Investigating the Impact of Classroom Language on Moroccan High School Students’ Motivation in EFL Classes

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Abstract
Classroom language constitutes a central feature in the success of the teaching-learning process. The way language is used by teachers contributes to either the motivation or demotivation of students. When teachers carefully select positive words while teaching, learners are more likely to feel engaged and active participants in the construction of knowledge. However, when instructors give no importance to their language, they unconsciously deprive their students of productive learning and decrease their level of motivation. The present study aims to investigate how language promoted by English language teachers affects Moroccan high school students’ motivation. This study is significant since it allows us to understand how language can play an essential role in the productivity of the teaching-learning process. To conduct this study, both quantitative and qualitative approaches were adopted through a questionnaire and an interview, respectively. This research was conducted in Moroccan high schools in the city of Guercif with both Moroccan high school teachers and students. The findings of the study revealed that the majority of the respondents hold positive attitudes toward the way language is used by their teachers. They also stated that they are pretty aware of the critical effect that their teachers’ words have on their motivation. The results obtained led us to consider many suggestions and recommendations, among which we find the necessity of carrying out continuous research to study students’ needs and be able to respond to their multiple twenty-first-century needs.

Keywords: Classroom language, classes, communication, English as a foreign language, motivation

Introduction

With words, people can perform numerous functions. They can convey emotions, express thoughts, speak their minds, hurt others, or motivate others. The power of language resides in influencing people and shaping human experiences. It is a tool used by politicians, stakeholders, and public authorities to tame other segments of society and thus exert influence on them. The concept of language has triggered a tremendous debate among scholars, particularly linguists, regarding its discursive power. In this context, Foucault (1972) believes that discourse has the ability to privilege or marginalize. It follows that language plays a pivotal role in enacting various functions by the people who use it, either as a way that maintains social cohesion or as a bullet that destroys these valuable ties. Nowadays, especially within the classroom realm, language exerts a massive impact on the teaching-learning process and molds the classroom organizational patterns, including, the patterns of interaction, students-teacher rapport, and the level of motivation among students.

The classroom is a physical environment where teachers and students can enhance relationships, build social ties, and guarantee a successful teaching-learning process. Yet, sometimes teachers do not pay attention to the nature of the language they promote in dealing with students. For instance, in building a productive learning atmosphere, many Moroccan teachers are less concerned with using positive talk in their classrooms. This demotivates the majority of students and makes them less interested in classroom activities. Therefore, The focus of this paper is to investigate whether the language is a source of inspiration and motivation for students or an instrument that demotivates them and thus leads them to slack off. To carry out this study, several research instruments were employed. A qualitative method (interviews) was adopted to investigate Moroccan high school teachers' attitudes toward language use in the classroom. Also, questionnaires were administered to high school students to understand their views and perceptions towards the type of language promoted by their ELT teachers. Therefore, the present study combines qualitative and quantitative approaches to examine the issue from different perspectives.

The present study aims to contribute to the accumulation of knowledge in classroom discourse analysis, which is regarded as one of the most essential sub-branches within discourse analysis. It also seeks to raise awareness about the powerful functions that language can perform within the classroom realm. Simply put, it is an invitation for practitioners and teachers to pay significant attention to how they use language.

The current study attempts to raise, investigate, and answer the following research questions:

1. What are the profiles of students affected by the teachers’ classroom language?
2. What are the factors that affect high school students’ motivation?
3. To what extent does the teacher’s classroom language affect students’ motivation?
4. What are the impacts of the teacher's classroom language on students’ motivation to learn English?

In this study, it is hypothesized that the linguistic terms used by teachers are more likely to enhance students' motivation and kindle their interest than to kill their zealous attitudes about learning. Furthermore, this investigation will participate in developing new teaching patterns that will change some teachers' vision by considering learners' needs and making them a top priority.
Consequently, this will change teachers' perceptions of instructing and modify their teaching philosophy.

Yet, this study will be limited only to investigating the language used by English teachers in high schools since it is the subject in which students are exposed more to communication and interaction with their teachers. Also, in this study, no attention will be given to other Arabized subjects like philosophy, history, geography, or Islamic education.

This paper is divided into three main sections. The first section provides a theoretical overview of the relationship between language, power, and communication in the classroom. The second section is devoted to describing the research methodology adopted. The third section highlights the study results and their analysis. Last but not least, the fourth section discusses the most important findings and conclusions drawn from this study.

**Literature Review**

**Power and Communication in the Classroom**

Communication is a pivotal component of people's daily lives. Without communication, nothing is meaningful; people might have ideas and thoughts to share. They may also want to express their feelings toward one another. Yet, none of this can be achieved without a channel of communication. That is to say, speaking is an inborn feature through which individuals with different interests, cultural backgrounds, and diverse religions can get to know each other and establish social ties. In the classroom context, communication is a central feature of the teaching-learning process. Teachers and students cannot successfully build positive contact if communication does not exist. Some scholars argue that communication is the teaching process itself. In this respect, Hurt, Schott, and Mc Croskey (1978) stated that there is a "difference between knowing and teaching, and that difference is communication in the classroom" (p.3). Communication is conceptualized as a bridge between what the teacher knows about the subject matter and the learners' needs. It is a means that allows for transmitting knowledge in the classroom. In other words, teachers can be knowledgeable in various fields and disciplines, but if communicative competence is missing, this knowledge is useless. The ability to communicate in the classroom can be of great help for both teachers and learners to agree on the classroom rules and establish routines. Hence, the above quote emphasizes the idea that communication is synonymous with teaching and that success in maintaining the teaching-learning process is determined by the ability to communicate and exchange ideas.

The relationship between communication and power in the classroom resides in defining both the teacher's and the learners' roles. It is the nature of power promoted at school, which determines the types of interaction and communication between the teacher and students. For instance, if the focus is on the development of a learner-centered atmosphere, the teacher is more likely to adopt a shared sort of power that revolves around putting the learners’ needs as a top priority. In so doing, the teacher is required to adopt a democratic and horizontal attitude toward his students. However, if the teacher follows a more traditional approach to teaching, they will be highly concerned with claiming a different degree of power in which learners have minimal power.

To elaborate more on this point, Mc Croskey and Richmond, (1983) pointed out that: power and communication are closely interrelated. The power that is not used is a power that does not exist. The use of power requires communication. In the absence of communication, therefore, the teacher in the classroom is powerless. In the same vein, the
way(s) the teacher communicates with her/his students to a major extent determine the type and extent of the power he/she exerts over those students. Similarly, the type of power exerted will have a major impact on the quality of teacher-student communication. (p. 1). The above statement confirms the idea that there exists a bidirectional relationship between communication and power in the classroom. It is thanks to communication that this power is conveyed and established. In return, the way power is manifested at school shapes the nature of the interaction between teachers and their learners. As a result, this would affect students' perception of learning and influence their attitudes toward what goes on in the classroom. This impact resides either in motivating learners to perform better or demotivating them. Similarly, Sadler & Mogfors-Bevan asserted that “due to the asymmetry of power relationships between teacher and student in such context, the range of conversational acts displayed by the pupils may well be more restricted” (as cited in Maftoon & Shakouri, 2012, p. 1212). The issue of power relations is strongly present in the context of the classroom. Students with minimal degrees of freedom might be unable to express themselves the way they like. This is because of the inferior position they occupy with their teacher. Simply put, the overuse of power can lead to an unhealthy teaching-learning atmosphere which results in students' inability to reach their learning objectives. Hence, one would say that the teachers' stance regarding their performance and classroom practices exerts, in one way or another, an influence on learners’ motivation to learn. In addition, it can be noted that power and communication are two interrelated features in the classroom that need more consideration from teachers.

**Language and Power in the Classroom**

Hurt et al. (1978) pointed out that "power refers to a teacher's ability to affect in some way the student's well-being beyond the student's control" (p. 124). This view emphasizes that in the classroom, teachers can shape their students' behaviors and attitudes without taking their opinions. This means that learners have no control over the way power is used, the thing that leads them to assume the role of “the controlled”. This might be the case in certain contexts. In some others, students have no objection regarding the way they are monitored and they willingly accept their teacher’s power to affect their behavior. Other general views about power are advocated by other writers (e.g. Cartwright & Zander, 1968; McClelland, 1975; Zaleznik & Kets de Vries, 1975). These writers see power, generally, as an individual's ability to influence another person's or group of people's behaviors. This suggests that power refers to the ability to push others to do something. In other words, the recipients display a certain change in their attitude or opinion due to the power exerted on them.

In the classroom, learners are either encouraged or neglected based on the way power is used by their teachers. In this context, Dangel and Durden (2010) mentioned that the teacher’s talk has a powerful function and while using the language, the teacher, unconsciously, reveals his thoughts. The teacher's language is what gives meaning to classroom interaction. It is through language that all classroom practices are maintained. Also, language is a medium that allows for the communication of ideas and makes the teacher-student rapport meaningful. That is to say, the teaching-learning process cannot be carried out without the teacher's talk. What is more, Dangel and Durden (2010) pointed out that the way teachers’ language is manipulated in the classroom affects students’ perception of learning. What makes a difference in the attitudes of students is the way language is used by teachers. When words are used carefully in the classroom, they certainly encourage a meaningful context for students where they can interact positively. Simply
put, classroom language has a substantial impact on learners’ achievement. Moreover, the channel of fruitful communication in the classroom between teachers and students will be broken if no attention is given to the choice of words. Undoubtedly, teachers are required to assume responsibility for the comments they give their students.

In investigating the relationship between power and language in the classroom, several studies have been conducted. Podobinska (2017) explored the impact of teachers’ positive words and the integration of humor on Polish students’ interest in learning. The study’s findings revealed that students’ motivation increased in the classroom when the teacher used positive talk. Her examination of the literature review also showed that teachers need to use encouraging language to successfully improve their classroom practice and meet the needs of learners. Similarly, Saka et al. (2022) studied the connection between the teacher’s talk and students’ motivation in six high schools of Watang Pulu in Sidrap. Data were gathered through observation and a questionnaire survey. The results showed that there is an interplay between the teacher’s talk and students’ motivation in English learning. Based on our literature review, no studies have been conducted to address the present issue in the Moroccan context. Therefore, this paper aims to examine the impact of Moroccan high school teachers’ classroom language on students’ motivation.

**Method**

To answer the research questions and meet the research objectives, quantitative and qualitative approaches were used. The purpose behind choosing the quantitative approach is to get statistics and numerical findings about the perceptions of Moroccan high school students towards the language used by their English language teachers in the classroom. The results obtained were beneficial in identifying the extent to which the teachers’ language motivates students in English learning. Moreover, implementing this approach allowed us to know more about the nature of the relationship teachers develop with their students. The qualitative approach was also necessary since it paved the way for the understanding of the issue based on the personal views and experiences of the participants. To achieve this, semi-structured interviews were conducted with ELT teachers to reflect on the way they use language in dealing with their students. Therefore, the research tools employed in the present study were the questionnaire and interview.

**Participants**

For the use of questionnaires, a simple random sampling technique was adopted. In this type of sampling, every participant has the chance to take part in the study (McCombes, 2023). the population targeted was high school students from different levels in the delegation of Guercif City, Morocco in 2022. The number of participants was about 400 students from five high schools. Yet, only 380 students filled in the questionnaires administered to them, while 20 of them did not give them back. Opting for this large number will ensure the generalization of the findings. The rationale behind targeting high school students is that they have got familiar with the English language and they are in a position to voice out their opinions about what goes on in the classroom. As for the interview, the participants were high school ELT teachers. They were ten teachers from five high schools in the same city. The figure below illustrates the questionnaire’s respondents' background information:
Figure 1. Distribution of gender, age, school level, and period of studying the English language among students

A close analysis of the graph reveals that female students constitute the majority at 61.6%, while males formed 38.4%. In addition, this figure demonstrates that students between the age of 17 and 19 years old formed 57.1% of the whole sample; students aged between 15 and 17 years old made up 30.5% of participants, whereas students aged between 19 and 21 constituted 10.5% and students from 21 years above made up 1.8%. As far as the level of students is concerned, the results prove that 42.6% were second-year baccalaureate students, 30% of the respondents were first-year baccalaureate students, and 27.4% were common core students. Finally, the above figure indicates that 71.3% of the respondents have been studying the English language for more than three years, 27.6% of them have been studying it for two years, while 1.1% have studied English for only one year.

Research Instruments

Questionnaire

The questionnaire is considered the most important technique for gathering data from large numbers of respondents quickly. Conway (2006) defines the questionnaire as follows:

A questionnaire is an internal research tool and is one of the means of eliciting the thoughts, feelings, beliefs, experiences, and attitudes of a sample group of individuals. It is a concise, preplanned set of questions designed to yield specific information about a particular topic from one or more groups of people. (p. 3)

The questionnaire is meant to investigate the respondents’ attitudes and beliefs toward an issue; it helps researchers to collect data in a standardized way. Questionnaire surveys have a predetermined purpose that is related to the main objectives of the study. That is to say, the questionnaire should be used as a tool for collecting data when the researcher believes it has added value to the research.
The questionnaire is chosen in this study to identify the attitudes of Moroccan high school students towards the language used by their English language teachers in the region of Guercif (a city in the oriental region of Morocco). Data were collected from students belonging to five high schools in the city. The questionnaire consists of four sections. In the first section, the participants were asked to provide some background information that can help interpret the results, including age, sex, and level. The second section was devoted to investigating of students’ attitudes toward the language used by their English teachers. As for the third section, questions were designed to determine the impact of teachers’ language on students’ motivation in Moroccan EFL classes.

Interview

Interviewing is a method used to collect data in qualitative research, particularly in social sciences. There are three approaches to interviewing: structured approach, semi-structured approach, and unstructured approach. The present study adopts a semi-structured interview. It is between structured and unstructured models on a formality continuum; elements of structured and unstructured methods are used. Moreover, the list of questions used by the interviewer can include open-ended or close-ended questions (Kothari, 2004). In the context of our investigation, interviews were used with high school English language teachers, who were invited to share their views about what they consider relevant in their classroom. This type of interview paved the way for more details regarding the views ELT teachers have about the power of words on students’ motivation. Besides, the rationale behind applying the interview was to determine the type of rapport teachers have with their students and whether it affects their interest in English learning.

Research Procedures

The research procedure followed in the present study differs based on each research instrument. For example, the questionnaire was designed in a way that serves both the research objectives and questions. It was administered to a limited number of students to complete. The rationale was to spot the questionnaire's weaknesses and strengths to make the necessary changes. Later on, questionnaires were distributed to reach the intended population (high school students). After collecting data from the respondents, an SPSS program was utilized to turn the findings into statistics like graphs and tables. The interviews were conducted face-to-face with Moroccan ELT teachers from the same high schools. The participants’ answers were transcribed and used as evidence to support the statistical findings.

Results

The present section discusses the significant findings obtained from the questionnaire and interview. Mixing both results was necessary since it allows us to compare students’ and teachers’ attitudes towards the issue. It also gives a chance to crosscheck the results by describing the numerical findings and using the interviews as testimonies to support the analysis.

Students’ English Level and Their Attitudes Towards the Language

After having described the background information of the participants, the following subsection is an analysis of the respondents' answers about their English level and their attitudes toward the language. The graph below demonstrates the distribution of the respondents' answers:
A close statistical analysis of the graph reveals that 92% of the respondents like the English language and have a positive attitude towards its learning, whereas only 8% of students do not like it, and thus, have negative opinions about it. The following graph gives a clear idea about the respondents’ English level.

As can be seen from the figure, 53% of the respondents have an average level, 27% claimed that they have a good level of English, 10.5% of the students have a weak level while the number of students who said to have a very weak level constitutes only 2.6% of the population. Furthermore, the graph above demonstrates that 6.6% of the students display an excellent level of English.
**Teacher-Students Relationship**

To investigate the nature of the relationship that students have with their English language teachers about its impact, students were asked about the way they perceive their contact with their teachers in the classroom and its importance in their learning. Both items 7 and 8 of the questionnaire asked students about their relationship with their instructors and whether they consider it crucial in their learning. The figure below shows that 63.7% of the respondents have a very good relationship with their teachers, whereas only 1.8% of the students have a bad one with them.

![Figure 4. Teacher-students relationship](image)

Therefore, it is evident that many respondents develop a healthy rapport with their students, which is a good start for a successful teaching-learning process.

**The Impact of English Teachers’ Language on Students’ Motivation**

To investigate students’ attitudes toward the way their teachers use their language in the classroom and its impact on their motivation in English language learning, several questions were asked. For instance, in item nine of the questionnaire, students were asked: How do you find the language used by your English teacher? The figure below shows the distribution of the results:

![Figure 5. Students’ attitudes towards the language used by their English language teachers](image)
A close analysis of the above findings reveals that 55.8% of the respondents claim that the language used by their English language teachers is very motivating. This is evidenced in their answers, as respondent 248 (Common Core Student) stated: “My teacher motivates me and encourages me to speak English in the classroom and I feel very happy”. This statement was reported not only by common core students but also by second-year baccalaureate students, as one of them argued: “My teacher makes me love English very much and I do love him; he encourages me a lot to participate in the classroom. He says to me you are my best student”. Similarly, respondent 16 expressed: “My teacher’s language has a great impact on my learning because he is the one who makes me love this language unlike other teachers of other subjects, I don’t like them; I feel bored in their classes”. Language is not only a tool for teaching and giving instructions but also an instrument that kindles learners' interest and motivates them to study. Moreover, this figure shows that only 2.1% of the learners considered their teachers’ language demotivating. They simply think that their teachers do not encourage them to speak and voice out their opinions and they humiliate them. For instance, respondent 301 (Second Year Baccalaureate Student) claimed: “My teacher does not motivate me at all; he always insults me in front of my classmates and I feel very sad. He treats well only those who are good at English”.

Furthermore, to get more details regarding this aspect of the present study, a question was devised to have an idea about the extent to which teachers motivate their students through their language use. The following figure illustrates the distribution of the respondents’ answers:

![Figure 6. The extent to which students are motivated by their English language teachers](image)

As it is clear from this figure, the discrepancy between students’ answers is clear-cut. A significant proportion of 56.1%, answered that they always receive motivating remarks and encouraging words from their teachers. The obtained results are very compatible with the findings of Figure nine, in the sense that most of learners find their teachers’ language motivating. This idea is confirmed by respondent 42 (First Year Baccalaureate Student) when he stated: “My teacher always motivates me and he tells me that you are a good student and I like him so much”. In the same vein, respondent 104 (Second Year Baccalaureate Student) declared: “My teacher always does encourage me to speak and communicate in English”. The figure also shows that only 3.9%
of the students do not receive any kind of motivation in the classroom from their teachers.

So as not to make any biased generalizations based on these results, the resort to qualitative data is inevitable. The interviews conducted show that most of the teachers do motivate their students through the use of very engaging and motivating words. To illustrate, teacher nine stated: "I think definitely yes! I would go as far as saying that the words' choice, language use, and teachers' attitude towards the language itself can determine the students' interest and motivation towards the target language". This quote stresses the idea that the way instructors behave and perceive teaching has a great impact on learners' motivation., the teacher is seen by students as an important element that can make them enthusiastic about learning and achieving better results. Other teachers mentioned that the words used in the classroom have a substantial effect on learners' intellect and emotions. To clarify this point, Teacher 10 pointed out:

Ah…I believe that our words have a great influence on people in general... in our context, our language, as teachers, influences our students in a way that leaves an impact on them intellectually or emotionally. I mean, there is a big difference when you say, for example, "Do this exercise" and 'Do this exercise, please'. It also makes a tremendous difference when you say such a great answer rather than saying yes. So, I believe that our word choice and use of language affect students in one way or another.

(Teacher10, Ezzarktouni High School)

This shows that the discourse promoted and the linguistic choices made by teachers play a significant role in motivating or demotivating students to learn. Teachers are aware of the power of language in their teaching and the way it can push students to study or hinder their interest. Besides, teachers do not only perform their roles as language knowers but also as human beings who can feel their learners' cognitive as well as affective needs. For this reason, they are very selective in how they use their words in treating students. In every discourse, there is an embedded power that is echoed to the public through cautious and intentional linguistic choices. In the context of teaching, power is voiced out by teachers in a way that either encourages learners to study or alienates them and thus demotivates them, as Teacher 5 stated:

Yes, of course. I would say that the language of teachers or English language teachers is potent and every teacher has his or her way of motivating his students. Sometimes the teacher resorts to very negative words to control the classroom sometimes they try to use very sweet words very encouraging words very motivating words to encourage their students to take part and to have their say in the classroom and of course, this is going to affect positively their motivation in the classroom and for example if I would say that the teachers most of the teachers nowadays should reconsider the way they deal with their students.

(Teacher 3, Ennahda High School)

This answer makes it clear that the teacher’s discourse in the classroom is not to be neglected. Language is a double-edged sword and its power resides in the way teachers perceive it and manipulate it in carrying out their classroom practices and their interaction with their students.

To get into more detail about this aspect of the study, teachers were required to provide some examples of expressions or words they make use of to motivate their students. For example, teacher 1 stated: “Yes like excellent, you can do it, good, great, try”. In the same vein, Teacher 4 expressed: "Ok... sometimes I tell them good, good job, excellent, I trust you, you can do better, and so on... like that". Hence, these expressions are believed to encourage learners to be more productive in their studies and adopt a positive attitude towards both the English language and
teachers themselves.

Moreover, students were asked to indicate how much they agree or disagree with a set of statements. The following graph gives a clear idea about their answers.

This figure demonstrates that the majority of respondents (72.9%) extremely agreed that their teachers do encourage them and tolerate their mistakes in the classroom while only 2.6% extremely disagreed. Also, a large number of students which constitutes 65.8% of the population, claimed that their teachers have never used negative words to insult them, whereas 2.6% of students argued that they are ill-treated in the classroom. This graph also reveals that 63% of learners strongly agreed that the teachers’ feedback is essential in increasing their self-confidence. On the other hand, 38.8% strongly agreed and 35.5% agreed that power is needed sometimes in the classroom because it helps them control the classroom.

Additionally, the success of classroom interaction would not be achieved if teachers ignore their linguistic choices and attitudes toward their students. Thus, this section was an attempt to analyze the extent to which the language used by teachers of the English language affects their students’ achievement and interest in learning.
Discussion

The analysis of quantitative and qualitative data revealed that classroom language plays a pivotal function in promoting a successful teaching-learning process. The way the teacher monitors his classroom talk dramatically affects students’ motivation and interest in the subject matter. The study also showed that the respondents hold very positive attitudes toward the language used by their teachers. This means that the linguistic choices made by ELT teachers do motivate students and create positive interaction among them. In an attempt to answer the research questions mentioned earlier, it can be stated that students’ motivation in English language learning is strongly linked with the nature of classroom language employed by teachers. For instance, the majority of students mentioned that the teacher’s encouraging words make a difference in their learning and boost their self-esteem to perform well in the classroom. Similarly, Podobinska (2017) found that teachers’ positive words had significant impact on Polish students’ motivation and performance. Besides, Saka et al. (2022) studied the relationship between the teacher’s language and students’ motivation in Sidrap high schools and concluded that there is a strong connection between the two variables. In line with these findings, the discussion of the teachers’ interviews revealed that most of them have a positive rapport with their students. In answering several questions, they strongly mentioned that they have a friendly relationship with their students based on respect and mutual understanding. This implies that a stress-free teaching environment is necessary to make students feel comfortable and willing to improve their learning. Therefore, Moroccan high school teachers are pretty loyal to the humanistic approach that prioritizes the students' affective and cognitive needs.

Conclusion

The present paper aimed to investigate both Moroccan high school teachers’ and students' perceptions of the language promoted in EFL classes. It also aimed at determining the significant impact that this language has on students’ motivation. One of the major conclusions drawn from the current study is that the linguistic choices made by high school English language teachers play a very significant role in instilling self-confidence in students and cultivating a sense of achievement among them. This means that students’ motivation to learn depends mainly on the way language is manipulated by instructors. Furthermore, teachers confirmed that they believe in the power of words in the type of classroom discourse maintained by teachers and the extent to which it affects the teaching-learning process and the learning atmosphere in general. Moreover, this investigation showed that 21st-century language teachers hold a positive attitude toward the needs of learners. They firmly admitted that meeting the needs of every student is a key feature of learner-centeredness and it needs exceptional care on the part of all teachers. To sum up, language is a crucial tool in carrying out classroom practices and making the teaching-learning process meaningful. It is through communication that social ties and different types of classroom interaction are established. It is also a powerful means that can be used by teachers to exert influence on students and make them adopt either a positive or a negative attitude toward learning. In other words, teachers' words can either encourage learners and involve them in what they do in the classroom, or demotivate them and decreases their interest in the subject. In this regard, teachers should be aware of the nature of the classroom discourse they encourage because it is considered of great importance for students. That is to say, they have to be very selective concerning the linguistic choices they make because they mean a lot to students. Hence, the present study was an attempt to investigate the extent to which the language used by English language
teachers impacts high school students' motivation.

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