

APPENDICES

Questionnaire

Dear students,

This questionnaire designed for a dissertation of a magister degree aims at investigating “The Role of the Teacher as a Motivational Factor in Enhancing Students’ Communication”.

Your precious participation in this modest research is mostly appreciated and would be of great help.

You are expected to read carefully the questions and to give an honest and straightforward answer.

Thank you.

Sincerely yours

Mrs. S. Bencharef

Please, tick your best answer

Section one: General information

1. Age:

2. Sex: male female:

3. Why have you chosen to learn English?

a- to travel easily in different countries.

b- to have a better chance for employment.

c- to be able to read and listen to English language media for information and pleasure.

d- because of parental pressure.

e- because you found no other choice.

f- other reason? please precise:

.....
.....

4. Have you ever been to an English speaking country?

yes

no

- if ‘yes’, where have you been?

.....

- for what reason?

.....

5. Do you correspond with a person (pen friend) from an English speaking country?

yes

no

- if ‘yes’ from where is he/she?

6. Do you listen/watch to English programs outside the classroom?

yes

no

- if 'yes', how much do you understand the language used?
 - 25 %
 - 50 %
 - 75 %
 - 100 %
- if 'no', how do you explain your difficulty to understand. Is it because of the:
 - a- pronunciation. (not clear)
 - b- rate of speaking (too speed)
 - c- meaning.
 - d- use of specific vocabulary/ expressions.
 - e- other(s):

.....

.....

Section Two: about motivation

1. What really motivate you to learn English?
 - a- to pass exams and get your diploma.
 - b- to make your parents happy and proud of you.
 - c- to satisfy your ego i.e. prove to yourself you're able to achieve something.
 - d- the teacher: he/she makes you appreciate the language.
 - e- other(s):

.....

.....
 2. Do you evaluate your motivation toward learning English as:
 - a- high
 - b- medium
 - c- low
 3. In case you're your motivation is low, do you think it is because of:
 - a- yourself: you don't try to make efforts to like the language.
 - b- the teacher: he/she doesn't care about your needs, desires, ...
 - c- your parents: they are disinterested of your difficulties, progress, ...
 - d- your peers/classmates: they always underestimate you.
 - e- other reason(s):

.....

.....
 4. Classify your favourite subjects, going from the most motivating to you: (use numbers from 1 to 6)
 - a- Grammar.
 - b- Written Expression.
 - c- Oral Expression.
 - d- General culture.
 - e- Phonetics.
 - f- Linguistics.
- Justify your first choice:
-

5. Do you think you have to like the teacher in order to like the module he/she teaches?

yes

no

- Why? Or why not?

.....

6. Do you think that the use of authentic materials in class increases your motivation to learn?

yes

no

7. From the list of materials mentioned below, which do you think is the most motivating to make you learn English?

a- computers (internet).

b- books.

c- picture/images.

d- the board.

e- teacher's mime, gestures.

f- other(s):

8. Do you think the learning environment (the classroom) influences your motivation to learn?

yes

no

- Why?

.....

9. Do you prefer studying :

a- with the whole class.

b- in groups.

c- in pairs.

d- individually.

- justify your choice:.....

10. What qualities do you think a teacher need to have?

a- a sense of humour.

b- sensitivity to learners as people.

c- self-confidence.

d- ability to be methodical.

e- authenticity.

f- other(s):

Section Three: About Communication

1. Do you consider yourself active or passive in the teaching learning process?

active

passive

- Justify your answer:

..... **3**

2. From the six (6) modules you're studying, which do you find the most useful to help you communicate in English? (it can be more than one module)

.....
.....

- Why?

3. What do you consider the most important to master in order to achieve communication?

- a- form (construct a correct sentence)
- b- meaning
- c- both

4. Which skill(s) do you think you should focus on to be communicatively competent?

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

5. How often are you given the opportunity to speak English in the classroom?

- a- always
- b- rarely
- c- never

- If you answer is 'a' or 'b', precise in what module(s)?

.....

6. Do you feel at you ease when you speak English in front of your teacher and your mates?

- yes
- no

- Explain why?

.....

7. Do you think you need to study more hours oral and written expression to better communicate with others ?

- yes
- no

8. What do you find the most difficult when speaking English?

- a- pronunciation (stress , intonation , ...)
- b- master general vocabulary.
- c- appropriate use of specific vocabulary (expressions , proverbs , ...)
- d- sentence structure.
- e- other(s) :

9. Which course do you think helps you most to develop oral proficiency (i.e. to speak English well)?

- a- phonetics
- b- oral expression
- c- other(s)

10. What do you find the most difficult when writing English?

- a- right spelling.
- b- right vocabulary use.

- c- sentence structure.
- d- coherence.
- e- other(s):

10. Do your teacher(s) of oral and written expression use authentic materials(recordings, newspapers,) to teach you English and achieve communicative competence?

- yes
- no

- if 'yes', are they appropriate?

- yes
- no

- if they're not appropriate, do you think is it because:

- a- they are too difficult.
- b- they are too easy
- c- they do not fit our culture.
- d- other(s):
.....

11. Do you think your teacher's method to develop your communicative skills (speaking, writing) satisfy your needs?

- a- completely
- b- partly
- c- not at all

- if you answered 'a' or 'b', choose the most appropriate reason:

- a- there is a routine in the use of techniques, i.e. they're not varied.
- b- the teaching material(s) is not appropriate.
- c- the activities are not varied.
- d- there is no or not enough interaction between the teachers and learners.
- e- there is no enough focus on speaking and writing skills.
- f- others:.....
.....

12. From the list of the activities below which do you think are the most useful for improving your English?

- a- role plays / acting
- b- singing
- c- debates / discussions
- d- dictation
- e- reading
- f- writing reports / research papers
- g- pronunciation practice
- h- improvisation

- Which do you find the most motivating?

13. Being at the end of your first year at university, do you think your performance to communicate in English has improved compared to the first day?

- yes
- no

- if 'no', explain briefly why?

.....
.....

Section Four: Suggestions

If you have any suggestion to make this questionnaire richer, please do write them here.

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

Thank you for your cooperation.

Questionnaire for Teachers

Dear colleagues,

The following questionnaire designed to investigate “*the Role of the Teacher as a Motivational Factor in Enhancing Students’ Communication in English*” aims at:

- Proving the crucial role of the teacher as an extrinsic motivator in improving the student oral and written skills in order to achieve communicative competence.
- Proving the effectiveness of the communicative approach as the ideal to integrate the notion of ‘real communication’ in the teaching learning process.
- Proving the importance of focussing on the oral and written expression modules right from the first year to develop communicative abilities.

Your precious participation will be of great help.

Would you accept in advance my sincere thanks.

Truly yours
Mrs. S. Bencharef.

Please, tick appropriately

Section One: Personal Information

1. Your qualification:

a- licence; B.A

b- magister; M.A

c- doctorate; ph.d

2. How many years have you been teaching English at the university level?

3. a- If you have taught oral expression module, how many years have you been teaching it?

b- Is it: - a personal choice.

- imposed by the administration.

4. a- If you have taught written expression module, how many years have you been teaching it?

b- Is it: - a personal choice.

- imposed by the administration.

Section Two: about Students’ and Teachers’ Motivation

1. a- How do you evaluate your students’ motivation to learn English?

- high

- medium

- low

b- In case it is 'low', do you think it is because:

a - your teaching method is not appropriate.

b- your techniques and activities are not varied.

c- the learning environment (space/time) is not appropriate for learning.

d- the subject is too difficult.

e- the subject is too easy.

f- others:

.....

2. Do you consider your students' motivation as:

a- extrinsic

b- intrinsic

- Justify your answer:

.....

3. a- When you teach, do you feel your students have pleasure listening to you?

- yes

- no

b- Explain why? or why not?

.....

4. Do your students like to be challenged?

- yes

- no

- Justify your answer:.....

.....

5. Are you always motivated to teach?

-yes

- no

- If 'no', is it because of:

a- personal problems.

b- students' misbehaviour.

c- administrative constraints.

d- others:

.....

6. Do you think is it possible to motivate all students in a class?

- yes

- no

- If 'no', explain why?.....

.....

7. Do you think the learning environment (the classroom) influences your students' motivation?

- yes

- no

- If 'yes' how?

8. How do you evaluate your interaction with your students in class?

- a- good
- b- not so bad
- c- bad

- If your answer is 'c', what do you think the reasons are?
.....
.....

9. What kind of teacher do you consider yourself?

- a- controller.
- b- assessor.
- c- observer.
- d- prompter.
- e- other:

- Explain your choice:.....
.....

10. When you teach what do you take most into account? your students':

- a- personality.
- b- needs.
- c- background knowledge.
- d- abilities.
- e- learning styles/ strategies.
- f- all these.
- g- others:

11. Which theory of motivation do you apply while teaching?

- a- behaviourist.
- b- cognitive.
- c- constructivist.
- d- humanistic.

- Justify your choice:

12. a- Do you use extra back-up materials to support and motivate your students?

- yes
- no

b- If 'yes', are they really effective?

- yes
- no

c- From the list of materials cited below, which do you think is the most appreciated by your students?

- a- the board
- b- pictures/ images
- c- teacher's mime, gestures
- d- the computer
- e- the tape recorder
- f- others:

13. How do you explain your students' de-motivation? is it because:

- a- your teaching method is not appropriate.
- b- your techniques(activities, materials,...) are not varied.
- c- the learning environment (space/time)is not appropriate for learning.
- d- the subject is too difficult.
- e- the subject is too easy.
- f- others:

14. What suggestions can you make for a successful course when your students are tired and de-motivated?

.....

.....

.....

Section Three: about communication

1. As far as first year students are concerned, how do you evaluate their level of communicative competence?

- a- good
- b- acceptable
- c- still poor

2. Are they really aware of the notion of ' Communication '?

- yes
- no

3. What method of teaching do you find it the most appropriate to teach communicative skills?

- a- Grammar translation
- b- Audio-lingualism
- c- Communicative language teaching

4. a- How would you characterize your teaching style?

.....

.....

b- Has it really proved its effectiveness in helping students achieve communicative competence?

- yes
- no

5. Which do you think is the most important in teaching communication?

- a- form
- b- meaning
- c- both

d- other(s): 4

6. Which skill do you feel your students are more at ease with when they come to communicate?

a- speaking

b- writing

- justify your answer:
.....

7. Do you think the time allotted to teach oral and written expression modules (respectively 2 times and 3 times a week) is sufficient for students to develop communicative competence?

- yes

- no

8. Do you think is it important for students to know the target language culture in order to engage in real communication?

- yes

- no

- If 'yes', what strategies do you use to implement 'culture' in your course of oral or written expression?

.....
.....

9. From your experience in teaching oral expression, what difficulties do your students encounter when speaking?

a- pronunciation.

b- use of appropriate vocabulary.

c- sentence structure.

d- communication(including the social context).

e-other(s):
.....

10. What kind of activities do you use to improve your students' speaking skill?

a- acting/ role play.

b- discussions.

c- improvisation.

d- pronunciation practice.

e- reading

f- exposés

g- other(s):
.....

11. From your experience in teaching written expression, what difficulties do your students encounter when writing?

a- manipulation of FL letters to form words.

b- structuring: composing a grammatical correct sentence.

c- choice of appropriate vocabulary.

d- communication: including the social context.

e- other(s):
.....

12. What activities do you use to improve your students' writing skill?

a- dictation

b- book report/ review

c- research papers

d- writing dialogues

e- other(s):

13. What do you suggest to improve the students' communicative competence (speaking and writing abilities), at the level of first year?

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

Section Four: suggestions

If you have any suggestion to make this questionnaire richer, please do not hesitate.

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

Thank you for your collaboration

ملخص

من أهم المشكلات التي تواجه الطلاب اللغة هو انعدام الحافز لتعلم اللغة وعدم قدرتها على استخدامها تواصليا. لدراسة هذه المشكلة ، وتحدد هذه الدراسة دور المعلم بوصفه عاملا محركا في تعزيز التواصل طلاب السنة الأولى اختصاصها.

إلى جانب ذلك حاولنا من خلال هذه الدراسة أن نثبت ضرورة الحافز لتحقيق النجاح. والأهم من ذلك ، سلطنا الضوء على المعلم كونه الشخصية الرئيسية حاملة الدافع إلى التعلم من خلال بعض الاستراتيجيات التي تستخدم لتحقيق هذا الدور.

في محاولة لتحقيق في هذه الوقائع ، واقترح الحلول المناسبة لمشكلات طلابنا ، واعتمدنا على ملاحظات المتعلمين والمعلمين وتعليقاتهم من خلال الاستبيانات المعطاة لطلاب السنة الأولى انجليزية في جامعة بسكرة والى اساتذة التعبير الشفهي في نفس القسم.

وجدنا انه من المناسب اعتماد أسلوب وصفي من أجل التعامل مع الجزء النظري من هذا التحقيق. ويحدونا الأمل في أن هذه الدراسة ستكون مفيدة للمعلمين ، خاصة في أنها سوف توفر لهم منظر عام على الطلاب واحتياجاتهم ومصالحهم. اضافة الى عدد من الاستراتيجيات لتحفيز طلاب السنة الأولى من اختصاص الانجليزية لتحسين مهارات التحدث.

هذا الهدف لا يمكن تحقيقه بدون وعي المعلمين في مجال فن التعليم والتربية النفسية لتحفيز الطلاب للوصول إلى القدرة على التواصل .

Résumé

Un des problèmes majeurs auxquels font face les apprenants en langues est leur manque de motivation pour apprendre la langue et de leur incapacité à utiliser la communication. Pour examiner ce problème, la présente étude établit le rôle de l'enseignant comme un facteur de motivation à améliorer les étudiants de première année de la compétence en communication.

Le long de cette étude, nous avons essayé de prouver la nécessité de la motivation à la réussite. Plus important encore, nous avons eu tendance à détecter la lumière sur l'enseignant en tant que personnage principal dans l'exécution et la transmission de la motivation des apprenants à travers des stratégies qui sont utilisées pour remplir ce rôle.

Dans une tentative visant à enquêter sur ces faits et de proposer des solutions appropriées à nos élèves des problèmes, nous nous sommes appuyés sur les apprenants et les enseignants de présenter des observations et commentaires par le biais de questionnaires aux étudiants de première année en Anglais à l'Université de Biskra et d'enseignants d'expression orale et écrite d'enseignement dans le même département.

Nous avons trouvé opportun d'adopter une méthode descriptive afin de faire face à la partie théorique de la présente enquête. Nous espérons que cette étude sera bénéfique pour les enseignants d'expression orale dans la mesure où elle leur fournira une vue générale sur les besoins des étudiants et des intérêts et un peu de stratégies pour motiver les étudiants de première année en anglais pour améliorer leur expression orale et l'écriture.

Cet objectif ne peut être réalisé sans les enseignants la conscience de tout ce qui concerne le domaine de la didactique et de psycho-pédagogie pour motiver les élèves à atteindre la compétence communicative.