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Mohammed Kheider University -Biskra-

Faculty of Arabic Arts and foreign Languages

Departement of English

The Use of Authentic Materials as Motivational Strategy to Develop Learners' Speaking Proficiency

Case study : first year LMD Students of Biskra University

A Dissertation Submitted in Partial Fulfillment of the Requirements for a Master's Degree in Sciences of Language.

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DEDICATION

I dedicate this work to the memory of my parents Youcef and Zoulikha

My step mother rabha

To my sisters and brothers

To my dearest sister Chems

To my classmates Asma, Fatima, Mounira

To everyone who knows me

I dedicate this work.

ACKNOWLEDGEMENTS

Abstract

The current study aims at studying the use of authentic materials as a motivational strategy to develop learners' speaking proficiency in first year students of English at the department of English at Mohammed Kheider university of Biskra. In order to confirm or reject the hypotheses that the teacher uses authentic materials, they would enhance the students 'speaking proficiency. The second one is if teacher rely on creative approach in using authentic materials, they will motivate learners to promote their degree of speaking competency. This research has been carried through questionnaires for teachers and students in addition to the classroom observation. The analysis of the teacher' questionnaire reveals that the teachers use authentic materials especially audio visual one (video) and role play. Besides, the analysis of the student' questionnaire reveals that the participants suffer from psychological problems: anxiety; lack of self-confidence when they express themselves and the misuse of the language accurately when speaking consequently leads to the hesitation (the level of fluency and accuracy seem to be low). The findings of this research indicate that the use of authentic materials can help students to be integrated meaningfully in the target language and develop self-confidence.

List of Abbreviation

AM: Authentic Materials

EFL: English as Foreign Language

LMD: License, Master, Doctorate

N: Number

O.E: Oral Expression

OHP: Overhead project

List of Tables

List of Figures

TABLE OF CONTENTS

Chapter One: Identifying Authentic Materials

Introduction

Definition of Authentic Materials…………………………………………….

Advantages of Authentic Materials…………………………………………………

Types of Authentic Materials……………………………………………………………….

Visual Aids………………………………………………………………………………

Audio Materials……………………………………………………………………

Audio and Visual Materials………………………………………………………

ICT……………………………………………………………

Teachers' Challenges with Authentic Materials………………………………

Chapter Two: Motivational Strategies for Teaching Speaking Skill

Introduction

Conclusion

Chapter Three: Data Collection, Analysis and Recommendation

Introduction

Appendices

General Introduction

Generally there is an integration of language teaching strategy and the type of materials in the classrooms since this will help the students in achieving their main aim which is to improve their knowledge and their proficiency in speaking English. it is very essential to take into consideration that the benefit of using authentic materials with students is very motivating ;it has an educational value :it also encourages students to talk about their opinions ;feelings and previous experiences. All in all, learners should be given their opportunities to use the language for communication rather than just practise it in situations controlled by teachers:

Significance of the study

Many teachers assert that the role of teaching materials and the classroom is to aide the learners to make efficient use of language resources ;so materials can help them to achieve this;

We wanted to show that the teachers have a great impact on the way of teaching i;e the technique or the strategy used by the teacher; the addition is the use of authentic materials may feed in improving students oral performance and proficiency; especially in Biskra university: teachers should be aware of its contribution in oral expression teaching ;such materials attempt to achieve the desirable objectives of learners as well

<u>Aims of the study</u>:

-shedding light on authentic materials as one efficient communicative activities

-since motivation is crucial in learning any language ,more precisely foreign language ,we intend to investigate the use of authentic materials as a motivational strategy in EFL classrooms that may enhance the students' motivation to speak English language proficiency

1

-besides investigating the role using authentic materials as a motivational factor /technique, this work aims at investigating first year students' needs in terms of communicative abilities /competences, and motivation.

Statememt of the problem :

The role motivation in foreign language learning is very important element and the way of teaching is considered in the heart of teaching learning process so, the more we encourage and motivate our students to research to communicate their information and share it with each other, the more independent they become. Certain skills may be developed in different manners. Precisely, speaking is considered the major skill to be developed. We have noticed that the common challenge which encounter the teachers is that they find it hard to get students to speak , but getting them to speak is more difficult in a foreign language. The problem we are confronted within this research is the existing relationship between the use of authentic materials as a motivational strategy and the way of developing our student 'speaking proficiency: the precise question is: do our teachers use authentic materials as motivational strategy to develop students' speaking proficiency?

Research questions:

1/to what extent can the use of Authentic Materials improve students ' proficiency by acting as a source of motivation in the class room?

2/ why is motivation necessary in learning process?

3/what can the teachers do to promote motivation?

4/why first year students of English at the university of BISKRA face challenges in speaking the language , and using it correctly (appropriately?)

5/ what are the challenges en countering learners of ENGLISH as far as their speaking ability is concerned ?

6/ What strategies can the teachers use to motivate their students?

Hypotheses: we hypothesize that:

1/if the teachers use authentic materials would enhance the students' speaking proficiency .

2/if the teachers rely on creative approach in using authentic materials, they will motivate their learners to promote their degree of speaking competency

3/If learners are exposed to authentic materials ,they will be integrated meaningfully in the target language and develop their self- confidence.

Research methodology:

Research tools for collecting data and analysing it

-questionnaire designed for first year students at Mohamed kheider university of Biskra

-questionnaire designed for teachers of oral expression ;in addition to the classroom observation with teachers, and it is used to provide further insight about the students communication in real life language classroom, also to know about their views ,attitudes ,their challenges in teaching speaking skill

Population and sampling:

Our sample of the study is first year students are chosen randomly(40 students among300)

Method

In our research, we think that the use of descriptive and interpretive method fit the outlined objectives

The Organization of the Research

This research is basically divided into two main parts. The first part is devoted to the review of the literature composed of two chapters. Chapter one is a general overview about authentic material meanwhile chapter two is about motivational strategies for teaching speaking skill. The second part is devoted to field work. Presenting and analyzing the result obtained from the questionnaire and observation. By the end, recommendations will be offered based on the findings.

Introduction

Both EFL teachers and learners give importance to speaking skill since it is based on communication and interaction relying on different materials. This chapter will offer a definition of authentic materials following by an explanation of its types, and its advantages.

1.1 Definition of Authentic Materials

Authentic materials are defined in different ways by different researchers. According to Tomlinson (1998, p. xi) materials refer to anything which is used to help to teach language learner. Materials can be in the form of a text book, a work book, a cassette, a CD ROM, a video, a photocopied hand out, a newspaper, a paragraph written on a white board: anything which represents or informs about the language being learned. Its aim is to enable learners to hear, read, and produce the language as it is in the target culture. Similarly, Martinez (2002, p. 1) stated that **"**Authentic would be material designed for native speakers of English used in the classroom in away Similar to the one it was designed for."

Similarly American Institutes for Research (2007) define authentic materials as print, video, and audio materials, students encounter in their daily lives. Such changes of address forms, job applications, menus, voice mail messages, radio, programmes, and video .Authentic materials are not created specifically to be in the classroom, but they make excellent learning tools for students precisely because they are authentic. They divided authentic materials into print (web sites, newspaper, magazines, TV guide) and auditory(radio, broad cast ,video , movies).it is important to use materials in authentic ways not in traditional school based ways. The purpose or function of authentic materials often will determine how teachers use them.

1.2. Advantages of Using Authentic Materials

Authentic Materials share a Common idea which is "exposure" by implementing authentic Materials in the classroom even when it is not in an authentic situation it still provides learners with many Significance advantages. Monti (2004) mentioned the immediate benefits of using authentic materials, especially when the learners are already familiar with the content at least by sight, she states the following:

1.Language learners might not know the words and content with much accuracy, but the look of the forms and the vocabulary will be familiar to them, this may not seems to be a big factor, but it saves a great deal of time in the long run.

2. It allows learning to occur faster and increases the rate of transference taking into consideration the time when you have had to learn a new subject.

3. By using authentic materials in the classroom you are that what they do in their work is vitally important.

4. As they learn how to community effectively by using the materials, they will feel that their learning is immediately relevant .In and out of the classroom they will be able to practice with each other (p. 4).

Similarly, Martinez (2000) summarized several benefits of using authentic materials; the first one is that by using authentic materials, students are exposed to real discourse as in video of interview with famous people where students listen for general idea. Secondly, authentic materials keep students informed about what is occurring in the world. So, they have an intrinsic educational value. Thirdly, as language change is reflected in the material so that students and teachers can keep abreast of such changes. Moreover, reading texts are ideal to teach to practice mini-skills such as Scanning. For example, students are given a news articles   and   asked   to   look   for specific information. Also, teachers can have Students practice some of the micro-Skills of listening. Furthermore, various authentic materials such as books, articles and news papers contain a wide range of text types. Thus, it can help students to extend their vocabulary and help memorizing them in a number of meaningful recycling.

To sum up, with the use of authentic Materials, it is possible to incorporate opportunities for learners to use their own knowledge as well as their abilities at any stage.

1.3. Types of Authentic Materials

Such types of materials can be highly motivated for the students if they are at the proper level for using them, Teachers of the foreign language can get many benefits through using different materials, and they can be helpful for the teacher to present the lesson better. Materials and resources were divided into three main sections; the old, the new and the newest. For example, Trujillo, Turrecillas and Salvador (n.d, p. 2) pointed out that the first one includes the most traditional element in a language classroom, the text book, visual aids and hand-made materials. The Second comprises the over-head projector, the suction player and the video camera and video player. Finally, the latter Section deals with the information and communication technologies which represent and the future of our profession.

1.3.1. Visual aids

The Saying that medium is the message can also be applied to language teaching. Visual aids are various and include the blackboard, the pictures, wall charts and posters.

a. The black board

The black board is inside the classroom, it is inseparable material According The black board has been related to the "teachers-centered" tradition .Obviously, the black boards used by the teachers to support their lectures ,and it is the minimum resource available for all language teachers. Moreover it is important for a teacher to be able to work with these resources as well as be creative in using it (ibid, p. 3).black board is frequently used, and the teachers use it when tall.

b. The pictures

They are a part of language task (grammatical and lexical) which provide the various potential sources. Following Alkhuli (2006), pictures can be used for different purposes. First of all, they are suitable to realize what may be called "the collective eye of the class" in this case students focus on one thing. Pictures also are used to teach the meanings of new words through the so-called word picture association. Moreover, pictures can be a source of external motivation in the foreign language lesson and it may be stimuli of discussion and other similar oral activities when it is used as an aid in explaining the content of certain reading materials (p. 121). Pictures can be effective in teaching if they are well selected and introduced.

C . Wall charts and posters

Wall charts and posters can used as a means to encourage Students improve their Speaking. They clearly State (opcit, p. 4):

Wall charts and posters contain a sequence of events related in time and Space which make them Suitable for narratives or " Science related presentations" among different other possible implication and it is quite easy to find maps, posters with numbers and letters they can easily be a part of learning tasks.

1.3.2. Audio Materials

a. Tapes

Tapes are an aid that may be used to carry out listening activities According to ALKHULI (2006, p.123) tapes employed for more than one purpose, it can be used to provide students with recorded Samples of native Speakers pronunciation and intonation, here, Students are exposed to these recordings so as to catch the different aspects of pronunciation, these tapes may be a part of language laboratory , so the students listen to the recorded material or repeat after each utterance or repeat after each utterance In addition, tapes may be used in aural Comprehension ,students .

b. **Radio**

Teachers of oral expression can use radio during the tutorial Session Which aims to improve Speaking SKILL Though listening to various programmes Such as BBC world Service .In Britain ,for example, interview of the National dailies is broad cast on BBC radio 4 at 6,05,6,40 and 7,40 every morning .Crandy clearly (1993, p. 97) stated:

> *It focuses Strongly on listening and reading , and gives interesting insights into the target culture .Miller mentioned that listening to Such programs (BBC world service) is perhaps the most difficult of aural texts for language learners .It aims to allow learners access to native Speakers Models ,focus on listening, and emphasize on testing what Student listen(n.p).While Students are listening ,the teacher may asks Some Questions or do Some activities in Order to leave the Students talk and interact with each other to practice the vocabulary which they heard .*

1.3.3 Audio and Visual Material

Technology affected the development in technical resources applied to EFL classes.

a.Over head projector (OHP)

Over Head projector is a powerful and helpful device, it allows us to prepare visual or demonstration Material (Harmer, 2001, p.136) mentioned that over head projectors.

Require little technical know ledge, and usually are easy to carry around ,and they are widely utilized. He clearly States that:

One of the major advantages of the over head projector is that we do not have to show everything on OHT all at once.

This ability to put one OHT on top of another allows the teacher to write on top of a text by masking the OHT with piece of paper we can reveal everything gradually.

b. Realia

According to Herre and Jordan (n.d., p. 23) "realia is a term for real thing, concrete object that are used in classroom situation to construct background knowledge vocabulary. They clearly claim:

> *It is used to provide experiences on which to build and provide students with opportunities to use all the senses in learning (…) it is usually the best choice of the students is to learn all they can about a topic it allows the students to feel hear even smell*

To sum up realia offers the different object to be explored especially when it is available.

c. The internet

Teachers find the internet very useful material because they have at their hands a large amount of text, journals, live video and much more endless lists of useful material for language classroom (Dudency, 2007, p. 3) claims

> The world wide web (…) is the medium of choice for both new and experience users on the net , and for good reasons it is visually attractive, easy to use easy to understand and manages to combine many others… with its combination of text,

images, sound, video animation, act it resembles the kind of multimedia encyclopedia that you always used to get a new computer package.

Obviously, the internet and the other technology advances have brought a meaningful way of education and offer a free solution for both learners and teachers.

d. Video

Video courses provide teachers with a wide range of activities as Trujillo, Turrecillas and Salvadores (n.d. , pp. 14-15) mentioned that the combination of sound and image shown in context is a powerful tool in the E.S.L classroom, the speakers, setting, gestures can be seen and heard at the same time also technical features of video players allow the teacher to pause to go forwards or backwards or to play via recording, it is also possible for students to make their own videos performance retelling their own stories, video clips, dialogues and using video camera. The main advantages of using videos is that they provide language within natural context.

Some advantages of this kind of video

1. They are highly motivating for students
2. They demand interaction and they are open to be used as learned centered activities
3. They allow teachers to use images as well as they can focus on non verbal language objects or focus on accent, pronunciation and register
4. They are easy to use and you do both wash video and take notes.
    Students tend to combined it with context in which it is used.
    According to Harmer (2001, p. 282) "the use of video tapes as being common feature in language teaching for many years". Some people thing that the video tapes are only prestigious version of audio tapes, however there many reasons why video can add a special dimension to the learning process.

e. Newspaper

Newspapers are very interesting in themselves since it provides a number of sources of authentic language of classroom, it also provide learners with potential source to talk about different situations that matter to them and even write about the event that have read. The content of newspaper is rich as Grundy (1993, p. 8) states that "because newspapers are about

the outside world, their use in classroom bridges the gap between the outside world and the classroom". Working with newspaper have a number of practical points to bear in mind, teachers perhaps take a particular newspaper story and works within different ways. He adds by saying " it is worth considering whether a newspaper pictures illustrates a story (conventional view) … it would be a rash person who claimed that description in words are studied before the visual image (ibid, p. 179). Newspapers give an interesting insights into target culture for this reason it works well where part of the focus is on socialization through reading newspaper.

f. Computer Soft Ware

The greatest potential for computers as a reference tool is internet and many teachers find it very useful material in teaching English as well as improving speaking skill in particular .with the development of world wide web ;teaching English as foreign language requires learners 'exposure to have at hands a large amount of useful materials for language classroom .EASTMENT(1999.p.22) defines computers assisted language learning as soft ware which presents activities designed to help language learners. Many of the activities are based on conventional approaches such as cloze .According to HARMER; language software package often supplied on CD-ROM which offer to the learners the opportunities to study texts , do grammar exercises ;vocabulary ;and even listen to conversation or record their own voices. Moreover, learners may use adventure games where they need to discover clues .Such kind of games contains good amount of reading. What is important is that students can play in pares and discuss with each other(2001.p;147) throughout here; computer software provide the teachers and even the students with several activities that develop speaking skill. ERBEN; BAN and CASTANEDA (2009;p.119) define soft ware that facilitates output and promotes interaction among students and teachers . The software in this category may be further divided into two types of tools those that allow for communication to occur intermittently and those that can occur in real-time. Communication that occur with a time delay is labeled as a "synchronous communication «interaction that occurs in real time or without time delay is called «synchronous communication":examples of a synchronous technology include e-mail text images transmitted over cell phones and discussion boards

As with all materials Computers can increase interaction and communication

1.4 Information communication activities (ICT).

It is becoming one of the most important element of education.COX defines:

ICT are electronic and or computerized device associated human interaction materials that

Enable the users to employ them for a wide range of teaching and learning process in

Addition to personal use. ICT is being partially included in many domains. The term

Contains computers; video; television connection with other sensors; switches; inter face

Boxes. the internet which integrates computers globally to gather telecommunication;

> Satellite connection and all the soft ware and materials that enable teachers to use
> them to teach learners in many cases television would be useless without visual and
> audio materials reaching it through an "aerial":videos or cable which we can watch. so
> computers need soft ware to communicate with us; the users of these devices have an
> essential place in education in all the subjects. .

1-4-1Teacher' challenges with Authentic Materials

a. The lack of Materials

The lack of Materials in EFL classes cause many problems Rueben , Bam, and Castaneda (2009) mentioned that the challenges of technology use in classroom are due to the "technical difficulties" which can occur anywhere and the potential problems especially those can act as the classroom management Situations are when the unanticipated events Such as: "The links on the web site are broken" or when Students are ready to utilize a "particular out line tool and the server that hosts the web Site is temporarily down" .They clearly claims:

Whenever one is working with its one needs to be aware of the potential frustration and how to avoid them. At the most basic level are "the technical difficulties" which serve to frustrate teacher more than anything else" (p. 81) in fact these problems are originated from the ignorance to utilize the equipments as well as the lack of experience to use the high technology, Such as these can easily get Students up set or frustrated.

Hewer and Davis (2002) points out that:

Most classroom in our country are Still four walls, desks, chairs and chalk board. There are many teachers who react against technology arguing the failure of language laboratory…,but this frustration was largely due to human failure, a lack of investment in training teachers how to use it and a lack of imagination(as cited in Trujillo, Turrecillas and Salvadores, n.d.).

The lack of Materials in EFL classes, and teachers' training cause many problems. a teacher believes that the teaching of oral expression is too difficult because of the lack of text books, as an essential aid. Thus, the teacher consuming a long time to manage the lesson plan, and then the difficulty created to understand native Speakers.

b. Time allotment

Another obstacle may hinder the teaching of Speaking Skill process is the time allocated to teach oral expression during the week is too limited especially , in the case of Biskra University.

According to the Study of ZEMOURI, the time allotted for oral expression is about two or three hours per a week , and Suppose the number of Students in the classroom are only thirty Students. By making a rapid calculation , each Student has only Six minutes per week, and about twenty four minutes per month. to have this result Supposing that all Students Speak equally, and the teacher listen only, but in fact ,this cannot be true., we may Speak less than two minutes per week. while others have no chance to Speak (2001,p.128).without any doubt, the limited time can prevent the teacher, as well as the Students because they may Speak only in the test or the exam assessment .

c. The Size of the Classroom

One of the biggest problems that teachers face is the Size of the classroom ,and this has an impact on both teaching and learning process .the difficulty that encounter teacher is in getting and learning with their Students ,especially at the back, in other hand, Students cannot ask for or receive the feedback because of the noise in Some cases, and it is not easy to organize "dynamic creative teaching and learning Session"

As Harmer (1998) States that:

In big classes, it is difficult for the teacher to make contact with the Students at the back and it difficult for the Students to ask for and receive individual attention .It may Seem impossible

to organize dynamic and creative Session … Most importantly, big classes can be quite intimidating for inexperienced teachers (p.128)

Large number of Students may consider another challenge for the teachers of oral expression.

In recent teaching context .a lot of attention has been paid to design activities which focus more on tasks that balanced between the necessity to achieve fluency and accuracy.

1-4-2 Learner's difficulties with Authentic Materials

EFL Students face many challenges in the classroom during the learning process among them:

a. Psychological problems:

In fact these problems are originated from the great diversity of the learners within the Same class and inhibition is one among other psychological problems. Inhibition is related to the Students themselves because of Shyness and fear of making mistakes .This latter will lead to the criticism of the Students' peers as well as their teachers. This proved by UR(1991.p,121) .

Who States: " learners are often inhibited about trying to Say things in foreign language in the classroom worried about making mistakes, fearful of criticism, or loosing face or Simply shy of attention that their Speech attracts." Simply inhibition is a bridge to the psychological al State of the Students to be shy , fearful ,and feel embarrassment Whenever

They try to speak that's why many Students prefer to remain silent .According to little wood the developmental process happen inside the learners, a crucial factors in helping or hindering them is the learner's psychological State –He clearly States :"it is all too easy for a foreign language classroom to create inhibition and anxiety … they react only in response to immediate Stimuli or instruction from the teacher or tope, etc " (1981, p. 93). The non-motivating atmosphere, and the lack of self-esteem has a great role in controlling the Students ' attitudes .

b. Accuracy

Accuracy is valuable because without many Students risk being unintelligible Accuracy is the ability to produce grammatically correct Sentences and focuses on the correct use of grammar and vocabulary and other Skills especially ,in our case, to achieve accuracy the learners need to devote Some attention to the form i.e. "getting it right". Thornbury (1999,p,92)Students

consume time in order to construct their Speech carefully because Speaking takes place in "real time", and this is the difficulty in itself during Speech.

Research show that the words that are difficult to pronounce are difficult to learn. potentially difficult words will be those that contain Sounds Which are unfamiliar to Some group of learners(Ibid, p. 27).if the linguistics Security is available , This would lead to master the language naturally.

c. Fluency

The proficiency to use the items of the conversation coherently without hesitation is the challenge that most of our Students Suffer from. Hedge (2000,p.54) claims that:

The term fluency relates to the production and it is normally reserved for Speech. It is the ability to link units of speech to gather with facility and without Strain or inappropriate slowness , or under hesitation.

One can Say ,it is The ability to respond in a coherent way through linking words and phrases effectively.UR provides a Scale to test the Speech orally ,but when applying these rules, there are problems at the level of accuracy and fluency (1991,p.153).

Accuracy	Fluency
Little or no language produced.	Little or no communication
Poor vocabulary ,mistakes in basic grammar may have strong foreign accent.	Very hesitation(hesitant and brief utterances). Sometimes difficult to understand
Adequate but not rich vocabulary makes obvious grammar Mistakes Slight foreign .	Gets ideas across, but hesitation and briefly.
Good range of vocabulary, occasional grammar Slight foreign accent. Wide vocabulary appropriately used virtually, no grammar mistakes, native like or slight.	Effect communication in short turns. Easy and effective communication uses long turns.

Table01: Scale to test the speech orally (Ur, 1991,p.153)

Conclusion

In this chapter has been on identifying authentic materials starting from its definitions, its advantages, and its types. Then moving to different challenges that encounter both learners and teachers which can be at the level of psychological problems in addition to accuracy and fluency. Then the challenges of teachers which are lack of material, time allotment and the size of classroom.

Introduction

The main purpose of foreign language teachers, more precisely, teachers of oral expression, is to increase the performance of their students in speaking skill. This chapter attempts to provide some strategies that urge students to speak in a motivational phase in order to improve both teaching speaking skill and developing students oral skill.. These strategies can have a great impact on the teaching process.

2.1. Teaching Strategies

Teachers may use different strategies in their teaching process, so to facilitate the content of the lesson to the learners. First of all, we shall understand what does the term "Strategy" means.

2.1.1. Definition of Strategy

There are many definitions for the term strategy. Strategy is defined in Oxford Dictionary (2008) as "plan intended to achieve a particular purpose". While other definition states that "Strategies are goals directed and consciously controllable process that facilitate performance goal directed, intend to perform a define function" Cognitive Strategy (2006). So strategy is prepared plan which intend to reach certain purposes, or a plan is put to control as well as facilitate reaching goals.

2.2. The Process of Motivation

Motivation is an important factor in academic success. All of scholars on the same opinion that motivation is the most important cause in students' success or failure when students are motivated to learn academic achievement is significantly increased. Harmer (2001, p. 51) stated that "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something". In other words, motivation is what gets and pushes a person to do things, and each person has something to do in his/her life starting from simplest acts like eating which is motivated by hanger to the more complex act like learning process.

2.2.1. Types of Motivation

Since motivation is one of the main affective factors related to second language acquisition, many learners are extrinsically motivated; that is they just want to learn the language so as to obtain some goals such as succeeding in an exam or training abroad in a highly regarded University. On the other hand, intrinsically motivated students are students who just crave for learning a language (ibid, p. 51). As it was mentioned, extrinsic motivation is caused by many external factors; whereas, intrinsic motivation comes from within the individual.

a. Enhancing extrinsic motivation

Enhancing extrinsic motivation in learners is very essential element in education especially when the teacher is providing learners with the necessary extrinsic incentives. Slavin (2006, p. 348) defined an extrinsic motivation as "Reward that is external to the activity such as recognition or good grade". He has suggested a range of extrinsic incentives that can sustain students' motivation which teacher constantly use. Teachers should express clear expectations about the tasks they want their students to achieve in order to help them get the convenient reward (mark, praise and so on). Furthermore, teachers should increase the value and availability of extrinsic motivators .i.e. students must value incentives that are used to motivate them (ibid, p. 341) a member of learners may not be aware about the teachers reward(good marks or praise). Nunan(1991) noted that feedback can be associated and consists of a short interjections like "good", " Ok" or negative which consists exclusively of the instructor repeating the learner's response with a raising intonation (p. 195).Providing such motivational feedback should be built around as a central ways in presenting the various materials.

b. Enhancing Intrinsic Motivation

Motivation is one of the key issues in foreign language learning that determines the rate and the success of the language attainment. Slavin (2006, p. 336) affirmed that classroom interaction should enhance intrinsic motivation as much as possible. That is to say, teachers should do the best to when giving the lecture or presenting the task in a way to gain the learners attraction and inquisitiveness about it. He believed that arousing interest in the students is of vital importance. Besides this, teachers should emphasize on the lecture's important role according to daily life, or by giving them the chance to choose

how to study it (in pairs or in groups). Furthermore, teachers ought to maintain students' curiosity; language teacher should, from now and then. Also, use idiomatic expressions to push students figure out why the teacher used this idiomatic expressions proverbs in particular situations to push students figure out why the teacher used this idiomatic expressions in this context and not in other. In addition to that, the teachers are asked to use a variety of interesting presentation modes. By this is meant using songs, films, language games, demonstration computers, pole play and so forth. Such activities should be well planned to meet the learner's needs. Language teachers should be acquainted with this fact to motivate them.

2.2.3 Motivational Strategies

Motivational strategies give the teacher a practical approach to sustain the learning process. More importantly, Dornyei (2001) 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 effect (P. 28). Motivational strategies provide the teacher with a wide range of options to become very much aware of the challenges of teaching with respect to the different strategies promoting the classroom. Dornyei has given the components of motivational teaching practice in the L2 classroom.
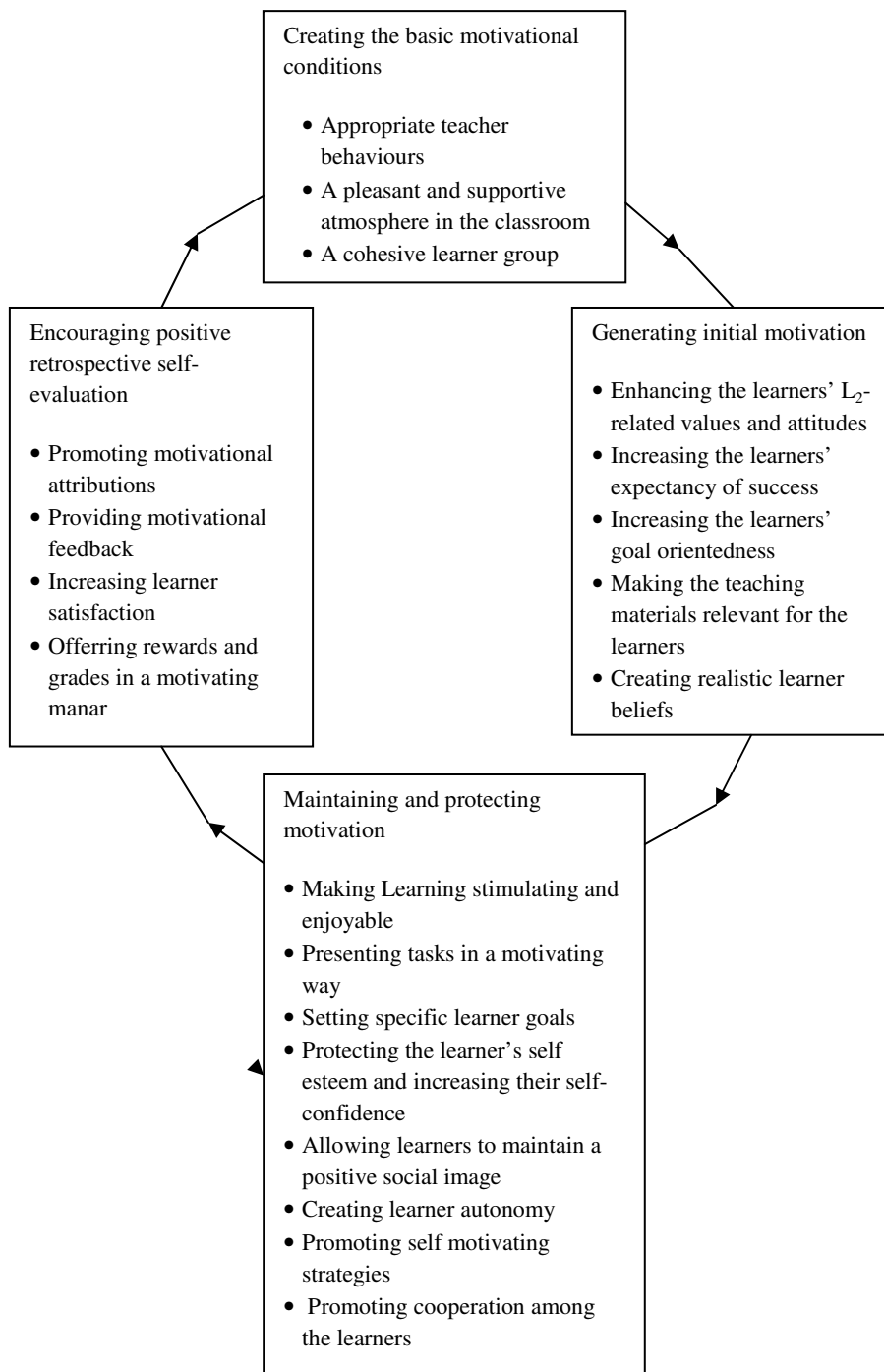
Figure 1: The components of motivational teaching practice in the L2

The use of motivational strategies lead to greater interest in creating the basic motivational conditions especially ,the teachers' creation of a pleasant atmosphere because this helps to bring the contact to classroom and ultimately makes learning and language more meaningful through focusing on enhancing the learners' attitudes and increase intrinsic interest. Thus, they develop their self- confidence in various communication tasks also the teachers make materials relevant to the learners' level to become gradually autonomous, in

this case, the teachers protecting the motivation of their learners this effects and promote cooperation among the learners .Moreover, allowing them to maintain a positive image.

Consequently ,the motivational feedback ,it has with a relationship in encouraging positive self evaluation as well as the learners' retrospective. To sum up, the process of motivation from its rudiments to the completion and the evaluation is in many case logical than arbitrary decisions about the control data of the materials.

It is realistic that teachers sustain their students to experience learning activities as meaningful and worth; the teacher can encourage this by stimulating students to engage in the activities with motivation to learn and intend benefits from them

a. Make your classroom attractive to students

Brophy believed that the teacher' personality and every day behavior in the classroom can become the most powerful motivation tool, this can be ranged with different characteristics that make people cheerful, well-liked and other qualities that indicate the personal adjustment, teachers 'attempts to socialize students will have positive view and effects to the extent that students admire their teacher, worth teachers opinions. Moreover, the sense of belonging to the classroom tend to be high and significant when students perceive their teachers involved with them (2010, p, 23)

a. Emphasize Authentic Activities

The teachers must be conscious of potential application of powerful ideas when selecting and implementing learning activities to allow the students to learn through engagement in authentic activities this latter require what is being learnt for accomplishing the very sort of life application at the first rank; if it is not possible to engage students in the actual life application that learning experiences are designed and structured to prepare them at least engage them in discussion or simulation of these application on the light of this Brophy (2010 ,p,32) asserts:

Most practice should be occur within whole task applications rather than be confined to isolated practice of sub skill (,,,) all students should learn how and why knowledge was developed in addition to acquiring the knowledge itself should have opportunities to apply what they are learning to their own lives .

Simply this illustrates that authentic activities offer opportunities to build knowledge at the same time focusing on both the content and the instructional elements (developing this content via activities) allow the students to use what they are learning for authentic purposes.

b. Motivation in General

Teachers should use different classroom activities such as role play and group work. Such activities enhance motivation in the students and get rid to their shyness to be more empathic, lower inhibition and anxiety. Encourage them to take risks and higher their self-esteem usually in groups, authentic materials emphasize the use of various activities. Treating errors in the classroom in motivating way provide learners with clear feed back. According to Hedge (2000) the teacher's treatment and correction of the students' errors is important. It helps them to recognize their errors. Understand them and try not to make them again. Teachers should correct the students' systematic errors (developmental and not mistakes that are due to carelessness) teachers have to take the learners' affect into account, for this reason,they are asked to make a balance between "correction" and "encouragement". They need to make a balance between negative feedback and positive feedback(praise) when they participate .According to Hedge(2000) correcting errors can be occurs through various strategies that the teachers should be aware of. Some activities require from the teacher not to correct his/ her learners on the spot for such activities, teachers should write the errors made by the learners on a sheet of paper and hand it to them or just note them on the board to be corrected with other students.

Ushroda(2011,p.22) the identity perspective in language learning also highlight a new dimension of students motivation that is specifically concerned with self- expression which has unique relevance to the object of learning when it is the language. By enabling students to speak as themselves in the target language with their 'transportable identities' as they negotiate, participate, share ideas through the classroom practices that promote autonomy and self -esteem are likely to contribute to' socializing values identities' as well as motivation in terms of how students relate to the target language and use it to develop and express themselves. Thus, promoting autonomy and motivating learners to speak as themselves enable them to fulfill their potential to be the person they want to become and to use the language to do the things they want in a healthy way that is internally consistent with their own motivation and sense of self.

In short, motivational strategies can be compared with the planet. Its seed which is motivation supported by appropriate and well- selected material which is soil. To help the second language learning process. Teachers may use different classroom activities such as role play, discussion, audio-visual aids and group work to enhance motivation in the students.

2.2.4 Real life activities as a Motivational Strategies
a. Role play

Role players are very useful kind of activities which are incorporated by many teachers in EFL classes to develop learner's oral Competence. According to little wood Simulation and Role playing are techniques where learners are asked to imagine themselves in different Situations which could occur out Side classroom Setting, and there could be simple for example ,meting a mate in the Street ,to the more complex Situations Such as a Series of business negotiation and they are asked to adopt a Specific role. in Some Situations , learners may easily have to act as themselves while others ,they may have to adopt a Simulated role they also are asked to react as if the event really existed in relation to their roles. He clearly States:

"Simulation and role playing are well established techniques for organizing controlled pre-Communicative language practice (1981,p.49).Simply, role plays can encourage Students 'oral fluency, or train them for Specific Situation which tend to develop their communicative abilities.

Larsen and Freeman(2000:p134)mentioned that Role plays are very important, as a technique, in communicative language teaching because they give students an opportunity to practice communication and interact in various social contexts and social roles plays are very structured for instance the teacher tells the students who they are and what they should say ,or in less structured way, here, the teacher tells the students who they are, what the Situation is, and what they are talking about ,in Such case ,the students determine what they will Say-The latter gives the Students more of a choice taking into account that Role plays Structured like this also provide information gaps Since Students cannot be Sure (as with most forms of communication) ,the Students also receive a feed back on whether or not they have effectively communicate. Thus, the Students can be creative in performing the tasks of the Role plays this necessarily means the Students have an opportunity to interact with each other and easily develop their oral fluency.

b. Discussion : it is designed to give a clear purpose and obvious to be reached at the end of the course.

Harmer (2001) Says that "one of the best ways of encouraging dixussion is to provide activities which force Students to reach a decision or a consensus, often as a result of choosing between Specific alternatives.(p.273)

Harmer thinks that discussion fail because Students are reluctant to respond, they do not want to reluctant to respond , in other words ,they do not want to reveal their views towards a given topic, they lack Self confidence to reach a decision, to overcome this problem, he introduces some Solutions as : The " Buzz group" and instant "Comment". The Buzz group technique is based on Small groups and quick discussion before Speaking in public .In this case Students can have enough time to prepare a well-Structured discourse and thus they can be at ease from any pressure .In the other hand ,instant comment is like a brain Storming technique by which Students can have enough training to respond fluently ,and immediately .This done by Showing a photographs or introducing any Stage of the lesson ,Then the Students are asked to present the first idea. He asserts:

Students have chance for quick discussion in Small groups before any of them are asked to Speak because they have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class .The stress level of that eventual whole-class performance is reduced (Ibid,p.272).learning to Speak entails learning learner's involvement in Communicative situation.

c.Presentation and Talks

The best way to make Students gain their self-Confidence is through making them present oral tasks in front of their classmates.

Thurnbury (2005): asserts that student act when standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking .A prepared talk is when students make the presentation on a given topic of their choice.

c. Songs and Music

Using songs in teaching may develop listening comprehension as well as the speaking skill of the learners.

Murphy (1992) claims that:

For a variety of reasons, songs stick in our minds and become a part of us, and lend themselves easily to exploitation in the classroom (p6).

It is a common experience to forget nearly everything we learn in the foreign language except the few Songs that we learnt. Thus, the importance of Songs and music in the classroom is Significant, and many language teachers consider Songs as a motivational activity for creating a pleasant atmosphere within the classroom.

The following Statements reflect in general the importance of using Music and songs in the classroom:

1- Music and songs are "tools for living", and the topic holds a great value especially when students select the materials.
2- Allowing the students to choose sustain them, and make their involvement during the lesson more effective, it also gives relevance to their concerns.
3- It reduces the teachers' time and work Spent Searching for materials, Most importantly, Songs contribute as well as provide variety and fun, it also encourages harmony within one self and within a group.
4- Keeping Students at the centre means that Song is basically used to involve the Student with the material, this means that "Songs are used to get inside the students to get language out of the Students" (Ibid 1992,p,14).
    Murphy (1992) adds by saying:
    Music video can be used Successfully with any age group or level of Students when the activities are adjusted to them they can be used at the end of the class for a ten minutes uplift, or they can be an integral part of one or more lessons (p101).
    Music videos are becoming mainstream products in themselves so many educators prefer using them when they Start the lesson or at end of session.

2.2.4 Some Implementation in the Classroom

When introducing the new technologies; the teacher is just bringing the real world into the classroom .

a. White Board

According to Cox (2010, pp. 78-79) the electronic white board is a white screen that has cells fixed within it which passes signals to and from a computer. This enables the teachers to display computer soft ware; power point slides ;web sites; etc to the whole class, the other important characteristic is that the users(teachers and learners) can draw on the white board the pictures ;diagram or texts can be stored on the computer for further application ;and this is very useful for recalling previous screen and at the same time keeping materials for latter lessons. Many institutions are using them widely for whole class illustration to promote class discussion and at the same time to build up a potential resources that can be shared by many other teachers.

b. Video -Conferencing

Cox (2010, p.79) mentioned that many schools are not yet using video – conferencing there are teachers who have connected their pupils to a class in another school so they can share ideas about their work .There are international projects that are linking classes of pupils in different countries .For example, Japan and England, and there are examples of pupils speaking through a video-conference link to an expert in a relevant field. Video-conferencing is also becoming an important component of some distance learning courses and some schools are running distance learning courses for a level subjects where the pupils member are small.

Conclusion

Motivational strategies emphasized the importance of various activities, group work in classroom to enhance motivation, reduce inhibition and strengthen self- confidence. This can be achieved only if teachers incarnate the role of facilitator and guider to give more feedback and create the interaction in the classroom environment. . Theorists set out different principles to be followed. They emphasized the importance of using various activities in the classroom to enhance motivation, lower anxiety and inhibition. We ended with some examples of implementations in the language classes; teachers should enhance intrinsic motivation through arousing interest in learning, using presentation modes, and helping students set their own goals. Teachers also should also maintain extrinsic motivation by expressing clear expectation.

Description of the Questionnaire

For this present study, we designed two Questionnaires, this questionnaires contain Questions of multiple choice type, where both students and teachers put a tick in the corresponding boxes after reading the Questionnaire attentively we find it necessary to include first year LMD students of English in foreign department of Mohammed Kheider BISKRA University as well as their teachers of oral expression module.

Since they represent the population of our study.

The two Questionnaires aim at describing their opinions about the investigated subject, Questionnaires are divided into sections and those latter state nearly the same issues described in the theoretical part of our study .The   results of the Questionnaires serve to investigate the situations of both the learning teaching process . Students and teachers view points are gathered and collected (in a form of 2 Questionnaires) in order to determine their difficulties in dealing with both learning and teaching the language skill, their attitudes towards Oral Expression course as well   as the new suggested subject which is using Authentic Materials as a Motivational strategy when having this course.

The students' Questionnaire

The Questionnaire is divided into three (3) major categories: The first section is composed of 3 items concerns.

The student's background information , the second section is composed of items , concerns their attitudes towards oral Expression module, the last section is about the implementation of authentic Materials (AM) in the classroom consists of items.

3) The teachers' Questionnaire

The teacher Questionnaire is given to teachers among first year teachers of oral Expression at the department of English at University.

During the academic year 2012-2013.The teachers Questionnaire is mainly used to see to what extent teachers use Authentic Materials as a Motivational strategy and Whether they implement it or not at the department of English at University of Biskra .

The Questionnaire is composed of two sections , the first section contains personal information about the gender , the degree , and the number of years' experience more precisely , number of years' experience in teaching oral expression. Section two: attitudes towards the use of A.M which is composed of sixteen items (16).

Section one: Analysis of the students' Questionnaire

Part one: background information:

Gender	Male	Female	Total
Number	10	30	**40**
%	25%	75%	**100%**

Table1: Students gender.

Graph 1: Students 'Gender
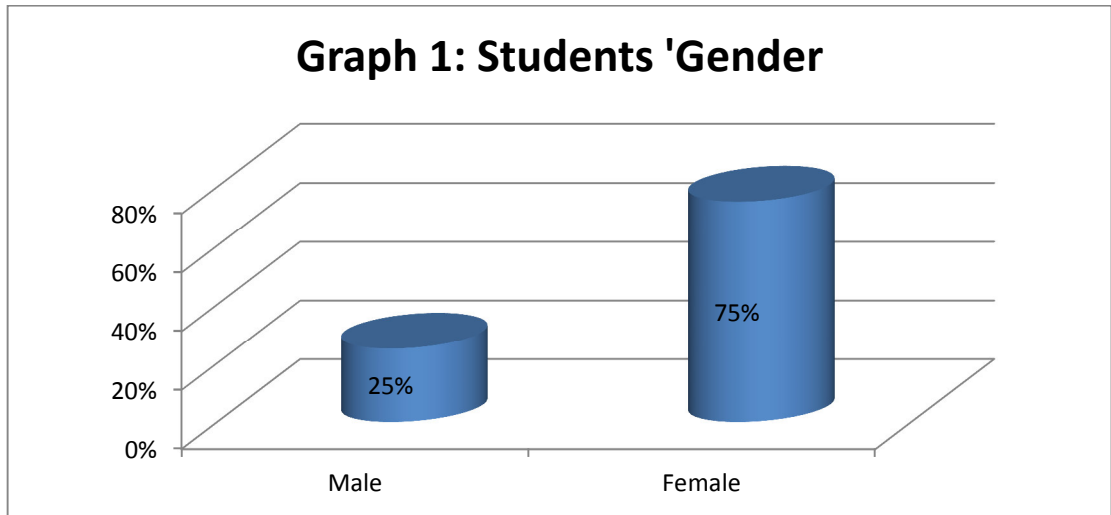
We have recorded just (10) males out of a total 40 making up (25%). Whereas the rest is of a female gender, that is 30 (75%). In fact, this is even the case with regard to the simple under the study; this adds nothing except the question of interesting and seriousness.

Girls are except to be more serious as well as motivated in studying the foreign language more than males /boys.

Years	18-20	20-25	More than 25	Total
Number	18	19	3	**40**
%	45%	47.5%	7.5%	**100%**

Table 2: students' age

Graph 2: Students 'age
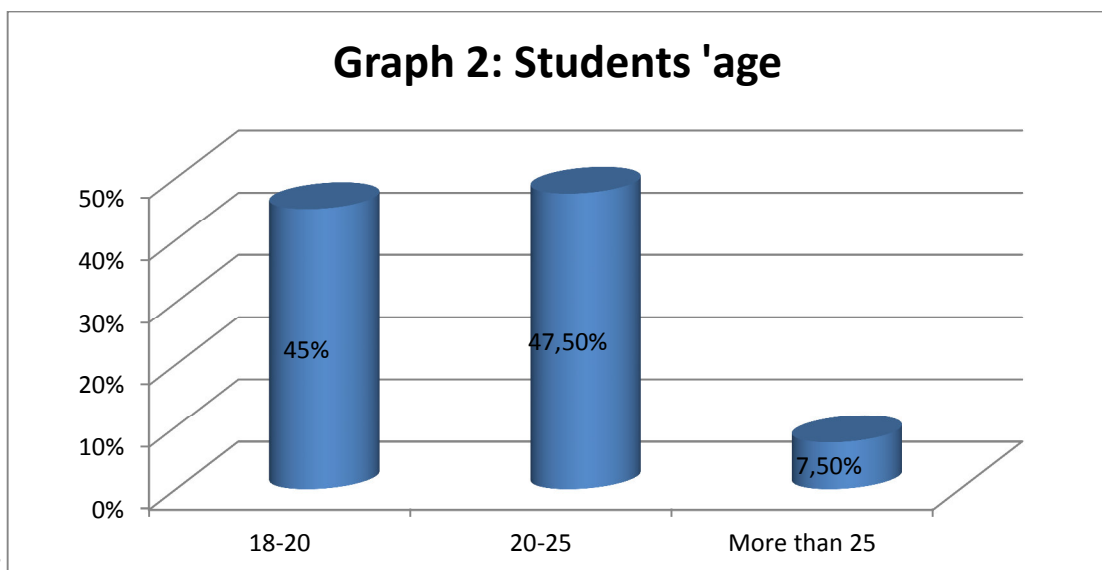
This table reveals that there are there (03) age groups in our Selected Sample. That majority of the Students' ages vary between 20-25 out of the total number of the sample (40).

We have recorded 18 (45%)who are between 18-20 years of the age represent the second rank of the Students' age only 3 Students represent 7.5% who are more than 25 years old this may mean that they prepare their Second diploma.20-25 years old make a numerical majority 47.5 % 18-20 years old represents 45 % of the whole population. Besides, more than 25 years old 47.5% are believed to be older who either repeated years or preparing the Second diplomat.

CHOICE	personal	Imposed by the department	Your parents	JOB MARKET requirement
Number	36	1	2	1
%	90%	2.5%	5%	2.5%
Total	**40**	**100%**		

Table 3: Students' choices of Studying English

Graph 3: Students 'choices of Studying English
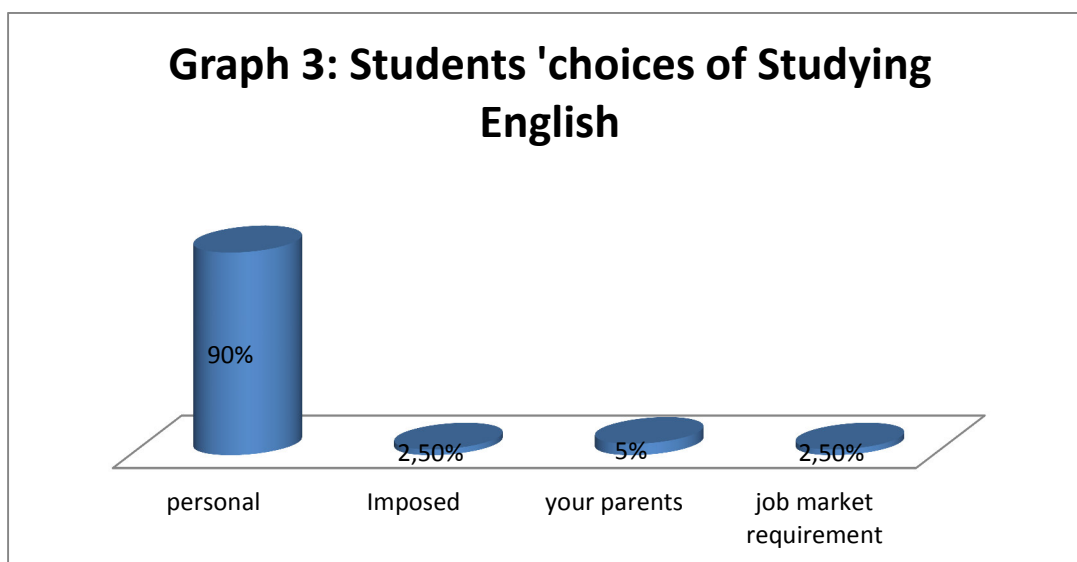
36 participants making up 90% opted for personal , while only 2 participants opted for their parents' choice 'and a participant opted for job Market requirement and the other one for "imposed by the department ",were send to this option because of the Baccalaureate average, then felt obliged somehow (because of no other possibility) to study English.

Why	a	b	c	Total
Number	26	7	7	**40**
%	65%	17.5%	17.5%	**100%**

65 % of the whole population affirmed that they study English at the university to be able as well as to speak the English language .Since they are first year students ,it is obvious , that they need to understand the rudiments of the language as well as speak it accurately and fluently so , it is their top priority ,this question is one reason among many behind the Students' Motivation , Seven Students opted equally for carrying out their Studies abroad as well contact Native Speakers in particular this represent 17.5% of the whole population .Section two: attitudes towards oral Expression course:

Item 1: do you like oral Expression course?

	Yes	No	Total
Number	27	13	**40**
%	67.5%	32.5%	**100%**

If yes

	a	b	c	Total
Number	8	12	10	**40**
%	20%	30%	25%	**100%**

Table 5: Students 'Feelings towards Oral Expression Course.

Graph 5: Students 'Feelings towards Oral Expression Course
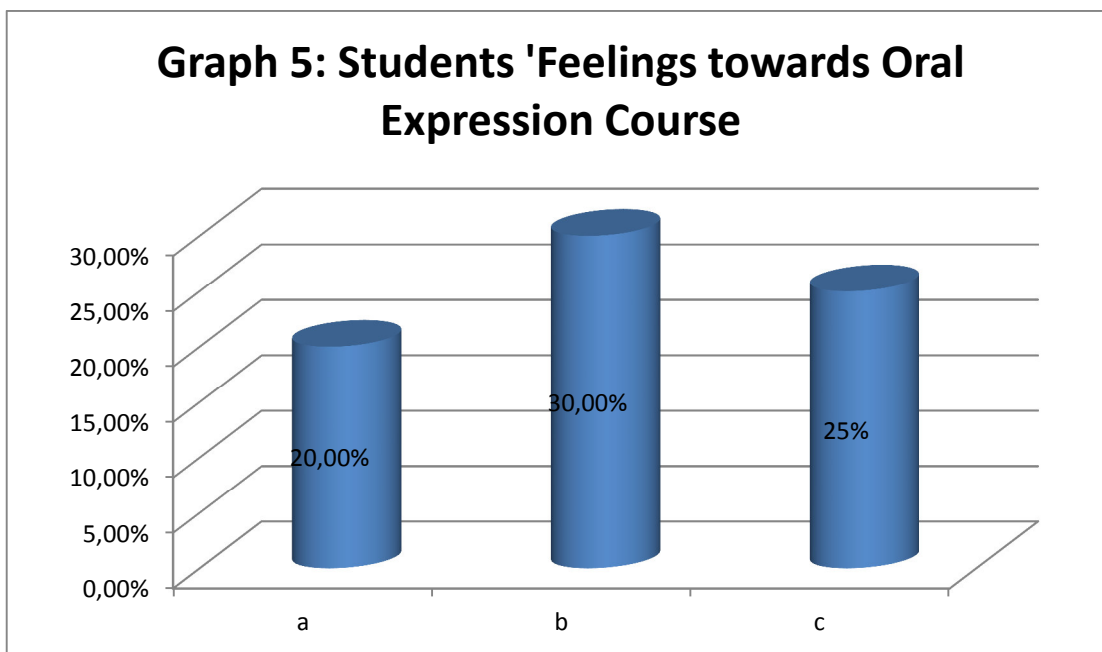
The majority of the Students 67.5 % like oral expression course because they have more autonomy to express their ideas this represent 30 %, in the Second rank, the Students opted for their attitudes towards oral expression because it gives more opportunities to express their oral performance. While , only 25 % of the students opted for :it is a motivating course, and this may due to the teacher's techniques, methods, and even the experience (novice teachers)(said by a student), or the classroom environment because they are , first year , where they are not familiar with each other . Only few of them. What is noticeable is that 13 participants confessed that they do not prefer oral expression this explains the lack of motivation and this interest.

Item 2: Do you think that the session of oral expression helps you to improve your speaking ability?

	Yes	No	Total
Number	31	9	**40**
%	77.5%	22.5%	**100%**

Table 6: Students' Thoughts towards oral expression.

Graph 6: Students 'Thoughts towards Oral Expression
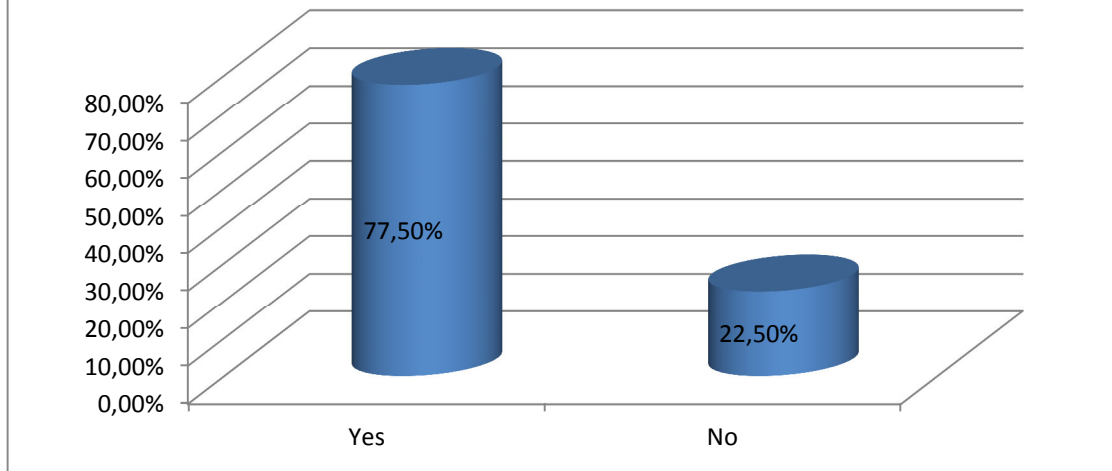
The findings reveal that the majority of the first year students think that the session of oral expression helps them to improve their speaking ability this represent   77.5 %of the whole sample .Through the explanation of the Students , they stated that the oral expression course helps them to practice the vocabulary of the language , because the practice of the language makes them perfect, oral expression helps them to develop their performance because when the Students prepare something (a topic) they develop their know ledge through the discussion (said by a female Student).However ,only 9 Students don't think so ,they are not intrinsically motivated this represent 22.5 %.

Item 3: Are you satisfied with the way this course is presented?

	Yes	No	Total
Number	23	17	**40**
%	57.50%	42.50%	**100%**

Table 7: Students 'Satisfaction towards the Presentation of the Course

Gaph 7: Students 'Satisfaction towards the Presentation of the Course
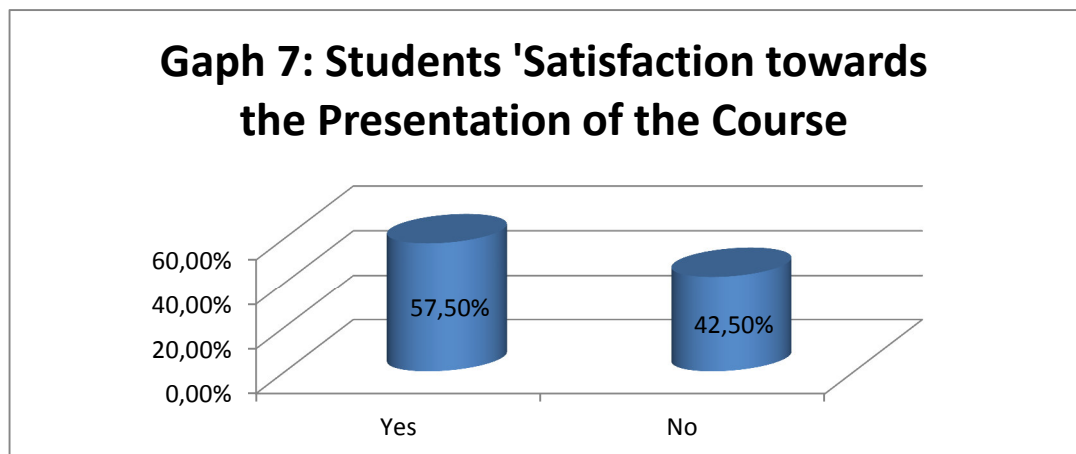
The findings reveal that the majority of the students 57.50% are satisfied with the way of the course is presented, this can be interpreted by either the teacher centered method in presenting and delivering the content of the course, or the nature of the course in itself since it is an opportunity to be creative and express the students 'ideas and here, the teacher uses the learners-centered method. On the other hand, 17 students are not satisfied with the way of this course is presented may be this due to the lack of motivation and interest during the discussion, or the students 'view towards the nature of the module because there is no organization in the course in itself which leads to the boredom (boring session), or the teacher has no experience (said by students).

Item 4: In which skill do you have experienced difficulties more?

	Speaking	Listening	Reading	Writing	Total
Number	20	11	6	7	**40**
%	50%	27.50%	15%	17.50	**100%**

Table 8: Students 'Difficulties in Skills

The majority of the students have experienced more difficulties in speaking skill this represents 50% of the whole sample, this occurs may be due to the lack of self confidence to speak in front of their mates because of the bad pronunciation, or having difficulties in translating ideas into speech which leads to the hesitation when they speak, or the lack of vocabulary because they are nor exposed to the real language, while 27.50% of students experienced difficulties in listening especially when they listen to the music and songs, they feel strange of the words, or the rate of the speaking is very fast that is why they cannot catch up the words correctly, also the interference of the words, and thus they cannot bear all the words. However, 15% of students who have experienced difficulties in reading and writing this represents 17.50% (nearly the same) when we interpret this based on the nature of these skills which requires new ideas and many, and the spelling or the text being read, or the students hate these skills (said by a student).

Item 5: Do you participate during oral expression course?

	Very often	Sometimes	Rarely	Never	Total
N	08	25	06	01	**40**
%	20%	62.50%	15%	2.50%	**100%**

If Sometimes	a	b	c	Total
N	11	06	08	**25**

%	44%	24%	32%	**100%**

Table 9: Students 'Frequency in Participation during the Oral Expression
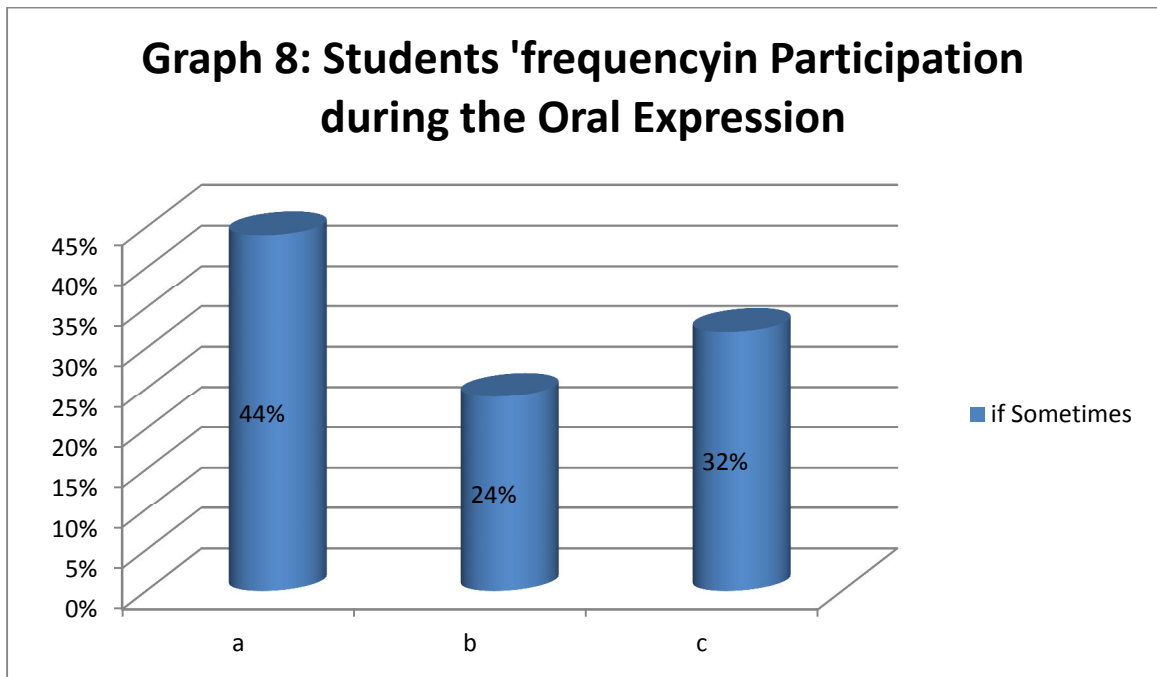
The findings reveal that the majority of first year students 62.50% sometimes participate during the oral expression course because of the lack of self confidence which represents 44% and the lack of motivation and interest in the second classification, this represents 24%, and finally, the poor level of English either in vocabulary, or fluency which represents 32% of the whole sample. On the other hand, only 8 of students represent 20% participate very often during this course, and only 6 students rarely participate what is remarkable is that only one student never participates during the course. By this question, we wanted to know the students frequency in participation and their motivation to speak, generally, theorists and even teachers emphasizes that only motivated students always take the initiative to participate even when they are not asked to do so. This draws attention to the relative percentage of the students who indeed are interested in the topic being discussed.

Item 6: How do you consider your speaking ability?

	Weak	**Average**	**Good**	**Very good**	**Total**
N	05	24	11	/	**40**
%	12.50%	60%	27.50%	/	**100%**

Table 10: Students 'Considerations for their Speaking Ability

Graph 9: Students 'Consideration if their Speaking Ability
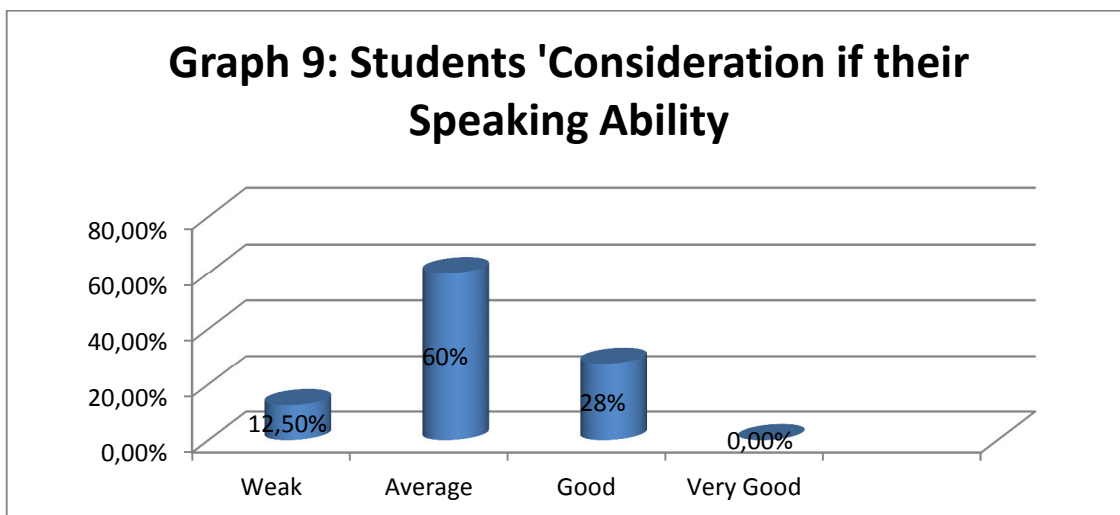
The findings illustrate that the majority of first year students consider their speaking ability at "average", this represents 60%. However, 11 students opted for their considerations of the speaking ability to be "good". On the other hand, Five students opted for "weak" this represents 12.50%. Their considerations towards the speaking ability based on the evaluation of the first semester. Obviously, this based on the pronunciation of each student, and the level of accuracy/ fluency. What is noticeable is that none of the students considers his/her speaking ability to be very good because they do not always practice the language.

Item 7: Do you often speak English inside the classroom, or outside the classroom?

	Inside the class	Outside the class	Both	Total
N	28	08	04	40
%	70%	20%	10%	100%

Table 11: Students 'Speaking English

Graph 10: Students 'Speaking English
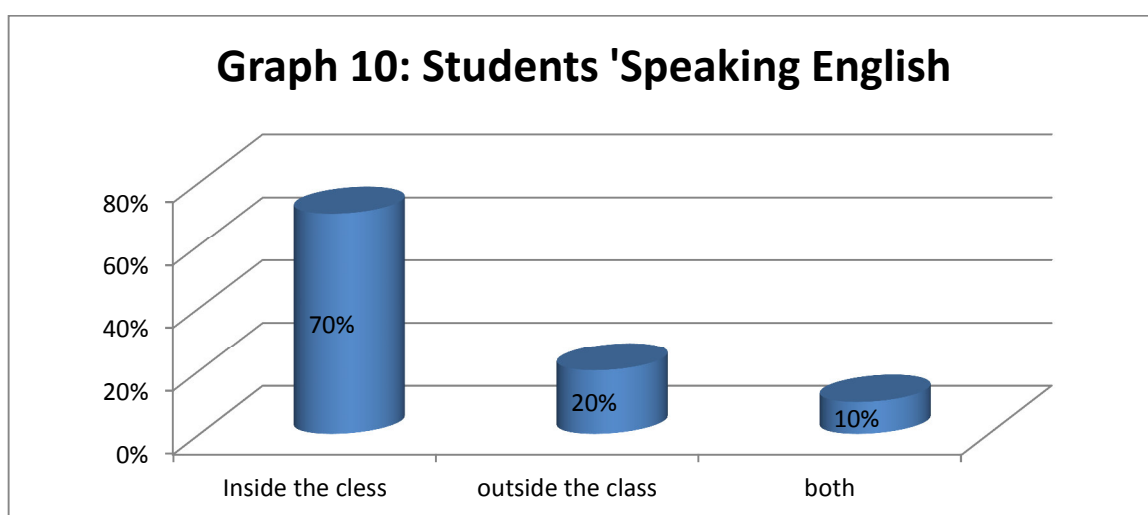
70% of the participants opted for their speaking English inside the classroom. The majority of them opted for this may be because the students 'involvement inside the classroom which

requires the use of the English Language, while 8 of the participants 20% speak English outside the classroom since speaking the language requires practice inside the classroom and outside the classroom. However, only 4 students speak the language in either because they are familiar with each other, or they are participating and at the same time exchanging the vocabulary items.

Item 8: Which skill do you think you are improving in the course of oral expression?

	Listening	Speaking	Both	Total
N	02	09	29	**40**
%	05%	22.50%	72.50%	**100%**

Table 12: The Improved Skill in the Course of OE
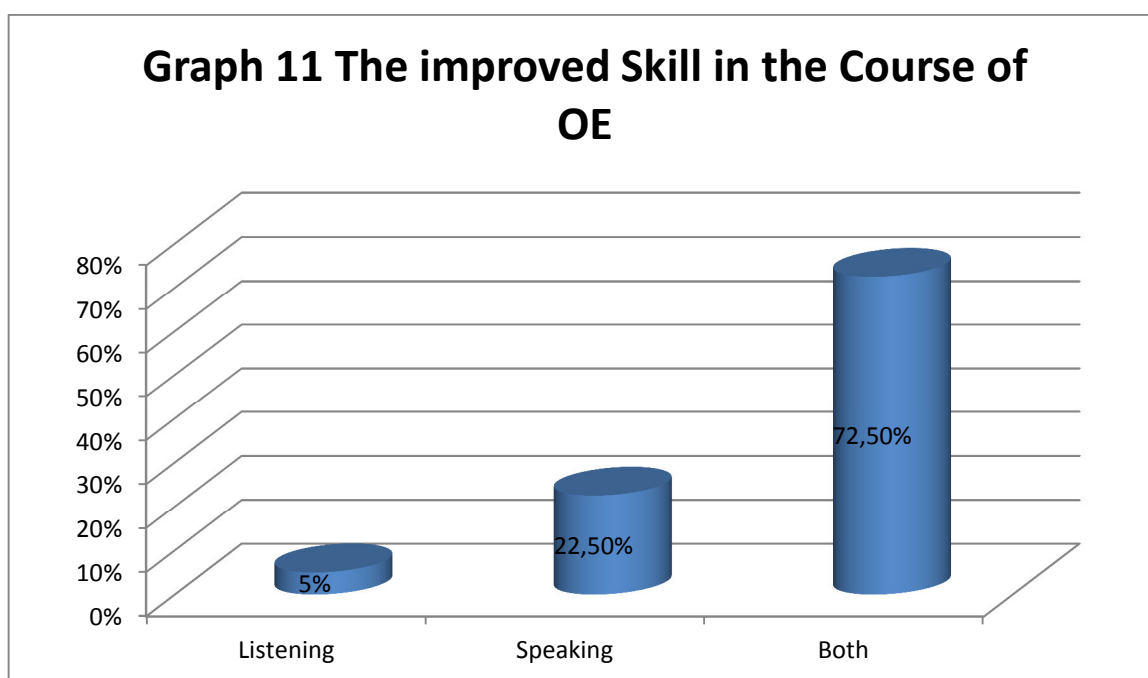
The majority of the students opted for both speaking and listening skills this represents 72.50% of the while sample. Since speaking requires listening they are obviously inseparable, if the learner is a good speaker means that s/he is a good listener (vice versa). This requires attention on the part of the students. On the other hand, 9 of the speakers opted for speaking, this may be it is the skill which students urged to use; they need to develop it as much possible as they can. However, only two students opted for listening skill this represents 5%.

Item9: Which of the two skills do you find it more difficult?

	Speaking	Listening	Total
N	22	18	**40**
%	55%	45%	**100%**

Table 13: The Difficult Skill

Graph 12: The Difficult Skill
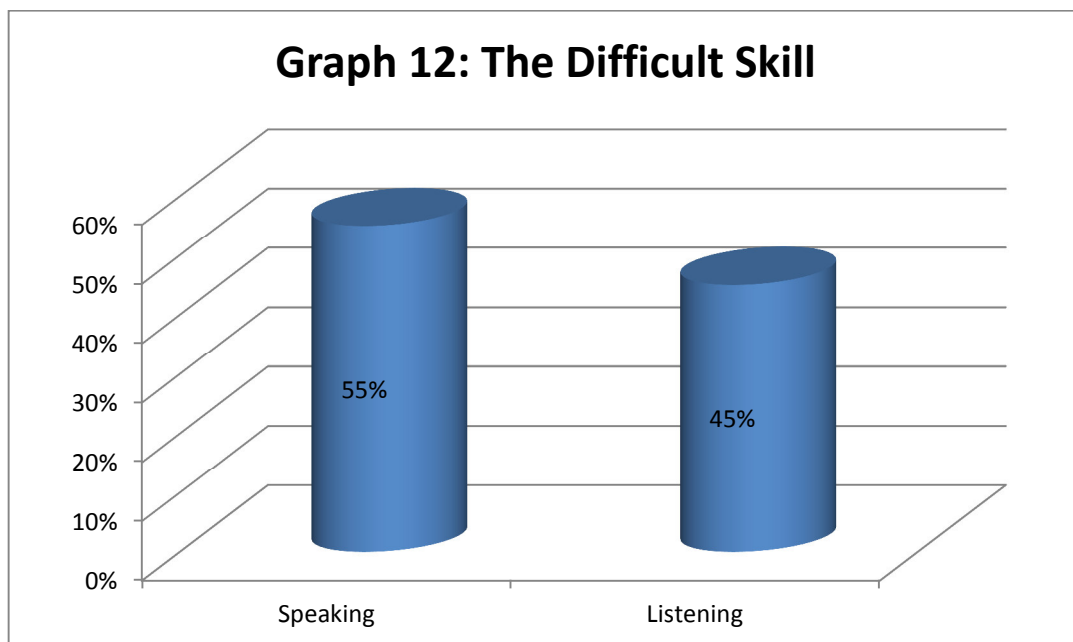
If Speaking	a	b	c	Total
N	04	10	08	**22**
%	18.18%	45.45%	36.36%	**100%**

The results illustrate that the majority of first year students have difficulty in speaking skill, this represents 55% because of the mother tongue interference 45.45%, and it is difficult to have a correct pronunciation because of the impact of mother tongue on the students especially, they are beginners. This represents 36. 36%. However, 18.18% of the whole sample opted for:" it is difficult to be fluent", since they have difficulty in translating ideas into speech, plus the impact of the mother tongue. Thus, it is difficult to be fluent.

Item 10: Which activity do you prefer to practice in Oral Expression course?

	Role-plays	Conversations	Songs	Audiotapes	Total
N	18	13	02	07	**40**
%	45%	32.50%	05%	17.50%	**100%**

Table 14: Students 'Preferences of Activities in OE

Graph 13: Students 'Performances of Activities in OE
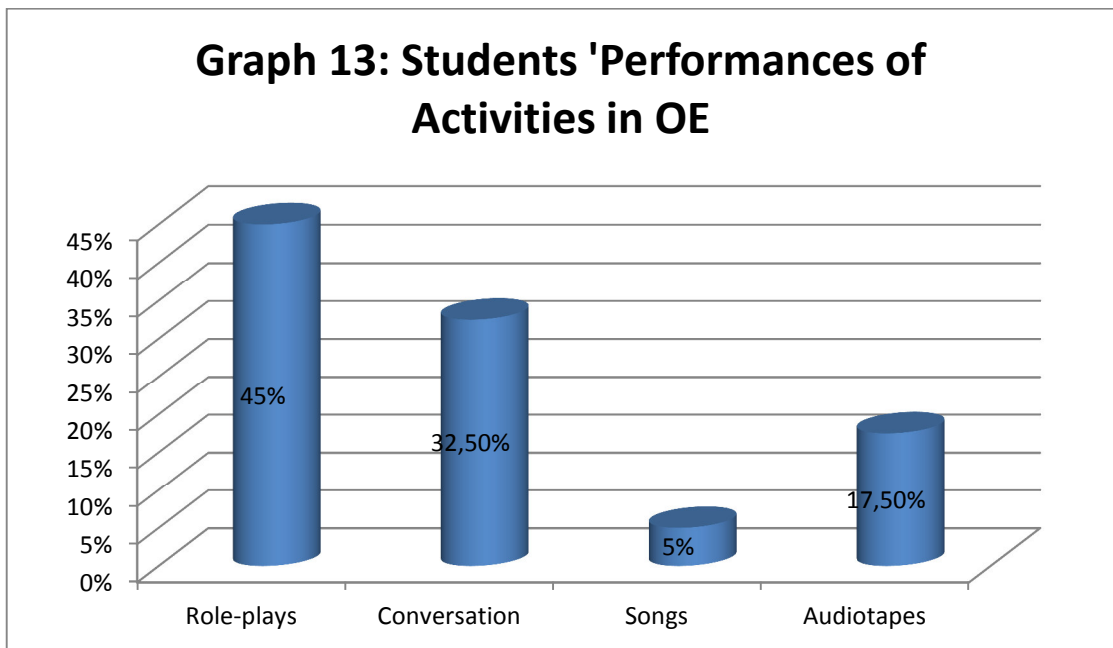
45% of the participants opted for role-plays this may be due to basics of this activity generally, it is based on the students 'creativity in the performance, as it is visible here, 32. 50% are in favor with conversation and discussion, since teachers use this activity. This explains the increase of interest and motivation on the part of the students, while 17. 50% of them prefer the audiotapes; maybe, it is free opportunity to be exposed to the authentic language. On the other hand, only 2 students prefer songs, maybe it depends on the students 'mood towards the songs.

Item 11: How often does your teacher encourage you to speak?

	Always	Sometimes	Rarely	Never	Total
N	15	14	07	04	**40**
%	37.50%	35%	17.50%	10%	**100%**

Table 15: Teacher's Encouragement to the Students 'Speaking

Graph 14: Teacher 'sEncouragement to the Students 'Speaking
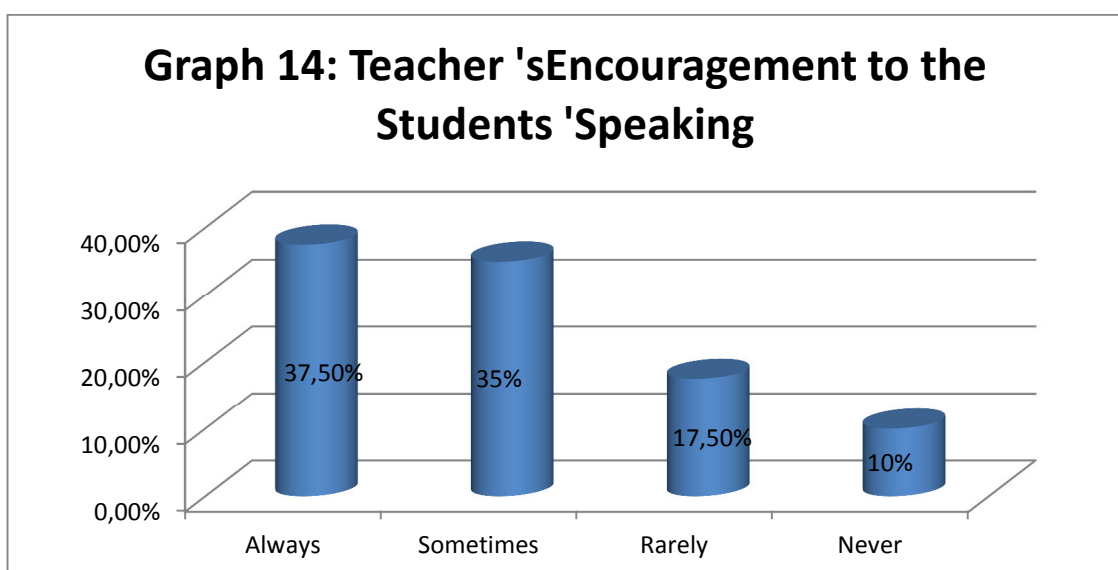
The table reveals that the students are always encouraged by their teachers to speak, this represents 37, 50% of the whole sample, While 35% of them are sometimes encouraged to speak. However, 7 students are rarely encouraged to speak, this may be due to the students 'state of mood (being boring), what is remarkable is that only 4 students are never encouraged to speak, this can be interpreted in terms of the routines that are used by their teachers which explains the lack of encouragement on the part of the students.

Item 12: Do you think that the time allotted to oral expression is enough to improve your speaking skill?

	Yes	No	Total
N	14	26	**40**
%	35%	65%	**100%**

Table 16: Students 'Thoughts about the Time of OE in Improving their Speaking Skill
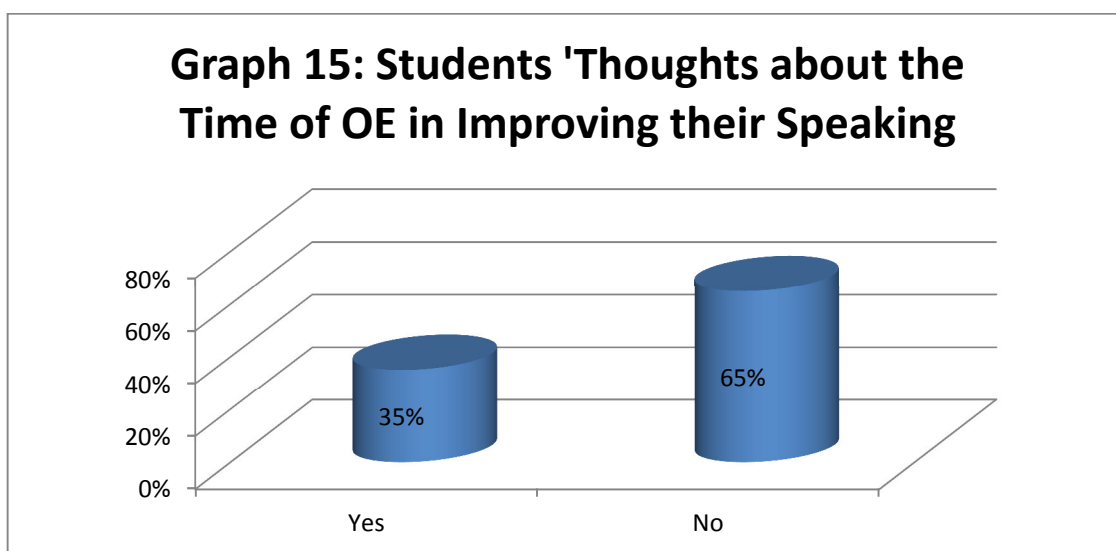
65% of the respondents opted for "No". Without any doubt, the time allotted for this session, two sessions per week, are not sufficient to improve and accelerate their speaking proficiency, since the students like oral expression course, it is the opportunity to speak, and there is a need to have more time. Whereas, only 14 students opted for "Yes" this represents 35%.

Section three:

Item 1: How important Authentic Materials in EFL learning?

	Not important	Fairly important	Important	Very important	Total
N	/	05	20	15	**40**
%	/	12.50%	50%	37.50%	**100%**

Table 17: The Importance of Authentic Material in EFL Learning

Graph 16: The Importance of Authentic Materials in EFL Learning
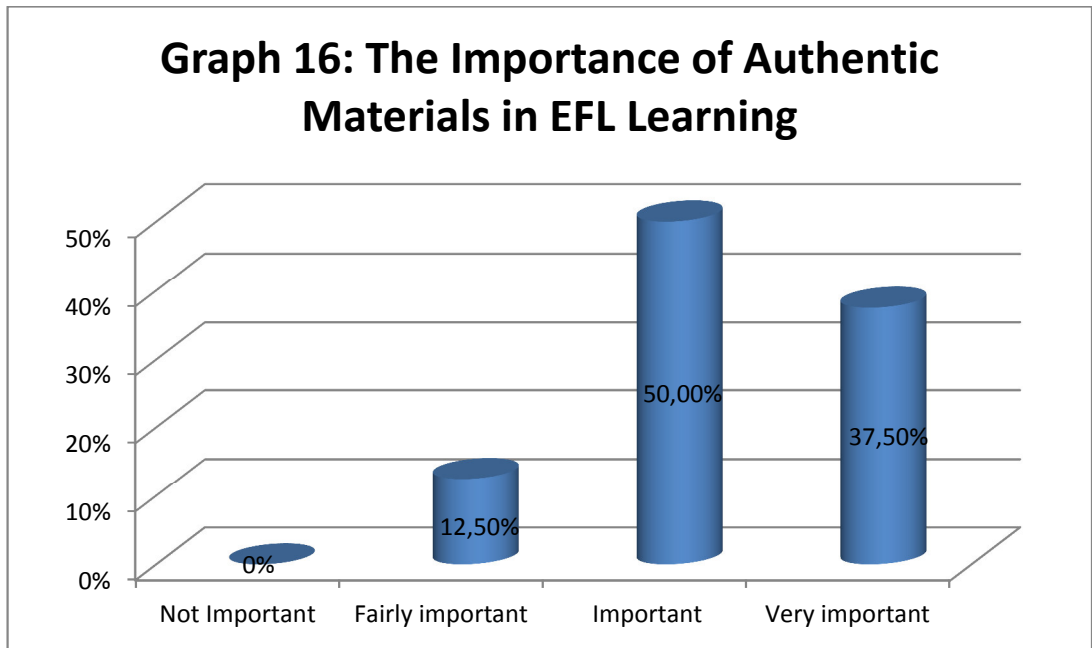
The results show that Authentic Materials are important in EF learning this represents 50% of the whole sample, while 37.50% of the students consider Authentic Materials in EFL Learning are very important priority because it offers a free practice of the real language. However, 12.50% of them consider agree that Authentic Material to be at "fairly important" level. What is remarkable is that none of the students agree that Authentic Materials are not important.

Item 2: What are the most useful materials in your classroom?

	Role-plays	Songs	Video/Audio tapes	Visual Aids	Total
N	25	/	13	02	40
%	62.50%	/	32.50%	05%	100%

Table 18: the most Useful Materials in the Classroom

Graph 17: The most Useful Material in the Classroom
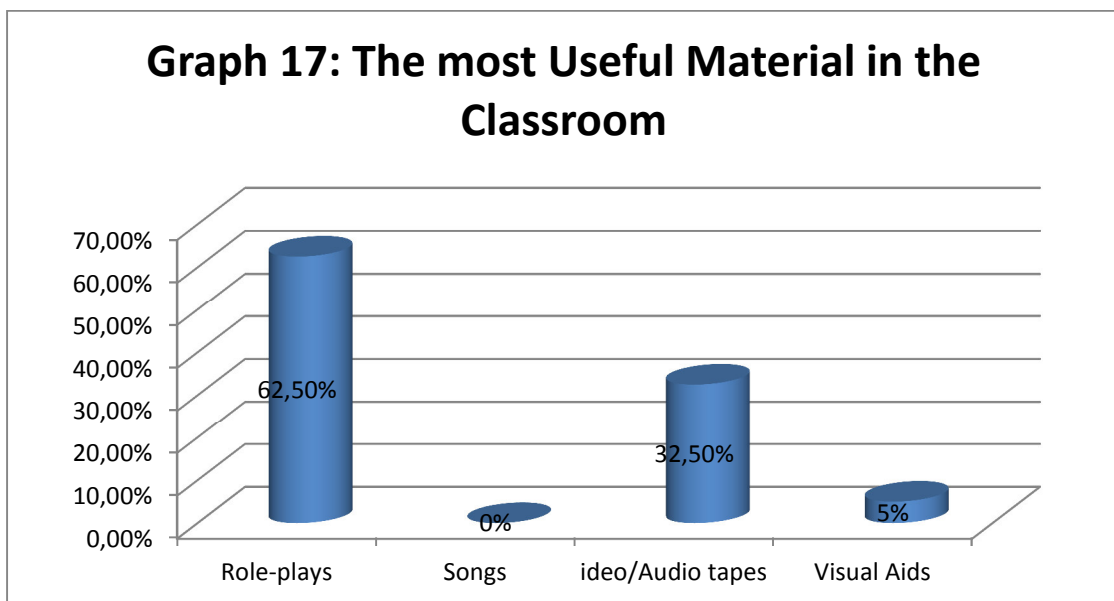
62.50% of the participants opted for the role-plays since it is the preferred activity by this question, we wanted to know the useful material and its impact on the students extrinsic and even intrinsic motivation on the part of the students, while 13 of the participants opted video/audio tapes this represents 32.50%. However, only 2 participants opted for visual aids such as, picture, board, and etc. The noticeable thing is that songs are not used in the classroom as material.

Item 3: How often does your teacher us / introduce Authentic Materials in oral expression course?

	Always	Sometimes	Rarely	Never	Total
N	17	15	08	/	**40**
%	42.50%	37.50%	20%	/	**100%**

Table 19: Teachers 'Frequency in Using/ Introducing Authentic Materials in OE Course

Graph 18: Teachers 'Frequency in Using/ Introducing Authentic Materials in OE Course
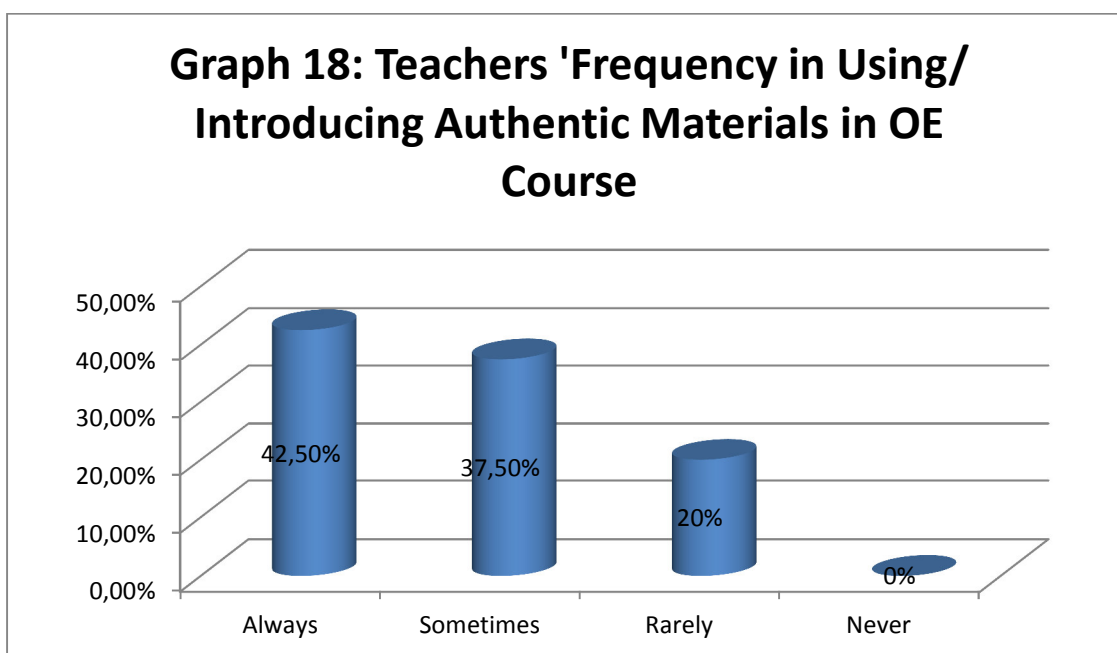
The table reveals that the majority of the teachers of oral expression always uses and introduces Authentic Materials representing 42.50%, while 37.50% of the students opted for "sometimes". However, 8 students opted for "rarely". What is noticeable is that teachers adopt motivational strategies when introducing Authentic Materials.

Item 4: Is your speaking ability improved through the use of Authentic Materials?

	Yes	No	Total
N	23	17	**40**
%	57.50%	42.50%	**100%**

Table 20: The Improvement of Students 'Speaking Ability through the Use of Authentic Materials

Graph 19: The Improvement of Students 'Speaking Ability through the Use of Authentic Materials
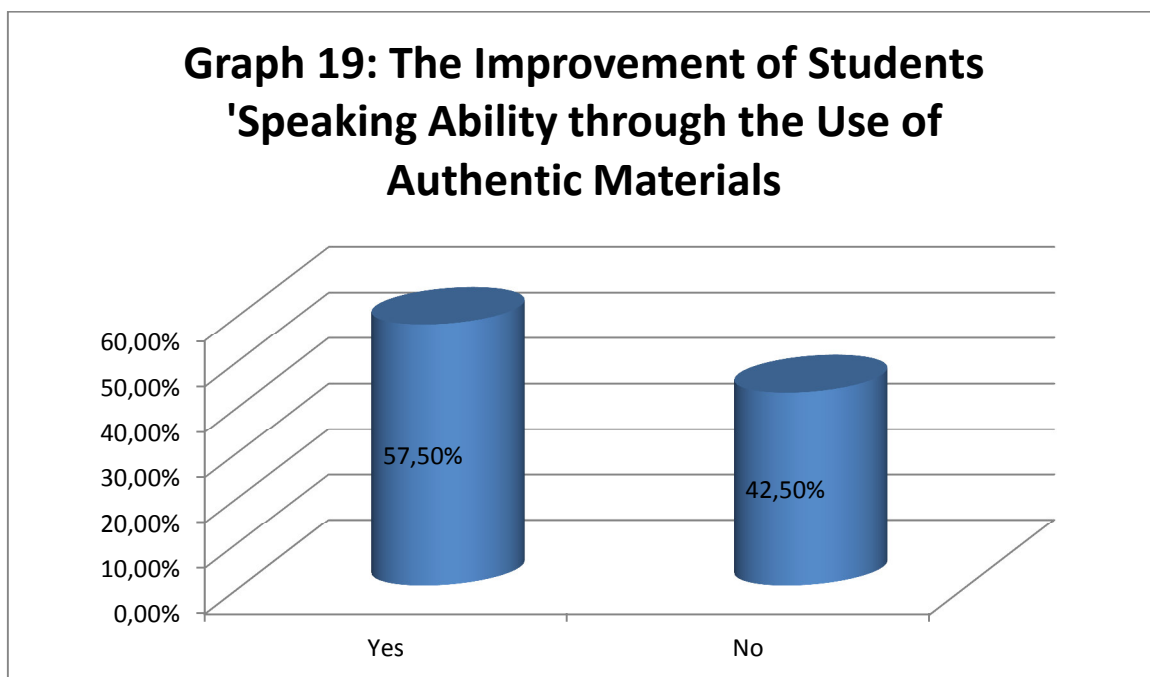
57.50% of the participants opted for " yes" means that authentic materials have an impact on the improvement of their speaking proficiency then they are exposed to such materials, they not only practice speaking skill, but they also practice other skills. While 42.50% opted for "No" may be these participants do not know even what are the authentic materials because they are first year, they are not exposed to such kind of materials by their teachers.

Item 5: Do you think that authentic materials help you to develop your self confidence?

	Yes	No	Total
N	30	10	**40**
%	75%	25%	**100%**

Table 21: The role of Authentic Materials in Developing Students 'self confidence

Graph 20: The Role of Authentic Materials in Developing Students 'Self confidence
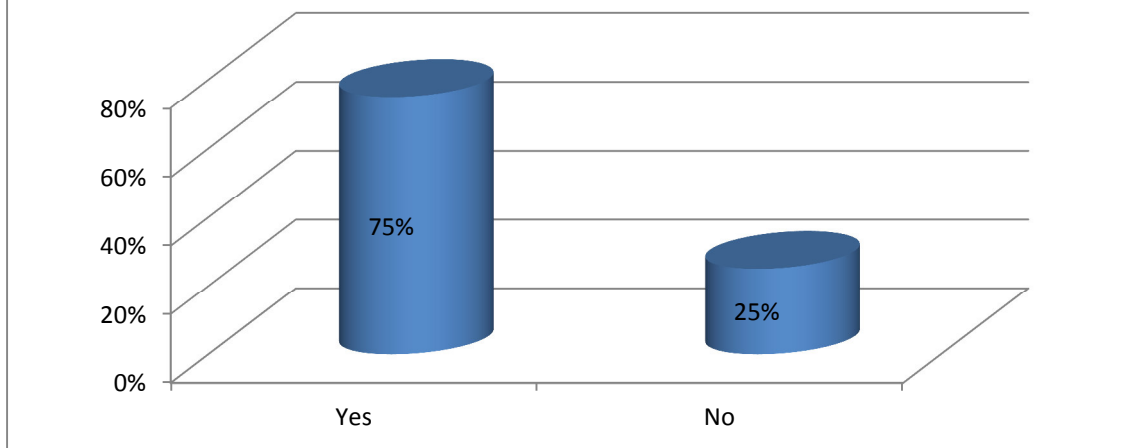
The results show that 75% of respondents who opted for "yes", this leads us to say that the students must be exposed to these materials for the enhancement of the students' fluency and 'self confidence; besides, the focus of these materials. While 25% of the respondents opted for "No", this based on the students 'attitudes.

Section Two: Teachers 'Questionnaire

Part one

	Male	**Female**	**Total**
Number	3	4	7
Percentage	42.85%	57.14%	**100%**

Table 22: Teachers 'Gender

	L	**M**	**PHD**	**Total**
N	/	7	/	7
%	/	100%	/	**100%**

Table 23: Teachers 'Qualification

	1-5 years	**5-10years**	**More than 10**	**Total**
N	3	4	/	7
%	42.85%	57.14%	/	**100%**

Table 24: Teachers 'Experience in Teaching Oral Expression

Teachers' general information

The results show that the diversity in the teaching experience at the University of Biskra ranging from 6-18 years of teaching, and the specific duration of teaching oral expression

ranging from5-10 years, this represents 57.14% of the whole sample in the second position came those who have 1-5, this represents 42.85% . However, no one has more than 10 years in teaching Oral Expression Module. The results illustrate that the majority of teachers have enough experience to teach Oral Expression.

Part two

Item 1: Do you like to teach Oral Expression?

	Yes	**No**	**Total**
N	7	/	7
%	100%	/	**100%**

Table 25: Teachers 'Preferences to teach Oral Expression

Graph 21: Teaches 'Preferences Teaching OE
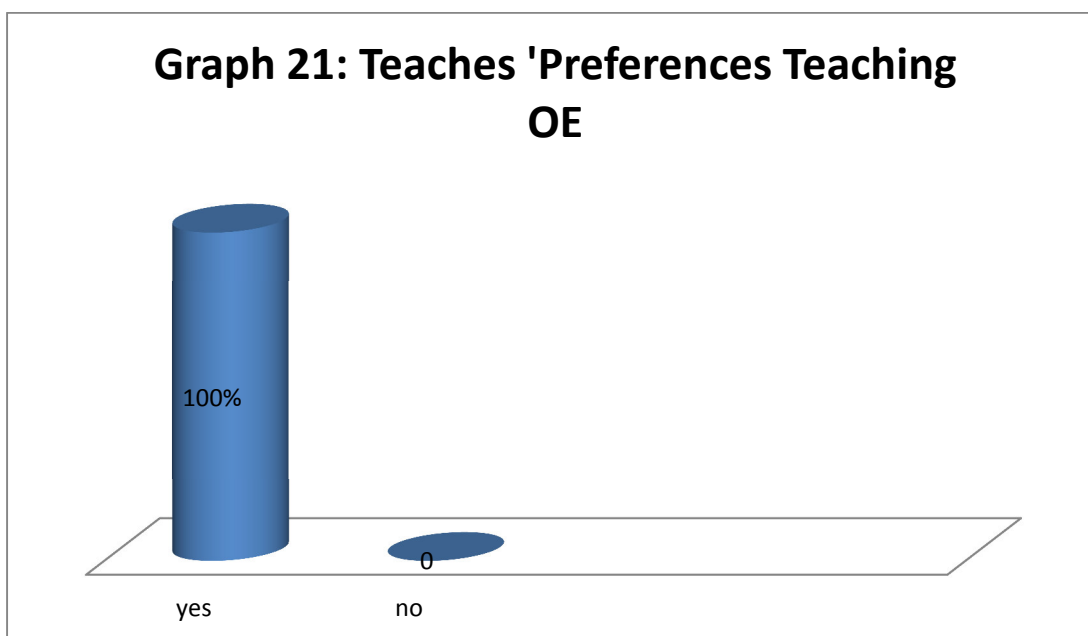
This question aims at looking for teachers 'point of view towards teaching Oral Expression Module. The results illustrate that all of them prefer to teach oral expression because it gives them an instant exposure to student proficiency level in speaking skill, it is also an opportunity to interact, and having a personal contact with students to faster their speaking skill. In addition to that oral expression is the unique module where students can express themselves freely. At the same time, it is a challenging module which requires lots of dynamic tasks and students-teacher interaction.

Item 2: Are Authentic Materials among the remedial devices to improve Oral Expression?

	Yes	**No**	**Total**
N	7	/	7
%	100%	/	**100%**

If Yes	Often	Very often	Sometimes	Rarely	Total
N	2	3	2	/	7
%	28.57%	42.85%	28.57%	/	100%

Table 26: Teachers 'Frequency in Using Authentic Materials

All teachers agree that Authentic Materials are among the remedial devices to improve Oral Expression in their classroom. What is remarkable is the clear distinction in using Authentic Materials is nearly the same. 2 teachers often use them 28.57%, and 3 of them "very often" use them. However, only 2 teachers sometimes use them in classroom. By this question we want to know teachers 'frequency of using authentic materials and their attitudes towards the use of authentic materials as a remedial devices to improve speaking skill.

Item 3: Authentic materials enable your students to:

	a	b	c	a- b	a- c	All of them	Total
N	/	/	1	/	4	2	7
%	/	/	14.28%	/	57.14%	28.57%	100%

Table 27: The Impact of Authentic Materials on the Learners
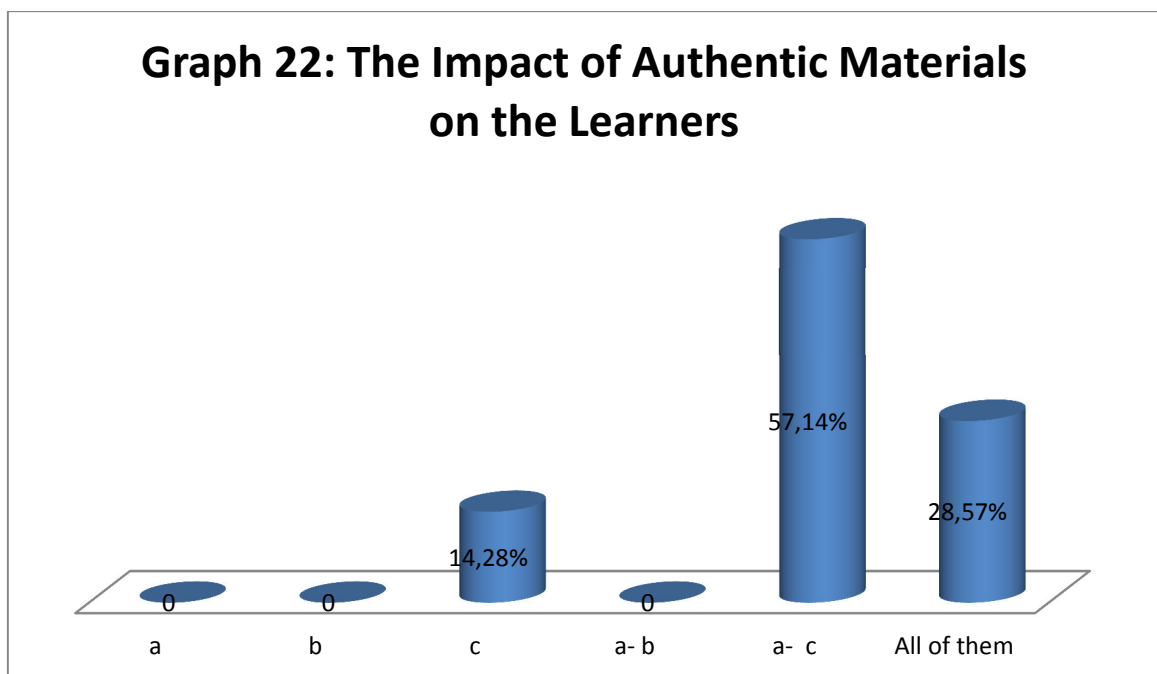
The majority of participant 57.14% opted for a-c. In other words, authentic materials enable learners to develop their speaking proficiency and be involved meaningfully in target language. While, only 2 teachers opted for all of them means that authentic materials enable learners to develop their speaking proficiency, their self-confidence, be involved meaningfully in target

language. By this question, we want to illustrate the impact of using authentic materials on learners.

Item 4: Authentic materials in oral expression are:

	Motivating and Interesting	Effective	Boring	Needless	Total
N	7	7	/	/	**7**
%	100%	100%	/	/	**100%**

Table 28: The Importance of Authentic Materials

The findings illustrates that all teachers 100% agree that authentic materials are both motivating and interesting, and effective. They are significant because of their positive effects on the teaching process; they integrate the authentic language and classroom environment. Widdowson 1998 also says: "of course, what is authentic and natural in native speakers of the target language is not so to learners in the classroom what is important is that these materials are used in a way that is real for learners" (qtd in. Larsan, and Freeman, 2000, p. 133).

Item 5: Among the following types of authentic materials, where do you feel that your students are really involved?

	Audiotapes	Audio-visual	Visual aids	Total
N	1	5	1	**7**
%	14.28%	71.42%	14.28%	**100%**

Table 29: Students 'Involvement on the Type of Authentic Materials

The findings of this research reveal that the majority of the teachers find their students are really involved during the use of audio-visual type this represents 71.42% of the whole sample, obviously because students respond more to something which is heard and seen. On the contrary, only one opted for the audiotapes and another one for visual aids this represents 14.28% for each of them.

Item 6: When you choose the type of authentic materials to be the focus in teaching oral expression, you choose it:

	a	b	both	Total
N	/	5	2	**7**
%	/	71.42%	28.57%	**100%**

Table 30: Teachers 'Choice when Using Authentic Materials

Graph 23 Teachers 'Choice when Using Authentic Materials

71.42%

28.57%

0

a   b   both
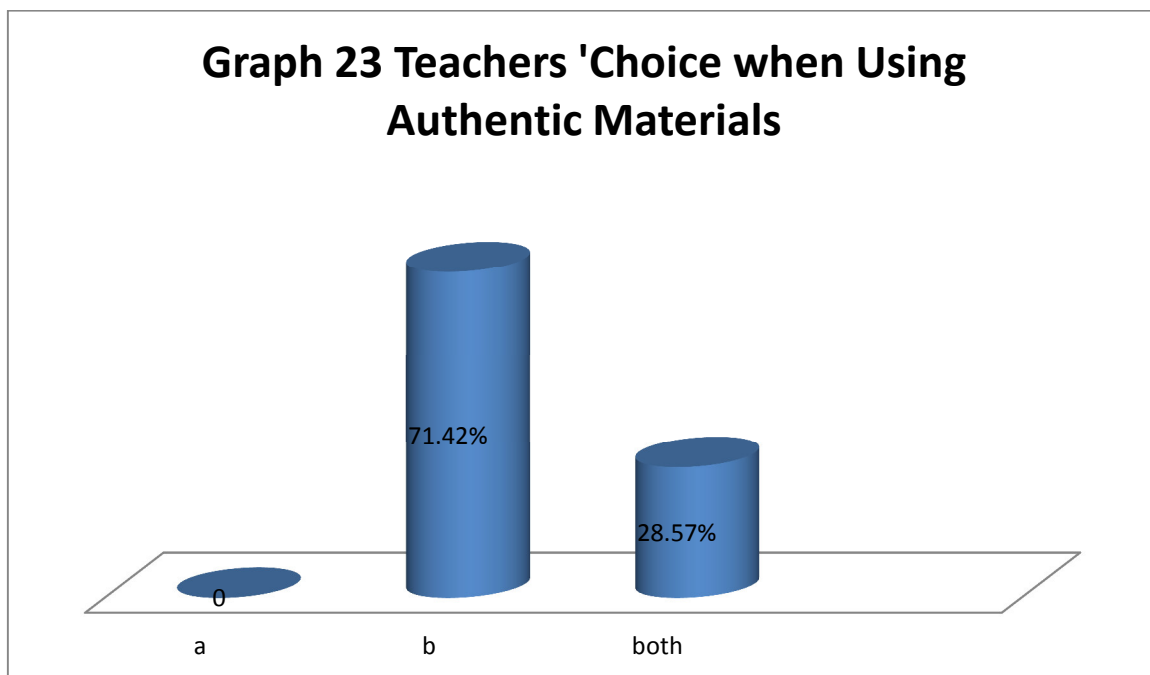
The majority of teachers opted for "b", this represents 71.42% of the whole sample, the teachers add their own creativity to motivate their students taking into account the level of the students as well as their needs when they select the content and their socio-cultural milieu. While 28.57% opted for both of them means that they choose the type as it is used in the original one plus their own creativity.

Item 7: What are the most useful teaching aids do you often use?

	a	b	c	Total
N	/	2	5	**7**
%	/	28.57%	71.42%	**100%**

Table 31: The useful teaching Aids

The results reveal that 71.42% of the teachers often use audio-visual aids in teaching oral expression. The above question aims to identify whether teachers utilize the visual aids, or the audio, or the audio-visual aids this represents 28.57% of the whole sample. No one uses visual aids.

Item 8: Which kind of the activity do you often use during the session?

	a	b	c	d	Total
N	5	6	2	3	**7**
%	71.42%	85.71%	28.57%	42.25%	**100%**

Table 32: The Useful Activity in OE session

This investigation indicates that the activity which is often used by the teachers during the session of oral expression is the conversation and dialogues this represents 85.71%, in the second rank 71.42% the use of Role-play. Without any doubt role-play allows the students to simulate the real world situation in the classroom as a meaningful way of learning. Role-play provides the students the opportunity to express themselves while audiotapes come at the third rank 42.85% here; the teacher devotes a session for listening to a tape where they use a film, a song, and even a video. However, songs are not often used as an activity this represents 28.57% of the whole sample.

Item 9: In teaching oral expression, what are the common areas of difficulties you often meet?

	Pronunciation	Vocabulary	Grammar	All of them	Total
N	1	1	/	5	**7**
%	14.28%	14.28%	/	71.42%	**100%**

Table 33: The Common areas of students' difficulties

The collected answers reveal that majority of the teachers 71.42% claim that the students 'common areas of difficulties are in pronunciation, vocabulary, and grammar while other teachers devote pronunciation and vocabulary this represents 14.28% probably because many students do not practice the language very well. In addition to generating ideas and re-expressing them fluently also the lack of self-confidence as well as anxiety and fear of making mistakes.

Item 10: Have you faced any challenges in teaching this module?

	Yes	No	Total
N	7	/	7
%	100%	/	100%

The target of this question is going in deep to know more about the main challenges in teaching oral expression. The above score clearly show that the teachers are actually facing many challenges in teaching this module this represent 100% since it is so we try throughout the following table to clarify these challenges more precisely , the main one which has a great impact on the teaching process.

	Frequency number	%
Overcrowded classrooms	1	14.28
Lack of materials	/	/
Limited time	/	/
All of them	6	85.71%

Table 34: teachers 'challenges in teaching oral expression module

We have noticed through the teachers responses that the challenges are: the overcrowded classrooms, we may find more than 45 students in one classroom which leads to the noise. In the second rank is the lack of materials this probably of the department of English which does not provide the equipments, also the absence of laboratories and the absence of elaborated programs devoted to oral expression. This obsulotly prevent the teaching process and affect it negatively. The third rank is the limited time means that it may reduce the success of both teaching and learning process. The time has a great role to increase students 'fluency. We can easily guess that students need more time and opportunities to talk especially when some topics exceed the capacity of the learners.

Item 11: the majority of your students in English are:

	Number	%
Very fluent	/	/
Fairly fluent	5	71.42%
Not really fluent	2	28.57%
Total	7	100%

Table 35: The Evaluation of the Teachers for the students' fluency.

We asked this question to know more about the teacher' evaluation with the actual students 'fluency in English, we find that 71.42% of our responses put "fairly fluent" in the first rank. While 28.57% put "not really fluent" in the second rank. However, no one puts "very fluent" may be due to certain conditions, for instance, the L1 interference (the background of the students) or because of the lack of vocabulary when expressing ideas.

Item 12: Does the motivational strategies you adopt affect the students who do not participate?

	YES	NO	TOTAL
Number	7	/	7
%	100%	/	100%

Table 36: The motivational strategies for the students who do not participate

We have asked this question to know whether teachers motivate their students as much as possible to speak. We have found that 100% of our teachers 'answers motivate their students to speak may be through creating a healthy, pleasant atmosphere. Thus, all the students become more involved especially the shy students in discussion in terms of group work in order to enhance their self- confidence to overcome their fear and shyness.

Item 13: which strategy do you follow to over come the difficulties in teaching this module?

	Number	%
Use certain type of authentic material to motivate them	/	/
Discuss with your students	1	14.28%
Discuss and leave the students to be creative	3	42.85%
All of them	3	42.85%
TOTAL	7	100%

Table 37: Teachers 'strategy

This question aims to identify which strategy the teachers utilize on their teaching, the findings illustrate that many teachers follow the strategy that rely on discussing with their students and leave them to be creative this represents 42.85%. while the same percentage use all of them. This probably increase the chance to exchange ideas to gather . while the first strategy may expose the students to the target language. However, the second develop the students' self-confidence as well as their participation.

Item 14: The importance given to the original sources of the language will lead the students to be proficient speakers?

	YES	NO	TOTAL
Number	7	/	7
%	100%	/	100%

Table 38: The Importance of the original sources of the language.

The results show that the whole sample 100% agree on the importance given to the original sources of the language will lead the students to be proficient speakers because they are authentic, the original sources of the English language train the students to hear native speakers so they become able to produce correct English. The original sources of the language give authenticity to learning to motivate the learners to be effectively engaged in the tasks as a result they become autonomous to have a better conception of the language especially when these sources are well-designed

	Easy	Fairly difficult	Very difficult	Total
Number	/	**4**	3	**7**
%	/	**57.28%**	**42.85%**	**100%**

Table 39: The Evaluation of teaching Oral Expression module.

The collected answers reveal that the teacher' evaluation of teaching oral expression module is "fairly difficult" it represent 57.28% of the whole sample. While only 42.85% mentioned that it is "very difficult". What is noticeable is that no mentioned that it is "easy" may be due to the oral expression which is considered the base in learning a foreign language. It also integrates between the other skills.

Item16: The time allocated for this course is sufficient to develop our students speaking proficiency?

	Yes	No	Total
Number	2	5	7
%	28.57%	71.42%	100%

Table 40: The Time Allocated for the course of oral expression.

  We noticed that the teacher' answer believe in No, it represent 71.42% of the whole sample because 2 or 3 hours are not enough to foster the speaking skill mainly because of the students' number (overcrowded classes) in other words, more time is given in order to make additional lectures especially in laboratories. In the contrary, 28.57% believe in "yes" because 2 or 3 hours per week can be helpful for students because learning English require more autonomy and the teacher is a guide.

Description and Analysis of the Classroom Observation

       The classroom observation was conducted with first year LMD students in English division at Biskra University with their teachers of oral expression during the second semester of the academic year 2012-2013. We have attended seven sessions with different teachers of oral expression to look for the variation in the teaching using authentic materials in teaching speaking kill. The time devoted for the classroom observation was varied in different days and hours in order to obtain in deep and have more insights about the observed classes. Moreover, to make the observation more structured we have designed a checklist that contains two main sections the first section focuses on the teacher use of authentic materials (video, audio tapes etc)

The second is about the real life activities such as role play, songs, and music, discussion, and group work. Another section is devoted for the students' errors at the level of fluency and accuracy in order to obtain more insights on the local situation of our students especially the pronunciation, the grammatical errors, also the fluency. The accuracy is the ability to speak the language accurately in various situations. The fluency is the ability to utter the language without hesitation.

A- Description of the Checklist

Section one: the Use Authentic Materials

This section contains three items and it attempts to look for the useful materials for teaching speaking skill.

Section tow: the Real Life Activities

This section contains 4 items; it attempts to illustrate the useful activities initiated by the teacher.

The student checklist contains two items; the students' errors at the level of accuracy fluency, and the second one concerns the interaction between students and it attempts to diagnose the student weakness in speaking.

B- The analysis of the Classroom Observation

Item one: the teacher uses videos

Scale	Always	sometimes	Never
Number of teachers	2	0	1
Percentage	66.66%	0%	33.33%

Table 1: The use of videos

the use of videos

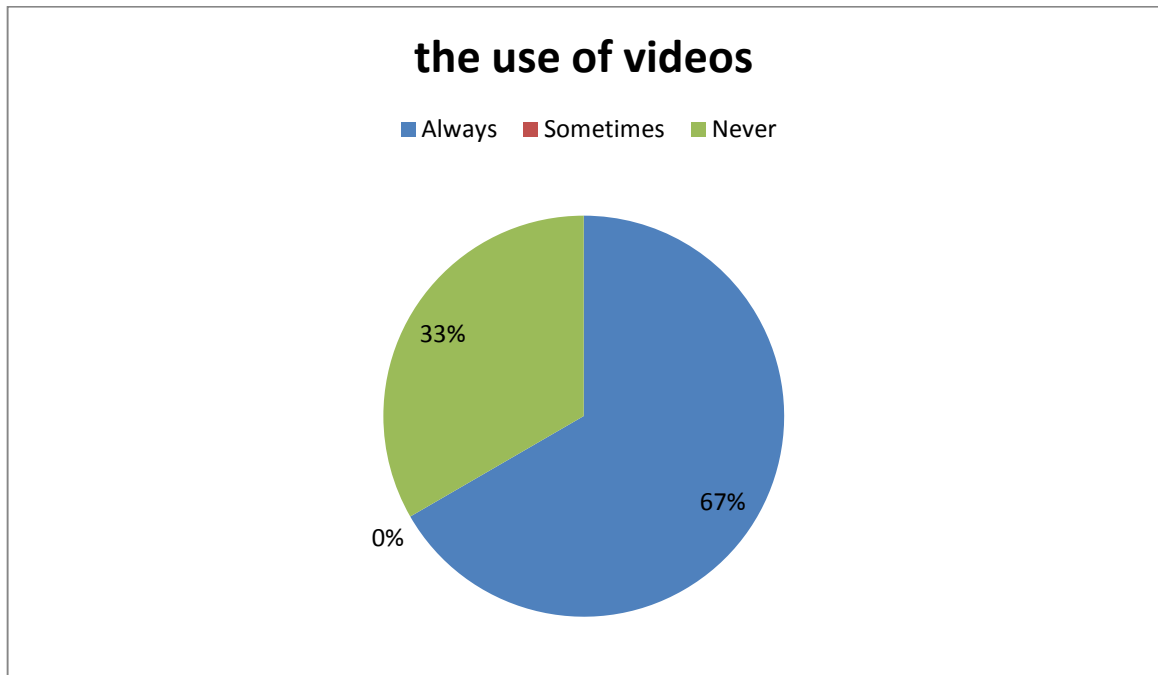■ Always ■ Sometimes ■ Never

33%

0%

67%

Figure 1: the use of videos

The first teacher:

The first session was in BC room at 9:40 with group 7 it contains. The room was well organized and prepared so as to fit the restaurant reality. The setting was nearly similar to authentic one especially the furniture, the uniform, the characters

The topic was the traditional restaurant versus fast food. The teacher devoted the previous sessions for listening to the authentic video in the laboratory; at the beginning she devotes thirty minutes to the listening comprehension in order to perform the video into role play. The second session was on 7th May 2013 at 11:20 at the laboratory, she presented a video about two couples married recently, and their parents bring some furniture. The teacher selected this video particularly so as students recognize different items of furniture such as vase kindle. Also she devoted thirty minutes to the listening comprehension and she gave them the exam papers to fill the gaps then she replayed the video at the first time. Students were listening carefully in order to guess the right word appropriately (just listening in the second time). Also she missed some words with attention because they are in exam paper.

The third session, the final one she replies the video after two minutes to give her students a feedback. What is noticeable is the use of songs while students were answering; she played the song. so that to create a pleasant atmosphere. She used the video as a material and the role play an activity, however the performance of this activity is supposed to be on the next session (role play).

The aims of this video are: 1- gaining more and new vocabulary items, 2- their function in the sentence, 3- the correct use of grammar.

The second teacher: with G: 2

Both sessions were in Room 12. The teacher told his students to prepare their own videos to be as their exam evaluation. The first group of students presents a video about "Steve Jobs"; his life, childhood and his speech on 2005. Before replaying the video a student introduced the topic as an entry about 'the Microsoft Company' then they replay the video, and each time they stop the video to introduce what is coming.

Item two and four: the use of pictures, posters, radio and newspaper

Scale	Always	Sometimes	Never
Number of teachers	0	0	3
Percentage	0%	0%	100%

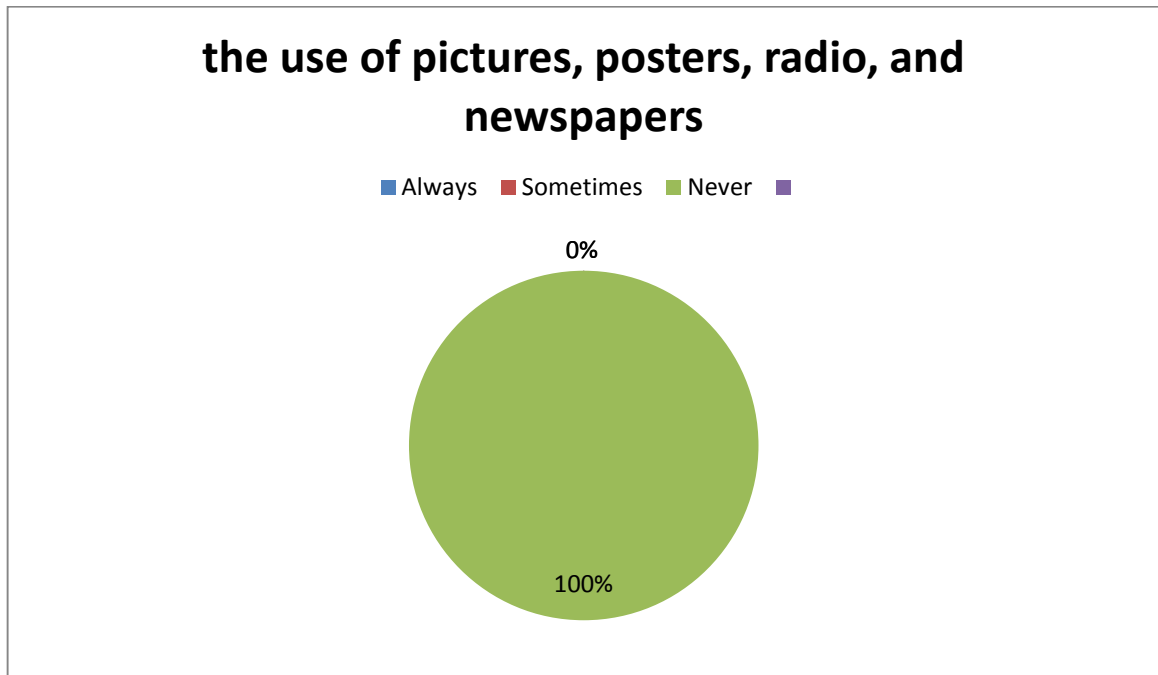**Table 2:** the use of pictures, posters, radio, and newspaper

Figure 2: the use of pictures, posters, radio, and newspapers

According to the sessions that we have attended, all teachers never introduce such kind of materials, and this could be under several reasons such as, students level (1st year), or may be the lack of these materials (are not available), and it took too much time and efforts for the teacher to select the appropriate ones, taking into account students' needs, interests, and motivation.

Students' Errors

First group: 'Steve Jobs'

Our observation about students' presentation of the video revealed that each student say few statements, even when they speak they do not speak up, and they rely on written papers when they talk (no fluency).also their accuracy level is low i.e. they do not pronounce correctly

The Second Group: 'British Scientist Converted to Islam'

This video is so long although it is valuable. Before the presentation a student introduces the topic using few and short statements, and the majority of the students were absent.

The first group really performed well and students seem to be realistic through their unity. (Especially the King and the Queen). This group generally speak fluently without hesitation and correct   pronunciation . After this performance, all students appreciate the performance. The students of the second group who were supposed to perform the same play were not ready to perform; the teacher tried to motivate them although they were not well-prepared (there is no uniform performance, and they take their papers to read from them. During the performance students did not speak fluently, and each time student who would take the turn have a look at the papers. Also they commit some grammatical mistakes from time to time (for example, who stolen my Elixir instead who has stolen), the uncorrected pronunciation frequently occurs (for instance they said 'thive' instead of thief) however the same results were founded with the other groups.

Section two: real life activities

The real life activities are activities incorporated to fit the students' needs especially the role plays, songs, the discussion, the group work. These activities are motivational because it leave the students to be creative.

Item one: the teacher uses role play/group work

Scale	Always	Sometimes	Never
Number of teachers	2	0	1
Percentage	66.66 %	0%	33.33%

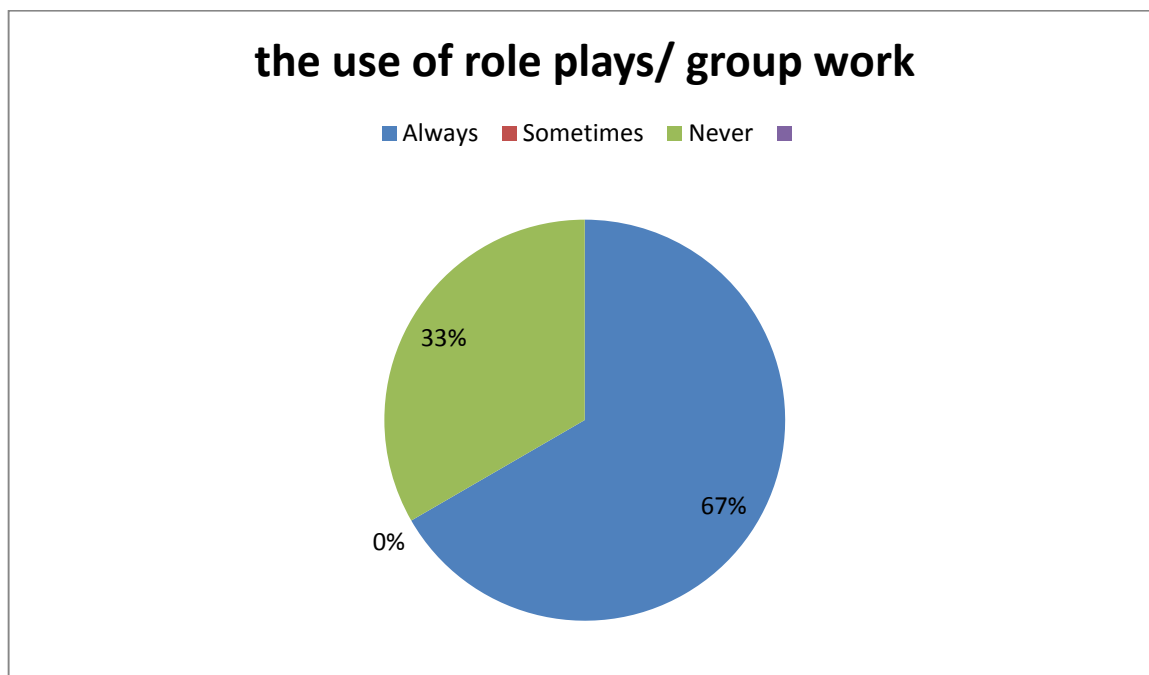**Table 3:** The use of role plays/ group work

Figure 3: the use of role plays/ group work

The finding of this research shows that most of teachers use the role play. The kind of the activity was role play performed in group of students, and it was about "Elixir of life", before performing the play the teacher provides her students with handouts about it to read it and analyze it. After that she asked her students to divide themselves into groups of four to increase their satisfaction and promote interaction among them. The second session was on 23th April 2013, and students perform the role play which about "Elixir of life".

However the third session was 6th May 2013, with the same group (9) and the same procedures are followed with this group. The teacher gives students a new material to read which is about "Titanic", she divided them into groups of four (4) maximum. She prepared them to perform the play in coming sessions. After reading the handouts, she asked them to summarize the story since it is famous relying on what is written on the handout to check their comprehension.

Item two: group work

Scale	Always	Sometimes	Never
Number of teachers	3	0	0
Percentage	100%	0%	0%

Table 4: The use of group work

the use of group work

■Always ■Sometimes ■Never ■
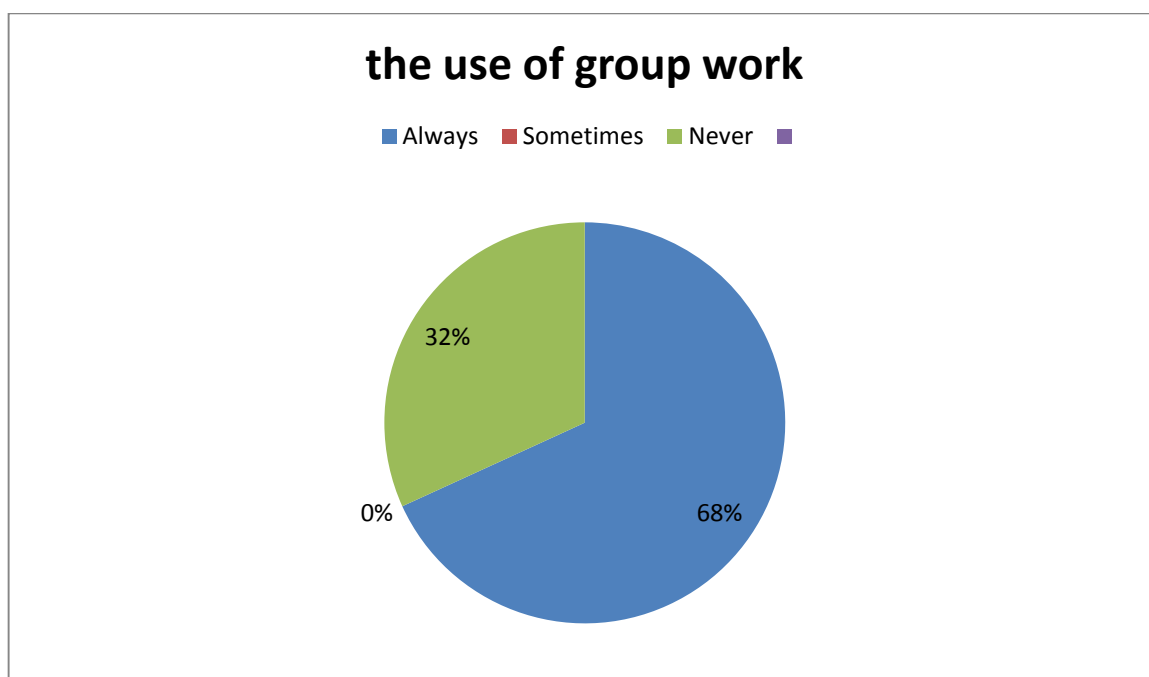
32%

0% 68%

Figure 4: The use of group work

The figure illustrates, all teachers whom we attended with use the group work as a motivational strategy. Also teachers rely on group work to involve their learners in the language interaction in meaningful situation. Thus, the students' motivation and learning opportunities increased when organizing such activities.

Conclusion

This chapter is concerned with getting real data about students 'attitudes, opinions and teachers' perception concerning teaching oral expression in addition to the use of authentic materials the information was gathered through the analysis of the results of students' questionnaire as a first step and it is submitted to a sample taken randomly. The second step is teachers' questionnaire which aimed at investigating the use of authentic materials.

General Conclusion

The current study aims at studying the use of authentic materials in teaching oral expression as a motivational strategy to develop learners' speaking proficiency in first year students of English at the department of foreign language at BISKRA university .To test this hypothesis we divided it into three hypotheses: the first one is if teacher uses authentic materials ,s/he would enhance student 'speaking proficiency , and the second one is if teacher relies on creative approach in using authentic materials , s/he will motivate learners to promote their degree of speaking competency. The third one   is if the students are exposed to authentic materials , they will be involved meaningfully in the target language , and develop their self –confidence. Basing our research on investigating these hypotheses , we begin by a section of theoretical review composed of a chapter concerning authentic materials : its definition , its advantages, its types, we specify in the second part of this chapter ,the different challenges that face both teachers and students. Starting by the lack of   materials , the time allotment, the overcrowded classrooms. However,   students 'challenges with authentic materials are: the psychological problems such as inhibition, fear of making mistakes , in addition to the degree of fluency and accuracy. In the second chapter, we presented theoretical literature about motivation then we speak about   different ways of presenting motivational tasks. Moreover, using real life activities such as role play, songs and music, group work , discussion appear to be significantly motivational for students to speak. The last chapter is devoted to the practical study which is in turn is divided into three main parts : students 'main investigation, its results, and its discussion, and the teacher' main investigation, its results and its discussion in addition to the classroom observation. Teachers and students 'questionnaire help us in presenting some pedagogical suggestion. We conclude this study by confirming the hypotheses. Authentic materials are of almost importance in EFL classes.

it helps to bring contact in the classroom .Developing speaking skill is one of the duties thathas to conducted byteachers of english to improve their students'speaking proficiency in english and this study was set to investigate the main challenges that face many teachers in EFL classes as well as learners: the overcrowded classes; the lack of materials; and the limited time decrease the students 'development in speaking who themselves suffer the psychological problems as anxiety ;losing face in addition to their speaking ability which is not really fluent and accurate no one can deny that students do not speak unless they are motivated . As the findings attest that authentic materials are used by many teachers in order to improve their students 'speaking proficiency and expose them to the target language and integrate them meaningfully in the target language. Thus, they develop self confidence. Moreover, using real life activities such as role play , songs and music, group work and discussion are so motivational for the students to speak and creates the interaction among them. As a final point, the present dissertation has shed some

lights on the significance of using authentic materials in fostering motivation on learners for bettering the speaking proficiency and it may be supported by further research for the sake of improving learning/ teaching at the level of the university.

Classroom Observation Checklist

Name: ……………...   Date: ………………

The observed Class: …………   Time: ………………

The type of materials	Always	Sometimes	Never
Section one: Materials			
The teacher uses video			
The teacher uses pictures, posters			
The teacher uses audio tapes			
The teacher uses a radio/ newspapers.			
Section Two: Real Life Activities.			
The teacher uses role plays			
The teacher includes discussions			
The teacher designs group work and cooperative learning			
Types of Students' Errors			
Fluency and accuracy			
Interaction between students			