

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Dr. MOULAY Tahar SAIDA

Faculty of Letters and Languages and Arts

English Department

**The impact of Motivation on Students' oral
performance in CLT Framework**

**Case Study: Third Year LMD Students at Dr. MOULAY
Tahar-Saida**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for a
Master Degree in Didactics**

Presented by: Miss. AMEUR Soumeya

Supervised by: Dr. SELLAM.L

BOARD OF EXAMINERS

Dr. SEKKAL..... Chairperson

Dr SELLAM.L.....Supervisor

Dr.KHIATI..... Examiner

Academic Year: 2018-2019

DEDICATIONS

To my mother and father, source of my happiness and success in life.

May Allah bless them.

To my brother Mouhamed Amine, and my sisters Ismahen Serina Wafaa Fatima and Nassiba for their unconditional support and encouragements to pursue my interests.

To my extended family and to my friends Manel, Hadjer, Rachedia, Nessima and Sabah, who have been so supportive and they encouraged the fulfillment of this work.

To all those who believed in me and pried for my success

ACKNOWLEDGEMENT

After my thanks to Allah, the almighty, for granting me the energy and power to continue my efforts to prepare this work.

I would like to extend my thanks to my supervisor Dr SELLAM who gave me her valuable guidance, advice and help during the process of writing this paper.

I would like to express my special thanks to my colleagues in university with whom I spent a fruitful time which I will never forget in my life.

I would like to express my special regards to my excellent lecturers in the Department of English at SAIDA University.

Thanks also go to the judgments committee for agreeing to take apart in examining this dissertation.

Finally I would like to thank all my faithful friends who helped, encouraged, and motivated me to continue this research.

LIST OF ACRONYMS

CLT: communicative language teaching.

EFL: English as a foreign language.

SL : second language.

LMD:

L1: first language (mother tongue).

FL: Foreign language

ENS: école national supérieur

<i>LIST OF BAR-GRAPHS</i>	Pages
Bar-graph 3.1 the Allowance of the Students' Level of Self Oral Expression	49
Bar-graph 3.2 Degree of Students' Interest towards the Suggested Topics in Oral Sessions	56

<i>LIST OF DIAGRAMS</i>	Pages
Diagram 1.1 Components of Communicative Competence	10
Diagram 1.2 CLT Activities	15
Diagram 2.1 Maslow's Hierarchy of Needs	26
Diagram 2.2 Expectancy Model	32

<i>LIST OF PIE-CHARTS</i>	Pages
Pie-chart 3.1 Participants' Age	42
Pie-chart 3.2 Gender	43
Pie-chart 3.3 Years of Studying English language	44
Pie-chart 3.4 Students' Choice for studying English language	45
Pie-chart 3.5 Students' opinion about Speaking English	46
Pie-chart 3.6 Degree of Students' Language Practice in The classroom	47
Pie-chart 3.7 Students' Consideration of Their Level in English Language	48
Pie-chart 3.9 Students' Attitudes towards their Oral Performance	50
Pie-chart 3.10 Sources of Anxiety in Oral Classes	51
Pie-chart 3.11 The Frequency of Mistakes' Correction	52
Pie-chart 3.12 Students' Frequency of Using English outside the Classroom	53
Pie-chart 3.13 Frequency of Students' Participation in the Oral Sessions	54
Pie-chart 3.14 Students' Motivating Factors during the Oral Sessions	55
Pie-chart 3.16 the Degree of Motivation provided by the Teacher in the Classroom	57
Pie-chart 3.17 the Use of Learning Strategies by Learners	58
Pie-chart 3.18 Students' Option of Learning Strategies during their Oral Sessions	59

<i>LIST OF TABLES</i>	Pages
Table 2.1 Herzberg's Two Factor-Theory	28
Table 3.1 Age Range	42
Table 3.2 Gender	43
Table 3.3 Years of Studying English language	44
Table 3.4 Students' Choice for studying English language	45
Table 3.5 Students' Opinion about Speaking English	46
Table 3.6 Degree of Students' Language Practice in the Classroom	47
Table 3.7 Students' Consideration of Their Level in English Language	48
Table 3.8 the Allowance of the Students' Level in Self Oral Expression	49
Table 3.9 Students' Attitudes towards their Oral Performance	50
Table 3.10 Sources of Anxiety in Oral Classes	51
Table 3.11 the Frequency of Mistakes' Correction	52
Table 3.12 Students' Frequency of Using English outside the Classroom	53
Table 3.13 Frequency of Students' Participation in the Oral Sessions	54
Table 3.14 Students' Motivating Factors during the Oral Sessions	55
Table 3.15 Degree of Students' Interest towards the Suggested Topics in Oral Sessions	56
Table 3.16 the Degree of Motivation provided by the Teacher in the Classroom	57
Table 3.17 The Use of Learning Strategies by Learners	58
Table 3.18 Students' Option of the Learning Strategies during their Oral Performance	59

TABLE OF CONTENTS		Pages
• Dedications		I.
• Acknowledgement		II.
• List of Acronyms		III.
• List of Bar-graphs		IV.
• List of Diagrams		V.
• List of Pie-charts		VI.
• List of Tables		VII.
• Table of Contents		VIII.
• Abstract		
• General Introduction		1
Chapter One General Description of CLT Framework & Methodology		
1.1 Introduction		2
1.2 CLT Framework		3
1.3 Methodology		4
13.1 The Population		4
1.3.1.1 The Students		4
1.3.1.2 The Teachers		4
1.3.2 The Instruments		4
1.3.2.1 Students' Questionnaire		5
1.3.2.2 Teachers' Interview		5
1.3.2.3 Classroom Observation		5
1.3.3 Justification of the Instrumentation		6
13.3 Aims of the Study		6
1.4 Definitions of the Terms Method, Technique and Approach		6
1.5 Key Terms Definition		7
1.5.1 Communicative Competence		7
1.5.1.1 Grammatical Competence		8
1.5.1.2 Sociologic Competence		8
1.5.1.3 Discourse Competence		8
1.5.1.4 Strategic Competence		8
1.5.2 Communicative Approach		8
1.5.3 Motivation		8
1.5.4 Speaking Skill		9
1.6 Characteristics of Communicative Language teaching		10
1.7 Language Classroom Based On CLT		11
1.8 Affective Factors in CLT		12
1.8.1 Self-esteem		12
1.8.2 Anxiety		13
1.8.3 Risk Taking		13

1.9 Teachers' Role in CLT Framework	13
1.10 The Role of Learners in CLT Class	14
1.11 Communicative Activities	15
1.12 The Importance of Speaking Skill	16
1.13 The Aspects of Speaking Skill	17
1.13.1 Fluency	17
1.13.2 Accuracy	18
1.13.2.1 Grammar	18
1.13.2.2. Vocabulary	18
1.13.2.3 Pronunciation	19
1.14 Speaking Difficulties	19
1.14.1 Inhibition	19
1.14.2 Nothing to Say	19
1.14.3 Low or Uneven Participation	20
1.14.4 The Mother Tongue Influence	20
1.15 Conclusion	20

Chapter Tow Literature Review

2.1 Introduction	22
2.2 The Earliest Views of Motivation	24
2.3 The Birth of Modern Motivation Theories	25
2.4 Theories of Motivation	25
2.4.1 Content Theories	25
2.4.1.1 Hierarchy of Needs Theory	26
2.4.1.2 Hygiene Theory	27
2.4.1.2.a Motivators	28
2.4.1.2.b. Hygiene Factors	28
2.4.1.3. Existence Relatedness Growth-Theory	29
2.4.1.3.a. Existence Needs	29
2.4.1.3.b. Readiness Needs	29
2.4.1.3.c. Growth Needs	29
2.4.1.4. Achievement Theory	29
2.4.2 Process Theories	30
2.4.2.1. Equity Theory	30
2.4.2.2. Expectancy Theory	31
2.5 Evaluating Different Era of Motivational Theories	33
2.6 Theories' Contributions	34
2.7 Latest Ideas on Motivational Theories	35
2.7.1. Job Design	35
2.7.2. Effective Communication	35
2.7.3 Objective Setting	36
2.7.4 Managing Virtual teams	36
2.8 Types of Motivation	36
2.8.1 Extrinsic Versus Extrinsic Motivation	37
2.9 How Motivation Can be Enhanced	38
2.10 Rational of the Study	39
2.11 Conclusion	40

Chapter Three Data Analysis and Interpretations

3.1. Introduction	41
3.2. Administration of the Questionnaire	41
3.3. The Interview	41

3.4.	Analysis of the Students' Questionnaire	41
3.5.	Students' Questionnaire Interpretation	60
3.6	Analysis of the Teachers' Questionnaire	61
3.7	Teachers' Interview Interpretation	63
3.8	Analysis and Interpretation of Classroom Observation	64
3.9	Conclusion	65
Chapter Four Suggestions and Recommendations		
4.1	Introduction	67
4.2	Suggestions	67
2.4.1	EFL Teachers Need to be Trained in CLT and Materials Development	67
2.4.2	The Approaches and Techniques Selection	67
2.4.3	Changing the Classroom Environment	67
2.4.4	Including Interesting and Practical Topics	68
2.4.5	Reducing Students' Hesitation	68
2.4.6	Building a Long Term Learning	68
2.4.7	Classroom Management	68
2.4.8	Cooperative Interactions	69
4.3	Treating Errors	69
4.4	Activities Used to Teach Speaking	70
4.4.1	Awareness	70
4.4.1.1	Using Recordings	71
4.4.1.2	Using Life Listening	71
4.4.2	Appropriateness	71
4.4.2.1	Drilling and Chants	71
4.4.2.1.a	Drilling	71
4.4.2.2.b	Chants	71
4.4.2.2	Milling Activities	71
4.4.2.3	Writing Tasks	72
4.4.2.3.a	Dictation	72
4.4.2.3.b	Paper Conversation	72
4.4.2.3.c	Computer Mediated Chat	72
4.4.2.3.d	Re-writing	72
4.4.2.4	Reading Aloud	72
4.4.2.4.a	Dialogues	73
4.4.2.4.b	Items on Board	73
4.4.2.4.c	Disappearing Dialogues	73
4.4.2.4.d	Dialogues Building	73
4.4.2.5	Communicative Tasks	73
4.4.2.5.a	Information Gap Activity	74
4.4.2.5.b	Jigsaw Activity	74
4.4.2.5.c	Survey	74
4.4.2.5.d	Guessing Games	74
4.4.3	Autonomy	74
4.4.3.1	Personality and Talks	75
4.4.3.2	Show and Tell	75
4.4.3.3	Did You Read about?	75
4.4.3.4	Academic Presentations	75
4.4.3.5	Stories, Jokes and Anecdotes	75
4.4.3.5.a	Guess the Lie	75

4.4.3.5.b	Insert the Word	76
4.4.3.5.c	Chain Story	76
4.4.3.5.d	Party Jokes	76
4.4.3.6	Discussion and Debated	76
4.4.3.7	Role Plays	76
4.5	Conclusion	76
•	General Conclusion	77
•	Bibliography	78
-	Appendix A	83
-	Appendix B	87
-	Appendix C	88

ABSTRACT

The current research deals with motivation and learners' oral performance within communicative language teaching (CLT) groundwork at SAIDA English department. The main issue underlying this study is that most of students are less motivated to learn English as a foreign language, they are actually not aware of real purpose behind learning a foreign language. The implementation of traditional methods is the main reason behind such a problem. Yet, the untrained teachers stand as another hinder to both teaching and learning progression within the domain. The present work aims at highlighting the various characteristics outlining CLT. The latter stand as a motivating method to make learners perform better orally .In order to test the suggested hypotheses, both of qualitative and quantitative methods has been followed. The latter has been realized under the forms of students' questionnaire, teachers' interview and classroom observation. The findings reveal that CLT is an effective method that enhances students' motivation to improve their oral skills. In other words, it has been affirmed that a correlation exists between motivation and learners' oral performance.

Key Words:

Motivation, oral performance, Communicative language teaching (CLT)

General Introduction

Speaking skill has been always EFL learners' main concern in FL learning process. Evidently through speaking, learners might deliver their thoughts and ideas with other learners and even teachers whereby smooth interactions might take place. English teachers several times are found in front of situations where students' unwillingness to speak interrupt their tasks. The latter, is raised because of several factors such as lack of confidence, lack of vocabulary, etc.

Several teaching methods have been suggested to make learning and teaching tasks smoother. Whereas, communicative language teaching seems to be the most significant method to reach the objective. In contrast to the traditional methods that emphasize the structural and the grammatical aspects of the language; communicative language teaching (CLT) makes learners more aware of the real aim behind the foreign language (FL) learning which is the communicative language use.

Most of EFL (English as a foreign) teachers are not yet familiar with CLT implementation. They still adopt some traditional practices in their teaching (e.g. Emphasizing reading and writing over speaking and listening). Therefore, a detailed investigation has been followed to explore the effect of CLT implementation in motivating third year LMD students to perform better orally and how it works at SAIDA University.

The study seems to be worth conducting because it might provide instructors with an effective language teaching procedures to maximize learners' capability to learn English language purposefully.

The research main objective is investigating on one hand whether motivation helps learners to do better in their learning process. Thus, to perform better orally and to overcome the encountered difficulties. On the other hand, it

learners awareness arisen towards the language culture to prevent any cultural shocks.

The research questions that foster such a study are as followed:

- Does the motivational factor spell success in learners' oral performance?
- What approaches can be suggested to improve learners' oral performance?

In this regard, it is hypothesized that:

- Creating an effective learning environment helps learners perform better orally.
- Approaching the class with CLT method of teaching foster learners' motivation.

For the sake of data gathering, the study followed both of quantitative and qualitative methods. Under the quantitative framework, a questionnaire for students has been used (30 questionnaire divided into two sections). The qualitative method followed an interview for teachers and a classroom observation.

The population of the study are third year English students at SIADA University (30 students); and teachers that more or less have taught oral expression (6 teachers).

The present work consists of four chapters. The first chapter dealt with general description of CLT framework, key terms definitions and the methodology followed. The second chapter dealt with the review of literature in what concerns motivation. The third chapter was devoted to the results' interpretation and analysis. The fourth and the last chapter suggested some activities that might contribute in fostering students' motivation.

Chapter One

**General Description of CLT
Framework & Methodology**

1.1 Introduction

The matter of foreign languages' teaching experienced exceptional changes in the last few decades. Therefore, the teachers' main objective prevails the same; developing a communicative ability with students to use the new language in a spontaneous manner. The effective method to forge such ability was a several theorists in the field concern. Hence, many motivational theories were established by them to motivate them perform better in the learning process, and to facilitate moreover both of learning and teaching tasks.

1.2 Communicative Language Teaching (CLT) Framework

According to Yule, the 1970's brought various innovations that introduced the "communicative language teaching" (CLT) method as a reaction against the "translation method" and the artificiality of the "pattern-practice" (Yule, 2006, p.166). The language forms (grammar and vocabulary), the language functions (the communicative use of the foreign language), and the students' affectivity were joined together to industrialize a solid linguistic competence that enables learners to use the target language in a real contexts. For this reason, many countries adopt such a method in their teaching frameworks.

Consequently, the main reason behind learning a foreign language differs from one to another, yet the objective remains the same that is developing such a fluency in communication. It is argued that the earliest methods of teaching did not serve the purpose .Significantly; the current method expects that teaching "speaking skill" ought to witness a tremendous reformulations to enhance the learners' communicative skills since speaking is considered to be the core to second language learning and teaching tasks.

The current chapter emphasizes a detailed description of the methodology followed to find answers to the research questions and of the communicative language teaching framework.

1.3 Methodology

1.3.1 The Population

The population might be defined as the sample criteria for a research study. In the actual research paper, it consists of teachers and students from the English department at SAIDA University.

1.3.1.1 The Students

The students' population represents third year LMD students of English at SAIDA University. The development of English makes up the entire population of the present study. The latter deals with a sample of thirty (30) students from the total population. The participants were recruited from one classroom. Along with that, the population consists of 7 males and 23 females. The students' age ranged from nineteen (19) to twenty two (22) years old. The main reason behind such a selection is that third year LMD students are more aware of the target language therefore. They are more willing to cooperate with the questionnaire and motivation might take place in their learning process. Considering that they are in late adolescence whereby affect counts very much for them.

1.3.1.2 The teachers

Teachers at SAIDA University represent the whole population. The present work deals with a sample of six (6) teachers selected haphazardly from the entire population of about 30 teachers. The study participants are doctors, and set-teachers who have at least taught or still teach oral expression. The reason behind such a selection is to investigate to which extent teachers are aware of the influential role of motivation in spelling success in third year LMD students' oral performance via CLT implementation.

1.3.2 The Instruments

The main goals of the research work are to figure out how far motivation is affective to enhance learners' oral performance within a CLT outline and what challenges interrupt the process mechanisms. To reach such a purpose, the triangulation method of data collection is followed under a scheme that holds: an interview for teachers, a questionnaire for students and a class observation.

1.3.2.1 Students' Questionnaire

The questionnaire is composed of two sections. The first section deals with the personal information and the self-evaluation of the learners; it contains six closed-ended questions. The second section of the questionnaire is about motivation in oral expression sessions, it holds 6 closed-ended questions.

“Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions”

(Chancerel, 1980, p.59)

1.3.2.2 Teachers' Interview

The interview designed for teachers contains nine (9) questions. It is followed as a tool for data gathering to get the descriptive and the elaborate views from teachers mainly about the teaching experiences, the strategies used to perform the teacher's task, students level in oral performance, etc. Those answers are going to be generative for the research paper (see appendixes B).

1.3.2.3 The classroom observation

The observation was done with third year LMD students at SAIDA University. It obeys a check list where the following aspects are taken into consideration: the physical aspect of the class, the interaction patterns, the use of teaching materials, treatment of errors, teaching methods, techniques and procedures; classroom management and finally the lesson structure.

1.3.3 Justification of the Instrumentation

“Mixed methods and triangulation are procedures for collecting, analyzing and maximizing both of qualitative and quantitative research methods in a single study in order to understand a single research problem” (Creswell, 2008). As mentioned previously, the research consisted of a small interview for teachers involving qualitative analyses, a questionnaire involving quantitative analyses and a classroom observation involving qualitative analyses. The interview was designed to investigate the teachers’ views about the factors affecting students’ motivation at SAIDA University. Furthermore, the implementation of qualitative components such as questionnaires in a study of motivation is useful because the work in the field had been gradually complemented by qualitative approaches. The observation is another effective instrument it is used to justify the interview’s and the questionnaire’s findings.

1.3.4 Aims of the Study

The study aims at investigating about the learners’ communicative competence and factors that influence it, indentifying whether CLT implementation provides any teaching strategies that support motivation and examining whether the motivational factor spell success in learners’ oral performance.

1.4 Definitions of the Terms Method, Approach and Technique

According to Brown (2007), the term approach suits rather the communicative language teaching concept than the terms method (Brown, 2007, p.241). Anthony (1963) argued that communicative language teaching joins several assumptions that deal with the language teaching and learning nature (Anthony, 1963, p.12). Al-Mutawa and kailani (1989), noted that a method is

the umbrella term of several techniques. In another words, an approach according to them covers several techniques that belong to the same method; incorporating the lesson outline, the syllabus, and the teaching materials. When in fact it was revealed by Brown (2001), that the term “technique” envelopes all teaching activities and exercises adopted in the class-time to reach the lesson objectives (Brown, 2001, p.16).

1.5 Key Terms Definition

1.5.1 Communicative Competence

The communicative competence is the Knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate, or done in a particular speech community. Communicative competence includes:

1.5.1.1 Grammatical Competence

It is also “formal competence” that is knowledge of the grammar, vocabulary, phonology, and semantics of a language.

1.5.1.2 Sociolinguistic Competence

It is also “socio-cultural competence”, that is, knowledge of the relationship between language and its non linguistic context, knowing how to use and respond appropriately to different types of speech acts, such as requests, apologies, thanks, and invitations, knowing which address forms should be used with different persons one speaks to and in different situations, and so forth.

1.5.1.3 Discourse Competence

It is sometimes considered part of sociolinguistic competence, that is knowing how to begin and end conversations.

1.5.1.4 Strategic Competence

That is, knowledge of communication strategies that can compensate for weakness in other areas.

1.5.2 Communicative Approach

It is also called “communicative language teaching” an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities. The communicative approach was developed particularly by British applied linguists in the 1980s as a reaction away from grammar-based approaches such as Situational Language Teaching and the audio-lingual method. The major principles of Communicative Language Teaching are:

- Learners use a language through using it to communicate
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency and accuracy are both important goals in language learning.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.
- Communicative language teaching led to a re-examination of language teaching goals, syllabuses, materials, and classroom activities and has had a major impact on changes in language teaching worldwide. Some of its principles have been incorporated into other communicative approaches, such as Task-Based Language Teaching, Cooperative Language Learning, and Content-Based Instruction.

1.5.3 Motivation

In general, it is the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner’s attitudes, desires, and willingness to expend effort in order to learn the second language. Orientations include an **integrative orientation**, characterized by a willingness to be like valued members of the language community, and an **instrumental orientation** towards more practical concerns such as getting a job or passing an examination. The

construct of integrative motivation (most prominently associated with R. C. Gardner) therefore includes the integrative orientation, positive attitudes towards both the target language community and the language classroom and a commitment to learn the language. Another widely cited distinction is between intrinsic motivation, enjoyment of language learning itself, and extrinsic motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments. Other theories of motivation emphasize the balance between the value attached to some activity and one's expectation of success in doing it, goal setting, the learner's attributions of success and failure, the role of self-determination and learner autonomy, and the characteristics of effective motivational thinking.

Motivation is generally considered to be one of the primary causes of success and failure in second language learning.

1.5.4 Speaking Skills

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they

understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

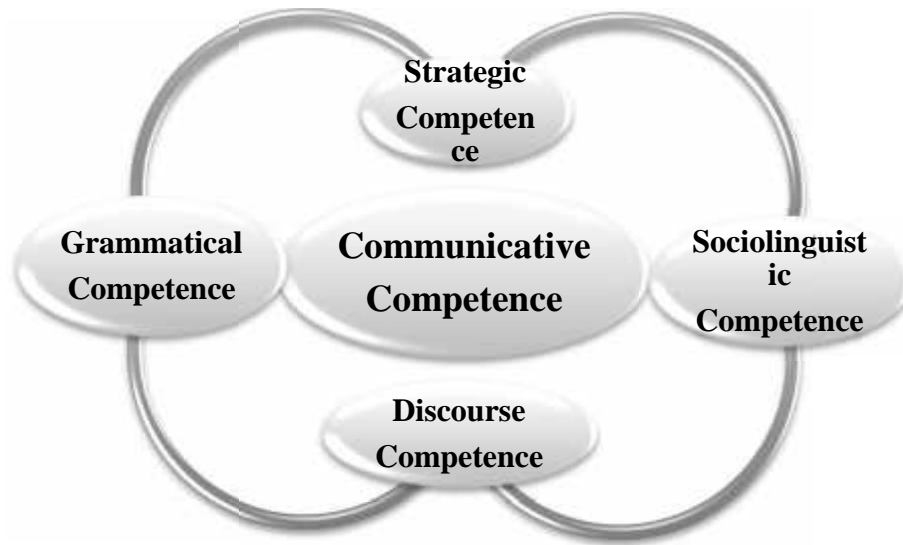


Diagram 1.1: Components of Communicative Competence

Adapted from: Richards, J., Schmidt, R., Kendricks, H., & Kim, Y. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd)

1.6 Characteristics of Communicative Language Teaching

The communicative language teaching domain is a rich one that envelopes in collaboration “theories of application” and “principles of eclecticism”. The characteristics of such a domain were categorized by Larsen-Freeman (2000), Brown (2001), and Richards (2006) as follows:

- The target language in CLT groundwork is regarded as a vehicle not for the studies only, but for communication moreover. Therefore, the main

classroom objectives are emphasized upon the communicative competence.

- CLT designs techniques to charter learners to use the language purposely.
- In order to help learners charter in the language use, fluency ought to be centralized over accuracy, considering that accuracy might be judged by a context and not in abstract.
- Learners use the language in authentic situations where the language is used productively and receptively.
- Learners have to keep in touch with strategies to enhance their comprehension, learning style, and learning process.
- The teacher carries out the task of “the facilitator”.

1.7 Language Classroom Based on CLT

In this regard, Brown (2001), argued that learners in CLT framework have to be treated as one team by which the classroom ought to be organized in a way that they can see and access on another (marginalizing the military formation). In this sense, to promote interactions, the desks have to be organized in a semicircle manner; by so doing, learners are getting involved in the tasks provided by the teacher.

Ozsevik (2010), stated Richards’ (2006) view point in what concerns the feedback of CLT activities. He argues that the activities set for students in learning a language focusing on fluency, to realize the following:

- They reflect the natural use of the language.
- They focus on achieving communication.
- They require meaningful use of the language.
- They cooperate with some strategies to realize communication.
- They help in producing a language that might not be predictable.

- They seek to link the language use with the context.

(Richards, 2006; in Ozsevik 2010, p.14)

1.8 Affective Factors in CLT

As it was ventilated previously, in order to smooth the SL learning, theorists in CLT indicate the weight of the domain's affectivity (with a complete approval to cognitive and linguistic features). On the same line of thought, they argued that there are factors that affect the learners' achievement in the language learning process. It was claimed by Krathwohl, Bloom, and Maria (1964) that the development of affectivity obeys five levels: 'receiving', 'responding', 'valuating', 'organizing' what has been measured, and finally 'understanding' oneself in arrangement with the values that have been incarnated (Bloom, 2007, p.153).

There are several factors that affect learners' achievement in the SL leaning process, but only the following factors are worth mentioning:

1.8.1 Self-esteem

It highly affirmed that no significant cognitive or affective activity can be satisfied without the following factors' interference: self-confidence, knowledge of one-self, and self-efficacy. All those factors have to do with "*defining oneself and finding acceptance of the self in expressing that self in relation to valued others*". (Brown, 2007, p.154)

Coopersmith, asserted in regard with self-esteem definition that is a "*personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves*" (Coopersmith, 1967; in Brown, 2007, p.4-5). In other sense, the notion of self-esteem means that people tend to set themselves as their own references when it comes to self-evaluation. Yet, the different experience that the individual have undergone with themselves or in relation to the minor world determines the self-esteem level.

1.8.2 Anxiety

Another important factor in SL learning is **anxiety**. Scovel argues, “Anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry” (Stovel 1978, p.134; in Brown, 2007, p.161). There are different levels by which anxiety takes place: “trait anxiety”, which is perpetual in the individual; and “state anxiety”, that is related to some particular events or acts.

1.8.3 Risk Taking

Risk taking is crucial as the preceding affective factors to SL learning. Learners with low self-esteem are in avoidance of taking risks considering that they are apprehensive of being criticized. Still, those with high self-esteem are capable of taking risks whenever needed with giving importance to what others might say about them. Even if the risk takers’ answers are wrong, teachers ought to advocate them. By so doing, the inhibition level might be reduced with the non risk takers.

1.9 Teachers’ Role in CLT Framework

According to Oxford (1990), predominately, traditional teachers are considered to be “authority figures”; by which they embody the roles of: parents, judges, leaders, and even doctors who are expected to medicate the learners’ ignorance (Oxford, 1990, p.10). Though in communicative classes the dominating essences are “communication and interaction”; where teachers’ role rather varies from “directive” and “less directive”. The teacher is most of the time in command in the learning phases. S/he determines what and when the learner should speak. Some control from the part of teachers enhances the class organization meanwhile, a friendly and a spontaneous atmosphere has to be created to help communication occurs. Another role that the teacher has to typified is the role of a “**director**”, a comparison is made by Brown 2001 by

which he compared the teacher as a “**director**” and the teacher as an “**orchestra leader**”; he asserts: “*The communication course has to flow easily when learners’ interaction takes place. The teacher moreover might be a manager*” (Brown, 2001, p.167). In this respect, the lessons should be planned upon the objective of reaching communication whereby learners’ performance is evaluated and their mistakes are tolerant but corrected. Furthermore the teacher might stand as a “**facilitator**” and a “**guide**” by whom s/he has to help and guide learners to discover the target language. As a final role designed to the communicative teacher is the role of “**resource**” or a “**material provider**” it means that the teachers are consulted whenever learners encounter difficulties in the learning pathway. In fact, the communicative teacher should be positioned as a “dominance position” through being **a controller, a director, a manager**; simultaneously s/he should establish a position of **a facilitator, a guide, and a resource**. Van Lier (1984), argues in this sense, “*learners are more willing to involve themselves in the activity they are practicing when they feel less control on the part of teachers*”. Along with that, Littlewood adds: “*the communicative competence for instance can more successfully take place where the teacher performs as an initiator of the activity and then gives full freedom to his/her students’ spontaneous learning process*”. It means that a harmony has to be created between learners and teachers, and equilibrium has to be realized between being “directive” and “less directive” in order to encourage learners to communicate with the language.

1.10 The Role of Learners in CLT Class

In CLT framework, learners’ participation in different classroom activities is highly required. The latter can be mentioned in the following terms:

- According to Breen and Condlin (1980), they could be a “**meaning negotiators**” .The negotiation has to be made between the self and the self- learning process and the learning objective that grows from interacts

with the role of joint negotiator within the group and within the classroom procedures and activities which the group has undertaken. (Breen and Candlin, 1980, p.110)

- **Communicators:** the need to share their own views with their peers via communication.
- **Discoverers:** Nuam (1991) noted that they have to develop a certain awareness about how to improve their learning.
- **Contributors of knowledge:** Breen and Candlin (1980), asserted in this regard that learners should contribute as much as they gain and thereby they learn in an independent way. (Breen and Candlin, 1980, p.110)

1.11 Communicative Activities

There are two types of activities in CLT framework. On one hand there are “**pre-communicative activities**”. The instructors using this type usually marginalize some communicative skills at the beginning of the process by which the learner is allowed to experience the initial parts of the skills and not all the skills as whole. Via this step, the learner might master various structures in the target language; for instance producing the correct form of the present simple. After that the learner is required to make use of the structures learned in communicative functions. In fact those activities do not focus the structure only, but the meaning furthermore. On the other hand, there are “the question-answer activities” (quasi-communicative activities). Those activities are usually based upon the classroom situations tend to formulate meaningful structures in learners’ brain.

In communicative activities, the pre-communicative knowledge and skills have to use by learners in order to formulate communicative meanings, then they are allowed to practice communicative skills as whole. The communicative activities are composed of: **functional communicational activities** and **social interaction activities**. In functional activities, learners are required to perform

the target tasks using communicative skills as best as they can with whatever sources are available. The measurement is going to be as “how effectively they perform the task”. In social interaction activities the context should be taken into consideration. Learners are required to go beyond what is necessary for simply “getting the meaning across” to develop a greater social competence in the target language.

In short, the activities used in CLT enable learners to gather the grammatical accuracy at first in order to be capable later to produce an appropriate speech that suits situations and relationship accordingly (Ferdouce, 2009). According to Richards and Rodgers (2001), the following diagram might represent the methodological framework of CLT activities (Richards and Rodgers, p.171).

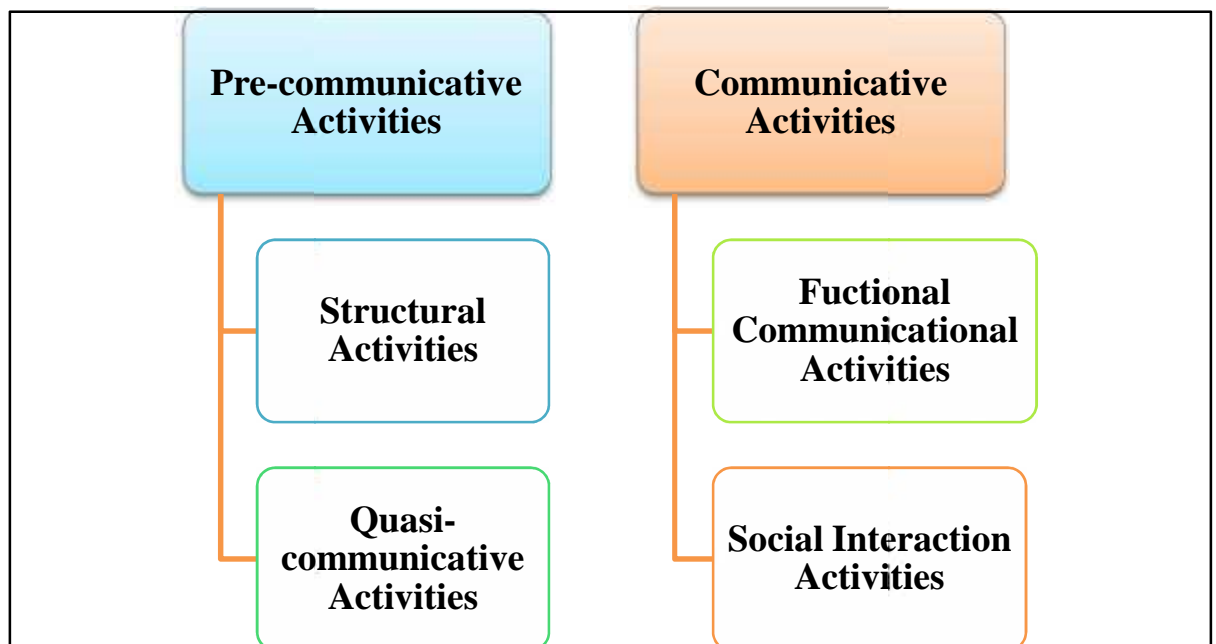


Diagram 1.2: CLT Activities

Adapted from Richard and Rogers (2001)

1.12 The Importance of Speaking Skill

It is revealed that students who master the oral skill, they reflect the mastery of the remaining skills; considering that the “speaking skill” is a productive skill that mirrors the other skills (writing, listening and reading).

Thank to such a mastery the learner is able to communicate his/her input. This belief has been noted by Ur (2000) : *“of all the four skills, speaking seems intuitively the most important: people who know a language as reflected to as “speakers” of the language, as if speaking included all other kinds of knowing”*(Ur, 2000, p.12). The proper and the correct use of the language is highly required from learners to realize the attention of the audience to get the message conveyed. *“A student, who can speak English well, may have a greater chance for further education, for finding employment and gaining promotion.”*(Baker and Westrup, 2003, p.5). In the same sense, the importance of speaking skill does not take place inside the classroom only, but outside it moreover. Real life situations require the oral performance more than any other skill (companies and organizations look for people who master a foreign language and have a good speaking ability).

1.13 The Aspects of Speaking

The foreign language proficiency requires two major criteria: **Accuracy** and **Fluency**. For this reason EFL learners are in demands of developing such criteria.

1.13.1 Fluency

Fluency is considered to be the teachers’ ultimate goal when teaching speaking. *“The term fluency is related to production and it is normally reserved for speech. It is the ability to link unites speech together with facility and without strain or inappropriate showiness, or undue hesitation.”*(Hedge Tricia 2000:54). In other words, it is the ability to relate words, sentences and ideas to reflect appropriateness in speech; is fluency. Hughes (2002), stated that to realize fluency, learners ought to express themselves in a clear and reasonable manner in order to be understood by listeners. The commonly known idea about fluency with EFL learners, is that it is speaking is good, but the pauses never

reflect lack of fluency because even the native speakers need pauses to take breath and to let listeners get the idea.

1.13.2 Accuracy

Teachers on the contrary, focus on accuracy in their teaching rather than fluency. If the speakers' speech is inaccurate, the message then will not be understood by the listeners who will by their turn lose interest in the speakers' speech. According to Skehan accuracy is "*How well the target language is produced in relation to the rule system of the target language.*" (Skehan 1999; quoted in Ellis and Barkhuizen 2005, p.139). Therefore, learners should lay much emphasis on grammatical structures, vocabulary and pronunciation in order to reflect an accurate and a comprehensive language.

1.13.2.1 Grammar

Hughes (2002), argued that the grammatical accuracy refers to the appropriate use of grammatical structures including the control of length and the complexity of the utterances. Thornbury (2005) differentiates the spoken grammar from the written one as follows:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, etc).

1.13.2.2 Vocabulary

Accuracy in vocabulary is choosing the necessary and the appropriate words when speaking. It enables learners to transmit his/her idea concisely.

According to Harner (2001), the knowledge of the words' order allows speakers to perform a well formed utterance.

1.13.2.3 Pronunciation

Redmond and Vrchota (2007:14) noted that: *“It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in was that are generally accepted or understood.”* In addition to that, pronunciation is the ability to pronounce words accurately taking into consideration the sounds' features for each word, words' stress and intonations (falling/raising voice). If the pronunciation is not correct, the message will not be understood, therefore accuracy will not be achieved.

1.14 Speaking Difficulties

Usually EFL learners encounter some difficulties that interrupt their learning process. Ur (2000), highlighted four main problems regarding that:

1.14.1 Inhibition

It is caused by some negative factors such as shyness and fear of making mistakes. Students when participating in the classroom, the might experience such a thing. Regarding this, Ur (2000:11) asserts that *“learners are often inhibited about trying to say things foreign language in the classroom. Worried about making mistakes, fearful of criticism on loosing face, or simply shy of the attention that their speech attracts.”* Bowman et al. (1989) moreover agree on that point, they argue that the teacher should ask hid/her learners to perform the oral activities in front of their mates to reduce anxiety and stress.

1.14.2 Nothing to Say

According to Rivers (1968), the expressions “I have nothing to say” or “no comments” are used by learners who want to escape from answering the questions asked by the teachers, they are usually found in positions where they

prefer to keep silent while interaction. Those expressions reflect the unwillingness to speak due to the lack of motivation in the target language.

1.14.3 Low or Uneven Participation

Burch field and Sappington (1999) defined participation as “*The number of unsolicited responses volunteered.*”(p.290) . Low participation is about the students’ time of speaking. The talkative learners tend to dominate the interactions while the others prefer to keep silent. So, classroom discussion is dominated by the minority of talkative participants.

1.14.4 The Mother-tongue Use

Learners feel at ease when they integrate the L1 in their speech in the classroom. Barker and Westrup (2003) argue: “*Barriers to learning can occur if students knowingly or transfer the cultural rules from their mother-tongue to a foreign language.*”(p.12). As a result, the non talkative learners keep using the language only if they borrow some words from the mother-tongue which reflects the vocabulary lacks in the target language.

1.15 Conclusion

CLT acts as an approach that plays a significant role in both of EFL learning and teaching processes. However, a large number of studies have revealed that most of instructors encounter various difficulties in the adoption of such an approach in their classroom teaching. For instance, EFL classrooms are still predominantly based on traditional approaches. Communicative language teaching inventors noted that in order to realize a successful communication in a language, more than a linguistic competence (grammatical competence) is needed; it necessitates furthermore a communicative competence. It is very true that CLT is the best method to satisfy the needs that the old approaches have left, yet it is the best method to teach speaking skills in order to help learners perform better orally in the target language due to its characteristics and

principles. However, it might not serve as effective as it should if the teachers do not grasp the essences of motivation and the purpose of L2 learning that is a fluent communication.

The next chapter discusses the concept of motivation from the earliest points of views; meanwhile it outlines the famous theories that help such an issue to emerge in EFL contexts.

Chapter Two

Literature Review

2.1 Introduction

Motivation is a concept that existed centuries ago, it monitors human's heart, and it appears whenever the individual feels that he/she is challenged either by his or her inner self or by others. In order to explain this notion, a bond has to be build among the process of learning and the theory of cognitive development introduced by Piaget.

The theory of cognitive development suggested by Piaget came in light by the first half of the 19th century whereby the most generative theories of cognitive development appeared, these theories were introduced in order to highlight that the knowledge possessed by human beings is built up during their early stages of mental development. According to Piaget, for surviving, relying on the new structures met in the surrounding environment, the living organisms “adapt” their current structures. Some structures of organisms might be revised, and some others might be developed. Meanwhile, the “adaptation” according to Piaget is the organization of intellect and the growth of habits in what concerns actions. He defined moreover “structure” depending upon the concept of Schemas and Operations. Mc Gruck prescribed the term “Schemas” as being the internal processing of some specific actions, and operations as being inner regulations of recognizing the distinctive characteristics of being erratic (Mc Gruck, 1984, p.34). Thus, Piaget considered that all living organisms have to obey “organizations” and “structures”.

According to Mc Gruck, In order to spell out the concept of adaptation which is the key element in the piagetian theory, assimilation and accommodation processes were established by Piaget. He asserted that in assimilation process, organisms make sure of the existing structures without adjustments. That is to say the present structures suit the new environment without reformulations. Whereas he noted that accommodation is a demonstrative process that allows meeting the demands of the environment only

if the present structures are adjusted by the organisms (Mc Gruck, 1984, p.35). In other words, those modifications in the existing structures make them suit the new environment. Both of adaptation and learning are united canals, as one canal completes and serves the other. They both lead to the change in behavior and experience. When the light of these both canals is spotted over the learning process. It is argued that learners pass through the same canal. According to EFL learners, the language is a new environment and in order to learn it they usually dare to refer to the mother tongue where several existing structures (schemas and operations) are motivated and new structures are opened the doors to be emerged to fit in the former. It renders the definition of learning in point of fact as *“the change in behavior or beliefs that result from the experience”* (salvin, 2003). Whithman argued that both of assimilation and accommodation are not fixed, that is to say they take place every now and then, where the new schemas is capable to assimilate more or less. In parallel, it accommodates and prepares to extend again (Whithman, 1980, p.45). Haynes stated that the modification in both verbal or written language to make it intelligible for EFL learners mirrors the accommodation process, materials modifications, and directions offered to EFL learners to define the adaptation process (Haynes, 2007, p.145). Some EFL learners are highly motivated to discover this new tongue; they are enthusiastic to learn it so that they can communicate with it. When in fact, others are less motivated to do so, for this reason the efforts to communicate differs from one learner to another in EFL learning process .

This issue to motivation is given a mandatory importance by instructors in what concerns any task performance in terms of success or failure in general and EFL learning in particular. Educators see the issue of motivation in learning from different perspectives due to the complexity in holds; thus mach ink was poured out and many theories have seen the light. This chapter is going to review motivation in general, the numerous theories that scholars put on an act to clarify the complexity of task performance.

2.2 The Earliest View of Motivation

According to Frederick Taylor et al (1911), scientific theory is one of the archetypal views in what concerns theories of motivation. Paternalistic approach was suggested by Taylor for the sake of workers management. The latter reveals that workers are “economic men” and in order to enhance their motivation they have to be salaried higher earnings. It was claimed by the scholar that the higher the rewards are, the higher motivation and production level will be.

Moreover it was pointed by Taylor that several payment types were indecisive as a result to the lack of efficacy reward, he believed therefore that incentive system ought to be applied rather than differential piece-work incentive system (wren,2005) .In other words to motivate workers ,they have to be paid for each unit manufactured.

On the other hand, relations approach was proposed by Elton Mayo (1953) in line with building on the concept of motivation. The latter focuses on non-economic motivators. According to him, in order to meet the work expectations, several aspects have to be taken into consideration. For instance respect, consideration of emotions, sense of recognition (the non-monetary needs of workers). He argued furthermore that workers are concerned with the social needs which go hand in hand with payment.

In addition to the theories mentioned before, the theory X and the theory Y are build on assumptions about people and work suggested by McGregor (1960). Theory X suggests that arbitrary system of management is mandatory. Theory Y on the other hand expects that workers do enjoy working when they meet the objectives set for the work. Accordingly they will go for self-directed and self control in what concerns the objectives management.

2.3 The Birth of Modern Motivation Theories

The Elton Mayo-study of workers output at the western electric company of Hawthorn plan neighboring CHICAGO, paved the way for modern motivation theories whereby the productivity of workers was studied by him and previous team of researchers under changing conditions in temperature, humidity ,and illumination (Pennock,1930). Taylor argued that the workers' productivity and the external working conditions are bounded to each other as one aspect affects the other (Taylor, 2008). This principle is acknowledged by “scientific management” which was upheld by Fredrick Taylor in 1911, this principle is still strong to be relied on for modern managers.

Fritz Roethlisberger, George Homans, and TN Whitehead shared the same views as Elton, for this respect they organized a team together in which they believed that in order to motivate people interactional variables are needed, those like treating workers as individuals, the supervision of workers over their work, the variation of workers' needs, the passion of managers to be understanding group norms and direct feedback (Ott et al., 2007, pp.132-133).

Those findings directly challenged the principles of scientific management, proposing that people probably could not be so easily fit to organizations (Roethlisberger, 1965). Instead, taking into account psychological and social needs of workers was just as persuasive ,if not more so, than external working conditions. This paved the way to innovations as regards to human psychology, organization theory, and motivation as well.

2.4 Theories of Motivation

2.4.1 Content Theories

The principle that the assumption that all humans share the same needs and that they are all motivated to reach those needs is underlined under the range of the content theories. (Maslow, 1946; Alderfer, 1969; McClelland, 1988)

2.4.1.1 Hierarchy of Needs Theory

This theory was introduced by Maslow (1946). According to him human needs are the processors to their motivation. These beliefs presented under a hierarchy which highlights that the lower more basic needs are to be convinced before the increasingly less basic ones at the top of the hierarchy. In the same light of thoughts, he argued that his hierarchy contains the five basic needs of the theory. According to Katz (2003) this hierarchy is to be considered as the most well known motivation theory, and it has been given much interest by management researchers. The following figure represents Maslow's hierarchy of needs outlined by a pyramid below with.

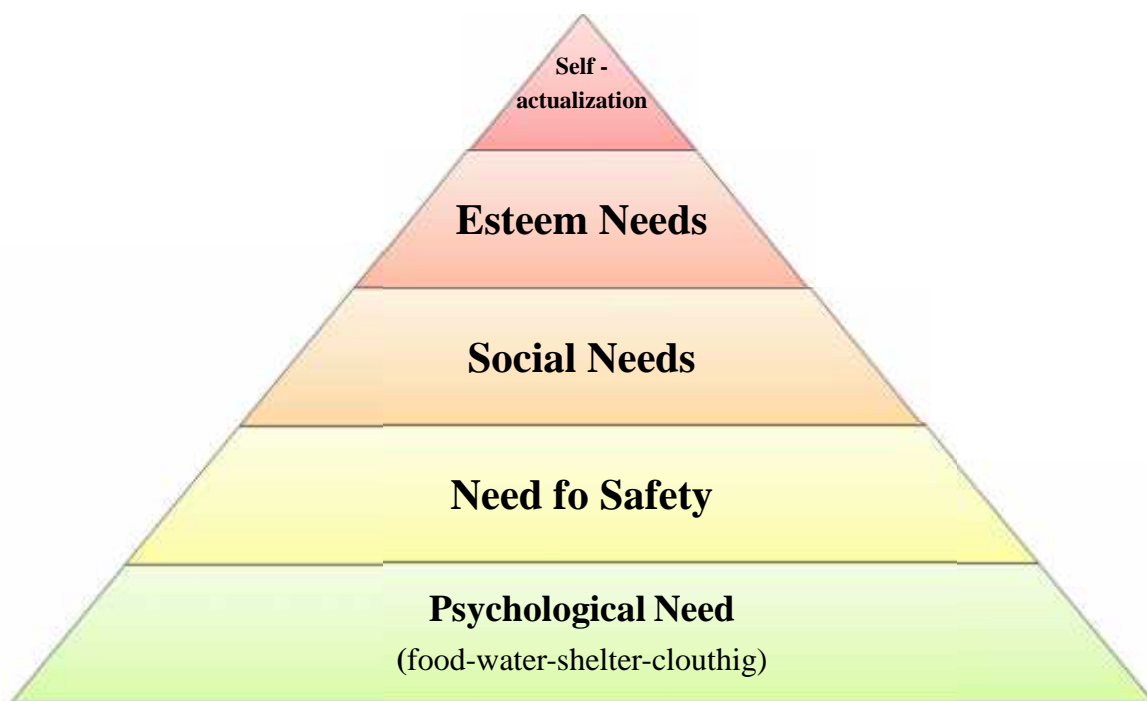


Diagram 2.1: Maslow's Hierarchy of Needs

Adapted from Maslow (1946)

The first or the lowest level is the **psychological needs**, Maslow argued that before the psychological needs are satisfied, the individual has no other needs but when those needs are satisfied, the individual has to pass to another level of needs that is **the need for safety**, the person needs to feel safe by his/her family first then by his/her society; when this level of needs is achieved, another level of needs takes place, that is **social needs**, after feeling safe, people usually need to that they obtain and hand-out love; they need to feel that there are welcome by their surroundings. The fourth level of Maslow's hierarchy of needs is **Esteem needs**, the need to self-evaluation manifests itself clearly in this level, according to the appreciation received by people from their environment, they might highly evaluate themselves, whereas the lack of such needs may cause the sense of inferiority, helplessness, and weakness for the person. The highest level for needs in this hierarchy is **Need of self-actualization**, in order to realize such a need, the four levels of needs mentioned above need to be satisfied, it refers to the need of self-fulfillment and to the tendency to become actualized in what a person has potential.

2.4.1.2 Hygiene Theory

Herzberg et al (1959), argued that two-factor theory of human motivation mirrors the hygiene theory. This theory says that the causes that satisfy their jobs do not usually contradict the causes they find dissatisfying. The theory lays much emphasis on the factors that satisfy the employee's job, Herzberg thus made use of a survey under the title of "what do people want from their jobs?", in order to arrive at the results of what workplace factors people consider as satisfying and dissatisfying, he asked people to detail the latter. Then he organized the results under the following Table that represents **motivators** as satisfiers and **hygiene factors** as dissatisfiers.

Motivators	Hygiene factors
Achievement	Supervision
Recognition	Company policy
Work itself	Relationship with supervisors
Responsibility	Working conditions
Advancement	Salary
Growth	Relationship with peers
	Personal life
	Relationship with subordinates
	Status
	Security

Table 2.1: Herzberg’s Two Factor-Theory

Adapted from Herzberg et al (1956)

2.4.1.2.a Motivators

Are according to employees ‘answers the factors that lead to satisfaction at work; they challenge the individual to perform better at work via changing the nature of the work. According to Bogardus (2007), the intrinsic feeling create such opportunities, achievement, advancement and growth (Bogradus, 2007, p.34).

2.4.1.2.b Hygiene Factors

They are those factors that prevent dissatisfaction to happen but if they are deprived of job, dissatisfaction might take place. For instance salaries must be similar to those of employee in the same industry or geographic area. Dissatisfactions might be avoided if hygiene factors are preserved from occurring thus, dissatisfaction is more probable to happen and motivation is

prevented to take place. Salanova and Kirman, 2010 stated Herzberg's point of view that the opposite of satisfaction is not dissatisfaction but non-satisfaction.

2.4.1.3 Existence Relatedness-Growth Theory (ERG)

This theory is quite correlative to Maslow's hierarchy of needs. It was suggested by Alderfer C.P who enlarged and simplified Maslow's hierarchy into a chain of three needs: existence, relatedness and growth needs (ERG). (Alderfer, 1969)

2.4.1.3.a Existence Needs

Hollyford and Whiddett 2002, pointed to this theory as "*our issue with material ration motivators and the amount of needs satisfaction*". The bond existed among the various forms of materials and psychological needs create the existence needs.

2.4.1.3.b Relatedness Needs

Refers to the motivation as the one's possesses to build internal relationship.

2.4.1.3.c Growth Needs:

This type of needs highlights that there is an inner desire to develop one's self in terms of creativity and productivity.

2.4.1.4 Achievement Theory

McClelland (1953) and Atkinson (1964) were among the various theorists that have been influenced by the achievement theory. According to Williams and Brurden (1997), learners during their process of learning might encounter many needs to be satisfied. Those needs are not always similar to each other, this differentiation would lead to significant inferences occurrence which is by its turn beneficial for their learning experiences. According to them there are two principle factors that control this theory: the need for achievement, and

the fear of failure .It is suggested by Salkind (2008, p.690) that the previous achievement theories approach the needs in what concerns implicit and explicit motives, whereby (...) the implicit motives operate outside of conscious awareness, and the explicit motives (...) are available to conscious awareness (Salkind, 2008, p.690).

2.4.2 Process Theories

Despite process theories are numerous, in this section only two main and most powerful of them are going to see the light; mainly Adam's equity theory (1965) and Vroom's expectancy theory (1964).

2.4.2.1 Equity Theory

Justice and fairness are the key alternatives to the concept "equity". According to Steers et al (1996), the notion of equity represents the positive cooperation among one's exertion and performance, and the pay and other benefits on receive. The main principle that the equity theorists obey is that the actual donation determines the rewards. According to Deutsh (1985), the high wages are to be given to the one who participate most in the work, and the low wages has to be given to the one who participates less. Adams (1965, p.280) noted that the correspondence of his/her outcomes to inputs similar to other's correspondence outcomes and inputs (Adams, 1965, p.280). In other words inequity takes place when an individual's outcomes to inputs are equal to other's outcomes and inputs. Adams (1965) argued that when then person's outcomes to inputs are higher or bigger than equal to other outcomes to inputs. It then opens doors of positive inequity to occur. Whereas when one's outcomes to inputs are less than another's outcomes to inputs in this case negative equity takes place. Luthan (1995) stated that the qualification, experience, efforts, skills, loyalty, and devotions are factors of inputs. On the other hand benefits, respect, security, prestige, pleasant work environment, promotions, and status are factors that

reflect what a person might get from his/her work. One's view point and expectations impact both of outputs and inputs. The right choice of the referent utilized might be another important aspect to be distinguished in what concerns equity. According to Goodman (1974), Hills (1980), Roman, (1986), and Dorstein (1988) "referent" refer to the person who tend to compare between his/her own outputs and inputs with other, they stated moreover that the referent might include other people (colleagues, friends, and counterparts) in similar organizations. Scholletal (1987), Summer and DeNisi (1990), added that there is also a "self-referent" which means that an individual tends to compare the ratio of his/her current outcomes to inputs with the past ratio.

Over all, various theorists in the domain support the equity theory and the norms that it follows (where a person compares his/her outcomes to inputs ratio with others and tries to balance the ratio if he/she perceived inequity) (Mess and Radinsky,1969; Austin and Walster, 1974).However, this theory witnessed some criticism where Szilagyi and Wallance (1990) ,and Steers et al (1996) noted that this theory faces some problems, they suggested that one individual might make use of several references for various outcomes, as a result the reference person cannot be classified. Moreover, the validity of the equity theory had been experienced at laboratory levels; it had not been approached in real organization context. Finally, "pay" is the center of this theory. Whereas anther motivation theorists see "pay" from the aspect of being a single factor that might motivate people that does not operate alone but with other factors to spell greater influence on people's behavior.

2.4.2.2 Expectancy Theory

The probability that an action or an effort lead to an outcome was defined by Vroom under the concept of **expectancy theory**. Vroom noted that when a person select among alternatives which entails uncertain outcomes, it seems that his or her behaviors is affected not only by such a selections, but also by the

degree to which he/she believes these outcomes to be realized. Expectancy is defined as a crucial notion in what concern the likelihood that a particular act will be followed by a particular outcome. Expectancies might be depicted under factors of strengths; the subjective certainty that the act will be followed by an outcome indicates that the maximal strength. Whereas the subjective certainty that the act will not be followed by an outcome indicates the minimal strength (vroom, 1964).

Armstrong argued that motivation is likely to take place when a usable bond exists between a performance and an outcome, and the outcome itself is seen as a mean of satisfying needs. It reveals that there are two factors that decide the effort individuals specify for their works. The first factor is the value of the rewards to individuals and the extent to which these rewards satisfy their needs for security depend on the effort as perceived by individuals, their expectations about relationship between effort and reward. Consequently, the greater the effort will be in a given situation (Armstrong 2006, p.259-260).



- 1** =Effort-performance linkage
- 2** =Performance-rewardlikag
- 3** =Attractivenees of reward

Diagram 2.2 :Expectancy Model

Adabted from Vroom (2006)

According to Green, the notion that the employees are motivated to act better when given what they want is fundamental for most of motivational theories. Despite it is necessary for employees to be given what they want but still not enough for a better performance to work. To do so, they need to believe that it is possible to reach their needs .

Ignoring the "believing" and emphasising the "offering" from the managers perspectives will reduce motivation for employees. Employees' confidence that they will get what they want involves three different beliefs. The first belief is that employees perform well enough at work to be rewarded accordingly. The second is that they will get the reward if they perform well. The third one is that the reward will be satisfying. All these beliefs are built upon the idea of what rewards are offered when employees do much efforts in their jobs (Green, 1992, p.14).

Behavioral scientists believed that the expectancy theory of motivation is the most inclusive and credible approach to comprehend the notion of motivation. Whereas, it does not end with only understanding. It is moreover crucial to motivate individuals to perform their tasks. In this respect, this theory generally has considered quite difficult when it comes to the application. This idea is no longer true, as there are many application models that have been developed over the years and which are quite simple and straightforward. (Green, 1992, p.8; Salanova and Kirmen, 2010).

2.5 Evaluating Different Era of Motivational Theories

Basically, motivation will lead a person's action in such a precise way that enables them to reach organisational goals as well as individual benefits. In this regard, this work aims to find a common ground from a critical point of view via the analyses of the motivational theories from the earliest theories to

the contemporary ones, and seeking out if they basically succeed when being applied in the terrain of the field. In organization environment, motivating employees is one of the most important issues where the overall of performance of any organization relies on the motivated learners over the unmotivated ones. For this reason, the human resources management concentrate on that matter in a highly manner.

In this case, the motivational theory has some common procedures that should be followed. That matter is seen to be the question as followed: do the managers have to specify the employees' performance at the beginning of the work? or, to what extent the employees should show his/her performance?. The specific performance of any worker ought to be measured through a mechanism and it should be defined at early stages of work. After that, to get the job done a proper working environment and adequate resources ought to be administered. The challenge for any motivational theory is seen to be getting the right employees in the right services in accordance. The reward system should be organized in a fair, transparent, and equal for employees. For this regard, these aspects are common for most motivational system or method, they are meant to be taken into consideration to realize a better performance and progress when those theories are applied.

2.6 Theories' Contributions

According to Whittington and Evans (2005), the hierarchy of needs theory suggested by Maslow has been presented as a major influencing factor in the growth of other motivational management work such as that of McGregor (theory X and theory Y) and Herzberg motivation hygiene theory. Stum (2001) noted that this theory provided to the field of application: the workforce, commitment, job satisfaction and management theory. Sarah and Steev (2002), stated McClelland point of view that his theory offered solutions to the

problem facing employees to achieve success in management work. Thus, it has been known as the best goals facing management environment and achievement theory. Job satisfaction, occupational choice, the likelihood of satisfying in job, and the effort that one might expend at management work have been highlighted by the expectancy theory brought by Vroom.

2.7 Latest Ideas on Motivational Theories

The change in the reserve speed (leadership, decision making, and organisation plan in the field of management background persist to develop conceptually speculative developments focusing on work motivation) might take a philosophical manipulated on how companies challenge to attract, retain, and motivate their employees in labour market. Sarah and Steve (2001), suggested in this respect some procedures or ideas the open the doors to motivation to be enhanced with most of society sections:

2.7.1 Job Design

In order to increase job satisfaction and performance, the content on the job programme has to be modified. This issue to motivation is commonly known for the new organizational or new business units where they moreover opt for this change to motivate their staff.

2.7.2 Effective Communication

Due to this matter, strategies to promote positive improvement in organisations (motivation and performance) are offered to employees. In order to maximize motivation, organizations have to design messages in such a way. Therefore, strong and effective strategies are offered to motivate employees.

2.7.3 Objective-Setting

This issue might be effective to strengthen the work efforts for employees via explaining the job goals. This procedure contributes in motivating them, it is named MBO (Management By Objective). In this respect, the individual when he/she is provided with the work goals, a higher level of motivation takes place as a result, the performance level would be arisen.

2.7.4 Managing Virtual Teams

One of the latest ideas in work organizations is organizing workers in groups containing workers who regularly work in a mutual manner dependent for joint purpose across time; distance and organization to increase motivation level.

Those motivational techniques touch all society sections including parents, leaders; teachers and almost anyone. Recognizing that via these strategies not only motivation is enhanced for the current moments when being needed, instead, a circumstance that triggers the person to be motivated internally. Whittington and Evans (2005) concluded that the road to building high commitment organizations requires the solid foundation laid by Maslow, McGregor, and Herzberg. The matter of “how and why individuals are motivated?” is highly discussed by the motivational theories above. Certainly, this section of the work centralize the significance of motivational theories to ease the march of the work. It offers moreover scheme that helps in managing and creating a good working environment.

2.8 Types of Motivation

Richard and Edward (2000) suggested an itemized identification of the notions “**extrinsic**” and “**intrinsic**” motivation. According to them, the clear differentiations among these types is that Intrinsic motivation points out that

something is done because it is inherently interesting or enjoyable. Whereas, Extrinsic motivation refers mainly to something done because of some external motifs impact (Richard and Edward, 2000, p.55). The inference for this regard might be that the intrinsic motivation results from individuals self-desire, on the contrary, extrinsic motivation is more related with goal or achievement.

2.8.1 Intrinsic Versus Extrinsic Motivation

From time to time, most of individuals perform in a certain way for the sake that this behavior is pleasant for them. Whereas, the others occasionally may perform a task because something is expected in return (rewards). For this respect, psychologists came out with the distinction that exists among “intrinsic” and “extrinsic” motivation. The portion of individuals who do a certain activity only because they find it pleasant and enjoyable as being given a task for the sake of gaining external rewards are meant to be “extrinsically motivated”.

According to Brown (2007), extrinsic motivation is fueled by the anticipation of reward from the outside and beyond the self (Brown, 2007, p.172). When in fact, intrinsic motivation according to Williams and Burden (1997), is undergoing a task because it is enjoyable in itself (Williams and Burden, 1997, p.136). In language learning process, learners exhibit a great deal of interest when discovering and learning a foreign language, they are intrinsically motivated. Although, those who are learning the new language just to gain parents' appreciation or teachers' praise are considered to be extrinsically motivated.

In fact, following out in the pursuit of motivational theories, the deduction might be made as coined by Harry Harlow and his associates in 1950's that after experiment on the monkey that solves the puzzle in return of reward “solving the puzzle seemed to be in its own a reward”. (Salkind, 2008, p.556)

2.9 How Motivation can be enhanced

According to Madrid (2002), the clear definition of the term motivation might be made only if a comparison among various motivational theories is made.

Teacher contribute in a way or another in enhancing Motivation with learners or reducing it .According to Ramage's (1990) point of view, instructors ought to follow strategies that make students engaged in the learning process in order to arrive to the desired objective. When in fact DÖrnyei's (2001) view point was a bit detailed than the one of Ramage. DÖrnyei argued that the matter of being motivated or dismotivated in learning a new language it mirrors learners' reaction towards the teaching strategies adopted; for this reason the enjoyable strategies are suggested to be implicated in the teaching task. In addition, DÖrnyei noted that the lesson should deliver in a relaxed and friendly environment. According to him, many students possess an excellent input but they are not confident enough to show it. In fact, teachers' positive attitudes towards their learners' interaction might reduce anxiety and stress with them. On one hand teachers are in the demands of using the effective strategies of teaching to create a good learning atmosphere; on the other hand, the culture of the language ought to be discovered and considered to realize a solid communicative ability with students which is the optimal goal of the foreign language learning. Another factor that might determine the motivational level with learners which is the teacher-learner relationship. In this respect it is argued that the most the latter is friendly and interactive, the most teachers get used to their Students' psychological side whereby the opportunity to manipulate the learners intrinsically is offered to them. In this regard, Oxford and Shearin (1994) highlighted five points which instructors should consider to enhance learners' motivation: the reason behind learning the target language by which the final goal of learning is established (a good communicative competence).

Teachers should teach learners the benefits of learning such a language which make them more goal-oriented in the process of learning (English as being the language of technology). Developing a non-threaten environment of learning via establishing a good relationship and a friendly interaction. Teaching students to take challenges of interactions to practice and develop the communicative competence. Intrinsic motivation should be arisen to make learners enjoy and feel the language. Regarding this, Brophy states: *“the simplest way to ensure that students expect success is to make sure that they achieve it constantly”* Brophy (1998, p.60).

2.10 Rationale of the Study

According to Steiner and Miner (1997), it cannot be revoked that motivation is the heart of all learning mechanisms. It is believed that most of the theories in this concept play a great role in learners' responses and performances. Hence, they echo the forces that boost individuals' behaviors. Consequently various theories have seen light to approach the domain. Though, the main virtue of the limited domain theories is that they facilitate the theoretical context to a point where it is manageable to precise conceptualization and intensive research investigation.

Those theories when being applied in the terrain of the field, they could not meet the expectations set by theorists. The key variables that might offer the field of work a significant addition to the domain, which may subsequently be expanded into real probability variables, might be clearly established. Across time, many fields experienced the matrix of possible domains is gradually filled in, until a comprehensive contingency theory emerges. Alternatively, the field explored initially will be those where the prospect of establishing valid theories is greatest and where the most important practical contributions might take place. One description of the latter would be a domain in which the greatest

number of organizations falls for the longest periods of time (Steiner and Miner, 1997, p.313).

2.11 Conclusion

This chapter has referred to the different motivational theories in the view point of several schools of thoughts. There are the behaviorists who viewed motivation in terms of reinforcements and rewards, cognitivists how argues that motivation is a matter of decision making that persons have to do to determine their actions, and the humanists who refer to motivation as a range of needs that have to be justified. In fact, the motivational theories differ from one another; yet, they all agree that all human beings share to realize “learning”. It has been reviewed moreover that those theories have been evaluated by different schools of thoughts in terms of their efficacy in the field of interest. The contribution of such theories in various fields (teaching, management, etc.) have been discussed and judged. It is highlighted in this chapter that motivation may take two types: intrinsic (as being auto-motivated to perform a certain task) and extrinsic (as being externally motivated to do a certain task). The end of the chapter deals with the role of teachers in determining the level of motivation with students; and that they are the best guide for their motivation. It explains furthermore the present picture of the teacher’s role in the field.

The following chapter stands as the core of the research work by which detailed analyses are going to be done in order to obtain results that therefore realize solutions to the research problems.

Chapter Three

Chapter Three Data Analysis and Interpretations

3.1 Introduction

The Current Chapter is devoted to the empirical side of the study. It investigates learners' motivation in EFL learning within CLT framework at SAIDA University via the presentation and the analysis of the data obtained through the undertaking of the present research. As a first step, we begin by describing the way the questionnaire was administered and the way the interview was conducted. Secondly, the results of the instruments were analyzed, then interpreted and discussed in a way that helps either in confirming or disconfirming the hypotheses proposed.

3.2 Administration of the Questionnaire

The questionnaire was administered to one class that contains thirty (30) students. Identical instructions were provided to learners before they complete the questionnaire. Those instructions were mainly about “how to do so” and “for what reason it was designed”. They were notified that: a) it is not a test b) it serves the present research c) their participation is going to offer validity and authenticity to the study d) their answers will be treated anonymously. It took about ten minutes to be answered.

3.3 The Interview

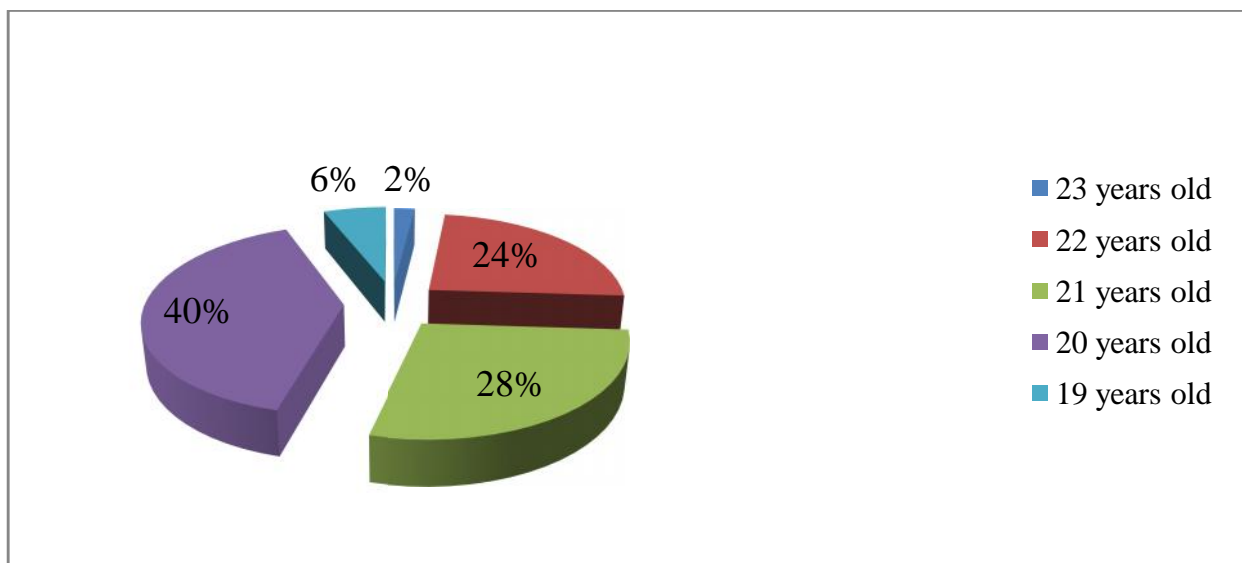
Since teachers are familiar with such studies, all it can be said is that ten (10) teachers were concerned with the interview that took them nearly Thirty (30) minutes to answer.

3.4 Analysis of the Students' Questionnaire

Section One: Personal Information and Self-evaluation

Table3. 1: Age Range

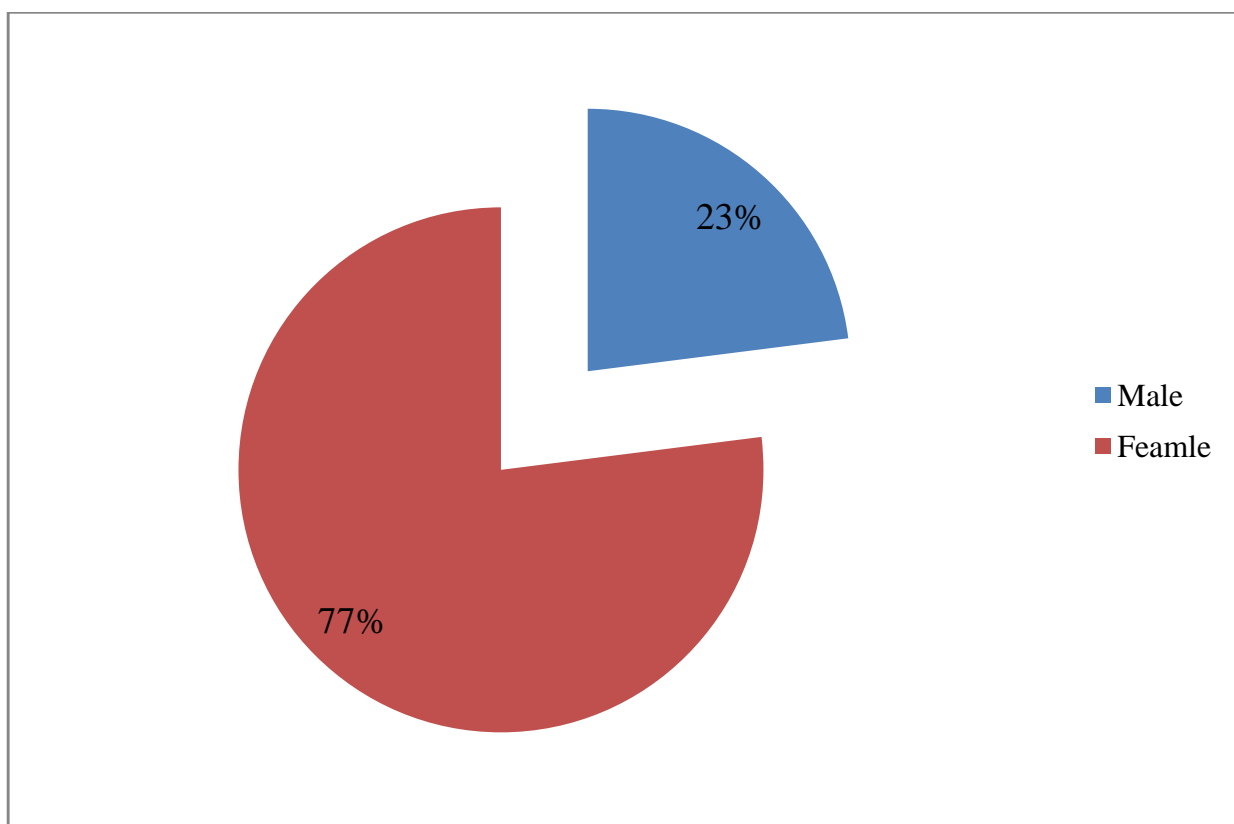
Year	19	20	21	22	23	Total
Numbers	2	12	8	7	1	30
%	6%	40%	28%	24%	2%	100%

Pie-chart 3.1: Participants' Age

A quick glimpse at the table above mirrors that the classroom sample holds many ranges of ages. The subjects are mainly teenagers whose ages vary between 19 and 23 years old. The deduction to such a variation in what concerns the age might be done as follows: out of the total number of the population (30), there are 2 students who represent 6% of the entire population 100% who are 19 years old; this might be due to their early primary school entry. 40% students are 20 years old, they stand as the majority of the students; they might be the type of students who passed all their academic years with no repetition. 28% represents participants with 21 years old and 24% represents those who are 22 years old. 2% of the participants seem to be the older learners whom either repeated the academic years or not having started early their primary education.

Table 3.2: Gender

Gender	Male	Female	Total
Numbers	7	23	30
%	23%	77%	100%

Pie-chart 3.2: Gender

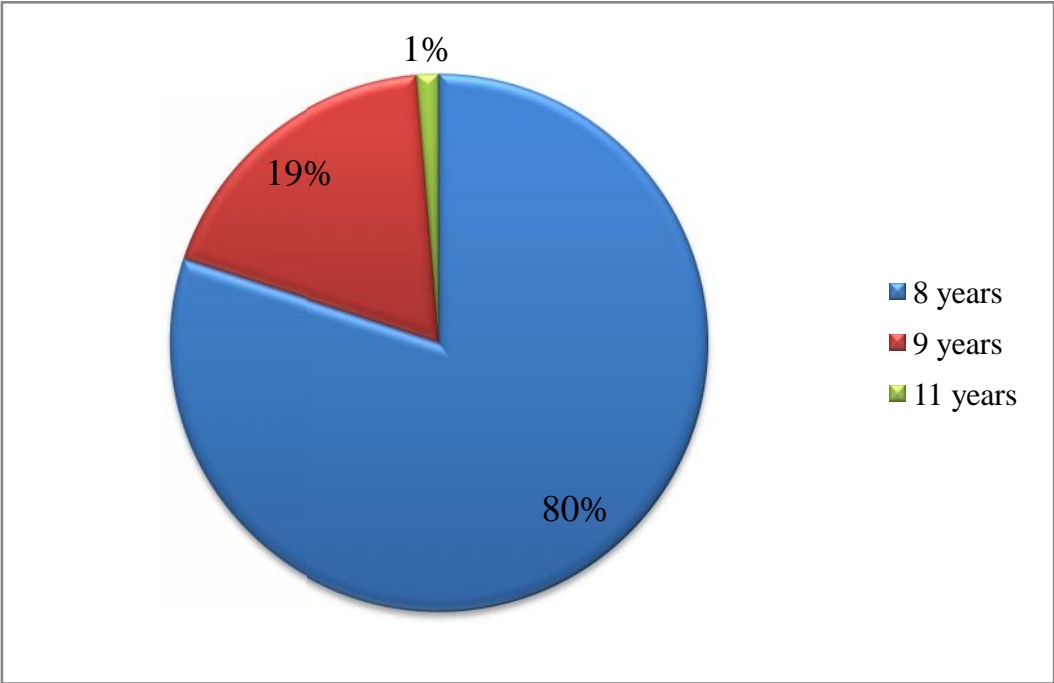
From the table above, it might be figured out that the female students outnumber the male students. The questionnaire has recorded just 7 males out of the whole number 30 by making 23%, whereas female subjects are 23 which represent 77% of the entire population. Such a foundation adds nothing except to the motivation and seriousness matters. It is revealed that the female gender devote more interest to studies than the male gender.

Table 3.3: Years of Studying English Language

Q1: how long have you been studying English language?

years	8	9	11	Total
Numbers	22	5	3	30
%	73%	17%	10%	100%

Pie-chart 3.3: Years of Studying English Language

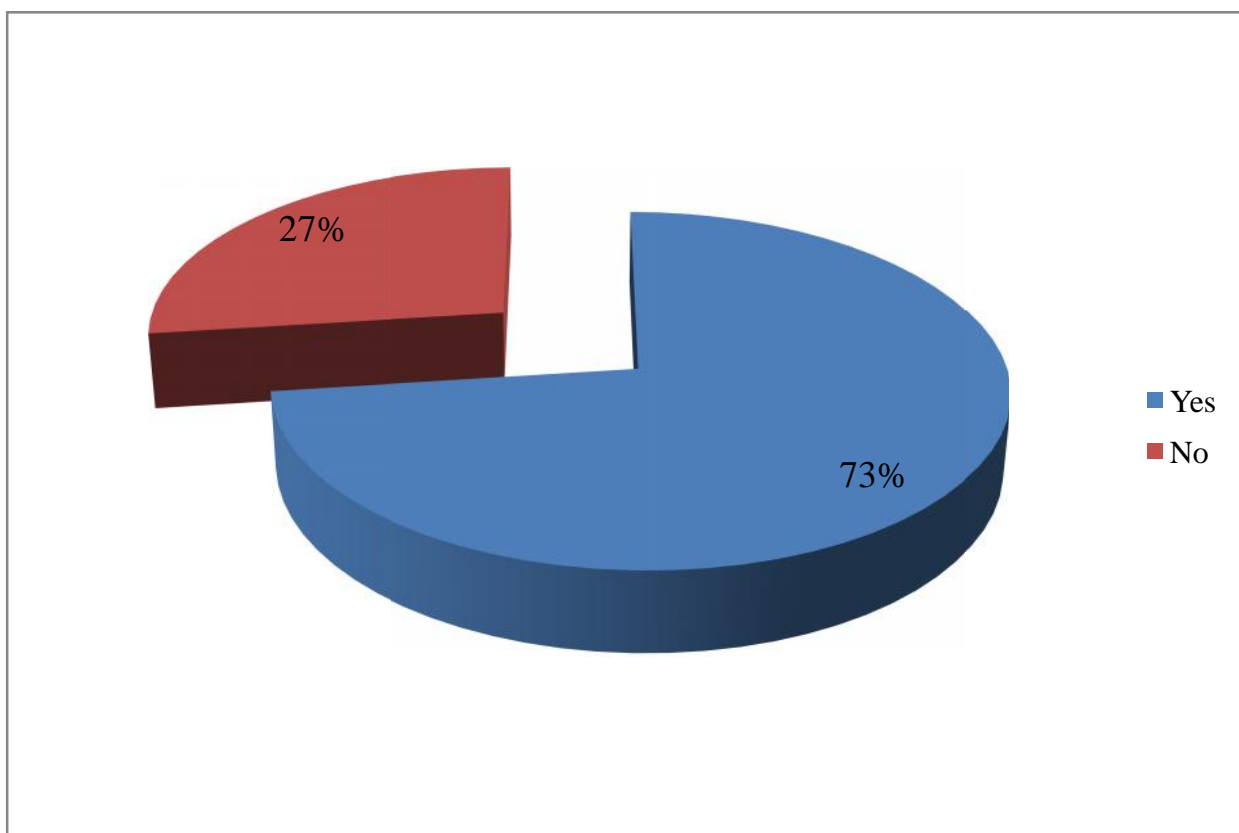


The majority of the students (22) making up 73% stated that they have been studying English for 7 years; it is believed to be the normal number to reach out their academic years. Those who state that they have been studying English for 9 years make up 17% and those who declared that they have been studying English for 11 years represent (10%) are believed that they have repeated one or many academic years.

Table 3.4: Students' Choice about Studying English

Q2: Was English your first choice?

	Yes	No	Total
Numbers	22	8	30
%	73%	27%	100%

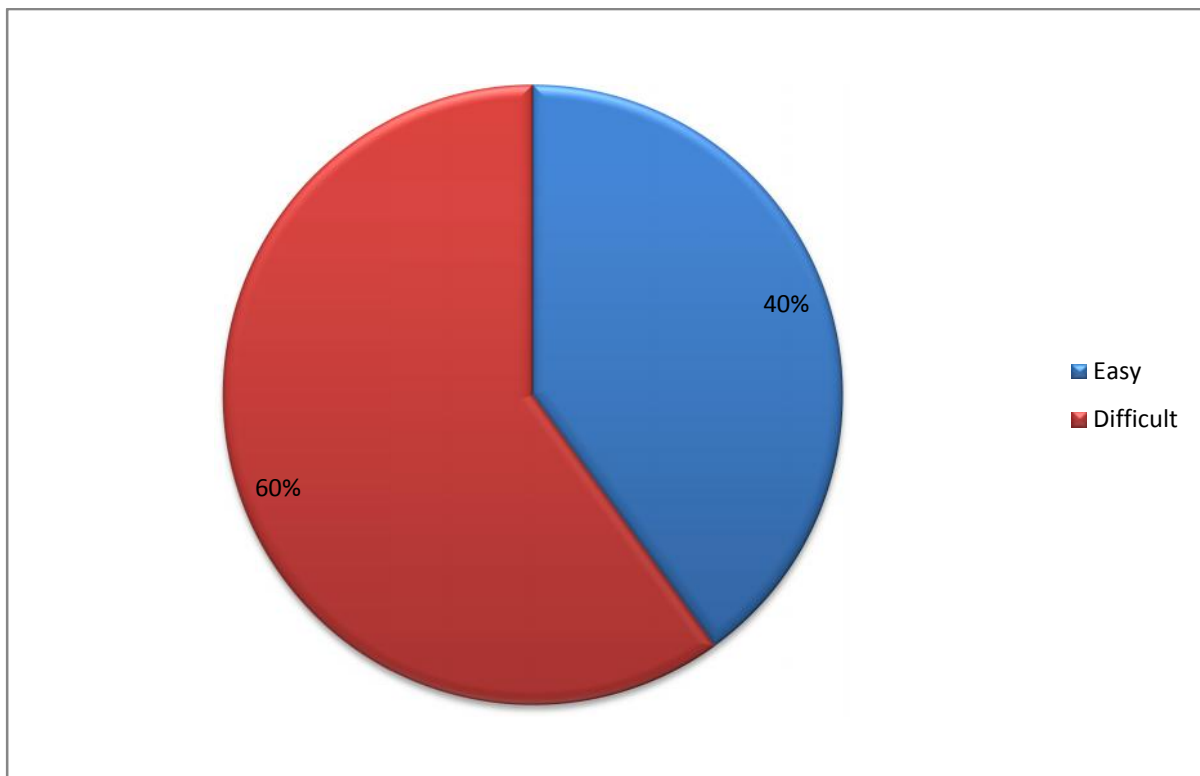
Pie-chart 3.4: Students' Choice about Studying English

22 participants making up (73%) answered as “yes” while only 8 participants making up (27%) opted for “no”. It might be assumed that the baccalaureate average of students whom was not English their first choice did not allow them to follow the specialty they wanted; this might affect their motivation latter on.

Table 3.5: Students' Opinion about Speaking English

Q3: Do you think that speaking English is:

	Easy	Difficult	Total
Numbers	12	18	30
%	40%	60%	100

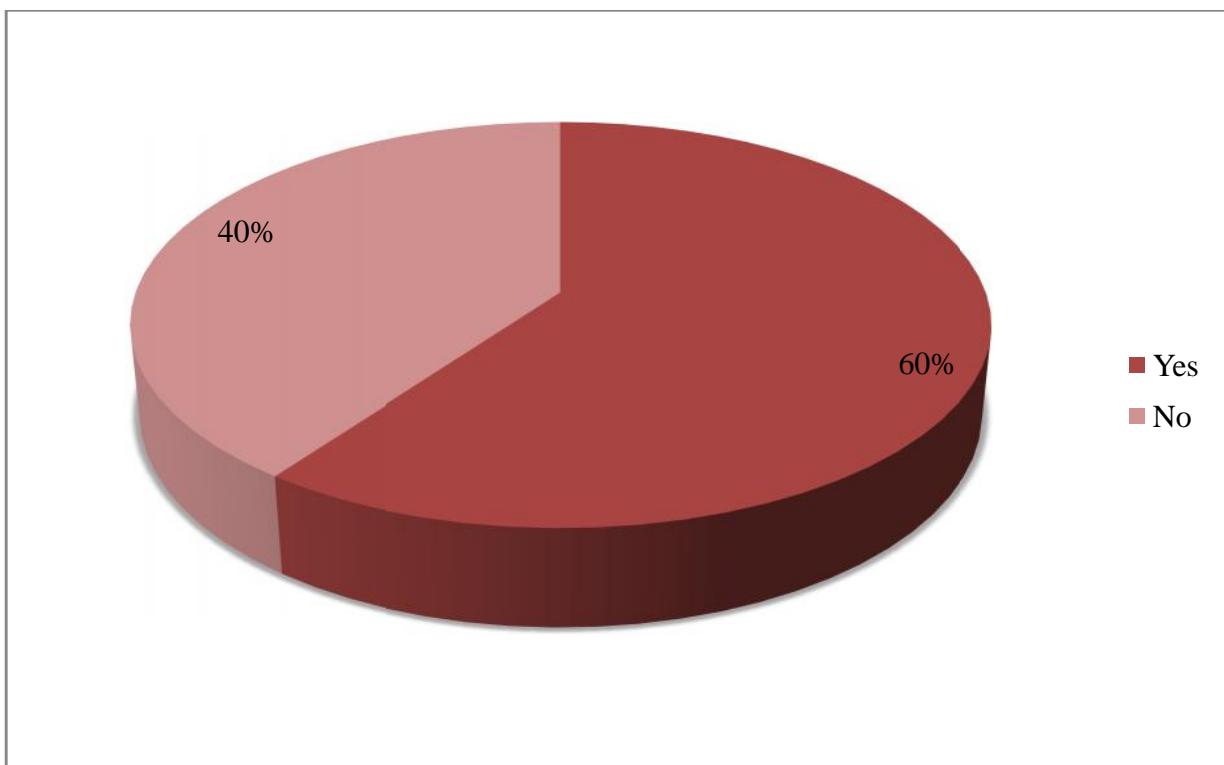
Pie-chart 3.5: Students' Opinion about Speaking English

As far as the graph is concerned, 60% of the participants (18 students) considered English language learning as a difficult task to be accomplished, when in fact 40% of them (12 students) it seem to be an easy task for them according to their answers.

Table 3.6: Degree of Students' Language Practice in the Classroom

Q4: In oral expression session are you the type of students who practice English language?

	Yes	No	Total
Numbers	18	12	30
%	60%	40%	100%

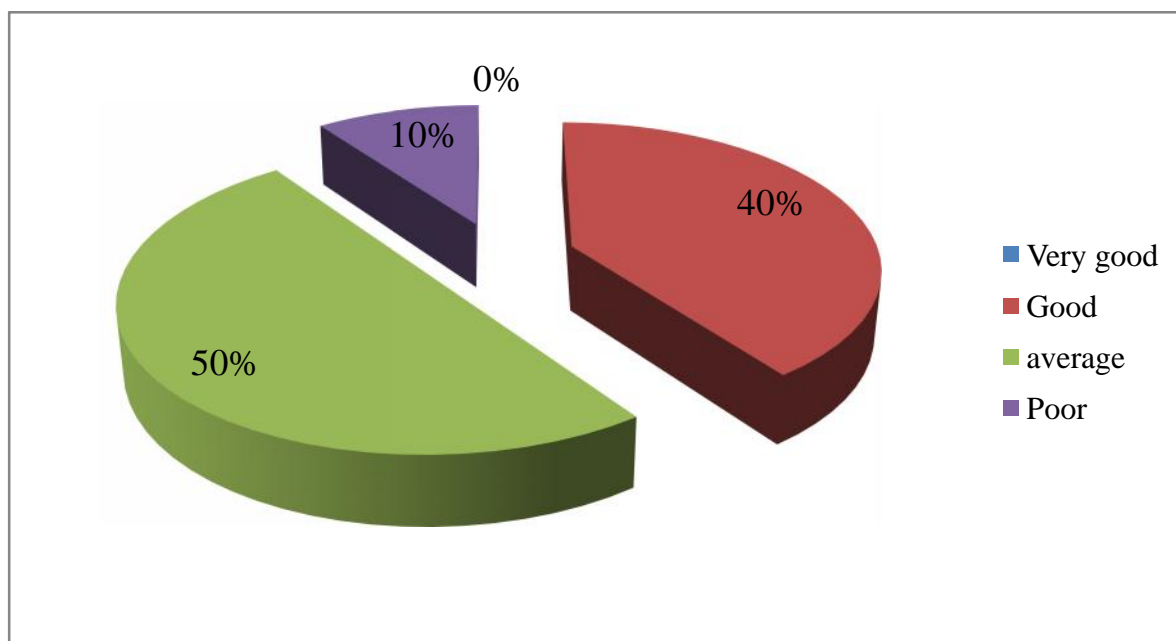
Pie-chart 3.6: Degree of students' Practice of the Language in the classroom

As far as the degree of practicing the English language is concerned, 60% of the subjects (18 students) do practice the language in the classroom, whereas 40% of the whole population (12 students) does not practice it.

Table 3.7: Students' Consideration of Their Level in English Language

Q5: How do you find your level in English language?

	Very good	Good	Average	Poor	Total
Numbers	0	12	15	3	30
%	0%	40%	50%	10%	100%

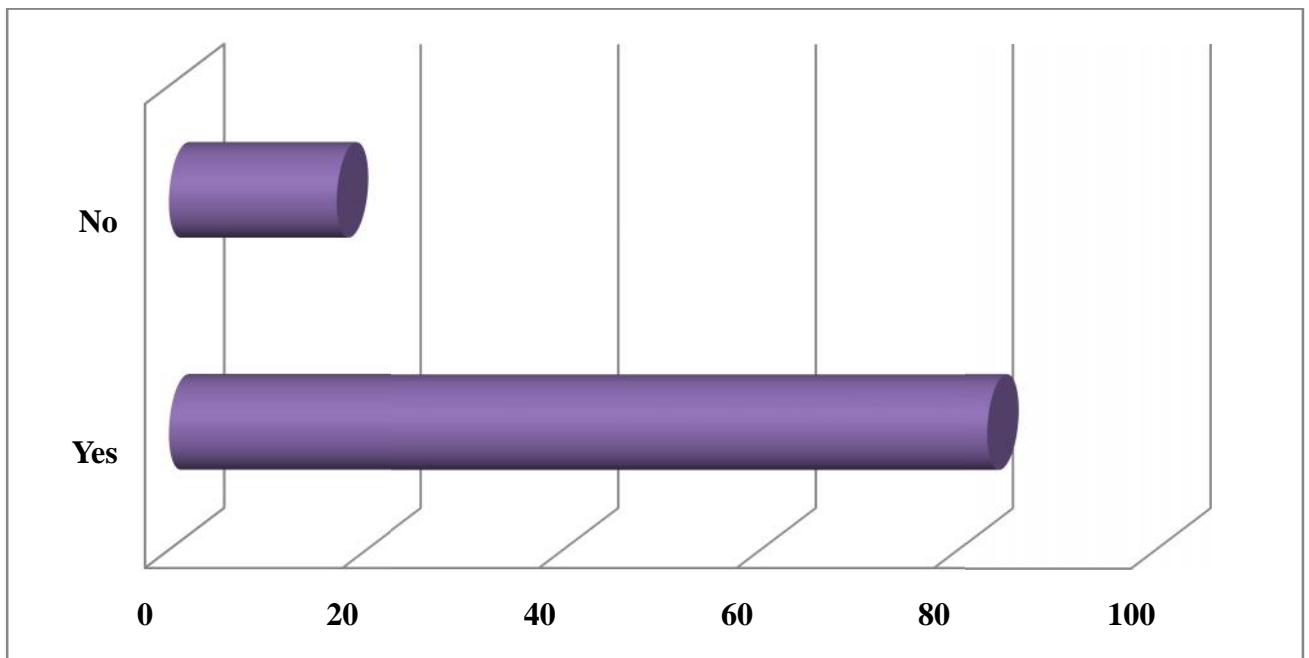
Pie-chart3.7: Students' Consideration of Their Level in English Language

FL Learners usually refer their level to how bad or how good they can understand and produce the language either orally or in writing. In this respect, it might be deduced from the graph above that no one of the participants considers his/her level to be very good (0%). 40% of them (12 students) noted that their level is good, 10% (3 students) stated that their level is poor. In contrast with the majority 50% (15 students) assumed that their level is average. FL Learners usually refer their level to how bad or how good they can understand and produce the language either orally or in writing.

Table 3.8: The Allowance of the Students' Level in Self Oral Expression

Q6: Does your level enable you to express yourself orally in English?

	Yes	No	Total
Numbers	25	5	30
%	83%	17%	100%

Bar-chart 3.1: The Allowance of the Students' Level of Self Oral Expression

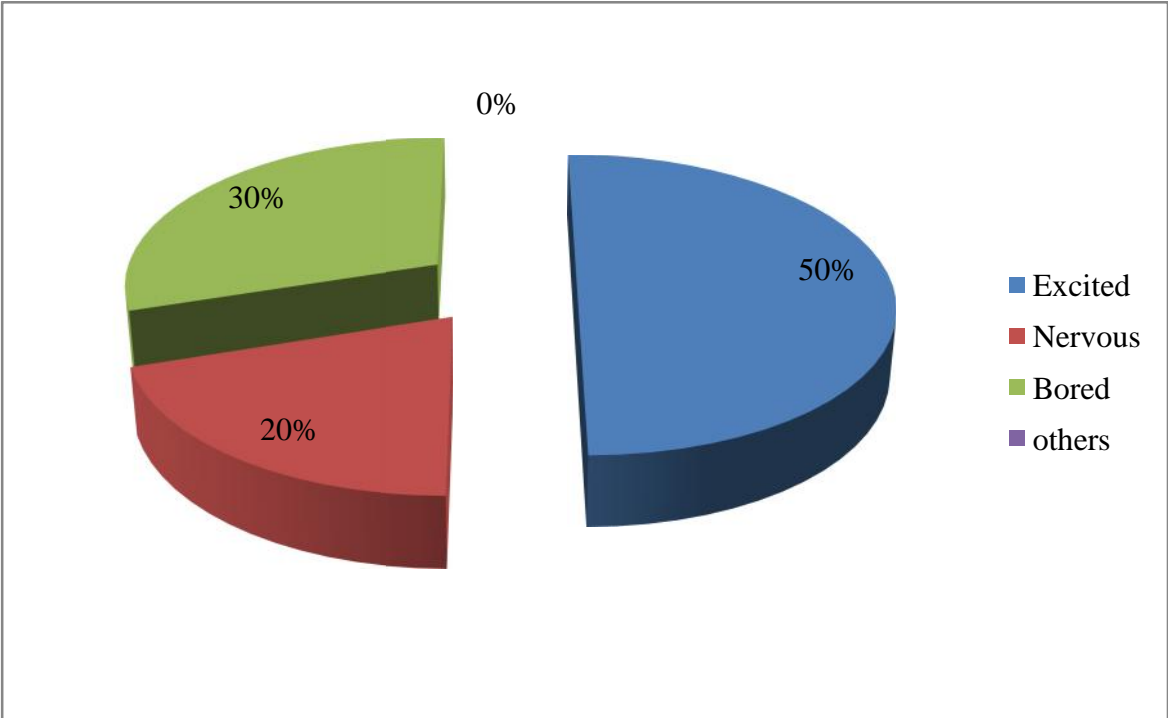
As it is shown by the graph above, 83% of the whole population (30 students) their level allows them to express themselves orally in English. Whereas 17% of them (5 students) their level in English does not enable them to express themselves orally, the latter might occur due to some factors such as shyness, anxiety, poor linguistic repertoire, etc.

Table 3.9: Students’ Attitudes towards their Oral Performance

Q6.a: If yes, in your oral performance, you feel:

	Excited	Nervous	Bored	Others	Total
Numbers	15	6	9	0	30
%	50%	20%	30%	0%	100%

Pie-chart 3.9: Students’ Attitudes towards Their Oral Performance

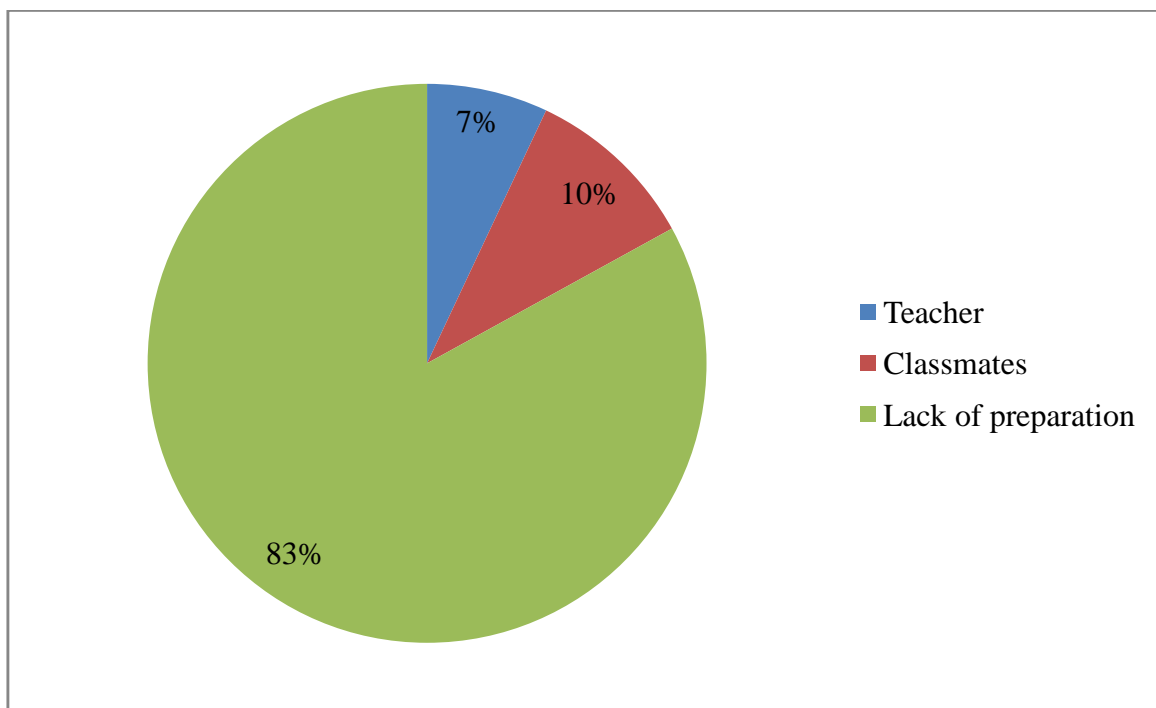


In the light of this chart, 50% of the whole population (15 students) are excited during their oral performance, 20% (6 students) are nervous and 30% of them (9 students) mentioned that they are bored while performing. Whereas no other attitudes were mentioned by the subjects.

Table 3.10: Sources of Anxiety in Oral Classes

Q6.b: When you express yourself orally, are you afraid of the:

	Teacher	Classmates	Lack of preparation	Total
Numbers	2	3	25	30
%	7%	10%	83%	100%

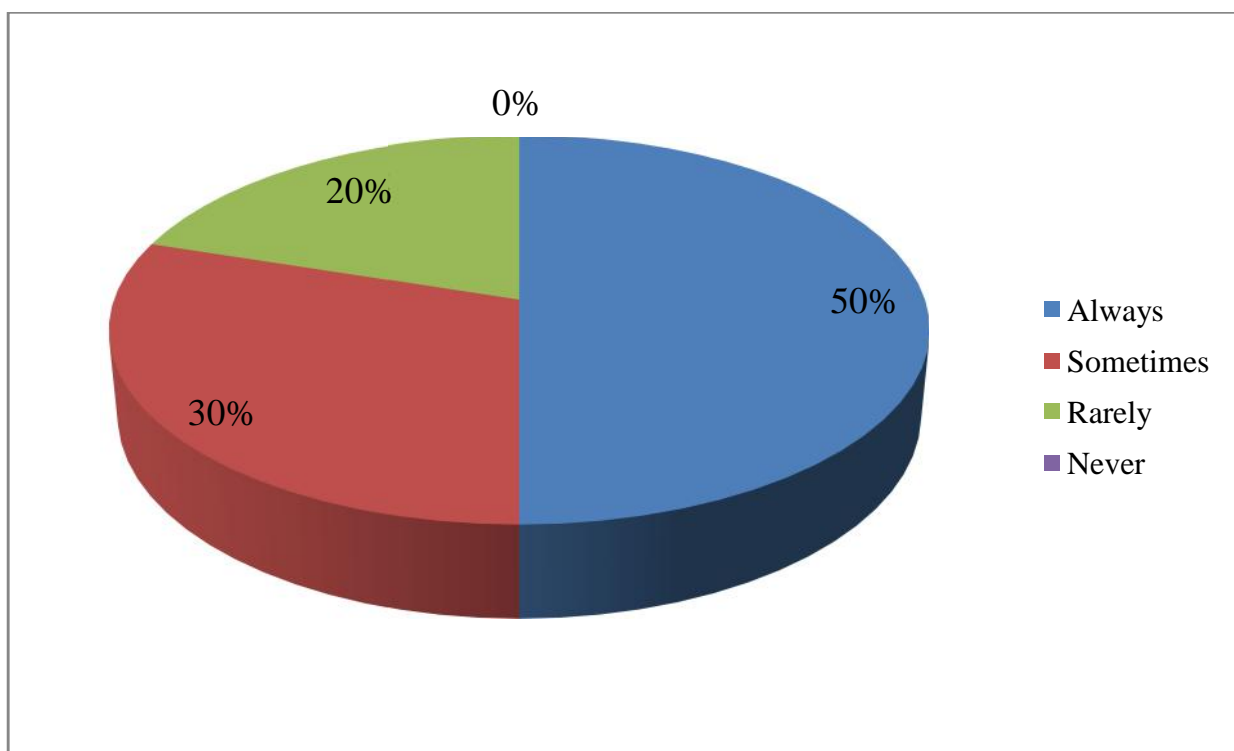
Pie-chart 3.10: Sources of Anxiety in Oral Classes

The graph points that 83% of the subjects (25 students) are afraid of the lack of preparation during their oral performance, 10% of them (3 students) are afraid of their classmates and 7% (2 students) are afraid of the teacher. Those factors reflect the learners' lack of confidence.

Table 3.11: The Frequency of Mistakes' Correction

Q6.c: How does your oral teacher correct your mistakes during your oral performance?

	Always	Sometimes	Rarely	Never	Total
Numbers	15	9	6	0	30
%	50%	30%	20%	0%	100%

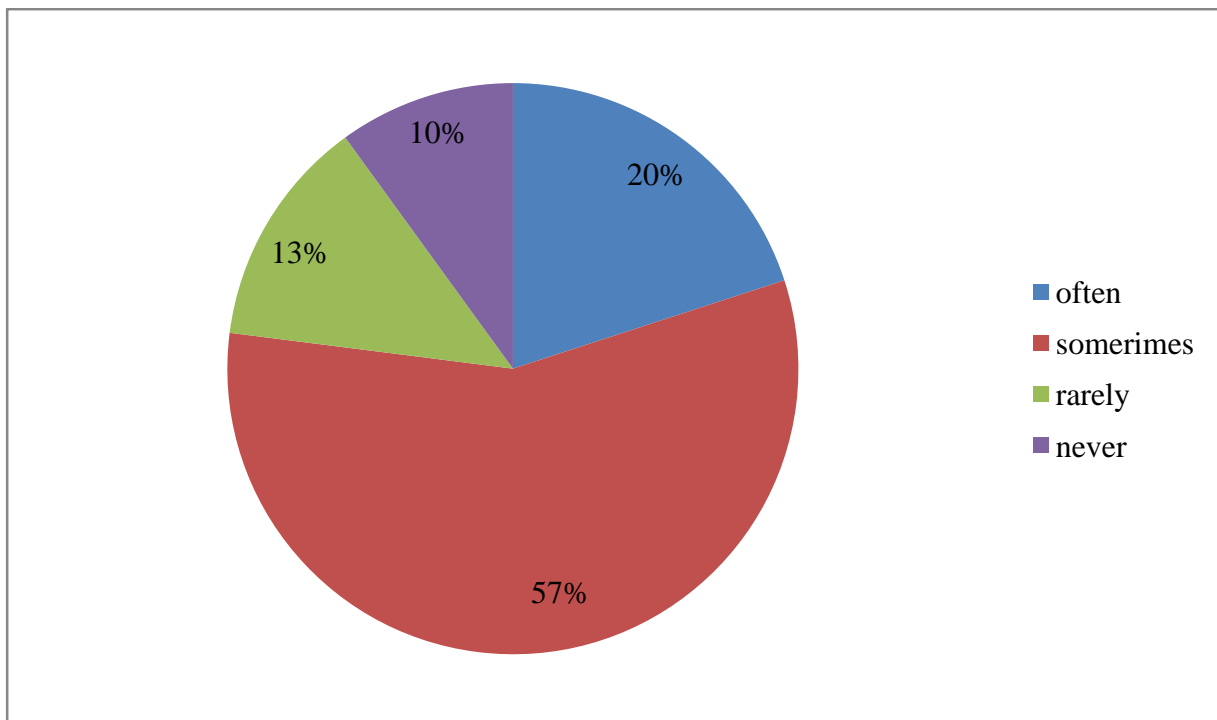
Pie-chart 3.11: The Frequency of Mistakes' Correct

The table screens that 50% from the entire population stated that their teachers always correct their mistakes, 30% argued that sometimes their mistakes get corrected by their teachers. However, 20% answered that they rarely get corrected by the teachers. According to the participants' answers, their mistakes might not be all the time corrected by the teachers, but they get corrected anyway (no one answers as never for the mistakes correction 0%)

Section tow: Motivation in oral sessions**Table 3.12: Students' Frequency of Using English outside the Classroom**

Q1: How often do you talk in English outside the classroom?

	Often	sometimes	rarely	never	Total
Numbers	6	17	4	3	30
%	20%	57%	13%	10%	100%

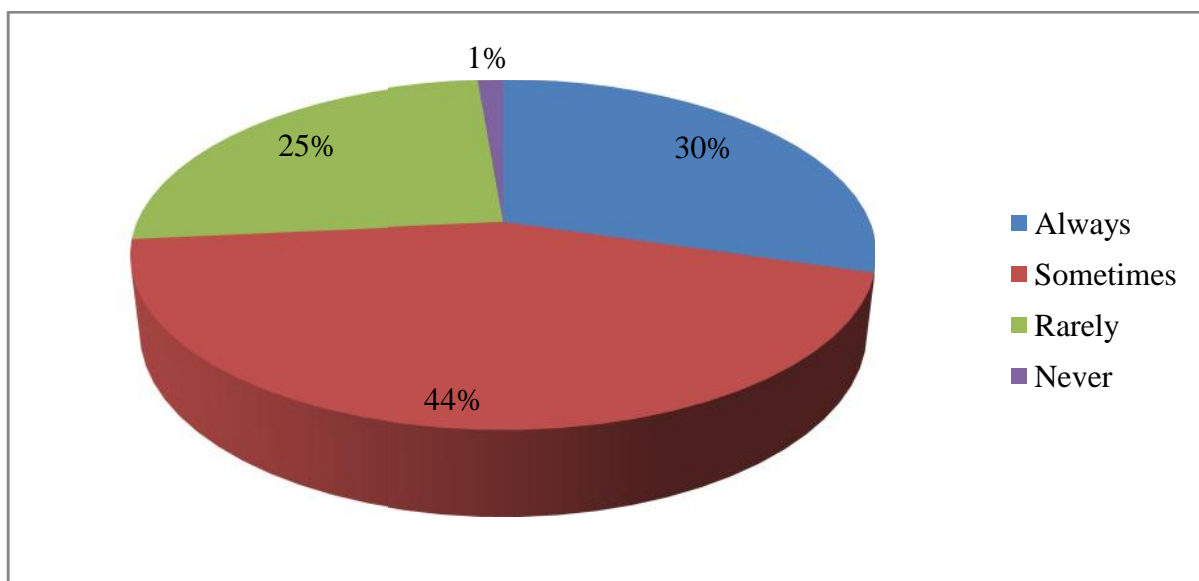
Pie-chart 3.12: Students' Frequency of using English outside the classroom

Learners, who use English outside the classroom, are considered to be intrinsically motivation and it envelopes tow categories: the minority 20% (6 students) who claimed that they often and the majority of 57% (17 students) who stated that it is sometimes used by them. In contrast to 13% (4 students) who affirmed that they rarely use English outside the classroom and to 10% (3 learners) who answered as “never” to the use of English outside the classroom.

Table 3.13: Frequency of Students' Participation in the Oral Sessions

Q2: how often do you participate in the oral sessions?

	Always	Sometimes	Rarely	Never	Total
Numbers	8	12	7	3	30
%	27%	40%	23%	10%	100%

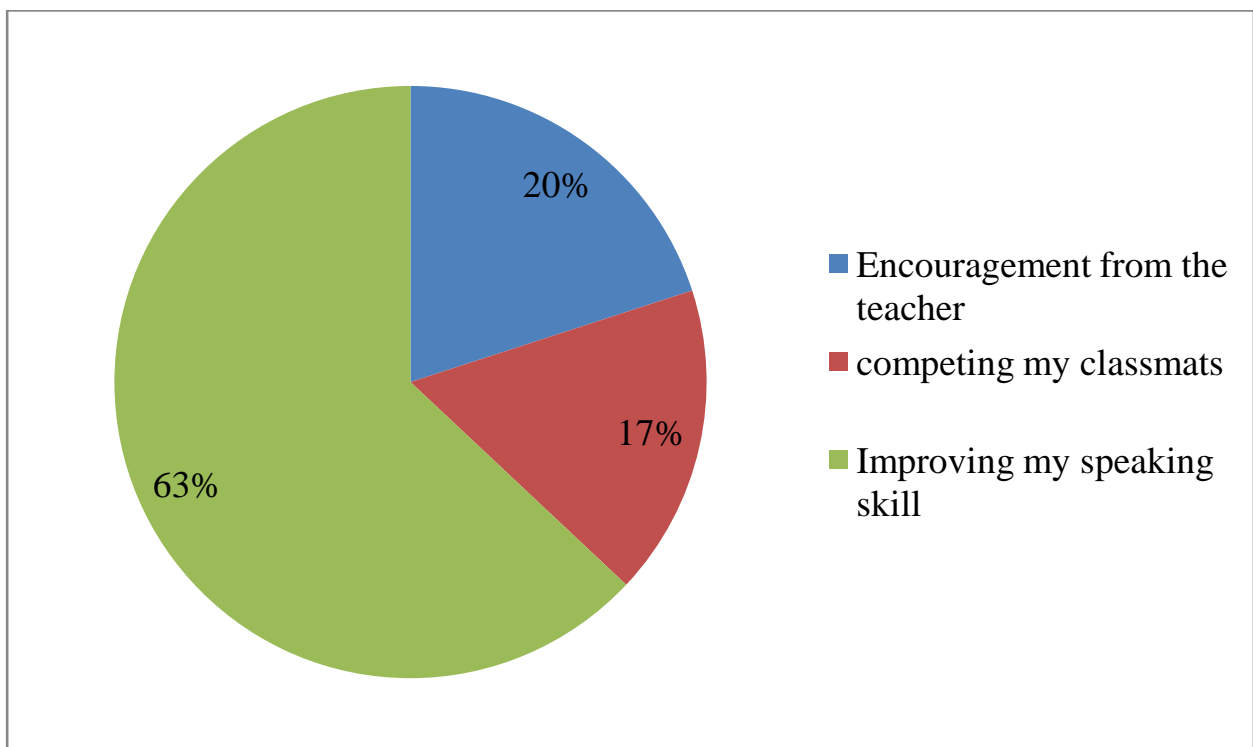
Pie-chart3.13: Frequency of Students' Participation in Oral Sessions

Through this question, it is wondered to know the subjects' frequency of using the target language and their willingness to speak. Theorists of the field and instructors generally agree that the only motivated learners take the initiative to participate even when they are not required to do so. Such a category is represented by only 27% of the whole population (8 students). 40% (12 students) stated that they sometimes do so; this reflects the relative percentage of the students who are indeed interested in the topics being discussed. 10% of (3 students) opted for "never"; that mirrors the lack of interest and motivation. Whereas, 23% (7 students) answered as "rarely" to the previously mentioned question.

Table 3.14: Students' Motivating Factors during Their Oral Sessions

Q3: which one of the following factors motivates you the most in the oral sessions?

	Encouragement from the teacher	Competing my classmates	Improving my skills	Total
Number	6	5	19	30
%	20%	17%	63%	100%

Pie-chart 3.14: Students' Motivating Factors during their Oral Session

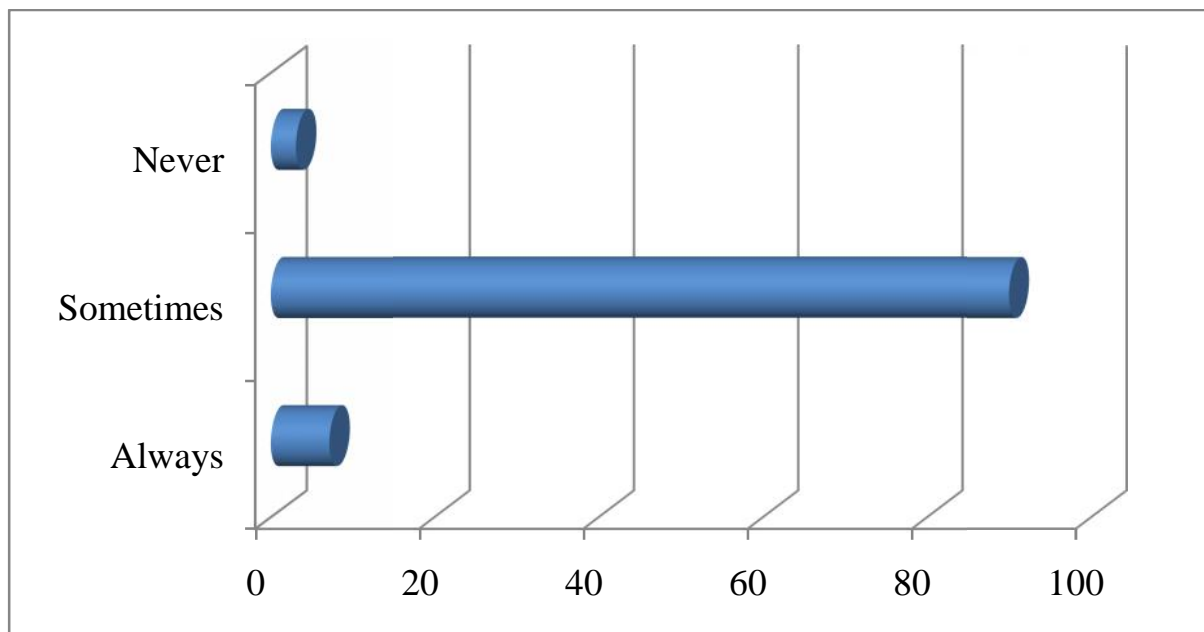
This chart demonstrates that, 63% of the whole population (19 students) is driven by the willingness to improve their speaking skills, 20% (6 students) need the teachers to boost their motivation. Whereas 17% (5 students) whom their motivation is driven by the classmates' competition.

Table 3.15: Degree of Students' Interest to the Chosen Topics in Oral Expression

Q4: Are the suggested topics in the oral session motivating?

	Always	Sometimes	Never	Total
Numbers	2	27	1	30
%	7%	90%	3%	100%

Bar-graph 3.2: Degree of Students' Interest towards the Suggested Topics in Oral Session



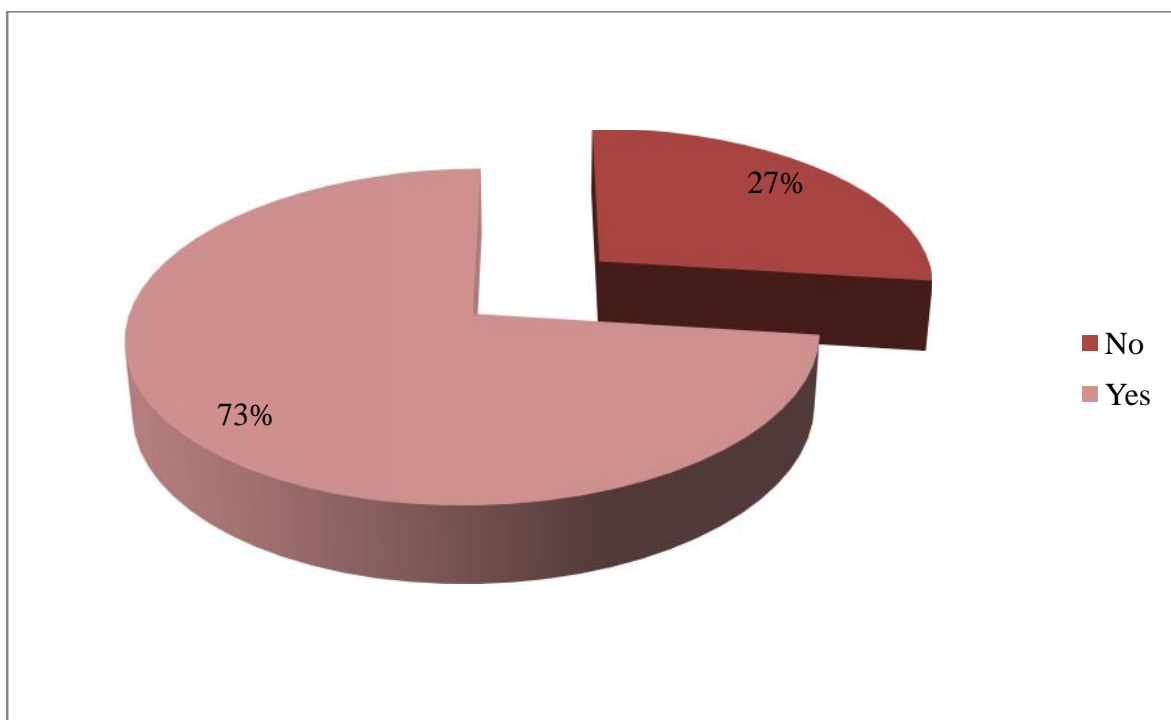
The bar-chart above highlights that a high percentage of the students (90%) representing 27 students consider sometimes the chosen topics in the oral session interesting, 7% (2 students) of them are always motivated by the chosen topics. Whereas 3% (1 student) said that the topics are unexcited.

Table 3.16: The Degree of Motivation Provided by the Teacher in the Classroom

Q5: Do you feel that your teacher is motivating you in the classroom?

	No	Yes	Total
Numbers	8	22	30
%	27%	73%	100%

Figure 3.16: The Degree of Motivation Provided by the Teacher in the Classroom



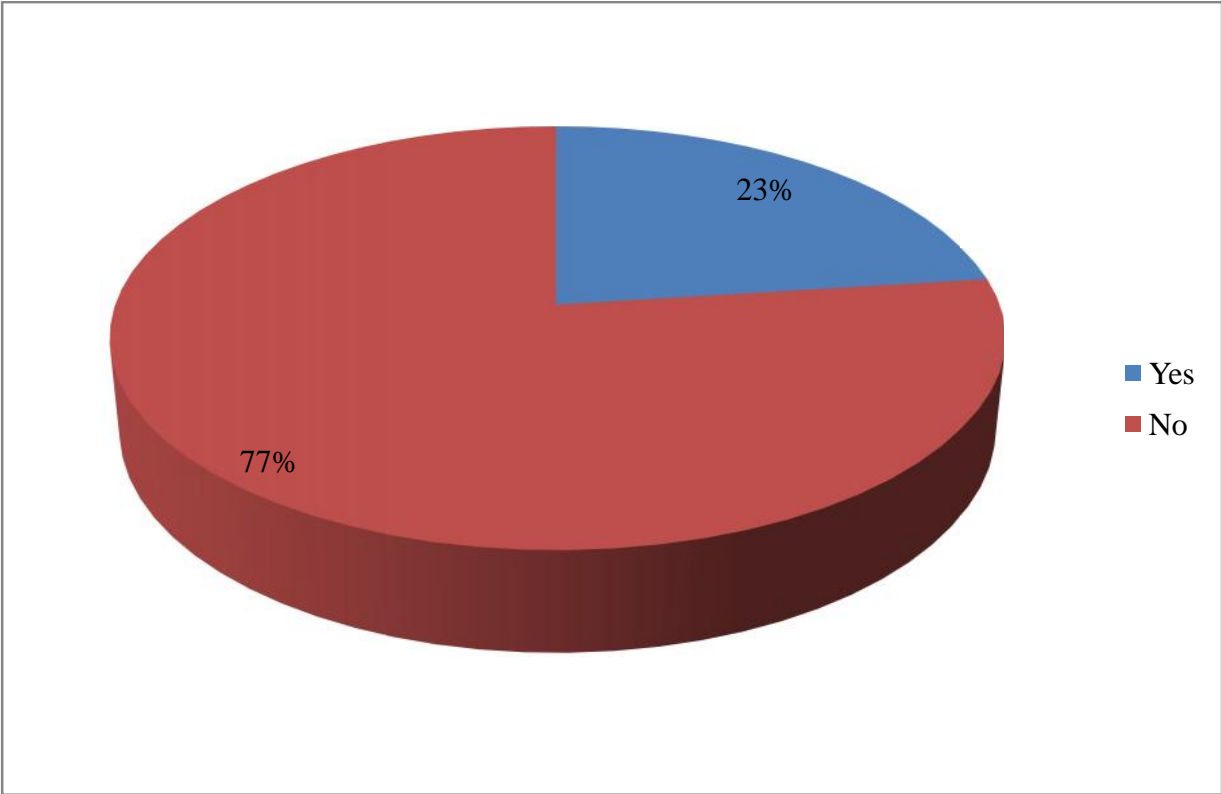
Regarding this question, 73% of the whole population (22 students) agrees that the teachers stand as sources of motivation, whereas 27% (8 students) of them contrast the opinion of the others.

Table 3.17: The Use of Learning Strategies by Learners

Q6: do you use any learning strategies in your learning?

	Yes	No	Total
Numbers	7	23	30
%	23%	77%	100%

Pie-chart 3.17: The Use of Learning Strategies by Learners



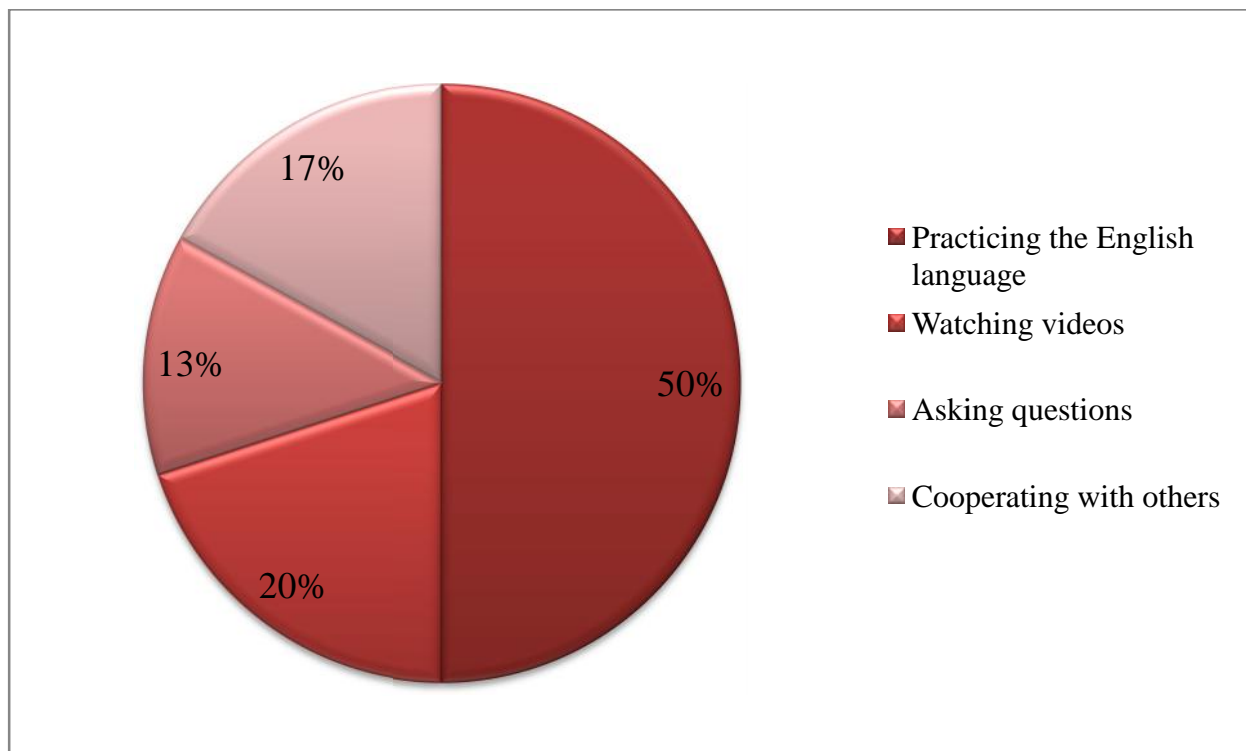
It can be figured out from the graph that a high percentage of the whole population use learning strategies 77% in contrast the rest of the population 23% do not do so.

Table 3.18: Students' Option of Learning Strategies during their Oral Session

Q7.a: if yes, what are the strategies that you use in order to grasp from the oral session?

	Practicing the English language	Watching videos	Asking questions	Cooperating with others	Total
Numbers	15	6	4	5	30
%	50%	20%	13%	17%	100%

Pie-chart 3.18: Students' Option of Learning Strategies



As far as the choice of learning strategies is concerned, 50% of the whole population chooses to practice the language, 20% agree upon watching videos, when 13% prefer asking questions and 17% choose cooperating with others. All those strategies lead to a strong foundation of the language.

3.5 Students' Questionnaire Interpretation

On one hand, from the analysis of the students' questionnaire it is quite clear that there is a great influence of CLT on the level of the learners' motivation in what concerns their oral performance. Indeed, it was affirmed by the subjects that there is a great deal of interest and enthusiasm devoted by those who have a strong willingness to study the English as a foreign language during the oral sessions.

In this regard, a strong relationship among the students' personality and their participation exists. It is revealed that extrovert learners are usually risk takers and less inhibited than the others due to their sociable behavior. In contrast, introverts are believed to be inhibited and shy, they need an external back-up by teachers to enhance their motivation such as creating a free anxiety atmosphere.

Through their answers, it is indicated that English was the choice of a huge number of students from the beginning. However, their answers revealed that "the speaking skill" seemed to be the most difficult aspect to be covered in English. As a result, for them the willingness to master such a skill is the motif towards the EFL language learning by which the latter leads to a strong communicative competence foundation.

The study highlights moreover that the attendance of the oral classes is realized by a significant number of students not who participate and share their background with their mates under the goal of improving their oral performance in English language. Most learners are indeed excited and energetic towards the oral sessions, but the lack of preparation might interrupt their enthusiasm to perform the language in any task. In the same line thoughts, feelings of boredom and lack of simulated subjects and methods of teaching might hinder the learners' concentration. Many students assert that they are regularly being corrected by the teacher when committing mistakes in the language production.

Despite that, it is not advised to correct learners' mistakes all time because it might reduce their self-confidence and courage to participate in the classroom. In short students nowadays are familiar with the CLT approach since they adopt some learning strategies from it such as watching videos, practicing the language, etc. In other words, they are they are aware of the CLT benefits and they know how to grasp from it to enhance their motivation to perform better orally.

3.6 Teachers' Interview Analysis

Q1: How long have you been teaching the English language?

This question aims at knowing the experience of the EFL teachers at SAIDA University. Among 6 teachers, 2 teachers have the experience of more than 10 years in teaching, whereas the others the average of their experience in teaching varies from 3 years to 10 years.

Q2: what are the skills that your students enjoy the most?

4 teachers agree upon the oral skills, one said *"I think the oral skills are mostly enjoyed by the EFL learners, and this is quiet normal because if you ask any FL learner why he/she is learning the FL, they will tell you that want to be able to understand it and speak it"*. When in fact 2 teachers agree on the listening skills. One teacher said in this sense: *"listening is mostly enjoyed by my students because they find a solution when they several times do not have the answers for the questions"*.

Q3: how is the speaking level of your students?

The results recorded reveal that 3 teachers evaluate their students' level as average, when 2 of them state that it is below the average. One teacher said in that regard: *"I think that their level is below the average, except of course some students who are really excellent"* and 1 claims that the learners' level is good.

Q4: Are you satisfied with your learners' performance inside the classroom?

5 teachers assert that they are partially satisfied with their students' performance. When one teacher said in this regard *"I am not really satisfied because they are not making efforts I want them to make. Sorry to say, but nowadays we have less motivated learners"*.

Q5: When one of your students fails to speak, how do you correct him/her?

According to the recorded answers of the teachers, all of them opt for the indirect and the constructive way of correcting mistakes. One teacher said: *"usually the correction is provided in an indirect manner, so I restart what she/he said when they finish speaking and try to give him/her the correct form"*. Another one said: *"I devote the last 10 min of the session to correct the common mistakes with the learners without saying who said that"*

Q6: What are the difficulties that your students encounter while expressing themselves?

Among 6 teachers, 3 teachers affirm that the most commonly encountered mistakes. 2 teachers claim that the main problems lay in the communicative competence where the lack of ideas and the mother tongue influence manifest themselves clearly. The remaining teacher asserts that among the wide range of problems, accuracy is the main one, one teacher said in this respect: *"some students are fluent speakers but not accurate ones"*.

Q7: What are the teaching strategies you find effective in your classes?

4 teachers believe that paying attention to the learners' affective dimension can help in developing their oral skills by establishing a free-anxiety atmosphere. 2 of them suggest that developing the psychological conditions

among the individual students might raise their motivation towards learning the FL and 1 teacher said that they opt for class discussions and group work.

Q8: If your learners are not motivated for the oral expression session (in a certain task), what plans do you suggest to reduce such a problem?

All teachers agree upon the following plans:

- Asking engaging questions.
- Identifying the sources of the problems in order to cure them.
- Selecting appropriately the classroom activities in terms of difficulty.
- Using small group activities with shy students.

3.7 Teachers' Interview Interpretation

One the other hand, the teachers' interview stood as a second argument which affirms that CLT is an effective approach that develops students' motivation and their willingness to better perform the English language orally. Through their answers, teachers are partially satisfied with their students' performance, they claim that despite they are motivated in the oral sessions, but still more efforts ought to be devoted by them to improve their oral performance. Teachers' answers demonstrate that any traditional practices in teaching were marginalized where by the task was not only being the teacher of the classroom, but the latter took many forms and directions (The guide, the facilitator, the source of consultations, the friend, etc.). In other words, they are trying to typify the CLT teacher as much as they can in order for their learners to feel relaxed and less inhibited. According to the recorded answers it seems that some EFL principles are applied in the classrooms. Along with that, teachers avowed that their optimal goal is emphasizing the communicative competence of learners using various CLT activities (games, peer work, group work, class discussion, etc.).

Students' level in speaking according to the teachers' answers is average and the reason behind that lays on some factors such as shyness, lack of self-confidence and vocabulary. Therefore, they are still struggling between realizing both of accuracy and fluency simultaneously, they are not yet familiar with practicing the language orally. To cure such a hindrance, teachers are offering the students the chance to participate (providing comments about the lesson, correcting each other's mistakes if necessary). Apparently the use of modern strategies makes the students more involved in the learning process.

3.8 Analysis and Interpretation of the classroom observation

Physical Aspects of the Classroom

The target section details the physical aspects of third year English students at SAIDA University. Through this section, it is figured out the following: The classroom consists of 30 students (7 males\ 23 students), the seating arrangement of the classroom was quiet organized and all the shares were full, but it is quiet difficult to work with such a number (the classroom was a bit crowd and it is not supposed to be the case for University classes).

Interaction Patterns

Teacher-students and student-student interactions took place largely during the lesson delivery. The teacher asks questions (The questions vary from direct to indirect questions) to stimulate learners' motivation, he corrects their errors in a constructive way depending upon a regular basis.

The teacher does not take much time to talk (about 30% of the whole session time). Whereas, students get enough scope for discussions, debates, creating smoother environment. Students are given time to answer the teacher's questions and even if they do not know the answer, they are given time to think about the answer; simultaneously they do not seem worry or frustrated when

they interact with the target language though their language was not that perfect. At the end of session learners are given the chance to ask for any ambiguities or to give any comments about the lesson.

Teaching Techniques and Procedures

The teachers do not consume much time to explain the lesson, but he involves the students into groups/pair activities. Any traditional practices were prevented by the teacher whereby the lesson delivery took many ways (games, debates, watching videos, etc.). Hence the teacher was not found to deliver the lesson as he used to be, but he performs the task of a facilitator, a guide, and a source of consultations. The teacher begins the lesson by asking some opening questions to measure the learners' background about the target topic.

Classroom Management

The teacher from the beginning of academic year, explains the way he teaches, the way of measuring the students' level, the rules that are not negotiable, instructions to create a good and a well organized learning environment. The teacher is in front of a complex role to perform. One time, he should be the learners' friend to build a good relationship with them, and other times, serve as the teacher when it comes to misbehaving.

3.9 Conclusion

The main concern of the present study deals with the relationship between learners' motivation and their oral proficiency within CLT framework. The research allows a detailed investigation about whether third year English language students' motivation is promoted by using CLT to perform better at SAIDA University.

The results of the students' questionnaire, the teachers' interview and the classroom observation supported the research hypotheses. Most of participants

(students) were driven by the motivation to improve their speaking capacities. Besides that, the oral expression teachers avowed that the motivational factor spell success in learners' oral performance. Yet, instructors assert that they are in front of a decisive task since motivation determines learners' achievement. Thus, according to them, the teaching strategies should be selected appropriately and carefully to create a comfortable atmosphere in the classrooms by which a philosophy of cooperation in learning going to be arisen.

The following chapter suggests some activities and techniques that might help in promoting both of teaching and learning processes.

Chapter Four

Suggestions and Recommendations

4.1 Introduction

The previous part ensured that students' motivation influence their oral performance and their achievement therefore. In order to realize the latter, learners and instructors need to cooperate with each other. This part of the chapter contains a set of recommendations to teachers and some suggestions to students which might help in CLT implementation in the teaching process.

4.2 Suggestions

4.2.1 EFL teachers need to be trained in CLT and Materials Development

According to the findings, most of university teachers are not yet familiar with CLT implementation at SAIDA University especially the most experienced ones (they are used to traditional methods of teaching). Although, some teachers have been trained to teach English language using CLT (teachers graduated from ENS). Hence, learners that have been taught by the untrained teachers have not a clear idea about CLT. Thus, they might do their exams but their level will not be promoted in English. The university authority ought to provide teachers with the needed equipments to complete this task. English teachers should moreover improve their professional knowledge and understand CLT substance.

4.2.2 The Approaches and Techniques Selection

Before starting any given subject matters, instructors ought to prepare a list of methods as one method could stand as an alternative to any ineffective method. In this sense, they have to test and identify their students' weaknesses at a regular manner to come out with a method that suits all types of students in the classroom.

4.2.3 Changing the Classroom Environment

One of the most faced problems at SAIDA University is the oversized classes. Several times teachers lose control of all learners especially with first year classes, where listening and speaking skills are not given emphasis they

need. Indeed, there are 4 groups of 3rd year level, but each group actually contains from 25 to 30 students. So the core of the problem is the limited number of classrooms designed for English students. Thus, decision makers should provide SIADA University with more chairs of studies and more equipment.

4.2.4 Including Interesting and Practical Topics

In order to develop the productive skills, the syllabi should contain interesting and practical topics to prepare learners to interact with English in real life situations such as being more aware of the language culture to prevent any cultural shocks. Via this, students will learn grammar structures while training their communicative competence.

4.2.5 Reducing Students' Hesitation

The principle of “learning through making mistakes” should be integrated in the learners' minds. Teachers should explain how this factor is natural in the learning process in order to reduce hesitation. On the same line of thoughts, teachers should reduce their speaking time to offer students the chance to express their thoughts.

4.2.6 Building Long Term Learning

Considering that the speaking skill is the fruit of learning a foreign language, the remaining skills (reading, listening and writing) should be emphasized upon a solid basis. The latter results not only in satisfying the current needs but serves the long time needs also.

4.2.7 Classroom Management

According to the findings, students consider mistakes making as a measurement to their current level in English language. In this sense, Dörnyei (2001a, p.40) states, “*language learning is the most face-threatening school subjects because of the pressure of having to operate using a rather limited language code. Learners are forced to ‘babble like a child’ which might just be the last straw for some whose personal identity is already unstable or*

damaged...” Hence, teachers should set strict rules to prevent any behaviors like laughing to others’ mistakes. In parallel, they should enjoy a sense of humor to reduce anxiety so that learners’ motivation is going to be supported.

4.2.8 Cooperative Interactions

It is believed nowadays that the cooperative interactions between learners promote their motivation to learn the language. As a result, the cooperative interactions develop learners’ autonomy and reduce anxiety. Within this task, teachers should divide activities within students in order to discuss and find solution to the problem (Kalvodová, 2008, p 26-27).

Dörnyei (2001a, p.92-94) provides teachers with some instructions to support learning process by creating self-esteem notion in students’ personalities:

- Avoid comparing successful and unsuccessful students and stating their grades in public.
- Avoid serious competitions, but promote more cooperation.
- Avoid correcting every mistake to not make students lose their self confidence.
- Inform them about tests in advance and provide enough time during tests.
- Give many options to improve the final grade.
- Avoid asking students to give answers without their agreement.
- Avoid trying to discipline students with humiliation.

4.3 Treating Errors

Hedge (2000) stated that the way of teachers’ correction to learners’ errors is a crucial matter. The latter offers chances to students to acknowledge their mistakes, approach them, and then try to avoid them as much as possible. Thus, Instructors need to interfere when students’ errors are systematic (developmental). Whereas careless mistakes do not need teachers’ correction. Once again, Hedge revealed that mistakes need to be cured with various strategies according to students’ psychologies. Teachers might say “NO”, repeat

the student's sentence with a raised intonation, and repeat the question with an emphasis to the main points that are recommended from the learner or simply uttering "what did you say..?" When in fact some activities do not request correcting students' mistakes on the spot. In such cases, teachers need to write those mistakes on the board to be corrected with all students later on without saying who said this and that.

4.4 Activities used to teach Speaking

According to Thornbury School of thoughts (2008), learners pass via different stages during their process of learning to communicate with the target language. The first stage is "awareness" where students need to be aware of the target language characteristics. The second stage is "appropriateness" where students are required to integrate those language characteristics in their existing language. The last stage is "autonomy" within this stage; students ought to be able to use the newly acquired knowledge in performing the target language (they might be called in this stage 'autonomous learners').

According to Thornbury (2008, p. 41-111), theorists formed a set of activities that suit those stages accordingly. These activities make learners more involved in the learning process since they spell interest and motivation in EFL classes.

4.4.1 Awareness

Awareness activities emphasize the following aspects: the language features, socio-cultural rules, topic shifts, performance effects, communicative strategies, speech acts, and features of spoken grammar, discourse markers, vocabulary, lexical chunks, stress; and intonation.

4.4.1.1 Using Recordings

The use of audio-recorded materials (especially authentic conversations) enables learners to be in touch with the communicative language use.

4.4.1.2 Using Life Listening

Within this task, students are required to perform a given oral task, they listen to a professional speaker performing the same task for the sake of figuring out the features of language that are well performed by the competent speaker, to be reproduced latter on by the learner correctly.

4.4.2 Appropriateness

When language features are approached with a great deal of awareness, now learners are asked to appropriately use them under a control over their oral production.

4.4.2.1 Drilling and Chants

4.4.2.1.a Drilling

It is repeating key words, sentences, or expressions after learning them.

4.4.2.1.b Chants

Students generally enjoy chants. They listen to songs and play games to make the new words and the idiomatic expressions familiar to learners.

4.4.2.2 Milling Activities

In such activities, students make use of the standard language repetitively under the form of questions such “would you ever...?” in order to collect their mates’ point of views.

4.4.2.3 Writing Tasks

It seems quiet unfamiliar to speak about writing in oral performance. But it cannot be denied that writing skill has a remarkable influence on speaking skill. The following tasks explain more this influence:

4.4.2.3.a Dictation

In dictation, students are asked to write the expressions that the teacher dictates in order to be used latter on in dialogues' writing.

4.4.2.3.b Paper Conversation

Students are asked to write a conversation on a shared paper (pair or group work) that the teacher corrects while walking around the group.

4.4.2.3c Computer Mediated Chat

Students are required to communicate with the target language using Internet chatting. The latter enriches the learners' language since it seems to very effective.

4.4.2.3.d Re-Writing

Learners are asked to “adapt” and “modify” written dialogues to acquire what has been newly introduced.

4.4.2.4 Reading Aloud

It helps learners to get read of the stress of what to say next. In this regard, Mark Powel in Thornbury (2008) suggested four technical steps which he called “sound scripting”:

- Teachers give students a passage to read, and then he asks them to point out where pauses take place.
- They point the word stress.

- Then they come to a decision about the sequence of words that are deliberate.
- Finally, they practice reading the given passage.

4.4.2.4.a Dialogues

Through dialogues' practice, students would develop grammatical and lexical structures upon a strong basis.

4.4.2.4.b Items on Board

In this task, some expressions (e.g. have you experienced...?) stimulate their imagination channels to think about situations where those expressions can be used.

4.4.2.4.c Disappearing Dialogues

The teacher writes the full content of the dialogue on the board, where students are asked to read it in pairs, then s/he starts removing the dialogue sections one after the other to make learners memorize the dialogue and re-write it by their own.

4.4.2.4.d Dialogue Building

In contrast to dialogue disappearing, the teacher provides learners with drawings (e.g. drawing 3 persons in the supermarket) and asks them questions like “who are they?/ do they know each other?” they are required to figure out the situation. By so doing, they would be able to build a dialogue that suits the situation.

4.4.2.5 Communicative Tasks

Via these tasks, automaticity will be enhanced in learners' oral performance. Teachers in this sense believe that learners need fluency more than

accuracy. In other words, they emphasize what to say rather than how to say considering that it benefits them more in real life situations.

4.4.2.5.a Information Gap Activity

In this task, learners are offered the opportunity to share information they have and that their mates do not know. This task stimulates students' interaction.

4.4.2.5.b Jigsaw Activity

It is so called because it involves many participants. Within this task, teacher arranges four flashcards and tells learners about the general idea that those cards uphold. Then s/he distributes the cards for four subgroups number one. For instance, to describe what s/he has seen. Later on, the teacher and subgroup number one are members who decide upon the idea that this card upholds.

4.4.2.5.c Survey

In this activity, students are divided into groups in order to gather their opinions about a given issue to confirm or disconfirm the hypothesis suggested by the teacher concerning the given issue.

4.4.2.5.d Guessing Games

It is like “who am I?” or “what am I?” In this regard, every student thinks about an object as well known person or an animal and learners keep guessing till they figure out what was thought.

4.4.3. Autonomy

Thornbury (2008, p.90) describes autonomy as being “*the capacity to self regulate performance as a sequence of gaining control over skills that were formally other-regulated*”. The following activities are concerned to enhance automaticity in learners.

4.4.3.1 Personality and Talks

Students are asked to perform the following activities in front of their mates in order to be prepared for real life situations.

4.4.3.2 Show and Tell

Learners are asked to present a picture about a topic that interests them, and then they should be ready to answer their mates' questions.

4.4.3.3 Did you Read About?

Students are asked to speak about a topic that they might heard about it in a newspaper or in a book then the other students are given the chance to give their opinions about the topics.

4.4.3.4 Academic Presentations

Within this task, students are required to give academic presentations that obey academic standards. After the student finishes presenting his/her work a group discussion might take place.

4.4.3.5 Stories, Jokes and Anecdotes

Jokes and anecdotes have the same aim. They have been used a lot in teaching processes due to their affectivity in improving students' oral skills.

4.4.3.5.a Guess the Lie

Within this task, a student is asked to tell his/her friends in the classroom three anecdotes by which tow of them really happened to him/her but the third one is only a lie. The rest of the classroom students are required to figure out that lie. This task strengthens relationship between students of the classroom and by so doing they might remain close to each other.

4.4.3.5.b Insert the Word

After giving students cards with different expressions, they are then required to tell anecdotes one after the other and their mates figure out the secret item that this anecdote contains.

4.4.3.5.c Chain Story

Students take turns to produce a meaningful sentence within the same context till they build a story.

4.4.3.5.d Party Jokes

Students tell jokes one after the other, when they finish all of them vote to decide for the best one.

4.4.3.6 Discussions and Debates

Discussions and debates are used excessively by oral teachers. But “panel discussions” seem to be more helpful in developing fluency with learners. In this task, the group of students on the panel gives its arguments about the target issue and students from the audience either agree or disagree. It makes students think more about what to say rather than who to say.

4.4.3.7 Role plays

This task makes the learner meets the communicative language used in real life situations.

4.5 Conclusion

This research has raised the current issues in what concerns Motivation in oral classes within a CLT framework at SAIDA University. It provides humble suggestions to both of teachers and students to perform well in both of teaching and learning processes. It presents moreover a set of effective activities that helps in so doing. The research reflects findings that are quite similar to other reviewed studies.

General Conclusion:

The connection that exists among motivation and the oral proficiency has always been a matter of teachers' interest. The research issue was investigating whether motivation spells success in learners' oral performance for third year English students at SAIDA University. The main aspect that CLT emphasizes is learners' affect. In this sense, the first chapter was devoted to CLT main principles. The second chapter introduced motivation from the earliest points of view till recent ones across a chronological timeline. The third chapter analyses the obtained data to arrive to the findings that confirms the research hypotheses. The fourth chapter suggested a set of suggestions and recommendations that might help in well performing both tasks of teaching and learning. All the mentioned chapters are related to one another to serve the research aim.

The works published on motivation as a factor that helps students promote their oral skill reveal the same findings that the participants affirmed. Students' questionnaire revealed that the most of students (extroverts) are internally motivated to do better in the FL learning process; they show a great deal of interest to do so. In contrast to the minority of them (introverts), they are quite less motivated, they consequently need an external stimulation to do so. Although, CLT could be itself a hinder to learners' success and motivation if teachers are not aware of its principles and application. The various activities it encircles makes learners more engaged in the learning process. Undoubtedly, it makes them explore the real role of the teacher, that the teacher does not stand as an authority as he used to, but as a guide and a facilitator to them.

Certainly, the current work has shed some light on the CLT affectivity in promoting students' oral skills; it covers the most important aspects of the topic. Thus, the obtained findings might be sustained by further researches in the domain for the sake of teaching and learning progression.

Bibliography :

- Haynes, J. (2007). *Getting Started with English Language Learners: How Educators Can Meet The Challenge*. USA: Association for Supervision and Curriculum Development.
- Mc Gruck, H. (1984). *Growing and Changing*. Methuen.
- Slavin, R. E. (2003). *Educational Psychology: Theory and Practice*. USA: Pearson Education.
- Whitman, R.D. (1980) *Adjustment: The Development and Organization of Human Behavior*. New York, Oxford: Oxford University Press.
- Ott, J. S., Parkes, S. J., & Simpson, R. B. (2007). *Classic Readings in Organizational Behavior*. Wadsworth Publishing
- Pennock, G. A. (1930). Industrial research at Hawthorne. *Personnel Journal*, 8, 296.
- Roethlisberger FJ. (1965). *Management and Morale*. HARVARD UNIV PRESS.
- Taylor, F. W. (1911). *The Principles of Scientific Management*. New York: Norton.
- Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2008). *Managing Human Behavior in Public and Nonprofit Organizations*. Sage Publications, Inc.
- Katzenbach, J. R., & Smith, D. K. (2003). *The Wisdom of Teams: Creating the High-Performance Organization* (Collins Business Essentials). Collins Business.
- Maslow, A. (1946). A theory of human motivation. *Psychological Review*, 50, 370-396.
- Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational behavior and human performance*, 4, 142-175.

- McClelland, D. C. (1988). *Human Motivation*. Cambridge University Press.
- Salanova, A., & Kirmanen, S. (2010). Employee Satisfaction and Work Motivation – Research in Prisma Mikkeli. *Mikkeli University of Applied Sciences*
- Ricky W. Griffin, “Management”, Tenth Edition, 2007.
- Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational behavior and human performance*, 4, 142-175.
- Williams, M. & Burden, R. L. (1997). *Psychology for Language Teachers: a Social Constructivist Approach*. UK: Cambridge University Press.
- Salkind, N.J. (ed.) (2008). *Encyclopedia of Educational Psychology: Cooperative Learning*. USA: Sage Publication.
- Adams, J. S. (1965). Inequality in Social Exchange. In Berkowitz, L.

(ed.) *Advances in Experimental Psychology*, 2, 267-300. Academic Press, New York.

- Steers, R. M. and Shapiro, D. L. (2004). Introduction to special topic forum: The future of work motivation theory. *Academy of Management Review*, 29, 3, p. p. 379–387
- Salanova, A., & Kirmanen, S. (2010). Employee Satisfaction and Work Motivation – Research in Prisma Mikkeli. *Mikkeli University of Applied Sciences* .
- Essays, UK. (November 2018). Motivation Theory Literature Review. Retrieved from <https://www.ukessays.com/essays/business/motivation-theory-literature-review-business-essay.php?vref=1>
- Adams, J.S. (1965). *Inequity in Social Exchange: Advances in Experimental Social Psychology*. New York, Academic Press.

- Austin, W. and Walster, E. (1974). "Participants" Reactions to Equity with the World." *Journal of Experimental Social Psychology* 10: 528-548.
- Deutsch, M. (1985). *Distributive Justice: A Social-Psychological Perspective*. New Haven, Yale University Press.
- Dornstein, M.E. (1988). "The Fairness Judgments of Received Pay and their Determinants." *Journal of Occupational Psychology* 62(4): 287-299.
- Goodman, P.S. (1974). "An Examination of Referents used in the Evaluation of Pay." *Organizational Behavior and Human Performance* 12(2): 170-195.
- Hills, F.S. (1980). "The Relevant other in Pay Comparisons." *Industrial Relations* 12:345-351.
- Luthans, F. (1995). *Organizational Behavior*. New York, McGraw-Hill.
- Ronan, S. (1986). "Equity Perceptions in Multiple Comparisons: A Field Study." *Relations* 39(4): 333-346
- . Scholl, R.W., Cooper, E.A. and Mckenna, J.F. (1987). "Referent Selection in Determining Equity Perceptions: Differential Effects on Behavioral and Attitudinal Outcomes." *Personnel Psychology* 40(1): 113-124.
- Steers, R., Porter, L. and Bigley, G. (1996). *Motivation and Leadership at Work*. New York, McGraw-Hill.
- Szilagyi, A.D. and Wallace, M.J. (1990). *Organizational Behavior and Performance*. Glenview, Scott and Foresman.
- Messe, L.A., Dawson, J.E. and Lane, I.M. (1973). "Equity as a Mediator of the Effect of Reward Level on Behavior in the Prisoner"s Dilemma Game." *Journal of Personality and Social Psychology* 26(1): 60-65.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd Ed.). Harlow, England: Pearson Longman.

- Ramage, K. (1990). Motivational factors and persistence in foreign language study.
Language Learning, 40, 189-219
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 1 (78), 12-28.
- Madrid, D. (2002). The power of the FL teacher's motivational strategies. *Revista d Filologia ysu Didáctica*, 25, 369-422.
- Yule, G. (2006) *The Study of Language*. (3rd ed.) Cambridge University Press.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. San Francisco: Pearson Education.
- Anthony, E. M. (1963) *A Practical Guide In The Teaching of English As An International Language: Approaches To Language Teaching*. G. Abbott and P. Wingard (eds) Biddles Ltd, Guilford, Surrey.
- Al- Mutawa, N. & Kailani, T. (1989). *Methods of Teaching English to Arab Students*. UK: Longman Group UK Limited.
- Brown, H. D. (2001). *Teaching by Principles: An Ineractive Approach to Language Pedagogy* . San Francisco: Pearson Education.
- Freeman, D. & Anderson, M (2000) *Techniques and principles in Language Teaching*(2nded.). Oxford: Oxford University Press
- Brown, H. D. (2001). *Teaching by principles: An Interactive approach to language pedagogy*. New York: Addison Wesley Longman, Inc.
- Richards, J. C. (2006). *Communicative language teaching today*. New York: Cambridge University Press.

- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. San Francisco: Pearson Education.
- Oxford, R. L.(1990) *Language Learning Strategies: What Every Teacher Should Know*. New York, U: Newbury House. [USA:Heinle & Heinle Publishers].
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* . San Francisco: Pearson Education.
- Van Lier, L. (1984). *Analysing Interaction in Second Language Learning*. In ELT Journal V.38 N.3
- Nunan, D. (1991). *Language Teaching Methodology: a text book for teachers*. New York, Prentice Hall International (UK) LID.
- Breen, M. P. and Cardin, C. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*. 1(2),89-112.
- Ferdous, S.S.(2009), *Effectiveness of Communicative Language Teaching Approach at HSC Level*, Unpublished master dissertation: East West University.
- Richards, J. C & Rodgers, T. S. (Ed.). (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- UR, P. (2000). “A course in Language Teaching: Practice and Theory”. Cambridge: Cambridge University Press.
- Hedge, T. (2000). “Teaching and Learning in the Language Classroom”. Oxford: Oxford University Press
- Hughes, R. (2002). “Teaching and Researching Speaking”. New York: Pearson Education.
- Ellis, R. & Barkhuizen, G. (2005). “Analyzing Learner Language”. Oxford: Oxford University Press.

- Thornbury, S. (2005). “How to Teach Speaking”. New York: Longman. UR.
- Rivers, W.(1968). “Teaching Foreign Language Skills”. Chicago: University of Chicago Press.
- Richterich, R and Chancerel, J.L (1980). “Identifying the Needs of Adults Learning a Foreign Language”. Oxford: Pergamon Press.
- Richterich, R and Chancerel, J.L (1980). “Identifying the Needs of Adults Learning a Foreign Language”. Oxford: Pergamon Press.
- Dörnyei, Z. (2001a). *Motivational Strategies in the Language Classroom*. UK: CambridgeUniversity Press.
- Kalvodová, H. (2008). Motivation in English Lessons. Masaryk University Brno Faculty of Education, pp. 29, 59.
- Thornbury, S. (2008). How to teach speaking. Pearson Education Limited
- Richards, J., Schmidt, R., Kendricks, H., & Kim, Y. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed.)

Appendix A

Students' Questionnaire

This questionnaire is an attempt to gather information for a master project. It would help to investigate the role of motivation in spelling success in third year oral performance at SAIDA University under the communicative language teaching (CLT) framework. We would be very grateful if your answers would be authentic. Your contribution is very important for the validity of the work. Thus, we hope that you give this questionnaire a full attention and interest.

After reading the questions, put (×) to the answer you find it appropriate.

Section One: Personal Information and Self-evaluation

Age:

Gender: Male Female

1. How long have you been studying English language? years.

2. Was English your first choice?

A. Yes.....

B. No.....

3. Do you think that speaking English is?

A. Easy.....

B. Difficult.....

4. In oral expression sessions, are you the type of students who practice the English language?

A. Yes.....

B. No.....

5. How do you find your level in English?

A. Very good.....

B. Good.....

C. Average.....

D. Poor.....

6. Does your level enable you to express yourself orally?

A. Yes.....

B. No.....

• If yes, in your oral performance, you feel:

a) Excited.....

b) Nervous.....

c) Bored.....

d) Others.....

• When you express yourself orally, are you afraid of the:

a) Teacher.....

b) Classmates.....

c) Lack of preparation.....

•

Does your oral teacher correct your mistakes:

a) During your performance.....

b) After your performance.....

c) Does not correct you

Section Tow: Motivation in Oral Sessions

1. How often do you talk in English outside the classroom?
- A. Often.....
 - B. Sometimes.....
 - C. Rarely.....
 - D. Never.....

2. How often do you participate in the oral Expression class?
- A. Frequently.....
 - B. Sometimes.....
 - C. Rarely.....
 - D. Never.....

3. Which one of these choices does motivate you in oral expression?
- A. Encouragement from teachers.....
 - B. Competing your classmates.....
 - C. Improving your Speaking ability.....

4. Are the chosen topics in oral sessions motivating?
- A. Always.....
 - B. Sometimes.....
 - C. Never.....

5. Do you feel that your teacher is motivating you in the classroom?
- A. Yes.....
 - B. No.....

6. Do you use learning strategies in your learning ?
- A. Yes.....
 - B. No.....

● If yes, what are the strategies that you use in order to grasp from the oral sessions? (two choices are acceptable)

- A. Practicing the English language.....
- B. Watching videos.....
- C. Asking questions.....
- D. Cooperating with others.....

Thank you very much for your cooperation

Appendix B

Teachers' Interview

1. How long have you been teaching the English language?
2. What are the skills that most of your learners enjoy the most? And what is the reason behind that?
3. How is the speaking level of your students?
4. Are you satisfied with your learners' performance inside the classroom? Why?
5. When one of your students fails to speak, how do you correct him/her?
6. What are the difficulties that you learners encounter while expressing themselves orally?
7. What are the teaching strategies you find effective in your classes?
8. If your learners are not motivated for the oral expression session (in a certain task), what plans do you suggest to reduce such a problem?
9. How do evaluate your relationship with your learners?

Thank very much for your precious cooperation

Appendix C

Classroom Observation Checklist:

Setting:

Name of the observer:

Subject matter:

Length of the lesson:

Topic:

Observation number:

Physical aspects of the class:

Number of students:

Seating arrangements:

Physical dimensions of class:

Other equipments in class:

Interaction patterns:

Teacher talking time:

Turn-talking procedures:

Question types used:

Use of teaching materials:

Text book:

Teacher-prepared materials:

Other supplementary materials:

Treatment of errors:

Direct way:
Indirect way:
Critical way:
Constructive way:

Teaching methods, techniques, and procedures:

Chain drills:
Grammar exercises:
Discussion:
Dramatization:
Demonstration:

Classroom management:

Teacher's instruction:
Group works:
Pair works:
Individual works:
Lecture based teaching: