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An Investigation of Motivational Strategies Used in English Foreign Language

Classes to Develop the Speaking Skill

The Case of First Year Licence Students at the University

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Dissertation Submitted in Partial Fulfilment of the Requirements for the Master Degree in

English as a Foreign Language

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2018

General Introduction

1. Background of the Study
2. Statement of the Problem
3. Aims of the Research
4. Research Questions
5. Hypothesis
6. Data Collection Instruments
7. Structure of the Study

General Introduction

1. Background of the Study

The educational system in Algeria has given great importance to the learning of English as a foreign language. English is taught since middle school; however, many university students have difficulties in using English as a communication tool. In fact, there are many students who try to interact in English in classrooms in order to be successful in the speaking skill.

Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can not be directly observed. Instead, motivation can only be inferred by noting a person's behavior. Many studies have shown the relation between motivation and learning a foreign language, as in the case of speaking English as a foreign language. In this regard, Gardner and Lambert (1959) draw a relationship between students' motivation and their linguistic performance identifying two types of motivation which are intrinsic and extrinsic motivation, they reported that the students with integrative orientation or direction are more successful than those with instrumental motivation. Consequently, the role of motivation to speak English as a foreign language is a part of teachers' role. They are the ones who develop the desire of students to speak English as a foreign language.

2. Statement of the Problem

In the context of English as a foreign language (EFL), although many first year students have an acceptable level in their speaking skill, they still encounter various difficulties in order to get involved in a class discussion using English. According to some informal discussions with some teachers of oral expression at the department of English, first year students are in need to develop their speaking skill. Teachers underlined a set of problems that hinder first year students when they practice their speaking skill in oral expression sessions such as a lack of motivation, shyness, anxiety and fear of making

mistakes. In this regard, teachers should help students to develop their speaking skill using adequate motivational strategies.

3. Aims of the Research

The present research aims at identifying the motivational strategies used in EFL classes to develop the students' speaking skill. Moreover, this study aims at making the students aware of the importance of these motivational strategies, and to see whether the lack of motivation is the only factor that hinder students to speak in classroom.

4. Research Questions

This research aims to answer the following questions:

- 1- What is the role of motivational strategies used in EFL classes to develop students' speaking skill?
- 2- What are the strategies that teachers follow to motivate students to speak?
- 3- Do motivational strategies develop students' speaking skill?

5. Hypothesis

With the consideration of the above questions, it is hypothesized that students' speaking skill can be developed if teachers use motivational strategies in class.

6. Data Collection Instruments

In order to answer the questions of this study, a teachers and a students' questionnaire as well as classroom observation were used. The teachers' questionnaire was administered to seven teachers of oral expression. The students' questionnaire was submitted to (75) students of first year LMD, at the university of Mohammed Seddik Ben Yahia. In addition to the questionnaires, a classroom observation was conducted with four groups of first year students. These research tools helped the researchers to get a useful insights about the role of motivational strategies and their effect to develop students' speaking skill.

7. Structure of the Study

The dissertation is divided into three chapters. The first chapter is a review of literature on the speaking skill. It is concerned with different aspects and features of speaking, its importance, and levels of speaking proficiency. The second chapter deals with motivation. It is mainly concerned with its different theories, factors that affect EFL students' motivation, and motivational strategies used in EFL classes. However, the third chapter represents the analysis and discussion of the results obtained from the research tools followed by some recommendations to develop students' speaking skill.

Chapter One: A General View of the Speaking Skill

| | |
|--|----|
| Introduction..... | 7 |
| 1.1. Definition of the Speaking Skill..... | 7 |
| 1.2. Teaching the Speaking Skill..... | 8 |
| 1.3. Aspects of Speaking..... | 9 |
| 1.3.1. Face to Face Speaking..... | 9 |
| 1.3.2. Interactive Speaking..... | 9 |
| 1.4. Linguistic Competence..... | 10 |
| 1.5. Communicative Competence..... | 11 |
| 1.6. Features of the Speaking Skill..... | 12 |
| 1.6.1. Fluency..... | 12 |
| 1.6.2. Accuracy..... | 13 |
| 1.6.3. Vocabulary..... | 13 |
| 1.6.4. Pronunciation..... | 13 |
| 1.6.5. Grammar..... | 14 |
| 1.7. The Importance of the Speaking Skill..... | 14 |
| 1.8. Speaking Sub-Skills..... | 16 |
| 1.9. Teachers' Role in Correcting Speaking Errors..... | 16 |
| 1.10. Levels of Speaking Proficiency..... | 18 |
| 1.10.1. Starting..... | 18 |
| 1.10.2. Emerging..... | 18 |
| 1.10.3. Developing..... | 19 |

| | |
|---|----|
| 1.10.4. Expanding..... | 19 |
| 1.10.5. Bridging..... | 19 |
| 1.11. The Main Factors that Hinder Students to Speak..... | 20 |
| 1.11.1. Language Anxiety..... | 20 |
| 1.11.2. Lack of Motivation..... | 20 |
| 1.11.3. The lack of Self-Confidence..... | 21 |
| 1.11.4. Fear of Making Mistakes..... | 21 |
| 1.11.5. Shyness..... | 22 |
| Conclusion..... | 22 |

Chapter One

A General View of the Speaking Skill

Introduction

English today is believed to be the most influential medium in bridging the global communication. A large proportion of students in the world study English hard in order to communicate with native speakers or speakers of other languages. Learning a new language involves mastering the skills of listening, speaking, reading and writing. The teaching and learning of speaking is a vital part of any language education classroom; not only does the spoken language offer ‘affordances’ for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. However, teaching speaking remains challenging for many teachers. A key issue here is whether what happens in a speaking classroom is concerned with ‘doing’ teaching or ‘teaching’ speaking. Among the four skills, speaking is said to be the most direct way to talk to people (Burns, 2012, p. 165). In this chapter, we will deal with definition of speaking, teaching speaking, speaking sub-skills, and features of speaking.

1.1. Definition of the Speaking Skill

Reviewing former research relevant to the speaking skill, it was noticed that two main approaches are used to define speaking, the bottom-up and the top down approach. According to Bygate (1987, pp. 5-6), the emphasis of speaking in the bottom up was on motor perceptive skills. In this context, speaking is considered as the production of auditory signals designed to generate differential verbal responses in a hearer.

Luoma (2004, p. 2) defined speaking as an interactive process of constructing meaning that requires producing, receiving and processing information. Its form and meaning are

counted on the context in which it occurs, including the participants, the physical environment, and the purposes for speaking.

According to Widdowson (1984, pp. 58-59), speaking is the phonological sounds' production and grammatical system of a language; it is a generative as well as a receptive skill in situations where the reciprocal exchange of speech takes place. This occurs frequently face to face among participants of particular discourse. Speaking does not only require the phonological sounds' production, but the movements of the muscles of the face and gestures. Hedge (2001) considered speaking as "a skill by which they [people] are judged while first impressions are formed" (p. 261). In other words, speaking reflects the one thoughts in a discourse to allow judgments about the previous knowledge.

Graubers (1997, p. 201) defined speaking as an activity which normally happens in social and occupational atmospheres where people interact to each other to share information, to exchange experiences or demonstrate sociability. Moreover, Pawlak, Klimczak and Majer (2011, p. 132) pointed out that speaking is a process in which people rely on the background and linguistic information to form meaningful messages to other people.

1.2. Teaching the Speaking Skill

According to Bygate (1987, p. 4), in foreign language teaching, training students to use the language is one of the main problems. Learning basic rules of grammar and certain amount of vocabulary is necessary in order to be able to acquire the language. Also, there are components in speaking which are valuable to be included in teaching the foreign language. For instance, teachers should assess their learners' potential to speak by pushing them to say something through designing 'speaking practice' and 'oral exams'.

Richards (2008, p. 19) indicated that "the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often

evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel that they have improved in their spoken language proficiency". Teachers should take advantage of multiple theories of teaching a language by shedding light on characteristics of oral interaction including, turn-taking, topic management, and questioning strategies. In addition, they should adopt indirect theories such as group work, task work, and other strategies.

1.3. Aspects of Speaking

Obviously, all the speaking skill aspects should be taken into account. These aspects posed some challenges and identify some criteria for comprehending this skill, then design instructional activities to help learners to interact in a meaningful communication.

1.3.1. Face to Face Speaking

Most conversations take place face to face what permits speakers to get -immediate feedback, i.e. «do listeners understand? Are they in agreement? Do they sympathize?(Cornbleet& Carter, 2001, p. 16).Then communication through speaking has many aspects, such as facial expressions, gestures and even body movements. Speaking also happens, mostly, in situations where participants or interlocutors are present. Such factors make communication easy.

1.3.2. Interactive Speaking

Whether we are speaking face- to – face or using the telephone, to one person or small group, the process of any conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998, p. 30).

Turn taking, a main characteristic in interaction, is an unconscious part of normal conversation. Turn takings are handed and signaled differently across various cultures, thus making possible communication difficulties in conversation among people of various cultures and languages.

1.4.Linguistic Competence

Chomsky (1965, p. 4) presented the idea of linguistic competence as a requisite contribution of language comprehension and linguistics. But it has been less well received by philosophers than it should have been in part because of certain false things. In particular, Chomsky said (1965, p. 3) that the grammar of a language, regarded as a theory of competence, is an idealization, and the speakers know the rules of the correct grammar of their language. The idea of linguistic competence is clarified in a way that makes clear what is necessary to the notion. This will make clear that Chomsky should not have said that a theory of competence is an idealization, and that there is no reason to say that a speaker knows the rules of grammar.

Chomsky (1965) differentiated between linguistic competence, the speaker-hearer's knowledge of his language and performance, and the actual use of language in concrete situation. He pointed out that: linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shift of attention and interests and errors in applying his knowledge of the language in actual performance (p. 4).

1.5. Communicative Competence

Noam Chomsky made a distinction between competence, “an ideal picture of speaker-listener. Listener’s knowledge of his language”, and performance “the actual use of language in concrete situations” (Chomsky, 1965, p. 4). He further explained that as a record of natural speech, performance is imperfect carrying numerous false starts, deviations from rules.

In contrast, Hymes (1972, cited in Magnam, 2007, p. 350) considered communicative competence as the potential to participate in the child’s society as not only a speaking but also a communicating member. Trosborg (1986) noted that Hymes expanded the definition to encompass “all rule-systems underlying language use and thus accords a central role to socio-cultural factors” (p. 9). He further added that the work of Hymes “exemplifies the shift away from the study of language as a system in isolation towards the study of language as communication” (ibid).

Canale and Swain (1980) expanded the model of communicative competence to encompass four interrelated areas of competence; linguistic competence, sociolinguistics competence, discourse competence and strategic competence.

-Linguistic competence refers to the mastery of the language rules.

-Sociolinguistic competence focuses more on “the Socio-cultural rules of use, i.e. the system of rules which determines the appropriateness of a given utterance in a given social context”.

-Discourse competence represents “the appropriateness of utterances to their linguistic context”, i.e. “the knowledge how to combine sentences into unified spoken or written texts of various types” (Trosborg, 1986, pp. 9- 11).

-Strategic competence can be described as: the mastery of the communication strategies that may be called into action to enhance the effectiveness of communication.

1.6. Features of the Speaking Skill

Recent language teaching approaches put a strong emphasis on designing activities which focus on tasks to balance between the achievement of fluency and accuracy. The fluency and accuracy are of the main features of the communicative approach, and they are considered quite necessary in achieving a certain task.

Though, Richards and Rodgers (2001, p. 157) argued that “fluency and acceptable language is the primary goal: accuracy is not judged in the abstract but in context” and this is a clear point since the emphasis of communicative language teaching (CLT) is on the communicative process between learners or teachers-learners, rather than mastery of language forms. The role of accuracy in CLT theory raised many questions. Hedge (2001, p. 61) made an important point that “the communicative approach excuses both teachers and learners in how to develop high-level of accuracy in the use of grammar, pronunciation, and vocabulary”.

1.6.1. Fluency

Skehan (1998) defined fluency as the ability of the speaker to use the language system to express meaning, and it depends on the data stored in the memory-based system from which chunks of language can be drawn, and communicative strategies are provided when facing problems (as cited in Pawlak et al, 2011, p. 247). In addition, Thornbury (2005, p. 7) argued that both speed and pausing are important factors in fluency, because speakers need to take breath, and suggested what is called ‘tricks’ or production strategies. This means that, the ability of the speaker to hide pauses by filling them, and the most common pauses fillers are

'uh' and 'um', vagueness expressions like 'sort of' and 'I mean' or the repetition of one word to fill a pause.

1.6.2. Accuracy

The problem of many foreign language learners is when they attempt to be more fluent they forget about being accurate. According to Skehan (1998), accuracy is the capacity of the speaker to adapt with the target language norms, and it reflects the speaker's need to manage the resources and to avoid making mistakes (as cited in Pawlak et al, 2011, p. 247). That is, accuracy comprises the use of correct grammar rules, appropriate vocabulary, and pronunciation.

1.6.3. Vocabulary

It is impossible to speak without vocabulary. Vocabulary is considered as a fundamental element of language learning. Coleman and Klapper (2004, p. 57) maintained that vocabulary learning requires various levels of autonomy from the part of the learner who must take responsibility for his/her own learning vocabulary. However, second language learners (SL) find difficulties when they try to express what they want to say, they are unable to use the appropriate vocabulary. River (1983) asserted that vocabulary is an essential element for successful second language use, because without an extensive vocabulary, speakers cannot use the structures and functions they have learned for comprehensible communication (as cited in Nunan, 1991, p. 117). This means that, the more learners have vocabulary the more they are able to speak about different things.

1.6.4. Pronunciation

Harmer (2001, p. 183) stated that pronunciation is important in teaching because it makes students aware of different sounds and sound features, improves their speaking ability and

gives them extra information about spoken English. It also helps them to achieve the goal of comprehension achievement. However, in order to develop the speaking skill, second language learners should be aware of the various sound features, where words should be stressed, and when to use the raising and falling intonation.

1.6.5. Grammar

Harmer (2001, p. 12) stated that grammar is the description of the way in which words change their form and can be joined into sentences in that language. According to Coleman and Klapper (2005, p. 68), learners should know the spoken and the written features of grammar, and to be able to use it accurately and fluently in their production in order to acquire a target language.

1.7. The Importance of the Speaking Skill

Speaking is a skill which deserves much attention like other language skills, in both first and second languages since in EFL classes, teaching speaking plays a great role to develop learner's oral performance (Bygate, 1987). He stated that: "speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly conducive for learning" (p. 1). Therefore, it is necessary to deal first with what good speakers of a foreign language can do. Hence, it was assumed that the ability to speak fluently is all the time associated with certain features to be owned by the speaker. This latter is presented in the teaching of grammar, vocabulary and pronunciation so that the piece of the produced speech sounds as the native speakers ones (Bygate, 1987).

In the classical methods and approaches of language learning and teaching, the emphasis was on the teaching of reading and writing; little attention was given to teaching

speaking skill in EFL classes. The grammar translation method is one example. However, by the coming of the communicative approach, the latter insists on teaching speaking where learners interact with each other. Learners are supposed to be active participants and dominate the interaction in the classroom while the teachers' role is reduced (UR, 2000, p. 12).

Language is considered as a necessary tool to interact with each other, expressing our ideas, emotions and feelings. Generally, EFL learners are asked "do you speak English ?, not do you write English?". Celce Murcia (2001, p. 103) argued that for most people "the potential to speak a language is synonymous with knowing that language since speech is the most basic means of human communication".

The idea that speaking is very important in EFL classes comes from the notion that learners need to practice it frequently, so as to communicate fluently in the target language, when interacting with an interlocutor without any fears of making mistakes and difficulties. In other words, the learner informs, shares ideas, discusses, and requests things through using the language. Hence, the teacher's role is to create an appropriate atmosphere for students to make them feel confident when speaking the language (Celce Murcia, 2001, p. 103).

The significance of the speaking skill in EFL classes can be also related to do gradual enhancement of the other language skills. Speaking can help students develop their reading, writing and listening skills through internalizing the rules of grammar and enriching vocabulary repertoire. The ability of communicating intelligibly provides learners with many merits; in addition to improving their educational level, it is an incentive factor to better their professional and personal life.

1.8. Speaking Sub-Skills

Speaking sub-skills are different from the other skills. A good speaker must be able to synthesize this order of skills and knowledge to succeed in a given exchange. Finocchiaro and Brumfit (1983, p. 140) stated that learners have to:

- Think of ideas they wish to express, either starting a conversation or answering to previous speaker.

- Change the tongue, lips and jaw position in order to articulate the appropriate sounds.

- Be aware of the appropriate functional expressions, as well as grammatical, lexical, and cultural features to express the ideas.

- Be sensitive to any change in the “register” or style necessitated by the person(s) to whom they are speaking and situation in which the conversation is taking place.

- Change the direction of their thoughts on the basis of the other person’s responses. In speaking, the learner has to acquire these sub-skills of knowing what, how, why, to whom and when to say something.

1.9. Teachers’ Role in Correcting Speaking Errors

Lewis (2011, p. 53) argued that teachers should have an obvious goal about how to emphasize on error correction, and how it is relevant to motivation and over all students performance. And, so as to assist students develop their spoken fluency, teachers must encourage them to take risks and make it clear that mistakes such as false starts, repetition and clarification are natural in native- speaker speech and must be tolerated in non-native speaker speech because it forms a natural part of the language process. Moreover, Harmer (2007, p. 131) pointed out that the role of the teacher is to correct learners’ short comings such a

mispronunciation. But if the teacher stops and correct learners many time during the discussions, this will inhibit them from activating their knowledge about the language which leads to break the major aimof speaking in the classroom. Thus, teachers must let learners conduct their activities and should keep silent and observes what mistakes are done by them.

Hedges (2001, pp. 290-291) listed four main strategies used at the moment of making an error during conversations or discussion.

-The teacher scowls and says ‘no, you don’t say that. What do you say? Can anybody help Juan?.

-The teacher repeats a sentence the student has just said with raising intonation up to the point of the mistake, and wait for the student to self-correct.

-The student has just produced present- tense answer to past-tense question from the teacher. The teacher repeats the question, stressing the past tense form and waits for the student to self-correct.

-The student uses incorrect intonation in a question. The teacher asks the class for an accurate version, then repeats it, asks the class for choral repetition, an individual repetition, and finally returns to the original student.

Harmer (2007, p. 131) however, argued that error correction strategies cause some problems, because the interruption from the teacher destroys the conversational flow and the purpose of speaking activity. Moreover, Harmer (2007) introduced another strategy in which the teacher takes notes about the students’ mistakes during discussion, then asks students to give their opinions about the discussion and which mistakes they hear. At the end, mistakes are either discussed with the class, written on the board or given to the students who make the mistakes individually.

1.10. Levels of Speaking Proficiency

In each language, students have different levels of proficiency; Fisher, et al (2008, pp. 14-15) classified them according to teaching English to speakers of other languages (TESOL). Teaching English to speakers of other languages stated five levels of proficiency: starting, emerging, developing, expanding, and bridging.

1.10.1. Starting

In this stage, most students are not capable of comprehending and speaking the language perfectly. However, non verbal language that embodies gestures and body language is the common way of interaction between students-teacher. As a matter of fact, reading in the English language is not easy for them, the majority of learners may read some words at this level which likely to be similar to their mother tongue. Moreover, writing at this stage contains a countless number of spelling and grammatical errors (Fisher,et al, 2008, pp. 14-15).

1.10.2. Emerging

At this stage, there is a little development of student's speaking skill. They start to understand some discursal sentences, as well as their production and memorization of wrongly expressions with the purpose of expressing their feelings and emotions. In other words, they begin to shape their utterances to express daily routines' needs. In reading and writing, they may understand and use difficult vocabularies while they still make grammatical errors that break down the meaning of language communication (Fisher,et al, 2008, pp. 14-15).

1.10.3. Developing

At this level, students encounter and memorize a large number of academic vocabulary, so they are supposed to use language naturally in the process of interacting with other interlocutors. Though, they still have some grammatical errors but the meaning is not impeded. Moreover, they read some difficult texts as well as write coherent sentences. Furthermore, they can convey their ideas and understand a given task or activity (Fisher, et al, 2008, pp. 14-15).

1.10.4. Expanding

Students are required to master the language that is used in their daily life. Therefore all skills are needed for a well performance and understanding. Student's communication with others tends to be easy perceived though it has some errors. In addition to that, most learners can understand and then apply their knowledge that they have internalized in a new situation. Most students encounter difficulties with idioms and other metaphorical forms that are abstract (Fisher, et al, 2008, pp. 14-15).

1.10.5. Bridging

In this final stage, students have the ability to deal successively with different language tasks; moreover, they can discuss about different topics with no difficulty. Students can generate many structures of long and complex sentences either in speaking or writing, as well as having the ability in using technical academic vocabulary and expressions (Fisher, et al, 2008, pp. 14-15).

1.11.The Main Factors that Hinder Student to Speak

1.11.1 Language Anxiety

Language anxiety can be considered in the high rank among the other factors. According to Oxford (1999, p. 59), “Gardner and MacIntyre reported that language anxiety is fear or apprehension occurring when a learner is expected to perform in the second language (SL) or foreign language (FL). Therefore, language anxiety is a negative concept which refers to a kind of state of discomfort associated with learning a new language”.

In fact, all human beings, particularly at the beginning of their activities in different domains, show signs of anxiety which can be diminished over time. Regarding the signs of language anxiety, Oxford (1999) listed them in three categories which are: general avoidance such as lack of volunteering, physical actions such as lack of eye contact, and self-criticism. However, Oxford (1999) reported that for some students language anxiety can become a part of their personality trait rather than a state. Thus, she said: “It can harm learners’ performance” (p. 62). This type of learners, generally, has negative self - concept, and they often underestimate the quality of their speaking skill.

1.11.2. Lack of Motivation

Concerning SL or FL learning, motivation is a crucial element in determining the success or failure of the learning process. Many researchers and teachers find that motivation is one of the crucial factors that influence the rate of success of second language and foreign language learners. Learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language (Dornyei, 2001, p .5).

1.11.3. The lack of Self-Confidence

Self-confidence as a part of self-esteem, which means the good image that a person has about him/herself, is a person's confidence to perform specific task successfully and link closely to initial task engagement, persistence, and achievement. Cooper Smith (cited in Acosta, 2007, p. 120) defined it as "the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy". In other words, it means the belief that the learner has about his/her own abilities to carry out an activity.

Being confident is one of the most important aspects in learning SL/FL. A student with self-confidence, even with low linguistic competence, means that he/she is not shy of being ridiculous or fear of making mistakes when participating in the classroom activities. More specifically, Heyde (cited in Acosta, 2007) studied the effects of self confidence on the performance of an oral production task; and she found that self-confidence associated positively with performance on oral production measures. As a result, the study comes out with the importance of self-confidence as a variable in second language learning process. At this point, self-confidence is considered as a motivating factor.

1.11.4. Fear of Making Mistakes

It is well-known that through errors we learn. However, EFL learners consider mistakes as something forbidden that should not be committed. Their fear of making mistakes, especially when they talk using English, comes as a result from their emphasis on accuracy more than fluency. They think that, they have to speak with a correct grammar or they will be laughed at by their classmates. Additionally, in some cases students' are reluctant and this can be due to being continually corrected by the teacher for every mistake they make. Moreover, fear of making mistakes is more related to lack of confidence. Students with low level of

confidence often fear of laughing at or fear of losing face in front of their classmates Ur (2012, p. 118).

1.11.5. Shyness

According to Cheek, shyness is “a temporary emotional reaction triggered by encountering new people and situations” (cited in Manning and Ray, 1993, p. 179). Cheek refined this definition, stating that shyness is the tendency to feel tense, worried, or awkward during social interactions, especially with unfamiliar people. Manning and Ray (1993) claimed that shyness and self-confidence clearly are not total states to which people are assigned in a permanent way. For instance, they explained, some people are shy on some occasions and not on others; while others are shy most of the time. Therefore, they concluded, shy people probably are shy only at certain times and under certain circumstances (p. 189).

Conclusion

Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak it. In fact, success is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be. Learners either inside or outside classroom encounter many obstacles. They face several problems when they communicate using a foreign language with others. The teacher as a guide should be aware of learners’ needs and styles in order to give them the opportunity to practice their speaking when they engage in a classroom communication.

Chapter Two

Motivational Strategies Used in EFL Classes to Develop the Speaking Skill

| | |
|---|----|
| Introduction..... | 25 |
| 2.1. Definition of Motivation..... | 25 |
| 2.2. Types of Motivation..... | 27 |
| 2.2.1. Intrinsic Motivation..... | 27 |
| 2.2.2. Extrinsic Motivation..... | 27 |
| 2.3. The Role of Motivation..... | 28 |
| 2.4. Theories of Motivation..... | 29 |
| 2.4.1. Self-determination Theory..... | 29 |
| 2.4.2. Gardner’s Socio Psychological Theory..... | 30 |
| 2.4.3. Need Theories..... | 31 |
| 2.5. The EFL Teacher as a Motivator..... | 31 |
| 2.6. Factors Affecting EFL Students’ Motivation..... | 32 |
| 2.6.1. Teachers’ Effect..... | 32 |
| 2.6.2. Classmates’ Effect..... | 33 |
| 2.6.3. Family Members’ Effect..... | 33 |
| 2.6.4. Interest..... | 34 |
| 2.7. Definition of De-motivation..... | 34 |
| 2.8. Definition of Motivational Strategies used in EFL Classes to Develop the Speaking Skill..... | 34 |
| 2.9. Motivational Strategies Used in EFL Classes..... | 35 |
| 2.9.1. Creating a Cohesive Learner Group..... | 35 |
| 2.9.2. Pair Work..... | 35 |

| | |
|--|----|
| 2.9.3. Role Play..... | 36 |
| 2.9.4. Giving Positive Information Feedback..... | 36 |
| 2.9.5. Creating an Appropriate Atmosphere..... | 37 |
| 2.9.6. The Use of Rewards..... | 37 |
| 2.9.7. Games..... | 38 |
| 2.9.8. Presentation and Storytelling..... | 38 |
| 2.9.9. Songs and Videos..... | 39 |
| Conclusion..... | 40 |

Chapter two

Motivational Strategies Used in EFL Classes to Develop the Speaking Skill

Introduction

Mastering the art of teaching and learning a language is always dependent on the progress of the students and the way students are influenced by the effectiveness of every positive attitude regarding their education. There are a lot of factors, such as classroom's structure, lessons, various kinds of assessments and strategies that play a very important role in deciding about the progress and effectiveness of teacher– student learning and teaching. However, attaining mastery in the profession of teaching requires more than the traditional practices of a classroom. This allows every teacher to enhance his/her students' motivation.

Motivating students especially the ones who are reluctant to participate, speak or engage in a classroom is one of the principles for attaining the mastery in teaching. The question regarding how to motivate language learners has been neglected for a long time, the greatest concerns of many teachers are exactly about this question. In Algeria, English has been taught as a foreign language (EFL), which means that learners do not have many opportunities to use English in their daily lives. They learn English in the classroom and usually have a little chance to speak English outside the classroom. Motivation plays a significant role in the rate and success of second and foreign language learning in general, and in classroom language learning in particular. This chapter deals with motivation in foreign language classroom. It focuses on the main theories of motivation, the teacher's role, and the motivational strategies used in EFL classes to develop the speaking skill.

2.1. Definition of Motivation

Motivation is considered as an essential element that affects the success of language learning. Although research has shown that success in language learning is related to positive attitudes and motivation, it is not easy to define and measure motivation, and the direction of

this relationship is not clear, whether the success in language learning increases motivation or motivation leads to successful language learning. According to Brown (1987, p. 114), motivation is “an inner drive, impulse, emotion or desire that moves one to a particular action”. Thus, a learner who is motivated is the one who tries to achieve a certain goal and who wants to invest time and effort in realizing that goal. Brown (1987) observed that all human beings have needs or drives that are more or less innate, but their intensity depends on the environment. According to Keller (1983, p. 389), “Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of efforts they will exert in this respect”.

While Bankier and Wright (2012, p. 44) reported that “motivation is seen as a dynamic quality which changes over time”. Motivation is increased or decreased in response to a wide variety of influences. In addition to changing over time, motivation can be affected by various factors at different stages in the learning process.

Hadfield and Dornyei (2013, p. 1) stated that “language teachers frequently use the term “motivation” when they describe successful or unsuccessful learners. This reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign /Second Language (L2), the learner’s enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of L2 regardless of their language aptitude, whereas without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language”.

Motivation has frequently been seen as having three psychological functions energizing or activating behavior, what makes students interested in or turned off toward learning; directing behavior why one course of action is chosen over another; and regulating

persistence of behavior, why students persist toward goals. These three functions can be explained differently by various motivation perspectives (Alderman, 2013, p. 18).

2.2.Types of Motivation

Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed an important light on both developmental and educational practices (Ryan & Deci, 2000, p. 56).

2.2.1. Intrinsic Motivation

Dornyei (1994, p. 275) stated that intrinsic motivation has to do with the satisfaction the learner experiences during the learning process of any language. Deci and Ryan (1985) stated that: “intrinsic motivation is in evidence whenever students’ natural curiosity and interest energize their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy” (p. 245).

According to Noel et al. (2003), intrinsic motivation can be divided into three types: (IM) knowledge, IM-accomplishment and IM-stimulation. The first one refers to “the motivation for doing an activity for the feeling associated with new ideas and developing knowledge” (p. 38), the second one refers to “the sensations related to attempting to master a task or achieve a goal” (p. 38), and the third one refers to “the sensations stimulated by performing a task” (p. 38).

2.2.2. Extrinsic Motivation

Extrinsic motivation is a construct that pertains whenever an activity is done with the purpose of obtaining some detachable outcomes. In contrast with intrinsic motivation, extrinsic motivation refers to doing a task simply for the enjoyment of the activity itself, rather than its instrumental value. However, unlike some who believe that view extrinsically motivated behavior as invariably dependent, self-determination theory (SDT) proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a

student who fulfill his homework only because he worries parental punishment for not doing it is extrinsically motivated because he is doing the work so as to attain the separable outcomes of avoiding punishment. Similarly, a student who does the work because he/she personally believes it is worthwhile for his/her career is also extrinsically motivated because he/she is doing it for its instrumental value rather than because he/she finds it pleasant. Both examples involve instrumentalities, yet the latter case involves personal endorsement and a feeling of choice, whereas the former involves more compliance with an external control. Both represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy (Ryan & Deci, 2000, p. 60).

2.3. The Role of Motivation

Motivation is as Masgoret and Gardner stated (2003, p. 170) “the responsible for achievement in the second language”. What these scholars mean is that in the socio-educational model of Second Language Acquisition (SLA) “integrativeness and attitudes toward the learning situation are related to achievement in the second language, but that their effect is indirect, acting through motivation”. This means that although each item of the socio-educational model of SLA is necessary and it is linked to language achievement, the essential and most effective item is motivation since its influence on language achievement is direct rather than indirect. Although Masgoret and Gardner (2003, p. 170) talked about the socio-educational model of SLA, other researchers who have improved other motivational approaches have argued that motivation is the key element to acquire the foreign language perfectly. As Dornyei (2001, p. 2) stated when talking about motivation: most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation. My personal experience is that 99 per cent of language learners who really want to learn a foreign language will be able to master reasonable walking knowledge of it as a minimum, regardless of their language aptitude.

2.4. Theories of Motivation in Educational Settings

2.4.1. Self-Determination Theory

According to Self-determination theory (SDT), people need the satisfaction of three basic psychological needs, which are innate and universal in order to be motivated. These needs are *autonomy* (a personal endorsement of one's action deriving from self), *competence* (self-confidence in the ability to complete activities), and *relatedness* (positive interpersonal relationships with others). When these needs are satisfied by the individual's social environment, the individual turns to be more motivated to behave and demonstrate a great positive outcome in the education setting (Deci & Ryan, 1985, 2002, cited in Dincer & Yesilyurt, 2017, p. 4). Motivating the individual is shown over a continuum ranging from non-self-determined to the self-determined. In this continuum, there are three main kinds of motivation. These are *amotivation*, *extrinsic motivation*, and *intrinsic motivation*. Different regulatory processes dissimilarly regulate each type. From the least determined to the most self-determined, these regulatory styles are *external*, *introjected*, *identified*, *integrated*, and *intrinsic regulations*.

Amotivation means non-self-determination in behaviors and is the state of lacking the intention to act. It results from, among others, not valuing an activity, not feeling able to do it or not predicting it to yield the wanted outcome because of a lack of contingency. Extrinsic motivation is controlled by external factors and organized by the factors apart from the activity itself. Generally in language learning, three types of extrinsic regulatory style are mentioned: *external regulation*, *introjected regulation*, and *identified regulation*. External regulation is the first one and the least self-determined as well as the most externally controlled form of extrinsic motivation. External rewards and sanctions which lead an individual to act. The second one is introjected regulation, which is interested in doing activities to evade shame or guilt or to attain self-esteem. The third one is identified regulation

and its perceived locus of control is somewhat internal. The individual performs behaviors to gain personal importance and shows conscious valuing towards the behaviors. On the other hand, intrinsic motivation is an innate tendency to look for novelty and challenges, to extend and exercise one's abilities to uncover and to learn. When the individual acts in an intrinsically motivated way, his/her behaviors are governed by internal sources, while the interests, levels of enjoyment, and satisfaction determine the kind of motivation. It is the most self-determined form of regulatory styles, with personal interest, enjoyment, and satisfaction playing a role in motivation (Deci & Ryan, 1985, cited in Dincer & Yesilyurt, 2017, p. 5).

2.4.2. Gardner's Socio-Psychological Theory

The starting point in Gardner's theory is therefore, that "students attitudes towards the specific language group are bound to influence how successful they will be in incorporating aspects of that language" (Gardner, 1985, p. 6). This means that, unlike many other school subjects, a foreign language is not a socially neutral domain. In Williams' words (1994, p.77), "There is no question that learning a foreign language is unlike learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being: it is part of one's identity, and is used to transmit this identity to other people". The learning of a foreign language needs much more than simply learning skills, or rules' system, or a grammar; it involves a change in self-image, the adoption of new social and cultural actions and ways of being, and therefore has a considerable influence on the social nature of the learner. We can not ignore that most worlds' countries are multicultural and that the majority of people around the world speak at least one second language, which underlines the significance of the social dimension of L2 motivation. Gardner (1985, p. 10) defined L2 motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity"; more precisely, motivation is conceptualized to include three components, a motivational intensity,

a desire to learn the language, and an attitude towards the act of learning the language. Thus, according to Gardner's theory, motivation refers to a kind of central mental engine or energy-centre that subsumes effort, want/will (cognition), and task-enjoyment (affect). Gardner stated that these three components belong together because the truly motivated individual displays all three; as he contends “my feeling is that such a mixture is necessary to adequately capture what is meant by motivation” (Gardner, 1995, p. 100).

2.4.3. Need Theories

Need theories were among the first motivational theories to come out as alternatives to behavior reinforcement theories. These theories explain behaviors as responses to felt needs. The needs may be either innate or universal (self-preservation, hunger, thirst) or learned through cultural experience and developed to different degrees in different cultures and individuals (achievement, affiliation, power). Need theories have been criticized for depending on circular logic that fails to separate the hypothesized motive (need) from the action that it supposedly explained (e.g., students who work hard in school are said to do so because they are high in need for achievement, and the proof that they are high in need for achievement is that they work hard in school). Such circular “explanations” identify and label clusters of behaviors without really explaining them. Need theories have been rejected by scientific psychologists because of circular logic problems with the concept of need and because of difficulties in producing persuading research support for the lists of supposed needs that have been compiled (Brophy, 2013, p. 6).

2.5. The EFL Teacher as a Motivator

Brophy and Kher (1986, cited in Alderman, 2013, pp. 13-14) maintained that teachers should be able to promote students' motivation to learn by socializing students' beliefs, attitudes, and expectations concerning academic activities and by instructing their students in information-processing and problem solving strategies. Newmann (1992) saw the

teacher's role as one of involving students in the hard work of school: the continuous cycle of studying, generating, correcting mistakes, and starting over again like the following example: "I like to work hard and I guess I'll just pound it into myself if I don't understand. If I don't understand something, I make sure that I work at it until I do understand, and I keep it up and I never give up. I'm not a quitter at all." (p. 14).

What types of motivational knowledge do teachers need to address these problems and foster optimum motivation? Two standards-based movements to reinforce the teaching profession include a motivation component in the teacher's role. According to the Interstate New Teacher Assessment and Support Consortium (INTASC) (1992, cited in Alderman, 2013, pp. 13-14) "the teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated". The National Board for Professional Teaching Standards (NBPTS) (1990, cited in Alderman, 2013, pp. 13-14) stated that teachers "understand how to motivate students to learn and how to maintain their interest [confidence] in face of temporary failure".

2.6. Factors Affecting EFL Students' Motivation

2.6.1. Teachers' Effect

The student's motivation is influenced by the teacher's personality. Apparently, the teachers' behaviors have a deep impact on students' achievement. Therefore different features of teachers' behaviors may motivate or de-motivate students in EFL classes when learning a language.

Love and interest are the most important characteristics that teachers should have to make students motivated; additionally, the use of humor is considered as a significant factor too. Hunsaker (1988, p. 285) stated "the main value of humor in the classroom lies in its use to stimulate, illustrate, motivate, and ease tensions". Also autonomy support is what teachers are trying to give their students, it is defined as "the amount of freedom a teacher gives to student

so the student can connect his or her behavior to personal goals, interest and values". Dornyei (2001, p. 106) claimed that a teacher is a facilitator who "views him/herself as a helper and instructional designer who leads learners to discover and create their own meanings about the world". Thus, teachers are in charge of their students' learning.

2.6.2. Classmates' Effect

According to Dornyei (2001, p. 101), learners are permitted to collaborate with each other towards a certain objective, their expectancy of success is probably to be higher than if they are to work individually because they know that they can also rely on their peers. The collaborative team is a powerful resource, it tends to be effective in terms of learning, and it also responds directly to the students' needs for belonging and relatedness cooperative situations there is a sense of obligation and moral responsibility to the 'fellow-cooperators'. This means that peers are likely to sustain each other when motivation would be otherwise decreased. The joint responsibility also means that in such setups the probability of 'free-riding' (i.e. doing very little while reaping the benefits of others' performance) decreases. Collaboration is also motivating because the knowledge that one's unique contribution is needed for the group to succeed increases one's efforts. Cooperative situations mostly have a positive emotional tone, which means that they produce less anxiety and stress than other learning formats.

2.6.3. Family Members' Effect

Family members, parents in particular, have a crucial role to sustain students' learning, by providing an appropriate atmosphere for them to learn. According to Phan (2011, p. 167), family members' positive attitudes affected the participants to continue learning English. In fact, the participants have acknowledged that they were de-motivated because of parents pressure, yet those feelings vanished. Consequently, the students' motivation is influenced by

the instructor, the peers, and the family. Those factors will assist learners to achieve certain goals such as speaking English.

2.6.4. Interest

Interest affects students' motivation particularly those who are interested in learning an activity or a topic for the aim of improving their speaking skill. Students should be given freedom to display motivated behaviors, such as the choice of the activity, the effort and achievement.

Motivation for instruction demands that teachers not only "bring the task to the students," but also "bring students to the task" (Blumenfeld, Mergendoller, & Puro, 1992, p. 237). This means specific task characteristics will attract student attention and interest. Teachers need to use strategies to promote student effort and/or the use of higher levels of thinking.

2.7. Definition of De-motivation

De-motivation is a comparatively new item in the field of second language learning. Dörnyei (2001) defined de-motivation as follows: "de-motivation is concerned with specific external forces that reduce or cancel out the motivational basis of the behavioral intention or an ongoing action" (p. 143). Dörnyei (2001) further explained it by giving the following hypothetical examples (2001, p. 142): Jane lost her commitment to learn Spanish when her language class was divided into the more competent and the less competent groups, and she was among the latter group. Jerry became de-motivated to learn French when he did not understand a text and the teacher talked to him in an impatient and rude manner (p. 142). Thus, a learner who is experiencing de-motivation is the one whose interest or commitment has been diminished.

2.8. Definition of Motivational Strategies

According to Dörnyei (2001, p. 28), motivational strategies are techniques that develop the individual's goal-related behavior. Because human behavior is rather complex, there are many

different ways of developing it. In fact, almost any impact an individual is exposed to might probably affect his/her behavior.

Dörnyei (2001, p. 25) believed that most learners' motivation can be improved. Motivational strategies are methods that a teacher can use to increase learners' motivation (Dörnyei, 2001, p. 28). Besides, he defined motivational strategies as techniques that promote the individuals' goal.

2.9.Motivational Strategies Used in EFL Classes to Develop the Speaking Skill

2.9.1. Creating a Cohesive Learner Group

A cohesive learner group is one which is together, in which there is a strong feeling, and which students are happy to affiliate to. That is, cohesiveness refers to the members' commitment to the group and to each other. It is the 'magnetism' or 'glue' that holds the group together. Cohesiveness is often manifested by members seeking each other out, providing reciprocal support, and making each other welcome in the group (Ehrman & Dörnyei, 1998, p. 19). What is even more significant from our perspective is that student motivation tends to increase in cohesive class groups. This is due to the fact that in such groups students share an increased responsibility for fulfilling the group objectives, they pull each other along and the positive relations among them make the learning process more pleasant in general. According to Raffini (1995), "while there are too few rewards in school teaching, one of the most satisfying is the pride of accomplishment that comes from teaching in a classroom that has developed this level of cohesiveness" (p. 95).

2.9.2. Pair Work

Pair work can make students free to express their opinions or feelings because they speak with their friend. By using pair work, students have the chance to speak freely in the class with their friend. They are shy to speak with their teacher, but if they speak with their friend they will be free to express their opinions. McDonough and Shaw (1993, p. 227) said that

“pair work requires rather little organization on part of the teacher and it can be activated in most classrooms by simply having learner work with the person sitting next to them”. It means that students can be active because they do not learn alone, but they learn together with their friend. They have partner to communicate in classroom.

2.9.3. Role Play

One of the main motivational strategies used by teachers in EFL classes is role play. According to Doff (1990, p. 232), “role play is a way of bringing situations from real life into the classroom”. It may also comprise plays, dramas, socio-dramas, and simulation. In role play, students need to imagine a role, a context, or both and perform a conversation without preparation. The context is usually determined, but students develop the dialogue as they proceed. Many teachers prefer to use role plays because:

- . They are fun
- . They can consolidate learning and allow students the opportunity to discover their own level of mastery over specific language content.
- . They heighten students’ self esteem and improve their ability to work cooperatively.
- . They allow students to express who they are, their sense of humor, and their own personal communication style.

2.9.4. Giving Positive Information Feedback

According to Dörnyei (2001, p. 124), positive information feedback involves positive, descriptive feedback regarding student strengths, achievements, progress and attitudes. Most significantly, this feedback gives students information rather than judgments against external standards or peer achievement (which is the main feature of controlling feedback). To provide a clarification, controlling feedback would involve, for example, comparing a student's rather low test score to the average score of the class, highlighting the need to work harder to be able to reach the others, whereas information feedback would compare the same score to the

student's former achievement, noting positive or negative trends, and at the same time identifying areas that were okay and areas that the student should concentrate on to improve on their progress. One particularly useful aspect of information feedback is when it also provides information on how successfully the learners were applying several strategies and how their strategy use was promoting their performance.

2.9.5. Creating an Appropriate Atmosphere

According to Dornyei (2001, p. 41), the psychological environment of the classroom is composed of a number of various elements. One of these, the teachers' relationship with the students. A second constituent, is the student-student's relationship. What is necessary to mention here is that in a safe and supportive classroom, the norm of tolerance prevails and students feel comfortable taking risks because they know that they will not be embarrassed or criticized if they make errors. It has been made clear to them that mistakes are a natural part of learning.

A further instrument to develop the classroom environment is the use of jokes, The main point about having jokes in the classroom is not so much about continuously cracking jokes but rather having a relaxed attitude.

2.9.6. The Use of Rewards

According to Wright (1987, p. 17), academic rewards refer to sufficient incentives to support the acquisition and creative transformation of knowledge. Covington (1999, p. 127) stated that the feeling of satisfaction as a result of receiving a reward is an important factor in strengthening achievement behavior, which renders satisfaction as a major constituent of motivation. Motivational strategies aiming at increasing learner's satisfaction usually focus on allowing learners' to display their work, stimulating them to be proud of themselves and celebrate success.

2.9.7. Games

Language is extremely powerful, but it can also be loads of fun. In fact, a sense of fun can make language more powerful. Hadfield (1998, p. 4) defined games as “an activity with rules, a goal and an element of fun”. The language games can be split into various principles. She split them into linguistic (these focus mainly on accuracy) and communicative games (these are based on successful exchange of information). These games are:

.Information gap games, in which, one or more students have information that other students need to complete a task. For instance, one person might have drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing.

.Guessing games, which are a variation on information gap games. One of the best known examples of a guessing game is twenty questions, in which one person thinks of a famous person, place, or thing. The other participants can ask twenty yes/no questions to find clues in order to guess who or what the person is thinking of.

.Search games, which are another variant on two-way information gap games, with every one giving and seeking information. Find someone who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of the classmate who fits that cell, e.g. someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs (p. 4).

As Uberman (1998, p. 87) stated “games encourage, entertain, teach, and promote fluency and communicative skills”. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language.

2.9.8. Presentation and Storytelling

Presentations are a good way to have students practice all language systems areas (vocabulary, grammar, discourse and phonology) and skills (speaking, reading, writing, and

listening). Students who are good in presentations are supposed to be better communicators all round, since they can build up and express their ideas clearly. Hsu (2010, p. 7) defined storytelling as “the use of voice, facial expressions, gestures, eye contact, and interaction to connect a tale with listeners”. While the storyteller uses his/her voice and gesture to convey a story, the audience physically reacts to it by either squinting, staring or smiling, giving the storyteller with feedback on how storytelling is being received. Research supports the idea that “even students with low motivation and weak academic skills are more likely to listen, read, write, and work hard in the context of storytelling” (U.S. Department of Education, 1986, p. 23). Any point that is made in a telling or any teaching that is done afterward is likely to be much more effective.

2.9.9. Songs and Videos

According to Scrivener (2005, p. 338), songs may be used in the classroom in many ways. One of the activities is listening to a song and then discussing what happened in the song to share students’ interpretations, or reactions to that piece of music.

A well known exercise that can be done with a song is gap filing. Learners are handed out sheets of paper with the lyrics of song and while listening their task is to write the heardwords. Scrivener (2005, p. 339) wrote that this activity is very common and called it a cliché. He suggested varying this task, for example by altering it into a pre-listening activity where students are to predict the missing words.

Wang (2014, p. 28) stated that teaching English with video materials have merits that other methods do not have because video materials have the sound effects, vivid scenes and dialogues between characters supported by visual aids. English videos materials can provide teachers with more options in classroom activities and evade the boredom and monotony of classical English teaching materials; consequently, students will be able to promote their

efficiency of language learning extremely and teachers will also be able to achieve their goals of English teaching.

Conclusion

Motivation is an inner drive, impulse, emotion or desire that moves one to a particular action. Thus, a motivated learner is the learner who wants to achieve a goal and who is willing to invest time and effort in reaching that goal. In fact, there are a lot of factors which influence the success in language learning. However, one of the most important factors is learners' motivation to learn the language. On the other hand, developing speaking proficiency requires more than just getting the language learners exposed to a pool of vocabulary or grammar descriptions. Developing students' speaking skill is the role of both the teachers and students, but mainly the role of the teacher, when students are not motivated, even when they are, then it is his role to provide them with materials and use different motivational strategies with different objective are to be used to develop students' speaking skill. In this chapter, several strategies were explained that help teachers motivate their students to develop their speak skill during the interaction inside the classroom.

Chapter Three

Research Methodology and Data Analysis

| | |
|--|----|
| Introduction..... | 43 |
| 3.1. Students' Questionnaire..... | 43 |
| 3.1.1. The Sample..... | 43 |
| 3.1.2. Description and Aims of Students' Questionnaire..... | 43 |
| 3.1.3. Analysis of Students' Questionnaire..... | 44 |
| 3.1.4. Discussion of the Results..... | 51 |
| 3.2. Teachers' Questionnaire..... | 52 |
| 3.2.1. The Sample..... | 52 |
| 3.2.2. Description and Aims of Teachers' Questionnaire..... | 52 |
| 3.2.3. Analysis of Teachers' Questionnaires..... | 52 |
| 3.2.4. Discussion of the Results..... | 59 |
| 3.3. Classroom Observation..... | 60 |
| 3.3.1. Description and Aims of Classroom Observation..... | 60 |
| 3.3.2. Classroom Observation Analysis..... | 61 |
| 3.4. Pedagogical Recommendations..... | 62 |
| 3.4.1. Providing an Appropriate Atmosphere..... | 62 |
| 3.4.2. Increasing Students' Interest and Giving Positive Feedback..... | 63 |

| | |
|--|----|
| 3.4.3. Encouraging Students to Develop their Speaking Skill..... | 63 |
| 3.4.4. Avoid Trying to Discipline Students with Humiliated Ways..... | 63 |
| Conclusion..... | 64 |
| General Conclusion..... | 65 |
| Appendices | |
| References..... | |
| Résumé | |

ملخص

Chapter Three

Research Methodology and Data Analysis

Introduction

The aim of this study is to identify the motivational strategies used by oral expression teachers to develop their students' speaking skill at the department of English. In order to answer the research questions, two questionnaires were submitted to both students and teachers, and a classroom observation was conducted. At first, the results are presented using numbers and tables, then the results are analyzed and discussed, and finally some recommendations are suggested.

3.1. Students' Questionnaire

3.1.1. The Sample

The questionnaire was submitted to (75) students randomly chosen out of a total population of (225) first year students at the department of English university of Jijel. The reason of this choice is because it is their first experience at university, and they will uncover and face many situations of motivation or de-motivation during oral classes.

3.1.2. Description and Aims of Students' Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. According to Brown (2001), "questionnaires are any written instrument that present respondents with a series of questions or statements to which they are to react by writing out their answers or selecting from among existing answers" (as cited in Dornyei, 2010, p. 4).

The aim of the students' questionnaire is to get information about the difficulties students encounter when speaking and to have a deep insight about the motivational strategies they

need to develop their speaking skill. It consists of 14 questions divided into two sections. The first section entitled students' perceptions toward the speaking skill, it contains 7 questions (from one to seven). This section aims at identifying the students' opinions about the oral expression class, their feelings and the problems they face when speaking. The second section entitled motivational strategies. It contains 7 questions (from one to seven). This section aims at identifying students' perceptions toward motivation and their opinions about the preferable motivational strategies used by their teachers.

3.1.3. Analysis of the Students' Questionnaire

The results obtained from the students' questionnaire will be described and presented below. Students' answers to closed questions are converted into percentages and presented in tables.

Section One: Students' Perceptions toward the Speaking Skill.

Q1: What is the most important skill you need to develop?

Table 1. Students' Perceptions about the Most Important Skill.

| Options | Numbers | Percentage% |
|-----------|---------|-------------|
| Speaking | 50 | 66.67 % |
| Listening | 25 | 33.33% |
| Total | 75 | 100% |

The aim of this question is to find out the most important skill students need to develop. The results from the above table indicated that the speaking skill came first in the students' choice. In fact, the majority of students preferred the speaking skill than listening. That is, a considerable percentage of participants (66.67%) acknowledged that speaking is more important than listening. Briefly, Students preferred the speaking skill may be because it helps them to express their ideas and opinions freely.

Q2: What do you think about the oral expression class?

Table 2. Students' Perceptions of Oral Expression Class.

| Options | Numbers | Percentage% |
|----------------|----------------|--------------------|
| Interesting | 24 | 32% |
| Important | 47 | 62.66% |
| Boring | 04 | 05.34% |
| Total | 75 | 100% |

The aim of the above question is to investigate students' perceptions of oral expression class. Among the three options, the second option (important) took the highest percentage of students' answers in comparison to the other options. In fact, (62.66%) of participants considered that oral expression sessions are important at the expense of the remaining options: interesting (32%) and boring (05.34%). It can be said that students are aware about the importance of oral session in their learning process.

Q3: Which of the followings describe your level of the speaking skill?

Table 3. Students' Perceptions Level of the Speaking Skill.

| Options | Numbers | Percentage % |
|----------------|----------------|---------------------|
| High | 00 | 00.00% |
| Above average | 10 | 13.34% |
| Average | 46 | 61.33% |
| Below average | 14 | 18.66% |
| Low | 05 | 06.67% |
| Total | 75 | 100% |

This question was addressed to EFL students to know about their level towards the speaking skill. Forty six (46) participants with a percentage of (61.33%) indicated that their level is average in the speaking skill. Whereas, fourteen (14) participants with a percentage of (18.66%) claimed that their speaking level is below the average. Then, ten (10) participants with a percentage of (13.34%) acknowledged that their level in the speaking skill is above

the average. The last option (low) received a number of five (5) participants with a percentage of (6.67%). It can be said that the level of most of the students is average. This is due perhaps that these students have not yet developed their speaking skill and they may need some practice.

Q4: In oral expression, do you feel

Table 4. Students' Feelings in Oral Expression Class.

| Options | Numbers | Percentage |
|----------------|----------------|-------------------|
| Comfortable | 35 | 46.66 % |
| Anxious | 29 | 38.67% |
| Bored | 11 | 14.67% |
| Total | 75 | 100% |

The aim of this question is to know how the students feel in oral expression class. With regard to the obtained results, (46.66%) of the students feel comfortable during the oral session. However, (38.67%) of students feel anxious. While, (14.67%) of students are bored. It can be said that teachers' role is required to help the students to feel comfortable in the oral class. That is to say, teachers should create an appropriate atmosphere and implement various motivational strategies.

Q5: What is your participation frequency in class?

Table 5. Students' Participation Frequency in the Class.

| Options | Numbers | Percentage % |
|----------------|----------------|---------------------|
| Always | 20 | 26.66% |
| Sometimes | 40 | 53.34% |
| Rarely | 11 | 14.66% |
| Never | 04 | 05.34% |
| Total | 75 | 100% |

The aim of the above question is to reveal the students' participation frequency in the oral class. The table above indicated that (53.34%) of students chose the option "sometimes". Secondly, (26.66%) of the students are always participating during the oral class, and

(14.66%) rarely participate. Finally, only (5.34%) of students do not participate. This reticence is the results of many factors such as the level of the students, types of topics, teaching methods. In this case teachers' role is very significant to make students' participation frequency better.

Q6: Which problems do you face when practicing the speaking skill?

Table6. Students' Problems when Practicing the Speaking Skill.

| Options | Numbers | Percentage% |
|----------------------|----------------|--------------------|
| Deficient vocabulary | 09 | 12% |
| Sentence structure | 05 | 6.66% |
| Grammar | 22 | 29.35% |
| Pronunciation | 17 | 22.66% |
| Lack of motivation | 10 | 13.32% |
| Lack of preparation | 03 | 04% |
| Anxiety | 02 | 2.66% |
| Shyness | 02 | 2.66% |
| A+C+D | 03 | 04% |
| C+G | 02 | 2.66% |
| Total | 75 | 100% |

The aim of the above question is to discover which problems Students face when practicing the speaking skill. The table above indicated that (29.35%) of students have grammatical mistakes. Then, (22.66%) of students face problems when pronouncing the language; on the other hand, (13.32%) ticked the option of the lack of motivation. (12%) of participants share problems in vocabulary, at last but not least (04%) of participants face another problem which is the lack of preparation. Finally, (2.66%) of students problems can be summarized in terms of shyness and anxiety. It can be said that students do not have just language problems but also psychological ones. So teachers' role is to provide positive feedback and create a relaxed atmosphere inside classroom.

Q7: How often does your oral teacher correct your errors?

Table7. Teachers' Correction Frequency of Students' Errors.

| Options | Numbers | Percentage % |
|----------------|----------------|---------------------|
| Always | 46 | 61.33% |
| Sometimes | 21 | 28% |
| Rarely | 07 | 9.34% |
| Never | 01 | 1.33% |
| Total | 75 | 100% |

The aim of the above question is to see how often the oral expression teachers correct students' errors. From the results above it is apparent that (61.33%) of participants stated that their teachers always correct their errors. Secondly, (28%) of participants argued that their teachers sometimes correct their errors, another percentage with (9.34%) confirmed that teachers rarely correct their students' errors. However, (1.33%) of students ticked the option never. It can be said that the correction of students' errors is beneficial for students in order to reduce such errors and develop their speaking proficiency.

3.5.2. Section two: Motivational Strategies Used to Develop the Speaking Skill

Q8: Do you think that motivation helps you to speak English fluently?

Table8. Students' Perceptions of the Impact of Motivation on the Speaking Skill.

| Options | Numbers | Percentage% |
|----------------|----------------|--------------------|
| Yes | 73 | 97.34 |
| No | 02 | 2.66% |
| Total | 75 | 100% |

The aim of the above question is to uncover whether motivation helps students to speak fluently or not. The majority of the students (97.34%) agreed on the fact that motivation helps them to speak English fluently; however, (2.66%) of the participants ticked the option "No". It can be said that many students considered motivation as an important factor for the development of their speaking skill.

Q9: Are you motivated to speak in class?

Table 9. Students' Motivation.

| Options | Numbers | Percentage% |
|----------------|----------------|--------------------|
| Yes | 42 | 56% |
| No | 33 | 44% |
| Total | 75 | 100% |

The purpose of the above question is to see whether students are motivated to speak in class or not. Most of the participants (56%) considered themselves as motivated whereas (44%) of the students answered negatively.

Q10. If no, say why?

Students who are not motivated were asked to give reasons. Some of the participants explained that the reason of such a lack of motivation is due to the boredom of the oral topics. It seems that motivation is an important factor that stimulate or inhibit the desire to speak in the classroom.

Q11: Does your teacher use any motivational strategies to develop your speaking skill?.

Table10. Motivational Strategies Used by Teachers.

| Options | Numbers | Percentage% |
|----------------|----------------|--------------------|
| Yes | 60 | 80% |
| No | 15 | 20% |
| Total | 75 | 100% |

The purpose of this question is to investigate whether the teachers use any motivational strategies to develop the students' speaking skill. The results indicated that (80%) of the participants answered "yes" teachers use motivational strategies. On the other hand, (20%) of the participants' answers were "no". It is worthy to emphasize the role of teachers in choosing the appropriate motivational strategies for their students in order to help them to get motivated and work dynamically on the assigned tasks.

Q12: Which of these strategies does he/she use?

Table 11. Students' Opinions about the Most Used Teaching Strategies.

| Options | Numbers | Percentage% |
|-------------------------------|----------------|--------------------|
| Group work | 13 | 17.33% |
| Games | 33 | 44% |
| Videos and songs | 12 | 16% |
| Rewards | 09 | 12% |
| Role play | 03 | 4% |
| Presentation and storytelling | 05 | 6.67% |
| Total | 75 | 100% |

The aim of the above question is to see the students' opinions about the most used teaching strategies. The table above indicated the most frequent motivational strategies teachers use inside classroom. As can be noticed in table number 11, (44%) of the students considered games as the most used strategy by their teachers, (17.33%) of students selected group work. However, (16%) of students chose videos and songs, (12%) of participants said rewards, followed by presentation and storytelling with a percentage of (6.67%) and role play with (4%). From the result above it is obvious that teachers use different strategies to develop students' speaking skill, but games and group work are the most used.

Q13: Do you think that the already mentioned strategies help you to develop your speaking?

Table 12. Students' Perceptions of the Use of Motivational Strategies to develop the Speaking Skill.

| Options | Numbers | Percentage% |
|----------------|----------------|--------------------|
| Yes | 69 | 92% |
| No | 06 | 08% |
| Total | 75 | 100% |

The aim of the above question is to investigate the students' perceptions of the use of the motivational strategies to develop their speaking skill. In fact, the highest percentage (92%) goes with those participants who agreed that teachers' motivational strategies help them to

develop their speaking skill. However, (08%) of the participants said that the motivational strategies used by their teachers are not beneficial. It can be said that students are aware about the benefit of such motivational strategies to their speaking skill.

Q14: Apart from the already mentioned strategies, which other motivational strategies do you suggest to your teachers?

The aim of the above question is to find out if there are other motivational strategies students suggest to their teachers. Students are given the opportunity to suggest to their teachers other new strategies which are more appropriate and have a positive influence on their motivation inside classroom. In fact, from the students' perspectives, the totality of participants (92%) asked for group discussion, integration with native speakers and the use of interviews as well as the freedom to choose topics.

3.1.4. Discussion of the Results

The analysis of the students' questionnaire indicated that motivation helps to develop students' speaking skill. Many EFL students considered speaking as the most interesting task. However, the attempt to develop the speaking ability is what motivates the most of the participants. The study represents a number of students who participate in oral class because they have a goal to develop their speaking skill and share their opinions and feelings with others, while students who do not speak during classes have mentioned certain reasons such as lack of interesting subjects, shyness, fear of making mistakes, lack of lexicon, lack of preparation, as well as anxiety and stress.

Furthermore, many students agreed that their oral teachers are always correcting their mistakes. Correcting errors is considered to be a helpful technique to motivate students to speak English, while correcting errors frequently prevents students from having the courage to speak. In fact, there are many teaching strategies that students should use in order to practice and improve their speaking ability within oral classes. Many participants stated that

their teachers implement various motivational strategies that drive and stimulate them to participate using videos and songs, role-plays, and group work as well as rewards. To conclude, motivational strategies are an effective way for many students to develop their speaking skill.

3.2. Teachers' Questionnaire

3.2.1. The Sample

The teacher's questionnaire was answered by seven (07) teachers of first year level at the university of Jijel. They were only oral expression teachers. Apparently, their experience and attitudes of motivating their students in oral classes to influence their speaking performance are necessary for this investigation

3.2.2. Description and Aims of Teachers' Questionnaire

The aim of the teachers' questionnaire is to identify the teachers' perceptions about the problems they face in their teaching tasks and the appropriate motivational strategies for their students. It consists of 14 questions divided into two sections. The first section entitled teachers' perceptions toward the speaking skill, it contains 7 questions (from one to seven). This section aims at identifying the teachers' perceptions about the students' level in the speaking skill, their opinions and the problems they face when teaching speaking. The second section entitled motivational strategies, it contains 7 questions (from one to seven). This section aims at identifying teachers' perception toward motivation and the motivational strategies they use when teaching speaking.

3.2.3. Analysis of Teachers' Questionnaire

The results obtained from the teachers' questionnaire will be described and presented below. Teachers' answers to closed questions are converted into percentages and presented in tables

Section One: Teachers' Perceptions toward the Speaking Skill

Q1: Which of the following skills the majority of your students prefer to practice?

Table13. Teachers' Perceptions about the Students' Preferred Skill.

| Options | Numbers | Percentage% |
|-----------|---------|-------------|
| Speaking | 05 | 71.42% |
| Listening | 02 | 28.58% |
| Total | 07 | 100% |

The aim of the above question is to reveal teachers' perceptions about the students' preferred skill. The obtained results indicated that (71.42%) of the teachers agreed that speaking is the students' preferable skill to be practiced in the classroom. However, (28.58%) of teachers agreed that listening is the preferred one. It can be said that speaking tends to be the most preferable skill among students since it helps them to express their ideas, opinions as well as giving them the opportunity to interact.

Q2: What is the level of your students in the speaking skill?.

Table14. Students' Speaking Skill Level.

| Options | Numbers | Percentage |
|---------------|---------|------------|
| High | 00 | 00.00% |
| Above average | 03 | 42.86% |
| Average | 03 | 42.86% |
| Below average | 01 | 14.28% |
| Low | 00 | 00% |
| Total | 07 | 100% |

The aim of this question is to discover the level of the students in the speaking skill. The obtained results showed that (42.86%) of teachers considered their students' level in the

speaking skill as above average and average. On the other hand, (14.28%) of teachers described their students' level as below average. However, no one opted for the "low" option. From the results, it seems that the majority of students' level is limited between "above average" and "average".

Q3: Do you have difficulties in teaching oral expression?

Table15. Teachers' Attitudes towards the Difficulties in Teaching Oral Expression.

| Options | Numbers | Percentage% |
|----------------|----------------|--------------------|
| Yes | 04 | 57.14% |
| No | 03 | 42.86% |
| Total | 07 | 100% |

The purpose of the above question is to see the teachers' attitudes towards the difficulties in teaching oral expression. According to the above table (57.14%) of teachers claimed that they face problems when teaching oral expression. Since the sample of this study is first year students, it is obvious that those students have many problems when practicing speaking in terms of vocabulary, pronunciation, sentence structure and grammar which make their teachers unable to deal with all these problems at once; however, a number of teachers with a percentage of (42.86%) do not have any difficulties perhaps due to their long experience in teaching oral expression as they know how to deal with the above mentioned problems.

Q4: If yes, what are the major difficulties you encounter when you teach speaking skill?

Table16. The Major Difficulties Teachers Encounter when Teaching the Speaking Skill.

| Options | Numbers | Percentage % |
|--------------------|----------------|---------------------|
| Vocabulary | 03 | 42.86% |
| Sentence structure | 01 | 14.28% |
| Grammar | 02 | 28.58% |
| Pronunciation | 01 | 14.28% |
| Total | 07 | 100 % |

The aim of the above question is to find out the major difficulties teachers encounter when teaching the speaking skill. With regard to the obtained results, (42.86%) of teachers considered that their major difficulties in teaching speaking is vocabulary. Deficient vocabulary prevents first year students to express their ideas freely so they need the intervention of their teachers to provide them with appropriate lexicon. According to (28.58%) of teachers, grammar is also considered to be a major problem for many students; the mastery of grammar is very important to acquire the rules of any language which requires teachers to feed their students with more grammar activities. However, (14.28%) of teachers selected both pronunciation and sentence structure.

Q5: What hinder students to get involved in an interaction in the classroom?

Table17. Problems that Hinder Students to Interact in the Classroom.

| Options | Numbers | Percentage% |
|-------------------------|----------------|--------------------|
| Shyness | 00 | 00% |
| Fear of making mistakes | 01 | 14.28 % |
| Stress and anxiety | 01 | 14.28% |
| Deficient vocabulary | 02 | 28.57% |
| Lack of motivation | 01 | 14.28% |
| Lack of preparation | 00 | 00% |
| A+B+D | 01 | 14.28% |
| D+F | 01 | 14.28% |
| Total | 07 | 100% |

The aim of the above question is to uncover the problems that prevent students to interact inside classroom. It can be noticed that (28.57%) of teachers agreed that deficient vocabulary is the main problem of their students; in turn, (14.28%) of the participants considered that students do not engage in a classroom discussion because of fear of making mistakes, the same percentage was for stress and anxiety as well as a lack of motivation. It can be said that all these problems have a negative influence on students' performance, so teachers are required to assist their students, motivate them and create a friendly environment.

Q6: Do you think that the time devoted to oral expression is sufficient?

Table18. Teachers' Perceptions about the Time Devoted to Oral Expression.

| Options | Numbers | Percentage% |
|----------------|----------------|--------------------|
| Yes | 04 | 57.14% |
| No | 03 | 42.86% |
| Total | 07 | 100% |

The aim of the above question is to find out teachers' opinions about the time devoted to oral expression. As the above table indicated, (57.14%) of teachers acknowledged that the time devoted to oral expression is sufficient; however, (42.86%) of teachers said the opposite.

Q7: During the assessment of your students, do you focus mainly on:

Table19. Teachers' Assessment.

| Options | Numbers | Percentage % |
|----------------|----------------|---------------------|
| Fluency | 02 | 28.60% |
| Accuracy | 00 | 00% |
| Pronunciation | 01 | 14.28% |
| Vocabulary | 01 | 14.28% |
| a+b+c+d | 01 | 14.28% |
| a+c | 01 | 14.28% |
| b+c | 01 | 14.28% |
| Total | 07 | 100% |

This question was asked to recognize what teachers focus on during the assessment of their students. In fact, (28.60%) of teachers selected fluency as their main concern. (14.28%) of teachers chose vocabulary and pronunciation. It can be said that during the assessment of students in oral expression perhaps all features should be taken into account.

Section two: Motivational Strategies Used in EFL Classes to Develop the Speaking Skill

Q8: Do you think that motivation is necessary to develop the speaking skill?

Table20. Teachers' Perceptions of Motivation to Develop the Students' Speaking Skill.

| Options | Numbers | Percentage% |
|---------|---------|-------------|
| Yes | 07 | 100% |
| No | 00 | 00% |
| Total | 07 | 100% |

This question seeks to discover teachers' perceptions of motivation to develop the speaking skill. As the table indicated, one hundred percent (100%) of teachers agreed about the importance of motivation in order to develop the speaking skill. It can be said that all teachers regarded the construct of motivation as one of the main concepts in teaching a foreign language. On the other hand, no teacher opted for the last option "no".

Q9: Are your students motivated to speak in class?

Table21. Teachers' Perceptions toward Students' Motivation

| Options | Numbers | Percentage % |
|---------|---------|--------------|
| Yes | 03 | 42.86% |
| No | 04 | 57.14% |
| Total | 07 | 100% |

The aim of the above question is to determine if students are motivated to speak in class. The results confirmed that (57.14%) of teachers said the fact that these students are not motivated means that they may face some problems such the lack of self-confidence, lack of interest in topics or shyness. However, (42.86%) of teachers' answered positively. In this case, teachers' role is to motivate their students because motivation has a deep effect on developing students' performance.

Q10: If not, why do you think they are so?

Teachers who said that their students are not motivated justified their answers by: deficient vocabulary, shyness, studying English was not their choice, fears of being criticized, and fears of committing mistakes.

Q11: Do you use any motivational strategies when teaching speaking?

Table22. Teachers' Motivational Strategies Used in Class to Develop the Speaking Skill

| Options | Numbers | Percentage% |
|---------|---------|-------------|
| Yes | 07 | 100% |
| No | 00 | 00% |
| Total | 07 | 100% |

The aim of this question is to unveil if teachers use any motivational strategies when teaching speaking. From the results above, (100%) of teachers use motivational strategies during teaching the speaking skill. It can be said that all teachers believed that teaching the speaking skill requires the use of motivational strategies in order to develop the students' oral production.

Q12: What kind of motivational strategies do you use to develop the speaking skill?

Table23. Teachers' Use of Motivational Strategies to Develop Students' Speaking Skill.

| Options | Numbers | Percentage% |
|-------------------------------|---------|-------------|
| Role play | 02 | 28.58% |
| Games | 01 | 14.28% |
| Videos and songs | 01 | 14.28% |
| Group work | 01 | 14.28% |
| Presentation and storytelling | 02 | 28.58% |
| Rewards | 00 | 00% |
| Total | 07 | 100% |

This question is about knowing what kind of motivational strategies teachers use to develop students speaking skill. As indicated in the above table, (28.58%) of teachers acknowledged that presentation and storytelling as well as role play are their main used

strategies. The other strategies used by teachers are games, group work, and videos and songs with a percentage of (14.28%). However, rewards which is considered as a highly motivational strategy was not selected at all. It can be said that teachers use different motivational strategies in order to help students to develop the speaking skill.

Q13: Do you think that the already mentioned strategies are the best ones to develop students' speaking skill?

Table24. Teachers' Perceptions of the Already Mentioned Motivational Strategies to Develop the Students' Speaking Skill

| Options | Numbers | Percentage% |
|---------|---------|-------------|
| Yes | 05 | 71.43% |
| No | 02 | 28.57% |
| Total | 07 | 100% |

The above question is designed to know about teachers' opinions of the already mentioned motivational strategies. The obtained results indicated that (71.43%) of teachers argued the benefit of the already mentioned strategies to develop the speaking skill of their students. However, (28.57%) of teachers answered negatively. It seems that, those who selected the option yes are probably those who have already tested those strategies and obtained good result.

Q14: Do you use other strategies to increase your students' motivation in oral expression?

Table25. Other Motivational Strategies to Increase Students' Motivation.

| Options | Numbers | Percentage% |
|---------|---------|-------------|
| Yes | 04 | 57.14% |
| No | 03 | 42.86% |
| Total | 07 | 100% |

The question attempts to find out other motivational strategies to increase students' motivation. Apart from the already mentioned strategies, teachers are asked if they have other

strategies to motivate their students, the results showed that (57.14%) of teachers answered positively. However, (42.86%) of teachers ticked the option “no”.

Teachers who answered positively mentioned some other strategies such as: the use of jokes and humor, emotionally-driven questions, and providing students with enough time to build up their answers, as well as giving students the opportunity to choose their topics.

3.2.4. Discussion of the Results

The results of the teachers’ questionnaire indicated that a large number of students prefer speaking rather than listening in the oral expression session since speaking helps them to express their ideas and opinions. Many teachers stated that their students’ level is between average and above the average in the speaking skill. However, most teachers claimed that their students have many difficulties in their attempts to speak such as shyness, deficient lexicon, fear of making mistakes as well as stress and anxiety.

According to teachers, motivation is significant in promoting students’ speaking skill. The results showed that teachers use different motivational strategies such as role play, games, videos and songs. Using these strategies help students to increase their motivation toward the speaking skill.

3.3. Classroom Observation

3.3.1. Description and Aims of Classroom Observation

Classroom observation is considered as one of the most practical tools for gathering data, in order to obtain the results and to make the study well organized. Griffiee (2012, p. 178) defined classroom observation as “the systematic, intentional and principled looking, recording and analysis of the results of our observation for the purpose of the research”.

In order to carry out this research instrument, a classroom observation grid is specifically developed with slight modification to achieve the main aim of the actual research study. The latter was originally derived from Cox (2018) an example observation guide for teachers in

training. The observational checklist focuses on investigating teacher's uses of motivational strategies in the oral classes; moreover, it attempts to have a useful insight about the teacher's uses of motivational strategies for first-year EFL students at the University of Mohammad Seddik Ben Yahia, in Jijel. The observation was devoted to four (04) groups, started on the 20th April, 2018 to the 4th of may.

The purpose of conducting a classroom observation was to get a general insight about what was happening in the oral sessions. That is, to get a general idea about the behavior of the participants within the classrooms. The data collected in the classroom observation was through a check list. The reasons and the purposes behind the choice of classroom observation as a main gathering data tool of this research are: to investigate what are the teachers' motivational strategies as well the motivational activities implemented in teaching the speaking skill; also, it is a useful tool that allows observing different behaviors. Furthermore, the classroom observation assists to collect different motivational strategies/ activities apart from those includes in the questionnaire.

3.3.2. Classroom Observation Analysis

The results obtained from students and teachers' questionnaire were not sufficient, so it was important to attend some sessions to observe them while being in the oral expression module. Hence, during the observation, it is important to mention that the process of the observation was supported by checklists to make the results more valid. It is important to reiterate that classroom observation was conducted with four (04) groups out of seven (07) during two weeks, each group was observed once a week. The analysis of this process is divided into two points of discussion. The first half of this discussion will focus on the teachers' behaviors in EFL classroom while the second one will focus on students' behaviors.

At the time of the observation, the teachers' role in EFL classes was observed. The teacher relationship and communication with his/her students affect either positively or

negatively the process of learning through correcting students' errors, providing positive feedback and praising them in public. During the observation, it was noticed that students were in need to be motivated in order to speak using different motivational strategies. It was noticed that at each session, students should present a topic either from their choice or teachers' made. During the presentation, the teacher asked questions, corrected students' errors immediately, then asked a volunteer to give a summary about the topic being presented. Also, during the observation it was remarked that the teacher was able to present enthusiasm through implementing various motivational strategies which can be summarized in terms of (role play, videos and songs, as well as group work). At the end of each session, it was noticed that the teacher tried to involve all the students by creating a comfortable atmosphere through providing them with games such as: puzzles and quizzes.

According to our observation, it was noticed that the students were in charge of the development of their learning process in general and the speaking skill in particular. During the process, it was observed that students are responsible of making their classes active or passive. According to what was observed, the most difficulties students encountered while presenting their works, were grammar mistakes, pronunciation mistakes and the lack of vocabulary, in addition to psychological factors such as shyness, anxiety, and lack of self-confidence. That is to say, when students were presenting their works they kept reticent of expressing their ideas and thoughts freely, introvert students face difficulties in pronouncing a well-formed language with accurate grammar utterances. For that, most students appeared to be overtly anxious and they lowered their voices while speaking in front of their teacher and classmates. On the other hand, students who were listening to others' presentations were not actively participating during the speaking activities, only few members asked questions and gave comments. Therefore, it is worthy to state that teacher's feedback did not always

positively affect students' participation since there were students who appeared frustrated and anxious when their teacher corrected their mistakes in public.

3.4. Pedagogical Recommendations

First year EFL students generally encounter serious problems when speaking the English language. In fact, some students meet psychological barriers whenever they tend to speak in the classroom, while others communicate easily without any inhibition. For this reason, the following recommendations are suggested.

3.4.1. Providing an Appropriate Atmosphere

In order to encourage students' interaction, teachers are recommended to create a positive classroom environment. Providing an appropriate atmosphere helps students to express their ideas, thoughts, and feelings without being hesitated. Teachers should create an atmosphere of friendship, familiarity, and mutual confidence through the use of jokes, games. In order to decrease shyness, and anxiety. Consequently, students can engage and get involved in a class discussion and promote their speaking skill.

3.4.2. Increasing Students' Interest and Giving Positive Feedback

Interest affects students' motivation particularly those students who are not interested in a topic or in a given activity. Teachers may use some strategies to motivate them such as bringing interesting topics into the discussion, using games at the end of every session and integrating multi-media: use YouTube videos and podcasts. On the other hand, students' progression can be linked to the type of feedback received from their teachers; that is to say, teachers should provide appropriate and positive feedback to their students; however, teachers should evade negative feedback addressed to students because a negative evaluation might inhibit students' participation and make them more introverts.

3.4.3. Encouraging Students' to Develop the Speaking Skill

It is very important for students to practice and develop their speaking skill, either inside or outside the classroom by communicating with native speakers or with their friends on the internet. Students should recognize the importance of English language for their career, they should exchange their ideas among each other, they should debate and talk about their learning tasks, share their problems among each other and try to find solutions. Briefly, students need to evade serious competitions and start working cooperatively in order to promote and develop the learning process in general and the speaking skill in particular.

3.4.4. Avoid Trying to Discipline Students with Humiliated Ways.

In teaching / learning a foreign language it is not recommended to embarrass and humiliate students inside the educational context, but teachers are required to stimulate and support their students to speak during classes so as to comprehend through group work to solve problems. Teachers' evaluation is concerned with understanding and learning rather than work completion, peer comparisons, or correct answers. They encourage their students to take risks by accepting mistakes as a part of learning. All of these factors need to be together to develop motivation to learn.

Conclusion

The results obtained from both teachers and students' questionnaires as well classroom observation supported the hypothesis of the study and revealed that motivation plays a crucial role in encouraging students to learn and develop their speaking skill. That is to say, teachers and students should take into account motivation as a significant construct in learning/teaching a foreign language.

Teachers and students' answers mentioned how motivation could assist learners to master a target language. However, the lack of motivation could affect students' negatively to speak inside classrooms. Hence, to increase students' interest, teachers should implement

appropriate motivational strategies to stimulate students to speak and to provide a positive atmosphere in their classrooms.

To sum up, the results obtained from the practical part highlighted the importance of motivational strategies to teach speaking skill since they are considered as a support to practice the speaking skill and acquire a foreign language.

General conclusion

This study highlights some important aspects of the process of foreign language teaching / learning. The current research aims at investigating the motivational strategies used in EFL classes to teach speaking skill. Mainly, the investigation is about the effect of motivation to stimulate students to interact and express their ideas in front of their teacher and classmates. In this study, it is hypothesized that if teachers want to improve the students' oral production, they should provide them with more opportunities to get the practice they need to use the language. It is believed that the application of motivational strategies to the field of language learning and teaching is a crucial thing for promoting oral communication because it creates situations where students are expected to discuss and argue with each other.

The current research made up of three chapters. The first and the second chapters are the theoretical parts while the third chapter is the practical part of this study. In the latter part two questionnaires were submitted to both teachers and students as well as a classroom observation was conducted. The first chapter mainly underscores some theoretical perspectives related to the speaking skill. The second chapter shed light on motivation as an important construct in foreign languages and teaching strategies and their underlying principles. In the third chapter the result obtained from the research tools were analyzed and discussed along with some pedagogical recommendations.

The findings showed in this study revealed that a well planned and appropriate use of any motivational strategy is an effective way for improving EFL learners' speaking skill, also the current research indicated that the majority of students need to be provided with effective motivational strategies to develop their speaking skill. For this aim the role of the teacher is very significant.

Appendices

Appendix A

Students' Questionnaire

Dear students,

You are kindly requested to answer this questionnaire to express your attitude toward the Motivational Strategies used in EFL Classes to Develop Students speaking Skill .

Your answers are necessary for this study, we hope that you will give us your full attention and interest.

Please, tick (X) the choice that corresponds to your answer.

Thank you very much in advance.

Section One

Q1: What is the most important skill you need to develop?

a- Speaking

b- Listening

Q2: What do you think about the oral expression class?

a- Interesting

b- Important

c- Boring

Q3: Which of the followings describe your level of the speaking skill ?

a- High

b- Above average

c- Average

d- Below average

e- Low

Q4: In oral expression, do you feel

a- Comfortable

b- Anxious

c- Bored

Others.....

Q5: What is your participation frequency in class?

a- Always

b- Sometimes

c- Rarely

d- Never

Q6: Which problems do you face when practicing the speaking skill?

a- Deficient vocabulary

b- Sentence structure

c- Grammar

d- Pronunciation

e- Lack of Motivation

f- Lack of preparation

g- Anxiety

h- shyness

i- Others.....

Q7: How often does your oral teacher correct your errors?

a- Always

b- Sometimes

c- Rarely

d- Never

Section two:

Q8: Do you think that motivation helps you to speak English fluently?

Yes

No

Q9: Are you motivated to speak in class?

Yes

No

Q10: If no, say why?

Q11: Does your teacher use any Motivational strategies to develop your speaking skill?

Yes

No

Q12: Which of these strategies does he/she use?

a- Group work

b- Games

c- Videos and songs

d- Rewards

e- Role play

f- Presentation and storytelling

g- Others.....

Q13: Do you think that the already mentioned strategies help you to develop your speaking skill? Yes No

Q14: Apart from the already mentioned strategies, which other motivational strategies do you suggest to your teachers to develop your speaking skill?

.....

Thank you

Appendix B

Teachers' Questionnaire

Dear teachers,

We would be very grateful if you accept answering the following questionnaire.

Your answers will be of great help in a study about Motivational Strategies used in EFL Classes to develop Students Speaking Skill.

Please, tick (X) the choice that best represents your answer and give full answer where necessary. Thank you very much in advance.

Section One

Q1: which of the following skills the majority of your students prefer to practice?

a- Speaking

b- Listening

Why do you think they are so?

.....

Q2: What is the level of your students in the speaking skill ?

a- High

b- Above average

c- Average

d- Below average

e- Low

Q3: Do you have difficulties in teaching oral expression?

a- Yes

b- No

Q4: If yes, what are the major difficulties you encounter when you teach the speaking skill?

a- Vocabulary

b- Sentence Structure

c- Grammar

d- Pronunciation

Others, please specify.....

Q5: What hinder students to get involved in an interaction in the classroom?

a- Shyness

b- Fear of making mistakes

c- Stress and anxiety

d- Deficient vocabulary

e- Lack of Motivation

f- Lack of preparation

Q6: Do you think that the time devoted to oral expression is sufficient?

a- Yes

b- No

Q7: During the assessment of your students, do you focus mainly on:

a- Fluency

b- Accuracy

c- Pronunciation

d- Vocabulary

Section two

Q8: Do you think that Motivation is necessary to develop the students' speaking skill?

a- Yes

b- No

Q9: Are your students motivated to speak in class?

a- Yes

b- No

Q10: If not why do you think they are so?.....

Q11: Do you use any motivational strategies when teaching speaking?

a- Yes

b- No

Q12: What kind of motivational strategies do you use to develop the speaking skill?

a - Role play

b - Games

c - Videos and songs

d - Group work

e – Rewards

f-presentation and storytelling

Others,.....

Q13: Do you think that the already mentioned strategies are the best ones to develop students speaking skill?

Yes No

Q14: Do use other strategies to increase students' motivation in oral class?

Yes No

If yes, mention them.....

Thank you

Appendix C

Classroom Observation Check List Adopted From Cox (2018)

| Teachers Behaviors Observed | Yes | No |
|---|-----|----|
| <p>- Do teachers have an organized, detailed lesson plan and all materials needed.?</p> <p>2- Can teachers control students behaviors ?</p> <ul style="list-style-type: none">-Keep their attention-Involve student tin the lesson-Aware of students' needs-Provide positive reinforcement <p>3. Is the teacher able to present Enthusiasm?</p> <p>4. Does the teacher communicate effectively?</p> <p>5. Do teachers embarrass, use sarcasm, or argue with students</p> <p>6. Do teachers correct student's errors :</p> <ul style="list-style-type: none">-On the spot-Delayed <p>7. Does the teacher encourage students' to speak?</p> <p>8. Types of errors' correction</p> <ul style="list-style-type: none">-Teachers' correction-Peer correction-Self-correction <p>9. Do Teachers allow students to use mother tongue during the discussion</p> | | |

| | | |
|--|--|--|
| <p>10. Does the teacher use motivational strategies</p> <ul style="list-style-type: none"> -Games -Role play -Videos and songs -Group work - Pair Work - Storytelling - Rewards - Others | | |
|--|--|--|

Classroom Observation Check List Adopted From Cox (2018)

| Behaviors Observed | Yes | No |
|---|------------|-----------|
| <ol style="list-style-type: none"> 1. Do student use mother tongue during the discussion? 2. Do students actively participate in class activities and discussions? 3. Are their utterances : <ul style="list-style-type: none"> -Short -Long -medium 4. Do they display understanding? 5. Types of mistakes made by students : <ul style="list-style-type: none"> -Grammar | | |

| | | |
|---|--|--|
| <ul style="list-style-type: none">-Lack of vocabulary-Pronunciation-Sentence structure <p>6. Students appear anxious when they have to speak in front of the class</p> <p>7. Lowering the voice when presenting</p> <p>8. Students' reactions toward motivational Strategies</p> <ul style="list-style-type: none">-Interested- Bored-De-motivated <p>9. participation.</p> | | |
|---|--|--|

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Résumé

Cette étude a pour objectif l'étude des stratégies motivationnelles utilisées dans les classes d'Anglais comme Langue Etrangères afin de développer les compétences de l'expression orale chez les étudiants de première année du département d'anglais à l'Université Mohamed Seddik Ben Yahia /Jijel. Dans cette recherche, l'hypothèse principale suppose que dans la mesure où les enseignants utilisent des stratégies motivationnelles, les compétences d'expression orale des étudiants peuvent être développées. Pour atteindre le but de cette étude, deux questionnaires ainsi qu'une observation en classe ont été utilisés. Le questionnaire des étudiants a été administré à (75) étudiants de première année sur (225). Il vise à identifier l'opinion des étudiants sur la séance d'expression orale, et les problèmes auxquels ils sont confrontés lorsqu'ils parlent. Aussi, il vise à identifier les perceptions des étudiants à l'égard de la motivation, et leurs opinions sur les stratégies motivationnelles utilisées pour développer leur compétence orale. Le questionnaire des enseignants en revanche a été administré à (7) enseignants d'expression orale. Il vise à identifier les perceptions des enseignants sur le niveau de compétence orale des étudiants, leurs opinions et les problèmes auxquels ils sont confrontés lorsqu'ils enseignent l'oral. Aussi, il sert à identifier les perceptions des enseignants à l'égard de la motivation, et les stratégies de motivation qu'ils utilisent lorsqu'ils enseignent l'oral. De plus, une observation en classe a été dirigée avec quatre groupes sur sept. Elle vise à avoir un aperçu général de ce qui se passait lors des sessions d'expression orale en termes de stratégies motivationnelles. Les résultats ont indiqué que les enseignants utilisent certaines stratégies motivationnelles en classe. Ces stratégies sont un bon moyen d'augmenter la motivation des étudiants et de contribuer ensuite au développement de la compétence orale. Basée sur les résultats obtenus, des recommandations pédagogiques sont proposées afin de développer les compétences d'expression orale des étudiants.

ملخص

تهدف هذه الدراسة إلى تطوير التعبير الشفوي لطلبة اللغة الانجليزية في جامعة محمد الصديق بن يحيى جيجل. باستعمال استراتيجيات محفزة. الفرضية الأساسية التي اعتمدت في هذه الدراسة تبين أن التعبير الشفوي للطلبة يمكن تطويره باستعمال تقنيات محفزة من طرف الأساتذة. اعتمدنا في دراستنا على استبيان موجه لـ 75 طالب من طلبة السنة الأولى نظام ال ام دي اختصاص لغة انجليزية وآخر ل 7 أساتذة للتعبير الشفوي لنفس اللغة لسبر آرائهم حول تطبيق الاستراتيجيات المحفزة للتعبير الشفوي بالإضافة إلى استطلاع بعض حصص التعبير الشفوي وذلك لأخذ نظرة عامة حول مختلف السلوكيات التي تحدث داخل أقسام التعبير الشفوي. النتائج التي توصلنا إليها أوضحت أن الاستراتيجيات التحفيزية المستعملة من طرف الأساتذة تعتبر طرق جيدة لزيادة تحفيز الطلبة والمساهمة في تطوير التعبير الشفوي لديهم.