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**Ministry Of Higher Education and Scientific Research**  
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**Exploring the Effects of the Teachers' Motivational  
Strategies on the Learners' Communicative  
Proficiency**

*The case study of Second Year LMD Students of English at  
Biskra University*

**Dissertation Submitted in Partial Fulfilment of the Requirements for  
the Master of Arts Degree in Language Sciences**

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**2011/2012**

## Dedication

This dissertation is dedicated to the greatest person in my life. The person whose words of encouragement are still echoing in my memory: *My mother*.

To *My father*, the source of happiness and success in my life. I wish all the best for him

To *my sisters and brothers*, for their unrestricted support and encouragement to finish this work

To my lovely family and friends who have been so sympathetic and patient with me in order to achieve my interests.

To all those who know me and wish me a great success in all my life

*My sisters*: Khalida, Fayrouz, Sabrina, Imane.

*My brothers*: Hamza, Ziad.

*My friends*: Ghalia, Zineb, Farida, Hadjira, Rachida, Aicha F, Affaf, Amira, Amina, Sana,

Mouna, Wafa, Randa, Noura, Nadjla, Liela, Khalida, Wasilla, Donia, Nahla, Mofida,

Aicha A, Halima, Liela, Dalal, Maymouna, Olaya.

\*To all my classmates\*

## Acknowledgments

This dissertation would have been impossible without the generous guidance of my supervisor and my family.

Firstly, I would like to express my sincere appreciation to my supervisor *Mrs. Aichaoui Theldja*, for her continuous encouragement and piece of advice who has helped me to defeat my hardships and allowed me to conclude this present work

Secondly, my appreciation goes to the jury members, *Ms. Madour Mustapha* and *Mr. Slimani Said*. Both of them not only spent their priceless time reviewing my dissertation but did it with kindness and patience. To the teachers who participated in this humble work. Last but not least, I would like to acknowledge the endless support and understanding of my family.

Finally, I extend my special thanks to all the students and teachers who assisted me to gather much of the data. Without their help and participation this dissertation could not have been done.

**Abstract:**

This dissertation is an attempt to explore the effects of the teachers' motivational strategies on the learners' communicative proficiency. In this study, we aim at identifying the most appropriate motivational strategies used by the teachers to enhance their learners' performance in the foreign language classrooms. Besides, we have emphasized on describing their effects on the learners' communicative level. The results of the questionnaires reveal that there are a number of motivational strategies applied by the teachers inside the classroom. Also, it reveals that the learners' communicative proficiency is developed according to the efficiency of the teachers' motivational strategies. Ultimately, the present research intends to propose some speaking activities such as: Role play, discussion, storytelling...etc, and techniques that will assist teachers in improving their learners' participation and in lowering the learners' anxiety in order to achieve the learning/teaching goals.

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## **List of abbreviations**

**CLT:** Communicative Language Teaching

**CC:** Communicative Competence

**ARCS:** Attention, Relevance, Confidence, Satisfaction

**MOLT:** Motivation Orientation of Language Teaching

## **General introduction**

### **1- Statement of the problem**

Habitually, when a person shows his/her capability to talk competently using the second language, we will notice that people around him/her talking about their methods and strategies that motivate them to achieve their learning purposes. Consequently, people will believe that learning the target language successfully includes motivation on the learners' side. The concept motivation is fundamental aspect for all kinds of learning especially in the psycho pedagogical framework because it is the only way for teachers to realize their teaching goals.

All over history, scientists and psychologists have been enthusiastic to point out the most appropriate strategies that motivate the learners to study a foreign language. In order to diminish this trouble, they have presented a number of strategies. Each strategy has its own standards on which the teacher will rely on and apply in the classroom with their learners. Also it will help the teacher to point out the most useful one to motivate his/her learners, and to assist the learners improving their skills in the learning process.

This present study is concerned with the teachers' motivational strategies used in the classroom and the effects of those strategies on the learners' communicative proficiency. Therefore, the question raised is whether the use of those motivational strategies will enhance or impede the learners' performance.

### **2- Research questions**

Through this study we will try to seek an answer for the following questions:

-What are the most appropriate motivational strategies used by the teacher in the classroom to improve the learners' communicative proficiency

-Do those motivational strategies have effects on the learners' performance?

### **3- Hypothesis**

The following hypotheses were set for the study:

-If the teachers use motivational strategies in their classrooms, their teaching process will be enhanced.

-If the teachers' motivational strategies are effectively and suitably used, the learners will perform better in the classroom.

-If those motivational strategies are well presented, the learners' communicative proficiency will be improved.

### **4- Objectives**

Through this present study, we set ourselves the following objectives to obtain:

-To explore the teachers' motivational strategies used in the classroom.

-To illustrate whether those strategies are effective to improve the learners' performance inside the academic settings.

-To realize the effects of those strategies on the learners communicative proficiency.

-To provide a strong basis to do more in that field.

### **5- Significance of the study**

Through this research, we aim at investigating the most useful motivational strategies of the teachers in the classroom, using communicative language teaching. We believe that this study will provide the most appropriate ways that assist the teachers in

motivating their learners and how they can differentiate between the learners' abilities and capacities in learning English as a second/foreign language. For that reason, we have to propose those strategies as an effective method to motivate students to perform better in the classroom.

## **6- Review of literature**

Over the last decades, the concept of motivation has been an interesting topic for different researchers. Besides to that, the effective use of the motivational strategies applied by the teacher in the classroom.

Motivation is considered as an affective factor which can help the learners to promote their desire to learn; Brown has defined motivation as “the most frequently used catch-all term for explaining the success or failure of virtually any complex task. Motivation is a star player in the cast character assigned to second language learning scenarios around the world”. (168)

Dornyei Zoltan emphasizes on investigating the motivational strategies, used by the teacher in the classroom, which have a great influence on the learners' behavior. He stated that “motivational strategies are techniques that promote the individual's goal-related behavior (...) motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects” (28).

Rang-Juin Hsu has made an investigation (diss) on the differences between the novice teachers and the experienced teachers when applying the motivational strategies in the EFL classes. His study was concerned with the Taiwanese secondary teaching practice of the foreign language. The results of this study revealed that the motivational strategies of the novice teachers and the experienced teachers differ from each other because of the number of experiences each one have; therefore he states that there are

some principles which may differ from one teacher to another such as: Teachers' pedagogical knowledge, teaching belief, and instructional style.

## **7- Research methodology design**

### **The choice of the method**

Many sorts of the research imply the existence of different types of the research methodologies depending on the purpose of the research study, data need and population under investigation.

The main purpose of this study is to point out the different teachers' motivational strategies and to identify the most appropriate one, the descriptive method seems to be the suitable one, and it will be helpful in stating the teachers' strategies in the classroom. This method is also relevant in collecting data about the subject under investigation.

### **8- Population:**

Since the main target of this study is to pick out the most appropriate motivational strategies of the teachers; both teachers and learners point of views and perceptions about the subject under investigation are related to this study. Therefore, we will deal in our study with six teachers and two groups in English branch.

### **9- Data gathering tools**

To realize the previous stated aims, one data tool is used:

## **Questionnaires**

In order to test our hypothesis and to obtain the information required from our subject, to fit the objectives of this study. We will use one main data gathering tool which is questionnaire. The first one will be for to teacher and the second one will be for the learners.

Also it is stated to obtain different views concerning the subject items under investigation. Also it enriches the work as a whole as it gives deeper insight into the learners opinions about the effectiveness of the different motivational strategies that the teachers apply in the classroom.

# **Chapter One**

## **Motivation**

## **Chapter One: Motivation**

### **Introduction**

Researchers offer different definitions to the term ‘motivation’ in relation to the importance of motivation in foreign language teaching/learning processes. The main reason behind providing this variety of definitions is the fact that motivation is considered as a great support for the teachers to regulate the learners’ behaviors.

Through our research, we found that a number of researchers attempt to provide numerous definitions and theories of motivation. Each theory deals with the term motivation from a specific angle to offer a full explanation to the concept motivation. Moreover, each theory exhibits a great number of notions which have an explicit relationship with the term motivation.. In addition, scientists propose various models of motivation in which each model presents a full interpretation of the implementation of motivation in the teaching process. In fact, this implementation can be affected by some internal and external factors which encounter the learners.

This chapter presents a comprehensive view of motivation theories. Key concepts are portrayed with indication to the various theories of motivation which attempt to clarify the significance of the term motivation in the individual’s performance. Furthermore, we will give an accurate explanation to the motivation models presented by some scholars; also we will mention some factors that have influence on the learners’ motivation.

### **1- Definition of Motivation**

Motivation is an important factor which can enhance the students’ enthusiasm to learn. It helps learners to increase their desires to be engaged in the learning process.

Hence, what is motivation? Elaine Tarone and Bonnie Swierzbin describe the term as “The identity and persistence of a learner desire to succeed” (03). They state that a motivated learner is the one whose willingness and efforts are offered to achieve the language learning goals.

Thus, motivation is considered as an internal force which can make someone acts in different ways. According to Harmer motivation is “Some kind of internal drive which pushes someone to do things in order to achieve something” (53).

William and Burden emphasize that the term motivation denotes that there is something internal in the individuals’ which determines their output; therefore, they define motivation as “...a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical efforts in order to attain a previously set goals (or goals)” (120).

According to Dornyei motivation is adopting a specific action and making the needed efforts to realize its target “the choice of a particular action, the persistence with it, and effort expended on it” (qtd. in Murray, Gao, and Lamb 05).

We can say that a person is motivated if he/she has needs to realize specific goals through giving many efforts to realize these goals. According to Gardner states that motivation is “... the combination of desires and efforts made to achieve the goal; it links the individual’s rationale for any activity such as language learning with the range of behaviors and degree of efforts employed in achieving goals” (qtd. in Bencharaf 19).

Dornyei states that students without motivation are not able to achieve any proficiency level in learning a foreign language even though they are intellectual learners (15). From that, we recognize that motivated learners can realize a better level in learning a foreign language.

Motivation is the most important element for deciding whether the individual succeed or failed in achieving the performed task goals. Brown views that motivation is considered as major reason which determines the success or the failure of any complicated activity “The most frequently used catch-all term for explaining the success or failure of virtually any complex task, motivation is a star player in the cast of characters assigned to second language learning scenarios around the world” (168).

## **2- Theories of motivation**

Indeed, theorists over time try to explain the concept of motivation through conducting various studies and researches which lead them to different explanations. The proposed definitions may have different interpretations.

### **2-1- Behavioristic theory**

Williams and Burden state that the first interest of psychologists was the human mind in order to interpret the human behavior, but they concentrate on investigating the animals’ behavior to interpret the principles of human learning (08).

Behaviorists study motivation scientifically, because of the wide range of experiments they have on animals. That is to say, they have tried to understand how humans will be motivated to acquire and to learn a language. It has developed by a number of scientists through explaining the nature of the individual’s behavior such as: Pavlov’s (classical condition), Thorndike’s (law of effect) and Skinner’s (operant conditioning) (qtd. in class lecture). Therefore, from the behavioral perspective motivation is “The anticipation of reward” (Brown 168). They realize that the reward attends as a reinforcer for the individual’s behavior. According to Brophy “A reinforcer is anything that increases or maintains the frequency of a behavior when access to it is made contingent on performance of that behavior” (03). Williams and Burden mention

in their book *Psychology for Language Teachers: a Social Constructivist Approach* the term reinforcement act as "... a powerful influence in shaping human behavior does have a great deal to commend it though ... the whole issue of rewards and feedback is extremely complex" (12). Learners are always looking for a positive reinforcement from the teacher. For that reason, they oblige themselves to act according to their previous knowledge expecting the teachers' praise. Moreover, they try always to figure out the right answer in order to gain another reward. It is assumed that when individual receives a reward from the teacher during the practice her/his achievement in that practice will naturally be developed. For this reason, Allwright and Bailey state that in each time the learners receive a positive reinforcement; their performance will be improved (182).

## **2-2- Cognitive theories**

In contrast to the behavioristic theory, motivation in the cognitive theories focuses on the individual's decisions. According to Keller "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect" (qtd. in Brown 168-169). Therefore, the cognitive psychologists distinguish a number of theories depending on the intentions behind the people decisions or actions.

### **2-2-1-Expectancy-value theory**

The expectancy-value theory is created by a number of cognitive psychologists. It believes that learners' will have a specific behavior, if they expect a success. Dornyei states that "the expectancy is in the mind of the learner" (57). That is to say, motivating the learners is promoting their expectancies by consciously organizing the appropriate conditions; so as to make the learner have a positive attitude towards the learning

process. Moreover, Brophy focuses on the teachers' role in maintaining the learners' interest in selecting the appropriate method for each specific action. This method will assist the learners in realizing the goals of certain action or behavior appropriately. Furthermore, Dornyei in his attempt to summarize contemporary theories of motivation states that the expectancy theory views that motivation involves two factors "Motivation includes two factors which are individual's expectancy of success in a specific action and the value related to that action" (10-11).

### **2-2-2- Achievement theory**

This theory focuses on that there are differences between the achievements of people in particular task. The achievement theory is described by David McClelland and Atkinson. Atkinson assumes that there are three factors on which the intention to access a desired goal "The tendency to approach an achievement goal ... is a product of three factors: the need for achievement or the motives for success ... the probability of success ... and the incentive value of success" (Brophy 370). According to Atkinson's theory each learner has motivational strengths which help him/her in a given task. Those motivational strengths can lead him/her to achieve success and to avoid failure (Brophy 370). Dornyei states that achievement motivation failed in providing standards to evaluate the learners' achievement of a particular task (10). Williams and Burden argues that the achievement theory, in its earliest appearance, locates a quite emphasis on people's trial to make their performed actions significant (114).

### **2-2-3- Self-efficacy theory**

This theory was influenced by Bandura (1997, 1986, and 1997). He states that the essential clarification of motivation should rely on the individual's beliefs (qtd. in Seifert and Sutton 120). Moreover, Bandura believes that everyone has the ability to

solve the problems that he will encounter in doing a task (qtd. in Brophy 361). According to Dornyei, self-efficacy is related to the individuals' opinion about their abilities to engage in a particular action (10). He means that self-efficacy is when someone has a great belief in his/her capabilities to realize a particular aim. Consequently, learners with strong sense of self-efficacy are more likely to face complex actions. Furthermore, Williams and Burden states that self-efficacy is when performing a specific action; we believe that our abilities will help us in achieving our goals (97). In addition, Margolis and McCabe and Bandura (pars. 2) distinguish four sources of self-efficacy that teachers may manipulate in improving the learners self-efficacy which are:

#### **2-2-3-1- Mastery experiences**

Learners' previous successful tasks will motivate their self-efficacy. While, the unsuccessful tasks decrease the learners' self-efficacy.

#### **2-2-3-2- Vicarious experience**

It refers to the case when a learner realizes a success in a particular task. As a result, this may motivate the others to do so.

#### **2-2-3-3- Verbal persuasion**

It refers to the teachers support via a significant interaction with their students and a positive feedback in order to help the learners in doing the task. By doing so, self-efficacy of the learners will be promoted.

#### **2-2-3-4- Emotional state**

It refers to those factors that have influence on the individual's self-efficacy whether in a positive or a negative way. Also the emotional status has a great influence on one's own self-efficacy because it can increase or decrease the individual's performance. For that reason, the teacher has a great role in controlling those factors by using some effective strategies.

#### **2-2-4- The attribution theory**

Weiner (1984, 1986) is considered as the first establisher of the attribution theory. Dornyei states that the major focus of this theory is the explanation of why people success or fail in a given task in the past because this later may affect in their future tasks (118). According to Seifert and Sutton attributions are very important because they determine the different reasons of success and failure (118). Moreover, Graham (1994) attempts to summaries the famous attributions inside the classroom such as: ability, effort, task difficulty, luck, mood, family background and help or hindrance from others. He states that among these attributions there are two '*effort*' and '*ability*' which have been acknowledged as the most influential causes in the western culture (qtd. in Dornyei 119). Brown argues that the main emphasis of attribution theory identifies the people's interpretations of their success and failure in a particular task (156). Furthermore, Weiner suggests that attributions have a great impact on motivation depending on their nature; for that reason, attributions have three different paths which are: *locus*, *stability* and *controllability* (qtd. in Seifert and Sutton 118).

**2-2-4-1- Locus**

It refers to the position where the individual's success or failure happens. It distinguishes two kinds: the internal locus and external locus; the first one occurs when someone attributes a top mark on a test to his/her capacity and the second one occurs when someone attributes the top mark to the test's having simple questions (Seifert and Sutton 118) .

**2-2-4-2- Stability**

It refers to the unchanging cause. This means that if you assign the top mark to your capability, the source of success will be reasonably defined, and it will be permanent. While, if you assign the top mark to your attempt to achieve the learning goals, the source of success will have no stable efforts because it should be revised each time (Seifert and Sutton 118).

**2-2-4-3- Controllability**

It refers to the factors that that can be controlled to influence results. This means that if you assign the top mark to you attempt to learn, the source of success will be reasonably defined according to the amount of knowledge you want to gain. Whereas; if you assign the top mark for the chance, the source of success will not be defined because the chance can be influenced by different factors (Seifert and Sutton 118).

**2-2-5- Goal theory**

It is proposed by Locke and Latham (1990). The major focus of this theory is that behind each performed task there are reasons which will be with great help in achieving its goals appropriately (dornyei 10). According to Alderman "Goals are crucial for achievement but they are usually given more prominence in athletics and work

environment than in academic learning” (qtd. in Dornyei 82). This means that specifying the goals of the performed tasks outside the classroom is more significant than inside the classroom. At its recent researches, Ames (1988) and others discover that there are two kinds of goals: Mastery goals and performance goals which have a specific relationship with each other. The first is called also ‘task goals’, it refers to students who commit a particular action with learning purposes in order to gain information (Brophy 73). Whereas, the second one has an extra name ‘ego goals’, which refers to those students who do not care about the learning purposes but they do care about how can they perform appropriately (Brophy 73). According to Dweck’s studies, learners with performance goals have less interest to learn. Consequently, they will always obtain a negative feedback from their teacher inside the classroom. Moreover, goals setting have a positive impact on motivating the learners to achieve the learning purposes, yet no enough time and energy have specified for achieving these goals. Since it provides the learners with number of opportunities in which it will help them improving their performance in a particular task (qtd. in Dornyei 82).

#### **2-2-6- Self-determination theory**

This theory has a number of researches which aims at understanding the concept of motivation in education. It is influenced by two psychologists Deci and Ryan (1985) who states that to realize the purposes of a particular behavior you must have the desire which offers the psychological authority of those purposes and their impact on the people’s tasks (qtd. in Brophy 154). Furthermore, they have distinguished three psychological wants (needs) which are: autonomy (it refers to the desire to be free from the external limitation on the behavior), competence (the desire to be talented and competent), and relatedness (the desire to interact with people). Those needs may affect on the learners’ motivation because if they are not well achieved, the individuals will be

lower self-determined, but if they are well achieved the individuals will be autonomous. According to Dornyei self-determination theory deals with the intrinsic motivation and the extrinsic motivation; he states that “Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation” (11). Moreover, Seifert and Sutton discover that the self-determination theory emphasizes the significance of the intrinsic motivation because it is related to the individuals’ understanding of the term freedom. Hence, self-determination denotes that the learners should feel free even though they are obliged to live in the external world (126).

### **2-3- Humanistic theories**

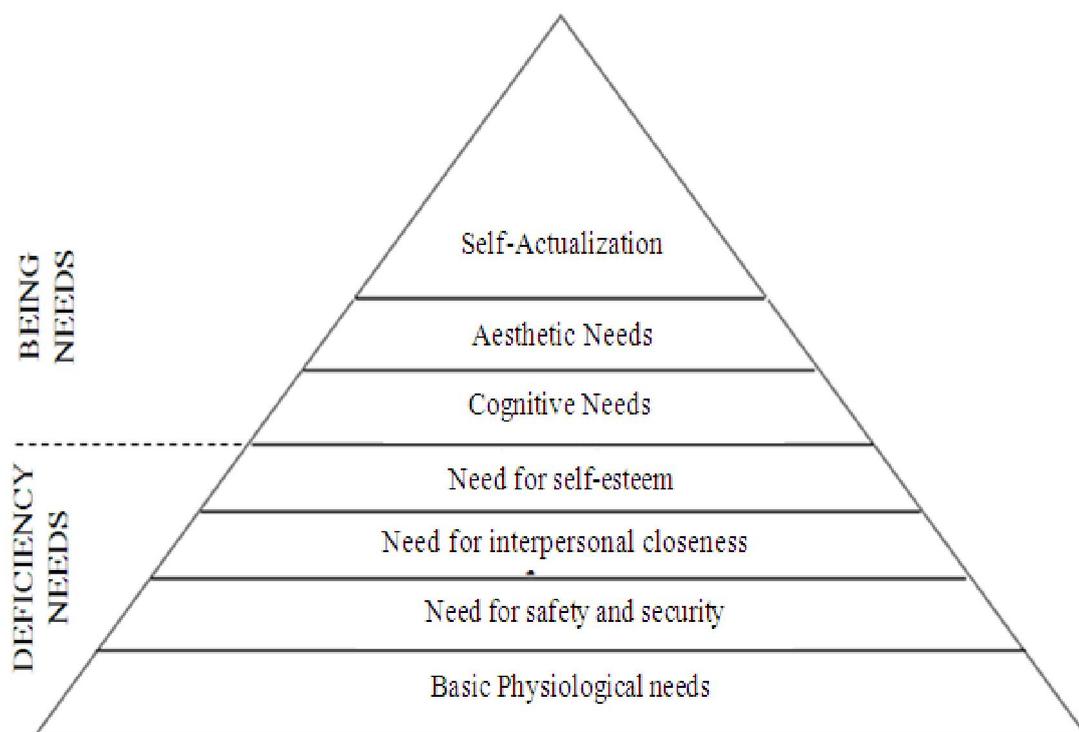
Humanistic theories focus on investigating the development of an individual as a whole rather than investigating only the progression of the cognitive skills. Williams and Burden argue that the humanistic researches locate an emphasis on the individual’s internal desires, emotions, thoughts...and its significant role in the human improvement (30). The humanistic theory scholars notice that there is a difference between the human needs. The most famous and influential humanistic theory of needs is Abraham Maslow hierarchy of needs.

#### **3-2-1- Abraham Maslow’s Hierarchy of needs**

He bases his researches on the assumption that all human will be motivated through series of needs; which are classified hierarchically according to the degree of impact they have on the individual’s behavior moving from the lowest to the highest in a pyramid form.

Williams and Burden state that Maslow (1968, 1970) distinguishes two kinds of needs which are deficiency or (maintenance) needs, and being or (growth) needs. The deficiency needs involves four levels placed on the lowest part, he orients this part to

the psychological and biological desires such as food, water, and the absence of pain. Also it includes the desires for security, belonging, self-esteem, but if those desires will not be performed in the right way, the individual will no longer accomplish on the hierarchy (33). Ken Shah and Param J. in their article *types of motivation* argue that “Maslow was of opinions that until these needs were satisfied to a degree to maintain life; no other motivating factors can work” (2). On the other hand, Williams and Burden defines the being needs as “Being needs are considered to require a particular kind of nurturing environment in which people can express themselves and explore” (34); it is about three levels which are situated in the highest part of the pyramid. Maslow orients them to the achievement of the individual’s efforts which determine the cognitive and aesthetic improvement; the top of the hierarchy, self-actualization, is achieved by only some persons for the reason that their minor needs tend to continue unfulfilled (Williams and Burden 34).



**Figure (A): Maslow’s hierarchy of human needs**

### **3- Types of motivation**

Motivation is the most important factor that directs the achievement of the learners in their learning process. The deficiency of motivation may cause serious difficulties for the teachers in their teaching process. It leads to a negative performance from the learners inside the classroom. Elaine Tarone and Bonnei Swierzbin distinguish two types of motivation. One of them comes from the outside world, while the other one is internal involves the learners desires and needs. These types are entitled as: Extrinsic and intrinsic motivation (3).

#### **3-1- Extrinsic motivation**

We can say that learners are extrinsically motivated, when they gain experiences from the external world. Also they make effort when committing a task in order to get a reward either from their teacher or from their parents. According to Csikszentmihalyi and Nakamura (1989) extrinsic motivation denotes “ when the only reason for performing an act is to gain something outside the activity itself such as passing an exam, or obtaining financial rewards, the motivation is likely to be extrinsic” (qtd. in William and Burden 123). Students in extrinsic motivation need a reward from another person; For example, when performing a particular task inside or outside the classroom they try to impress people around them expecting praise. Furthermore, Brown defines extrinsic motivation as “extrinsic motivation is fueled by the anticipation of reward from outside and beyond the self” (172). Positive feedback has a great influence on the students’ performance and it helps them in regulating their behavior both in the academic setting and in the social environment; also the learners tend to become extrinsically motivated to avoid a negative feedback.

### 3-2- Intrinsic motivation

Intrinsically motivated students are those who have internal desires and needs which oblige them to learn. According to Csikszentmihalyi and Nakamura (1989) intrinsic motivation means “When the experience of doing something generates interest and enjoyment, and the reason for performing the activity lies within the activity itself, then the motivation is likely to be intrinsic” (qtd. in William and Burden 123). They argue that the students will never perform a given action successfully without having a sense of enjoyment or satisfaction. Edward Deci (1975) states intrinsic motivation does not need external factors, but it needs the performed task and the student’s internal drives and attitudes towards that task. Besides, intrinsic motivation is linked to the psychological rewards such as: having the ability of challenge in performing a task as well as enhancing the learners’ autonomy (qtd. in Brown 172).

### 4- Instrumental and integrative orientations

Researchers of motivation in second language acquisition agree that the instrumentality and the integrativeness are not kinds of motivation such as Dornyei, Gardner and MacIntyre (, and others. They claim that naming them *orientations* will be appropriate. Gardner and Lambert (1972) studies are influenced by this distinction. Therefore, both of them try to define the two types. They state that the instrumental orientation denotes that learning a language comes from the learners’ needs to achieve their aims (qtd. in Brown 170). On the other hand, the integrative orientation denotes that when the learners’ desires drive them to know about the natives culture in order to engage on their society appropriately without falling in misinterpretations (qtd. in Brown 170). Moreover, Brown states that relying on the learners’ orientation various needs could be realized in acquiring the second language.

## 5- Motivation models

Over the last decades, different scientist proposed various models of motivation which are: Gardner and Lambert's Socio-Educational Model, Vroom's Expectancy Model, shumann's Acculturation Model, Dornyei's Motivational construction, Wen's four Motivational factors (Khouni 51).

As a result to long studies, Gardner and Lambert's (1959, 1972) socio-educational model states that the learners' thoughts about the foreign language. Moreover, its culture has a fundamental role in motivating the learners to learn it. Furthermore, they have presented two types of motivation: instrumental and integrative motivation. The first type is related to the learners' internal drives which have a great influence on determining their targets when learning any language. While, the last type means trying to learn a language for incorporating appropriately in the native speakers societies. Nevertheless, a number of scientists disagree with the social psychological approach, because they think that it still does not present the cognitive aspect of learning motivation (Oxford & Shearin, 1994, Dornyei, 1994). In addition, it has no effects on second language learning and teachers cannot use it during teaching.

Vroom's (1969) expectancy model affirms that motivating learners to obtain a foreign language relies on some elements such as: challenge, equivalent, anticipation, capability to realize the targets, and effectiveness.

In 1978 and 1986, Schumann acculturation model investigates the consequences of the individual changes such as: virtual condition, thoughts, incorporation, amount of time in the culture, size of the learning group, and cohesiveness of the group and adults language learning. Furthermore, he proposes three strategies for learners are: *Assimilation* refers to the implementation of the foreign language, *Rejection* refers the

protection of one's own culture, and *Acculturation* means engaging in the others culture but sustaining the own culture. Additionally, he argues that the more you are acculturated the more your level in the target language will be enhanced.

In 1983, Keller proposes an efficient model that includes a number of strategies; this model suggests a design strategy that covers the four component of the concept motivation. the ARCS model categorizes the four main constituents for enhancing the teaching process: *Attention strategies* are related to the increasing and the maintaining the learners' concentrations; *Relevance strategies* associate the learners' concerns, desires, and intentions, *Confidence strategies* serves as great assistance for the learners' to improve their anticipations concerning their deeds; *Satisfaction strategies* give an extrinsic and intrinsic encouragement for the individuals' deeds.

Dornyei (1994) states an additional movement that associates with his taxonomy of motivation, and which serves theories of motivation and includes three important levels: *the language level* which refers to the causes that predict the intended language and its learning purposes. *The learner level* encompasses the impacts of the individuals' features on the target language. There are a number of negative cognitive characteristics that will be enhanced when the individuals' cannot complete an achievement such as: weakness, surrender, unenthusiastic...etc. While, motivation on *The learning situation level* examines the individuals' interaction through focusing on some motivational factors which are related to: the teacher, the course, and the group of the language learners. Thus, motivation is affected by various intrinsic and extrinsic factors which are: course specific (interest, relevance, expectancy, satisfaction) teacher specific (affiliative motive-please teacher, authority type-controlling vs. authority supportive, modeling, task presentation, feedback) group specific (goal-orientedness, reward system, group cohesiveness, classroom goal structure, cooperative, competitive,

individualistic). However, it is assumed that the above frame does not yet propose a helpful teaching practice. In 2001, Dornyei proposes an effective model which includes another framework of motivational strategies and involves four important divisions: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation. It is considered as the best model, because it collects all the strategies of the other models. This model occurs as the most convenient and practical because it provides a full explanation of the internal and external factors that affect on motivation.

In 1997, Wen is one of the pioneers of expectancy-value theories. For that reason, he suggests four motivational factors: motivation of instrumentality, intrinsic motivation, expected learning strategies and efforts, and passivity towards requirements. Subsequent to that, he invents an instrument for assessing motivation named the ‘motivation scale’ which is used to assess instrumental and integrative motivation, effort, valency, expectancy, and ability.

## **6- Factors that affect motivation**

Indeed, there are various factors that have effects on the learners’ motivation when studying a foreign language, The most important are those stated by Brophy “motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)” (Brophy, J in Abisamra, N, 2006). To explain more, the most important factor among many considerable ones is the teachers. Stipek emphasizes the role of the teacher on the learners better achievement (Stipek, D in Abisamra, N, 2006). Scholars attempt to classify those factors through several ways; therefore, William and burden classify

them into two types: internal and external factors. Therefore, as teachers, we have to know more about our learners' desires through emphasizing on the external factors, since this may have a great impact on their internal factors; for example, their concerns and objectives. (Khouni 51).

### **Conclusion**

To sum up, we have investigated in this chapter with various theories of motivation according to the different schools of thoughts; the behaviorists who viewed motivation in terms of reward through having experiments on animals, the cognitivists who believed that motivation has to do with decisions that individuals make about their own deeds, and the humanists who perceived motivation in terms of wants and desires to be fulfilled. Therefore, all the theories differ from each other. All the scholars agree that motivation is the heart of all human learning. We have given a brief explanation to both kinds of motivation; intrinsic motivation (the need to realize the internal desires) and extrinsic motivation (individuals perform some tasks anticipating for an external reward). In addition to that, we shed light on the distinction made between instrumental orientations (learners' aspiration for realizing academic goals) and integrative orientations (the learners' aspiration to integrate into the foreign language society). Besides to that, we have suggested a brief elucidation to the motivation models. Gardner Socio-Educational Model confirms that the learners' thoughts about the second language and its culture have a great role in the language learning motivation. Vroom's expectancy model affirms that there are efficient factors which establish the second language acquisition such as: attempts, anticipation, the capacity to realize the targets...etc. Schumann's acculturation model states that the more the learners will be acculturated the more their second language acquisition will be improved. Keller's ARCS model gives a brief explanation for the four components of motivation.

Dornyei's motivational construct involves two framework of the motivational strategies applied in the classroom, the fist one is not useful because of the lack of practice. While, the second one has a valuable explanation for the teaching practice. Wen's motivational factors proposes an effective device for determining motivation. Researchers confirm that there are some factors which influence motivation negatively or positively.

## **Chapter Two**

# **The Teachers' Motivational Strategies and their Effects on the Learners' Communicative Proficiency**

## **Chapter Two: The Teachers' Motivational Strategies and their Effects on the Learners' Communicative Proficiency**

### **Introduction**

Motivation is considered as the main factor that establishes success in the second language classrooms. Therefore, there should be some of the motivational strategies that will assist teachers in motivating and improving their learners' communicative proficiency. Over the last decades, a number of researchers have tried to propose meaningful motivational strategies which are employed to motivate the learners appropriately in the classroom. Dornyei proposes those motivational strategies in a precise and concise framework that involves a full description of those strategies. Without using 'Communicative Language Teaching' teachers will never fulfill the aims of their teaching process. The concept CLT emphasizes on developing the learners' abilities and capacities to master the target language within the learning process. Furthermore, it pays a close attention to both the meaning and the function of the language.

In this chapter, we will shed light on the framework of motivational strategies suggested by Dornyei. Also we will have a look on the history of the Communicative Language Teaching approach, its principles, teachers' techniques, and classroom speaking activities. In addition to that we will give a full clarification about both teachers' and learners' roles in the classroom.

### **1- Definition of motivational strategies**

Traditionally, motivational scientists pay attention for the meaning of motivation more than concentrating on the different techniques used to motivate learners. Recently, however, most of the psychologists have made their decision to study the educational

and the academic implications of motivation through proposing the concept ‘*motivational strategies*’, e.g. Brophy, Dornyei, Williams and Burden...etc. (Guilloteaux and Dornyei 56).

Motivational strategies are those techniques which are used by the teachers to improve their learners’ emotional and intellectual growth. If the learners achieve better results, it will be because of the effective teachers’ motivational strategies. Furthermore, teachers should vary their motivational strategies taking into consideration the different capabilities their learners have; because not any given strategy can motivate all the learners in the same way.

According to Hardré, Sullivan and Roberts in their article ‘*Rural Teacher’s Best Motivating Strategies: A Blending of Teacher’s and Student’s Perspectives*’ state that there are significant effects from motivating the students which are: achieving the students’ intrinsic motivation (learning is driven from within) and self-regulated motivation (when the student plans, monitors, and adapts reasons, choices and actions systematically are made in order to optimize learning). Miller and Brickman state that the success of a specific motivational strategy is demonstrated in the self-regulated behavior of learners and in consequences distinguished from their experiences, joined with their proximal and future targets (qtd. in Hardré, Sullivan and Roberts 20).

Dornyei and Guilloteaux claim in their article ‘*Motivating Language Learners: A Classroom-Oriented Investigation of the effects of motivational strategies on Students Motivation*’ that second language teachers aim at enhancing their learners motivation and improvement both inside and outside the classroom by using different strategies. Besides to that, they have proposed the MOLT (Motivation Orientation of Language Teaching) as a mechanism for observing the learners inside the classroom, and which is used to evaluate the teachers’ use of motivational teaching practice and the students’

improved performance (57). They have proposed a full definition for the teachers' motivational strategies "motivational strategies refer to (a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation..." (57). Teachers should employ those strategies to develop their teaching practice via constructing a pleasant atmosphere inside the classroom and for enhancing the learners' performance.

Dornyei in his book '*Motivational Strategies in the Language Classroom*' states that motivational strategies are those methods which are used for the sake of improving the learners' performance in the given activities. Therefore, human behavior is relatively difficult and it has number of techniques to develop it "motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (28).

## **2- A framework for motivational strategies**

In 2001, Dornyei suggests a useful framework which explains the teachers' motivational teaching practice. It is very important for the teachers to choose specific methods when motivating their learners. Furthermore, they have to follow certain paths to manage long list of significant motivational techniques which will be practiced inside the classroom and they have to classify them into separated themes (28). He offers a systematic design which includes four major aspects which are stated as follows:

### **2-1- Creating basic motivational conditions**

In order to ensure the effectiveness of the motivational strategies, teachers should identify some preconditions for engendering motivation. those preconditions involve increasing a proper teacher behaviors and improving an excellent correlation with their

learners. Furthermore, it tries to create a supportive classroom environment. In addition to that, it creates an interrelated learner group with appropriate group averages.

## **2-2- Generating initial motivation**

Learners around the world prefer to discover new things since they have great desires to investigate the world because of their innate curiosity. Yet, In the educational system, Brophy states that learners have no right to decide what to learn, the content of the syllabus is always decided on the basis of what society believes that is significant to learn without paying close attention for the learners' desires (qtd. in Hsu 25). Thus, school activities are regarded as the least in terms of satisfying, unexciting, unenjoyable, and restricted. In contrast, teachers need to contribute enthusiastically in order to generate positive learners attitudes towards learning the subject under investigation. Dornyei proposes five important strategies and techniques which will be used to achieve to realize this target:

- \* Enhancing the learners' language-related values and attitudes
- \* Increasing the learners' expectancy of success.
- \* Increasing the learners' goals-orientedness.
- \* Making the teaching materials relevant for the learners
- \* Creating realistic learner beliefs.

## **2-3- Maintaining and protecting motivation**

It is doubtless that only motivation is protected throughout the allocated time for the motivational progression. There is a possibility that it will be disappeared since there are some factors which may affect it. Thus, an efficient motivational selection

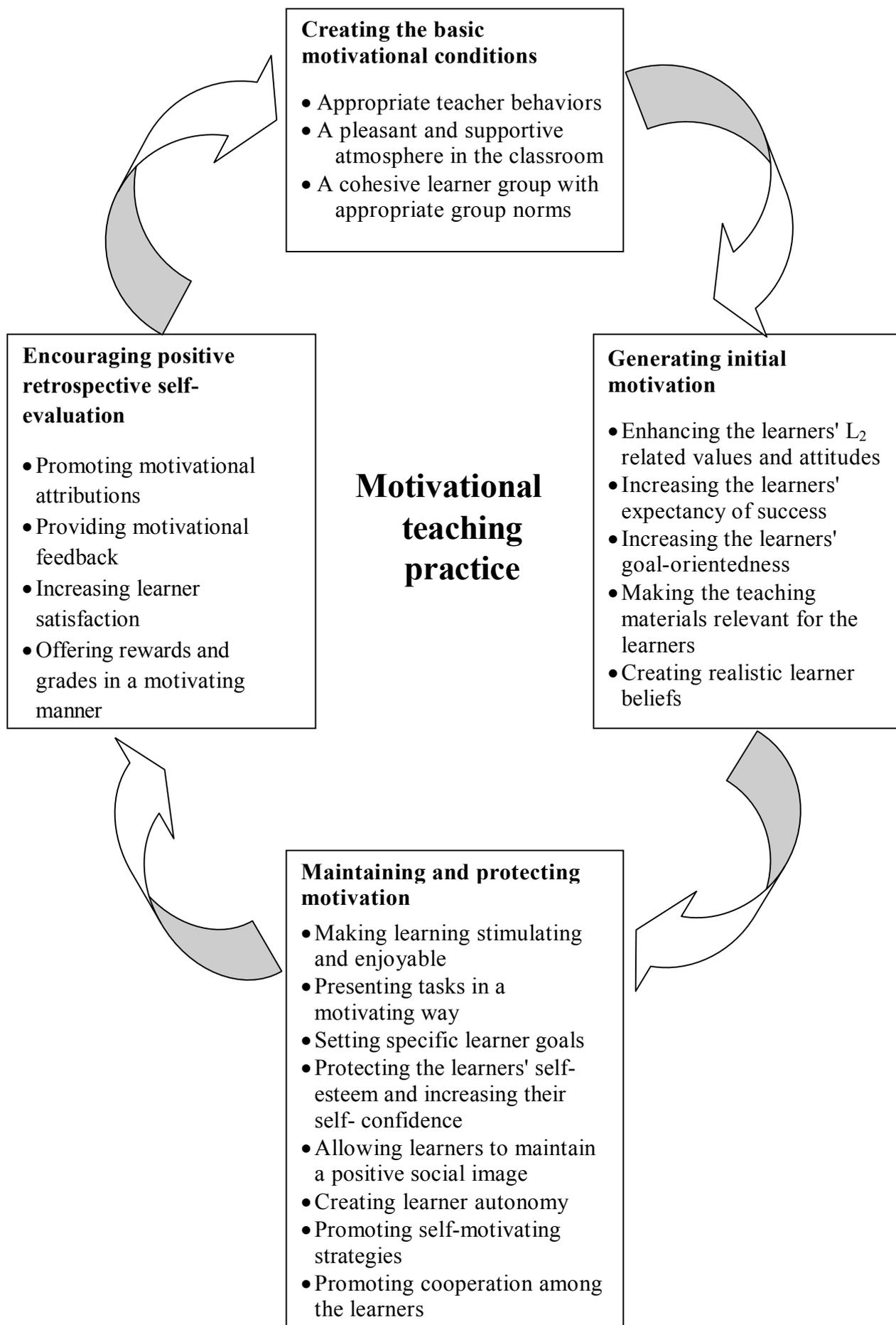
should involve executive set of motivational strategies which may assist the teachers to prevent this from happening. To maintain students' motivation, teachers can improve situation-specific task motivation to share with the learners their experiences of successful tasks, and to enhance the learners' self-government (autonomy).

#### **2-4- Encouraging positive retrospective self-evaluation**

The determination of how teachers can design learning tasks is influenced by various factors such as: The learners' considerations about their previous learning experiences and the ways of how they trait past success and failure. But by using effective strategies, teachers will be able to assist learners to find a good way to assess their achievements and to motivate them to share it with others by attributing them to sufficient ability plus reasonable effort. Dornyei presents those strategies as follows:

- \* Promoting attributions to effort rather than to ability.
- \* Providing motivational feedback.
- \* Increasing learners' satisfaction.
- \* Offering rewards and grades in a motivating manner (qtd. in Hsu 25-26).

**Figure (B): The components of motivational teaching practice in the L2 classroom**



### **3- Communicative Language Teaching CLT**

According to Al-Mutawa and Kailani, the communicative approach has appeared in early 1970s as a consequence of the researches done by the council of Europe professionals (qtd. in Al-Humaidi, pars. 1). According to Hedge communicative approach was influenced by the Chomsky's 1960s studies of the two notions 'competence' and 'performance', which are created as a reply to the common audio-lingual technique and its analysis. In addition, Hymes works on those two aspects into a 'communicative competence' which explains the psychological, cultural and social regulations which refine the employment of the language (qtd. In Al-Humaidi) (pars 1).

Teaching any second language depends on a number of methods and techniques; therefore, communicative language teaching is considered as one of the appropriate methods that are applied to show how the second language is taught inside the classroom. According to Harmer C.L.T can be defined as "CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach" (84).

### **4- Principles of communicative language teaching**

Brown identifies a number of characteristics to the Communicative Language Teaching as many of the researchers have done in order to be simple and fully expressed. We have summarized some of the characteristics of Communicative Language Teaching made by brown:

- "Classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence". Learners need not only to concentrate on learning a number of vocabulary and grammatical rules, but

also they have to concentrate on learning how to apply the language they have in its particular contexts.

- “Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes”. When teachers focus on having lot homework, practices, and assignments in the classroom, this means that they are trying to improve their learners’ techniques of using the language significantly.

- “Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use”. Teachers emphasize more on fluency, while the most important objective of Communicative Language Teaching is making the learners interact fluently without difficulties. Therefore, the teachers give more importance to fluency which makes them accept the student’s mistakes. Also the teachers think that the learners’ mistakes have innate effects which have influence on the improvement of their language use.

- “Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom”. The teachers need to make the learners able to interact outside the learning environment through assigning to them activities that improve both their receptive and productive skills taking in consideration the influence of the social environment.

- “Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning”. Teachers give to the learners’ chances to concentrate more on their academic learning, because they try to make the learners

create their own techniques. This trail will help them in achieving their learning goals, and that of course cannot happen without the teachers' agreement.

- "The role of the teacher is that of a facilitator and a guide". It is well-known that the teacher is the core of the learning process; therefore, he/she is the only responsible about the learners understanding and comprehension (qtd. in Chelbi 10-12).

Furthermore, Davies and Pearse suggest another summary to the principles of communicative language teaching starting with the learning activities and how they are important considerable in arising the students' advancement in their learning process. The repetition practice is the only responsible on improving the learners' communicative skills and it is considered as the primary method in developing both the subconscious acquisition and the conscious learning of the language, because it is usually applied by number of communicative language teaching. Although, the teacher have the authority on the learning process this does not mean that the learners could not direct their own process this can called '*the learners autonomy*' (196).

## **5- Communicative competence**

Communicative competence (CC) supported by the sociolinguist Dell Hymes who was trying to proof that Chomsky's belief about competence is restricted. According to Hymes communicative competence (CC) is "...aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (Brown 219). Moreover, Savignon states that CC is not completed, because it relies on the collaboration of all the elements included on the communication context (qtd. in Brown 219). Brown states that the Communicative competence have no relation with the intrapersonal construct, as it was mentioned in early Chomsky's writings which means that communicative competence is quietly not fixed and

changeable. The interpersonal construct could not be studied without particular context including two or more individuals acting as participants to complete the essentials of the process of communication.

Hymes suggests that speakers have the desire to comprehend the language and to be competent to apply it according to the socio-cultural environment, i.e. speakers need to have the capability to interact with the language which has relation to the sociocultural environment (qtd. in Chelbi 8). Some scholars agree that there are four components of communicative competence which are: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. According to Canale and Swain that four components have two paths. The first path consists of two components which are related to the linguistic aspect. The second path involves the remaining components that are related to the functional aspects of communication process (qtd. in Brown 219).

### **5-1- Grammatical competence**

According to Canale and Swain grammatical competence denote “Knowledge of lexical items and of rules of morphology, syntax, sentence-grammar, semantics, and morphology” (qtd. in Brown 219), this constituent is related to the grammar use and interpretation of any language. The grammatical competence is the competence which occurs when students try to grasp the linguistic rules of the target language (Brown 219).

### **5-2- Discourse competence**

This path is the accompaniment of the first path in many cases. This competence emphasize on the language as a whole not as isolated items. Brown defines the discourse competence as “The ability we have to correct sentences in stretches of

discourse and form a meaningful whole out of a series of utterances” (219-220). Savignon states that the discourse competence is not related with the unreachable items words or phrases but rather with the group of written words and phrases to form a text which totally coherent as a whole (3).

### **5-3- Sociolinguistic competence**

This type is interested with the students’ awareness about the culture and norms of the intended language. The sociolinguistic competence has a relation with the well knowledge of the cultural regulations of the target language and also of the discourse (Brown 220). According to Savignon this competence “Requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction” (qtd. in Brown 220).

### **5-4- Strategic competence**

The strategic competence considered as the most difficult competence of communicative competence. Therefore, Brown defines the strategic competence as “A construct that is exceedingly complex”. Moreover, Canale and Swain emphasize on that the strategic competence denotes the aim of using verbal or nonverbal language is to avoid failing in any communication. In addition, Savignon defines this competence as “Strategies that one uses to compensate for imperfect knowledge of rules or limiting factors in their application such as fatigue, distraction and interaction” (qtd. in Brown 220).

It is assumed that the strategic competence involves some strategies and techniques which are used by the speaker to make sure that the hearer has got the intended meaning. Yule and Tarone state strategic component denotes “An ability to

select an effective means of performing a communicative act that enables the listener/reader to identify the intended referent” (qtd. in Brown 220).

## **6- The teachers’ roles in the classroom**

The role of the teacher is dynamic; it is changeable, through the differentiation of the activities and tasks inside the classroom. If the teachers are competent to have these alterations their efficiency as teachers is significantly improved. The purpose of the teachers’ role is to assist the learners to fulfill their learning process targets. All the teachers’ roles have one important purpose which is to facilitate the learner’s progress in an appropriate manner. Therefore, according to Harmer teachers have a various roles to perform in the classroom.

### **6-1-Organizer**

Harmer states that an organizer is one of the most significant teacher’s roles. This is because the teacher is obliged to provide the learners with the information and instruction of how to accomplish the tasks they assign to them, dividing them into pairs or groups, and closing things when it is time to conclude.

It is exceptionally important for the teachers to play this role appropriately in the allocated time and place. Sometimes the learners ignore the way in which a given activity will be treated, they will not completely benefit from that activity. If the teacher does not specify a particular time to organize his involvement, the main purpose of the activity may be not well fulfilled.

The first item teachers need to focus on when organizing their classroom is to make sure that their students are involved, engaged, and ready to achieve better in the learning process. Often this denotes that the teacher is going to present something

unknown for the students, because they will benefit from the new information. At this level teachers always say something like “Now we are going to do this because...”.In this case the students are informed to perform in such kinds of activities and of course with the teachers’ motivation and enthusiasm.

When the teacher makes sure that his/her students are ready to engage in the given task, he/she has to provide the students with the essential instructions, directing them to what they do first and next. In this case it is very significant to offer the instructions in a logical order as clear as possible. A fundamental instrument in instruction is for the teacher to organize a display of what is going to happen.

Later on, the students are ready to begin the activity. In this case teachers should tell their students about the time allocated for that activity and when they should start exactly.

Finally when the learners complete the task they themselves will inform the teacher and then he/she will stop the activity; also when further reasons show that the limited time completed.

Giving feedback is also one of the main component which will strengths the teachers’ motivation. Therefore, teachers should provide their students by both negative and positive feedback to help them in regulating their performance inside the classroom (58-59).

## **6-2- Assessor**

Harmer states that there is something important learners need to know from their which is if they are progressing their English well or not. This means that the teacher is

performing as an assessor, providing feedback and modifications, and evaluating learners in diverse ways.

Teachers should inform their students about how and for what they are assessed. They should inform them about what are the significant things that they have to discover. Also there is an important element teachers need to take into consideration which is fairness. When the teacher provide a negative feedback to his/her learners for their terrible accomplishment, at this point the teacher have to deal with the bad accomplisners in the same way to keep them out from the ridiculous contests; it denotes that all the terrible accomplisners are equal.

Other item which has a relation with the teacher who performs as an assessor is to be sensitive to the student's possible reaction; For example, when a teacher gives a bad mark to a learner, of course he is obliged to accept it. When the teacher gives it with an encouragement and motivation, the learner himself will try to achieve better in the next time (59-60).

### **6-3- Prompter (Motivator)**

In fact, learners may deviate or misunderstand the given activity, for example, the role- playing activities; because it has a sequence of events, if they miss one event they will lose the significance of the story. Sometimes they are 'lost for words' which denotes that they still have misunderstandings, also they cannot progress because of the lack of vocabulary. At this level, teacher has only two options to choose as what Harmer points out in his book '*Practice of Language Teaching*' either to hold back and let students work things out for themselves, or motivate them sympathetically for the sake of enhancing their achievement and motivation. If the teacher concentrates more on the

last option, he will accomplish his role as motivator. Because of motivation is the main aspect for the teaching and learning processes to be completed and well performed.

Teachers have to motivate the learners in a very sensitive, supportive manner, and with maturity 'discretion'. Besides to that, if the teacher is getting retired, s/he will not contribute a benefit amount of supportiveness and motivation (60).

#### **6-d- Tutor**

A teacher can work as a leader when students are engaging on lengthy assignments, for example, pieces of writing, training for oral performances, or long discussions. Then teacher may works as a tutor with either individuals or small group by providing them with directions, instructions, and ideas they have not yet though about. In this case the teacher may combine two roles as a motivator (prompter) and resource, performing as a tutor.

It is very difficult for a tutor to progress with huge groups, because this role involves close relationship between the teacher and the students more than in the other roles. However, it is in some way easier when s/he works with small groups, pairs or individuals because this can denotes that his/her needs are going to be conveyed straightforwardly. Paying attention to the learners is one of the main principles of the tutor teacher. As, if they will feel their teachers' motivation and encouragements, they will automatically improve their performance.

Finally, Harmer states that teachers have to act as tutors from time to time without forgetting the learners' autonomy. Since the learners will achieve better, if they do not feel that they are obliged to do things their teacher wants. This will affect on their accomplishments and performance inside and outside the classroom (62).

## **7- Teaching techniques**

Inside the classroom each teacher has some methods and techniques to group their learners, but because of the large classes they face serious problems when assigning activities. Therefore, they feel that it is appropriate to group their students (in groups or in pairs) to make sure that all the learners are participating the language inside the classroom. Jeremy Harmer states some techniques that teachers should use inside the classroom; we have point out the most useful such as: pairwork, groupwork (116-117).

### **7-1- Pairwork**

This technique is applied by the teacher inside the classroom, since he believes that students will mechanically use the language through the given tasks. Hence the pair work technique is a very helpful, because it has a great role in making learners competent to interact with each other using the target language in various activities such as: analyze a written text, engage on the information-gap activities. Also they will be able to write down conversation and interviews, guess the intended meaning of a reading text. This strategy has a number of advantages that may help the teacher to increase learners' improvement of their speaking skill. It makes learners feel independence 'learners autonomy'. Moreover, it enhances learners' collaboration and participation and it makes the academic setting more settled and friendly place. Furthermore, it is reasonably speedy and effortless to manage. Besides to those advantages, it has some disadvantages which make teachers feel worry about being unable to manage the classroom. Students in pairwork may change the purpose of the given task and discuss other things using their mother tongue. While some of them will feel uncomfortable when communicating with their teacher in pairs because they prefer individual work; or sometimes they do not like their partner (Harmer 116-117).

## **7-2- Groupwork**

Groupwork is the most appropriate technique in which learners are able to have great number of activities than the pairwork. Consequently, students will write down stories and plays ‘role play’ which includes at least more than five participants. They will be able to organize presentations, and to discuss a subject matter in order to come up with the right solution as group. Also teachers may provide students with a poem activity in which each individual in the group should have a line (verse) to repair the intended meaning of the poem. Small groups are more suitable for increasing the students’ engagement and participation than large groups depending on the activity (for example, on the poem activity the number of students is restricted by the number of lines). Like the previous activity, groupwork activity also has some advantages which enhance the students’ level of discussion through giving the opportunity to a wide range of attitudes to be discussed. Moreover, groupwork decisions are taking only by the students without expecting the teacher’s aide. The most important aim from choosing groupwork is to make the whole class participate and to prevent the learners being passive. This does not mean that it has no disadvantages, it is too loud and sometimes teachers cannot direct the students. Also there are some students who feel uncomfortable when working in groups and they want to have the entire teacher’s attention. Generally it is difficult to manage the whole class into groups because it takes a lot of time (Harmer 117-118).

## **8- The classroom speaking activities**

Davies and \*Pearse propose that there are some classroom activities which help the teachers in developing and improving their learners oral progression. In this case, the amount of production is related to the nature of the activity done in the classroom;

because if the learners participate well inside the classroom they will do better outside the classroom and to speak out their English. Therefore, teachers should vary their speaking activities as much as possible in order to achieve better. Here are some of the speaking activities which have been presented by Davies and Pearse: unscripted role plays, problem-solving/decision-taking activities, discussions and debates (83-86).

### **8-1- Unscripted role plays**

Davies and Pearse stated that unscripted role-plays activities vary from scripted role-plays since learners should perform it without reading from their papers; it may be presented as dialogues or as group presentation because all the learners should be improvised when performing in front of the whole class. According to Anne Lazaraton role-plays are one of most important activity which helps in developing the learners' oral production (qtd. in Celce-Murcia 107). Olshtain and Cohen state that it can be appropriate for practicing the socialcultural variations in terms because of the different topics and issues that can be discussed which help the teachers in teaching several types of speech acts (qtd. in Celce-Murcia 107).

### **8-2- Problem solving/decision-taking activities**

It refers to the activities that rely on what the teachers explain to their learners, for example provide them with a problem to solve orally or with written form in term of groups. This kind of activities has a great influence on improving the learners' interaction with each other and on motivating the learners to speak out their language through expressing their point of views; also to come up with solutions and clarifications to the presented problems (Davis and Pears 85-86).

### **8-3- Discussions and debates**

In this type of classroom speaking activities the teacher is supposed to select a topic which pays the learners' attention. Furthermore, it is appropriate to inform the learners about the topic to be discussed in the next lesson in order to oblige all of them to prepare it and participate in the classroom.

The most important advantage of the free discussion activity is that it assists and motivates the learners to apply their second language for long time according to the type of the discussed problem or issue. It gives the learners the opportunity to engage on interactions and to recognize the others personal views through turn taking technique, topic mastering, and interaction responding appropriately. Significantly it is obvious that this type of activities is the most suitable way for the learners to store information they are concerned with (Davis and Pearse 86).

### **8-4- Story telling**

This type of activities is considered as the basic way of practicing speaking in the classroom. According to Thornbury story telling is “a universal function and one of the main ingredients of casual conversation” (95). He has proposed four different types (96) for this activity which are:

#### **8-4-1- Guess the lie**

This activity relies on the students themselves because they are supposed to narrate a three personal short stories ‘anecdotes’ in which two are true and one is untrue. On the other hand, listeners have to guess which story is untrue with offering reasons of their choice. Subsequently listeners have the chance to quest the narrators a few questions after the story has been told by their colleagues.

**8-4-2- Insert the word**

Teachers in this activity provide their students by cards in which an extraordinary word or expression is written and should be kept as a secret. Furthermore, the student should tell his classmates a tale which includes the secret term. At the end of this activity students have to guess the hidden word.

**8-4-3- chain story**

Teachers should divide their students into groups in which learners have to tell a story one by one in order to construct sequence of events of one story taking in consideration that the teacher could interfere in any time in order to assist his learners.

**8-4-4- Party jokes**

Students are exposed to tell a joke which has a sequence of events like a 'story'; then they replace jokes in term of pairs or in term of groups each group involves at least three students. Through this repeated performance of those jokes the speaking skill of the students will be motivated and improved. According to Thornbury jokes are the most appropriate activity that can improve and develop the learners speaking proficiency "...jokes fulfils an important function of good speaking tasks" (96). By the end of this activity the students themselves will decide which joke is the best.

**9- The students' role in the classroom**

In fact, students are obliged to contribute in the various types of tasks presented by the teacher inside the classroom because they are the only beneficial. Moreover, students must have self-confidence on their abilities and capacities and on what they can achieve when interacting with their classmates in pairs or in groups. In addition to that, they have to take into consideration that they are the only responsible about their own

learning progress, because of all the consequences are going to be on them they have to work on improving themselves. Furthermore, students have to be aware of that their teacher is acting as a motivator and as an assessor for them; i.e. they have to follow their instruction in order to achieve the learning goals. As a result, both learners and teachers have responsibilities about realizing and achieving the teaching and learning purposes.

### **Conclusion**

To sum up, this chapter was a big challenge to point out the most useful and appropriate motivational strategies and technique because teachers who have lacked in motivation are not able to improve their students' motivation. Therefore, Teachers should be well motivated to manipulate the motivational strategies; also they have to vary their strategies and techniques inside the classroom for the reason that they have to make to perform better inside the classroom and to achieve their learning process aims. Another approach which seeks to be more interesting and motivating is Communicative Language Teaching. It helps the learners to adapt the language they are exposing to master. Besides to the linguistic competence, researchers have focused on the communicative competence (learners should speak the target language fluently). Scholars have suggested various principles of Communicative Language Teaching. Furthermore, they have proposed a set of classroom speaking activities that increase the anxiety and shyness. Both teachers' and learners' roles are effective to realize the targets and goals of both teaching and learning process.



# **Chapter Three**

## **Field Work**

## **Chapter three: Field Work**

### **Introduction**

We have specified this chapter for the analysis of both teachers' and students' questionnaire and the data gathered during the accomplishment of the subject under investigation. As a first step we give a full description of both questionnaire and their administration. Then we initiate to analyze and to understand the questionnaires consequences. That will assist us in proving our hypothesis which is concerned with the effective use of the motivational strategies by the teachers. This will help them to improve their learners' communicative proficiency. This chapter consists of two important parts which are the analysis of the teachers' questionnaire and the analysis of the students' questionnaire. Furthermore, the last step will be gathering our findings about the effects of the teachers' motivational strategies and their effects on the learners' communicative proficiency.

#### **1- Description of the questionnaires**

In order to fulfill and achieve the aims of our subject, we formulated two simple questionnaires, one for the teachers and the other for the students. The questionnaires involve questions of multiple choice types, where the teachers and the students can place a mark (tick) in the right box after reading the questions carefully. The consequences of the questionnaires will help us to explore the effects of the teachers' motivational strategies on the learners' communicative proficiency; also to help teachers' to create a good atmosphere inside the academic setting in order to maintain the students' interest at the course at the first place.

### **1-1- The students' questionnaire**

The students' questionnaire shaped of eighteen (18) questions some of them include sub questions and it is formed of four sections; the first section includes general information about the students. The second section deals with the personality of the learner. Section three involves the role of the teacher in the Communicative Language Teaching method. Section four has a relation with the students' attitudes and their level of motivation towards speaking English.

### **1-2- The teachers' questionnaire**

The teachers' questionnaire formed of twenty-one (21) questions some of them involves sub-questions and it is formed of four sections; the first section includes personal information about the teachers. The second section deals with the teacher's opinions about motivation and their motivational strategies applied inside the classroom. Section three has a relation with the Communicative Language Teaching and their way of teaching. Section four is specified for further suggestions from the teachers.

## **2- Administration of the questionnaires**

In this research, we have administered our questionnaire to second year LMD student of English at Biskra University. Moreover, we have distributed around ninety (90) copy to the students and seven copies to the teachers. Unfortunately, there are some students who have not brought us back their copies; for that reason we have gather only seventy-eight copy. Teachers were very helpful; they have answered the questions carefully.

## 2-1- The students' questionnaire

The students' questionnaire was administered to two groups separated the first one consists of thirty-two students and the second one consists of forty-five students (45), unfortunately twelve students of the last group have not given me back their copies. Teachers' who I distributed the questionnaire in their sessions helped me by explaining how it is important this questionnaire for my dissertation. The questionnaire took only 20 minutes from the students' time. Our questionnaire was administered in very supporting circumstances whether from the teachers or the students.

## 2-2- The teachers' questionnaire

The teacher's questionnaire was administered to seven (7) teachers in which four (4) are experienced and the others are novice teachers. We do not know the exact time they have in answering the questions because each one took his copy with him to home.

## 3- The analysis of the questionnaires

### 3-1- The analysis of the students' questionnaire

#### Section one: General Information

##### 1- Age

Options	Number	Percentage %
19	03	03.84%
20	39	50%
21	18	23.07%
22	04	05.12%
23	09	11.53%

24	02	02.56%
25	01	01.28%
28	01	01.28%
45	01	01.28%
Total	78	100%

**Table 1: Age**

From the table above, we notice that there are nine age groups in our chosen population. All of the students' ages are around nineteen and forty-five years old. As a result, (03. 84%) are nineteen years old; this could denote that they have early initiated their study. Thirty-nine students are twenty years old; this makes up (50%) half of the population (50%); which means they are intelligent and competent students. Also eighteen students are twenty-one years old (23. 07%), it seems that they have failed in one year of their study. Four students are twenty-two years old (05. 12%), nine students are twenty-three years old (11.53%), two students are twenty-four years old (02. 56%). While each of those twenty-five, twenty-eight, and forty-five represents only one student (01. 28%); perhaps they have stopped for years or they are looking for the language which may help them in their jobs. Sometimes a number of people believe that in order to know about the others cultures and norms and to enrich their learning they have to learn its language first.

**2- Sex**

Options	Number	Percentage%
Female	74	94.87%

Male	4	05.12%
Total	78	100%

**Table 2: Sex**

Seventy-four students are females; this makes up (94. 87%). While, there are only four males (05.12%) in the whole population. Because of in our social environment females are more interested in continuing their studies and to fulfill their learning process aims, especially when studying foreign languages since they believe that it is enjoyable ; also learning another language means being cultivated and bilingual. In contrast, males have other interests rather than completing their study and being bilingual. They start looking for a job in early ages in order to raise enough money.

**3- Your choice to learn English was:**

Options	Number	Percentage%
Personal	71	91.02%
Administrative	7	8.97%
Total	78	100%

**Table 3: Students’ choice for studying English**

The majority of (92. 02%) chooses English as personal choice. While (08. 97%) has been imposed by the administration to study English; perhaps they have not reach good average in their baccalaureate exam to be able to choose their preferred branch to study.

**\*If it is personal choice, is it because:**

Options	Number	Percentage%
To master the language	25	35.21%
To better chance to have a job	17	21.79%
To be able to use English media	09	12.67%
To travel easily to foreign countries	15	21.12%
Others	5	07.04%
Total	71	100%

**Table 4: Students’ justification about their choice of English**

Of course students choose to study English for certain reasons. (35. 21%) chooses English for adapting and grasping the language. And (21. 97%) chooses it for getting a job. Also (12. 67%) chooses it to manipulate and to use the English media without problems. (21. 12%) chooses it for the sake of traveling easily to foreign countries. Finally, (07.04%) suggests other reasons for their choice; some of them think of being specialized in this language while others assume that it is an international language and learning it perfectly will help them in the future. Others have just re-mentioned our options but in another structure.

**4-Do you prefer to listen and to watch English programs in your daily life?**

Options	Number	Percentage%
Yes	75	96.15%
No	03	03.84%
Total	78	100%

**Table 5: Students’ preference of listening and watching English programs**

Logically, we notice that the majority of (96. 15%) prefers watching and listening to English programs, because as they have mentioned above studying English were their personal choice. While only (03. 84%) does not like that. One of them states that he/she does not understand the native speakers’ language, another affirms that he/she is not interested about it and the last did not mention why.

**\*If yes, how much they understand the language?**

Options	Number	Percentage%
25%	22	28.20%
50%	39	50%
70%	11	14.10%
10%	03	3.84%
Total	75	100%

**Table 6: Students’ ability to understand the language**

From the table above we distinguish that half of the population (50%) understands English (50%); which means that their level of English is reasonable. While (28. 20%) comprehends English (25%) may be because of the difficult pronunciation of

the native speakers. Besides to that around (14. 10%) comprehends English (70%). Whereas only (3. 84%) comprehends English (10%); perhaps they are not interested about the English programs or they do not know how to grasp the language through listening and watching different programs.

**Section two: Personality of the learner**

**1-Inside the classroom, do you prefer to be alone or with classmates?**

Options	Number	Percentage %
Alone	12	15.38%
With classmates	66	84.61%
Total	78	100%

**Table 7: Students’ attitudes inside the classroom**

We have specified this question to the students’ personality and how they behave inside the classroom. The majority of (84. 61%) seems to be sociable and prefer to be in relation with their classmates. Whereas only (15. 38%) feels good when being alone inside the classroom; because of their shyness or they do not like to be in touch with others. In this case teachers’ role is to motivate their students to be active and take them out from their isolation.

**\*If with classmates, do you want to be?**

Options	Number	Percentage %
Silent	30	45.45%
Talkative	36	54.54%

Total	66	100%
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**Table 8: Students’ attitudes when being with classmates**

Consequently, (54. 54%) prefers to be talkative inside the classroom, because they prove that their target language and their teachers’ motivational strategies strongly impact on them. Whereas (45. 45%) prefers being silent inside the academic setting, this will affect their language; they should work as much as possible to improve their pronunciation and to enrich their list of vocabulary. Teachers should motivate and encourage their students to be producers rather than receivers.

**2- Do you feel comfortable when participating in the classroom?**

Options	Number	Percentage %
Comfortable	50	64.10 %
Uncomfortable	28	35.89%
Total	78	100%

**Table 9: Students’ feeling when participating inside the classroom**

The majority of (64. 10%) feels comfortable when participating inside the classroom. Since they enjoy their teachers’ way of teaching or because of the appropriate classroom atmosphere teachers create as a way to motivate them. While (35. 89%) feels uncomfortable when participating; this piece may have a lack of information or they do not like the module and the teacher. Teachers should pay attention for those students and try to motivate them in a better way. Also they have to differentiate their

motivational strategies taking into consideration the different abilities and capacities the students have.

**\*If uncomfortable, what makes you feel so?**

Options	Number	Percentage %
The teacher	11	39.28%
The students	13	46.42%
The lack of knowledge	04	14.28%
Total	28	100%

**Table 10: Reasons behind students’ feel uncomfortable**

This question is designed for investigating why students feel uncomfortable when participating inside the classroom. (46. 42%) feels uncomfortable because of the students, for the reason that their classmates laugh at their language or at their way of pronunciation. while (39. 28%) feels uncomfortable because of the teacher, those students feel so towards the teacher since his/her motivational strategies do not motivate them enough to participate and to show their intelligence. Finally, only (14. 28%) feels uncomfortable because of their lack of knowledge; they are afraid that their teacher will punish them if they do not answer correctly; or their information about the subject under investigation is not worthy.

**3- From those teaching techniques which one do you prefer?**

Options	Number	Percentage %
Working in group	33	42.30%
In pair	32	41.02%

Alone	13	16.66%
Total	78	100%

**Table 11: Students' teaching techniques preference**

We notice from both the table and the figure above that there is a kind of converge in the number of ticks between the first two activities. (42. 30%) prefers working in groups, and (41. 02%) prefers working in pair. It is suggested that both groups are friendly and like to share their information with others; and they feel that their work will not be beneficial if they work on it alone. Whereas only (16. 66%) prefers working alone, we can say that those students have a great self-confident on their abilities; and they believe that they can achieve better when working alone. It is assumed that working with others make student interact more using the target language, and help them in enhancing their motivation.

#### **4- What do you think that your level in English is?**

Options	Number	Percentage %
Excellent	1	01.28%
Good	33	42.30%
Average	39	50%
Poor	5	06.41%
Total	78	100%

**Table 12: Students' consideration about their level of English**

It is noticeable that only one student (01.28%) who considers his/her level in English as excellent; he/she has a great self-confident. Also (42. 30%) considers their level as good and half of the population (50%) believes that their level is average. Besides to that, only (06. 41%) considers their level as the last option, poor, since they are still second year students.

**Section three: Communicative Language Teaching**

**1- Which one of those do you think it is appropriate to learn about communicative?**

Options	Number	Percentage %
Syntax	4	05.12%
Semantics	10	12.82%
Both	64	82.05%
Others	0	0%
Total	78	100%

**Table 13: Students’ consideration about communicative**

Each student has his/her own point of view about communicative. For that reason, only (05.12%) believes that they should focus on syntax (sentence structure). (12. 82%) thinks that they should concentrate on semantics (meaning). While the majority of (82. 05%) supposes that they should rely on both. In fact, this group chooses the right option; because when you want to communicate correctly, you have to lean both. No other suggestions (0%) presented by our population.

**2- To enhance your communicative proficiency, which skill do you think that is important?**

Options	Number	Percentage %
Listening	12	15.38%
Reading	09	11.53%
Speaking	39	50%
Writing	18	23.07%
Total	78	100%

**Table 14: Students’ consideration about the improvement of their communicative proficiency**

As it is visibly here, half of the population (50%) believes that speaking skill is the most important to improve their communicative proficiency. (23. 07%) concentrates on writing skill. (11. 53%) focuses on reading skill. Whereas, (15.38%) emphasizes the listening skill, there are some students who agree that they can communicate with receptive skills. It is assumed that the main skills for enhancing communicative proficiency are the productive skills. Since they believe that it increases their pronunciation and enriches their list of vocabulary.

**3- Do you agree that in order to learn a language you have to speak it?**

Options	Number	Percentage %
Yes	75	96.15%
No	3	03.84%
Total	78	100%

**Table 15: Learning a language means speaking it**

Obviously, the majority of (96. 15%) agrees on the idea that learning a language means speaking it. While (03.84%) disagrees, their only interest is to get good marks. It is assumed that grasping a foreign language fluently means speaking it.

**4- How often does your teacher invite you to speak it?**

Options	Number	Percentage %
Always	26	33.33%
Rarely	48	61.53%
None	4	05.12%
Total	78	100%

**Table 16: Students’ frequency of being invited to speak by the teacher**

Unfortunately, the majority of (61. 53%) agrees that their teacher rarely invites them to speak. (33. 33%) states that they are always encouraged by their teacher to speak. While only four students opt for none (05. 12%). It indicates that, the teachers’ motivational strategies are not effective enough to motivate all the students in the same way. There are some teachers who deal only with students who always participate.

**5- Does your teacher create a good atmosphere in the classroom?**

Options	Number	Percentage %
Yes	55	70.51%
No	23	29.48%
Total	78	100%

**Table 17: Students’ consideration about the classroom atmosphere**

(70. 51%) affirms that their teacher creates a good atmosphere inside the classroom. Whereas, (29. 48%) agrees that their teacher never creates an enjoyable atmosphere. Basically the teacher is considered as the core of both teaching and learning processes. For that reason, depending on the effective ways of teaching the students improvement will be appropriately enhanced.

**6- When you answer correctly; does your teacher praise you?**

Options	Number	Percentage %
Yes	54	69.23%
No	24	30.76%
Total	78	100%

**Table 18: Teachers’ frequency of praising his/her students when answering correctly**

To praise means to motivate, teachers should pay attention for this; therefore, it could be suggested that praising is one of the effective strategies that motivate learners to achieve better. (69. 23%) agrees that their teacher praises them when answering correctly. And (30. 76%) states that their teacher never praises them when doing so. Teachers should always provide their students with positive feedback, for the reason that it makes them capable to achieve and realize their learning targets.

**Section four: Motivation and attitudes**

**1- How often do you speak English outside the classroom?**

Options	Number	Percentage %
Always	7	08.97%
Often	16	20.51%
Rarely	54	69.23%
Never	1	1.28%
Total	78	100%

**Table 19: Students’ frequency of speaking English outside the classroom**

Naturally, students who speak the language outside the classroom, they seem to be intrinsically motivated. (08. 97%) states that they always talk English outside the academic setting (classroom). Whereas the majority of (69. 23%) states that they rarely do so. (20. 51%) confirms that they often speak English outside the classroom, also only one student opts for ‘never’ which makes up (01. 28%) from the whole.

**2- Do you think your social environment motivates you to learn?**

Options	Number	Percentage %
Yes	36	46.15%
No	42	53.84%
Total	78	100%

**Table 20: Students’ consideration of their social environment motivation**

Besides to the teachers’ motivation, social environment has a great role in motivating students to learn a foreign language. Unfortunately in our society French is the second language which should be emphasized more. (53. 84%) opts for the option

'no'. While (46. 15%) chooses the option 'yes'. It is assumed that the concept 'motivation' is the core of the learning process. That is to say, students without motivation, whether from the teacher or from the social environment, will not get the chance to improve their abilities and capacities.

### 3- Do you participate inside the classroom?

Options	Number	Percentage %
Yes	51	65.38%
No	27	34.61%
Total	78	100%

**Table 21: Students' frequency of participation**

Students' participation relies on the different activities used by the teacher. (65. 38%) affirms that they have no problems with participation; this could mean that they are self-confident students, or they are risk takers. Whereas (34. 61%) states that they do not participate may be they have certain problems such as: Shyness, lack of information, or even they do not like to be invited to speak in front of their classmates.

#### **\*If yes, what makes you participate?**

Options	Number	Percentage %
The teacher	1	01.96%
The different activities	11	21.56%
Both	22	43.13%
Other	7	13.72%

Total	51	100%
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**Table 22: Students’ justification for their frequency of participation**

From the table above, we observe that only one student who participates because of his/her teacher (01. 96%). And eleven student who do so because they enjoy the different activities presented by their teacher (21. 56%). Whereas twenty-two students pick the option ‘both’ which denotes that they believe on both of them, this makes up (43. 13%). There are some students suggest another options and aims such as: Participating in order to regulate their language mistakes, to challenge their classmates, and getting a good marks.

**4- Which speaking activity do you prefer?**

Options	Number	Percentage %
Role play	21	26.92%
Problem solving	4	5.12%
Free discussion	39	50%
Information gap activities	14	17.94%
Total	78	100%

**Table 23: Students’ preference of the speaking activities**

The above speaking activities are the most useful for motivating the students to speak during the oral expression course. Half of the population prefers free discussion which makes up (50%) from the whole. (26. 92%) prefers role playing and (17. 94%) opts for information gap activities. While only four students (5. 12%) opt for problem

solving. Each student has different abilities and capacities; hence teachers should differentiate their speaking activities inside the classroom in order to motivate all the students in the same way.

**3-2- The analysis of the teachers’ questionnaire:**

**Section one: Personal Information**

**1- Your qualification:**

Options	Number	Percentage%
License	03	42.85%
Magister	04	57.14%
Doctorate	00	00%
Total	7	100%

**Table 24: Teachers’ Qualification**

From the table above, we notice that the majority of (57. 14%) has the magister degree. While the minority of (42. 85%) has the license degree. Unfortunately, there is no participant who has the doctorate degree. In fact, there are some experienced teachers who are preparing for their doctorate degree. Also there are some novice teachers who are preparing for their magister degree, both of them have not yet finished.

**2- How long have you been teaching English?**

Options	Number	Percentage%
>1	01	14.28%
1-5	02	28.7%

5-9	04	57.14%
Total	7	100%

**Table 25: Period of teaching English**

A quick look at the table above, we observe that the majority of (57. 14%) experiences teaching English for more than five years. It means that they start early their teaching profession. (28. 57%) confirms that they have taught English for less than four years. It indicates that they did not start early their teaching profession. Whereas only one participant states that h/she has taught English for less than one year. It denotes that s/he is still a beginner; this makes up (14. 28%) from the whole.

### 3- How long have you been teaching oral expression?

Options	Number	Percentage%
>1	02	28.57%
1-5	04	57.14%
< 5	01	14.28%
Total	7	100%

**Table 26: Period of teaching oral expression**

(57. 28%) confirms that they have taught oral expression for the period between one to five years. (28. 57%) states that they have taught oral expression for less than one year. While only one participant (14. 28%) declares that s/he has taught oral expression for more than five years. It indicates that s/he is an expert in teaching oral expression module as the theoretical modules.

**4- Do you teach modules other than oral expression?**

Options	Number	Percentage%
Yes	06	85.71%
No	01	14.28%
Total	07	100%

**Table 27: Teaching other modules**

(85. 71%) declares that they teach other modules. Here are some of the modules which are taught by those teachers: written expression, grammar, theme and version, linguistics, pragmatics, British civilization, and culture of the language. While only one teacher (14. 28%) affirms that s/he teaches only the module of oral expression.

**Section two: About Motivation**

**1- How much do you interact with your students?**

Options	Number	Percentage%
Always	7	100%
Often	0	00%
Rarely	0	00%
Total	7	100%

**Table 28: The teachers' frequency of interaction with the students**

The important purpose of this question is to investigate the relationship between the teachers and their students. (100%) affirms that they always interact with their

students. it indicates that all the participants believe that the frequent interaction is the most appropriate motivational strategy to enhance their learners’ fluency and accuracy of the second language.

**2- Do you think that your students are motivated?**

Options	Number	Percentage%
Yes	4	57.14%
No	2	28.57%
Somehow	1	14.28%
Total	7	100%

**Table 29: Students’ motivation with the teachers’ views**

The majority of (57. 14%) believes that their students are motivated. It denotes that these teachers observe that from their performance and achievement inside the classroom. Two teachers think that their students are not motivated; this makes up (28.57%) from the whole. It indicates that they are not satisfied with their students’ achievements in the given tasks. While there is only one teacher thinks that his/her students are in some ways motivated (14. 28%).

**3- Do your students participate inside the classroom?**

Options	Number	Percentage%
Yes	5	71.42%
No	1	14.28%
Somehow	1	14.28%

Total	7	100%
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**Table 30: Students’ participation with the teachers’ perspective**

Through asking this question, we aim at assessing the frequency of the students’ participation inside the classroom. The majority of (57. 14%) claims that their students participate. Only one teacher affirms that his/her students do not participate inside the classroom (14. 28%). Also only one teacher states that his/her students’ participation is not satisfactory and not effective (14. 28%).

**\*If yes, why do you think that your students participate?**

Options	Number	Percentage%
They are motivated	2	28.57%
They are risk takers	0	00%
They are interested with the activities	3	42.85%
All of them	2	28.57%
Total	7	100%

**Table 31: Teachers’ justification about their students’ participation**

From the table above, we notice that (42. 85%) believes that their students participate because of the different activities they propose in their classroom. Two teachers affirm that their student participate because they are motivated (28. 57%). Also two teachers confirm that their students participate for all of the options mentioned

above (28. 57%). While no one affirms that his/her students participate because of they are only risk takers.

#### 4- Do you think that your students feel comfortable inside the classroom?

Options	Number	Percentage%
Yes	5	71.42%
No	1	14.28%
Somehow	1	14.28%
Total	7	100%

**Table 32: Teachers' consideration about their students' feelings**

As quick look at the table above, we notice that the majority of (71. 42%) affirms that their learners feel comfortable inside the classroom. Only one teacher claims that his/her students feel uncomfortable inside the classroom (14. 28%). Also there is only one teacher who believes that his/her students are in some way feel comfortable (14. 28%).

#### **\*If no, what makes them feel so?**

Options	Number	Percentage%
Large classes	1	50%
Anxiety	1	50%
They are not interested with activities	0	00%
Others	0	00%

Total	2	100%
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**Table 33: Teachers’ assumptions about their students feeling uncomfortable**

(50%) believes that their students feeling uncomfortable because of the large classes. It indicates that teachers cannot deal with all the learners’ capabilities in case of large classes. While the other half of the population (50%) relates their students’ feel uncomfortable to anxiety. It denotes that they have a lack of participation in their classrooms. None of them ticks for the third reason. Also no one mentions extra reasons.

**5- Which motivational strategy do you believe that it is the most appropriate to enhance your students communicative proficiency?**

Options	Number	Percentage%
Interaction	2	28.57%
Positive feedback	1	14.28%
Reward	1	14.28%
All of them	3	42.85%
Total	7	100%

**Table 34: Teachers’ preference motivational strategies for enhancing students’ communicative level**

From the table above, we notice that the majority of (42. 85%) varies their motivational strategies. It indicates that these teachers believe that using a variety of motivational strategies will assist them in enhancing all the students’ capabilities. Tow

participants (28. 57%) believe that interaction is the most appropriate strategy for motivating and improving their students’ communicative level. Because they assume that talking to them about their difficulties, providing advice and encouragement help in making students aware of their learning aims. Only one ticks for the positive feedback (14. 28%). Another one chooses the third option, reward, which makes up (14. 28%). Both of them think that praising students each time raise their enthusiasm.

**6- From the list bellow, which factor do you rely on when differentiating your motivational strategies?**

Options	Number	Percentage%
The learners’ level	2	28.57%
The difficulty of the task	2	28.57%
Gender	0	00%
All of them	3	42.85%
Total	7	100%

**Table 35: Teachers’ reliance when differentiating their motivational strategies**

From the whole population, we notice that there are two participants who rely on the learners’ level when differentiating their motivational strategies which makes up (28. 57%). They try as much as possible to motivate all the students’ effectively and appropriately. The same number of the participants relies on the difficulty of the course (28. 57%). Three participants tick for the fourth option, all of them which makes up (42. 85%). None selects the third option.

**7- Do you think that your Motivational Strategies motivate them?**

Options	Number	Percentage%
Yes	7	100%
No	0	00%
Total	7	100%

**Table 36: Teachers’ thoughts about the efficiency of their motivational strategies**

All the participants believe that their motivational strategies motivate their students. They assume that their motivational strategies have great effects on their students’ English level. Since they point out that from the good performance their students realize through the allocated time for the course. Evidently, no one ticks for the probability ‘no’.

**8- From you own experience, which speaking activity they prefer?**

Options	Number	Percentage%
Role play	4	33.33%
Free discussion	4	33.33%
Problem solving	0	00%
Others	4	33.33%
Total	12	100%

**Table 37: Teachers’ consideration about their students’ speaking activities preference**

From the table above, we notice that there is a variety of activities presented inside the classroom. (33.33%) believes that the students prefer role-play activity. The second option, free discussion, has got the same number of ticks which makes up the same percentage (33.33%). None of them opts for the problem solving activity. Some of the participants mention extra activities such as: Interviews, storytelling, recordings, and visual aids. Others claim that their students like varying activities in order to show their capabilities in the appropriate way. Of course, these indications depend on their observation during their teaching profession.

**9- In case of large classes, how do you make all the students interact with each other; is it through:**

Options	Number	Percentage%
Group work	4	57.14%
Pair work	1	14.28%
both	2	28.57%
Total	7	100%

**Table 38: Teachers' preference of teaching techniques**

It is well known that large classes cause vast problems to oral expression teachers; therefore, they cannot distinguish between all of the students' capabilities. The majority of (57.28%) confirms that they prefer group working technique. Only one teacher prefers pair work technique which makes up (14.28%) from the whole. While two participants prefer both of them, this makes up (28.57%) from the whole.

**10- Do you use extra materials (records, pictures...) for further motivation?**

Options	Number	Percentage%
Yes	7	100%
No	0	00%
Total	7	100%

**Table 39: Teachers’ use of extra materials for ensuring their students’ motivation**

From the table above, we notice that all the participants (100%) use extra materials inside their oral expression classes. It indicates that, they believe on its great effects on the students’ performance of the different tasks such as: Recordings, and visual aids. None opts for the option ‘no’.

**\*If yes, how do you consider their efficiency on students’ communicative level?**

Options	Number	Percentage%
High	4	51.14%
Medium	3	42.85%
Low	0	00%
Total	7	100%

**Table 40: Teachers’ consideration about the extra materials efficiency on the students’ communicative level**

The majority of (57. 14%) opts for the first option ‘high’, they believe that their extra materials have an effective role in enhancing their students’ communicative level. While the minority (42. 85%) ticks the second option ‘medium’. It denotes that they are

not completely satisfied with its results on the students in any given task. No one ticks the last option ‘low’.

**Section three: Communicative Language Teaching**

**1- Since you are a teacher of second year, do you think that your students have improved their level of in English?**

Options	Number	Percentage%
Yes	5	71.42%
No	1	14.28%
Somehow	1	14.28%
Total	7	100%

**Table 41: Teachers’ consideration about the improvement of the students’ English level**

From the table above, we observe that the majority of (71. 42%) considers that their students have developed their level as second year students. it indicates that the students are progressing well in their learning process according to the teachers’ observation. One teacher (14. 28%) claims that his/her students are not working hardly to develop their level of English. In addition, there is a teacher who believes that his/her students’ level of English is somehow in progress.

**\*If yes, how do you consider their level?**

Options	Number	Percentage%
Good	0	00%

Reasonable	5	83.33%
Still poor	1	16.66%
Total	6	100%

**Table 42: Teachers' consideration about their students' level**

Obviously, the majority of (5 participants) declare that the improvement of the students' level with comparison with the first year is reasonable; this makes up (83.33%) from the whole. It indicates that they are satisfied with the students' accomplishments in their oral expression classes. One teacher affirms that his/her students' level is still poor which makes up (16.66%) from the whole. It means that s/he is not pleased with the improvement of the students' level. None one ticks for the first option 'good'.

## **2- According to you, language means**

Options	Number	Percentage%
A set of grammatical rules	0	00%
A list of vocabulary	0	00%
A mean of communication	5	71.42%
All of them	2	28.57%
Total	7	100%

**Table 43: Language according to teachers' perspective**

The basic purpose of this question is to know the teachers' point of views about language. (71.42%) believes that language is a mean of communication. Whereas (28.

57%) confirms that language denotes all the mentioned aspects. Some of them think that the language is a mean of communication which needs both (grammatical rules to master and a rich list of vocabulary). Others consider it as the combination of the four skills (listening, reading, speaking, and writing) and the three competencies (vocabulary, pronunciation, grammar).

### 3- As a teacher of oral expression, what do you focus more on?

Options	Number	Percentage%
Pronunciation	1	14.28%
Sentence structure	1	14.28%
Vocabulary	0	00.00%
All of them	5	71.42%
Total	7	100%

**Table 44: Teachers' major focus in oral expression course**

The majority of (71.42%) affirms that all the mentioned aspects are important to focus on when teaching English language in oral expression courses. Since they believe that it resembles the key elements that should be taught to the learners to speak their second language fluently. (14.28%) declares that the most important aspect is pronunciation; because s/he thinks that teaching pronunciation is their mission, but the other aspects are the mission of the other teachers (written expression, grammar...). The same number selects the second option 'sentence structure' which makes up (14.28%) from the whole.

**4- Do you think that your Motivational Strategies have a great influence on improving their speaking skill?**

Options	Number	Percentage%
Yes	7	100%
No	0	00,00%
Total	7	100%

**Table 45: Teachers’ consideration about the effects of their motivational strategies on the students’ speaking skill**

All the participants agree that their motivational strategies have effects on the learners speaking skill; this makes up (100%) from the whole. It indicates that the participants believe that they are using effective motivational strategies which motivate their students to perform effectively. Some of them believe that the use of different activities and materials go with the learners’ needs and their language proficiency. While others think that when they make their students improvise and correct their mistakes by themselves, the learners will improve their speaking skill gradually. Evidently, none opts ‘no’ answer.

**5- Which one do you think is the most appropriate to enhance the students communicative proficiency?**

Options	Number	Percentage%
Form	0	00%
Meaning	1	14.28%
Both	5	71.42%

Others	1	14.28%
Total	7	100%

**Table 46: Teachers’ major focus when enhancing students’ communicative proficiency**

From the table above, we notice that the majority of five participants which makes up (71. 42%) declares that they focus on both the form and the meaning. Only one participant (14. 28%) affirms that s/he set a great emphasis on the second option ‘meaning’. Also one participant (14. 28%) confirms that both aspects are always inter-connected. He/she mentions other aspects which are the native culture and the context in which the language is learnt and used.

**6- From your own experience, do you think that improving the speaking skill is enough to make realize the communicative proficiency?**

Options	Number	Percentage%
Yes	3	42.85%
No	4	57.14%
Total	7	100%

**Table 47: Improving the students’ communicative proficiency through speaking skill**

(57. 14%) agrees that to enhance students’ communicative proficiency they have to improve the students’ speaking skill. Some of them believe that speaking skill is the most important to be concentrated on. Since it is the only way to interact with language

user and it involves all the communicative rules of how we deliver our ideas. Others claim that when anyone can speak clearly, s/he can communicate easily. While (42.85%) affirms that it is not important to do that. They think that there is another skill should be focused on which is ‘writing skill’ because to have a correct speech you should have a correct form and structure of the language.

**7- Do you think that two hours per week, for oral expression module, are enough for the learners to achieve communicative proficiency?**

Options	Number	Percentage%
Yes	0	00,00%
No	7	100%
Total	7	100%

**Table 48: Teachers’ consideration about the allocated time for the oral expression module**

(100%) agrees that the time allocated for the oral expression module is not enough. No one opts ‘yes’ answer. It indicates that they are not satisfied with the results of two hours per week. Besides to that, they cannot confirm that all students will perform inside the classroom.

**8- Do you think that your students encounter problems when speaking?**

Options	Number	Percentage%
Yes	7	100%
No	0	00%
Total	7	100%

**Table 49: Teachers' consideration about their students' speaking problems**

(100%) agrees that their students encounter problems when speaking. According to some of them their students have problems with all the aspect of English language such as: grammar (sentence structure...), vocabulary (shortage items...) pronunciation (the lack of fluency, the lack of accuracy, intonation, and stress...). While others believe that shyness has a great role in preventing students to speak out their language. Also they think that those problems are the results of the interference of the mother tongue.

**Section four: Suggestions**

All the teachers' suggestions were about the questions asked and the topic of the dissertation. Some of them affirm that the topic is very interesting topic but we should have some refinement about some questions to explain more the effects of the teachers' motivational strategies on the learners' level. While others confirm that we should add some questions which will have a great significance on our dissertation.

#### **4- Discussion**

The analysis of the students' questionnaire affirms that the teachers' motivational strategies applied in the classroom do really motivate the learners to achieve their communicative proficiency. In section two, students who really choose to learn English as their second language reveal a great concentration concerning the different activities presented by the teacher inside the classroom. Learners believe that the cooperative work is the most important for motivation to take place. Section three shows that all students assume that developing their speaking skill will improve their communicative proficiency. Besides to that, it has proved that the teachers' interaction (inviting students to speak) praise (positive feedback), and creating a good atmosphere have an affective role in enhancing the students motivation. Section four reveals that students' social environment does not motivate them, therefore, they will rely only on what they are expected to inside the classroom. Students believe that both, their teachers and the various activities presented inside the classroom, motivate and improve their communicative proficiency.

Teachers' questionnaire analysis confirms the effectiveness of the teachers' motivational strategies on the learners' communicative proficiency. The second section reveals that the teachers' motivational strategies inside the classroom (for example, having a frequent interaction with them, providing positive feedback, and reward...) have a great role in helping the learners to be intrinsically motivated, and to study English as their second language. Furthermore, teachers will take into consideration many factors (level of the learners, gender...) when presenting their motivational strategies to motivate all the different capabilities of the learners appropriately. Also the teachers' uses of different speaking activities, teaching techniques, and extra materials have an impact on the learners' participation. The third section shows that teachers'

essential interest in oral expression course is to develop their students' language emphasizing all its aspect (pronunciation, grammar, and vocabulary); also this will automatically develop their speaking skill effectively.

### **Conclusion**

The results of the learners' questionnaire show that they believe on their capacities and abilities; this will make them able to improve their communicative proficiency appropriately. While the teachers' questionnaire reveals that applying various motivational strategies taking into consideration the learners' different capabilities inside the academic setting will help them in enhancing the learners' communicative proficiency.

## **Recommendations**

This present work aims in investigating the most appropriate motivational strategies that are used to improve the learners' communicative proficiency. We have administered two questionnaires one for the teachers and one for the students of second year L.M.D of English at Biskra University. On the basis of our questionnaires' results, we would like to lay down some of our recommendations:

The most important strategy teachers should have is 'Interaction'. Since it has a positive influence on the students' believes about the foreign language. Also it assists the learners to enhance their communicative proficiency. The teachers' role is to make them engage in communication through presenting various types of tasks which aim at improving and developing the learners' performance in the academic setting.

It is extremely effective to provide a positive feedback frequently to the learners. By doing this, the learners' participation will be improved because it increases their self-confidence and self-esteem. Also positive feedback has a great role in creating a learning atmosphere in the classrooms by raising the competency between the learners to demonstrate their capabilities in front of each other.

Another successful technique named 'reward'. Teachers use it to motivate their learners in order to perform better in the academic setting. Furthermore, teacher should act as a reinforcer for the learners in order to make them able to realize their objectives in a given task. Praising is the effective method for enhancing the learners' interests about their leaning purposes and goals. As a consequence, the main responsibility of the teachers is to maintain the learners' interest at the course.

There are other techniques that teachers should use during the presentation of their course such as: giving advice, assistance, and encouragement. Those extra

techniques will help teachers in extrinsically motivate their learners paying close attention to the different capabilities each learner have. If teachers apply those motivational strategies in their classrooms, they will achieve both the teaching/learning process goals.

## **General conclusion**

This dissertation is the study of the relationship between the teachers' motivational strategies and the learners' communicative proficiency inside the academic setting. Its major interest was exploring the effects of those motivational strategies on the learners' communicative proficiency on second year L.M.D students of English at Biskra University.

Motivation is the most important concept inside the classroom, since it has a great role in enhancing the learners' capabilities. We designated the first chapter to talk about its various theories which are in one way or another related to the second chapter which talks about the teachers' motivational strategies and their effects on the learners' communicative proficiency.

Around the world, all teachers agreed they should have some strategies and techniques that will help him in motivating and making their learners aware of their learners' purposes and goals. Of course, this is declared after the analysis of both teachers' and students' questionnaires which revealed that the majority of the students demonstrate a vast interest with the participation and interaction with their teacher in oral expression course in order to improve their communicative proficiency. This means that the teachers' motivational strategies seek and aim at improving the learners' speaking skill.

In fact, the teachers' motivational strategies are extremely effective on the learners' performance inside the classroom. It emphasizes the improvement of their communicative proficiency. This emphasis is confirmed in the different theories and models which are its strong support. It makes the learners able to engage in the different tasks that are presented by the teacher inside the academic setting. Furthermore, it

creates a good atmosphere for the learners to realize their learning goals. Simultaneously, it enhances the role of the teachers as a motivator which aims at developing the learners' second language. Accordingly, the teachers' motivational strategies are suggested to be applied in second language classrooms in general and specifically in oral classrooms.

To conclude, the present study has identified some of the most important motivational strategies and their effects on the learners' improvement of their speaking skill. Also it proves that it has a great deal with the enhancement of their performance in any given activity. And that may be supported by further research for the sake of improving teaching/learning processes at the university level.

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# **Appendix**

## Appendix 1

### Students' questionnaire

Dear Students

This questionnaire designated for a dissertation of a master degree aims at "Exploring the Effects of the Teacher's motivational Strategies on the Learner's Communicative Proficiency"

Your priceless participation in this humble work will be with great help

Thank you

Please read the questions carefully and answer them

#### Section One: General information

1-Age: .....

2-Sex:        male       female  

3-Your choice to learn English was:

-personal       

-administrative  

\*If it is a personal choice, is it because

-to master the language       

-to better chance to have a job  

-to be able to use English media  

-to travel easily to foreign countries  

-others:

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

4-Do you prefer to listen and to watch English programs in your daily life?

-yes  

-no  

\*If yes, how much do you understand the language?

-25%

-50%

-70%

-10%

\*If no, how do you explain your difficulty to understand the language?

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

Section Two: Personality of the learner

1-Inside the classroom, do you prefer to be alone or with your classmates?

-alone

-with classmates

\*If with classmates, do you want to be?

-silent

-talkative

2-Do you feel comfortable when participating in the classroom:

-comfortable

-uncomfortable

\*If uncomfortable, what makes you feel so?

-the teacher

-the students

-lack of knowledge

3-From those activities which one does you prefer

-working in group

-in pair

-alone

4-What do you think that you level in English is:

-excellent

-good

-average

-poor

Section Three: Communicative Language Teaching

1-Which one of those do you think it is appropriate to learn about communicative?

-syntax (form of the sentence)

-semantics (meaning of the sentence)

-both

-others:

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

2-To enhance your communicative proficiency, which skill does you think that is important:

-listening

-reading

-speaking

-writing

3-Do you agree that in order to learn a language you have to speak it?

-yes

-no

4-How often does your teacher invite you to speak it?

-always

-rarely

-none

5-Does your teacher create a good atmosphere in the classroom?

-yes

-no

6-When you answer correctly; does your teacher praise you?

-yes

-no

Section Four: Motivation and Attitudes

1-How often do you speak English outside the classroom?

-always

-often

-rarely

-never

2-Do you think that your social environment motivates you to learn

-yes

-no

\*If no, explain why

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

3-Do you participate inside the classroom?

-yes

-no

\*If yes, what makes you participate?

-the teacher

-the different activities

-both

-others:

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

4-Which speaking activity do you prefer:

-role play

-problem solving

-free discussion

-information gap activities

Thank you for your participation

## Appendix 2

### Teachers' questionnaire

Dear Teachers

This questionnaire designed for a dissertation of a master degree on investigating and “Exploring the Effects of the Teacher’s Motivational Strategies on the Learner’s Communicative Proficiency “. It aims at :

- Identifying the most appropriate motivational strategies used by the teacher inside the classroom.

- Investigating whether those motivational strategies have effects on the learner’s communicative proficiency.

Your priceless collaboration will be with of great help

Thank you

Please, tick appropriately

#### Section One: Personal information

1- Your qualification:

a- License

b- Magister

c- Doctorate

2- How long have you been teaching English?

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

3- How long have you been teaching Oral Expression?

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

4- Do you teach modules other than Oral Expression?

-Yes

-No

\*If yes, what are they?

.....

.....  
.....  
Section Two: About Motivation and Motivational Strategies

1-How much do you interact with you students?

-Always

-Often

-Rarely

2-Do you think that you students are motivated?

-Yes

-No

-Somehow

3- Do your students participate in the classroom?

-Yes

-No

-Somehow

\*If yes, why do you think that you students participate?

-They are motivated

-They are risk takers

-They are interested with the activities

-All of them

\*justify your answer:

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

4- Do you think that you students feel comfortable inside the classroom?

-Yes

-No

-Somehow

\*If no, what makes them feel so?

-large classes

-Anxiety

-They are not interested with the activities

-Others:

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

5-Which motivational strategy do you believe that it is the most appropriate to enhance your students communicative proficiency?

-Interaction

-Positive feedback

-Reward

-All of them

\*Others, justify your answer, please:

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

6-From the list bellow, which factor do you rely on when differentiating your motivational strategies?

-The learners' level

-The difficulty of the given task

-The gender

-All of them

\*Justify your answer:

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

7-Do you think that your Motivational Strategies motivate them?

-Yes

-No

8- From you own experience, which speaking activity they prefer?

-Role playing

-Free discussion

-Problem solving

-Others:

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

9- In case of large classes, how do you make all the students interact with each other; is it through:

-Group work

-Pair work

-Both

10- Do you use extra materials (records, pictures...) for further motivation?

-Yes

-No

\*If yes, how do you consider their efficiency on students' communicative level?

-high

-medium

-low

Section Three: Communicative Language Teaching

1-Since you are a teacher of second year, do you think that your students have improved their level of in English:

-Yes

-No

-Somehow

\*If yes, how do you consider their level?

-Good

-Reasonable

-Still poor

2-According to you, language means

-A set of grammatical rules

-A list of vocabulary

-A mean of communication

-All of them

\*Justify your answer, please

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

3-As a teacher of oral expression, what do you focus more on:

-Pronunciation

-Sentence structure

-Vocabulary

-All of them

\*Whatever your answer, justify it

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

4-Do you think that your Motivational Strategies have a great influence on improving their speaking skill?

-Yes

-No

\*Justify your answer:

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

5-Which one do you think is the most appropriate to enhance the students communicative proficiency?

-form

-meaning

-both

-others:

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

6-From your own experience, do you think that improving the speaking skill is enough to make realize the communicative proficiency?

-yes

-no

\*Whatever you answer, justify it:

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

7-Do you think that two hours per week, for oral expression module, are enough for the learners to achieve communicative proficiency?

-yes

-no

8-Do you think that your students encounter problems when speaking?

-yes

-no

\*If yes, what are they?

.....

.....  
.....

Section Four: Suggestions

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

.....  
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.....  
.....  
.....  
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Thank you for your collaboration

## الملخص

هذه الأطروحة هي محاولة لكشف تأثيرات تقنيات التحفيز المستعملة من طرف الأساتذة على مهارة التحدث عند المتعلمين. نهدف من خلالها إلى تبين تقنيات التحفيز المناسبة لتعزيز كفاءة الطلاب في أقسام اللغة الأجنبية . كما ركزنا على وصف تأثيرات هذه التقنيات على مستوى التحدث لدى الطلبة. و نتائج هذه الدراسة أظهرت أن هناك تطبيقا لتقنيات التحفيز من طرف الأساتذة في أقسام الدراسة. إضافة إلى أنها أظهرت أن تطوير مهارة التحدث لدى الطلبة يعتمد على فعالية تقنيات التحفيز. أخيرا تهدف هذه الدراسة إلى تقديم بعض النشاطات و التقنيات التي تساعد الأساتذة على تحسين مشاركة الطلبة و الحد من توترهم من اجل تحقيق أهداف التعلم و التعليم.