Kasdi Merbah University - Ouargla

Faculty of Letters and Languages

Department of English Language

And Literature

Dissertation
ACADEMIC MASTER
Domain: Letters and Foreign Languages
Field: English Language, Literature and Civilization
Specialty: Applied Linguistics and ESP

Prepared by: Miss. BENARAB Djamila

English Learning Motivation Types:

The Case of First Year Master Students at Ouargla University

Publicly defended
On: 02 -05-2016
Before the jury:

Mr. BENZOUKH.R   President (KMU Ouargla)

Mrs.FOUZIA BAHRI   Supervisor (KMU Ouargla)

Mrs. BELARBI .N   Examiner (KMU Ouargla)

Academic Year: 2015/2016

Dedication

To our lovely parents

To all members of our families

To our closest friends

Acknowledgements

List of Abbreviations

- **EFL: E**nglish as a **F**oreign **L**anguage
- **L2:S**econd Language

- **SDT: S**elf-**D**etermine **T**heory
- **IM :I**ntrinsic **M**otivation
- **EXM: E**xtrinsic **M**otivation
- **CET :C**ognitive **E**valuation **T**heory
- **OIT :O**rganization **I**ntegration **T**heory
- **COT: C**ausality **O**rientation **T**heory
- **BPNT: B**asic **P**sychological **N**eeds **T**heory
- **GCT: G**oals **C**ontent **T**heory

List of Tables

List of Figures

TABLE OFCONTENTS

Practical Part

Chapter Two: Methodology and Data Analysis

Introduction

General Conclusion and Recommendations

General

Introduction

1. Background

2. The Objectives of the Study

3. Statement of Problem

4 .Research Questions

5. Hypotheses

6. The Significant of the Study

7. Methodology

8. Limitation of the Study

9. The Frame work of the Study

10 .Definition of key Term

1. Background

English language is an International Language; this created a new generation of learners who have different needs and interacts toward learning English language. This latter has been implemented as a subject, whether optional or compulsory, in the educational systems of several non-English speaking countries .In some notions yet, the proficiency have not been highly developed due to many factors.

Several studies have been made to investigate the factors that affect learner's English language learning by much research such as: Dornyei and Gardner. New developments in educational psychology also contributed to English language teaching by emphasizing the central importance of the learners and their motivation to learning process.

In fact, motivation has become a central area of researcher in language learning due to its importance. It is recognized as an essential part of mastering English language by many researchers. According to Yu-mei (2009), motivation is one of several important factors that may influence students 'English achievement. In other words, making learners aware of their motivation to learn English language helps them to master the language and achieve their goals.

This means that the learners who hold motivation toward English language they succeed in achieving their goals more than who do not holdany motivations as Rajab et al (2012, p. 419) mentions, without motivation, "even gifted individuals cannot accomplish long-term goals; whatever the curricula and whoever the teachers are". Also there are many factors affecting the learner's motivation, the teacher one of them.

However, the way to promote learners motivation in learning English is by making them aware of their English learning motivation types. English learning motivation has different types depending on the learner's purpose to learning English.

3. Statement of Problem

With the LMD system, we observe that the huge number of students want to study master degree, especially in English department .The majority of students who have license diploma decided to study master. For this case, we select this topic to find the real cause of study English language. They like it; they have other causes or goal want to achieve through learning English language. To explore this issue, we formulate the following questions.

2. The Objectives of Study

In this study we aim:

1 -To investigate English learning motivation types

2- To know which types of motivation hold by students towards learning English

Language

3-To study the relationship between motivation and learning achievement

4. Research Questions

1. What are the different types of motivation that learners hold toward English language?

2. Are there any significant relationship between motivation and students' English learning achievement?

5. Research Hypotheses

Based on the research questions stated above, we set the hypotheses as follows:

* If master students want to learn English language, they should hold motivations toward learning English language.

* If master students have motivation, they could achieve their goals.

6. The Significance of Study

Since this study attempts to investigate English motivation types that hold by master students toward learning English language. The findings of this study will make the following contribution: It makes the students to be aware for their motivation and know the important role of motivation in the achievement of their goals. They will know the strong relation between motivation and goals.

7. Methodology

In this study, we aim to investigate English learning motivation types. Accordingly, descriptive study is selected to conduct our research. We rely on questionnaire as an instrument to gather information about the reasons of learning English language. These data are gathered from English department at Ouargla University.

In fact, the participants are master students in the English department. We use questionnaire as an instrument to gather data .The questionnaire is divided into three parts. The first part is about personal information. The second part divided into two groups, the first group consists10 items by which we have attempted to investigate which types of motivation hold towards learning English language instrument or integrative according to Gardner's Theory ,also the second group have the same number of items and the same purpose, but with other types of motivation intrinsic and extrinsic according to Self-Determination Theory .As for the third part, it consists of 05 questions to find the relationship between motivation and learning achievement.

8. Limitation of the Study

Our research deals with one of the most issues in foreign language learning. English learning motivations types. Our research is limited to first year master students because they have a great relation with the problems; they have studied English for three years; so they can decide the reasons of learning English language, in other words, they can distinguish which type of motivation they hold toward learning English language.

9. Structure of the Study

This dissertation is made up of two main parts theoretical and empirical. The theoretical part, which is chapter entitled 'English learning motivation'. The presents a review of the literature about the concept "motivation" through mentioned the following points: definitions of motivation, motivation theory, motivation types, and the factors that influence motivation.

The second part of the dissertation is empirical, it includes one chapter. It is devoted to give explanations about methodology and participants, data collection, tools used to analyze the finding and results with discussion and interpretation. This part is followed by a general conclusion and recommendations.

Definition of Key Terms

English as Foreign Language or EFL

Foreign language is referred to 'the language that the learners of the language do not always have to use language with the native speakers of that language in their society (Maherzi, 2011). Gunderson also mentioned that 'EFL' or English as a Foreign Language is a term used to explain the learning of English outside of the countries where English was spoken as their mother tongues.

Motivation

Means the combination of effort and plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain previous set goals. In this study, motivation is classified into two types: Instrumental and integrative motivation (Gardner & Lambert, 1972).

Learning Motivation Types

We have two types of motivation, according to Gardner's theory; we have instrumental andintegrative motivation, while according to Self-determination theory there are intrinsic and extrinsic motivations.

Theoretical Part

Chapter One

English Learning Motivation

Introduction

1.1. Definition of Motivation…

1.2. Motivation Theories

1.2.1 Gardner's Motivation Theory

1.2.2 Self-Determination Theory

1.3. Motivation Types

1.3.1 Instrumental Motivation

1.3.2 Integrative Motivation

1.3.3 Intrinsic Motivation

1.3.4 Extrinsic Motivation

1.4. Factors that affect Motivation

1.4.1 Internal Factors

1.4.2 External Factors.

Conclusion

Introduction

Motivation with its complex and broad meaning, has gained the interest of many researchers who have introduced various definitions of the term and some points related toit. In this chapter, we are going to study several points about motivation: starting by the nature of motivation, in other words the definition of motivation, motivation Theories; Gardner and Self-Determination Theory, types of motivation which are distinguished from both Theory, and the factors that affect motivation.

1.1. Definitions of Motivation

Motivation is one of many factors that affecting learning English language, but "What is the nature of motivation?" or simply "What is motivation" are questions that many Psychologist have asked in second language. Accordingly, several studies have been taken.

The term motivation means different things to different people. For some scholars, motivation is an important factor which determines the success or failure in second language learning because this latter can directly influence the frequency of using learning strategies, willpower of learning setting, and the achievement in learning English (Li & Pan, 1998).For them, motivation is an important term in learning English language. In other words, the successful and failure in achieving goals depend on the motivation that hold by the learners towards learning English language.

The same acknowledgement is declared by Riemann (2001) &Vazi (2008) state that motivation has been widely accepted as a key factor which influences the rate and success of second/Foreign Language learning. Also, Purdie (2003) state that motivation is one of the main elements that determine the success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning.

Also, there are many researchers focused on the theory of motivation, because there are many theories of motivation, but on language learning we find two theories: Gardner's theory and Self –Determination theory. Each one of them has its characteristics.

Gardner distinguishes two types of motivation according to his theory Instrumental and Integrative and Deci with Ryan distinguish other types of motivation intrinsic/ extrinsic. We can say that the students hold all these types of motivation, but they differ from one to another, according to their purpose or their goals they want to achieve.

Gardner defined motivation as "a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (1985, p. 10). Motivation as derive or forces are defined by Dornyei (2001) motivation is force that cannot be seen or it is an abstract and a hypothesis which used to explain human behavior.Also,motivation is related directly to the human' mind which is correlated to wants or desires not human' fillings (Dornyei,2001).Motivation was the process whereby a certain amount of investigation forces arises ,initiates action, and persists"(ibid).

The definition of motivation is not limited just to researches and articles of researchers, but it isdefined by Oxford dictionaries, such as Oxford Dictionary of English (2004) defined motivation as a reason or reasons for acting or behaving in particular way with interest or enthusiasm

Online Business dictionary explains motivation as internal and external factors that stimulate desire and energy of people to be continually interested in and committed to a job, role, or subject and to exert persistent effort to attain a goal (Online Business dictionary, 2010). In other words, motivation refers to internal and external factors that remove or active the desire and energy of learners to achieve their goals.

1.2. MotivationTheories

The importance of motivation in learning English language leads many researchers study the term motivation andmany theories in L2 learning motivation have been introduced and researched throughout the last years; however, in this study we focus on two particular motivation theories: Gardner's Motivation Theory (1985) and Deci & Ryan's Self-Determination Theory (SDT; 2002). In other words, both theories discuss and distinguish the types of motivation.

1.2.1 Gardner's Theory

(Gardner, 1985) is defined motivation as an important factor in learning a second and foreign language. This means that he put his theory, because he believed that motivation is an essential part in learning processes. Another definition, Gardner defined motivation as "a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, 1985, p. 10).

Gardner's theory distinguished two types of motivation: integrative and instrumental. According to him, integrative motivation refers to learner's desire to learn more about the cultural community of the target language or to assimilate in the target language. In other words, learners learn language in order to become familiar with members of the language community and culture, because the language is related to the culture this meant to get a lot of knowledge of any language you need to study its culture, while instrumental motivation refers to learning language not for obtained knowledge, but to use it as an instrument to achieve their goals.

Gardner, in his theory, focus on integrative motivation more than instrumental; he found the subjects who select integrative reasons over instrument one as indicative of them evidence higher levels of motivational intensity (Gardner, 1985).

Integrative motivation has three components: Integrativeness,Integrative orientation and motivation. Integrativeness is defined by Gardner as 'a willing or affective ability to take one characteristic on another cultural group' (Gardner, 2010). It is measured by three scales: attitudes towards the target language groups, interest in foreign languages, Integrative orientation and motivation which refers to a learner's desire to acquire a new language for practical goal. For example the learners desire to learn English because they want to achieve their goals.

Motivation refers to the power hold by learners to learn English language. It is also measured by three points: motivational intensity, attitudes towards learning the target language and the desire to learn the target language. The attitudes toward learning situation refer to the feelings of learners towards their situation (teacher, classroom courses).

This socio educational model was criticized by many researchers like Dornyei and Deci (1990, 1994) andOXFORD (1996). These criticizedresearchesare focused on integrative motivation. Dornyei says the notion of integrative motivation has no parallel in mainstream motivational psychology (Dornyei, 2003).For that Deci & Ryan developed a new Theory called Self –Determination Theory as in **Figure 01**.

Figure: 01 Gardner's Socio-Educational MODEL
(2001, p, 5)

OtherSupport

OtherFactors

Integrativeness

MOTIVATIO

Attitudes Toward
the Learning
Situation

Language
Achievement

Language
AptitudeAptitude

.
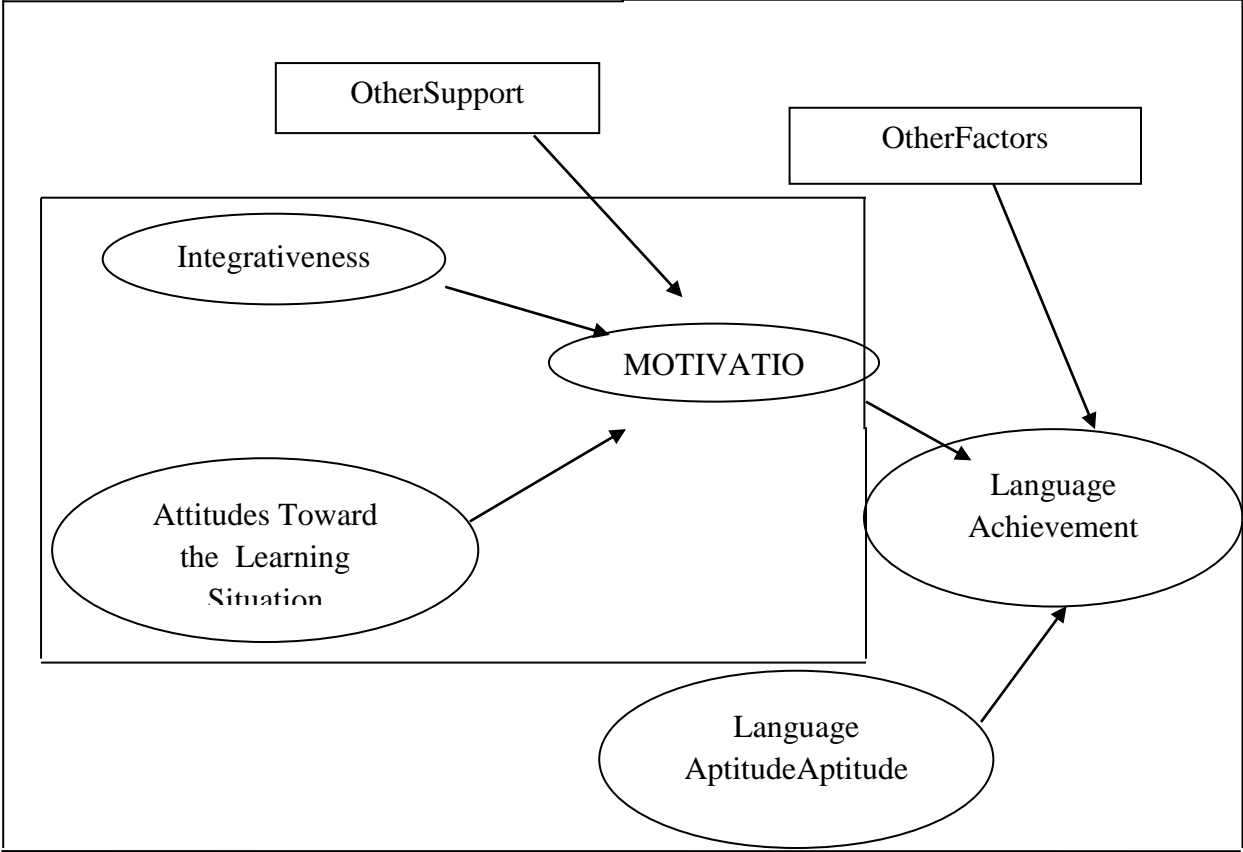
1.2.2 The Self-Determination Theory

It is an empirically based theory of human motivation. According to Dornyei, Self-Determination Theory is one of the most influential theories in motivational psychology (Dornyei, 2003).Deci & Ryan are the leader of this theory. According to them, to be Self-Determined means to experience a sense of choice in initiating and regulating one's own actions (Deci, cannel, and Rayan, 1989).

This theory has been developed through a set of five mini –theories. The first theory (CET) concerns with intrinsic motivation, IN motivation is defined as a doing for its own sake this mean that intrinsic motivation refers to the inner capacity that hold by the learners to learn language for obtaining a knowledge . CET focuses on the importance of autonomy and competence to intrinsic motivation. The second mini-theory is Organism integration (OIT) concerns with extrinsic motivation and its categories from external regulation to integrated regulation. The third mini-theory is causality orientation (COT), it describes individuals differences in how people orient to different aspects to the environment in regulation behavior There are many types of orientation: autonomy-orientation, control-orientation and impersonally oriented.

The forth theory is basic psychological needs theory (BPNT): this theory focuses on the concept needs by relating them directly with wellness. The last mini-theory called goal contents theory (GCT) this theory shows how goals can facilitate to achieve needs.

Deci and Ryan in Self- Determination theory are distinguishing new two types of motivation: intrinsic and extrinsic rather than instrumental and integrative motivation. This means that this theory focused on motivation types. It is paying particular attention to intrinsic motivation, extrinsic as **Figure 02.**

According to this theory, intrinsic and extrinsic are the major types of motivation hold by the learners towards learning English language, the students who have intrinsic motivation they are learning with interesting. In other words, intrinsic motivation refers to doing something because it is inherently interesting or enjoyable. But who they have extrinsic motivation they are learning English language in order to achieve external rewards, this means that extrinsic motivation refers to doing something because it leads to separable outcome.

Figure: 02 Self –Determination Theory (Deci & Ryan, 1989)

Intrinsic motivation

Extrinsic motivation

Self-Determination Theory
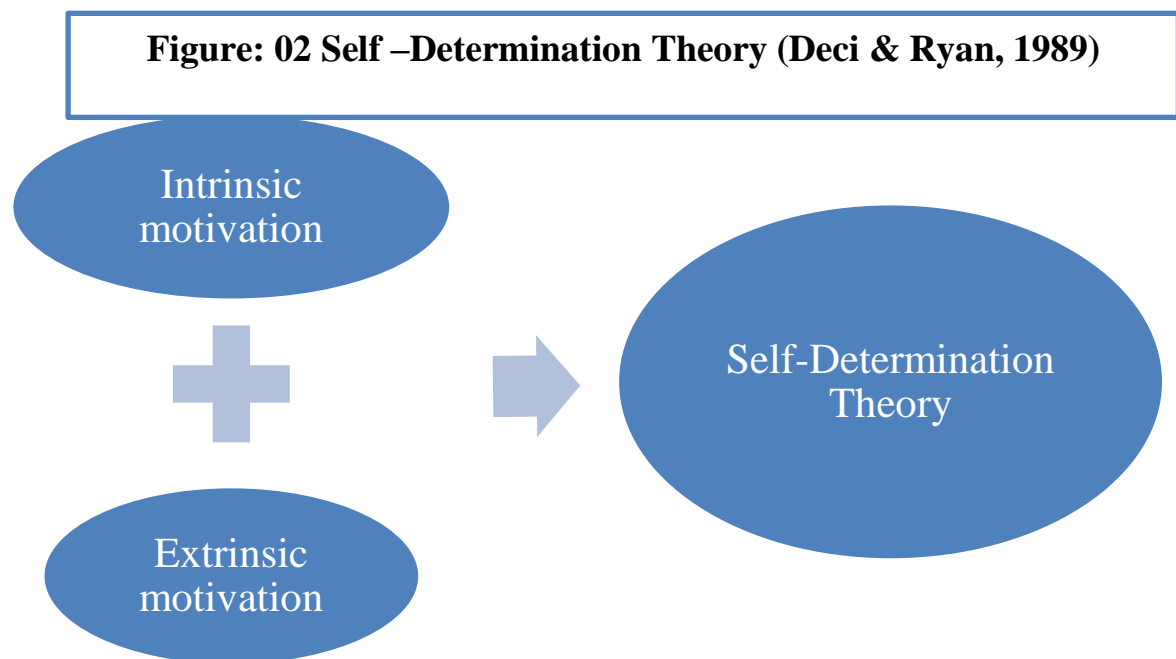
1.3 .Motivation Types

Motivation differs from one type to another according to the purpose, for that there are several types of motivation .Gardner and Ryan distinguished many types in their theory and each one of them study and analyze the types that are distinguished according to the purpose or the goals of the learners. According to Gardner &Lambert (1972), there are two types of motivation integrative and instrumental. And according to Deci &Ryan, they distinguished between intrinsic and extrinsic. Each one of them has its components.

1.3.1Integrative Motivation

It is a favorable attitude towards the target language community, in other words, learners wish to integrate and adapt to a new target culture through the use of language and they feel positive to teach it Gardner (1985). Also it is defined by Dornyei(2001) Integrative motivation is based on interest in learning L2 because of a desire to learn about or associate with people who use it ,or because an intention to participate or integrate in the L2 using speech community; in any case, emotion or affective factors are dominated.

Falk (1978) stated that students who are most successful when learning a target language are those who like people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is Integrative motivation consists of three components:

1.3.1.1 Integrativeness

It refers to the negative orientations, desire, interest and pleasure of the learners of the native speaker's community. Which affect the Integrativeness to the foreign language community of the learners (Gardner & Mactnyne, 1993), it is measured by three scales:

A- Attitudes Towards the Target Language Groups.

B- Interest in Foreign Language.

C- Integrative Orientation.

1.3.1.2. Motivation

It refers to the force or power which comes from the language learners themselves to learn a language, and it is differ according to the goals of the learners. It is also measured by three scales: Motivation intensity, Attitudes towards learning target language and Desire to learn the target language.

1.3.1.3. Attitudes Toward The Learning Situation

It refers to feelings of the language learners to their language teacher and the course. In other words, the learning situation such as the classroom can affect the learning process. The majority of learners are influenced by the learning situation; if they study in authentic classroom they feel interested. This feeling helps them to enhance their motivation .**Figure 03** summarizes the integrative motivation.

Figure: 03 Gardner's Construct of the Integrative Motivation (Dornyei ,1994)
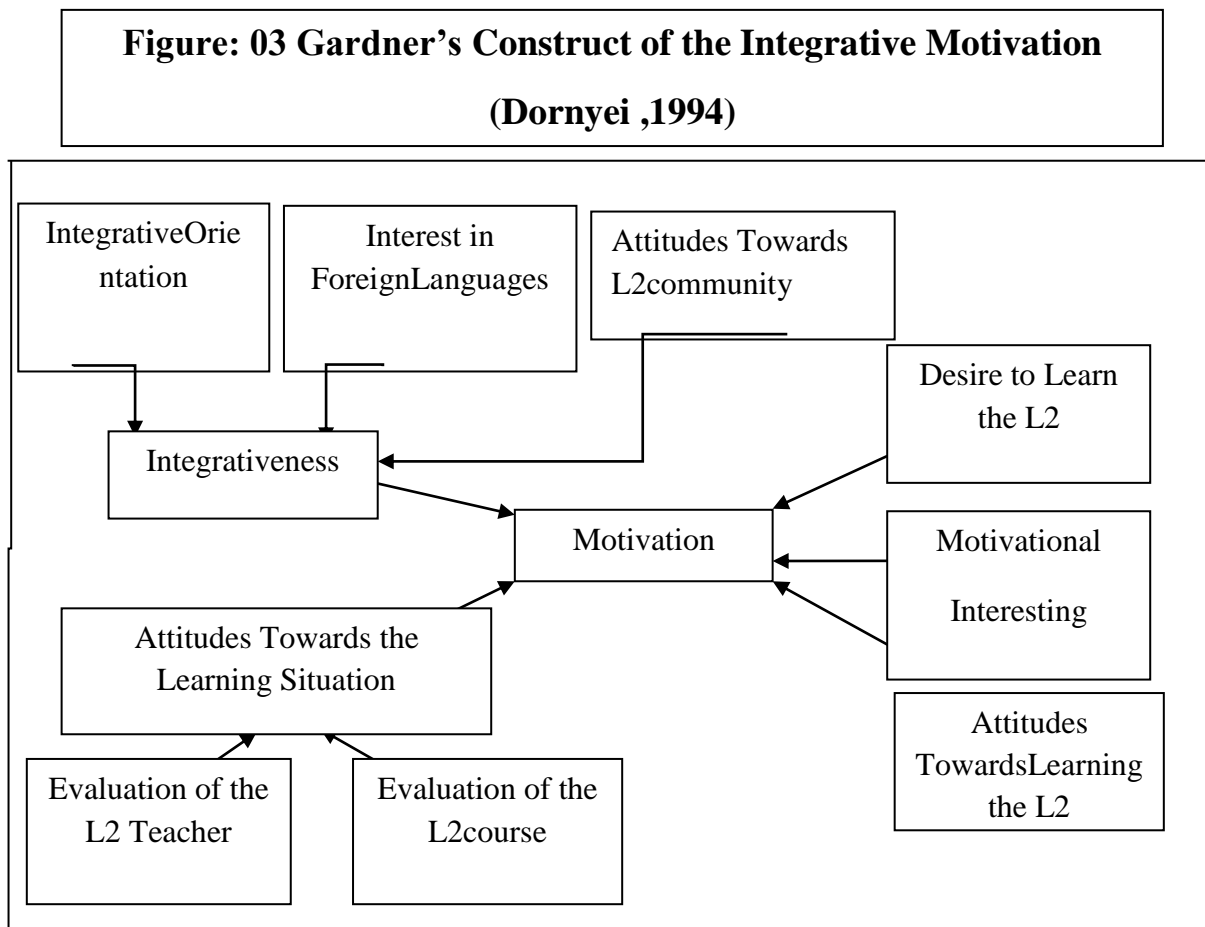
1.3.2 Instrumental Motivation

Instrumental motivation describes reasons for L2 learning related to the potential pragmatic gains, such as attaining an academic goal or getting a better job Dornyei (2001) & Gardner(1985) say that more functional reasons for learning a language as the means of

attaining certain instrumental goals a better job, reading technical materials, passing examination. In other words, learners with an instrumental motivation want to learn a language because of a practical reason without any interest to be a member of L2 community, they use it like an instrument to achieve their goals and needs

Ellis (1994, p. 54) said that "learners with an instrumental reasons for learning L2 can be successful; however, learners with incentives (such as money) may also said learning by increasing the time learners spend studying". According to Deci &Ryan in Self-Determine theory, there are two types of motivation intrinsic and extrinsic.

1.3.3.Intrinsic Motivation

"Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable" (Ryan & Deci 2000, p. 55), students with intrinsic motivation means that their reasons for L2 learning and derived from their inherent pleasure and interest in the activity; the activity is undertaken because of the spontaneous satisfaction that is associated with it (Noels, 2001).

According to Ushioda (1996), students who are intrinsically motivated can experience greater pleasure and emotional involvement because the rewards generated from intrinsic motivation are usually positive feelings such as enjoyment, pleasure, satisfaction, and students can be always motivated by those internal rewards from the learning itself to persist learning. While for students who are extrinsically motivated, they "may work efficiently in the short term in response to external rewards and incentives, but their motivation is unlikely to sustain itself autonomously if the learning experience does not ,generate internal or intrinsic rewards" (Ushioda ,1996,p.22).

Also Takase (2007) stated that intrinsic motivation' involves desire to learn, enjoyment, interest and the desire to join one's environment, while 'extrinsic motivation' is related to The

external stuffs or rewards that the individual wants to serve the person's needs, for example, money, gold, houses, food, etc... .To comfort oneself (Takase, 2007). Noels (2001) classifies intrinsic motivation into different categories. It can be: IM-Knowledge which refers to the pleasure of knowing new things. IM-Accomplishment which refers to the pleasure of accomplishing goals, and IM-Stimulation which refers to the pleasure sensed when doing the task.

1.3.4 Extrinsic Motivation

Extrinsic motivation is contrasts with intrinsic motivation; it refers to doing an activity simply for the enjoyment. Also, different types of extrinsic motivation are proposed by Deci &Ryan (2000) they distinguished between four types of EX-motivation.

EX regulation: is the classic case of extrinsic motivation, Introjections regulation: occurs when an individual's takes in an external regulation, but does not accept it as one 'own, Identified regulation: refers to an individual's identifying with the value of behavior, this individual feel that the cause of behavior comes from within, and Integration regulation: is the highest level of internalized extrinsic motivation, it has been fully integrated with other aspect of the self.

identificate

external regulation

extrinsic motivation

introjection

integration
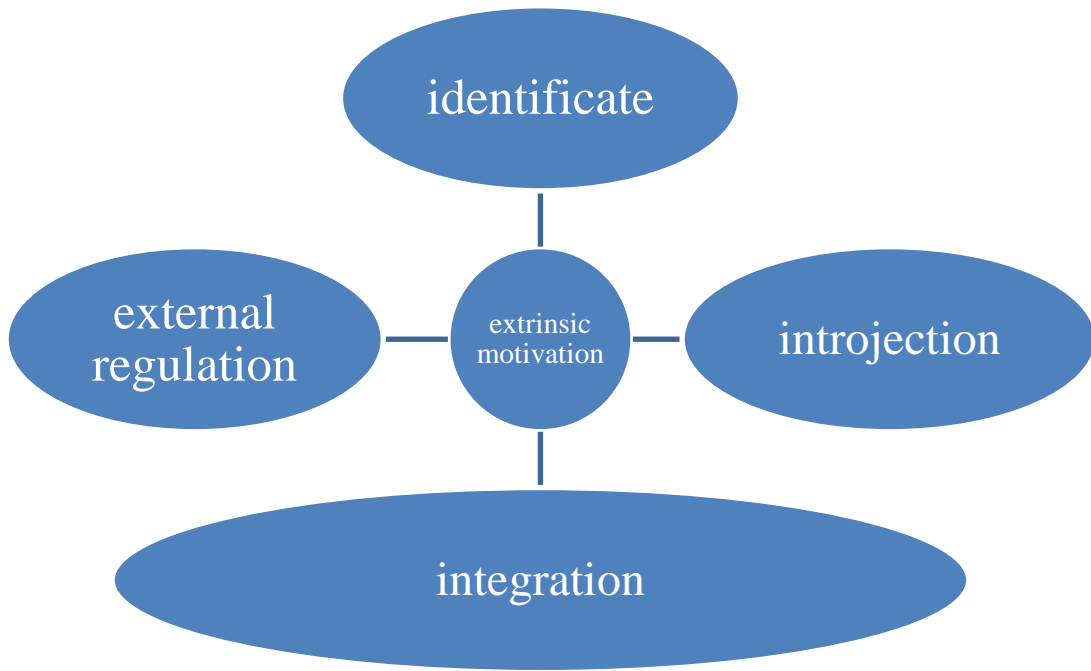
Figure: 04 TheComponents of Extrinsic Motivation (Deci &Ryan, 2000)

1.4. Factors that affect Motivation

As we mentioned above, motivation is an important factors which determine the success or failure in second language learning, and it is affected by many factors. According to many researchers there are two types of factors, internal and external factors as **Figure 05.**

1.4.1Internal Factor

There are many internal factors that affect motivation .According to many studies, the main internal factors are: goal setting, expectancy and anxiety.

1.4.1.1 Goal Setting

Shearin & Oxford (1994) conclude that goals setting can have exceptional importance in stimulating L2 learning motivation. The effect of goals setting on learning process depends

on three points: specificity, proximity and difficulty .Specific goals helps learners to determine the amount of effort required.

1.4.1.2 Expectancy

It refers to the perceived likelihood of success (Dornyei, 1994).According to Schmidt (1991) .Learners that think they are likely to succeed are more highly motivation than those who expect to fail, this means that who expected to succeed they enhance their abilities to achieve their goals. In other words, they motivated their selves and we called them optimistic.

1.4.1.3 Anxiety

It is a negative feeling that effecting the learners' motivation. The majority of students who have an Anxiety they can't achieve their goals easy ,because they are worry and stressed this two elements obstruction the achievement of goals and learning.

Horwitz and Cope (1986, p. 125) said that "anxiety is the subjective feelings, of tension, apprehension, worry accosted with an arousal of the autonomic nervous system". Anxiety consists of communication apprehension, text anxiety and fear of negative evaluation.

1.4.2External Factors

As we mentioned above, there are many external factors that affect motivation such as: teachers, activities and materials, relevance, feedback and classroom environment.

1.4.2.1Teacher

The teacher is the main external factors that effecting the learner's motivation, because the learners influenced by their teachers. In general, the teacher has many roles, motivating the students is one of them. In other words, he/she is the responsible for enhance or lacking the learners' motivation. He can use many methods to enhancing the learners' motivation, first things is his style, because the learners influenced by the way of speaking and behavior

of the teacher.

After that, he can motivated them by using an interesting activity and authentic materials as Williams &Burden (1997) state, learning tasks are generally introduced by the teacher in schools according to them teachers contributed two factors to the learner's motivation the first is the teacher's teaching style, i.e. The way in which the teacher presents the activity and works with the learner during the completion of that activity (Williams & Burden, 1997).

The second is the teacher's personality which is likely to influence learner's personal feelings about their teachers or even the language class itself therefore, student's perception of their teacher and of the interactions that occur between them and their motivation to learn (Williams & Burden, 1997).

1.4.2.2 Activities and Materials

Goods 1983 cited in Ames (1992, p. 263) said that "a central element of classroom learning was the design of tasks and learning activities". Students 'perceptions of tasks and activities not only influenced how they approached learning, but also had important consequences for how they used available time. The activities effect learners' motivation, if they do interesting activities, they will learn with high interest. This later refers to intrinsic motivation, from this we can say that motivation of learners related to the type of activities they practice.

Also, the materials play an important role in motivating the learners for example: when we do the same lesson with two classes, but in the first we use a Data show while in the second classes do the activities without any materials like a lecture without materials, we found the learners who study with materials feel happy and understand better than the others.

1.4.2.3 Relevance

Dornyei (1994) states that relevance refers to the extent to which the students feel that the instructions are connected to important personal needs, values or goals. Analyzing learner needs and goals in language study can be enhanced relevance.

1.4.2.4Feedback

According to Williams & Burden (1997) said that behavioral psychologist were the first to recognize the power of feedback as motivating influence. This means that feedback is an important external factor that affects students' motivation. The students who get a positive feedback they fell interesting and happy and think to get more than the first.

1.4.2.5 Classroom Environment

Good & Brophy (1986) state, learning is greatly influenced by the environment in which it accrues. This means that the classroom environment play a vital role in the learning process and the learners influenced by this environment .If they study in appropriate class and find all what they need in their learning, They will succeed and achieve their goals .In other words, the classroom environment can motivate the learners and help them to acquire knowledge in good way.

```
┌─────────────┐        ┌─────────────┐        ┌──────────────────────┐
│   Teacher   │        │   Anxiety   │        │ Activeties and Materails │
└─────────────┘        └─────────────┘        └──────────────────────┘

┌─────────────┐           ╭───────────╮        ┌──────────────┐
│ Goal Setting│  ───────▶ │ Motivation│ ◀───── │  Expectancy  │
└─────────────┘           ╰───────────╯        └──────────────┘

┌─────────────┐  ┌──────────────────────┐      ┌──────────────┐
│  Relevance  │  │ Classroom Environnement │      │   Feedback   │
└─────────────┘  └──────────────────────┘      └──────────────┘
```
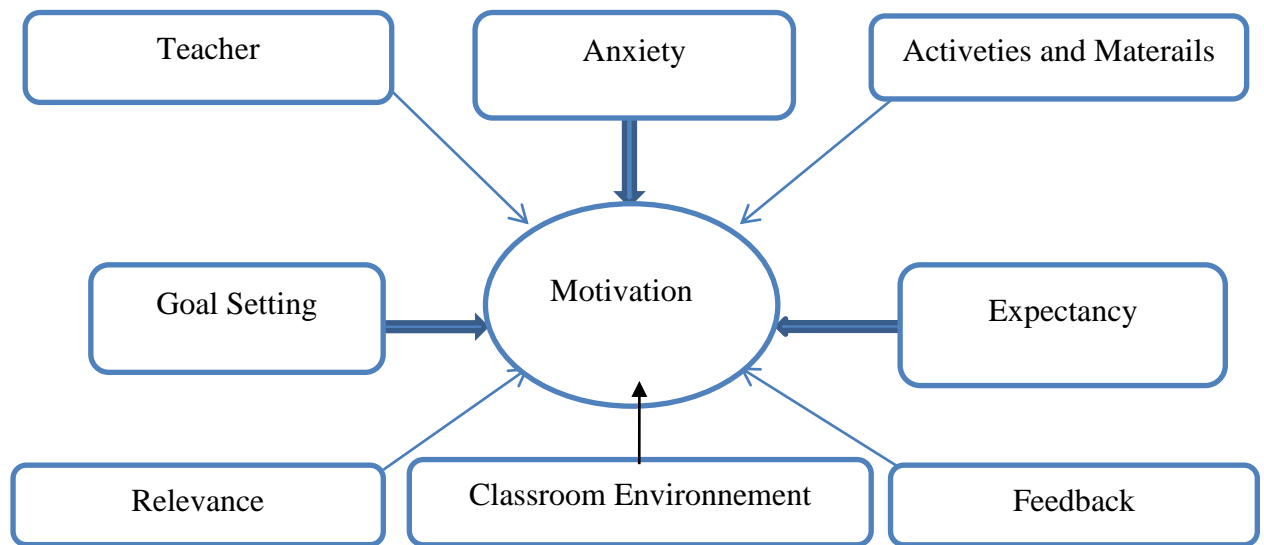
Figure05: Factor AffectingMotivation (Dornyei, 2001)

Conclusion

This chapter has provided a brief historical overview of learning motivation such as definition and has presented two theories of motivation: Gardner's Theory and Self-Determine Theory, from the first we distinguished two types of motivation instrumental and integrative motivation, whereas, the second theory presented other types of motivation intrinsic and extrinsic motivation. Also, it studies each type of motivation and presented its components. In addition, we showed the factors that affecting learning motivation internal and external.

Practical Part

Chapter Two

Methodology and Data Analysis

Introduction

2 Methodology and Procedures

2.1 Participants

2.2 Research Instrument

2.3 Questionnaire

2.4 Data Collection

2.5 Data Analyses

2.6 Analysis and Discussion of the Findings

2.7 Analysis of Students' Questionnaire

Conclusion

Introduction

In this study, we collected the quantities data through a student's questionnaire to determine motivation types that hold by the participants towards learning English language and to know if there are any relationship between motivation and learner's achievement. This chapter describes the methodology including the participants, research instruments, data collection procedures and analysis.

2.1 Participants

The setting of the current study is the department of English at kasdi Merbah Ouargla University. The participants in this study were 60 students mainly of 1st year master students they are selected randomly and from different gender.

2.2 Research Instrument

During this research one instrument was used to collect data which is questionnaire. The participants responded to a three parts of questionnaire.

2.3 Questionnaire

The main instrument for the current study was a questionnaire .The questionnaire is divided into three parts including: personal information, motivation types and the relationship between motivation and learners achievement.

The first section is 'personnel information' that aims to obtain general information about participants. While the second section is 'reason for learning English' its primary objective is to give students an opportunity to express their opinion and attitudes towards learning language and help them to investigate which type of motivation they hold toward learning English language, because this section divided into four rubrics according to the types of

motivation instrument / integrative according to Gardner's theory and intrinsic / extrinsic according to self-determination theory. Each rubric contains Yes/No questions and the third section entitled 'the relationship between motivation and learner's achievement, it contains five YES /NO questions.

2.4 Data Collection

The present study follows a descriptive analytical method. The reason for selecting this method is the answers of the students' questionnaire should be described and then analyses in order to interpret and discuss to get a real results which helps us to complete our works.

We distributed the students' questionnaire in face-to-face meeting with first year master students in English department at Ouargla University. We gathered 60 students and asked them to answer the questions .We give them some ideas about our topic and explanation about each section in the questionnaire.

2.5 Data Analysis

The answers collected from students' questionnaire are presented in the form of tables, and then analyzed according to the order of the chapters and questions.

2.5.1 Part One

This part contains two groups of questions: group one and group two.

2.5.1.1GroupOne

The first part of the questionnaire consists of 10 statements that describe the attitudes of the students towards learning English language. In fact, each statement is followed by Yes/No questions. The answers of the students were as follows:

Table.1.1 Passing an exam

N°	Statement	No	Yes
1	I want to pass my public examination	24	36
		40%	60%

Table1.1 shows that 60% of the participants answered by "Yes" and 40% by "No". From the result obtained, one can conclude that the majority of the participants learn English for passing a public exam or doing a test.

Table.1.2 Part of speaking groups

N°	Statement	No	Yes
2	I want to be a part of English-speaking groups	26	34
		43.33%	56,66%

Table1.2 indicates that 56, 66%of the participants answered by "yes" and 43, 33% answered by "No". From the result obtained, one can conclude that the majority of the participants want to be a part of the English-speaking groups.

Table1.3 Understand English Arts, Literatures and History

N°	Statement	No	Yes
3	I want to understand English Arts, Literatures and History.	16	44
		26,59%	73.33%

Table1.3 demonstrates that 73, 33% of the participants answered by" Yes" and 26, 59% answered by "No". From the result obtained, one can conclude that the majority of the participants learn English to understand English Arts and literatures and history.

Table.1.4 Understanding English movie and video

N°	Statement	No	Yes
4	I want to understand English movie and video	14	46
		23,33%	76,66%

Table**.**1.5 presents that 76, 66 % of the participants replied by "Yes" and 23, 33% answered by "No". As a result, it is demonstrated that the majority of the participants learn English language in order to understand the movie and video.

Table1.5 Learning about Foreigners' lifestyle in English Speaking Countries

N°	Statement	No	Yes
5	I want to learn about foreigners' lifestyle in English Speaking Countries	18	42
		30%	70%

Table1.5 reveals that 70% of the participants answered "Yes" and 30% by "No" .Based on the results indicated in this statement, one can assume that the most of the participants learn English to know the foreigner's lifestyle.

Table1.6 Using English Language in Future Career

N°	Statement	No	Yes
6	I want to use English Language in my future career	10	50
		16,66%	83,33%

Table 1.6 indicates that 83, 33% of the participants responded by "Yes", and 16, 66% by "No". So, we can conclude that the majority of participants worries about their future and find English language as the key.

Table1.7 Participating in the activities of other cultural group

N°	Statement	No	Yes
7	I want to participate in the activities of other cultural group	30	30
		50%	50%

Table1.7 demonstrates 50% of the participants answered by "Yes" and 50% by" No". As one see, the half of the participants wants to participate in the activities of other cultural group, but the second half of participants doesn't want to participate in the activities of other cultural group.

Table1.8Know and communicate with Foreigners.

N°	Statement	No	Yes
8	I want to know and communicate with foreigners.	16	44
		26,66%	73,33%

Table1.8 point out that 73, 33 % of the participants responded by "Yes" and 26, 66% by "No". Accordingly, one can presume that most of the participants want to communicate with foreigners and build relation with them.

Table1.9The way to gain more knowledge

N°	Statement	No	Yes
9	It is the way to gain more knowledge.	32	28
		53,33%	46,66%

Table1.9 denotes that 46, 66% of the participants replied by "Yes"and53, 33% and answered by"No". So, can assume that most of the participants don't learn English to gain or acquire knowledge that means that they learn for another purpose.

Table1.10Travelling to English Countries

N°	Statement	No	Yes
9	I want to travel to English countries	30	30
		50%	50%

Table1.10 Reports that 50% of the participants responded by "Yes", and 50% answered by "No". That means that the half majority of the participants not learn English language for traveling especially female, but the second half of participants want to travel to English countries.

Based on the results obtained from the first section of the second part of the questionnaire, we can draw a conclusion that the majority of the participants have a motivation towards learning English language. Specifically, they view; the reasons for

learning it are integrative and instrument rewards, but the majorities of the participants hold instrument motivation to achieve their goals such as passing exam, use in future career and communicate.

2.5.1.2Group Two

The second section of the questionnaire contains 10 statements followed by Yes and No question. These statements describe others type of reasons of learning English. In other words, intrinsic and extrinsic motivation that holds by learners towards learning English language, according to Self-Determine theory. The responses of the students were as follows:

Table2.1Interesting in Learning Language

N°	Statement	No	Yes
1	I have special interest in language learning	08	52
		13,33%	86,66%

Table 2.1 states that 86, 66% of the participants replied by "Yes" and 13, 33% by "No".Therefore, the majority of the participants have special interest in language learning, when they are learning it they are interesting.

Table.2.2 Obtain a University Degree

N°	Statement	No	Yes
2	I want to obtain a university degree	06	54
		10%	90%

Table 2.2 reports that 90% of the participants replied by "Yes" and 10% by "No". Thus assumes us that the great part of the participants wants to obtain a university degree. In other words, the purpose of the majority participants is obtaining a diploma rather than obtaining knowledge

Table.2.3 I learn English because I love it

N°	Statement	No	Yes
3	I want to learn it because I love it.	14	46
		23,33%	76,66%

Table.2.3describes that 76, 66% of the participants responded by "Yes" and 23, 33% by "No". As one see, most of the participants learn English because they love it.

Table.2.4 English is an important Language in the world.

N°	Statement	No	Yes
4	It is an important language in the world	12	48
		20%	80%

Table.2.4 informs that 80% of the participants responded by "Yes" and 20% answered by" No". Accordingly, one can conclude that English is the important language in the world.

Table.2.5 Learning English makes me feel happy

N°	Statement	No	Yes
9	Learning English make me feel happy	24	36
		40%	60%

Table.2.5 reveals that 60% of the participants answered by "Yes" and 40% answered by "No". From the results obtained, one can conclude that majority of the participants feel happy when they are learning English Language.

Table.2.6 Useful when I travel in the world

N°	Statement	No	Yes
6	It is useful when I travel in the world	06	54
		10%	90%

Table .2.6 accounts that 60% of the participants responded by "Yes" and 10% answered by "No". This means that the majority of the participants learn English language in order to use it when they are traveling to English countries in their works or life.

Table.2.7Offers a new challenge in my life

N°	Statement	No	Yes
7	It offers a new challenge in my life	14	46
		23,33%	76,66%

Table2.7 indicates that 76, 66% of the participants responded by "Yes" and 23, 33% answered by "No". This shows that the majority of participants are thinking that learning English can offer a new challenge in their life.

Table.2.8Getting good job and position

N°	Statement	No	Yes
8	I want to get good job and position	10	50
		16,66%	83,33%

Table .2.8 points out that 83, 66% of the participants replied by "Yes", and 16, 66% answered by "No" .Therefore, most of the participants learning language in order to get a good job and position.

Table .2.9 To be a part of native speaker

N°	Statement	No	Yes
9	I want to be a part of native speaker	32	28
		53,33%	46,66%

Table.2.9 accounts that 46, 66%of the participants responded by "Yes" and 53, 33% answered by "No". This shows the majority of participants are not sure to be a part of native speakers. They not learn language in order to be parts of American or British native speakers.

Table.2.10 Communicate with native speakers

N°	Statement	No	Yes
9	I need to communicate with native speakers	10	50
		16,66%	83,33%

Table .2.10 reports that 83, 33% of the participants replied by "Yes" and 16, 66% answered by "No ". Thus assures us that the great part of the participants learn English for communication and interaction with the others and with target community.

This section of the questionnaire aims to investigate which types of motivation that the participants hold towards learning English, especially intrinsic and extrinsic motivation types. The results obtained from this part revealed that all the participants hold both types intrinsic and extrinsic motivation according to their goals, but the majority of them; they have extrinsic motivation toward learning English language, because most of them come to the university just for taking a diploma. This later helps them to achieve their goals.

From these two sections of the questionnaire in the second part we obtained that the majority of participants have instrument/extrinsic motivation rather than integrative/intrinsic motivation .This means that they come to the university not to learn English language to getting knowledge or knowing culture, but just to obtaining a university degree for use it as an instrument to achieve their goals, or because they have extrinsic rewards obliged them to learn it.

2.5.2Part Two

The second part of the questionnaire consists of 05 questions turning around the students' achievement and motivation. In other words, it treats the effect of motivation in the achievement and goals of master student. The participants' answers would be whether Yes or No. The answers of the participants were as follows:

Table.3.1 Motivation helps to succeed in works

N°	Statement	Yes	No
1	Your motivation helps you to succeed in your work	56 93,33%	04 6,66%

Table .3.1 indicates that the greater part of the participants 93, 33% responded by "Yes" and6.66% answered by "No".This means that they are known and believe that motivation helps them to successes in their works and achieved their goals.

Table.3.2 Motivation plays a vital role in achieving goals

N°	Statement	Yes	No
2	Your motivation plays a vital role in achieving your goals.	44 73,33%	16 26.66%

Table.3.2 reveals that 73, 33% of the participants answered by "Yes" and 26, 66% answered by "No". This shows that they are aware about the important role of motivation in achieving their goals. In other words, they believed that motivation play vital role in their works.

Table.3.3aNegative motivation and achieving goals

N°	Statement	Yes	No
4	When you have a negative motivation you can success in achieving your goals	30 50%	30 50%

Table.3.3 indicates that half of the participants 50% answered by "Yes" and 50% answered by "No". This means that half of them believed that they can't achieve their goals without motivation, but the others see motivation as an additional factor can't affect the success of their goals, and they can succeed without it.

Table.3.4 a Positive motivation and achieving goals

N°	Statement	Yes	No
4	When you have a positive motivation you can fail in achieving your goals	20 33,33%	40 66,66%

Table.3.4 notes that most of participants 66, 66% answered by "No" and 33, 33% by "Yes". This means that they are sure that positive motivation helps them to achieve their goals, and it is the first step of success and to achieving goals.

Table.3.5 Learning and achieving goals without motivation

N°	Statement	Yes	No
5	You can learn and achieving your goals without motivation	16 26,66%	44 73,33%

Table.3.5 states that the majority of the participants73, 33% responded by " No" and 26, 66% answered by "Yes". One see, most of the participants decided that they cannot learn and achieve their goals without motivation, because it is the corner stone in the process of success.

As we have mentioned above, the third part of the questionnaire turns around the relationship between motivation and students' achievement. The results obtained from this part show that first year master students are aware and know the role of motivation in achieving their goals and they related the achievement of their goals with it .For that, there is strong relationship between motivation and their achievement.

Conclusion

This chapter is devoted to present information concerning the methodology and procedures for data collection. Data have been collected from 60 students using a two Yes/No questionnaire. The data collected have been analyzed by means of descriptive statistics. The results of this study show that all the participants hold motivation towards learning English language, but the majority of them hold instrument and extrinsic motivation rather than integrative and intrinsic motivation. This means that the majority of participants learn English language just for achieving their goals; they do not learn language to obtain knowledge and culture. Also the results show that first year master students are aware and know the importance place of motivation in their goals.

General Conclusion

and

Recommendations

General Conclusion

The present study aims at investigating the English learning motivation types that hold by first year master students at UKMO towards learning English language. The achievement of these aims serves to answer two questions; one is related to the different types of motivation that the participants hold toward learning English language, the other related to the relationship between motivation and students' learning achievements.

The above mentioned questions need answers for which we have conducted in theoretical chapter which consisted of a review of the literature about the concept of motivation, such as definition, theory and types of motivation. Then, we have collected data by means of questionnaire which includes 25 questions.

The questionnaire is divided into three parts. The first part is about personal information. The second part is divided into two groups, the first group consists of 10 items by which we have attempted to investigate which type of motivation holds towards learning English language instrumental or integrative according to Gardner's Theory ,also the second group has the same number of items and the same purpose, but with other types of motivation intrinsic and extrinsic according to Self-Determination Theory .As for the third part, it consists of 05 questions to find the relationship between motivation and learning achievement .The questionnaire was administered to60 participants both females and males.

To analyze the questionnaire, we have used a descriptive statistics method. The first part of the questionnaire, we can see that the participants are females and males. While the second part of the questionnaire is aimed to investigate which type of motivation hold by students toward learning English language.

The results obtained from this part revealed that all the participants have motivation but different according to the reasons and the goals they want to achieve, but the majority of participants have extrinsic and instrumental motivation more than intrinsic and integrative motivation, because the majority of them learn English for external rewards such as: enhance their chance to interact with the target community, or passing an exam. In addition, nowadays the majority of works and jobs depend on English language so; students can easily get the job, this mean that students use it like an instrument to achieve their goals.

As for the results obtained from the third part of the questionnaire, they reveals that the participants know the relationship between motivation and their achievement, they are aware that motivation plays a great role in their achievement and their lives, and they know that motivation is an essential factor that determines the success and failure.

On the basis of findings of this research, we concluded that all the students have motivation but it differs according to goals, intrinsic motivation to interest in learning English language and extrinsic for use it as an instrument to achieve external rewards or goals.

Recommendations

On the basis of the results obtained from the questionnaire, we strongly suggest some recommendations which are the following

For the Learners

- We observed that the majority of master students hold extrinsic / instrument motivation rather than intrinsic/integrative motivation, but these types are not appropriate to obtain more knowledge, for that should take into account the intrinsic motivation.
- The learners should be aware of the historical background of English language.

- The learners should know more about the culture taught through English language

- Don't learn just for getting money.

For the Teachers

- The teacher should provide students with variety of activities and tasks.

- The teacher helps learners to feel that they are valued members of a learning community.

- The teacher should provide a safe climate physically and emotionally.

- The teacher motivates their learners by using her style in learning process.

For the Administration

- We must put an academic exam to select only the students who really want to study English language.

References

References

Ames,C.(1992).*Classrooms:Goals,Structures and Student Motivation.*

      Journal of educational Psychologist,28,117-48

Deci,E.L. (1971)*Intrinsic motivation*.New York :Plenum

Deci,E.L.,&Ryan,R.M.(1985). *Intrinsic motivation and self- determination in human*

behavior. New York,NK: plenum.

Deci,E.L.&Ryan,R.M.(2004).*Handbook of Self-Determination Reaserch*. Roch

      NY: University of Rochester Pres

Dornyei, Z. (1994a). *Understanding L2 Motivation: On with the Challenge*.

The Modern Language Journal, 78(4),515-523

Dornyei, Z. (1994b). Motivation and Motivating in the Foreign Language Classroom.

The Modern LanguageJournal, 78(3), 273-284

Dornyei , Z.(1998).*Motivation in second and foreign language learning* .

Language teaching.31, pp., 117-135.Combridje: Combridje University Press.

Dornyei, Z. (2001). *Teaching and researching motivation*. Harlow: Longman.

Dornyei, Z. (2005).*The psychology of the language learner: Individual*

differences insecond language acquisition. Mahwah, NJ: Lawrence Erlbaum.

Ellis, R. (1994). *The Study of Second Language Acquisition*.Oxford: Oxford University Press.

Falk, J. (1978). *Linguistics and language: A survey of basic concepts and implications*

(2nd ed.). JohnWiley and Sons.

Gardner; R.C.(1985).*Social psychology and second language learning:*

      The role of attitudes and motivation. London, GB: Edward Arnold.

Gardner, R.C& Lambert, W.E.(1972). *Attitudes and motivation in second- language learning.*

Gardner, R. C&MacIntyre .(1991)..*An instrumental motivation in language study:*

Who says it Isn't effective? Studies in second Language Acquisition, 13:1,57-72.

Good, T. (1983). Classroom research: A decade of progress. *Educational*

Psychologist, 18, 127-144. http://dx.doi.org/10.1080/00461528309529270

Good, T. L., & Brophy, J. E. (1986). School Effects. In M. Wittrock (ed.),

Handbook of Research on Teaching. NewYork: Wiley.

Horwitz, E. K, and Cope, J. (1986)Foreign language Classroom Anxiety.

The Modern Language Jornal,70(2),125-132.

Noels, K,A.(2001).*New Orientation in Language Motivation :*Towards a Model

of Intrinsic, Extrinsic, and Integrative Orientation and Motivation.

Maherzi, S.(2011).*Perceptions of Classroom Climate and Motivation to Study*

English in Saudi Arabia: Developing a Questionnaire to Measure Perceptions

and Motivation. Electronic Journal Of Research In Educational Psychology,

9(2), 765-798.

Oxford, R. (1996).*Anxiety and the language learner*: new insights.In.R.Oxford(ed),

Language learning motivation: pathways to the new century (pp.58-67).

Honolulu:U. of Hawaii .Press.

Shearin, j. & jOxford, R,(1994).*Language learning motivation: Expandin*

The theoretical framework. The Modern Language Journal, 78,12-

Purdie, N. (2003). Self-Identity and Positive Outcomes of Schooling for Indigenous

Australian Students. Queensland University of Technology Australia

Reimann, A. (2001). *Motivation for acquiring English as a second language*:

An investigationof Chinese and German native speakers.TokohaGakuen University.

Faculty of foreign studies.

Richards, J. C. & Theodore, S. R. (1988).*Approaches and Methods in Language Teaching*.New York: Cambridge University Press.

Ryan, R. M., & Deci, E. L (2000) *Intrinsic and extrinsic motivation: Classic definitions and new direction*s. Contemporary educational Psychology25, 54-67

Ryan, R .M, .& Deci, E.L(2000b).*Self-Determination: theory and the Facilitation of Intrinsic Motivation, Social Development, and Well being* .American Psychologist,55, 68-78

Schmidit, R., Boraie, O,.&Kassabage ,O(1991).*foreign language motivation : internal structure And external connections*, in R.L.Oxford (ed.), language learning :Pathways to the New century. Honoluu : university of Hawai i Press.

Takase, A. (2007).Japanese High school student' Motivation for Extensive L2 Reading.*Reading In A Foreign Language* .19(1), 1-18.

Ushioda, E. (1996). *Learner Autonomy 5: The Role of Motivation*. Dublin: Authentik.

Vaezi Z (2008). Language Learning Motivation among Iranian Undergraduate Students. Southwest Jiaotong University. Department of Foreign Languages and Linguistics.World Applied Sciences Journal, *www.idosi.org/wasj/wasj5(1)/9*

Williams, M., & Burden, R. L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.

Yu-mei, L.(2009). *On motivation and college English learning*: Sino EngTeaching,6,57.

Appendix

A

Student's Questionnaire

Kasdi Merbah University - Ouargla

Faculty of Letters and Languages

Department of Letters and

English language

Student's Questionnaire

Your participation in this survey and your

answer will help me to complete my research which is entitled

'English learning motivation types'

It aims to investigate which types of motivation hold by learners towards

learning English language.

Part One:

Personal information

This part of questionnaire it is important for that please tries to Croce which

gender are you

Gender: male ☐   female ☐

Part two

Reason for learning English language

The following section asks for the reasons you are learning English, for instrumental/integrative/intrinsic/extrinsic

please cross the best answer according to their reason for learning English language (motivation).

A) Instrument/Integrative motivation

I want to learn English ,because:	NO	YES
I want to pass my public exam.		
I want to be part of English – speaking groups.		
I want to understand English, Arts, Literature and History.		
I want to understand English movie and video.		
I want to learn about foreigner's lifestyle in English speaking countries.		
I want to use English Language in my future career.		
I want to participate in the activities of other cultural groups.		
I want to know and communicate with Foreigners.		
It is the way to gain more knowledge.		
I want to travel to English countries.		

B) Intrinsic /Extrinsic motivation

I want to learn English ,because:	NO	YES
I have special interest in Language Learning.		
I want to obtain a university degree.		
I want to learn it because I love it.		
It is an important Language in the world.		
Learning English makes me feel happy.		
It is useful when I travel in the world.		
It offers a new challenge in my life.		
I want to get good job and position.		
I want to be a part of native speaker.		
I need to communicate with native speakers.		

Part Four

Relationship between Motivation and Achievement' Goal

Relationship between motivation and achievement' goal:	Yes	No
1-your motivation helps you to succeed in your work:		
2-your motivation plays a vital role in achieving your goals:		
3-when you have a negative motivation you can success in achieving your goals:		
4-when you have positive motivation you can fail in achieving your goals		
5-you can learn and achieve your goals without motivation:		

ABSTRACT

This study attempts to investigate English learning motivation types that hold by first year master student at Ouargla University. This study is divided into two parts, Theoretical and Empirical. Thus by adopting a descriptive method, the data were collected by means of questionnaire which was administrated to total number of 60 students. The results that obtained confirm the hypothesis to some extent and we obtained that the majority of students hold extrinsic motivation. And we have completed this study with a set of recommendations.

Key terms: English language, motivation, motivation types.

ملخص الدراسة:

ان الهدف من هده الدراسة هو تبيين اي نوع من المحفزات يحمله طلاب السنة اولى ماستر اتجاه تعلم اللغة الانجليزية بجامعة ورقلة .وتنقسم هذه الدراسة الى جزأين نظري وتطبيقي .اتبعنا المنهج الوصفي بحيث تم اعداد استبيان من اجل الحصول على المعلومات. وقد تم توزيع الاستبيان على 60 طالب. و النتائج المتحصل عليها اكدت الفرضية الا مدى بعيد وتحصلنا على ان معظم الطلبة يحملون محفزات خارجية . واكملنا هده الدراسة ببعض الاقتراحات.

الكلمات المفتاحية: اللغة الانجليزية, المحفزات, انواع المحفزات