Title

The Impact of Classroom Heterogeneity on Learners’ Motivation

The case of Third Year Students of English at KMUO
Dedicated to

My lovely parents
All my family members
And my friends
Acknowledgements

First of all, my thanks go to Allah the Almighty who gave me the power to complete this work.

I would like to express my full gratitude to my supervisor, Mr. Madjid DOUFENE for his guidance, help, encouragement and academic support.

Also, I would like to express sincere thanks and appreciation to the members of the jury for reading and evaluating my work.

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**EFL:** English as a Foreign Language

**SL:** Second language
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Abstract
Heterogeneity is mostly the state of all EFL classrooms in Algeria. In heterogeneous classrooms, learners differ in various aspects such as proficiency level, learning preferences and motivation. In this dissertation we aim at exploring how heterogeneity in classroom affects learners’ motivation. In this respect we hypothesize that heterogeneity in classroom is a double-edged sword, it may influences learners’ motivation either positively or negatively depending on classroom’s situation. We have applied two methods, descriptive and correlational, to achieve the objectives of this study. A sample of fifty students and ten English teachers represents our research population. The results obtained confirm the proposed hypotheses to great extent. We have completed the study with a set of recommendations to be followed for better learning.

Key words: EFL, Heterogeneity, Learning preferences, Motivation, Proficiency level,
INTRODUCTION TO THE RESEARCH

Background
Definition of Key Terms
Objectives of the Study
Statement of the Problem
Hypotheses
Research Methodology
Limitations of the Study
Dissertation Organization
1. Background

From the beginning, it is obvious that individuals differ from one another in respect to physical, behavioural, and psychological characteristics. Individual differences can be observed in all kinds of processes, reactions, behaviours, states and traits. Generally these differences are obvious in classrooms, especially when the group of learners is heterogeneous.

Heterogeneity in classroom has become a crucial issue in education. In such classes students differ in various aspects such as proficiency level, learning preferences and motivation. The main difficulty in a heterogeneous classroom is to find appropriate ways of motivating students to be more involved in learning process. Motivation is an essential prompter for learning progress; whenever motivation increases, heterogeneity decreases.

Heterogeneity is one of the challenges both teachers and learners encounter in EFL class, because even if learners are grouped together according to their level any class still remains heterogeneous. Thus, in this work we attempt to answer the question whether heterogeneity in its some aspects affects learning and specifically learners’ motivation.

2. Definitions of Key Terms

To avoid any ambiguity, we have provided definitions of key terms used and discussed in this work.

**Heterogeneous classroom:** The concept of heterogeneity refers to the quality of being diverse. Ur (1998) states that “heterogeneous class is one that has deferent learners in it” (P.302).

**Homogeneous classroom:** The concept of homogeneity refers to the quality of being similar. A homogeneous classroom thought to be a classroom where student are at the same or similar ability level. According to Fanis (2009), homogeneity refers to grouping learners who are similar in one class.
**Mixed-ability classes**: This term is used to describe classes made up of students with different levels of proficiency.

**Motivation**: Motivation is considered as the most important aspect that affects the way and speed people learn in. Typically it is defined as “the forces that account for the arousal, selection, direction, and continuation of behavior” (Biehler & Snowman, 1997, p.399).

### 3. Objectives of the Study

Nowadays classrooms are incredibly diverse in terms of level, social background, motivation and so forth. Throughout our experience as learners we have observed that the main issue confronted by teachers and learners is heterogeneity. In our view this phenomenon can be seen a two face coin. On one hand, heterogeneity can be an obstacle for effective learning. On the other hand, heterogeneity may show learning benefits in terms of competition and mutual collaboration between learners. In both circumstances, motivation can be either enhanced or inhibited. Thus the objectives of this research are set as follows:

- Investigating the effects of classrooms’ heterogeneity on learners’ motivation at KMUO.
- Suggesting alternative learning strategies for both teachers and learners that may help learners overcome heterogeneity.

### 4. Statement of the Problem

It is often claimed that no two learners are exact duplicates; they differ from each other in some way or another. Hence it is a utopia to think that our classes could be homogeneous in terms of various aspects particularly learning motivation. In this study we have examined the problem of heterogeneity impact on learners’ motivation. To achieve the objectives cited above we formulate the following research questions:
INTRODUCTION TO THE RESEARCH

- To what extent does heterogeneity in class affect third learners’ motivation of English at KMUO?
- What learning strategies and techniques work best for the teachers to maintain and enhance learners’ motivation?

5. Hypotheses

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

- If classroom heterogeneity is well-managed and controlled, then it may be an incentive for increasing learners’ motivation
- Adapted and effective motivational strategies may help maintain and enhance motivation in heterogeneous classroom

6. Research Methodology

In this work, we have applied both descriptive and correlational methods in order to determine and describe the relationship between motivation and heterogeneity. The population of this study consists of Third Year Students of English, and some EFL teachers at kasdi Merbah University of Ouargla. A sample of fifty (50) students and ten (10) teachers are selected randomly to represent our target population. For collecting data from the participants and then testing our hypotheses, we have designed two questionnaires; both of them are constructed in relevance to the topic under study. The first questionnaire is intended for Third Year English Students. The second is administered to the teachers.

7. Limitations of the Study

This study was conducted in restricted setting which is the department of English at Ouargla university. Thus, its findings cannot be generalized only if other researchers conduct the same research using the same instruments and find the same results.
8. Dissertation Organization

This work is divided into two chapters. The introduction of the research consists of background, definitions of terms, objectives of the study, statement of the problem, hypotheses, research methodology, limitations of the study, and organization of the dissertation. Chapter one is divided into two sections. The first section is devoted to the definition of classrooms’ heterogeneity in contrast to homogeneity and identifies its features, then it states the challenges the teacher and learner encounter in class. It ends up with some useful steps and techniques that help manage classroom heterogeneity. The second section discusses the different theories of motivation. It also presents the definition, approaches and types of motivation with a focus on some strategies that may help learners show and keep motivation. The first section in the second chapter presents and describes the research methodology, used in this work. Section two reports and analyses the findings. In addition, some pedagogical recommendations are suggested, which we think will help improve the learning/teaching process.
CHAPTER I
REVIEW OF RELATED LITERATURE

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A. Classroom Heterogeneity

1. Introduction

The process of teaching a foreign language is quite complex in itself. It is even more complicated when we teach a language to heterogeneous group of learners who show different abilities, learning styles, background knowledge, and attitude towards language, interests, and learning needs. In this section, we attempt to shed light on the phenomenon of heterogeneity regarding several parameters. First, the concept of heterogeneity is defined in contrast to homogeneity. Then, we shall review a number of marked differences that we find in heterogeneous classes. Then we give an overview on challenges that face heterogeneous learning groups focusing on some advantages.

2. Definition of Heterogeneity

Nowadays classrooms are incredibly diverse. Such classes are composed of learners who differ in many ways. The terms of mixed-ability or heterogeneity are defined by many writers and researchers as the state or quality of diversity and variability. Ur (1998) notes that “a heterogeneous class is one that has different kinds of learners in it, as opposed to homogeneous class where the learners are similar”. (p. 302). Ur (2005) expresses her preference in using the term heterogeneous rather than mixed ability class since the term mixed ability implies that the most important difference among learners is their level of performance in the target language, however, there are other differences between learners that need to take into account, so she sees that the term heterogeneity is more suitable than mixed ability concept.

According to Ainslie (1994), heterogeneous classes are those classes consisting of learners who have different personalities, skills, interest, and learning needs. Generally speaking, heterogeneous classes are composed of learners who differ from one other in some way or another, they may have different strengths, weaknesses and approaches to learning;
they may respond differently to various teaching methods and classroom situations. Since no two learners are really similar; so, it is a utopian view to think that our classes could be homogeneous in terms of internal factors as personality, confidence, intelligence, or external ones such as background knowledge and learning styles. Therefore all classes of more than one learner are in fact heterogeneous.

3. Heterogeneity vs. Homogeneity

As mentioned earlier that Ur (ibid) uses the term heterogeneity in contrast to homogeneity, where she states that in homogeneous classes, learners are similar. Homogeneous class is the class where students’ levels (knowledge, learning ability or potential learning ability) are assumed to be “very similar”. According to Fanis (2009), homogeneous class consists of students’ thought to have the same ability level. The concept of homogeneity is defined as the state or quality of similarity and sameness. Homogeneous classrooms consist of learners that are grouped together according to their similarities. Researchers define homogeneity in accordance to age and mother tongue, however the majority of them do not believe in such real homogeneous class, since non two learners are really similar and all classes are to some degree formed of learners who differ in various ways.

4. Characteristics of Heterogeneity

Adult learners collectively embrace a wide range of variables including age, gender, culture, learning aptitude and so many other differences which characterise heterogeneous classes. This paper shows a picture of individual differences among learners classified under three marked areas: learning styles, learning strategies and affective variables.
4.1 Learning Styles

Learning styles are just a subset of a wider range of individual differences affecting the process of learning. This term refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them. Cornett (1983) states that learning styles are “The overall patterns that give general directions to learning behaviour”. (p.3) This implies that we need to adopt different but effective ways to decode and understand information. Thus, the ways of perceiving, conceptualizing, organising, and recalling information differ from one learner to another in language learning. Dunn & Griggs (1988) define learning style as “the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others” (p.3). The point is that although learners face the same stimuli, they respond and react to them in different learning styles.

The concept of learning style has been applied to a wide variety of student attributes and differences. Some only pay attention to what the teacher says, they enjoy listening activities (auditory learners), and some pay no attention to what is said, but watch the teacher and read everything he/she writes on the board, they observe rather than talk or act, memorize by seeing and visualizing (visual learners). Some students have not learnt anything until they can do something with it, they learn by doing and solving real life problems (kinesthetic learners), and some have to discuss it to truly understand what has been thought (verbal learners).

There is a large number of psychological models of learning styles, Knowles (1972 as cited in Lochart & Richard, 1994) identifies four major types of cognitive styles:

a. Concrete Learning Style

Learners with a concrete learning style use active and direct means of taking in and processing information
b. Analytical Learning Style

Learners with an analytical learning style are independent, serious and hard working, tend to focus on form and accuracy, look out for patterns and regularities in the language input, and prefer to plan the language they have to produce.

c. Communicative Learning Style

Learners with communicative learning style learn better through discussion and group activities, they need personal feedback and interaction.

d. Authority-oriented Learning Style

Learners with this type of learning style prefer to have direct instructions and know exactly what they are doing, they opt for structure and sequential progress, they are said to be responsible.

Another set of language learning styles that has attracted the greatest attention in SLA is that between field dependence and field independence learners. Field-dependent learners see things “holistically”, they are better in observing the whole situation, they are visually and emotionally oriented, and they find social interaction easy and pleasurable. On the other hand field-independence learners, in contrast see things more “analytically” by studying the parts that constitute a whole, they are less inclined to social interaction and more individualistic.

Learning styles can change over time and can be modified purposefully.

4.2. Learning Strategies

What makes learners successful at learning something? And why some people are more affective at learning than others? Many researchers agree that these questions can only be answered by investigating learning strategies. A student who needs to learn a list of vocabulary words might draw a picture to remember each word or he might learn the new word by rehearsing, summarizing, paraphrasing, outlining, elaborating or imaging. All these processes are considered as learning strategies. Scarcella & Oxford (1992) define the concept
of learning strategies as “specific actions, behaviours, steps or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task, used by students to enhance their own learning’ (p.63). In other words the term learning strategies is used to describe learners’ approach to learning and using information, it refers to the processes, actions, thoughts, tools that are consciously used by learners to help them learn or use a language more effectively, understand information and solve problems. Mckeachie et al. (1987) identify three main categories of learning strategies: cognitive strategies, meta-cognitive strategies and resource management strategies.

a. Cognitive Strategies

They refer to steps or operations used in learning or problem-solving that requires direct analysis to learn and understand information, such as summarizing, paraphrasing, intended to enhance comprehension, acquisition or retention. Rubin (1957) identifies six main cognitive learning strategies (clarification/verification, guessing, deductive reasoning, practice, memorization and monitoring).

b. Meta-cognitive Strategies

The following general learning strategies are used to oversee, regulate or self-direct language learning. A learner generally goes through deferent steps in accomplishing any task. What do I do before I start? (Organize/plan), what do I do while I am working on the task? (Manage), how do I make sure I am doing the task correctly? (Monitor), what do I do after finishing the task? (Evaluate).

c. Resource Management Strategies

This refers to strategies learners use, employ and control such as time, effort, affect and support.
4.3 Affective Variables

Ellis (1994, p.483) claimed that Learners’ affective factors are obviously of crucial importance in accounting for individual differences in learning outcomes. Whereas learners’ beliefs about language learning are likely to be fairly stable, their affective states tend to be volatile, affecting not only overall progress but responses to particular learning activities on a day-by-day and even moment-by-moment basis.

Affective factors are considered as the most important variables that may affect the way learners learn. They are concerned with the emotional state of the learner, his feelings, mood, manner and attitude. Ellis designed four affective factors.

a. Attitude and Motivation

When students are faced with a new topic, with an unusual object, their reactions will differ between positive and negative due to the stimulus. Attitude is considered to be one of the most important affective variables that can affect language learning, it includes students’ perceptions, understandings, and beliefs about an object or a situation.

Eagly and Chaiken, (1993) define attitude as “a psychological tendency that is expressed by evaluating a particular entity with someone degree of favor or disfavor” (p.1). To be successful the learner starts with developing a positive attitude towards learning, since it makes him ready to receive new experiences and recognize many different kinds of learning opportunities. On the other hand having a negative attitude can become a real obstacle to language learning.

It is said that attitude is generally measured in tandem with motivation; however it is necessary to clarify how attitude and motivation differ as concepts. As mentioned before an attitude is a set of beliefs towards something, but motivation is defined as the reason for doing something. This can be somewhat confusing because beliefs can also be a reason for doing
something. Motivation may even be another significant factor which profoundly influences language learning. It is conceived as a set of forces that prompt someone to perform a certain action. These forces can be either positive, as in impelling one to reach a desired goal, They can be also negative, as in driving one away from unwanted situation.

b. **Aptitude and Intelligence**

People are usually interested in child’s brilliance and cleverness and their abilities to solve complicated mathematic equations. Aptitude seems to be closely connected to intelligence. Aptitude is usually characterized as your innate talent or predisposition for language learning (Colvin, 2008). In other words the learners’ aptitude is a natural or inherent ability to do or learn something; it is seen as a talent to fulfill a certain skill or activity. Also an aptitude is a component of competency whether innate, acquired, developed, physical or mental.

A person’s intelligence cannot be measured by the amount of knowledge he already acquired, but with his ability to use and practise this knowledge, solve problems and adapt to new situations.

Sternberg (1985) suggested three forms of intelligence: the first one is assessed by intelligence test which is named “analytical”; it is concerned with the ability to acquire, store, retain, transfer information and translate thoughts into performance. The second is creative intelligence which is concerned with the ability to adapt to new situation and solve new problems and generate new ideas. The last one is practical intelligence required in everyday tasks; it is concerned with how people deal with their environment, to adapt to situations and decide what to do, adopt, change, or get out of it.

c. **Self-esteem and Anxiety**

What is self-esteem? Self-esteem is how to value oneself; it is how to perceive one’s value to the external world. Self-esteem alters our confidence in others, our communication with others, our job performance – almost every part of our lives. Positive self-esteem strengthens
our motivation and makes us more flexible to manage better our lives and develop from our mistakes without the fear of being rejected or marginalised. Self esteem can be influenced by different factors such as genetic determinants, own thoughts and beliefs, experiences at home, work, school, interaction with others, culture and so on.

Self esteem plays a vital role in learning, it can be either positive or negative. The former one gives the learner the power and the strength to grow from his mistakes and learn from them and develop abilities to solve problems. The negative or the low self esteem is a debilitating condition that prevents individuals from realising their full potential, and may make them behave negatively in their daily life and prevent them from taking any step or decision. Low esteem usually causes anxiety and demotivation.

Learners sometimes develop feelings of anxiety about a particular stimulus, when they face a threat or believe that they have little or no chance to succeed in a given situation. Anxiety is defined as a feeling of fear, worry, nervousness, or unease towards something, it is seen as a mind state which student may experience, but when it continues it will be a serious danger. Anxiety is often experienced by students when being evaluated as well as when making a public performance; it is due to biological and psychological factors. Students with anxiety are usually having low self-esteem.

5. Challenges in Heterogeneous Class

Every day the teacher has to address 20 to 35 students at one time, who differ from one other in many ways, they are all at different level of ability, showing different interests, attitudes, and motivation. All these differences present big challenges. Baker (2002) argues that it is not just the fact that there are many students in the class, but that all of them are at so many different ability levels that provide the big challenge. This paper will discuss some challenges that a heterogeneous presents.
5.1. Teaching Materials and Resources

Most of textbooks are designed for the purpose to suit homogeneous classes; learners deal with those materials in different ways due to their individual differences. Thus finding appropriate materials and resources that may overcome the class heterogeneity represents a real puzzle.

5.2. Tasks

The learning tasks should correspond to the language level, age and abilities of learners; for example weaker or slower learners may not participate because of the difficulty of task.

5.3. Individual Needs, Interest and Strengths

Teachers of mixed heterogeneous classes may find it difficult to provide content and activities that are motivating and interesting to all learners in the same class; every learner has his own interests and needs which form his attitude towards learning. Some may find the lesson boring, maybe the topic is not familiar to them, while others are challenged and interested.

5.4. Participation

Some learners have difficulties of speaking the target language for various reasons maybe because of the lack of confidence in their knowledge or skills, while others are willing to express their thoughts and ideas in the target language; those who show more interest, participate actively in the lesson, while others are reluctant to take part in the lesson. Extrovert learners try the maximum to occupy the lesson; however shy learners are retiring and unassuming.

5.5. Discipline

Teachers may find their heterogeneous classes chaotic and difficult to control. Learners work at a different pace. Discipline problems arise when learners who are advanced and
complete the task quickly get impatient; they have to wait the lower ones to finish the task. When learners get bored, they lose concentration and behave in disruptive manner.

6. Advantages of Classroom Heterogeneity

Heterogeneous classes can pose challenges and obstacles that may impede learning; however they also have some advantages to be gained. Ur (2005) highlights some advantages; some educational aspects can be enhanced since different learners work together, they need to interact between one another by exchanging information and exchanging encouragement, tolerance, help and respect. Ur (ibid) states that if teachers are teaching a heterogeneous class and are stretched to the limit and are finding it increasingly difficult to meet the needs of the learners, they have to be inventive, creative and thoughtful about what kinds of procedures they are using, so heterogeneity may provide opportunities for innovation and creativity.

Heterogeneity may enable students to experience academic benefits from verbally reinforcing material they understand, help them to become good teachers and develop valuable leadership skills. In addition, a heterogeneous class has richer human resources, since learners have different ideas, opinions, experiences, knowledge background, and the teacher cannot cover and reach every single individual, ‘pair teaching’ is considered to be a good strategy when learners benefit from their diversity and learn from each other.

7. Management of Classroom Heterogeneity

Ur (ibid) proposed some key techniques that can help and do not demand too much investment of time or money in solving problems caused by class heterogeneity, she focused on three main elements, starting from keeping students motivated, reaching the individual and providing for learning at different levels.

7.1 Keeping Learners Motivated

For keeping students motivated Ur focuses on two key points ‘variation and interest’.
a. Variation

Ur (ibid) states that teachers “can teach some of the students all of the time, and all students some of the time, but they cannot reach all the students all the time”. In order to explain some items for students who do not understand, teachers neglect those who have already understood, teachers also may provide challenges that suit the needs of some learners but they do not satisfy the needs of others. In an attempt to reach all the students, teachers need to vary their lessons and topics. Learners differ from one another in their learning preferences, some of them like working alone, others collaboratively. Teachers need to vary their techniques between group work, pair work and individual work, besides varying materials and balancing between receptive and productive skills.

b. Interest

It is always important to be effective in classrooms; teachers need to design activities according to the interest value, neither too easy nor too difficult. The teacher needs to make the lessons interesting in terms of content, topics and activities.

7.2 Reaching the Individual

Ur (ibid) describes that “the individuals have between them far more life experience and knowledge, and more varied opinions, more interest and ideas”. Students can learn from each other and benefit from their differences:

a. Collaboration

Hess (2001) suggests that students who work together will participate more, learn how to compromise, negotiate meaning, and become better risk takers and self-evaluators. Some learners prefer collaborative works in order to achieve better results than they do on their own.
b. Individualisation

People have different learning preferences, different styles towards even the same material. Hess (ibid) suggests that individualisation aims at adapting activities or exercises so that they accord with the different levels or speed of individuals, teachers need to give a time limit rather than a quantity of work limit, they need also to allow learners check their own work.

c. Personalization

It based on giving students opportunities and possibilities to express their own experiences, thoughts, beliefs, ideas and opinions. Ur (2001) suggests that those tasks that allow learners respond personally increase their motivation and interest.

7.3 Open-endedness

Teacher allow students to respond to tasks through open-ended activities that have a variety of answers rather than just one correct answer, their outcome varies from student to another, pair to pair or group to group. These tasks include sentence completion activities, answering questions in a range of ways and brainstorming. An example of open-ended question could be: ‘Name ten things that you cannot touch and why’?

7.4 Compulsory and Optional Tasks

The strategy of compulsory and optional tasks allows students to choose the quantity of tasks they want to complete (Ur, 1991). All learners engaged in compulsory tasks a feel a sense of achievement when completing the task.

Conclusion

Heterogeneous classes are very common in schools and universities throughout the world. These classes consist of students who differ in many ways, there are many factors that influence the characteristics of the learners that make up one single class including learning styles, learning strategies and affective variables. Because of classrooms’ heterogeneity both
teachers and learners may encounter a number of problems and challenges that can be solved by using effective teaching techniques.
B. Learning Motivation

1. Introduction

In the late 60s and early 70s, the world witnessed a great jump in the field of education and psychology. One of the most prominent issues raised in both related fields is the effectiveness of learning through motivation. Motivation plays an important role in the learning process. In this section, there will be a discussion about motivation and its types in relation to the major psychological theories of learning, then there will be an overlook of some helpful strategies that enhance learners’ motivation.

2. Definition of Motivation

A girl was asked whether she likes to play in her free time: “No, I prefer drawing, I am very good at it!!” she replied. And a university student was asked about his reading preferences, he answered: “oh! I prefer action novels, I read them so fast!!” The interpretation of these two examples, involves one major affective concept which is motivation. Being “good” at drawing, reading action novels “so fast” show how those persons are motivated for doing such things, whatever drawing or reading, motivation is a very essential element in learning.

In all kinds of educational setting, motivation is admitted as one of the most prominent affective factors. It has been the core of many studies up to now, and a significant number of researchers show a great deal of interest to understand the notion of motivation. The definition of motivation starts from the root word, motive. The Oxford’s dictionary defines ‘motive’ as something (stimulus, incentive) that causes a person to act in a certain way. Therefore, motivation can be defined as the process of providing a motive that causes a person to take an action.

Motivation can be defined as “what gets you going, keep you going and determine where you are going to go”. (Salvin, 2003. p. 329) In other words, motivation is that power that
pushes individuals to meet their desired goals. Keller (1983) states that motivation is the degree of the choices people make and the degree of effort they will exert. This point is fortified by Gardner who argues that motivation refers to the combination of desire and effort made to achieve a goal; it links the individual’s rationale for an activity with a range of behaviours and degree of effort employed in achieving goals" (Gardner1985; in Mc Groarty 1996). In short, motivation is mainly linked to goal achievement.

Furthermore motivation is perceived as an internal process that triggers human behaviour. Child (2004) argues that motivation is based on the combination of both internal process and external incentives to satisfy some need. For him motivation includes learner’s feeling of curiosity which, then, becomes a desire or need to engage in a given task in order to fulfill a desired goal. Brown (2000, p.160-161) proposed three definitions of motivation according to different schools of thoughts (behaviorism, cognitive psychology and constructivism) as summarized in the following table:

Table 01.

<table>
<thead>
<tr>
<th>The behaviourist school</th>
<th>Cognitive school</th>
<th>Constructivist school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation is seen as the anticipation of reward. The more we have positive reinforcement, motivation is more likely to be increased.</td>
<td>Motivation is related to the individual’s decisions and underlying needs to reach a given goal.</td>
<td>Motivation is linked to social context in order to satisfy fundamental physical necessities and also to fulfill community needs, security, identity and self-esteem.</td>
</tr>
</tbody>
</table>

Note: Adapted from Brown’s Three Definitions of Motivation (2000, p. 160-161)

3. Theories of Motivation

It has been estimated that there are over twenty internationally recognized theories of motivation, many of which present opposing points of view (Wlodkowski,1993). This paper
Chapter I

Review of Related Literature

briefly emphasises only the most prominent ones which are classified into two groups: needs theories and cognitive theories.

3.1 Needs Theories

Needs theories form the basic assumptions about motivation, they are probably “the best-known explanation of employee motivation” (Robins, Judje, 2008, p.209).

3.1.1 Maslow’s Theory

The pioneer author of needs theories was the American psychologist Abraham Maslow who stated that people follow a pyramid hierarchy of needs that they need to satisfy from bottom to top. Maslow’s needs hierarchy system includes five levels of needs, in ascending order:

a. Physiological Needs

According to Maslow (1943) these kinds of needs form the basic elements for survival, including hunger, thirst, sexual drive, and shelter. When people endure a deficiency in these needs as food or shelter, they seem to be less motivated to develop and progress, however, when these basic needs are fully satisfied, their needs tend to move forward and feel satisfaction.

b. Safety Needs

Safety tends to be the most essential need at this level, the desire not to feel endangered, physically and emotionally more secure, including protection against danger, threat, and deprivation.

c. Social Needs

When an individual feels secured and safe, he feels to build up good relationships; including the desire for social contact and interaction, friendship, affection, association and acceptation.
d. Esteem Needs

These needs are defined as the desire for achievement, adequacy, personal growth, and the need for autonomy and independence.

e. Self-actualization Needs

They are people’s endeavors to achieve their potential and become what they desire to be.

The movement from one level to the next was identified by Maslow as “satisfaction progression, “and it was assumed that over time individuals were motivated to continually progress upward through these levels”.
Figure 1: Maslow’s Hierarchy of Needs (according to Maslow 1943).
3.1.2 Alderfer’s ERG Theory

This theory is very similar to Maslow, Alderfer classifies needs into three categories inspired from Maslow’s theory and also ordered hierarchically. He reduced them from five to three.

   a. Growth Needs

   This is a combination of Maslow’s last two needs, esteem and self actualisation needs including internal esteem, development of competence and self actualization or realization of potential.

   b. Relatedness Needs

   This level emphasises belonging needs, including satisfactory relations with others, social and external esteem.

   c. Existence Needs

   Alderfer combines Maslow’s first two levels (physiological and safety) into one level, including physical well-being.

   Alderfer believed that the satisfaction of higher needs first, makes them more intense eg (the power you get the more you want power). He thought that an individual may focus on all levels without a specific order.

3.1.3 Acquired Needs Theory

This theory is also similar to Maslow & Alderfer. McCleand states that individuals’ specific needs are acquired through time according to their life experience, these needs are not innate or inherited. He described three types of needs: need for achievement (n_ach) including accomplishment of something difficult; need for power (n_pow) concerned with the desire for responsibility, authority, controlling the others as children, and need for affiliation (n_affil) as the desire for close and personal relationships and associations.
3.1.4 Herzberg’s Two factor theory

Herzberg (2003) modified Maslow’s needs theory and came up with the conclusion that employees are influenced by two main factors; those factors that lead to satisfaction, but their lack does not cause dissatisfaction; he named them “motivators”, emphasising aspects of work such as achievement, recognition, responsibility, advancement and growth. There are factors that lead to satisfaction; he called them “hygiene factors”, including working conditions, salary, relationship with supervisor and personal life.

All the above theories focus on needs, they are still distinctly different.

<table>
<thead>
<tr>
<th>Maslow</th>
<th>Alderfer</th>
<th>McClelland</th>
<th>Herzberg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self actualisation needs</td>
<td>Growth</td>
<td>Achievement</td>
<td>Motivators</td>
</tr>
<tr>
<td>Social needs</td>
<td>Relatedness</td>
<td>Affiliative motives</td>
<td>Hygiene</td>
</tr>
<tr>
<td>Safety needs</td>
<td></td>
<td>Avoidance motives</td>
<td></td>
</tr>
<tr>
<td>Physiological needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure2: Similarities Between Need-Theories (Dunford, 1992, p.81)

3.2 Cognitive Theories

3.2.1 Expectancy Theory

The concept of expectancy theory was first coined by Victor Vroom, who offered an expectancy approach to the understanding of motivation. In his theory he separates effort from performance and outcomes, he thought that “behaviour resulted from conscious choices among alternatives whose purpose is to maximize pleasure and to minimize pain.” He added that an individual is motivated to work if he believes that his efforts will achieve the desired goal or outcome.
He produced a formula to measure motivation based on three variables:

- **Valence**: is considered as the subjective value of the awaiting result.
- **Expectancy**: is concerned with the belief that the output leads to the expectation of performance, and increased effort lead to increased performance.
- **Instrumentality**: related with the belief that if you do or perform well you’ll gain valued outcome, and good performance will be rewarded

Motivation = Valence X Expectancy X Instrumentality; according to this formula when one of these three variables is zero, motivation will not be present.

![The Three Drivers of Motivation According to VIE Theory](image)

**Figure 3**: The Three Drivers of Motivation According to VIE Theory (Robbins/Judge, 2008, p.231)

### 3.2.2 Equity Theory

Adam in his theory proposes two key words “input & outcome.” He stated that individuals are seeking behind finding a balance between their inputs and the gained outcomes, in relation to others’ outcomes, for instance when someone is given a pay-rise or promotion, this makes him motivated, unlike others. Equity does not depend only on an individual input-output ratio, but it makes him in a comparison with ‘referent’ others. Adam (1963) added that people become demotivated whenever they feel their inputs are not being fairly rewarded.

All the previous theories were presented to facilitate and dissipate the ambiguity around the complicated process of motivation and then suggest useful ideas. These theories are based on scientists and researchers’ opinions about motivation, however, someone should bear in mind that none has to be said the best theory.
4. Types of motivation

Gardner (1985) argued that «motivation refers to the combination of desire and effort made to achieve a goal», he and other scientists study motivation from different perspectives. They explained that motivation is defined in terms of intrinsic vs. extrinsic and instrumental vs. integrative.

4.1 Intrinsic vs. Extrinsic motivation

Success in FL class is due to internal factors as well as external ones. The former one includes students’ attitudes toward the language. External factors however refer to elements which are not related to the learner himself.

4.1.1 Intrinsic motivation

When a student performs a task simply because he enjoys it, for example he spends time reading stories just for fun; this inner desire is called intrinsic motivation. As the name suggests, intrinsic motivation refers to the self-desire that prompt someone to fulfill an action. Intrinsic motivation shows engagement in learning and performing better because they meet individual’s psychological needs since he sees them enjoyable and interesting (Ryan & Deci, 2000). According to Ryan and Deci, there are three needs that trigger intrinsic motivation: the need for developing competence; the need for relatedness (connection with others) and the need for autonomy (being in control of life). The satisfaction of these needs prompts intrinsic motivation.

4.1.2 Extrinsic Motivation

Extrinsic motivation is concerned with doing something or performing an action for the sake of obtaining a desired outcome such as rewards. In other words it refers to behaviour that is driven by external rewards; it is dependent upon external factors and outcomes. “Extrinsic motivation refers to our tendency to perform activities for known external rewards, whether they are tangible (money) or psychological (praise) in nature” (Brown, 2007). There
are different types of external motivation: ‘external regulation’ which is the least autonomous type, based on taking some action in order to satisfy an external demand; ‘introjected regulation’ defined as doing something in order to maintain self-esteem. Abraham Maslow concluded that before an individual is intrinsically motivated, he must first satisfy five basic levels of human needs mentioned before.

In short, intrinsic motivation is “doing something because the act of doing it is enjoyable in itself” (Williams & Burden, 1997, p.136). While extrinsic motivation is “fueled by the anticipation of reward from outside and beyond the self” (Brown, 2007, p.172).

4.2. Instrumental vs. integrative motivation

4.2.1 Instrumental motivation

At the university, student differ in their reasons to choose to study English, some choose it because it was their only choice, for others it was their own choice because it paves the way for their future jobs, the others choose it because it will help them in mastering other subjects. In all cases the English language has been chosen as a field of study just because it is a means used to achieve a desired goal. Hudson (2000) claimed that Instrumental motivation is characterized by the desire to achieve something practical or concrete from the study of SL. In other words it refers to the fact that students do not learn English language for itself, or its culture, however they learn it because of their specific reasons mainly achieving a desired aim.

4.2.2 Integrative motivation

Falk (1978) thought that students who are most successful in learning a foreign language are those who like the language and its culture. A student can be integratively motivated if s/he is inspired to learn, willing to join the other language group and has positive attitude towards the learning process (Masgoret and Gardner, 2003). Integrative motivation is considered as “a sincere and personal interest in the people and culture represented by the
other language group” (Lambert, 1974, p.98). In other words, integrative motivation is based on interest in learning a second language and a desire to learn about it or interact with people of the target language.

In sum, instrumental motivation is related to “learner’s desire to learn a language for utilitarian purposes” and integrative motivation being related to “the desire to learn a language to integrate successfully into the target language community” (Ngeo, 1998, p.2)

5. Strategies to Enhance Motivation

Because of the obvious growth in the field of education, many researches have been conducted for the sake of the investigation of such educational problems as how to enhance students’ motivation in classrooms. Learners’ motivation is a key variable that frequently concerns and challenges practioners in language classrooms (Cheng & Dornyei, 2007 cited from Scheidecker&Freeman, 1999). Since no two learners are really similar, there is no method or technique that is applicable and useful for all of them with their plenty of differences. In this context Nunan (1991) said that: “It has been realised that there never was and probably never will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about second language acquisition, and which also in keeping with the dynamics of the classroom itself.”(p. 228).

Because of learners’ diversity, there is no such unique way to motivate them. Researchers thought about various learning strategies and techniques to cope with in order to increase learners’ motivation. Deci (Cited in Education Week, 2006) stated that in order to be highly motivated, learners need to feel a sense of competence, autonomy, and self-initiation and they must be able to relate to others within the learning setting. A summary of research-based strategies for motivating students to learn is presented below.
5.1 Classroom Management

The concept of classroom management is closely related to learning, students’ behaviours and social interaction in the classroom, including person, instruction, and discipline (Martin & Baldwin, 1992). It is considered as a crucial factor which influences the success of learning and teaching process. In order to make classroom management effective, it is necessary to create a friendly atmosphere and encourage students to personalize classroom environment: create a friendly climate where learners feel recognized and valued. It also deals with the development of a comfortable environment where the learner feels as a fully integrated part of the whole. It is considered as the most important factor in enhancing motivation. It could be done through planning lessons that allow students to interact and actively participate in the learning process, involving learners in classroom decision, choosing suitable activities to attract learners’ attention, or using multiple activities as games, stories besides being friendly and flexible in class. Also personalising the environment can relax the students and enhance the friendly atmosphere.

5.2 Co-operative Learning

Without the cooperation of its members, society cannot survive. The society of man has survived because cooperation among its members made survival possible. It was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group (Ashley, 1965). In contrast to individual work, cooperative learning, as the name suggests working in groups accomplish better shared goals (Johnson & Johnson, 1989). Brown (2001) stated that “in cooperative learning, students are a team whose players must work together to achieve goals successfully”. Since students are talking turns and interacting among one another in their groups, there will be innumerable opportunities for immediate feedback and correction. This useful way enhances student’ self esteem which in turn
motivates him to participate in learning process (Johnson & Johnson, 1989), moreover it reduces classroom anxiety created by new and unfamiliar situations faced by students (Kessler, Price & Wortman, 1985).

**Conclusion**

“There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation” Terrell H. Bell

Motivation has been deeply discussed in several studies. It is undoubtedly an essential element in improving work productivity. It has particularly played a vital role in the area of learning. The concept of motivation has been developed in different theories. In EFL classes a number of strategies and techniques have been suggested for learners to increase their motivation and engage them in learning process.
CHAPTER II
RESEARCH METHODOLOGY, ANALYSIS AND INTERPRETATION

A Research Design and Methodology

Introduction
Research Method
Participants
   Students
   Teachers
Data Collection Instruments
Description of Questionnaires
   Students’ questionnaire
   Teachers’ questionnaire
Data Collection Procedures
Conclusion

B Findings, Analysis and Discussion

Introduction
Interpretation of The Findings
   Students’ Questionnaire
   Teachers’ Questionnaire
Discussion
A. Research Methodology

1. Introduction

Throughout the preceding chapter, a basic theoretical background has been constructed about heterogeneity and motivation. The next step of any research design is to move to something more practical. As long as our research is concerned, the most suitable method is the descriptive one. The questionnaire is perhaps the most widely used instrument for eliciting information. In this study, we have made use of one tool: students and teachers’ questionnaires. The students’ questionnaire is designed for inviting them to contribute information on their actual state of learning. The teachers’ questionnaire is designed for teachers who are believed to be in good position for providing data relevant to our study. This chapter, then, clarifies the research design in terms of aim, the administration and the description. Moreover, it also contains the analyses of students and teachers’ questionnaires.

2. Research Methods

The chosen methods for conducting this study are descriptive and correlational. It is descriptive because it aims to describe quantitative data. In this respect, Singh (2006) states that descriptive research attempts to determine the status under investigation. As it is correlational because it aims to identify the correlation between two variables which are classroom heterogeneity, independent variable, and learners’ motivation, dependent variable.

3. Participants

This study is mainly of concern to both students and teachers. In order to come to valid results, we have randomly chosen the participants. They were given a questionnaire to fill in. We have made sure that answering these questionnaires takes no more than five minutes or so.
3.1 Students

Among the students of English department, a sample of fifty (50) third year students have been randomly chosen. They were requested to answer the questionnaire that has been administered to them. The main motive in choosing such sample is that these students at their final year at the university; therefore, they are mature enough, in the sense that they are aware of their classroom heterogeneity. The researcher himself distributed the questionnaire to the sample. Thus, she can answer any question raised by her subjects and clarify any ambiguous point in the questionnaire. It is noting that before administering the questionnaire, the researcher paid some visits to her subjects to gain familiarity with them.

3.2 Teachers

Another questionnaire was administered to teachers in the English department. A sample of ten (10) teachers answered the questionnaire. They provide us with valuable remarks and positive feedback as to the design of questionnaire.

4. Data Collection Instruments

The most common instruments used are questionnaires, because they are relatively easy to prepare, they obtain information that is relatively easy to tabulate and analyze; they can also be used to elicit information about many kinds of issues, such as language use, attitudes and beliefs (Richard, 2001, p.60). We have designed two questionnaires; students and teacher’ questionnaires through which quantitative data are collected. This instrument was used to achieve the purpose and objectives of the study.

4.1. Description of the Questionnaires

We designed and administered two questionnaires:

a. Students’ Questionnaire

This questionnaire is composed of three (03) sections and (14) questions in addition to personal information each part aims to reach to a specific objective as perceived by the
researcher and the aims indicated to touch in this investigation. The questions are closed questions requiring from the students to choose (yes) or (no) answers, or to pick up the appropriate answer from a list of choices.

- **Personal information** aims at collecting information that identify the participants and present them in a systematic way. The questions are about age, gender and participants’ learning period of English.

- **Part one** aims to elicit information about student’s perception and expectation about learning English. It enables us to identify some features of classroom heterogeneity. It comprises (08) questions, Starting from learners’ attitude towards learning English, their need to study English, then their learning styles, their preferences and their affective attitudes during the course.

- **Part two** aims at exploring learners’ problems comprising (04) items

- **Part three** aims to investigate the opinions of the students about some suggestions (techniques, activities) for their improvement

b. **Teachers’ Questionnaire**

This questionnaire consists of three (03) sections and (13) questions. The questions are either closed questions requiring from the teachers to choose (yes) or (no) answers, or to choose from a list of choices an appropriate answer or open questions where teacher can give more explanation or suggest alternative answers.

- **Personal information**: it aims to elicit information about teachers, their gender, degree(s) held and their expertise in teaching English.

- **Part one**: aims at exploring learners’ attitudes from teachers’ views, comprising seven (07) questions about some features of classroom heterogeneity in terms of interest, learning styles, learning levels, learners’ preferences and learners’ attitude.
Part two: is a space opted for teachers to comment and give their opinions about the main difficulties their students face in learning English in heterogeneous classroom.

Part three: aims at investigating teachers’ views about some strategies and techniques for learners’ improvement, besides giving a space for other suggestions.

5. Data Collection Procedures

According to Richard (2001) “since any one source of information is likely to be incomplete or partial, a triangular approach is advised”(p.59). In conducting this study, a triangular approach is used i.e. both students and teachers.

✓ The students’ self-completion questionnaire was distributed and was not mailed. In April 2016, respondents were asked to complete the questionnaire after they have finished their session. Students were given identical instructions on how to do so and for what reason it was designed. The questionnaire took the students nearly 15 minutes of their time; they were very kind and interested enough to answer. With what mentioned above, we do believe that our questionnaire was administered in good and safe condition.

✓ Another procedure is used in the sake of providing more support and in-depth descriptions for our variables; which is a structured questionnaire that is held with ten (10) teachers at Kasdi Merbah Univeersity-Ouargla. Our teachers were kind and have cooperated so much with us. And it took more than one day to hand the questionnaire back.

7. Conclusion

This section presents a detailed rationale for the research method. It sets the sample, instruments, procedures and data analysis.
B. Findings, Analysis and Interpretation

1. Introduction

The aim of this chapter is to analyse both students and teachers’ questionnaires. It provides students and teachers’ answers of the questionnaires in terms of tables, pie charts and histograms. This will help understand the respondents’ views concerning classroom heterogeneity.

The presentation of the data analysis is followed by a discussion of the findings, in order to either prove or deny the research hypothesis, and recommendations for course improvement.

2. Interpretation of the Findings

2.1 Students’ Questionnaire

1. Age

Table 3

<table>
<thead>
<tr>
<th>Students’ Age</th>
<th>21-24</th>
<th>24-27</th>
<th>27-48</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>30</td>
<td>13%</td>
<td>07</td>
<td>50</td>
</tr>
</tbody>
</table>

From pie chart 3, it can be seen that most of the students’ ages are between 21 and 24...
years old, 26% of them are between 24 and 27, while the smallest category is between 27 and 48 years. In general, we note that the group is heterogeneous to great extent since students are different in this property of age from one another. And this is considered as a primary characteristic of heterogeneity.

2. Gender

Table 4

<table>
<thead>
<tr>
<th>Gender</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>16</td>
<td>34</td>
<td>50</td>
</tr>
</tbody>
</table>

Figure 5: Students’ Gender

A quick look at the figure above, we can notice that females students are numerous than males. (30) Participants in this study are females making up (68%) of the whole sample (50) students. Whereas; (16) males making up (32%) of the whole sample. These results reveal that the two genders differ in their interest. Girls tend to study foreign languages better than males do, maybe because boys prefer to study other branches.
3. How long have you been studying English?

Table 5
Period of studying English

<table>
<thead>
<tr>
<th>Years</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>15</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>33</td>
<td>13</td>
<td>02</td>
<td>01</td>
<td>05</td>
<td>50</td>
</tr>
</tbody>
</table>

Figure 6: Period of Studying English

The result in the table above shows that (33) students making up (66%) were studying English for (10) year, which is believed to be the normal number to reach their academic level. Whereas; (13), (02), (01) and (01) students making up (26%), (04%), (02%) and (02%) have been studying English for more than (10) years which are believed that they have repeated one or many years at least. Generally speaking our sample is heterogeneous in terms of learning experience and learning level.
Part one
Students’ Perception and Expectation about Learning English

1. What is your attitude towards learning English?

Concerning students’ attitudes towards English course, all of them see that English is an interesting course. This shows that they have positive attitudes towards the course.

2. Why do you need to study English?

Table 6
Students’ Need for English

<table>
<thead>
<tr>
<th>Number</th>
<th>Succeed in your studies</th>
<th>Use it in your future job</th>
<th>Communicate with English native speakers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>37</td>
<td>23</td>
<td>50</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>13</td>
<td>27</td>
<td>50</td>
</tr>
</tbody>
</table>
Figure 8: Students’ Need for English

As shown in figure 7, students’ answers about the need to study English represent that 74% of them need English to use it in their future job. While 54% have chosen the first option which is succeed in their studies. 23 students making up the smallest proportion (46%) have answered positively on using English for communicating with English native speakers. This may be because English is not as a powerful language as French in Algeria. That is why students do not expect to face English native speakers in their future career.

3. How do you prefer to learn English?

Table 7
Students’ Learning Styles

<table>
<thead>
<tr>
<th></th>
<th>Listening to what the teacher says</th>
<th>Observing the teacher and writes everything he writes on the board</th>
<th>Solving real life problems</th>
<th>discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>13</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>04</td>
<td>37</td>
<td>36</td>
<td>20</td>
</tr>
</tbody>
</table>
Figure 9: Students’ Learning Styles

The collected answers reveal that the majority of the students are auditory and verbal learners, since (62%) prefer to learn by listening to what the teacher explains, and (60%) enjoy discussion; whereas (28%) find that solving real-life problems their preferred way to learn English (kinesthetic learners). (26%) out of students believed that observing the teacher and reading everything he writes on the board is their preferred way in the learning process. This shows that our sample is heterogeneous to a great extent in term of learning style.
4. What materials would you like to use in class?

As can be noticed in Figure 10, there are no major differences between the percentages of multi-media and handouts. In the first place comes multi-media with (84%) followed by handouts with (72%). While (52%) answers opt for chalkboards. This proves that multi-media aids and handouts contribute to the easy flow of information.

5. In which way do you prefer to perform classroom tasks?

Figure 11: Learners’ Preferences in Performing Classroom Tasks
As it is visible here, the majority of (60%) of the participants prefer working in groups. This may reveal that this portion is sociable and extrovert. And right after, the other majority of (40%) prefer working in pairs. We assume that this portion is both sociable and extrovert (but not to the extreme) or not really confident (i.e. in need of other support). While the rest of the participants (36%) like working alone; those are likely to be introverts who feel strong without the company of others.

6. When working in pairs/groups, do you feel?

a. Strongly motivated
b. Motivated
c. Less motivated
d. Not motivated

<table>
<thead>
<tr>
<th>Students’ Motivation</th>
<th>Strongly motivated</th>
<th>Motivated</th>
<th>Less motivated</th>
<th>Not motivated</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB</td>
<td>17</td>
<td>19</td>
<td>10</td>
<td>04</td>
<td>50</td>
</tr>
</tbody>
</table>

Figure 12: Learners’ Motivation

When they are asked to identify the degree of their motivation when they work in groups/pairs, 17 students (34%) say they feel strongly motivated; 19 students (38%) inform they feel
motivated and 10 students (20%) feel less motivated; only 04 students think they feel they are not motivated at all.

7. Which activity do you like most?

   a. Discussion
   b. Role-playing
   c. Language games

Table 9

<table>
<thead>
<tr>
<th></th>
<th>Discussion</th>
<th>Role-playing</th>
<th>Language games</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB</td>
<td>18</td>
<td>11</td>
<td>21</td>
<td>50</td>
</tr>
</tbody>
</table>

Figure 13: Students’ Preferred Activities

The present item of information is intended to ask students about the technique they enjoy best. The figure above summarizes the most frequent techniques that teachers can use in order to carry out language activity. As can be noticed, there are no major differences between the percentages of language games and discussion. In the first place comes language games with (42%) followed by discussion with (36%). only (22%) answers opt for role-playing. This indicates that in the first place, students are aware of these techniques and secondly they differ in their preferences.
8. What are your affective and emotional attitudes during the course?

Figure 14: Self-esteem and Anxiety

The figure 13 shows a great diversity in students’ affective and emotional attitudes. Some students do seem to have low self-esteem, since (20%) and (26%) out of the sample are strongly agree/agree with feeling down compared with others. (40%) the equivalent of those who are strongly agree (14%) and who are agree (26%) they never feel quite sure of themselves when learning English; however (44%) the equivalent of (32% & 12%) they seem confident in learning English. It is more obvious in the third item where (56%) do believe in their abilities. (46%) out of the sample are either disagree or strongly disagree with having anxiety from the others. Generally, this result indicates that students are greatly differing in their psychological attitudes specifically in their self-esteem and that what is marked in heterogeneous classrooms.
Part Two

Learners’ Problems

To what extent do you agree with these statements?

Figure 14 shows that students assume that the main difficulties they encounter are: Topics, since (12%) and (42%) are either strongly agree or disagree with finding topics difficult and unfamiliar. The second difficulty is time consuming, where (54%) out of the sample are slow students since they take too much time to do any task.

Figure 15: Learners’ Difficulties
Part Three
Suggestions for Course Improvement

9. Which of the following statement helps you improve your level?

![Bar chart showing student suggestions]

Figure 16: Students Suggestions to Improve their Levels

Figure 15 reveals students’ suggestions for course improvement. Most of them agree with the proposed choices in the question. This demonstrates that they are not satisfied with the current situation of presenting the course.
10. Which activities do you prefer to practice inside classroom?

![Figure 17: Preferred Activities in Classroom](image)

As seen from the figure shown above, students agree on using open-ended activities and vocabulary games in their learning. 80% prefer to discuss the content with the teacher, and few others want workshops.

### 2.2 Teachers’ Questionnaire

#### Personal Information

1. **Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>04</td>
<td>06</td>
<td>10</td>
</tr>
</tbody>
</table>
A quick look at the figure above shows that the majority of our participants are females (6) making up (60%). Whereas; 4 participants making up (40%) are males.

2. Qualifications

Table 11
Teachers’ Qualifications

<table>
<thead>
<tr>
<th></th>
<th>MA</th>
<th>PhD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>08</td>
<td>02</td>
<td>10</td>
</tr>
</tbody>
</table>

Figure 18: Teachers’ Gender

Figure 19: Teachers’ Qualifications

Figure 18 shows that the majority of our participants (08) have either Master/ Magister degree; whereas, (02) teachers have PhD degree.
3. How long have you been teaching English?

Table 12 Teachers’ Experience

<table>
<thead>
<tr>
<th>Options</th>
<th>1 to 5 years</th>
<th>5 to 10 years</th>
<th>More than 10 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>03</td>
<td>02</td>
<td>05</td>
<td>10</td>
</tr>
</tbody>
</table>

Figure 20: Teachers’ Experience

The aim of this question is to know the teachers’ experience in teaching English. (50%) from the total sample declared that they have been teaching English for more than ten years while 3 teachers the equivalent of (30%) state that they have been teaching English from 1 to 5 years and 2 teachers making up (20%) declared from 1 to 5 years.
Part one
Teachers’ View about Learners

1. Are your students interested in learning English?

![Figure 21: Students’ Interest in Learning English](image)

A quick look at the figure above shows that (9) teachers making up (90%) stated that their learners are interested to learn English, because most of them have actually chosen English and they need it for work, travel, and because English is the global language of technology. Only one teacher states that learners are not really interested to learn English because of the lack of motivation and background shaky.

2. Do your learners differ in their learning styles?
Figure 21 shows that all the teachers declare that their learners differ in their learning styles. When they asked whether these differences make a problem, the overwhelming majority of them said yes because it is difficult to teach heterogeneous groups; some students are able to learn rapidly, others need more time or more exercises. It is a problem when we adopt one teaching method and do not vary ways of interaction. Few teachers said that it is quite normal to have different learning styles.

3. Do you teach mixed-ability class?

When they were asked whether they teach mixed ability classes all the teachers (100%) have chosen “yes”. Concerning the other bisect question also all the teachers said that mixed-ability class hinders their teaching to some extent due to the students’ different backgrounds. One teacher said that when the students start learning English for the first time they are all at the same level, but the longer they study English the bigger the differences in abilities get. Some make great progress fast while others fall behind. For other teachers mixed-ability class is a problem because it can create reluctant students towards some aspects of language and grouping patterns and because of time consuming.
3. In which way do your students prefer to work?

Table 13
Teachers’ Views on Students’ Learning Styles

<table>
<thead>
<tr>
<th>Option</th>
<th>Individually</th>
<th>In pairs /In small groups</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>01</td>
<td>09</td>
<td>10</td>
</tr>
</tbody>
</table>

As shown in figure 20, teachers’ answers about their students’ preferred way to learn represent that 90% of them see that their students enjoy to study collaboratively either in pairs or in small groups. Only one teacher (10%) declared that his students prefer to work individually.

5. When working collaboratively do they seem motivated?

a. Frequently
b. Sometimes
c. Rarely
d. Never
Figure 24: Students’ Frequency of Being Motivated During Collaborative Work

The aim of this question is to know the frequency of the students’ motivation during collaborative work, and if they are motivated enough. The majority of our subjects (6) participants making up (60%) declared that their students are frequently motivated during pair/group work. We believe that those students are extrovert and sociable. While (04) participants the equivalents of (40%) stated sometimes and none of teachers stated rarely or never. In the table below we are going to mention teachers’ justification behind students’ motivation.
Table 14: Teachers’ views on students’ motivation

<table>
<thead>
<tr>
<th>Choices</th>
<th>Justifications</th>
<th>Number</th>
</tr>
</thead>
</table>
| Frequently | 1) Because they help each other and they are excited as if they are in competition  
          | 2) They show interest through discussions and explanations with each others  
          | 3) They feel free to exchange ideas  
          | 4) The more there is interaction the more they are encouraged to participate | 06     |
| Sometimes | 1) It depends on the relationship between students  
          | 2) They are used to do it  
          | 3) Each students wants to impose his point of view  
          | 4) Members have different learning styles, different degrees of motivation according to their self confidence and self-esteem | 04     |
| Rarely   | /                                                                             | 0      |
| Never    | /                                                                             | 0      |
| Total    | /                                                                             | 10     |

6. What are your students’ attitudes during class?

Table 15

<table>
<thead>
<tr>
<th>N</th>
<th>Item</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>They are shy</td>
<td>00</td>
<td>02</td>
<td>05</td>
<td>02</td>
<td>01</td>
</tr>
<tr>
<td>02</td>
<td>They never feel quite sure of themselves when learning English</td>
<td>00</td>
<td>02</td>
<td>07</td>
<td>00</td>
<td>01</td>
</tr>
<tr>
<td>03</td>
<td>They seem confident about their ability</td>
<td>00</td>
<td>03</td>
<td>05</td>
<td>02</td>
<td>00</td>
</tr>
<tr>
<td>04</td>
<td>They are afraid people will laugh at them if they do not say things right</td>
<td>00</td>
<td>06</td>
<td>01</td>
<td>03</td>
<td>00</td>
</tr>
</tbody>
</table>
A quick look at the figure above shows a great diversity in learner’s affective attitudes during class. Six (6) teachers making up (60%) affirmed that their students often have anxiety towards public speaking. Half of the sample (50%) stated that sometimes their students do seem confident about their ability; however, the majority of teachers (70%) have claimed that their students sometimes do not feel sure about themselves when learning English. Six teachers said that sometimes their students seem shy. This result comes up with two main points, the first one is that students differ from each other in terms of effective variables specifically self-esteem and anxiety. The second point is that teachers are aware of their students’ affective side.
7. What materials are preferred to be used by your students in the classroom?

![Figure 26: Students’ Preferred Materials](image)

As seen from the figure shown above and according to teachers’ view, students prefer to learn by using both multi-media materials and handouts contribute to the easy flow of information.

**Part two**

**Classroom Problems**

8. What are the main difficulties do you think your students face in learning English in heterogeneous classroom?

Our participants gave us different difficulties that face their students during learning English. They are summarized in the following points:

- Lack of understanding
- Lack of background knowledge
- Lack of explicit methodology
- Lack of well-designed syllabi
- Weak students (low achievers) cannot reach their peers levels
- High achievers get bored if the teaching is adapted to weak students only
• Not all students benefit from the teacher’ feedback

• Difficulty to select activities and tasks for the right learner according to his/her learning style within the appropriate way of allocating time

Part three
Suggestions for Improvement

9. Which of the following statements may help you improve your learners’ level?

Figure 26 illustrates clearly that almost all the respondents agree with the suggested choices since they claimed that positive atmosphere, personality learning tasks and relating them with everyday experiences, making learning more stimulating and enjoyable are very useful techniques to enhance learning. Few teachers found positive feedback and promoting cooperation instead of competitions additional not as important as the ones mentioned before.
10. Which activities do you prefer to practise in the classroom to help your students?

Figure 28: Teachers’ Preferred Activities to Help their Students

A quick glimpse at the figure above, we notice that teachers prefer to facilitate learning process through workshops, discussing the subject matter under their guidance with using open ended activities. (70%) out of the sample prefer using vocabulary games.

**Other suggestions**

Teachers gave different suggestions summarized in the following points:

- Establish a good relationship between teachers and learners
- Promote learners’ autonomy by encouraging them find out mistakes by themselves
- Give easy and clear instructions and much support
- Make sure that learners are aware of the aim of each lesson and what they are expected to achieve by the end of the lesson
- Make tasks challenging
- Vary presentation techniques to cater for visual, auditory and kinesthetic learners
- Project based-learning
Making the whole classroom interactive.

Discussion

First of all, the analysis of the student’s questionnaire reveals that our sample is heterogeneous to great extent; since students differ from each other in various ways. The preliminary characteristics of heterogeneity found in this research are clear in students age and gender. Females are numerous than males may be due to their interest; however the majority of the students show a great willing to learn English. Students also differ in their needs to study English; most of students need it for their future job. Learners’ preferences are considered as another marked feature of heterogeneous; they differ in their learning styles, since most of them are auditory and verbal learners as well as they differ in their preferred materials, (100%) of students prefer multi-media materials and handouts. The interpretation of the questionnaire shows clearly that students face difficulties in their learning due to classroom heterogeneity, such as topics; (54%) of the students find a difficulty to understand the topics, also the problem of being slow learners; (48%) take too much time to do any task. The collected answer shows that the majority of students are willing to work collaboratively either in pairs or groups in order to learn from each other and share their opinions; (36%) out of the sample seem to be motivated during group/pair work. In the other hand, the introvert students in our sample show a great preservation because they are shy, self-conscious and inhibited. Here it comes the role of using different techniques to push the introvert students to participate in different activities used in the classroom such as open-ended activities, vocabulary games and discuss the subject matter under the teacher’s guidance.

Secondly, the analysis of the teachers’ questionnaire shows that all the teachers are actually teaching heterogeneous classes. The most significant feature observed in such classes is the wide range of differences among learners, such as, learning styles, learners’ preferences
and affective variables. Almost all the teachers have claimed that classroom heterogeneity makes a problem in learning English; since it creates reluctant students towards some aspects of language. Teachers’ collected answers affirmed that the majority of their students are motivated to learn and they are willing to use language collaboratively. Teachers’ answers indicate that they accommodate the heterogeneity of their classroom and deal within different techniques and varied activities that might help in improving learning/ teaching.
Suggestions and Recommendations

The results of the present study suggest the following recommendations. It would be useful to consider and apply these recommendations.

- The teacher needs to determine the diverse language levels which coexist within the same class.
- Opportunities for more able students to assist less able peers in learning can be realized.
- The teacher should use well-defined activities with clearly stated objectives.
- The teacher should bring regularly the class together for discussion and/or clarification.
- The instructor needs to plan both group and individual assignments.
- The teacher should use peer group facilitator.

Also the following recommendations are made based on the outcome of the study.

- **Collaboration:** teachers should instruct/teach students to control their competitiveness in the classroom. Students need to learn to interact appropriately in pairs and in groups, accepting their peers’ differences and opinions.
- **Empathy:** teachers should encourage students to be aware of their peers’ thoughts and feelings. Learning opportunities occur when people feel comfortable and understood by others.
- **Difference:** If we aim to benefit heterogeneous classes, we need to believe that difference and diversity are not drawbacks.
- **Involvement:** It is important to create an opportunity for every learner of the group to participate. All students need to be offered meaningful opportunities to communicate in class.
- **Feasible tasks:** We need to think of tasks in terms of the appropriate degree of
challenge and accessibility for each level group. In the practice, teacher can provide more reinforcement to the low-achievers and more enhanced tasks to the high achievers

- **Environment:** As atmosphere of support, cooperation, respect and learner self-reliance should be fostered. This is vital if mixed-level classes are to work effectively.
CONCLUSION
General Conclusion

Conclusion

The aim of this study is to examine the extent to which classroom heterogeneity affects learners’ motivation. Another aim is to make some suggestions about learning strategies that may help learners overcome their heterogeneity and differences.

Experts approach the term heterogeneous classes or mixed-ability classes differently. Luke Prodromou analyses the term mixed-ability class in this way: “All classes are, of course, mixed ability. Although there are mild and acute cases of mixed ability, all classes are made up of individuals who differ in any number of ways.” (Prodromou 1992: p.7)

The results of our study have shown that heterogeneity has a great impact on learning especially on learners’ motivation, this impact is negative in the sense that students feel reluctant and bored, at the same time it is positive in the sense of being a real struggle for better achievement.

To diminish the achievement gap in heterogeneous classrooms, teachers need to work towards equal-status and balanced interaction among students studying together in heterogeneous classes. The teacher is the main person who may solve properly this situation of unbalanced classes and creates a positive learning environment in their classes.

To sum up, the teachers should approach their heterogeneous class learners in an optimistic way and use appropriate teaching methods to involve all the students into the learning process. Furthermore, some teachers need to gain more experience from their teacher colleagues or from the books aimed at heterogeneous classes.
References


Rubin, J. (1957). *What the Good Language Learner can Teach us*: TESOL Quarterly, 9(1), 41–51


Appendix (A) Students’ questionnaire

Appendix (B) Teachers’ questionnaire
Student’s Questionnaire

Dear trainee,

I am conducting a research paper for the fulfillment of a Master degree in Applied Linguistics and English for specific purposes. My research topic is the impact of classroom heterogeneity on learners’ motivation. The aim of this questionnaire is to account for your views and perceptions about your English class and at the same time work out some proposals for course improvement. Your cooperation is greatly appreciated. All responses will be strictly confidential.

Personal Information

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How long have you been studying English?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Part One: Students’ Perceptions and Expectation about Learning English

Tick the appropriate answer

1. What is your attitude towards learning English?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. an interesting course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. a boring course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. a compulsory course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Why do you need to study English?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Succeed in your studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. use it in your future job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. communicate with English native speakers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How do you prefer to learn English?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Listening to what the teacher explains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Observing the teacher and reading everything s/he writes on the board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Solving real life problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. What materials would you like to use in class?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Multi-media materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. chalkboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. handouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. all of them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. In which way do you prefer to perform classroom tasks?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Individually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. In pairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. In small groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. When working in pairs/groups do you feel?

a. Strongly motivated
b. Motivated
d. Less motivated
d. Not motivated

7. Which activity do you like most?

b. Discussion
b. Role-playing
c. Language games

8. What are your affective and emotional attitudes during the course?

<table>
<thead>
<tr>
<th>N</th>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>I always feel that the other students better than me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>I never feel quite sure of myself when learning English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>I feel confident about my ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>I am afraid people will laugh at me if I do not say things right</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part Two
learners’ problems

Tick the appropriate answer

9. To what extent do you agree with these statements?

<table>
<thead>
<tr>
<th>N</th>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Most of the time I find topics difficult and unfamiliar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>I take too much time to do any task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>I have no opportunity to participate, cause high level students occupy all the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>The teacher does everything himself and does not give chance for us to participate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part three
Suggestions for Course Improvement

Tick the appropriate answer

10. Which of the following statements helps you to improve your level?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. more opportunities to express my thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. change the teachers’ method of presenting the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. practice enhancing activities inside classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. positive comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. verbal rewards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Which activities do you prefer to practice in classroom?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Discuss the subject matter under the teacher’s guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Play vocabulary games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. using open-ended activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teachers’ Questionnaire

Dear teacher,

We would be very grateful if you could answer the following questionnaire which is developed as a part of my master dissertation. It aims at investigating the impact of classroom heterogeneity on learners’ motivation. All responses will be strictly confidential.

Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

Thank you for your help and your precious time.

______________________________

Personal information
1. Gender?
   Male □ Female □
2. Qualifications
   a. BA (licence)
   b. MA (magister/master)
   c. PhD (doctorate)
3. How long have you been teaching English? …………………

Part one

Teachers’ Views about Learners

1. Are your students interested in learning English?
   Yes □ no □ not really □
   Why
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
2. Do your learners differ in their learning styles?
   yes □ no □
   Is it a problem? Why/ why not
3. Do you teach mixed-ability class?
   Yes  no

Does it hinder your teaching? Why / Why not

4. In which way do your students prefer to work?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Individually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. In pairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. In small groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. When working collaboratively, do they seem motivated?

<table>
<thead>
<tr>
<th></th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>b.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Rarely</td>
<td>d. Never</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Justify

6. What are your students’ attitudes during the class?

<table>
<thead>
<tr>
<th>N</th>
<th>Item</th>
<th>Always</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>They are shy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>they never feel quite sure of themselves when learning English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>They seem confident about their ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>They are afraid people will laugh at them if they do not say things right</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. What materials are preferred to be used by your students in the classroom?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Multi-media materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Chalkboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Handout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. All of them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part II

Classroom problems

1. What are the main difficulties do you think your students face in learning English in heterogeneous classroom?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Part III

Suggestions for improvement

Tick the appropriate answer

1. Which of the following statements help you to improve your learners’ level?

<table>
<thead>
<tr>
<th>Statements</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Create a pleasant and supportive atmosphere in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Relate the subject matter to the everyday experiences and background of the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Make learning more stimulating and enjoyable by breaking the monotony of class events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Personalize learning tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Promote cooperation instead of competition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Provide students with positive feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Offer rewards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Which activities do you prefer to practise in the classroom to help your students?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Discuss the subject matter under your guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Play vocabulary games</td>
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<tr>
<td>d. Using open-ended activities</td>
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</tbody>
</table>

Any other suggestions

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Résumé

En Algérie, les classes de l’enseignement de la langue anglaise sont caractérisées par l’hétérogénéité. Dans ces classes, les étudiants se distinguent dans différents choses comme les compétences, les préférences et la motivation. Dans cette recherche, on a découvert l’influence d’hétérogénéité des classes sur la motivation. A partir de ces données, on a supposé que l’hétérogénéité peut être positive ou bien négative selon la situation de ces classes. Pour atteindre les objectifs de cette étude, on a pris 50 étudiants et 10 enseignants comme une matière de cette recherche en basant sur deux méthodes ; descriptive et comparative. Les résultats obtenus ont confirmé les hypothèses proposées. A la fin, on a conclu cette recherche par des recommandations pour améliorer l’opération d’apprentissage.

Mots clés : compétences, hétérogénéité, motivation, préférences