed to them, teachers themselves must be not only motivated but also motivators. They are the ones closest to the students , the the first and most important motivators during the learning process . The motivation at stake here is about teachers internal motivation, that's to say ,they must decide to be teachers once and forever and take the teaching job as their vocation and not to be reluctant in teaching.

To show an internal motivation is to reassure one's students with personal competence. A teacher of English must have exceptional qualities among which an

emotional growth, that's he/she must be relaxed and at ease in his/her teaching. He/she must be patient ,communicative,humble and read a lot .Another element is to have a relatively academic level to transmit knowledge without a complexity but with total security.This means that the teacher should master very well the content of his/her lesson and plan it well so as to make the teaching/learning process become easier.Now as the lessons to teach are well structured in a plan, the conduct of the different lessons should be done in a simplified speech .Teachers should think about slowing down,using more common vocabulary in short sentences and above all make the students practice the language on their own by personlising most of the topics.They should avoid complex syntax .for instance a teacher who speaks simply and slowly allows his/her students to follow and understand him/her easily That's why teachers should be careful when they speak to avoid demotivating their students because they may get them lost in fast complex speeches.Something else to enable students to follow is a good pronunciation of words.

Many teachers have difficulties with English sounds. They mispronounce English words. With such a deficiency they can not be at ease and relaxed in their teaching and will teach their mispronunciation to their students. Consequently, those students from such teachers keep these mispronunciations especially when it is about biginers, then the worst is done.

Teachers should also do their best to convince their learners to like reading on which the success of any foreign language leraning depends.It is the crossroad of all the skills.someone who read acquires vocabulary, pronunciation,grammar structures, and rules unconsciously but surely, in the end can listen and speak easily because it will be something like the imitation of what he/she has learnt in books or texts .Besides teaching grammar , teachers should focus with their students on speaking and reading which develops fluency more than grammar .

To succeed motivating students can also be possible thanks to the capacity of the teacher to be flexible, to adjust to any situation. There are teachers who get into troubles with either the low level of their students or the matter of documents .Or teaching is drawing someone from his/her darkness to light. That is lifting him/her from his/her low level to an improved one.

Then, teachers, as catalysts should first be interested in their students. In so doing, they will, of necessity, select materials and topics that are meaningful to their learners and they will provide them with opportunities to progress in their learning at their own pace. When students learn what they like and freely but not directed, they are more motivated. Also there is another important element of motivation which is relaxed classroom. For a language classroom like English to be successful, there must be a safe socialclimate in the classrom and this can be established through a friendly and positive attitude of the teacher. Teachers should enter their classroom without the prejudice that students are weak or lazy.

To end up this part ,it is important to mention an aspect about which most teachers don't care,but which can either motivate or demotivate learners :it is the teacher's social behaviors.It is not scarce to see some teachers who are drunkards,or who are not recommendable in the society .Others overtly show an extreme poverty in their way of dassing and living .I think those teachers should be social references and examples .They should try to ,whatever their social condition, be references both for their students and for the whole society by dressing decently and being socially well appreciated.

### **5-1-2- SUGGESTIONS TO STUDENTS AND TO THEIR PARENTS**

Students and their parents are the first beneficiariesof good performace ,all that is suggested,if achieved,is to the profit of the students .So, they should willingly accept to improve their learning performance and abilities, by avoiding

considering English as their pet aversion .It is such a perception about the English language that prevents them from making efforts to overcome the difficulties of learning .To overcome their difficulties means that, students should regularly attend classes .They should follow and apply with enthusiasm their teacher's instructions related to their level improvement.They should take part in the activities of clubs of English in their schools if there is any, if not they create it and try to speak English only in class among themselves at any times and even in downtown when they meet.

As for students parents they should do their best to buy English pedagogical materials such as student's books,English books,English dictionaries, cassettes and record players or simple radio set ,let them watch broadcasts and news on TV to develop not only their listening ability but mainly improve their pronunciation.Parents should be aware of the fact that their children can not perform well in learning any foreign language without schools materials .Having the requiring materials in their disposal before hand can be a motivation to learn.They should show the importance and the advantages of learning English today and therefore encourage them to learn it.

## **5-2-RECOMMENDATIONS.**

### **5-2-1-TO THE GOVERNMENT.**

Encounters, with regard to what has been exposed as difficulties that teaching/learning the government has a great responsibility share. The success in teaching/ learning English mainly depends on the materials and human resources that are offered to the school users by the government.

It is undeniable that efforts have been made in education. But there are not sufficient enough when compared to the real needs of of the school. Because in Benin today, the matter of education is more related to materials. That's why my

recommendations to the government are related to materials and equipments, work conditions and the training of the teachers for a good and sustainable education.

The government should recruit and train teachers through teachers training schools to motivate them and solve the problems of shortage of teachers of English, because the problem of non-performance of learners is mainly due to the lack of training of teachers. the government should also provide teachers with materials suitable for teaching/learning as well as classroom furniture and computers. Classrooms buildings should be available as well to allow a good teaching/learning conditions. government should if possible equip schools with language laboratories to make students practice and improve their English.

To end up this second part, I'd like to ask to the government to put teachers in good conditions because the success of a work depends on the fulfilment of the individual who does it. And fulfilment depends on the working and living conditions of the worker. This means that government should pay teachers on time and satisfy their claims. Inspectors and pedagogical counselors should do well their job which consists in checking if the teaching/learning is being done as it should be done in order to improve it if necessary and also by organising from time to time seminars, practical activities for teachers to help them improve their teaching approaches because the quality of the teaching given to students is also an important tool of motivation.

### **5-2-2 -TO SCHOOL AUTHORITIES**

For this struggle for the improvement of teaching/learning English, school authorities have their duty to fulfill. If it is true that the government has the great part to play, the contribution of the school authorities is not less important. They can help much to better the teaching and English learning.

Indeed, schools themselves can organise in-service training during which experienced teachers give some initial knowledge in teaching. They can also conduct a lesson in class where new teachers observe to learn how to teach this and that. The head teacher should assist the new teachers and give them some feedbacks when needed. They should also help the new teachers to follow the deontology or the ethics of teaching and be strict as far as dressing is concerned because we know that teachers are references or examples for students. So, if their behaviors are not good examples it can not be profitable for them.

## **CONCLUSION.**

Motivation is a crucial factor in learning a foreign language, which is influenced by different variables: personality variables, the attitudes of learners, their learning styles. Motivation is the neglected heart of our understanding of how to design learning and teaching. Motivation is something all our students bring with them in one form or another. It is not the case that all we need to do as teachers is to identify it, encourage it, feed it now and then, and watch it grow. Rather, our job is also to teach the students how to cultivate motivation, find it in areas where they did not expect it, and reflect upon their own motivational process so they can take charge if it. Many teachers believe that by sticking to the language materials and trying to teach their learners, they will manage to create a classroom environment that will be conducive to learning. These teachers seem to lose sight of the fact that, unless they accept their learners' personalities and work on those small details that constitute their social and psychological make-up, they will fail to motivate them. Therefore, language learning and teaching should take into account a variety of factors that are likely to promote success. Language is part of one's identity and is used to convey this identity to others. Consequently, foreign language learning has an important effect on the social being of the learner, since it involves the adoption of new social and cultural behaviours and ways of thinking. By doing so learning should be more effective, more efficient and beneficial for both teachers and learners.

This research work has enabled me to apprehend that some learners as well as some teachers are motivated in the process of teaching and learning. But still there is a lot of efforts to do from all the actors of education direct or indirect so as to make learning and teaching as a game but intructive.

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Date of consultation : wednesday, 1st juin, 2016

### **DICTIONARIES**

40- Longman American Advanced Dictionary

41- OXFORD Dictionary

## ANNEX.

### SURVEYQUESTIONNAIRES TO TEACHERS.

The present questionnaire has been elaborated to help me get ideas and opinions from you about my research work. You only tick the appropriate box for some of the questionnaires and for others you give details. please be sincere. Thank you for your comprehension.

1-What's your highest qualification? BAC  Duel Licence CAPES

Yes

No

2- Do you like teaching job!

3-Do you dress well to go to school?

4-Do your students like English ?

5-Do you motivate them?

6-IF Yes, how?

7-Are you bossy or soft with your students?

8-Do they like you?

9-Do you tell them the advantages of English?



**Technical form for class observation**

<b>N°</b>	<b>Main elements</b>	<b>Sub-elements</b>
1	Teacher's dressing and his entering the classroom	Well Bad
2	Teacher's behaviors in the class	Correct indecent
3	The way of introduction of the day's lesson	Motivating Demotivating
4	The atmosphere in the classroom	Threatening and tense playful
5	The teacher's appreciation of the students	Encouraging Discouraging
6	The students' reaction in the classroom	Willingful and participative Reluctant