أثر التحفيز على الأداء الكتابي لمتعلمي اللغة الإنجليزية كلغة أجنبية

THE IMPACT OF MOTIVATION ON EFL LEARNERS' WRITING PERFORMANCES. THE CASE OF EFL STUDENTS AT THE DEPARTMENT OF FOREIGN LANGUAGES, UNIVERSITY CENTER OF BARIKA (BATNA)

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Abstract:

Motivation has often been considered as the most important factors that affects English learning performance. Researchers mentioned that despite other factors influencing language learning and acquisition, the one of motivation is the most important. It is generally believed that motivation enhances EFL students 'writing competences. It is a multifaceted concept that has been the subject of several researches in different areas and particularly in English. It has a major role in achieving many goals in students 'academic life particularly in writing process. Therefore, motivation is considered as the pushing wheel of the vehicle used by the learner to achieve their educational aims. This paper investigates the role of motivation on EFL learners' writing performances among the undergraduate students at the department of foreign languages at the University center of Barika (Batna). It shows whether these students are instrumentally or integratively motivated to study and then to write in

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English language, starting by dealing with a review of the literature related to the concept of motivation and writing skill, followed by collecting data through a questionnaire submitted to these participants, then analyzing and interpreting data. Furthermore, the findings revealed that our sample is moderately instrumentally and integratively motivated to learn and then to write in English language. Finally, this study concluded that these students have a good record in writing skill because of their motivation, which enhances their fluency and performance in the use of English language in a perfect way.

Keywords: Enhance-Instrumentally-Integratively-Motivation-Success-Writing

 Résumé en Français:

La motivation a souvent été considérée comme le facteur le plus important affectant les performances d'apprentissage en anglais. Les chercheurs ont indiqué que, malgré d'autres facteurs influençant l'apprentissage et l'acquisition des langues, le facteur le plus important était la motivation. Il est généralement admis que la motivation améliore les compétences en écriture des étudiants des langues étrangères. C'est un concept aux multiples facettes qui a fait l'objet de plusieurs recherches dans différents domaines et notamment en anglais. Il joue un rôle majeur dans la réalisation de nombreux objectifs de la vie académique des étudiants, en particulier du processus d'écriture. Par conséquent, la motivation est considérée comme la roue motrice du véhicule utilisé par l'apprenant pour atteindre ses objectifs éducatifs. Cet article examine le rôle de la motivation sur les performances d'écriture des apprenants des langues étrangères parmi les étudiants de premier cycle du département de langues étrangères du centre universitaire de Barika (Batna). Il montre si ces étudiants sont motivés de manière instrumentale ou intégrative à étudier puis à écrire en anglais, en commençant par une revue de la littérature liée au concept de motivation et en écriture, puis en collectant des données au moyen d'un questionnaire adressé à ces participants. , puis analyse et interprétation des données. En outre, les résultats ont révélé que notre échantillon était modérément motivé de manière instrumentale et intégrative à apprendre, puis à écrire en langue anglaise. Enfin, cette étude a conclu que ces étudiants ont de bons antécédents en

écriture du fait de leur motivation, ce qui améliore leur fluidité et leur performance dans l'utilisation de la langue anglaise de manière parfaite.

Mots clés : Améliorer-Ecriture-Instrumentalement-Intégralement-Motivation-Succès.

ملخص باللغة العربية :

يعتبر الدافع العامل الأكثر أهمية على أداء تعلم اللغة. حيث ذكر أنه على الرغم من العوامل الأخرى التي تؤثر على تعلم اللغة، فإنه الأكثر أهمية. من المعتقد أنه يعزز كفاءات الكتابة. فهو مفهوم متعدد الأوجه وموضوع العديد من الأبحاث وخاصة باللغة الإنجليزية. له تأثير في تحقيق العديد من الأهداف في الحياة الأكاديمية للطلاب وخاصة في عملية الكتابة. تبحث هذه الورقة على تأثير الدافع على أداء الكتابة بين طلاب السنة الثانية، قسم اللغات الأجنبية في المركز الجامعي بريكة (باتنة). يوضح ما إذا كان لديهم دوافع آلية أو متكاملة للدراسة ثم الكتابة باللغة الإنجليزية، بدءا بمراجعة ادبيات مفهوم التحفيز ومهارة الكتابة، جمع البيانات من خلال استبيان مقدم إلى المشاركين. ثم تحليلها وتفسيرها. كشفت النتائج أن عينتنا لها دافع بشكل أساسي ومتكامل للتعلم ثم الكتابة باللغة الإنجليزية. أخيرا، خلصت إلى أن هؤلاء الطلاب لديهم سجل جيد في مهارة الكتابة بسبب حافزهم، مما يعزز طلاقة وأداءهم في استخدام اللغة الإنجليزية بطريقة مثالية

الكلمات المفتاحية: تحفيز-تحسين-دور فعال-كتابة-نجاح

- Introduction:

Motivation is one of the most important factors that influences the EFL students 'success in language learning. Therefore, there is no collective agreement on the meaning of motivation and it is difficult to define, although, it is a term currently used in academic settings.

Motivation is often closely linked to learners' language acquisition. It is also considered as a students' desire to participate in the language process.

Additionally, in order to keep the students interested to learn and to motivate them, there are challenges to parents, teachers and even the students themselves because the source of motivation may be different and the success in learning will be also different.

On the other side, writing process is of paramount importance that EFL learners should master due to their needs in their everyday situations.

This paper investigates the impact of motivation on EFL learners 'writing performance.

a- Objectives of the study:

The current study has been carried out to determine the impact of motivation on the EFL Learners so that to check if they are more integratively or instrumently motivated English language learners.

b- Significance of the study:

Motivation is of paramount importance in learning in general and in learning foreign languages in particular.

Therefore, investigating the impact of motivation on the EFL learners' writing performance is important in foreign language learning context because without motivation, learning is difficult to achieve.

c- Research question:

The research question was conducted to survey the second year undergraduate students from the University center of Barika (Batna), in the department of foreign languages, belonging to the section 2: group 1 & group 2, during the academic year (2018/2018).

d- Assumptions:

This paper aims to find the answers to the following questions:

• What is the impact of motivation on the targeted students?

• Are they predominantly integratively or instrumently motivated towards English language learning?

e- Scope of the study:

This paper was conducted with the selected undergraduate students of the second year, at the University center of Barika (Batna), during the academic year (2018/2019) to

explore the dominant factor, which is their motivation on their writing performance in English language.

1- Literature Review

1.1-Motivation

Motivation plays an important role in enhancing EFL students 'performance. It is considered as a key to learning L2 and is one of the factors affecting learners 'success. Motivation is also crucial in school due to its powerful influence and an integral part in the achievement of learners 'goals and a stimulator for achieving specific subjects. The levels and kinds of motivation are different from one to another. Hence, there are many definitions of motivations according to researchers 'fields especially in language learning.

Motivation is known as a stimulant for achieving specific targets. Chiew Fen Ng & Poh Kiat Ng (2015) stated, "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure learner achievement. If we are discussing motivation, the two terms which are synonym with it are intrinsic and extrinsic motivation."

Motivation is the internal drive that pushes somebody to do something. This is called the action driven by motivation.

According to Wimolmas, R. (nd), "Gardner (1985), in his socio-educational model, motivation comprises three elements:

• Effort refers to the time spent in studying language and the time of the learner.

• Desire indicates how much the learner wants to become proficient in the language.

• Affect means the learner's emotional reactions related to the language studied"

1-1-1- Definitions of Motivation

The levels and kinds of motivation are different from one to another. Therefore, there are many definitions of motivations according to researchers 'fields especially in language learning.

Harmer, J. (1991) stated, "Motivation is the internal drive that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal: This is called the action driven by motivation."

1-1-2-Types of Motivation

Tuan, L.T. (2012) revealed, "In L2 acquisition, the types of motivation came from cognitive and social psychology. In cognitive psychology, two types of motivation are instrumental and integrative motivation (Gardner and Lambert, 1972). In social psychology, two main types of motivation are intrinsic and extrinsic motivation (Harmer, 1991)."

The concept of motivation came from social psychology (Harmer, 1991) and connected closely to students' effort, desire as well as their positive attitudes towards learning. As stated by Gardner (1985), "motivation L2 acquisition refers to the combination of effort plus desire to achieve the goal of learning the language and favorable attitudes towards learning the language".

a- Instrumental Motivation

According to Zanghar, A. (2012) "Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency, and reflects the recognition that for many language learners it is the usefulness of L2 proficiency. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2. Dornyei, et al., 2006, p.12."

b- Integrative Motivation

Daskalovska, N.; Gudeva, L.K.; Ivanovska, B. (2012) indicated, "Integrated motivation is the learners 'desire to integrate themselves into the target-language community and to identify with the culture of the speaker of the target-language."

For social researchers, two major types of motivation are identified = Intrinsic and Extrinsic motivations.

Tuan, L.T. (2012) states, "Extrinsic motivation happens when external factors make the person does something and come from an external source encouraging or fostering an individual to succeed."

c- Extrinsic motivation

As viewed by Harmer (1991), extrinsic motivation is the result of any number of outside factors. In this type of motivation, learners may make efforts to learn a L2 for some functional reasons - to pass an examination, to get a better job, or to get a place at the University. For example, people learn English to get better jobs with high salaries in foreign companies. Some students or teachers learn English to get scholarships for their higher study abroad. Therefore, in L2 achievement, extrinsic motivation plays a vital part since the individual desires to learn a L2 because of some pressure or reward from the social environment. Vallerand (1997) put it that extrinsic motivation involves performing a behavior as a means to an end, that is, to receive some rewards such as good grades or avoid punishment.

d- Intrinsic motivation

In Harmer's (2002) perception, for most researchers and methodologists, intrinsic motivation derived from within the individual is especially important for encouraging students' success in L2 learning. In this type of motivation, the activity itself, not the reward, interests students to learn the language or making themselves better, attracts them in the language learning. In addition, as viewed by Vallerand (1997), students are intrinsically motivated in a particular activity when wishing to experience the pleasure and satisfaction of their curiosity from the activity.

Wimolmas, R. (nd, p.907) revealed, "Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000, p.14). In addition, Intrinsic motivation pushes the student to learn without rewards, because the need is innate or comes from inside or depends on their own will".

1-1-3- A Framework for motivational strategies

Dornyei, Z. (2001) proposed that the strategies supporting the development of motivation could be categorized into four main groups or dimensions:

***The first category** consists of components that address the classroom condition. In creating basic motivational conditions, it is necessary that teachers practice appropriate behaviors such as promoting good relationships with learners, maintaining an atmosphere that is pleasant and supportive, and facilitating group norms to promote a cohesive learner group.

***The second category** is directed to build learners motivation or creating learners initial motivation by helping them improving their language-related values and attitudes, enhancing their goal orientation, planning a curriculum that is relevant, and building realistic learners beliefs.

***The third category** entails the maintenance of motivation through proximal setting of sub goals, enhancing the quality of the learning experience, raising learner's self-confidence, generating learner's autonomy, and encouraging learner's strategies that are self-motivating. Teachers protect and maintain learner's motivation through tasks, which are stimulating, enjoyable and relevant to the lesson.

***The fourth category** concerns promoting positive self-evaluation by encouraging acknowledgment to effort instead of attribution to ability, giving effective and encouraging motivational feedback, enhancing learners satisfaction and offering grades in manner of motivation.

1-2- Writing skill

Writing is an important skill that should be learned and mastered. It is one of the most complex language skills. Its complexity leads EFL students to struggle while they try to undertake a piece of writing. Thus, students always focus on their writing capacity because the majority of their works, interventions, and communications are proceeded in written form.

On the other hand, writing ability provides the students with power and opportunity to share ideas, opinions, thoughts etc...

Hedge, T. (2000) concluded, "Writing involves a number of abilities such settings objectives, generating ideas, organizing information, and selecting appropriate language."

Stein, Divon, & Isaacson (1994) declared, "Many writings disabilities may derive from too little time allocated to writing instruction or from writing inadequately designed around the learning needs of many students."

According to Day, T. (2013), "writing process is a vital skill for future development since it is a uniquely, precise and satisfying form of expression."

The faculty of writing offers individuals the power to share ideas, thoughts, and opinions across time and places. However, writing is obviously the most difficult skill to learn due to

the fact that it is a very complex process, which consists of creating and organizing ideas, so that, putting them into cohesive work.

Sari (2013) revealed that the main reasons behind the difficulties of writing are as follows:

• Lack of vocabulary mastery makes students unable to express their ideas in appropriate language words.

• Lack of grammar mastery hinders students to write grammatical sentences.

• Lack of students 'motivation in learning how to write so they have a bad performance in writing."

Thus, writing takes a major place in education due to its importance and roles.

1-2-1- Importance of writing

Writing is actually considered as an essential component in all systems of education worldwide because it involves motor skills such as handwriting and cognitive abilities. Writing is in consistent growing and its importance derives from the fact it is considered as the primary basis of communication, history, and the framework of many communications.

Therefore, its importance resides in its power of strengthens which can be beneficial psychologically and physiologically reducing depression, blood pressure and boosts the immune system.

Hence, it is important to mention that teaching writing skills is also fundamental. According to Zemach & Rumisek (2005), "The reasons behind writing are as below:

- ✓ The first reason = writing reinforces the grammatical structure, idiom, and vocabulary.
- ✓ The second reason = students have to be adventurous with the language.
- ✓ The third reason = students become involved with language, with themselves, and with the reader".

Barrass, R. (2007) lists four reasons for writing: "

- • Writing helps you to remember by taking notes. Fundamentally, note taking is keeping a record.
- • Writing helps you to observe and gather evidence. Writing notes focuses our attention, aids our concentration, and provides a descriptive record of the event.

- Writing helps you to think. It is both an expression of your thinking and a vehicle for helping you to think.

- Writing helps you to communicate. Writing of course, is also a medium by which academics report their research findings and opinions to the world."

Emig, J. (1977) mentioned some individual writing characteristics in comparison with speech:

✓ Writing is learned behavior; talking- is natural, even irrepressible, behavior.

✓ Writing then is an artificial process; talking is not.

✓ Writing is a technological device not the wheel, but early enough to qualify as primary technology; talking is organic, natural, earlier. Most writing is slower than most talking.

✓ Writing is stark, barren, and even naked as a medium; talking is rich, luxuriant, and inherently redundant.

✓ Talk leans on the environment; writing must provide its own context.

✓ With writing, the audience is usually absent; with talking, the listener is usually present.

✓ Writing usually results in a visible graphic product; talking usually does not.

2- Methodology

This chapter provides with a full explanation of the research method used, describes the sample and elucidates the procedures. It also identifies the research settings and explains the questionnaire components.

The purpose of this study is to explore the motivation level of the targeted students participating in this work and seeks to explore the strength of the impact existing between the two major variables "motivation scores of the participants and their General Average of writing module (GA) during the academic year (2018-2019)."

2-1- The Participants

The participants in this research paper consist of 43, second year undergraduate students from the University center of Barika (Batna), in the department of foreign languages, belonging to the section 2: group 1 & group 2, during the academic year

(2018/2019), who were received a full oral explanation concerning this work and the way to answer the questionnaire.

These students were engaged freely, expressing their desire to participate in order to share their attitudes towards the topic. They also have been informed that their participation is treated anonymously and their results will not be published for any reason and they may withdraw from this research at any time and for any reason.

2-2- Data Collection Tool

The data collection tool used in this work consists of a questionnaire submitted to this sample and adapted from Gardener's Attitude/Motivation Test Battery (AMTB), (2004), which comprises 12 statements representing the students' motivation to study English in general and therefore, to write in this language. 06 of these statements represent Instrumental Motivation, and 06 represent Integrative Motivation. **(See Appendix)**

Under each statement is 05-point likert scale ranged in this order from: Strongly Disagree, Disagree, Slightly Agree, Agree, and Strongly Agree.

2-3- Data Collection Procedure

Quantitative method which describes phenomena in numbers and measures instead of words (Wiersma, 1995) was utilized to collect the research data. The quantitative method was used for analyzing some questions in the questionnaires for students.

The questionnaire was submitted to the targeted 43 students during the academic year (2018-2019), who were given a full explanation and instructions for filling out this questionnaire.

Accordingly, the questionnaire is conducted in the research so that their learning motivation can be clearly understood and enhanced.

3- Findings and Analyses

The data collected from this research tool were analyzed using SPSS program (Version.20), in which 05 fine-point likert scale was used to measure the level and the degree of the students 'motivation, and therefore, to specify the level of agreement or disagreement according to the following criteria:

Mean Range	Interpretation
3.68 --- 5.00	High Degree of Motivation

2.34 --- 3.67	Moderate Degree of Motivation
1.00 --- 2.33	Low Degree of Motivation

3-1- Findings

The findings of this research paper are as follows:

> **Gender of Respondents : (Frequency & Percentage)**

Table N°1. Gender of Respondents (Frequency & Percentage)

Gender	Frequency	Percentage
Male	11	25.58%
Female	32	74.42%
Total	43	100%

Table (1) shows that 43 students participated to our questionnaire, most of them are females (74.42%), while, males represent only (25.58%).

3-2- Reliability Analysis

The reliability of the instrument measure is determined by the application of Chronbach's Alpha Coefficient, which provides with the properties of the items of each scale.

For this reason, SPSS (Version: 20) Reliability Analysis was conducted and calculated to check the reliability coefficient of the questionnaire. Chronbach's Alpha values equal or above 0.6 are considered reliable. Thus, the results obtained separately for each type of motivation are shown in the tables below:

Case Processing Summary

		N	%
Cases	Valid	43	100.0
	Excluded[a]	0	.0
	Total	43	100.0
a. Listwise deletion based on all variables in the procedure.			

3-3-Reliability Statistics

Table N°2. Cronbach's Alpha. (Instrumental Motivation)

Cronbach's Alpha	N of Items
.905	7

Case Processing Summary

		N	%
Cases	Valid	43	100.0
	Excluded[a]	0	.0
	Total	43	100.0
a. Listwise deletion based on all variables in the procedure.			

Table N° 3. Cronbach's Alpha. (Integrative Motivation)

Cronbach's Alpha	N of Items
.925	7

Case Processing Summary

		N	%
Cases	Valid	43	100.0
	Excluded[a]	0	.0
	Total	43	100.0

Table N°4. Cronbach's Alpha. (Instrumental & Integrative Motivation)

Cronbach's Alpha	N of Items
.953	13

Crombach's Alpha coefficient is respectively positive in three   situations: **(0.905)**, **(0.925)**, and **(0.953).** (**Tables: 02, 03, 04**).

3-4 - Descriptive Statistics

The descriptive statistics used to analyze the data are represented as follows:

- **Mean, and Standard Deviation (SD)** of both instrumental motivation items and integrative motivation items

- **Mean and Standard Deviation** of General Average during the academic year (2018-2019).

3-4-1- Instrumental Motivation: (Mean & SD).

Table N°5. Instrumental Motivation (Mean & SD).

Instrumental Motivation	Mean	S.D	Rating of Motivational Level
01 Item	4.47	0.73	High
02 Item	3.58	0.95	Moderate
03 Item	3.42	0.93	Moderate
04 Item	3.84	0.87	High
05 Item	3.67	1.04	Moderate
06 Item	3.72	1.05	High
Total	3.78	0.92	High

The table 5 indicates that our sample possesses a high level of instrumental motivation, shown clearly by the mean score of **3.78.**

3-4-2- Integrative Motivation: (Mean & SD).

Table N°6. Integrative Motivation (Mean & SD).

Integrative Motivation	Mean	S.D	Rating of Motivational Level
01 Item	4.14	1.26	High
02 Item	3.65	1.36	Moderate
03 Item	3.26	1.36	Moderate
04 Item	3.21	1.30	Moderate
05 Item	3.28	1.24	Moderate
06 Item	3.53	1.22	Moderate
Total	3.34	1.29	Moderate

Table 6 shows the overall moderate degree of integrative motivation of the participants with a mean score of **3.34.**

3-4-3- Comparison between Instrumental and Integrative Motivations: (Mean & SD).

Table N°7. Comparison between the two types of motivation (Mean & SD).

Motivation	Mean	SD	Level
Instrumental motivation	3.78	0.92	High
Integrative motivation	3.34	1.29	Moderate
Total	3.56	1.10	Moderate

Table 7 reveals that the mean score of instrumental motivation (3.78) is higher than the mean score of integrative motivation (3.34).Therefore, the overall mean score of both types of motivation level (3.56) is considered as a moderate degree of motivation.

3-4-4- General Average: (Mean & SD).

Table N°8. Mean and SD of the General Average (GA)

	N	Minimum	Maximum	Mean	SD
GA	43	**6.625**	**15.625**	**11.125**	**2.010**
Valid N Listwise	43				

Table 8: The values of GA (General Average) are from **(6.625)** to **(15.625)** with a mean of **(11.125)**.

3-5- Correlation between the two Motivation Levels and the students' writing skill grades (GA).

3-5-1- Correlations between Instrumental Motivation and General Average of writing module.

Table N°9. Correlations between Instrumental Motivation and General Average.

		Q1	Q2	Q3	Q4	Q5	Q6	GA
Q1	Pearson Correlation	1	.873**	.683**	.763**	.627**	.552**	.750**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	43	43	43	43	43	43	43
Q2	Pearson Correlation	.873**	1	.690**	.688**	.609**	.545**	.742**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	43	43	43	43	43	43	43
Q3	Pearson Correlation	.683**	.690**	1	.854**	.562**	.459**	.715**
	Sig. (2-tailed)	.000	.000		.000	.000	.002	.000
	N	43	43	43	43	43	43	43
Q4	Pearson Correlation	.763**	.688**	.854**	1	.553**	.407**	.757**
	Sig. (2-tailed)	.000	.000	.000		.000	.007	.000
	N	43	43	43	43	43	43	43
Q5	Pearson Correlation	.627**	.609**	.562**	.553**	1	.669**	.638**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	43	43	43	43	43	43	43
Q6	Pearson Correlation	.552**	.545**	.459**	.407**	.669**	1	.593**
	Sig. (2-tailed)	.000	.000	.002	.007	.000		.000
	N	43	43	43	43	43	43	43
GA	Pearson Correlation	.750**	.742**	.715**	.757**	.638**	.593**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	43	43	43	43	43	43	43

**. Correlation is significant at the 0.01 level   (2-tailed).

3-5-1- Correlations between Integrative Motivation and General Average of writing module.

Table N°10. Correlations between Integrative Motivation and General Average.

		Q1	Q2	Q3	Q4	Q5	Q6	GA
Q1	Pearson Correlation	1	.873**	.683**	.763**	.627**	.552**	.750**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	43	43	43	43	43	43	43
Q2	Pearson Correlation	.873**	1	.690**	.688**	.609**	.545**	.742**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	43	43	43	43	43	43	43
Q3	Pearson Correlation	.683**	.690**	1	.854**	.562**	.459**	.715**
	Sig. (2-tailed)	.000	.000		.000	.000	.002	.000

	N	43	43	43	43	43	43	43
Q4	Pearson Correlation	.763**	.688**	.854**	1	.553**	.407**	.757**
	Sig. (2-tailed)	.000	.000	.000		.000	.007	.000
	N	43	43	43	43	43	43	43
Q5	Pearson Correlation	.627**	.609**	.562**	.553**	1	.669**	.638**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	43	43	43	43	43	43	43
Q6	Pearson Correlation	.552**	.545**	.459**	.407**	.669**	1	.593**
	Sig. (2-tailed)	.000	.000	.002	.007	.000		.000
	N	43	43	43	43	43	43	43
GA	Pearson Correlation	.750**	.742**	.715**	.757**	.638**	.593**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	43	43	43	43	43	43	43

**. Correlation is significant at the 0.01 level (2-tailed).

Tables 9 & 10 reveal the existence of strong correlation between the two types of motivation with the writing skill (GA) and the correlation is significant at the 0.01 level (2-tailed)

3-6- Multiple Linear Regression Model

Table N°11. Model Summary of the Multiple Linear Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.896ᵃ	.802	.723	1.058153

a. Predictors : (Constant), Q12, Q10, Q2, Q5, Q11, Q4, Q3, Q6, Q1, Q7, Q9, Q8.

3-7- ANOVA: (Analyses of the Variance)

Table N°12. ANOVA Analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	136.128	12	11.344	10.131	.000ᵇ
Residual	33.591	30	1.120		
Total	169.719	42			

The results gained and mentioned in the table above **(Table N° 12)** show that the value (Sig) in the ANOVA Table is (.000b), less than 0.01 (1%) indicating the existence of the statistically significant correlation between the two variable studied in this paper i.e.

Motivation & Students' writing performance through the general average of the written expression module.

4-   Conclusion

The current study investigates the impact of motivation on EFL learners 'writing performances.

The theme was chosen because of the importance of the students' motivation and its impact on their writing performance. The aim behind conducting this research was to determine the impact of motivation on writing skill in the EFL classrooms. In order to achieve the aim mentioned above and expected, a correlational study was conducted .We started first by the review of the literature of the principle variables, such motivation and writing skill.

The second part of this research is devoted to the methodology and methods adopted to confirm or infirm our hypothesis which is the existence of a strong correlation between the two variables mentioned above.

The data collection tool stands up on a questionnaire submitted the sample selected for our study whose results showed that there is a strong correlation between the two variables at the 0.01 level (2- tailed), and showed also that our sample is moderately motivated to study English but motivated enough to write and to improve their performance revealed by the findings

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- **Appendices:**

16) **Questionnaire:** The Instrumental and Integrative Motivation

17) Read each statement and decide which of the possible responses describe you. Mark your choice by putting tick mark (√**)** in front of each statement. Make sure that there should be only one tick mark in front of each statement. Answer carefully and honestly by showing how you actually are and not how you would like to be. Your answers will be treated anonymously and will not be published for any reasons and at any time.   Thank you.

18) **Full name:**

i. Instrumental Motivation

19) Studying English is important because I will need it for my future career.

20) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

21) Studying English is important because it will make me more knowledgeable educated.

22) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

23) Studying English is important because it will be useful in getting job.

24) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

25) Studying English is important because I will need to use it on my overseas trips

26) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

27) Studying English is important because I will need it for my academic life.

28) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

29) Studying English is important because other people will respect me more if I know English.

30) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

i. Integrative Motivation

31) Studying English is important because it will allow me to be more at ease with people who speak English.

32) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

33) Studying English is important because it will allow me to meet and converse with more and varied people, and even to write messages or letters.

34) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

35) Studying English is important because it will enable me to better understand, appreciate, and even have some pieces of writing in art and literature.

36) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

37) Studying English is important because I will be able to participate more freely in the activities of other cultural groups using my four language skills.

38) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

39) Studying English is important because it will help me make many friends from many parts of the world through written communication.

40) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree

41) Studying English is important because it will allow me to learn and then to write about the culture and social life of English-speaking people.

42) Strongly Disagree   Disagree   Slightly Agree   Agree   Strongly Agree