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Investigating the teachers' motivational Strategies to enhance students' oral fluency

The case of 3rd year LMD Students of English at Biskra University

A Dissertation submitted in partial fulfillment of the Requirements for THE MASTER Degree in Language Sciences

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Dedication

I dedicate this work
To Allah who gave me strength
and energy to complete it
To My mother and father
My sisters and brother
To all my family and friends

Acknowledgement

Abstract

The present study aims at investigating the effects of the teaching strategies on the students' motivation to speak English fluently.

Developing speaking skills includes several aspects that influence this process. It is more than obvious that the students together with the teacher are the most important ones. The way this process can be influenced from the position of the teacher will be the aim of this work. It also attempts to shed some light on the importance of motivation when it comes to improving the oral fluency. Modern teaching methods of foreign languages count on involving the use of different motivational strategies and activities which support such a development.

The basic hypothesis adopted in this study sets out that effective foreign language learning takes its roots in actions and language use. We believe that promoting this vision to teaching English will contribute to motivate learners and provide them with extensive language use and classroom oral production.

The method of this research work is quite descriptive. The data were gathered through self-completion questionnaires administered to third-year LMD learners and to teachers who have taught Oral Expression at the Department of English, Mohamed KHEIDER University, Biskra. The results have shown that motivational strategies are the right technique for increasing learners' motivation for language use and classroom oral participation which in turn affects learners' oral proficiency.

On the basis of these results, the hypothesis was confirmed in that students need to be provided with adequate strategies to motivate them and help them develop their speaking skill and to create suitable situations where they can use the language without hesitation.

List of acronyms and abbreviations

C.E.L.S: certificate in English language speaking skills

E.F.L: English as a foreign language

E.L.L: English language learners

E.F.L: English as a foreign language

E.S.L: English as a second language

I.E.L.T.S: International English Language Testing Service

O.F.A: oral fluency assessment

S.T.T: student talking time

S.L: second language

T.L: target language

T.T.T: teacher talking time

%: Percentage

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General introduction

The teaching of foreign language by its very nature is an interactive process, which involves active participation of both the teacher and the learner. It has been stressed, in foreign language teaching strategies that are more than a system of rules, but as a dynamic resource for the creation of meaning, for that reason, a great opportunity of classroom interaction is being truly demanded.

Many researchers have called into question the importance of investigating the role of those strategies on learners' motivation to improve their oral fluency.

I. Statement of the problem:

The main objective of learning a foreign language is to be able to communicate in that language. Yet, we observed that EFL learners have difficulties in communicating in English. The reasons for learners' inability to speak well are many and varied.

Teaching English in Algeria requires teachers to take into account that English can be taught and practiced only in the classroom. Since the classroom is the primary situation, in which learners have an opportunity to use the target language, so the kind of methodology followed has a great influence on language development. Developing learners' oral proficiency requires mainly overcoming these obstacles. Thus, teachers have to provide learners with a method of increasing those opportunities of language use.

Developing learners' oral proficiency requires mainly overcoming these obstacles. Thus, teachers have to provide learners with strategy to increase those opportunities of language use that motivate learners' to produce more language. There are so many motivational strategies that teachers can use inside their classrooms to provide learners with extensive oral production and communication.

In this study, we will try to investigate the effectiveness of these strategies in developing learners' oral proficiency.

II. Aim of the study

This study is meant to contribute to the improvement of learners' poor productions in English through the proposition of motivational strategies. It aims to investigate how these strategies can be utilized in improving third-year LMD learners' speaking skills in the department of English. This study aims at:

- Increase opportunities for student talking time (STT)

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•Shed some light on the influence of the social and affective factors (self-esteem, self-confidence, anxiety, etc) in creating a friendly and relaxed learning environment.

• Make use of some strategies to maximize learner's oral production

III. Assumptions and hypothesis

On the basis of what has been said, we assume that:

• The English Language Learners (ELLs) desire is to achieve a high degree of oral proficiency

• Learning is not passively observed facts or information simply added to existing knowledge; instead, learning is an active process for both teacher and learner.

• The underachievement in speaking is not only due to learners unwilling to speak but also to teachers reluctant to use such a method.

In this respect we hypothesize that:

• Motivation is a key factor for enhancing learners' oral production.

• If teachers use the motivational strategies Then, learners will use English spontaneously and flexibly to negotiate and express their intended meaning.

• We believe that promoting this vision to foreign language teaching in general and oral expression in particular will hopefully contribute to provide learners with extensive oral production and communication.

IV. Means of research

The most important methods of collecting needs analysis data are interviews, observation and questionnaires. However, interviews and observation are more useful in helping to better understand students' needs, but more time consuming. Because of time constraints, we will use questionnaire to achieve a more reliable and comprehensive picture. In this sense, we would direct two main questionnaires; one to the teachers who we think they would provide reliable answers. Students' questionnaire would be directed to third-year LMD students in the department of English at the University of Biskra. It aims at investigating the students' attitudes towards the present language teaching situations. We also want to investigate the students' evaluation of their skill and their awareness of motivational strategies.

V. organization of the work

The present research is divided into three main chapters. The first and second chapters review the related literature. The third chapter is the practical part of the study.

The first chapter outlines some of the theoretical issues related to the nature of speaking and oral communication. It also deals with the relationship between speaking and the other skills. Then, we will discuss the reasons of students' inability to speak in English.

In the second chapter, different techniques for developing oral proficiency are presented, and their implication to teaching the oral skills. The roles of the teacher and the importance of motivation in the process of teaching are also considered.

The last chapter deals with data analysis. It provides a detailed analysis of both teachers and learners' questionnaires. It will help us to see whether the results go in the same direction of our hypothesis.

Chapter one:

Oral fluency

Introduction

Knowing a language and knowing about a language is not the same thing. Knowing a language means the mastery of speech sounds, grammatical patterns and essential vocabulary through four basic skills: listening, speaking, reading and writing. In other words knowing a language means the ability to use it; whereas knowing about a language does not mean the knowledge of how to use it. Students are usually reluctant to speak English due to so many factors such as shyness and lack of vocabulary; however, a student who is may be good at listening and reading does not mean that he speaks well. A discriminating ear does not always produce a fluent tongue.

One of the major responsibilities of any teacher working with English Language Learners (ELLs) is to enable them to know the knowledge i.e. to communicate effectively through oral language. Teachers concerned with teaching the spoken language must address this question: why is it so difficult to teach learning oral proficiency? Largely, it is because teachers are desperately attempting to teach in the classroom what is best learned outside it .The classroom, of course, is a convenient place for providing information and developing education skills. However, teachers concern is not only to inform but also to develop learners' ability to use the target language for communicative purposes.

In this chapter, we will deal with general issues about speaking; definitions of speaking, the nature of oral communication, and the sub -skills. The relationship between speaking and the other skills, then, we will discuss the reasons of students' inability to speak in English and some techniques for teaching speaking. The roles of the teacher in the process of teaching and assessing speaking are also considered.

I.1. Importance of English in the world

At present, the need for speaking mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication. It is used as the working language in 85%of international organisations (Crystal 1997). English is an international language, it is understood everywhere in the world. It is our major window on the world. Of the 4,000 to 5,000 living languages, English is by far the most widely used.

When a child learns his mother tongue, he learns speech first. It is at the age of five or six that; he begins learning reading and writing. It is almost the same for a second language learner; he should focus on mastering his spoken language before thinking about the rest of the skills.

I.2. What speaking is

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burn & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experience, the physical environment, and the purpose for peaking. It is often spontaneous, open-ended, and evolving. However, speech is not, always unpredictable. Language functions (or patterns) that tend to occur in certain discourse situation (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burn & Joyce, 1997). For example, when a salesperson asks, "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what way to produce language (sociolinguistic competence). Finally, speech has its own skill, structure, and conventions different from written language (Burn & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

I.3. Speaking –Bygate vs. Harmer

Almost entire libraries have been written on speaking, however space provided here does not allow covering all the theories and notes in this work. speaking, belongs among productive skills.(Harmer,2001,Gower *at al.*1995, p.99-100) note down that from the communicative point of view, speaking has many different aspects including two major categories -accuracy, involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaking spontaneously'. This is, however, rather a superficial view of this skill...

For the purpose of the dissertation, I have decided to draw upon the theories provided by (Harmer, 2001), and, more importantly, (Bygate, 1987), whose theoretical inputs concerning the elements of speaking will be analyzed and their views compared.

I.3.1.Bygate's theory

According to Bygate (1987, p.3), in order to achieve a communicative goal through speaking, there are two aspects to be considered –knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

> *We do not merely know how to assemble sentences in the abstract:*
> *we have to produce them and adopt to the circumstances.*
> *This means making decisions rapidly, implementing them smoothly,*
> *and adjusting our conversation as unexpected problems appear in our path.*
> *(Bygate 1987, p.3)*

Being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out is the ability to use the knowledge 'in action', which creates the second aspect of speaking -the skill, Bygate notes (p.4).

Bygate views the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing

conditions, taking into consideration the fact that 'a speech takes place under the pressure of time'; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors (Bygate, 1987, p.7).

To sum it up, there are two basic aspects that Bygate distinguishes when considering the skill of speaking. These include the knowledge of the language and the skill in using this knowledge. The knowledge of producing the language has to be used in different circumstances as they appear during a conversation by means of the skill. The ability to use the knowledge requires two kinds of skills, according to Bygate –production skills, and interaction skills. Production skills involve two aspects –facilitation and compensation, brought about by processing conditions. Both devices help students, besides making the oral production easier or possible sound more naturally. Interaction skills, on the other hand, involve routines and negotiation skills. Routines present the typical patterns of conversation including interaction and information routines. Negotiation skills serve as a means for enabling the speaker and listener to make themselves clearly understood. Two aspects achieve this: management of interaction and turn taking.

I.3.2.Harmer's theory

Harmer (2001),when discussing the elements of speaking that are necessary for fluent oral production, distinguishes between two aspects –knowledge of 'language features', and the ability to process information on the spot; it means that language features, necessary for spoken production involves, according to Harmer; the following features: connected speech, expressive devices, lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview:
- connected speech –conveying fluent connected speech including assimilation, elision, linking 'r', contractions and stress patterning –weakened sounds);
- Expressive devices –pitch, stress, speed, volume, physical –non-verbal means for conveying meanings (super segmental features);
- Lexis and grammar –supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.);
- Negotiation language, in order to seek clarification and to show the structure of what we are saying. (Harmer 2001, p.269-270)

In order to wage a successful language interaction, it is necessary to realize the use of the language features through mental/social processing –with the help of 'the rapid processing skills', as Harmer calls them (p.271). 'Mental/social processing' includes three features – language processing, interacting with others, and on-the-spot information processing. Again, to give a clearer view of what these features include, here is a brief summary: -language processing –processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences);-interacting with others –including listening, understanding of how the other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so; -on-the-spot information processing –i.e. processing the information the listener is told the moment he/she gets it. (Harmer 2001, p.271) From Harmer's point of view the ability to wage oral communication, it is necessary that the participant possesses knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas –connected speech, expressive devices, lexis and grammar, and negotiation language. Supposing the speaker possesses these language features, processing skills,' mental/social processing', will help him or her to achieve successful communication goal. Processing skills include these social processing' Features: language processing, interacting with others, and on-the-spot information processing.

Conclusion...

Both Bygate and Harmer agree that for a speaker, in order to be able to wage a successful fluent oral production, it is necessary to possess knowledge of the language and skill in using this knowledge. Harmer and Bygate approach the speaking from the viewpoint of a skill that involves several elements to be considered during language teaching. Harmer makes a distinction between knowledge of language features (skills) and the ability to possess information and language on the spot via mental/social processing. According to Bygate, the skill of speaking involves production skills and interaction skills. While Harmer includes under the term language features connected speech, expressive devices, knowledge of lexis and grammar, and negotiation language; Bygate, on the other hand, distinguishes between two devices that are involved in production skills –facilitation and compensation. The second group of skills that Harmer distinguishes includes rapid processing skills that help speakers

process the information and language on the spot. These involve language processing, interacting with others and on-the-spot information processing. Bygate, on the other hand, recognizes the term interaction skills and involves here routines, the typical patterns for organizing utterances, and negotiation skills that realize these routines through management of interaction and negotiation of meaning so that understanding and thus communicative goal is achieved. The first chapter was devoted to an analysis of the elements that speaking involves. Next chapter aims at viewing the skill of speaking in relation to communicative competence.

I.4. Speaking as a skill

For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. English learners no longer expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language.

Speaking in a foreign language has often been viewed as the most demanding of the four skills. "While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills." (Harmer 1995, p.16)

Producing spoken language has often meant a difficulty and an obstacle for English learners. There might raise a question why. The answer is obvious. In the natural spoken language students are required to be aware of characteristics of fluent speech, such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech. All of these have to be taken into consideration while practising conversation in class. Without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practise "real" communication with students within the learning process. If it is neglected, it may be a reason why students are often shocked and disappointed when using a foreign language for the first time. They have not been prepared for spontaneous communication.

The embarrassment is usually caused by students' inability to adjust to native speakers' speech. This is natural and adjures patience while learning to speak or communicate in a foreign language, native speakers are a great support and the opportunity to communicate with them means even greater encouragement for students. Although it is quite demanding for students to keep up in conversation with them, they take it as an advantage in their studies. Most English learners are actually familiar with the fact that the best way to advance their speaking skills is adjusting to it in an English-speaking environment.

I.5. The speaking sub-skills

Speaking has its own sub-skills different from the other skills. A good speaker must be able to synthesize this array of skills and knowledge to succeed in a given exchange. Finocchiaro and Brumfit (1983, p.140), state that learners have to: a)think of ideas they wish to express, either initiating a conversation or responding to previous speaker;
b)change the tongue, lips and jaw position in order to articulate the appropriate sounds;
c)be aware of the appropriate functional expressions, as well as grammatical, lexical, and cultural features to express the idea;
d)be sensitive to any change in the "register" or style necessitated by the person(s) to whom they are speaking and situation in which the conversation is taking place
e)change the direction of their thoughts on the basis of the other person's responses.

In speaking, the learner has to acquire these sub-skills of knowing what, how, why, to whom and when to say something.

I.6. The relationship between speaking and the other skills

The aim of language teaching courses are very commonly defined In terms of the four skills: speaking, listening, reading and writing. The teacher focuses attention on one skill at a time. Thus, in one lesson special attention is paid to speaking, in another to writing and so on. Al though, often treated separately; the four skills are actively related.
Listening and reading are called receptive skills; the other two productive skills. The first two are useful sources of experience, but active participation in speaking and writing in the target language is essential to foster progress and reinforce learning.

I.7. Speaking fluency

Language is part of communication after all, and the only way to get that fluency in oral English is having conversations as much as possible, with native and non-native speakers; but the main point is that students can interact in the language with other people, since conversation involves using the language, listening to the language, processing the information, and then responding to it.

Derived from the speaking skill, there are conversational skills. They can be explained as language abilities needed to interact in social situations. Language abilities include speaking with appropriate vocabulary and structured linguistic forms. These are types of competences that every foreign language learner seeking for oral fluency and speaking proficiency must develop:

1-*Grammatical competence:* Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. Concerning speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. In order to convey meaning, EFL learners must have the knowledge of words and sentences;
that is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency (Eggins, 1997, p. 42:9)

2-*Discourse competence:* In addition to grammatical competence, EFL learners must develop discourse competence. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause, contrast, and emphasis. With these, learners can manage turn taking in conversation. (Schiffin, 1994, p.109)

3-Sociolinguistic competence: Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence, which involves knowing what users of the target language expect socially and culturally; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts.

Understanding the sociolinguistic side of language helps learners know what comments are appropriate, know how to ask questions during interaction, and know how to respond nonverbally according to the purpose of the talk. Therefore, adult second or foreign language learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly. (Thomas, 1995, p.34-8)

4-Strategic competence: Strategic competence, which is the way learners manipulate language in order to meet communicative goals; Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. With reference to speaking, strategic competence refers to the ability of knowing when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

I.8. Accuracy versus fluency

Accuracy and fluency are terms characteristic for a successful and fecund conversation. Scrivener (2005, p.160-162) declares that accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity.

Teachers should be aware of whether their main goal in a speaking activity is accuracy or fluency and adapt their role in class eligibly. If the main aim is to get students to speak, then one way to achieve that would be reducing teacher's contribution. It is supposed that the less he or she speaks the more time and space it will allow the students to. If the main aim is accuracy, the teacher should concentrate on students´ mistakes and devote time to their correction.

However important speaking without mistakes is, a promoted trend at present seems to be to lead students to a fluent conversation in everyday situations. Considering this, this approach best fits the needs of today's society that is based on fast exchanges of information. Nevertheless, it would be injudicious to qualify accuracy as less important in communication and underestimate its importance. It is also essential for the ability to speak a foreign language well.

I.9. Factors that hinder students' speaking fluency

Several factors affect the initiative of students when taking part of oral tasks inside the classroom. Some of them could be inner (psychological) factors, students' previous experiences; while some others can be external as for instance the environment created by teachers in the class.

I.9.1 Psychological factors

The goal of teaching the oral skill is to enhance communicative efficiency. When learners try to express themselves there is a hesitation; cliché expressions that fill in pauses, much repetition and frequent indefiniteness as the speaker seeks the most convenient combination of element to express his intended meaning (Rivers, 1968, p.192:8). These difficulties are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self-confidence and the fear of making mistakes.

I.9.1.a. Lack of interest in the subject

In a foreign language classroom, the student may often stay silent because he has nothing to say. in that moment, the teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express in English. As well as having something to say, the student must have the desire to communicate something to some person or a group of persons. If the student does not have a positive relationship with his teacher or feel at ease with his classmates, he may feel that what he would like to say can be of little interest to them. On the other hand, he may be very aware of

his limitations in the foreign language and feel that, by expressing himself in it, he is laying himself open to criticize or ridicule. For these reasons, again, he remains silent.

I.9.1.b. Poor listening practice

Since speaking is essentially an interaction between two or more people, listening comprehension plays a major role. The student may have acquired skill in expressing himself in the foreign language, but he has little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation. The student therefore does not comprehend sufficient elements in the message to be able to make further contribution to the discussion. Students need much practice in listening to the target language functions that will provide them with the breathing space necessary for oral performance.

I.9.1.c. Deficient vocabulary

In attempting to use the foreign language to express their own thoughts, students find themselves struggling to find appropriate words where their choice of expression is severely limited. When students are learning a foreign language, they are unable to express their thoughts in orally mature vocabulary. Thus, finding themselves now limited to expressing themselves in childishly simple language, they feel frustrated and uncomfortable. The teacher must be aware of this psychological factor and conscious of his own contribution in the process of teaching. He must be aware of the f act that, although they are limited in their powers of expression, they are not really the immature persons this deficiency might make them appear to be.

I.9.1.d. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et all cited in Nascente,2001).Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students ' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004).He believes that anxiety about speaking a certain language can affect students ' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should attempt to create a learning atmosphere that gives students more situations that are comfortable in their learning activity.

I.9.1.e. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in his class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. In line with this, Baldwin (2011) further explains that speaking in front of people is one of the most common phobias that students encounter and feeling of shyness makes their mind go blank or that hey will forget what to say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, shyness plays an important role in speaking performance done by the students.

I.9.1.f. Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

I.9.1.g. Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Hwe, 2007; Robby, 2010). With respect to the fear of making mistakes issue, Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011).

Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

I.9.2. External factors:

I.9.2.a. The environment

Besides the factors mentioned above, learning and teaching conditions in the classroom contribute to the success or failure of second language learning.

Creating good atmospheres and implementing realistic contexts in the classroom should be one of the teacher's top priorities in order to help students overcome their feelings of insecurity and fear when talking and orally interacting with others, thereby the teacher should enable them to build up their confidence and self-esteem, while at the same time making their learning enjoyable. Nimmannit (1998) commented on this in her work explaining what a typical class in an EFL classroom is; she describes how students are sitting in neat rows listening attentively to the teacher and obediently following each stage of the teacher's instructions. The teacher directs questions to specific students, and occasionally calls for volunteers, but students generally seem reluctant to respond. Nimmannit (1998) also explains that students will be more motivated if they are exposed to activities to which they can relate, which encourage them to use the target language, and which allow them to choose what they want to say. Besides the factors such as teachers and learners, learning and teaching condition is a factor affecting success or failure of the learners. Moreover, it can motivate or demotivate students.

I.9.2.b. Lack of Motivation

Motivation is a key to students ' learning success (Songsiri,2007).With regard to the issue of motivation in learning, Nunan (1999)stresses that motivation is important to notice in that it can affect students ' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest.

It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

I.9.2.c. The lack of Encouragement

After students finish their speaking in class, teachers should encourage them and let the students feel they have made some progress with a sense of their fulfilment. Teachers should try to do these:

(1)Be firm in a gentle way and give them praise whenever they are doing anything close to a good job.

(2)Be sincere and look for opportunities to find them doing something right. Never get frustrated, angry and impatient.

(3)Be a nice, sensitive, and approachable person at all times. Never single students out or put them on the spot.

(4)Treat them with kindness and respect. Smile a lot and value their opinions. Never embarrass anyone for a laugh.

(5)Allow the students to be themselves rather than expecting them to conform to your preconceived ideas about how they should behave. Build their trust, take your time, and wait for them to come to you. Of course, teachers should point out some apparent mistakes in their speaking, for example, the incorrect words in pronunciation or some serious mistakes in grammar after they finish their speech.

I.10. Making Mistakes on Oral Production

Participation usually means students speaking in class in any conversation class: answering and asking questions, making comments, and joining in discussions. Students who do not participate are often considered passive and are generally penalized when participation is graded (Lee, 2005). Learning environments can have a facilitating effect on oral production.' (Payne & Whitney, 2002, as cited by Farooqui, 2007. p. 5). The main purpose of having oral activities in class is that students speak and use the target language. They should overcome their fears of speaking and use the target language even if they make mistakes, students cannot learn without making mistakes, the error makes them realize they are having success in their learning process; it is a proof of their development. it is important to make students conscious of the role that mistakes play in the development of a language. As Jianing (2007) explains in her work, many English students believe that if they make mistakes or fail to find appropriate words to express themselves, they will lose face. 'To protect themselves from being laughed at, they are reluctant to speak English. So there is the vicious circle: the less they speak, the less they improve their speaking skills, and the more they are afraid of speaking' (p. 1). Jianing (2007) also states in her study that foreign language learners tend to lose interest in what they learn if they find they make little progress. Additionally, fear of making errors and losing respect are some of the factors that influenced university students' willingness in participating in classroom oral communication (Lin, 1998). However, Essberger (2007) highlighted the importance of making mistakes, he stated that students should make mistakes and in that way, they would be aware of what is happening in their utterances, Essberger (2007)concluded that 'The person who never made a mistake never made anything' (p. 2). So when students know that they have made a mistake, they know that they have made progress. When students are freed of the need to interpret expectations and figure out task organization, they can concentrate on and take risks in learning. in relation with this, Hernandez *(2005)* states that:

> *According to Stryker and Leaver (1997) language learning has been compared to learning to ride a bike or learning to play an instrument. Even though it is widely recognized that the best way to learn these skills is by doing them, and not by just studying them or performing exercises and drills, traditional foreign language classes resemble a music class in which the students spend time practicing scales and theory instead of playing real pieces. (p. 1)*

This is what very often happens in any English courses, where students have to deal with grammar rules when writing or reading, but most of the time, they do not face oral communication, so they do not get practice enough in the target language and they become afraid of talking in front of others.

The interactional opportunities offered by the different activities developed in the classroom and the active participation of the students in English classes should help them to improve oral communication skills and develop the oral abilities to communicate fluently in different contexts. As Kozuh (2004) explains 'communication is a skill much like swimming if you don't get into the water and actually swim, your swimming will not improve'. The importance of speaking skill is also highlighted by Cotter (2007) when he states that humans need language for communication after all, and that primarily means speaking no matter the mistakes students might ha e when orally interacting with peers or other people.

I.11. Assessing speaking

The term assessment refers to more than tests and grades. Actually, Haley and Austin (2004, p.117) state that "[it] involves development of materials, processes, activities and criteria to be used as tool for determining how well and how much learning is taking place." Similarly, Lindsay and knight (2006) state that:

> *Assessment is the process of analyzing and measuring knowledge*
> *and ability, in this case, the learner's knowledge of the language*
> *and ability to communicate.(p.121)*

In foreign language teaching, it is important to assess all learners' language skills and not just their use of grammar or vocabulary. In speaking, assessment involves the learner's knowledge of the language items and the ability to use this knowledge to communicate in that language. Thornbury (2005, p.124) states that speaking assessment can be done either formally or informally. Informal assessment can take place at the beginning and at end of the language courses as well as at various occasions during the course itself by asking questions to check whether the learners have understood or not. On the other hand, format assessment can be done through tests-using placement, diagnostic, progress or development tests and

examinations like the Cambridge Certificate in English language Speaking Skills (CELS), the International English Language Testing Service (IELTS) examination.

Testing can have a significant influence on how a teacher works with his learners and influences how learners learn. It may seem easier to prepare a grammar test .However; testing speaking is not an easy task because of the complexity of the skill. The problem, however, with including an oral component in a test is that it complicates the testing procedure in terms of practicality and the way assessment criteria can be reliably applied. Setting and making a written test of grammar is relatively easy and time-efficient. A test of speaking, on the other hand, is not. As an example, we may use an oral interview that forms a common kind of foreign language tests. During the test, all the learners of a class have to be interviewed individually, the stress caused, and the time taken, may seem to be greater than the benefits. Moreover, the teacher may have different criteria or standards for judging speaking. Thornbury (2005, p.125) Language teaching program that prioritizes the speaking skill but does not assess it cannot be said to be doing its job properly. OFA plays a major role in foreign language learning, both as a motivational factor to do more speaking in class and as tool for the teacher to determine what skills and knowledge the learners already have and what areas need more focus. Testing oral production means testing what the learner does with the foreign language, ability to comprehend the spoken language, ability to frame a ready response, and the ability to express his ideas intelligibly with correct structure and appropriate lexical items. Then, teachers might also be interested in articulation of sounds, stress, intonation, etc...

Al though fear of bad marks can sometimes be motivating, it is surprising to find the amount of power that learners feel when assessing themselves. It can be a real awareness raising activity.

Conclusion

Throughout this chapter, we have tackled with the speaking skill aspect; its importance hinder factors and how to assess it; we have also focused on the fact that mastering a language goes beyond grammatical patterns and vocabulary, but most importantly the mastery of speaking (the communicative competences) ; consequently, teachers should provide learners with effective oral practice. Clearly, teachers have to adopt a wide range of motivational techniques and strategies through which students' oral proficiency can develop and which are going to be developed in the next chapter.

Chapter two:

Motivational strategies

Introduction:

Along the history of foreign language teaching and learning, speaking has always been considered as the most essential skill to be mastered for several reasons. The approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Realizing the high importance of the speaking skill in EFL programs, it is very important to find and use the best instructional methods, materials, activities, media, and other requirements that will motivate the learners to try to better master speaking skill. However, although a great number of studies aimed to help learners master speaking skill has been conducted, many EFL learners still find speaking it very difficult to master; and there comes the motivational role of the teacher. Teaching and guiding students to speak fluently a second language is a hard job, therefore, teachers have to try to find other pedagogical tools in order to help the students' learning process effectively. This chapter will tackle with the previously mentioned aspects: motivational strategies, the teachers' role etc ..

II.1. The teachers' role

In the traditional language classroom, students and teachers often have defined roles. For instance, in highly teacher centred classrooms, the teacher decides who talks when and about what, the teacher-dominated classroom is the one where the teachers spend most of the time talking; these kinds of teachers are the ones who control the students' participation through some classroom activities and students have little chance to participate freely. This teacher-centred pattern of communication does not encourage students to assume an active participatory role and does not promote the development of interaction and communication skills that are an essential element of English oral skills.

Furthermore, Fernandez (2004) explains that as students become aware of different aspects and problems related to the process of teaching and learning, they will come to better appreciate the teachers' attempts to engage them in classroom communication, 'the student-centred classroom is the one where the students can participate more actively' (p.3). Fernandez also states that where the teacher is a facilitator and of the learning process, students can direct and develop the classroom activities by interacting among themselves that leads them to overcome their fears, shyness and lack of confidence, three of the main hinders of enhancement of their speaking proficiency.

The primary role of the teacher is to create the best conditions for learning. The teacher needs to play a number of different roles during classroom procedures. However, Harmer (2001, p.275-6) suggests three roles if the teacher is trying to get students to speak fluently:

− **Prompter**: the teacher should become a prompter when students get lost, stuck and cannot think of what to say next ,or in some other ways lose the fluency the teacher expects of them. The teacher, in this role, should be very careful not take initiative away from the students. He can leave them to struggle out of such situations on their own, and indeed sometimes, this way is the best option. However, the teacher may offer discrete suggestions. This will stop the sense of frustration that some students feel when they come to a dead end of language or ideas.

− **Participant**: in any part of the lesson there is always a chance for the teacher to participate in discussions ,as an equal not as a teacher .In this way the teacher can prompt covertly,

introduce new information to help the activity along, ensure continuing students involvement and generally maintain creative atmosphere. However, the teacher should be very careful of participating too much, thus dominating the speaking and drawing all the attention.

– Feedback provider :the teacher should be very careful of when and how to give feedback in the speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding and hesitations. Everything depends upon teacher tact and the appropriateness of feedback provided.

Nevertheless, not all the methodologies, techniques, and activities that teachers use in the classroom promote an active participation of the learners and an interactive process that assures the completion of a successful language learning process.

II.2. The EFL Teacher as Motivator

The development of students' speaking skills increases when the teacher has the ability to motivate students. The teacher's ability to motivate is important because it creates a free-stressed atmosphere and establishes a relationship of mutual confidence and cooperation. This atmosphere is important for English learning because the classroom is a social setting in which relationships influence character traits that reinforce the skills and virtues of effective and responsible students. When students are exposed to a relaxed and safe place, and as open as possible the space is, they will feel self-confident and will be more able to assume some responsibility for classroom interaction (El Karfa, n.d). In that case, teachers need to use icebreakers (warm up activities) to involve uninterested sub-groups or unmotivated and shy students in classroom activities. This researcher also stresses the importance of a free and optimistic atmosphere to promote communication and to enhance students' motivation and explains that a nervous and stiff atmosphere builds invisible obstacles for oral production.

II.3. The teachers' motivational strategies

There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation.

-Terrell H. Bell

Motivation, one of the foremost problems in education, is often inadequately addressed in typical foundational (educational psychology) courses.

II.3.1. Definitions of motivation

There has been a variety of theories of motivation over the course of decades of research; however, in my study, I only mention the outlooks of Harmer (1991), Brown (1994), and Dornyei and Otto (1998).

Harmer said, "*Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we receive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal.*"

Brown states: "*Motivation is the tent to which you make choice about (a) goals to pursue and (b) the effort you will devote to that pursuit*".

Dornyei and Otto claim:

> "*Motivation can be defined as the dynamically*
> *changing cumulative arousal in a person*
> *that initiates, directs, coordinates, amplifies,*
> *terminates, and valuates the cognitive and motor*
> *processes where by initial wishes and desires are*
> *selected, prioritized, operationalised and acted out.*"

In a word, motivation is the thing that keeps students going. The famous Chinese, Confucius, stated that 'tell me and I forget, teach me and I remember, involve me and I learn'. Another one that says ' you can take a horse to water, but you cannot make him drink'; that is to say that motivation is needed in the learning process, all students need to be involved and motivated even the 'cleverest ones' that means that learners can learn when motivated by suitable motivational strategies.

II.3.2. Types of motivation

There have been many ways to classify motivation; however, brown's classification is mentioned. According to Brown (1994, p.170), motivation is categorised into *intrinsic* and *extrinsic* motivation.

II.3.2.a. Intrinsic Motivation

Intrinsic motivation refers to rewards provided by an activity itself. It arises from internal factors such as a student's natural feeling of curiosity, exigent, confidence and satisfaction when performing a task. People who are involved in a task because of intrinsic motivation appear to be engaged and even consumed, since they are motivated by the activity itself and not some goal that is achieved at the end or because of the activity, intrinsic motivation is the ultimate goal in education at every level.

II.3.2.b. Extrinsic Motivation

Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behaviour. Teachers use extrinsic motivation to stimulate learning or encourage students to perform in a particular way. It is one of the most powerful motivations. It is operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged. In other words, «Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity" (Morris & Maisto, 2002). This motivation arises from the use of external rewards such as points toward an activity.

In general, there are several types of motivation. In fact, there are three main types of motivation: *intrinsic, extrinsic* and *global* motivation. Harmer's view led me to such conclusion. Harmer (1983) indicates the relationship between two kinds of motivation such as intrinsic, extrinsic, and other kinds of motivation. Harmer states that extrinsic motivation consists of two sub-components: instrumental and integrative motivation. He also claims that intrinsic motivation is primarily made up of parts: situational and task motivation. The current study focus is on the extrinsic motivation and more precisely the teacher's motivational role.

Intrinsic motivation and extrinsic motivation are time and context dependent. They characterize people at a given point in time in relation to a particular activity. The same activity can be intrinsically or extrinsically motivating for different people.

II.3.3. Factors affecting students' motivation to speak English

A variety of factors may influence motivation in second language learning, including teaching materials, syllabus, teaching means and methods, teachers, learners themselves and so on. Because the purpose of my study is to find out ways to motivate students to speak English, it is necessary for us to know; first, the factors that cause their demotivation:

II.3.3.a. Teachers' factors

According to Dornyei (2001), teachers play a significant role in socializing and shaping the motivation of their students through their personal characteristics, verbal and non–verbal immediacy behaviour, active motivational socializing behaviour, and classroom management practices. Teachers' behaviours such as embarrassing students whenever they make mistakes when talking, laughing at them and asking them to talk about a subject they do not know much about, relationship between teachers and students, and teachers' enthusiasm are all factors that most teachers do not pay attention to, but they; in fact, do affect their students' motivation to speak in the target language. The outlooks relating to these factors coming from Dornyei's (2001) theory.

II.3.3.b. The atmosphere in the classroom

Besides the factors mentioned above, learning and teaching conditions in the classroom contribute to the success or failure of second language oral proficiency. Moreover, it can motivate or demotivate students. The classroom is the only place where the teacher can influence his students so it has to be a free atmosphere, students should be at ease inside their classrooms, by making good relationships between students themselves and their teacher.

II.3.3.c. Interest

Interest is not a type of motivation but rather an influence on motivation. Students who are interested in learning about a topic or improving their skills in speaking should display motivated behaviours, such as choice of the activity, effort, persistence, and achievement.

While it may seem that personal interest and intrinsic motivation bear some similarity to one another, personal and situational interest are not inherently linked with either intrinsic or extrinsic motivation. Students may be personally or situationally interested in a topic for intrinsic or extrinsic reasons. Although a goal of teachers may be to develop students' interest and intrinsic motivation in learning, in fact, there are many reasons underlying students' interests and not all of them reflect intrinsic motives.

II.3.4. The importance of motivation in second language learning

There have been many theorists mentioning the role of motivation in foreign language learning and teaching; the views of Brown (2007), Reece & Walker (1997), Li (2009), and Wang (2009). Basing on their viewpoints, we can conclude that the success in second language learning depends on many factors such as learners' factors (attitude, aptitude, intelligence, personality, etc), teachers' factors, teaching and learning condition, and motivation. Among those factors, motivation is considered as a key factor deciding the success or failure of a foreign language learning.

II.3.5. Definition of motivational strategy:

Dornyei (2001), defines motivational strategies as techniques that promote the individual's goal'

It is important that a teacher use different strategies when teaching to improve his students' oral proficiency level in an interesting that catches the students' attention. Similarly, motivational strategies can greatly improve learning outcomes for students entering the classroom with different learning styles and abilities. Stephen (2006) points out that "*Strategy has the power to transform passive students into active learners equipped with the tools to promote strategic planning and independent reflection*". Besides, the use of adequate strategies helps to attain the maximum of goals and success. Which motivational strategies

EFL teachers need to use and to what extent they should be employed, these have always been important.

II.3.5. motivational strategies for oral fluency

Effective teachers should use different motivational strategies, which encourage students to take communicative initiatives. Thus, they can provide them with wide and richer chances of using the language as much as possible.

II.3.5.a. Group Work

Despite the need for whole-class teaching and individual work, or "seatwork" in language classroom, the use of group work has been emphasized as another interactional dynamics of language classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example, the teacher might want students to predict the content of reading a text of five paragraphs. Then, they are divided into five groups. Each group selects a paragraph of the text just reads and prepares to answer the questions put by the other groups. Each group has to scan a paragraph of the text for detailed comprehension and formulate questions to test the comprehension of the other groups. The aim is to get the students involved in oral interaction asking and answering questions, agreeing and disagreeing certain points of paragraph and proposing modifications.

Indeed, it is through this kind of tasks that researchers believe many aspects of both linguistic and communicative competence are developed (Bright & McGregor, 1970). Oral interaction, in-group, is based on a real attempt to find a collective solution to problems. Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange. For this reason, students should be familiar with the discussion topic. The main concern of the teacher is, of course to get the students to talk and to stimulate their interest and imagination.

II.3.5.b. Pair work

Pair work activities are the integral aspect of many teachers' approach to language teaching. One of the easiest and the best ways of allowing all students in our class to speak English is to encourage pair work.

To begin with, Byrne (1991) divides pair work into three kinds:' open pairs',' fixed pairs', and 'flexible pairs'. During 'open' pair work, learners talk to one another across the class under the teacher's control. While working in 'fixed pairs', learners work with the same partner in order to complete a task (for example, dialogue).Finally, working in 'flexible' pairs presupposes that learners keep changing their partners (for example, interviewing other classmates).

On the other hand, Doff (1991), to compare with, distinguishes between 'simultaneous Pair work' and 'public' or 'open' pair work and defines both kinds of pair work as follows:

> *In pair work, the teacher divides the whole class into pairs.*
> *Every student works with his or her partner, and all the*
> *pairs work at the same time (it is sometimes called*
> *'simultaneous pair work')...this is not the same as 'public'*
> *or 'open' pair work, with pairs of students speaking in*
> *turn in front of the class. (Doff 1991, p.137)*

Similarly as with group work, pair work increases the amount of learners' practice, encourages co-operation, which is important for the atmosphere of the class and for the motivation it gives to learning with others, and enables learners to help each other to use and learn the language. In addition, the teacher is able to act as an assessor, prompter or resource, Harmer believes.

Byrne (1991) adds that pair work facilitates learners' independence; and, moreover, sees Pair work as an interaction similar to real-life language use:

> *They [learners] can face and talk directly to one another, so it is much*
> *closer to the way we [people]use language outside the classroom.*
> *(Byrne 1991, p.31)*

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The problem concerning noise and indiscipline during pair work depends, according to Harmer, on the task set by the teacher and teacher's attitude during the activity. (1992, p.244) However, Ur (1991) strongly disagrees with the claim that the choice of activity influences the discipline and noise in the classroom and shifts the problem onto the teacher's personality:

> *As regards discipline: this depends on the personality of the*
> *teacher, her class, and the relationship between them,*
> *not on the type of activity.(Ur 1991, p.8)*

In addition to noise, Doff (1991) provides some interesting comments. Doff claims that noise is a side effect of the group work (and pair work) and 'cannot be helped'. He points out that 'usually the students themselves are not disturbed by the noise', and adds, "the noise created by pair work and group work is usually 'good' noise –students using English, or engaged in a learning task" (p.141-2).

Another frequently discussed problem concerns the use of learners' mother tongue. While conducting communicative activities, Byrne (1991) believes that learners' use of mother tongue is a natural factor of group and pair work activities: 'Of course the students will sometimes start to use their mother tongue to express an idea -especially if they get excited' (p.34).

- Importance of pair work and group work

Pair work and group work present ways of organizing the class while teaching speaking. The teacher's responsibility is to choose a suitable motivational strategy depending on what is going to be practiced – either fluency or accuracy – and organize the students into pairs or groups. In some activities such as role plays and guessing games, pair work is essential. On the other hand, discussions and debates require group work and enable the students to express their opinions on a given topic within the group. After that, the spokesman of each group notifies the rest of the class about the conclusion they have reached. This may lead to a following discussion among groups and if the topic is amusing, the speaking lesson seems to be enjoyable for both students and the teacher, too.

- Advantages of pair and group work

There are many reasons for pair and group work to be used in the lessons. First of all, they provide the students with a lot more practice than working as a whole class. Students also feel more comfortable to speak to one or two people rather than the whole class and the teacher. Moreover, speaking to just a few people is closer to real-life situations.

Pair and group work allows each student to work at the pace of his or her small group or pair. The teacher is no more considered the only source of information but the students learn from each other. This creates opportunities for learners´ knowledge to be shared. In order to be successful, learners need to become accustomed to using English without the teacher's permanent support. Therefore, working in pairs or groups helps them to build up their independence and confidence for further conversations.

The advantages of pair and group work can be noticeable not only from the learner's but also the teacher's point of view. It provides the teacher with more time to work with weaker students and encourage them, by participating in a role play or discussion, to communicate. Teachers can also benefit from a great availableness of different communicative activities being offered in bookshops and on the internet nowadays. The variety of materials for pair or group work speaking practice is praised by most of them and their use has proved to be very efficient for speaking skill improvement.

II.3.5.c. Role-play

Role-plays in the class is another kind of motivational strategies that the teacher may implement in class, situations such as going shopping and asking about the prices, or just going to a party and starting a conversation about any topic.

Many students derive a great benefit from role -play. It can be used either to encourage general oral proficiency or to train students for specific situations especially where they are studying English for specific purpose (ESP).Role-play is an authentic technique because it involves language use in real interactive contexts. It provides a format for using elements of real -life conversation and communication (For rest, 1992). Revel (1979), sees role-play as: "an individual's spontaneous behaviour reacting to other in a hypothetical situation." (p .1 6) This implies that role-play invites students to speak through a fictitious identity in an

imagined situation to present the view of a person without necessarily sharing them. Role-play involves an element of let us pretend; it can offer two main choices:

a) They can play themselves in an imaginary situation.

b) Or they can be asked to play imaginary people in an imaginary situation.

(Byrne, 1976, p.117-8)

Students usually find role -playing enjoyable, for example, they might be given the role of an angry father awaiting the late return of his middle school son from football game. Another student could be given the role of the son. Therefore, students have to prepare a dialogue for their presentation. Because role-play imitates real life, the range of language functions that might be used expands considerably. The role relationships among students call for practising and developing sociolinguistic competence to use the language skills that are appropriate to the situation and to the characters.

Role-play can be a direct interactive method. It is an authentic technique for language use in interactive contexts to train students for specific interactive skills of arguing, information, persuading, discussing, or complaining …e t c. It promotes spontaneous oral exchanges between participants instead of reciting already memorized stretches. Indeed, as Dickson (1981:382) puts it:"learners say what they want to say and not what someone has told them to say." Second, role-play motivates hesitant students to be more forthright in their opinions and behaviour than they might be when speaking for themselves, since they do not have to take the responsibility for what they are saying. Third, by broadening the world of the classroom to include the world outside, role-play allow students to use a much wider set of language use.

According to Byrne (1978), role-play can be grouped into two forms: scripted and unscripted role-play. Generally, scripted role-play is more popular than unscripted role-play. Two role players can write role-play as a script and then read the lines. Unscripted role-play, on the other hand, is hardly used, because it is quite difficult and complicated for them to prepare in a short time and then act out in front of the class. Without scripted role-play, they may feel unconfident and are under the pressure. However, unscripted role-play is real life conversation that occurs naturally. Interlocutors can change the script according to real situations. They tend to expand their communication when problems are occurred. Despite the

benefits of unscripted role-play, there have evidentially been no studies done to investigate its effectiveness.

Role-play is an effective motivational technique when it is open-ended so that different people would have different views of what the out come should be and consensus has to be reached. There is a dynamic movement as the role-play progresses with students who lack self-confidence or have lower proficiency levels. To succeed with role-play, the teacher has to give each student who does not play his role appropriately a card that describes the person or the role-played. The teacher needs not only to identify the situation that will stimulate the discussion but also give them the role that matches the requirements of their personalities. Topics for role-play should be taken from students' current interest and anticipated experiences. This will contribute to increase the student's self-confidence as a speaker and his motivation to enhance his oral fluency in order to participate more.

II.3.5.d. Problem solving

Barker and Gaut (2002, p.160) defined problem solving as follow:

A problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings

The label has been used to group together a range of activities that require the learners to find solutions to problems of different kinds. Duff (1986;i n Nunan,1989:44)discovered that problem solving tasks prompted more interaction than debating tasks. The problem tasks range from the imaginary to the more realistic. The latter involves processes that have some kind of realistic application in which the students become involved in an effort to achieve a goal.

In problem solving, students are involved in pooling information to solve a problem through oral expression and negotiation of meaning. For instance, the teacher describes the task to the students: you are stranded on a desert island along way from anywhere. There is a fresh water spring on the island, and there are banana trees and coconut palms. The climate is

mild. Make a list of eight to twelve things that you think are necessary for survival. Apart from the activities focusing on the likes and dislikes of individual learners, which therefore need an initial phase where each student works on his own, most of the problem-solving tasks require pair or group work throughout. Thus, students can be asked to solve the problem individually or collectively. The latter is calling for cooperative negotiation. Problem solving activities demand that the learners themselves make suggestions, give reasons, accept, modify or reject suggestions and reasons given by others.

Problem solving can be of two kinds: short-term task and long-term task or project. The former can be done in course of one class session while the latter is more time consuming that may take many sessions and longer. An example of a short-term problem-solving task includes putting items in categories. For this kind of activities, the students have either to classify items according to categories given by the teacher or to identify them by themselves. The students are given a list of 10 -15 items, such as occupations (bank clerk, truck driver, police officer, teacher, lawyer, e t c …) and asked to locate them under heading according to different features. Like, physical/ mental work indoors /outdoors with people /alone etc...Such short-term activities are task-centred and can be presented in a relatively simple way (i.e. they do not require a lot of explanation in order to set up; nor do they generally need any support materials). It can be comfortably done in one class session of 20 -30 minutes. However, some teachers regard any activity that involves individual or group research over a period as project work. Very often, this kind of activity is topic-centred and results in the production of a piece of written oral report or both. For example, the teacher often asks students to develop a presentation on a particular historic period and to generate written products appropriate to the period. Students might conduct diagrams to support the project. This example shows that teachers attach more importance to activities which get the learners out of the classroom, particularly those that involve the collection of data through information search, information exchange and information synthesis.

In some way, these activities provide a framework language use in a range of communicative function that is likely to occur. Learners also develop greater oral skills for managing the interaction, e.g. signalling disagreement or interrupting without offence.

II.3.5.e. Discussion

Discussion is any exchange of ideas and opinions either on a class basis with the teacher's role as a mediator and to some extent as participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may continue for a whole lesson (in case of advanced l earners who have a good command of foreign language). It may be an end in itself; a strategy for developing oral expression through exchange of ideas, opinions, arguments and points of views. We can say that this technique is student–directed and teacher–guided discussion (Hill and Ruptic 1949, as cited in Byrne, 1976). For example, all students can be asked to read a single book or story that can be discussed in one session upon completion of the reading.

Discussion groups (also called literature circles and book clubs) can last from one to two or three session depending on the length of the book. Discussion has many advantages, some benefits for second language learners include: increased comprehension levels; opportunities to improve spoken language proficiency; increased participation of quiet and shy students and more time for teacher observation of students learning. One of the reasons that discussions fail is that students are reluctant to give an opinion in front of the whole, especially if they cannot think of anything to say and are not confident of the language they might use to say it.

Many students feel extremely exposed in classroom discussion (Barnes and Todd, 1977, p.81). Teachers have to keep in mind that topics for discussion are not selected at random. The first step toward successful discussion is that the teacher has to respect the following:

- Provide the students with a variety of sources of input (both topical information and language forms), newspapers, video recording, or simply text so that they can have something to say and the language with which to say it.

- Offer choices relevance to professional /educational level of the students to feel comfortable with the topic chosen from several choices. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs rather than how to combat pollution.

- Set a goal or outcome of discussion as group product, such as a letter to the editor.

- Use small groups instead of large groups or whole class discussion as, large groups can make participation difficult.

- Give 8-15 minutes, for discussion. Allow them to stop if run out of things to say.

- Allow students to participate in their own way. Do not expect all of them to contribute to the discussion, some students may feel uncomfortable to talk about certain topics.

- Do report back session to report the main results of their discussion.

- Do linguistic follow-up at the end of the discussion; give feedback on grammar or pronunciation problems.

Through well-prepared discussion, the teacher's role is not to force his opinions on the students but rather to motivate them to express theirs. The teacher's opinion, if offered at all, should only serve to stimulate further ideas on the part of the students, not to inhibit them. Secondly, the teacher should appear more interested in the ideas at least in the beginning. Sometimes, of course, the teacher may have to help students to get their message across, or make their meaning clear. In addition, the teacher has to keep the channels of communication open not of course by doing all the talking himself, but by stimulating students talks through questions which server as stimuli for discussion as long as they generate controversial opinions amongst the students.

II.3.5.f. Integration of Native speakers in the class

There are studies that explore the integration of other foreign speakers in the classroom in order to order a highlight to the relevance of using the foreign language for communicative purposes. in their study, Mita, Shirao, Martin, Hatagaki & Dendo (2006) investigated the effects and implications of inviting foreign students to be present in oral presentations. The researchers found that this integration helped to create a real need for using English in the class. The researchers also reported that, by making presentations instead of having casual conversations, the learners experienced less anxiety and had more confidence in talking to foreign students.

So, having a 'real audience' inside the classroom provides a value on students in their own learning process, since the students could notice differences in accent and vocabulary compared with native speakers, talking to native English speakers should make L1 students

realize that they themselves need more grammar, vocabulary, and pronunciation training to make themselves understood.

II.3.5.g. Use of songs

The use of songs and videos are other strategies that the teacher may use with students, they may have different likes and dislikes about music and that is another way to start an oral activity with students.

II.3.5.h. Creating the right environment

It is important for the learners' that the teacher create a positive environment in order to encourage the learners' interaction. As such, they can express their ideas, feelings and opinions without feeling afraid of making mistakes. Teachers should also create an atmosphere of familiarity, friendship, and mutual confidence in the classroom throughout group work, pair work, and collaborative class discussion where students are engaged in purposeful communication that promotes their participatory skills.

II.3.5.i. Guessing games

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. Although they are called "games", they provide intensive language practice, especially in asking questions, so they should not be regarded as an extra activity. Students are fond of these guessing tasks mainly because they enjoy themselves without realizing they also practice and improve their speaking skills.

II.3.5.j. Information gap activities

Thornbury (2005, 80-84) describes information gap activities, he claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. Therefore, in order to obtain the information, the interactants have to communicate. Littlewood (1994, 22-26) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing.

The most common information gap activity is spotting the differences in the pictures, exchanging personal information, and creating the story based on flashcards shown to the students in random order, for a few seconds and one flashcard per group only. This makes the students cooperate and communicate with each other to find the lacking information.

II.3.5.k. Group Investigation

Group investigation is a form of motivation to use the language that dates back to John Dewey (1970, in Slavin, ibid, p.11), but has been redefined in more recent years by Shlomo and Yael Sharan at the University of Tel Aviv. In this method, group composition is based on the teacher and students need to experience a variety of communicative and social skills that establish norms of appropriate cooperative behaviour in the classroom. Group investigation requires the students to seek information from a variety of sources inside and outside the classroom.

In group investigation, groups choose topics from a unit studied by the entire class, Each group members takes part in determining what they want to investigate in order to solve the problem, which resources they need, which will do what and how they will present their project to the class as a whole.

Group investigation exposes students to constant evaluation by both classmates and by the teacher more than traditional whole-class instruction. This kind of evaluation is more appropriate for advanced levels. In second language acquisition, group investigation offers many opportunities for meaningful language use.

II.4. Recommendations

- There is no need for ESL teachers to eliminate accents when they are teaching their students to pronounce English words. The important thing is to teach them to speak comprehensibly. Teachers should speak clearly and repeat words that are difficult to pronounce, and they can help their students learn how individual sounds are produced by showing the right positions and movements of tongue and lips. Students should be

encouraged to speak slowly, so that their pronunciation will be clearer and more accurate.

- To help ESL students make better progress, teachers should encourage them to converse more frequently with native English speakers. In addition, they can ask their students to speak more English at home or take part in activities that require them to speak or read English outside the classroom.

- ESL students speak a different language at home, some of them do not know the meanings of simple English words and phrases, and it can be difficult for teachers to communicate with them. Nevertheless, teachers can exercise more patience and try to find the right ways to help to their students become more proficient in the language.

- Increasing the amount of English you use in class is a very simple motivational strategy.

Conclusion

Developing speaking proficiency requires more than just getting the language learners exposed to a pool of vocabulary or grammar descriptions. Enhancing students' oral fluency is the role of both teachers and students, but mainly the role of the teacher, when students are not motivated, even when they are, then it is his role to provide them with materials and use different motivational strategies which main objective is to improve students' speaking skill. In this chapter, several strategies were explained that help teachers motivate their students to speak fluently.

Chapter three
Data description and analysis

Introduction

So far, we have presented a review of related literature to speaking and cooperative language learning. The next step of any research design is to move to something more practical. As long as our research is concerned, the most suitable method is the descriptive one. However, the researcher may have to draw on range of different procedures for collecting needs data, such as: observations, meetings, tests and questionnaires. It is really necessary to employ all these procedures and the choice will obviously depend on the aim of the research work, the sample under investigation, the time available and the nature of the data collected. The questionnaire is perhaps the most widely used for eliciting information from some target informants relative to their goals, attitudes and backgrounds. In this study, we have made use of two questionnaires - (1) the teachers' questionnaire is designed for teachers who are believed to be in good position for providing data relevant to our study. (2)The students' questionnaire is designed for inviting them to contribute information on their actual state of learning.

This chapter clarifies the research design in terms of the aim, the administration and the description. Moreover, it also contains the analysis of students' and teachers' questionnaire.

III.1. Students' questionnaire

III.1.2. Aim of the questionnaire

This questionnaire is mainly designed to diagnose the students' evaluation of their skills and their motivation to speak the English language

III.1.3 Administration of the questionnaire

Given the impossibility to conduct the research on the whole population under investigation, we have administered the questionnaire to third-year LMD students belonging to different options: civilization and literature and language sciences.

It is worthy to mention that the questionnaire took place in April 2010, with a totality of (65) sixty five students. The questionnaire was administered to ninety (90) students, among of which I have not taken into consideration the answers of twenty five (25) students because open-ended questions were not answered. The questionnaire was administered in a friendly and relaxed environment. The questions were clear enough in order to help the students understand and thus provide appropriate answers.

III.1.4 Description of the questionnaire

In designing the present questionnaire for research purposes, the items required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a range of options, or open-ended questions asking the students to give their opinions or to explain their choices. The questions were divided into four sections each one of which covers the variables selected and each particular aspect of our study.

III.1.4.a. Section One: General questions (Q1–Q2):

In this section the students were asked to indicate their sex in (Q1). In (Q2), students were asked about how they find speaking in English: four (04) rating options were proposed ranged from very easy, easy, difficult or very difficult.

III.1.4.b. Section Two: students' perception of the speaking skill (Q3-Q8):

This section seeks information about some aspects of the speaking skill. In the first place, students are asked to pick the most important skill among the four skills that need to be developed most and then they had to explain their choices (Q3). The following question seeks information about how the students rate their oral performance in English whether it is high, above average, average, below average or low (Q4). In (Q5), students are asked if they consider that the oral expression courses help them to improve their oral performance very much, somewhat, don't know, not very much, or not at all. Then, in (Q6) they were asked to say whether they feel afraid to talk or not. In (Q7) they were asked to identify the reasons which lie beyond their answers from a set of options. In (Q8), students are asked about whether they are given the opportunity to speak in class or not.

III.1.4.c. Section Three: Students' awareness about motivation (Q9-Q13):

The first question of this section seeks information about students' motivation for a fluent oral production, whether he/she is motivated to speak English or not, and then the type of motivation that they believe they are motivated with (Q9). The next question investigates the awareness of students about the motivational strategies (Q10). (Q11) investigates their preferences for individual, pair or group work. And then they were required to justify their choices (Q12). In (Q13), students are asked if their teachers implement any motivational strategies to make them talk or not. After that, students were given a range of strategies and were asked to pick the one that they enjoyed best (Q14).

III.1.4.d. Section Four: students' evaluation of the motivational strategies (Q14-Q15):

The question (Q15) investigates the students' evaluation of the role of motivational strategies and whether it helps in improving their speaking skill or not, and then they were required to explain why. The last question (Q16) was a requirement for any strategies that they suggest and they see as helpful in enhancing their oral proficiency.

III.1.4 Data collection and analysis:

Section One: General questions

Q1. Sex:

sex	subjects	%
Female	47	72.31
Male	18	27.69
Total	65	100

TABLE 01: sex
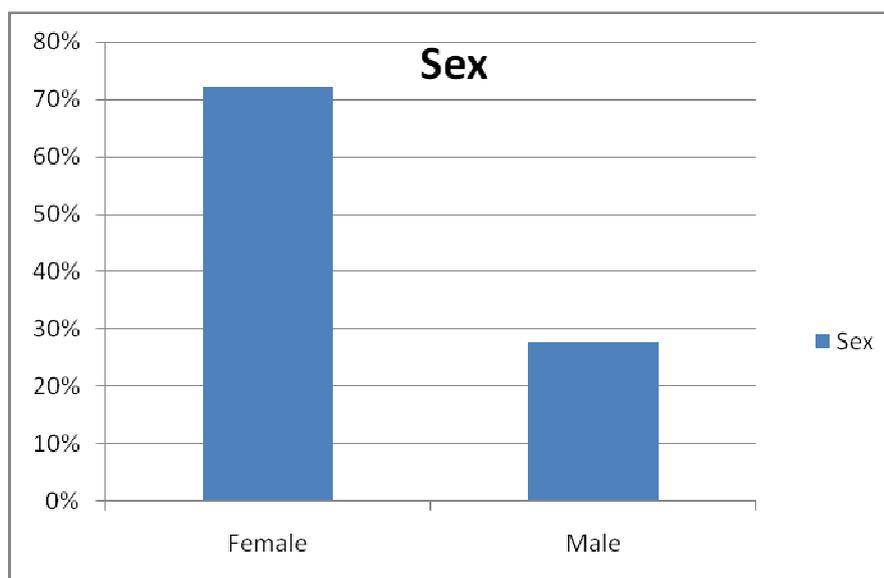
GRAPH 01 : sex

A quick glance at this table will show that female students outnumber males. In fact we have recorded 18 male subject (27, 69%) out of total of sixty five students, where as the rest was of female sex, that is forty seven (72, 31%) are female subject. This adds nothing to this work except that girls are expected to be more interested in collaborating.

Q2. Do you find speaking in English?

Options	Subjects	%
Very easy	10	15.38
Easy	41	63.08
difficult	13	20
Very difficult	01	01.54
Total	65	100

TABLE 02: students' attitudes toward speaking
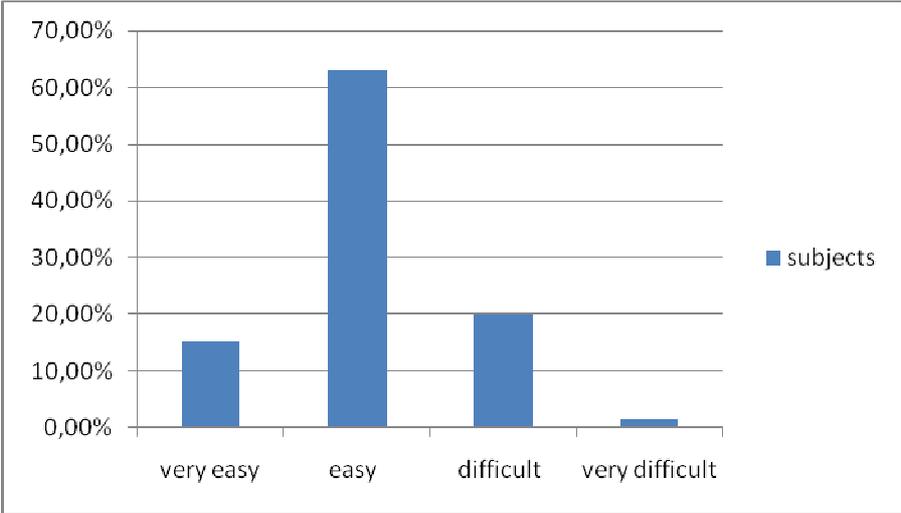
GRAPH 02: students' attitudes toward speaking

Subjects, here, are asked to say whether they find speaking easy, very easy, difficult or very difficult. The majority of respondents 41 or about (63.08%) believe that speaking in English is easy, about (15.38 %) said it is very easy, against (20%) who find it difficult and only one of them finds it very difficult.

For ranking speaking by difficulty, most students (63.08%) find that speaking is easy. This, however, does not necessarily mean that they are good speakers. Those, who find speaking difficult and very difficult, might represent the proportion of students who never participate in the classroom.

SECTION TWO: students' perception of the speaking skill

Q3. Pick the most important skill that you need to develop most?

Options	Subjects	%
Speaking	33	50.77
listening	07	10.77
Writing	15	23.08
Reading	10	15.38
Total	65	100

TABLE 03: emphasis in learning the skills

GRAPH 03: emphasis in learning the skills

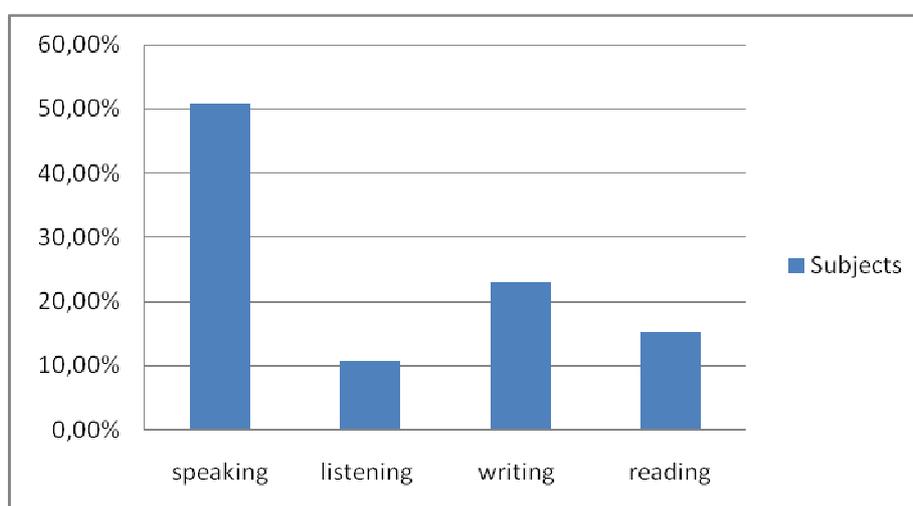For this section, the difficult question was to ask subjects to pick the most important skill that they think they need to develop most: (50.77%) of the respondents (N=33) picked the speaking skill first, while (23.08%) of the respondents put the writing skill first. Then, it is followed by the reading skill (15.38%) and listening skill (10.77%). The final classification we get from table N°3 is the following: the speaking skill first; the writing skill second; the reading and the listening skill are third and fourth respectively. The aim of this question is to determine the subjects' needs to the different language skills. Therefore, we have asked the subjects to pick the most needed skill (Speaking, listening, writing or reading), and then they have to explain their choices.

To begin with, we notice that the speaking skill came first in the students' choices. For those students, speaking is considered more important than the other skills and the most difficult one, because; in their points of view; the main purpose from learning a foreign

language is to be able to communicate with it, to utter correct and well pronounced sentences. They are likely to be poor speakers and need to be able to communicate using simple, spontaneous language that is somehow fluent. As for the writing skill, and unlike speaking, only 15 respondents (23.08%) believe writing is most needed. Those subjects believe that they should be able to write simple but correct and well-organized passages. Insofar as reading is concerned, just 10 respondents believe it to be first developed, this translate into (15.38%). 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, only 7 respondents (i.e.10.77%) 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. Of course, we are not obliged to follow blindly this classification. Still the data obtained yields valuable information on the students' needs.

Q4 .Which of the following describes your level of oral performance in English?

Options	subjects	%
High	09	13.85
Above average	21	32.31
Average	25	38.46
Below average	07	10.77
Low	03	04.61
Total	65	100

TABLE 04: students' evaluation of their oral performance level
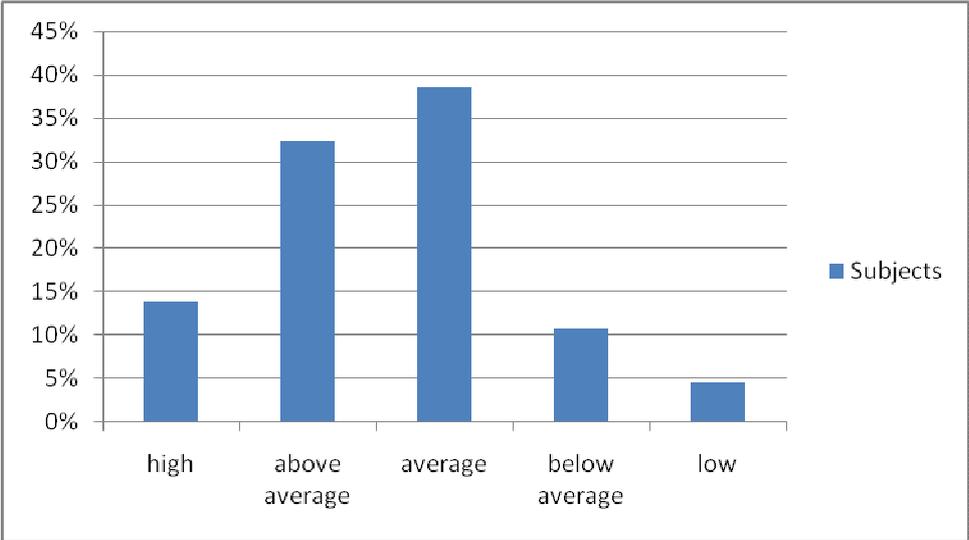
GRAPH 04: students' evaluation of their oral performance level

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This question acts as a support to the one just preceding (pick the most important skill that needs to be developed most?). Subjects, here, are asked to describe their speaking ability in the language class. In answer to this, they are expected to rank themselves from high to low. We have recorded 25 respondents (38.31%) who have admitted that their level of oral performance is average. About (32.31%) said that their level is above average; against about (10.77%) and (4.61%) who confess that their level is 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. 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 03, where speaking is felt to be the skill the students need most to develop), however, these results do not match the teachers' questionnaire (see table N°20).

Q5 .To what extent did the oral expression courses help you improve your oral performance?

Options	Subjects	%
Very much	26	40
Somewhat	24	36.92
Do not know	05	07.7
Not very much	07	10.77
Not at all	03	04.61
Total	65	100

TABLE 05: students' attitudes toward oral expression courses
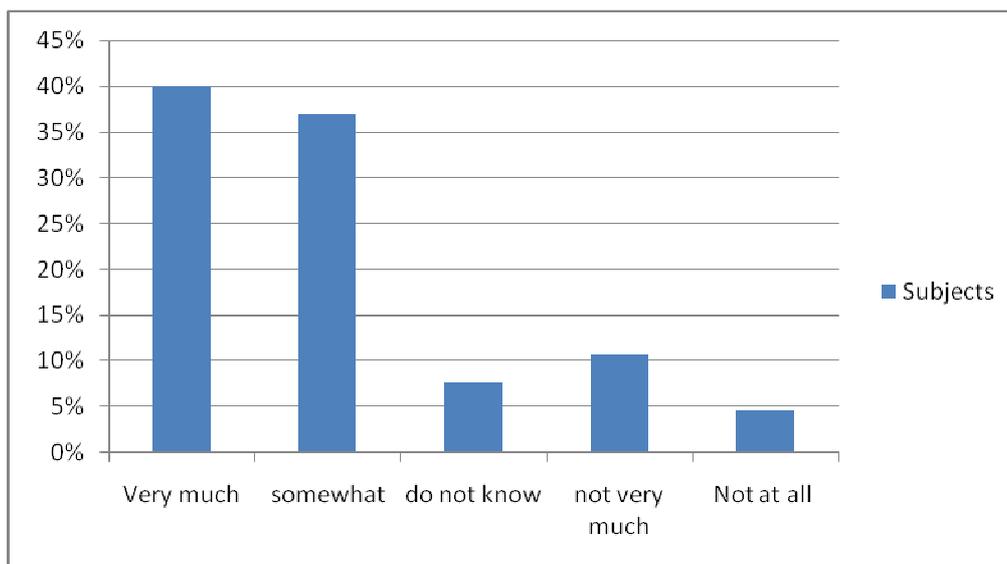
GRAPH 05: students' attitudes toward oral expression courses

This question sheds light on subjects' attitudes toward the whole teaching process. Twenty six respondents (40%) have indicated that the oral courses help them improve their oral performance; (36.92%) of the subjects said that oral expression courses somewhat help them improve their oral performance. A number of subjects have opted for the reverse situation in that (10.77%) respondents do not actually find their teachers' courses helpful, (4.61%) of the subjects say that they are not helpful at all, also, we have recorded (7.7%) subjects who have opted for don't know. Many students do not contribute to language input partly because the courses are not interesting enough to stimulate their verbal participation and communication. Even if the courses are motivating enough, students are seen struggling to express themselves using the language to express their ideas, and that is due to so many factors.

Q6 .Do you feel afraid to talk?

Options	Subjects	%
Yes	37	56.92
No	28	43.08
Total	65	100

TABLE 06: confidence in using the language
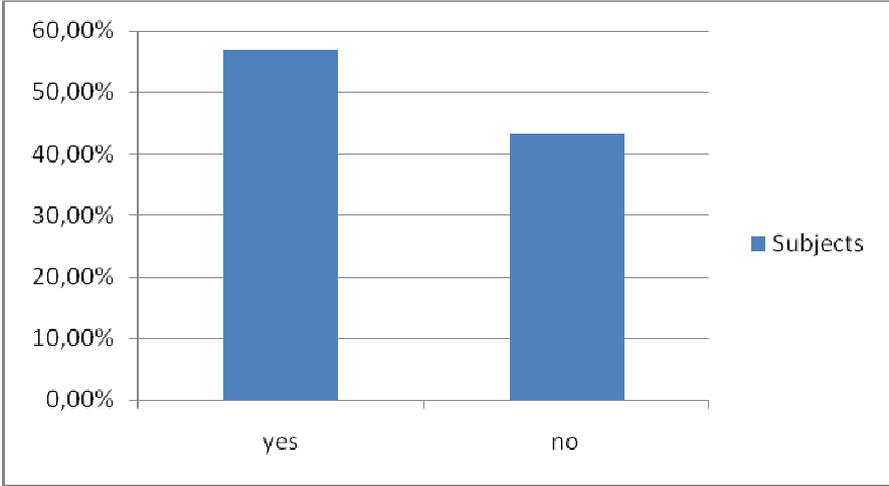
GRAPH 06: confidence in using the language

This question aims at determining whether subjects are afraid to talk or not. An examination of the table above will reveal that the majority of respondents 37, or (56.92%) do not feel at ease to speak (they remain silent), while about (43.08%) who consider themselves as talkative or able to participate with no fear. Yet, things not always light i.e. not all subjects actually are motivated to speak in English language. This might have several reasons; one possible reason is that respondents might be uninterested in the topics themselves. Another

interpretation is that the subjects 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. The next question gives us a clear idea of some possible factors which may prevent students from speaking in a foreign language.

Q7 .If your answer is "yes" , is it because you:

Options	Subjects	%
a. Fear of making grammatical mistakes	10	26.31
b. Fear of making pronunciation mistakes	07	18.42
c. Having deficient vocabulary	05	13.16
d. Fear of teacher's negative feed back	04	10.53
e. Lack of self confidence	01	2.63
f. Lack of encouragement	05	13.16
g. You are uncomfortable with your teacher/ classmates	02	5.26
h. Fear of making fun of yourself	01	2.63
e+f+g+h	02	5.26
A+b+c	01	2.63
TOTAL	38	100

TABLE 07: reasons of the inability to speak
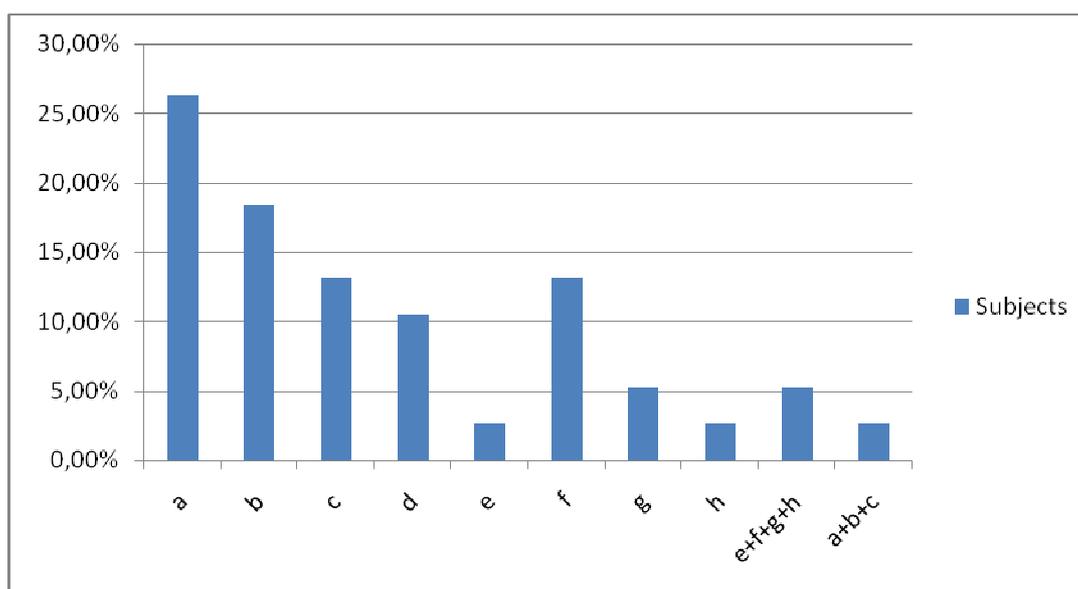
GRAPH 07: reasons of the inability to speak

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. Subjects are, therefore, asked why they do not participate in the classroom, and are provided with a set of possible choices from which they have to choose those which best describe their case. Whereas 10 subjects over a totality of 38 subjects who have picked the answer "yes" in the previous question (i .e. 26.31%) have indicated that they do not participate because they are afraid of making grammatical mistakes and that their classmates make fun of them, 7 (or 18.42%) subjects do not participate as they are afraid of making pronunciation mistakes, and five of them (13.16%) say it is because they have deficient vocabulary as they are not talkative. In fact, this problem may prevent communication and slow down learning. Closely related to this, is the fear of teachers' negative feedback (10.53%); we have recorded five (05) subjects, or (13.16%) who are reticent to speak in the classroom since they lack encouragement; this might keep them from making their way toward native speakers. Without forgetting to mention that two subjects said that they do not speak because they do not feel comfortable with their teacher and/or classmates (5.26%), one of them (2.63%) is afraid of making fun of himself and some of them picked more than one answer. So, it is the teacher role to create friendly and relaxed atmosphere that motivates them to speak.

Q8. are you given the opportunity to speak in class?

Option	subjects	%
yes	62	95.38
No	03	4.62
Total	65	100

TABLE 08: speaking opportunities
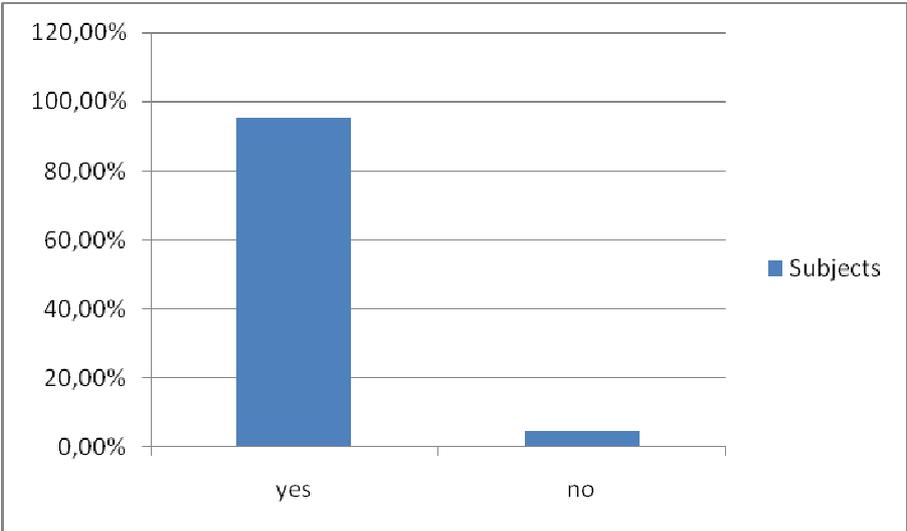
GRAPH 08: speaking opportunities

The final question on speaking was whether they are given the opportunity to speak or not, this question aims whether their silence during the course is due to internal or external factors. It was not surprising that Sixty two (95.38%) of the subjects picked "yes" as an answer while only three (4.62%) said "no". so, the number of yeses shows that respondents are given the opportunity to speak during the course and that their silence is due to some internal factors that some were mentioned in the previous question.

SECTION THREE: students' perception of the importance of the motivational strategies to help them improve their oral fluency

Q9. Are you motivated to speak English fluently?

options	Subjects	%
Yes	54	83.08
No	11	16.92
Total	65	100

TABLE 09: students' motivation to speak
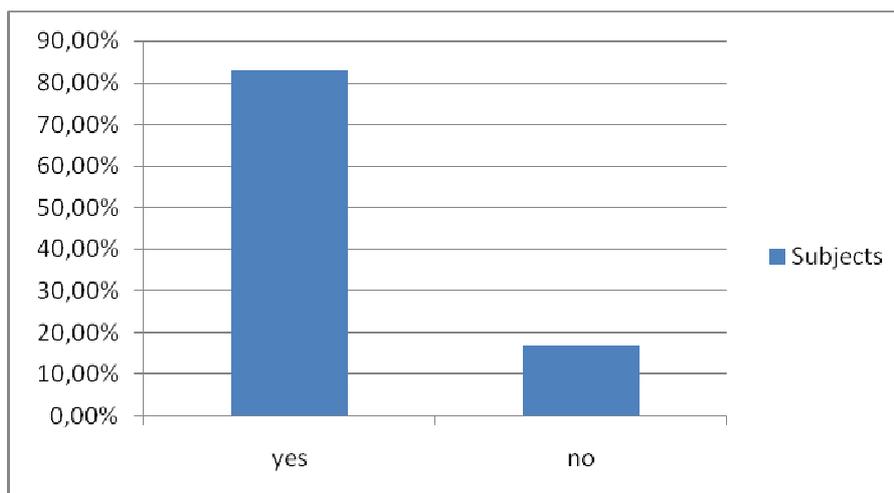
GRAPH 09: students' motivation to speak

Motivation is recognized as a key feature of an effective learning, the first question about the motivational strategies was an attempt to know whether these students are motivated to be fluent speakers or not, fifty four (83.08%) were considering their selves as motivated to have a fluent oral production where as eleven (16.92%) were not. So, the results show that he majority of the students i.e. (83%) are motivated to enhance their oral fluency, this is a quality that is rarely found and is believed to establish a healthy environment, and all of these fifty four students said that their level in English is from high, above average to average which proves that motivation has a positive influence on the oral production

Q10. If "yes", then how?

Options	Subjects	%
a. Internal motives	31	57.4
b. External motivators	10	18.52
a+b	13	24.08
Total	54	100

TABLE 10: the type of motivation
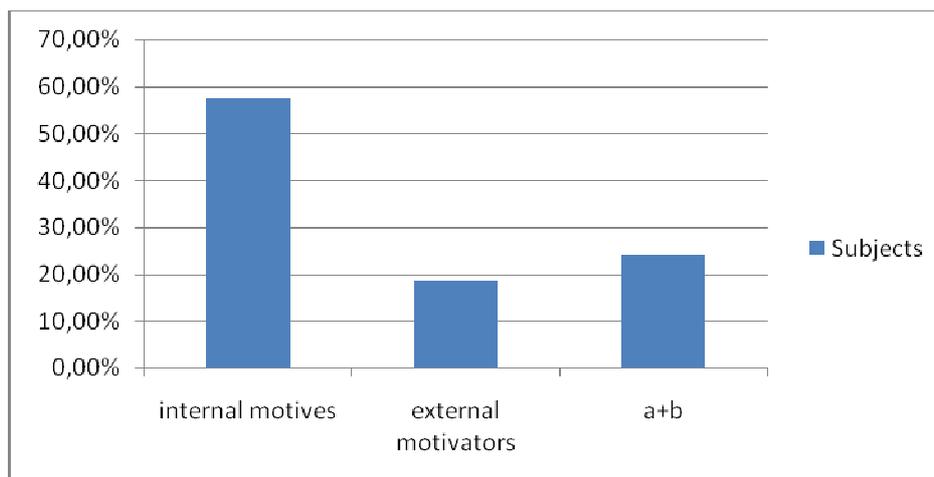
GRAPH 10: the type of motivation

The statistics related to this item show that the majority thirty one (57.4%) out of the subjects that picked "yes" for being motivated or not (54), has internal motives; they have personal goals from speaking English fluently, and (18.52%) 10 subjects have external motivators such as the teacher, peers and/or family, while 13 of them (24.04%) claimed that they are motivated by both. The results show that the majority of students are only motivated by intrinsic motivation and that no external factor is motivating them to speak English not even their teachers.

Q11. Have you ever heard of motivational strategies?

Options	Subjects	%
Yes	46	70.77
No	19	29.23
Total	65	100

TABLE 11: students' familiarity with motivational strategies
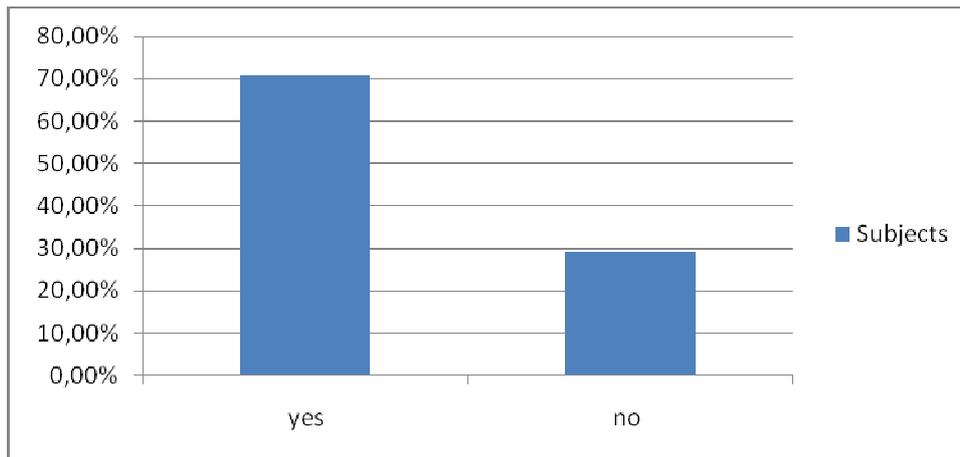
GRAPH 11: students' familiarity with motivational strategies

The statistics related to this item show that (70.77%) of the subjects have heard of the motivational strategies that help them enhance their oral performance, against (29.23%) who have not. That is to say, the majority of respondents are more likely to be familiar and have a background about the importance of the implementation of those strategies and this no doubt, will positively affect their learning out comes.

Q12. Does your teacher implement any motivational strategy to make you talk?

Options	Subjects	%
Yes	47	72.3
No	18	27.7
Total	65	100

TABLE 12: teachers' attitude towards the problems
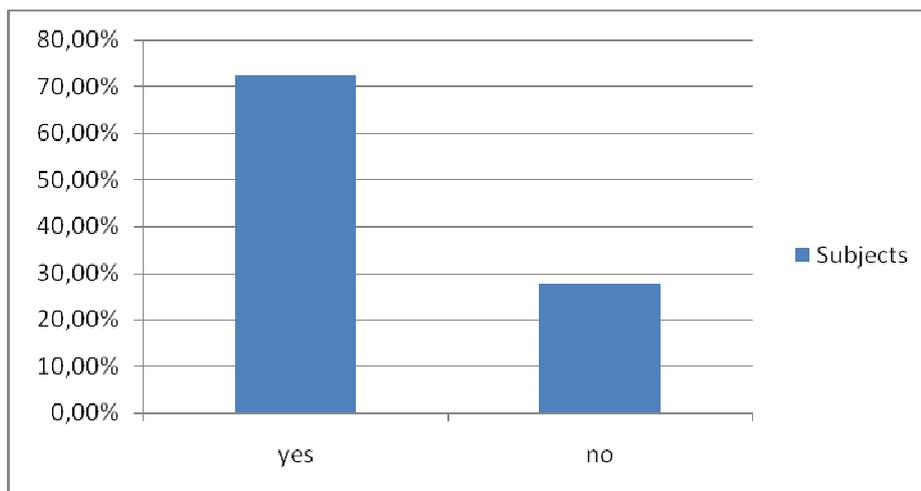
GRAPH 12: teachers' attitude towards the problems

The aim of this question is to see whether teachers are helping their students to solve their speaking problems and make them encounter their fears. Apparently, the majority of yeses, translating into (72.3%) who are likely to be characterized by talkative students said

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that their teachers are using motivational strategies. On the other hand, a numerical minority of 18 subjects out of total 65 (i.e. 27.7%) said that their teachers are not using any strategy. This explains the fact that the majority are intrinsically motivated.

Q13. Which of the following techniques did you enjoy best?

Options	Subjects	%
Group work	10	15.38
Role-play	15	23.08
Problem solving	7	10.77
Discussion	18	27.7
Videos and songs	15	23.08
Others	0	0
Total	65	100

TABLE 13: techniques used for teaching
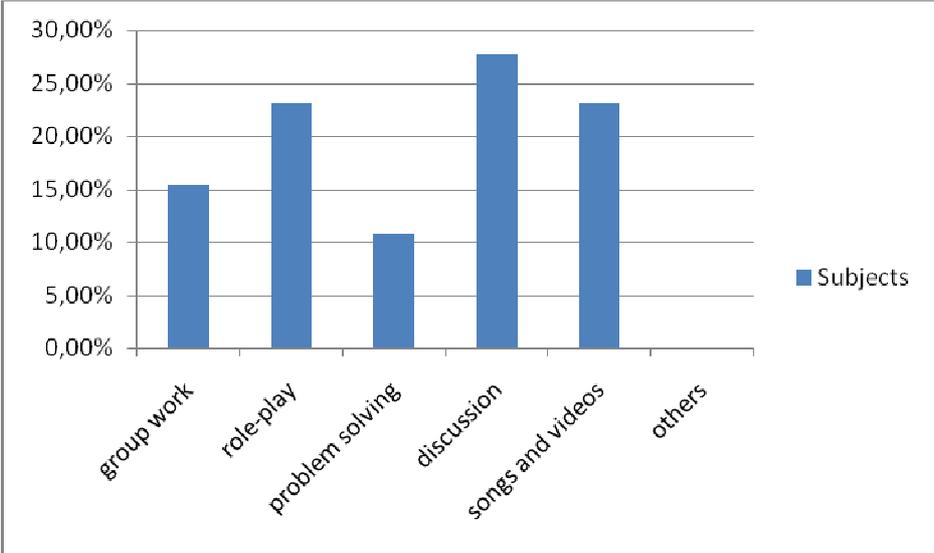
GRAPH 13: techniques used for teaching

The present item of information is intended to ask subjects about the technique they enjoy best. The table above summarizes the most frequent techniques that teachers can use in order to carry out a speaking activity. As can be noticed in table N°13, there are no major differences between the percentages of group work and discussion. In the first place comes discussion with (27.7%) followed by both role play and the implementation of songs and videos with (23.08%) for both. Not surprising, we have recorded 7 cases of subjects who consider problem solving as the technique that enjoys best and only (15.38%) answers opt for group work. This indicates that in the first place, subjects are aware of these techniques and

secondly those who find discussion enjoyable are motivated when debating or talking about any topic.

SECTION FOUR: students' evaluation of the role of motivational strategies

Q14. Do you think that motivational strategies help you improve your speaking skills?

Options	Subjects	%
Yes	65	100
No	0	0
Total	65	100

TABLE 14: students' evaluation of motivational strategies
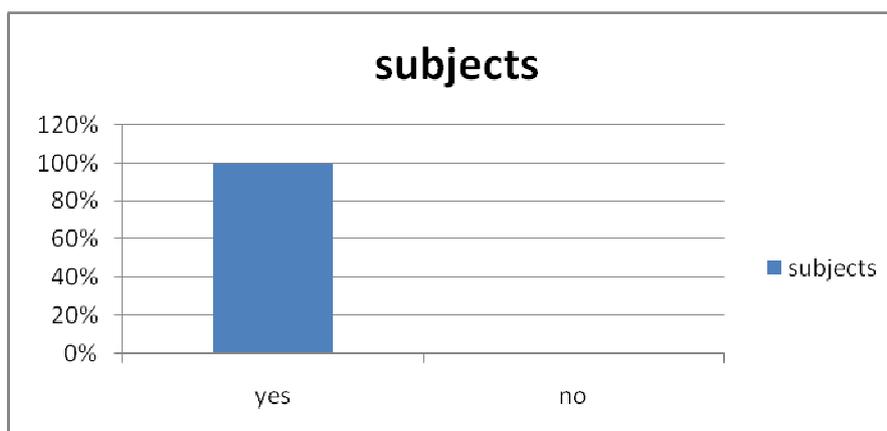
GRAPH 14: students' evaluation of motivational strategies

In answer to the above question, the totality of 65 (100%) of the respondents said that motivational strategies helped them improve their oral fluency which communicates a deep fact that the whole sample recognizes the benefits of the motivational strategies in improving their speaking skill. They were asked to say the reason why they think it has helped them; they said that it provides them more chances to speak inside the classroom; they reduce their fears, anxiety and increase their self-confidence and more important is that they help them enhance their oral fluency by correcting their mistakes, grasping new vocabulary and encountering their fears.

Q15. If you would like that your teacher uses new strategies, what do you suggest they would be?

The aim of this question is to know what kind of strategies attract the students attention more so that teachers would know what motivates their students most to speak English inside the classroom, in other words to see what motivational strategies are from the students' perspective. From reading the answers, we have noticed that the majority were asking for more games and implication of audio-visual props such as tapes of native speakers

and songs, as well as, choosing topics that are student-centred as one of them has mentioned i.e. ask them to talk about themselves about their lives and their hobbies. There were even some who said that giving extra marks is a very motivational strategy which, unfortunately; is the case of our students nowadays.

III.1.5.Discussion:

On the basis of the analysis of the students' questionnaire, we note that:

1. Foreign language teaching is not merely a process of transforming knowledge, but one which creates situations where students interact and express their thought using the target language. That is to say, learning a foreign language is to speak and to communicate in that language.

2. With speaking, the majority of the students express their needs in terms of speaking skills. Concerning the other skills (i.e. reading, writing, and listening) students do not seem to understand that they are interrelated. Thus, learning the speaking skill will reinforce the learning of the other skills.

3. Although students may be motivated to learn English, they feel afraid to speak it for their inability to interact with others; lack of self-confidence, fear of making fun of their selves when mistakes are made (grammatical or pronunciation mistakes) and fear of teachers' negative feedback. Because of the many psychological problems (listed above) students have, teachers need to encourage students' talk inside the classroom to be exclusively in English.

4. As for teaching speaking, students seem to have different attitudes toward different teaching techniques. The majority of the students is interested in discussion and role-play. The teachers' role is to adapt the technique that encourages more students' participation.

5. Concerning the implementation of the motivational strategies, students seem aware of their role and importance. We believed that teachers should implement the techniques that they see as motivating to their students.

6. Students' evaluation of the use motivational strategies as a technique for enhancing speaking fluency implies students' readiness for such a technique.

III.2. Teachers' questionnaire

III.2.1 Aim of the questionnaire

We believe that in order to investigate effectively the students' needs in terms of their oral English ability. It is necessary to consider the teachers' opinions and attitudes toward the use of motivational strategies to enhance their students' oral fluency. It also aims at

investigating the teachers' thought of how language is being taught and the problem being encountered with teachers in their teaching tasks.

III.2.2 Administration of the questionnaire

Our target population consists of all teachers of oral expression in the department of English at the University of Biskra. There is no possibility of covering the whole population. As such we have reduced the sample to (10) teachers, who do have similarities with the whole population. The questionnaire was handed out to (07) teachers, however; only (05) teachers have handed back their questionnaire. Thus, our sample contains a totality of (05) teachers. In the light of these circumstances, only (05) teachers have co-operated with our work and we feel very grateful to their comprehension.

III.2.3 Description of the questionnaire

The whole questionnaire is made up of (16) items and classified under (04) sections each focusing on a particular aspect. It involves different types of questions: 'closed' and 'open-ended' questions. Closed questions require the teacher to answer by 'Yes' or 'No' or to tick up the right answers from a set of options and open-ended questions which require from them to give their personal opinions or background information about subjects.

Section 1: General Question (Q1, Q2)

The first section aims at collecting items of information on the sample. The first question (Q1) seeks information about the teachers in terms of degrees. In (Q2), teachers are asked to give the numbers of years they have been teaching English; i.e. their teaching experience.

Section 2: Teachers' Perception of the Speaking Skill (Q3-Q9)

In this section, teachers are required to state whether or not the oral skills are their major teaching concern (Q3). In (Q4), teachers are asked to describe their students' level of oral proficiency in English; whether it is high, above average, average, below average or low. This question seeks information about what they find most difficult in teaching speaking (Q5), (Q6) was about whether they assess their students' oral fluency or not and if 'yes' they have to explain why (Q7). After that, teachers are asked to give their opinion about the reason why most of English language students keep silent during the course (Q8). The last question concerning speaking is whether they raise their students' awareness about the importance of speaking in class (Q9).

Section 3: Teachers' Implementation of the motivational strategies (Q10-Q15)

In this section, teachers are required to state if they think that motivation is important when it comes to improving the speaking skill (Q10) and if they answer 'no' then they have to

justify their answer (Q11). In (Q12), teachers are required to indicate whether find their students motivated to speak in English or not, and if 'no' they were asked to mention what do they do to motivate them (Q13). The next item (Q14) aims at investigating the strategies that those teachers use most, they were asked to choose one among a range of motivational strategies that are frequently used by oral expression teachers. In (Q15) teachers are required to indicate the factors that they think hinder students' motivation to speak fluently.

Section 4: Teachers' Evaluation of motivational strategies (Q16)

The last questions (Q16), teachers are required to say whether they think that the previously mentioned strategies enhance students' oral skills or not, and then they have to justify their answer.

III.2.4. Analysis of the questionnaire

Section 1: General questions

Q1. Degree (s) held:

Degree	Subjects	%
BA (license)	3	60
MA (magister/master)	2	40
Ph. D (doctorate)	0	0
Total	5	100

TABLE 15: teachers' academic degree
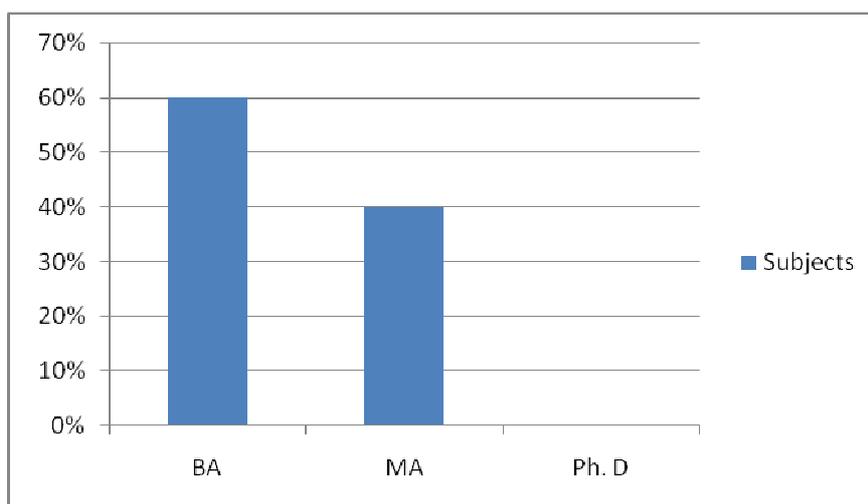
GRAPH 15: teachers' academic degree

As the table indicates, the highest percentage is of those who have got BA (license) degree (60 %). In the second position those who have got an MA degree (40%) and finally, (0%) who have got doctorate. We do not believe that our sample is as representative as possible for the population to which it is designed and that is due to the lack of co-operation

of some teachers who did not accept to answer the questionnaire and those who did not hand it back.

Q 2: how long have you been teaching English?

Number of years	Subjects	%
11 years	01	20
05 years	01	20
02 years	01	20
01 year	02	40
Total	05	100

TABLE 16: experience in teaching
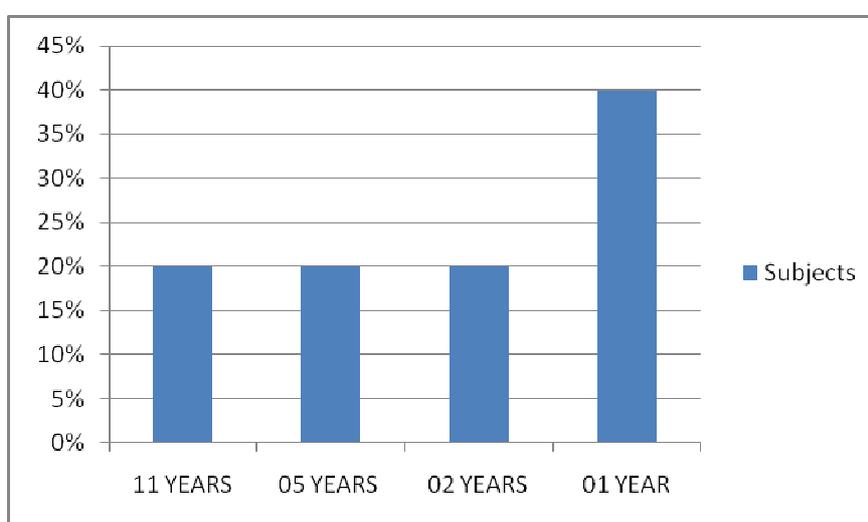
GRAPH 16: experience in teaching

Teachers, here, are required to give in numbers how many years they have been teaching English i.e. their teaching experience. The most experienced have been teaching for than eleven and five years (20% for each category). We can notice that (80%) have no more than 10 years experience in the field of teaching. Finally, the highest percentage is that of teachers who have been teaching for one year (40%).

SECTION TWO: teachers' perception of the speaking skill.

Q3: are the oral skills your major teaching concern?

Options	Subjects	%
Yes	04	80

No	01	20
Total	05	100

TABLE 17: teachers' concern of the oral skills
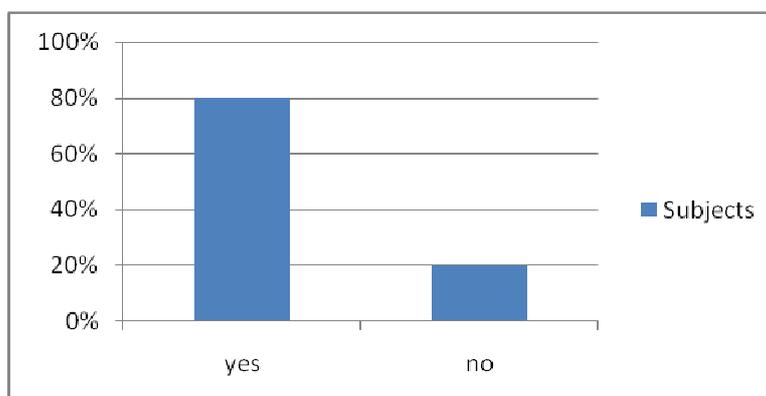
GRAPH 17: teachers' concern of the oral skills

As shown in this table, only one questioned teacher, i.e. (20%) answered negatively. Four of the teachers (80%) who answered positively the question, indicating that the oral skill are their major teaching concern. This implies that teachers are aware of students' needs in terms of enhancing their oral proficiency. These answers consolidate the belief that students need to develop their speaking skill, and that this skill will eventually enhance to a certain extent the other skills.

Q4: which of the following describes your students' level of oral proficiency?

Options	Subjects	%
High	00	00
Above average	01	20
Average	02	40
Below average	01	20
Low	01	20
Total	05	100

TABLE 18: teachers' evaluation of their students' level of oral proficiency
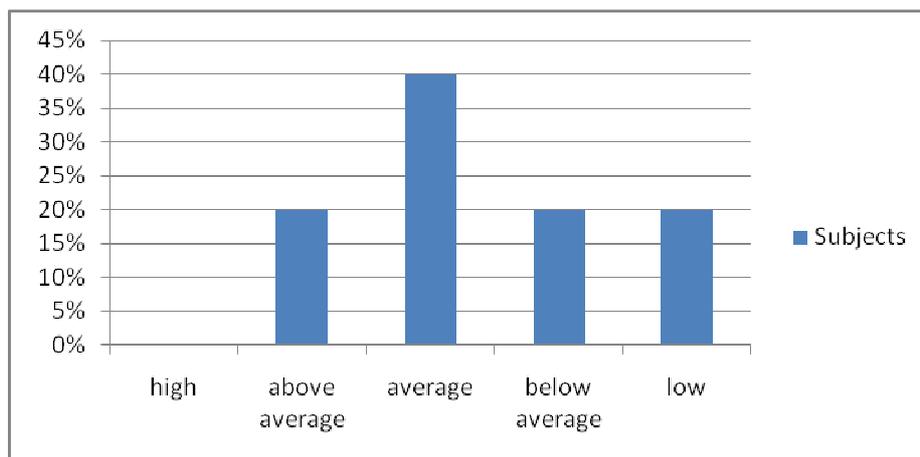
GRAPH 18: teachers' evaluation of their students' level of oral proficiency

Teachers, here, are required to describe their students' level of oral proficiency. It seems to us that a majority of 2 teachers, translating into 40%, agree that their students have an average level in oral proficiency. However, 01 teacher out of 05 believes that his students' level in oral proficiency is above average, below average and low. No one has opted for the 'high' option. If we lend ourselves to these results, it seems to us that the majority of students do not have a good command of English, probably, because they have poor speaking habits and practice, not interested in English, or demotivated to use the language. This means that students need practice in talking to be able to develop their speaking skill.

Q5. What do you find most difficult for teaching speaking?

Options	Subjects	%
Grammar	01	20
Pronunciation	01	20
Vocabulary	00	00
Sentence structure	01	20
Other	02	40
Total	05	100

TABLE 19: teachers' attitudes toward teaching speaking
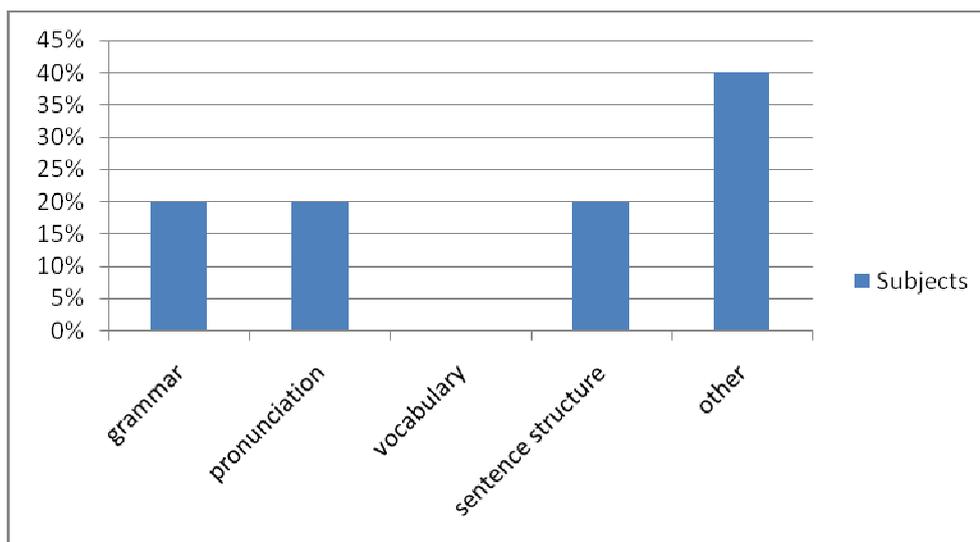
GRAPH 19: teachers' attitudes toward teaching speaking

According to this table, the majority of the teachers (60%) claim that their students' needs in spoken English are in terms of grammar, pronunciation and sentence structure (20% for each category). Then; vocabulary comes in the last position as the least needed item in teaching oral expression with (0%). Two (40%) teachers out of five mentioned that there other aspects in teaching speaking that are more difficult than these ones such as finding the right materials and creating the appropriate atmosphere to encourage them to overstep their fears. All the teachers agree that all the language areas need improvement. To begin with, grammar helps in mastering the language and using it correctly. Also, the more learners practice, the better pronunciation they will get. As a conclusion, we believe that there is a need to create a better learning condition to help learners to acquire better.

Q6. Do you assess your students' oral fluency?

Options	Subjects	%
Yes	05	100
No	00	00
Total	05	100

TABLE 20: assessing students' oral fluency
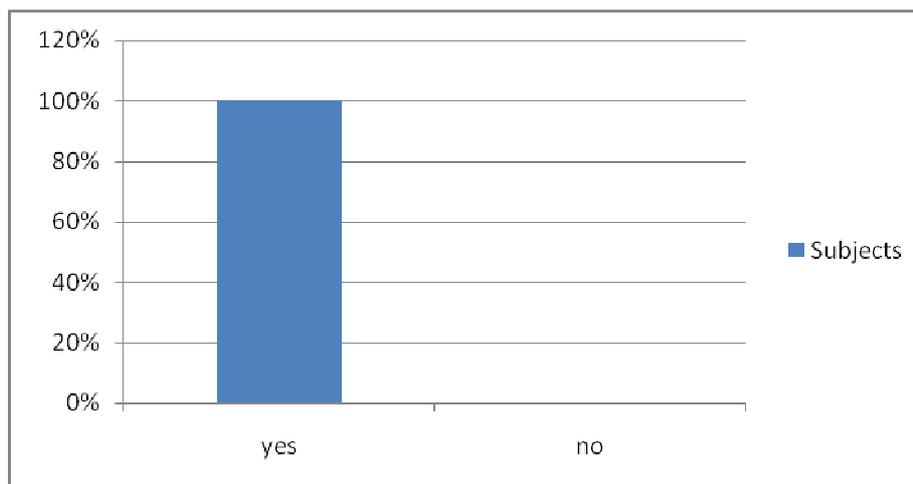
GRAPH 20: assessing students' oral fluency

Assessment is recognized by many teachers to be an essential aspect of foreign language teaching. Along the analysis of the results, we found that all teachers (100%) provide evaluation for oral production as shown in table 20. It is worthy to mention that teachers differ in terms of their focus when assessing speaking production. Some highlight accuracy, others prefer Fluency; yet, our opinion is that all features must be taken into consideration when evaluating the oral proficiency.

Q7. If 'yes' , how?

According to the previous question, all the questioned teachers said that they assess their students' oral fluency. These teachers have a tendency for the belief that the teacher is the only one who can judge the students' production, and this is based on their answers on this question; because almost all of them said that they raise controversial topics and open discussions, asking tricky and open questions, they believe that their students will get feedback from more proficient speakers. We believe that self-evaluation and peer-evaluation are other ways of assessing students' oral fluency which develop in the students the sense of criticism.

Q8. Why in your opinion, most of English language students keep silent during the course?

This question aims at investigating teachers' perception of the reasons that may cause students' silence during the course, what they have noticed based on their teaching experience. According to 04 of those teachers (80%) the problem comes from the student himself, they said that most of their students are lazy; they lack self-esteem, they lack background, where as only 01 teacher (20%) said that if the student is silent it is because the teaching strategy does not urge him to speak. We believe that the reasons are many and they diverse from one student to another, some of them are internal factors others are external, but solving the problem is always the role of the teacher.

Q9. Do you raise your students' awareness about the importance of speaking in class?

Options	Subjects	%
Yes	04	80
No	01	20
Total	05	100

TABLE 21: raising students' awareness about the importance of speaking in class
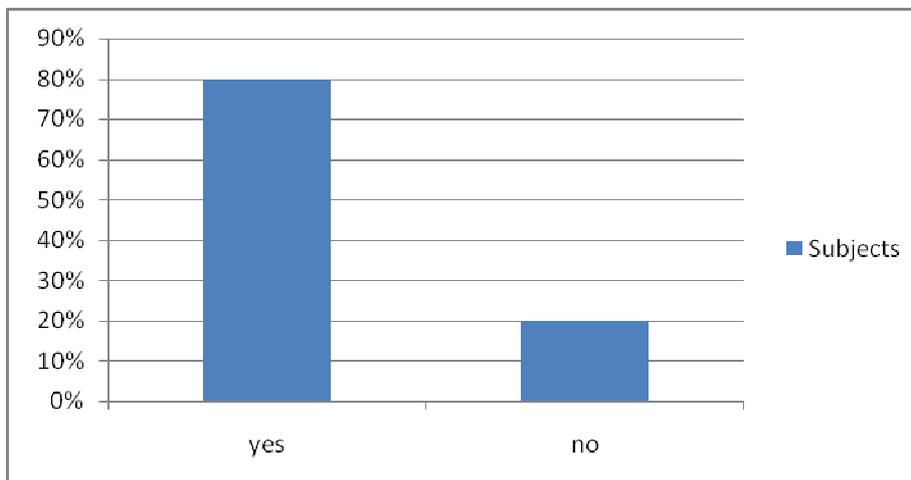
GRAPH 21: raising students' awareness about the importance of speaking in class

The aim of this item is to investigate whether or not teachers help their students see the value of cooperative work. As shown in this table, the majority of the teachers (80%) recognize the importance of speaking in class; it means that when they are inside the classroom they make their students aware of the benefits of speaking in class. Only one of them (20%) has answered negatively. This implies that our teachers are aware of the necessity of involving strategies to make them speak in order to help their students improve their oral fluency. In sum, raising students' awareness of the value of speaking in class is of great benefits to students because this would encourage them to participate more. Thus, it would give better results.

SECTION THREE: teachers' incorporation of the motivational strategies

Q10. Do you find motivation important when talking about enhancing the speaking skill?

Options	Subjects	%
Yes	04	80
No	01	20

	Total	05	100

TABLE 22: importance of motivation
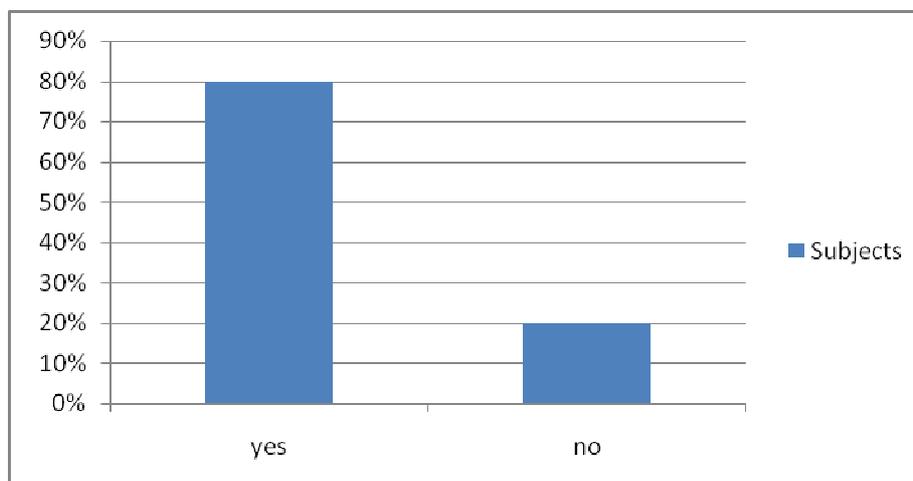
GRAPH 22: importance of motivation

As the table indicates, four (04) teachers (80%) find motivation important to enhance the speaking skill; these teachers seem to understand the principles underlying a fluent oral production. On the other hand, we have recorded one case (20%) of disagreement; this can only be interpreted by his ignorance of the importance and benefits that motivation has on enhancing the speaking skill.

Q11. If 'no', justify

As the question above shows, only one teacher picked 'no' as answer without providing a justification for his/her choice.

Q12. Can you say that your students are motivated to speak English fluently?

Options	Subjects	%
Yes	04	80
No	01	20
Total	05	100

TABLE 23: teachers' perception of their students' motivation to speak fluently
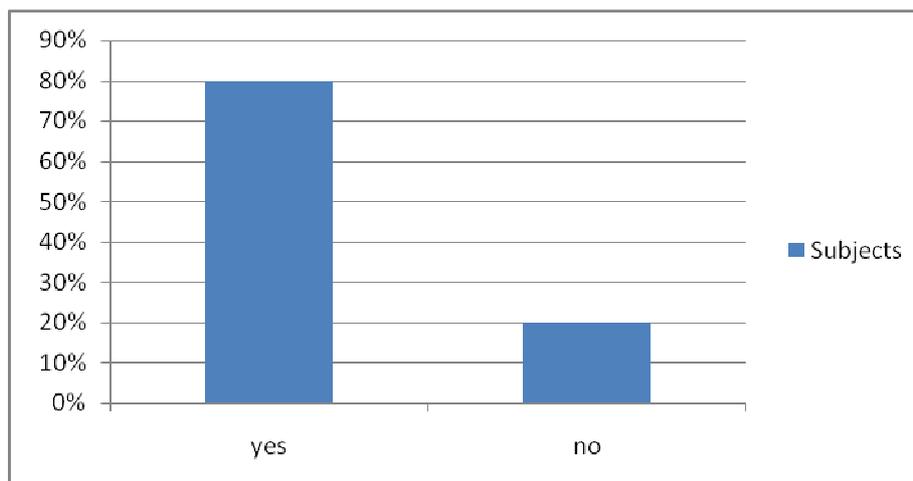
GRAPH 23: teachers' perception of their students' motivation to speak fluently

The first point to be discussed when it comes to motivation, is whether teachers are aware of their students motivation i.e. whether they are motivated or not. The great majority of the questioned teachers (80%) said that their students are motivated to speak English fluently, whereas; only one of them (20%) answered negatively. Unmotivated students can be due to many factors, such as lack of self-confidence, lack of interest in the speaking subjects, fear of making grammatical mistakes etc…. The role of teachers in enhancing students' motivation has been found to have great effect on enhancing students' performance in the target language; thus, teachers should find their ways to motivate their students.

Q13. If 'no', how do you do to motivate them?

Only one teacher out of five answered by 'no' for the previous question, who explained that he motivates them through different ways. At first place, selecting topics of students' interest which stimulates them to use English, Also, organizing classroom debates about current topics and bringing some interesting activities that encourage students to exchange ideas. Moreover, creating a relaxed and friendly environment in which students feel comfortable to use the language in front of their teachers and classmates. He also added that role-play and language games are excellent ways of motivating students to speak. In our opinion, motivation is what keeps teachers teaching and their students learning.

Q14. What are the motivational strategies you use most among the following?

Options	Subjects	%
a. Role-play	00	00
b. Group work	00	00
c. Pair work	00	00
d. Games	00	00

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e. Integration of songs and videos	00	00
f. Problem solving	00	00
g. Discussion	00	00
a+b+c+d+e+f+g	05	100
Total	05	100

TABLE 24: teachers' use of strategies
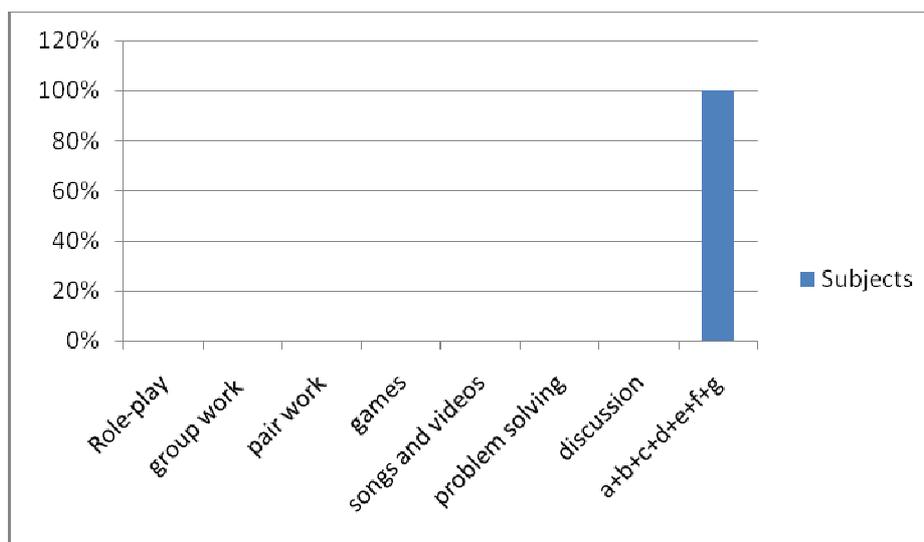
GRAPH 24: teachers' use of strategies

There are several strategies that motivate students to speak at that teachers can use inside their classrooms. We have suggested a range of strategies for teachers to choose the one they use most. All of the teachers (100%) build confidence in all of the mentioned strategies, in other words they have chosen all the strategies. These teachers believe that students may derive great benefits from them. In sum, teachers realize that simply training students to produce sentences will not yield good speakers. In our opinion, speaking begins from participation and communication.

Q15. What are the factors that you think they most hinder a students' motivation to speak?

The aim of this item is to investigate the factors that teachers think they hinder their students' motivation to speak in class. Only three (60%) of the teachers have answered this question, maybe the other two do not have enough experience to notice such factors. The teachers who answered have mentioned few factors such as the lack of confidence, deficient vocabulary, and lack of background knowledge, the uncomfortable environment and most importantly the inappropriate teaching strategy. Demotivation to speak might have several reasons, and in all cases it is the teachers' role to help the student solve the problem.

SECTION FOUR: teachers' evaluation of the motivational strategies to enhance speaking

Q16. Do you think that using the previously mentioned strategies is the best way for you as teachers to enhance your students' oral fluency?

Options	Subjects	%
Yes	05	100
No	00	00
Total	05	100

TABLE 25: teachers' evaluation of motivational strategies
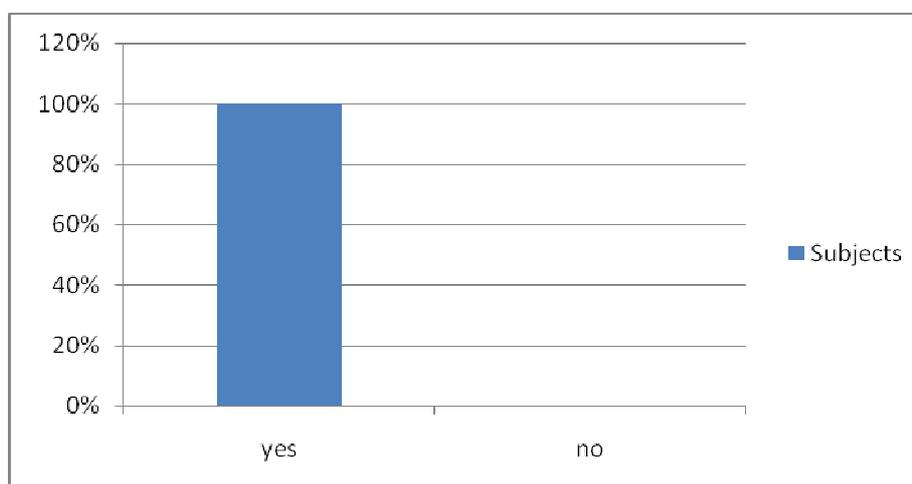
GRAPH 25: teachers' evaluation of motivational strategies

The examination of the last item reveals that 05 teachers (100%) believe that motivational strategies enhanced students' oral production.

Because…

Of the five teachers who claimed that motivational strategies have great benefits, two teachers did not say why. The rest of the teachers provide a variety of answers. To begin with, one of the teachers claims that those strategies offer an effective technique of communicative interaction. He adds saying that through these strategies, teachers provide more opportunities for each student to take part in the classroom and make his contribution. In fact, two teachers discussed the effect of the teaching strategies on the affective side of students. They claim that these strategies are motivational. This latter has a great effect on enhancing students'

performance in English. Thus, they provide a healthy atmosphere in which students learn from each other.

III.2.5. Discussion

Analyzing the teachers' questionnaire has revealed many facts on teachers' attitudes towards teaching speaking, their behavior in the classroom, and their perception of the principles underlying the motivational strategies and their influence on the speaking skill.

1. In fact, approximately all teachers consider the oral skills as their major concern while teaching. This implies that teachers are aware of students' needs in terms of developing oral proficiency

2. For teaching speaking, most teachers opted for discussion. As such, teachers would provide Students with language use and help them in increasing their oral proficiency.

3. Teachers need to better understand meaningful ways of assessing students' oral production. It is suggested that negative evaluation might inhibit students' future participation.

4. When teachers were asked the use of cooperative learning, some teachers confirmed about the use of cooperative group work in their practices.

5. When asked about possible factors that demotivated students and what do they do to motivate them, teachers seem to be aware of the importance of being motivated to improve the students' oral production, but most of them do not know that it is the teachers' major role to motivate his students. This finding urges the need for teachers to be attached with students' problems and how to solve them.

6. Finally, teachers' evaluation of motivational strategies for improving students' oral proficiency reveals their recognition of the effectiveness of such strategies.

Conclusion

All in all, the positive results revealed in this study concerning the influence of motivational strategies on improving students' oral production have confirmed our hypothesis. This means that there is a positive relationship between motivation and oral proficiency.

Using motivational strategies is one way of teaching which according to many years of research and practical application by hundreds of thousands of teachers, now exist for virtually every imaginable instructional purpose. Furthermore, we now know a great deal about the effects of motivation on students' oral production and the condition necessary for teaching, especially for teaching speaking.

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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, we hypothesized that if we are going to improve the students' oral production, we should provide them with more opportunities to get the practice they need to use the language. We believe that the present application of motivational strategies to the field of language learning is essential for promoting oral communication because they creates situations where learners are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps each other's understanding.

The present study is a total of three chapters. The first and the second chapters are the descriptive part which is a review of a related literature. As for the third chapter, we have administered a self-completion questionnaire one for students and another one for teachers. The first chapter mainly outlines some of the theoretical issues related to the nature of speaking. The second chapter provides a better understanding of motivation and teaching strategies and their underlying principles. The third chapter is concerned with analysis of the obtained data gathered from teachers' and the students' questionnaires.

All in all, the obtained results confirmed our hypothesis that there is a positive relationship between motivation, teaching strategies and oral proficiency. The positive findings revealed in this study show that a well planned and organized use of any motivational strategy is an effective technique for improving EFL learners' oral proficiency.

This study shows that **(1)** learners need to be provided with an effective instructional technique for improving the quality of learners" oral production; **(2)** teachers' responsibility is to help learners overcome their fears and obstacles in order to use the target language without hesitation;

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. Future research should be done to test the applicability of the findings to larger population.

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Appendices

Appendix1: Students' questionnaire

Appendix2: Teachers' questionnaire

Students' Questionnaire

Dear student,

You are kindly requested to fill in this questionnaire to express your attitudes toward the use of motivational strategies to enhance students' oral fluency in English.

Your answers are very important for the validity of this study we are undertaken. As such, we hope that you will give us your full attention and interest.

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

Thank you very much in advance.

Section one: Personal information:

1. Sex:

       a. Male   ☐

       b. Female   ☐

2. Do you find speaking in English?

       a. Very easy   ☐

       b. Easy   ☐

       c. Difficult   ☐

       d. Very difficult   ☐

Section two:

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

       a. Speaking   ☐

       b. Listening   ☐

       c. Writing   ☐

       d. Reading   ☐

Because …………..………………………………………………………….…………………………

……

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

       a. High   ☐

       b. Above average   ☐

       c. Average   ☐

       d. Below average   ☐

       e. Low   ☐

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

    a. Very much ☐

    b. Somewhat ☐

    c. Do not know ☐

    d. Not very much ☐

    e. Not at all ☐

6. Do you feel afraid to talk?

    a. Yes ☐

    b. No ☐

7. 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? ☐

    e. Lack of self -confidence? ☐

    f. lack of encouragement? ☐

    g. you are not comfortable with your teacher and/or classmates? ☐

    h. fear of making fun of yourself? ☐

8. Are you given the opportunity to speak in class?

    a. Yes ☐

    b. No ☐

Section three:

9. Are you motivated to speak English fluently?

    1. Yes ☐

    2. No ☐

10. If yes, then how ?:

    1. By internal motives ☐

    2. By external motivators (family, peers… etc) ☐

11. Have you ever heard of motivational strategies to enhance the oral fluency?

    a. Yes ☐

    b. No ☐

12. Does your teacher implement any motivational strategy to make you talk?

    a. Yes ☐

    b. No ☐

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

        a. Group work   ☐

        b. Role-play   ☐

        c. Problem solving   ☐

        d. Discussion   ☐

        e. Other, please specify

……

……

Section four:

14. Do you think that motivational strategies help you improve your speaking skills?

        a. Yes   ☐

        b. No   ☐

Because …………………………………………………………………………………………………….

……

15. If you would like that your teacher uses new strategies, what do you suggest they would be?

……

………..

Thank You

The Teachers' Questionnaire

This questionnaire serves as a data collection tool for a research work that aims to investigate the strategies that teachers use to motivate students of third year LMD to speak English at the Department of English, University of Biskra.

I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work.

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

Section one: Personal information:

1. Degree(s) held:

   a. MA (Magister/Master) ☐

   b. PhD (Doctorate) ☐

2. How long have you been teaching English?

…………………………………………………………………………………………......

Section two:

3. Are the oral skills your major teaching concern?

   a. Yes ☐

   b. No ☐

4. Which of the following describes your students' level of oral proficiency in English?

   a. High ☐

   b. Above average ☐

   c. Average ☐

   d. Below average ☐

   e. Low ☐

5. What do you find most difficult for teaching speaking?

   a. Grammar ☐

   b. Pronunciation ☐

   c. Vocabulary ☐

   d. Sentence structure ☐

   e. Other, please specify ☐

……

……

6. Do you assess your students' oral fluency?

     1. Yes   ☐

     2. No   ☐

7. If "yes", how?

……

……..

8. Why, in your opinion, most of English language students keep silent during the course?

……

……

9. Do you raise your students' awareness about the importance of speaking in class?

     1. Yes   ☐

     2. No   ☐

Section three:

10. Do you find motivation important when talking about enhancing the speaking skill?

     1. Yes   ☐

     2. No   ☐

11. If "no", justify

……

……

12. Can you say that your students are motivated to speak in English?

     a. Yes   ☐

     b. No   ☐

13. If your answer is "no", please how do you do to motivate them?

……

……..

14. What are the motivational strategies you use most among the following?

     a. role play   ☐

     b. group work   ☐

     c. pair work   ☐

     e. games   ☐

     f. integration of   ☐

     g. songs and videos   ☐

h. problem solving   ☐

i. discussions   ☐

15. What are the factors that you think they most hinder a students' motivation to speak?

……………………………………………………………………………………………

……………………………………………………………………………………………

Section four:

16. Do you think that using the previously mentioned strategies is the best way for you as teachers to enhance your students' oral fluency?

     1. Yes   ☐

     2. No   ☐

Because……………………………………………………………………………………

……………………………………………………………………………………...............

Thank you

الملخص

تهدف هذه الدراسة إلى تطوير تقنية التعبير الشفوي لدى طلبة اللغة الإنجليزية بكلية الآداب و اللغات بجامعة بسكرة. كما تهدف لبحث مدى استيعاب و اهتمام الأساتذة بهذه التقنية عن طريق استعمال المناهج و الطرق المحفزة للتعبير الشفوي لدى الطلبة.

الفرضية الأساسية التي اعتمدت في هذه الدراسة تبين أن تعلم أي لغة أجنبية يتم عن طريق الممارسة و للتمكن منها فإن للأستاذ دور كبير في تحفيز الطالب لتحسين مستواه في التعبير الشفوي. و نحن نعتقد بأن تعزيز هذه الرؤيا لتدريس اللغة الإنجليزية سوف يسهم في تفعيل ذلك.

كما اعتمدنا في دراستنا على استعمال استبيانين, الأول موجه لطلبة السنة الثالثة من نظام ال. ام. دي اختصاص لغة إنجليزية و الثاني لأساتذة بقسم اللغة الإنجليزية لسبر آرائهم حول تطبيق الاستراتيجيات المحفزة للتعبير الشفوي و مدى فعاليتها.

النتائج التي توصلنا إليها قد أوضحت لنا أن الطلبة و الأساتذة واعين بأهمية هذه الاستراتيجيات و ذلك لإتاحتها الفرصة للطلبة فرص مناسبة لتمكينهم من استخدام اللغة من دون أي تردد.