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Motivation and self - confidence in English language learning
Case Study: Third year LMD students of English at the University of
Adrar

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Language learning: 3rd year Students of English at Adrar University

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شهادة الترخيص بالإيداع

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Language learning

من إنجاز الطالب(ة): برحال شيرزاد

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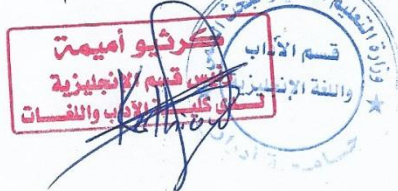
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Dedication

Live as if you were to die tomorrow. Learn as if you were to live forever.

-Mahatma Gandhi-

This thesis is dedicated to:

To my dear father, who has been a wonderful supporter of my research till it was completed.

To my dear mother, who has been encouraging me for months with her fullest and truest attention to complete my work with true self-confidence, and for showing me that even the most difficult task can be completed if done one step at a time.

To my dearest sisters Dounia and Nesrine for being a supporter

I am dedicating this to my beloved uncle Dahmoun Attia who has meant and continues to mean so much to me. Although he is no longer of this world, his memories continue to regulate my life. May Allah reward him Jannah Firdaws.

I dedicate this work also to my teacher and a source of motivation

Dr.Chouchane Mohammed may Allah reward him Jannah Firdaws.

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Firstly, the greatest thank would be to Allah who gave me the power and patience to complete my work.

I dedicate this modest work:

To my dearest and sympathetic father

To my wonderful and thoughtful mother

To my beloved brothers: Reda, Ramzi, and Hamza

To my sweetie sisters: Hanifa and Amina

To all the members of my family and my closest friends

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Thank you. Our love for you all can never be quantified

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In the name of Allah, the most gracious and most merciful

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Our highest apperception and deepest thanks to our beloved parents for their wise counsel and sympathetic ear and who were always the biggest motivators.

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Abstract

Algerians, like other societies over the world are affected by the cultural and the economic aspects of globalization. However, this leads to the shifting of Algerian society from a purely francophone area to the one that is more open in terms of languages, with the coexistence of French and English as foreign languages and with the dominance of the first, of course. This dominance, however, is under danger from the rapid growth of English usage in all domains, which reflects the language's rapid spread internationally. The English language has become the most influential International Language in the world, which created a new generation of learners who have different needs and interacts toward learning English language. Learning any language is linked to both motivation and self-confidence of each learner. In fact, it has been widely acknowledged by both teachers and scholars as to be the essential element in learning a second language. The present study has the aim of highlighting the important role of both motivation and self-confidence in the process of learning English as a foreign language. It does so by defining the two terms, knowing the role of motivation and the importance of self-confidence in learning and therefore in performance, This research we have posed important theories put forward in the field of second language. Also, mentioning and explaining different types of motivation, finally, stating key factors and characteristics that motivate and demotivate learners .When it comes to of self-confidence we tried to mention a variety of self-confidence definitions provided by various researchers. It also highlighted lack of self-confidence and its causes, and the differences between high and low self-confidence. In addition, we mentioned how self-confidence interferes with specific concepts and outlined several strategies for students to build and develop their self-confidence. For this study the researcher investigates third-year LMD students' motivation and self-confidence in learning English by collecting data through a given questionnaire.

Keywords: Motivation, demotivation, self-confidence, foreign language, second language, English language.

Résumé de la thèse

Les Algériens, comme d'autres sociétés dans le monde, sont affectés par les aspects culturels et économiques de la mondialisation. Cependant, cela conduit à un glissement de la société algérienne d'un espace purement francophone à un espace plus ouvert en termes de langues, avec la coexistence du français et de l'anglais comme langues étrangères et avec la domination de la première, bien sûr. Cette domination est toutefois menacée par la croissance rapide de l'usage de l'anglais dans tous les domaines, qui reflète la diffusion rapide de cette langue au niveau international. La langue anglaise est devenue la langue internationale la plus influente dans le monde, ce qui a créé une nouvelle génération d'apprenants qui ont des besoins différents et qui interagissent avec l'apprentissage de la langue anglaise. L'apprentissage de toute langue est lié à la fois à la motivation et à la confiance en soi de chaque apprenant. En fait, cette dernière a été largement reconnue par les enseignants et les chercheurs comme étant l'élément essentiel de l'apprentissage d'une seconde langue. La présente étude a pour but de souligner le rôle important de la motivation et de la confiance en soi dans le processus d'apprentissage de l'anglais en tant que langue étrangère. Elle le fait en définissant les deux termes, en connaissant le rôle de la motivation et l'importance de la confiance en soi dans l'apprentissage et donc dans la performance. Cette recherche nous avons posé des théories importantes mises en avant dans le domaine de la langue seconde. En outre, nous avons mentionné et expliqué les différents types de motivation, et enfin, nous avons énoncé les facteurs clés et les caractéristiques qui motivent et démotivent les apprenants. En ce qui concerne la confiance en soi, nous avons essayé de mentionner une variété de définitions de la confiance en soi fournies par différents chercheurs. Nous avons

également souligné le manque de confiance en soi et ses causes, ainsi que les différences entre une confiance en soi élevée et faible. En outre, nous avons mentionné comment la confiance en soi interfère avec des concepts spécifiques et avons exposé plusieurs stratégies permettant aux élèves de construire et de développer leur confiance en soi. Pour cette étude, le chercheur étudie la motivation et la confiance en soi des étudiants de troisième année LMD dans l'apprentissage de l'anglais en collectant des données par le biais d'un questionnaire donné.

Mots clés : Motivation, démotivation, confiance en soi, langue étrangère, deuxième langue, langue anglaise.

المخلص

ويؤثر الجزائريون، شأنهم شأن المجتمعات الأخرى في العالم، بالجوانب الثقافية والاقتصادية للعولمة. ومع ذلك، فإن هذا يؤدي إلى تحول المجتمع الجزائري من منطقة ناطقة بالفرنسية إلى منطقة أكثر انفتاحاً من حيث اللغات، مع التعايش بين الفرنسية والإنجليزية كلغات أجنبية ومع هيمنة الأولى بالطبع. ومع ذلك، فإن هذه الهيمنة معرضة للخطر من النمو السريع لاستخدام اللغة الإنجليزية في جميع المجالات، مما يعكس الانتشار السريع للغة دولياً. أصبحت اللغة الإنجليزية اللغة الدولية الأكثر تأثيراً في العالم، مما خلق جيلاً جديداً من المتعلمين الذين لديهم احتياجات مختلفة ويتفاعلون مع تعلم اللغة الإنجليزية. يرتبط تعلم أي لغة بكل من الدافع والثقة بالنفس لكل متعلم. في الواقع، تم الاعتراف به على نطاق واسع من قبل كل من المعلمين والعلماء على أنه العنصر الأساسي في تعلم لغة ثانية. تهدف هذه الدراسة إلى تسليط الضوء على الدور المهم لكل من الدافع والثقة بالنفس في عملية تعلم اللغة الإنجليزية كلغة أجنبية. و ذلك بتحديد المصطلحين، ومعرفة دور الدافع وأهمية الثقة بالنفس في التعلم، وبالتالي ، فقد طرحنا في هذا البحث نظريات هامة طرحت في مجال اللغة الثانية. أيضاً، مع ذكر وشرح أنواع مختلفة من الدوافع، أخيراً، ذكر العوامل والخصائص الرئيسية التي تحفز المتعلمين وتثبطهم. عندما يتعلق الأمر بالثقة بالنفس ، حاولنا ذكر مجموعة متنوعة من تعريفات الثقة بالنفس التي قدمها باحثون مختلفون. كما سلط الضوء على انعدام الثقة بالنفس وأسبابها، والاختلافات بين الثقة العالية والمتدنية بالنفس. بالإضافة إلى ذلك، ذكرنا كيف تتداخل الثقة بالنفس مع مفاهيم محددة وحددنا العديد من الاستراتيجيات للطلاب لبناء وتطوير ثقتهم بأنفسهم. بالنسبة لهذه الدراسة، يقوم الباحث بالتحقيق في دوافع طلاب السنة الثالثة LMD و ثقتهم بأنفسهم في تعلم اللغة الإنجليزية من خلال جمع بيانات من استبيان معين .

الكلمات المفتاحية : الدافع، تثبيط الحماس، الثقة بالنفس، اللغة الأجنبية، اللغة الثانية، اللغة الإنجليزية

Table of contents

Dedication.....	I
Acknowledgements.....	II
Abstract	III
LISTS OF ABBREVIATION AND ACRONYMS	IX
List of figures	X
List of Tables.....	X
List of Graphs	XI
General Introduction	1
1. Statement of the Problem.....	2
2. Aims and Significance of the Study	3
3. Research Techniques and Methodology.....	4
4. Limitations of the Study.....	4
5. Research Questions.....	5
CHAPTER ONE: MOTIVATION IN ELL	
1.1 Introduction.....	7
1.2 Motivation: Basic Definitions	7
1.3 The Role of Motivation in ELL	9
1.4 The Nature of Motivation	10
1.5 Important Theories put forward in the Field of Learning	10
1.5.1 Behavioural Theories	11
1.5.1.1 Classical Conditioning	11
1.5.1.2 Operant Conditioning.....	11
1.5.1.3 Social Learning/ Observational Theory	12
1.5.2 Cognitive Theories	12
1.5.2.1 Cognitive Dissonance Theory	13
1.5.2.2 Cognitive Developmental Theory	13
1.5.2.3 Attribution Theory	13
1.5.2.4 Expectancy-Valence Theory (EVT)	14
1.5.2.5 Achievement Motivation Theory.....	15
1.5.3 Humanistic Theory.....	17
1.5.3.1 Abraham Maslow's Hierarchy of Human Needs.....	17

1.5.3.2	Alderfer's Hierarchy of Motivational Needs	18
1.5.3.3	Self- Determination Theory (SDT).....	19
1.6	Types of Motivation.....	20
1.6.1	Instrumental Motivation	21
1.6.2	Integrative Motivation.....	21
1.6.3	Resultative Motivation	22
1.6.4	Intrinsic Motivation.....	22
1.6.5	Extrinsic Motivation.....	23
1.7	Motivational and Demotivational Factors in ELL	24
1.7.1	The Teacher	25
1.7.2	Inadequate school facilities	26
1.7.3	Reduced Self-confidence (experience of failure or lack of success).....	26
1.7.4	Negative Attitudes towards the L2	27
1.7.5	Anxiety.....	27
1.7.6	Lack of parental support and encouragement	27
1.7.7	The society we live in	28
1.7.8	The learner itself (no effort to like the language)	28
1.7.9	Peer group pressure	28
1.7.10	Classroom environment.....	28
1.8	Characteristics of good/ motivated language learners	29
1.9	Characteristics of demotivated language learners	30
1.10	Conclusion	30

CHAPTER TWO: SELF-CONFIDENCE IN ELL

2.1	Introduction.....	33
2.2	Literature Review.....	34
2.3	Definitions of self-confidence.....	36
2.4	The importance of self-confidence.....	37
2.5	The Aspects of Self-Confidence	38
2.5.1	Confidence and Self-ability.....	38
2.5.2	Optimism	39
2.5.3	Take it as it comes.....	39
2.5.4	Have a positive concept.....	39
2.6	Lack of self-confidence.....	39
2.7	Causes of lack of confidence.....	40
2.8	The characteristics of students with low and high self-confidence.....	40
2.9	The interference between self-confidence and some concepts	42

2.9.1	Motivation.....	42
2.9.2	Autonomy	43
2.9.3	Self-esteem.....	43
2.9.4	Self-efficacy	44
2.10	Steps for building and developing students' self-confidence	45
2.11	The role of the teacher in developing students' self-confidence.....	47
2.12	Conclusion	52

CHAPTER THREE: Field Work and Data Analysis

3.1	Introduction.....	54
3.2	The Questionnaire.....	54
3.3	The students' Questionnaire.....	55
3.3.1	The Administration of the Questionnaire	55
3.3.2	The Description of the Questionnaire.....	55
3.4	Analyzing of the questionnaire	56
3.5	Presentation of the finding	73
3.6	Conclusion	75
	General conclusion	76
	References	77
	Appendix	82

LISTS OF ABBREVIATION AND ACRONYMS

The table below is a list of key terms and abbreviations with their meanings related to the context of the present research.

Key terms/Abbreviations	Meanings related to the contexts
ELL	English language learning
FLL	Foreign language learning
L2	Second language
EVT	Expectancy-Valence Theory
SDT	Self- Determination Theory
ERG	Existence, Relatedness, Growth
EFL	English foreign language
LMD	Licence Master Doctorat

1 List of figures

Figure 01: the Components of Motivation Gardner (1985).....	10
Figure 02: Basic expectancy model.....	14
Figure 03: Abraham Maslow's hierarchy of human needs.....	18
Figure 04: Alderfer's hierarchy of motivational needs....	19
Figure 05: Self –Determination Theory (Deci & Ryan, 1989).....	22
Figure06: Factor Affecting Motivation	29

2 List of Tables

Table 01: Participants Age.....	57
Table 02: The Students' Gender	57
Table 03: students' choices of learning English	58
Table 04: Number of students corresponding with an English speaking pen friend.	59
Table 05 :students motivation toward learning English	60
Table 06: Students' self evaluation of motivation	61
Table 07: Reasons for low motivation.....	62
Table 08: Students' opinion about the necessity to like the teacher, in order to like the module.....	63
Table 09: Students' receiving rewards from teachers /parents.....	64
Table 10: The relationship between the environment (classroom) and motivation.....	64
Table 11: students' possibility to finish master degree.....	65
Table 12: students' opinion on the importance of self-confidence in enhance their learning skill in English	68
Table 13: reasons for high self-confidence.....	69
Table 14: Factors of low self-confidence.....	71
Table 15: Students confidence in using English now.....	72

3 List of Graphs

Graph 01: Participants Age.....	57
Graph 02: The Students' Gender	57
Graph 03: students' choices of learning English	58
Graph 04: English pen friend correspondence.....	59
Graph 05: students motivation toward learning English.....	60
Graph 06: Students' self evaluation of motivation	61
Graph 07: Reasons for low motivation	62
Graph 08: Necessity.....	63
Graph 09: Students' receiving rewards from teachers /parents.....	64
Graph 10: Classroom influence on motivation	64
Graph 11: students' possibility to finish master degree.....	65
Graph 12 : The importance of self-confidence in enhance their learning skill in English	68
Graph 13: reasons for high self-confidence.....	69
Graph 14: Factors of low self-confidence.....	71
Graph 15: Students confidence in using English now	72

General Introduction

Nowadays, English has become the global language in the world and the most spoken language over the globe. As stated by Bernaus (2005), numerous countries across the globe which have their own languages have made the English language their second language. However, with its important role has grown throughout the world, and especially in Algeria . Many Algerian people, particularly the younger generation, have found that learning and utilizing English have become a necessity: that is, opening a new horizon, including different cultures and different resources of knowledge. This later created a new generation of learners who have different needs and interests toward learning English language.

Learning English as a foreign language is not an easy task as it requires various psychological and educational factors. That is your whole person is affected, as you fight to break free from the limits of your native language and enter a new language, culture, way of thinking, feeling, and acting. It is a total commitment, total involvement, and even a total physical commitment. Though emotional response are important to properly transmit and receive messages in English language.

Language, especially English, is an essential tool in a variety of fields, including scientific communication, business, cultural exchanges, and political concern etc. as House (1999) states that its uses have expanded to cover virtually anything from the language of international relations to the language of science; from the language of international business to the language of tourism and popular culture (as cited in Majanen, 2008).

English learners often face obstacles in their journey to reach target language. Two of them are related to motivation and self-confidence. Motivation refers to a person's personal desire to learn the language he/she wants, whereas self-confidence refers to a person's belief or trust in their ability to succeed in learning. However, in Algeria, English is the most emphasized language but students face obstacles in learning it, which will affect their learning, and this situation often makes them demotivated to learn any language. While Students with self-confidence and motivation enjoy attaining knowledge, as well as learning English language. As a result, they will eventually succeed no matter what they encounter.

Most students want to learn English because their desire is related to external factor. But if they learn the language by enjoying it, they eventually will learn it better. As a result, they need internal motivation in them; this allows them to experience the language as they learn it.

Motivation and self confidence are considered as the fundamental factors in successfully learning English .Yet, as Ushioda (2008) claims, motivation is the key to successful language learning as without it very little can be achieved.

1. Statement of the Problem

In reality, motivation and self confidence is a complex topic of research in the fields of applied linguistics and education, with a large amount of research in various contexts. It is difficult to address the broad scope and concerns of motivation and self confidence with a single theory.

Motivation and self-confidence is a significant factor of success or failure in Algerian Universities. However, both of their roles, as well as the teacher's, are essential in English language learning. As a result, the vast majority of third-year

students choose to finish their master's degree. For this case, we select this topic to find the real cause of studying English. They like it; they have other causes or goals in mind that they hope to achieve by learning English.

In the Algerian context, the study of student motivation and self-confidence towards English language learning at the level of the university has got little and insufficient interest, and it is mostly limited to one aspect which is students' motivation and self-confidence in speaking and communication. For that reason, we have chosen to pursue this topic.

2. Aims and Significance of the Study

First and foremost, this case study intends to shed light on the important role that motivation and self-confidence play in learning the English language. Throughout this study, we have considered third year LMD students of English at Adrar University as participants because their motivational disposition is a fundamental step that will considerably and certainly influence their upcoming master's degree. However, their future learning would be influenced not only by their motivation but also by their self-confidence in studying.

The purpose of this study is to assess the motivation and self-confidence of university students of Adrar at the department of English. In other words, the paper aims to explore Adrarian students' motivation and self-confidence for studying English from the perspectives of English as an international language, which probably help English curriculum and instruction designers to build language learning and teaching programs in order to generate the motivation most conducive to more successful learners of English (Midraji, 2003).

3. Research Techniques and Methodology

The methodology employed in this study is presented in this chapter. To collect data, we administered a questionnaire using a mixture of methods between quantitative and qualitative information; that is, using open- and close-ended questions, which were considered the main measurement tool. The questionnaire was administered to 37 third year students who were chosen randomly from the division of English at the University of Adrar as a sample to our research. The students aim at providing reliable responses to questions concerning their motivation and self-confidence towards learning English. There are 18 questions in the questionnaire. It consists of three main sections. The first section includes four (4) questions. It focuses on the general demographics of the participants such as age, gender, the reason of the choice for learning English and number of students corresponding with an English speaking pen friend.

The second section consists of nine (9) questions concerning motivation, and the third section contains five (5) questions about self-confidence. The validity of the questionnaire was obtained by sending the questionnaire items via personal Email of each student.

4. Limitations of the Study

Due to its limitation in time and space, this study deals with two affective factors in English language learning (ELL), namely motivation and self-confidence. There were some limitations in this study that should be mentioned, to avoid any misinterpretations of the findings. Some students feel ashamed to show their weakness in English; some other students did not give the answers with proper attention that can affect the results.

5. Research Questions

Considering the students' motivation and self confidence as an important aspect that determines the success or failure of second/foreign language learning. In this modest research we want to accomplish many objectives through the following Questions:

1. What are the reasons behind choosing to learn English language?
2. Are students of third year motivated or demotivated to learn English?
3. What were the key demotivating factors for learning English?
4. What are the key motivators in learning English?
5. How can we built self-confidence in English language learners?
6. Does high feeling of self-confidence cause success in ELL?
7. What are the factors of high and low self-confidence ?

CHAPTER ONE: Motivation in ELL

CHAPTER ONE: MOTIVATION IN ELL

1.1 Introduction

All scholars are of the same opinion that motivation is one of the most notable factors for students' success or failure in learning in general and in acquiring other language in particular. This chapter is an overview of the literature relating to motivation in the field of language learning. It presents a summary of the proposed research purpose, including a review of the term Motivation from some previous studies and scholars like Crookes and Schmidt (1991) Gardner (1985) Brown (1994) and others. Adding to that, the role of motivation in English learning, the nature of motivation, that is theories of second language motivation and different types of motivation and factors that motivate and demotivate English language learners and finally characteristics that motivate and demotivate learners.

1.2 Motivation: Basic Definitions

Motivation is best seen as a broad umbrella term that covers a variety of meanings; this later involves a need, desire and effort in order to achieve a goal.

Many studies have been conducted to determine the key factors that influence learning a second language (L2). Among these factors is students' motivation. Due to the complex nature of the notion of motivation, there is, in fact, no agreement on the exact definition of motivation (Oxford and Shearin, 1994). In other words, although that motivation has gained a lot of attention in educational research, there has not been much agreement on how to define it due to the different contexts of learning.

Throughout the history of language learning, motivation is a recurring topic since it is considered necessary for achieving positive results in any task. This long journey is reflected in the fact that there is no single definition for motivation, but

rather a variety of them,; this shows the difficulty describing the term motivation and its role in language learning. As a result, the first step is to clarify some of the ambiguous aspects of the term "motivation" through different definitions from different scholars. According to Keller (1983 in Crookes and Schmidt, 1991) defined what motivation is in current psychology: motivation refers to the choice people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect. For Gardner (1985), he defined motivation as the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10).

Ortega Martín (2002), he explained that motivation is an individual's disposition to learning a task that can be modified both by him- or herself and by the surrounding circumstances. Moreover, Brown (1994:152) states that "motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action". This appears to be in line with the findings that motivation is one of the major characteristics common to individuals who are outstandingly successful in their fields.

The definition of motivation is not limited just to researches and articles of researchers, but it is defined also in dictionaries. In the Collins Dictionary, motivation is defined as The act or an instance of motivating desire to do; interest or drive incentive or inducement (and in terms of psychology), the process that arouses, sustains and regulates human and animal behaviour. However, in Oxford dictionaries, such as Oxford Dictionary (1993) describes motivation as A reason or reasons for acting or behaving in a particular way, or desire or willingness to do something or possess enthusiasm. Clearly, motivation is described in both perspectives as the state

in which a person is induced to act in a certain way, or where a certain subject or activity motivates a person's desire to engage.

Indeed, the term motivation is an individual's reason for acting in a certain way and in a given situation. However, it can also mean impulse, emotion, or desire that drives one to take a specific action or to continue doing something. As a result, if a person has a reason to perform an action, he/she has high motivation, and a person who does not have significant reason, he/she has low motivation.

1.3 The Role of Motivation in ELL

It is crystal clear that motivation plays a vital role in the learning process. Yet, in English as foreign language context, and it has been a focus of researchers in the field of language learning, and many studies consider it to be an important part of mastering English language. According to Yu-mei (2009), motivation is one of several important factors that may influence students' English achievement. In other words, making learners aware of their motivation to learn English helps them master the language as well as achieve their objectives. This means that learners who are motivated to learn English are more likely to achieve their goals than those who are not motivated. As Rajab et al (2012, p. 419) mentions, without motivation, “even gifted individuals cannot accomplish long-term goals; whatever the curricula and whoever the teachers are.” That is, there are a number of other factors that influence a student's motivation, including the teacher.

To summarize, without a doubt, learning English as a foreign language, like any other learning situation, requires the student's motivation for successful acquisition. It is one of the most fundamental aspects of the human mind, and most

teachers and researchers would agree that it plays an important role in determining the success and failure in any learning situation.

1.4 The Nature of Motivation

Dörnyei and Ushioda (2013) have discussed motivation in a very descriptive way. From their perspective, motivation derives from the Latin verb “movere” which means, to move. Motivation influences to perform action and make some choices. They used two concepts to describe motivation: direction and magnitude. With several points, they described motivation more precisely. These are: the choice of a particular action, the persistence with it and the effort expended on it. (p. 4).

Gardner (1985), on the other hand, proposes that the following equation can be used to represent the components of motivation:

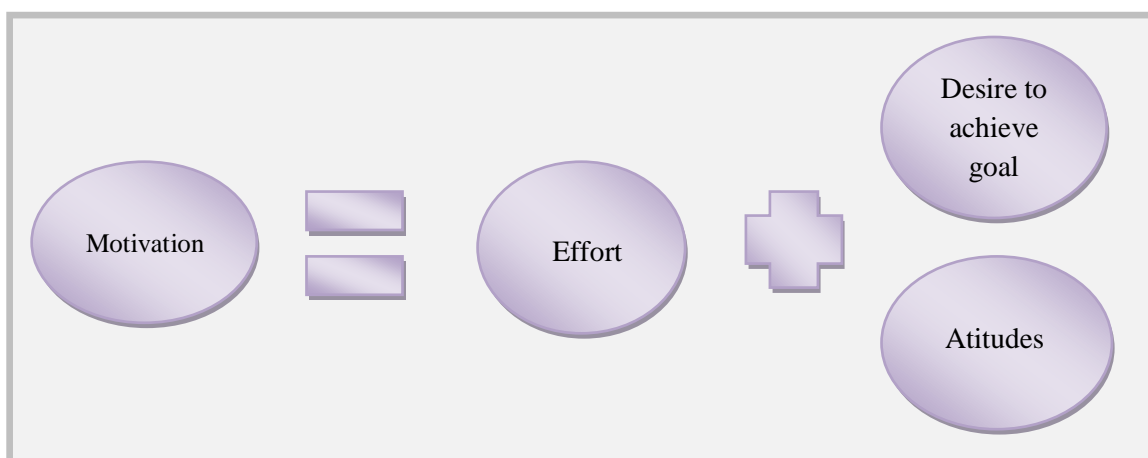


Figure 01: the Components of Motivation (Gardner, 1985)

1.5 Important Theories put forward in the Field of Learning

Several theories have been proposed by various researchers to explain the concept of motivation from various perspectives and contexts. This part discusses the most influential theories that characterize the most influential schools of thought, namely the behaviorist, the cognitive, and the humanistic, those that revolutionized the psychology of education and the field of second or foreign language teaching.

1.5.1 Behavioural Theories

From the behaviouristic vision, they explain motivation in terms of external stimuli and reinforcement. Motivation is "quite simply the anticipation of reward" Brown (2000) cited in (Al-Tamimi & Shuib, 2009).

Behaviorists wanted to know how behavior emerges from specific situations and how it changes when those situations change. They emphasized that it was related to humans needs': people behave in a certain way in response to a need; when this need changes, the behavior changes as well. From a behavioristic perspective, motivation is defined as the anticipation of a reward which causes all of our acts turn around it and leaves us with little control or choice over our actions. To go deeper, we have mentioned the three most notable behavioral theories on motivation:

1.5.1.1 Classical Conditioning

This theory, also known as Stimulus-Response, was proposed by Pavlov (1927; in Good and Brophy, 1990: 153) who conducted 17 experiments on learning through conditioning and demonstrated that behavior is energized and directed in response to external stimuli.

1.5.1.2 Operant Conditioning

This theory, founded by Skinner (1957), emphasizes the role of reinforcement in learning. Skinner views that learning is the outcome of environmental factors, and he concentrates on the consequences that shape behavior and how they affect it: it will increase, if the behavior is reinforced¹ by rewards, it will decrease, if it is punished².

¹ Reinforces: is responses from the environment that increase the probability of a behavior being repeated, it can be either positive or negative

² Punishers: Responses from the environment that decrease the likelihood of a behavior being repeated. Punishment weakens behavior.

1.5.1.3 Social Learning/ Observational Theory

Social learning theorists such as Bandura (1977; in Good and Brophy, 1990: 167) claims the importance of observation, modeling and vicarious reinforcement in the process of motivation. According to Bandura's, a student who admires his teacher may work hard to satisfy him and become like him.

Bandura's social learning theory is behavioristic but also cognitive, because "...it focuses on the consequences of specific behavior, yet cognitive because it also considers how students interpret past event and set goals for themselves" (167).

Indeed, all the theories above focus on extrinsic motivation (i.e. the desire to receive specific outcomes from outside) as they deal with external rewards and expected behavior. Adding to that, the physical environment and actions of the teacher are of prime importance.

1.5.2 Cognitive Theories

In the opposite side of behaviourists, there is the cognitive school such as Festinger, Piaget or Weiner who linked the term motivation to the learner's decisions as Keller (1983), stated, The choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect.

Therefore, people have the choice to behave in whatever way they want, and they have control over their actions because they are aware of the possible results of their own decisions and know what goals they want to reach. Their actions are determined by how they see events and how they think about what is happening to them. Furthermore, Cognitivists utilized the term "reward" as a factor that influences behavior; however, they regard it as "internal," similar to curiosity or interest, and regard it as a factor that triggers behavior in conscious and deliberate manner.

Cognitivists define motivation as a person's search for meaning and fulfillment in life. They identified the following elements that influence a behavior's direction:

1.5.2.1 Cognitive Dissonance Theory

Leon Festinger (1957) was the first to examine cognitive dissonance, which is somehow similar to 'disequilibrium' in Piaget's theory of cognitive development. It implies that we strive for equilibrium (homeostasis) in our lives and reject external influences or expectations.

1.5.2.2 Cognitive Developmental Theory

This theory is related to Piaget's principles of equilibration, assimilation, accommodation, and schema formation.

Piaget (1983) suggests that children have an innate desire to preserve equilibrium in their world. The term of Piaget is related to children's experience in life by relating it to an existing scheme, or he may accommodate by modifying their existing schema in order to incorporate or adapt to new experience. In other words, we learn new information slowly by associating it with previous experiences' meanings. Hence, it is suggested that teachers use a range of concrete experiences to motivate students, for example, the use of "manipulative working in groups to get experience, seeing from another's perspective, field trips, etc". (Stevena-Long and Cobb, 1983: 49- 50).

1.5.2.3 Attribution Theory

This theory, based on the work of Bernard Weiner (1992), is based on the assumption that people seek to figure out what caused their past successes and

failures, and that different forms of causal attributions effects on behavior differently. In other words, it is based on how people explain events in their lives. (For example, students share beliefs about the reasons of their success or failure referring them to certain ‘attributions’. These attributions are either internal or external and are either under control or not.

1.5.2.4 Expectancy-Valence Theory (EVT)

The expectancy theory was proposed by Victor Vroom (1964) who states that individual’s motivation is affected by how much they value any reward associated with an action (Valence), how much they believe that by putting effort into something they will be able to generate good results (Expectancy) and how much they believe that generating good results will result in a reward (Instrumentality). (See Figure 2.)

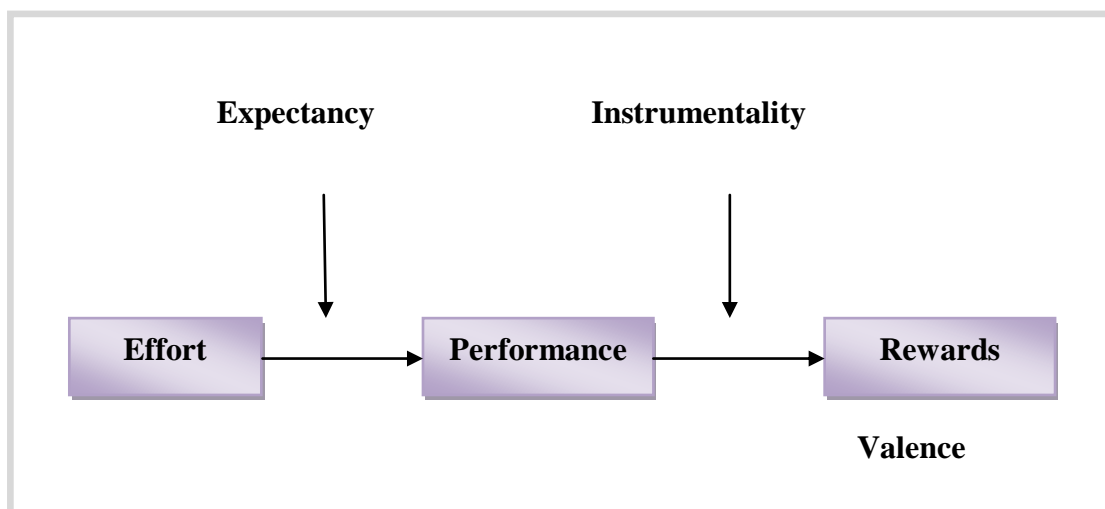


Figure 02: Basic expectancy model.

Indeed, valence expectancy and instrumentality are three interrelated characteristics that must be present in terms of enhancing motivation. These characteristics must also be high in order for motivation and resulting behavior to be high.

1.5.2.5 Achievement Motivation Theory

McClelland introduced this idea in 1974, and it indicates that people are motivated to explore and achieve goals. It emphasizes achievement for its own sake rather than the benefits that come with it. Achievement theory encompasses three theories that deal with the notion of achievement, and the goal fall under achievement theory's umbrella. These are:

A. Need for Achievement

Atkinson (1964; in Good and Brophy, 1990: 370) described the need for achievement as “a global generalized desire to attain goals that require some degree of competence.” He saw that individuals with high need for achievement have a strong expectation of success, while individuals with low need for achievement avoid such tasks because of a fear of failure and a feeling of shame.

B. Fear Motivation

This theory, which is also described by Atkinson (1964; 370.), states that a person's fear of achievement drives him to act against his will. A person who is afraid of failure would avoid very difficult jobs (even if he enjoys challenges) that will result in negative outcomes in order to guarantee success. To put it another way, a person who is afraid of success may prefer to fail in order to avoid losing social support.

C. Goal Theory

Goal theory, suggested by Locke and Latham (1994) focuses on the reasons or purposes students have for achieving something.

D. Self-Efficacy Theory

Self-efficacy is a concept coined by Bandura (1986; in Bentham, 2002: 124). It is related to the social learning that represents the persons' personal views on their

capacity to accomplish certain duties. It has emerged to be a reliable predictor of both learning and motivation that influence establishing personal goals.

Indeed, in order to raise the students' self-efficacy, the teacher must first understand what factors affect it. In addition, to go deeper in this theory, we've posed to see the four factors identified by Bandura (1997):

- **Personal Accomplishment**

Bandura (1977) explains that this is the most important source of self-efficacy as it is based on past experience with success or failure. For example, a student who did well in a previous Math exam will have a high perception of his ability in Maths.

- **Vicarious Experience**

It involves the individual's observation of others' experiences and comparing them with his own. Students who observe a model (e.g. a peer) who performed successfully in a crucial situation, expect themselves to do the same performance.

- **Verbal persuasion**

It is related to teachers encouraging students to do their tasks by motivating them, especially those who feel they are not competent because motivated people tend to do more than those who are not motivated. The teacher's or parents' positive messages, such as 'you are capable', increases self-efficacy.

- **Physiological State**

This last source of self-efficacy involves nervousness, anxiety, or sweating. Such states represent the learner's self-efficacy perceptions, which influence his performance. The teacher should be conscious of how much arousal he causes in his students. It should not be at high levels that the student seems unable to finish the work.

To wrap up, a strong feeling of self-efficacy enhances personal accomplishment in many ways, students in the school and workers in the workplace, with high perception of self-efficacy approach difficult task as a challenge to be mastered rather than as a threat to be avoided.

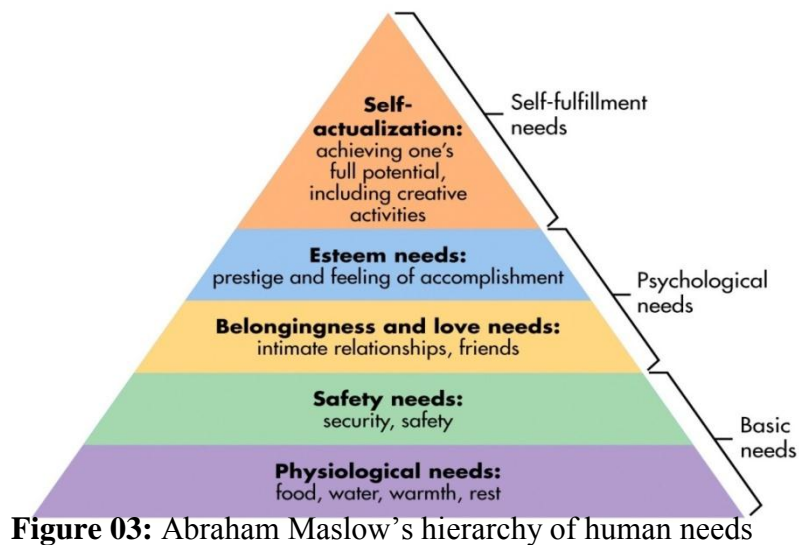
1.5.3 Humanistic Theory

Although we share basic needs with non-human beings, our needs are more complex. Once our basic needs are met, we are motivated by higher levels of motivation. Early humanist researchers described motivation by focusing on elements such as biology, achievement, power, and so on. Maslow (1954), on the other hand, saw the interconnection and identified the causes for behaviors as deriving from intrinsic motives of self-awareness and realizing one's potential. To go deeper in this theory we have posed to tackle some main theories emerged from the humanistic view.

1.5.3.1 Abraham Maslow's Hierarchy of Human Needs

Maslow (1962) suggests that human needs are arranged in a hierarchical way respecting the following order of priority:

- 1.** Physiological needs: (sleep, thirst).
- 2.** Safety needs: (freedom from danger).
- 3.** Love needs: (acceptance from parents, teachers and peers).
- 4.** Esteem needs: (mastery experiences, confidence in ones' ability).
- 5.** Needs for self-actualization (creative, self-satisfaction or curiosity).



These needs must be satisfied respecting the previous order. If lower needs are not satisfied, higher needs may not be recognized. Physiological needs are essential for survival, but once they are met, attention can be directed to higher needs. When both physical and safety needs are satisfied, people can appreciate affectionate interpersonal interactions, and love needs may begin to motivate their behavior; as a result, when love needs are satisfied, people may strive to satisfy esteem or even self-actualization needs. (See Figure 3.)

1.5.3.2 Alderfer's Hierarchy of Motivational Needs

Alderfer (1972) has tried to rebuild Maslow's hierarchy of needs into another model (ERG = Existence, Relatedness, Growth) that consists of three groups of core needs:

A. Existence Needs

They include all the various forms of material and psychological desires.

B. Relatedness Needs

They contain interpersonal interactions with other group members.

C. Growth Needs

They involve the intrinsic desire to grow and develop personally. Based on these groupings, Alderfer's theory (1972) sustains that:

In an individual, more than one need may be operative at the same time. If a higher need goes unsatisfied, then the desire to satisfy a lower need intensifies. It also contains the frustration regression dimension.

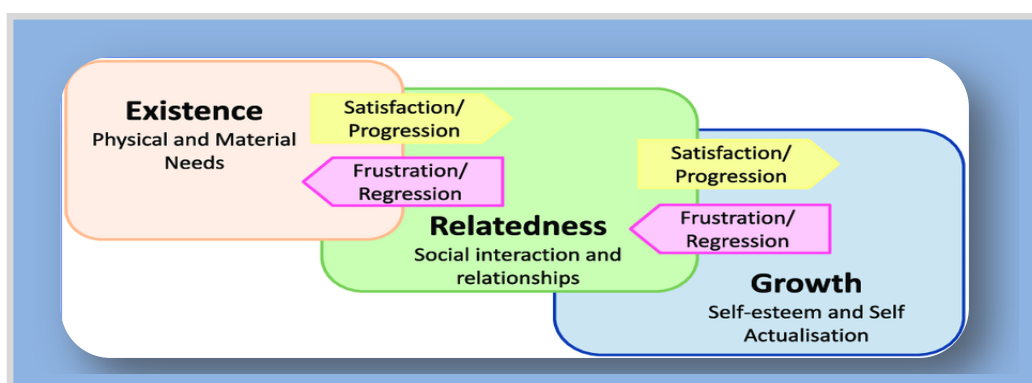


Figure 04: Alderfer's hierarchy of motivational needs

In reality, there is little agreement on how to define and classify basic human needs. Many other scholars supplied additional requirements in addition to Maslow and Alderfer's classifications. For example, Ryan and Deci (2000) argue that autonomy and competence are both necessary.

1.5.3.3 Self- Determination Theory (SDT)

This theory, advocated by Edward Deci and Richard Ryan in 1985 (in Brown, 2000), focuses on the importance of 'intrinsic motivation' in driving human behavior. It emphasizes the notion of growth and development and deals with external active encouragement. In addition, it describes individuals (students) as having three categories of needs:

▪ **Competence Feedback**

It involves understanding how to, and believing that one can, achieve various outcomes. In other words, when someone feels competent, they believe that they can interact effectively with others. In addition, a competent individual has a strong sense of control over their surroundings; the feelings of competence might be reduced if tasks are too difficult or if a person receives negative feedback. Whereas, when the demands of a task are best matched to a person's abilities, or when positive feedback is obtained, feelings of competence are increased.

▪ **Relatedness**

It includes building meaningful connections and affectionate relationships with individuals in one's social group. In other words, Relatedness is described as the ability to experience both a sense of attachment to others and a sense of belonging among them. Relatedness involve feelings of intimacy and belonging to a social group , as without connections self-determination is harder to be achieved.

▪ **Autonomy**

It implies initiating and regulating one's own actions. It is in fact, the most important part in the SDT research. It is referred to the ability to make your own choices and is connected to feelings of independence. The feeling of autonomy increased when individuals are given choice, whereas; the individuals lacks autonomy when they feel controlled or guided by a deadline or even threatened by other people.

1.6 Types of Motivation

The interest in motivation in the last few decades has generated a large body of knowledge. This is clearly noticed in the different types into which motivation was classified. Motivation is divided into four main types which have been identified by

different scholars such as Ryan and Deci (1985), Ellis (2008), and Brown (2007). These types include instrumental, integrative, intrinsic and extrinsic. In addition to those types, there is Resultative type which is added by Ellis (2008).

1.6.1 Instrumental Motivation

In the process of acquiring and learning a foreign language, instrumental motivation is an effort committed by the learners to pass the examination, obtain better jobs or pass the university's entrance test. In short, this type of motivation is an encouragement that makes the learners motivated to learn a foreign language (English) since English mastery will open education and economic opportunities for them.

Ellis (1994: 514) says that “learners with instrumental reasons for learning L2 can be successful; however, learners with incentives (such as money) may also say learning by increasing the time learners spend studying.”

1.6.2 Integrative Motivation

In contrast to instrumental motivation is the integrative motivation. It is thought that students 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 (Falk 1978). In other words, it is a situation in which a student wants to learn a language because he/she admires the culture and in order to integrate and become a part of the society in which that language is spoken; for example, an immigrant may want to learn German language to communicate with the German community he/she lives in.

1.6.3 Resultative Motivation

In the other hand, Ellis (2008) added another type of motivation which is Resultative. This later appears as the result of the achievements received by the learners because they have English abilities. However, this motivation might also appear because of the language learning process. As an example, learners who are successful in English learning will get motivated to learn more languages, or they can also get unmotivated depending on the consequences that they face during the learning process.

According to Deci & Ryan in Self-Determination theory, they distinguish two new types of motivation, intrinsic and extrinsic rather than instrumental and integrative motivation. (See Figure 5.)

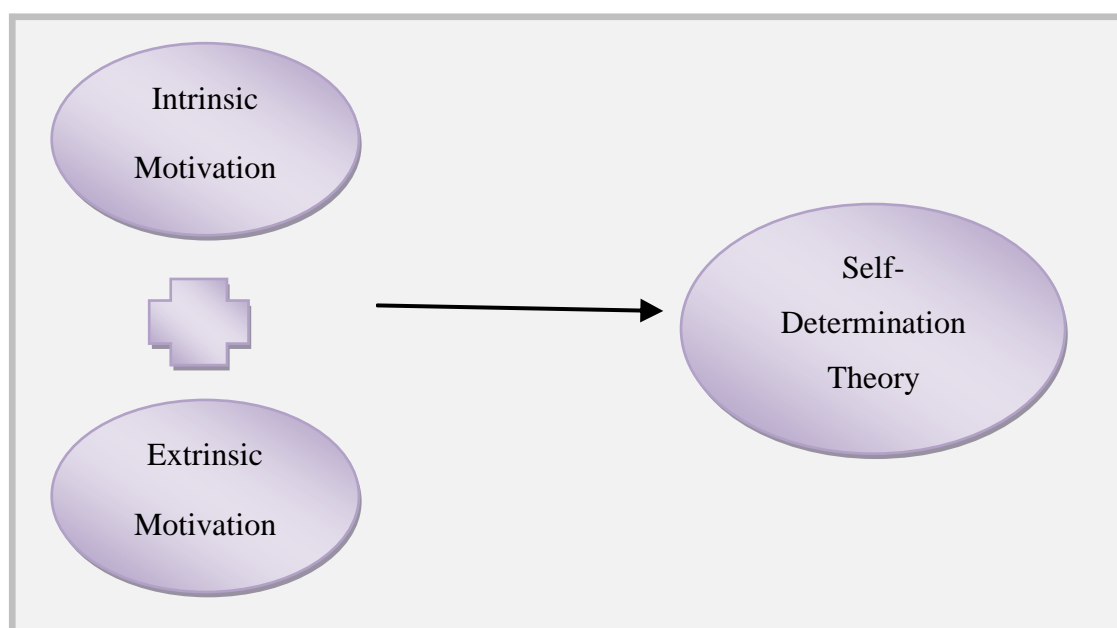


Figure 05: Self –Determination Theory (Deci & Ryan, 1989)

1.6.4 Intrinsic Motivation

According to Edward Deci (1975), intrinsic motivation is the one for which there is no apparent reward except the activity itself. This means that people do something for its own sake and not because they lead to an extrinsic reward. Also

intrinsic motivation is aimed at bringing about certain internally rewarding consequences, like feelings of competence and self determination. For instance, someone would be learning English because he/she is interested in it, and nobody has asked him or her to do so. Therefore, if all students are intrinsically motivated to accomplish all learning tasks, they may not even need the teacher (Brown, 2000).

In this line, Brown, a researcher in the field of teaching English to foreign students, states, The most powerful rewards are those that are intrinsically motivated within the learner. Because the behaviour stems from needs, wants, or desires within oneself, the behaviour itself is self-rewarding; therefore, no externally administered reward is necessary (Brown, 2007: 59).

1.6.5 Extrinsic Motivation

Extrinsic motivation is related to doing an action in order to receive an extrinsic reward from outside the self or to avoid punishment. This motivation is the opposite of the intrinsic one. It appears because of the existence of the stimulation from the outside such as money, reward, and examination grades. As an example of extrinsic motivation would be the case of an employee who studies English because she or he will be sent to England for work, and if it were not for that sake, she or he would not study it.

Indeed, both extrinsic and intrinsic motivations are the key factors in the success of learners in all stages of their education. In fact, a combination of intrinsic and extrinsic types of motivation is necessary for successful learning (Seifert and Sutton, 2009). Students, for example, may like learning (intrinsic motivation), yet they learn in order to obtain a diploma and find work (extrinsic motivation).

1.7 Motivational and Demotivational Factors in ELL

While motivation studies have a relatively long and detailed history in L2, the ‘darker side’ of motivation is somewhat more recent and underexplored. Meanwhile, several factors could decrease students’ motivation in learning; when motivation to learn decreases, it can be called as demotivation which has not received much attention until the past few years.

For many people, learning a new language has been an epiphany. Learning a second language and especially English language can also offer you the chance to experience a whole new culture, and learn about other people's experiences. Although this is all true, it can be easy to get unmotivated halfway through your studies.

Demotivation is the result to the factors that reduce and decrease the motivation of students. Dörnyei and Ushioda (2011) state that demotivation should be described as the negative side of motivation, which is concerned with the particular external forces damaging or diminishing the motivational component of a behavioral intention or an ongoing action. A group of researchers, such as Sakai and Kikuchi (2009), oppose the definition given by Dörnyei and Ushioda. They claim that such a definition needs to be more inclusive to take account of both internal (e.g., low self-confidence, negative attitude, etc.) and external (e.g., classes, teachers, textbook, etc.) factors. According to the previous investigations on motivation and demotivation, it seems that demotivation plays a major role in the learning process.

Furthermore, a number of negative factors might lead a person to lose interest in learning a language. To go further, the following demotivating reasons by Dörnyei (2011) have been proposed:

- 1- The teacher (personality, commitment, confidence, teaching method...).

- 2- Inadequate school facilities (group is too big or not the right level, frequent change of teachers)
- 3- Reduced self-confidence (experience of failure or lack of success).
- 4- Negative attitudes towards the L2.

1.7.1 The Teacher

Firstly, teachers' personalities have an important role in student motivation, as well as how they interact with students (severe, indulgent, cheerful, etc.). For example, if the teacher is strict and does not show enthusiasm for the students while teaching, the students may be demotivated to learn.

In addition, the teacher who is sometimes not interested with the module he/she teaches, the result is clear the learner will get demotivated and uninterested in learning.

The following excerpt which is taken from the students answers in the questionnaire could illustrate the idea above

It is usually when the teacher him/herself does not seem interested on teaching the module or s/he are not fair with their students or treat them in a bad manner, in these situations. I would not be that interested on learning that particular topic/module, even if I like it.

It is crucial that both teachers and learners have trust in the teaching and learning process. Motivation is likely to be strong when both teachers and learners feel comfortable with the method being used; as a consequence, success is more likely to be attained. On the other hand, if both teachers and learners are uncomfortable with

the method, motivation is likely to be low. The following excerpt could illustrate the idea above.

Well, when I feel overwhelmed in the classroom
due the many boring lectures and the massive
information that we need to grasp only to pass our
year.

Indeed, the teacher as the most effective variable of motivation and demotivation, can become a major part in demotivating the learners.

1.7.2 Inadequate school facilities

Students may be exposed to inappropriate conditions, such as excessive class sizes (overcrowding), which teachers may find difficult to control.

1.7.3 Reduced Self-confidence (experience of failure or lack of success)

Success and failure are human-created and subjective concepts that can be changed retrospectively as a result of a shift in perception. Success and failure, on the other hand, are mental constructs that are determined by human experience, emotions, decisions, and judgment. When it comes to the definition of success and failure, the "human" factor is the reason why success and failure do not have standard parameters or defined rules that apply to all individuals and all circumstances. However, within certain limits, learning success and failure may be beneficial. It is determined in the learner's mind that failure and success should be balanced so that the learner does not lose perspective while learning.

In addition, learners lack confidence in their abilities is related to the fear of failure as a result of a previous learning experience. They can also compare their performances to those of their mates (having better average results).

Indeed, the teacher can manipulate the situation so that every learner will get a taste of success to temper the ill effects of failure.

1.7.4 Negative Attitudes towards the L2

Learners think of the second/foreign language as compulsory; they do not perceive its relevance in their everyday lives. They dislike the way it sounds and/or operates.

- In addition to Dornyei (2011) demotivational factors, there is other factors can affect the learning process including :

1.7.5 Anxiety

It is a negative emotion that affects the motivation of students. The majority of anxious students find it difficult to achieve their objectives, since they are worried and stressed. According to Horwitz and Cope (1986, p. 125) said that anxiety is the subjective feelings, of tension, apprehension, worry accosted with an arousal of the autonomic nervous system. Anxiety consists of communication apprehension, text anxiety and fear of negative evaluation.

1.7.6 Lack of parental support and encouragement

In earlier research, Gardner (1975) implies that parental encouragement, as a unitary concept, has a major impact on their children's attitudes toward learning English. He writes:

[R]relationships between parents' attitudes and students' orientations suggest that students' orientation grows out of a family-wide orientation and consequently... the degree of skill which the student attains in a second language will be dependent upon the

attitudinal atmosphere in the home. (Gardner, 1975, p. 239)

1.7.7 The society we live in

All of the students' attitudes toward the language being learned will be influenced by their ideas about language learning (such as its importance in the work market and its place in society), and these attitudes will have a significant impact on the degree of students' motivation in the classroom and whether or not that motivation persists. Even though they have chosen to learn English on their own, adult students frequently bring with them the behaviors of their society.

1.7.8 The learner itself (no effort to like the language)

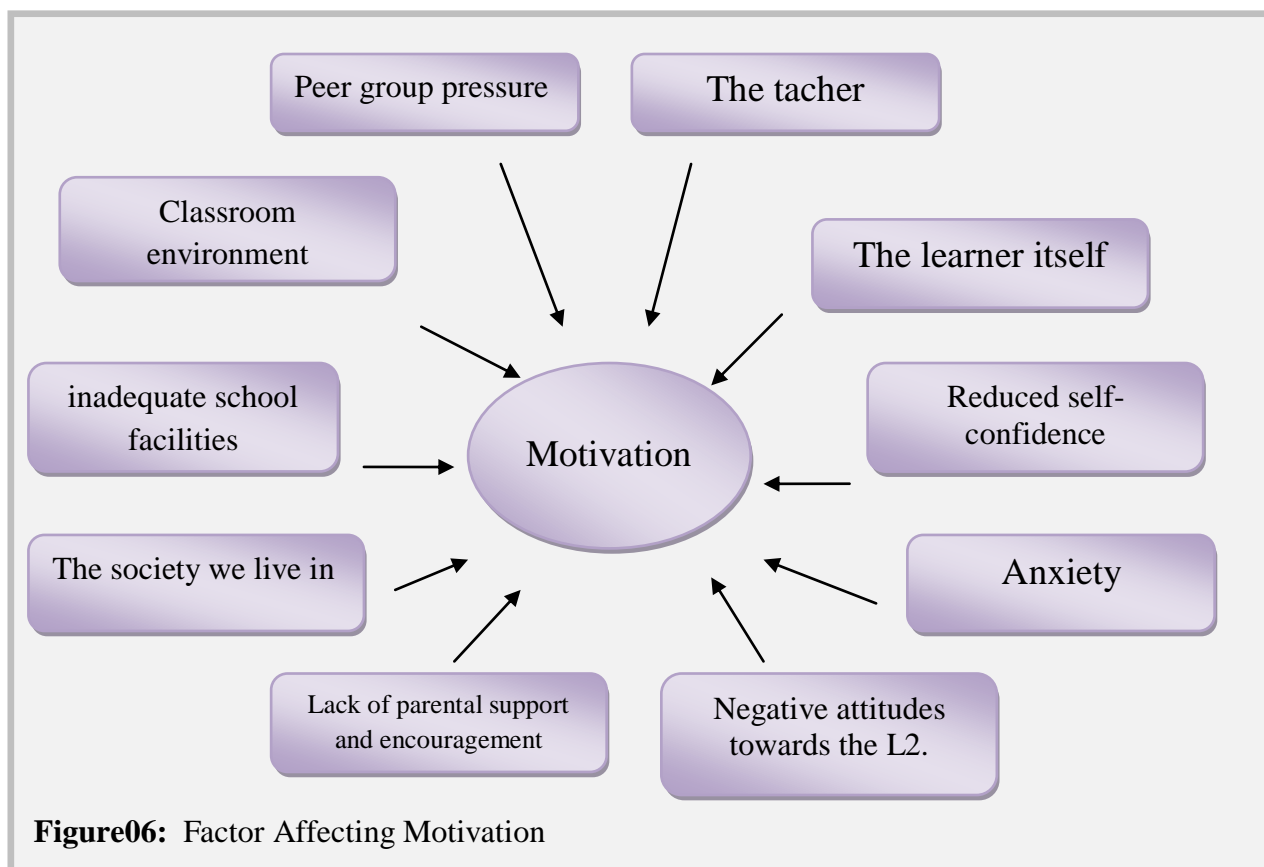
Language learning success is determined by the student himself. There should be a sense of autonomy and effort, as well as curiosity and strong motivation in the topic. The teacher's involvement in inspiring students to achieve high levels is also important. Furthermore, with the teacher's awareness and direction, they may succeed in the learning process.

1.7.9 Peer group pressure

Learners are often underestimated by their peers or rejected of the group because of a low average level, a social disadvantage, etc.

1.7.10 Classroom environment

According to Good & Brophy (1986), learning is greatly influenced by the environment in which it accrues. This indicates that the classroom environment has a significant impact on the learning process and on the learners. They will succeed in achieving their objectives. If they study in the proper class and find all what they need in their learning, in other words, the classroom environment may both motivate and demotivate students in their language learning.



1.8 Characteristics of good/ motivated language learners

Each learner is unique and differs from the others in terms of personality, back ground, past learning experiences, attitude towards the target language, etc.

There is always some students who are more successful English language learners than the others. They appear to be more comfortable in the using language and appear to be at ease with it. A successful person who realized they needed to invest more in themselves by seeking out more options on the internet, at home, or in whatever position they found themselves in, to go beyond what was offered in the classroom. Not only but also they devote a little of their private time to language learning, they use that available time in productive ways to increase their language learning capacities.

Indeed, good learners are seen to be “Students who can find their one way,..., who are creative, ...make intelligent guesses, ...make their own opportunities for practice,... make errors work for than not against them” (Rubin and Thompson; in Harmer 2001:42)

1.9 Characteristics of demotivated language learners

Within a demotivated individual, there are certain external signs that can't be missed; yet, there are also internal signs that are more difficult to detect. According to Denny (2006: 8), He says: “People take less care o their hair, they don't make an effort with their clothes,..., and either put on weight or lose weight”.

In addition, demotivated learners show a sad facial expression, having “the corner of their mouth turning down instead of up” Denny (2006). Another important indicator is what demotivated learners say. They express pessimistic thought, using expressions like 'I can't' , ' It's too hard', 'I am fed up', 'I don't want to', etc. Denny (2006). A demotiveted learner worries all the time about failure consequences, he feels the fear that if he makes a mistake, he would lose face in front of the teacher and peers. Furthermore, he feels worthless and incompetent. This may be expressed by 'Nobody cares about me', 'I am useless', etc. He has a low self-confidence; he feels inferior to others and also depressed and enjoys being alone.

1.10 Conclusion

Motivation is complicated human construct that has long posed difficulties to those who want to comprehend and explain it. Motivation has been defined in a variety of ways in psychology, including from instincts to drives to needs to conditioned behavior, and as a result, the term motivation has become very broad.

This chapter the researcher has dealt with motivation which many theorists consider as an ‘essential’ affective factor that determines students’ success or failure as well as a key role in the development of language skills. Teachers can play a significant role in motivating learners to the learning of foreign language and in particular English. However, in the process of learning English is influenced by different factors. As a result learners' motivation can go up and down depending on the context of language learning.

Moreover, it has provided a theoretical overview on learning motivation such as definition from previous scholars, the role of motivation in the learning process, also the nature of this term, the three major theories namely Behavioural, cognitive and Humanistic of motivation have been highlighted in order to understand more the role of motivation in the learning process. In addition we distinguished four main types of Motivation according to the most considerable researchers in the field, such as Ryan and Deci (1985), Ellis (2008), and Brown (2007). This Types namely instrumental, integrative, intrinsic and extrinsic, this later is added by Brown (2007). In addition to those fundamental types we have seen another type which is Resultative added by Ellis (2008).

To conclude this chapter we discuss the factors that motivate and demotivate English language learners as well as reviewing characteristics of motivate and demotivate language learners.

CHAPTER TWO:

SELF-CONFIDENCE IN ELL

CHAPTER TWO: SELF-CONFIDENCE IN ELL

2.1 Introduction

Language learning is a complicated process (Young, 1991). It is affected by cognitive and affective factors, which constitute the main source of individual differences in foreign language learning (Tallon, 2009:54). According to Brown (2000:99) and Skehan (1991:125), the affective domain is the emotional side of human behaviour and it involves a variety of personality aspects such as emotion, attitude, motivation, personality, anxiety and self-confidence. Among all of these, self-confidence is one of the most essential factors that influence learning. It is one of the main drives in humans and may have a considerable effect on a person's life, for better or worse.

In the process of learning and teaching, teachers need to understand that students have varied personalities that can be influenced by several emotional factors when learning English as a foreign language. Factors such as Self-confidence have a noticeable impact on students' learning progress. In fact, there are students in the classroom who have a high self-confidence and others who do not. This latter can cause to students difficulties in the process of learning English language, so when there is a lack of self-confidence, learners suffer from uncertainty, insecurity, fear and social distance (Rubio, 2007: 7). However, both teachers and students should be aware of the importance of self-confidence in improving students' learning.

This chapter will provide a broad review of the topic of self-confidence. To begin with, it offers basic definitions of self-confidence and discusses its significance in the teaching and learning of foreign languages. Aside from that, it discusses the

characteristics of learners with low and high self-confidence and some tips for building and developing self-confidence. Furthermore, it will describe the interference between self-confidence and certain concepts (motivation, autonomy, self-esteem, and self-efficacy). It will suggest some activities that students may do to help them grow and develop their self-confidence. Finally, it will discuss the teacher's role in helping learners develop self-confidence.

2.2 Literature Review

Many researchers used the phrases "self-confidence," "self-worth," "self-evaluation," "self-satisfaction," and "self-appraisal" interchangeably, according to Anstey (1992:87). In short, it is a psychological and social phenomenon in which an individual can assess him /herself based on a set of values that may occur in a variety of emotional situations and become developmentally stable, but are still subject to change depending on personal circumstances. Furthermore, numerous studies show that self-confidence has an impact on many aspects of our lives, including our thinking, desires, emotions, choices, and daily goals. To be more specific, it is concerned with students' personal educational development.

Another important aspect that determines the linguistic performance of learners is their self-confidence. Students who lack confidence are often reported to be excessively scared and timid, avoiding expressing their ideas and even being unable to complete a whole meaningful statement in class. As a result, self-confidence is critical for a variety of reasons. The first reason is that self-assurance motivates people to try new things. To be successful, one would be willing to take certain chances. Another factor is that a self-assured individual is unlikely to give up. A confident learner can excel in language acquisition with these skills. The impacts of self-confidence on learners' ability to participate in classroom communicative

activities have been studied extensively (Clément, 1986; Gregersen and Horwitz, 2002; Molberg, 2010). These studies found that self-assured learners are more likely to take risks when speaking in a second language, even if they make mistakes. They participate in a variety of spoken exercises based on the topic and the number of students in the class.

Furthermore, self-confidence studies have significant effects on language teachers and professors. It's important to think about how to help learners build and strengthen their confidence while studying a second language. Language learning, particularly English language learning, can only be successful in an environment where students can study with confidence and pleasure and feel at ease speaking the language. As a result, teachers should make every effort to create situations that encourage students' self-confidence. According to Krashen (1981: 23) "The students who feel at ease in the classroom and like the teacher may seek out more intakes by volunteering and may not be more accepting of the teacher as a source of input."

Self-confidence is a personal element that contributes to the success of foreign language acquisition. According to several studies, no language learning activities can be completed successfully without self-confidence (Al-Hebaish, 2012). It may facilitate or debilitate educational achievement.

Literature has shown that there is a link between overall self-confidence and academic achievement. It is a controversial relationship, with contradictory findings from various studies. According to Al-Hebaish (2012), a large number of researchers have discovered a link between self-confidence and language course grades.

Similarly, a learner's self-confidence can increase his desire to learn and help him develop his language skills; it can also lead to better performance. The link

between self-esteem and academic achievement is reciprocal. Academic achievement will rise in parallel with levels of self-confidence among students. Academic achievement suffers when students have low self-confidence.

2.3 Definitions of self-confidence

Humans have a variety of characteristics that they live with. One of these characteristics may be referred to as self-confidence. According to Land (2013:11), "confidence comes from the Latin word "confidentia", meaning "to trust and to have faith." In general, self-confidence refers to a person's feeling of trust and belief in his or her abilities to complete tasks successfully. Clément (1986: 23) referred to this aspect as the "I can do it" or self-esteem principle, i.e., a learner believes in his/her ability to accomplish the task.

Murray (2006) argued, "Confidence is defined in my dictionary as 'firm trust'. If you are confident about something, you don't worry about its outcome; you just take it for granted that it will go well" (p.53). This shows that self-confidence is the assumption that things will turn out successfully. In the same context, Adalikwu (2012) suggested another definition, "Self-confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past " (pp. 5-6). This indicates that self-confidence is a person's belief in their own ability to do a task, particularly when they believe they are capable of completing the task and will perform well in order to succeed. As a result, regardless of prior experiences, students who are self-confident in their abilities will succeed in their learning.

In terms of defining self-confidence at this point, another definition, according to Lawrence (2001), is "confidence, which is a set of beliefs about your talents and

capabilities” (p.18). Thus, self-confident students learn effectively because they believe in their skills and never give up. In this context, Burton and Plattes (2006) argued, “confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others” (p.10).

Indeed, self-confidence refers to a person's belief in his or her abilities and qualifications, as well as the belief that he or she is capable and acceptable.

2.4 The importance of self-confidence

Self-confidence is essential in every aspect of our lives, but many people struggle to find it. Unfortunately, this can create a vicious circle: persons who lack self-confidence may struggle to achieve success. Confident people inspire others to be confident, including their audience, peers, customers, and friends. One of the most important methods for a self-confident individual to succeed is to gain the confidence of others.

In the field of learning a foreign language and particular English language, self-confidence is a major issue. High self-confidence is a quality that many successful students possess. As Cole et al. (2007) argued, “Confidence was as important as competence in speaking and listening” (p.20). This signifies that confidence is seen as an important component in learning and speaking a foreign language. Confidence is thus an important aspect in the learning process since it has a large effect on students' performance. EFL learners must have self-confidence in order to study and communicate the language. Dr Abdallah and Dr Ahmed (2015) also pointed out those previous studies on the impact of self-confidence on EFL learning which revealed that there is a strong link between self-confidence and success in EFL learning, particularly success in oral communication and academic performance (p.1095). In addition to this, Kakepoto (2012) said, “Confidence is an essential aspect

of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively”. (p.71) Therefore, confidence is an important factor that can assist learners in correctly communicating and expressing their thoughts. Students should realize the importance of self-confidence because it has a significant impact on their learning process, as well as everything they accomplish in general. As Preston (2001) said, “confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in everything you do”. (p.7)

Furthermore, Dornyei (2001) asserted, “You can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to bloom as learners” (p.87). As a result, teachers should place a greater emphasis on developing learners' self-confidence, as this is essential.

2.5 The Aspects of Self-Confidence

According to several specialists including Rosenberg, Rubin, Hurlock, Rogers, Secord, and Beckman (Anggraini, 2001), the aspects of self-confidence, namely:

2.5.1 Confidence and Self-ability

According to Rosenberg (Anggraini, 2001), says that “the essence of self-confidence lies in a feeling or belief that emphasizes that individuals can cause something in their expectations,” meaning that Someone who is confident constantly thinks positively about what is going on and does not give up quickly. That is, someone who thinks that he/she will succeed in learning the result, in the end, would be as expected.

2.5.2 Optimism

People who are optimistic will seek to cope with the difficulties by solving each problem in a positive manner. If someone is optimistic about the future, there will be fewer problems in life that lead him/her to be depressed, since the individual will try to fix the problem and overcome any obstacles that may occur.

2.5.3 Take it as it comes

Rubin (Anggraini, 2001) states that “self-acceptance is an attitude that reflects pleasure in relation to the reality of yourself.” Hurlock (Anggraini, 2001) adds, “Self-acceptance would be determined by the degree to which individuals shape behavior in accordance with social values that complement their lives”.

2.5.4 Have a positive concept

According to Rogers (Anggraini, 2001), “self-concept reflects on someone’s Perception towards himself as a whole.” Secord and Backman (Anggraini, 2001), add, “One of the human strengths is to be able to see his condition“. That is, human beings may know who they are using their vision abilities, feelings, and human thinking.

2.6 Lack of self-confidence

One of the most important factors that influences learning is self-confidence. To put it differently, self-confidence has a big impact on the learning process, influencing students' performance and results. A student with strong self-confidence, for example, believes in his or her talents and can easily succeed and learn the language, whereas individuals with low self-confidence doubt their abilities which affect their learning and success. This is why self-confidence is seen as a significant factor in learning.

2.7 Causes of lack of confidence

During the study process, EFL learners face several problems and difficulties. We deal with their lack of confidence as a result of these difficulties, which have a negative impact on their achievements. Juhana (2012:102) argues in this regard that "students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers." In other words, students' lack of self-confidence happens when they are misunderstood by others or when they themselves are misunderstood. Furthermore, students feel timid during oral sessions because they are unsure of their abilities, which lead to poor confidence, and many students believe that they do not have a good level of English. As a result, even if they know the answers, they keep silent in class. According to Brown (2001:275), "a lack of encouragement from the teacher can be a cause of lack of confidence, which demotivates students." This suggests that teachers' encouragement has a significant role in increasing learners' motivation, which in turn helps to increase confidence.

2.8 The characteristics of students with low and high self-confidence

Wright (2009: 24) identified certain characteristics of students with low self-confidence in his book, *Building Self-Confidence with Encouraging Words*:

- a)** They are afraid of change: they are concerned and terrified of what might occur in the future ('what if...'). They have a pessimistic view of their abilities and prefer to be reactive rather than proactive.
- b)** They are negative and see the glass as halfempty; they believe that others are responsible for their problems. They never tried to put up any effort or to be active, and they always thought that terrible things would happen.

- c) They have problems expressing what they want out of life: they have no clear understanding of their life's goals or objectives. Generally, they just consider broad concepts such as being wealthy, healthy, and attractive. Everything is difficult for them, and they are unable to achieve their goals.
- d) They prefer to satisfy others over being true to themselves: they prefer to make others comfortable and happy over discovering their own potential and changing their attitudes.
- e) They are insecure and are drawn to those who see themselves as victims as well: they hold negative beliefs and never seek to succeed in life or in education. When confronted with difficulties, they are quick to give up.

In addition, Wright (2009: 26) mentioned other characteristics of students with strong self-confidence in the same context:

- a) They are ambitious: they do not consider life as only a matter of survival; they have a strong desire to succeed and achieve their objectives.
- b) They are goal-oriented, in the sense that they create goals for themselves and strive to achieve them. They are always seeking for the highest possible result or level.
- c) They are visionary: they have a positive attitude toward their abilities, they are generally optimistic about the future, never give up, and have a mental image of what success will look like.
- d) They have learned to communicate: they know how to act intelligently (how to ask questions, how to listen to suggestions, and so on). They want to be successful; therefore, they pay attention more than they speak.

- e) They are caring and kind: high self-confident learners are more likely to create constructive interactions with others rather than destructive ones since they have a positive inner self-image.
- f) They are attractive and open to others: self-confident learners have a lovely and beautiful personality. They build confidence in such a way that good things and good people come around them.

Learners with a high level of self-confidence are more successful than those with a low level of confidence. It is the teacher's responsibility to guide low-confidence students in overcoming their difficulties so that they can become effective and successful students. According to Juhana (2012) (as mentioned in Dr Abdallah and Dr Ahmed, 2015, p.1095), a solution for lack of self-confidence which has a negative impact on EFL learning by stating that

The possible solution to overcome those psychological factors, most students believed that motivating them to be more confident to speak English is worth considering. This finding suggests that the teachers should be more aware of their students' hindrance to speak in English class.

2.9 The interference between self-confidence and some concepts

2.9.1 Motivation

In the process of learning a language, motivation is an important factor. According to Blerkom (2009), "Motivation can be described as something that energizes, directs, and sustains behavior toward a particular goal" (p.17). This means that motivation is the ability and desire to act in order to achieve a specific goal.

Therefore, there is a significant relationship between motivation, self-confidence, in performance, and how each of these components interacts with one another may help predict a learner's success. To be useful, each factor must be utilized, controlled, and improved, and different levels of each factor work better for different people, and the balance of the two factors is essential for success, especially at the learning level.

2.9.2 Autonomy

Autonomy is defined as the ability to act without being directed by others. It is defined by Holec (1981) as “the ability to take charge of one’s own learning” (as cited in Palfreyman and Smith, 2003, p.1). In other words, autonomy refers to a learner's guiding and regulating his or her own learning. Autonomous learners are capable of making decisions about their learning objectives. Furthermore, autonomy helps learners in self-control, indicating that they possess sufficient abilities, which improves their performance.

Learners that have a high level of self-confidence will be more independent in the classroom. They confidently produce the foreign language. Thornbury (2005) said, “The self-confidence gained in achieving a degree of autonomy, however fleeting, can be a powerful incentive for taking further risks in this direction” (p.90). Thus, autonomy is the key for each learner's success and improved language competence because it maintains self-confidence.

2.9.3 Self-esteem

Self-esteem is considered as a significant affective aspect in the learning process, with a great influence on academic achievement. Self-esteem is the feeling of satisfaction with one's own personality and abilities. Lawrence (2006) said, “Self-esteem is an attitude towards oneself” (p.67). Furthermore, Wong (2009) stated that

“self-esteem is the perception you have of yourself as a human being” (p.134). Therefore, both Lawrence and Wong define self-esteem as a learner's attitude toward his or her own character and abilities.

In brief, self-esteem and self-confidence go hand in hand because when a learner is self-confident, it means he or she has a high level of self-esteem. Dornyei (2001) further said that “self-esteem and self-confidence are like the foundation of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them” (p.87). Self-esteem and self-confidence are two terms that are often used interchangeably. Lland (2013) made a comparison. “To simply put it, self-esteem is your view about you or your internal rating of yourself. On the other hand, confidence is how much faith you have in yourself and the degree to which you trust yourself” (p.13). Learners' self-esteem is their evaluation of themselves, whereas self-confidence is the students' belief in their own skills.

2.9.4 Self-efficacy

Self-efficacy was described by Richards and Schmidt (2010) as “a person's belief in their own capabilities and their ability to attain specific goals” (p.517). As a result, it is an evaluation of a person's ability to achieve specific objectives. According to Bandura (1995), “self-efficacy is a context-related judgment of personal ability to organize and execute a course of action to attain designated levels of performance” (p.218). When faced with obstacles, students with a high sense of efficacy for achieving an educational task will participate more readily, work harder, and persist longer than students who doubt their abilities (Bandura, 1995).

2.10 Steps for building and developing students' self-confidence

Many researchers have tried to come up with strategies and methods to help people create and improve their self-confidence, such as Carnegie (1956, p.15), who came up with four basic ideas to help people acquire self-confidence:

- a)** Begin with a strong and persistent desire. Learners should work on developing a strong and continuous desire because their progress will be determined by it.
- b)** Preparing. Learners should plan ahead of time what they will say or do.
- c)** Act confident and fear-free.
- d)** Practice. It is necessary to practice because a lack of practice might lead to a loss of confidence.

Preston (2001, p.14) also mentioned that in order to build confidence, one must first develop self-awareness. Learners should be aware of the negative aspects of their personalities in order to improve them and understand what makes them feel insecure. The ITIA Formula (pronounced eye-tea-ah) stands for: Intention, Thought Imagination, and Action. Is then used:

- a)** Assert your intention to be confident: promise yourself that you will change and become more confident.
- b)** Change your thinking: Passive attitudes and beliefs must be changed.
- c)** Visualize yourself as a confident learner using your imagination.
- d)** Act as if you are already confident: you will build confidence by speaking and acting confidently.

According to Scrivener (2012), as a teacher becomes more familiar with his or her class, he or she will begin to recognize learners who do not speak much

throughout the class, and then Scrivener stated “it is worth taking some time to support them and boost their confidence”(p.181).

Scrivener (2012) also listed the following techniques for improving individual learners' confidence:

- Select as many students as possible in class: teachers should treat students with respect in the classroom.
- They should also evaluate them positively and encourage them, even if their answers are incorrect.
- Use a 'choral-answer' question: this is a good method to ask some questions that everyone in the class answers together. The key thing is that every student has a chance to speak and contribute.
- Ask open questions to stronger students and closed questions to weaker students: Teachers should vary their questions by asking open questions to stronger students that require explanations and closed questions to weaker students that require less explanation. Teachers can build and improve their learners' confidence in this way.
- Allow students to take private turns: When teachers ask students questions and allow them to take private turns, it is a good method to create confidence.
- Tutorials: During class, teachers should have a short tutorial discussion with students to ask them about their difficulties and feelings, and they should try to discover solutions in a constructive and encouraging manner.
- After class, teachers should seek to spend a couple of minutes conversing with learners.

2.11 The role of the teacher in developing students' self-confidence

The teacher plays an important role in the learning process of the students. Maintaining a nice classroom climate and good relationships with learners is among the teacher's responsibilities. Furthermore, the teacher should be aware that developing students' self-esteem, self-confidence, and self-respect is one of the most significant aspects of enhancing educational quality (Kyriacou, 2007.p.76). Developing students' self-confidence is important to their academic success and teachers' role in building and developing students' confidence is equally essential. Miller (2015) says that “students with self-confidence pay more attention in class, get along better with their peers and generally have a more focused and inquisitive attitude.” This suggests that students' motivation to take risks and participate in class is greatly influenced by their level of self-confidence. Miller has offered six stages for increasing learners' self-confidence, which are as follows:

a. Provide positive feedback to your students when appropriate

It is to evaluate learners' work or performance by providing them with positive feedback as required, since it helps them gain confidence. For example, a teacher may correct a student's answer and provide positive feedback when they succeed to find the correct answer, such as "excellent work," "very good," and so on, in order to encourage them to perform better and believe in themselves.

b. Give only genuine praise

This is about encouraging learners by giving them only genuine praise in order to involve them to participate in the course.

c. Set realistic goals for each student

This means that the teacher must provide realistic and achievable tasks to fit each student in order to increase their confidence as they achieve the task.

d. Use teaching strategies that provide an opportunity for equal participation

This is done through engaging all students in activities that allow for equal participation, such as doing interview with one another, and participating in dialogues, or debating a topic of interest. This will encourage students to believe in their abilities and enhance their self-confidence, as well as motivate them to work more and develop their knowledge.

e. Create an open position environment for learning

Make students feel at ease in the classroom by providing a good environment in which they do not feel fearful or insecure, and by being close to them; For example, making jokes, discussing a period of interest, or allowing students to openly express themselves on a topic. This will encourage their motivation to learn more, take risks, and engage in activities without fear or anxiety.

f. Show enthusiasm for the subject you are teaching and for your students' success

It has to do with interests; a teacher must show interest in the subject that he or she teaches in order for students to be motivated and participate; otherwise, if they see their teacher is not enthusiastic, they will not be involved and will be bored, which will lead to demotivation; in this way, teachers should be enthusiastic in order to help students build their confidence.

- In addition to those stages for increasing learners' self-confidence, we have posed to tackle other strategies:

g. Teaching students with care

Caring is the act of encouraging and supporting learners to do their best themselves (Stronge, 2007, p.23). Teachers who care about their learners have a significant impact on their students' self-confidence. As a result, teachers must show learners that they are concerned about their learning and growth. Stronge (2007) stated in the same context that good teachers conduct focused and sympathetic listening to demonstrate to students that they care about not only what happens in the classroom, but also about their lives in general (p.23).

One of the most significant traits of effective teachers is a sense of caring; those who are concerned not just with improving their teaching techniques and competence, but also with how effectively they help their students in learning. According to Hindman, Grant, and Strong (2010), “caring is an intangible characteristic which manifests itself in tangible ways, often through interaction among people” (p. 18). Effective teachers show a genuine interest in the content, the needs of their learners, and the organization of the school.

So, Caring is important in improving learners' confidence and success on learning tasks. As a result, it is necessary to show concern for the learners, as this will help in the development of their self-confidence, and encourages students to be more responsible, clear and effective.

h. Treats students with fairness and respect

Teachers should emphasize, model, and practice fairness and respect in order to build connections and credibility with learners. Students also expect teachers to treat them equitably -- when they behave as well as when they misbehave and to avoid demonstrations of favoritism (Stronge, 2007, p.25).

According to Cole et al. (2007), it is the right of the students to be respected by the teacher because respect is an indication of caring. If the teacher does not show respect, the students will understand that the teacher did not value them or their views and this can affect negatively the students' progress. (p.33)

Teachers have a responsibility to treat students fairly, respectfully, and equally. Scrivener (2012) stated that "being supportive is perhaps the crucial foundation stone to everything you do in class. If students feel valued and respected, this will result in good rapport." (p.120)

According to Scrivener (2012), teachers can express their support for their learners in a variety of ways, including not only talking positive things, but also doing activities and actions.

- When teachers ask students questions, it is appropriate to address them by their first names.
- Good morning: teachers to express respect for their students can use greetings.
- Everyday interaction: teachers should use supportive comments to encourage students during interactions in the classroom.
- Maintain eye contact: Maintaining eye contact between the teacher and the students is an effective way to express interest.
- Smile a lot (many): by smiling at students, teachers can make them feel more comfortable.
- Show that you enjoy being with them: Teachers should use correct emotions and expressions to show that they appreciate being with students.

- Express support when bad news is received: When a teacher is sharing negative news with students, such as low grades, he or she should show support.
- Look outside the classroom: teachers can support learners in seeking solutions to their personal problems.

i. Acts as reflective practice

Effective teachers make every effort to provide their learners with well-planned lessons. According to Stronge (2007), effective teachers practice self-evaluation and self-critique as learning tools and they are curious about the art and science of teaching. Constantly, they improve lessons and try out new approaches in the classroom to better meet the needs of their students (p.30).

Successful teaching necessitates everyday challenges and improvements in practice through continual reflection. Furthermore, good teachers respect their practice and participate in self-observation and evaluation to identify areas of weakness and make necessary changes to improve their professional development. According to Stronge (2007, p. 31) “thoughtful reflection translates into enhanced teacher efficacy, and a teacher’s sense of efficacy has an impact on how he or she approaches content and students”. Self-reflection by teachers has a major impact on their perception of themselves as capable of improving instructional practices and student learning. As a result, students will feel more confident when their teachers are satisfied and confident in their teaching.

Finally, many recommendations are given to English as Foreign Language teachers in order to improve the level of self-confidence among their English as Foreign Language learners.

Al-Habaich (2012) (as cited in Dr Abdallah and Dr Ahmed, 2015, p.1095)

English teachers should focus on developing their students' self-confidence by creating a supportive classroom environment that encourages them to communicate and participate in oral activities without fear. They can support learners in recognizing their fears and trying to deal with them. They can encourage positive thinking while overcoming negative attitudes and beliefs. They should create a comfortable and funny environment throughout oral activities, provide interesting exercises, offer greater time and chances, and focus on the positive (p.64).

2.12 Conclusion

Self-confidence is important affective factors that can help learners succeed in their studies. Throughout this chapter, we tried to mention a variety of self-confidence definitions provided by various researchers. It also highlighted the importance of self-confidence and lack of self-confidence and its causes, and the differences between high and low self-confidence. In addition, this chapter discussed how self-confidence interferes with specific concepts and outlined several strategies for students to build and develop their self-confidence. It is unquestionably appropriate to explain the important role of teachers in the development of students' self-confidence. Finally, in order to improve the teaching and learning of a foreign language, teachers and students should focus on the importance of self-confidence.

CHAPTER THREE

Practical part

CHAPTER THREE: Field Work and Data Analysis

3.1 Introduction

This chapter is methodological; it is concerned with the research design and technique applied in this research. It has first presented the data collecting, analysis tools and techniques. The research design is divided into two main parts; the first deals with the data collection procedure. It covers the research methodologies and sample population, as well as descriptions and justifications for the data gathering methods employed in this study. The second section explains the data analysis technique, including the methods for analyzing the data obtained from the tools used.

This chapter is devoted to the presentation of the gathered data of this study. It displays the results obtained from the students' questionnaire in the form of histograms and tables.

3.2 The Questionnaire

Questionnaires are one of the most common methods of data collection. Brown (2001, p.6) states that: "Questionnaires are any written instruments that present respondents with a series of questions ... to which they are to react either by writing out their answers or selecting from any existing answers". The popularity of questionnaires derives from the fact that they are simple to create. Furthermore, they are flexible and may be used to gather information on practically any subject. Such characteristics, as well as the nature of our research, have encouraged us to choose this instrument for collecting data.

3.3 The students' Questionnaire

3.3.1 The Administration of the Questionnaire

The questionnaire was administered to 'third year' LMD students at the department of English at Adrar university. We have dealt with a sample of (37) students, from a population of (102) students. This sample was selected randomly in order to be representative of the whole population. The selection of such sample was based on the consideration that third year LMD students' motivational and self-confidence disposition is a fundamental step that will considerably and certainly influence their upcoming master's degree.

3.3.2 The Description of the Questionnaire

The questionnaire consists of eighteen (18) multiple choice questions using a mixture of method between quantitative and qualitative data that is using open, and close ended questions ranked from general to specific in order to introduce clearly the topic of the study to the students and implicitly get the information needed from the answers they provide. The questions are either closed ended questions requiring from the students to choose 'yes' or 'no' answers, or open ended questions requiring more detailed response. The questionnaire is divided into three sections:

✓ Section One: General Information

This section seeks information about the students' age and sex; the reason of the choice for learning English, (Q1, 2, 3), in addition to (Q4) which deals with the Number of students corresponding with an English speaking pen friend.

✓ Section Two : About Motivation

This section covers (09) questions (Q4-to Q13) which seeks information about the students' motivation in general and, more specifically, the role of motivation, the

reason for choosing English language and the reasons behind motivating and demotivating English language learners.

✓ **Section Three :** About self-confidence

This part is composed of (05) questions (Q13- to Q18); attempts to obtain information about the students' self-confidence in general toward learning English language, and, more specifically, to obtain factors of low and high self-confidence and the causes behind this issue.

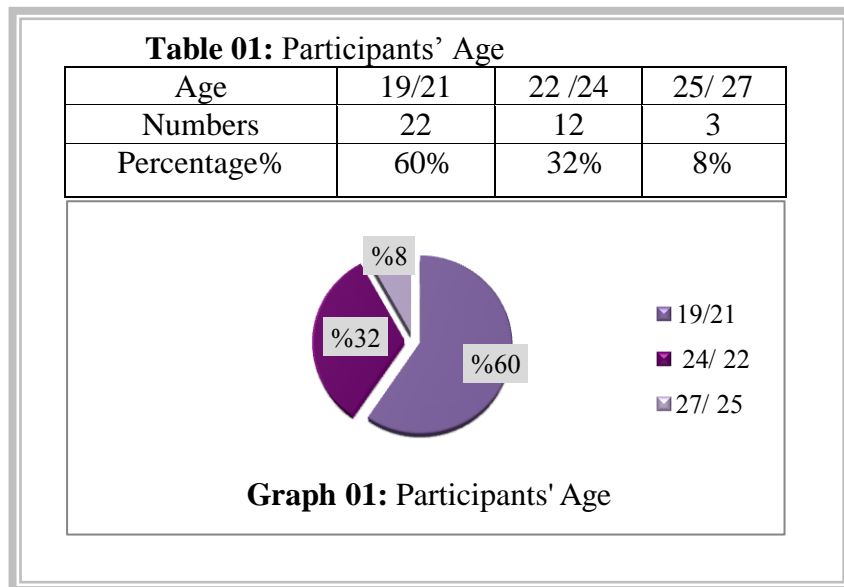
3.4 Analyzing of the questionnaire

The procedure of analyzing data from the questionnaire is as follows:

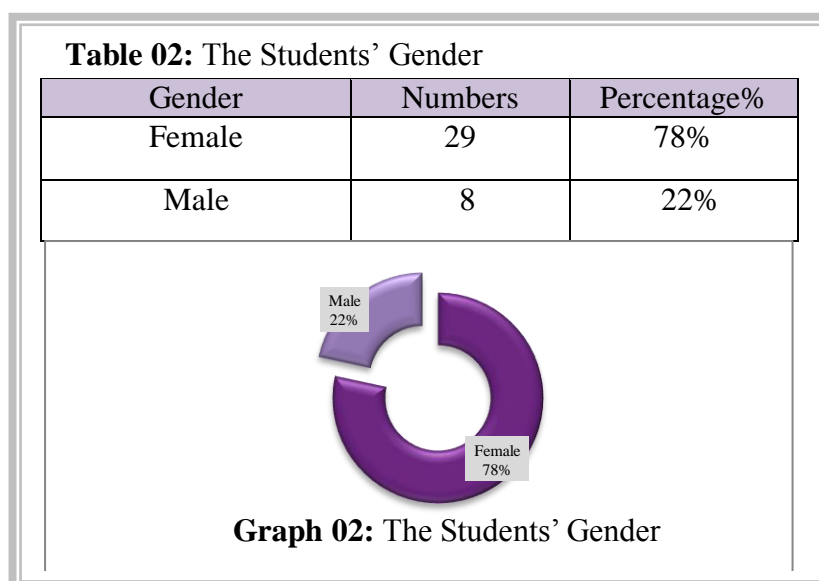
- ✓ Statement of the questionnaires as they appear.
- ✓ The results of the questions are presented in the form of tables and histograms.

Section one: Students Background Information

This section is about students' background. It is designed in order to gather general information about the participants.



- Table 01 and figure 01 show that 22 learners that participated were aged between 19 years old and 21 years old, representing just about 60% of the sample, the learners aged between 22 years old and 24 years old, were 32% of the sample (12 participants), and finally the participants aged between 25 years old and 27 years old are few almost 8% (3 participants). This distribution leads us to infer the different levels of ability and the diverse backgrounds.



✚ A quick glimpse at table 02 reveals that female students outnumber males. There are just (08) male subjects out of (37) making up (22%); whereas, the rest is of a female gender: (29) or (78%). This may indicate that females are more interested to study a foreign language than males.

Question (3): Why have you chosen to learn English?

This question is asked to determine the reason behind choosing to learn the English language

Table 03: Students' choices of learning English

Options	Numbers	Percentage %
To travel easily in different countries.	2	5,4%
To have a better chance for employment.	7	18,9%
To be able to read and listen to English language media for information and pleasure.	6	16,2%
Because of parental pressure.	1	2,7%
It is an important Language in the world.	9	24,3%
Because you found no other choice.	3	8,1%
It offers a new challenge in my life.	8	21,6%
Other	1	2,7%

3. Why have you chosen to learn English?
37 responses



Graph 03: students' choices of learning English

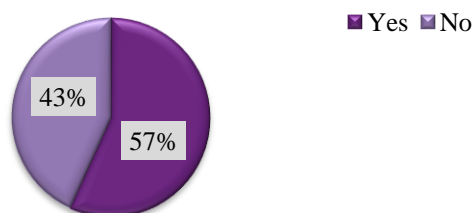
✚ We notice that the majority (24,3%) of students choose to learn English because it is an important Language in the world nowadays, others (21,6%) choose to

learn English because it offers new challenge in their lives, other students (18,9 %) choose English for the sake of having a better chance for employment because they know that in many domains, mastering English is required; whereas (16,2%) of the questioned students see English as a means to read and listen to English speaking/writing media for information or pleasure. Moreover, (8, 1%) choose English because they found no other choice, other students (5, 4%) choose English in order to travel easily in different countries. Finally, (2,7%) of students with the least number have chosen English because of parental pressure. For those who made a tick on the 'other' case, reasons differ: they have chosen English because they found their talent in learning it.

Question (4): Do you correspond with anyone (pen friend) from an English speaking country?

Table 04: Number of students corresponding with an English speaking pen friend.

English pen friend correspondence	Yes	No
Number of Informants	21	16
Percentage %	57%	43%



Graph 04: English pen friend correspondence

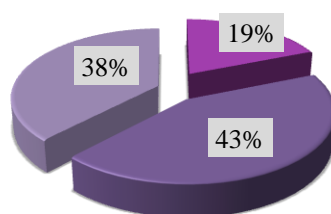
✚ We notice that the majority (57 %) of students have an English speaking pen-friend elsewhere. That is, the majority is greatly more motivated to be in direct contact with the authentic source of English whereas the minority is not.

Section Two: Motivation

Question (5): What really motivates you to learn English?

Table 05 :students motivation toward learning English

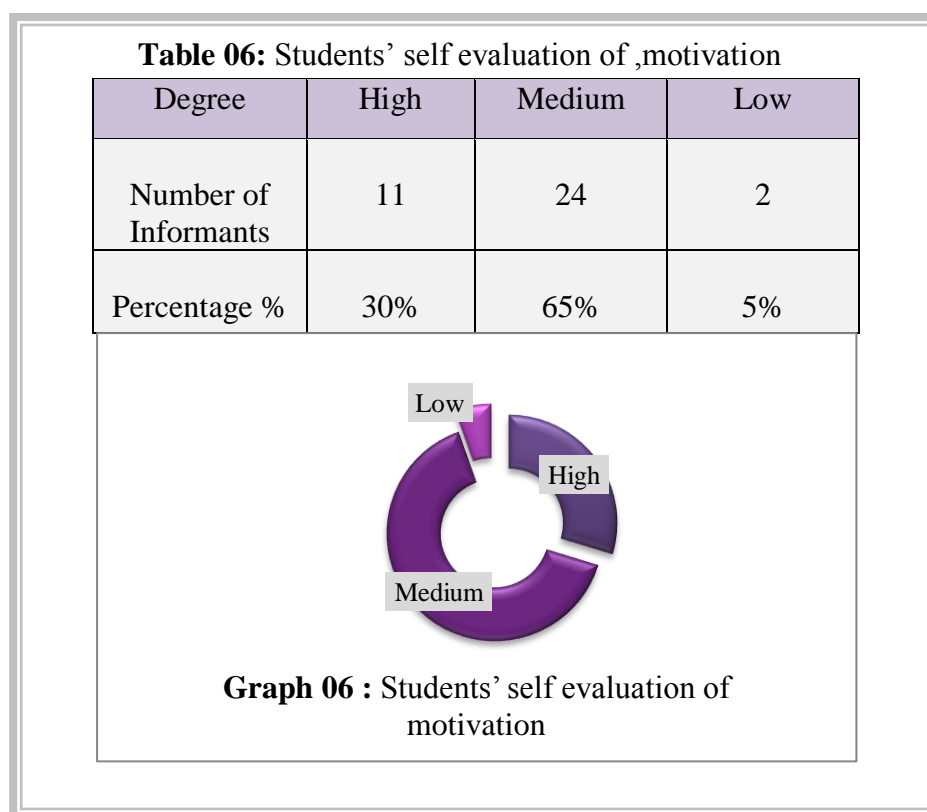
Options	Numbers	Percentage%
To pass exams and get your diploma.	7	19%
To satisfy your ego i.e. prove to yourself you're able to achieve something.	16	43%
The enjoyment, interest and pleasure while studying English	14	38%



Graph 05: Students' motivation toward learning English

✚ In addition to what we have seen in table 03, (that most students have chosen to learn English because it is an important Language in the world), this table confirms that students are intrinsically motivated. Indeed, (43%) are motivated to learn English to prove that they're able to achieve something. However, (38%) seek for the the enjoyment, interest and pleasure while studying English. This means that they are more intrinsically motivated toward learning English. We can also notice that (19%) of students answer that they study English for the sake of passing exams and getting diploma which means they are extrinsically motivated.

Question (6): Do you evaluate your motivation toward learning English as high, medium or low?

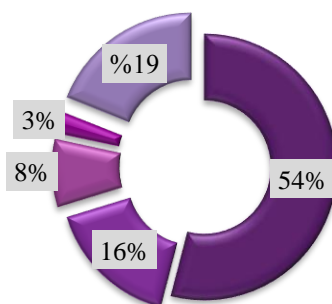


✚ We see that practically all students have a positive perception of their own level of achievement. The majority of students believe having a medium level in learning English language, which is not so bad, especially when we consider the elements that might interfere in the learning process, such as module complexity, various teaching methods, overcrowded classes, and so on. (30 %) however, are highly motivated to learn English, which is a good foreboding for success. While only (5%) of respondents have low motivation toward English language.

Question (7): In case your motivation is low, do you think it is because of:

Table 07: Reasons for low motivation

Options	Numbers	Percentage%
Yourself: you don't try to make efforts to like the language.	20	54%
The teacher: he/she doesn't care about your needs, desires ...	6	16%
Your parents: they are disinterested of your difficulties, progress ...	3	8%
Your peers/classmates: they always underestimate you.	1	3%
Others	7	19%



Graph 07: Reasons for low motivation

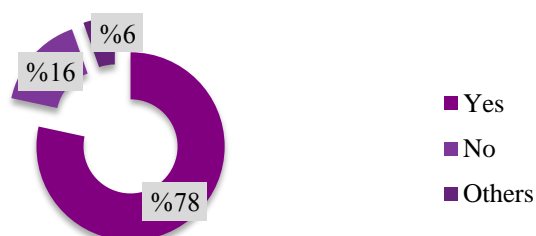
✚ We notice that the majority of students (54%) consider themselves as a responsible for low motivation because they do not make much effort to like the language. Whereas (16%) of students see that the teacher as being the reason for their demotivation when he does not care about their needs, desires, etc. In addition, (8%) of students with the least number link their low motivation to parents who are disinterested and do not take care of the difficulties of their progress, others (3%) consider that peers and classmates are the reason behind their low motivation because they always underestimate them. As for those who made a tick on the 'other' case, reasons differ: some have linked their low motivation to pressure of work and life, others consider also daily life pressure

plus the system that gives more important to marks and memorization, especially.

Question (8): Do you think you have to like the teacher in order to like the module he/she teaches?

Table 08: Students' opinion about the necessity to like the teacher in order to like the module.

Necessity	Yes	No	Others
Number of Informants	29	6	2
Percentage %	78%	16%	6%



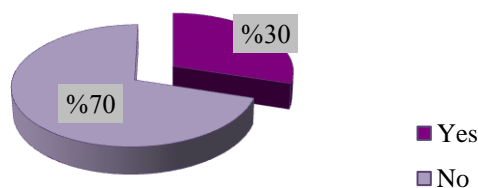
Graph 08: Necessity

The table shows that the majority (78 %) of students agrees to the fact that it is necessary to like the teacher in order to like the module, that is liking the teacher means liking the teaching method, personality, etc. However, many studies have shown that when students feel at ease with their teachers, they perform better and faster. As for the two students who made a tick on the 'other' case, they think that (teachers can be a motive: if they treat learners with bad manner, they may dislike the module). The second student said that: (If I do like the module, I don't have to like the teacher to be productive in it. However, if I don't like the module, the teacher may have an influence on me to start liking it). As a result, there is a positive correlation between teachers and students in order to like the module.

Question (9): Do you receive rewards from your teachers/parents?

Table 09: Students' receiving rewards from teachers /parents

Number of receiving	Yes	No
Number of Informants	11	26
Percentage %	30%	70%



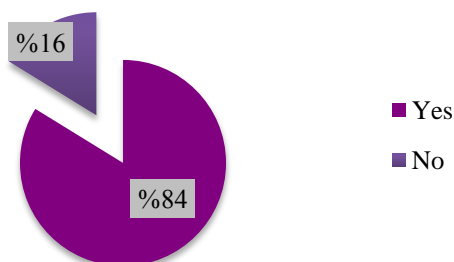
Graph 09 : Students' receiving rewards from teachers /parents

The great majority of respondents (70%) confess that they receive rewards from either their teachers or parents while the rest of respondents 30% have not received rewards, and this will affect their learning process because in the end rewards seek to bring a pleasant feeling with the desired act.

Question (10): Do you think the learning environment (the classroom) influences your motivation to learn?

Table 10: The relationship between the environment (classroom) and motivation.

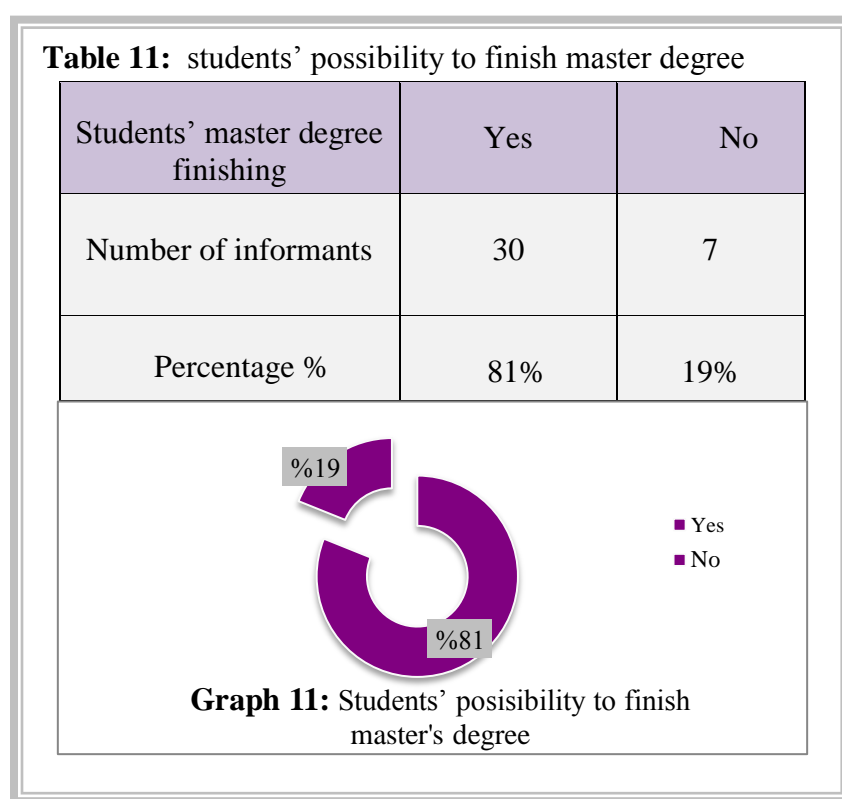
Classroom influence on motivation	Yes	No
Number of Informants	31	6
Percentage %	84%	16%



Graph 10: Classroom influence on motivation

- ✚ The overwhelming majority of students (84%) consider that the classroom atmosphere influences motivation. Students' motivation to learn will improve logically, if they feel comfortable in a peaceful, and uncrowded classroom. They will feel at ease and secure, since they will be studying at their own pace and receiving adequate attention and feedback.

Question (11): Do you want to finish your master degree?



- ✚ The vast majority of the students (81%) answered yes, and (19%) have answered they did not want to finish their master's degree because they are no more motivated toward learning English –due to many factors that affect their learning process, while others want to finish their degree in another university. In the other hand, others want to finish their degree because they are motivated to learn more and to achieve more things, however, when you complete your degree, this later will make you a successful leader and innovator. In addition to the feel of

accomplishment and the efforts you put to complete your studies and despite all the periods of doubt and uncertainty that will stand as a central character-building life experience.

Question (12): Think about a time when you have felt really motivated to learn English? Describe that experience for us?

- **Students' motivation experience :**

The learners were asked to describe their motivation experience in English language learning. As we see it, no need to draw a table here, because students have different answers.

The following excerpts are taken from the Questionnaire:

Some student said that *“I spent 3 months in learning because I liked the English and I have enjoyed learning it; I made it as a challenge, I used different techniques of learning, I felt like I'm learning a culture not just a language, and eventually, I saw an improvement in my level.” (Intrinsically motivated)*

Other student stated *“It is not the language itself but usually the topics, this applies most of the times with the Study of Historical Texts module, when learning about new content I am usually very keen to know more about it which leads me to make more research about it therefore learn more about the language. ” (Intrinsically motivated)*

Other claimed that *“It was when I studied Didactics last semester and the teacher of this module had an extremely clear accent and pronunciation. I was inspired and motivated to be like him.” (Extrinsically motivated)*

Other student response was *“Best feeling when I think of my future occupation as a teacher of English and interpreter because I'm learning for the sake of having a better chance for employment.... Then my motivation to learn becomes higher.” (Extrinsically motivated)*

Question (13): Think about a time when you have felt really unmotivated to learn English? Describe that experience for us?

- **Students demotivation experience :**

Some learner claimed *“It is usually when the teacher him/herself does not seem interested in teaching the module or s/he is not fair with their students or treats them in a bad manner, in these situations I would not be that interested on learning that particular topic/module, even if I like it.”*

Other claimed that *“Well, when I feel overwhelmed in the classroom due to the many boring lectures and the massive info that we need to grasp only to pass our year”*

Other responded that *“In oral expression, usually teachers make you feel that you should quit the entire university.”*

Other student reply that *“When I fail, I feel upset...I say to myself, Just disregard learning English, you'll never master it”*

🌈 Students motivation and demotivation experience differs from one to another; some learners are intrinsically motivated and they liked learning English as a language, while others not only did they like the language but also the topics undertaken in the module. In the other hand, other learners are extrinsically motivated and they are inspired and motivated by the teachers' accent which makes them wish to be one day like them. While other student is learning for the sake of being employed and having a good job in the future like a teacher English or interpreter.

On the contrary, the students were demotivated to learn because of the teacher carelessness even if they liked the module, they became demotivated to learn it. Other learner was demotivated to learn because of the teaching method and the program itself is not enjoyable or adequate. In the other hand students are

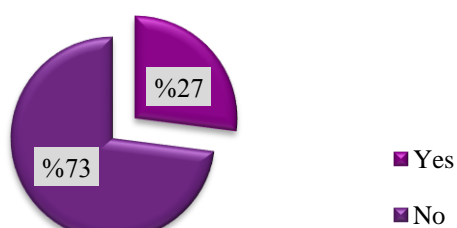
demotivated to learn because of the oral session where they are obliged to talk, and give their point of views which most learners do not want to engage in something like that. Finally they are demotivated because of the fear of failure.

Section Three: Self-confidence

Question (14): Do you think that a high feeling of self-confidence will enhance your learning skill in English?

Table 12: students' opinion on the importance of self-confidence in enhance their learning skill in English

The importance of self-confidence in enhance their learning skill in English	Yes	No
Number of informants	35	2
Percentage %	73%	27%



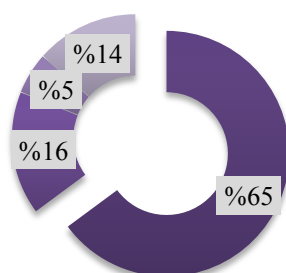
Graph 12: The importance of self-confidence in enhance their learning skill in English

Table 12 shows that the majority of the students 73% agree that self-confidence is important to enhance their learning skill in English; however, only 27% of them do not consider the importance of self-confidence to enhance their learning ability.

Question (15): In case your self-confidence is high, do you think it is because of:

Table 13: Reasons for high self-confidence

Options	Numbers	Percentage %
Yourself : you are capable of learning any language	24	65%
Your parents : They are supportive	6	16%
The teacher : he/she tries to raise your self-confidence in the classroom	2	5%
The atmosphere: a good environment in class	5	14%



Graph 13: Reasons for high self-confidence

Through the data shown in the above table, we realize that a large number of students (24) or (65%) consider that the reason for high self-confidence is related to themselves which means they are capable of learning any language. Others (16%) claim that it is related to their parents: They are supportive. Other students (14%) reply that it is related to the atmosphere, meaning that when there is a good, relaxed environment in class, their self-confidence will raise and so their self-confidence is related to the atmosphere of the class. Whereas, just (5%) linked their high self-confidence to the teacher.

Question (16): Can you think about any recent specific situations in which you felt particularly confident or anxious when using English? Describe that situation for us?

- **Students' Situation when using English**

We see there is no need to draw a table here, because students have different answers. The following excerpts are taken from the answers submitted by the participantsquestionnaire:

When I talked in public for the last time it went well not as usual, so I could pass through all the obstacles I used to face in the past in front of an audience of almost 300 people, but still I felt somehow nervous.

During the oral test I lost my words because my teacher suggested a somehow complicated topic about politics. So I was unable to find sufficient and convincing vocabulary and that made me feel less confident.

During my 1st year, I had a presentation about art and I was so anxious! But once I started it and get accustomed to it, I felt very confident! Especially when everyone in the classroom was interested in what I was saying, and they enjoyed it somehow!

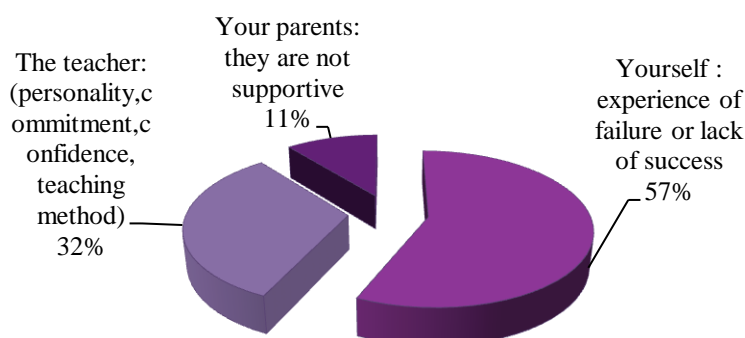
The first time I spoke to an English native speaker, It was face-to-face conversation and I thought like my level wasn't enough to but as soon as we started talking, this anxiety and fear were gone.

When I presented the translation project without a profound idea about it in front of the teacher and classmates and eventually I succeeded.

Question (17): In general, what factors do you think were responsible for having low self-confidence?

Table 14: Factors of low self-confidence

Options	Numbers	Percentage %
Yourself : experience of failure or lack of success	21	57%
The teacher: (personality,commitment, confidence, teaching method)	12	32%
Your parents: they are not supportive	4	11%



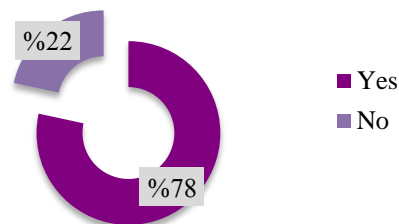
Graph 14: Factors of low self-confidence

Most students (57%) of the sample agree on the fact that low self-confidence is related to themselves which is experience of failure or lack of success, others (32%) consider the teacher personality as well as how they interact with students (severe, indulgent, cheerful, etc.), and teaching method he/she uses causes low self-confidence. Whereas others (11%) relate their low self-confidence to their parents because they are not supportive.

Question (18): Would you say you are confident using English now?

Table 15: Students confidence in using English now

Students confidence	Yes	No
Number of informants	29	8
Percentage %	78%	22 %



Graph 15: Students confidence in using English now

✚ Almost all respondents (78%) claim that they are confident in using English because they are no more afraid of experience failure, while others (22) are not confident and they are still afraid of failure and this leads to lack of success.

3.5 Presentation of the finding

The importance of English as an international language in all domains is well known fact; in science and technology (Al-Haq & Smadi, 1996, Al-Issa, 2002; Zughoul, 2003), business, finance, industry and trade, advertising, transportation, tourism, international politics and diplomacy, (Enyedi & Medgyes, 1996; Zughoul, 2003), mass communication and the Internet (Stevens, 1992; Pakir, 1999; Zughoul, 2003). (AlTamimi & Shuib, 2009, p. 45), hence, the following study was carried out at the department of English at the university of Adrar.

The findings of this paper is that the responses from the learners revealed that they only choose to learn English because it is an important language in the world and also because it offers new challenges in their lives which means their body are affected and they struggle to feel free from their boundaries of native language and entering a new language, new culture, mode of thinking, feeling and behaving. However, this is a challenge for them because learning any language will require an absolute commitment, absolute involvement, and even a total physical commitment. On the other hand, some students choose English for the sake of having a good job because they know that mastering English is needed in different fields. Finally, some students choose it simply for the purpose of reading and listening.

Students motivation and demotivation in learning English. The result shows that the majority of students are motivated to learn and want to continue learning English by finishing their master's degree.

For the reasons that motivate and demotivate learners, the results show that when the teacher is not interested ... this will affect the learners , the method being used and the massive information they need to grasp for the sake of passing exams, and getting good marks without feeling with enjoyment in learning, also what

makes students demotivated is the oral session because sometimes they feel they are obliged to give their opinions and if they fail to express what they want eventually, they will get demotivated. In contrast, what motivates them most is the enjoyment while learning English because in the end learning by enjoyment will let them master the language and therefore experience it, in addition, the curiosity in knowing more and learning more about the language, another thing when the teacher became as a motive to the learner, this later makes learners motivated to be like him. Moreover, the positive expectation about their future career.

In addition, the results also show that the majority of students have an English speaking pen-friend elsewhere because they are motivated to be in direct contact with the authentic source of English. Moreover, some students are intrinsically motivated to learn, that is satisfying their ego, and proving to themselves they can achieve something. In contrast, there are students who are extrinsically motivated; they just want to pass exams and get a diploma.

The students' evaluation toward learning English is Medium which is acceptable result if we link it to the factors that interfere in the learning process.

The results indicate that the majority of students agree to the fact that it is necessary to like the teacher in order to like the module. Though, many studies have shown that when students feel at ease with their teachers, they perform better and faster.

Moreover, the study shows that the great majority of students confess that they receive rewards from either their teachers or parents and this makes them extrinsically motivated. Also the study confirms that the classroom atmosphere influences students' motivation to learn, and they will improve logically if they feel comfortable in a peaceful, and uncrowded classroom.

Second part is self-confidence. From the results we can say that self-confidence is important to enhance the learning skill in English. However, the majority of students have confessed that the factors of high self-confidence is linked first to themselves (learning any language), parents, teacher and the atmosphere, whereas low factors are related to themselves (fear of failure), the teacher and also parents (are not supportive). The results also reveal that the majority of students see themselves confident while using English language.

3.6 Conclusion

This chapter provides detailed description and analysis of the collected data. Followed by the finding presentation. The results of the students' questionnaire enrich our research by strong evidence on the importance of motivation and self-confidence on enhancing students' learning skill. So, now we can say that if third year students of English have high level of motivation and self-confidence, they will enhance their learning skills in English language successfully. Whereas, students with low level will suffer from fear of failure all the time and insecurity in learning.

Overall, it is important for students to develop motivation and self-confidence in order to progress the process of learning and to be a successful learner.

General conclusion

Based on the data, we conclude that the majority of third-year LMD English at the University of Adrar, are motivated and self-confident about learning English. However, a small percentage of students are unmotivated, that can be due to a variety of factors such as Teacher carelessness, teaching methods, fear of failure, and parents disinterested...etc

All in all, factors mentioned before seem to be an essential part in the learning process, which can contribute to the success or failure of English language learners

This research study does not recommend for a new method of teaching and does not aim to create new motivational or self –confidence strategies. It serves as a reminder of the views and theories on motivation and therefore the most effective and applied self-confidence strategies. Also it is a reminder of the important role that motivation and self-confidence plays as a driving force towards learning English Language successfully.

Many psychologists, applied linguists, and even instructors throughout the world have been captivated by the study of student motivation and self-confidence . This topic has been the focus of several research articles and books. This facilitates us in better comprehending and grasping this notion.

We would also want to remind our teachers that they are performing a holy work, and that among the many roles they may play in class, facilitator and motivator are the most important, since they have been shown to provide students' self-confidence and easy access to their teacher.

Finally, this research is a case study which involves third year LMD students of English at Adrar University. However, the data finding of the study may not represent other EFL student group.

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Appendix

Questionnaire

Dear students,

This questionnaire is designed for a dissertation of a masters' degree entitled "Motivation and self-confidence in English language learning".

It aims at investigating the role of motivations and self-confidence in third- year students towards learning English .

Your precious participation in this modest research is mostly appreciated and would be of great help.

Therefore, you are expected to read carefully the questions and to give an honest and straight forward answer. The results of this survey will be used only for an academic purpose, so we ensure the anonymity and confidentiality of your answers

Thank you .

Please, tick your best answer

Section one: General information

1. Age:
2. Sex: male ☐ female ☐
3. Why have you chosen to learn English?
 - A. To travel easily in different countries.
 - B. To have a better chance for employment.
 - C. To be able to read and listen to English language media for information and pleasure.
 - D. Because of parental pressure.
 - E. It is an important Language in the world.
 - F. Because you found no other choice.
 - G. It offers a new challenge in my life.
 - H. Other reason? Please precise:
.....
4. Do you correspond with anyone (pen friend) from an English speaking country ?

Yes ☐
No ☐

Section Two: About motivation

1. What really motivates you to learn English?
 - A. To pass exams and get your diploma.
 - B. To satisfy your ego i.e. prove to yourself you are able to achieve something.
 - C. the teacher: he/she makes you appreciate the language
 - D. The enjoyment, interest and pleasure while studying English
 - E. Other(s):

2. Do you evaluate your motivation toward learning English as :
 - A. High
 - B. medium
 - C. low
3. In case you're motivation is low, do you think it is because of:
 - A. yourself: you don't try to make efforts to like the language.
 - B. the teacher: he/she doesn't care about your needs, desires, ...
 - C. your parents: they are disinterested of your difficulties, progress, ...
 - D. your peers/classmates: they always underestimate you.
 - E. other reason(s):

4. Do you think you have to like the teacher in order to like the module he/she teaches?

Yes ☐ No ☐

- Others

5. Do you receive rewards from your teachers/parents?

Yes ☐ No ☐
6. Do you think the learning environment (the classroom) influences your motivation to learn?

Yes ☐ No ☐
7. Do you want to finish your master degree ?

Yes ☐ No ☐

8. Think about a time when you have felt really motivated to learn English? Describe that experience for me?

.....

9. Think about a time when you have felt really unmotivated to learn English? Describe that experience for me?

.....

Section Three: About self-confidence

1. Do you think that a high feeling of self-confidence will enhance your learning skill in English ?

Yes ☐ No ☐

2. In case you're self-confidence is high , do you think it is because of.

- A. Yourself : you are capable of learning any language
- B. Your parents : They are supportive
- C. The teacher : he/she tries to raise your self-confidence in the classroom
- D. The atmosphere : a good environment in class
- E. Others(s).....

3. Can you think of any recent specific situations in which you felt particularly confident or anxious when using English ? Describe that situation for me ?

.....

4. In general, what factors do you think were responsible for having low self-confidence?

- A. Yourself : experience of failure or lack of success
- B. The teacher (personality, commitment, confidence, teaching method)
- C. Your parents : they are not supportive
- D. Other(s).....

5. Would you say you are confident using English now?

Yes ☐ No ☐

Thank you for answering!