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**The Role of Motivation in Promoting Learning Oral Expression:
First Year LMD Students as a Case Study**

Dissertation submitted as partial fulfilment of the requirements for the degree
of Master in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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A handwritten signature in black ink, appearing to be 'Merabti Cheimaa', written in a cursive style.

Dedications

First, I thank my God who gave me all strengths to complete my investigation.

I dedicate my modest research paper to my beloved parents, who are always with me, support me while doing my finest work. I would like to thank them for their passionate and help during my studies and life. May Allah protect them.

Thank you my mom and dad. Special thanks for my only brother Hassan and my pretty sister Nadia without forgetting their children (Lina, Nourlhouda, Lokman, Loujaine). I would like to express my appreciation and gratefulness to Dr. Karima, M. for her encouragement. To my intimate friends whom I spent with them unforgotten years.

This work is also dedicated to my mother in law for her prayers and my fiancé who help me more to conduct this research honestly and put my hall mark on. I am truly thankful for his support in order to achieve my goals.

To all those whom I forget.

Merabti.Cheimaa

Acknowledgements

First of all, special thanks and appreciation to my supervisor **Dr. BOUBEKEURSi**hem for her help, guidance, and knowledge in completing my investigation. She is very honest in her guidance; I would like to express grateful feeling for her. May Allah protect her and give her the highest paradise.

I would also like to thank the administrators and the committee members **Dr. N. ALIRABE**Hand **Mrs. N. MAAROUF** who have accepted to give their time for reading and examining this research work.

I am deeply grateful to **Dr. S. LAKHDARI** for his experience and help. Also, for those who encouraged me while conducting my investigation, without forgetting **the first year students** and the **first year oral expressions teachers** of Dr. MoulayTahar University of Saida for their cooperation and help in answering my questionnaire.

Abstract

Learning a foreign language is very important and requires the learners' ability and capacity. Consequently, learners have faced problems and obstacles while learning a foreign language because they need to master the English language and its four skills including the speaking skill. Moreover, there are several causes that inhibit and hinder the students' learning ability among these reasons the lack of motivation and the learners' attitudes towards the English language itself. Furthermore, there are some students who learn the English only for obtaining a job or having good marks in the exams. Thus, most of the learners are not motivated. The later displays a great problem concerning the students' lack of motivation and their participation inability during the oral expression sessions. Yet, many Algerian EFL students do not interact in the classroom particularly the first year students of English at Dr. Moulay Tahar University of Saida. The ultimate objective of the present research paper is to delimit and illustrate the reasons behind that problem and provide the appropriate solutions to solve the speaking hindrances. Both quantitative and qualitative methods have been used to survey this situation. The population of the study contains of 45 students and 4 teachers chosen randomly. Two research instruments have been used on this study. This research deals with two important elements, the influence of motivation on the learners' performance and the students' success in speaking English during the oral expression courses. The memoir is divided into three chapters. The findings indicate that the problem is related to the lack of motivation and the absence of the strategies that help raise the learners' motivation to speak fluently and accurately. The current investigation indicates that the teachers' techniques are important in improving the EFL learners' motivation in the classroom and the learners' efforts to learn is required to sustain their goals in their English acquisition. Finally, there are some limitations while doing this investigation, firstly, it is noticed that some of the students learn the English language because it is their parents' choice and for that they do not care about the English as an important language. Evidently, this is difficult to work with those learners. Another important problem is the number of the students that is not sufficient for the research and this led to the findings' hamper.

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List of Abbreviations

1. **CLT:** Communicative Language Teaching
2. **CC:** Communicative Competence
3. **ESL:** English as a Second Language
4. **EFL:** English as a Foreign Language
5. **OE:** Oral Expression
6. **SLA:** Second Language Acquisition
7. **TESOL:** Teaching English to Speakers of Other Languages

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General Introduction

1. General Introduction

The English language has a great importance in the world; it is considered as the international language which implies that it is required in different domains. But in Algeria decision makers focused only on French and Arabic languages and this led to the learners' disabilities while learning the target language because they learn it only on the middle and secondary schools and in this is insufficient for them. In addition, learning the English language relies on the students' desire of learning and motivation. Importantly, the speaking skill is the productive skill that should the learner master very well among the other skills in order to have a high proficiency level in learning the target language and achieve their success. It helps them to get the ability of communication and interaction.

However, the majority of the students prefer to focus on the speaking skill more than listening, reading, and writing skills because if they practise their speaking and enhance their oral performance, they will easily learn the others skills. So, the speaking skill is the most important factor to learn a foreign language and the learners' success is due to the speaking skill which comes after motivation that is the key of success. But, the Algerian university students still find difficulties in speaking and participating during the sessions.

As it is mentioned above that many learners cannot acquire the English language and they face problems while speaking and interacting during the oral expression sessions. The majority of them do not know even how they pronounce words while reading because they do not make efforts to improve their speaking; they use the English language only in the classrooms. Some of the first year students of English at Dr. MoulayTahar University do not practise their English during the oral expression sessions because of their low level of motivation and this will lead to the students' failure. Whereas, others perform their English well while doing their classrooms' presentations and activities but they still have the problem of motivation in speaking and the reason behind that issue is the fear of making mistakes and being embarrassed by their teachers and classmates. Thus, the current research investigates the reasons that are behind the poor level of the learners in speaking English and the lack of their motivation in enhancing their performance.

Learning and teaching the English language require different methods and approaches. Motivation is the main factor that influences the learners' speaking; it is the key of the students' achievement of their goals. Although, the improvement of the learning

conditions and the teaching materials, the Algerian university students of English are still faced with the speaking and interactions issues in the oral expression courses. In addition to what have been said, the lack of the learning conditions such as the libraries and laboratories for phonetics and oral; learners in Dr. MoulayTahar university of saida have not a library where they read books and make groups in order to work together and practice there speaking. Also, no laboratories where the learners learn their phonetics module and practise it by activities. The current research has been examined by several scholars who had written about the significance of motivation and its effect on the learners' success. Consequently, teachers are the most important factor that enhances the learners' motivation in the classroom. The present research paper will clarify the influence of motivation in achieving the learners' goals and success and provide an overview on how can the students overcome their anxiety and improve their performance.

The main objective of the current research is to explain the effect of motivation on the learners' acquisition of the English language and improve their oral performance in the classroom. As well as, there are some motivating and demotivating factors that should be known by the learners; some of them are instrumentally motivated to learn the English language which implies that they are acquiring the English language only for a specific purpose such as having a job or obtaining good grades in the exams and others are learning in order to improve themselves and to sustain a successful English learning. Therefore, the aim of this study is to convey the idea of the significant role of motivation in learning the English as a foreign language for the first year university students of English at Dr. Moulay Tahar University. Also, it focuses on the motivating factors that develop the learners' performance and the crucial role of the oral expression teachers' techniques in enhancing the students' self-confidence while speaking.

According to what have been mentioned earlier, the following research questions are addressed:

1. Is there an interrelationship between motivation and speaking?
2. Are the students of DrMoulayTahar University of Saida Motivated in speaking English?
3. How can teachers induce their students in the oral expression sessions?

To pursue that, it is hypothesized that:

1. There might be a correlation between motivation and speaking and which would be an important element that may improve the students' speaking skill.
2. Anxiety could be the reason that hinders the students' oral performance.
3. Oral expression teachers can motivate their learners through selecting interesting topics and tasks which might involve them in oral communication.

Two research tools are chosen to be used in this present research; a structured questionnaire which was distributed to four (04) teachers and a group of forty-five (45) first year students who were selected randomly and classroom observation. The questionnaire assist the investigation to reveal and show the influence of motivation in learning the English language and improving the learners' oral performance; and classroom observation helps to figure out the teachers' conductance, strategies, manners...etc in the classroom and to state the learners' motivation during the oral expression sessions. Both qualitative and quantitative methods are used to analyze data.

The present research work is splitted into three chapters. The first chapter deals with an overview about speaking skill and the theoretical background of motivation and its influence in improving the learners' oral performance in the English language. The second chapter tackles data collection and results through the means of the questionnaire and classroom observation. The last chapter displays some utilitarian suggestions and solutions that may stimulate and enhance the first year university students' speaking skill and motivation.

The results of the research indicate that motivation is very important in learning the English as a foreign language; it is the first factor in promoting learning oral expression and improving the students' speaking skill. It is also noticed that acquiring the English language is not relied only on the curricula and the lessons' programs but also is linked to the teaching strategies and behaviour in the classroom because learners' will be more motivated if the teachers select the best techniques to encourage the first year students because of the first experience that they live in the university. It might be preferable if the department take into account the learners' conditions such as the libraries and the laboratories where they practise their oral performance.

While conducting the present research, there are some limitations which make the research little bit difficult. Firstly, the majority of the students learn the English language only

because it is their parents' choice. So, they do not care about the English language and it is quite complex to work with those students. Secondly, the learners' number is not enough for doing the research; it is only a group of first year students and the majority of them are not cooperative. Thirdly, other students claimed that they choose to learn the English language for a purpose such as having a job or living in the European countries. Those limitations hampered the research results.



Chapter One

Literature Review

Section one: The General View of Speaking Skill

1.1. Introduction

The research has been processed in the study of motivation in foreign language learning (English). It totally deals with motivation and its importance in speaking English which tackles students' motivation who are militating to learn and speak English as a foreign language. It relies also on previous discoveries of scholars around the world regarding the role of motivation in speaking.

The aim of this chapter is to display an overview of the literature about students' motivation in practicing English in the classroom. It is divided into two sections; the first part is devoted to a general view of speaking skill; the definition made by some experts, its approaches (communicative and sociolinguistics competence), the speaking difficulties causes and strategies that help to develop the speaking skill. While the second part deals with the theoretical background of motivation; the definition, the different kind of motivation (integrative / instrumental), the explanation of the importance of this phenomenon, and the factors that influence students' motivation in speaking.

1.2. Definition of speaking

Speaking is an important productive skill which refers to the learners' ability to produce language. It is also known as an active skill. People use their speaking skill to communicate with each other. For students speaking is seen as complex because they clearly believe that when they interact during the oral expression courses, they will be rejected by peers, teachers or may be they would feel embarrassed. Nunan (1991) in Language teaching methodology stated that:

Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (p.39)

This implies that speaking is the most significant tool for learning a second or foreign language through which learners can communicate and interact. In other words, students speak to share their ideas and convey messages by using the English language whether outside or inside the classroom. They should use the language for real

communication and mastering the English language is based on speaking fluently and comprehensibly. According to Luoma (2004):

A person's speaking ability is usually judged during a face to face interaction. In real time, between an interlocutor and a candidate. The assessor has to make instantaneous judgment about a range of aspects of what is being said, as it is being said (p.4)

Luoma affirmed that the persons' speaking capacity can be judged through the communication between people. On the other hand, Bachir, Azzeem, and Dogar asserted that speaking is not just knowing how to pronounce words, but it makes the listener know the culture of those words (2011, p.38). Furthermore, speaking takes place where there is a communication or interaction between humans.

Some experts are backing the speaking theory for instance, River (1981) maintained that interaction is not enough to know the persons' thoughts but the comprehension of those ideas are encompassed by others. Also Brown (1994), Burns, and Joyce (1987) defined speaking as an interactive process of making meaning which contains producing, reviewing, and processing information. So, speaking is the way which helps the students interact and participate during the classroom although the grammar and language structures are important, but they are not sufficient to master or learn a foreign language since many students have difficulties in utilizing it with others. To help learners in enhancing their speaking, teachers should select interesting topics and rely on good techniques which are similar and familiar to the students' levels.

1.3 Teaching Speaking Skill

Oral communication is considered as one of the most common tasks which are used to learn ESL (English as a second language) or EFL (English as a foreign language). According to Bygate (1987, p.4) teaching students a language is one of the obstacles in a foreign language. Obviously, grammar rules and vocabulary should be taken into account in order to succeed in speaking English. There are also other elements in speaking which should be used by the teacher in teaching a second language. For example evaluating their students' speaking, inviting them to interact, and by preparing for their oral exams.

Al Hosni (2014, p.23) and Ur (1996) indicated that the essential skill is speaking because people who speak a language are the speakers of that language. This implies that a person has to know a lot of aspects about the language but with a good ability of speaking. Malamah (1987, p.12) stated that a group work and pair work are activities that can help the students to practise and interact in the classroom. He suggested that the teacher should rely on group and pair work strategies in order to give the students the ability of expressing their own ideas, asking questions, giving answers, debating topics, and building sentences. Otherwise, Richards and Rodgers (2001) said that communicative language teaching (CLT) enables the students to communicate in the language and the basis of CLT is to make learners competent in communication further, it needs to use more authentic materials which help the students in acquiring the language.

Cole in a forum journal (1975, p.150) assumed that teaching English to Speakers of Other Languages (TESOL) is focused on the language usage rather than the progression of speaking. In addition to this, Richmond et al (2009, p.32) revealed that in order to make the learners interacting, speaking, sharing their ideas, asking questions and giving answers is better to improve the speaking skill. But teachers do not need to embarrass their students and threat them of having poor grades. Also, he speculated that teaching through small groups will provide the students with the opportunity of discussing and exchanging their knowledge without being anxious (p.34).

Consequently, teachers should provide a good atmosphere and use appropriate strategies in the classroom in order to make the students participate and interact. It is advisable if the learners develop their speaking skill because they will have the ability of constructing acceptable sentences.

1.4. Communicative Competence

It refers to the learners' ability to use a language effectively. In 1980, Canal and Swain argued that there are four areas which are required for the ability to communicate:

1. Grammatical(words and rules)
2. Sociolinguistic(appropriacy)
3. Discourse(coherence and cohesion)
4. Strategic(solving communication problems)

Which allude that when people communicate, they look only for the meaning. Moreover, Luoma (2004) asserted that speakers are able to locate how politeness is shown in the utterance because it is the reason behind people's communication.

Furthermore, Grice (1975) identified four conversations maxims:

1. Quantity: giving only the information that are needed
2. Quality: saying only the truth
3. Relation: be patient
4. Manner: be concise and evident (p.26)

Therefore, speakers should give the sufficient information in order not to make the listener bored. Secondly, they ought to say what they know in order to be true. The third aspect that is their speaking which should be relevant to the topic and the last one, s\he should be brief, clear, and avoid ambiguity.

Hymes (1972) gave a summary of the acronym "speaking" in a framework:

Situation, Participants, Ends, Act sequence, Key, Instrumentalities, Norms, Genre.

Situation	Means the physical setting where the communication takes place for instance (classroom, university....).
Participants	Speaker, audience.... which implies where the communication is occurring
Ends	The result of the event: including the participants' objective (goal) such as, test, assessment, exposing topics...
Act sequence	The content of the speech, what is said and the way they said
Key	Accent, style, attitude, personality...
Instrumentalities	The form of the speech such as: language variation The style or the method like: spoken, written....
Norms	The rules of interaction such as: ask questions, elaborate, explain.....
Genre	The strategies used such as: storytelling, presentations, games....

Table 1.1: the "SPEAKING" framework about the factors that influence speech (Luoma, 2004, p.24-25).

The table above represents the factors that affect the speech. Thus, everybody communicates differently through discussions.

1.5 Sociolinguistic Competence

It is the ability to communicate appropriately by using the right words, expressions, toward a topic. It is an integral part of the communicative competence (CC). It is simply known and understood by how to speak and to whom they converse; for example the way that the students speak to the teacher is not similar to the way they utter with their friends. Alptekin (2002, p.58) explained that social context deals with the specific aspects which contain norms, values, beliefs; for instance thanking a friend in a formal speech is different from how it is done with teachers. Apparently, Savignon (1983) asserted that kind of competence needs “an understanding of the social context in which language is used; the roles of the participants; the information they share; and the function of the interaction” (p.37)

Teaching sociolinguistic is important according to some expert such as Littlewood (1981, p.4-5) stated that there are two options that speakers rely on to select the language. The first choice is the whole knowledge of the language and the second one is the social context of the situation in which the interaction or the communication is occurring. Speakers should determine whether to use formal or informal language and they need to choose the suitable techniques in order to entire the communicative objective of a specific situation. As Brown and Yule (1991, p 23) mentioned that those options are done because of a particular cultural values and speakers’ attitudes in a social communication. Subsequently, the use of unsuitable language implies transmitting inaccurate signals that may destroy the interaction.

Furthermore, Crystal (2005, p. 266-271) argued that teaching sociolinguistic competence is very important because it inclusive consciousness of turn-taking and civility. Also he indicated that the suitable turn-taking rules in interaction are focused on the participants’ social role. Then these social rules are different according to the different cultural knowledge or surroundings from which the individuals come from.

1.6 Speaking Difficulties

Each language requires the speaking skill in order to transmit messages and share ideas. Students need oral expression to communicate, learn, and practise their language. Nevertheless, there are plenty of hindrances that learners face while speaking English. Al Hosni (2014) indicated that:

Many studies have indicated that oral language development Has largely been neglected in the classroom, and most of the Time, oral language in the classroom is used more by teachers Than by students, however, oral language even as used by the Teacher, hardly ever functions as a means for students to Gain knowledge and explore ideas. (p.22)

This implies that the teachers should be a facilitator who facilitate and introduce the lesson to the learners and not the one who gives it ready made.

The students would face difficulties while speaking English during the classroom. They focus more on writing skill because their objective is only to get good grade in the examination not to increase their speaking ability. Further, speaking difficulties are due to the lack of vocabulary, poor listening, anxiety, and lack of motivation. Speaking difficulties, mother tongue, shyness and perplexity are the factors that the students face towards speaking. The first reason implies that the learners' lack of vocabulary, they find difficulties to make sentences and this is due to the fact that they do not read and rich their vocabulary. Secondly, the use of mother tongue, when they work on groups they debate the topic by using their mother tongue, simply because they are weak in speaking English. Thirdly, shyness and perplexity which are obstacles that make students' interaction very low, and the reason behind that is the students afraid to make mistakes in front of their colleagues who might laugh of him and they may also feel anxious or perplex of their teachers who can embarrass them.

1.7 Speaking Skill Difficulties

Students face difficulties while speaking and this is due to some factors that make the learners afraid from speaking. In this regard, there are some relevant researchers who have tackled the causes that affect speaking skill such as Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) who claimed that anxiety or shyness, lack of motivation, lack of confidence, and fear of mistakes are factors that influence or prohibit the students from speaking. Another study made by Koichi Sato (2003) which indicated that learners are not very capable of speaking English because of their fear of making mistakes. Further, another research which is similar to the previous one conducted by Ballard (1996) and who argued that students cannot make good discussions because of the lack of vocabulary and fear of making mistakes which lead to the disability to speak English in the classroom.

1.7.1 Fear of Mistakes

It is the major factor of students' inability to speak English during the oral expression sessions. They prefer to be silent because they may feel afraid of being laughed by their classmates, or being judged by their teachers. According to Hieu (2011) and Zang (2006) cited in He and Chen (2010) affirmed that students worried about speaking in the classroom and this is related to the fear of being embarrassed and the negative correction of their classmates when they make mistakes. As claimed by Middleton (2009) the majority of the students do not like to speak and interact the English language because of the lack of how to pronounce words and they are afraid by the teachers' judgment.

1.7.2 Shyness

It is considered as a psychological and inner problem that the students really suffer from and it prohibited them from speaking. With regard to this, Baldwin (2011) argued that the most difficult aspect is speaking ahead group of people because when the learners see a huge number of people in front of them, they will feel stressed and they would forget what they want to say. In other words, it can be demonstrated that shyness is the common reason of the students' inability of speaking.

1.7.3 Anxiety

This factor is an emotional or mental feeling, i.e. the students' tension towards speaking; they feel nervous and stressed. Furthermore, anxiety affects the students' learning of a foreign language. Similarly, Horwitz (1991) stated that anxiety impacted the students' speaking ability since it is an emotional problem and it leads individuals to become blocked and less confident in speaking English fluently. Moreover, this problem should be solved by creating a good atmosphere for the students to learn better.

1.7.4 Lack of Confidence

It is generally known that lack of confidence implies that the students do not have self-confidence and are always thinking about what others will say when they speak and interact. In other words, they think that their conversations will not be understood and they will look foolish. So, in this case the students prefer not to speak and converse. It is also referred to the absence of the teachers' encouragement. According to Brown (2001) students face difficulties in speaking English because of the lack of the encouragement and it is of great importance that the teachers motivate their students and show them that they have the capacity of speaking English fluently and confidently. Hence, doing this will build and strengthen the learners' confidence.

1.7.5 Lack of Motivation

Lack of motivation is considered as an immense problem in speaking English. It is a significant aspect to students' success. Nunan (1999) elaborated that motivation is a significant key in learning a foreign language; it can reduce the students' hesitation in speaking English. In line with this, Zua (2008) pointed out that it is not important what type of motivation is given to the students but the important thing is how can teachers motivate and improve the students' needs.

1.8 Techniques for Developing Speaking Skill

Language considered as the most important principle that teachers use in the classroom in order to present several activities. In this respect, students face problem in speaking English accurately and fluently, and this dilemma is related to different factors which are previously mentioned. In addition, the learners' objective is to speak English appropriately without obstacles. Thus, to obtain this goal, students should use the language

by its rules; they should be good in vocabulary, grammar...etc. Therefore, the first common technique to develop the learners' speaking skill is the teachers' strategies; the effective strategy is that teaching students speaking skill by using different techniques such as the visual aids that stimulate the learners to interact in classroom successfully.

Firstly, stimulating the students to utter without being afraid requires EFL tutors to invite them to speak English, and therefore reach their goal of speaking adequately and coherently. According to Bashir et al (2011) learners may fill their gaps by the information from their input in order to show their output with real information. Secondly, the teachers play a great role in enhancing the students' capacity of speaking; this role is that teaching them not to say words that they do not know their meaning, they encourage them to speak without anxiety, which implies that they help them to overcome this dilemma by stating that interaction does not rely only on the learners' level but also it occurs with illustration and clarification. (ibid, p.40). Consequently, students will improve their speaking skill by their teachers' help. In other words, they will learn how to deal with different cases especially outside the classroom. Thirdly, the last principle is the learners' role to obtain their goal of improving their speaking skill. In this respect, they should read more in order to gain knowledge and fill gaps in their language.

So, there are different techniques used by teachers in the classroom so as to enhance the learners' speaking skill and to express themselves, thoughts, and knowledge during the classroom and even outside the classroom. Also they will be able to understand others' conversations.

Section two: The Theoretical Background of Motivation

1.1. Motivation

1.1.1. Definition of Motivation

Motivation is defined as the most common psychological factor that has an influence on learning the language. Thus, motivation has a great importance in oral expression sessions because it helps the students to become assured while speaking and interacting in the classroom. In this regard, Gardner (1985) asserted that *“The one who want to achieve a particular goal, devotes considerable efforts, achieve this goal, and experiencessatisfaction in the activities with this goal.”*p10

Gardner claimed that motivation includes a goal, an aspiration of obtaining this objective, an endeavor, and the learners’ adequate attitude to acquire the language. All these components are fundamental in the learners’ motivation. Whereas, Williams and Burden (2001) argued that motivation rely on the students’ achievement of their goals regarding their outcomes. Similarly, Elliot and Covington (2001) defined motivation as the students’ desire and needs of acquiring English as a foreign language. Similarly, Oxford and Shearin (1994) explained that motivation is the inclination to a specific purpose so as to earn or obtain the goal of acquiring a foreign language with making efforts to that goal.

Motivation allows the students with principles to gain their goal. Hence, it has a significant value in the language acquisition. It provides the learners with the desire to learn and to become engaged without desire to learn; students will face obstacles to acquire the English as a foreign language. As Huitt (2001) indicated that taking into consideration the acquisition of language will aid the students to develop their language learning even if the deficiency of their intrinsic motivation. So, there are plenty of psychologists who have defined and explained motivation as the desire, interest, goal, objective and other features.

Dornyei (2001) explained motivation that is firstly relying to the predecessors. Whereas, kalvodova (2008), Homola (1972) indicated that motivation is based on the students’ attitude towards learning and achieving a particular purpose. Thus, motivation is considered as the significant factor that leads to learn better a foreign language; according to Gardner (2001) who reported that the acquisition of the language is certainly based on motivation. Motivation is certainly dealing with behaviour which implies that students keep in their minds that gaining a particular aim is by motivating themselves. It can be

confirmed that motivation has pertinent importance in acquiring English as a foreign language and its success.

Learning a foreign language is not easy for learners since it is not their first or mother language but if learners have the desire to acquire a language, they may do it in good way; for that they need motivation. In other words, it is something necessary for being a good speaker. Motivation in general is the emptiness of learners' needs and interests and it helps them show their ability in improving their speaking skill. Furthermore, motivation is very important in teaching and learning processes, it influences both learners' and teachers' attitudes. According to Santrock (2004) motivation is motivating, gaining, earning a specific goal; this means that motivation aids the learners in proving and achieving their speaking ability. It is similarly to the idea of Schunk (2012) which is that motivation focuses on what the students want to achieve and what they feel after their desires achievement.

Motivation a crucial aspect for students to improve their learning; students will achieve their goals if they engage and motivate themselves towards that aim. Motivation is essential for learning. James (2009) indicated that the learners' motivation is based on the activities inside the classroom which implies that students show their interests in the classroom in order to achieve their goals and fill their knowledge gaps. Thereby, the definitions above confirmed that motivation is the direction to achieve goals, the best way to earn success and it has a great importance to the language acquisition.

1.1.2 Importance of Motivation

Learning a foreign language is totally related to motivation, several scholars asserted that the students' success is impacted by motivation. Learners need to be more confident and encouraged by their teachers or others because when educators engage their learners, they can reduce the difficulties that the students face while speaking English. Moreover, motivation plays a significant role in language learning. It helps the isolated and silent students to develop their ability and solve the problem of anxiety.

Furthermore, the teacher should provide the learners by a supportive atmosphere, encourage them to make efforts in order to improve their performance and make them the opportunity of speaking without embarrassing them. In addition to what have been said,

motivation is essential in learning a foreign language, it facilitates the way the learners' take to achieve their desires and goals.

1.2 Types of Motivation

Motivation is divided into two kinds: intrinsic and extrinsic. While, Gardner classified both types as integrative and instrumental.

1.2.1 Intrinsic/ Integrative Motivation

It means the students' hope of acquiring and learning the language and this because of their indoor or inner motivation. Gardner and Lambert (1972) indicated that the learners who have the intrinsic motivation, their success will be achieved because they will study hard and do not rely on the external factors; they make efforts and do activities only because they have their own hope and interests. However, those who are extrinsically motivated, they are only motivated to achieve a specific goal for specific purpose. It can be define as "the motive of learning"; which implies that integrative motivation pushes the students to learn the language and its culture, it invites them to work hard and integrate themselves with the culture of the target language and make efforts to become proficient in the English language.

It is very helpful for the learners because it will facilitate the way to become more engaged and quicker to attain their objectives. In connection with Falk (1978.Cited by Norris-Holt, 2001) asserted that speaking fluently the language with taking into account the culture of that language lead the students' to become successful in acquiring a foreign language. So, integrative motivation is when the students combine their desire with the community in which they incorporate socially and interact with native speakers outside the classroom.

1.2.2 Extrinsic/ Instrumental Motivation

It refers to the students' outer surrounding. In other words, the learners learn from the external effects or the elements from the students' outside for instance, to obtain something functional or empirical such as getting a job, the desire to be able to fly or to have the ability of studying in higher universities.

Norris-Holt (2001) agreed that extrinsic motivation is based on the external factors that push the students to achieve their which contain the practical things from their

acquisition of the foreign language. Additionally, Hudson (2000) asserted that the instrumental motivation mainly focuses on the target language which is more practical to achieve a specific goal. Furthermore, this type indicates the learners' belief that the foreign language is more extrinsically in attaining something practical such as a job, a better situation and conditions. So, instrumental motivation is when the learners study a language for practical or utilitarian purposes such as seeking for university graduation, obtaining a good occupation.

From the explanations above, it can be shown that the difference between integrative/ instrumental motivation is that the intrinsic motivation is the causes or the purposes of the learners towards learning the English language. Whereas, the extrinsic motivation is when the students use the English language to obtain a good job, enhancing one's education.

1.3 The Effect of Social Factors in Providing Motivation

Learning a foreign language needs efforts which are made by students; their desire of acquiring the language is one of the elements or factors that influence the learners' motivation. In fact, there are several influences which affect the students' motivation such as the teachers, classmates, parents, and environment.

1.3.1 Teachers

The teachers are the first factor that helps the students to be more motivated. They play a significant role in teaching the learners and helping them to acquire the foreign language. Teachers facilitate to the students the way how they improve themselves. They are considered as the key of the learners' motivation since they support and encourage them to develop their performance. It is confirmed that the importance of motivation is related to the teachers' personality. As well as, teachers must make their relationship with their students based on mutual respect not on intimidation and they do not insult them and being joyful in order to make them more motivated. Furthermore, teachers are not only the persons who convey and explain the information to the students, but also are considered as the incentive person who always stimulate their learners to acquire the English language. Dornyei (1998) pointed out that teachers have a significant role in the teaching and the learning processes. So, teachers' liability is to build a successful classroom and improve the students' motivation.

1.3.2 Classmates

Students in the classroom have a good relationship since they have the same age and mentality. The students' motivation is raised via the affect of their classmates in the classroom because they work together and exchange their ideas and knowledge without being anxious. Therefore, it is confirmed that classmates' compliment is the effective factor that helps the students to become gritty and active in learning. In other words, students' success is due to the cooperation and competition.

1.3.3 Parents

Learners will be more motivated if they are supported by their parents. Parents impact the students' motivation by providing them with advice and telling them that learning does not stop. They must stimulate their children to learn and interact constantly. It is advisable if parents control their children and their studies. When parents show to their children the importance, accept their children's inquisitiveness, they will help them to attain their desire of learning. They are considered to be the major cause that influences the students' motivation and to continue learning English. Eccles et al (1998) indicated that there are four elements which help improve the learners' motivation:

- a. The time organization of the obtaining of children's requirements.
- b. Children's confidence is required to improve their ability.
- c. The effect of family encouragements.
- d. Strongly supportive role models.

1.3.4 Environment

The environment means the place in which the learners take knowledge and do activities to improve their performance. A good environment can satisfy both teachers and students needs in order to make a good atmosphere in the classroom. In addition, environment helps the students to raise their motivation and obtain their goals. So, if the environment is in a convenient and comfortable atmosphere, the learners will be more motivated and engaged.

1.4 Interactions' Role to Motivate Students

Interaction is very important in the classroom, it occurs between the teachers and their students. There are several techniques which make good interactions. Teachers use these strategies to motivate their students; and this is depending to the teachers' personality, experience of teaching, and interaction with learners. Furthermore, teachers must know how to select suitable tasks and activities that motivate students during the lesson. When teachers provide the learners with motivated tasks, the students' motivation will be improved and their anxiety will be reduced. So, activities aid the learners to motivate themselves and interact easily.

Another important point which facilitates the way to make successful interaction during the classroom is respect which implies that it is the main reason that helps the students to earn the teachers' confidence. Teachers have several ways to improve the students' participation such as tasks, presentations and others. These activities can be done in a cooperative way because group works can make the interaction between the students and their teachers easy.

As Brown (1988) stated that the use of pair and group works help the learners to be more motivated because when they work into groups, they will share their ideas and thoughts. So, it helps the students' to interact and answer without being anxious. As a result, this kind of learning is considered as the first common and motivational technique that should be used by teachers in order to stimulate their students and build participation in the classroom. Also, teachers brainstorm tasks with their students by asking them question and let them think for the response and solve problems; this can rich the learners' knowledge.

Besides, Reid (2007) asserted that tasks should be in short sentences because there are differences of learners' thoughts and the short tasks can make them understand the questions meaning. Another motivational way which builds the participation during the classroom is games for instance teachers may provide their students with games that are related to the lesson by giving them several words and as each learner to make sentences by using those words, it is another effective strategy which improve the learners' motivation and pushes the silent students to interact.

1.5 The Causes that De-motivate the Students in English Language Learning

The students' failure in learning English as a foreign language is related to the de-motivating factors that influence the learners' ability of learning. According Al-Khairiy (2013) de-motivating factors impact the students' abilities and they also influence the effect of the motivational strategies because if the learners are forced by negative influences, they will directly become blocked in acquiring the English language. Whereas, Dornyei (2001) indicated that de-motivating factors are related to the external world such as parents, teachers, friends and other factors that influence the learners' capacity in learning and this can be done through negative forces and the students' loss of their desire. He also claimed that the learners' low confidence is one of the de-motivating elements which indicate that if the students are not satisfied with their abilities, they will fail in achieving their goals.

Furthermore, Yan (2009) clarified that de-motivated students are those who were really motivated, but they had wasted their motivation because of some factors. Moreover, teachers' personalities and strategies are also led to the absence of the students' motivation because teachers are supposed to be the first motivational factor. So, if they have no experience and no teaching techniques, they will lead the students' to be failed. In addition, the learners' difficulties of pronunciation, grammar, and vocabulary are other factors which de-motivate them since they are the pillar of the English language.

1.6. Conclusion

Learning the English language is quite difficult. It requires focusing on its skills including the speaking skill that the learners should take it into account because, it is considered as the productive skill which helps the students to feel that they can be able to master the English language. As it is mentioned previously that learning the English as a foreign language is related on a significant factor that is called "motivation".

Many scholars have defined the term motivation as the desire of obtaining a certain goal because of its effect on students' desire of learning. This chapter contains the general view of speaking skill and the theoretical background of motivation. It discusses

the difficulties that the learners face while speaking and factors that motivate them to improve their speaking skill to interact fluently. The theoretical background included also the importance of motivation in the acquisition of the language and this can show the influence of motivation on the students' desire to learn. In addition, the chapter explained also several teaching strategies that help the learners' to interact and participate and the teachers' to gain a motivational and successful classroom.



Chapter Two

Data Analyses and Interpretations

2.1 Introduction

This chapter starts with the submission of the instructional background in which the research has been tackled. Among several collecting data instruments, the questionnaire and classroom observation were selected to attain this research's objectives and key results. In addition to that, descriptive method was utilized to explain the influence of motivation on the students' speaking capacity of the first year university students in the oral expression session. In this chapter, the correlation between the differences of this study would be examined and clarified.

The chapter comprised two questionnaires (teachers' and students' questionnaire) both of them contained goals which were the effect of motivation on speaking skill for first year students and the role of the teaching techniques in engaging students to speak and converse in oral expression courses. It encompassed describing, analyzing, interpreting, and discussing results of both instruments. The study was made throughout the academic year 2019_2020 at the English department at Dr. MoulayTahar University of Saida, Algeria.

2.2 Research instruments

In this study, two research tools were used: classroom observation and structured questionnaires. Classroom observation was selected to notice the classroom and to observe both students and teachers attitude during the teaching and learning processes. The objective behind this research instrument is to provide more data on first year students' motivation in oral expression module. Furthermore, the other research tool is the structured questionnaire that is chosen to gather information from both teachers and learners in a timely period. More importantly, its objective is to investigate the role of motivation for the overarching aim of stimulating the students to speak and interact in the classroom. Consequently, two questionnaires were submitted:

The first one was distributed to forty five (45) first year students from two groups in order to give their opinions about speaking English in oral expression sessions and the teachers' strategies that stimulate them.

The second questionnaire was given to five (4) first year oral expression teachers in the department of English to obtain their views regarding their students' behaviours and motivation in speaking English as a foreign language.

2.3 Population

The population of the study consists of 45 students and 4 teachers.

2.3.1 Students

There are (169) first year students and the questionnaire had been selected because they were in the first level and still at the beginning of getting the experience at university though they had learnt English for seven (7) year at middle and high school but learning English it is different at university.

2.3.2 Teachers:

The questionnaire was given to four (4) oral expression teachers of first year university of Saida. Evidently, their experience varied from one teacher to another in teaching oral expression and they had the experience of motivating their learners to increase their speaking ability. Their experiences are the most important to enrich this study.

2.4 The Description of the Questionnaire

The purposes of both questionnaires (teachers and students) were to explore the role of motivation to engage students to develop and rehearse their speaking skill in classroom and the effect of the strategies that the teachers rely on to enhance motivation. The two questionnaires contain "yes", "no" questions and various option questions. Additionally, there were also open-ended questions which allow both teachers and students to give their perspectives in a sentence.

The students' questionnaire comprises their opinions towards oral sessions, the factors that encourage them to speak, and the appropriate strategies to teach oral expression. While the teachers were so cooperative and their answers were given after a week.

2.5 The Analysis of the Students' Questionnaire

Section 1: English as a foreign language in oral classrooms

Question 1: Studying English as a field at the university is:

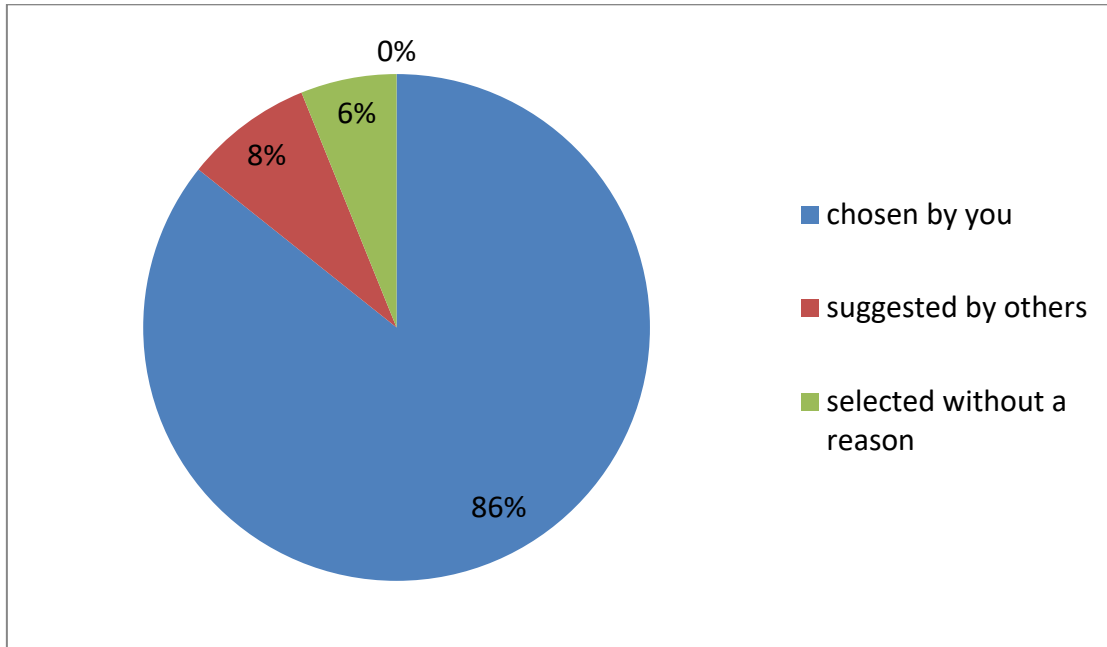


Figure 2.1: The Reason behind Studying English

The graph above displays the source to study English as a field at university; it shows that 86% of the students have selected to study English may be in order to learn more about it. Whereas, 8% of them claimed that they study English only because it is chosen by their parents or others. 6% of the informants reported that they choose studying English without no reason.

Question 2: According to you which one of the following skills you think is difficult?

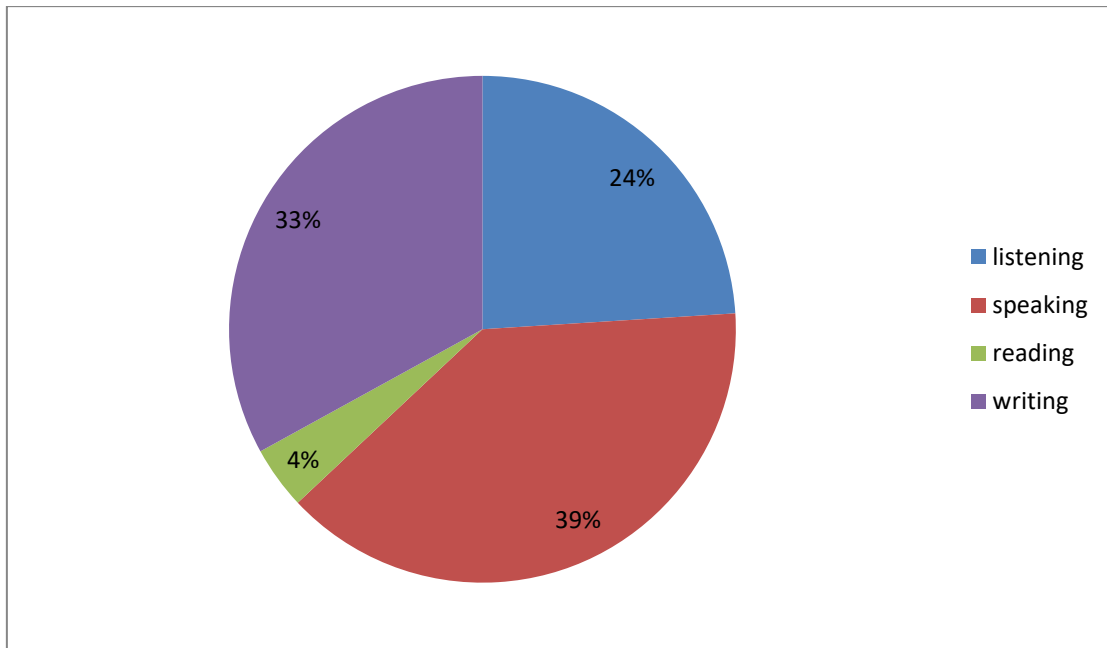


Figure 2.2: Students' Views about the most Difficult Skill

The graph illustrates the students' opinion about the most complex skill in English language. It can be seen that 39% of the learners have faced hindrances in the speaking skill to master because they found difficulties when conversing and practicing their performance. This is due to the fear of making mistakes and being embarrassed by their teachers. 33% of the informants reported that writing is the most difficult skill and listening with 24%. Evidently, the less percentage is reading skill (04%).

Question 03: Which one of the following skills you are more interested about?

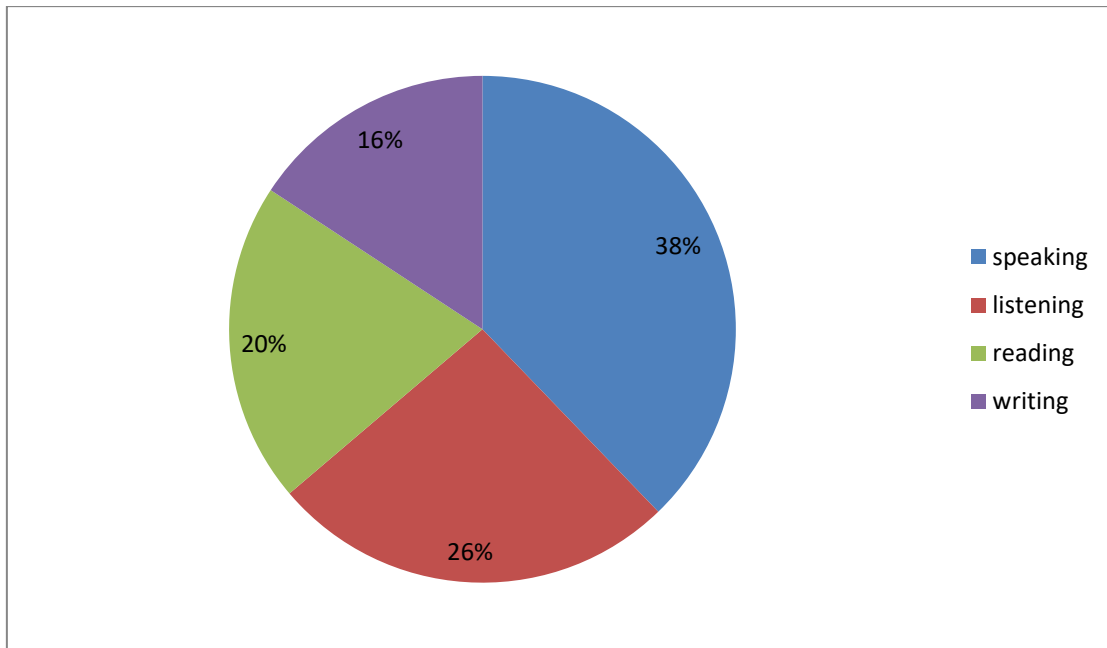


Figure 2.3: Students' Views about the most Interesting Skill

The graph shows that 38% of the participants found that the most interesting skill is the speaking skill and they need to improve their speaking ability in order to master English as a foreign language. Whilst, 26% students reported that listening skill should be taken into account in learning English language. Whereas, 20% learners argued that reading skill help students to gain knowledge and vocabulary. Apparently, the less interesting skill is writing with 16%.

Question 04: Do you believe that speaking English is?

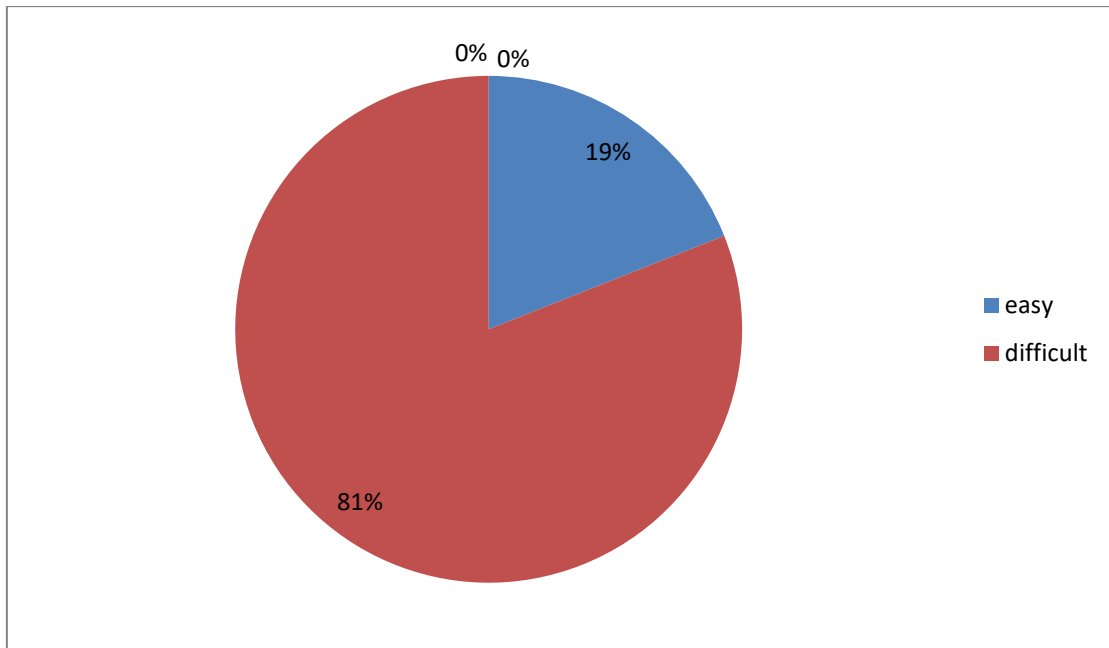


Figure 2.4: Students’ Opinions about the Nature of Speaking English

As the graph displays above that it is clear that 81% of the students believe that speaking English is a difficult skill and this due to the lack of motivation in the classroom and the inappropriate strategies used.

Question 05: How many sessions do you attend in oral expression classes?

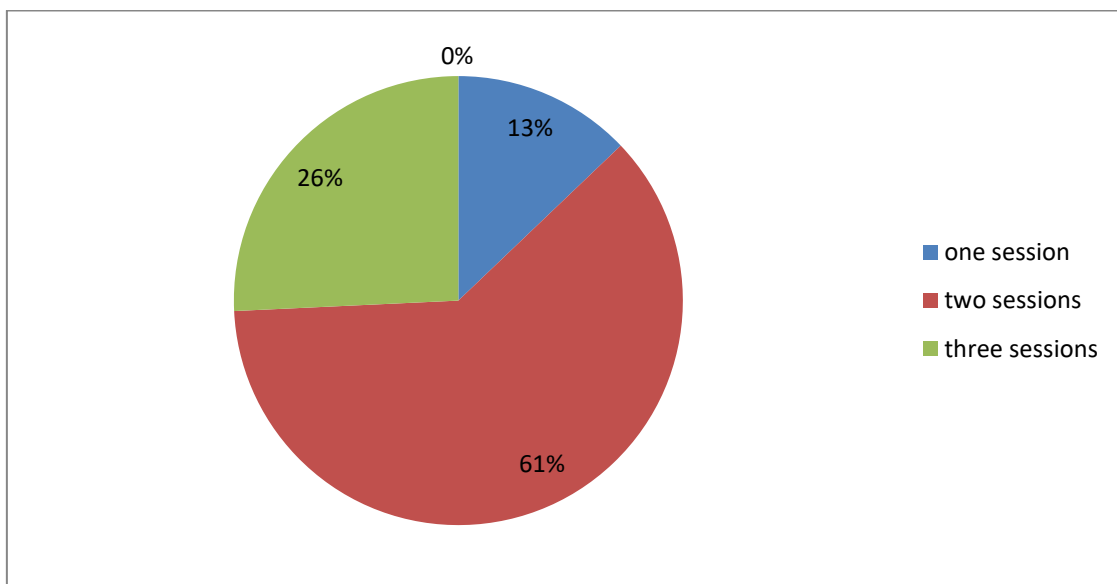


Figure 2.5: The Students’ Attendance

The graph provides how often the students attend oral expression sessions. It reveals that 61% of them have attended oral expressions twice per a week. Whereas, 26% participants attended for three times according to the time table that the administration posted. Hence, the great majority of the students attend three (3) hours per a week and a minority attend all the sessions; four hours and a half (4,5) in each week.

Question 06: Do you speak English in oral expression?

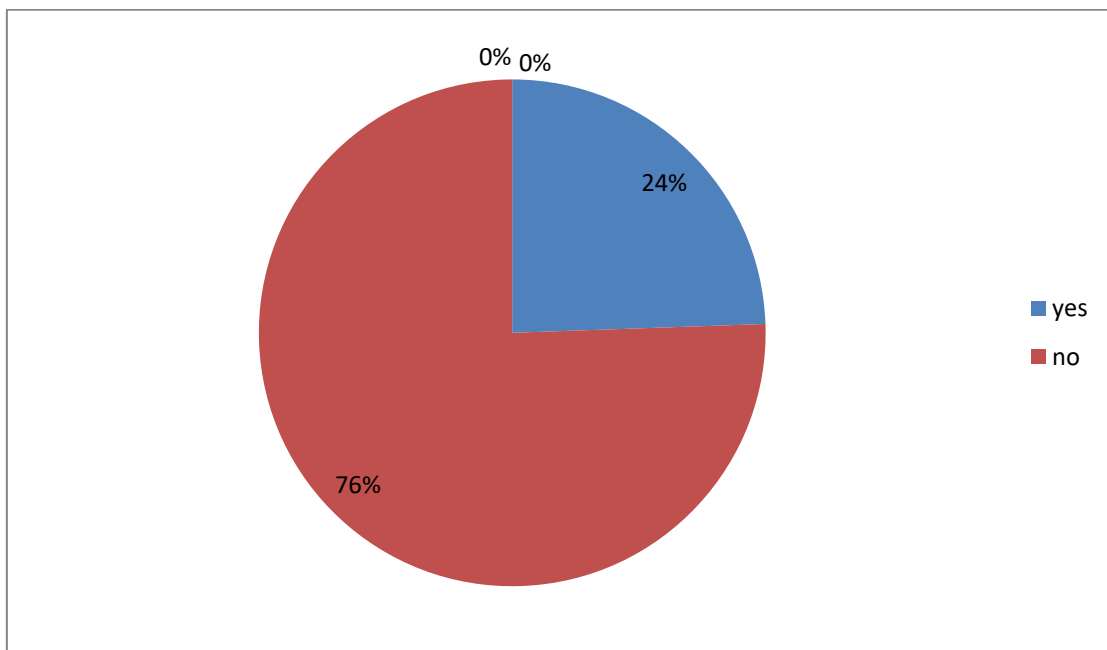


Figure 2.6: The Students' Participation during COE Sessions

The majority of the students (76%) do not participate during the classroom because of the lack of vocabulary and the anxiety. Whereas, 24% of the informants reported that they are frequently engaged in oral sessions.

Question 07: How often are you engaged during oral expression lecture?

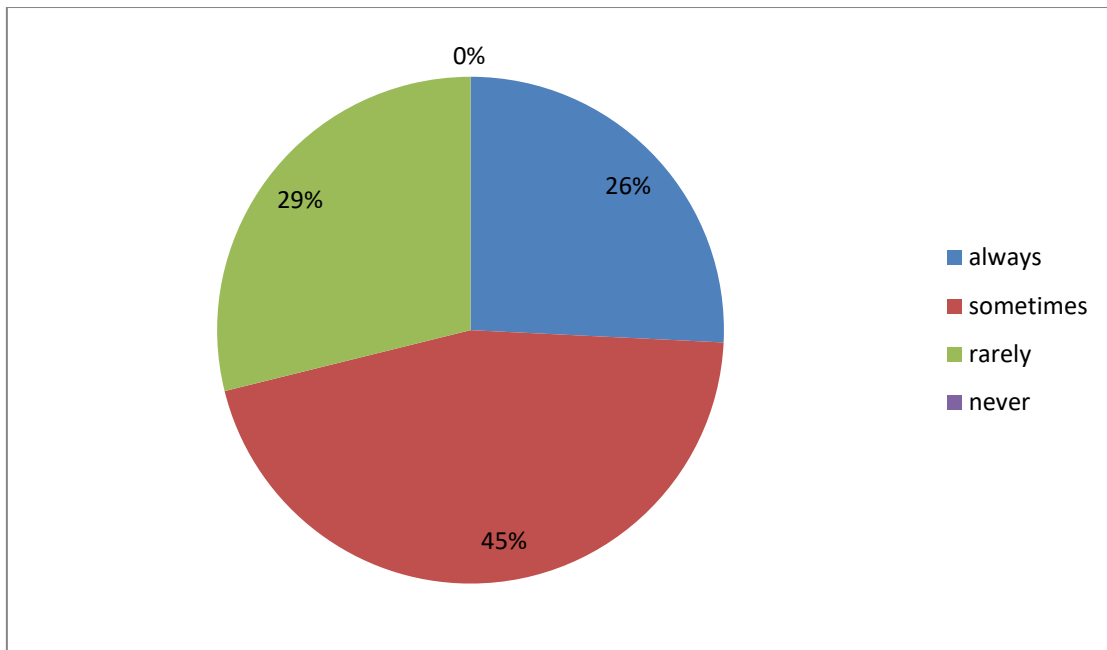


Figure 2.7: The Students' Oral Interactions in the Classroom

The graph above indicates the rate of the students' participation during oral expression sessions. It outlines that 45% of the students do sometimes participate, i.e. this happens depending on the topic of the session. Whereas, 26% of the best students claimed that they are always engaged in oral expression sessions. While, 29% are those who rarely interact in oral classes because of the nature of the subjects and they prefer to write rather than speak.

Question 08: How do you feel during oral expression classes?

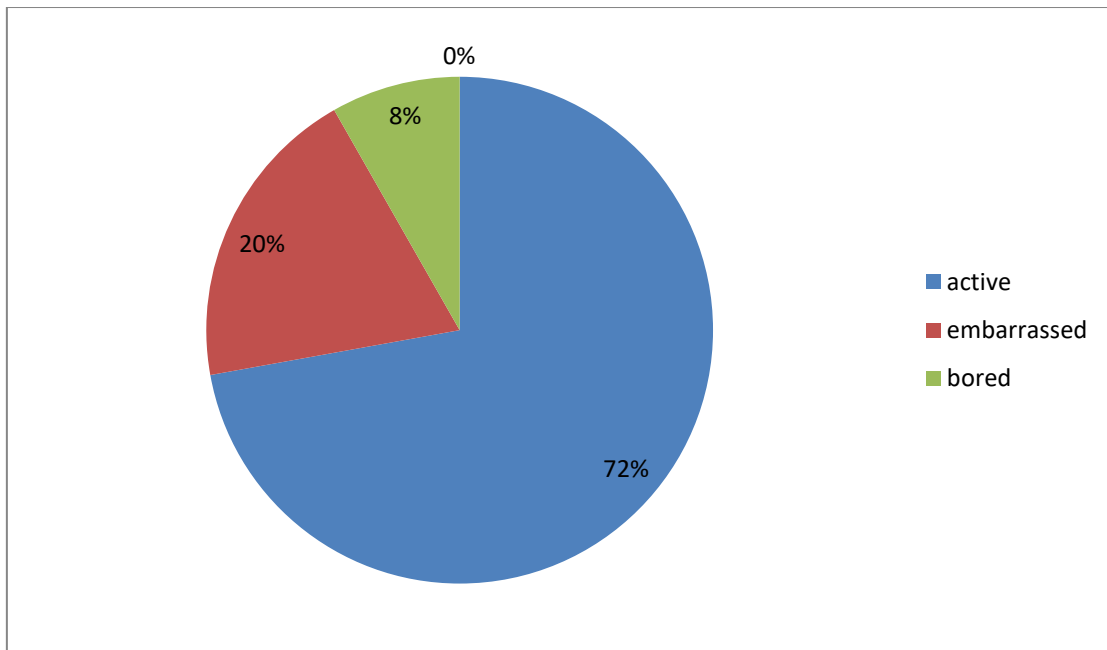


Figure 2.8: The Students' Perspective towards Oral Expression Classes

The supplied figure provides the percentage of the students' attitude towards the oral sessions. 72% of the participants have felt active during the OE classes. However, 20% are embarrassed because they think if they speak they would do mistakes and they will be judged by their teacher. Obviously, 08% are those who have the sense of feeling bored simply because they do not like the English language and they have been forced to choose English at university.

Question 09: In oral expression, are you perplexed of?

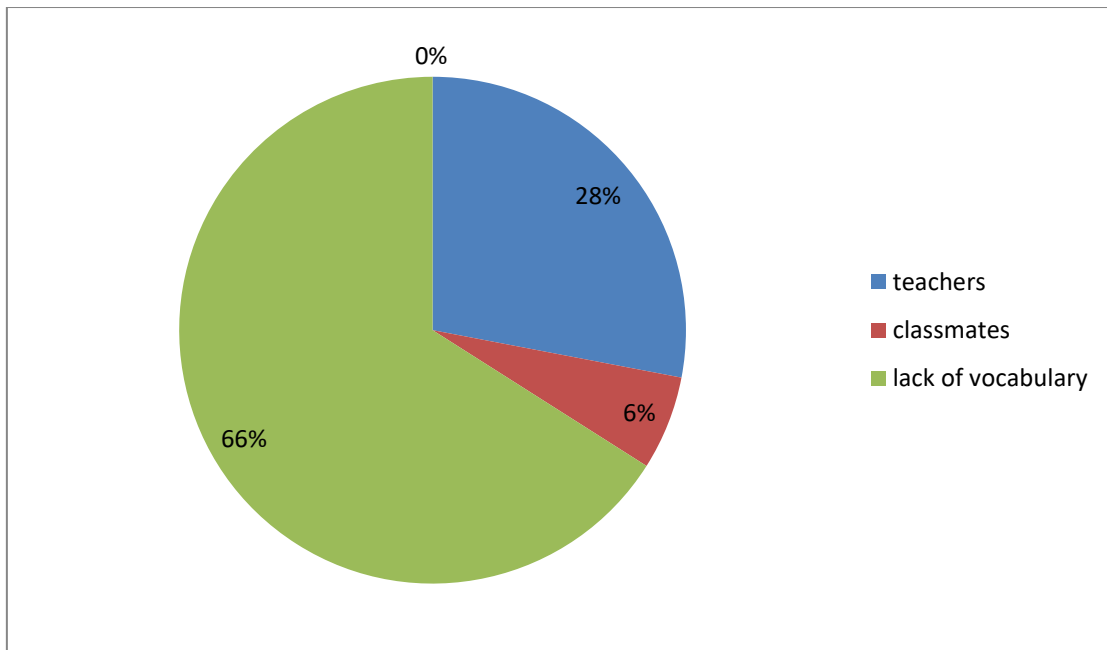


Figure 2.9 Anxiety in Oral Sessions

The provided pie chart illustrates the degree of the students' anxiety. It denotes that 66% have suffered from the lack of the vocabulary and the problem is the absence of reading that helps to gain more vocabulary and enriches the linguistic repertoire. While, 28% reported that they fell perplex from their teacher and 6% from their classmates which implies the fear of feeling timid; and therefore, this raises anxiety.

Question 10: Does your oral expression teacher judge your errors?

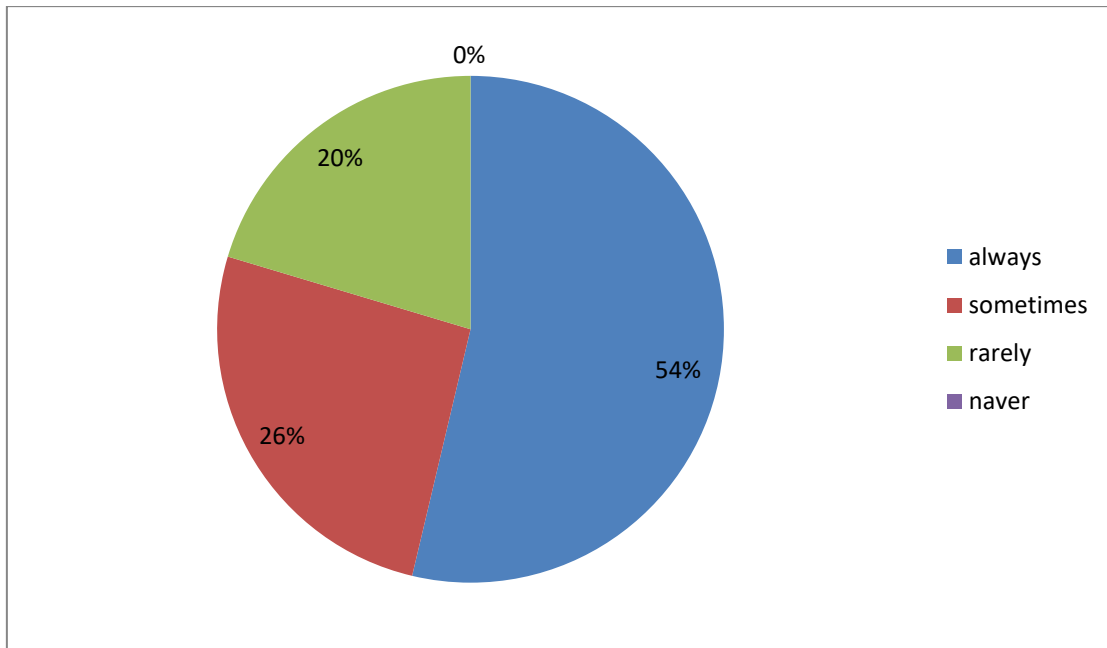


Figure 2.10: Teachers' Correction of Learners' Mistakes

The graph presents that 54% are always corrected by their teacher in order to speak English appropriately and correctly. On the other hand, 26% of them stated that their teacher sometimes corrects their mistakes. However, 20% have answered that they seldom do mistakes.

Section 2: Speaking and Motivation

Question 11: Do you like oral expression?

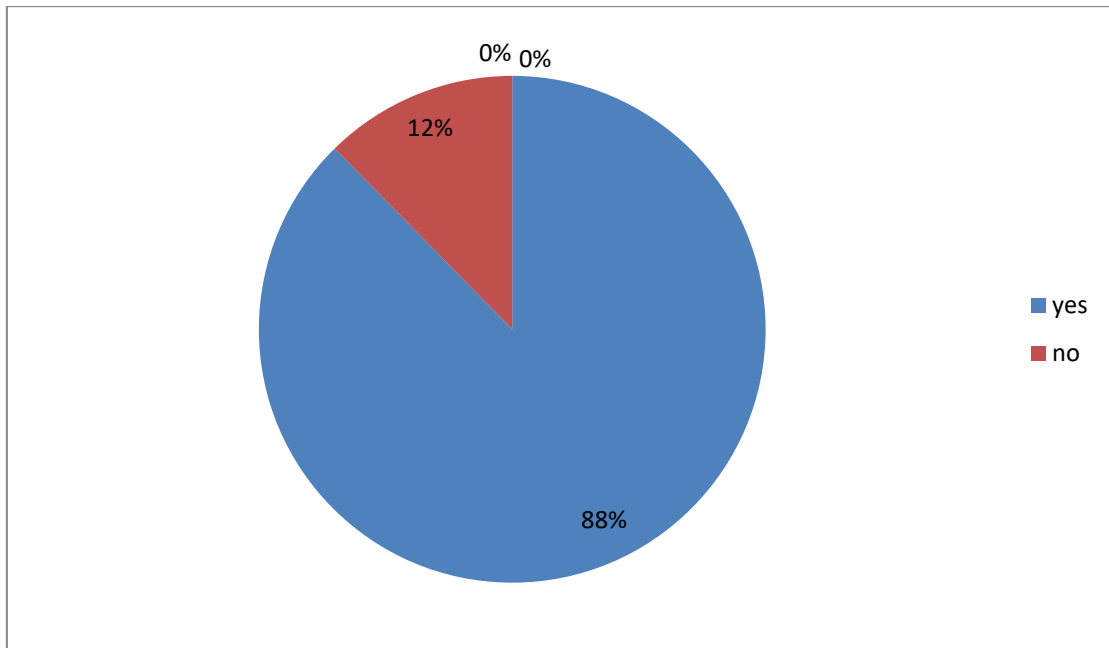


Figure 2.11: The Students’ Preference towards English Language

The shown graph figures that the highest numbers of the students (88%) prefer English according to its value in the world and they consider that they have to learn English since it is the international language. While, 12% stated that they do not like it due to its speaking difficulties.

Question 12: How do you consider yourself while speaking English?

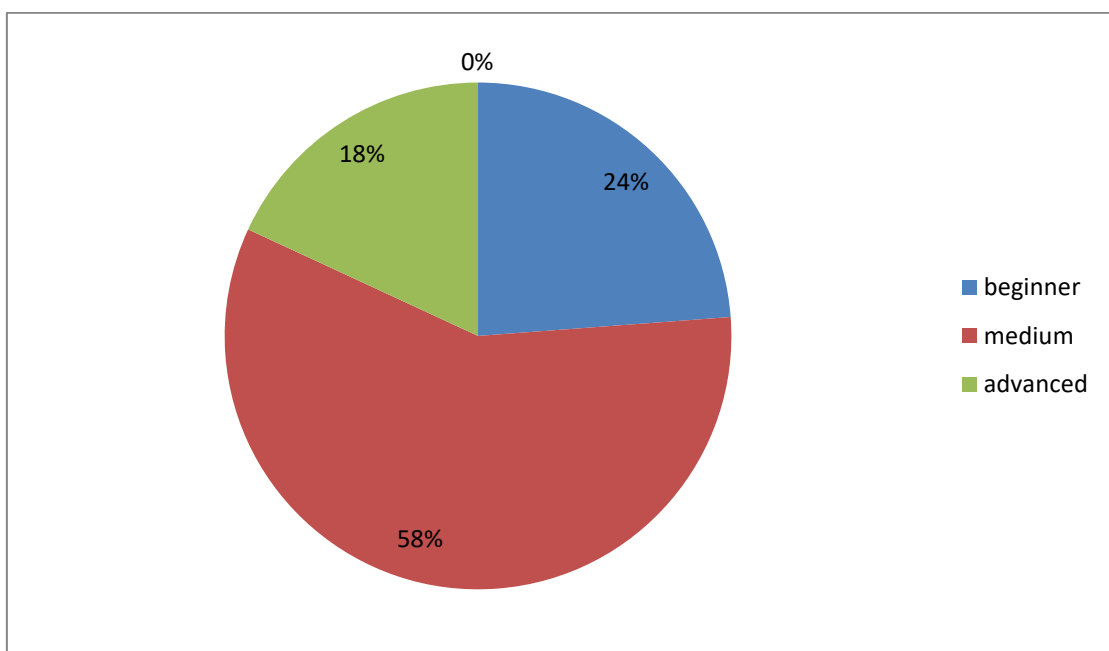


Figure 2.12: Students’ Standard in Speaking English

As it is shown in the above graph above that 58% of the students think that they have an average level in speaking English which implies that they are still improving their oral performance. Whereas, 24% consider themselves as beginners because they are still having the first contact with the English language at tertiary level, and 18% of them are those who are advanced because they like English and they were preparing themselves from their secondary and middle schools.

Question 13: Which one of the following options motivates you?

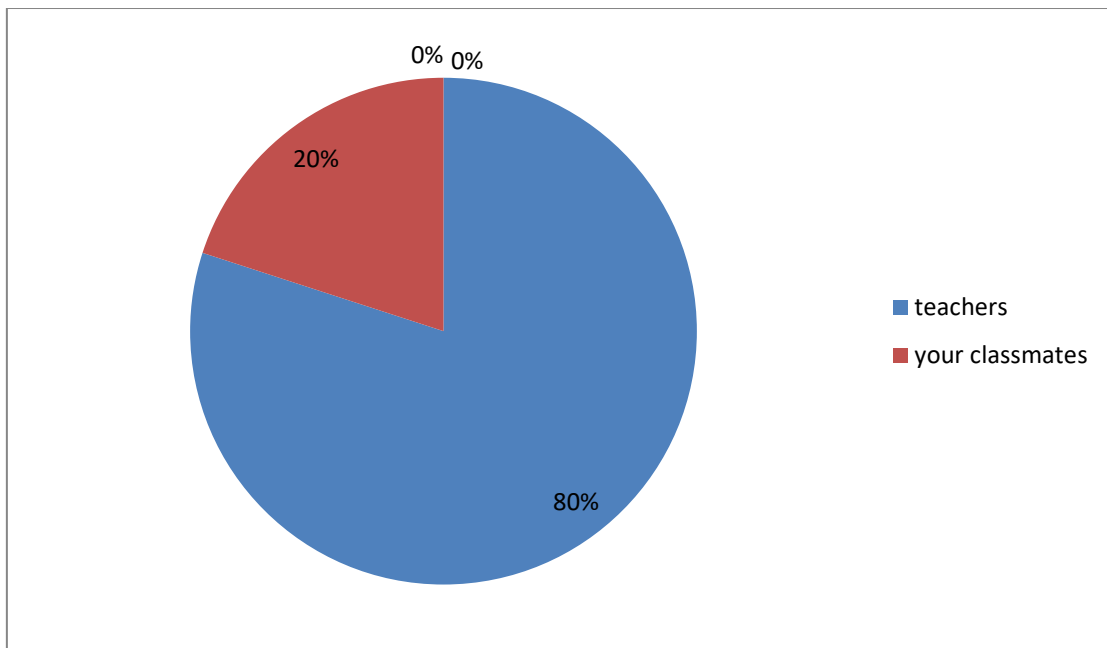


Figure 2.13: Students' Motivating Source in Oral Expression

The graph demonstrates that the most source of motivating the students is their teachers. (80%) of the informants reported that it is the role of the tutor who provides his/her learners with a good atmosphere and interesting topics to debate. While the less percentage which is about (20%) answered that they are motivated by their classmates.

Question 14: Do you agree that the oral expression's subjects are motivating?

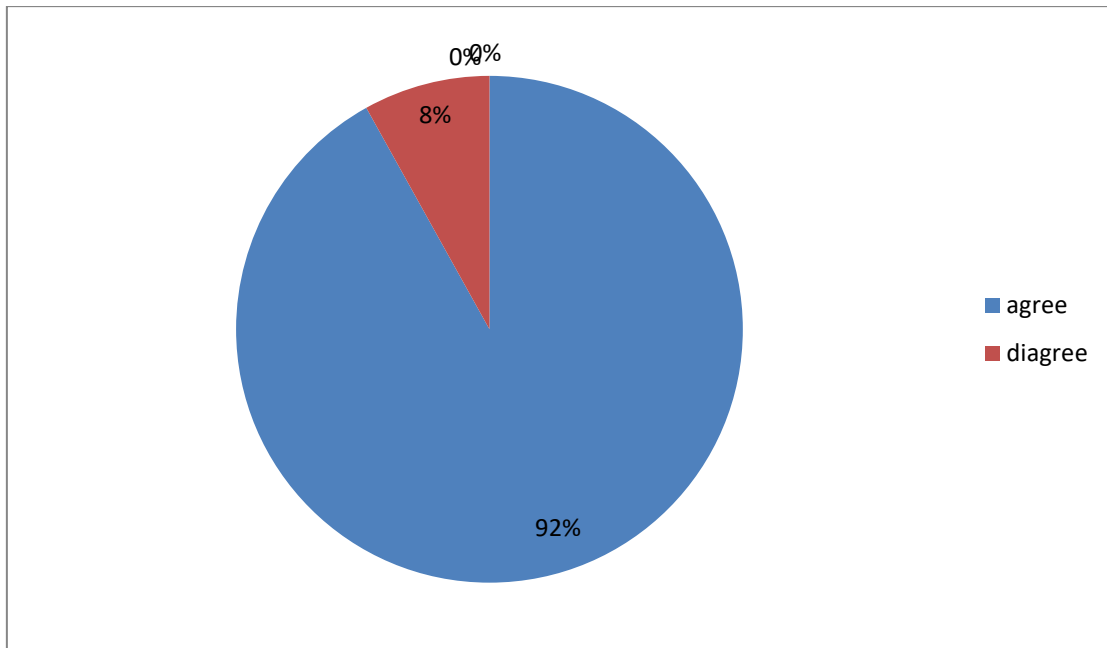


Figure 2.14: The Students' Views about the Oral Expression Topics

It is clarified by the graph above that the great majority of the participants (92%) agreed about the oral expression subjects and they feel that they are motivated while debating them. Whereas, 8% of them have answered that the topics are de-motivating and unexciting.

Question 15: What do you think about your oral teacher's techniques during the classroom?

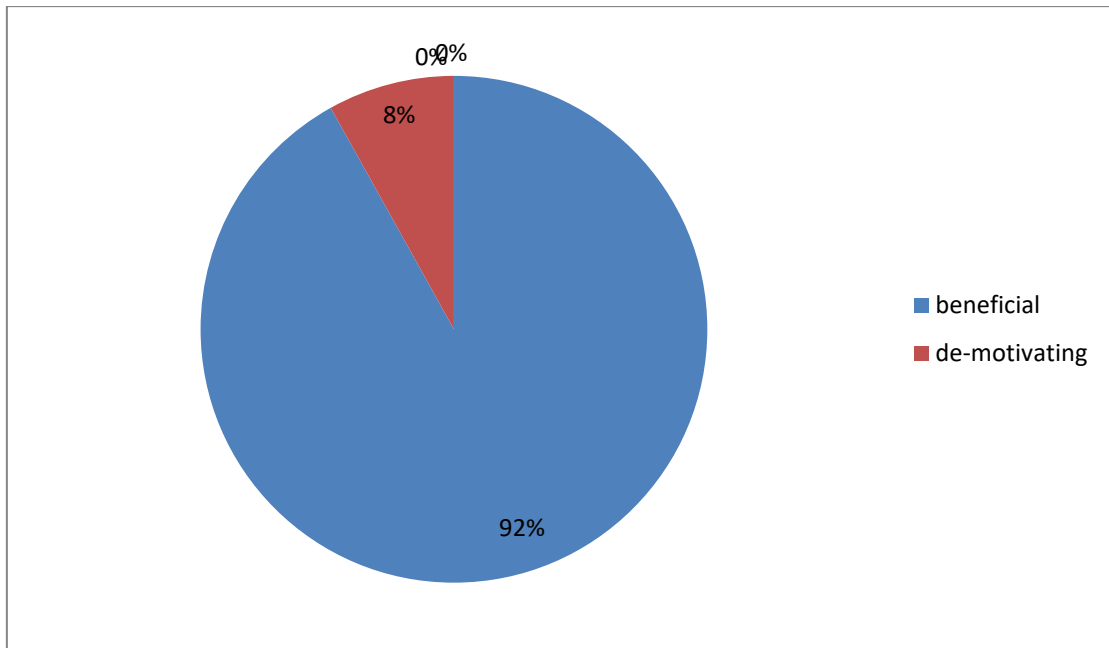


Figure 2.15: The Students’ Opinions about the Teachers’ Strategies

The graph sketches out the degree of the students’ views about the strategies that the teachers use in teaching oral expression. It is shown that 92% of the participants are satisfied with the teacher’s techniques during the classroom. However, 8% have stated that they feel discomfort with their oral expression teachers’ strategies.

Question 16: What sorts of visual aids stimulate you?

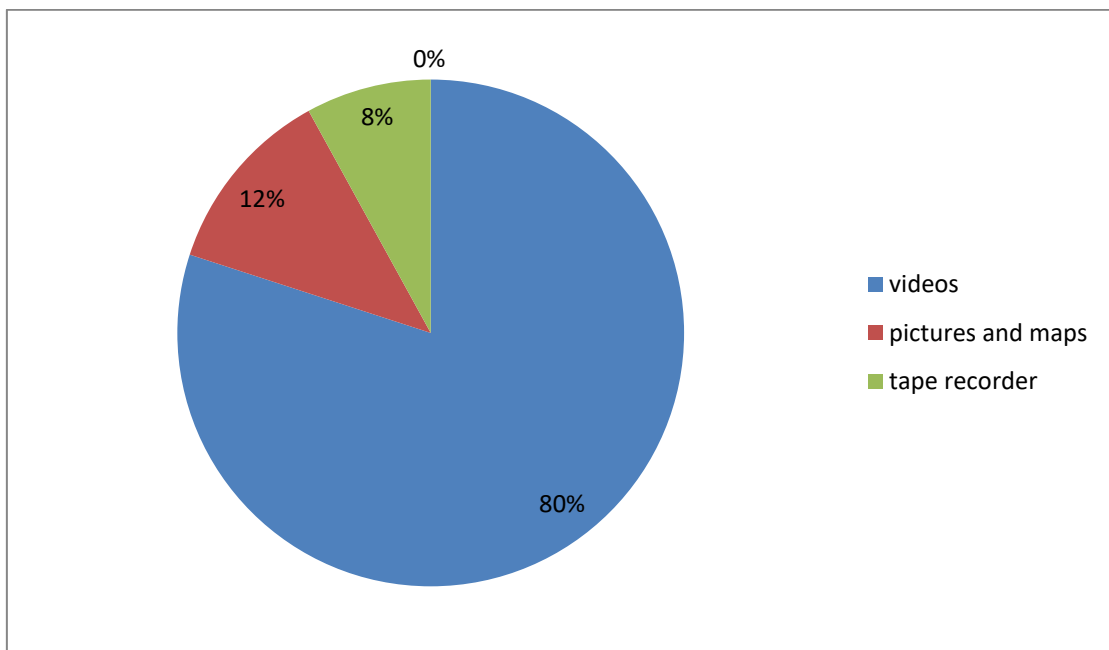


Figure 2.16: The Students’ Motivating Sorts of Visual Aids

The figure displays that 80% of the students are stimulated by videos because they listen and watch and then they debate what they watched. Others (12%) answered that they are motivated by pictures and maps rather than videos and the lower percentage which is about 8% stated that through tape recorder they can improve their oral performance.

Question 17: According to you, what are the strategies that the teacher uses in the classroom?

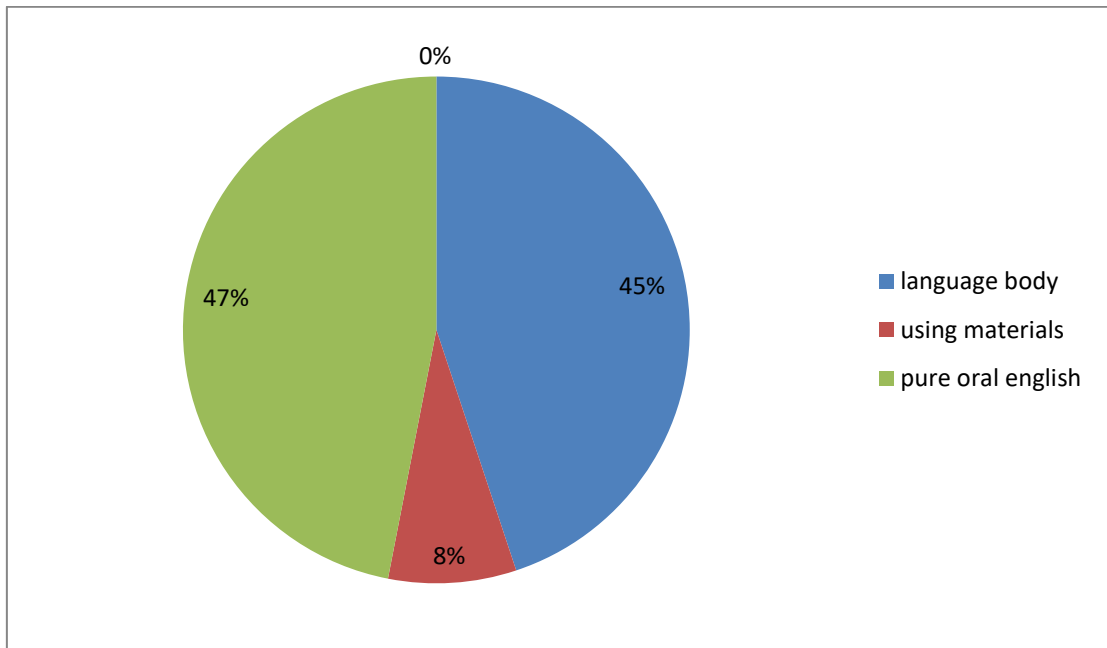
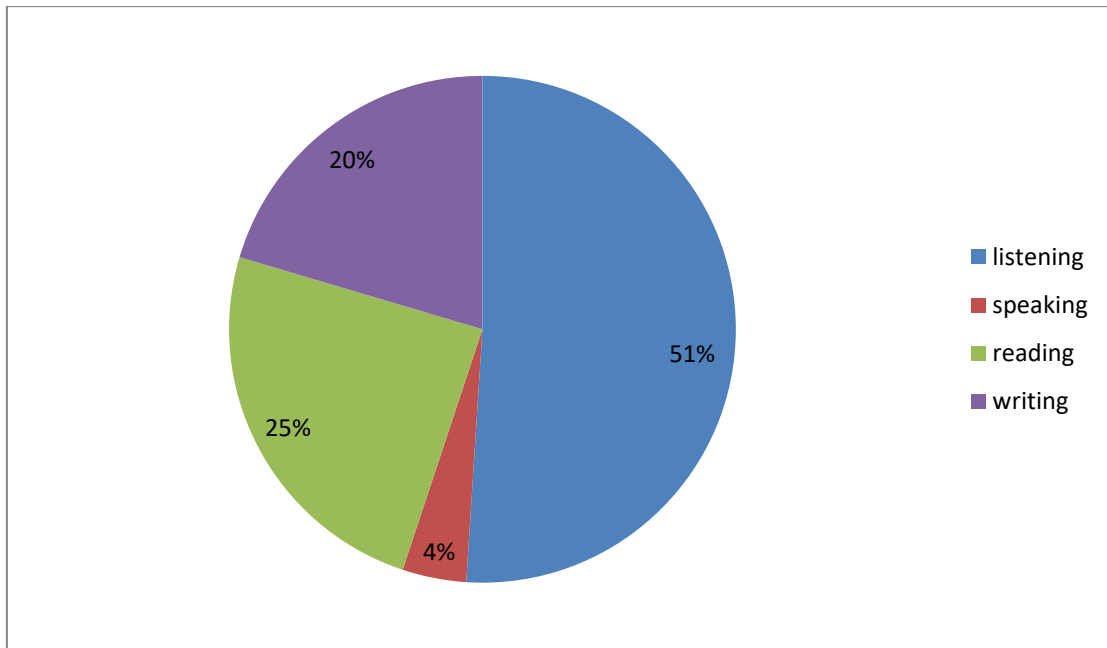


Figure 2.17: Teachers' Strategies in the Classroom

The graph above indicates the techniques that the oral expression teacher uses in the classroom to enhance the students' oral performance. It shows that 47% of the students have replied that pure oral English is the most used technique that the teacher relies on during the session. And language body is not far from the first one which is about 45%. Apparently, 8% of the participants have answered that it is rarely when the teacher uses materials such as videos.....

2.6 The Analysis of the Teachers' Questionnaire

Question 1: According to your experience, which one of the following skills is more used by your students?



2.18: Teachers' Views about the Most Used Skill by their Students

51% of the teachers reported that the majority of the students prefer listening skill rather than the others because they have not the capacity to speak and discuss; they always wait for what the teacher gives them. While, 25% of the informants claimed that there are students who like better reading in order to enrich their background. 20% of the participants stated that there are learners who have the ability to write good essays and paragraphs which implies that they like to express their ideas while writing not speaking. And the less used skill (4%) is speaking which is due to the lack of motivation and vocabulary.

Question 2: How is your students' level in oral expression?

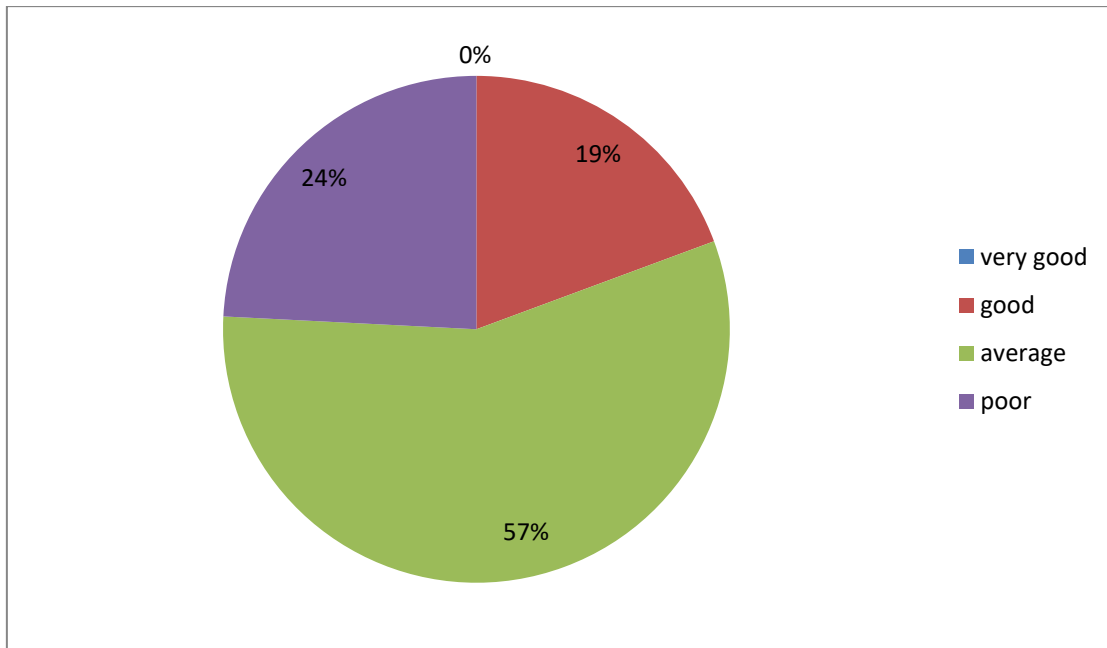


Figure 2.19: The Teachers' Opinions about their Students' Speaking Level

It can be seen in the graph above that the majority of the teachers (57%) affirmed that their students' speaking level is average because of the students' fear of making mistakes and their poor knowledge which implies the absence of making research and improving their vocabulary. Whereas, 24% of the teachers reported that there are some students who have poor level and this problem is due to the learners' carelessness regarding the language rules and values. 19% of the participants claimed that the good students are those who always do research and rely on strategies that help to increase their performance.

Question 3: Do you use new techniques in teaching oral expression?

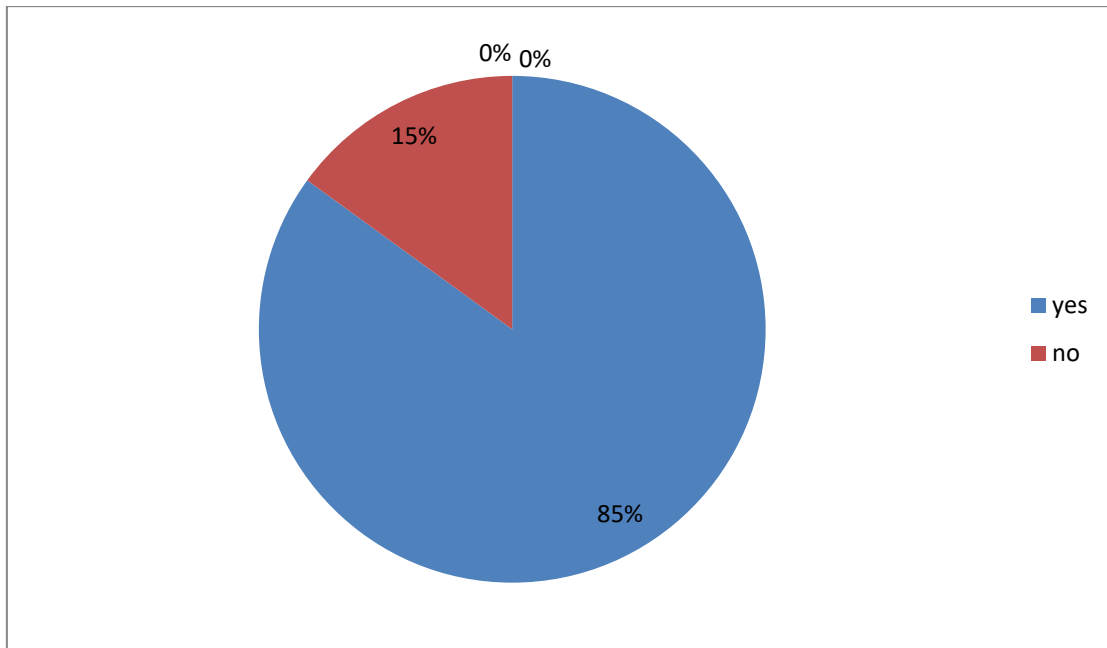


Figure 2.20: The Rate of The Teachers' Use of New Techniques

The figure displays the degree of the strategies used by the teachers during the oral expression sessions in order to engage their students to interact and speak without shyness and fear. Obviously, 85% of the informants stated that they use new techniques while teaching oral expression module mainly to the silent students in order to invite them to speak or make dialogues...etc. However, 15% of the teachers answered that they do not use new strategies; they prefer to bring topics and debate with them to get knowledge and have the opportunity to develop the students' speaking ability.

Question 4: Are you persuaded with the students' participation during the lecture in the classroom?

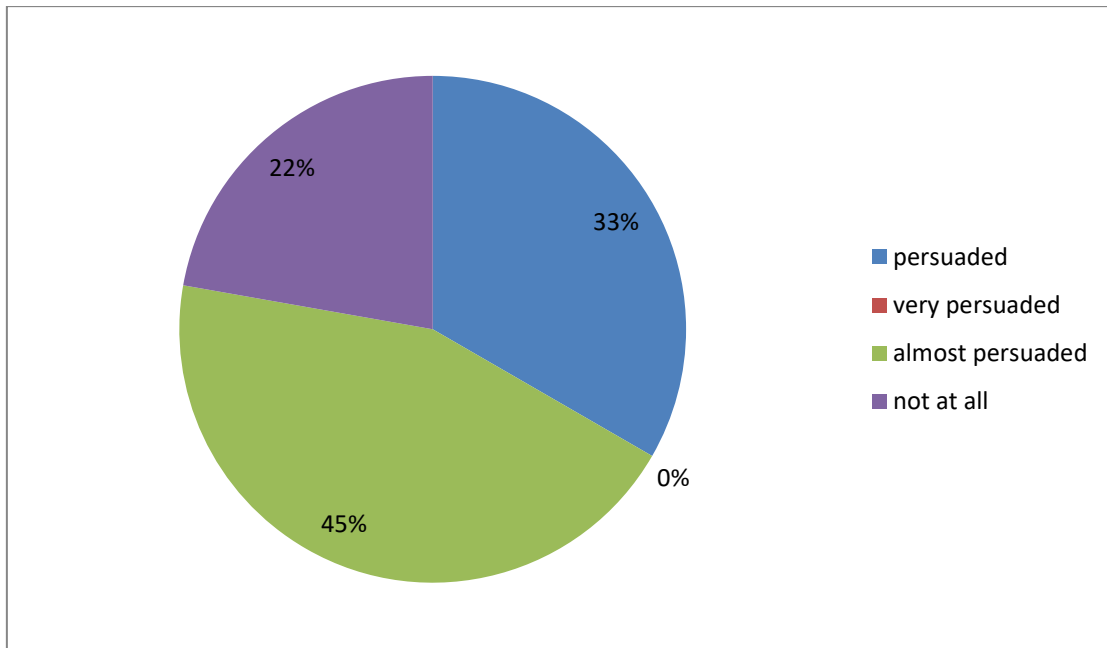


Figure 2.21: The Teachers' Gratification with their Students' Participation

The graph above shows the teachers' satisfaction with the learners' involvement in the classroom. It is displayed that 45% of the teachers are almost persuaded with the students' performance. However 33% of the participants stated that they are satisfied with their students' interaction because they already prepare the topics and debate them appropriately in the classroom. Whereas, 22% of the informants are unsatisfied because of the lack of the students' involvement in the sessions.

Question 5: What is the reason behind your student's failure in speaking English, is it due to?

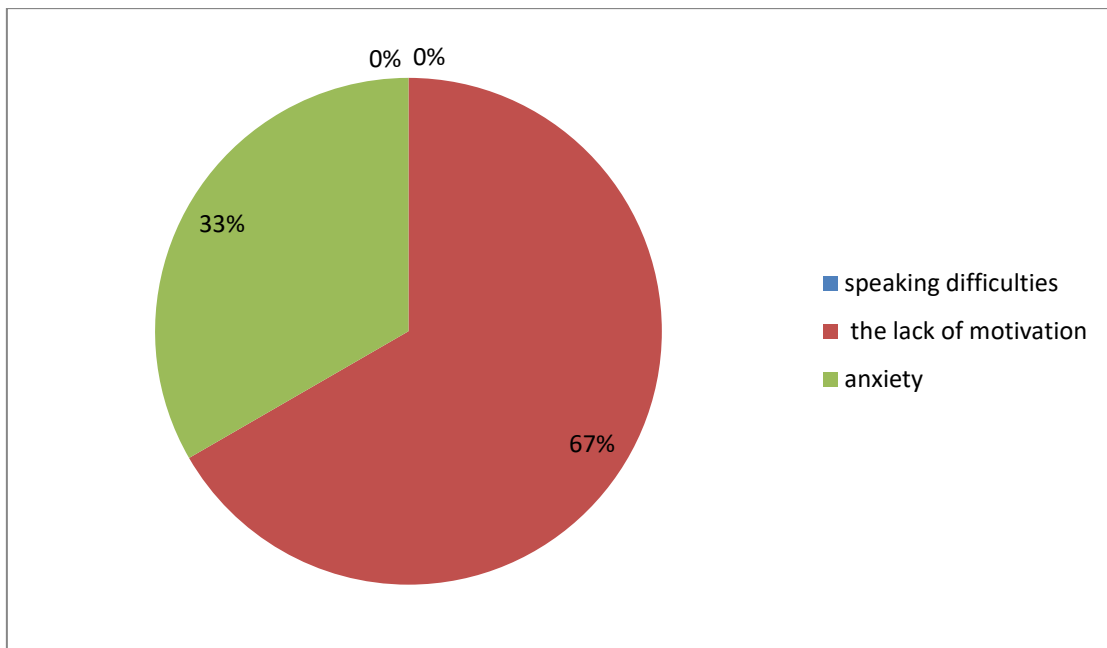


Figure 2.22: The Students' Failure in Speaking English

The graph presents the degree of the reasons behind the students' inability of speaking English during the OE sessions. It is clear that 67% of the teachers stated that the reason behind the students' failure in speaking English is the lack of motivation; they do not have the ability to interact because of some factors such as the fear of being laughed at by their classmates and being embarrassed by their teachers. However, there is a 33% of the participants who claimed that the ultimate reason that lies behind that is the anxiety which implies that the students think that if they converse they would feel anxious and perplexed.

2.7 Classroom Observation

2.7.1 The description of the classroom observation

Classroom observation was chosen as a research tool in this study in order to observe the students' motivation during the classroom activities.

Five (5) oral expression sessions were attended. During those sessions the learners' motivation and the teachers' strategies and attitude were noticed. Moreover, every single detail was observed; the students' level of motivation, strength, and weaknesses during the session and taking notes in an organized way. Each group included less than forty (40) students.

2.7.2 The Analysis of the Results

Firstly, when entering to the classroom, the teacher started calling his students' names. Then, he asked the students' to propose a topic to debate, the learners suggested some topics but after they demanded from their teacher to give them a topic to discuss. After that, he suggested a topic which was "the role of internet in enhancing students' learning". The teacher separated them into groups and gave them five minutes to think about the topic that was previously mentioned. Then, he asked group by group to give their ideas about the topic. When finishing, they started to interact with their teacher and debated the topic to reach its final idea.

It was also noticed that some of the students' brought their ideas from the internet and this is a main reason of the lack of vocabulary and confidence. Another group with another oral expression teacher, it was a good session with another teacher who knew how to motivate his students. At the beginning, he wrote three topics on the board which are "idiomatic expressions, proverbs, and dialogues ordering breakfast".

In this session, it was noticed the students' interaction and more importantly the teacher strategies. During this session, the teacher organized his class as follows:

1. Ask the students about their background knowledge concerning the topics.
2. Explain the idiomatic expressions and the proverbs which were on the whiteboard one by one.
3. Give to the students the opportunity of saying some of the idiomatic expressions and proverbs that they know.

The teachers used several strategies to stimulate and engage the students in the classroom atmosphere. For instance, he asked about proverbs which are in Arabic and translated them into English. It was also observed that when students did mistakes, the teacher stopped them and corrected their faults. Thus, with the techniques that the teacher used, a good atmosphere was created in the classroom.

Furthermore, at the end of the session he invited each pair of students to make a dialogue and go to the whiteboard to present it without a paper. At the end, the teacher thanked his students for their endeavor. It was also noticed that topic three (dialogues of ordering breakfast) triggered more interaction and motivation.

The results of the data collected from the classroom observation tool led to understand that there are causes which motivate or de-motivate the students to speak and participate in the OE sessions. Some of the motivating elements are addressed:

1. The teacher techniques during the session satisfied the students' need.
2. The teacher role in inviting the students to speak freely and improve their performance.
3. Providing the learners' with opportunities to select topics and present them.

On the other hand, there are some demotivating elements which led to the lack of motivation and non-participation during the classroom such as:

1. The teachers' interference to correct the students' mistakes.
2. Girls are more motivated than boys
3. The students' lack of confidence and complete reliance on internet in order to participate.

2.8 Results' Discussion

The analysis of the students' questionnaire indicates that motivation has been an important factor in enhancing the students' ability of speaking. Additionally, the results show that there are a great number of students who select to study English language. Though, they deemed that the speaking skill is the most complex skill and it is the most important skill to learn. Thus, the aim of increasing the speaking skill is the factors that motivate the students.

The investigation illustrates that the majority of the students attend in oral sessions. In addition, they participated and shared their ideas together in order to improve their performance. Whereas, some of the learners stated that they do not speak and interact during the OE classes; they have mentioned different causes such as: the lack of vocabulary, the teachers' strategies, the fear of being embarrassed and laughing, anxiety, and the lack of confidence.

However, it can be seen from the analysis of the students' questionnaire that the majority of the informants do not pay attention during the session because of the topics and the teachers' techniques. While, those who participate and pay attention during the session;

they thought that their speaking ability will be improved by the concentration and interaction.

Moreover, many students stated that when the teachers correct their mistakes, it is a good way to increase their speaking skill. On the other hand, some of them argued that it is one of the de-motivating factors. Seemingly, correcting the students' faults involve them to speak and make efforts to enhance their performance. In addition, many informants indicated that the teachers' strategies are the best way of helping them to interact and being improved. They argued that when the teachers use different techniques and new strategies such as (videos, pictures, group work, games ...) is very helpful for the learners' to be engaged and motivated in mastering and practicing English in the classroom.

Additionally, the results of the teachers' questionnaire show that there is a closest correlation between motivation and enhancing the students' speaking of English. They stated that the majority of the learners like the listening skill rather than the speaking since listening skill is easy. Also they indicated that students are not confident, afraid from speaking, and shyness. Besides, they mentioned that their students have an average level in speaking English because of some factors such as: the fear of making errors, criticism, the lack of vocabulary, and anxiety. Another aspects which were mentioned by the teachers; is that the students face problems on how to speak correctly without making mistakes and how to improve their speaking capacity.

The teachers stated some ways to motivate their students; they help their learners by encouraging them to speak, providing them with chances to participate freely without fear, letting them correct their mistakes without embarrassing them. Furthermore, the teachers stated that the use of several strategies to engage their students in speaking for instance; giving them the opportunity of bringing topics and presenting them with their classmates, role player... etc are helpful for the students to participate and practise their language. Whereas, some teachers indicated that correcting their students' mistakes is the best way to engage their learners. Apparently, teachers asserted that the relationship between the students and the teachers should be friendly and good because it motivates the students to be more involved. As a result, motivation plays a great role in helping the students to improve their speaking ability.

Regarding to the first hypothesis, our results indicated that there is a profound interrelationship between both motivation and speaking skill. The teachers asserted that the effect of motivation on students is to improve their speaking skill and interact during the oral sessions. Furthermore, it was noticed that the teachers' correction of the students' mistakes while presenting and speaking is one of the de-motivating elements.

With regard to the second research hypothesis, the research tools showed that the use of materials and the teachers' techniques are the best ways to stimulate the students, but unfortunately, the students of DrMoulayTahar University of Saida are still not motivated in speaking English because of some reasons such as the fear of making mistakes and the problem of making a correct sentence. Concerning the third research hypothesis, the results indicated that there are factors to motivate the students to speak such as: visual aids, proposing to them topics to present without interfering and interrupting them.

2.9 Conclusion

This chapter focuses on the data collected from both research tools (questionnaire and classroom observation) which were selected as tools to examine the role of motivation in promoting learning in oral expression. The results showed motivation has a strong impact on students' learning a foreign language. First year students' answers confirmed the hypothesis of this investigation. Motivation has a correlation with speaking. In addition, teachers asserted that anxiety and lack of motivation are reasons behind the speaking difficulties. Moreover, they indicated how motivation helps the learners to enhance their performance. Therefore, the teachers attempted to engage their students by selecting interesting topics, using several techniques, providing a good atmosphere, and allowing them to practise their language without shyness. To sum up, the results revealed the significance of motivation on the students' speaking ability.

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Chapter Three

Suggestions and Recommendations

3.1 Introduction

The purpose of this chapter is to provide techniques and methods in order to improve the learners' motivation in speaking English and interact in oral expression sessions. It deals with the correlation between speaking skill and motivation in mastering the English language and speaking it fluently. Also, it tackles the teachers' strategies that may enhance the students' performance. Then, the later presents several solutions and recommendations that could be taken into account by the teachers and students in order to increase motivation and participation in the OE courses.

3.2 The Relationship between Speaking Skill and Motivation

It is obvious that in learning the English language, the students should master the productive skill (speaking) before the receptive skills (reading and writing). Therefore, they need to communicate with people. So, motivation plays a great role in enhancing the students' speaking skill, it helps them to be more engaged, more involved in the oral class and the learners' participation in the classroom depends on motivation.

3.3 Increasing the Learners' Motivation in the Classroom

Students' desire is to develop their speaking skill and interact in the oral expression sessions. There are several factors that can facilitate the way how to initiate motivation and make the students speak the English language fluently and become more enhanced in learning.

Furthermore, students can improve their speaking skill with the use of social media because they help them to learn English language. In this case, the learners will make efforts in the classroom in order to show their achievement in speaking skill. Also, communicating with their friends in English outside the classroom; it leads to the success of gaining their goals and improving their performance.

3.3.1 Teachers

The relationship between both students and teachers is the most important factor in raising motivation during the classroom, teachers should invite their learners to participate and express their ideas without forcing them to use the rules while speaking because they will feel stressed and this leads to the students' anxiety.

Indeed, teachers should use effective strategies in order to make their students motivated. Another important element that the teachers could take into consideration is the way of teaching; it means the way they convey their message and at the same time how they facilitate ideas in order to gain a successful class and their students become improved in such kind of learning. Moreover, teachers with good attitudes and behaviours stimulate the students, also, the teachers' accent improve the students' motivation and lead them to speak English like their teachers. Besides, the interaction during the classroom provides the students to debate with their teachers and to share their ideas in order to increase their speaking skill.

The teachers' advice is good for students to be motivated; for instance if the teachers remind their learners about the learning of the English language is good and significant in their future life, the students will try more to improve their learning. In addition to what have been clarified, the teachers should provide their students with a good atmosphere where the learners interact and speak. Furthermore, making mistakes while speaking is the most common factor that pushes the students to the speaking disabilities; teachers should help their students to speak and practise their speaking skill without embarrassing them this will reduce the learners' anxiety and help to improve themselves. According to Rose (1997)

teacher is calculating, redirecting, disciplining, questioning, assessing, guiding, directing, fascinating, validating, facilitating, moving, monitoring, challenging, motivating, watching, moderating, diagnosing, trouble, shooting, observing, encouraging, suggesting, modeling and clarifying (p.97)

In short, teachers are the best factor of motivation in the teaching and the learning processes. They play several roles during the classroom particularly in the oral expression sessions; they control, stimulate, engage, explain, facilitate, encourage, inspire, examine, notice, correct....etc. There are strategies in which teachers can use in the courses such as the correction of the students' mistakes and errors during the presentations; the cooperative and helpful correction will make the learners motivated.

Teachers help the students to improve themselves by encouraging them and giving them knowledge and they are not similar because each teacher works with his or her techniques which implies that they change according to the teaching strategies, experience and students' level; Harmer (2001, p. 57) asserted that the teacher's role depends on the activities and lessons, and he proposed some the teachers' role as:

a. Prompter

Sometimes learners get confused and forget what they want to say, so in this case the teachers try to help them speak and facilitate the way of the interaction in order to make the students motivated and to avoid the learners' anxiety and stress. Thus, the teachers' role is to stimulate the students to converse with their own style and speak fluently.

b. Participant

Teachers can be as a participant in the debate or in the activity. Teachers can provide his/her students with a task and urge them to present it orally (oral assignment) whether individually, in pairs or a group work; and if something is unclear for the rest of learners, the tutor may intervene and explain for them using a simple method to make the students better understand the work. In other words, teachers have the opportunity to help the students by giving them extra information that push the learners to speak and participate without being embarrassed and stressed but here the teachers should be cautious and attentive when they help and practise.

c. Organizer

The role of the teacher as an organizer means to control and organize his/her students in the classroom. Furthermore, they give their learners works and activities to do and at the same time clarify for them the nature of the activities and tasks. They may separate their learners into groups in order to share their ideas and interact better than individual work, and after that they give them the chance to participate without interrupting them so as to know if their learners understand the activity and also if to see if their English is improving.

3.3.2 Learners and Classmates

The success in learning a foreign language is related to the learners' motivation; they should be motivated to acquire the English language. Moreover, in the classroom there is a cooperation relation between the learners and their classmates; which indicates that sharing their ideas together and presenting their works in peers will increase their motivation and this will also reduce the stress and the anxiety that the students feel during the oral presentations and the interaction. In fact, teachers are considered as the most important

factor that makes the students more motivated by the employed strategies in the classroom. In this context, tutors may well invite their learners to participate and debate interesting subjects and this will make the students feel better, and therefore show all their capacities in the oral expression sessions.

Speaking skill is important in learning a foreign language because learners need to improve their performance in order to communicate with others. In addition, learners may improve their speaking by listening to music, watching movies without translation, reading books which is exceedingly fundamental to reach knowledge, and thus academic success. These methods also help the students to enhance their target language as well as boosting their motivation for practicing more the English. Furthermore, group works and correcting each other mistakes is an effective way to create motivation during the oral expression courses.

3.3.3 Drilling

Drilling is a beneficial and a successful method that improves the learners' motivation. It is repetition of the main important words, statements, quotes, and even paragraphs. Brown (2000, p. 272) indicated that "drills offer students an opportunity to listen and to orally repeat certain string of language that may pose some linguistic difficulty either phonological or grammatical". It is effective for the students to repeat what the teachers uttered in order to increase their performance, acquire knowledge and learn new English vocabularies.

3.3.4 Dialogues and play roles

These two techniques play a significant role for the learners' motivation which suggests that using dialogues and play roles in the classroom will make the students more engaged, perform their speaking and even enhance their pronunciation, grammar and their language rules. On the other hand, dialogues help the learners to overcome their anxiety and fear from speaking. More importantly, the role play is to invite the students to speak about specific situation and plays it in the classroom using their imagination.

According to Byrne (1986, p.117-118)

Role-play, like other dramatic activities, involves an element of let us presented [...] we can offer the learners two main choices, a- they can play themselves in an imaginary situation [...] b- they can be asked to play imaginary people in an imaginary situation.

It is a helpful strategy to improve the learners' motivation, have a high self esteem and stimulate them to speak accurately.

3.4 The Learning Conditions and Environment

It is the place where the learner studies and acquires knowledge. The students should learn in the appropriate conditions and convenient environment because they are the first factors that contribute to motivation, and thereby language improvement. When the learners study in a good atmosphere, they will acquire successfully the English language and fill their knowledge gaps because if they learn in inappropriate conditions with the absence of the attractive classroom, they will feel bored and lose their learning desire. In addition, teachers need to know how to manage their classroom and provide the students with interesting topics and activities that suit their cognitive level in order to facilitate for them the interactions and practise their speaking. Also, giving them the opportunity to converse and participate without interrupting them. It is advisable that if oral expression teachers show them that they are aware of every single word they speak; this will encourage them to be motivated. Furthermore, the correction of the students' mistakes in a soft way is better for them to overcome their hesitation and fear.

3.5 Motivational Activities

Motivational activities are the tasks that the learners do in the classroom; they help them to express their ideas and participate during the oral expression sessions. Teachers should select the motivational tasks and ask the students to do those activities in groups in order to make the classroom more attractive and invite each learner to interact especially the silent students. In addition, those activities can be in kind of presentation, making dialogues, listening to an audio then explain what they understand in order to get the learners' ability of comprehending and receiving what the others say, giving them adverbs and asking about their meaning, bringing interesting topics which make them feel at ease, giving them activities that would engage them, repeating after the teachers tongue twisters; this to get the students quick in speaking English, asking them to describe a picture or shapes to get

the students confident in speaking. There are several motivational activities that aid the learners' to develop their oral performance in the classroom.

3.6 Further Suggestions for Teachers and Learners

a. For Teachers

As it is known that the teacher is considered as the first factor who builds the students' motivation in the classroom. There are some strategies that could help the teachers make their learners' motivated and achieve a successful classroom.

- Teachers should know how to manage their classroom.
- It is necessary that teachers rely on practice rather than theory.
- They encourage their students to speak in the classroom even if they make mistakes.
- It is advisable that teachers separate their learners into groups to work in order to share their ideas and participate without fear.
- Teachers advise their learners to read books in order to reach their knowledge and acquire enough vocabulary.
- It is important that the choice of the teaching techniques will satisfy the students' need in acquiring the English language.
- Teachers should teach the learners how to speak English accurately without using the mother tongue.
- Teachers have to organize their learners when speaking in order to avoid a noisy classroom.
- The use of motivational activities is better for the learners (dialogues, role plays, storytelling.....)
- The OE teachers should control their learners by walking in the classroom and looking on their students' work. This can help the learners to concentrate more on their tasks without making noise.
- Teachers' interference while the students speak is one of the demotivated factors; they can let their learners finish the presentations then correct their mistakes in a gentle way in order to avoid the students' fear and anxiety.
- Teachers may emphasize more on the tasks nature; they have to select interest subjects that motivate the students.

- Rewards are another motivational way for the students; teachers can award their learners about their efforts such as giving extra points to the ones who present their work very well and try to improve their speaking skill by themselves. This encourages the learners to participate.
- A friendly relationship between the students and the teachers can make the learners engaged, and thus overcome their weaknesses.
- Teachers may change the activities in each session in order to enhance the students' fluency.
- Oral exam is important for first year university students; teachers can make exam in the oral module in order to evaluate if their learners get improved or not. To illustrate more, the oral exams should be orally which implies that teachers can choose some topics and ask each student to talk about it in the classroom and do not leave the choice of the subjects for the learners because some students can bring a topic from the internet and memorize it then present it. So, the idea of letting the students select the exams' topic is not acceptable.
- Teachers should tell their students that they are evaluated according to their written communication and oral performance.
- The OE teachers may tell the students that oral expression is the only opportunity where they can practise English.

b. For Learners

Not only the teachers who can motivate the students but also the learners have to know how to improve their speaking by themselves; there are some suggestions that may help them to be more motivated.

- The first element that should be taken into consideration by the learners is their attitudes towards the target language (English); they have to be ready for the learning of English language and their positive attitudes is the best way to acquire a foreign language.
- Learners have to be more confident in order to overcome all their problems in speaking English during the oral sessions
- They know how to improve their performance by themselves and create their own techniques to achieve their goals.
- The students ought to master all the English language rules in order not to be failed.

- Taking notes is one of the motivational strategies when the teachers speak, this can help them enrich their vocabulary.
- The use of the English language outside the classroom will aid the students to enhance their oral performance because speaking English is not only inside the classroom.
- Relying on several means to increase their speaking very well such as: listening to the English music, reading books or novels to get sufficient knowledge, watching movies without translation...etc.
- The use of the dictionary is very important; it helps the students to learn the words' pronunciation and transcription.
- It is necessary that the students' choice of learning the English language is not for a personal purpose. It will be better if they acquire the target language as an important language.
- The focus on the teachers' accent while speaking in order to learn better the language.
- The students can make some relations with native speakers and converse in the English language.
- Learners have to take their teachers' pieces of advice into account.
- They should know that from mistakes they learn. So, they participate and interact in the classroom without shyness.
- Students can follow the youtube channels that provide the learners with motivational videos about how to acquire a foreign language.
- The learners may ask questions to their teachers about the English language and on what they should focus in order to improve their oral.
- Students should be cooperative with their teachers and classmates. Also search about the language and its history, dialects, rules...etc to enhance their culture.

Consequently, there are various methods that build the students' motivation in the oral expression courses. As it is mentioned earlier, not only the teachers who build the learners' motivation but also the students' attitudes and self-confidence in acquiring the English language, and therefore improve their oral fluency. Furthermore, the lack of vocabulary prohibits the students from participation; they cannot take part in the oral session because their linguistic repertoire is poor and restricted. Feeling shy in front of their classmates make them feel anxious and unable to speak the English language. So, in order to make the

learners speak accurately during the session, they should improve their vocabulary by reading and searching more on the internet to have sufficient knowledge that help them participate fluently. Also, to overcome their shyness of debating in front of their classmates, they need to be confident of what they communicate and know that this is a new language and that they learn through making mistakes while speaking.

3.7 Conclusion

Certainly, motivation is the key to the students' success in learning the English language. There is a profound relationship between motivation and speaking. Thus, this chapter focused on the ways that enhance the learners' motivation while speaking in the classroom. It is stated before that the teachers' strategies, conductance, attitudes...etc are helpful for the students' enhancement of speaking skill which suggests the use of appropriate strategies and the students' motivation and willingness to learn which will satisfy the learners' need and increase their oral performance. Moreover, materials and motivational activities are the most important methods used in the classroom; they motivate the students and make them more engaged. Besides, learners' attitudes and confidence are also necessary in learning because they acquire a new language for that they should make efforts and improve themselves using their own strategies (self-learning). So, the students' academic success is deeply intertwined with motivation.



General Conclusion

1. General Conclusion

The present study focused on the role of motivation in promoting learning in oral expression sessions. Its importance was on the influence of motivation to enhance the first year university students' speaking skill. The term of motivation is the key of the students' success in learning English as a foreign language. Thus, the research aim was to find out the reasons behind the lack of motivation in the students' speaking skill especially during the oral expression courses. So, motivation plays a great role in improving the learners' ability of speaking and helping to overcome their anxiety and fear of the participation during the OE sessions in front of their classmates and teachers.

Furthermore, the current research stressed also on the teachers' use of various techniques that motivate the students to interact and practise their oral performance fluently. In addition, the focus on practice rather than theory is better for the learners' English acquisition. The study hypotheses which were advocated earlier have been confirmed through the use of the structured questionnaire and classroom observation as research tools. So, the results have indicated that the lack of motivation is the first reason of the learners' failure. Therefore, teachers have to select the appropriate teaching methods and invite the students to interact and express themselves without being shy. They should also give enough time for their learners to speak even if they make mistakes. It is important that teachers do not neglect the silent students; they should work with them and help them to enhance their oral performance and overcome their fear and shyness.



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Appendices



Appendix

-A-

The Students' Questionnaire

Dr. MoulayTahar University

Faculty of letters, Languages, Human and Social Sciences

English section

First year students

Dear students:

This questionnaire is an effort to collect information of a master project. It would assist to examine the role of motivation in enhancing the learners' speaking skill.

To obtain the necessary information , I would request that you respond to the questionnaire below meticulously .

Cooperation is, of course,voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study .

Thank you for taking the time to answer the questions fully and Thoughtfully.

Section 1: English as a foreign language in oral classrooms

Question 1: Studying English as a field at the university is:

- a. Chosen by you?
- b. Suggested by others?
- c. Selected without a reason?

Question 2: According to you which one of the following skills you think is difficult?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Question 3: Which one of the following skills you are more attached to?

- a. listening

- b. Speaking
- c. Reading
- d. Writing

Question 4: Do you believe that speaking English is?

- a. Easy
- b. difficult

Question 5: How many sessions do you attend in oral expression classes?

- a. One session
- b. Two sessions
- c. Three sessions

Question 6: do you speak English in oral expression?

- a. Yes
- b. No

If no, why?

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Question 7: How often are you engaged during oral expression lecture?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Why?

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Question 8: How do you feel during oral expression classes?

- a. Active

- b. embarrassed
- c. Bored

Others:

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Question 9: In oral expression, are you perplexed of?

- a. Teachers
- b. Classmates
- c. Lack of vocabulary

Question 10: Does your oral expression teacher judge your errors?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Section 2: Speaking and Motivation

Question 11: Do you like oral expression?

- a. Yes
- b. No

Why?

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Question 12: How do you consider yourself while speaking English?

- a. Beginner
- b. Medium
- c. Advanced

Question 13: Which one of the following options motivates you?

- a. Teachers
-

b. your classmates

Question 14: Do you agree that the oral expression's subjects are motivating?

a. Agree

b. Disagree

Question 15: What do you think about your oral teacher's techniques during the classroom?

a. Beneficial

b. Demotivating

Question 16: What sorts of visual aids stimulate you?

a. Videos

b. pictures and maps

c. tape recorder

Others

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Question 17: According to you, what are the strategies that the teacher uses in the classroom?

a. Language body

b. Using materials (videos and music)

c. pure oral English

Please answer briefly

Question 18: What are the reasons behind the lack of motivation in the classroom?

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Question 19: how does your teacher motivate you?

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Question 20: What can you do to encourage yourself to speak English?

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Thank you very much for your cooperation.



Appendix

-B-

The Teachers' Questionnaire

Dear teachers:

This questionnaire is an effort to collect information of a master project. It would assist to examine the role of motivation in enhancing the learners' speaking skill.

To obtain the necessary information , I would request that you respond to the questionnaire below meticulously .

Cooperation is, of course,voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study .

Thank you for taking the time to answer the questions fully and Thoughtfully.

Question 1: According to your experience, which one of the following skills is more used by your students?

- a. listening
- b. speaking
- c. reading
- d. writing

What is the reason behind it?

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Question 2: How is your students' level in oral expression?

- a. Very good
- b. Good
- c. Average
- d. poor

Question 3: Do you use new techniques in teaching oral expression?

- a. Yes
- b. No

If yes, what are these strategies mainly for the silent students?

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Question 4: Are you persuaded with the students' participation during the lecture in the classroom?

- a. Persuaded
- b. Very persuaded
- c. Almost persuaded
- d. Not at all

Why?

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Question 5: What is the reason behind your student's failure in speaking English, is it due to?

- a. Speaking difficulties
- b. The lack of motivation
- c. Anxiety

Please, justify your answer

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Question 6: How is your relationship with your learners?

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Question 7: How can you motivate your students?

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Question 8: What type of activities do you usually do in the classroom?

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Thank you very much for your cooperation.