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Investigation on Effects of Intrinsic Motivation on Pupils' Academic Achievement.

A case study of second year scientific stream pupils at
Dr. Sadaan secondary school. Biskra.

A Dissertation Submitted in Partial Fulfillment of the Requirements for the
MASTER Degree in Language Sciences.

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Dedication

To my family

To my teachers

To my friends

To my pupils

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الملخص

يمكن لدافع الذاتي أن يؤثر على مستوى التحصيل الدراسي لأنه يجعل التلاميذ يشعرون بالرضا و يتمتعون بعملية التعلم. كما أنه يعطي المتعلمين فرصة لتعلم اللغة بطريقة أفضل. لذا فإن الفرضية التي وضعناها في بداية هذه الدراسة هي أن الدوافع الذاتية تؤثر على مستوى التلاميذ في التحصيل الدراسي ، أي أن الدوافع الذاتية من شأنها أن تزيد من التحصيل الدراسي للتلاميذ بشكل إيجابي وكذا نجاحهم في تعلم اللغة الإنكليزية. منهج البحث الذي تم اعتماده في هذه الدراسة هو المنهج الوصفي ، وهو ما يعني اعتزام وصف متغيرين : الدافع الذاتي كمتغير مستقل، ودوره في تعزيز مستوى التحصيل الدراسي للمتعلمين كمتغير تابع، وتحديد العلاقة بينهم. وتستند هذه الدراسة إلى استبيانين تم توزيعهما على تلاميذ السنة الثانية من التعليم الثانوي شعبة علوم تجريبية و كذا مدرسي اللغة الإنكليزية في ثانوية الدكتور سعدان بسكرة. و قد أظهر تحليل الاستبيانين أن كلا من التلاميذ والمدرسين يعتبرون أن الدافع الذاتي كعامل مهم في تعزيز مستوى التلاميذ، فضلا على ذلك أظهرت الدراسة وجود فرق بين التلاميذ الذكور والإناث في مستوى التحصيل الدراسي. ويشير التحليل أيضا إلى أن الدوافع الذاتية للتعلم ليست العامل الوحيد الذي يحدد مستوى التحصيل الدراسي، ولكن ينبغي أن يدعمه المدرسون بحوافز خارجية تكون على شكل مكافآت خارجة عن النشاط التعليمي. وبالتالي، فإن الدافع الذاتي هو عنصر ضروري ولكن غير كاف لتحقيق التحصيل الأكاديمي العالي.

Abstract

Intrinsic motivation can affect the level of Academic achievement because it makes the pupils enjoy the learning process and feel satisfied; as it gives learners a chance to learn the language in a better way. So, the hypothesis that we set forth at the very beginning of this study is that intrinsic motivation influences pupils' level of academic achievement. i.e. being intrinsically motivated would raise the pupils' academic achievement positively and successfully in their learning of English. The research methodology adopted in this study is a descriptive one, which means that it intends to describe two variables: intrinsic motivation as the independent variable, and its role in promoting learners' level of academic achievement as the dependent variable, and to identify the relationship between them. This study is based on two questionnaires both administered to second year scientific stream secondary school pupils and teachers at Dr. Saadane Secondary School, Biskra. The analysis of the questionnaires has demonstrated that both pupils and teachers consider that intrinsic motivation as an important factor in enhancing the pupils' level, furthermore, it shows the existence of a difference between male and female pupils in the level of academic achievement. The analysis indicates also that intrinsic motivation to learning is not the only factor that determines the level of academic achievement, but it should be supported by teachers with extrinsic incentives which are rewards that are external to the activity. Thus, intrinsic motivation is necessary but insufficient component for academic achievement.

Keywords: Intrinsic Motivation, Academic Achievement, Pupils, Secondary School.

List of Abbreviations

AMTB: The Attitude/ Motivation Test Battery

IELTS: International English Language Testing System

IMI: Intrinsic Motivation Inventory

L1: First Language

L2: Second Language

N: Number

Q: Question

Sig: Level of Significance

SPSS: Statistical Package for the Social Sciences

TOEFL: Test of English as a Foreign Language,

%: Percentage

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General Introduction

Introduction

Achievement in school is mostly related to the factor of motivation, and the lack of this factor may lead to the decrease of pupils' work in the class. Pupils who suffer from one failure after another are considered most of the time to be unmotivated and the statement " if they would only try harder, then you would do better ." is often heard regarding these pupils. High academic achievement scores come from those who are motivated therefore teachers need to be a source of motivation as well as to consistently teach the pupils to become motivated themselves.

In the 1970's, Edward Deci (1971; 1972) defined the different kinds of motivation as intrinsic motivation and extrinsic motivation, intrinsic motivation is the act of completing an activity for the pleasure of doing the activity itself. Extrinsic motivation, on the other hand, is the act of completing an activity in order to receive some type of reward from another source. As a result of these definitions, researchers began to question the effects of the different kinds of motivation on pupils' achievement in school.

Schools are continuously under the pressure of how well their pupils performed and what they have done to improve test scores, thus focusing on motivation is extremely important for every teacher. Most of the pupils do not see the cause/effect link between what they have done and what will happen to them. The repeated failures for some pupils in school make them unwilling to participate and become uninvolved in the class.

The aim of this research is to investigate the effect of intrinsic motivation on pupils at Dr. Saadane secondary school –Biskra- on their academic achievement and to develop the strategies followed by teachers to make the pupils more motivated intrinsically.

1. Statement of the Problem

Every aspect of school life is mostly affected by pupil motivation, from attendance, to academic achievement, to doing extra activities. Thus there is a need to examine the effect of this motivation on the pupils' achievement so as to provide teachers with strategies in how to teach pupils to be intrinsically motivated rather than making them waiting for an external factor in order to do a task. The goal is to create an autonomous atmosphere in which the pupils see themselves in control of what they are learning and active participants in the learning process instead of just being triggered by an external reward to act. Those strategies are key issues in improving the academic achievement of all the pupils.

2. Significance of the Study

The findings from this study will be beneficial not only to the teachers of Dr. Saadane school but also the educational sector as a whole. In other words, this study will be useful at different levels:

- At the individual level, the researcher will have an idea on the different strategies and how best to utilize them for personal development for helping his pupils to a better academic achievement.
- At the national level, in the hope it will help in paving the way for a better academic achievement in all the schools around the country.

3. Aims of the Study

This study aims at assessing motivation and its effect on academic achievement at Dr. Saadane secondary school, a public school in Biskra. To be precise, the study would seek to fulfill the following objectives:

- To examine the concept of motivation and academic achievement with regards to pupils at Dr. Saadane secondary school in Biskra.
- To find out the extent to which there is a relationship between pupils' intrinsic motivation and their academic achievement.
- To raise teachers' awareness towards the role of intrinsic motivation in association with pupils' level of academic achievement.

4. Research Questions

Our research seeks to answer the following questions:

- What is intrinsic motivation?
- To what extent are pupils intrinsically motivated?
- Is intrinsic motivation the only factor that determines the level of pupil's academic achievement? Or are there other motivational factors?
- Do teachers view that intrinsic motivation is significant factor in the pupils' level of academic achievement?
- Do teachers motivate their pupils through the capitalizing on intrinsic motivation or not?

5. Hypotheses

On the basis of these research questions, the research general hypothesis turns around the idea that; if pupils are intrinsically motivated, their level of academic achievement will be affected, and as another hypothesis for our research we assume that there is no difference in the level of intrinsic motivation between male and female pupils.

6. Methodology

In order to investigate the effects of intrinsic motivation on the pupils' academic achievement, the used research method in the present study is a descriptive one. The research tool is questionnaire; one for pupils and another for teachers; data is analysed using SPSS software (Statistical Package for the Social Sciences) to do calculations and create tables and charts for easy understanding and presentation of implications. The pupils' questionnaire is intended for (29) pupils who are from the whole population of (123) of 2nd year scientific stream at Dr. Saadane Secondary School, Biskra. The selection of such sample was based on the consideration that the researcher teaches these pupils and has access to their profiles and scores. The participants in this study are selected from (1) class. The teachers' questionnaire is intended for the teachers of English language at Dr. Saadane secondary school.

7. Structure of the Study

This study is structured to provide a critical review of relevant information regarding pupils' intrinsic motivation and academic achievement. The study comprises three chapters. Two chapters offer a review of the literature (theoretical part) and the third chapter is devoted to the field work.

The first chapter provides an overview about the concept of motivation, and its different types, in addition to some detailed information from the theories of motivation, with more emphasis on intrinsic motivation and its role in the learning/teaching process.

The second chapter is mainly concerned with a review of the process of learning, and provides some detailed information from the theories of learning. It also provides a definition of academic achievement and how it can be measured in Algerian high school.

The third chapter is devoted to research methodology and its implementation. In this chapter we deal with the research tools (the questionnaires) and we describe the procedure of their construction. Then, the chapter explains how the results were gained, and provides a presentation of the full results by means of tables and graphs followed by necessary comments and interpretations. So, in this chapter we can answer the research questions and test our hypotheses.

8. Limitations of the Study

This study is limited to two questionnaires administered to teachers and pupils with the hope of clarifying or explaining the findings.

The sample of the current study is the second year scientific stream pupils of Dr. Saadane Secondary School, Biskra owing to the fact that third year class have a baccalaureate exam which may affect their results during the school year, and the first year pupils are new to the idea of streams; thus we believe that 2nd year provides us with more reliable data. Moreover, the mentioned sample is under the observation of the researcher during the whole year because he teaches them.

Due to the timetable of the pupils and the workload of the teachers, the research is limited to the second trimester of 2016 - 2017 school year.

Chapter I:
Learning and Academic
Achievement

Introduction

The accumulation of certain amount of knowledge or skills can be identified as the process of learning because to learn something can be seen as the process of acquiring and developing. Stoll, *et al.* (2003) consider it as being the core of our being.

The job of the teacher is to give their learners the needed materials that go in harmony with the learning context. For this reason, an understanding of the different theories and approaches about learning, and the application of their principles to choose what best suits the learners in order to reach an effective learning is really vital. And in order to measure the effectiveness of the learning process; teachers must assess the achievement of the teaching objectives.

Academic achievement is considered as one of the important aspects in the mental activity of the learner in which the academic excellence can be identified. It is a result of a progressive work that is done by a teacher to test, evaluate, and assess as well as help educational institutions to use the result of academic achievement in the process of planning and assessing.

Since academic achievement is an intricate process, many variables and factors, which are identified in this chapter, affect it. We try to define academic achievement, its types, its conditions, its characteristics, and the factors affecting it; besides the role of the teacher in it and finally how to measure in the academic achievement.

1. Definition of Learning

Different fields of interest especially that of psychology, have given a great importance to the subject of learning and tried to investigate it.

Learning as expressed by Desforges (1998) is defined both as a “noun” and a “verb” . As a noun, learning comprises organized previous experience, and as a verb, learning refers to the processes of schema modification. In other words, learning as a noun is explained in terms of

conceiving a new experience, and it is making use of the previous experiences and put them together to reach understanding. As a verb, however, it is explained in terms of changing behaviour whether to a positive or negative, inhibiting or enabling one. So it is a matter of modification done by the learner.

Most psychologists would agree that learning is a highly complex activity that comes about as a result of experience and which in turn results in changing the individual, potential behaviour. In this respect, Fontana (1995:142) defined learning as “a relatively persistent change in individual’s potential behaviour due to experience”.

Similarly, Hill (2002, in Woolfolk , 2004: 198) stated that “learning occurs when experience causes a relatively permanent change in an individual’s knowledge or behaviour. The change may be deliberate or unintentional, for better or for worse, correct or incorrect and conscious or unconscious” that means this change is not controlled and can have positive as well as negative results and what matters is the fact that there is a change in the individual’s behaviour which is considered a learning.

Chaplin dictionary of psychology (1975) defines learning as an acquisition of any relatively permanent change in behaviour as a result of practice or experience ; a process of acquiring responses as a result of special practice.

Most definitions focus more on acquisition of any experience (whether social, and academic ... etc.) as in human beings, relatively permanent change and process which means that learning is based on different processes that will lead to a consistent change in the behaviour. In much the same way, Woolfolk (2004) agreed that learning occurs when experience causes a change in person’s knowledge or behaviour.

2. Theories of Learning

According to Oxford dictionary (2017), a theory is a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained. In other words, it is considered as a set of assumptions, beliefs or hypotheses that have been observed, tested and evaluated in the academic world.

In the field of learning many psychologists have been tempted to advise teachers about how to teach on the basis of theories of learning. Therefore, learning has variously been explained and categorized into different schools of thought: the Behaviourist, the Cognitive, and the Social Constructivism essentially. Yet; other theories have been emerged too.

2.1 The Behaviourist Theory

The behaviourist theory is originated in Positivism which has had a profound influence on language teaching throughout the world. (Williams and Burden,1997).

It is mainly a psychological approach that gave a great importance to stimulus and response explanation to shape a theory on learning so it explained it in terms of forms of conditioning through emphasizing on the role of environmental stimuli in learning and focus on behaviour observable responses.

It is commonly known by the name of “Connectionist view of learning” since it focuses on the connection between stimulus and response as a learning process.

From its origins back in the 1930s the behaviourist approach at its most extreme maintains that “if psychology is to be an exact science , it must focus up on the study of observable behaviour”. (Fontana, 1995:142). That is up on the responses made by the individual and up on the conditions under which they occur. Thus, the learning process can be explained scientifically through the observation of the behaviours of the learner. And through the observation they

explained the learning process depending on the following:

2.1.1 Contiguity Learning

According to Aristotle (384 -322 BC, in Woolfolk ,2004) we remember things together (1) when they are similar, (2) when they contrast and (3) when they are contiguous . This latter is considered as the most important because it is included in all explanations of learning by association. Contiguity in psychology is the sequential occurrence or proximity of stimulus and response, causing their association in the mind.

More precisely, the principle of contiguity explains that whenever two or more sensations occur together often enough they will become associated i.e., If one of these sensations occur (stimulus), the other will be remembered too (response).

2.1.2 Classical Conditioning

The most well known example to explain the classical conditioning is that of Pavlov (1920, in Woolfolk , 2004) who discovered this principle, in the late 1920s. He suggested that by applying this principle, learning would take place because of the “conditioned stimulus and the conditioned response.

Pavlov’s findings and those of other researchers have implications for teachers because emotional learning can interfere with academic learning. And the learning process is a result of conditioned stimulus presented by the task assigned by the teacher for example and a conditioned response represented by the answer of the learner.

2.1.3 Operant Conditioning

Since not all humans learn automatically, and unintentionally, most behaviourists proposed

that people “operate” on their environment to produce different kinds of consequences and so, they learn through the effects of their deliberate response.

Woolfolk (2004) stated that these deliberate actions are called “operants” as Skinner (1953) introduced them. Skinner began with the premise that learning is the result of environmental rather than genetic factors. (Cited in Williams and Burden, 1997).

While applying this principle to academic learning, Skinner and other psychologists found that language development could be explained in this way, i.e. learners will learn if they are reinforced (whether rewarded or punished).

To say it in a simple way, learners who try to learn a language are going to learn it faster, if they are reinforced for every correct response, which in turn will increase their self-confidence to bring other attempts to solve language problems. This deduction will strengthen the behaviourist evidence that consequences determine the repetition of the first behaviour.

All in all, the behaviour theory can have a certain degree of effectiveness, in the sense that teachers who follow and use the principles of this theory could somehow help learners learn academically and grow in self-confidence. But it comes under learning criticism by the proponents of the cognitive approach when it is question of dealing with the problem of facilitating learners’ abstract learning, naturally associated with past experiences, through, aspiration personality, and emotional factors.

2.2 Cognitive Theory

After the different explanations provided by behaviourists that learning is viewed in terms of stimulus and response, Cognitivists, however, provided new explanation to the process of learning where they shed light on the learner’s emotional and intentional sides.

Evidence accumulated on cognitive studies has indicated that “people plan responses, use strategies to help themselves remember and organize the materials. They are learning in their own unique ways,” (Milar, *et al* in Woolfolk, 2004:236). That means that the learning process is more complicated than a fact of stimuli and response and goes beyond this to a more unique and complex mental process in which the learner uses various strategies.

This theory in contrast to the behaviourist theory is concerned with how humans think and learn, which means a shift from “ viewing the learners and their behaviours as products of incoming environmental “stimuli ” to seeing the learners as “sources of plans, intentions goals ideas, memories, emotion, activity used to attend to, select and construct meaning from stimuli and knowledge from “experience” (Wittrock, 1982:1-2,in Woolfolk, 2004:235).

Cognitivists hold that the intervention of human thinking determines the type of the behaviour. Researches stated that a person’s awareness of what is happening to s/he has an important effect on future behaviour in similar situations. Thus, in seeking to understand the different mental processes involved in learning, cognitive psychologists tried to focus on how people remember and understand the information they receive. Because of that, interest in the concept of learning, problem solving and remembering, soon, became major topics for investigation in cognitive psychology.

Recently, cognitive psychology has had a powerful influence on language teaching and learning where the learner is seen as an active participant in the learning process, using various mental strategies in order to sort out the system of the language to be learned and acquired.

The implication of cognitive approach in the educational field is an attempt to produce the students to find the solution of the problem. For instance, the student conducts a research. It means that s/he must find the solution to solve the problem of his or her research. Another

application of the cognitivism in learning is the discovery learning. According to O'Donnell (1997) "Discovery learning is an instructional method in which the students are free to work in learning environment with little or no guidance." It means that the learners take the leadership in the learning process in which the teacher has little guidance and the environment is a key factor.

There are six principles of the cognitive theory to improve teaching. The first principle is that the information has to be important in order to be learned. The second is while learning, the learners make the information more meaningful. The third is the storage of the information in the long term memory in an organised way. The fourth is the continuous check of understanding by the learners. The fifth is that the learner's transfer of learning occurs from the exposure to multiple applications. The sixth is that the awareness of the learning strategies facilitates the learning process.

The cognitive theory is learning theory of psychology that tries to explain human behaviour by understanding the process of ideas. It stresses the importance of the process that is happening in the human's mind. The goal of its application is to make the students active in teaching learning process.

2.3 Social Constructivism

A theory that was adopted by Vygotsky, a formal cognitivist, who opposed the assumption made by the cognitivists and saw that learning is related to its social context and rejected the possibility of separating them. According to Vygotsky (1978:57) learning is a result of the interaction with the social community that the learner belongs to and it is not only the assimilation and accommodation of the new knowledge by him/her; the integration into a knowledge community defines the learning process. Mascolo and Fischer (2005) stated that the

rise of knowledge through a process of active construction in a philosophical and scientific way is constructivism.

“Every function in the child’s cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals”. (Vygotsky, 1978: 57)

Unlike cognitivists, social constructivists focused on the essential role of language and culture in the construction of the knowledge. Humans use the language and cultural knowledge to have a better understanding of the world around them, thus language and culture are the framework through which humans experience, communicate, and understand reality. (Vygotsky 1996: 39)

The social constructivism views learning as a collaborative process in which Vygotsky distinguished two levels of developments; the level in which the learner is capable of finding solution independently for a problem that he/she faces, and the other level is where the learner can solve a problem under the guidance of teachers or in collaboration with peers.

Developing teamwork skills is one of the main keys required to grant the success of the collaborative learning methods, so the individual learning is related to the success of the group learning. Therefore, the application of the method by the teacher needs from him/her to put the learners in smaller groups because the optimal size for group learning is four to five according to researchers.

The different sets of theories and approaches are put to provide a better understanding of the learning process and to give teachers different strategies, methods, and materials to reach their objectives and so, the learner achieves his/her goals.

3. Definition of Academic Achievement

According to Oxford dictionary (2017), achievement is the process or fact of achieving something. So it is a set of different steps that lead to reaching the results gained by effort. The quality and quantity of a student's work is the definition of achievement according to Merriam Webster dictionary (2017), i.e. the learner's work measures the level of achievement and this could be attained through checking the quality and the quantity of this work. In other words, academic achievement means achievement level of the students. It can be defined as what a student does or achieve at his or her school.

It is a common practice to promote students from a lower class to a higher class on the basis of his or her academic achievement. It helps in declaring students successful or unsuccessful, choosing students for various courses and selecting students for different jobs. It is the level of learning in a particular area of subject in terms of knowledge, understanding, skill and application usually evaluated by teachers in the form of test scores in their annual examination. Crow and Crow (1969), defined it as the “extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him”. Good (1973), defined it as, “knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both.” (cited in Manchala 2007:119) In fact, it has become an index of future in today's highly competitive environment.

Travers (1970: 447) states that achievement is the result of what an individual has learned from some educational experiences. This means that it is a matter of individuals and each learner has his/her own level of achievement that can be obtained after some educational experiences. De Cecco & Crawford (1977) state that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances, so according to them achievement results in a feeling of pleasure after accomplishing a challenging task. In addition to that, Smith and Hudgins (1964: 95) say that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority, while another source Yelon, Weinstein, and Weener (1977: 301) expresses achievement as the successfulness of individual. Furthermore, Tinambunan (1988: 149) defines achievement as the student's grasp of some body of knowledge or proficiency in certain skills. Besides, Garrison, Kingston, and McDonald (1955-1964: 331. In Isnian, 2009) affirm the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one's ability or the extent of his/her knowledge in a specific content area.

Based on the definitions above, achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the learners gain from the learning process. For the present study, the term achievement means the performance of the learner after a course of instructions, and it was measured in terms of the scores obtained in homework, tests, and examinations. It is a matter of a continuous evaluation done by the teacher during the whole trimester through the observation of the pupils' interaction in the classroom and how well they do in the oral and written tests. In other words, achievement is the result obtained from summative and formative evaluation.

Since academic achievement is related to individuals and differentiated from one to another, it can be categorised into three types depending on the level of each after measuring it through evaluation, testing and assessment. There is high academic achievement is in which the pupil's performance is higher than his/her classmates, average academic achievement means that the score the pupil obtains represent half of his/her abilities s/he has. The performance, and low academic achievement is when the pupil's performance is lower than the average level in accordance to his/her classmates, and the rate of exploiting and benefiting of what he/she has learned is extremely weak to the extent of low achieving or even not achieving at all.

Whether high, average or low, there are factors that determine the level of academic achievement.

4. Factors of Academic Achievement

Smith and Hudgins (1964: 95) say that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority. Those required skills and efforts as well as other variables contribute effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson and Elder, 2004). For the present study, a more focus is given to the inside school factors.

4.1 Repetition

It is known that the human being needs repetition to acquire a specific skill, and the repetition which is meant here is the conditioned one that is aimed for perfection. For instance, if a pupil

wants to memorize a poem, he/she needs to repeat it many times. Repetition leads to do the same task in a rapid and precised way.

4.2 Interest

The ability to pay attention during the lesson is so related to the factor of interest since the pupil has to make an effort in order to acquire the knowledge and set in a specific system because we usually forget the things we do not give them much interest. So, the more the subject is of an interest to the pupil, the more s/he achieves better in that subject.

4.3 Breaks and Variety of Subjects

In the case of two or more subjects in one day, experiments have shown that a student must take rest periods after each subject in order to install and retain. The similarity between successive subjects has a negative impact, for example studying English after French would result in confusion for the pupil, and thus whenever the subjects are different, the less the pupil forgets.

4.4 Guidance

There is no doubt that learning on the basis of teachers guidance is better than not having the teachers' guidance. It offers learning in a shorter time with less effort comparing to learning without guidance.

5. Evaluation, Testing, and Assessment

For someone who does not have an interest in the field of education would use the terms evaluation, testing, and assessment interchangeable. However, for this study we have to

distinguish between the meanings of each through laying down the definition of each concept to avoid ambiguity. And the focus is on evaluation, testing, and assessment in language teaching.

5.1 Evaluation

The concept of evaluation is not only a part of the educational context as it also can be applied in other fields. Evaluation can be formal or informal. According to Dickins and Germaine (1992) it is maybe made implicitly and unconsciously. Thus, the criteria followed to make a judgment is not a systematic one and can be sometimes vague. In education, however, evaluation has different aspects. It becomes important to make explicit the criteria used in our judgment. Ill-prepared and inconsistent evaluations are unfair, uninformative, and unreliable. Evaluation is a process through which teachers judge whether the quality of their work, their learners, or both. Evaluation is vital in the learning process because it enables teachers to obtain a wide array of information to apply and use for classroom practice, in addition to being useful for learners in order to enhance their learning tasks. Evaluation is concerned primarily with decision making (Richards, 1996, cited in Cohen, 1980:03). Such decisions are based on informed judgment. They need to be careful in collecting information and thoughtful about interpreting that information (Genesee& Upsher, 1996).

5.2 Testing

If Evaluation is related to decision making, it is then logical to make those decisions based on testing. So testing is a component in the evaluation process (Hughes, 1989). Therefore, testing has a great deal of importance in the lives of the learners because it has an impact on their future. What is surprising, given the validity of testing, is that its practice is so little understood (McNamara, 1996). Language testing may go beyond school-days in case of obtaining negative

results as Hedge (1993) claims. Carroll (1968:46) defines tests as “ a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual”. A test, then, is a way or a method through which we can understand the behavior of the learner. More precisely, testing is a method of measuring a person's ability or knowledge in a given area (Brown, 1987). It is also designed to measure the learner's competence in language at a particular moment in the course and nothing else (Corder, 1973). This measurement is done to interpret the results and made a fair judgment on the learner. To make this interpretation valuable, it must be quantified in a more or less exact way (Bachman, 1997).

5.3 Assessment

In broader sense, assessment is the score gained from the procedure of measuring the learners' abilities through testing. Assessment, in its precise sense, refers to the process of quantifying the characteristics of a person. Bachman (2004:8) suggests three features of assessment: explicit procedures, characteristics, and quantification. First, the procedures and techniques to be followed should not be vague and have to be well-structured. In other words, the procedure of assessment has to be based on firm foundation in order not to leave any chance for arbitrary assessment. Second, the quantification which is giving numerical categories like numbers or non numerical ones which can be presented in letters or labels aiming to provide an accurate interpretation of the learners' work. Third, characteristics can be distinguished to mental attributes and physical abilities. Measuring the test takers can be difficult when it comes to the mental attributes since they are not directly observable. However, physical abilities are observable as a result they can be measured without difficulty. For the present study, we base mostly on the measurable abilities in order to reach accurate results.

6. Language Test

An elaboration of different test formats was a result for the need to evaluate what have been taught. Stern (1983: 340) notes that “if the ultimate objective of language teaching is effective language learning, then our main concern must be the learning outcome”, an outcome that can be attained through testing what have been taught. Wigglesworth (2008: 111) further adds that “In the assessment of languages, tasks are designed to measure learners productive language skills through performances which allow candidates to demonstrate the kinds of language skills that may be required in a real world context.” This means that assessing the learners production is a result of designing tasks that put the learners in situations similar to the real world and checking their performance in them.

The language tests are not similar because of two different aspects: method and purpose. Concerning method, it is whether on testing receptive understanding (listening and reading), separate components of language (grammar, vocabulary), or testing the speaking and writing.

In terms of purpose, the learning outcome can be measured through different types of tests. Yet, each test has its specific purpose, properties and criterion to be measured.

6.1 Types of Tests

6.1.1 Achievement Test

Brown (1994: 259) defines the achievement tests as “tests that are limited to particular material covered in a curriculum within a particular time frame”, this means that achievement tests are the types of test assigned at the end of a specific learning process, and it is to test the learners of just a part that have been taught from the whole curriculum. The objectives of the achievement tests are to provide the teachers with means to judge the success of their teaching, and also to help them spot the weakness of their learners. Therefore, the essential role of the

achievement tests is to demonstrate the progress of the learners in accordance to what he or she has been taught.

Achievement can be referred to as summative test because it draws a summary on the progress of the learner after he/ she goes through the learning process. The findings of the achievement test are of importance because it can be a part of the decision making when it comes to what types of materials as well as the kind of courses that have to be assigned for the learners in order to achieve an effective learning.

In the Algerian educational system, achievement test are represented in the tests and exams assigned for the pupils during the three trimesters of the school year, and for the current study the results of these tests will be the mean of the measurement of the academic achievement.

6.1.2 Diagnostic Test

If achievement tests are summative ones, the diagnostic tests are formative. This means they are meant to be at the beginning of the learning process in order to determine the level of the learner. The diagnostic test provides the teacher with a better understanding of the learner's capacities and helps him/her to find the appropriate materials and methods to enhance the level of the learner through tackling the weakness.

6.1.3 Placement Test

The term "placement test" is related to the purpose of the test and has nothing to deal with its content or structure. The placement test aims at categorizing the learners and place them according to the level they achieve from this test. The placement test can take various forms or procedures.

6.1.4 Proficiency Test

An example of the proficiency test is the Cambridge IELTS and the American TOEFL tests. The objective of this type of test is to provide a snapshot of a candidate's ability to apply what s/he knows. The proficiency test is meant to demonstrate the level of English of the candidate so the authorities would accept or refuse the application of the candidate.

6.1.5 Progress Test

A progress test is similar to the achievement test. The difference between them is that the progress test is usually done at the end of the unit or the course. It is closely related to a particular set of teaching materials or a particular course of instruction. Thus, the achievement tests are wider compare to the progress one. Progress tests can also be diagnostic to some degree, in the sense that they help identify areas of difficulties encountered by learners in general.

6.2 Test Qualities

Tests are done mostly to provide an accurate assessment of the learners' academic achievement and how much progress they have got in language learning. Language tests have to meet some requirements so as to be considered reliable while collecting data on the learners' scores. A plenty of qualities in terms of developing tests have been suggested by scholars, and not every language test can be useful in determining the level of academic achievement unless it meets the most important qualities stated by Bachman and Palmer (2000) to design a test. Those qualities can be listed as follow: validity, reliability, practicality, interactiveness, authenticity and impact.

6.3 Validity

Validity is the extent to which a test measures what it intends to (Hughes, 1989: 22; Brown, 1994: 254). A test is considered to be valid if it goes in harmony with what is aimed to be tested. For instance, asking a simple question of addition in a language test is not a valid question since addition has to deal with mathematics and has no relation with testing someone's level of knowledge in a language.

6.4 Reliability

Reliability is synonymous with the consistency of a test. This means that the test should be dependable in its content as well as in its scores (Mousavi, 2002: 804). In other words, the test is considered to be reliable in case that the test is given to the same learners in different occasions and provide the same results; it also should give dependable scoring if it is corrected by two different teachers.; that is, the more similar scores are, the more reliable the test is.

6.5 Authenticity

According to Mueller (2016) authenticity includes tasks for the learners to perform and a rubric by which their performance on the tasks will be evaluated. Authenticity is that the content of the test goes with the content of what have been learned. In other words, this means the test is authentic when the teacher tests the learners on the basis of what the curriculum contains and never goes beyond it so as that the learner master the knowledge that he will be able to use later on in a real-life situation.

Conclusion

In the quest to understand the process of learning within educational psychology, two major schools of thought present different discoveries and points of view about learning.

We first, considered the influence of behaviourism on education in general and language teaching in particular.

Later on, a cognitive school of psychology came to shed some light on information processing approaches and their relation with areas of attention and memory. All in all, it is preferable to take into consideration all the suggestions proposed by those psychologists whether behaviourists or cognitivists, and apply them in the process of teaching and learning for better achievement which in its turn determine the level of education of the pupil and a source of appreciation and respect by those around him/her.

In this chapter, we discussed that academic achievement depends primarily on the pupil's ability and what experience, skill and training s/he has, and is influenced by some variables and has different characteristics. Academic achievement is measured by marks obtained by the pupil in test and exams. Therefore, teachers have to be aware of the different types of tests, methods, and purposes of testing. In the present study, investigation would be based on achievement tests results since we are dealing with Algerian educational system, and investigating the academic achievement of the pupils at the end of the trimester.

Chapter II: Motivation

Introduction

Motivation has been widely considered as one of the key elements that plays a crucial role in the success of second/foreign language (L2) learning. Motivation ignites learning the L2 and later keeps the flame of learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. With the lack or the absence of motivation, long-term goals are threatened to be missed and it is hard to ensure the pupil's achievement in any task. However, high motivation can pave and ease the way to a better learning process. Because of the central importance attached to the factor of motivation by researchers, L2 motivation has been the target of a great deal of research during the past decades. Many theories have been emerged in order to investigate how it could be generated and maintained throughout the learning process as well as to provide techniques and strategies that might be helpful for teachers and learners.

The purpose of this chapter is to give an insight on the concept of motivation and further understanding of L2 motivation from an educational perspective. Furthermore, it sheds light on the theoretical framework of motivation in addition to the different motivational strategies.

1. Definition of motivation

Despite the fact that the term motivation is widely used in both educational and research contexts, it is hard to find an exact meaning of this concept. As Dörnyei (1996) points out, motivation theories in general seek to explain no less than the fundamental question of why humans behave as they do, which means that motivation determines the human behaviour, and therefore it would be unacceptable to assume any simple and straightforward answer; indeed, every different psychological perspective on human behaviour is associated with a different

theory of motivation and, thus, in general psychology it is not the lack but rather the abundance of motivation theories which confuses the scene.

According to Graham and Weiner (1996:63) “Another way to capture the concept of motivation is to think about a typical achievement behavior, such as studying for an examination” , which means that motivation has a relation with achievement which is an indicator of the existence of motivation; a simple example was given in the form of studying as a behavior to fulfill the task of being examined.

Dörnyei (1994:273) states “Motivation is one of the main determinants of second/foreign language (L2) learning achievement”. Yet, motivation to learn a second language presents a particularly complex and unique situation even within motivation psychology, due to the multifaceted nature and roles of language. Language is at the same time: (a) a communication coding system that can be taught as a school subject; (b) an integral part of the individual's identity involved in almost all mental activities; and also (c) the most important channel of social organisation embedded in the culture of the community where it is used. Therefore, the motivational basis of language attainment is not directly comparable to that of the mastery of other subject matters in that knowing an L2 also involves the development of some sort of 'L2 identity' and the incorporation of elements from the L2 culture (Gardner, 1985); thus, L2 motivation contains featured personality and social dimensions.

2. Motivation as a Process

According to Schunk, motivation involves various mental processes that lead to the initiation and maintenance of action; as he defines it, “Motivation is the process whereby goal-directed activity is instigated and sustained” (1996: 4). Also Graham and Weiner (1996:63) view that

motivation is “a temporal sequence that started, sustained, directed, and finally terminated.” Though this view of motivation is convincing in many respects, it is noted that it is at odds with the traditional daily usage of the term 'motivation', where 'motivation' is usually understood as a fairly static mental or emotional state (e.g. 'his motivation was so strong that nothing could discourage him'), or as a goal ('my main motivation to become a doctor is to be able to help people') but not as a process.

Dörnyei (1998) attempts to achieve a synthesis of the static and dynamic conceptions of motivation by defining it as a “process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action or until the planned outcome has been reached”. This takes the term motivation to a higher level and gives it more complexity in terms of occurrence, and instead of seeing it as a mental or emotional state, it has been defined as a process in which various actions interfere to reach the wanted goal.

Broussard and Garrison broadly define motivation as “the attribute that moves us to do or not to do something” (2004: 106), so motivation is responsible of most of our performed actions as well as the taken decision for not acting at all. For Pinder (1998:11) motivation is “ a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behaviour, and to determine its form, direction, intensity, and duration.” Despite the fact that this definition is more related to understand the work related motivation, it provides some noteworthy features that should be taken into consideration. Firstly, motivation is modified as an energetic force that works on initiating actions. Secondly, this force has implications. Also, this definition has noted that considering the origin of motivation we can name two types; one within the individual’s being and the other beyond him/her.

In the field of learning, psychologists believe that motivation is a necessary ingredient for learning (Biehler and Snowman, 1986). Satisfactory school learning is unlikely to take place in absence of sufficient motivation to learn (Fontana, 1981). Denhardt (2008) defined motivation as “What causes people to behave as they do” . Lawler (1994) said “motivation is goal directed” (cited in Adom and Josephine, 2014:25).

Motivation outlines the achievement and pursuit of goals (Denhardt, 2008). Campbell and Pritchard (1976) defined motivation as being the set of psychological processes that cause the initiation, direction, intensity, and persistence of behavior. Denhardt (2008) argued that motivation is not directly observable. Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes (Denhardt, 2008). Motivation is not directly controllable: motivation is not something that people do to others and motivation occurs within people’s minds and hearts (Denhardt 2008). Motivation is not the same as satisfaction: satisfaction is past oriented, whereas motivation is future oriented (Denhardt 2008).

3. Motivation Theories

For many years, motivation has been considered as a key factor in language learning and different studies were conducted on how motivation could be generated and maintained throughout the learning process. Motivational frameworks were built by scholars before the 90s and facilitated consolidation of tactics or strategies that might be helpful to teachers and learners.

3.1. Gardner’s theory

One of the contributions in the field of research on motivation belongs to psychologists Robert Gardner and Wallace Lambert. They are considered as the pioneers of the research on the

second language learning motivation. In 1972, Gardner and Lambert published a report in which they proposed that motivation was a significant cause of variability in language learning success, and that its effect was independent of ability or aptitude factors (Ushioda, 1996).

Gardner (1979) states “In the acquisition of a second language, the student is faced with the task of not simply learning new information (vocabulary, grammar, pronunciation, etc.) which is part of his own culture but rather of acquiring symbolic elements of a different ethnolinguistic community.” (cited in Tajfel, 1984:663). Thus, his work focused on the social psychological perspective on researching L2 motivation because the acquisition of a second language is not any more limited to learning of the new data but it is about understanding and learning the culture in which this language is spoken. Gardner and Lambert see that “students’ attitudes towards the specific language group are bound to influence how successful they will be in incorporating aspects of that language” (Gardner, 1985: 6).

Dörnyei (1998) indicated that early researchers such as Gardner and Lambert (1985) related languages to ethnolinguistic communities, and saw that motivation of learning comes from the desire of the learner to be integrated in the community and to get a better career in the society. Gardner initiated a research on motivation in Canada where speakers of English and French live closely together. The settings for this research provided a multicultural society in which two languages are spoken and are used as instruments for communication. For this reason, it is vital for many people to learn a second language.

Gardner uses the term “orientation” instead of “desired goal”, and he distinguished two types of orientation; integrative and instrumental one.(cited in Dörnyei ,1994) Because of that cultural difference among society who speaks different languages Gardner (2001) believed that learning an L2 is different from learning other subject as one has to allow changes and adaptation of

these differences in oneself. Therefore, the level of influence of other culture is crucial in learning an L2.

The Attitude/ Motivation Test Battery (AMTB) is a questionnaire used by Gardner and Lambert as an attempt to measure levels of motivation. It is made up of 130 items. The answers are scored with different amount of point and these are added to a mathematical index showing the level of motivation, the higher to score, the stronger the motivation. This test is still the only published standardised test for second language motivation. It includes the main points of Gardner's theory and also other points; like language anxiety and parental encouragement. It has a good structure and validity and was used for many data-based studies of second language motivation. In 1995, Gardner and Temply extended the theory and included three new variables into the process of language attitude, motivational behaviour, and achievement.

The difficulty to classify the motives of the language learner motives into the two categories, and the fact that the integrative motivation, defined as desire to integrate in community, is irrelevant to students learning the second language in school where they have no contact with native speakers of that language, make the theory of Gardner a target of criticism.

3.2. Goal theories

Locke and Latham (1994) focused in their theory on "goals". This theory implies the obligation of the existence of goals so that people act since these goals are followed by the choice for action to take place (cited in Dörnyei, 1998). Locke and Latham developed two motivational theories; goal-setting theory and goal orientation theory. Locke and Latham saw that human actions are purposeful, and they are goal oriented and aimed to pursue by choices. Thus, in order to accomplish the goals, the human is motivated to do a series of actions, and the hard the goals are the more the human will be motivated. Locke and Latham published their

seminal work, "A Theory of Goal Setting and Task Performance" in which they suggested the necessity to set difficult specific and difficult goals and considered the successful goals to be clear, challenging, and one is committed to them.

The Goal-orientation theory is developed to explain learners' behavior. According to Ames (1992), goals serve as mechanism or filter which determine the process and interpretation of the incoming information. Ames (1992) outlined the theory into two main categories; Mastery orientation and performance orientation. It is suggested that mastery goals are superior to the performance goals as the former is concerned with a higher level of achievement that is related to intrinsic interest in learning activities and positive learning attitudes.

3.3. Self-determination theory

Deci and Ryan (1985) viewed motivation differently and developed a theory called self-determination theory. That is in Deci's words, to perform actions "with a full sense of wanting, choosing, and personal endorsement" (1992: 44). It also aligned with Locke and Latham's (1994) suggestion that one is motivated to engage in activity due to the desire of achieving certain goals. According to Deci and Ryan (1985), motivation can be viewed in forms of self-determined (intrinsic) and controlled (extrinsic). Furthermore, Dörnyei (2001: 29) argued that if motivation is self-determined enough, the "extrinsic rewards can be combined with, or even lead to, intrinsic motivation." Yet, Dörnyei (1998) indicated that the two aspects of motivation are not counterparts of each other but are interrelated. For example, one would perform a series of behaviours not only for pleasure and satisfaction but also to gain extrinsic reward (e.g. good grades) or to avoid punishment.

3.4. Dörnyei's Motivational Framework

It is noted that early studies focused on the perspective of socio-psychology. (Deci and Ryan 1985; Gardner, 1985; Gardner and Lambert 1985; Locke and Latham 1994; Locke, 1996) Then, in the 1990s, a major shift of focus on motivation research is recorded. Dörnyei (1998) saw that is not sufficient to limit the description of motivation in the perspective of socio-psychology because it is multifaceted factor. However, Dörnyei (2001a, 2001b) supported Gardner's theory claiming that learning an L2 is not merely an educational issue but also a social occasion which put integration of oneself into consideration and that Gardner's theory of integration described a more practical aspect on the relationship between motivation and orientation.

On the other hand, Dörnyei and Clément (2001) also conducted a nationwide survey in Hungary which revealed that integration is the most powerful general factor that affects learners' choice of language and effort put in learning the language. Clément, Dörnyei and Noels (1994) proposed the tripartite motivation construct on L2 motivation and investigated motivation with 3 components; The Integrative motive, which is similar to Gardner's motivation theory; Self-confidence and Classroom-specific component which later, as Dörnyei and Csizér (1998) suggested, led to motivation research on the aspect of pedagogical implications.

Based on the tripartite motivation construct, Dörnyei (1994) proposed a motivational framework from the classroom perspective and conceptualized L2 motivation into 3 levels; the language level, the learner level and the learning situation level. The language level is akin to Gardner's (1985) and Clément, Dörnyei and Noels's (1994) integrative motive. Later in Dörnyei and Csizér, the language level is defined as a component that is "ethnolinguistic,

cultural-affective, intellectual, and pragmatic values and attitudes attached to the target language.”(1998:205) Then, The learner level represents the need for achievement and self-confidence with the latter involving aspects such as language anxiety, perceived L2 competence, attributions about past experiences, and self-efficacy.

Finally the learning situation level is viewed in 3 aspects: Course-Specific motivational components, Teacher-specific motivational components and Group-specific motivational components. Course-Specific motivational components are related to aspects of language course e.g. course syllabus, teaching materials, teaching method and learning tasks. Teacher-specific motivational components are related to teacher’s behaviour e.g. teacher’s personality, teaching style; is the teacher authoritarian or democratic teaching style etc. Group- specific motivational components are related to the “group dynamic” of the learners e.g. competitive, cooperative or individualistic group norms. (Dörnyei and Csizér, 1998)

4. Types of Motivation

Gardner (1985), who has talked about the differences among individuals, deals with motivation and highlights two different kinds: integrative and instrumental. On the other hand, the Self-determination theory distinguishes between different types of motivation on the different reasons or goals that give rise to an action (Ryan and Deci 2000) .For instance, doing something because of curiosity and interest is different than doing it to please someone. The Self-determination theory distinguishes between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome.

4.1. Integrative Motivation

The human being is a social being and mostly try to fit within the group he belongs thus while learning a second language a learner find the urge of self-identifying and indentification with the new community, and this is something essential in the process of learning a second language in addition to the desire and effort to achieve a goal. An integrative motivation, thus, is described as how much an individual wants to integrate with the target language community in order to feel that he/she fits in. It involves an interest in learning a second language because of “...a sincere and personal interest in the people and culture represented by the other language group.” (Lambert, 1974; in Ellis, 1994: 509). Similarly, Gardner *et al.* (1976: 119) add: Integrative motivation reflects a high level of drive on the part of the individual to acquire the language of valued second language community in order to facilitate communication with that group.

The learner’s level of effort to succeed in learning is greatly affected by the Integrativeness which is particularly important as a source of motivation. Furthermore, a study conducted by Glikzman (1976) shows that learners, integratively motivated, are more active in class, give more correct answers and have better results than those not so motivated. However, the generalisation that achievement in second language is facilitated by integrative motivation has been questioned. Studies have shown that the relationships between attitudinal and motivational variables and learning achievement are “instable, non-linear function that varies greatly across individual, contexts, and learning task”. (Oller, 1981:15) this means that measuring these relationships is hard to be achieved because the differences between individuals, the milieu of learning, as well as the nature of the learning task.

4.2. Instrumental Motivation

As opposed to integrative motivation, Ur (1991: 276) defines instrumental motivation as “the wish to learn the language for the purpose of study or career promotion”. An instrumentally motivated learner, then, Looks for a personal satisfaction through the use of the members of the second language community and their language and has no interest to be identified among them. So the learner is in need of the target language in order to achieve a practical goal rather than a social one.

Dörnyei (1990:45) claimed that it“... involves learning the target language in institutional / academic settings without regularly interacting with the target language community” Indeed, reality has shown that learners seek to learn for academic purposes in academic settings and see no need to integrate with the L2 group.

Instrumental motivation has been so badly criticized because it was mainly related to rewards, and the absence of them has led to the decrease in the effort to learn. Instrumentality proved to depend on external pressures; as a result, the learner lacks the willingness to achieve progress and success in his quest for learning the second language. Furthermore, it proved to end as soon as the goal is achieved.

4.3. Intrinsic Motivation

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. Experimental studies on animal behavior where the first to talk about intrinsic motivation through the discovery that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors appear not to be done for any such

instrumental reason, but rather for the positive experiences associated with exercising and extending ones capacities. In humans, intrinsic motivation is very important since from birth onward humans show readiness to explore. This natural motivational tendency is a critical element in cognitive, social, and physical development which doesn't stop in the childhood, but it is a significant feature that keeps affecting human's performance, persistence, and well-being during his/her life.

Intrinsic motivation, occurs when the activity is done out of the free choice of the individual (Ryan and Deci 2000). Intrinsically motivated behaviours are seen when there is no other apparent reward except the activity itself (Deci 1985). Malone and Lepper (1987) defined intrinsic motivation as what people will do without external inducement. Fincham and Cain, (1986) viewed intrinsic motivation as patterns that have been associated with high perceived ability and control, realistic task analysis and planning and the belief that effort increases one's ability and control. Educators typically consider intrinsic motivation to be more desirable than extrinsic motivation, and some research suggests that the learning outcomes of intrinsic motivation are better than those obtained under extrinsic motivation (Ryan, Connell, & Plant, 1990). In other words, the learner's outcome are different depending on the motivating factor whether it is intrinsic or extrinsic, and it is believed that being intrinsically motivated is better than being extrinsically motivated.

A result of an going research for several years at University of Rochester is instrument called Intrinsic Motivation Inventory – IMI. Researchers have been developing a multidimensional measure of the motivational characteristics of participants related to a target activity (Gornick and Ryan, 1987; Ryan and Connell,1989; Ryan *et al*, 1983). This instrument determines the levels of intrinsic motivation as the outcome of a set of subscales: Interest /

Enjoyment, Perceived Competence, Effort, Value / Usefulness, Pressure / Tension, Relatedness and Perceived Choice.

4.4. Extrinsic Motivation

To understand the motivation for activities that are not experienced as inherently interesting, we need to look more deeply into the nature and dynamics of extrinsic motivation. Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not intrinsically motivated (Ryan and Deci, 2000). Especially after early childhood, when the social demands and roles that require individuals to assume responsibility for non-intrinsically interesting tasks become more asked for.

Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who does the work because she personally believes it is valuable for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than because she finds it interesting. Both examples involve instrumentalities, yet the latter case entails personal endorsement and a feeling of choice, whereas the former involves mere compliance with an external control. Both represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy.

Deci and Ryan (1985) view that given that many of the educational activities prescribed in schools are not designed to be intrinsically interesting, a central question concerns how to

motivate students to value and self-regulate such activities, and without external pressure, to carry them out on their own.

In the self-determination theory, the researchers proposed motivation as one of the classification of motivation. Amotivation is the state of lacking an intention to act. Amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Deci, 1975), or not believing it will yield a desired outcome. Theorists who have treated motivation as a unitary concept (e.g., Bandura, 1986) have been concerned only with the distinction between what we call amotivation and motivation. Amotivation exists in many high school students and such students are not motivated in anyway.

5. Motivational Strategies in Language Classroom

In the past years, researchers have proven that motivational strategies influence pupils' motivation and create a motivated classroom. Guilloteaux and Dörnyei defined motivational strategies as “(a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation.” (2008: 57) Hence, there are two dimensions in terms of motivational strategies. The former definition (a) describes strategies exercised by teachers while the latter definition (b) describes the strategies exercised by learners.

Early In 1987, Brophy synthesized previous researches and proposed 33 strategies for motivating student to learn in language classroom. The strategies are viewed in 5 aspects: (a) Essential Preconditions, (b) Motivating by maintaining success expectations, (c) Motivating by supplying extrinsic incentives, (d) motivating by capitalizing on students' intrinsic motivation and (e) Stimulating student motivation to learn. (See Figure 1).

Then in 1994, Dörnyei proposed various categories of motivational strategies based on his

motivational framework which looked at motivation in 3 different levels, the language level, the

Highlights of Research on Strategies for Motivating Students to Learn

Research on student motivation to learn indicates promising principles suitable for application in classrooms, summarized here for quick reference.

Essential Preconditions

1. Supportive environment
2. Appropriate level of challenge/difficulty
3. Meaningful learning objectives
4. Moderation/optimal use

Motivating by Maintaining Success Expectations

5. Program for success
6. Teach goal setting, performance appraisal, and self-reinforcement
7. Help students to recognize linkages between effort and outcome
8. Provide remedial socialization

Motivating by Supplying Extrinsic Incentives

9. Offer rewards for good (or improved) performance
10. Structure appropriate competition
11. Call attention to the instrumental value of academic activities

Motivating by Capitalizing on Students' Intrinsic Motivation

12. Adapt tasks to students' interests
13. Include novelty/variety elements
14. Allow opportunities to make choices or autonomous decisions

15. Provide opportunities for students to respond actively
16. Provide immediate feedback to student responses
17. Allow students to create finished products
18. Include fantasy or simulation elements
19. Incorporate game-like features
20. Include higher-level objectives and divergent questions
21. Provide opportunities to interact with peers

Stimulating Student Motivation to Learn

22. Model interest in learning and motivation to learn
23. Communicate desirable expectations and attributions about students' motivation to learn
24. Minimize students' performance anxiety during learning activities
25. Project intensity
26. Project enthusiasm
27. Induce task interest or appreciation
28. Induce curiosity or suspense
29. Induce dissonance or cognitive conflict
30. Make abstract content more personal, concrete, or familiar
31. Induce students to generate their own motivation to learn
32. State learning objectives and provide advance organizers
33. Model task-related thinking and problem solving

—Jere Brophy

Figure 1. Highlight of research on strategies for motivating students to learn. (Adopted from Brophy 1987: 45)

learner level and the learning situation level, as explained earlier. Dörnyei and Csizér (1998) later conducted an empirical study in Hungary. Two hundred Hungarian teachers of English were asked to rate the importance and frequency of 51 strategies items. The researchers then concluded ten macrostrategies that are considered useful in enhancing the motivational environment in classrooms.

On the other hand, Dörnyei (2001) developed a more systematic framework in presenting motivational practice in language classroom. The framework can be viewed in four dimensions, namely: (1) Creating basic motivational conditions, (2) Generating initial motivation, (3)

Maintaining and protecting motivation and (4) Encouraging positive retrospective self-evaluation. (See Figure 2).

A study conducted by Bernaus and Gardner showed that there is agreement on the relative frequency of certain strategies used in classroom between both teachers and students and that “student’s perceptions of these strategies tended to be related to their attitudes and motivation at both the individual and class level” (2008: 387). On the other hand, Cheng and Dörnyei (2007) discussed the difference between the importance and frequency of motivational strategies. Results showed that there are unmatched strategies in both aspects due to cultural limitation. The study indicated that some motivational strategies are “culture-sensitive or even culture-dependent”. Moreover, Dörnyei (2001a) has also suggested that a teacher should not aim to achieve a “Supermotivator status” but rather a “good enough motivator” as there is so many existing motivational strategies suggested by professionals and it is not practical for teachers to apply as many strategies as they could in class.

Hence, there is no clear definition on what strategies are better and vice versa and there is no certainty in the amount of strategies used in classroom. Yet, it is undeniable that motivational strategies can enhance motivational behaviour but how teachers applied them in language classroom is another matter.

As literature suggested that motivational strategies are possible means to promote student motivation in learning; it is however remained to be considered as a hypothesis since little empirical research has been done to prove the validity of the claim i.e. how using motivational strategies in classroom enhance student motivational behaviour.

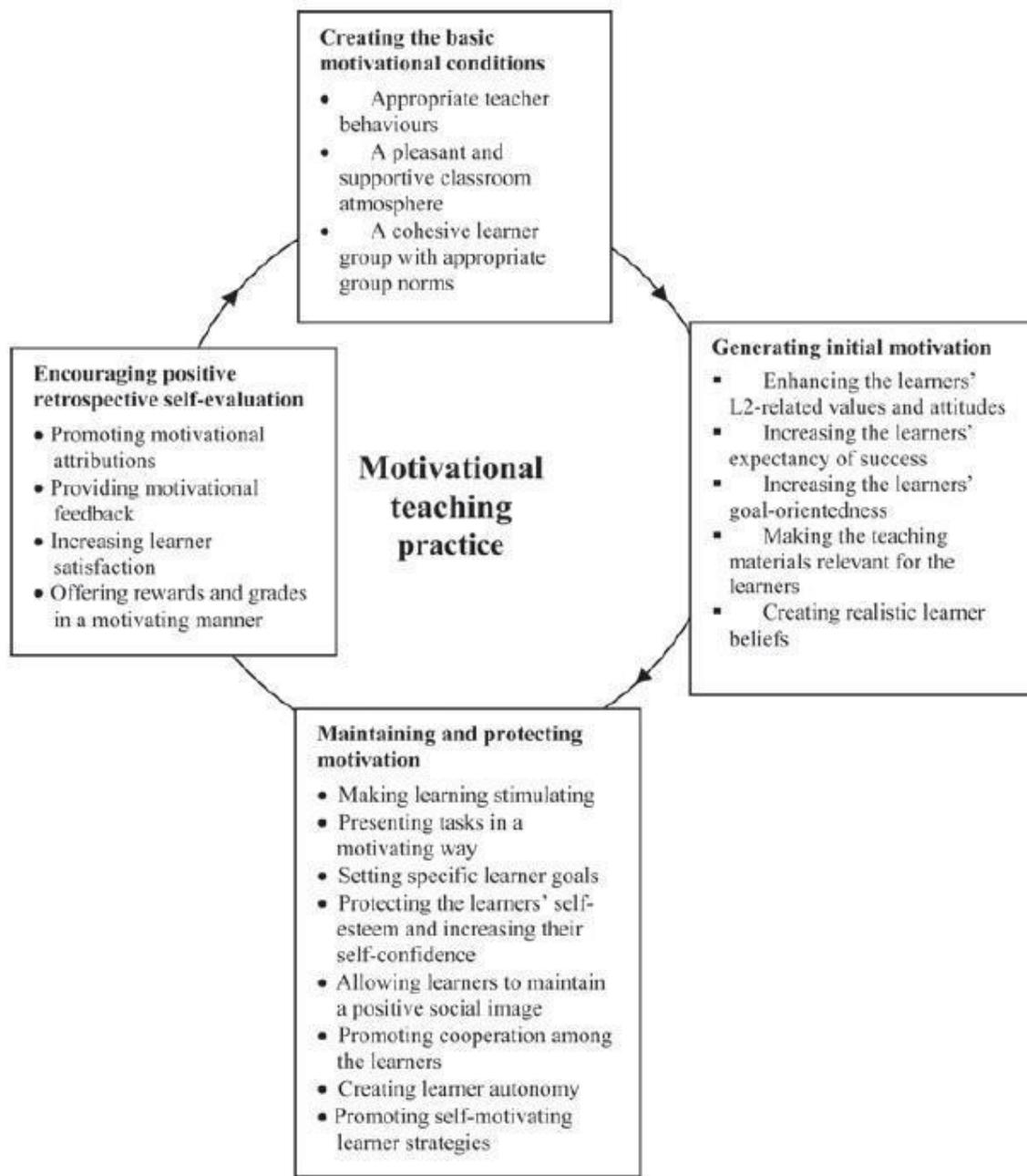


Figure 2. Motivational framework, (adopted from Dörnyei 2001: 29)

Conclusion

Motivation is demonstrated to be one of the main determinants of second language learning achievement in numerous studies (Crookes and Schmidt, 1991; Gardner and Smythe, 1975; Oxford and Shearin, 1994). Indeed, one of the most prominent researchers in the area of L2 acquisition, recognized that motivation has a pervasive influence on learning a foreign language. In line with this thought, therefore, several studies were conducted to explain the concept of motivation and how it works. Those studies resulted in the emergence of different theories which were discussed in this chapter in order to give an insight on the various works of scholars on motivation in the field of education precisely. These theories pointed out the existence of different types of motivation depending on its purpose and source, and they listed four main types: integrative, instrumental, intrinsic, and extrinsic.

This chapter also pointed out the motivational strategies that are substantial enough to be explored for increasing motivation for learning a foreign language in order to provide a better comprehension of those motivational strategies.

Chapter III: Field Work

Introduction

This research is based on seeking answers for our research questions and to investigate the hypotheses mentioned in the general introduction. Questionnaire was utilised to get access to the views of our thanked participants. This chapter is devoted to analyse and interpret the data obtained from the implementation of both the teachers and pupils' questionnaires.

This chapter starts with the methodology that the researcher has followed, and then the discussion of the findings after the analysis of the responses on each question.

Two sections are provided in this chapter; the first deals with the teachers' questionnaire analysis, and the second is about pupils' questionnaire analysis.

1. Methodology

1.1 Hypotheses

The main hypothesis of this research tackles the idea that the intrinsic motivation influences pupils' academic achievement. In other words, if the level of intrinsic motivation to learning is high, the academic achievement will be high too. As another hypothesis for our research we assume that there is no difference in the level of intrinsic motivation between male and female pupils.

1.2. Population and Sampling

For the present study, we have chosen to work with second (2nd) year secondary school pupils learning English as a foreign language at Dr. Saadane Secondary school in Biskra.

Since, we cannot take the whole population of (123) pupils; we have dealt with a representative sample composed only of (29) pupils (13 males with a percentage of 44.82% and 16 females representing 55.17%). The selection of such sample was based on the

consideration that the researcher teaches these pupils and has access to their profiles and scores. The participants in this study are selected from (1) class whose age approximately, ranged from (17) to (20) years old.

1.3. Description of the Questionnaire

For the present piece of research, we have used two varied questionnaires, one for teachers, and one for pupils.

a- The teachers 'questionnaire was administered to four teachers who teach the English language for pupils of different levels, (first, second, and third years) at Dr. Saadane Secondary school.

The questionnaire's main purpose is to have an idea about teachers' attitudes towards the effect of intrinsic motivation in the process of learning and level of academic achievement.

The questionnaire was divided into three sections:

- The first one is about general background information about the teacher.
- The second is about teachers' concern with the significance of intrinsic motivation for better academic achievement.
- The third section is about whether the teachers motivate their pupils through the capitalizing on intrinsic motivation or not.

b- the pupils' questionnaire was composed of (17) items, all of them related to intrinsic motivation and the effect of the surrounding environment on pupils' motivation and its role in the learning process.

The main interest of the questionnaire is to gain the pupils' attitudes and points of view about the effect of intrinsic motivation on learning and on their level of achievement. The steps followed in answering the questionnaire were as follows:

1. Reading the statements attentively,
2. Answering the statements by crossing in the appropriate box,

1.4. Administration of the Questionnaires

The pupils' questionnaire was given to the whole research sample (29 pupils). Pupils were provided with appropriate instructions, before the ongoing work of answering the questionnaire.

The instructions were about how to complete the questionnaire and for which purpose it was designed. The pupils were informed that:

- a-The answering of the questionnaire is an essential part of a scientific investigation;
- b-Their participation is very needed in the scientific investigation and appreciated too;
- c-There are no right or wrong answers;
- d-Their answers will be based upon their points of view;
- e-The questionnaire is not a test, to make them feel relaxed and answer freely;
- f-The obtained responses would be handled to be analyzed and interpreted;
- g-The interpretations and the results would be of a great importance to the researcher;
- h- Note: The pupils were asked to put their names because their answers will be compared with scores they got in the second exam, in order to investigate whether they correspond to each other or not (the answers and the scores) which in turn will help us to check the validity of our hypothesis.

Pupils have taken about (30) minutes to answer the questionnaire, which were, later on, collected to be analyzed.

For the teachers, we had only to explain for them the idea (hypothesis) that our piece of research turned around, and then, we asked them to give us their points of view, by

answering the questionnaire. So, four English language teachers (as stated before) accepted to complete the questionnaire because they consider our hypothesis as an interesting idea to be discussed and get results to be focused on while teaching.

2. Global analysis of teachers' questionnaire

The teachers' questionnaire was administered to four (04) teachers of English Language

At Dr. Saadane secondary school.

The teacher's questionnaire consists of (18) questions. Three main section formed it; the first is for teachers' background, the second is concerned with the teachers' view of the significance of the intrinsic motivation and its association with a better academic achievement, and the third section is about whether the teachers motivate their pupils through the capitalizing on intrinsic motivation or not.

The questionnaire were to be answered through putting an (x) in the box that best represents their opinions for 'closed questions' or by making full statements when necessary for 'open questions'.

2.1 Section one General background

Two questions have been asked to get background information about the chosen sample of teachers. At first, they were asked to specify their degree and the answers were; (2) with a bachelor degree and (1) with a master degree. As a second question they were required to indicate for how many years they have been teaching English in secondary school the answers are as follow:

1- 3 years

2- 7 years

3- 10 years

4- 27 years

From these results we see that our sample consist of novice teachers and expert ones depending on years of teaching with varied degrees. From this section, we wanted to know whether they have taught the English language for a long time or not, which will ensure the fact that, normally, now they know a lot about the teaching process, on one hand, and the learning process on the other.

2.2 Section two: Teachers' concern with the significance of motivation in general and intrinsic motivation in specific in the learning process.

Q1: This section started by questioning the teachers of their role in the classroom, and the answers came all in preference of the first choice that the teacher's role in classroom is a guide with a percentage of (100%) as shown in table (1); for one of the questioned teachers she added that her answer is based on the competency based approach.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A guide	4	100.0	100.0	100.0
A controller	0	0	0	
An organizer	0	0	0	
An assessor	0	0	0	
An observer	0	0	0	

Table 1: Role of the teacher in the classroom.

Q2: Do you tend to establish a motivating atmosphere inside the classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	4	100.0	100.0	100.0
No	0	0	0	

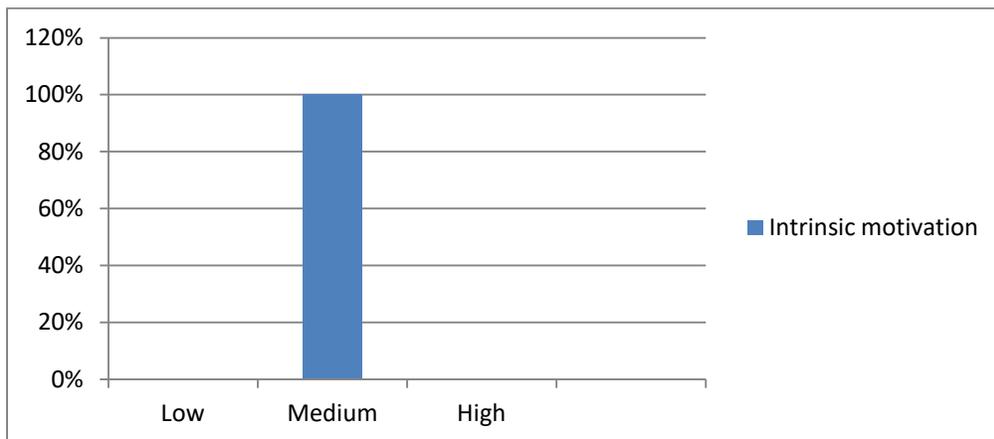
Table 2: The Attempt to Establish a Motivating Atmosphere.

This table reveals that all the teachers (100%) establish a motivating atmosphere inside their classrooms which shows that the teachers of Dr. Saadane secondary school are aware of the importance of establishing that atmosphere.

Q3: Do you think that your pupil's motivation is often?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	0	0	0	0
Medium	4	100.0	100.0	100.0
Low	0	0	0	

Table3: The Pupils' Level of Intrinsic Motivation



Graph 1:The Pupils' Level of Intrinsic Motivation

It is important to note that, no teacher (0%) considers that pupils' motivation is low or high . (100%) of teachers affirm that their learner's motivation is 'medium'. That means that the teachers have an idea on the motivational attitude of their pupils.

Q4: Do you think that your teaching method helps in raising pupil's intrinsic motivation?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	4	100.0	100.0	100.0
No	0	0	0	

Table 4: The Impact of Teachers' Method on the Pupils' Motivation

All the questioned teachers (100%) affirmed that their teaching method plays a role in promoting their Pupils' intrinsic motivation, that is, teachers are aware of this affective factor and that they are trying to keep it raised.

Q5: Please, justify your answer in both cases.

(50%) of teachers gave no answer, and (25%); that means (1) teacher, affirms that her method promotes the pupils' intrinsic motivation because they interact with her in the classroom, and the other (25%) of teachers' response is that the teacher should be creative otherwise the pupils will be out.

Q6: Do all your pupils show interest in your class?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	0	0	0	0
No	4	100.0	100.0	100.0

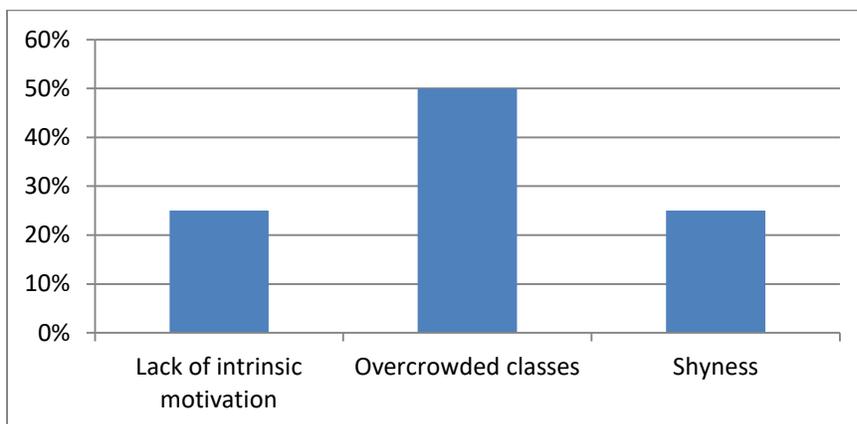
Table 5: Level of Interest of the Pupils in the Class.

(100%) of the questioned teachers are of the same opinion that, pupils do not show interest in their classes. i.e there is a need to find ways to make them interested.

Q7. If no, is it due to:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lack of intrinsic	1	25	25	25
Overcrowded	2	50	50	75
classes	1	25	25	
Shyness				
Total	4	100.0	100.0	100.0

Table 6 : Causes of lack of interest of the Pupils in the Class



Graph 2: Causes of Lack of Interest of the Pupils in the Class

(50%) of teachers claims that the lack of interest is due to the overcrowded classroom. Just one teacher (25%) affirms that it is owing to the lack of intrinsic motivation, and also only one teacher (25%) affirms that the lack of interest is because of the shyness. This means that teachers are aware that intrinsic motivation may affect their pupils interest in the class.

Q8: Please, if there are others, mention them.

Only one teacher added the fear of mistakes as a reason of the pupils’ lack of interest in her class.

2.3 Section three: The third section is about whether the teachers motivate their pupils through the capitalizing on intrinsic motivation or not.

Q1: How often do your pupils participate in the classroom activities?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Frequently	1	25.0	25.0	25.0
Sometimes	3	75.0	75.0	100.0
Rarely	0	0	0	
Never	0	0	0	
Total	4	100.0	100.0	

Table 7: The Pupils’ Frequency of Participation in the Classroom Activities

(25%) of teachers claim that their pupils ‘frequently’ participate in the classroom activities, while (75%) opted for ‘sometimes’; however, ‘rarely’ and ‘never’ were excluded representing a percentage of (0%). This means that the pupils participate most of the time in the classroom which may be a sign of motivation.

Q2: How often do you correct their mistakes?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	1	25.0	25.0	25.0
Often	3	75.0	75.0	100.0
Sometimes	0	0	0	
Rarely	0	0	0	
Never				
Total	4	100.0	100.0	

Table 8: The Teachers' Frequency of Correcting Pupils' Mistakes

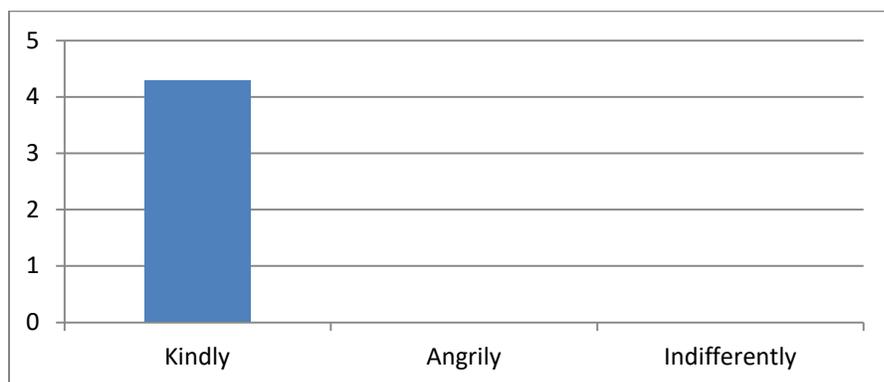
Table (8) demonstrates that, (75%) of teachers 'often' correct their pupils' mistakes, to help them learn in a correct way, while (25%) of them opted for 'always'. Teachers excluded 'never'. This means that all the teachers see the need of correcting their pupils.

Q3: How do you usually respond to the pupil's mistakes?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kindly	4	100.0	100.0	100.0
Angrily	0	0	0	
indifferently	0	0	0	

Table 9: The Teachers' Attitudes Towards the Pupils' Mistakes

No one of the teachers, respond 'angrily' or 'indifferently' to pupil's mistakes, whereas, All of teachers affirm that, they deal with their learners mistakes in a kindly manner , and this is assumed to raise the learner's motivation and pushes them to participate more.



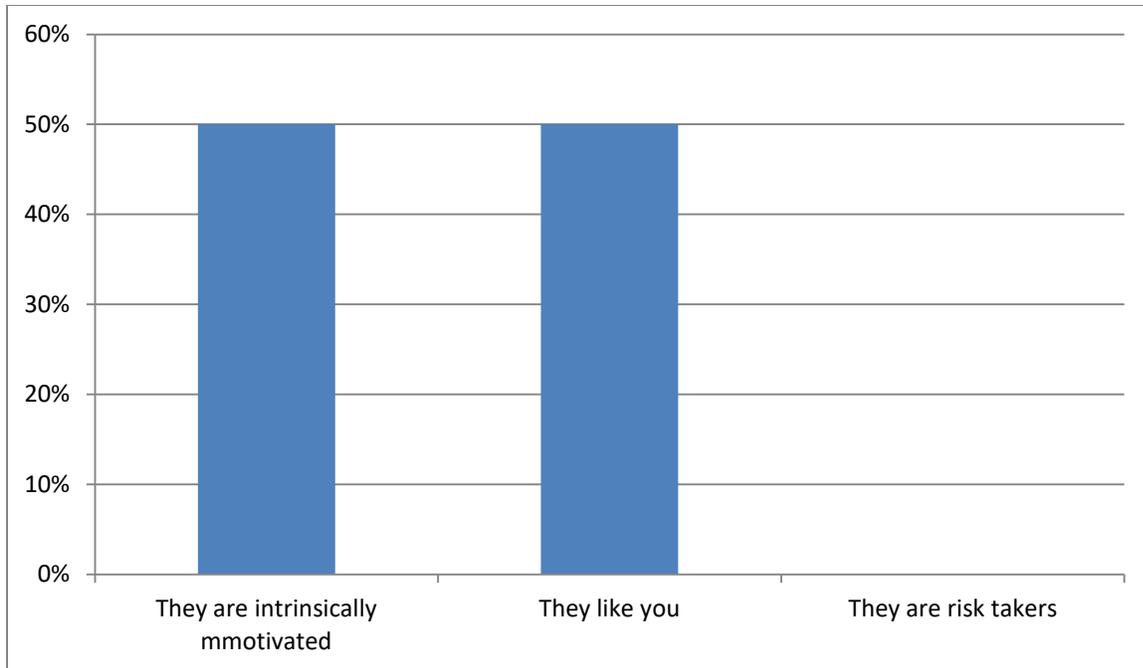
Graph 3: The Teachers’ Attitudes Towards the Pupils’ Mistakes

Q4 :Do you think that your pupils participate because:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid They are intrinsically motivated	2	50.0	50.0	50.0
They like you	2	50.0	50.0	100.0
They are risk takers	0	0	0	
Total	4	100.0	100.0	

Table 10: Causes of Pupils’ Participation

Half of the teachers (50%) affirm that pupils participate because they are intrinsically motivated. i.e. they have an internal desire that pushes them to participate, while (50%) of the informants, believe that pupils participate because they like their teachers; however, teachers excluded the fact that they participate because they are risk takers (0%). So the reason that motivate the learners to participate is for some intrinsic and for others is extrinsic.



Graph 4: Causes of Pupils' Participation

Q5: If there are others mention them

Only one teacher provided us with another cause for pupils' participation which is the love of the language.

Q6 Do you think that, intrinsically motivated pupils have a chance to achieve better than others?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	4	100.0	100.0	100.0
No	0	0	0	

Table 11: Intrinsic Motivation and its Relationship with a Better Academic Achievement

All teachers (100%) believe that, Pupils who are intrinsically motivated have a better chance to achieve than others. This means that all the questioned teachers believe that intrinsic motivation has a positive impact on their pupils

Q7: Explain your answer

Teachers believe that intrinsically motivated pupils are likely to achieve better because intrinsic motivation help them to memorize, and as another explanation they see that it urges them to work more.

2.4 Discussion of the results

The analysis of the questionnaire shows that a number of responses were in the direction of our main hypothesis, and it also answered some of our research questions. The first section shows that our sample was a mix of novice and expert teachers, and this provides more chance of reliable data.

The second section provides an answer to the research question on the level of the teachers' concern with the significance of motivation in general and intrinsic motivation in particular in the learning process. From the first question in this section, all teachers affirm that the teacher is not supposed to give only knowledge however to guide the pupils in the learning process. Hence, we assume that the teachers are aware of the importance of providing a motivational atmosphere to their pupils, and this is confirmed through their answers to the second question in the first section where all the teachers (100%) claim that they establish a motivating atmosphere inside their classrooms. In the third question, all the teachers (100%) believe that their pupils' intrinsic motivation is medium; this reveals the reality that learners are enjoying the learning process, which gives them a good chance to achieve better results; especially, that all the teachers

(100%) affirm that their teaching method helps in raising pupils' intrinsic motivation, and they believe so, because most pupils interact in the classroom and they are involved in the learning process, and in case the pupils are not interested in the teachers' class is due to the overcrowded, the lack of intrinsic motivation, or the shyness of the pupil. Teachers provide us with another reason that might cause pupils' lack of interest, namely fear of mistakes.

The objective from the third section is to investigate whether the teachers motivate their pupils through the capitalizing on intrinsic motivation or not. We opened this section by questioning the informants about the frequency of participation of their pupils in the classroom activities, and (25%) of teachers claim that their pupils 'frequently' participate in the classroom activities, while (75%) opted for 'sometimes'; however, 'rarely' and 'never' were excluded. These results show that the pupils feel at ease during the learning process, and they are motivated to do so. The next two questions confirm that since (100%) of the teachers respond to the pupils mistakes kindly; knowing that the pupils are often get corrected with a percentage of (75%) and (25%) always get corrected.

Concerning the reason of pupils' participation in the classroom the teachers were divided equally on two answers; half of the teachers (50%) affirm that pupils participate because they are intrinsically motivated. i.e. they have an internal desire that pushes them to participate, while (50%) of the informants believe that pupils participate because they like their teachers; however, teachers excluded the fact that they participate because they are risk takers (0%).

Another interesting point to note and which seems to sum up what has been said previously, is that, all the questioned teachers (100%) believe that, intrinsically motivated pupils have a chance to achieve better in school, since they are able to memorize and retrieve the information easily, and that internal desire for learning urges them to work.

On the whole, teachers show interest to the value of ‘intrinsic motivation’ and their previous answers revealed that it can successfully lead pupils to get a better academic achievement.

3. Global analysis of pupils’ questionnaire

As Brown (2001) rightly points out, having collected our data is half the battle, and now we must address the other half (Dornyei 2007:198) after collecting our data from the pupils we have used data analysis software SPSS for analysis. Since the questionnaire was in a form of a Likert scale, the coding frame is as follow: strongly disagree = (1), disagree = (2), neutral = (3), agree = (4), strongly agree = (5).

3.1 Reliability and consistency of the questionnaire

The internal consistency reliability of the questionnaire is measured by the Cronbach Alpha coefficient (named after its introducer, L. J. Cronbach). This is a figure ranging between (0) and (+1). After coding then processing the data collected from the piloting sample consisting of (10) participants chosen randomly from the whole sample, the following results were obtained: (N stands for number, items stands for the statements)

Cronbach's Alpha	N of Items
.793	17

Table 12: Reliability Statistics

Dornyei (2007:205) states “we should aim at reliability coefficient in excess of (0.70); if the Cronbach Alpha of a scale does not reach (0.60), this should sound warning bell”. We notice from table (12) that our Cronbach Alpha coefficient is positive and equal to (0.793) which indicates the reliability of our questionnaire.

3.2 The analysis of the pupils' questionnaire

The pupils' questionnaire is concerned primarily with the pupils' level of intrinsic motivation to learn English Language. The statements that tackle the idea of intrinsic motivation are (1,2,3,4,5,6,7,8,9) ; the obtained results from these statements are of importance because they are will be compared with the pupils' scores that represent the academic achievement.

To interpret the results, the five level of Likert scales were differed by (0.80) point as follows: Class interval= (Maximum score - Minimum score)/Class number = (5-1)/5=0.80 (M. Dibra 2013:708). So, the applied scales in the study to interpret the calculated mean scores of Likert scales are: 1 – 1.80 = strongly disagree; 1.81 – 2.60 = disagree; 2.61 – 3.40 = neutral (N); 3.41 – 4.20 = agree; 4.21 – 5.00 = strongly agree.

The descriptive statistics such as frequencies, percentages and graphs are used for the analysis of the research questions while the hypotheses testing were done with Pearson Product Correlation Coefficient.

3.2.1 Section 1: To what extent are the pupils motivated intrinsically?

Statements related to intrinsic motivation	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	General direction
	Frequency	Frequency	Frequency	Frequency	Frequency			
	%	%	%	%	%			
1.I believe I am courageous and I can succeed.	0	0	0	9	20	4.69	0.47	Strong agreement
	0	0	0	31	69			
2.I like studying English and I think I have the abilities to learn it.	1	3	3	12	12	3.93	1.10	Agreement
	3.4	10.3	10.3	41.4	34.5			

Statements related to intrinsic motivation	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	General direction
	Frequency	Frequency	Frequency	Frequency	Frequency			
	%	%	%	%	%			
3.I want to learn English so well that it become natural to me.	0	1	1	8	19	4.55	0.73	Strong agreement
	0	3.4	3.4	27.6	65.5			
4.I Feel comfortable when I participate in the classroom.	0	1	3	13	12	4.24	0.78	Strong agreement
	0	3.4	10.3	44.8	41.4			
5.I enjoy the new things I learn about English in school.	0	2	4	13	10	4.07	0.88	Agreement
	0	6.9	13.8	44.8	34.5			
6.Doing the homework is important for me than the scores I will get.	4	2	6	14	3	3.34	1.20	Agreement
	13.8	6.9	20.7	48.3	10.3			
7.When I decide to do something, I stick to it until I finish it.	0	0	4	7	18	4.48	0.73	Strong agreement
	0	0	13.8	24.1	62.1			
8.I have a strong desire to know all the aspects of English.	0	3	3	11	12	4.10	0.97	Agreement
	0	10.3	10.3	37.9	41.4			
9.I get satisfied when I do my homework.	0	0	3	15	11	4.28	0.64	Strong agreement
	0	0	10.3	51.7	37.9			
The average of the mean						4.18		Agreement

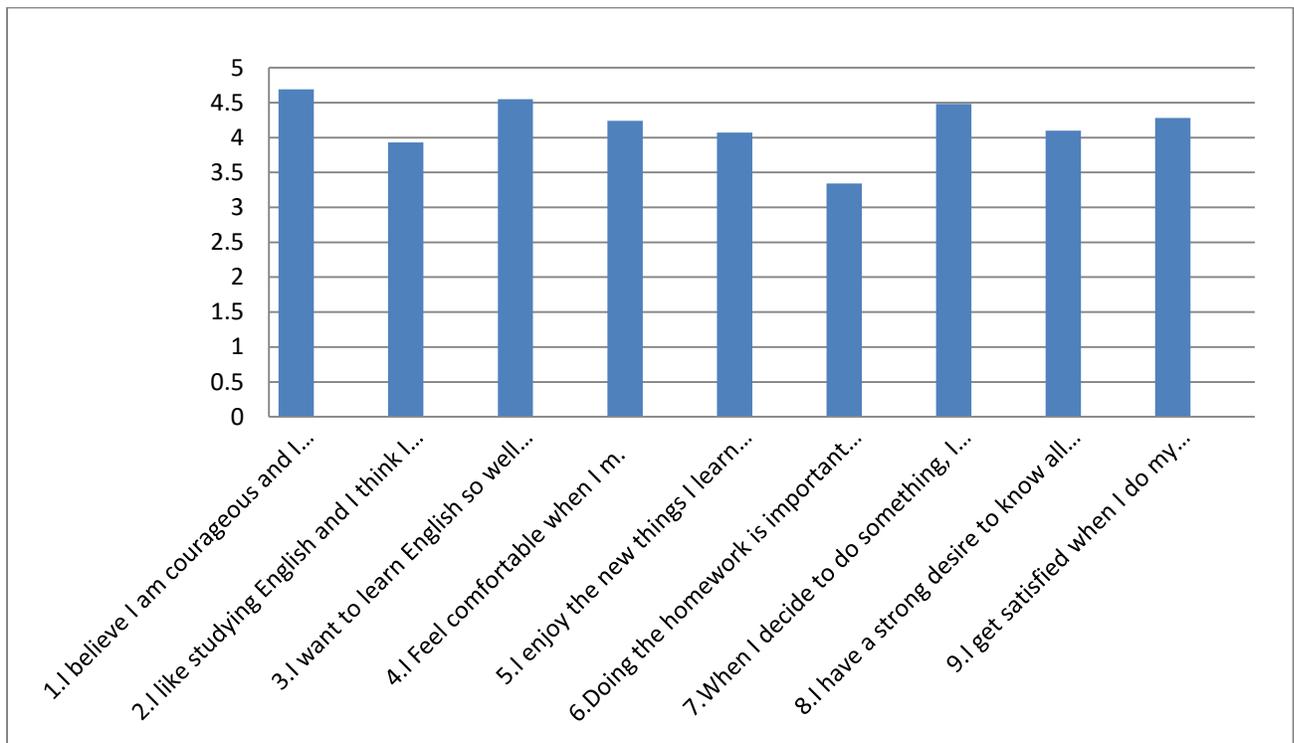
Table 13: Level of intrinsic motivation

From a quick reading to the previous table (13) we see that statement (1) “I believe I am courageous and I can succeed” has the highest mean equal to (4.69) indicating a strong

agreement to the statement. For the other statement the mean was close among them and shows a strong agreement and agreement to the content of the statements. Statement (6) “Doing the homework is important for me than the scores I will get” has a mean of (3.34) which is the lowest comparing to the other eight statements, yet it shows agreement as a general direction of the whole sample.

The average of the mean for all the (9 statements related to intrinsic motivation is (4.18) which represents a general agreement to the statement.

The following graph represents the calculated mean scores of each statement:



Graph 5: Level of intrinsic motivation

3.2.2 Section 2: Do the surrounding environment, parents, teacher play a role in pupils'

motivation?

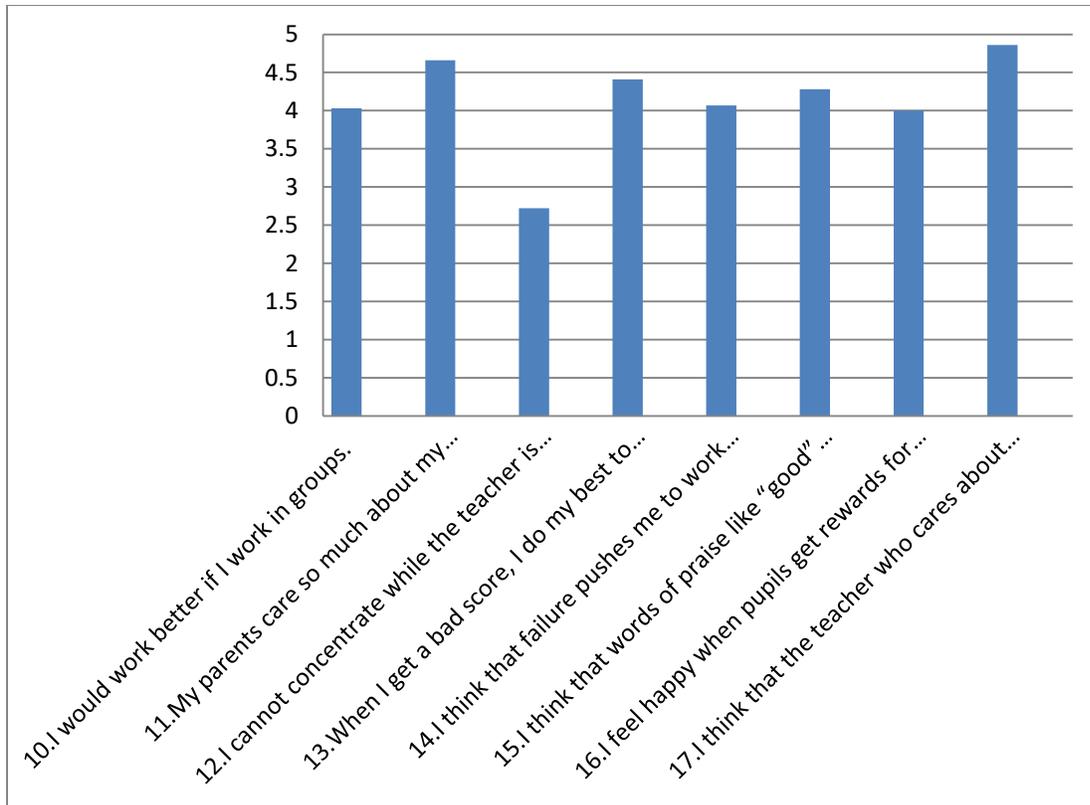
Statements related to other motivational factors	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	General direction
	Frequency	Frequency	Frequency	Frequency	Frequency			
	%	%	%	%	%			
10.I would work better if I work in groups.	0	4	5	6	14	4.03	1.11	Agreement
	0	13.8	17.2	20.7	48.3			
11.My parents care so much about my scores.	0	0	3	4	22	4.66	0.67	Strong agreement
	0	0	10.3	13.8	75.9			
12.I cannot concentrate while the teacher is explaining the lesson.	5	9	6	7	2	2.72	1.22	Neuter
	17.2	31	20.7	24.1	6.9			
13.When I get a bad score, I do my best to get a good score the next time.	1	0	3	7	18	4.41	0.94	Strong agreement
	3.4	0	10.3	24.1	62.1			
14.I think that failure pushes me to work hard to succeed.	3	2	0	9	15	4.07	1.33	Agreement
	10.3	6.9	0	31	51.7			
15.I think that words of praise like "good" can raise my self-capability.	1	0	1	15	12	4.28	0.84	Strong agreement
	3.4	0	3.4	51.7	41.4			

Statements related to other motivational factors	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	General direction
	Frequency	Frequency	Frequency	Frequency	Frequency			
	%	%	%	%	%			
16.I feel happy when pupils get rewards for their hard work.	2	0	3	15	9	4.00	1.03	Agreement
	3.9	0	10.3	51.7	31			
17.I think that the teacher who cares about us, helps and encourages us to learn, is a good teacher.	0	0	1	2	26	4.86	0.44	Strong agreement
	0	0	3.4	6.9	89.7			
The average of the mean						3.67		Agreement

Table 14: Role of the surrounding environment, parents, teacher in pupils' motivation

The mean of the last statement is equal to (4.86) which is the highest among this group of statements in which the pupils have a strong agreement that the a good teacher is supposed to encourage them, also statement (15) “I think that words of praise like “good” can raise my self-capability” has a mean equal to (4.28) with a general direction of a strong agreement, and this the same general direction of the previous one. Statement (11) “My parents care so much about my scores” has a mean of (4.66) with a strong agreement as a general direction. In general, general direction of the responses of the whole sample is agreement with a mean equal to (3.67).

The following graph represents the order of the mean of each statement:



Graph 6: Role of the surrounding environment, parents, teacher in pupils' motivation

3.3 Hypotheses testing

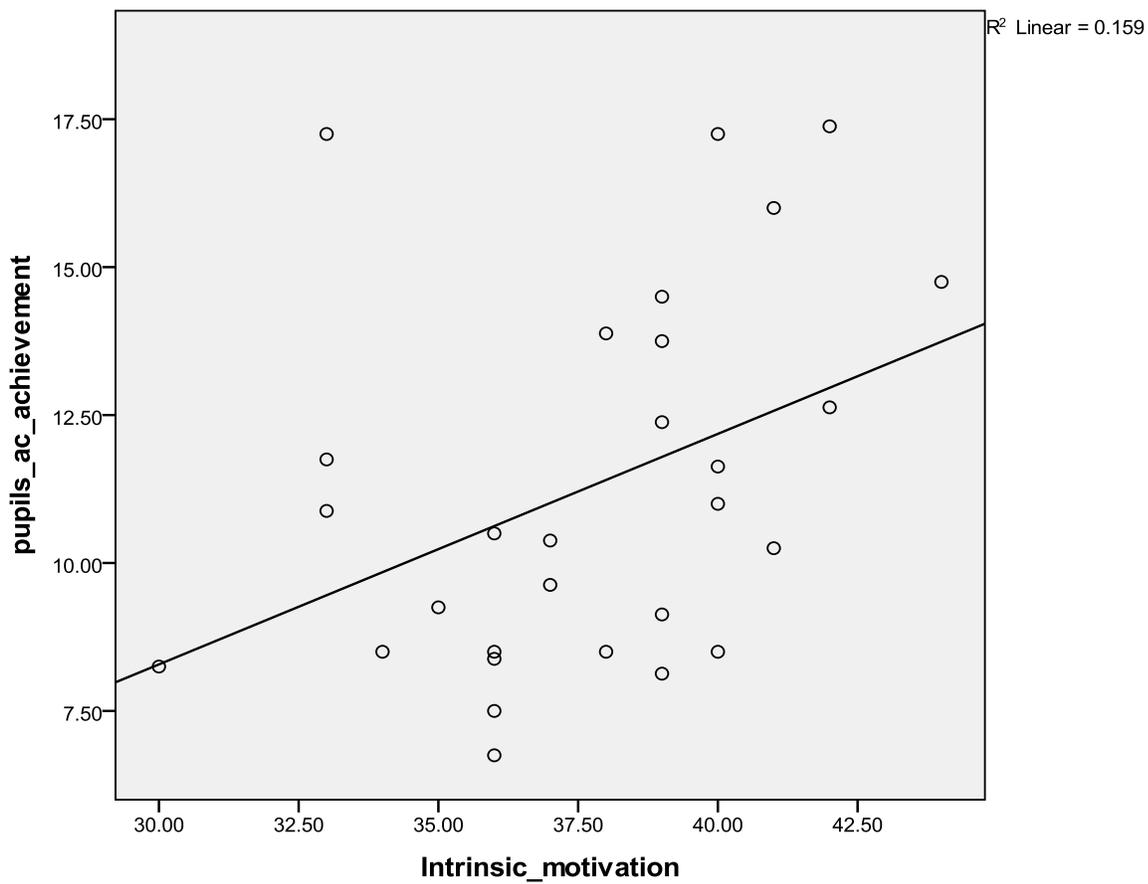
Hypothesis 1: Our main hypothesis states, *Pupils' academic achievement will be affected if they are intrinsically motivated.*

The Pearson correlation coefficient was used to test the hypothesis. The hypothesis was tested at level of significance equal to (0.05). The results are statistically significant if our results are lower than (5%). The table shows that the value of Sig. is (0.032), and since (0.032 < 0.05) then our results are statistically significant.

		Intrinsic_motivation	pupils_ac_achievement
Intrinsic_motivation	Pearson Correlation	1	.399*
	Sig. (2-tailed)		.032
	N	29	29
	<hr/>		
pupils_ac_achievement	Pearson Correlation	.399*	1
	Sig. (2-tailed)	.032	
	N	29	29

*. Correlation is significant at the 0.05 level (2-tailed).

Table 15: Correlations' results



Graph 7: Correlations' results

From calculations, the Pearson correlation coefficient is (0.339). Thus, there exists a positive relationship between intrinsic motivation and pupils' academic achievement, yet this relationship is weak because (0.339) is not close to (1); (a strong positive relationship means that Pearson correlation coefficient is close or equal to one (1)). The distribution of the pupil's level of intrinsic motivation and their academic achievement are presented in Graph (4).

From Graph (4), we see that some dots are so close the linear that represent the existence of the relationship between the variables, as well as the large number of dots are not close to it which indicates that the relationship is not that strong.

Hypothesis 2: the Second hypothesis states, *there is no difference in the level of intrinsic motivation between male and female pupils.*

From the table (16) we know that the male pupils participating in the study are 12 with a percentage of (41.4%), and females are (17) with percentage of (58.6%).

We used independent sample t-test to test if there is any different in the level of intrinsic motivation between males and females. The grouping variable in our test is gender, and the test variable is the level of intrinsic motivation. This test evaluates if there is a difference between the mean value of the level intrinsic motivation for males' group and the mean value of the level of intrinsic motivation for the females' group.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	12	41.4	41.4	41.4
	Female	17	58.6	58.6	100.0
	Total	29	100.0	100.0	

Table16 : Pupils' Gender

From the table (17) the Sig. value is (0.741) that is greater than the significant level value which is (0.05) so, we don't reject the null hypothesis, and we carry on reading from the top line of the table. The Sig. (2-tailed) value is (0.003) which is less than (0.005) that means there is a significant difference on the level of intrinsic motivation between males and females with a mean difference of (3.45).

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Level of intrinsic motivation	Equal variances assumed	.112	.741	-3.310	27	.003	-3.45098	1.04253	-5.59008	-1.31188
	Equal variances not assumed			-3.260	22.517	.004	-3.45098	1.05843	-5.64311	-1.25885

Table17: Results of the Independent Samples Test

And this is confirmed through a look at table (18) where we can see that the mean of the level of intrinsic motivation for male pupils is less than the mean of the level of the intrinsic motivation of the girls.

	Gender	N	Mean
Level of intrinsic motivation	Male	12	35.6667
	Female	17	39.1176

Table18: Mean value of the two genders (N stands for the number of participants)

3.4 Discussion of the Results

Pupils' questionnaire is aimed to answer two main research questions one about pupils' level of the intrinsic motivation, and the other is about the role of the surrounding environment, teacher, and parents in raising pupils' academic achievement. Thus, the questionnaire was divided into two sections.

Statements (1) and (2) are meant to investigate the general direction of the informants concerning the perceived competence, and the results show that they have a strong agreement on the fact that they are courageous and they can succeed and because they have the abilities to learn English with mean values equal to (4.69) and (3.93) to the first and the second statements respectively.

When giving their opinion about the enjoyment in the learning of English and doing the homework, the general direction was agreement for statement (5) with a mean value equal to (4.07), and strong agreement concerning statement (9) and the value of the mean is (4.28). This reveals that the pupils feel satisfied while doing their tasks and learning English for them is enjoyable.

For statement (4) if they feel comfortable while participating in the classroom the general direction is a strong agreement, so we assume that the pupils do not feel pressure while studying English which confirms the interest in the subject of English through the desire to learn all the aspects of the language through the general agreement on statement (8) since the value of the mean is (4.10).

The strong agreement on third statement with a mean (4.55) indicates that the pupils see the usefulness of the English language therefore they do efforts to learn it, and there is a strong agreement on statement (7) that if the pupils decide to do something they put a great effort in it.

For statement (6), pupils agree that doing the homework is more important to them than the scores they will get which, thus we assume that they have a perceived choice. In the whole, pupils' level of intrinsic motivation is considered to be high since the average mean of all the statement is equal to (4.18).

The second section of the questionnaire starts with agreement on the first statement with a mean value (4.03); the statement was on the feeling towards working in a group. This leads us to assume that working in groups affects pupils positively. Another factor of great importance for the pupils is the parents since we got a strong agreement on statement (2) with a high mean (4.66).

The general view that pupils strive to get a good score is affirmed through the general directions of statement (4) and (5) because pupils claim that they will do their best to get a better score in case they get a bad one; the mean values for these statement is (4.41) and (4.07) respectively.

The last three statements are about the role of the teacher in motivating the pupils through capitalizing on their intrinsic motivation. Pupils believe that praising can boost their self-capability and the value of the mean of statement (7) is (4.28). Pupils agree on the importance of rewards in the learning process and the mean is (4.00). The highest value of mean in the second section is on the last statement in which pupils believe strongly that a good teacher is the one that cares, helps, and encourages them.

To sum up, there is an agreement among pupils that their academic achievement is related to the care of their parents and the strategies used by the teacher while teaching them.

Conclusion

The analysis of the two questionnaires shows the awareness of both teachers and pupils of the role of the intrinsic motivation in the learning process. The teachers' questionnaire goes in a positive direction with what have been assumed in this research. Moreover the results obtained from the analysis of the pupils' questionnaire show the existence of correlation between intrinsic motivation and academic achievement.

General Conclusion

General Conclusion

This research is an attempt to investigate the issue of the intrinsic motivation as a psychological factor that has an effect on pupils' level of academic achievement. The main concern has been whether intrinsic motivation helps the pupils to achieve better in school or not. Therefore, the present study is composed of three chapters, the first two chapters represent the theoretical part and the last one is devoted for the analysis of collected data from pupils' and teachers' questionnaire.

The analysis of these questionnaires answered our research questions and show similarities concerning teachers' and pupils' view about the effect of intrinsic motivation on the level of academic achievement.

As a matter of fact, the obtained results confirm the existence of a positive correlation between intrinsic motivation and the level of academic achievement, yet it is worth mentioning that this correlation is weak. Therefore, we carried on the investigation on the role of the parents and teachers in enhancing the pupils' level of academic achievement. The discussion of the teachers' questionnaire results demonstrates that teachers are aware of the role of intrinsic motivation in the learning process and they used different method to motivate pupils through capitalizing the intrinsic motivation.

The analysis of the results also affirms the existence of the difference between the level of intrinsic motivation of the male and female pupils. Hence, female pupils reach a higher academic achievement comparing to male pupils.

Based on the obtained result that shows the importance of the intrinsic motivation in the learning process, we recommend that teachers should at the same time provide their pupils with extrinsic incentives which are rewards that are external to the activity. Thus, intrinsic motivation

is necessary but insufficient component for academic achievement. As a consequence, teachers should know how to motivate their pupils through promoting more intrinsic motivation.

So, it is necessary for teachers as well as parents to believe that they should offer pupils the support because without positive support, there is a chance that the pupils lose interest and become discouraged to learn.

The current research has been undertaken for this thesis has highlighted the effect of intrinsic motivation on the pupils' academic achievement on which further research would be beneficial.

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Appendices

Appendix I

Pupils' questionnaire

Dear pupils,

The present questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation in language sciences. This study aims to investigate the relationship that exists between intrinsic motivation and academic achievement. You are kindly requested to answer this questionnaire to help us accomplishing this research. Please, read the statement attentively and simply answer them by (x) in the right box that tells how much you agree or disagree with the statement.

			Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Section one	1	I believe I am courageous and I can succeed.					
	2	I like studying English and I think I have the abilities to learn it.					
	3	I want to learn English so well that it become natural to me.					
	4	I Feel comfortable when I participate in the classroom.					
	5	I enjoy the new things I learn about English in school.					
	6	Doing the homework is important for me than the scores I will get.					
	7	When I decide to do something, I stick to it until I finish it.					
	8	I have a strong desire to know all the aspects of English.					
	9	I get satisfied when I do my homework.					

		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	
Section two	10	I would work better if I work in groups.					
	11	My parents care so much about my scores.					
	12	I cannot concentrate while the teacher is explaining the lesson.I					
	13	When I get a bad score, I do my best to get a good score the next time.					
	14	think that failure pushes me to work hard to succeed.					
	15	I think that words of praise like “good” can raise my self-capability.					
	16	I feel happy when pupils get rewards for their hard work.					
	17	I think that the teacher who cares about us, helps and encourages us to learn, is a good teacher.					

Appendix II

Teachers' questionnaire

Dear teachers,

The present questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation in language sciences. This study aims to investigate the relationship that exists between intrinsic motivation and academic achievement. You are kindly requested to answer this questionnaire to help us accomplishing this research. Please, put (x) in the appropriate box or make a full statement when needed.

Section one: Personal information

Q1. The obtained degree

- a- Bachelor.
- b- Master.
- c- Doctorate.

Q2. For how long have you been teaching English in high School?

.....

Section Two: The significance of motivation in learning process.

Q1. According to you, which role does the teacher have in the classroom?

- a. A guide
- b. A controller
- c. An organizer
- d. An assessor
- e. An observer

Q2. Do you tend to establish a motivating atmosphere inside the classroom?

- a. Yes
- b. No

Q3. Do you think that your pupil's motivation is often?

a. high

b. medium

c. low

Q4. Do you think that your teaching method helps in raising pupil's intrinsic motivation?

a. Yes

b. No

Q5. Please, justify your answer in both cases.

.....
.....

Q6. Do all your pupils show interest in your class?

a. Yes

b. No

Q7. If no, is it due to:

a. Lack of intrinsic motivation

b. overcrowded classes

c. shyness

Q8. Please, if there are others, mention them.

.....
.....

Section three: Strategies used to capitalizing intrinsic motivation.

Q1. How often do your pupils participate in the classroom activities?

a. Frequently

b. Sometimes

c. Rarely

d. Never

Q2. How often do you correct their mistakes?

a. Always

- b. Often
- c. sometimes
- d. Rarely
- e. Never

Q3. How do you usually respond to the pupil's mistakes?

- a . Kindly
- b. Angrily
- c. Indifferently

Q4. Do you think that your pupils participate because:

- a . They are intrinsically motivated
- b. They like you (the teacher)
- c. They are risk takers

Q5. If there are others, please mention them.

.....

.....

.....

Q6. Do you think that, intrinsically motivated pupils have a chance to achieve better than others?

- a . Yes
- b. No

Q7. Please, explain your answer either case.

.....

.....

.....

Thank you for your collaboration.