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Section of English

UNDERSTANDING STUDENT DEMOTIVATION TO LEARN ENGLISH
(Case of First Year Students at the French Department: LMD System at Abou Bakr Belkaid University -Tlemcen)

Dissertation submitted in partial fulfilment of the requirement for the Magister degree in **TEFL** and **Applied Linguistics**

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Dedication

First of all I would like to express my sincere and deepest gratitude to my family especially my dear parents for their help and support.

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Abstract

The present research tries to provide an idea about attitude and motivation in the teaching of English in our institutions and universities and attempts to recognise factors affecting students' motivation to learn the English language especially for the first-year LMD students at the French department, Abou Bakr Belkaid University, Tlemcen. Despite, the importance of the English language, there are some students who remain de-motivated to learn it mainly because of their low level. Along a descriptive study, the attempt is to highlight the nature of 'demotivation' and identify the causes of this lack of interest to the English module. The present work approaches an analysis based on theory and practice and is divided into four main chapters presented as follows:

The first chapter is devoted to the definition of attitude and motivation and their influence on learning especially language learning which is considered as a hard task which can be frustrating. Much research has been conducted on language learning motivation but less on the demotivating factors in the learning of second/ foreign language and a few studies have addressed them. Our concern in this chapter is to understand demotivation and the demotivating factors that students encounter during the learning of English.

The second chapter is a description of the ELT situation at Abou Bakr Belkaid University, Tlemcen as well as the teaching/learning situation, and a critical approach is applied in order to analyse the teaching of the English module for the LMD students and determine its shortcomings .It is therefore followed by an account of data collection.

The third chapter is the analysis of the data collected under the form of class observation as well as students and teachers' questionnaires in order to stand for the fact that students' low achievement is due to their demotivation and also to identify the obstacles the students encountered during the learning process.

Finally, the fourth chapter tries to give some remedies to the problems facing LMD students while learning the English module. The findings of this research show that the factors that demotivate our students the most are their weaknesses in grammar and vocabulary and the methods used by the teacher. Some recommendations are suggested to enhance students' motivation and interests in foreign language classroom.

List of Figures:

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List of Acronyms:

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

L2: Second Language

DES: Specialised Studies Degree

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General Introduction

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning. The original impetus in second/foreign motivation research comes from the social psychology since learning the language of another community simply cannot be separated from the learners' social dispositions towards the speech community in question. More specifically, motivation is conceptualized to subsume three components: motivational intensity, desire to learn the language, and attitudes towards learning the language. However, motivation can be directed either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental).

Theories of motivation generally seek to explain why and how students are not motivated to learn English and which reasons make the others loose their motivation. Therefore, teachers are interested in finding-out what they can do to overcome weakness in students' motivation to learn. More specifically, teachers are eager to find ways of increasing students' engagements in learning activities since, students' active participation in class helps a lot in learning efficiently and makes teaching more pleasant in the classroom.

The present study intends to highlight the extent of students' motivation (the case of first- year LMD students at the French department Abou Bakr Belkaid University- Tlemcen) in learning English as a foreign language. Therefore, the aim of this research is to understand the demotivating factors that those students encounter during the learning of the English language. In order to find some solutions to these problems one can put forward the following research questions:

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- Are first- year LMD students motivated to learn the English language?
- How students' motivation is affected?
- What can be done to improve their motivation?

With the above research questions, the following hypotheses are suggested:

With respect to the first question, the investigator thinks that first -year LMD students display a lack of interest in learning the English module mainly because of their low level which makes them encounter obstacles whether in the written or spoken form. It means that students have difficulties to manipulate the four skills either listening, speaking reading or writing.

As for the second question, it can be suggested that students' motivation is affected by many factors such as the complete absence of a syllabus, methods used in teaching English or teacher's behaviour in the classroom. Furthermore, students' demotivation is due to many shortcomings such as their language proficiency deficiencies.

And the final question is to consider students' needs and expectations in order to improve the teaching of the English module for the first- year LMD students. In other words, the investigator has to find some solutions to motivate students to learn.

As motivation is an important factor in the learning process, it is hoped that the present investigation would help to enhance students' motivation as well as to develop the teaching/learning situation and to find some remedies in the teaching of the English module.

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Chapter One:
Literature Review

1.1. Introduction :

Motivation is considered as an important issue to learn a foreign language especially the English language. Despite raised hopes which identified motivation as integrative, instrumental, intrinsic, and extrinsic, little progress was made in the following two decades. The problem of motivation is still arising and teachers have problems of students' lack of motivation. Therefore, the present chapter is an overview on attitudes and motivation; it will try to present the major kinds of motivation, its characteristics and theories without neglecting the focus on demotivation as well as the way students are affected throughout demotivating factors that they encountered during the learning process.

1.2. Definition and Kinds of Motivation and Attitudes:

Research on motivation and attitudes in second and foreign language learning has been heavily influenced by the work of Gardner and Lambert, therefore, motivation is defined among the major factors for successful learning. It is an inner state that powers up behaviour and make its direction. Gardner (1972) defines motivation as;

> *"The combination of effort plus desire to achieve the goal of learning the language plus favourable attitude toward learning the language". (Gardner, 1972:63)*

The term motivation(1) presents a real mystery as explained by Dornyei; people use it widely everyday in different contexts and everyone thinks that motivation denotes something of high importance.

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" In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and successfully or unsuccessfully acted out". (Dornyei and Otto, 1998:65)

Motivation is perceived as the forces that account for the arousal, selection direction and continuation of behaviour, despite the divergence of the approaches used to study motivation, its definitions are uniform. The term 'motivation' is based on the Latin verb for "move," it is the force that makes us do something.

"Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. A cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego-enhancement". (Brown, 2000:160)

On the other hand, the concept of attitudes is complex and many definitions have been proposed to describe it, according to **All port (1954:54)**;

"Attitude is mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual responses to all objects and situations with which it is related".

The following diagram summarises the different steps involved in the motivation process. This model is an overview of learning motivation. For instance, a person who wants to learn is therefore, motivated either intrinsically or extrinsically (learner's attitudes towards the learning process). Once the learning factors are established (motivation, attitudes, aptitude) the goal is therefore, accomplished.

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┌─────────────────────────────────────┐
│    1- Needs and Expectations        │
│                                     │
│  (Internally or externally produced │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│           2-Motivation              │
│                                     │
│ (Desire to act, a psychological state reflected in │
│  learner's attitude towards the learning process)  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│         3-Learning Activity         │
│                                     │
│  (Linguistic realization which satisfies │
│                                     │
│  Communicative needs and expectations) │
└─────────────────────────────────────┘
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│   4-Fulfillment of a specific Goal  │
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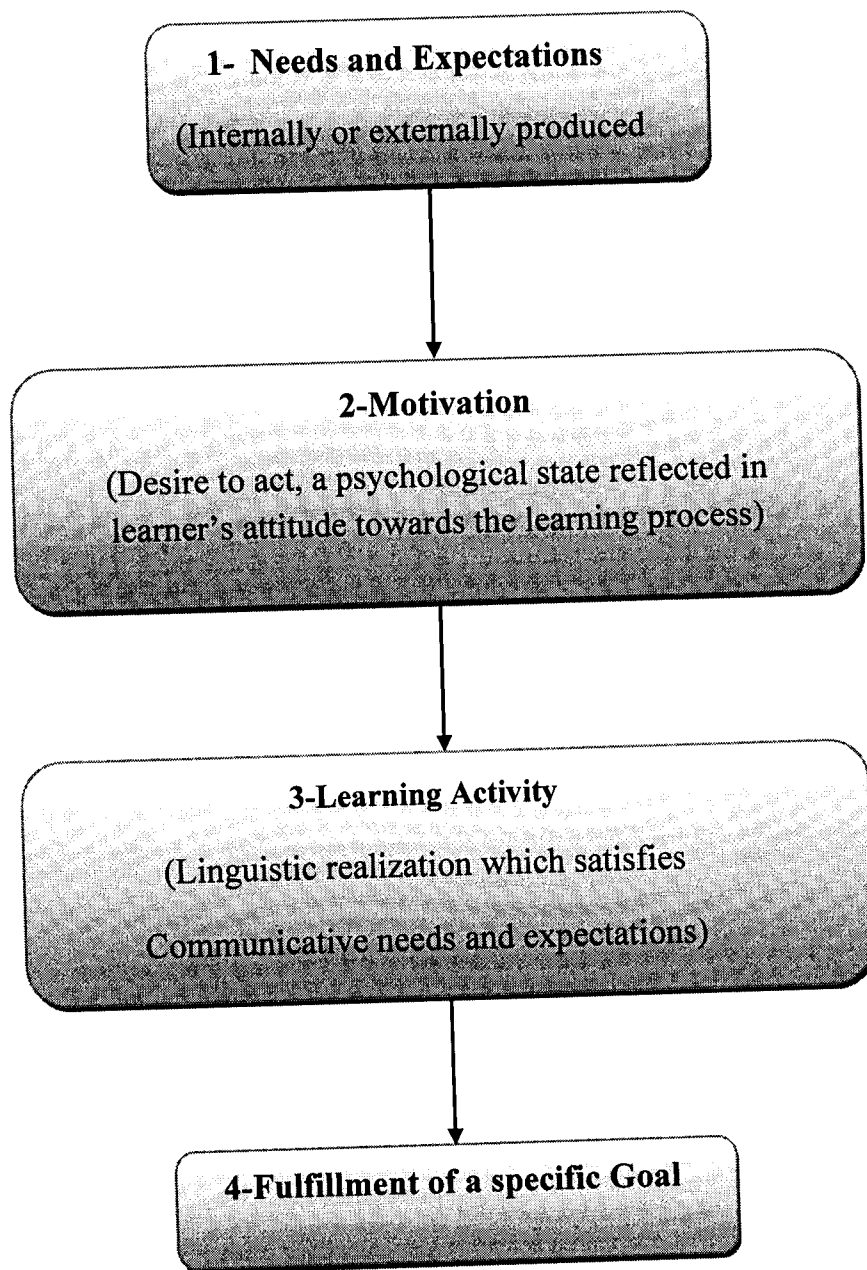
Figure 1.1: General Model of Learning Motivation (Harley, 1986: 29).

As for the learner's attitudes(2) towards the learning of L2 or foreign languages, Gardner pointes out that a learner with positive attitudes towards the L2 culture is more successful in learning the language than those who have negative attitudes. We cannot speak about kinds of motivation without citing Deci and Ryan (1975) who identify the most famous types of motivation which are intrinsic and extrinsic, they have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. Intrinsic motivation comes from within the individual; thus a person may be motivated by the enjoyment of the learning process itself or by a desire to make himself feel better. In this respect, Deci notes that,

"Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward". (Deci, 1975:23) cited in Brown (2000:164)

However, extrinsic motivation is argued to vary considerably in it relative autonomy and thus, can either reflect external control or true self-regulation. It is caused by any number of outside factors.

"On the other hand, extrinsically motivated behaviours are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback". (Brown, 2000:164)

Most researchers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success, even where the original reason for taking up a language course, for example in extrinsic motivation, the chances of success will be greatly enhanced if the student comes to the learning process.

The following diagram provides two types of motivation,
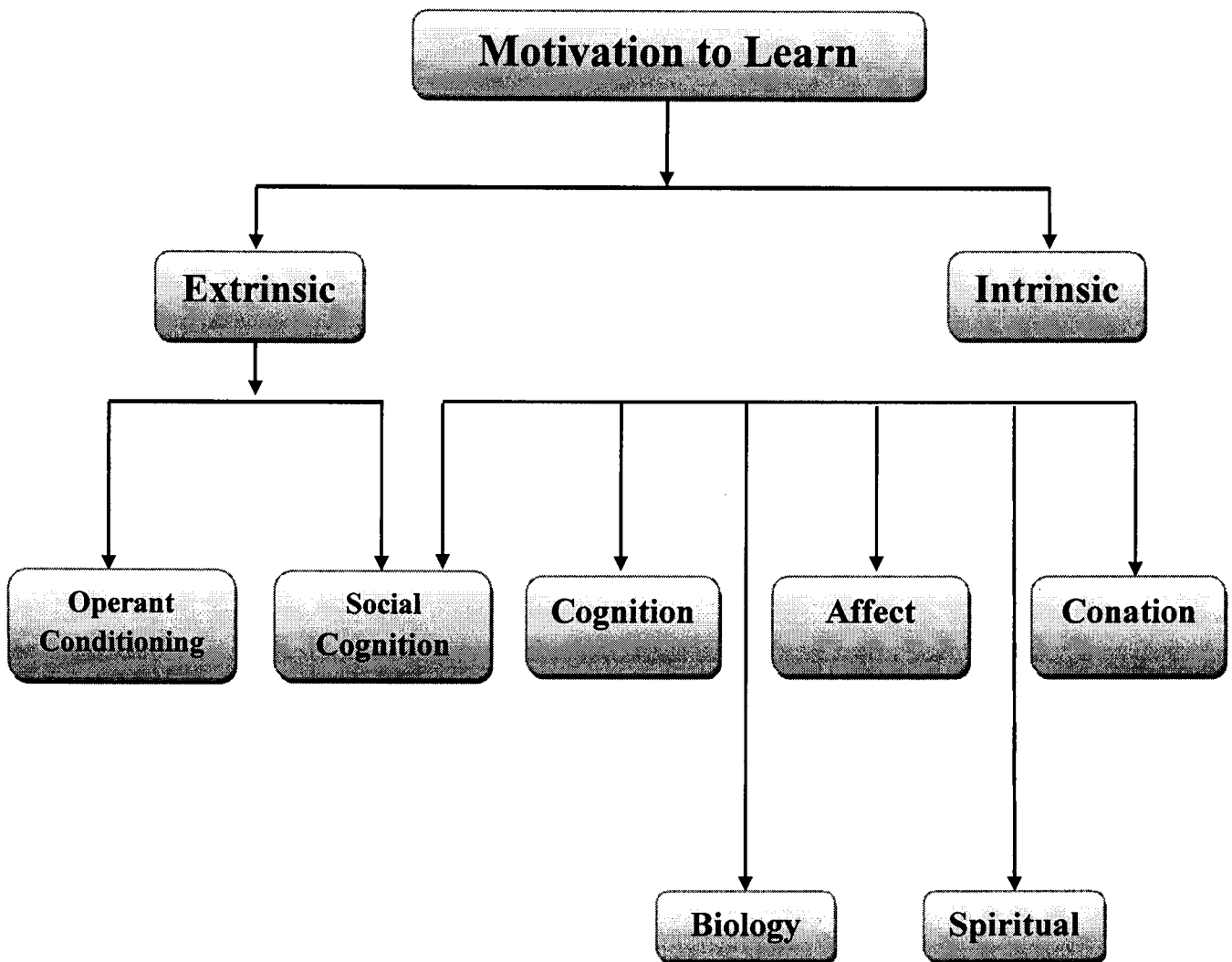
Figure 1.2: Types of Motivation (Huitt, 2001:2).

In general, explanations regarding types of motivation can be categorized as either extrinsic or intrinsic. Intrinsic sources and corresponding theories can be further subcategorized as either body/physical, mind/mental (i.e., cognitive, affective, conative) or transpersonal/spiritual.

By 1990's Gardner's motivation theory had a great influence in second language motivation research. Gardner and Lambert (1972) identified two basic types of motivation; integrative and instrumental. Integrative motivation is characterised by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community, as described by Brown;

> *"The integrative side learners who whished to integrate themselves into the culture of the second language group and become involved in social interchange in that group". (Brown, 2000:162)*

Whereas, instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus, referring to a more functional reason for language learning.

> *"The instrumental side of dichotomy referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation and so forth". (Ibid, 2000:162)*

It is important to underline that in 1972, integrativeness and instrumentality were referred to as types of motivation, a number of years later, Gardner and Mc Intyre in 1991 referred integrativeness and instrumentality to a dichotomy.

1.3. Theories of Motivation, Attitudes and Language Learning:

Whereas early theories of motivation strove to be comprehensive by postulating relations between multiple constructs expressed as mathematical algorithms, the 1970s saw the start of a new trend that gained momentum in the 1980s and 1990s. This new trend was to concentrate on the study of specific motivational constructs and build "reductionist models of motivation" (Dörnyei, 2001: 12).

However, since the turn of the millennium, the field has been witnessing what seems to be a renewed interest in building conceptual frameworks that are more comprehensive and use multiple perspectives to study motivation, not just in terms of its structure, but also as a dynamic process in natural classroom contexts. Among the most famous and important theories of motivation there are Gardner's motivation theory (1960), Schumann neurobiological model (1998) and Dornyei and Otto's model (1998). However, it is important to mention Maslow motivational model called 'Maslow's Hierarchy of Needs' which was developed in 1940-50's in the United States and this theory remains valid today for understanding human motivation, management training, and personal development.

Figure 1.3: Maslow's Hierarchy of Needs (Huitt, 2004:2)

Maslow hierarchy of needs is that each of us is motivated by needs; our most basic needs are inborn, having evolved over tens of thousands of years. Abraham Maslow's Hierarchy of Needs helps to explain how these needs motivate us all. That we must satisfy each need in turn, starting with the first, which deals with the most obvious needs for survival itself. Only when the lower order needs of physical and emotional well-being are satisfied are we concerned with the higher order needs of influence and personal development.

1.3.1. Gardner's Motivation Theory:

Motivation theory in second language learning has been proposed by Gardner and his colleagues in Canada. Therefore, he became the founder in this field.

"It is no accident that L2 motivation research was initiated in Canada and that it was dominated by a social psychological emphasises there. The understanding of the unique Canadian situation with the coexistence of the Anglophone and the francophone communities speaking two of the world's most vital languages has been an ongoing challenge for researchers in the social sciences". (Gardner and Lambert, 1972) quoted in Dornyei(2001:47)

The foundation of Gardner's theory was laid down in the 1960's and was grounded in social psychology. However, during the subsequent decades, as a consequence of cognitive revolution that took place in psychological research, several influential cognitive motivation theories were proposed in the field of psychology. Therefore, the L2 motivation researchers started to use these theories to better understand L2 motivation. So that, motivation according to Gardner is composed of three components which are:

1- Motivational intensity
2- Desire to learn
3- Attitudes toward learning the language

Gardner argued that these three components belong together because the truly motivated learner displays all three. The most developed and researched facet of Gardner's theory is the integrative aspect, the significance of this concept appears under three different forms; integrative orientation, integrativeness and the integrative motive. Yet, in spite of the importance attached to this concept, the notion has remained an enigma.

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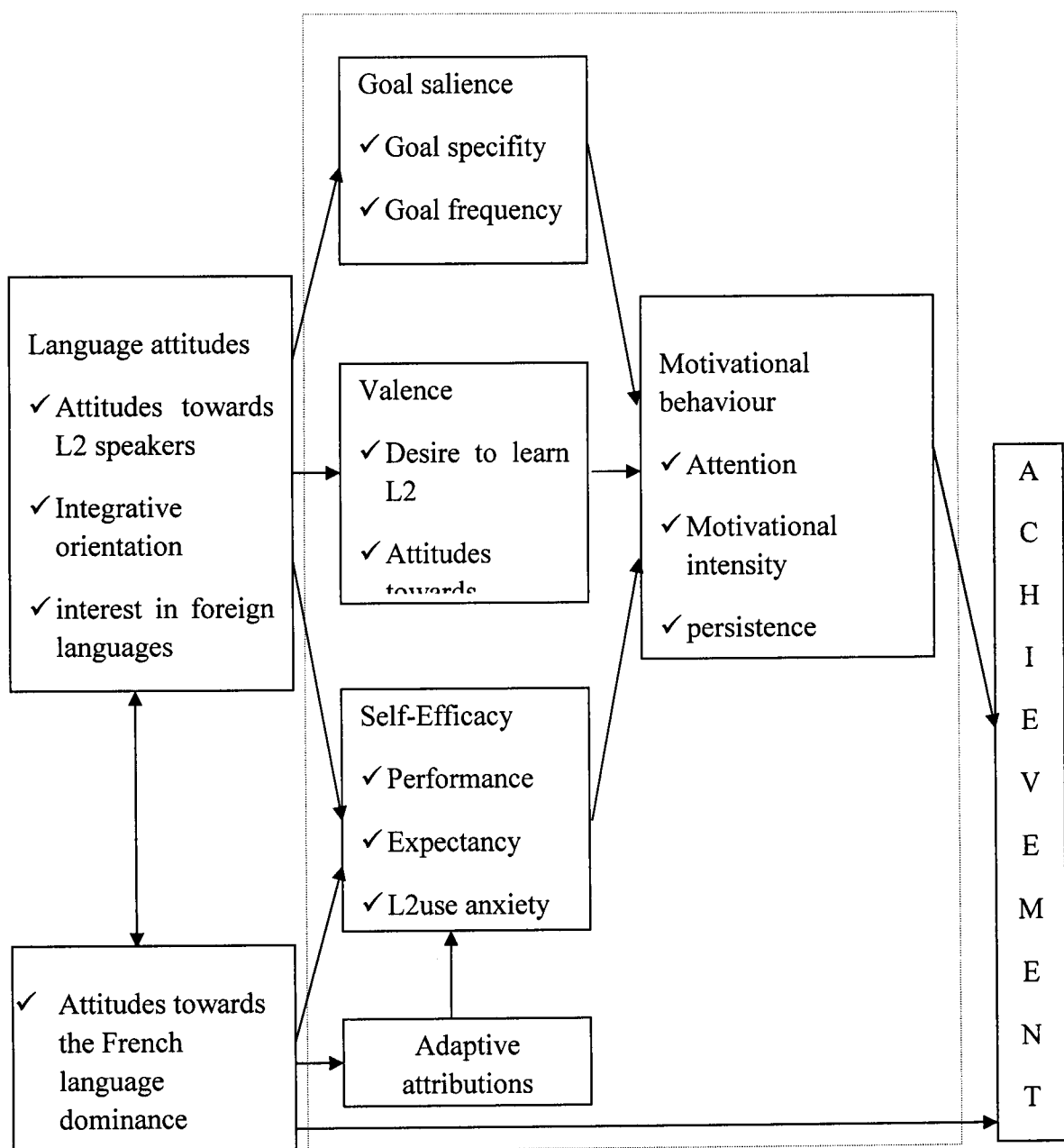
Figure 1.4: Tremblay and Gardner's Model of L2 Motivation (cited in Dornyei, 2001:54).

Gardner (1982) attempts to interrelate four features of second language acquisition: the social and cultural milieu, individual learner differences, the setting and context. In Gardner's model, one of the most influential in second language acquisition is the four individual differences: intelligence, language aptitude, motivation, and situational anxiety. However, in the revised socio-educational model, Gardner

(2001) presents a schematic representation of this model. There are four sections, external influences, individual differences, language acquisition contexts, and outcomes. In the socio-educational model, motivation to learn the second language includes three elements. First, the motivated individual expends effort to learn the language. Second, the motivated individual wants to achieve a goal. Third, the motivated individual will enjoy the task of learning the language.

1.3.2. Schumann's Neurobiological Model:

During the last decade, Schumann and his colleagues have been examining L2 acquisition from a neurobiological perspective. As a result, Schumann has developed a model of sustained deep learning. According to the model, the brain evaluates the stimuli it receives and this leads to an emotional response. This theory offers a completely new type of validity of motivation by making relation between abstract theoretical constructs and concrete biological mechanisms detected in the brain.

Schumann postulates five dimensions which are:

1 Novelty (degree of familiarity)

2 Pleasantness

3 Goal/ need significance

4 Coping potential

5 Self and social image

This theory is still in continuous development, and lies in the fact that it offers a completely new type of validity for motivation theories, by connecting abstract theoretical constructs to concrete biological mechanisms detected in the brain.

"The main attraction of this approach from this perspective lies in the fact that it offers a completely new type of validity for motivation theories by connecting abstract theoretical constructs to concrete biological mechanisms detected in the brain". (Schumann, 1998:61)

1.3.3. Dornyei and Otto's Model:

The fluctuation of L2 motivation over time and the conceptualization of motivation as evolving in stages have been matters of interest since the late 1990s, particularly in Europe by Dornyei and Otto (1998), Williams and Burden (1997) and Ushioda (2001). However, the only fully developed and comprehensive process- oriented model of L2 motivation to date is Dornyei and Otto's model (1998) and its subsequent elaboration.

A process-oriented approach can potentially integrate various research trends, and seems necessary when trying to account for the evolution of motivation over time, or when examining motivation in relation to specific learner behaviours and classroom processes.

The Dörnyei-Ottó process model of motivation (1998) is based on Heckhausen and Kuhl's *Action Control Theory.* Action Control Theory is elaborate, but it is only necessary to highlight one main aspect here. Since motivation accounts for not only why individuals come to engage in an activity but also for how long they persist and how much effort they invest in it, Action Control theory distinguishes two sequentially ordered phases within the motivated behavioural.

This model organises the motivational influences of L2 learning along a sequence of discrete actional events within the chain of initiating and enacting motivated behaviour. The aim of this model of motivation is first to introduce a process-oriented perspective of motivation as an alternative to the product-oriented approach.

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The second aim is to synthesize within a unified framework. In order to achieve these aims, Dornyei-Otto model divides the motivated behavioural process into three main stages;

Preactional stage which preceeds the decision to act. Then, the two stages that follow the latter one are the actional stage and the post actional stage. The key of this model is that each of theses stages is associated with different motives.

MOTIVATIONAL INFLUENCES **ACTION SEQUENCE**
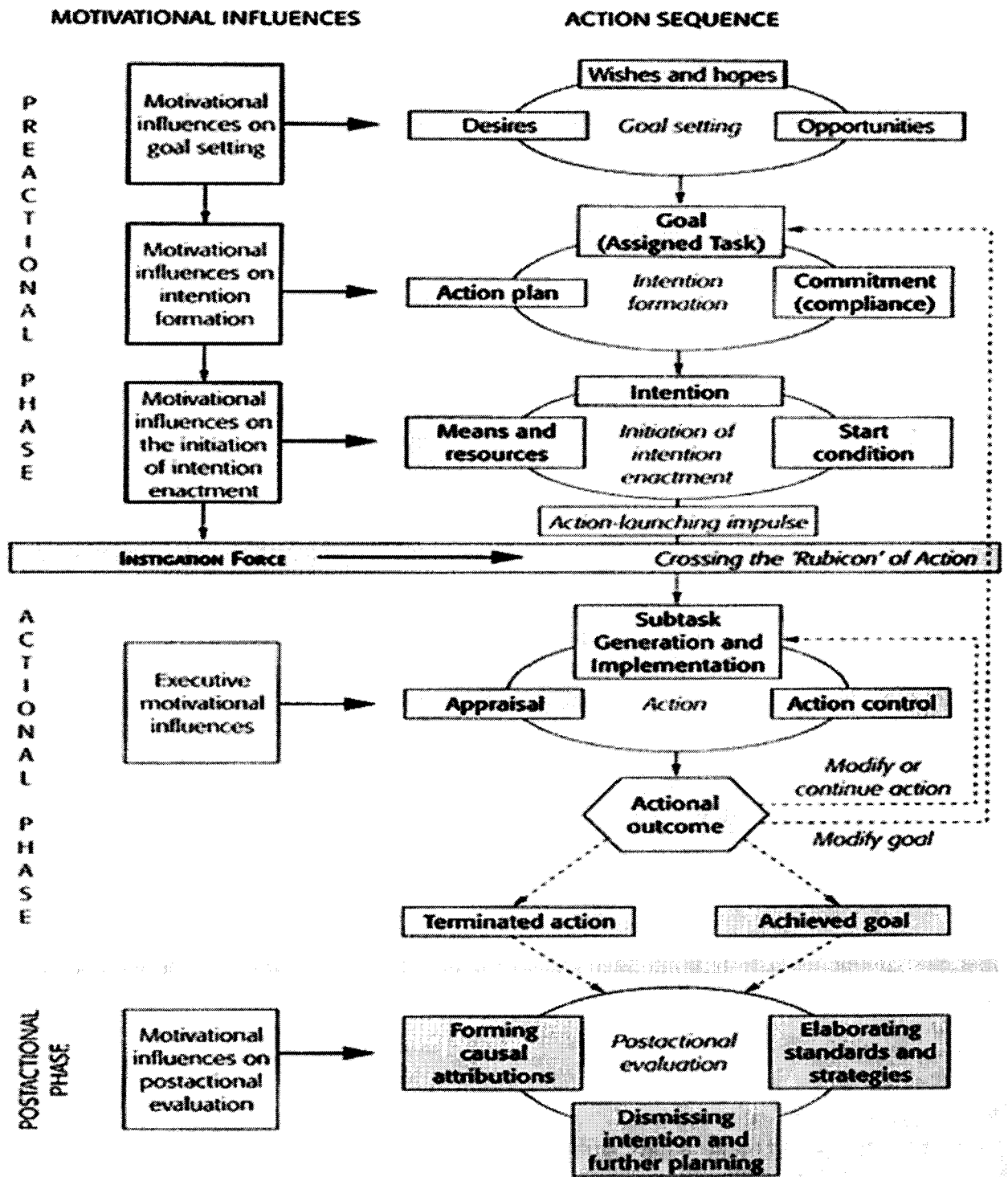
Figure 1.5: Dornyei and Otto's Process Model of L2 Motivation (1998:48).

This figure presents a schematic representation of the proposed model of L2 motivation which contains two main dimensions: action sequence and motivational influences. The first dimension represents the behavioural process whereby wishes and desires are transformed into goals then into intentions and to the accomplishment of the goals. The second dimension deals with motivational influences including the motivational forces that underlie behavioural process.

1.4. Motivation vs. Demotivation:

As English has become more and more important as an international language in most countries around the world, large numbers of students are being required to learn it through compulsory programmes in schools and universities. Yet, despite its apparent utility as a world language and the fact that students must pass examinations in it to graduate, many students are failing to learn it. Many students do not seem ever to have developed any interest in learning English, this is what we call 'Amotivation' or if they have, they seem to have lost that interest for some reason, this is called 'Demotivation'. It is essential to know the significance of both amotivation and demotivation in order to make difference between them. Amotivation as defined by Deci and Ryan (1985) refers to *"the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when face with the activity"*.

And according to Valerands' (1997) people can be amotivated because:

✓ They think they lack the ability to perform the behaviour.

✓ They do not consider the strategies to be followed effective enough.

✓ They think the effort required to reach the outcome is far too excessive.

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✓ They have the general perception that their efforts are inconsequential considering the enormity of the task to be accomplished.

As our research is based on students' demotivation, it is important to understand this term and the factors that caused this demotivation. According to Dornyei; *"A demotivated learner is someone who was once motivated but has loss his/her commitment for some reason". (Dornyei, 2001:142)* He adds; *"if we think about demotivation, is not at all infrequent in language classes and the number of demotivated L2 learners is relatively high". (Ibid,2001:141)*

That is, they have become demotivated in both cases, their achievement in English as a foreign language has been negatively affected. The research finding revealed three types of demotivation:

1 *The teacher influence* (behaviour): it means that the teacher behaviour can influence the student either positively if this latter is well prepared, used motivational approaches and his lecture atmosphere is pleasant or negatively if he always punish his/her students, is very strict and do not explain the lesson.

2 *The student environment*: it is important for the students that their environment is pleasant and helps them to learn through different manners as by providing the necessary materials (books, computers...) or encouraging the students to learn.

3 *The course*: is very decisive to motivate the students or not, for instance, if during the lecture there is a lot of noise, or if the course is uninteresting or boring. Therefore, the students will not be able to learn.

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As demotivation(3) is considered to be a frequent phenomenon related to the teacher's interaction with the students. In L2 studies, in particular, the interest in demotivation has been aroused by a different reason. The L2 domain is most often characterised by learning failure, in the sense that merely everyone has failed in the study of at least one foreign language. So, language learning failure could be related to demotivation. Among the researchers, Oxford (1998), Chambers (1993), Ushioda (1998) and Dornyei (1998) have investigated demotivation in relation to language learning. Demotivation(4) is a salient phenomenon that should concern every classroom, there are so many factors that affect students' motivation, and the teacher has considerable responsibility. Effective teachers are not necessarily those who successfully transfer cognitive information. Only motivated teachers can "produce" motivated students.

1.4.1. How Demotivation Affects Learning:

The researchers are concerned with student motivation and what teachers can do to foster it. The notion "student demotivation" was introduced by Dornyei in 2001. In light of Dornyei's considerations; *"demotivation' concerns 'specific forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action". (Dornyei, 2001:93)*

Furthermore, Dornyei makes the distinction between 'demotivation 'and 'amotivation'. For him, 'amotivation' refers to a lack of motivation Thus, 'amotivation' is inextricably related to general outcome expectations that are deemed to be unrealistic, whereas 'demotivation' is related to specific external causes.

Student motivation is influenced by both internal and external factors that may encourage, intensify, sustain or discourage student behaviour.

Internal factors include the individual characteristics that students bring to their learning, such as their interests, responsibility for learning, effort make during the

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process of learning; it means; are the students confident or anxious when they approach new learning tasks?

It is also important to understand the external factors, which schools can affect the variables in learning conditions and environment that trigger, support, or change student motivation. Certain types of schooling practices may promote or hinder motivation, such as features of the classrooms, peer groups, tasks, and instructional practices.

Therefore, motivation affects learning positively, it means that a motivated student participates in the classroom, makes effort to learn, and communicates with his teachers. Whereas, a demotivated student is uninterested towards the lecture, he does not make effort to learn and acts indifferently if not negatively.

Demotivation may play a crucial role in the learning process, and there are many factors that affect learning such as the teacher personality, negative attitudes towards the L2 or the foreign language, negative attitudes also towards the target community, the materials used as the coursebook.

The list of factors is various and endless, this is why it is important to understand the reasons which make a motivated student becomes demotivated.

1.4.2. Factors Demotivating Foreign Language Learning:

In most foreign language classrooms where the language in question is a required school subject, there is the problem of demotivation. However, the weakness of English language learners in general is attributed to various factors such as teaching methodology, learner environment, and learner attitudes towards the language. Therefore, it is important for the teacher to be aware of the possible factors that may affect his student's motivation in order to be able to develop strategies to help his students learn English or another foreign language.

Many researches has been conducted on language learning motivation but less on the demotivating factors, Dornyei and Otto do not perceive motivation as a static phenomenon in general, on the contrary it is perceived as a dynamic factor affecting language learning.

Furthermore, making use on the results of a study conducted in secondary schools in Budapest, Dornyei(1998) identified nine demotivating factors, there are presented in the following table.

Demotivating factors	Examples
1-The teacher (personality, commitment, competence, teaching method)	-The teacher shouted all the time. -The teacher always had his favourite and he concentrated on them.
2-Inadequate school facilities (group is too big or not the right level, frequent change of teachers)	-it was really off-putting that in 10 years we had 11 teachers, they kept changing… every body tried out a new method.
3-Reduced self –confidence (experience of failure, or lack of success)	At first, I was confident in learning English and I worked very hard but I got always C or D during the four years.
4-Negative attitude towards the L2	When I studied German, I worked very hard but I realised that I didn't like the whole structure of the German language.
5-Compulsory nature of L2 study	In secondary school, we had to choose one foreign language, I didn't really want to choose German I want French but German was the second useful language
6-Interference of another foreign language being studied	German is similar to English in many ways, and this really irritates me because I keep saying German words instead of English.
7-Negative attitude towards L2 community	The American culture we get is not very attractive to me
8-Attitudes of group members	I always felt embarrassed in class because my English wasn't very good and neither was my pronunciation, I always felt that the others were laughing at me.
9-coursebook	We used I think the worst coursebook in the world, I have seen several coursebook and this is one of the worst.

Table 1.1: Main Demotivating Factors Identified by (Dornyei 1998:152,153).

Generally most studies concerning the field of motivation and demotivation are concentrated especially on the personality of the teacher, teaching methods, learning context in addition to the learner's attitudes toward the L2 or foreign language which play an important role in students' motivation or demotivation.

1.5. Attitudes and Motivation in EFL classroom:

The English language has an indisputable status as the international language all over the world, being not only the language of technology and science but of politics and economy as well; English has imposed itself in every domain. Subsequently, a great interest in and a large awareness are increasingly rising each day, as noticed by Baker; *"English has become firmly established as the international language of the present time". (Baker, 2003:2)*

Language learning is natural and universal. Therefore, the 21st century has been referred to many researchers, educators, business managers, and governments as "The Age of knowledge", a period of time in which the development of teaching and learning and the sharing of information will dominate world economies. This emergence of English language learning will acknowledge that the global economy and the explosion of information are changing the future for organisations of all kinds throughout the world, and English language is the key element in this transformation. Many societies are struggling against the challenges of building English language institutions and skills capable of making the *"Knowledge Society"* a reality. As states by *Pickford in Horne (2003:7);*

> *"English has not become a dominant world language primarily because of its linguistic qualities. It has been spread first by conquest and colonization and subsequently by the cultural and economic power of the Anglo-Saxon countries; especially the United States".*

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It means that English becomes a universal language mainly due to the political and economic power of the United States.

When a language is used globally as English, it obviously gains importance and enhanced status. There are some points which may express the use of English as a world language:

1- English is used as an official or semi-official language in over 60 countries.

2- It is dominant or well established in all six continents.

3- It is the main language of books, newspapers, airports and air traffic control, international business and academic conferences, science technology, medicine, sport, music and advertising.

4- Three quarters of the world's mail is written in English

5- Of all the information in the world's electronic retrieval systems, 80% is stored in English

6- English radio programmes are received by over 150 million people in 120 countries. (Crystal,2002:3)

The list is very long and the above points show that English is the first international language and it is important to know it.

Therefore, the mastery of English is very beneficial for students. Through the knowledge of English, students can achieve some goals such as getting a good job, a promotion, or a trip to foreign countries without barriers in communication. What's more, they can know more about the science and technology of English-speaking countries. The key is to make English course attractive and arouse students' curiosity to learn it. So the English class could be taught in different forms, such as using the computer, dialogues and taking debates.

In order to enhance attainment value of English, it is necessary for the teacher to provide students with chances of succeeding in English learning or with some verbal rewards. All these make students generate a sense of success and realise that learning English is important for them. Nevertheless, and despite its importance, the English language remains and is still in perpetual competition with the French language in Algeria mainly according to three points which are:

1- English is introduced in the Algerian school in the 1st AM, contrary to the French language which is introduced in the 3rd AP in the primary school.

2- Despite its rank as a foreign language, French exists in our daily life such as in our conversation, on TV and newspapers, majority of studies at university are in French whereas English is used at school, it is restricted to the classroom use only.

3- Unlike French which is considered as a first foreign language, English is considered as the second foreign language.

After the Algerian revolution in 1962, our society is still marked by the French colonization, People are affected by the French culture and the French language is mixed with our language and dialects.

"Language is a system of signs that is seen as having itself a cultural value, speakers identify themselves and others through their use of language, they view their language as a symbol of their social identity... thus we can say that language symbolizes cultural reality". (Kramsch, 2000:3)

It is clear that language is not only a means by which people express their ways of thinking, it is more then this, language is a symbol of culture and of a personal identity that is why the English language in Algeria is considered as the second foreign language because of the French heritage which is rooted. Horne

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(2003) claims about language and culture;

> *"Language carries culture, and culture carries language, particularly through orature and literature, the entire body of values by which we come to perceive ourselves and our place in the world...language is thus inseparable from ourselves as a community of human beings with a specific form and character, a specific history, a specific relationship to the world".(Horne, 2003:15)*

From this point of view, we can see that language and culture cannot be analysed in isolation because culture constitutes an integral part of language teaching. Language learning is an intercultural experience as far as it allows us to interact with other persons from different cultures.

Learner's attitudes towards the English community and culture influence their curiosity and attention to learning, and attitudes are affected to large scale by the value of the English language, thus, it is necessary to enhance English-related values to students. It is well known that English now is an international language. It is widely used in economy, culture, business and other important fields. Learning English is considered important primary because it provides exposure to other people and different cultures, it may lead to a great awareness about these cultures and understand people's ways of thinking and behaviours, in addition the use of foreign languages as a means of communication to promote cultural exchanges, especially the English language which is considered as a world language. Thus, people have to learn it for different reasons as for a job, cultural exchanges, studies and the list is long. As Graddol (200.6:109) notes,

> *"We are entering a phase of global English which is less glamorous, less news-worthy, and further from the leading edge of exciting ideas. It is the 'implementation stage' which will shape future identities, economies and cultures. The way this stage is managed could determine the futures of several generations".*

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It is necessary to know the problems relating in a general sense to attitudes, motivation and proficiency achievements of the students and the teachers of English has to take into consideration social and institutional context while teaching a given language.

Algeria is aware of the importance English has in the world, that is why, young people want to learn it but the teaching of English is not efficient and teachers generally have no academic background. In the 1990's, there was a real lack of materials and textbooks but now, the schools and universities are equipped with computers, books and magazines are more and more available in the libraries and at universities, internet exist in nearly each home and institution; an important number of people are learning English, students who enter the university should learn this language as in the case of the French department, the students of the LMD system have to study the English module.

It is essential to know English nowadays, but in our society the attitudes towards the English language is divided into two categories, the first category is composed of students who want to learn English for integrative and instrumental reasons such as to get a job, to meet other people, know different cultures, whereas the other category has a negative attitude towards English because of the political problems that happened in the world.

The role of attitude on the language process should be taken into consideration, because attitudes of students towards language are closely associated with the success or failure in language learning. The studies of Gardner and Lambert (1976) emphasise the importance of attitude in foreign and second language learning. Chambers clarifies by stating that;

"Pupils do not come to the foreign languages classroom as tabulae rasae. They bring with them some attitude born of conversations shared with family, friends, the media and personal experience of the target language community". (Chambers, 1999:25)

In other words, attitudes towards a language develop right from childhood. They are held at home by parents, later on, shaped by some peers and other variables. Thus, investigations into learner's attitudes are a means by which language teachers, education planners and researchers can gain greater insight into the language learning process. This is why the Algerian people are interested in learning the English language, but unfortunately, a great number do not understand it.

As for students' attitudes towards English language, we have remarked that students' attitudes are divided into two types; the first category states that they are not interested in the learning of the English language, the module of English is considered for them as optional, their focus are on the modules with higher coefficient, and the second category affirms that they are interested in the learning of the English language and they are motivated to learn it for integrative and instrumental reasons as to get a good job, travel to other countries without barriers in communication or simply to discuss via the internet with other people from different countries and cultures.

1.6. Conclusion:

Learning foreign languages is considered important, especially the English language, primary because it provides exposure to different culture and civilisation. Thus, student's aim is to use a language as a means of communication. That is why; the concept of motivation is important in learning foreign languages, and plays a crucial role. This chapter emphasises on the importance of motivation in second and foreign language learning, and why some students become demotivated during the learning process which caused a great disturbance in the EFL classes. Demotivation is a salient phenomenon that concerns every classroom and there are so many factors that affect student's motivation. Therefore, it is important to make distinction between motivation and demotivation to understand students' nature of the problems encountered in order to solve them through the adequate means.

Notes to Chapter One:

1-The concept of motivation is very much part of our every day personal and professional life and indeed, few would ignore its importance in human affairs in general.

2-Attitudes develop early in childhood and are the results of parents and peer's attitudes of contact with people who are different in any number of ways.

3-Demotivation is silent phenomenon that concerns every classroom.

4-A demotivated learner is someone who was once motivated but has lost his commitment or interest for some reason.

Chapter Two:
Data Collection

2.1. Introduction:

Motivation is an important affective variable in the learning process, and it has a positive correlation with second/foreign language achievement and proficiency, that is to say, a high level of motivation often leads to high achievement and proficiency. Motivated learners are usually more active in learning, while unmotivated learners are more likely to cause classroom disturbances. Therefore, teaching of English to the first-year LMD students at the French Department at Abou Bakr Belkaid university of Tlemcen is very troubling because of the lack of materials needed, also the complete absence of syllabus and many other reasons. As the LMD is a new system which has just been introduced in our universities, there is some failure especially in the teaching of English module. Thus, the teacher's duty is very important because he has to search for syllabus according to the LMD system *"le français des affaires"* and to select the adequate courses by using the right methods of teaching to maintain students' motivation. Motivation can energize behaviour and give it direction. Thus, it is crucial to pay attention to those factors to initiate and sustain motivation in the learning of the English language classroom.

2.2. Presentation of the LMD System:

The LMD system is a new organisational framework for university courses which is currently being implemented in all European countries and all Algerian universities have adopted this new system. The LMD system applies to all university courses that lead towards a qualification, regardless of how they are delivered; initial education, continuing education, apprenticeships, attendance-based or distance learning courses. While, the general principles of this new system are common to all establishments, individual universities have considerable freedom concerning the application of these principles. As a result, there are major differences between universities and different participants in the system often find it hard to obtain the information they require.

As for the introduction of the LMD system in Algeria, it is due mainly to the process of globalization which is a continuing historical process in which capitalism, through a variety of ways, expanded to the Third World.

« Almost everywhere, educational systems are in a state of rapid change. Globalization has led to a desperate race in many countries to upgrade the skills of their workforce faster than their economies are being forced up the value chain ». (Graddol, 2006:70)

As far as Algeria is concerned, the expansion of globalization has resulted in economic as well as socio-political changes. The consequences of these changes are complex social problems that need to be addressed. As a post-colonial country, Algeria embarked in the 1960s and 1970s in a "socialist" development programme led by the state. This process resulted in the formation of one of the largest state industrial sectors in the Third world. This strategy of development that led to a major social transformation has always been influenced by international capitalist market relations, who gradually shaped the Algerian "socialist" development experience to become part of the new international economic order, thus, playing a role in the globalization process.

By globalization, it is meant the historical process of the internationalization of manufacturing, trade and services led by transnational corporations. It is a process driven by the pursuit of cheaper labour, raw materials, and less government regulations. It is important to take into consideration the cultural impact of globalization (through trade, communication and transportation) on the Third World, from replacing the traditional ways of production to creating a new ways of production. This process of globalization is a result of successive efforts of the West to "globalize" the world economically and culturally. Facing tremendous economic problems and social pressure, the state abandoned this economic development strategy by privatising the state industrial sector in order, to adapt to globalization and find a place in the new global system. This is why the Algerian universities adopted the LMD system.

Also, it is noticed that the English module is introduced at the French Department with the introduction of the LMD system where it was not taught in the classical system. English is taught to the students of LMD from the first -year to the third and last year as it is directly related to process of globalization as Graddol states:

"The use of language is inextricable from the social relationships and identities of its users. Both are profoundly affected by globalisation, and it is not surprising to find that the growing use of English as a global language is part of a wider sociolinguistic change, as the world becomes more urban, and some people become more wealthy and middle class ». (Graddol, 2006:49)

At independence in 1962, the Algerian education system was highly exclusive and geared towards the training of French colonial elite. With the creation of the Ministry of Education in 1963, the process of building an inclusive and open national education system was set in motion.

The LMD system was introduced in Algeria in 2003-2004, it has known major changes on the level of teaching with an aim of modernising system of university diplomas and to harmonise the courses of formation on the level of higher education with a standard system. These changes are the result of the new phenomenon called 'modernisation'. This new step aims to reinforce between university and the world job.

(1) "Despite the apprehension shown by the majority of the students, the processus of framework of higher education through the Anglo-Saxon system is taking place. Being afraid to be the latest of the occidental countries, the ministry can not put off. (El Watan: 2004)

The Algerian framework of university degrees is currently under reform with the traditional system, modelled on the French structure, to be gradually replaced with a three-tier system deemed to be more internationally compatible. The reform, known as the "*L.M.D*," is set to introduce a degree structure based on the new French model of Bachelor's, Master's and Doctorate degrees (*Licence, Master, and Doctorate*).

The reforms are being undertaken as a pilot project at eight Algerian universities which are Algiers, Constantine, Annaba, Oran, Setif, Tlemcen, Bejaia, Tizi-ouzou, which are working in consultation with a number of European universities. The new degree framework is similar in structure to the reforms being undertaken in Europe, through the Bologna Process, which was an agreement signed originally in 1999 in Italy, involving forty-five countries aimed at harmonizing university education within Europe along the lines of the British model using a common approach to levels and length of courses:

- The *licence*, corresponding to three years of study beyond the *baccalaureate* (BAC+3);

- The *master*, corresponding to two years further study beyond the *licence* (BAC+5);

- The *doctorate*, corresponding to three years of research beyond the *master* (BAC+8).

2.3. Architecture and Aims of the LMD system:

As each system, the LMD system has it perspectives and the most important objectives of the LMD system are to improve the legibility of diplomas and make the students training programmes more flexible. In the case of our research, it is noticed that the LMD system at the French Department was introduced in the academic year 2006/2007; four years later this new system is taking place to eradicate the classical system.

> *(2) "According to UGEL, the application of the new system LMD is confronted to many educational and organizational obstacles. And this is due according to the students to the introduction of the new system without a real preparation, neither educational nor material. (Controverse en Algerie autour du system LMD: 2006)*

It is important to say that the LMD system was introduced in Algeria in 2004 but without a real preparation neither pedagogically nor materially,

> *(3)"This is why that in Algeria, it is important to critisize the LMD system, to make clear the real stake in order to know the reality about the LMD system make by the Algerian politicians inspired by the european politicians ».(El Watan :2009)*

The aims of the new system are to make programme offering from Algerian universities more compatible with those around the world, thereby, increasing the international mobility of Algerian faculty and students. In addition, the reform is

aimed at increasing student flexibility in choosing and transferring courses and credits; making the system more efficient as relates to the time it takes for students to graduate; increasing lifelong learning opportunities; and increasing institutional autonomy while producing learning outcomes more attuned to the needs of the labor market Central to the plan of increasing student mobility is the introduction of a unit- and credit-accumulation system. Under the plan, classes are grouped into modules (*unités d'enseignement*) that comprise core classes specific to the general field of study (*unité d'enseignemnet fondamentale*); required classes for particular subjects of study (*unité d'enseignement de découverte*); and electives outside the student's area of specialization (*l'unité d'enseignement transversal*). Instruction and assessment for each module is organized on a semester, rather than yearly, basis and is composed of a certain number of academic credit hours which are transferable as part of the overall module of study. One credit is equal to a student workload of 20 to 25 hours, and one semester of full-time study constitutes 30 credit hours. In line with the newly introduced European Credit Transfer System (ECTS), credit loads under the new academic structure are as follows:

- *Licence* (BAC+3, BAC+6 semesters) = 180 credits
- *Master* (licence + 2years, licence + 4 semesters) = 120 credits

In brief, the LMD system aims are as follows:

- To allow for the comparison and harmonisation of European qualifications.
- To promote student mobility.
- To improve the transparency of qualifications on the job market.

It sets out to achieve these aims using three different strategies:

- By organising study around three levels.
- By defining programmes of study.
- By using a credit system (ECTS or *European Credit Transfer System*) to recognise skills and knowledge.

A system of education that awards principally three types of qualifications: Bachelor's, Master's and Doctorate. LMD is more than just a classification of the types of degrees to be awarded by the Universities. It is a Credit based system which requires drastic changes in the way courses are designed, taught and assessed. It places the student at the centre of the educational process. In other words, it is a student-centred system.

Figure 2.1: The LMD System in Europe.
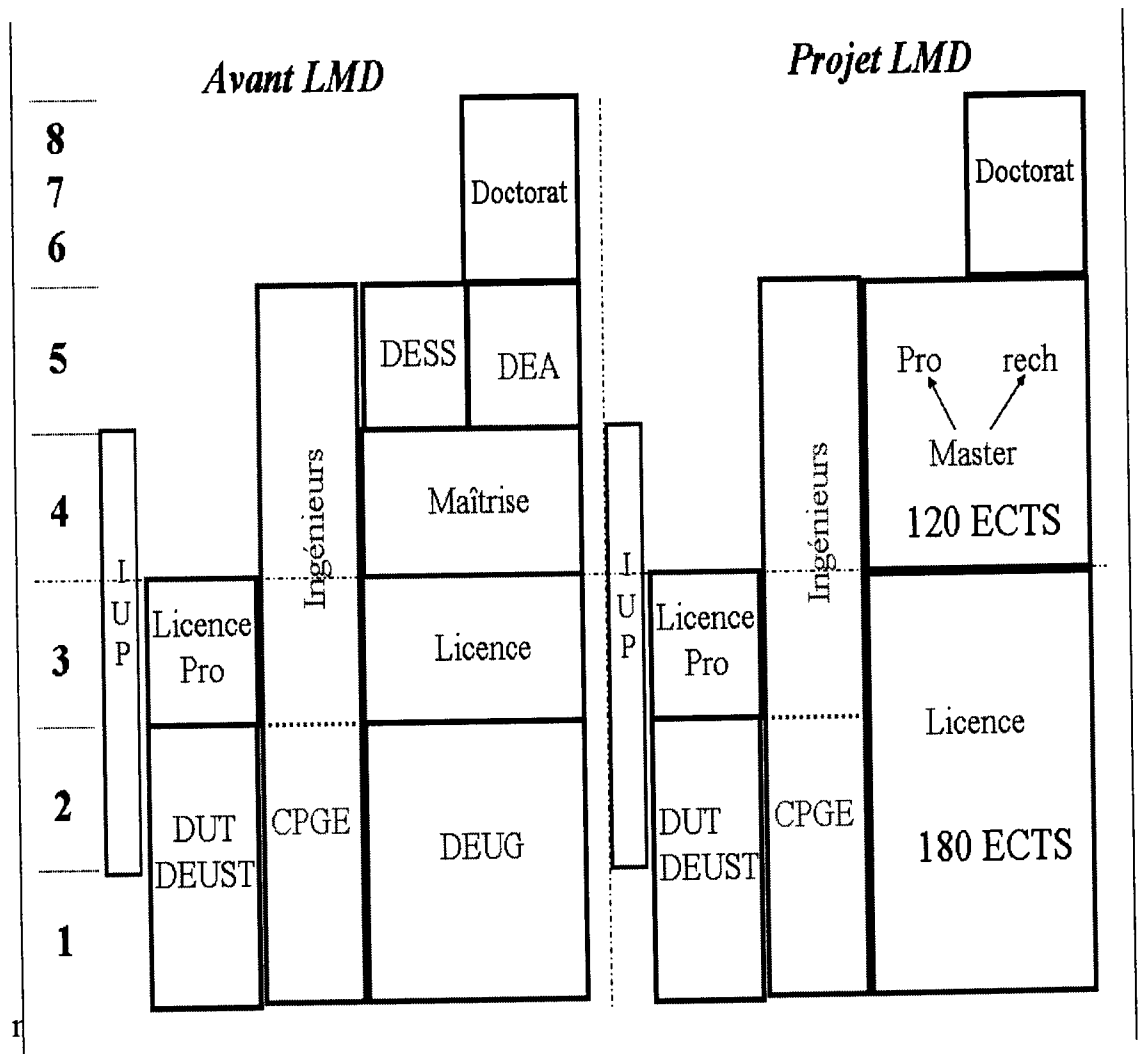
IUP : Institut Universitaire Professionnel
DUT : Diplôme Universitaire de Technologie
DEUST : Diplôme d'Etudes Universitaires Scientifiques et Techniques
CPGE : Classes Préparatoires aux Grandes Ecoles

DEUG : Diplôme d'Etudes Universitaires Générales
DESS : Diplôme d'Etudes Supérieures Spécialisées
DEA : Diplôme d'Etudes Approfondies
ECTS : European Credit Transfer System (Système européen de transfert de crédits)

The LMD system in Algeria

Before the implementation of the LMD System

Period of Graduation	Period of Post-Graduation	
Licence (4years)	Magister (3years)	Doctorate (5years)
Engineering (5years)		
DES (4years)		

The LMD System

Period of Graduation	Period of Post-Graduation	
licence(3years) (180credits)	Master (2years) (120credits)	Doctorate (3years)

Table 2.1: The Implementation of the LMD System in Algeria.

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It is hoped that the new system will make programme offering from Algerian universities more compatible with those around the world, thereby, increasing the international mobility of Algerian faculty and students. In addition, the reform is aimed at increasing student flexibility in choosing and transferring courses and credits; making the system more efficient as relates to the time it takes for students to graduate; increasing lifelong learning opportunities; and increasing institutional autonomy while producing learning outcomes more attuned to the needs of the labour market.

2.4. Importance of English World Wide:

Language is a medium of communication and a mean of expression that is why, today a learning of foreign languages especially the English language becomes a basic necessity of every student who is ambitious. The reasons of learning the English language are various and as English is the most widely spoken native language in the world, and in terms of sheer number of speakers, it is the most spoken official language in the world. It is the main language used in international affairs. The English language has official status even in nations where it is not the primary spoken language. English is indisputably the primary language of global trade and commerce. In many countries most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants.

Learner's attitudes towards the English community and culture influence their curiosity and attention to learn, and attitudes are affected to a large scale by the value of the English language, thus, it is necessary to enhance English-related values to students.

Utility value is the outcome arising from mastery of English. It is well known that English now is an international language all over the world, and is widely used in science, technology, economy, culture and education and many other fields.

"If English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language". (Crystal; 2003:3)

Krashen cited in this field, *"In comparison with other languages of wider communication, knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel in short, English provides linguistic power".(Krashen, 1983:1)*

Both Crystal and Krashen, demonstrate that the English language is very useful either to communicate with other people around the world or to use it in science, technology and business. Mastery of English is very beneficial for students. Through the knowledge of English, students could achieve some goals such as a good job, a promotion or a trip to foreign countries without barriers in communication. The key is to make English course attractive and arouse students' curiosity to learn and to master it. Therefore the English class could be taught in different forms, such as playing games, singing songs and taking debates.

"Although English is not the language with the largest number of native or first language speakers, it has become a lingua franca... many people living in the European Union frequently operate in English as their own language (where these are different), and the economic and cultural influence of the United States has led to increase English use in many areas of the glob. (Harmer, 1992:1)

In order to enhance attainment value of English, it is necessary for the teacher to provide students with chances of succeeding in English learning or with some verbal rewards. All these make students generate a sense of success and realise that learning English well is important for them.

2.5. English in the LMD System:

As the LMD is a new system which has just been introduced in our country, English as a module also has just been introduced at the French department instead of Arabic. For instance, Arabic is taught in the classical system while English is taught in the new system. Unfortunately, some students' point of view about English is totally wrong, they learn it because they are obliged or because they choose to learn it because they have no other choice and there are many reasons to learn it.

The investigator has remarked students' demotivation concerning the first-year LMD students at the French department because of their weaknesses in grammar and vocabulary and many of them do not like speak in English because they do not know how to formulate correct sentences. Also there is a great lack in teaching materials; there is no defining syllabus, the teacher has to prepare the course each time, he has many things to do in order to teach the English module.

If the teaching activities do not result in learning, there has been no teaching. Likewise, if learning is lacking in quality, the teaching is unsuccessful to that

extent. Hence, a good teacher needs to go beyond good lecturing or knowledge dissemination.

2.5.1. The Teacher:

The role of the teacher in engaging students in learning is very complex in that it concerns almost all academic and social aspects of the classroom environment. Teacher is responsible for creating and maximizing learning opportunities in very complex ways, fulfilling both academic and social roles. *"Clearly a major factor in the continuance of a student's motivation is the teacher" (Harmer, 1992:52)*

The teacher has become the most important intermediary between home and society and that the parents would like that their children have a formal education but methods of instructions and aims of school have changed greatly, rapid social and economic transformation take place outside school has affected school as well. Today, a variety of demands are made on teachers, and they are subjects to expectations.

English at the French department is considered as trouble some as mentioned before; therefore, the role of the teacher is important. He carries a big responsibility in the classroom. One reason is that all students depend on him. Everything the teacher says or does will have an impact on the students.

"The teacher is the key figure in the language course. It is the teacher who sets the tone for the learning activities…. The teacher plays a prime role in effecting student progress or lack thereof". (Allen, 1977:3)

The teacher must consider the individuality of his students on one hand and social aspects of his community on the other hand; he should take into consideration the intellectual, emotional and social characteristics of his students which cause great difficulties for him.

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2.5.1.1. Role of the EFL Teacher in the French Department:

As far as teaching of English is concerned, the teacher may play an important role in teaching the English language especially at the French department, because the students are not motivated to learn English despite the various efforts made by the teacher, few of them try to learn and improve their language. That is why, the success of the English course of the first- year LMD students depends on several factors, the most important of which is the teacher. However, the teacher should posses some qualities to contribute to the success of his students as teacher competence and teacher's attitudes.

Firstly, the teacher competence is the ability of the teacher to explain the lesson to his students in a simple and comprehensible way. Here, the competence is defined as a quality of a person or state of being including more than characteristic behaviours, competence is knowledge, skills, degree of efficiency of the teacher. Educators try to measure competence as this proves to be an important indicator on the achievement of teacher education programmes.

Secondly the teacher's attitude is an important factor because it influences a student's success. Teacher attitude is particularly crucial in the case of EFL students because teacher's positive attitude is essential to the success of his students and as the students of the French department consider English as an additive module. They will not make efforts to learn it as they do in the other modules. This is why, teacher task in this context is very hard, he has to change students' attitudes towards English and show them that learning English is very important. Therefore, in this case, teacher will work first as motivator and then as instructor. The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students.

It is concluded that the teacher of English has a lot to do in class with the first -year LMD students at the French Department, not only to look for the adequate content of the courses or to choose the right methods to make clear and easy lessons for students, but also his behaviour towards his students to maintain discipline and to make learning climate warm. Therefore, students are more motivated to learn. Whereas, if the teacher is very strict, give his students lot of work to do and not enough time, or makes verbal threat or shout out all the time, the result is that students will hate his course, they will not respect him and of course they will not learn from his lessons.

Thus, language teachers have begun to accommodate individual learners in the classroom by attempting to meet their various linguistic, communicative, and socio-cultural goals while at the same time adapting their instruction to meet the students' different language learning needs. Tarone and Yule say in this respect *"in general, the philosophy of foreign language instruction has changed to one which is more interactive and communicative, and less static and teacher-centered. The domain of language teaching has thus been broadened".(Tarone and Yule, 1989:20)*

The role of the teacher at all stages cannot be denied. A good teacher should never overlook the fact that students have a tendency to reflect his attitude since he is a model for his students.. Cook says that; *"...teachers have to be aware of the reservations and preconceptions of their students. What they think of the teacher and what they think of the course heavily affect their success". (Cook, 1994:7)* It means that teacher plays a key role in the motivational and attitudinal perspectives of the student.

2.5.2. The Learner:

In recent years, researchers have formed a strong consensus on the importance of learning in schools and classrooms. This consensus together with recognition of the changing needs of the 21st century has stimulated the development of the role of the learner in the classroom. Colleges are learning communities, and students accepted into these communities have the privileges and responsibilities of membership. That is why; learning requires an investment of time and effort by the student.

It is clearly evident that many factors have a great impact on the learning and teaching of foreign languages. Many research carried out in the field of second or foreign language learning reveals that in order to explain the components of effective and successful language learning, certain factors need to be examined as MC Donough (1986:30) claims; *"Individual characteristics of learners may be directly or indirectly related to achievement in foreign language learning".*

In addition Williams and Burden state:

> *"...learners bring many individual characteristics to the learning process which will affect both the way in which they learn and outcomes of the process". (Williams and Burden, 1997:88)*

Admittedly, Learner's attitudes influence the level of achievement in language learning, and also the learner is affected by success and failure in other words, the learner's positive attitude is strengthen by success similarly, the learner's unfavourable attitude can be reinforced by lack of achievement. Ellis (1994:3) states that; *"Learner's negative attitude directs him not to make any effort to learn the language".*

2.5.2.1. EFL Student at the French Department:

As far as the teacher is concerned, the student also has an important role to play at university. Being aware of the importance English has in the world in general and in our society in particular, the students have demonstrate their desire to learn by attending to courses and by participating during the lecture, unfortunately, it is not always the case. On what concern the English module, First-year LMD students are not very cooperative. Despite the importance of English, students do not show a positive attitude to learn, few of them are engaged during the lecture, the majority of them prefer attend the course without participating or following the teacher instructions. The characteristics of the students are closely linked to environmental characteristics for ELT such as I want to lock the module » (I want to get a pass mark), « I only need half a point to close my module », « I don't think I'll be able to close the module this year ».

That is why, teacher attitudes and action on the EFL students can take too much time to make them change their negative attitudes and be motivated. In this case, the teacher has a lot to do in class. As Bouhadiba cited *"The teaching of English and other foreign languages in Algeria boiled down to individual initiatives with the material available on the spot. Even within the same department, the same module is taught differently from one teacher to another". (Bouhadiba, 2006:1)*

He adds in this case, *"The students' attitudes towards the English language and culture is characterised by a mixed reaction to the language in terms of structural difficulties and apprehension towards its speakers". (Ibid, 2006:2)*

It is known that attitudes have a profound impact on teacher practices and behaviours. Richardson states, *"Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions"* (*Richardson, 1996:102*). With effective attitudes, teachers and students can develop relationships of mutual respect and trust.

2.5.2.2. Importance of English for the French Student:

As mentioned before, students at the French department are somehow uninterested to learn English, despite it importance in the world as well as in Algeria. The teacher at the French department is always in perpetual struggle with his students to teach English. The teacher's primary concern in preparing the lesson and in carrying out class activities is to maximize the amount of learning that takes place, to involve the greatest number of students. Once the objectives have been determined, the teacher selects appropriate lesson activities in order to attain these aims, therefore to hold the interest of most students. It is necessary to provide a large number of varied activities. The teacher can select interesting drills or texts, he can introduce games, proverbs, role playing, such activity can provide extra-language practice and be a great deal of fun, thus, the students learn much more with fun then when the course is following the classical way of learning each time.

Concerning the French students, their most important objectives are the French modules; by the end of the year, few of them show interest in learning the English language in addition to the absence of syllabus which is a real problem. Even with the most motivating methods, the students do not any effort to participate in class. Therefore the teacher's role at the French department is central and difficult, it involves providing a positive learning environment and also facilitating learning by adopting a motivating methods. Perhaps the most difficult aspect of

teaching in this case is trying different ways to motivate the students but without a positive results.

2.6. Description of the Data Collected:

As any country, Algeria is willing to promote the teaching of foreign languages especially the English language, particularly in the field of economy and technology. Therefore, one of the roles of English teachers is to motivate the students to learn the English language. Our present research is particularly significant because it raises a crucial point in learning English and without it learning may be a hard task or impossible, this point is motivation. The purpose of the questionnaire is to collect significant data, the information gathered will be studied and analysed to determine the demotivating factors present at the French department encountered by the first-year LMD students, and the different results will be presented and analysed in the next chapter.

2.6.1. Classroom Observation:

In order to obtain reliable information about the teaching/learning situation, the investigator has had recourse to class observation; therefore, under this form of collecting data, the researcher can collect important information. The aim of this study is to determine what was happening at the French Department as:

✓ The way the lecture of English is conducted.

✓ Students' lacks and needs.

✓ The materials used when teaching.

✓ Methods used during the lecture.

✓ The given syllabus to the LMD students.

Classroom observation started since the beginning of the English lectures in order to follow the unrolling of courses and take into consideration any changes in students' attitudes and behaviour towards the English module. The investigator can consider the way the course is conducted as well as the materials used, the methods used by the teachers and most importantly, the different lacks by the students in the English language.

The number of the students observed was sixty but only thirty-two were under observation, since not all of them attended the lectures. In order to gather the information needed in this study, the investigator used a note taking procedure and sometimes an audio-recording. The data collected in the class observation are very important and the researcher could detect the different drawbacks of the English module and particularly students' lacks and weaknesses in the English language.

2.6.2. Students' Questionnaire:

The questionnaire had been directly administered during the sessions of the English module, and in the presence of the teacher. The teacher insists on the fact that students are free in expressing their point of view and can make even negative criticism. The sample population chosen in this research consists of thirty- two out of sixty students, and to collect the necessary information for our research, the investigator used two questionnaires, one designed for students and the other for teachers.

As for the students' questionnaire, it was designed for the first-year LMD students and includes fifteen items. The questionnaire enables the investigator to have a clear idea about the teaching/learning situation of the English module. Students' questionnaire was directly administered to students, and the instructions were explained to them and were encouraged to answer since the information

contained remains anonymous. More detailed information about the questionnaire is presented in chapter three.

The questions were sequenced as follows:

Questions 1 to 2: students' sex and age.

Question 3 to 4: aimed at collecting information about students' desire to learn the English language.

Question 5 to 8: asked about the students' motivation and attitudes to learn English.

Question 9: asked the students about the utility of English for the first -year LMD students at the French department.

Question 10: aimed at knowing students' language choice.

Question 11 to 12: asked the students about the teacher influence on students' motivation.

Question 13 to 15: asked the students on the demotivating factors that they encounter.

Question 16: sought students' opinion about the role of English at university.

Question 17: invited the learners to make suggestions and recommendations to improve their motivation towards the English module.

2.6.3. Teachers' Questionnaire:

The questionnaire was administered to three teachers in charge of the English module at the French Department, the questionnaire contains seventeen items under the form of open and close questions and is composed of six rubrics identified and analysed as follows:

A. Teachers' gender and qualifications

B. Evaluating the programme and materials for the language teaching

C. The introduction of English in the LMD system

D. Methods and techniques used for the teaching of English

E. Students' motivation and attitudes towards the English module

F. Teachers' suggestions and recommendations.

Moreover, the questionnaire includes seventeen questions which are presented as follows:

Question 1 to 2: sought general information about the teachers, their gender and qualifications.

Question 3 to 6: intended to evaluate the program and materials by the teachers.

Question 7 to 8: aimed to know teachers' opinion about the introduction of English at the French Department.

Question 9 to 10: intended to know the different methods and techniques used by the teachers in order to motivate their learners.

Question 11 to 14: aimed to know students' motivation and attitudes towards the English language.

Question 15 to 17: invited the teachers to make some suggestions and recommendations to solve the existing problems.

By designing teachers' questionnaire, the aim is to bring an objective perception of the teaching/learning situation at the department under study and more importantly to find solutions to solve the problems encounter either by the students and the teachers and try to see the unsuspected factors that may hinder students' motivation to learn the English language.

2.7. Conclusion:

The attempt in this chapter is to present the LMD system with its aims and perspectives in order to understand the reasons behind the introduction to teach English as a foreign language for the students of the LMD at the French department, and why it is not taught in the classical system. Needless to say, the LMD system is the fruit of globalization process and as the world is in transition, the English language is taking new forms as is used for more purposes than ever before. It is closely related with the leading-edge of global scientific, technological, economic and cultural developments. It is important to describe the teaching/learning situation at the French Department of the English module, case of first-year LMD students, in order to motivate students to learn the English language.

Notes to Chapter Two:

The original versions of these quotations are as follows:

1-« Malgré les réserves et les appréhensions émises par l'ensemble de la famille estudiantine, le processus de la restructuration du system de l'enseignement supérieur à travers la mise en œuvre du system anglo-saxon (LMD) est déjà en place. De crainte d'être encore à la traine des pays occidentaux, le ministère ne peut reculer". (El Watan: 2004)

2-« Selon l'UGEL, l'application du nouveau système LMD, est confronte sur le terrain à de nombreux obstacles d'ordres pédagogiques et organisationnel. Et pour cause soulignent les représentants des étudiants, le nouveau système a été introduit en Algérie sans une préparation 'sérieuse' des conditions pédagogiques et matérielles". (Controverse en Algérie autour du système LMD:2006)

3-« C'est pour cela qu'en Algérie, une critique de la réforme LMD est indispensable pour éclairer les vrais enjeux à l'avance et déconstruire le discours sur le système LMD des technocrates néolibéraux du pouvoir, qui est largement inspiré de l'argumentaire des technocrates néolibéraux européens ».(El Watan :2009)

Chapter Three:
Data Analysis

3.1. Introduction:

The question of motivation in foreign language teaching and learning has intrigued educators and researchers for years and many students at university show a great lack of motivation in the learning process. The present chapter deals with factors that affect students' motivation in the EFL classrooms. Therefore, the investigator tries to identify first-year LMD students' problems in the module of English at the French department. Thus, it is important to find out the reasons behind such behaviour and to understand the most important shared feature in the foreign language classrooms which is 'demotivation'. This chapter is based on classroom observation and a questionnaire administrated to the students as well as a questionnaire to the teachers of English in an attempt to know what makes first-year LMD students at the French Department demotivated to learn the English language.

3.2. The Role of Motivation in the Learning Process:

A great number of psychologists agree on the fact that motivation is the most important factor in the learning process; motivation is directly linked to achievement since it affects how well students will persevere in the learning process. Attitudes towards foreign language study may be considered as a major determinant of achievement, Dornyei (2001:117) notes that: *"With motivation being as important factor in learning success as argued earlier, teacher skills in motivating learners should be seen as central to teaching effectiveness"*.

It means that motivation is linked to learning success, and teacher plays the most important role in making the teaching efficient and motivating his students. In Keller's words (1983), motivation is the neglected heart of our understanding of how to design instruction. Thus, in Pintrich and Schunk's view, motivation involves

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various mental processes that lead to initiation and maintenance of action, as they define it, *"as the process whereby goal-directed activity is instigated and sustained". (Pintrich & Schunk, 1996:4)*

From this points of view, Pintrich and Schunk stress on the main disagreements in motivation which are as follows:

- ✓ What mental processes are involved in motivation?
- ✓ How these operate and affect learning and achievement?
- ✓ By what means can be enhanced and sustained at an optimal level?

Although, this view of motivation is convincing in many respects where it is usually understood as a fairly static mental or emotional state, but Dornyei attempted to achieve a synthesis of the static and dynamic conceptions of motivation by defining it as a process whereby many factors can weaken it until is destroyed, as explained by Dornyei, *"demotivation in the following will concern specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action".(Dornyei, 2001:143).* Also he adds, *"A demotivated learner is someone who was once motivated but has lost his/her interest for some reason". (Ibid)*

Demotivation is specially attributed to the learners of foreign languages mainly because unlike several school subjects, a foreign language is not a socially neutral field. In Williams' words;

"... the learning of a foreign language involves far more than simply learning skills, or a system of rules or a grammar, it involves an alternation in self-image, the adoption of new social and cultural behaviours and ways of being, and therefore has a significant impact on the social nature of the learner".(Williams;1994:77)

In other words, demotivation concerns specific forces that diminish students to learn.
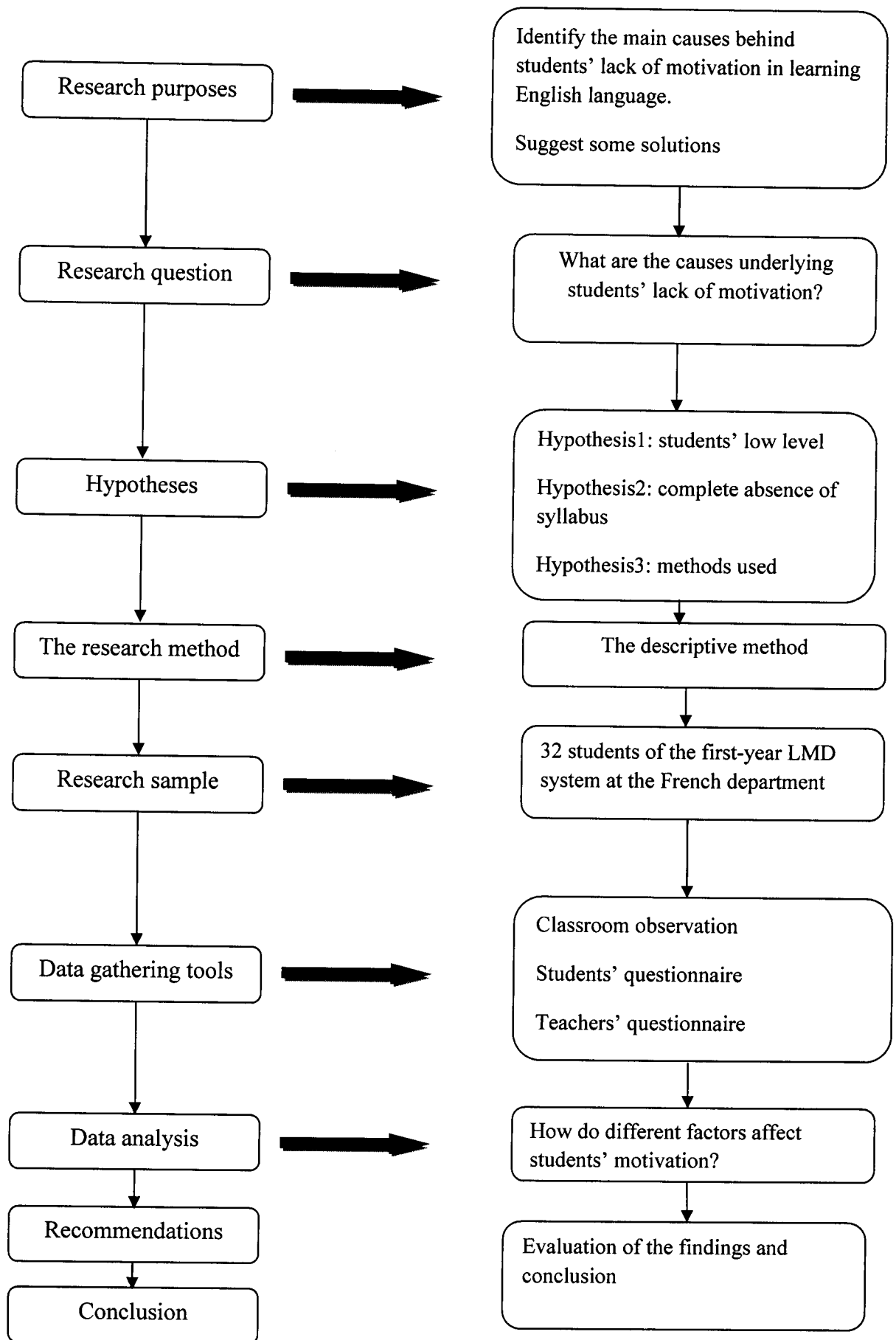
Figure 3.1: Methodological Framework (k. Nezzar, 2005:17)

3.3. Data Analysis:

In order to identify first year- LMD students' problems and to detect the different factors affecting the teaching/learning process, the researcher has used several ways to understand students' demotivation such as classroom observation as well as students and teachers' questionnaires.

3.3.1. Classroom Observation:

After two years of teaching first-year LMD students at the French department the module of English, important drawbacks were identified during the teaching process. First, the class has been observed during ten sessions, the classroom contained about thirty students, twenty girls and ten boys, not all of them attend to the lecture each time; there were always some students which did not come. This experience had been welcomed by the teacher of the English module. In order, to collect the necessary data the investigator used a note taking. Some information have been collected during the classroom observation, there are presented as follows:

- ✓ Students' language proficiency.
- ✓ The methods used during the lecture.
- ✓ The given syllabus to the LMD students.
- ✓ The materials used in each session.

The aim of this experience is to determine the teaching/learning situation for the LMD students and evaluate the teaching of English and students' language proficiency. By this way, the investigator can have a clear idea concerning the teaching of English to the LMD students. The given data revealed important drawbacks about students' linguistic competence. The classroom observation enabled the gathering of important information as:

3.3.1.1. Students' Language Proficiency:

The purpose of language learning is to improve the learners' four skills of listening, speaking, reading and writing with the base of large vocabulary and good grammar, with a final purpose that the learner will be able to use the language. For instance, the majority of the students suffer from the same linguistic problems either in speaking or writing; they are incapable to formulate even a simple sentence in English.

The four skills are the following:

Listening: is probably the hardest discipline for the new speakers of a language; the learners need to listen to the target language in order to understand it. For instance, it is essential to speak to the LMD students in English in order to make them familiar to this language by using for example a tape recorder in the classroom so that, they can listen to the native speakers.

Here is one of the dialogues presented by using a tape recorder. By this way, the students can listen to the native speakers and then try to repeat after them.

Dialogue:

Virginia: hello, I'm Virginia. What' your name?

Roberto: hello, my name is Roberto.

Virginia: is that an English name?

Roberto: no, it isn't. Are you English?

Virginia: no, I'm not. I'm Argentinean.

Roberto: what do you do Virginia?

Virginia: I'm an actress. And you?

Roberto: I'm a photographer.

Virginia: that's interesting. Are you married?

Roberto: no, I'm not. And you?

Virginia: yes, I'm.

Speaking: this activity is important because the students can try to formulate sentences in English, and try to speak like a native speaker by using different dialogues proposed by the teacher. Speaking is the most used aspect of language; the learner needs to speak and interact with other people to be a fluent speaker.

For instance, dialogues used at class are as follows:

Dialogue one: Meeting a business colleague for the first time in a hotel Lobby.

Mr Ono: excuse me. You wouldn't happen to be Mr Davis. Would you?

Mr Davis: why, yes? I am. You must be Mr Ono of Tokyo textiles?

Mr Ono: that's right. It's a pleasure to meet you, Sir.

Mr Davis: it's a pleasure to meet you, too. Let me give you one of my business cards. Here you go.

Mr Ono: oh, thank you. Please, here is one of mine also.

Mr Davis: thank you.

Mr Ono: I hope you weren't waiting long.

Mr Davis: no, not at all. I just arrive my self a few moments before you did...

Ah, I see you are the senior sales representatives for the Midwest division.

Mr Ono: yes, as you can see on my card, our regional office is based in Indiana polis, Indiana. This is my third year to work at the office. By the way, thank you very much for agreeing to meet me here today.

Mr Davis: no, it's my pleasure. I'm glad that our schedules allowed us the opportunity to meet up today.

Dialogue Two: introducing a colleague to a business guest who is visiting the company.

Ms Marks: excuse me, Mr Holt, if you have a moment, I'd like to introduce you to Mr Ushiyama from our Kobe office.

Mr Holt: yes of course, I'd be delighted.

Ms Marks: Mr Holt, this is Mr Ushiyama, the manager of our sister-division....Mr Ushiyama, this Mr Holt he is the managing director of this division.

Mr Ushiyama: it' a pleasure to meet you, Mr Holt.

Mr Holt: it is a pleasure to meet you; too, I hope you're enjoying your visit here.

Mr Ushiyama: very much so. Ms Marks has been very helpful in introducing me to people and in showing me around.

Mr Holt: yes, she is one of the finest employees... well; if there's anything that I can do to make your visit more pleasant, please don't hesitate to ask me.

Mr Ushiyama: thank you, I appreciate your kind offer, but I think Ms Marks has everything covered.

Mr Holt: very well, then. Do take care and enjoy the rest of your stay here.

Mr Ushiyama: thank you, I will. Good bye.

Reading: this skill is all about understanding the written language such as books, articles, news papers and so on. In order to get information and once the learner has been reading what he wants to progress to writing. For instance, the teacher proposed to his students to read the text during the lecture and try to understand it. These are some texts used in the classroom.
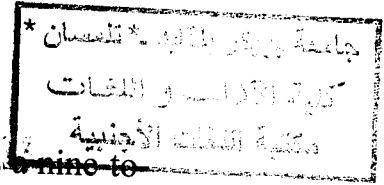
Text one:

I'm an office worker in an insurance company. It's a nine-to-five jobs with regular working hours. The work isn't very interesting, but I like to be able to go home at a reasonable time. We all have to clock in and clock out every day. In this company, even the managers have to, which is unusual.

Text Two:

I'm in computer programming. There's a system of flextime in my company, which means we can work when we want, within certain limits. We can start at any time before eleven, and finish as early as three, as long as we do enough hours. Each month. It's ideal for me as I have two young children.

Text Three:

I work in a car plant. I work in shifts. I may be on the day shift one week and the night shift the next week. It's difficult changing from one shift to another. When I change shifts, I have problems changing to a new routine for sleeping and eating.

Text four:

I'm a commercial artist in an advertising company. I work in a big city, but I prefer living in the country. So I come to work every day like thousands of other people. Working from home using a computer and the internet is becoming more and more popular, and the agency is introducing this; it is called telecommunicating. But I like going into the office and working with other people around me.

Writing: is when the learner starts to create a language himself. It is under the form of taking notes, writing a paragraph, and so on. For example, the teacher, asked his students to write a paragraph about a given topic in order to determine the students' level. These are some examples of the paragraph written at class by the students.

First paragraph:

I have 21 years, I live in Algeria, exactly in tlemcen, I stydi 1 LMD franch in faculty Abou Bakr Blkayed, I live with my best family, I have one sister and two brothers, I like listening a music when I have the free time, I dresmiker, every body I help my mother in the kitchen.

Second paragraph:

My age is 26 years, Iam married, I have one girl, she is 4 years, my hesband is a doctor. I am like study and like visiting contries and swimming. My parents live in Oran and my brother too, he is studying medicine.

My day is diverse with my studies and my family, i wich practice a job of teacher and help my girl in he studies on future. I am preparing the lescence of French, I like the language of French but I have a bad level in English.

Third paragraph:

Im 22 years, I'm a student in the university of tlemcen, speciality French. I live with my family in tlemcen, my father is an trider, but my mother is house wife, my sister is a secretary in an agence and my brothers study in a primary school. In my movies, i like practice sport, leston to music watch tv, or go to my friends at swimming pool, i like booking too. I wish any things in my life, study to have my diploma and realise my dream that is to work as hotess. I'm very optimiste that my dream will be true. Finally, i'm so happy in my life.

3.3.1.2. Methods:

As far as teaching methods are concerned, the students require a various and rich English environment when learning the language. There should be established goals, and a variety of materials including tape recorders, books, pictures, and the learner should be given the opportunity to listen and speak the English at class. Therefore, many methods and approaches should be used by the teachers of English in order to introduce them at class to maintain students' motivation. Also, the teacher should be prepared to be flexible in his approach, adding and deleting materials and changing activities to accommodate the needs of his students. Among the most famous methods used in the foreign language classroom are:

1-The Grammar Translation Method:

This method(1) is not new; it was used at the beginning of this century. It was implemented in order to help the students to read and appreciate the literature of foreign languages. The main characteristics are to introduce the mother tongue when teaching, to learn vocabulary as isolated words, the extensive explanation on grammar details, to use texts and grammar exercises instead of paying attention to them. This method is used in the LMD class in order to improve students' level of grammar and vocabulary. So that, the teacher can make a revision of what they have seen at school in order to make them remember the basic rules.

This is a model of this method used in the LMD class:

Business and businesses:

Business is the activity of producing, buying and selling goods and services. A business company, firm or more formally sells goods or services. Large companies considered together are referred to a big business.

A company may be called an enterprise, especially to emphasise its risk-taking nature. Businesses vary in size, from the self employed person working alone, through the small or medium enterprise to the large multinational with activities in several countries.

Commerce:

Commerce is used to refer to business: in relation to other fields: literature, politics and commerce. In relation to government department that deal with business: the Us department of commerce. In the names of organisations which help business; chamber of commerce. On the internet, electronic commerce or e-commerce. The adjective commercial describes money-taking business activities.

Enterprise:

In 1970s Britain, there were state-owned or government-owned companies in many different industries had been nationalised and were entirely state-owned. Such as coal, electricity and telephone services. In the 1980s, the government believed that nationalised companies were bureaucratic and inefficient, and many of them were privatised and sold to investors. Enterprise is used in a positive way to talk about business, emphasising the use of money to take risks.

Exercise one: explain the following words according to the text.

Company: inefficient:

Business: take risks:

Field: multinational:

Exercise two: Correct the mistakes using words and expressions from A opposite.

1-before we employ people, we like to put them in job situations to see how they do the work.

2-the company has built a grand corporate logo as a permanent symbol of its power.

3-our stylish new corporate culture shows our wish to be seen as a more international airline.

4-the economy is growing and corporate headquarters are rising.

5-the rules were introduced to protect woman working in factories, but today they make it harder for woman to climb the corporate image.

6-companies hit by computer crime are not taking about it because they fear the publicity will harm their corporate profits.

Exercise Three: Someone is talking about the word combination in B opposite. Which are they referring to each time?

1-it carries passengers and goods, it's not military

2-it's going to be used for offices and factories, not houses

3-it receives no money from the state to make its programmes.

4-he does advertisements: you can't find his work in art galleries.

5-it was an artistic success, but fortunately it lost a lot of money.

Exercise Four: Use expressions from D to complete this text.

Margaret Thatcher often talked about the benefits of

1)-.................................or 2)-.................................

She said that her achievement was to establish an

3)-.................................in Britain, an economy where people were encouraged to start their own companies and where it was acceptable to get rich through business 4)-.................................

In some areas, the government reduced the number of laws and regulations to encourage businesses to move there. Businesses were encouraged to set up in the London Docklands, for example, the Docklands were an 5)-.................................

Exercise five: Are these jobs generally considered to be highly skilled, unskilled, semi- skilled. Each expression is used twice.

1-teacher: 4-office leaner:

2-doctor: 5-labourer:

3-car worker on a production: 6-bus driver:

2-The Direct Method:

Language teachers have applied their principles during many years. Recently, it is revived, as a method in where its goals of instruction are how to learn to use the language to communicate. This method(2) focuses on learning daily vocabulary, to talk by means of questions and answers between teachers and students, to learn grammar in an inductive way, to insist on a correct pronunciation and the use of speech.

Model one: rearrange the sentences to make conversation then practice the conversation with a partner.

Yes thank you, tell him that bob brown stopped by, he has many numbers.

Yes, may I help you?

Will he turn to the office today?

Oh, I'm sorry .Mr; Goings is out of the office right now.

Excuse me...

I hope so. I'm looking for Mr James Goings. Is he in today?

Let' see... he's scheduled to return late this afternoon. May I take a message?

Model Two:

Yes, I'd like to see someone from the personal department.

Yes, of course. What's your name?

Welcome to hardy industries. How may I help you?

I'm sorry, but every one in that department is away at a seminar.

My name is Philip Sprong. S.P.R.O.N.G

I see, may I leave a message?

It's 555-2626.

All right, Mr Sprong. What is your telephone number?

3-Audio-Lingual Method:

The characteristics of this method(3) are the proportion of information in form of dialogues, learning is imitative rather then of memorisation, the grammar structures are acquired by means of repetition, the use of tape recorders and visual means is essential. Most of the teachers are concentrated most in the content than in

grammar when using this method. Teachers and students are aware of the importance English has nowadays. Therefore, it is urgent to find the way to instruct it, so that, the students can use it in real situations.

After having a look to the most used methods in teaching foreign languages, the question is which is the best method to satisfy students' needs?

3.3.1.3. Implemented syllabus:

During the ten sessions of class observation, the first and important thing noticed is that the French department does not provide the teachers of English with any syllabus. It means that the teacher has to search for an adequate syllabus to the first-year LMD students "Français des Affaires", the teacher proposed lectures introduced under the form of text and exercises of comprehension. In addition to the text, the teacher proposed to his students a series of dialogues that they can listen to and repeat after to improve their listening and speaking skills. Fortunately, we can find various lessons concerning business English available in different websites such as businessenglishpod.com or better-english.com. This websites provide the teacher with business English grammar lessons and vocabulary as well as dialogues or role playing which focus on a wide variety of business situations.

We have to mention that, not all the students participate in reading the text or in correcting the exercises; about four under thirty-two participated in the given activities. Thus, is due to the students' fear to speak in English because they do not know how to pronounce words in English, and do not know how to formulate correct sentences even if they know the answer.

It is important to notice that, the students' level of the first-year LMD students' level is very low either in reading, speaking or writing English language. That is why, the teacher job is very complicated because he has to search for the adequate syllabus for the LMD students and try to improve the students' level by using different approaches.

3.3.1.4. *The Material:*

We have to notice that the material used during the lectures is not various; such as the famous black -board and chalk which is essential to attract students' attention and make them understand the lessons. Also, from time to time, the teacher can bring with him a tape recorder to make his students listen to dialogues and essentially to change from the routine in order to keep their motivation.

To carry out his job successfully and ensure the learner's maximal benefit, the teacher has to use the teaching materials in a manner that is consistent with the learner's needs and interest. And the appropriate use of audio aids can be substantially helpful in this respect, since such learning aids and teaching machines stimulate, motivate and arrest the learner's attention during the instructional process.

Audio-aids can include recorded materials, radios, cassette players, cassettes and the like which are relatively cheap and available at the French department and which the language teacher with a little training can use in the EFL class so as to make the teaching materials considerably effective and interesting and to help the students have maximum benefit, it attracts the learners' attention, motivates them to be engaged in the learning process, and thus, helps them to acquire expected proficiency in the language skills especially listening and speaking. Moreover, the teacher can deal with the weak and indifferent students and increase the learner participation in the class. Of course, if the computers are available in the EFL classrooms, learning will be more attractive, the teacher can reduce the chalk and talk methods and act as a facilitator by helping the students become interested and active participants.

3.3.2. Students' Questionnaire:

In an attempt to find the reasons of the first year- LMD students' lack of motivation, a questionnaire was distributed to those students. It was made up of seventeen questions, under the form of closed questions and open-ended questions, it was addressed to thirty- two students during the English session otherwise, the students would not give back the questionnaire. The questions were formulated in English but the students were free to answer either in English, French or Arabic, the most important is to obtain their answers. The data will be treated in tables, and information will be presented and analysed according to the items in the questionnaire. When administrating the questionnaire, it was about the last lecture of the English module. Thus, the number of copies to be analysed is thirty- two making up the group under study.

The data obtained from the questionnaire is the following:

Question 1: Students' Sex

Students answers	number	Percentage
Male	06	18.75%
Female	26	81.25%
Total	32	100%

Table 3.1: Students' sex.

The group is made up of thirty- two students; it is clear from the above table that the leading majority is females with 26 which largely exceeds males' number representing six only.

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Question 2: Students' age

Students' answers	Number	Percentage
Male	06	18.75%
Female	26	81.25%
Total	32	100%

Table 3.2: Students Age.

According to the above table, the students' age varies between eighteen to twenty-years old. This reflects the age bracket to study English in our university.

Question 3: Do you like studying English?

Possibilities	Number	Percentage
Much	21	65.62%
Little	10	31.25%
Not at all	01	3.12%
Total	**32**	**100%**

Table 3.3: Students' desire to study English.

According to the table above, the number of students who like learning English is very encouraging with 65.62% behind 31.25% who enjoy it and 3.12% that do not like to learn it at all.

Question 4: How enjoyable do you find the study of English?

Students' suggestions	Number	Percentage
Very enjoyable	10	31.25%
Enjoyable	20	62.5%
Not enjoyable	02	6.25%
Total	32	100%

Table 3.4: Students' interest in English language study.

In order to see the students' attitudes towards English language module, they were asked to give their opinions about the above question. From table 3.4 it is clear that the majority of the students find English study enjoyable with 62.5% and 31.25% find it very enjoyable and 6.25% not enjoyable.

Question N 5: What motivate you to learn the English language?

The answers are divided into five items; the majority of them are motivated to learn English because it is the world language with 43.75% followed with 25% who assert that they learn it because they like it and 21.87% who want to know the English culture and civilization. Finally, 6.25% need it for their research and we have to mention that 3.12% do not answer to this question.

Question N 6: Which of the following reasons make you learn English?

POSSIBILITIES	NUMBER	PERCENTAGE
Studying English can be important because it may allow me meet other people from different countries	05	15.62%
To know the English civilization and culture	03	9.37%
To get a good job in the future	07	21.87%
May be useful sometime in the future	04	12.5%
Help me in my carrier or studies	10	31.25%
Travel to other countries	01	3.12%
I like the English language	01	3.12%
Other reasons	01	3.12%
Total	32	100%

Table 3.5: Students' motivation to learn English.

English is considered as a universal language, it means that it is used everywhere such as companies, universities and societies, students are aware of it importance in their studies or career , therefore, 31.25% respond that they learn English for their studies behind 21.87% who think that it can be useful for getting a job in the future. However, 15.62% of the students want to learn it in order to meet other people from different countries and 12.5% think that English may be useful someday in the future followed by 3.12% who need it for travelling and, 3.12% who learn English for the simple reason because they like it and finally 3.12% for other unknown reasons.

Question N 7: Your attitudes towards learning English?

Possibilities	Number	Percentage
I like learning English	16	50%
Learning English is important	12	37.5%
English class is boring	04	12.5%
I don't like learning English	0	0%
I learn a lot in English class	0	0%
Total	32	100%

Table 3.6: Students' attitudes towards English.

In the table above, 50% of the students' attitudes toward the English language are positive followed by 37.5% who think that it is an important language. However, 12.5% don't like it because they found the English class boring. There are no answers to the last two questions

Question N 8: How important do you think is the English language?

Possibilities	Number	Percentage
Very important	18	56.25%
important	13	40.62%
Not important	01	3.12%
Not important at all	0	0%
Total	32	100%

Table 3.7: The importance of English.

It is evident that the majority of the students find English a very important language with 56.25% followed by 40.62% who think that it is important. However, 3.12% of the students do not agree with the other respondents. It can be seen that approximately all the students agree on the importance English has.

Question N 9: Do you think that the module of English is necessary for the first-year LMD students at the French Department?

Possibilities	Number	Percentage
Yes	30	93.75%
No	02	6.25%
Total	32	100%

Table 3.8: The utility of English for the First- year LMD students at the French Department.

The answers are evident since 93.75% of the students agree on the utility of English for the first -year LMD students, however, 6.25% do not agree.

Question N 10: As students of French (LMD students) do you prefer to learn English or another foreign language?

Students' answers	number	Percentage
I prefer learn English	27	84.34%
I prefer learn another foreign language	5	15.62%
Total	32	100%

Table 3.9: Students' language choice.

The majority of the students' answers prefer learn English as a foreign language rather than Spanish or Dutch because for them, English is the most important language and the most used language in the world with 84.37% while 15.62% prefer to learn another foreign language.

Question N 11: How is the influence of the teacher on student motivation?

Suggestions	Number	percentage
Positive	31	96.87%
Negative	01	3.12%
Total	32	100%

Table 3.10: Teacher influence on student motivation.

Teachers play a crucial role in the learning process, and their influence on students' attitudes and motivation can be either positive or negative. From our students' points of view, it is evident that the teacher has a positive influence on students' motivation with 96.87% and a few numbers of students think that he has a negative influence with 3.12%.

Question N 12: How can the teacher motivate his learners?

Motivation according to the students is crucial to the learning of the foreign language; they affirmed that the methods used by the teachers are interesting. Therefore, 40.62% suggested the use of new creative motivating methods in order to enhance their motivation while 25% declared that the practice of the language in the classroom may motivate them, also 25% needed to be help to improve their lack in grammar and vocabulary and unfortunately 9.37% didn't answer to the question

Question N 13: **Which of the following reasons demotivate you to learn English?**

Possibilities	Number	Percentage
Teacher	03	9.37%
programme(content)	05	15.62%
Students' environment	19	59.37%
Other reasons	05	15.62%
Total	32	100%

Table 3.11: Demotivating factors to learn English.

The majority of the answers are concentrated on the students' environment, because according to 59.37% of the respondents, their environment prevents them from learning this language. However, 15.62% find that the programme is a demotivating factor as well as 15.62% who focused on other reasons, and finally the teacher is shown as a demotivating factor with 9.37%.

Question N 14: Lack of knowledge of grammar and vocabulary affects our motivation to learn English?

Possibilities	Number	Percentage
Agree	24	75%
Disagree	08	25%
Total	32	100%

Table 3.12: Weakness in grammar and vocabulary affect the learning of English.

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To see if the students' lack of knowledge of grammar and vocabulary affects their motivation, they were asked to give their opinion concerning the above statement. The results reveal that the majority of the students agree that it is in fact a handicap to learn English with 75% and 25% disagree with this statement.

Question N 15: **Which of the following reasons demotivate you when studying English?**

Possibilities	Number	Percentage
The teacher	04	12.5%
The content	02	6.25%
Vocabulary is very large to remember	03	18.75%
English structures are complicated	06	18.75%
Difficulties to understand the English language	07	21.87%
My environment doesn't encourage me to learn English	06	9.37%
Social and religious reasons affect my learning of English	01	3.12%
Other reasons	03	9.37%
Total	32	**100%**

Table 3.13: The frequency distribution and percentages of the demotivating factors facing students when learning English.

As referred in the table above, the demotivating factors mentioned by the students when learning English varies between the difficulties to understand the English language by 21.87%, English complicated structures and the vocabulary is large to remember by 18.75%. Moreover, some aspects of teacher's behaviour and

the course are still considered demotivating with a percentage of 12.5% and 6.25% respectively. Demotivating factors related to other reasons are mentioned by 9.37% as well as my environment doesn't encourage me to learn English 3.12% feel demotivated because of social and religious reasons. Comparing between these factors, the most demotivating factor is the students' difficulty to understand the English language.

Question N 16: what role should the teaching of English play at university?

As English is a universal language, to know it and use it is crucial especially for the students in their studies. Thus, 34.37% assert that it may play an important role at university because they use it in their studies and research while 28.12% declare that English is the language of science and technology, 25% use it to communicate with different people and culture when discussing on the web, whereas 12.5% do not give any answer.

Question N 17: what can be done to improve your motivation to learn English?

It is clear that the students answers are in accordance with their deficiencies as explained here, 40.62% of the students can be motivated if their level in grammar and vocabulary is improved, on the other hand, 31.25% prefer to practice English at class to improve their pronunciation and speaking and we finish with 28.12% that can be motivated if a new creative methods are used.

3.3.3. Teachers' Questionnaire:

The questionnaire was addressed to teachers of English at the French department; it was about the teachers' opinions on students' attitudes and motivation to learn the English language. The questionnaire is a combination of different types of questions, it contains seventeen questions organised in close and open questions in almost each item. Besides, this questionnaire ends with questions where the teachers are asked to state their views about the teaching of the English module, as they are expected to give their suggestions in order to motivate their students.

The data gathered will be presented according to the order of questions:

A-Teacher gender and qualifications: question 1 and 2.

Numbers of the teachers interviewed are three, two women and one man; two of them have a magister degree and one a doctorate degree. All of them teach English at the French Department.

B-Evaluating the programme and materials for the language teaching: question 3 to 6.

3-Does your Department provide you with any syllabus?

4-Is the syllabus appropriate to the students' level?

5-What does the programme aim at?

6-What kinds of materials are available at the Department?

As far as these questions are concerned, the answers are the same; the department does not provide the teachers of English with any syllabus. It is the teacher job to search for the adequate syllabus and to make it appropriate for the students' level and field such as "Le Français des Affaires", this can take too much time for the teacher to search for the syllabus either in books or on the web and

prepare the lecture each time. This is a great waste of time. Thus, it is essential to teach LMD students a specific English of business, they are not concerned with literature or civilisation or phonetics. The teacher's task is to make his students able to express themselves orally and in writing. On the other hand, the teaching of English needs the use of some materials such as the audio-visual aids, language laboratories or tape recorders. As the materials are not available at the department, the teachers try to give their own materials as to bring a tape recorder.

C-The introduction of English to the LMD system: question 7 and 8.

7-As a teacher of English at the French department, how do you evaluate your students' language proficiency?

8-Do you think that the introduction of English at the French department for the LMD students is important?

This answer of student's language proficiency raises some miss-understanding; one teacher answers that the level of the students is not satisfying; the other one is average and the last one is satisfying. Therefore, it is important to determine the level of the students in order to arrange the lessons according to their needs. On what concerns the introduction of English to the LMD system, the answers are unanimously positive; all the teachers think that English is important for the LMD students because and first of all, English is a universal language; we need it everywhere and with the globalisation, it is necessary to learn it. Also, in the LMD system, students are more in contact with business words, and later on, they are asked to work in enterprises and societies and the use of English in such institution is essential.

D-Methods and techniques used for the teaching of English: question 9 and 10.

9-Do you prepare your activities or lessons according to your students' level?

10-Which method or technique do you use in the teaching of English,

According to teachers' answers, every teacher arrange his/her activities to students' level, therefore, they have to choose the adequate methods and techniques for the teaching of English and the three teachers asked to focus on the teaching of grammar and vocabulary first because for them it is important to have a good base and each teacher can be creative in his work, as to arrange these lessons under the form of games or dialogues. Each one has his own method.

E-Students' motivation and attitudes towards the English module: question 11 to 14.

11-How are your students' attitudes towards English?

12-Do you think that your students are motivated to learn English?

13-What kind of problem do you encounter in your teaching of English?

14-Do you think that your students are motivated to learn English?

In general, teachers' answers are that the students have a positive attitudes towards the English course and they are very motivated to learn it, this is mainly because of the importance English has in the world, however, such motivation and enthusiasm is present in the first months of study and by the end of the year all these positive attitudes and motivation disappear and is replaced by the routine to attend the lectures, do not participate and the majority of the students are satisfied with the average, It is mainly due to the fact that the students' lacks in grammar and vocabulary affect a lot to improve their language proficiency, also, English is not used outside the class which caused some frustrations to certain students. That is why; some learners become aware of the importance of their lacks and lose

their motivation. According to the teachers interviewed, the problems they encountered during their lectures are in relation with the course such as difficulties to understand the course or the English structures are complicated. It is the problem of the level the students have.

F-Teachers' suggestions and recommendations: question 15 to 17.

15-According to you what should be done to motivate the students more to learn English?

16-Do you have any suggestions about ways of motivating?

17-According to you what are the main factors that demotivate your students to learn English?

In order to maintain students' positive attitudes and motivation to learn the English language, and to improve the teaching/learning situation, the teachers give us some interesting suggestions and recommendations, they are presented as follows:

-To provide an adequate syllabus for the teachers to facilitate the arrangement of the lectures in accordance with the students' level.

-To provide necessary teaching materials in order to make the course more attractive and encourage the practice of English.

-Encourage the students to read a lot and to use the web for their research or simply to chat with English native speaker to improve the learning of the language.

-To insist on the importance English has in the world such as getting a job. In fact, teachers' responses helped us to a certain extent to know the students' attitudes and motivation toward the English module at the French Department and their suggestions are taken into consideration in order to improve the teaching of English and maintain students' motivation and positive attitudes.

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3.4. Questionnaire Responses, Analysis and Discussion:

Before revealing the results of the analysis of the questionnaire, we have to mention that the majority of the answers were given in French; this shows the inability of the students to express themselves in English. Thus, classroom observation, students and teachers' questionnaires have enabled us to collect considerable information concerning the teaching of English at the French department. The analysis of the data will allow us to determine the reasons behind the fact that those students loose their motivation by the end of the year.

The data collected revealed an important lacks in students' language proficiency, the principle factor that caused students' demotivation is inevitably their lacks in grammar and vocabulary, such difficulties make students lose their desire to learn English. *"It seems clear that students are not necessarily unmotivated or unwilling learners; they are simply uninvolved in the depersonalization of the traditional classroom. They are willing to learn; they simply may not be able to endure the way they are taught. I now know if I really want to see motivation in my students, I have to be motivated to rethink what this is I am doing to them". (luce: 2-3, 1989)*

Despite students' positive attitudes and their willingness and desire to learn English, Besides the negative effect of students' poor language proficiency, another negative point that may cause students' demotivation is the methods used by the teachers of English, because according to them, those methods are not very motivating since they have poor language proficiency, they need another teaching methodology in order to improve their language and be able to at least to express themselves.

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3.5. Lack of Motivation: causes

Motivation is seen as a source of attention (Baily, 1998:64) because once the subject is once the subject is interesting for the student, he will devote all his/her energy and time to learn whereas a demotivated learner on the other hand, had loose all the interest in learning a given language. Therefore, the student will be present at the lecture but without contributing to the learning situation as asserts by Corria: *"unfortunately, many students dislike learning English, and although they attended lessons, they are not interested in speaking properly. They only want to pass the compulsory exams".(Corria, 1999:17)*

From the analysis of the students' questionnaire, and after the identification of the problems encountered when teaching the English module at the French department, it is necessary to find some solutions in order to improve the teaching situation. The causes of the students' lack of motivation may be summarized as follows:

1- Difficulties to understand the English language is seen as the first obstacle in the eyes of the learners (see table 3.13). Despite their desire to learn English and to participate at class, the students are incapable to speak or write in English. Thus is mainly due to their difficulties towards this language.

2-Learners' poor language proficiency, as far as grammar and vocabulary are concerned are among the principal causes of their demotivation; their poor performance of that language decreases motivation and affect their desire to learn.

3.5.1. Grammar:

The study of second as well as foreign language has been something very complex for the human being since he must take aside all the grammar knowledge and syntax of a given language, to be able to acquire the new grammar. Grammar is a system of rules to speak and write a language correctly, teachers have to introduce

in the class grammar so that the learners can find a sense in words in order to produce coherent ideas. It is undeniable that the understanding of grammar of a language is essential to the learning of a language; most of the students view the study of grammar as tedious and very complicated. From the examination papers and during the English lectures, the investigator has remarked the lacks in grammar, such as tenses, adjectives and adverbs and many others; however this lacks make the students incapable to produce a correct grammatical sentences.

One of the major factors that raise students' deficiencies in grammar is the lack of communication on the parts of learners and teachers that limited the development of the communicative skills. In order to reach this, the learners need to develop the writing skills as well as the oral communication. It is clear that both skills (writing and speaking) are linked at any moment since; the communication goes from everything we read and listen.

3.5.2. Vocabulary:

The questionnaire indicates that the majority of the students feel demotivated in learning English due to the large number of new lexical items which should be memorised. There is no doubt that vocabulary plays an important role in learning a foreign language and in order to communicate in English, students should acquire an important amount of words and should know how to use them accurately. Although, students realise that vocabulary is important to speak or write a language, but most of them admit to have a restricted number of items which may affect their motivation for learning a language. Therefore, the learners are suffering from an important lack of vocabulary and ask the teacher to translate the words from English to French to understand the meanings, or if the students are asked to write a paragraph, or a sentence they put the words into French when they don't know it in English. Richards and Renandya asserts;

«Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary...learners often achieve less then their potential and may be discouraged from making use of language". (Richards and Renandya, 2002:255)

According to this quotation, vocabulary is defined as central component of language proficiency that reduces language learners' performances. Also, Jordan states that " *"vocabulary emerged as the cause of most difficulties for the student of a foreign language". (Jordan, 1997:149)*

Thus, it is not surprising that most students dislike learning English because of the vocabulary lacks.

3.6. Students' Expectations:

As mentioned in the last tables, the questionnaire gives to the students the opportunity to express their point of view especially their disagreement about their lacks in the teaching of English. Being aware of the importance English has in the world and the need to use it in their studies and research. The students' expectations are not very fastidious. Thus, it is not evident for the teacher of English to improve their language proficiency because first; the English module is taught only one hour and a half in a week, also the teacher cannot remedy all the weaknesses but can motivates his/her students by using some different approaches, also the complete absence of syllabus at the French department concerning the English module increases in the teacher ignorance of the subject 'le Français des Affaires'.

The students' expectations are presented as follows:

✓ Propose lectures appropriate to students' needs.

✓ Determine an appropriate syllabus of English for the LMD students.

✓ Induce the learners to practice English at class and outside class.

✓ Vary the activities according to the students' deficiencies in order to improve the language.

✓ Use materials such as tape-recorders or computers to maintain students' motivation.

✓ Introducing games during the lectures arouse students' motivation and interest.

✓ Creating an enjoyable environment when teaching.

3.7. Conclusion:

Based on the results' analyses dealt in this chapter, it can be seen that motivation in EFL classes is inevitably due to students' difficulties to understand the English language and their weaknesses in grammar and vocabulary. The latter's are considered as the chief factors in either frustrating or deteriorating the learners' achievement in learning the English language. Despite students' awareness on their level and the difficulty to understand English, they have positive attitudes towards this language and they have the willingness and desire to learn it mainly because English is the most used and important language in the world, but unfortunately, the majority the students lose their motivation by the end of the academic year; this is due mainly to the learning conditions such as the complete absence of the appropriate syllabus and materials; also students stressed on their poor language performance and want to improve their level.

All these shortcomings are to great extent responsible for students' demotivation and failure. Thus, it is necessary to try to find some solutions and to remedy to these lacks and finally to improve the learning situation, this is what we will see in the next chapter.

Note to Chapter Three:

1-Grammar translation method: This method is not new; it was used at the beginning of this century. It was implemented in order to help the students to read and appreciate the literature of foreign languages.

2-Direct method: Language teachers have applied their principles during many years. Recently, it is revived, as a method in where its goals of instruction are how to learn to use the language to communicate. This method focuses on learning daily vocabulary, to talk by means of questions and answers between teachers and students, to learn grammar in an inductive way, to insist on a correct pronunciation and the use of speech.

3-Audio-lingual method: It characteristics are the proportion of information in form of dialogues, learning is imitative rather then of memorisation, the grammar structures are acquired by means of repetition, the use of tape recorders and visual means is essential. Most of the teachers when using this method are concentrated most in the content than in grammar

Chapter four:
Suggestions and
Recommendations

4.1. Introduction:

How to motivate students is the major issue of this research. The present chapter attempts to identify the demotivating factors behind first year- LMD students at the French Department at Abou Bakr Belkaid university of Tlemcen. Fortunately, some strategies exist to enhance students' motivation by suggesting what would be more interesting and motivating teaching of the English module. The questionnaires used in this chapter are considered as very helpful since they allow us to collect the necessary data for this research and to identify the most crucial problem which is 'demotivation'. Thus, this chapter provides us with some suggestions and recommendations in order to help those who face demotivation in the future.

4.2. Teacher as a Source of Motivation

Today, teachers' task is very complicated; they face increasing demands such as large class sizes, standardised testing and lack of students' motivation. The teacher is seen as the key figure in the classroom, he is the one who transmits knowledge to his students and most importantly, teacher plays an essential role to motivate his/her students. According to Finicchiaro;*The teacher is the most important single element in any teaching situation"*. (Finocchiaro, 1969:14)

Brophy sees teachers as *"active socialising agents capable of stimulating student motivation to learn"*. (Lumsden, 1988:214)

4.2.1. Teacher role specifications:

In fact, the teacher possesses the power to enhance students' motivation by playing different roles. Put forward by the general inspector of English to specify teacher role specifications, the acronym P.L.E.F.T.E.R is described as follows:

Planner, i.e. the teacher sees planning and structuring of learning activities as fundamental to success in teaching and learning.

Linguistic model, i.e. the model learners should imitate.

Evaluator, i.e. the teacher assesses the learners' progress.

Facilitator, i.e. the teacher simplifies the learning process.

Team member, i.e. the teacher takes part in cooperative activities and team work.

Educator, i.e. the teacher serves as an example suitable for imitation.

Researcher, i.e. the teacher is expected to keep up with the latest development in the field of language learning. (Benmoussat, 2003:242)

As far as secondary schools are concerned with teacher role specifications, the teacher at university has an important role to play as to identify, select, and modify instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs. Also, the teacher has to implement instructional activities that contribute to enhance students' motivation where they are actively engaged in meaningful learning experiences. The Teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfil their potential for intellectual, emotional, physical, spiritual and psychological growth. He is responsible for organizing and implementing an instructional programme that will result in students achieving academic success.

4.3. Towards Cooperative Learning:

Cooperative learning(1) is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Cooperative learning is more than just putting students into groups and giving them something to do. Cooperative learning is the tools that teachers use to encourage active participation of the students. The cooperative learning is used to:

- promote student learning and academic achievement
- increase student retention
- enhance student satisfaction with their learning experience
- help students develop skills in oral communication
- develop students' social skills
- promote student self-esteem
- help to promote positive race relations (Rendom, 1995:4)

According to Harmer's work (Harmer, 1983:151) on cooperative learning, he sets out five- stage model which are:

1. The teacher introduces the topic and explores the student's previous knowledge of it.
2. The teacher sets the tasks that the students will have to perform during or after reading.
3. The students read silently and perform the task(answer the question)
4. The teacher gives feedback on the students' performance of the task.
5. The teacher gives follow-up tasks.

4.4. New Ways of Motivating EFL Learners:

Generally speaking, teaching of foreign languages requires a positive attitudes from the learners and lot of motivation, our research reveals that students have positive attitudes towards the English language and are motivated to learn it for many different reasons, however, this motivation disappear by the end of the year. Fortunately, there exist some strategies to motivate our students or to keep their motivation until the learning of the English language. As English is considered as a foreign language, it is learned only in the classroom context; teachers have to use some techniques or strategies in order to enhance the students' motivation presented in the following points:

✓ Make use of the learner environment: when teaching the English language or other foreign languages, the teacher has to link between the student environment to the language taught under the form of activities and games in order to make the teaching of the English language less unwilling.

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Pairwork practice:

Exercise One:

Fill in the blanks using the words in the box:

> Inform -Factory- Repaired -Problem –Low-
> Valued- Computer- Website- Information –Service

Allow me to introduce myself. I am Rasheed Negesh, an on-line sales representative for computers Galore. I am writing to (.......) you of a new (.......) that we are now offering to our (........) customers. For a (.......) monthly fee, we will give you 24 hours a day support and assistance with any (.......) related issue or (........). If your computer needs to be send back to the (.......), for whatever reason, we will send you a new system to use until your computer is (.......). Please visit our (.......) for more (.......): Http:// www.computersgalore.net

Sincerely yours,

Rasheed Negesh

Sales representative

Exercise Two:

> Reschedule- Thanks- Brochures- Organized-
> Pass- Agenda- Arrive- Discuss- Bring- E-mail

Dear Ms. Smith,

Thank you for your (......) regarding the meeting that we had to (.......). I am happy to attend. If you need some extra (.......) from our office to (.......) out, let me know. I can easily (......) them with me when I come. I am planning to (.......) a little early in order to get (.......). If you have time, I hope we can meet before the meeting over a cup of coffee to (.......) the meeting's agenda. If not, can you send the meeting's (.......) to me by attachment? (.......).

Jason Mc Guire. Personnel Director

✓ Adapt materials to local realities: it is important that the teaching of the English language requires the use of materials because they are essential to stimulate student to learn. Also, they should be adapted to the needs of learners such as visual aids, computers, textbooks and many others in order to enhance student motivation.

This skill helps the students increase effectiveness in verbal interactions. Individuals gain confidence and competence in dealing with others. Participants acquire a common language that facilitates teamwork, efficiency, effectiveness, and productivity

Dialogue One: Talking about your job

Jack: Hi Peter. Can you tell me a little bit about your current job?

Peter: Certainly what would you like to know?
Jack: First of all, what do you work as?

Peter: I work as a computer technician at Schuller's and Co.
Jack: What do your responsibilities include?

Peter: I'm responsible for systems administration and in-house programming.
Jack: What sort of problems do you deal with on a day-to-do basis?

Peter: Oh, there are always lots of small system glitches. I also provide information on a need-to-know basis for employees.
Jack: What else does your job involve?

Peter: Well, as I said, for part of my job I have to develop in-house programs for special company tasks.
Jack: Do you have to produce any reports?

Peter: No, I just have to make sure that everything is in good working order.
Jack: Do you ever attend meetings?

Peter: Yes, I attend organizational meetings at the end of the month.
Jack: Thanks for all the information, Peter. It sounds like you have an interesting job.

Peter: Yes, it's very interesting, but stressful, too!
(www.esl.about.com)

Useful Vocabulary

Computer technician
Day-to-day basis
Glitch
Good working order
In-house
Need-to-know basis
Organizational meeting
Stressful
To be responsible for
To develop
To involve
To pay bills
To produce reports
To work as

Dialogue Two: Telephone Banking

Representative: Hello. How can I help you today?

Customer: Hello. I'd like some information on the telephone banking services offered at by your bank.
Representative: Certainly. What is your account number?

Customer: at the High Street Branch.
Representative: What would you like to know?

Customer: How do I sign up?
Representative: Just let me know, I'll sign you up immediately.

Customer: Can you tell me how the telephone banking services work?
Representative: You can do all your day-to-day banking over the telephone, 24 hours a day.

Customer: That's great. How do I access my account?
Representative: Just call the bank, key in your PIN number and listen to the menu of options available.

Customer: How do I choose which option I want?
Representative: Just press the number for the service stated by the recording.

Customer: What kind of things can I do?
Representative: You can check your balance, pay bills, order a statement or even transfer money to another bank.

Customer: That's fantastic! Can I trade stocks and bonds?
Representative: I'm afraid you will have to have a special account for that.

Customer: What about getting help if I have any problems?
Representative: There's an automated answering machine and staff are available 9 to 5 seven days a week.

Customer: It all sounds very good to me. I'd like to sign up.
Representative: Alright, can you answer a few questions please?

Customer: Certainly...

Useful Vocabulary

24 hours a day
account number
automated answering machine
day-to-day banking
menu of options
telephone banking services
to access an account
to check your balance
to key in a PIN number
to order a statement
to pay bills
to sign up
to trade stocks and bonds
to transfer money

✓ Include cultural components: culture and language belongs each other, we can not study a given language without it culture that is why, the teachers should provide enough information to their students about the target language in this way, the students can understand the cultural content which is Omni present in the target language.

Britain

The United Kingdom of Great Britain and Northern Ireland (usually shortened to the United Kingdom, the UK, or Britain) is located in North West Europe. It comprises four constituents' countries: England, Wales, Scotland, and Northern Ireland, whose capitals are: London, Cardiff, Edinburgh, Belfast, respectively. It is worth pointing that London is also the capital of the whole kingdom. The adjective British is used to refer to the people of the UK. The adjective English describes people from England only, and should not be used to describe people from Wales, Scotland and Northern Ireland who are welsh, Scottish, and northern Irish.

The United Kingdom of Great Britain was formed by the act of union in 1707. The United Kingdom of Great Britain and Ireland formed in 1801 became the United Kingdom of Great Britain and Northern Ireland in 1922, following the establishment of the Irish Free State, known today as the republic of Ireland.

Needless to say that the UK is a developed country, with the fifth largest economy in the world and the second largest in Europe. It is the third most populous state in the European Union, with a population of 60.2 million and a founding member of the north Atlantic treaty

organization (NATO) and the United Nations (UN) where it holds a permanent seat on the Security Council. The UK is also one of the world's nuclear powers. (Benmoussat, 2003:296)

Exercise One:

1-How many countries does Great Britain comprise?

....

2- Complete the following table:

Countries	Capitals
England	
Wales	
Scotland	
Northern Ireland	

Exercise Two: Dates and Events:

Dates	Events
1707	
1801	
1922	

Exercise Three:

1-Find the adjectives of the following countries

-GB:

-England:

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-Wales:

-Scotland:

-Northern Ireland:

2-Find in the text synonyms of the following words:

Situated =   Important =

Contain =   Happened =

Exercise Four: Write a short paragraph about a country of your choice:

....

....

....

....

If some principles are taken into consideration and integrated in the teaching of foreign languages, the English lessons will be lively and more interesting to learn.

4.4.1. Reflections and Pedagogical Implications:

In the case of first-year LMD, the teaching materials used are texts and exercises of comprehension, in addition to the huge use of vocabulary and grammar exercises in order to improve students' level. The introduction of dialogues to the EFL classroom is advantageous since the students do not speak English. Therefore, it is an occasion for all the students to participate in the class. As the LMD system is still new in our country, many deficiencies are encountered during the teaching process. Those deficiencies should be taken into consideration in order to update the LMD system.

Further research is clearly needed in the field of motivation where pedagogical and psycholinguistics implications should take place and search for more adequate solutions in the future. This study has several limitations, first it should be noted that the Algerian context where the English language is taught displays many characteristics. First, the majority of the students who entered the university have a low level in English; they have many deficiencies especially in grammar and vocabulary. Therefore, it is difficult for the teacher to move forward in the English lessons. Secondly, the majority of the students who are not motivated do not allow the teacher to do his work correctly.

The obvious implication of this research is to provide teachers with training to teach the LMD students in a motivating way. This does not involve giving them some motivational strategies, but also embedding these in a more generally motivating teaching approach to take into consideration the students' desire for more interesting lessons.

The results presented in this research shows that student's demotivation is a major problem in the EFL classrooms, and despite the various attempts by the teacher to motivate his students, it remains insufficient especially in the case of our first-year LMD students where the LMD system is new and there is no specific programme for the teaching of English. As these characteristics present a handicap in teaching the English module at the French Department, further research is needed in order to find some solutions to these problems.

4.4.2. Sample Unit:

The sample unit is based on a series of texts that make the students discover the culture of the target language; the texts used are extracts from books, magazines or internet. There are adapted to students' needs in grammar and vocabulary, as these later are central to the teaching and learning of languages. It is also one of the

most difficult aspects of language.

The goal of using the texts is to make the students able to master the form of the language. In addition, a large variety of exercises are proposed by the teacher, some activities are used to perform the oral expression under the form of dialogues (business English dialogues) or to perform vocabulary and grammar under different forms such as to find synonyms or antonyms or fill in the gap activity or to make a revision of tenses, without neglecting the writing skill where the student is asked to write a paragraph about some thing interesting. The teacher's aim is to deal with all activities in order to make students use the four skills.

<u>**Unit One**</u>

Functions: Vocabulary, grammar and reading comprehension

The English-Speaking world

By the year 2002, an estimated one and a half billion people will speak English. For some 400 million people, the majority of whom will be living in the United States and the United Kingdom. English will be their first language. But or anothr1.1 billion, English will be a second or third language essential to their professional and their personal lives.

English is becoming the language of choice for business, science and popular culture. Three quarters of the world's mail, for example, is written in English, as is up to 80% of the electronic mail on the internet.

Soon, more people will speak English as a foreign language than speak it as their mother tongue.

"there has never been a language spoken by so many people in so many places", says professor Davis Crystal, author of the Cambridge Encyclopedia of the English language. But why is English rising above all of the world's other tongues?

There are no clear linguistic reasons for English's global dominance.

The grammar is complicated; the pronunciation is eccentric, and the spelling peculiar. But as Crystal says, "logic in not essential when choosing a global language, a language becomes powerful when a nation becomes powerful".

This power may be military or cultural or economic...

Wave dollar bills in front of someone, and they will learn complicated spelling and grammar..."

(Times, July 2000)

Exercise One:

A- Underline the right answer:

a) This document is

- An extract from a novel

-A magazine article

-An advert

b) This document is about:

-The predominance of English in the world

-The Cambridge encyclopedia of the English language

-Foreign languages in English- speaking countries

B- Underline the correct answers or complete with information from the document:

1-By 2002, English will be spoken by

- three hundred million people

-25% of the human race

- Half of the world population

2- Most English speakers will live in

a)..........................

b)..........................

3- English is becoming the international language for

a)................

b)...............

c)................

3- ....% of the world's mail and .... Fifths of the electronic mail is written in English.

5- Soon, more and more people will speak English as their mother tongue because

....

6- What are the linguistic reasons that make English a difficult language to learn?

a)..............

b)..............

c)..............

7- English is popular because of

a) The influence of the UK

b) The influence of the USA

c) Professor Crystal

8- The world influence of the English language is due to

....

c- Vocabulary

Explain the following words:

Eccentric:

Peculiar:

Spelling:

Billion:

D- Write down in letters the following numbers:

-2002:

-1.500.00

-400

-3/4

-80%

-2000

F – Grammar:

a) Find and underline two expressions of the future in the texts

1-...

2-...

*G- **Written expression:*** Write six lines about

1-Do you consider that English takes too much importance in the world today?

2-Do you enjoy learning, speaking and listening to English?

....

....

....

....

....

....

Functions: Present simple and present continuous tense and vocabulary

Victor Hugo

Victor Hugo was born in Besançon, after the separation of his parents; he was raised and educated in Paris by his mother when the family settled when Hugo was two. From 1815 to 1818 Hugo attended the Lycée Louis- Le Grand in Paris. He began earlier to write verse tragedies and poetry. His first collection of poems, odes et poesies diverse gained him a royal pension from Louis XVIII.

Hugo famous Works are; les misérables, les châtiments, la fin de Satan, madame Bovary.

Hugo died in Paris on May 22, 1885. He was given a national funeral, attended by two million people, and buried in the Pantheon.

Exercise One:

1-Who is Victor Hugo?

....

2- Where did Victor Hugo live?

....

3- Which are Victor Hugo famous works?

Exercise Two:

a)-Find in the text the opposite of the words:

-Settled:

-Raised:

-Began:

-Famous:

b- Explain the following words:

-verse tragedies:

-gained him a royal pension

Exercise three:

a)-Which tense is used in the text?

…………………………………………

b) - Complete the following exercise:

1-I …… (be) very tired!

2-Where is your key? I don't know? I……. (Loose) it.

3-Anne …….(give) me her address, but I am afraid, I have lost it.

4- Yesterday my husband …….(offer) me a present.

5- I …….(Visit) Paris last year.

Exercise four: Put the following sentences either in the present simple or in the present continuous.

1-Let's go out. It (not/rain)

…………………………………………

2-Julia is very good at languages. She (speak) four languages very well.

…………………………………………………………………

3-Hurry up, every body (wait) for you.

…………………………………………………

4-You (listen) to the radio.

……………………………………………

5-He is an architect but he (not/work) at the moment.

Exercise five:

1-every Monday, sally (drive) her kids to football practice.

2-usually, I (work) as a secretary at ABT, but this summer I (study) French at a language school in Paris. That is why I am in Paris.

3-Shhhhhh, be quiet John (sleep).

4-don't' forget to take your umbrella. It (rain).

5-I'm sorry I cannot hear what you (say), because every body (talk) so loudly.

6-justin(write currently) a book of his adventures in Tibet

Unit Three

Functions: Vocabulary and written expression

France

is a member state of the European Union located in its western region, with several overseas territories and islands located on other continents and in the Indian, Pacific, and Atlantic Oceans.[13] France is a unitary semi-presidential republic with its main ideals expressed in the Declaration of the Rights of Man and of the Citizen.

It is bordered by Belgium, Luxembourg, Germany, Switzerland, Italy, Monaco, Spain and Andorra. France's overseas departments and collectivities also share land borders with Brazil and Suriname (bordering French Guiana), and the Netherlands Antilles (bordering Saint-Martin). France is linked to the United Kingdom by the Channel Tunnel, which passes underneath the English Channel.

France is the largest state in the European Union by area and the third largest in Europe behind Russia and Ukraine. France has been a major power for many centuries with strong economic, cultural, military and political influence. During the 17th and 18th centuries, France colonised great parts of North America; during the 19th and early 20th centuries, France built the second largest empire of the time, including large portions of North, West and Central Africa, Southeast Asia, and many Pacific islands.

France is one of the most developed countries and second best international reputation and has also one of the world's highest life expectancies, with its healthcare system rated as the best in the world.[21] It is the most visited country in the world, receiving 82 million foreign tourists annually.[22] France is one of the founding members of the European Union. It is also a founding member of the United Nations, and a member of the Francophonie, the G8, G20,

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NATO, OECD, WTO, and the Latin Union. It is
one of the five permanent members of the UN
Security Council, possesses the third largest
number of nuclear weapons in the world and the
largest number of nuclear power plants in the
European Union.

Exercise One:

1- Where is France situated?

....

2- What does France represent?

....

3- How is life in France?

....

Exercise Two: Complete the countries that bordered France:
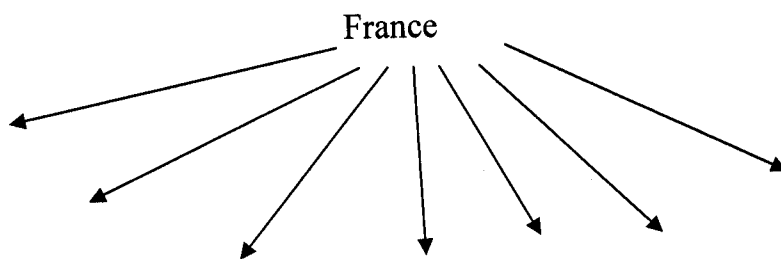
France

Exercise Tow: Which are the memberships of France?

1-France is the founding member of ....

2-...

3-...

4-...

5-...

6-...

7-...

8-...

9- ....

Exercise three: Write a short essay about France.

....

....

....

....

Exercise Five: Fill in the blanks.

Paragraph1

A-Hello, you must be Ms Woods. Allow me to .... my self. I'm Tanaka.

It Is a..................... to meet you.

B-It's a pleasure to meet you too. Let me give you my card.

A-Thank you, and here is my.............

B-Oh, I see you are .... the New York office.

A-Yes, that's............I recently there from Tokyo. Thank you for meeting me today. I know how ....you must be.

B-......................it's my pleasure.

Unit Four

Function: Reading comprehension and the preposition who, what, how, much, where, how many.

Using the internet as a business tool

The internet has rapidly become an essential component in doing business worldwide. It is estimated that hundred of million of people have access to the internet, and this figure is increasing each year. In order to do business internationally, it is necessary to use the internet as a valuable business tool.

The World Wide Web is basically an intricate network that helps businesses and clients connect with each other more easily with the click of the button. This potential to reach multitudes of people with little effort or cost is making the internet the fastest growing area for increasing business world wide.

Many companies large and small have quickly learned that the advantages of having a webpage highlighting the company's products and services are immeasurable. Anyone at any time can access the needed information. Making business-related available is one of the most important ways to make and retain clients. American companies have learned how important this technology is to their overall business.

Using the internet as a business tool can aid the employee greatly; it allows one to do the necessary research before a scheduled meeting or to contact potential clients initially in order to better serve them. The future is now and the internet is here to stay.

Exercise One: Answer the following questions using information in the text:

1- How many people currently have internet access?

....

2- What types of things can a person find on a company' webpage?

....

3- How can the internet aid the employee as a business tool?

....

Exercise Two: Explain the following words:

Worldwide:

Valuable:

Network:

Potential:

Exercise Three: Complete these questions with words from the list:

Who, what, how, much, where, how many.

1-...............'s your name?

2-....................do you come from?

3-.....................do you earn?

4-......................nationality are you?

5-......................do you do?

6-.........................do you work for?

Function: Comparatives and superlatives

London

London, the capital of Great Britain, is one of the greatest cities in the world. It is also an important business, financial and intellectual center. Everywhere in London, they are open spaces: Hyde Park and Regent Park are the largest.

It contains expensive hotels and the restaurant. We find the most fashionable shops there. There are many places of internet such as Big Ben in the clock tower, Buckingham palace, the principal London residence of the queen, museums, the University of London and the port of London which is the second largest port in the world.

The most famous historic building in London is the tower of London. There are style traces of the roman wall.

The second largest Christian church in the world after saint peter's in Rome is St Paul cathedral.

The tallest building in the capital and in Britain is the post office tower. It is 187 m high.

The most important gallery in London is the national gallery. It contains a rich collection of famous painting.

One of the greatest libraries in the world is the British museums. It contains rare books and fabulous collection, old drawing, print... there are Egyptian, Greek and roman. Finally if you want to know the time or the way to the station, ask a bobby. You will never forget his humour and patience. Bobby's are the friendliest policeman in the world

Exercise One: Answer to the following questions:

1-what is London?

2-did the Romans come to London?

3-which is the highest building in London?

4-which is the most important gallery London?

Exercise Two: Find the superlatives in the text

Greatest- largest- most fashionable- largest- most famous- tallest- most important- greatest- friendliest

Exercise Three: Note the most famous places in London

London most famous places	
Big Ben	Buckingham palace

Exercise four: Put into the superlative form

1-It is big company (...................) of it kind.

2- It is an expensive car (......................) I have ever owned.

3-It is a complicated problem (......................) I have ever faced.

4-John is a reliable employee (.......................) we ever had.

5-It was a difficult decision (......................) she has ever made.

6-It is an easy job (......................) in the factory.

7-He is a careful driver (.........................) I know.

Exercise five: Put into the superlative.

1-Tom is a rude boy (.................) I have ever seen.

2-That's (...............) stupid invention we have heard of.

3-She bought (...............) expensive bag in the shop.

4-This is a beautiful (.................) country I have ever seen.

5-He has good marks (...............).

6-Hamlet is one of the famous (...............) plays that Shakespeare wrote.

7- She is pretty girl (.....................) I know.

8- It is a big store of the street (.....................).

9- He is a generous boy (...................) I know.

Exercise six: Put into the comparative or the superlative.

1-my suitcase is .... (Large) than your suitcase.

2-this scarf is ....(beautiful) than the one in the window.

3-the palace hotel was ....(expensive) than the Grosvenor.

4-John is a ....(good) gardener than Stuart.

5-they are not going to the ....(bad) hotel.

6-the palace is ....(expensive) hotel.

7-John is the .... (Good) gardener.

8-these are the .... (Beautiful) colours.

9-Mr Smith is .... (Bad) today than yesterday.

Note:

We use the superlatives when we compare more than two things

<u>Rule 1</u>: The+ Short adjective+ EST

E.g.: john is the tallest.

　　Everest is the highest mountain in the world.

<u>Rule 2</u>: The +most+ long adj

E.g.: he is the most careful driver I know.

      It is the most difficult exercise I did.

Exceptions:

Adjectives	Comparatives	Superlatives
Good	Better than	The best
Bad	Worse than	The worst
Far	Farther than	The farthest

The comparative form is used to focus on a difference between people, places and things.

1-One syllable (short adjective): adjective +er+ than

E.g. John is faster than David

2-Two syllables ending in y: y become I: adjective +ier+ than

E.g. the second exam is easier than the first.

3-Two or more syllables: more +adjective+ than

E.g. Mercedes is more expensive than accent.

Remark: adjectives consisting of a less consonant+ vowel+ consonant; we have to double the final consonant.

E.g.

hot+ hotter

big+ bigger

thin= thinner

4-Some adjectives have irregular comparative form

good= better

bad= worse

far= farther

Exercise seven: Put the following sentences into the comparative

1-he is (tall) than she.

2-vegetables and fruit are (good) than sweet.

3-a van is (spacious) than a car.

4-planes are (fast) than trains.

5-our teacher is (competent) than yours.

Exercise eight: Put the following sentences into the comparative

1-a tortoise is (fast) than rabbit.

2-there is nothing (good) than success.

3-this exercise is (easy) than the others.

4-today the weather is (good) than yesterday.

5-for some people, reading is (good) than using the internet.

6-old people are (wise) than young people

Unit Six

Proverbs: Vocabulary and general culture.

1-Health is better than wealth.

2-A friend in need is a friend indeed.

3-An apple a day keeps the doctor away.

4-An English man's house is his castle

5-Actions speaks louder than words

6-Add fuel to the fire

7-All that glitters is not gold

8-Add insult to injury

9-A penny saved is penny earned

10-Still waters run deep.

Exercise one: Complete the missing words then match the pairs.

1-Actions........... louder than words money.

2-Add fuel to the.......

3-.........is better then wealth

4-A penny saved is a penny....... then

5-All that..... is not gold.

6- An English man's....... houses is his castle.

a- We shouldn't spend or waste

b- Appearances can be deceptive.

c- Make a bad situation worse.

d-Being free from illness is better being rich.

e- People promise things but fail to Deliver.

f- people feel good only in their

Unit Seven:

Function: Reading comprehension and pronunciation

Places

Newcastle, Mary port and Birkby are in the north of England. Newcastle is a large industrial town in the North West. Birkby is a small village near Mary port. Dumfries is a small town. It is near Mary port, too. But not in England; it is in the south of Scotland. Crieff, Glasgow and Aberdeen are in Scotland, too. Glasgow is an industrial city on the west coast, and Aberdeen is a large town in the north east.

Edinburgh is the capital city of Scotland, and a tourist center. It is on the east coast.

Exercise one:

1-Which are the places that are in the text?

....

2-Which are the adjectives of the following words?

Scotland:
England:
Glasgow:
Edinburgh:

Exercise two: Read the text then pronounce the following words:

Birkby, Crieff, Aberdeen, Glasgow, Edinburgh

Exercise three: Fill in the gaps.

A-Excuse me, you wouldn't happen to be Ms Ishii?

B- ....I am. You must be Mr. Douglas fro the regional office.

A-Yes, sir.......................I'm so happy to meet finally.

B-It certainly is a pleasure......................you, too.

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A-I hope you weren't........................?

B-No, no at all..........................actually, I came......................to read the information you had sent me for this meeting.

Exercise four: Match the best combination of sentences from column A and B.

COLUMN A	COLUMN B
-Did you join the company party? -Did you get married recently? -Did you cone to Japan alone?	No, I'm joined by my wife and kids.
What's on the agenda today?	-Please discuss the agenda tomorrow. -We need to discuss new business first. -Discuss it with the person next to you.
-Have you been to a hot spring? -Have you met my husband Hank? -Do you like to eat Sushi?	Yes a little bit.
Are you an avid baseball fan?	Yes, I use a hand for sometimes. Yes, I play football occasionally. Yes, I attend every home game.

Exercise five: Think of five cities, towns or villages in your country. Put their names in this table.

	Town	City	Village
Quiet			
Noisy			
Pretty			
Polluted			
exciting			

Unit Eight

Function: Grammar and vocabulary

Exercise one:

Pierre is talking about his work. Correct what he says.

I work for a French supermarket company. (1) I work about the development of new supermarkets. (2) In fact, I running the development department and (3) I am manage for a team looking at the possibilities in different countries. It's very interesting. (4) One of my main is to make sure that new supermarkets open on time. (5) I'm also charged with financial reporting. (6) I deal at a lot of different organizations in my work. (7) I'm responsible of planning projects from start to finish. (8) I work closely near our foreign partners, and so I travel a lot.

Complete the text with one of the prepositions from B opposite.

Rebecca lives in London and works in public relations. She leaves home for work at 7.30 am. She drives (1) .... work. The traffic is often bad and she worries about getting (2) .... work late, but she usually arrives (3) .... work at around nine. She finishes work quite late, at about eight. 'Luckily, I'm never ill,' she says. 'I could never take the time (4) ....work.' She loves what she does and is glad to be (5) .... work. Some of her friends are not so lucky: they are (6) ....work

Exercise two: Put the words into the text.

Has- like- breakfast- goes- works- but-
gets-up- opens- stops- plays- starts- goes

Stan Dixon is a shop assistant. He sells men's clothes in a small shop. It is a tiring job.

Stan .... at seven o'clock, after............., he...................... to work by................. . he .... at a quarter past nine; the shop................ at half past. Stan .... lunch at twelve, and then .... from 12.45 until 5.45.

On Saturdays, Stan .... work at one o'clock. On Sundays he................. cycling or........................ tennis.

Stan does not.................. His job much.

Exercise three: Put do, don't, does or doesn't.

1-...................you like fish? Yes, I............

2-where................Sally live?

3-I'm sorry, I ....

4-.................your mother work? No, she..........

5-what newspaper ....you read?

6- what newspaper .... you father read?

7-where ....Susan pass her holidays?

Unit nine:

Functions: Writing an e-mail and vocabulary.

E-mail

Ken's Cheese House
34 Chatley Avenue
Seattle, WA 98765
Tel:
Fax:
Email: kenny@cheese.com

October 23, 2006

Fred Flintstone
Sales Manager
Cheese Specialists Inc.
456 Rubble Road
Rockville, IL

Dear Mr Flintstone:

With reference to our telephone conversation today, I am writing to confirm your order for: 120 x Cheddar Deluxe Ref. No. 856 The order will be shipped within three days via UPS and should arrive at your store in about 10 days. Please contact us again if we can help in any way.

Yours sincerely,

Kenneth Beare
Director of Ken's
Cheese House

Letters

Mary,

Thanks for the heads up of the office party. I hadn't heard that Saturday works for me, so count me in. I hope you're sitting down…. I actually heard that the new computer system isn't going to be installed until early next year, so it won't be ready to go until February or so. Didn't you get the FAQ memo yesterday from the head office?

I had better get to work. I want to leave early today, one other thing, beware of a virus, going around that says something about a free gift in the subject line. Don't open it just delete it. It infects your entire e-mail system. Also, I've been having trouble with spam. I may have to change my e-mail address. I'll let you know if I do.

Take care

James

Exercise one: Explain the following words.

Count:

FAQ:

Head office:

Beware:

Spam:

Exercise two: Make sentences with neither/nor:

1-I'm not fair……. I'm not dark.

………………………………………..

2-She is not at home and she is not in her office.

………………………………………….

3-John is not fat, but he is not slim.

………………………………………..

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4-It is not true and it is not false.

....

5-I don't speak German and I don't speak French.

....

6-Compton has not got a bank or a post office.

....

-John is not married and peter is not married.

....

8-My mother does not smoke and my father does not smoke.

....

Exercise three: Put in am, are, is have got or has got.

1-my sister ....a very pretty cat.

2-how tall.................you?

3-I don't know if they ....any children?

4-It's very windy today. I ....cold.

5-what colour.................. your car?

6-there ....too many people in this room

7-I.................very hungry.

Unit Ten

Functions: Oral expression

Dialogue: checking- in at the airport departure counter.

-Ticket agent: next please....

-Passenger: yes, I'm travelling to the USA today...

-Ticket agent: may I have your passport and ticket voucher please?

-Passenger: certainly, here you are....

-Ticket agent: all right Mr Stevenson, how many bags will you be checking today?

-Passenger: just one.

-Agent ticket: all right, Mr Stevenson, here's you passport back and your boarding

pass. Your flight leaves from gates 28.

Please go to the gate at least 20mn before departure.

Have a nice flight.

-Passenger: thank you.

Exercise one: Answer to these questions.

1-Where is the passenger travelling to?

....

2-What does the ticket agent ask the passenger to give her?

....

3-How many bags does Mr. Stevenson want to check?

....

Exercise two: Match the best combination of sentences from column A and column B.

COLUMN A	COLUMN B
-Will you be travelling today? -May I see your boarding pass? -Is this you passport, madam?	Certainly. Here you are
How many bags will you be checking today?	To where Too few Just two
-Here you are. You're set to go -That's perfect.... -I prefer to sleep...	Thank you. Is this my boarding pass?
Have a nice flight	Thank you. You too Thank you. I'm sure I will Thank you. Newt please

Exercise three: Try to do your own dialogue by using your personal information.

4.5. Conclusion:

The last chapter is an attempt to find some solutions in order to improve the learning situation for the first- year LMD students at the French Department. Inspired from the work and experience of many psycholinguists on 'demotivation', there are many ways to motivate students since the concept of motivation may be the most important key in the learning of the foreign languages. According to the results of the investigation done in chapter three, it can be seen that the students are motivated to learn English but their motivation is affected by several parameters such as the absence of the syllabus appropriate to students' needs beside students' lacks in grammar and vocabulary or the teaching materials. Therefore, the suggestions and recommendations proposed in this chapter aim at helping teachers who encountered this problem of 'demotivation' in the future by improving the learning conditions for the teachers and the students in providing them with an appropriate syllabus of the LMD system, as well as to make teaching materials available for an enjoyable learning. Moreover, the teacher plays an essential role in enhancing students' motivation by using the adequate methods depending on students' weaknesses.

Notes to Chapter Four:

1-Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

GENERAL CONCLUSION

Teaching and learning a foreign language are a highly complex task that may consider both teacher and learner requirements and needs in order to reach their expectations and objectives. The attempt along this research study is to identify the demotivating factors that the first-year LMD students encounter during their learning task by analysing and measuring their in the learning process. At the beginning of this investigation, three research questions were put forward.

For some students demotivation had a very strong impact that destroyed their interest in learning English whereas, for others it decreases their interest in learning English. In all cases, it is evident that demotivation has a negative impact on students' learning. As a results, findings in this investigation suggest that demotivation is a significant language problem that needs to be taken into account, reported in our study is that the largest source of demotivating factors were related to teaching materials. Another important finding is that many students were demotivated because of the complete absence of syllabus and finally students' weaknesses in grammar and vocabulary.

It is important to mention that with the introduction of the LMD system in our university and especially at the French department in 2007, teachers as well as students have to face many problems such as the absence of the syllabus which is not the only reason to justify the success or failure of the students since other factors are responsible for their demotivation as students' poor language proficiency; it means that students display a great lack in learning the English language mainly due to grammar and vocabulary. For instance, the majority of the first-year LMD students at the French department have weaknesses in writing even a simple sentence or to remember vocabulary of the English language.

According to the present study, the investigator has put-forward the research questions. Concerning the first question, it can be seen that according to the results found in this investigation, the majority of the students feel motivated to learn the English language and those for intrinsic or extrinsic reasons. It means that a student can learn a language because he likes it culture or because he will need it to have a job, travel to other countries or use it in his studies. As for the second research question, students' motivation is affected by their weaknesses in grammar and vocabulary, the complete absence of a syllabus and the lack in teaching materials as cited above. As for the last question which deals with solutions, both teachers and students proposed some suggestions which are as follow:

- To provide an adequate syllabus for the teachers to facilitate the arrangement of the lectures in accordance with the students' level.

- To provide necessary teaching materials in order to make the course more attractive and encourage the practice of English.

- Encourage the students to read a lot and to use the web for their research or simply to chat with English native speakers to improve the learning of the language.

- To insist on the importance English has in the world such as getting a better job.

We have to mention that both teachers and students suggestions are similar; they may help us in improving the learning process of the English module at the French Department and their suggestions are taken into consideration in order to improve the teaching of English and maintain students' motivation and positive attitudes.

To conclude, it is important to stress that motivation is an important variable in second or foreign language success. It is noted that making learners recognise a need to accomplish learning goals and providing them with motivation to learn is

one of the best steps we can take into consideration to facilitate learning success. Despite the importance of demotivation in learning in general and L2 and FL in particular to date; few studies have focused on student demotivation. Thus, future researches are needed to shed more light on demotivation including different perspectives.

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Appendices

APPENDIX I: STUDENTS' QUESTIONNAIRE

You are invited to participate in the project by completing the questionnaire.

1- Age: ....

2- Sex :   ☐ Male   Female ☐

3- Do you like studying English?

Much ☐   Little ☐   Not at all ☐

4- What motivates you to learn the English language?

....

....

5- Which of the following reasons make you learn English?

a- Studying English can be important because it may allow me to meet other people from different countries.
b- To know the English civilisation and culture
c- To get a good job in the future
d- May be useful sometime in the future
e- Help me in my career or studies
f- Travel to other countries
g- I like the English language
h- Other reasons (specify please)

6- How important do you think is the English language?

    a- Very important
    b- Important
    c- Not important
    d- Not important at all

7- Do you think that the module of English is necessary for the 1st year LMD students at the French Department

Yes ☐ ....   No ☐ ....

Say why...

....

8- As students of French (LMD system) do you prefer to learn English or another foreign language?

Say why...

....

9-The influence of the teacher on student motivation is

Positive ☐   Negative ☐

10-How can the teacher motivate his learners?

....

....

11-Which of the following reasons demotivate you to learn English?

a- Teacher
b- Course (content)
c- Methods used
d- Other reasons

....

12- Our lack of knowledge of grammar and vocabulary affects a lot our motivation to learn English

Agree ☐   Disagree ☐

13- Which of the following demotivate you when studying English

a- The teacher
b- The content
c- Vocabulary is very large to remember
d- English structures are complicated
e- Difficulties to understand the English language
f- My environnement doesn't encourage me to learn English
g- Social and religious reasons affect my learning of English
h- Other reasons ....

....

14- What role should the teaching of English play at university?

....

15-What can be done to improve your motivation to learn English?

....

Thank you for your collaboration

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APPENDIX II: TEACHER'S QUESTIONNAIRE

DEAR COLLEAGUE,

I am presently conducting a research to attempt to understand students' demotivation to learn the English language in the French Department at the level of Abu Bakr Belkaid, University of Tlemcen. I would be very grateful, if you could answer the following questions:

1- Gender :

Male ☐   Female ☐

2- Qualifications

License ☐   Magister ☐

Others, please specify

....

3-Does your Department provide you with any syllabus?

....

....

4-Is the syllabus appropriate to the students' level?

Yes ☐   no ☐

5-What does the programme aim at?

a- Understand and write acceptable English

b- Make students able to express themselves orally and in writing

c-Is done randomly

6- As a teacher of English at the French department how do you evaluate your students' language proficiency?

a- very satisfying

b- Satisfying

c- Average

d- Not satisfying

7- Do you think that the introduction of English at the French Department for the LMD students is important?

Yes ☐   No ☐

8- What kinds of materials are available at the Department?

a- language labs

b- audio-visual aids

c- tape recorders

d- nothing

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e-others, specify please

9- Do you prepare your activities or lessons according to your students' level?

Yes ☐   No ☐

10-Which methods or techniques do you use to teach English?

....
....

11-How are your students' attitudes towards English?

Positive ☐   Negative ☐

12- According to you, why do your students have negative attitudes?

....
....

13-What kind of problems do you encounter in the teaching of English?

....
....
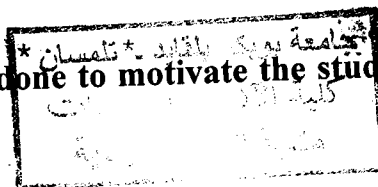
14-Do you think that your students are motivated to learn English?

Yes ☐   No ☐

15-According to you what should be done to motivate the students more to learn English?

....

....

....

16-Do you have any suggestions about ways of motivating?

....

....

17-According to you what are the main factors that demotivate your students to learn English?

Thank you for your co-operation