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En couverture,
photo d'un grenier traditionnel kabiyè
prise au « musée de Yadè », « Kabıyɛ
sɔsaa ɖiwa »

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LIGNE EDITORIALE

Lɔŋgbowu est une revue à parution semestrielle de la Faculté des Lettres et Sciences Humaines de l'Université de Kara. Elle publie les articles des domaines des langues, des lettres, des sciences de l'homme et de la société. **Les textes doivent tenir compte de l'évolution des disciplines couvertes et respecter la ligne éditoriale de la revue**. Ils doivent en outre être originaux et n'avoir pas fait l'objet d'une acceptation pour publication dans une autre revue à comité de lecture.

Les articles soumis à la revue ***Lɔŋgbowu*** sont anonymement instruits par deux évaluateurs. En fonction des avis de ces deux instructeurs, le comité de rédaction décide de la publication de l'article soumis, de son rejet ou alors demande à l'auteur de le réviser en vue de son éventuelle publication.

Les articles à soumettre à la revue doivent être conformes aux normes ci-dessous décrites.

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À partir de ce numéro 004, la revue *Longbowou* ne peut recevoir pour instruction ni publier un article s'il ne respecte pas les normes typographiques, scientifiques et de référencement (NORCAMES /LSH) adoptées par le CTS/LSH, le 17 juillet 2016 à Bamako, lors de la 38ème session des CCI dont voici *in extenso* une partie du point 3 de ces normes à l'attention de tous les auteurs.

« 3. DES NORMES ÉDITORIALES D'UNE REVUE DE LETTRES OU SCIENCES HUMAINES

3.1. Aucune revue ne peut publier un article dont la rédaction n'est pas conforme aux normes éditoriales (NORCAMES). Les normes typographiques, quant à elles, sont fixées par chaque revue.

3.2. La structure d'un article doit être conforme aux règles de rédaction scientifique, selon que l'article est une contribution théorique ou résulte d'une recherche de terrain.

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- Pour un article qui résulte d'une recherche de terrain : **Titre, Prénoms et Nom de l'auteur, Institution d'attache, adresse électronique, Résumé en Français [250 mots au plus], Mots clés [7 mots au plus], [Titre en Anglais], Abstract, Keywords, Introduction, Méthodologie, Résultats et Discussion, Conclusion, Bibliographie**.
- Les articulations d'un article, à l'exception de l'introduction, de la conclusion, de la bibliographie, doivent être titrées, et numérotées par des chiffres (exemples : 1. ; 1.1. ; 1.2 ; 2. ; 2.2. ; 2.2.1 ; 2.2.2. ; 3. ; etc.). (ne pas automatiser ces numérotations)

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Exemples :
- En effet, le but poursuivi par M. Ascher (1998, p. 223), est « d'élargir l'histoire des mathématiques de telle sorte qu'elle acquière une perspective multiculturelle et globale (…), d'accroitre le domaine des mathématiques : alors qu'elle s'est pour l'essentiel occupé du groupe professionnel occidental que l'on appelle les mathématiciens(…)».
- Pour dire plus amplement ce qu'est cette capacité de la société civile, qui dans son déploiement effectif, atteste qu'elle peut porter le développement et l'histoire, S. B. Diagne (1991, p. 2) écrit :

> Qu'on ne s'y trompe pas : de toute manière, les populations ont toujours su opposer à la philosophie de l'encadrement et à son volontarisme leurs propres stratégies de contournements. Celles-là, par exemple, sont lisibles dans le dynamisme, ou à tout le moins, dans la créativité dont sait preuve ce que l'on désigne sous le nom de secteur informel et à qui il faudra donner l'appellation positive d'économie populaire.

- Le philosophe ivoirien a raison, dans une certaine mesure, de lire, dans ce choc déstabilisateur, le processus du sous-développement. Ainsi qu'il le dit :

> le processus du sous-développement résultant de ce choc est vécu concrètement par les populations concernées comme une crise globale : crise socio-économique (exploitation brutale, chômage permanent, exode accéléré et douloureux), mais aussi crise socio-culturelle et de civilisation traduisant une impréparation sociohistorique et une inadaptation des cultures et des comportements humains aux formes de vie imposées par les technologies étrangères. (S. Diakité, 1985, p. 105).

3.6. Les sources historiques, les références d'informations orales et les notes explicatives sont numérotées en série continue et présentées en bas de page

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Dans la zone Éditeur, on indique la Maison d'édition (pour un ouvrage), le Nom et le numéro/volume de la revue (pour un article). Au cas où un ouvrage est une traduction et/ou une réédition, il faut préciser après le titre, le nom du traducteur et/ou l'édition (ex : 2nde éd.).

3.8. Ne sont présentées dans les références bibliographiques que les références des documents cités. Les références bibliographiques sont présentées par ordre alphabétique des noms d'auteur. Par exemple :

Références bibliographiques

AMIN Samir, 1996, *Les défis de la mondialisation*, Paris, L'Harmattan.

AUDARD Cathérine, 2009, *Qu'est-ce que le libéralisme ? Éthique, politique, société*, Paris, Gallimard.

BERGER Gaston, 1967, *L'homme moderne et son éducation,* Paris, PUF.

DIAGNE Souleymane Bachir, 2003, « Islam et philosophie. Leçons d'une rencontre », *Diogène, 202, 4,* p. 145-151.

DIAKITE Sidiki, 1985, *Violence technologique et développement. La question africaine du développement*, Paris, L'Harmattan.

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Tout paragraphe est nécessairement marqué par un alinéa d'un cm à gauche pour la première ligne.

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En cas d'utilisation des tableaux, ceux-ci doivent être numérotés en chiffres romains selon l'ordre de leur apparition dans le texte.

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Le non respect des normes éditoriales entraîne le rejet du projet d'article.

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Une fois l'article accepté par le comité de rédaction, l'auteur devra entrer en contact avec la rédaction de la revue pour l'acquittement des droits de publication qui s'élèvent à **40 000 FCFA**.

Lɔŋgbowu étant une revue de recherche et d'information éditée sans but lucratif, les auteurs ne percevront pas de versement de droits.

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Les articles sont la propriété de la revue et peuvent faire l'objet, avec l'accord de l'auteur, d'une mise en ligne.

DISPOSITIONS FINALES

Les articles doivent parvenir au secrétariat de rédaction de la revue au plus tard à la fin du mois de mars pour le numéro de juin et la fin du mois de septembre pour le numéro de décembre de chaque année.

Les textes doivent être envoyés à l'adresse suivante :
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SYNTHÈSE DES ARTICLES

Le contenu des contributions constituant l'ossature de ce 14ème numéro de la Revue *Lɔŋgbowu*, est très riche.

Dans le domaine des lettres et langues, les auteurs se sont intéressés aux thématiques portant sur des sujets tels que la lecture rétroactive de la pandémie covid-19 à travers une micro-représentation, la contribution des proverbes dans l'éducation de l'enfant africain traditionnel, un premier état des lieux des emprunts du Fang aux langues indo-européennes, la qualification et les stratégies didactiques en Dagara, le rapport entre la laideur physique et la bonté spirituelle et la poétique du symbole vivant du masque Wè, les géométries structurelles dans Le pagne noir de Bernard Binlin Dadié.

Le lecteur pourra lire avec intérêt, language education stakeholders' attitudes and personality versus interactions and motivational progress ett a critical evaluation of human interactions in lola shoneyin's The secret lives of baba segi's wives and buchi emecheta's the slave girl.

Différentes thématiques du domaine des Sciences de l'Homme et de la Société ont été traitées.

Dans le champ de la géographie, les recherches apportent des lumières sur les difficultés agroéconomiques et l'exploitation agricole des bas-fonds dans le nord-est de la Côte d'Ivoire, sur l'hévéaculture comme levier d'une mutation agricole mal assurée dans le centre-est de la Côte d'Ivoire, sur l'état des lieux de l'agriculture numérique dans quelques départements de la Côte d'Ivoire et les SIG comme outil d'amélioration de la gouvernance locale des communes dans la levée des données fiscales.

Les recherches en histoire ont porté sur le contexte socio-politique de l'émergence de la « communauté chrétienne » catholique de Haute Volta (1955-1980), l'Eglise catholique à l'épreuve des violences verbales dans les profanations des objets sacrés et la désacralisation du catholicisme en Côte d'Ivoire, Epena (1922-1960) comme exemple des résistances à l'implantation coloniale française dans le nord-Congo, l'onomastique dans les marchés de Pointe-Noire (1960-2018), la victoire de Ramsès II à la bataille de Qadesh est-elle une vérité ou plutôt une propagande ? Et la réflexion autour de la gestion du mobilier archéologique au Burkina Faso.

Dans les champs de la Philosophique, de la psychologie et des sciences de l'éducation, l'ont a, entre autres contributions, l'intelligence artificielle comme prodromes d'une obsolescence du proprement humain, les défis des sociétés africaines face aux impasses de la démocratie dans la modernité politique, Bertrand Badié qui se préfère contre le savoir dans le cas du Rwanda. Le lecteur consultera trouvera également pour sa satisfaction, les méthodes pédagogiques utilisées dans les pratiques enseignantes qu'impose l'APC, la conception en Côte-d'Ivoire des équipes enseignantes sur le salut de

leurs âmes, l'impact « travail - vie privée » sur l'engagement organisationnel affectif et le rôle du bien-être psychologique au travail.

La sociologie et l'anthropologie sont couvertes à travers la persistance des mutilations génitales féminines, les pratiques touristiques et développement socioéconomique au nord de la Côte d'Ivoire, l'approche phénoménologique du rituel de l'eau chaude en post-partum des femmes gabonaises.

Bonne lecture à chacun.

LANGUAGE EDUCATION STAKEHOLDERS' ATTITUDES AND PERSONALITY VERSUS INTERACTIONS AND MOTIVATIONAL PROGRESS IN BENIN UNIVERSITIES

HOUNNOU AZOUA Mathias[♣]
LANMANTCHION Flavien Dossou[♣]
PATINVOH AGBAYAHOUN Juvenale[♣]

Abstract

This study treated the relationship Foreign Language Learning (FLL) has with both class interaction and lack of motivation in University education courses where English is taught as a Foreign Language. The setting was the public Universities of Benin Republic, taking the case of first year "LMD" (Bachelor- Master –Doctorate) students during the second semester's examinations (i.e. the end of the academic year 2020). Our questioning put focus on the students' presence in the classroom and the type of interaction that existed in order to find out the reasons of lack of motivation if any. Four objectives we aimed to reach would be explained below in this investigation for which we established two hypotheses. All is related to the motivation degree and its relation to the interaction (with classmates and teachers) and teaching methods; which can either foster or not interaction. We used the questionnaire as an instrument for data collection with statistically-based software (SPSS) and a quantitative method. Results showed that our hypotheses were verified to some extent although most students did not reveal negative attitudes to the teachers' personality. There was a noticeable criticism to the teaching methods and the curriculum. As a result, teaching methods, course content, the teacher's personality and attitudes, and interaction among the students showed to be the main factors which could either enhance or impede the students' motivation.

Keywords: Language education, stakeholders, Universities, interaction, personality

Introduction

During at least the last eight decades, there was a propagation of teaching methods in the field of foreign languages. Their vital aim and elementary objective has been to ensure a methodical and efficient learning of the target language they are exposed to. These methods focus mainly on the resources to be used, on the aspects of the language to be learned and the skills that the foreign language learners are expected to learn. However, in spite of the considerable amount of research undertaken on the field of FLL, little remains known about the role of educational psychology in determining the success or failure of the learners. The word that is basically advanced is motivation. It seems

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that one of the undergrounds in succeeding in FLL is much a matter of motivation before being its linguistic or didactic nature (i.e. teaching methods and the available material). In this, N. Chomsky (1999, p.13) says that: *"The truth of the matter is that about 99 per cent of teaching is making students interested in the material"*. Thus, in this work, we aim at determining the level of motivation students have, attributing it to the language classroom where learners are face to face their classmates and their teacher. That is, we need to test the importance of the classroom atmosphere as well as the teaching methods and techniques in elevating or reducing the level of interest when learning English as a Foreign Language (EFL).

1. Literature Review

1. 1. General Background on Motivation

Over the past four decades, a considerable body of research has been directed toward the role of such affective variables as attitudes, motivation and anxiety (Gardner, Day and MacIntyre, 1992, p. 197, learners' motivation unflaggingly stands out as an important subject that receives much attention for its resilience in teaching/ learning enterprise. Relating to this, numerous studies (e.g. Clement, Dornyei and Noels, 1994) come a surge in interest on the role of motivation in this area. Hence, findings have demonstrated that achievement in language learning is related to measures of attitudes and motivation (Clement, Gardner, and Smythe 1977, 1980; Gardner and Lambert 1959, 1972; Gardner and Smythe 1981; Gliksman 1981) (Cited in Upshur, 1985). However, all the great deal of research done on the subject field of motivation, still debates in delimiting a short-cut definition are on. This is because the concept of motivation is a mystifying and a multifactorial one. Lambert, McCullers and Mellgren 1976, p. 243 spell out that some psychologists have called for the deletion of the term motivation from the psychological literature. In the coming paragraphs, we, at least provide the reader with a trial of defining it as provided by authors in the field though the task seems difficult.

To begin with, motivation is an internal state i.e. a want or a need that causes us to act, or it is a condition that activates behaviour and gives it direction as *'The arousal, direction, and persistence of behavior'* Further, one of the definitions of motivation in language learning describes it in terms of the learner's overall goal or orientation. There is what we call *task motivation* where the interest felt by the learner in performing different learning tasks (Ellis, 1999: 300g). Moreover, motivation has four major characteristics: what directs our actions, initiation of taking action, pursuing the actions intently, and persisting longer in those things that causes it (Sternberg, 1995).

Motivation can be interpreted in terms of negative or positive emotions. In other words, if negative feelings and emotions are more likely to prevail on the learning experience, we say that a lack or an absence of motivation might exist; a problematic case which we intend to investigate in our present study. Contrary, if positive feelings and

emotions characterize the learning experience, a high motivation is more likely to be generated. Our focus is to tackle this possibly occurring negative feeling with another variable; that is classroom interaction. Considering the previous Sternberg's view, we can relate the four characteristics of motivation to interaction. This phenomenon can direct our actions (whether to get integrated in the group or not), interaction can help the learner whether to initiate the action or not (depending if it is positive or negative), it can also lead either to pursue the action or stop it, and finally it may lead the learner carry on taking the same action. Arnold and Brown state that a foreign language learner is motivated to avoid pain generated by such negative emotions as anger, sadness, disgust, shame, anxiety, stress and depression on the one hand, and to seek out pleasure brought about by positive emotions like high self-esteem, enjoyment, love, surprise and empathy on the other. Such feelings and emotions are more likely to emerge from the classroom interaction. They also determine the kind of the classroom climate or environment. For more clarification, motivation is attributed to interaction and teaching methods; things that constitute the core of our coming sub-section.

1. 2. Motivation and Interaction

As previously stated, many studies identify this process of motivation as an internal drive which pushes learners to accomplish a given task to achieve an already planned objective. Yet, motivation is a fluid of state that increases or decreases hinging on situation-specific factors, more specifically on classroom-related factors. In this case, Clement et al (1994:418) postulate that "*increasing classroom relevance of the motivation research is certainly a worthwhile objective*". Accordingly, concepts like subject-matter, presentation skills, methods of teaching and more importantly learner's interaction become focal factors affecting motivation in the classroom.

Backing up this point, Dornyei (1994) denotes three components that are associated to classroom-specific factors; course specific, group specific and teacher specific. Simply stating, the first one holds the point from the teaching method to materials to syllabus. The second component embraces the learners group and finally the third one involves the teacher. With all fairness, we can say that the two categories (group specific and teacher specific) argue the intrusion of a humanistic variable, namely, ***interaction*** .Hence; the aim of this overview is to unveil the effect of this variable on learners' motivation in the classroom.

Classroom is the real arena of human interaction; it serves as a small and complicated community group in which a student interacts both with his peers and his teacher (Pica, 1992 In Kral, 1999: 59). Its complexity resides in the different personalities, motives and expectations that exist at play. Accordingly, in order to foster an interactive atmosphere that generates high motivation, 'we *need an ambiance and relations among individuals* [peers and teachers] *that promote a desire interaction*" (Rivers, 1987:9). As a logical

consequence, the type of interaction results in the level of motivation (whether low or high).

Teacher-student interaction is a focal dimension that affects the learners' level of motivation. In this case, Chambers (1999) in his longitudinal study of motivation of British learners points out that the teacher factor is a lot more important than learning environment, textbook, etc. Thus, we can explain this interaction and its relationship with motivation through empathy and genuine interaction. The first dimension involves the caring quality of the teacher. Hence, a teacher who is friendly, genuine in dialogue and expresses high immediacy tends to generate positive feelings in learners, which in turn bolsters high motivation. Relating to this, Arnold and Brown (1999), in their definition of motivation, state that this latter and emotions are two intertwined dimensions. That is, if the positive feelings and emotions characterize the interaction, a high motivation is more likely to be generated and vice versa. In this case, Thomas (1991) states that "Feelings and attitudes can make for smooth interaction and successful learning, or can lead to a conflict and a total breakdown of motivation". Yet, a teacher is an aloof figure that is merely going through the motions of teaching heedless of the students may engender negative feelings such as shyness, anxiety and anger. Hence, this negative interaction tapers off the students' motivation. The point here is that if the nature of teacher- student interaction exemplifies empathy, it is more likely to affect positively their motivation.

The genuine interaction is the common theme that is expected in student-teacher interaction. This entails the teacher to be "active *listeners, positive in error correction facilitator and stimulator genuine interaction*". Succinctly stated, he should interact not only asking students to think for the sake of it. In this situation, the learner will be more aware of his teacher's positive and actual involvement which results in high motivation. However, if the teacher, for instance, is very offensive in his way of correcting errors while interacting, he is more likely to inhibit the learner's desire for learning.

Peer-mediation or group interaction unflaggingly plays a focal role in the process of motivation. Many researchers believe that this interaction develops a great understanding of other diverse social, interpersonal adjustments and learning needs, and more importantly learner's motivation. Among these researchers, Johnson and Johnson who pinpoint that interaction "*promotes considerable great effort to achieve productivity, intrinsic motivation, achievement motivation and continuity motivation in to learning*" (cited in Gillies, Ashman and Terwel, 2008). Furthermore, they add that the quality of the relationship that exists in this interaction such as interpersonal liking, "esprit-de-corps" and social support has a profound effect on students' motivation. More precisely, the more positive the relationship among them, the greater commitment to the group, feeling of responsibility and "*motivation and persistence toward the goal achievement*". Deutsch (1994) explain this phenomenon through the process called "social interdependence". That is, interaction exerts in learners a positive interdependence since they perceive that they can reach their goals if

and only other individuals with whom they interactively linked also reach their goal. Therefore, they promote each other motivation. Yet, this interaction may also impede the motivation if it implies a more competitive and negative individualistic efforts or what Johnson and Johnson (2008) refers to as " rugged individualism". That is, learners perceive that they can obtain their goals if and only other individuals with whom they competitively linked lose. Accordingly, some learners who are involved in this interaction will certainly feel the pressure of their peers which certainly decreases their motivation. Besides, this type of interaction may also hold some non-humanistic characteristics (such as bullying, teasing, etc) that taper off the target learners' self-esteem. When this occurs, their motivation automatically lowers down.

In a nutshell, we can say that interaction and motivation are interrelated; a positive interaction can increase motivation and vice versa. In other words, if it generates positive interpersonal relationship, feelings and healthy attitudes, this exerts a high motivation. Whereas,an interaction that is characterized by irrational beliefs, dog-eat-dog relationship and negative emotions is more likely to deplete motivation.

1.3 Group Dynamics, Teacher and Motivation

The difficult nature of FLL together with the number of the learners in the classroom and the multiplicity of the characteristics of each individual including the teacher is a recipe which makes the foreign language classroom a crucible. In this, we can refer to what Thomas (1991: 29) notes:

> The way that participants in classroom feel about each other, and about the situation they are in, has an important influence on what actually goes on in a classroom. Feelings and attitudes can make for smooth interaction and successful learning, or can lead to a conflict and a total breakdown of communication.

Of course, the interaction can in no way be smooth and successful without the instructor's powerful position. That is, one of the responsibilities of the teacher is to guide and motivate his students to work out the appropriate strategies to succeed in such a delicate assignment as FLL. It is, indeed, a difficult task to motivate the students or to maintain their motivation alive. The reason is that foreign language classrooms are "…*complicated social communities. Individual learners come to them with their own constellation of native languages and culture, proficiency level, learning style, motivation and attitudes toward language learning"* (Pica, 1992 In Kral, 1999: 59). To say it otherwise, learners are different from each other and the instructor is said to be aware of the individual learners' differences to succeed in teaching. Consequently, it is difficult for the teacher to deal with each individual solely and to motivate him successfully (Turner, 1978: 234) especially that what may help motivate a student may prove to be detrimental for another.

Accordingly, the students' motivation can be either high or low before attending the classroom and even once in the classroom. However, the interaction between the learners and the teacher may affect the students' level of motivation because everything depends on the emotions and feelings that this interaction generates. Additionally, the strains that the peers exert on the learner and the teacher's error-correction method have an effect on the beginners' motivation.

This was just a brief account on the role of the teacher and the learners themselves in enhancing motivation. Our work is more likely to be practical and our interpretation of the situation is limited to our population which we hope be generalised for larger populations. In what follows, a full description is provided of the investigation we have conducted.

2. Methodology

2.1. The Setting and Subjects

To try to understand how motivation is affected in first year students learning EFL at universities level, it is needed to focus more on the classroom setting where the bulk of the language is taught and learnt. This study aims at displaying the points that might explain the reasons of the lack of motivation that students might feel. We have attempted to find out the main grounds that may engender the lack of motivation using a self-completed questionnaire designed for first year students learning EFL; inscribed in the new applied LMD system. The age range varies between 16 and 23 years old which might refer to a vital period of the individual's life where his strengths are relevant and motivation is to be present. So, the end of the second semester where the participants are said to be able to answer the questions is our choice of period. We also have constructed in the selected tool of investigation, i.e. the questionnaire. However, before stating the results obtained from our study. The central problem of this work is to know whether/how the students' lack of motivation is rooted from classroom interaction i.e. teacher-student and student-student interaction. In other words, we have started our questioning by: is the mere presence of the students in the classroom, their interaction with their peers and the relationship with their teacher to affect the students' motivation?

To obtain answers we, of course, have some determined aims we want to reach. Hence, the objectives we tried to cover in this work are grouped in:

1- Witnessing whether first year students of English in the public Universities of Benin Republic manifest some lack of motivation in the classroom or not;
2- Determining the main reasons that breed lack of motivation in the classroom in the new learners of a foreign language;
3- Glimpsing whether the teaching habits and the teacher's personality affect the students motivation or not; and
4- Spotting whether the kind of peers' interaction in the classroom is likely to affect (either positively or negatively) the students' motivation or not.

At this level, we have built our survey on the basis of two hypotheses:

- The students' motivation is affected in the process of foreign language learning
- The interaction among students has something to do with the success in EFL classes .

2.2. Design

Motivation, leads us to use the quantitative and the statistical methods of investigation. Hence, be it difficult to measure, we have chosen the questionnaire as a means of data collection as we believe it is easier to conduct such complicated affective variables and less time and money consuming. To observe such a construct, we have chosen new learners of EFL in Benin Republic setting. This population; i.e. first year LMD students is exceedingly specific as we cannot find students inscribed in the LMD system in all universities be it a piloting phase endeavoured in just four public universities during the academic year 2020-2021. This is to pay attention to the originality of our case study. Additionally, the subjects we are dealing with experienced many such inappropriate situations like materialistic problems (pedagogical and didactic tools). The investigation, then, comes to set up the link between motivation and lack of motivation more precisely and FLL in a group of 359 students inscribed in the LMD system in the English departments of the two major universities (Parakou an Abomey – Calavi). We have taken a number of 100 participants to whom the questionnaire is handed; a number which represents 27.85%. What should be noted here, however, is that the population that opted for the LMD system may react differently than students enrolled in the traditional system. That is to say, some of the subjects may welcome the new reform and, thus, they are supposed to be more motivated in the classroom whereas some others may not perceive the benefits of the system or in more extremes even reject it. Hence, we can evoke in such a case the problem of low motivation (i.e. diminishing motivation or losing it completely).

Back to the participants, the number of 359 is set in 14 groups where five contain 27 students each and 8 groups are made of 26 learners each. For the data collection procedure, we have gone as follows:

For us to collect data through our self-completion questionnaire, we have asked for the teachers' help who teach first year LMD students. Of course, we have tried to vary the classes to have different settings. Once in the classroom, we managed to explain the questionnaire items with recurrent explanations to avoid mis- or non-understanding. Additionally, we have allowed the students to use any language other than English if they find difficulties in using this target language. The procedure took 30 to 45 minutes in each class to complete the questionnaire adequately.

Before we move to the obtained results from the students, we need to hint at the questionnaire construction. We have been careful to

make the questionnaire systematic by moving from general to specific. The questionnaire itself is made up of three sections containing 15 questions. The sections are entitled: *English Learning Background, Student-Student Interaction and Student-Teacher Interaction.* Concerning the first section, its aim is to diagnose the students' attitudes and motivation towards learning English. The second one tries to ask questions about the students' interaction in the classroom to see whether it enhances or lowers the participants' motivation. Finally, to try to understand the role of the student-teacher interaction and its effect on motivation, the third section's items are meant for such an aim. The questions vary between close (9 in number), open (4 items) and semi-open items (2 question).

3. Results

For reminder reasons, our questionnaire is made up of three sections which are respectively: English Learning Background, Student-Student Interaction and Student-Teacher Interaction. The first one aims at determining the motivation our participants may have (as we assume that a degree of motivation exists in the subjects in their prior stages of learning). Further, we opt to find some answers about the students' attitudes towards English and the obstacles they may face when they are in their foreign language classrooms. This is what we have got indeed from the statistical reading and the interpretation of the obtained results. In what follows, we are going to present the data we got and the interpretation we made in accordance to the subject at hand, motivation.

We have started our questions by an introduction of participants. Secondly, this is time to whether they like or not the EFL. Of course, this item is intended to know whether students have positive attitudes towards the learnt language or not. Besides, it serves as a basis to the coming question about the kind of motivation students possess. Statistically speaking, 99% of the participants opted for the *"yes"* answer. This rate proves that our subjects have positive attitudes towards learning English and they are motivated to start out their learning process. Once motivation is found in our case, determining its kind is also to be significant. The second question is about the reason behind learning foreign language for opportunities in higher education programs. At this level, 58.01% of the learners (76 students) find English an interesting and fascinating language. This refers to the intrinsic motivation students have. The 22.14% of the learners who linked studying English to its usefulness in getting a job in the future and this relates their motivation to the extrinsic and/or the instrumental type. The option stating that learning English is due to the necessity to get integrated in an English speaking community for the purpose of scientific progress studies. However, just 11.45 (15) informants opted for such conception. And it shows that the students do not possess much of the integrative motivation in language for specific purposes in higher schools. That is, learning English for them is more likely to be linked primarily to liking the language at hand and, then, to the professional career. Only 3.04% (4 students) were obliged to choose English at

university level and this might affect the students' motivation. Yet, the rate is low and the motivation students have is significant and such negative feelings as low self-esteem, self-confidence, anxiety might not characterize their classes. If so, other factors may be the cause and not the students' prior motivation. After experiencing foreign language classes, students are asked about their attitudes towards the difficulty of learning English. As far as this question is concerned, 22.25% (25 informants) find it easy, 33.33% (37 students) find it difficult to acquire. There should be no trouble for the first category, but the second one seems to meet more problems. Task difficulty may be a factor in diminishing the students' motivation, but we still feel unable to consider it so. To obtain more details about the respondents' answer, a third option is decided. In this option, we got a proportion of 42.34% (47 students). A number of reasons behind the students' difficulty in learning English are found. Among this number, some informants related the complication to the complexity of the taught subjects especially where the communicative skill is required such as Oral Expression and Grammar. Other respondents put forward that their difficulty is attributed to their lack of motivation in some cases and to their low aptitude in others. The teachers have also their part of responsibility as a number of students find learning easy with some teachers and difficult with others and this can be linked to our first hypothesis. That is, we can argue that these negative attitudes are due to the teachers' inappropriate method or failure to establish warmer links with students which might let the students to seek out more opportunities to get rid of their difficulties as it can be due to the teachers' personalities where some students do not feel secure in their classes. The fourth question is made up of two parts. The first part is about the possible reasons when failing in achieving a given task, and the second asks them to justify their answers. Most of the informants refer their failure to task difficulty (they are 44 or 41.90%).

A rate of 19.05% of the learners say that their failure in achieving a given task is due to their low learning proficiency. Our work is, however, based on the level of motivation learners have and for this we have added a third option lack of motivation is the reason. A percentage of 23.91% of the learners relate their failure to their lack of interest. Hence, if we compare the rate we get here and that got from the first item, we can see that the 99% diminishes to a great extent. Students are not motivated, so they do not make efforts and the result is failing in achieving a task. If this persists in all tasks, failure will characterise the whole learning process. This low motivation here is neither due to the learning ability students have nor to the task's difficulty. From the participants' justifications, we could get four options which are respectively: lack of motivation, lack of understanding and preparation of the questions, lack of learning means and others. Unfortunately, we got only 27 answers. 73% of the learners did not provide a justification for their choice and this is another rate which shows their lack of interest. For the 27% we have, 7% are not motivated, 12% fail in performing a task when they do not prepare beforehand or when they do not understand the question. Only 4% refer to the lack of means they

suffer from. Finally, 4% of the other option attributes their failure to over-confidence; under-evaluation of the task, the question forms (difficult vocabulary).

The second section put focus on the interaction between the classmates. This section might help us test our second hypothesis. The inherent characteristics of the group might explain how motivation can be affected either positively or negatively. In nine items which vary between close and open, we got some data from which we draw a conclusion. However, we need to interpret the results first. We have first introduced the section by an item asking the students about how they prefer working in the classroom. Results show that a considerable number of the participants like to work either in pairs (32.67%) or in small groups (i.e. 40.59%). Both rates show that the subjects under investigation seem secure in the classroom when they work with their classmates. That is, working with another classmate is a beneficial learning strategy for some to work better, and sharing classroom activities with a group of learners is also a way out to achieve better. So, we can say that the student-student interaction is not a hindrance for learning to take place and, hence, it does not lower motivation because students' self-confidence seems to not be negatively affected. However, we can in no way ignore the 26% of the students who prefer working alone. We are not going to interpret the result here because we might just get the answer from the next item where asked the informants to justify their answers. We got 10% of the answers, a problem always met in open questions. From the remaining number, we could form four categories which justify the previous question's answers. The majority of the learners who are fifty-two in number (or 52%) prefer working in groups to exchange ideas and learn more with classmates. That is, students find more freedom to express themselves when being among their classmates. For them, discussion groups make them feel secure and they, then, learn better. Hence, the interaction here is a good motive for students and lack of motivation is not caused by the group. Another number of fourteen subjects (14%) lead to the same conclusion though the first option is cognitive and this one seems more affective. These participants prefer to work in pairs or in small groups because they are more encouraged when they are in the group and they also seek security within the group. Of course, this shows clearly that students who are not affectively secure and find it an obstacle for them, pair works and group works are necessary strategies which the teacher should pay attention to. For the students who prefer to work individually, 17% need being alone while learning because they need more concentration on the one hand and they need to test their standard on the other. The remaining 7% shows the learners' a negative view of the group because they justify their answer by their 'dislike of the group'. This rate, though low, leads to a problem in the students' interaction. In their answers, they prefer to turn their direction to the teacher and that they really possess negative attitudes towards other learners who are not serious when discussing in the classroom and, thus, hinder learning as a result. All in all, most of the students like group works, but we need to go through the coming results before drawing a final conclusion. As a

follow up to the above questions, this one tries to determine whether students are cooperative and competitive or not and this is after testing their attitudes towards the group. The extreme majority of the subjects possess a good view, positive attitudes towards the group they belong to. Now, students prove to like sharing ideas together and now 43% confirm this in this question. This is a very good sign of the cooperative relation that gathers learners. This also may show that the participants do not feel a considerable difference in level and this shows that homogeneity exists. There are 41.90% (44 students) of the informants who are interested in comparing their answers and knowledge once in the classroom. This is a good indication of the competitiveness students have. Competition is part of the learning process and it is motivating factor as well. Finally, only 6.7% of the participants (7 learners) try always to seek explanation from the students. This may be part of their learning strategies as they may face difficulties and try to seek explanation from the other classmates. When we asked the participants about making errors and the students' ridicule, almost the same rate appeared as 40% confirmed this behaviour shown from the classmates and 55% deny this fact to exist in case of errors. Being laughed at in the classroom leads to negative feelings. Perhaps, students who feel these negative affective disturbance may belong to the learners whose self-confidence is low or because their language proficiency is low. We would rather move to the coming question where we ask the subjects about their feelings in such a situation. Again, 27% of the learners did not provide us with an answer and this shows how the participants do not like requirements about affective issues. The remaining number varies between 42% feel relaxed and confident; a good sign of self-confidence and that the group does not affect it. A proportion of 15% feel rather humiliated and inferior. These are students whose self-confidence and self-esteem are affected in this situation. Because our options are not exhaustive, an "*other"* option is added. Here, 16% of the subjects whose answers turn around carelessness about this reaction. They declare that they do not pay attention to these students. When asking the subjects who answered by *"yes"* for being laughed at, we got 72 answers to this item. The question asks about their reaction after being laughed at when making an error. Most of the learners who are 43 (59.72%), fortunately, claim that they will avoid making the same mistake and try to participate. These seem to be good risk-takers and highly motivated to learn. Again, for these, the differences in the group members do not dramatically influence the students' motivation. Some of the subjects (12 or 16.67%) say that they feel indifferent and careless. Contrarily, six participants (8.33%) claim that they are still ready to take risks again though they are laughed at. Finally, some extreme positions where sensitive reactions appear make up 11.11% (08 subjects) who declare that they will never participate in the classroom again and these students may fossilize as a result. Three learners (4.17%) say that they will have other reactions though still ready to take risks again. We can conclude from the answers we got in this section about the students-student interaction that the group dynamic is not a reason to lower

motivation though very few students do not feel that secure. Hence, our second hypothesis is not validated at least in our case.

Our third section is, as afore-said, about the student-teacher interaction. Here, we go back testing our first hypothesis linked to the instructor's responsibility in affecting the learners' motivation, but with more details. We have, then, started our section with a direct item asking about what affects the participants' motivation providing them with three options ranging from the group, the teacher and the lesson content. Almost similar answers were given to the first two options (17.92% for the group and 16.98% for the teacher). Surprisingly, the majority of the learners that are 54 in number (50.94%) relate their lack of motivation to the content. Hence, this forces us refer to the teaching methods within the curriculum taught by the teachers; a fact that need be discussed in more details given its importance in our language classes. The first variable of our first hypothesis is validated here to a great extent. Concerning the teachers' personality and attitudes in the classroom, the second variable of this hypothesis, we have asked the subjects about the way they like their teachers to be. Here, 79% of the participants prefer to work with an understanding, friendly teacher. That is, most learners in a foreign language classroom like to feel confident and secure with the instructor because this leads to a better interaction in the classroom and make intake possible. 17% like their teachers just as guides and to come just to explain the lesson. These students may prefer to maintain a distance with their instructors and see the teacher as a mere source of information and advice. These students seem to not see the humanistic benefit and interaction with the teacher. Only 2% of the answers opted for the "others" choice without providing the reasons. A question like this needs a justification. 37% did not justify their answer. From remaining number we could have four convergent options. 40% of the learners like friendly and understanding teachers because this helps them reduce frustration and elevate motivation. We can refer to Krashen's (1983) Affective Hypothesis here who relate low anxiety to high motivation to let intake in. we also got 9% of the participants who like such teachers who are more likely to help the students in the classroom. Another rate of 4% of the informants say that when they like the teacher, they also like the subject he teaches. Hence, most of the learners, though the reasons are different, relate good learning atmosphere created by the teacher is more likely to help students in diversified ways. This is indeed related to his teaching methods together with his personality and attitudes. Our first hypothesis is also valid through this item because motivation, lowered or enhanced, teachers have their responsibility in doing so. Only 10% participants who prefer no interaction with the teachers and like them just guides justifying this by the instructors role in keeping discipline in the classroom. In other words, these learners perceive the teacher's permissive behaviour as a factor causing disturbance and lack of organisation. They rather feel lack of concentration and give way to irrelevant, informal discussions in the classroom. To conclude this section and the questionnaire in its general terms, two items are added asking the subjects to compare the degree of their motivation before

attending university classes and now requiring justifications in the last item. Most of the learners reveal that the level is in no way the same (they are 65%, 65 students). A proportion of 35% say it is the same. We, in fact, avoid interpreting the results here because the answer is in the following open item. 25% did not answer as usual. From the remaining number, 25% justified their choice of the "*yes"* answer and 50% justified the *"no"* answer. Again, we could divide the 25% into two rates referring to two options. The first one which makes 19% justifies maintaining motivation to personal vocation and sometimes to please parent and society. Here, the motivation is of the intrinsic and extrinsic type. However, 6% say that their motivation did not change because they did not notice any perceived progress. This shows that these students were not motivated right from the beginning and they are still unmotivated. The other 50% which we divide into three options reveal that they perceived a change in their motivation. The causes are the progress they felt for 34%- which means that their motivation changes positively, the feeling of consciousness and getting the degree (10%)-intrinsically and extrinsically rooted motivations, not the same (6%) for the poor curriculum which seems the same as in the secondary school.

Conclusion

Motivation, as an affective factor, plays a role in learning as central to it in the sense that it is a crucial force which determines the learner's initiation for taking action and persistence in it. Then, we need to pay more attention in our foreign language classes. Through this study, we have seen that motivation can be high or low depending on a number of factors. These can be grouped in the following:

Learners:

- Students should have a clear, realistic image of what the foreign language classroom is like at Universities prior their entry.
- Students should determine clear objectives through identifying the usefulness of learning EFL.
- Students should be aware of the importance of the group they belong to and the necessity of interaction for a better learning and application of the language.
- Students should interact with the teacher and ask for his help and guidance by participating in the classroom and even in their tutoring sessions.

Language instructors:

- Teachers should explain right from the beginning the usefulness of his lectures, the objectives he intends to reach and the results he needs to reach.
- Teachers should control the group and try to create a healthy atmosphere where interaction is easy and effective.

- Teachers should adjust the methods, techniques and strategies according to the learners' needs.
- Teachers should adjust the content to the learners' learning needs and abilities.

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