

The People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research

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# Motivational Factors in Developing Students' Communication Strategies

A case study of second year LMD Students at Biskra  
University

A Dissertation Submitted for the Partial Fulfillment for the  
Requirements of the MASTER Degree in Science of Language

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**June 2013**



## **Dedication**

Fortunate people are those who find pearls in their journey life and some people by their mere presence are more precious than diamond for it is indeed an insult to them to be given a materialistic value.

This work would not have been possible without the loving support of so many people. I find myself overwhelmed in offering them all my thanks in dedicating this work to them. The following is not a hierarchy since each person made his/her own unique contribution and none could stand above the others in that regard.

Words can never express my deep love and gratitude to my soul mate the best mother in the world “**Zoubida**”, to my father, source of my happiness and success in life “**Moussa**”, may Allah bless them.

To my brothers for his unconditional support and encouragements to pursue my interests: “Sif eddine and Raouf” .to my sisters who make me laugh: Maroua and Sabrin . may Allah bless them.

Especial dedication to my soul mate, my lovely husband “Zaki”, for his unconditional support and encouragements.

To my family, who help me when I needed any help, especially my uncles and antes. And to many friends, who have been so supportive and encouraged the fulfillment of this work to: Samah, Samiha, hiba, Fatima, Sabah,...

\*My GOD blesses you all\*

## *Acknowledgement*

We are especially grateful to our supervisor miss Khouni Warda for her valuable assistance in the development of the dissertation. The inspiration for doing the research came from her and her encouragements. We are grateful as well to her for coordinating and overseeing the administrative concerns that made it possible to achieve our goal.

I would like to express my gratitude and appreciation to the board of examiners who have generously given their time and expertise to better my work to my lovely teachers “the beautiful roses” Mrs. Chelli and Mrs. Guettal who has guided and supported me through my study at Biskra University. I thank them for their contribution and their good-natured supports

I am also very grateful to my lovely teachers at Biskra University especially Mr. Tourki and Miss Guesmia for their support and encouragement.

My deepest appreciation and love also go to my dear teacher Misses Graoui my God blesses her.

I must acknowledge also Mrs. Bouddiaf, the head director of English department university of Biskra, for her help in paving the way for better educational system through production.

I need to express my gratitude and deep appreciation to my teachers at English Department who were there when I needed help.

\*My GOD blesses you all\*

## Abstract

It has been noticed that students of English at university have lack of motivation to learn the language and inability to communicate. To highlight these problems, the aim of the present work is to focus on motivational factors that enhance students' communicational strategies. Along this study, we tried to prove the necessity of motivation for successes. We have focused on the communicational strategies and models that are well known in psychology of education **as well**, because it has turned into a crucial topic for all foreign language learners and teachers, that is why the hypothesis is: If students are extrinsically motivated, they would achieve a remarkable progress in learning communicative skills, besides, the main questions **to be raised in** this study are: Do learners' motivation in speaking English influence the use of oral communication strategies?, What extrinsic motivation factors that influence students to learn the foreign language communicative skills?... This dissertation is an attempt to investigate the data and suggest appropriate solutions to the learners' problems; we relied on one tool of research which is students' questionnaire administrated to the second year L M D students of English department at BISKRA University. The data gathered tool revealed that EFL learners find difficulties in maintaining engagement in classroom activities, inability to communicate well and the lack motivation to learn English and to speak fluently. We believe in this study that the role of the teacher is essential and in the heart of teaching- learning process. So we suggested some characteristics and qualities of effective teachers. The results indicate that the extrinsic motivational factors are directly linked to increased levels of the learners' motivated learning behavior and their motivational state, because the main concern of teaching a foreign language is to develop the use of the target language communicatively. This research tries to overcome the above problems by the culture of supporting the idea of raising the learners' awareness of communicative potential of communication strategies.

## **List of Abriviations**

- ❖ B.A : Licence
- ❖ CET: The Cognitive Evaluation Theory
- ❖ CSs: Communication Strategies
- ❖ F L: Foreign Language
- ❖ FLT : Foreign Language Teachers
- ❖ ESL: English as second language
- ❖ I.E. We Means
- ❖ L2 : Second Language
- ❖ M.A: Magister
- ❖ OCSs: Oral Communication Strategies
- ❖ OIT: Organismic Integration Theory
- ❖ P H B: The Prophet Mohamed
- ❖ PHD : Doctorate
- ❖ SDT: Self-Determination Theory
- ❖ SST: Student Talking Time
- ❖ TTT : The Teacher Talking Time
- ❖ WTC: Willingness To Communicate

## **List of Figures**

- Figure 1: Gardner's Socio-Educational Model of Motivation
- Figure 2: Csa Following Traditional Conceptualizations Avoidance or Reduction Strategies

## **List of Tables**

- Table 1: Motivational Dichotomies
- Table 2: The Gender Distribution
- Table 3: Students Chosen English
- Table 4: The Reason of Learning English at University
- Table 5: Having E-Mail Friends From English Speaking Countries
- Table 6: Living Campuses or at Home
- Table 7: The Meaning of Motivation
- Table 8: The More Motivating Strategies that the Teacher Applies
- Table 9: Factors to Learn English
- Table 10: The Desire of Parents to Major in English
- Table 11: The Level of Motivation in Learning
- Table 12: Causes of Low Motivation
- Table 13: Students' Views About The Characteristics of a Good Teacher
- Table 14: The Kind of Grouping The Students Prefer
- Table 15: The Most Motivating Modules
- Table 16: Emphasis in Learning The Skills
- Table 17: Confidence in the Use Of English
- Table 18: Reasons for the Inability to Speak
- Table 19: Students' Attitudes toward Oral Expression Courses.
- Table 20: Students' Evaluation about Their Level In English
- Table 21: Motivation to Speak English
- Table 22: Students' Assessment about the Speaking in English
- Table 23: The Kind of Techniques (Grouping) the Students Prefer
- Table 24: Evaluating Students' Oral Production
- Table 25: The Use of Authentic Material
- Table 27: Awareness towards the Communication Strategies
- Table 28: Dörnyei's Communication Strategies to Improve Students' Communicative Skills



# TABLE OF CONTENTS

Dedication.....	I
Acknowledgements .....	IV
Abstract.....	V
List of Abbreviations.....	VI
List of Tables.....	VII
List of Figures .....	VIII
Table of Contents .....	X

## **General Introduction**

1. Aims of The Study .....	1
2. Statement of The Problem.....	1
3. Research Questions.....	2
4. Hypothes.....	3
5. Research Methodology.....	3
6. Stucture of the Dissertation.....	3

## **Chapter One: Motivational Factors**

Introduction.....	8
1.1 Concept of Motivation .....	8
1.2 Sources of Motivation .....	9
1.2.1 Intrinsically Motivated Activities.....	10
1.2.2 Extrinsically Motivated Behaviors.....	10
1.3 The Importance of Motivation in Enhancing Second/Foreign Language Learning.....	12
1.4 Factors Demotivating Foreign Language Learning.....	12
1.5 Factors That Affect Motivation.....	13
1.5.1 Internal Factors.....	14
1.5.1.1 Students Them Selves.....	14
1.5.1.2 Age.....	14

1.5.1.3 Gender.....	15
1.5.1.4 Religion.....	15
1.5.1.5 Goals.....	15
1.5.1.6 Need.....	15
1.5.1.7 Interest and Curiosity.....	15
1.5.1.8 Attitude.....	15
1.5.1.9 Expectancy.....	15
1.5.1.10 Self-Efficacy/Competence.....	15
1.5.1.11 Native Language Proficiency First Foreign Language.....	15
1.5.2 External Factors.....	16
1.5.2.1 Content: Content.....	16
1.5.2.2 Classroom Atmosphere.....	16
1.5.2.3 Social Identity (Peer Groups).....	16
1.5.2.4 Role Models.....	16
1.5.2.5 Home Support.....	16
1.5.2.6 Learning Environment.....	16
1.5.2.7 The Teacher as a Main Factor in Motivating Learners.....	17
1.6 Characteristics of a Good Teacher.....	17
1.7 The Role of the Teacher .....	18
1.8 Types of Motivation.....	19
1.8.1 Instrumental Motivation.....	20
1.8.2 Integrative Motivation.....	20
1.8.3 Developmental or Personal Motivation: .....	22
1.9 The Dichotomy of Intrinsic Motivation versus Extrinsic Motivation.....	23
1.9.1 Intrinsic Motivation.....	23
1.9.1.1 Intrinsic Motivation for Acquiring Knowledge.....	24
1.9.1.2 Intrinsic Motivation for Achievement.....	24
1.9.1.3 Intrinsic Motivation also Concerns Emotions.....	24
1.9.2 Extrinsic Motivation.....	26

1.10 Types of Extrinsic Motivation.....	27
1.10.1 External Regulation.....	27
1.10.2 Interjected Regulation.....	27
1.10.3 Identification Represents.....	28
1.10.4 Integrated Regulation.....	2
1.11 Characteristics of a Successful / Motivated Language Learner.....	28
Conclusion.....	28

## **Chapter Two: Communication Strategies**

Introduction.....	30
2.1 The Development of The Term “Communication Strategies”.....	30
2.2 Communication Strategies.....	31
2.2.1 Communicative Competence.....	31
2.2.1.1 Grammatical Competence.....	32
2.2.1.2 Sociolinguistic Competence.....	32
2.2.1.3 Discourse Competence.....	32
2.2.1.4 Strategic Competence.....	32
2.2.2 Strategic Competence.....	32
2.3 Definitions of Communication Strategies.....	33
2.4 Communication in the Foreign Language Classroom: Verbal and Non-Verbal Communication.....	35
2.5 The Classifications of Communication Strategies.....	36
2.6 Types of Communication Strategies.....	37
2.6.1 Message Adjustment Strategies.....	39
2.6.2 Achievement Strategies.....	39
2.7 Teachers' strategies.....	40
2.8 Teachability of Communication Strategies (Css).....	41
2.9 Encouraging the Use of Communication Strategies.....	42
2.10 Factors affecting the choice of communication strategies.....	43
2.10.1 Motivation in speaking English.....	43
2.10.2 Gender.....	44
2.10.3 Language proficiency.....	44

2.10.4 Frequency of speaking English outside the classroom.....	45
2.10.5 Self-perceived English oral proficiency.....	45
2.11 Raising the Learner’s Awareness of Communication Strategies.....	46
Conclusion.....	47

### **Chapter Three: Questionnaire Analyses**

Introduction.....	49
3.1 The Sample of the Study.....	49
3.2 Students’ Questionnaire.....	49
3.2.1 Aim of the Questionnaire.....	49
3.2.2 Description of the Questionnaire.....	50
3.2.3 Analysis of the Questionnaire Results.....	50
Conclusion.....	68
<b>General Conclusion</b> .....	69
<b>Bibliography</b> .....	74

### **Appendices**

Students’ Questionnaire

Résumé

الملخص

# **GENERAL INTRODUCTION**

## **1. Aim of the Study**

The study aims at explaining why students are more motivated to learn one communicative skill over the other. We believe that this research might be helpful to teachers and curriculum designers to make improvements on the current English program, the study also attempts to investigate which one of the four skills are mainly focused on by the students. Our aim, in the present piece of research is to explain why students are not well rounded in the development of the oral skill. Also, our aim is to investigate the various communicational strategies, teachers need to use, that are capable of eliciting a higher quality of student engagement in classroom activities and in the real life. Moreover, we intend to provide an overview on findings in the field of language teaching and learning concerning communicational strategies, especially those directed to increase second year LMD students' motivation to learn English language to communicate well. Furthermore, this work aims at highlighting the teacher's role to foster the communicative skills by providing stimulating and appropriate tasks.

## **2. Statement of Research Problem**

The subject under study was chosen out of an interest in the domain of second language acquisition, particularly case study of second end year LMD students at Mohamed Kheidar University of Biskra, the problematic issue of communicative skill, we attempt to investigate motivational factors which develop EFL students' communication strategies. Because it appears from the previous researches carried out on motivation among learners that there are many variables underlying students' motivation to learn English language. Yet, Motivation to learn English has to do with students' desire to participate in the learning process; it also concerns the reasons or goals that underlie their involvement or noninvolvement in the four skills. Although students may be equally motivated to perform a task; the sources of their motivation

to learn English as a foreign language may differ, intrinsically or extrinsically. Under the SDT Ryan and Deci (2000a) claim that there are different types of motivation, but the most crucial distinction is “between *intrinsic motivation* and *extrinsic motivation* that focus on the learner’s needs. Our study focuses on students’ motivational factors which play an important role in improving and developing learners’ communication strategies.

In the light of the problem under discussion, the main concern of this study is to investigate, in the field of language teaching and learning, the prominent motivational factors suggested by well-known linguists as: Ryan & Deci, Vallerand, and Dörnyei...etc. Additionally this study attempts to highlight the teachers’ role – as the main factor- in manipulating student performance through enhancing the motivation that engages students in the real life in general and in the classroom activities in particular.

### **3. Research questions**

The study intends to obtain answers to the following questions:

1. What kinds of oral communication strategies do teachers and students use during communication tasks?
2. Do learners’ motivation in speaking English influence the use of oral communication strategies?
3. Is there a relationship between students’ extrinsic motivation and their learning communicative skills?
4. What extrinsic motivation factors influence students to learn the foreign language communicative skills?
5. What is the best way to motivate university students?

### **4. Hypothesis**

If students are extrinsically motivated, they would achieve a remarkable progress in learning communicative skills.

## **5. Research Methodology**

In this research, we were going in the deep to the students' and teachers' needs and difficulties in teaching learning process. In this study, we were looking for a correlation between two variables: student's motivational factors and their communication strategies. The procedure that was adopted in this research is descriptive method. We were conducting a quantitative study through using a questionnaire in order to gather the adequate data for the study. For the needs of the present study, this form of tool were used; the questionnaire were designed and delivered to five groups of second year EFL students in oral expression module at the English Department of Biskra University. The method that followed in the questionnaire was random sampling in which there is a high level of objectivity. The papers were to be answered anonymously.

## **6. Structure of Dissertation**

The dissertation consists of three chapters and will proceed in the following manner:

### **Chapter One: Motivational Factors**

The first chapter gives an overview on the concept of motivation: it deals with sources and factors that affect learners' level motivational to acquire l2, types of motivation and the importance of motivation in enhancing second/foreign language learning. At the end of this chapter; we focus on the teacher as a main factor in motivating learners.

## **Chapter Two: Communication Strategies**

This chapter focus on giving a detailed study on what makes oral communication Difficult. Also, it discussing the development of the term “communication strategies”, their definitions, communication in the foreign language classroom even verbal or non-verbal communication, the classifications of communication strategies, types of communication strategies, and the teachability of communication strategies (CSs). At the end of this chapter; we focus on the factors that affecting the choice of communication strategies especially Motivation as a main factor.

## **Chapter three: Questionnaire Analyses**

The last chapter is devoted to the investigation of the obtained results. That is, it seeks to answer all the questions stated in the statement of the problem. we dealt with the research tool: the students’ questionnaire. At the end; we provide some pedagogical implications oriented for the administration, the teacher, and the student. The application of those implications will have more benefits on the motivational system in FL classrooms, and they may help students for developing their communicative abilities and strategies through enhancing their motivation.



## Chapter One: Motivational Factors

Introduction.....	8
1.1 The Concept of Motivation .....	8
1.2 Sources of Motivation .....	9
1.2.1 Intrinsically Motivated Activities.....	10
1.2.2 Extrinsically Motivated Behaviors.....	10
1.3 The Importance of Motivation in Enhancing Second/Foreign Language Learning.....	12
1.4 Factors Demotivating Foreign Language Learning.....	12
1.5 Factors That Affect Motivation.....	13
1.5.1 Internal Factors.....	14
1.5.1.1 Students Them Selves.....	14
1.5.1.2 Age.....	14
1.5.1.3 Gander.....	15
1.5.1.4 Religion.....	15
1.5.1.5 Goals.....	15
1.5.1.6 Need.....	15
1.5.1.7 Interest and Curiosity.....	15
1.5.1.8 Attitude.....	15
1.5.1.9 Expectancy.....	15
1.5.1.10 Self-Efficacy/Competence.....	15
1.5.1.11 Native Language Proficiency First Foreign Language.....	15

1.5.2 External Factors.....	16
1.5.2.1 Content.....	16
1.5.2.2 Classroom Atmosphere.....	16
1.5.2.3 Social Identity (Peer Groups).....	16
1.5.2.4 Role Models.....	16
1.5.2.5 Home Support.....	16
1.5.2.6 Learning Environment.....	16
1.5.2.7 The Teacher as a Main Factor in Motivating Learners.....	17
1.6 Characteristics of a Good Teacher.....	17
1.7 The Role of the Teacher .....	18
1.8 Types of Motivation.....	19
1.8.1 Instrumental Motivation.....	20
1.8.2 Integrative Motivation .....	20
1.8.3Developmental or Personal Motivation.....	22
1.9 The Dichotomy of Intrinsic Motivation versus Extrinsic Motivation.....	23
1.9.1 Intrinsic Motivation.....	23
1.9.1.1 Intrinsic Motivation for Acquiring Knowledge.....	24
1.9.1.2 Intrinsic Motivation for Achievement.....	24
1.9.1.3 Intrinsic Motivation also Concerns Emotions.....	24
1.9.2 Extrinsic Motivation.....	26
1.10 Types of Extrinsic Motivation.....	27
1.10.1 External Regulation.....	27
1.10.2 Interjected Regulation.....	27
1.10.3 Identification Represents.....	28
1.10.4 Integrated Regulation.....	28

1.11 Characteristics of a Successful / Motivated Language Learner.....	28
Conclusion.....	28

## **Introduction**

When trying to explain any success or failure in second language (L2) learning, the term 'Motivation' is often used by teachers and students alike. It means that motivation is needed to improve students' and teachers' level of teaching and learning indeed; In this chapter we will discuss the sources and factors that affect learners' level motivational to acquire L2, types of motivation and the importance of motivation in enhancing foreign language learning. At the end of this chapter; we will focus on the teacher as the main factor in motivating learners.

### **1.1 The Concept of Motivation**

Motivation is often considered as the key learner variable because without it, nothing much happens. We also believe that students need to be motivated, even the cleverest students; that means student can learn as long as they are motivated with suitable motivational strategies. Hence, motivation is one of the most important concepts in educational psychology .It provides the primary impetus to initiate second or foreign language (L2) learning and later the driving force to sustain the long and often tedious learning process. It is that internal power that pushes the human being, learner in particular, to realize his goals, his self actualization. Since Gardner and Lambert's (1959) pioneering social psychological approach to the study of L2 learning motivation, over four decades of research have demonstrated the importance of context in L2 learning motivation. A broad definition offered by Gardner (1985) is *"the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity"*. (As cited in Ruesch. 2009, p. 4)

Motivation is very hard to define. As Gardner (2006, p. 242) states *"motivation is a very complex phenomenon with many facets...Thus, it is not possible to give a simple definition"*. This is because the term motivation has been viewed differently by different schools of thought. From the behaviouristic perspective, motivation is *"quite simply the anticipation of reward"* (Brown, 2000, p. 160). However, the cognitivists view the term motivation as being more related to the

learner's decisions as (Keller 1983, p. 389, quoted by Brown 2000, p. 160), stated *"the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect"*. However, in the constructivists' definition of motivation, they place *"further emphasis on social Contexts as well as the individual's decisions"* (p. 160). Despite the differences, in all the definitions of motivation given by the three schools of thought the concept of "needs" is emphasized, that is, *"the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context"*. (p. 161) For instance, there are other foreign experts who give definitions from different points, in educational psychology, the definition of motivation is a quite simple: *"to be motivated is to be moved to do something"*. (Ryan & Deci, 2000, p. 54) Although the bulk of definitions of motivation, all of them stress the fact that motivation is focal in the process of teaching and learning.

## **1.2 Sources of Motivation**

When we want to talk about many sides of motivation, we must shed light on the sources of motivation. *"Without knowing where the roots of motivation lie, how teachers can water those roots"*. (Oxford and Shearin, 1994, quoted in Qashoa, 2006, p. 3)

According to fisher (1990) (as cited in Qashoa. 2006) there are three main sources of motivation in learning as what educational psychologist said:

- The learner's natural interest: intrinsic satisfaction.
- The teacher/institution /employment: extrinsic reward.
- Success in the task: combining satisfaction and reward.

The simple fact of success and the effect on our behavior is the draw between the first two sources of motivation, while the third is under –exploited in language teaching by the teachers and school systems. A person of course loves what he does, and likes to repeat it again .This means, in classroom if students have an idea of “No good at English”, they will not succeed but will increase their feelings of failure .This also will

lead to a downward spiral of a self-perception of low ability, low effort, low achievement, low motivation, and soon.

Generally, the source of motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person). In Harmer (1998), Edward Deci has brought broad definitions for the two concepts:

**1.2.1 Intrinsically motivated activities:** Are those for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they led to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences namely, feelings of competence and self-determination. So, the lack of intrinsic motivation among the learners not only frustrates them but it also frustrates the teachers who are the cornerstone of educational process.

**1.2.2 Extrinsically motivated behaviors:** carried out in anticipation of a reward from outside and beyond the self; and those who pursue a goal only to receive an external reward from someone else. In addition, Abisamra (2009) in her study *Affect in Language Learning: gender and language learning strategies in E F L proficiency* has classified the sources of motivation in the following table:

<b>Sources of Motivational Needs</b>	
behavioral/external	<ul style="list-style-type: none"> <li>• Elicited by stimulus associated/ connected to innately connected stimulus</li> <li>• Obtain desired, pleasant consequences (rewards) or escape/avoid undesired, unpleasant consequences</li> <li>• Imitate positive models</li> </ul>
Biological	<ul style="list-style-type: none"> <li>• Increase/decrease stimulation</li> <li>• Activate senses (taste, touch, smell, etc.)</li> <li>• Decrease hunger, thirst, discomfort, etc.</li> <li>• Maintain homeostasis, balance</li> </ul>
Affective	<ul style="list-style-type: none"> <li>• Increase/decrease affective dissonance (inconsistency)</li> <li>• Increase feeling good</li> <li>• Decrease feeling bad</li> <li>• Increase security of or decrease threats to self-esteem</li> <li>• Maintain levels of optimism and enthusiasm</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>• Maintain attention to something interesting or threatening</li> <li>• Develop meaning or understanding</li> <li>• Increase/decrease cognitive disequilibrium; uncertainty</li> <li>• Solve a problem or make a decision</li> <li>• Figure something out</li> <li>• Eliminate threat or risk</li> </ul>
Conative	<ul style="list-style-type: none"> <li>• Meet individually developed/selected goal</li> <li>• Obtain personal dream</li> <li>• Take control of one's life</li> <li>• Eliminate threats to meeting goal, obtaining dream</li> <li>• Reduce others' control of one's life</li> </ul>
Spiritual	<ul style="list-style-type: none"> <li>• Understand purpose of one's life</li> <li>• Connect self to ultimate unknowns</li> </ul>

Table 1: Sources of Motivation (Abisamra, 2009)

This table shows us the classification of the sources of motivation, it summarizes the most sources which are used as a referential classification; it contains the second face of the categorization of Harmer and Deci, i.e. the internal and the external side.

See also Khouni (2008), Robinson (1993)

### **1.3 The Importance of Motivation in Enhancing Second/Foreign Language Learning**

The importance of motivation in enhancing second/foreign language learning is Undeniable. Brown (2000, p. 160) states that *"it is easy in second language learning to claim that a learner will be successful with the proper motivation"*. With similar views, Gardner (2006, p. 241) posits that *"students with higher levels of motivation will do better than students with lower levels"*. He further adds that *"if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc"* (Gardner, 2006, p. 243). Moreover, Lifrieri (2005, p. 4) points out that *"when asked about the factors which Influence individual levels of success in any activity such as language learning, most people would certainly mention motivation among them"*.

### **1.4 Factors Demotivating Foreign Language Learning**

The shared feature in most foreign language classroom is the problem of Demotivation. The following behaviours described by chambers (1993, p. 13) will be familiar to many foreign language teachers:

*"Poor concentration; Lack of belief in own capabilities; No effort made to learn; what's the use? Syndrome; negative or nil response to praise; lethargy; Lack of cooperation; disruptive; distracted; distracts other pupils; produces little or no homework; fails to bring materials to lesson; claims to have lost materials"*.



Many studies have addressed the language learning motivation, but few studies have addressed on the Demotivation factors in L2. Dörnyei & Otto (1998) are considered that demotivated learner as the one who is originally motivated and lost his/her motivation because of negative external factors. furthermore, depending on the results of a study conducted on secondary students in Budapest who were identified as demotivated; according to quashoa (2006) in his thesis *motivation among learners of English*, much research conducted on language learning motivation, but less on the Demotivating factors in learning L2. furthermore, Dörnyei (2001) classified nine Demotivating factors in order of most common to least:

1-the teacher personality

2-inadequate school facilities

3-reduced self-confidence

4-negative attitude toward the L2

5-compulsory nature of L2 study

6-interference of another foreign language being studied

7-negative attitude towards L2 community

8-attitude of group members

9-coursebook

In sum, most studies conducted in the field of motivation as its flipside found out that the personality of the teacher, teaching methods, learning context in addition to the learner's attitude toward L2 Could play a vital role in the students Motivation or Demotivation toward learning language.

### **1.5 Factors That Affect Motivation**

Several internal and external factors affect student's motivation to learn a second language, but the main ones who mentioned it is Brophy (1987) who asserts that

*“Motivation to learn is a competence acquired through general experience but Stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)”*.(Brophy. 1987, in Abisamra, 2009). Factors can be divided through many ways; Williams & Burden, (1997) divided them into internal and external factors:

**1.5.1 Internal Factors:** Many internal factors affect student’s motivation to learn a foreign language, but the most important factors are:

**1.5.1.1 Students Them Selves:** The student’s role in education is crucial and should go beyond the traditional view of student as customer or recipient of knowledge. In addition to the roles of buyer and recipient, Lengnick-Hall and Sanders (1997, p. 1335) assert that *“students are the raw materials for education and the primary products of educational transformations; and most important...students are key members of the labor force involved in creating education”*. Also, the increasing diversity of individual differences among students can be seen in time management, experiential background, maturity, learning styles, demographics, cultural orientation, and interests. As such, (Senge et al., 1994; Lengnick-Hall and Sanders, 1997) some tips for improving student contributions to motivation as listed below. That is, student motivation is enhanced when these factors pertinent to students are present:

- Hierarchy of needs
- Perceived well-being
- Intrinsic and extrinsic motivation
- Purposeful connection with work
- Efficient use of energy and focus
- Study time and study habits
- Public speaking competence
- Lecture attendance
- Comprehensive, long-range educational plan

**1.5.1.2 Age:** It is clearly mentioned in works of Piaget, Maslow, Alderfer, Erikson, and Vygotsky...

**1.5.1.3 Gender:** Girls are known to acquire languages faster than boys. Hence, their motivation would be higher.

**1.5.1.4 Religion:** It may be motivating for some students but not for others. In Islam (Our religion) encourage people to learn other languages" who learnt the language of other cultures he would be saved from their evil". (The prophet Mohamed -P H B). Moreover, Religion may have two different influences on learners of other languages. On one hand it may be a motive for many people who are interested in learning other cultures and religions in which they may never do that without language. On the other hand it may be for a kind of people just a waste of time and that there is no need to learn it since they have their own languages.

**1.5.1.5 Goals:** Why the learner is studying the language.

**1.5.1.6 Need:** How much the learner needs to study this language.

**1.5.1.7 Interest and curiosity:** How interested the learner is in learning this language.

**1.5.1.8 Attitude:** How the learner views this language and its speakers.

**1.5.1.9 Expectancy:** How much the learner expects to succeed.

**1.5.1.10 Self-efficacy/Competence:** Judging own ability and competence. How capable of success they think they are.

**1.5.1.11 Native language proficiency:** The more academically sophisticated the student's native language knowledge and abilities, the easier it will be for that student to learn a second language, and then the more motivated s/he will be. Moreover, the mother tongue has great effects on the learner. Few people can be motivated to learn another language because they know the passivity of their language especially in the age of technology.

**1.5.1.12 First foreign language:** like the daily use of French language in Algerian schools and environment, people can be mentioned if they had a high achievement in the first foreign language, because many people see learning another language easy just because the system of that language is similar to their first foreign language.

## 1.5.2 External Factors

Many external factors affect student's motivation to learn a foreign language, but the most important factors are:

**1.5.2.1 Content:** Content should be relevant and useful to the student in his or her life. Following are some suggestions for content contributions that will build student motivation. That is, content needs to be developed and improved with awareness of many factors, among them: variety, timely and relevant to real life...etc.

**1.5.2.2 Classroom atmosphere:** Relevance, Attractiveness, Challenge. Relax, positive atmosphere (low affective filter).

**1.5.2.3 Social Identity (Peer groups):** Students tend to be heavily influenced by their peer groups. In second language learning, peer pressure often undermines the goals set by parents and teachers. For learners of English speaking like a native speaker may unconsciously be regarded as a sign of no longer belonging to their native-language peer group. In working with university students, it is important to keep these peer influences in mind and to foster a positive image for proficiency in a second language.

**1.5.2.4 Role models:** Students need to have positive and realistic role models who demonstrate the value of being proficient in more than one language.

**1.5.2.5 Home support:** If parents value both the native language and English, communicate with their children in whichever language is most comfortable, and show support for and interest in their children's progress, the children will definitely be more motivated to learn the second language.

**1.5.2.6 Learning environment:** The learning environment needs to be free from anxiety. In order for the student to speak, s/he needs to feel s/he will be heard and that what s/he is saying is worth hearing. Also, the Environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. So that, Senge et al. (1994, p. 489) suggest that teachers should be "*producers of environments that allow students to learn as much as possible*"

**1.5.2.7 The Teacher as a Main Factor in Motivating Learners:** Learners can be influenced by: Encouragement, Expectations, Feedback Scaffolding, Task presentation, Teaching strategies & techniques, Rewards... Dörnyei (2001, p. 116) notes *"teacher skills in motivating learners should be seen as central to teaching effectiveness"*

Concluding what we have mentioned Dembo (2004) summarized three interactive components in the classroom that affect students' motivation they are; a) Personal and sociocultural factors: which conclude individual characteristics; b) The classroom environment factors: which pertain to instructional experiences in different courses and c) Students' beliefs and perceptions or Internal factors: which are influenced by both Classroom environmental, Experiences Personal and sociocultural factors.

## **1.6 Characteristics of a Good Teacher**

The character and personality of the teacher is a crucial issue in the classroom. Thus, a teacher should possess certain requisite qualities expected of him. This will help him elicit the best from his students and enjoy a rewarding career too. In the following lines, we have mentioned a few characteristics that make good teachers. According to James et al., (2004, p. 4) Effective teachers expertly manage and organize the classroom and expect their students to contribute in a positive and productive manner.

The Characteristics of teachers seems to be shifting from preprogrammed knowledge dispensers to instead managers of student learning and the learning environment. Therefore, teachers must be empowered to exercise professional judgment in the classroom to attain clearly expressed goals. The following suggestions are offered regarding teacher contributions to student motivation

- **Subject knowledge and motivational level:** The most important thing to motivate college students to do well in college is the professor's knowledge of the subject matter and the motivational level of the professor that may be

because professors could influence the student's internal state of wanting to do well in college.

- **Conscious of small details:** Students react to who teachers are, what they do, and how comfortable they feel in the classroom, because small details do make all the difference.
- **Know your students and build on their strengths**
- **Teacher skills:** One important extrinsic factor in the educational environment is the instructor. However Teacher skills include staying calm, eliminating negative thoughts or feelings, disengaging stress, remembering that students have their own realities and are doing their best, not taking students' actions personally, remembering that students are not bad rather just in the process of development, and maintaining a sense of humor. (Whistler, 1992)
- **Teacher qualifications:** Educators need to acquire new qualities and continue to grow and evolve as they are role models for the students and for educators as well as clear understandings that teaching involves more than just subject matter knowledge and classroom management skills.
- **Test giving:** Tests should be based on course objectives and should not involve surprise or novelty and Teachers need to know how to give tests that are motivating to the students.
- **Reach out to students:** Reaching out to students will help in finding a connection between how students learn and how instructors teach.
- **Enthusiasm:** Teacher enthusiasm can motivate students because the teacher should balance his or her enthusiasm appropriately for the audience. (Palmer, 2007)

## 1.7 The Role of the Teacher

The writer Jeremy Harmer attempted to know about what makes a good teacher, he asked questions for different people some were teachers ,others were teacher trainers ,and of course students of different nationalities. The purpose of Jeremy's questionnaire is to come to identify the effective strategies used by "good" teachers (1998, p. 1). The following answers describe clearly some motivational strategies followed by "good" teachers in their classes:

- Good teachers make their lesson interesting; they love their job and enjoy it.

- Students are most interested in the teacher who shares their personality with them.
- Good teachers desire to empathies with their students, and treat them equally by knowing all their names.
- They balance between entertainment and teaching-learning to have an enjoyable feedback.
- Good teachers rough-tune (simplify) the language for their students and make it clear and staged. The teacher talking time (TTT) does not predominate the student talking time (STT).
- Teachers attempt to follow a pre-arranged plan and may have to abandon some or all of it, good teachers are flexible.

Moreover, Dörnyei (1998) stressed the importance of the teacher in developing motivation, and he asserts that the teacher skills in motivating learners must be seen as central to teaching effectiveness. Moreover, according to James et al., (2004) there are some actions which must be use by Effective teachers to enhance students' motivation to learn and to communicate: "*Effective teachers know their students; and how to communicate with them, both individually and collectively*". (p. 9) and they added that "*truly effective teachers are good with all students in their particular subject or grade level*". (p. 30)

In sum, we have briefly examined a variety of techniques, strategies and macro strategies which teachers can employ in order to motivate their students. As Dörnyei (2001, p. 116) notes, "*teacher skills in motivating learners should be seen as central to teaching effectiveness*". So the teacher's role is not easy, he should know first the needs, interests and difficulties of their learners; then, start applying motivational strategies in all stages of teaching-learning process, even inside or outside the classroom.

## **1.8 Types of Motivation**

Many scientists assert that studies of motivation of second/foreign language learners often refer to a distinction between two types of motivation, among them Brown who namely them, instrumental versus integrative motivation:

### **1.8.1 Instrumental Motivation**

Gardner (1983, p. 203) defines instrumental motivation as "*learning a language because of someone or less clearly perceived utility it might have for the learner*". More specifically, a learner is instrumentally motivated when he/she wants to learn a language "*to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it*". (Wilkins, 1972, p. 184). Therefore Dörnyei (1990) considers Instrumental motivation might be more important than integrative motivation for foreign language learners. Besides, Person with goal instrumental learn an L2 because they want to get utilitarian gains ,such as getting a better job or higher salary, and learn an L2 only as a means to an end. For example, Japanese businessmen study English in order to get a higher score because they want to get higher position in their company. After they achieve their goal, they might stop studying English, that is only a means for them to get a higher position.

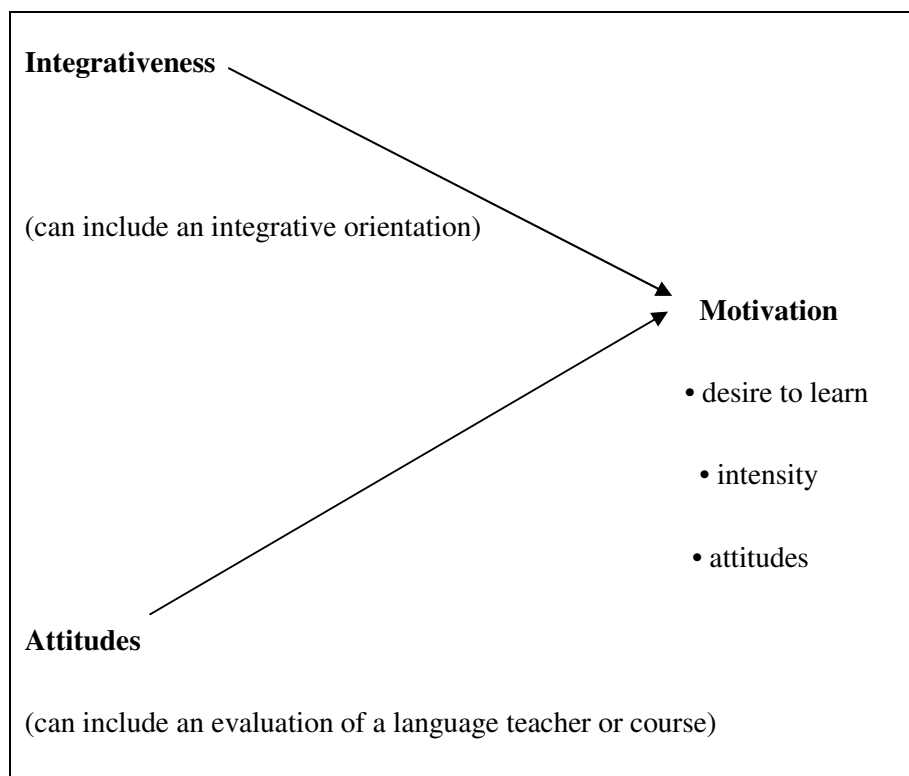
### **1.8.2 Integrative Motivation**

On the other hand, integrative motivation was defined as "*learning a language because the learner wishes to identify himself with or become integrated into the society of the target language*" (Gardner, 1983, p. 203). Moreover, the work of James Gardner and associates characterizes this conceptualization of motivation, besides, the integratively motivated individual is one who is motivated to learn the second language, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively.

As defined by Gardner (2001), Integrativeness is one of two major factors that influence overall motivation. It is a complex construct that reflects an interest in learning a foreign language in order to become closer to the L2 community. For example, an integrative orientation was a class of reasons suggesting why a person might; undertake language study, including a desire to integrate with a target language community. By itself, this simply reflected a goal which might or might not lack motivational power. On the other hand, an integrative  *motive* included this orientation, plus the motivation, which included; desire, motivational intensity, and a



number of other attitudes involving the target language community. The best evidence is Gardner's socio-educational model of motivation which is focused on the integrative motive.



**Figure 1: Gardner's Socio-Educational Model of Motivation**

(Adapted from Dörnyei, Z. (1994). *Modern Language Journal*, 78, p. 517). See also Kissau, (2006, P. 404)

This figure shows that two classes of variables, *Integrativeness and Attitudes toward the Learning Situation* are two correlated variables that influence motivation to learn a second language, and that Motivation and Language Aptitude have an influence on Language Achievement.

The variable, Integrativeness, reflects a genuine interest in learning the second language in order to come closer psychologically to the other language community. Moreover, the variable, Attitudes toward the Learning Situation, involves attitudes toward any aspect of the situation in which the language is learned. In the school context, these attitudes could be directed toward the teacher, the course in general, one's classmates... etc.

Therefore, Wilkins (1972) claimed that a learner is integratively motivated when he/she learns a language because he/she wants to *"know more of the culture and values of the foreign language group... to make contact with the speakers of the languages... to live in the country concerned"* (Wilkins, 1972, p. 184). Besides that, Harmer (1998) supported this ideas through the following table:

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with the L2 culture.	Someone else wishes the L2 learner to know the L2 For integrative reasons.
Instrumental	L2 learner wishes to achieve goals Utilizing L2.	External power wants L2 learner to learn L2.

Table1: Motivational dichotomies (harmer, 1998)

According to harmer (1998), this table shows us the Motivational dichotomies, and the differences between a learner who is integratively motivated and a learner who is instrumentally motivated. Moreover, he adds more clarification about the intrinsic and the extrinsic side.

Besides Gardner's integrative and instrumental constructs, Cooper and Fishman (1977) mentioned a third type of motivation which they termed "Developmental". or personal motivation

### 1.8.3 Developmental or personal motivation

According to Cooper and Fishman, Developmental or personal motivation refers to motivation relating to *"personal development or personal satisfaction"* (Cooper & Fishman, 1977, p. 243). This includes such activities as watching movies and reading books in English .As such, identifying the EFL students' motivation will be related to the reasons for which they learn the English language. The researchers concur with

Spolsky (1989, p. 160) in that “*a language may be learned for any one or any collection of practical reasons*”. In other words, the previous types of motivation; Instrumental, Integrative and Personal Reasons will be considered as far as the students’ motivation is concerned. This view is also supported by Crookes and Schmidt (1991) who consider motivation in learning a second/foreign language as “*the learner’s orientation with regard to the goal of learning a second language*” (p. 10).

## **1.9 The Dichotomy of Intrinsic Motivation versus Extrinsic Motivation**

When we talk about the relationship between extrinsic and intrinsic motivation we find that Deci & Ryan (1985) in their Self-Determination (autonomy) Theory based on this relationship and the basic human need for autonomy. That is extrinsic or intrinsic motivation, depending on whether the stimulus for the behavior originated outside or inside the individual. Also, Under the SDT, Ryan and Deci (2000a, p. 55) claim that there are different types of motivation, but the most crucial distinction is

*“Between intrinsic motivation and extrinsic motivation that focus on the learner’s needs. Intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable and extrinsic motivation which refers to doing something because it leads to a separable outcome”.*

### **1.9.1 Intrinsic Motivation**

According to Ryan & Deci the construct of intrinsic motivation refers to “*the doing of an activity for its inherent satisfactions rather than for some separable consequence*” (Ryan & Deci, 2000a, p. 56). Put differently, it refers to the kind of behavior or action that is started for its own sake, and for the enjoyment and feeling of fulfillment the individual derives from doing it (Vallerand, 1989; Deci et al., 1991). Deci & Ryan (2000) claimed that the assumption underlying intrinsic motivation emerges from the perspective that individuals are born with innate

dynamic forces and inclinations for growth and development that need to be fed in order to persist and work successfully.

According to Vallerand et al. (1989) the intrinsic motivation concerns three main domains which are:

**1.9.1.1 Intrinsic Motivation for Acquiring Knowledge:** The first consists in the *intrinsic motivation for acquiring knowledge*. They define it as the feeling of satisfaction and enjoyment individuals get when they undertake an activity in order to acquire or explore new perspectives. (Vallerand et al., 1989, p. 324), it also means the motivation for doing an activity for the feelings associated with exploring new ideas & developing knowledge.

**1.9.1.2 Intrinsic Motivation for achievement:** The second domain concerned by *intrinsic motivation is achievement*. (Vallerand et al., 1989, p. 325) explain that intrinsic motivation for achievement means that individuals undertake activities for the sake of the pleasure its achievement provides, to face new challenges, or to create something new. Moreover, it refers to the sensations related attempting to master a task or achieve a goal.

**1.9.1.3 Intrinsic Motivation also Concerns Emotions:** Intrinsic motivation also concerns emotions as individuals engage in activities to get feelings of pleasure, excitement, entertainment, and aesthetics (Vallerand et al., 1989, p. 325).

In other side, Deci et al. (1991, p. 328) identify actions that are intrinsically motivated as those Behaviors that emerge from the need to accomplish an activity for the enjoyment and satisfaction they obtain from it. Brophy (2004) explains that intrinsic motivation may be considered as having two main features;

*“the affective quality of students’ engagement in an activity the degree to which they enjoy or derive pleasure from the experience [and] its cognitive aspects the degree to which students find participation in the activity to be self-actualizing, competence-enhancing, or otherwise meaningful and worthwhile”* (p. 184).

Furthermore, Ryan and Deci (2000a, p. 56) state that intrinsic motivation has two dimensions which are: an internal personal dimension and an external context-

related dimension. This opinion is further supported by Deci and Ryan (2008, p. 15) as they explain that intrinsic motivation “*involves doing a behavior because the activity itself is interesting and spontaneously satisfying*”. Moreover, they claimed that the importance of having an individual performing activities for their own sake is due to the fact that “*it is through acting on one’s inherent interests that one grows in knowledge and skills*” (Ryan & Deci, 2000a, p. 56). Nevertheless, though individuals are born with a certain degree of intrinsic motivation (Deci et al., 1991; Deci & Ryan, 2000; Ryan & Deci, 2000a), this type of motivation is still subject to variability (Ryan & Deci, 2000a). As a sub theory of the Self-Determination Theory, the Cognitive Evaluation Theory (CET) (Ryan & Deci, 2000a) tries to explain the factors that influence an individual’s intrinsic motivation, whether positively or negatively (Deci & Ryan, 2000; Deci, Koestner & Ryan, 2001).

According to the Cognitive Evaluation Theory [CET], the effects on intrinsic motivation of external events such as the delivery of evaluations, the offering of rewards, the setting of deadlines, and other motivational inputs are a function of how these events influence a person’s perceptions of competence and self-determination (Deci, Koestner & Ryan, 2001, p. 3). Likewise, Deci and Ryan (2000, p. 233) intrinsic motivation is most likely to be enhanced by factors that lead individuals to fulfill their psychological needs of autonomy, competence and relatedness, while it is most likely to be hindered by factors that obstruct achieving those needs. They further claim that certain external factors “*such as rewards and threats undermine autonomy and thus lead to non-optimal outcomes such as decreased intrinsic motivation, less creativity, and poorer problem solving*” (p. 234).

When the question about the effects of rewards on intrinsic motivation, Deci and Ryan (2000) affirm that if external rewards are used to make individuals perform an activity which is already motivating for them, they would feel the rewards have imposed a certain control on their performance, which would cause an alteration “*in the perceived locus of causality for the behavior from internal to external [...] [because they] feel less like origins of their behavior and thus display less intrinsic motivation*” (Deci & Ryan, 2000, p. 234). In addition to that, many researchers claimed that other participants to the social context such as family, peers, and

teachers who exert behaviors to provide individuals with, for example, rewards, interactions, and feedback will lead them to have a positive. Another factor affecting the strength of intrinsic motivation is interest. Pintrich (2003) illustrates the importance of interest, and he claims that “*intrinsic motivation is represented by individuals choosing to do a task freely and feeling self-determined or autonomous in their behavior while doing the task*” (2003, p. 113).

### **1.9.2 Extrinsic Motivation**

According to (SDT) Self-Determination Theory the Extrinsic motivation is a second form of motivation which set by Ryan and Deci (2000a, p. 60) who identify extrinsic motivation as “*a construct that pertains whenever an activity is done in order to attain some separable outcome*” .This is due to the fact that the tasks “*are performed not out of interest but because they are believed to be instrumental to some separable consequence*” (Deci et al., 1991, p. 328); that is to say, individuals who are extrinsically motivated engage in the activity in order to arrive at results independent from the activity itself “*such as receiving a reward, avoiding guilt, or gaining approval*” (Deci, Ryan & Williams, 1996, p. 167). The SDT maintains that extrinsic motivation displays various degrees of autonomy (Ryan & Deci, 2000a). An individual who obeys external constrains, such as accomplishing an activity to avoid punishment, is extrinsically motivated because s/he is doing the task to arrive at an independent result). Two key concepts were identified while explaining extrinsic motivation namely ***internalization and integration*** (Deci, Ryan & Williams, 1996; Ryan & Deci, 2000a). Moreover, According to Ryan and Deci (2000a, p. 61) the internalization is “*the process of taking in a value or regulation [that] describes how one’s motivation for behavior can range from amotivation or unwillingness, to passive compliance, to active personal commitment*”; and the *integration* is “*the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self*”. In other words, internalization refers to accepting an external factor as being significant to oneself, while integration means transforming that same external factor into an internal personal- one.

Under the SDT, a second sub-theory emerged in order to illustrate the different aspects of extrinsic motivation and account for the factor that may strengthen or decrease it; the *Organismic Integration Theory* (OIT) (Ryan & Deci, 2000a, p. 61). Ryan and Deci (2000a) propose four types of extrinsic motivation. Deci, Ryan and Williams (1996) claim that these types are related to the degree individuals internalise external regulation and integrate it to their own beliefs in initiating behavior.

### **1.10 Types of Extrinsic Motivation**

Extrinsically motivated behaviors are those actions carried out to achieve some instrumental end such as earning a reward or avoiding a punishment. That is, the activity is done to gain a result not for the activity itself. In this motivation, Vallerands et al., distinguished four levels of extrinsic motivation too, from the lowest to highest level of self-determination these are:

**1.10.1 External Regulation;** the first type of extrinsic motivation is *external regulation*, which refers to accomplishing a task to comply with an external constraint or to get a reward (Ryan & Deci, 2000a). And Pintrich (2003, p. 114) explains that this kind of motivation may bring in good results; there is no self-determination on the part of individuals though. With more clarification, External Regulation refers to behaviors for which the locus of initiation is external to the person, for example, the offer of a reward or the threat of a punishment. A student who does an assignment for teacher's praise or to avoid parental confrontation is externally regulated. The behavior is performed because of an external contingency, and these contingencies are considered the loci of initiation and regulation. External regulation represents the least self-determined form of extrinsic motivation.

**1.10.2 Interjected Regulation;** According to Ryan and Deci (2000a), the second type of extrinsic motivation called introjected regulation. Unlike in the previous type where the regulation is totally external, in this type the regulation is partially internal as "*the source of motivation is internal (feelings of should, ought, guilt) to the person but not self-determined because these feelings seem to be controlling the person*" (Pintrich, 2003, p. 114). Another reason why behavior is not self-determined is that

these regulations have not been incorporated by individuals within their own scope of motives (Deci & Ryan, 2000, p. 236). Deci and Ryan (2000) further argue that regulation of behavior is exerted by dependent results imposed by individuals to themselves. Pintrich (2003, p. 114) states that “*Deci and Ryan assume that this level of motivation also could have some beneficial outcomes for engagement, persistence, and achievement*”.

**1.10.3 Identification Represents:** which is the third type of extrinsic motivation (Ryan & Deci 2000a). When individuals acknowledge a task or behavior as having a value that is significant to them, they would embark on performing the task or starting the behavior (Deci & Ryan, 2000; Pintrich, 2003). The importance of this type lies, Deci and Ryan (2000, p. 236) assert, in the fact that “[r]egulations based on identifications, because the self has endorsed them, are expected to be better maintained and to be associated with higher commitment and performance”.

**1.10.4 Integrated Regulation:** The fourth type of extrinsic motivation is integrated regulation (Ryan & Deci 2000a). It means that the regulation has been fully integrated as a result of internalization. Deci and Ryan (2000, p. 236) describe integrated regulation as the most internalized type of extrinsic motivation for it goes beyond a simple identification of the values of a task or behavior to reach an integration of those values to one’s own beliefs, and to achieve this “*people must grasp their importance and synthesize their meaning with respect to other values and motivations*” (Deci & Ryan, 2000, p. 239). This last type of extrinsic motivation is the closely related to intrinsic motivation because behavior is self-determined and autonomous as in intrinsic motivation (Deci et al. 1991; Pintrich, 2003).

## **1.11 Characteristics of a Successful / Motivated Language Learner**

According to Harmer (1998) in his book *How to Teach English* (p. 10), teachers are aware of their students who are more engaged with the process of learning .These are some good qualities they possess:

- Willingness to listening to English with eagerness and intelligence.



- Willingness to use the language (loudly or quietly) without fear.
- Willingness to ask questions when it is appropriate.
- Willingness to think about how to learn and invent their own skills.
- Willingness to accept correction and constructive criticism.

The stated qualities of good learners are the teacher's job as Gerhard described *“Awareness of teaching empowering the more interest teachers have in gaining awareness of how they teach, the more freedom they have to direct their teaching toward successful student learning”* .(Gerhard (1994) cited in Khouni (2008), p. 8)

### **Conclusion:**

Enhancing motivation in the language classroom is a complex task, but one that can easily be done by some common foreign language teaching principles and by remembering that motivation is one of the key factors in student success. Motivation is something all our students bring with them in one form or another, it is not the case that all we need to do as teachers is to identify it, encourage it, feed it now and then, and watch it grow. Rather, our job is also to teach the students how to cultivate motivation, find it in areas where they did not expect it, and reflect upon their own motivational process so they can take charge of it. Moreover, developing learners' oral communication requires mainly overcoming many obstacles. Thus, we have to provide learners, with a method of increasing those opportunities of language use. Organizing the teaching process to provide learners with extensive oral production and communication.

## **Introduction**

The main objective of learning a foreign language is to be able to communicate well in that language. Yet, we observed that EFL learners have difficulties in communicating in English. The reasons for learner's inability to communicate well are many and varied. As a result, communication strategies have turned into a crucial topic for all foreign language learners and teachers. Also, if we consider the main concern of teaching a foreign language is to develop the use of the target language communicatively. In this chapter we shall discuss the *development of the term* “communication strategies”, their definitions, communication in the foreign language classroom even verbal or non-verbal communication, the classifications of communication strategies, types of communication strategies, and the teachability of communication strategies (CSs). At the end of this chapter; we will focus on the factors that affecting the choice of communication strategies especially Motivation as a main factor.

### **2.1 Development of the Term “Communication Strategies”**

The study of communication strategies has been an exciting area of research for about three decades. concerning The Development of the term “communication strategies”, Dörnyei and Scott (1997, p. 223) in their article *Communication Strategies in a Second Language: Definitions and Taxonomies* trace the development of the term "communication strategy"; they state that Selinker was the first to coin the term in his seminal paper on "Interlanguage", discussing “*Strategies of Second Language communication*” .Yet, they say that Selinker did not go into detail about the nature of such strategies. In the same year, Savignon (1992) published a research report highlighting the importance of *coping strategies* in communicative language teaching and testing. After one year, came véradi and considered the *first systematic* analysis of *strategic language behavior* (message adjustment in particular), but this paper not published, it was printed in 1980. However, the first one to provide a definition of CS and offer taxonomy were Tarone and her associates by publishing two studies on “communication strategy” which is still seen as one of the most influential in the field.

Dörnyei and Scott (1997) state that *the real career of CSs* began in the early 1980s. First, they were included in Canale and Swain's influential model of communicative competence. These works were followed by increased research interest in the 1980s which focused on the identification, classification and teachability of CSs. Then Faerch and Kasper (1983a) state together the most important published papers into one collection, in their edited volume *Strategies in Interlanguage Communication*. Later on, a number of applied linguists devoted their attention to the analysis of communication strategies' conceptualizations and classifications. A group of researchers from Netherlands carried out studies on C<sub>ss</sub> at Nijmegen University; the results of these studies were about the use of C<sub>s</sub>. In the 1990s many researchers discussed a number of research methodological issues and C<sub>s</sub> brought further empirical and conceptual analyses and several reviews. Besides, teachability of CSs brought a great attention of the researchers (Dörnyei 1995; Dörnyei & Thurell, 1991...).

## **2.2 Communication Strategies**

When we talk about communication strategies we find that Brown (2000) points out that it is important to clarify the concepts of *communicative competence* and *strategic competence* before applying the communication strategies.

### **2.2.1 Communicative Competence**

The early use of the concept of communicative competence was in the 1960s as a counter-movement against the so-called “linguistic competence” introduced by the structural linguist Noam Chomsky (1965), who based linguistic theory on an ideal speaker-listener with perfect linguistic knowledge, which is supposed to be unaffected by cognitive and situational factors during actual linguistic performance. In another word, it emphasizes the abilities of speakers to produce grammatically correct sentences, and the former includes linguistic competence and sociocultural dimensions. The sociolinguist Dell Hymes (1972) argued that Chomsky's concept could not serve as a relevant component in a theory of real-life communication. He added that the communicative competence enables learners to “*convey and interpret messages and to negotiate meanings interpersonally within specific contexts*”

(Brown, 2000, p. 246). Moreover, Canale and Swain (1980) further develop this notion, identifying four dimensions of communicative competence: which are:

**2.2.1.1 Grammatical Competence:** Knowledge of what is grammatically correct in a language. It focuses directly on the knowledge and skills required in understanding and expressing accurately the literal meaning of utterances. Grammatical competence is considered an important concern for any second language programmed.

**2.2.1.2 Sociolinguistic Competence:** According to Canale (1980), it includes sociocultural rules of language use and it addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction and so on.

Appropriateness here refers to appropriateness of both form and meaning. In sum, it is the knowledge of what is socially acceptable in a language.

**2.2.1.3 Discourse Competence:** It is the core of communicative competence in line with the model put forward by CelceMurcia, Dörnyei and so on; it is concerned with the knowledge of achieving coherence and cohesion in a spoken or written text. (Knowledge of intersentential relationships).

**2.2.1.4 Strategic Competence:** the knowledge of verbal and nonverbal communication strategies to handle breakdowns in communication. Strategic competence is an important component in its own right that incorporates both communication and learning strategies.

In a word, communicative competence includes both the use of the linguistic system itself and the functional aspects of communication. It is a dynamic, interpersonal construct; it is relative and depends on the cooperation of all the involved participants (Savignon, 1983).

## **2.2.2 Strategic Competence**

Strategic competence, the manipulation of language by learners to achieve communicative goals, is the pivotal element in communicative competence. Savignon (1972), who introduced the idea of communicative competence to foreign language teaching, originally defined communicative competence as the “*ability to*

*function in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors*". (p. 8). Besides, Canale and Swain (1980, p. 30) claim that it relies on "*verbal and nonverbal communication strategies...to compensate for breakdowns in communication due to performance variables or due to insufficient competence*". In a later study, Canale (1983) modifies the definition to include both the "*compensatory characteristics of communication strategies and the enhancement characteristics of production strategies*" (as cited in Nakatani, 2005, p. 77). Then Bachman (1990) regards strategic competence as a capacity that put language competence into real communication contexts.

In sum, strategic competence refers to language learners' ability to use communication strategies either to solve communication problems or to enhance the effectiveness of communication, which allows speakers to appear more adept than they actually are (Scarcella & Oxford, 1992, p. 72). Thus, strategic competence is especially important for ESL/EFL learners with rather limited oral proficiency.

### **2.3 Definitions of Communication Strategies**

When the speech about *the communication strategies*, all the books agreed that Selinker (1972) is the first one who coined the concept of "*communication strategies*" (CSs), which he defines as a by-product of a learner's attempt to express meaning in spontaneous speech through a limited target language system. It has been the subject of much discussion but also of little consensus as to its correct definition. In early work, CSs was regarded as language learners' problem-solving behavior in the process of target language communication. Yet it is of crucial importance for foreign language learners because it involves strategies to be used whenever communication is difficult. In Bialystok's book *Communication Strategies*, she cites four definitions relating to the strategies of second-language learners, among them (Bialystok, 1990: 3): "*a systematic technique employed by a speaker to express his meaning when faced with some difficulty*" (Corder, 1977).

Tarone (1980) defines CS from the *inter-individual, interactional* view, i.e. Negotiation mechanisms: "*CS relate to a mutual attempt of interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be*

*shared*" (Tarone, 1980, p. 420). Thus, CSs are utilized to bridge the gap between the linguistic knowledge of the foreign language learner and that of the target language interlocutor in real communication situations (Tarone, 1981) so as to avoid communication disruptions.

According to Faerch & Kasper (1983) "*CSs are potentially conscious plans for solving what an individual presents itself as a problem in reaching a particular communicative goal*" (Faerch & Kasper, 1983, p. 23). This definition also provides us specific and precise descriptions for communication strategies, which refer to the employed techniques when speakers have problems in expressing themselves. It is an intra individual psycholinguistic view; (Kasper & Kellerman, 1997, p. 2) assert that "*locates CS in models of speech production or cognitive organization and processing*". Dörnyei and Scott (1997) try to follow the development of the definition of CSs in their article *Communication Strategies in a Second Language: Definitions and Taxonomies* ;They quote Tarone's words which states that, "*CSs are seen as tools used in a joint negotiation of meaning where both interlocutors are attempting to agree as to a communicative goal*" (1980, p. 420). After that the writers provide Dörnyei's extended view which argues that because "*a primary source of L2 speakers' communication problems is insufficient processing time, stalling strategies that help speakers gain time to think and keep the communication channel open are also problem-solving strategies*". Then Dörnyei and Scott give their own extended views which include every potentially intentional attempt to cope with any language-related problem which the speaker is aware of during the time of communication. However, the broadest extension of the concept of CS was offered by Canale (1983). In his paper, he proposed that CSs involve any attempt to "enhance the effectiveness of communication."

In sum, the authors define a communication strategy in the most general sense as "*a plan of action to accomplish a communication goal*". So that, there has not been complete agreement on a single definition of CSs because of the range of strategies involved (Dörnyei 1995) and Different definitions have focused on different aspects.

## 2.4 Communication in the Foreign Language Classroom: Verbal and Non-Verbal Communication

Communication generally is the process of receiving and sending messages that enables humans to share attitudes, knowledge, and skills. Although we usually identify communication with speech, communication is composed of two dimensions - verbal and non-verbal. As Dörnyei and Scott (1995, p. 56) claim:

*“Some people can communicate effectively in an L2 with only 100 words. How do they do it? They use their hands, they imitate the sound or movement of things, they mix languages, they create new words, they describe or circumlocute something they don’t know the word for-in short, they use communication strategies”.*

And they claim that there are many series of research following the initial work of Varadi (1973), Tarone (1977), Faerch and Kasper (1983a), and Bialystok (1983), and identifying a number of different CSs and organized them into various taxonomies. Besides, Canale and Swain (1980, p. 30) claim that it relies on *“verbal and nonverbal communication strategies...to compensate for breakdowns in communication due to performance variables or due to insufficient competence”*.

In other word, *Non-verbal communication* defined as communication without words. It contains apparent behaviors such as eyes, touching, and tones of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people. Everything communicates something, including material objects, physical space, and time systems. Although *verbal output* can be turned off, non-verbal cannot since even silence speaks. Besides, Humans use non-verbal communication for much research such as;

1. *Non-verbal signal are powerful*: when verbal messages deal basically with outside world; non-verbal cues primary express inner feelings.
2. *Words have limitations*: when explain the shape, directions, personalities are expressed non-verbally; here nonverbal communication is more effective than verbal communication.
3. *Non-verbal signals can express feelings inappropriate to state*: non-verbal cues can communicate thoughts; but social etiquette limits what can be said.

4. *Non-verbal message are likely to be more genuine*: when nonverbal behaviors cannot be controlled as easily as spoken words...and so on.

When we want to deal with some general considerations on communication, we must go on to deal with this applied to the foreign language class. Because, it is widely recognized that there is a great social demand Children and adults experience the thrill of immediate understanding when we apply this powerful concept in our classroom. To this aim, it is necessary to develop a competence that includes various sub-competences which are: *Grammar competence; Sociolinguistic competence; Discourse competence, and Strategic competence*. For compulsory schooling to provide students communicative competence in a foreign language, this means that curricular aim of this area is to teach students to communicate in a foreign language but not to teach that a foreign language.

## **2.5 The Classifications of Communication Strategies**

Many studies on CSs embody similar taxonomies, which may be divided into *avoidance* or reduction strategies and achievement or compensatory ones such as: *Exploring Factors Affecting the Use of Oral Communication Strategies*; (Tarone, 1980; Faerch & Kasper, 1983; Dörnyei & Scott, 1997). So that, When the learners use the *avoidance* or *reduction* strategies (e.g. topic avoidance, message abandonment, meaning replacement), they avoid solving communication problems, and reduce or abandon the messages they intend to convey.

On the other hand, The *achievement* or *compensatory* strategies may include cooperative strategies (e.g. Appeal for help; eliciting the word you are looking for from your communication partner by asking questions like ‘What’s the word for ...’) and non cooperative ones (e.g. L1-bases strategies, such as code switching and literal translation; inter language-based strategies, such as; generalization, exemplification, word-coinage (creating a non-existing L2 word; e.g. irrelevant for irrelevant), and restructuring; non-verbal strategies, such as mime, imitation, gestures, and mumbling).

Moreover, other strategies, such as *time-gaining strategies* (which means the using fillers and hesitation devices to gain time (e.g. well, I mean, actually, as a matter of fact, what I’m trying to say is that, now let me think, I see what you mean,



to be quite honest...) and *prefabricated patterns* (which means usually for survival purposes; the using of memorized stock phrases).

According to the perfect concept of oral communication, CSs are essential in terms of the relationship between the means and the ends of communication (Corder 1983). This means that the speakers have enough linguistic knowledge to express the message. However, sometimes L2 speakers wish to convey a message which their linguistic resources may not permit them to express successfully. In this situation, there are two options to choose from: speakers may either attempt to increase their resources to reach the communicative goals, although its risky to do so (the risk-taking strategies), or they may tailor the message to the available resources (the risk-avoidance strategies), so called because there is no risk to take as the speakers may simply leave the message unfinished. (Corder 1983, p. 17)

In sum, using these strategies helps learners to continue an oral communication and is regarded as good learners' behavior in their study.

## **2.6 Types of Communication Strategies**

Many studies about the Types of Communication Strategies appeared; they seem to be similar , but still some slight differences, starting with Tarone (1977) and Dörnyei (1995), both typologies share some points which include: message abandonment, topic avoidance, circumlocution, approximation, word coinage, literal translation ...However, there are more differences than similarities, four obvious distinctions are summarized as follows: Dörnyei presents three more types of compensatory strategies than Tarone, which are use of all purpose words, prefabricated patterns and stalling or time-gaining strategies (Dörnyei, 1995). However, Tarone (1977) does not differentiate communication strategies into two opposite categories-avoidance and compensatory according to the consequence of communication. Thus, Tarone presents five major types: avoidance, paraphrase, conscious transfer, appeal for assistance and mime.

Dörnyei and Scott (1997) state in their article "*Communication Strategies in a Second Language*" that the data in most studies of CS have been classified by means of the taxonomy developed by Tarone (1977). The list of strategies and their

taxonomies in different studies on CSs vary significantly. They also state Communication Strategies (CSs) in these taxonomies are generally subdivided into two types which are: Reduction Strategies and Achievement Strategies. So that, they also illustrated them as follows:

- Avoidance or Reduction Strategies**
1. Message abandonment-leaving a message unfinished because of language difficulties.
  2. Topic avoidance-avoiding topic areas or concepts which pose language difficulties.
- Achievement or Compensatory Strategies.**
3. Circumlocution-describing or exemplifying the target object or action (e.g., *the thing you open bottles with* for *corkscrew*).
  4. Approximation—using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., *ship* for *sail boat*).
  5. Use of all-purpose words—extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of *thing*, *stuff*, *make*, *do*, as well as using words like *thingie*, *what-do-you-call-it*).
  6. Word-coinage—creating a nonexistent L2 word based on a supposed rule (e.g., *vegetarianist* for *vegetarian*).
  7. Use of nonlinguistic means—mime, gesture, facial expression, or sound imitation.
  8. Literal translation—translating literally a lexical item, an idiom, a compound word or structure from L1 to L2.
  9. Foreignizing—using a L1 word by adjusting it to L2 phonologically (i.e., with a L2 pronunciation) and/or morphologically (e.g., adding to it a L2 suffix).
  10. Code switching—using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2.
  11. Appeal for help—turning to the conversation partner for help either directly (e.g., *what do you call . . . ?*) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).
- Stalling or Time-gaining Strategies**
12. Use of fillers/hesitation devices—using filling words or gambits to fill pauses and to gain time to think (e.g., *well*, *now let me see*, *as a matter of fact*).

**Figure 2: CSs Following Traditional Conceptualizations Avoidance or Reduction Strategies (Dörnyei and Scott 1995, p. 58)**

For more clarifications we try to prepare a summary of this Types of CS as follows:

### **2.6.1 Message Adjustment Strategies**

- Message abandonment: giving up the message.
- Message reduction: reducing the message to avoid certain structures or topics.
- Message replacement: substituting the original message with a different one.

### **2.6.2 Achievement Strategies**

- Approximation i.e. using an alternative term which expresses the meaning of the target word as closely as possible: (e.g. 'ship' for sailing boat).
- Paraphrase or circumlocution i.e. describing or exemplifying the target object or action whose name the learners do not know.
- Restructuring (e.g. He looks ... he does not look interested).
- Use of all purpose words (e.g. thing...).

These types were termed by Corder (1981) as:

#### ***a) Message Adjustment Strategies***

Involves the tailoring of one's message to one's resources. It is, as the authors say, a kind of risk avoidance.

#### ***b) Resource Expansion Strategies Respectively***

The learner risks failure and tries to stay in the conversation. The learner does this by trying to make up for his deficiencies through a number of substrategies, which is the resource expansion or achievement strategy.

Such strategies, Dörnyei and Thurrell (1991) clarify, are either co-operative or non co-operative:

- a) Co-operative Substrategies:* which are resource expansion or achievement strategies are found when the learner appeals for help from his/her partner. This appeal can be done indirectly, by means of eye gaze or pause. Or directly, by the use of questions.

*b) Co-operative strategies:* which are happened when the learner tries to overcome his/her deficiency depending on his/her own resources and do not call for his/her partner's help. This can be done through the use of miming, paraphrase, approximation, borrowing or even inventing words.

The same classifications mentioned above are followed by Nakatani (2005, p. 81). He defines achievement strategies as “*learners' active behavior in repairing and maintaining interaction*” while reduction strategies according to him, “*reflect learners' negative behavior as they try to avoid solving communication difficulties*”. Then he provides further subcategorization which is based on previous representative studies. According to this subcategorization, achievement strategies include: help-seeking, modified interaction, modified output, time-gaining, maintenance, and self-solving strategies. On the other hand, Reduction strategies include: message abandonment strategies, first-language-based strategies, Interlanguage-based reduction strategies and false starts.

## **2.7 Teachers' strategies**

Teachers' strategies are referring the problem-reducing strategies and problem-creating strategies, in the first type; the teacher avoids challenging the learners to take the risks that are important in the development of their proficiency further. In the other type, the teacher challenges the learners to go beyond their existing knowledge and proficiency. So that, the the best supporting point provided by James et al (2004) in their book *Handbook For Qualities Of Effective Teachers*, they assert that When the students understand what teachers are communicating, and when teachers understand the signals from their students, a two way communication process is created that enhances the learning of students. This, as the author says, will lead to the development of language skills and is also interesting and motivating to learners. In this point they assert that “*as a general rule, effective communicators are likely to be more effective teachers*”. (James et al., 2004, p. 10) And they added that (Wolk, 2003, p. 18) asserts that “*Teachers need to allow students to see them as complete people with emotions, opinions, and lives outside of school*”. As cited in James et al., (2004, p. 10)

## 2.8 Teachability of Communication Strategies (Ccs)

When talking about the Opinions on the teachability of *Communication Strategies* (such strategies) we find that they vary widely, and several researchers have questioned the validity of CSs, however, Tarone (1981, p. 63) as cited in Dörnyei (1995, p. 60) points out those CSs, rather than being a part of linguistic knowledge, are “*descriptive of the learner’s pattern of use of what he/she knows as he/she tries to communicate with speakers of the TL*” [target language]”. He means that the learner tries to communicate with any strategy; they use what they fill that it is the appropriate means of communication. In 1995, Dörnyei examined the teachability of three Communication Strategies (CSs) which are: *circumlocution, fillers and hesitation devices, and topic avoidance and replacement*. The study was in Hungary, which comprised two control groups and one treatment which contains 37 boys and 72 girls, aged between 15 and 18. The research involved the investigation of the effect of L2 proficiency on strategy use as well as the effectiveness of strategy training, students in the treatment and control groups were from different levels of language proficiency. In the first control group, students followed their regular EFL curriculum and received no treatment; in the second control group - the treatment group- received the instruction of three CSs based on the techniques described by Dörnyei & Thurrell (1991) in their book: *strategic competence and how to teach it*. The general conversational training was given without any specific strategic focus; besides, Dörnyei (1995) claim that CS is teachable and should be taught the teaching of certain types of CS was successful as students used these strategies more frequently after instruction, also, he added that the participants' fluency also increased when they use it. Moreover, the analysis of the results showed the successful of the instruction in improving the quality of circumlocutions and the frequency of fillers and circumlocution in the oral post-test consisting of topic description, cartoon description, and definition formulation. In addition, the findings showed no significant relationship between the students' language proficiency and the extent of strategy use; therefore, it was suggested that strategy training can be integrated even at a pre-intermediate level. So that, this study provided preliminary

support for the teachability of CSs and the effectiveness of CS Training communication strategies.

In another recent studies investigated the effectiveness of CSs and The findings indicated that not only is teaching CSs pedagogically effective but also it has a significant effect on the functional use of language. Although these studies point to the positive impact of CS training, there have been some controversies on the effect of language proficiency and personality style on the use of CSs which may affect success or failure of CS training. Bialystok (1990, p. 48) pointed that *"the first factor that may be expected to predict the choice of a specific communication strategy is the proficiency level of the speaker"*.

## **2.9 Encouraging the Use of Communication Strategies**

It is believed that it is vital to encourage students to use the communication strategies to argue that very often we need to make it clear to learners that for some strategies, this idea lead Willems (1987, p. 356) to say that *"their innate tendency to use them in free speech activities is quite a natural urge and nothing to be frowned upon"*. But not all communication strategies should be encouraged, It must be noted that Bialystok and Kellerman (1987) agree that the use of communication strategies should be encouraged, but they do not consider this part of teaching them: *"It is one thing to encourage their use (and create the conditions in which they can be used) and quite another to actively teach communication strategies in the classroom"* (p. 172)

Moreover, learners need to understand that successful language learning is not only a matter of developing grammatical competence, sociolinguistic competence and Discourse competence, but also the strategic competence which involves the use of communication strategies and their role in sending and comprehending messages successfully. On the other side, learners should also bear in mind the nature and the important roles of achievement strategies. Furthermore, learners should be exposed to communication opportunities in order to use the achievement strategies as frequently as possible and build their strategic competence. In one word, it seems beneficial to communication and second language acquisition by combining the two aspects together.

## **2.10 Factors affecting the choice of communication strategies**

When talking about the aids that develop the communication strategies we find that the Understanding of the CSs that student employs help teachers to understand their strategic competence. So that, the appropriate strategies could be chosen for pedagogical purposes. However, in guiding students to become good communicative and competent speakers of English, EFL teachers may need to explore further the influence of other learner variables on the use of OCSs by students. This few lines investigate, in particular, the effect of the crucial variables on students' oral use.

### **2.10.1 Speaking English**

When we trying to explain any success or failure in second language (L2) learning, especially the term 'Motivation' is often used by teachers and students alike, which is the driving force that initiates learning in the first place and sustains learning until the planned goals are achieved. Indeed, Schumann (1986) claims that the High motivation may provoke learners to interact with native speakers of the target language which in turn increases the amount of input to learners, In addition to that, Dörnyei and Csizer (1998, p. 203) assert that "*L2 motivation is one of the most important factors that determine the rate and success of L2 attainment...without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals*". Moreover, Brown (2000) claim that Motivation is typically examined the sources of motivation in terms of the intrinsic and extrinsic motives of the learners. Intrinsic motivation refers to the willingness to engage in an activity because it is enjoyable and fulfilling. Extrinsic motivation refers to the desire to do it so as to receive an external reward or avoid punishment.

In short, it appears that intrinsic orientations are more powerful learning stimuli (e.g. Maslow, 1970; Crookes & Schmidt, 1991; Dörnyei, 1998). However, Gardner (1985) added that in both cases, the degree of motivation that an individual learner possesses is the crucial factor for successful learning.

### **2.10.2 Gender**

Gender differences -in second/foreign language learning- are discussed mostly in studies of language learning strategies. Several studies have shown that females use language learning strategies more frequently than males. Besides, females are reported to be more socially interactive than males. However, some findings reveal that males employ more learning strategies than females and others that there are no significant differences between the sexes in their use of language learning strategies. As for communication, several studies have report that girls possess a greater level of willingness to communicate inside the classroom, whereas boys are more willing to use their L2 outside the school context. In modern study, female university students in most studies are reported to apply CSs more often than male students are.

### **2.10.3 Language proficiency**

Learner's language proficiency is a potentially influential factor in the choice of CSs. So that, Chen (1990) asserts that "*learners with different target language proficiency levels drew upon different sources of knowledge to solve their communication problems*" (Chen, 1990, p. 174). Other studies found that highly proficient language learners with richer linguistic knowledge of the target language tended to rely on linguistic approach, while those with low proficiency adopted a conceptual approach that does not require specific target language linguistic or cultural knowledge to compensate for their weak linguistic knowledge. The same results are found in Chen's study (1990), which investigates the relationship between L2 learners' target language proficiency and their strategic competence. Indeed, high proficiency learners employed their CSs more efficiently. So that, many studies indicate that no advanced speakers resorted to message abandonment strategies. Because the intermediate high speakers relied mostly on L1-and L3-based CSs, such as language switch, transliteration; while advanced speakers called upon a range of L2-based strategies. In the other side, including circumlocution, the Students with high language proficiency are apt to use specific strategies in oral communication. Also, the low proficiency students relied more on *message abandonment* and *less active listener strategies*, which are regarded as ineffective strategies.



Generally speaking, low language proficiency students tend to rely on knowledge-based or conceptual-based strategies and to call on *abandonment strategies*. In comparison, high language proficiency students are more likely to resort to linguistic knowledge to convey meaning and they are able to select appropriate and effective strategies for interaction.

#### **2.10.4 Frequency of speaking English outside the classroom**

Many studies find that EFL students who are successful communicators more often turned to functional practice approaches. These included speaking with native speakers, friends, or other students, and thinking or talking/ to themselves in the target language. In Bialystok's study (1981), functional practice is shown to be critical to students' language performance, and other study Indicate that if foreign language learners lack the opportunity for constant interaction in the L2, they should be less likely to increase their perceived competence, willingness to communicate, and frequency of communication.

#### **2.10.5 Self-perceived English oral proficiency**

Both the willingness to communicate (WTC) and perceived competence have an impact on the frequency of communication. Baker and MacIntyre (2000, p. 316) reveal that *"it is not the individual's actual skill that counts; rather it is how they perceive their communication competence that will determine WTC"*. However, other researchers assert that the CSs used and the self-report of oral proficiency did not have a statistical relationship. And they added that effective communication takes more than the ability to talk. It also involves the use of one's mental faculties in the choice of words, the ability to make other person understand what one is saying. This idea lead James et al. (2004, p. 10) To say that *"When students understand what teachers are communicating, and when teachers understand the signals from their students, a two way communication process is created that enhances the learning of students"*.

Finally, many researchers suggest that students who actively seek opportunities to speak a second Language-*both in and out of classroom*-become more proficient in second language conversation than students who do not seek them.

## 2.11 Raising the Learner's Awareness of Communication Strategies

In order to cultivate a learner's strategic competence, we tend to believe that it is necessary and essential to raise a learner's awareness of communication strategies, because a learner's attitude towards communication strategies doubtlessly has impact on his/her use of communication strategies, and eventually affects his/her communication and language learning. Moreover, the importance of conscious attention in the learner's internalization process in general is highlighted by Schmidt (1990) in his review of *what cognitive psychology tells us about learning and memory*. Also, Dörnyei (1995) points out that we should make learners conscious of strategies already in their repertoire, sensitize them to the appropriate situations where these could be useful, and help them realize that these strategies could actually work. Besides, the cognitive perspectives assert that the main role of instruction is to orient the learners and focus their attention on a given topic. Faerch and Kasper (1986, p. 187) also emphasize the need to increase learners' "awareness" with respect to strategy use. In fact, most definitions of communication strategies include (potential) consciousness as a major feature and, as they also point out, this implies that these strategies can be influenced by teaching. The author supports the idea of raising the learners' awareness of the nature and communicative potential of communication strategies by making them conscious of the communication strategies existing in their repertoire, and sensitizing them to the appropriate situations. This can be done by explaining the nature and types of communication strategies to the learners and illustrating them with examples.

This awareness rising of some strategies is important for the following reasons:

- Communication strategies can lead to learning by eliciting unknown language items from the interlocutor, especially in the *appeal for help strategy*.
- The use of a communication strategy can be very successful in compensating for the lack of linguistic knowledge. The use of communication strategies helped the students solve their communication problems and achieve their communicative goals.
- Communication strategies are part of language use. Even native speakers use communication strategies in their speech and use *time-gaining devices* in

order to keep the conversation going, such as “you know”, “what do you call it?”

## **Conclusion**

Teaching English as a foreign language requires teachers to take into account that English is taught and practiced only in the classroom; as it is the primary situation in which learners have the opportunity to use the target language, teacher should follow a kind of methodology which has a great influence in the development of the language. So that, communication strategies (CSs) have been the focus of an increasing number of foreign language studies. Basically, these studies are pedagogically-oriented because it is believed that language teaching would be more effective if it is based on what learners actually do while learning the language and if we help less successful learners acquire the strategies employed by their successful peers, and developing learners “communication strategies” requires mainly overcoming some difficulties, so that the use of them may facilitate the communication and the productive skills. James et al., (2004) assert that “*When students understand what teachers are communicating, and when teachers understand the signals from their students, a two way communication process is created that enhances the learning of students*”.(p. 10)

## **Chapter Three: Questionnaire Analyses**

Introduction.....	49
3.1 The Sample of the Study.....	49
3.2 Students' Questionnaire.....	49
3.2.1 Aim of the Questionnaire.....	49
3.2.2 Description of the Questionnaire.....	50
3.2.3 Analysis of the Questionnaire Results.....	50
Conclusion.....	68
<b>General Conclusion</b> .....	69
<b>Bibliography</b> .....	74

### **Appendices**

Students' Questionnaire

Résumé

الملخص

## **Chapter Three: Questionnaire Analysis**

### **Introduction**

In this investigation the questionnaire should be designed and developed in the way that it provides global analysis of learners' needs and language learning objectives. In the FL classrooms there is a variation of learners in terms of: age, gender, learning situation, attitudes, students' interest, students' motivation, and students' communication strategies. In this analysis we aimed to gather as much information from second year LMD students of the English department of the University of Biskra in order to determine learners' needs in terms of motivation and motivational factors for enhancing students' communication strategies and providing rich input for teacher decision.

### **3.1 The sample of the study**

The method that we followed is random sampling in which there is a high level of objectivity. The respondents were three groups of second year LMD students from the English department of Mohamed Kheider University of Biskra. From a population of (528) students, the three groups represented (60) students what equates (11.36%) from the hole population.

### **3.2 Students' Questionnaire**

#### **3.2.1 Aims of the Questionnaire**

The aim of the questionnaire is to find out the major needs that students need to be motivated to learn English at university and to enhance their communication strategies. It also aims to identify the problems that students are suffering from and find the appropriate solutions to raise their motivation and their communication.

#### **3.2.2 Description of the questionnaire**

The students' questionnaire was distributed on sixty (60) student of second year LMD of English at Biskra University, and we handed back all the papers (60). This questionnaire includes three types of questions: tick the appropriate answer, open questions, and yes/no questions. The questionnaire is also divided into three

sections. First section was about **students' general information** (gender, living places ...); the second section, which included nine (9) questions, was about **students' motivational factors** i.e. about the reason behind learning English, the more motivating strategies that the teacher applies, modules, classroom environment influence, and the characteristics of good teachers... ;The third section was about **communication strategies** which included twelve (12) question which seeks information about some aspects ;(the most important skill that students need to be developed most, how the students rate their oral performance in English, the technique they enjoy best...The questionnaire focuses on the students' needs and difficulties in learning English at university and to find suitable solutions to develop the students' level of their communication strategies.

### 3.2.3 Analysis of Students' Questionnaire Results

#### Item 1: The Gender

THE GENDER	MALE	FEMALE
N	22	38
%	36,66	63,33

**Table 1: The Gender Distribution**

A quick glance at this table will reveal that the majority of students who learn English are females. In fact, we have recorded thirty eight female with a percentage of (63, 33%). This means that females are more motivated and interested to learn English at university. In contrast, we found only (22) twenty two male students with a percentage of (36, 66%) from (60) English learners. This rate deference between the number of female and male may refer to the desire of females because they want to acquire more than one language and they are more intrinsically motivated to acquire l 2.

**Item 2: Why have you Chosen English at University?**

The reason	IMPOSED BY ADMINISTRATION	PERSONAL CHOICE	PARENT'S CHOICE
N	14	36	10
%	23,33	60,66	16,66

**Table 2: Students Chosen English**

The table indicates that the majority of students (60%) choosing English at university freely by themselves, this means that students have a certain amount of self-orientation, and have a high level of motivation to learn English. While (16,66%) of the respondent choice was imposed by the administration. This may refer to their marks in baccalaureate that the administration couldn't register or subscribe them in branches. However a minority of students (16.66%) are pushed by their parents to learn English at university.

**Item 3: Why do you Learn English? Is it because:**

The reason	To communicate	To get job	Desire	A+c	B+C
N	19	22	16	2	1
%	31.66	36.66	26.66	3.33	1.66

**Table 3: The Reason of Learning English at University**

We remark that the majority of respondents (36.66%) have chosen to learn English to have a chance to get a job, because mastering English is required. In a second degree, students have chosen English in order to communicate with foreigners (31.66%), that is, there is a high amount of instrumental Motivation they possess .This also proves that they possess a high extrinsic motivation. The least percentage the students chose was the desire to know the culture of English speaking countries (26.66%), in other words, integrative motivation is less sought. Only two (2) students said that they learn English for both reasons which are: to communicate with foreigners and to know their culture, but just 1 student learns English for two other reasons which are: to get a job and to know the culture of English countries.

**Item4: Do you have E-mail Friends from English Speaking Countries?**

Have E-mail	Yes	No
N	26	34
%	43.33	56.66

**Table 3: Having E-Mail Friends from English Speaking Countries**

The table shows that the majority of students (56.66%) haven't Email friends; this may refer to the lack of materials which the person can connect with others like computers, and internet, or also to the carelessness of the communicators. However, (43.33%) of the respondents have Email friends. This rate is considerable and means that those students are motivated to contact with foreigners, and they interested to exchange thoughts, ideas with them, what means that those students help themselves by several External factors to increase their motivation.



**ITEM 5: Do you live in: Campuses or At home**

Live in	Campuses	At home
N	28	32
%	46.66	53.33

**Table 5: Living Campuses or at Home**

The rate of students who live at home (53,33%) is nearly equivalent to the rate of student who live in university campuses (46,66%) which means that our classes involve varied kinds of learners ,thus, the respondents motivation is affected by several different external factors.

***Section two: About motivation***

**Item 6: Motivation Means to you**

THE MEANING OF MOTIVATION	EFFORT	DESIRE	FACT
N	21	27	12
%	35	45	20

**Table 6: The Meaning of Motivation**

There is variety of definitions of motivation among students. We put this question in order to know how our students think about motivation. That is (45%) of respondents relate their motivation to their desire and the will to achieving success,

and the percentage of (35%) refers the meaning of motivation to effort expended in an achieving goals. Whereas, (20%) of students do not possess motivation unless they get a reward. this means that they have not internal interest to be motivated more to achieving the success like the majority of them.

**Item 7: In your Opinion, Which Strategies your Teacher Applies are more motivating you?**

The strategies	Enthusiasm	Ready to help	Support and encourage	Rewarding by a high grades	2+3
N	5	20	20	3	12
%	8.33	33.33	33.33	5	20

**Table7: The More Motivating Strategies that the Teacher Applies**

The table shows the equivalence between two strategies that teacher applies: up in the classroom (33.33%) these two strategies are: first, the teacher is ready to help the students, second, the teacher who supports them. This means students (as Dörnyei mentioned in his book 2001) prefer the teacher who helps and supports them. Also, this table shows that (20%) of students chose two strategies that the teacher applies which are: support and encouragement and rewarding by a high grades, this means that they prefer the teacher who encourages and rewards them. besides, Only 5 students (8.33%) chose the first choice which is; show his/her enthusiasm. i.e. the teacher makes tasks and activities more exciting to be performed.

**ITEM8: What are the Factors do you think that motivate you to Learn English?**

The factors	Good marks and deploma	To satisfy parents	To get teacher appreciation
N	29	21	10
%	48.33	35	16.66

**Table 8: Factors to Learn English**

It is clearly noticed that (48.33%) of respondents are more motivated to learn English to achieve the goal of getting good marks and the diploma (as a fact of reward) not far from the previous percentage, the rate of (35%) of students who seek their parents approval , is also a sign of an affective orientation which students possess. Whereas, (16.66%) of respondents are motivated to learn English to achieve the teacher appreciation, this rate remains the less motivating factor.

**Item 9: Do your Parents want you to Major in English Class?**

Want	Yes	No
N	47	13
%	78.33	21.66

**Table 9: The Desire of Parents to Major in English**

This table confirms what we have found in table (8), the majority of students (78.33%) who seek their parents satisfaction see them as a source of motivation; students want to make their parents proud of them by proving to them that they can

be intellectuals. And this interprets the great amount of effort they would expend in this direction.

**Item 10: How do you find your Motivation in Learning English?**

Level	High	Medium	Low
N	9	45	6
%	15	75	10

**Table 10: The Level of Motivation in Learning**

We remark that almost all students (75%) see their level of motivation in English is medium; this may refer to some external factors like: the method of teaching, the difficulty of some modules, and huge number of students in one class.... However, (15%) of respondents have a high level of motivation to learn English; those students may be influenced by some internal factors more than external ones. Only 6 students with a percentage of (10%) their level of motivation is low, which not so bad comparing to the sample.

**Item 11: If low, do you think it is Because of:**

Causes	Method of Teaching	Familly	Teacher doesn't care	High level of classmates	Other_reasons	A+C+E
N	0	0	0	0	2	4
%	0	0	0	0	33.33	66.66

**Table 11: Causes of Low Motivation**

We think that it isn't necessary to draw a table, because only 6 students who consider having a low motivation; four (4) students referred to the Method of teaching, Teacher doesn't care, and High level of their classmates as being the reasons for their low motivation(A+C+E). Then two (2) students consider the cause is other reasons. These means that they are having hidden causes different from the reason proposed as the most frequent.

**Item 12: What are the Good Characteristics do think a Teacher should have?**

Characteristics	Sense of humor	Helpful and enthusiastic	Interactive with students	Know everything related to the subject	Available
N	13	37	18	23	15
%	12.26	34.90	16.98	21.69	14.15

**Table 12: Students' Views about the Characteristics of a Good Teacher**

We noticed that the majority of respondents (34.90%) see the helpful and enthusiastic teacher should have. Indeed, students want their teachers to assist more with them in order to understand well the lessons, also students want their teachers be more interested with their works and needs, this of course will develop their motivation to learn. (21.69%) of respondents wish their teacher be know everything related to the subject s/he teaches. Certainly if the teacher understand well what he gives to students he will be more relax in presenting courses, and his students be more interested and motivated to learn something clear and easy. The following rates of respondents who consider the interactive (16.98%), available (14.15%), and sense of humor (12.26%) as the main characteristics teacher should possess are nearly similar. This means that students need their teachers: interact with them in the class, find the help when they misunderstand something related to the lesson, and to learn in funny atmosphere in order to avoid the stress.

**Item 13: Do you Prefer Studying and Working in:**

Grouping	whole class	In group	In pairs	Individually
N	10	22	15	13
%	1.66	36.66	25	21.66

**Table 13: The Kind of Grouping the Students Prefer**

The table indicates that (36.66%) of the respondents prefer to study in groups to better exchanging ideas, and correcting one another, Cooperative learning can be useful, even if it's a bit noisy, but positively, because learners build their skills through discussion and communication. It may help shy and weak learners to be involved in the learning process, they can learn from each other. Generally speaking, group work is an effective technique to motivate each other. In contrast, other students (21.66%), wish to study individually, they may find some freedom and concentration when they work alone far from argumentation and stress. It gives them high levels of task engagement, this kind of grouping allows learners to discover their own abilities, their own personalities (self-determination), and rely on themselves to accomplish the activities. Also, it helps the teacher to evaluate the real level of each student, and be aware of his/her needs and difficulties. Besides, a rate of (25%) of the sample said that it is better to work in pairs to share thoughts, Whereas, (1.66%) only who prefer to work with the whole class arguing their choice that English is a language which should be spoken up with all students.

**Item 14: What are the Modules you consider Most Motivating?**

The module	Oral expression	Written expression	Phonetic	Grammar	literature	Culture of the language	Methodology
N	37	36	14	27	10	5	8
%	27	26.27	10.21	19.70	7.29	3.64	5.83

**Table 14: The Most Motivating Modules**

We remark that the majority of respondents (27%) consider oral expression as the most motivating module. This means that those students are interested in speaking and practicing language in classroom more than writing sentences or texts. Not far from the previous rate, (26.27%) of students tick on written expression, they prefer to combine sentences and write paragraphs rather than speaking in the classroom. Moreover, (19.70%) of students considers grammar as the most motivating module. While the less motivating modules according to students' opinion are: phonetics, literature, culture, and methodology. This means that we can confirm that through the following questions.

**Item 15: Pick the Most Important Skill that you need to Develop Most?**

Skill	Speaking	Listening	Writing	Reading
	23	13	16	08
%	38.33	21.66	26.66	13.33

**Table 15: Emphasis in Learning the Skills**

The difficulty in this question was to ask students to pick the most important skill that they think need to be developed most and then they have to explain their choices. To begin with; we notice that: (38.33%) of the students picked the speaking skill first, as we have seen above. For those students, speaking is considered more difficult than the other skills. They are likely to be poor speakers and need to be able to communicate using simple, spontaneous language that is somehow fluent, while (26.66%) of the students believe writing is most needed and put it as the first skill. They believe that they should be able to write simple but correct and well-organized passages. Then only 13 students i.e. (21.66%) have put the listening skill in the first position. These students believe that one has to receive language first before any oral production takes place. Then the final classification we get from this table is the reading skill with (13.33 %). Those who opted for this choice believe that reading provides them with a large supply of vocabulary items for future use. Last, but in no way least, and unlike the other skills and we cannot follow blindly this classification. Because it still the data obtained yields valuable information on the students' needs.

**Item 16: Do you Feel Afraid to Talk?**

Feeling afraid	Yes	No
N	36	24
%	60	40

**Table16: Confidence in the Use of English**

This question aims at determining whether students are afraid to talk or not. The majority of respondents (36student), or (60%) do not feel at ease to speak (they remain silent), while about (40%) who consider themselves as talkative or able to participate. This means that not all subjects actually are motivated to speak in English language. Thos demotivated students might have several reasons; some of them are:

\* Students might be uninterested in the topics themselves.



\*Students are not motivated enough to speak. However, we cannot always consider their non-speaking to lack of motivation, although motivation can play a major role to initiate speech. So that the next question may gives us a clear idea of some possible factors which may prevent students from speaking in a foreign language.

**Item 17: If your Answer is "yes", is it because you**

Reasons for the inability to speak	Fear of making grammatical mistakes	Fear of making pronunciation mistakes	Having deficient vocabulary	Fear of teacher's negative feedback
N	9	15	7	5
%	25	41.66	19.44	13.88

**Table 17: Reasons for the Inability to Speak**

Things not always light, so that having discussed the issue of students being afraid to talk; it seems wise to see just what makes students unwilling to use the language for oral communication. So, we asked students why they do not participate in the classroom, and they are provided with a set of possible choices from which they have to choose those which best describe their case: An examination of the table above will reveal that the majority of the participants (41.66%) have indicated that they do not participate because they are afraid of making pronunciation mistakes. Besides, (25%) of the students are afraid of making grammatical mistakes and that their classmates make fun of them, Whereas seven“7”students (or 19.44%) say it is because they have deficient vocabulary as they are not talkative, and in the last but not at list the fourth option; the students are afraid of teachers' negative feedback (13.88%), this is may refer to the lack of self-confidence. In fact, this problem may prevent communication and slow down learning. So, it is the teacher role to create friendly and relaxed atmosphere that pushes them to speak.

**Item 18: To What Extent Did the Oral Expression Courses help you to improve your oral Performance?**

The extension of help	Very much	Somewhat	Don't know	Not very much	Not at all
N	15	17	6	13	9
%	25	28.33	10	21.66	15

**Table 18: Students' Attitudes toward Oral Expression Courses**

This question aims at determining students' attitudes toward the whole teaching process in general and the oral expression courses in specific. To begin with; we notice that the majority of respondents “17 one” (i.e. 28.33%) have indicated that the oral courses improve somewhat their oral performance. Not so far to this rate, we have recorded (25%) of subjects who have opted for the oral courses help them to improve their oral performance, this means that their capacity to talk freely was developed during the oral expression courses. Also, we notice that. (21.66%) of the students have opted for respondents do not actually find their oral courses helpful, and (15%) of the students say that they are not helpful at all. So, many students do not contribute to language input partly because the courses are not interesting enough to stimulate their verbal participation and communication. Also, we have recorded the last rate which means (10%) of students who have opted for don't know. This means that the courses are not motivating enough, they are seen struggling to express themselves using the language to express their ideas.

**Item 19: Which of the Following Describes your Level of Oral Performance in English?**

Level	High	above average	Average	below average	Low
N	8	15	22	10	5
%	13.33	25	36.66	16.66	8.33

**Table 19: Students' Evaluation about their Level in English**

This item of information sheds light on students' evaluation about their level in English. This question here is asked to describe their speaking ability in the language class. In answer to this, they are expected to rank (classify) themselves from high to low. To begin with; the majority of students (36.66%) have admitted that their level of oral performance is average. About (25%) of the students i.e. 15 one said that their level is above average. besides, The rate of students who have opted for high level is about (18.33) which is not enough in comparison with the other rates. Near to that, We have recorded 10 students who say that their level is below average, i.e. about (16.66%) those who found that their level is approximately average and below average match the results obtained in the students' needs in terms of skills (see table 15), where speaking is felt to be the skill the students need most to develop. Finally (8.33%) of students who confess that their level is low. Below average or low, therefore; these are not likely to participate verbally in the classroom. And if they stay silent without any attempt to participate, then they will not advance any further.

**Item 20: Can You Say that you are Motivated to Speak English and Communicate Well?**

motivated to speak English	Yes	No
N	44	16
%	73.33	26.66

**Table 20: Motivation to Speak English**

This question aims at determining students' motivation to speak English. It is clearly noticed that almost all respondents (73.33%) are motivated to speak English and communicate well, this may reflects their desire to be talkative and good communicators, and they may consider themselves future poor speakers, and they have the ability to speak fluently. whereas, (26.66%) of the respondents –we mean the minority- who consider themselves that they are not motivated to speak English

and communicate well. for more specification and clarification we were live a free space in the following question for those to give as their causes.

**Item 21: If your Answer is “No”, Why?**

This item of information sheds light on students' evaluation about why are not motivated to speak English. Firstly, we have conduct 16 participant who said “no”, “7”students i.e. the majority of them (43.75%) said that they are not motivated to speak English and communicate well because they have difficulties in forming sentences without making grammatical mistakes and some difficulties in the pronunciation, these means the fear of pronounce a wrong sentences. About (25%) of them said that they do not using it outside with friends, they may need the practical side for develop their speaking skill and for enhance their ability to communicate well. Besides, (18.75%) of those participants justifying their answer through the cause of inappropriate atmosphere, they said that they need the appropriate atmosphere for being motivated to speak English fluently. But the rest of them i.e. (12.5%) said that they have difficulties in speaking in general, may they are afraid of making pronunciation mistakes when they talk or they do not have the brave to participate.

**Item 22: Do you Find Speaking in English?**

Assessment about the Speaking in English	Very easy	Easy	Difficult	Very difficult
N	10	34	16	0
%	16.66	56.66	26.66	0

**Table 22: Students’ Assessment about the Speaking in English**

The immediate question intended to clarify the Students’ assessment about the speaking in English through giving them the degrees. The table shows that more than the half of the participants (34 from 60) i.e. (56.66%) find speaking in English Easy, this means that they are competent, capable, and able to master of the

language. Other participants represent about the quarter with percentage (26.66%) find speaking in English Difficult, they may find some difficulties in pronouncing some words or phrases. The rest of the participants represent about (16.66%) find it Very easy, they consider themselves as talkative or able to participate, they shows their competence and performance to speak the English language fluently ,whereas, no one of them said Very difficult.

**Item 23: Which of the Following Techniques did you enjoy best?**

Respondents Options	Group work	Role play	Problem solving	Discussion	Others	A+D
N	24	8	2	19	3	4
%	40	13.33	3.33	31.66	5	6.66

**Table 23: The Kind of Techniques (Grouping) the Students Prefer**

The present piece of information is intended to ask students about the techniques-The table above summarizes the most frequent techniques- that teachers can use in order to carry out a speaking activity; it indicates that the majority of the respondents (40%) wish to work in groups to better exchanging ideas, and correcting one another, they find it enjoyable and they are motivated when they set to work in groups. Not so far to this option; we have recorded 19 students i.e. (31.66%) who prefer to work with the whole class discussion, they arguing their choice that English is a language which should be spoken up with all students. Other students (13.33%) in contrast, they prefer to study with using Role play technique, they as the technique that enjoys best and may find some freedom and concentration when they using it far from argumentation and stress. As can be noticed in this table, there are no big differences between the percentages of Problem solving (3.33%), others (5%), and Group work and Discussion (A+C) (66.6%). Not surprising. This indicates that in the

first place, participants are aware of these techniques and secondly those who are using it they find it enjoyable and they are motivated when they set to work with using these techniques.

Finally, we live a space for the participants who chose the answer “others” to specify their choice, we have recorded three “3”students ,and all of them said that they prefer the competitions and the listening activities, this may lead to say that they have a lack in using it from their teachers and they like the variation of techniques.

**Item 24: Are you given the Opportunity to evaluate your Oral Production?**

The evaluation of students’ oral production	Yes	No
N	38	22
%	63.33	36.66

**Table 24: Evaluating Students' oral Production**

This item of information sheds light on students' oral production, it aims to determine whether they are given the opportunity to evaluate their oral production or not. It was not surprising that the majority (63.33%) said “yes”, while only 22 subjects or (36.66%) said “No”. So, the majority of students are given the opportunity to provide feedback on committing mistakes which can stimulate their participation in the teaching and learning process. Also, this big ratio means that those participants are aware of this evaluation. Whereas; the minority of students (36.66%) are not given the opportunity to provide feedback on committing mistakes, so that, Self-evaluation and classmates review can be a useful technique in which students feel more responsible and thus more independent in their learning.

**Item 25: Do you think that the Use of Authentic Materials in Classroom increases Your Communication and Interaction?**

use of authentic materials	Yes	No
N	40	20
%	66.6	33.3

**Table 25: The Use of Authentic Material**

Almost all students see that using authentic materials is very important to increase their motivation to learn .The percentage of (66.6%) proves that the use of authentic materials in classroom increases the students’ communication and interaction, so that the teacher needs to use them to facilitate lessons and enjoyable feedback .Only “20” students with a percentage of (33.3%) see that using authentic materials does not increase their motivation for being a good talkative. They argue that the teacher’s fluency and skillfulness are able to motivate their communication and interaction.

**Item 26: Does Your Teacher Raise Your Awareness Towards The Communication Strategies (Skills)?**

awareness towards the communication strategies	Yes	no
N	42	18
%	70	30

**Table 26: Awareness towards the Communication Strategies**

Things not always light. So that, we have discussed the issue of whether; the students being awareness towards the communication strategies from their teachers

or not. The table 25 indicates that the majority of the respondents (70%) said that their teachers raise their awareness towards the communication strategies (skills). Because, in so many cases, students hardly find the appropriate learning guide or the appropriate technique which allow them practicing the communicating form of the language in order to acquire and develop English accuracy. Whereas; the minority of respondents (30%) said that their teachers didn't raise their awareness towards the communication skills or they are interesting to bring attention or to teach these techniques, although the communication is the most important skill that ESL/EFL students need to develop. because; learning to communicate has always been a means of practicing, sustaining and reinforcing other skills.

**Item 27: Do You Think That Dörnyei's Communication Strategies Help You to Improve Your Communicative Skills?**

awareness towards Dörnyei's communication strategies	Yes	No
N	32	28
%	53.33	46.66

**Table 27: Dörnyei's Communication Strategies to Improve Students' Communicative Skills**

The final question was about students' awareness towards Dörnyei's communication strategies, if these strategies help them to improve their communicative skills or not. This table confirms what we have found in previous table (table N° "26"), as can be noticed in it, there are no big difference between the percentage of the students who think that Dörnyei's communication strategies help them to improve their communicative skills (53.33%) and the percentage of the students who opted "No", i.e. who think that Dörnyei's communication strategies did not help them to improve their communicative skills, it about (46.66%).



For more clarification, especially who were their answers “No”, we close this questionnaire through the open question “why” - (because...) - in order to specify their choice and to get the different ideas about this strategies; the majority of the respondents said that they did not know what does it mean “Dörnyei”?, “Dörnyei’s communication strategies”?, this make sure that their teachers too did not know what does it mean; they haven’t the idea. Other respondents said that their teachers raise their awareness towards the communication strategies in general, but without knowing their names.

## **Conclusion**

To sum up, the questionnaire that was oriented for the English students of second year LMD at Biskra University have drawn our attention to the different needs and difficulties in teaching and learning English. We deduced that the majority of the students are less interactively motivated; they have only chosen to study English in order to communicate with foreigners or to get job i.e. there is a high amount of instrumental Motivation they possess. Also, we claim that our teachers as the main extrinsic motivational factor lack the methodology of language teaching, especially the teaching of the communication strategies, and some teachers seem sometimes to be neglecting and ignoring the main issues that are related with motivating students to talk fluently or with the language as whole.

## **General conclusion**

We are going to the close of this study which highlights some important aspects of the process of foreign language teaching / learning. Through this research, the present study is a total of three chapters. The first and the second chapters are the descriptive part (theoretical part). As for the third chapters, we have administered a questionnaire for students. The first chapter mainly outlines some of the theoretical issues related to the nature of motivation (first variable). The second chapter provides a better understanding of communication strategies and its underlying principles (second variable). The third chapter is concerned with analysis of the obtained data gathered from the students. The procedure that adopted in this research is descriptive method, and conducting a quantitative study through using a questionnaire in order to gather the adequate data for the study. For the needs of the present study, the questionnaire were designed and delivered to three groups of second year EFL students in oral expression module at the English Department of Biskra University. The method that followed in the questionnaire was random sampling in which there was a high level of objectivity. The papers are to be answered anonymously.

The procedures carried out in this study have almost interpreted the hypothesis stated in the introduction, i.e. if students are extrinsically motivated, they would achieve a remarkable progress in learning communicative skills, besides, This study addressed how EFL learners perceived in learning the communication strategies. More specifically, this study reported various factors that influenced EFL learners' perceptions and their intentions of learning communication strategies. Also, revealed how students valued learning various types of these strategies and how their English language was developed through the use of them. So that, We believe that the present application of communication strategies in the field of language learning and teaching is essential for promoting oral communication because it creates a situation where learners are expected to help each other, to assess each others' current knowledge and fill in gaps each others' understanding.

In fact, the results obtained from the students' questionnaire revealed that the students are differ in their motivational system, they concentrate merely on meeting minimal requirements i.e. they are motivated only by grades and other extrinsic

rewards or punishments. Also, almost students lack motivation, especially “extrinsic” and “integrative” motivation. Moreover, we claim that our teachers as the main extrinsic motivational factor lack the methodology of language teaching, especially the teaching of the communication strategies with all its components. Indeed, we claim that most of the strategies does not be interpret literally (exactly) and applied by those teachers in oversimplified way in the classroom activities. Teacher’s low motivation can be a direct cause of the students’ loss of interest and desire to learn and to be good communicators. So that, the following few lines can be summarize some recommendations for both teachers and students;

Teachers’ use the communication strategies capable of eliciting a higher quality of student engagement in real life in general, and in classroom activities in specific, they use it as tools in a joint negotiation of meaning where both interlocutors’ teachers and students are attempting to agree as to a communicative goal. Also, teachers take into account the students’ needs and difficulties in learning English at university and try to find the suitable solutions to develop the level of their communication skill. Moreover, students must be aware about the communication strategies and they should follow some recommendations and instructions to help teachers and administration in enhancing their level of the communicative skills. Besides, they must try to practice the communicating form of the language in order to acquire and develop their English accuracy, especially those who are low courageous...etc.

Finally, this study highlights some important aspects of the process of foreign language teaching / learning, and through it, the general results indicate that;

Almost all students who are motivated to speak English and communicate well, they have the desire to speak fluently, but they are suffering from many reasons, among them; the lack of motivation to learn, which refers to the extrinsic motivational factors which are directly linked to their increased levels of the motivated learning behavior and their motivational state. Especially, the teachers -as the main extrinsic factor- who play the main role of raising the learners’ awareness of the communication strategies, In fact, those teachers are not well rounded of making them conscious of thus strategies, because many of them are not reading

about these strategies, this may refer to the lack of materials (i.e. books, journals...etc). Moreover, the teacher's use of communicational strategies is generally rare. Moreover, students' low awareness about the communicational strategies i.e. the majority of the them are do not know what "Dörnyei's communication strategies" mean, this make sure that their teachers did not practice their role in raising their awareness towards the communication strategies in general, and the useful once -"Dörnyei's communication strategies"- in particular. Furthermore, we deduce that our teachers have lack in the methodology of language teaching, especially the teaching of the communication strategies with all its components. Indeed, Teacher's low motivation can be a direct cause of the students' loss of interest and desire to learn and to be good communicators. We are sure that most of the strategies are not interpreted literally (exactly) and applied by those teachers in an oversimplified way in the classroom activities. These results lead the students to say that they want their teachers to assist more with them and be more interested with their works and needs in order to understand well the lessons, Moreover, the majority of the students refer their low confidence in the use of English language to the anxiety of making pronunciation mistakes.

Inspiring from the results of students' questionnaires, and from all what the sciences suggested in their communicational strategies (Dörnyei,...etc) about the application of best motivational strategies, the real role of the external factors and the communicational strategies (steps) in FL classrooms to elicit a higher quality of students engagement in classroom activities and to enhance their verbal communication. We suggest the following pedagogical implications and recommendations for the administration, the teacher, and the student.

### **For administration**

we think that the administration create an appropriate motivational status to foster the teaching-learning process, by: a) controlling the students' number in the classroom; increasing the number of teachers who have high degree (Magister, Doctorate) ;c) providing authentic materials and internet space; d) providing books, references and works of different well-known writers; e) organising training courses

sessions for teachers to motivate them and renew their knowledge; f) making seminars with foreign organizations for enhancing students' communication g)improving students' learning environment (air conditioning, arranged seats, toilet...etc ) .

### **For the teacher**

The teacher is considered as a main factor in process of teaching-learning. To get better results teachers will need to use motivational strategies and communicational techniques such as: a) using the simplest strategy which is the smile; b) minimize students anxiety; c) have sense of humour, and create a funny atmosphere; d) be available when students need help; e) rough-tune (simplify) lessons to reach students' understanding; f) encourage students comments and questions; g) interact individually with students; h) use communicational strategies as tools in a joint negotiation of meaning where both interlocutors teachers and students are attempting to agree as to a communicative goal; I) offer rewards as incentives for good performance; j) take into account the students' needs and difficulties in learning English at university and try to find the suitable solutions to develop the level of their communication skill; k) Identify goals and attitudes of students and let them follow and internalize their personal ideals and interests and not to force them to accept other ideals; l) Develop a good relationship with the learners, increase the learners' self-confidence, make the language class interesting; m) Encourage learners to develop their own intrinsic rewards through positive self-talk, guided self evaluation, and mastery of specific goals, rather than comparison with other learners. Teachers can promote a sense of greater self-efficacy, increasing motivation to continue learning language.

### **For students**

The previous recommendations for administration and teachers are suggested to motivate and increase the students' level of communication. Also, students should follow some recommendations and instructions to help teachers and administration in enhancing students' level of the communicative skills. They are: a) have self-confidence; b) be challenger and have an idea of good in English; c) to have strong

desire to study; d) to have strong desire too to study the more useful communicational strategies; e) to concentrate more with a teacher in the classroom; f) to improve communicating level by using different tools and materials like: to communicate with foreigners even in the net or directly face to face if you have the chance to do that (especially with foreign classmates),to use the internet, the books,...etc; f) be awareness towards the communication strategies ;g)to rely on themselves in doing activities in classroom; g) try to practice the communicating form of the language in order to acquire and develop English accuracy...etc.

We would like to appraise the teacher's role, and remind him/her that his/her task is manipulating student performance through extrinsic reward or punishment and using extrinsic motivational strategies and communicational strategies to encourage students to engage in classroom activities in order to enhance their communicative skills inside or outside . At the end, we wish hopefully that the suggestions and recommendations implied in our dissertation could be useful and helpful for teachers of English, especially those low motivated ones who underestimate the impact of "motivation" on the process of teaching and learning, and do not force the effort, interest and desire of their students. Overall, this study is useful not only for the learners helping them to improve their speaking and to teachers contributing to their understanding of the rules and the conditions necessary for effective learning.

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# Appendices

## Student's questionnaire

Dear students,

This questionnaire is a part of our research work. It aims to explore the motivational factors for enhance student's communication strategies to achieve better communicative competence in foreign language classrooms.

Please choose the appropriate answers to express your opinion. Your answers will be very useful in our research work.

Thank you in advance.

### Section one: General information

1. Gender:                      a- Male                       b- Female
  
2. Why have you chosen English at university?  
a- Imposed by administration  b- Personal choice  c- Parents choice
  
3. Why do you learn English? Is it because  
a-To communicate with foreigners   
b-to get job   
c-A want and desire to know the culture
  
4. Do you have E-mail friends from English speaking countries?  
a- Yes                       b-No
  
5. Do you live in?  
a- University Campuses                       b-At home

**Section two: About motivation**

6. Motivation means to you:

- a- Effort to succeed  b- Desire to succeed  c - Fact of reward

7. In your opinion, which strategies your teacher applies are more motivating you?

- a- Show his/her enthusiasm  b- Ready to help you in any time

- c- Support and encourage you  d- Rewarding by high grades (marks)

8. What are the factors do you think that motivate you learn English?

- a-To have good marks and get your diploma

- b- To satisfy your parents

- c-To get the teacher's appreciation

9. Do your parents want you to major in English class?

- a- Yes  b-No

10. How do you find your motivation in learning English?

- a- High  b- Medium  c- Low

11. If low, do you think it is because of?

- a- Method of the teacher

- b-Your family is not interested in your studies and progress

- c-The teacher doesn't care about your needs and interests

- d-The high level of your classmates

- e- Other reasons

12. What are the good characteristics do think a teacher should have?

- a- Sense of humor
- b- Helpful and enthusiastic
- c- interactive with students
- d- Know everything related to the subject available

13. Do you prefer studying and working in:

- a- With whole class  b- in groups
- c- in pairs  d- individually

14. What are the modules you consider most motivating?

- a- Oral expression  b- written expression  c- phonetics  d- grammar
- e- Literature  f- culture of the language  g- methodology

***Section three: About communication strategies***

15. Pick the most important skill that you need to develop most?

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

Because.....  
.....  
.....

16. Do you feel afraid to talk?

- a- Yes  b- No

17. If your answer is “yes”, is it because

- a. Fear of making grammatical mistakes
- b. fear of making pronunciation mistakes
- c. Having deficient vocabulary
- d. Fear of teacher’s negative feedback

18. To what extent did the oral expression courses help you improve your oral performance?

- a. Very much
- b. Somewhat
- c. Don’t know

- d. Not very much
- e. Not at all
- f. Lack of self-confidence

19. Which of the following describes your level of oral performance in English?

- a. High
- b. Above average
- c. Average
- d. Below average
- e. Low

20. Can you say that you are motivated to speak English and communicate well?

- a- Yes  - No

21. If your answer is “no”, why?

.....

.....

.....

22. Do you find speaking in English?

- a. Very easy
- b. Easy
- c. Difficult
- d. Very difficult

23. Which of the following techniques did you enjoy best?

- a. Group work
- b. Role-play
- c. Problem solving
- d. Discussion
- e. Other

Please specify

.....

.....

.....

24. Are you given the opportunity to evaluate your oral production?

- a- Yes  b- No

25. Do you think that the use of authentic materials in classroom increases your communication and interaction?

a - Yes                       b- No

Because

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

26. Does your teacher raise your awareness towards the communication strategies (skills)?

a- Yes                       b- No

27. Do you think that Dörnyei's communication strategies help you to improve your communicative skills?

a. Yes                       b. No

Because.....  
.....  
.....

***Thank You.***



## Résumé

Il s'agit apprenants d'anglais dans l'université qu'ils manquent de motivation pour apprendre la langue et l'incapacité de communiquer pour mettre ce problème en valeur. Le but du travail actuel c'est concentrer l'intérêt sur les facteurs de motivation qui rehaussent les stratégies communicatives. A travers ces études, nous essayons à pouvoir la nécessité de motivation pour réussir et à présenter les caractéristiques d'un meilleur enseignant et son rôle dans l'augmentation de motivation chez les apprenants pour étudier la langue Anglaise et d'obtenir l'objectif principal d'apprendre une langue étrangère qu'ils deviennent capables de communiquer très bien par cette langue. Nous avons encore consisté dans la deuxième chapitre aux stratégies communicatives et les modèles bien connus dans l'éducation psychologique, parce qu'elle devient le thème crucial pour tous les apprenants et les enseignants d'une langue étrangère c'est pour quoi, l'hypothèse c'est si les apprenants vraiment sont motivés ils peuvent réaliser un progrès remarquable sans les études des adresses communicatives. D'ailleurs, les questions principales posées sur cette étude qui sont les sources motivationnelles des apprenants selon les intérêts et les besoins ? celui sont les facteurs motivationnels qui affectent aux apprenants à apprendre les talents communicatives d'une langue étrangère ? Ce discours est un essai pour examiner les données en détail et suggérer les solutions appropriées pour étudier les problèmes de l'apprenant ; nous comptons sur un seul outil de recherche qui est la question du l'apprenant administrée aux étudiants du deuxième année LMD au département d'anglais à l'université de Biskra. Les données regroupent les outils révélés que ATD l'apprenant trouve des difficultés à maintenir l'engagement aux l'incapacité de communiquer bien et ils manquent la motivation à apprendre l'anglais et parler facilement. Nous croyons que cette étude, le rôle de l'enseignant c'est l'essentiel et le cœur de l'apprentissage, le processus d'apprentissage. Alors nous proposons quelques caractéristiques et qualités des enseignants effecteurs. Les résultats indiquent que les réels facteurs motivationnels liés directement aux niveaux augmentés des apprenants encouragent, le comportement, d'apprentissage et leur cas motivationnels, parce que l'essentiel

concernant l'apprentissage d'une langue étrangère c'est cible communicative. Cette recherche essaie de vaincre les problèmes par la culture de l'idée supposée à augmenter les consciences communicatives potentielles de l'apprenant à partir les stratégies de la communication.

## المخلص

هنا نتحدث عن طلاب اللغة الانجليزية بالجامعة الذين يفتقدون لعامل التحفيز لتعلم اللغة وعدم القدرة على التواصل، مما جعل هذه الإشكالية موضع الاهتمام، وذلك لأن الهدف من العمل الحالي هو التركيز على عوامل التحفيز التي تعمل على زيادة الاستراتيجيات الحوارية التواصلية، وانطلاقاً من هذه الدراسة، نحاول إثبات ضرورة التحفيز للنجاح وعرض مميزات المعلم الأفضل ودوره في زيادة التحفيز لدى المتعلم لتعلم اللغة الانجليزية وتحصيل الهدف الرئيسي لتعلم لغة أجنبية حيث يصبح المتعلم قادراً على التكلم جيداً بهذه اللغة. وقد أسرنا في المبحث الثاني إلى الاستراتيجيات التواصلية والأمثلة المعروفة في دراسات علم النفس، ذلك لأنها صارت الموضوع الأكثر أهمية بالنسبة لكل المتعلمين والمعلمين للغة الأجنبية. لهذا نقول الفرضية إذا كان المتعلمين حقيقة محفزين يكون باستطاعتهم تحقيق تقدم ملحوظ في دراسة المهارات التواصلية. من جهة أخرى، ما هي الإشكالية الرئيسية المطروحة بخصوص هذه الدراسة التي تمثل مصادر التحفيز حسب الاهتمامات والحاجات؟ ما هي العوامل الحقيقية للتحفيز التي تؤثر على المتعلم في تعلم المهارات التواصلية للغة الأجنبية. إذ يعتبر هذا الموضوع أطروحة لمعالجة المعطيات بالتفصيل واقتراح الحلول المناسبة لدراسة مشاكل المتعلم معتمدين على وسيلة وحيدة هي البحث الذي يتمثل في سؤال المتعلم الموجه لطلاب السنة الثانية (LMD) لقسم اللغة الانجليزية لجامعة بسكرة. وتجمع المعطيات للوسائل المعلنة بان المتعلم يجد صعوبات في انجاز التمارين داخل القسم وعدم قدرته على التواصل الجيد اضافة إلى افتقاده لعامل التحفيز على تعلم اللغة الانجليزية والتكلم بطلاقة. ونعتقد أن هذه الدراسة التي تتعلق بدور المعلم كأساس وروح عملية التعليم و التعلم، حيث نقترح بعض الميزات والخصائص للمعلم المؤثر. وتشير النتائج الى ان العوامل التحفيزية الفعالة المرتبطة مباشرة بالمتعلم تشجع السلوك على التعلم وتحفيزاته ذلك ان الأهم في تعلم لغة أجنبية هو تطوير استخدام هذه اللغة الهدف التواصلية، ويرمي هذا البحث الى ازالة المشاكل المطروحة من خلال الفكرة المقترحة لتطوير قدرات المتعلم الممكنة من خلال استراتيجيات الاتصال.