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Investigating Some Creative Strategies as a Motivational Approach to Improve EFL
Students' Oral Performance.

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Dedications

I dedicate this work to:

The most purefull souls in my world my mother **ATMANI Thouria** and my father

Abd Elhafid

My dear family and sisters: **Kheira, Mouni, and Imane**

My dear brothers: **Zakou, Yacine, zoubir, Zizou,** and my brother in law **Abd Salam,**

Nieces and nephews especially my queen **Maya**

To the people who never stop believing in me when I did

Every one pull my steps back to make me step up stronger

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ABSTRACT

The present study aims to investigate the most effective motivational strategies that should be practically used in the EFL teaching classes in order to improve EFL students speaking performance. Many EFL students face a difficulties speaking the foreign language and unable to express their thoughts and themselves. Therefore, the hypothesis of this research is the more the students is adequately motivated and confident, the more s/he will feel likely to talk and express his/her self and hence, will develop her/his speaking abilities. We have adopted the descriptive methodology of investigation. The population is composed of third year LMD students and the teachers of oral expression course at the University of Mohamed Kheider, Biskra. The results obtained through this work can be summarized in: first teachers' awareness of the efficiency of the suggested strategies; Second, student's readiness to adopt and use these strategies in order to enhance their oral proficiency skill. Moreover, some recommendations have been proposed to help teachers in their way of teaching speaking the oral skills, and others to help students overcome their difficulties in order to improve their speaking skill.

List of Abbreviation

EFL: English as a Foreign Language

C.C: Communicative Competence

i.e.: In other words

L1: First language

L2: Second language

LMD: License Master Doctorat

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General Introduction

Despite that speaking as a productive skill is considered the most important skill that should be acquired along the history of foreign language teaching and speaking, but for many EFL learners and teachers it is completely an ignored skill. For instance, teachers tend to give priority to finishing the course book and they do not concentrate on speaking activity. A great number of EFL students study English just for the sake of using it for their interpersonal communication. Therefore, helping students to become fluent and accurate despite of the problems they face seems to be a challenge for EFL teachers. Hence, we think it will be an interesting to investigate some creative strategies as motivational way teachers should adopt and give much importance to their way of teaching in order to provoke EFL students 'attention to speak English than to ameliorate their speaking proficiency.

1. Statement of the problem

As long as learning a foreign language concerned its oral is a primarily target for learners since it is usually claimed that if one is said to be competent in that foreign language, s/he has to express him/herself fluently. Such a claim shows the importance of improving this skill. However, what is worth noticeable on the ground among EFL students is that many of them find difficulties to speak good English language. In fact, through their learning process, we observed that the difficulty appears when a learner would like to ask his/her teacher or participate during some classroom activity. This learner often finds him/herself looking for the appropriate words to use in order to be involved in the learning process.

Therefore, we believe that to overcome this weakness and hence enable EFL students improve their oral performance it is compulsory that they should focus on the

oral side of the language rather than to pay much more attention on the theoretical side .Thus, this formulated problem has urged us to tackle the issue of introducing some fundamental creative strategies as a motivational way to improve EFL students 'speaking performance.

This is what we think could be an answer to this problem and a good opportunity for EFL students to become competent and proficient in the target languages.

2. Research Question

1. What are the appropriate motivating strategies that EFL teachers should use to help EFL students overcome their speaking difficulties and ameliorate their speaking skills?

3. Hypothesis

If the EFL teachers can adopt certain motivational strategies to be used in teaching speaking, the EFL students will not be afraid to speak in English, which may result with a progression of the teaching/learning of speaking.

4. Aims of The Study

The main purpose of this research is to investigate the development of the learner's oral performance through the implementation of the appropriate motivational strategies. Moreover, this study meant to identify the main problems encountering EFL students during the oral sessions which may inhibits their speaking progression, and to reveal the role of the teacher in teaching speaking skill in order to help EFL students overcome their difficulties.

5. Methodology

In this study, we intend to use the descriptive method. We will include students and teachers' questionnaires that will be administrated to both EFL oral expression teachers and a random sample 3rd year LMD learners of English at Mohammed Kheider University of Biskra. The outcomes will be organised in graphs, described, and analysed.

Chapter I: A General view of Speaking

Introduction

Teaching English as a foreign language requires learners' mastery of four language skills: listening, reading, writing, and speaking, but what is worth noticing that learners encounter many difficulties in speaking skill considered as productive skill they should be improves. So, In this chapter we will spot the light on the speaking performance definition, its aspects, its importance, and how to teach it .Also, we will attempt to describe some classroom oral activities, and the difficulties that foreign language learners face in the course of accomplishing this skill, and the role of the teacher in teaching this specific skill in order to achieve high oral proficiency.

I.1.1. Definition of the Speaking Skill

Speaking is a crucial productive skill along the history of language teaching. One frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speaking it. Many notions were given concerning the definition of speaking skill; According to Widdowson (1994, p. 58) 'speaking is the active productive skill and use of oral production. It is the ability of the person to interact orally with others. It requires the process of communicative competence, grammar, vocabulary, and pronunciation. He defines it also as performed face to face interaction and occurs as a part of dialogues pr other form of verbal exchange.' While Oxford Dictionary of Current English (2009, p. 414) defines speaking as "the action of conveying information or expressing ones' thoughts and feelings in spoken languages". In the same view Chaney (1998, p. 13) notes that speaking is, 'the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts'. Thus, speaking has been commonly known as the ability to say or perform

what we already heard and see. Also Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce 1997, p. 72).

I.1.2. Communicative Competence

The concept of communicative competence (C.C) has been defined by many linguists. According to Brown (1994, p. 227) communicative competence is ‘the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts’. This means that EFL learners need to use what they has learnt about language concerning its rules and interpret it appropriately while communicating according to the space he is interacting in.

Moreover, communicative competence has been an interest area for many linguists and particularly Hymes (1971) and Cannal& M. Swain (1980). All of them have categorized four competences under the communicative competence, these are stated as follows:

- a) Linguistic/grammar competence: The knowledge of grammar rules, lexis, syntax, phonetics and vocabulary of the target language and the ability to use them.
- b) Sociolinguistic/pragmatic competence: The knowledge of how to express messages in accordance with the relationship between the speaker, the listener, the topic, and the setting.
- c) Discourse competence: The ability to understand the context and to know how to link utterances of language to make coherent whole and meaningful texts.
- d) Strategic competence: The ability to manage difficulties that may arise in communication. (Psycho lesson 2015).

The points above show us the importance of sub-competences that form the communicative competence and approved it as a successful operation.

1.3. Aspects of Speaking Performance

It is worth noting that the speaking skill should be investigated and specialised by a significant activities in the teaching process. Byrne (1984, p. 9) stated that “the main goal in teaching the productive of speaking will be oral fluency: the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation (otherwise communication may break down because the listener loses interest or gets impatient). To attain this goal, the students had to move from the stage where they merely imitate a model or respond to cues to the point where they could use the language to express their own ideas”. So, the following aspects describing the way should students follow to make a successful conversation; use the appropriate language that they should used in different interactional situations.

1.3.1 Fluency

The speaking skill is the first impression by which a person can be judged about his/her oral language in order to say whether s/he is competent or not. So, speaking fluently is the ability to use the language appropriately without hesitation and making a lot of stops to think about what to say.

Hughes (2002, p. 80) defines fluency as “the ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation, otherwise the communication will break brown because listeners will lose their interest”. This means that only normal speakers need to stop from time to time, but also fluent speakers do so

in order to take breath. However it is noticeable that proficient speakers do not make pauses frequently because this indicates that there is a problem in fluency. If an individual utters a sentence making pauses like that, s/he will not be judged as a fluent speaker. Hence, for listeners rating fluency of the speaker they listen to and the frequency of pauses, is more important than the length of pauses.

Another aspect by which we judge fluent speakers is the length of run. This simply means the long number of syllabuses between pauses; the more people produce longer syllabuses, the more fluent they are. People can disguise pauses by filling them with some production strategies. Here, pause fillers like ‘uh’ and ‘um’, and vagueness expressions like sort of ‘and’ I mean’, and the use of repeats are the most wide spread.

1.3.2. Accuracy

In contrast with fluency, accuracy should be introduced first at the beginner level and fluency comes along as the learners’ progress. Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Previously, accuracy is often compared to fluency when we talk about a learner's level of speaking or writing. This factor is more concerned with teachers while pay more attention to it while we observed that the learners main focus is to speak fluently. Harmer (2001) points out that accuracy involves the correct use of vocabulary, grammar and pronunciation, which are considered by Thornbury (2000, p. 3) as three criteria that most teachers have reliance on concerning the assessment of ‘learner’s command of the linguistic systems (cited in Insaf, 2013, p.104).

The following scale provided by Ur (1991, p. 153) to test the speech orally in which the speaker evaluated his/her speech through accuracy and fluency standard

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

Figure 1.1: a Scale to Test the Speech Orally

1.4.1. The Importance of Speaking Skill in EFL Teaching

In foreign language learning speaking is the most essential skill should be mastered since it is the basis of communication. Over the history of teaching language speaking has always a difficult and crucial skill for students to achieve and for teachers to increase their speaking competence more than the other skills. Ur (2000, p .120) states that “of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of that language, as if speaking includes all other kinds of knowing ; and many if not most foreign language learners are primarily interested in learning to speak”. This skill is the key of transmitting learners’ thoughts since it shows their way of thinking and the whole learning successfulness. Therefore, the importance of

speaking has appeared in developing the learner's vocabulary and grammar in order improves his/her writing skill through the permanent use of the language.

Furthermore, speaking is important even outside classroom because students may use it in different social communications and interactions, travelling, convey a message, emotions, ideas and opinions. This has led to pay more attention to teach and learn this fundamental skill.

1.4.2. Teaching Speaking to EFL Learners

The teaching of speaking has changed in using only old strategy, for example, creative ways that help the learners to express themselves without constraints has come to gain more place. In this aspect, teaching speaking through new approaches has given opportunities for both the teacher and learner to facilitate and reach the target language, and hence improve the learner's speaking skill, as well the communication abilities. Richards (2008, p. 19) "consequently, learners often evaluate their success in language learning, as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. This has also led teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies".

1.5. Speaking Performance Activities inside the Classroom

The activities used in teaching speaking are commonly those we find in oral expression lessons. When the teacher intends to motivate his students to speak he provides them with some of the following activities that help them to practice the language they willing to master.

1.5.1. Interest and Explanation

Weimer (2009, p. 98) states that “When our interest is aroused in something, whether it is an academic subject or an oral hobby, we enjoy working hard at it. We come to feel that we can in some way own it and use it to make sense of the world around us. Coupled with the need to establish the relevance of content, instructors need to craft explanations that enable students to understand the material. This involves knowing what students understand and then forging connections between what is known and what is new”. So, the teacher needs to understand the students’ abilities and needs in order to be able to explain and make subjects easier to understand.

1.5.2. Role Play and Simulation

In such an activity, learners are required to perform a play, or a certain role plays according to the topic. Doff (1988, p. 240) defines “Role-plays gives a chance to use language in new contexts and for new topics [...], because they are ‘acting out’ a situation. Role play encourages students to use natural expressions and intonation, as well as gesture”. Actually, this kind of activity is more than a role play, it improves the learner’s productive skill, not only the speaking performance, self-confidence, and creativity. So, teachers should be aware of the importance of such an activity

concerning its role in developing learner's self-esteem, awareness, and for the effectiveness of the speaking skill.

1.5.3. Group Work and Discussion

When the teacher asks learners to discuss certain topic during oral interaction between learners inside classroom, the first thing that comes to the mind is group discussion. Here, students discuss their ideas and opinions which create a new atmosphere for students to talk freely and express themselves and share their thoughts with each other. For Barnes and Todd (1977, p. 113) teachers have to keep in mind that topics for discussion are not selected at random. The first step towards successful discussion is that the teacher has to respect the following:

- 1) Provide the students with a variety of input (both topical information and language forms), newspapers, video-recording, or simple text, so that they can have something to say.
- 2) Offer choices relevant to professional/educational level of students, so that they 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 about television programmes rather than how to combat pollution.
- 3) Set a goal or outcome of the discussion as a group product such as a letter to the editor or. Sum up an advice, joke, or new words that student can benefit from it.
- 4) Use small groups instead of large groups, or whole class discussion since large group can make participation difficult.

5) Allow students to participate in their own way; do not expect all of them to contribute to the discussion because some learners may feel uncomfortable to talk about certain topics.

Above all, well-organized discussions encourage the students to express their view points, and hence, raise the expectations through the role of teacher that is not to force his/her thoughts on the students.

1.5.4. Information Gap Activity

Information gap activity is a very interesting activity for many experts and researchers in EFL teaching, where the teacher asks his/her students to work in pair or group. In it, each group discusses specific information that the other group should know nothing about it in order to reach the outcome. Richards (2006, p. 18) states that information gap refers to the fact that in real communication, people normally communicate in order to get information they do not possess. One of the many advantages that information gap activity promotes to students is the exchange of information while the negotiating of meaning is part of interacting. At this point, the students are excited and motivated to know each other's information. This urges them to talk. But, they should not pass the information until they understand each other. Also, information gap has its own limitations. This activity does not involve the participation of all the students like role play. This might form an issue that stands off enhancing students' speaking performance.

1.6. Speaking Difficulties in EFL Learning

From the experience of learning it was observed that the majority of learners had difficulties in expressing ideas and speak in English and that is due to some factors that

highly influence negatively on learner's oral progression and the learning process, on that time teachers are expected to support and create the appropriate atmosphere to help them overcome those difficulties. Therefore, what we intend to present concerning the scope of this research is not the external factors that decrease the learner's improvement, such as family, social interaction, or negative post-experiences but the problems are directly related to the learner.

1.6.1. Inhibition

Inhibition is one of the difficulties that the learners face during the learning process while they would like to participate in the classroom as a result of many issues, such as shyness and fear of making mistakes. In this perspective, Ur (2000) states that 'Learners are often inhibited about trying to say things in a foreign language in the classroom Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts (as cited in Belhabib, 2015, p. 10).

In fact, fear of making mistakes, stress and anxiety are three factors that contribute in prohibiting students from practicing speaking confidently.

1.6.2. Mother Tongue Obstacle

The use of mother tongue is a very common problem in EFL learning is widely spread among EFL learners of the same mother tongue. Harmer (1991) suggests some reasons why students use mother tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable off, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother tongue is natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers

frequently use the student's language, the students will feel comfortable to do it (as cited in Asian Journal of Educational Research, 2015, p. 10).

1.6.3. Context of Learning

There is no doubt that the learner's speaking performance is often influenced by the teacher's speech first. The learner, who considers the teacher as the ideal image in the context of learning or text book, he has to be aware of the occurrence of mistakes that may happen because of that influence. Brown (2000, p. 226) considers that, 'students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottenly memorized in a drill but improperly contextualized.' So, the teachers can be victims of wrong information sources that lead to make faults in pronouncing some words. These influences on the learner's improvement often lead them to make mistakes because they get wrong principles about language.

1.6.4. Self Differences and Lack of Self Confidence

Many EFL learners speak out about the effects of personal differences they face during their learning process. They believe that they feel so afraid of failure or being like a joke in front of their classmates. Therefore, they prefer to stay silent and keep their ideas and thoughts for themselves even if they are correct instead of participating. According to Krashen (1981) learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

In fact, the lack of self confidence plays a considerable role in learner's performance, and participation because even if all the students have other features they

cannot learn the language unless they are adequately motivated and confident. Finally, this problem goes back to the teacher's attention and awareness who is the first responsible to make hard to create motivation and choose the right time to correct the learner's mistakes to help them overcome this problem.

1.7. The Role of Teacher

The role of the teacher is very interesting and a crucial part in the learning operation. King (2002, p. 207) states that "teacher move from the role traditional role of teacher as an authorities expert to the new role of facilitator of learning". Hence, teachers need to adopt many roles during their courses. They have to do the role of an organiser, a controller, an assessor, a participant, a tutor and observer in order to be successful in their way of teaching through adopting each of the teachers' roles.

1.7.1. An Organizer

To be an organiser, the teacher is one of good teacher's characteristics that s/he performs. This role can be summed up of the way s/he gives information to his/her learners. The instructions s/he gives them to do their activities, divide them into groups, and finally control necessary time for the activity. But first of all, the teacher should first confirm that all the learners are engaged, and ready to do it; learners cannot be organised by themselves, they often feel lost, sure they will or one not benefit from the activity. Here comes the teacher's role to intervene as an organiser.

Harmer (2001, p. 59) summarises the role of the teacher as organiser as follows:

'Engage \implies instruct {demonstrate} \implies initiate \implies organize feedback'

1.7.2. A Controller

Teachers often act like a controller when they take charge of the whole class or stand in front of their learners and order them to obey their instructions like what to do when, and where. This role is limited for the teacher because they should be aware of reacting as controller without skip the stage of the lesson such as explanations and exemplifications, guiding a question and answer sessions, or giving feedback to provide learners with opportunities to learn and practise easily the communicative activities, otherwise learners will lose the desire to learn. To conclude with, the act of being a controller is of a great of help for both teacher and learner because it helps them to walk on the right path of the learning process.

1.7.3. An Assessor

What characterised a teacher as an assessor is when they always in the expectation of their learners provide them with their feedback, correcting their mistakes, and assess their English by telling them the right from the wrong terms all in his special ways and techniques they used. Teachers should always be clear and significant in introducing the lesson or during the learning operation. For instance, in the listening activity they inform their learners that they are looking for spelling mistakes; hence learners know what they are going to focus on more. The role of the teacher as an assessor comes in play according to Harmer (2001, p. 59) when:

- a) Giving feedback to the learners (their performance).
- b) Correcting them.
- c) Grading them (telling if learners pass to the next level or not).

In fact, all the roles of teacher are quietly important but this role precisely is critical because it deals with the learners special aspects, such as their behaviours, reactions that may occur during the course; learners may feel that they are misunderstood or unfairly judged because of their low level or in comparing with their colleagues, and This often clouds the smoothness of the course. The teachers should be aware and sensitive towards the principal and parameters of success and evaluation in order to avoid falling in misunderstanding by his learners.

1.7.4. A Participant

The role of the teacher used to be to sit in the back of the classroom and watch the learners work by their own without s/he engages in the activity process and intervening only at the last to correct the mistakes or gives feedback. But, nowadays the teacher takes place and involves in the activity as a participant. These effects positively on learner's performance and maintains an enjoyable atmosphere. For instance, teachers can participate in discussions or role-plays to promote covertly and new information that help the activity along, student engagement, and smoothness of the whole learning process.

1.7.5. A Tutor

When the learners face difficulties in their project work, writing activities, or speaking ones, they need their teacher's help which act as a tutor in this stage to direct and advise them. Acting as a tutor is a difficult work to play in class, especially with large groups because it requires more devotion than the preceding roles as organiser and controller In fact, it is more energetic. This role can extremely enhance the learner's abilities because the teacher takes care of particular individuals or groups. However,

s/he should be a tutor with everyone; otherwise the learners who do not have the chance to access to the tutor will feel neglected and disturbed.

1.7.6. An Observer

Acting as an observer is a very interesting role. It is about observing all the movements of the learners, the way how they perform their activities and also their attitudes in class. This role is not limited only to observation or giving feedback. The teacher should also investigate and evaluate his/her learner's performance and the effectiveness of activities, see what is their needs and their weaknesses in order to promote and improve his/her own skills not only the learners skills; if s/ he remarks that something is going wrong or the activity are taking a wrong direction, here, s/he has to revise his/her techniques, activities, and materials that are taking into consideration in the lessons in order to make the appropriate changes. In general, the role of the teacher can easily switch and change according to the learners' needs and objectives. But, the teacher should be aware of the way s/he has to play and roles s/he needs to perform and carrying out

Chapter Summary

In this chapter, we have attempted to deal with the speaking process as a productive skill which is an important aspect in the field of teaching a foreign language. Also, it is difficult skill among the others (listening, writing and reading). We have attempted also to define speaking and how we can teach it. Then we have seen the different speaking activities that teachers often do inside the classroom and dealt with some difficulties that EFL learners usually face during their learning. Also, we have tackled the roles of the teacher that help in making learners more effective, more involved, and close to be more proficient and fluent in the target

Chapter II: Motivational Strategies

Introduction

Over the history of EFL teaching, speaking has been always the main focus. Therefore, it is very important to find and use the appropriate strategies, activities, techniques, and materials that motivate learners to better speaking. Hence, through this chapter we attempt to speak about oral communication strategies (achievement strategies, reductions strategies, and avoidance strategies) that help learners to overcome their weaknesses during their language learning, we will introduce a significant framework for motivational strategies after we defining motivation, its types, and importance. We will also spot the light on some of the most effective and motivational strategies that enhance EFL learners' speaking performance.

2.1. Oral Communication Strategies

Many linguists and EFL teachers approved that students communicating with each other in the target language plays a vital role in order to achieve and master speaking a foreign language. Even though, many students encounter difficulties while making conversation because they find themselves in a situation where they lack the appropriate words that they intend to say in the appropriate time while they suppose to say or convey something. Therefore, EFL teachers should find the right way to overcome this unexpected problem in interacting which helps the students to develop their specific communicative strategies by promoting their strategic competence that enable them to process a conversation and interact in an appropriate way. According to Faerch and Kasper (1983, p. 223) the achievement of communicative strategies involve hypothesis and communicator's practical statement and it can promote language acquisition. On the other hand, when using reduction communicative strategies, the original purpose is

changed and it may result in less language acquisition. The following two sub-sections introduce these two categories in details.

2.1.1. Achievement Strategies

Achievement strategies are usually used in order to fill the language gap; learners may face difficulties in pronouncing the appropriate words or phrases while they are talking, so they try to substitute them with alternative terms or structures, and hence transmitting their message without losing the meaning. Achievement strategies involve the following sub-strategies:

1) Guessing Strategies

This kind of strategies is a very common strategy used in oral expression. When we find the learner/speaker in a situation where she / he takes or borrows words from her / his mother tongue and involves it in the discussion she / he thinks that her / his interlocutor will understand him / her better and faster.

2) Paraphrasing Strategies

It is usually used when learners / speakers replace certain words or expressions with the alternatives they need in the target language. Johnson and Johnson (1999, p. 67) stated that “paraphrasing strategies include the circumlocution strategy; the learner / speaker will attempt to describe the characteristics of the object or to produce some sort of definition or explanation instead of using the appropriate target language item(s) in order to make his idea clearer for the interlocutor or the lexical substitution strategy; here the learner / speaker use a synonym or a negated antonym or a more general word “hyperonyme” as alternative to the correct item.”

3) Co-operative Strategies

These strategies are used when the learner/speaker could not find the appropriate word to say, so she/he uses his/her mother tongue language and expects the help from his/her listener whether by saying it in the target language or by using gestures to indicate things that she / he means. Allwright and Bailey (1991, p. 142) define co-operative strategy as “spontaneously asking for the correct term or structure, or for help in solving a problem.”

2.1.2. Reduction Strategy

Reduction strategy is used when the learner/speaker finds himself/herself unable to convey the message or express because of his/her lack of vocabulary or difficult grammatical structure she/he faces, hence there are situations where she/he changes his/her part of the conversation or keeps silent. In order to prevent producing non-fluent or incorrect utterances by using insufficiently acquired rules, learners may make up their mind to communicate by reduced systems which concentrate on old rules. When a second language learner interacts with a native speaker, the native speaker may use some simplified version of their L1 system to match the learner’s receptive level. Therefore, reduction strategies play an important role in second language acquisition.

2.1.3. Avoidance Strategies

The learners may use such strategies when they pronounce some words incorrectly, so they avoid falling in such mistakes and substitute it with other words. Also, when they lose a part of their speech, they may reduce it or avoid saying it. Another difficulty any learners / speakers may encounter is the lack of vocabulary which puts them in a position where they change the whole subject, look for something else to say, or simply keep silent.

2.2. Definition of Motivation

Motivation has many interesting definitions worth to be mentioned over the history of search. According to Harmer (2001, p. 51) “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. Also Brown (1980, p. 160) states that “motivation is probably the most frequently used catch all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated”. Hence, Motivation can be considered as a collection of our desires, potentials, and wants that lead us to achieve our goals. Motivation is a very important and effective factor in EFL teaching and learning; enough to claim that learning can never be successful without involving motivation.

2.2.1. Types of Motivation

For decades, the interest in motivation has been gathered a considerable knowledge. Therefore, we notice explicitly various types which classify motivation.

2.2.1.1 Intrinsic Motivation

This type of motivation concern with learner’s desire to choose a task, involve in it and keep working on it until they successfully achieves it, without expecting any benefits or rewards out the learning task. According to Harmer (2001, p. 51) intrinsic motivation refers to the internal factors that come within the individual, Students become motivated either by the desire to achieve something or by enjoying the learning process.

2.2.1.2.Extrinsic Motivation

Extrinsic motivation concerns with learner's desire to perform a task and succeed, in order to achieve external benefits and rewards behind that task and self wants, such as parent' satisfactions or teacher's rewards. Harmer (2001, p. 51) claims that "extrinsic motivation is caused by several external factors that motivate students in their needs, as getting good marks to success or financial rewards".

2.3. A Framework for Motivational Strategies

2.3.1. Definition of Motivational Strategy

Dornyei (2001, p. 57) claims that "motivational strategy refers to the instructional interventions applied by the teacher to elicit and stimulate student motivation and self-regulation that are used purposefully by individual students to manage the level of their own motivation". Certainly, it is important to use different and motivational strategies in EFL teaching to enhance learners' oral performance by creating an interesting atmosphere that attracts the learners' attention. Motivational strategies are important in EFL teaching, it contributes effectively in increasing the learners' speaking level on the one hand, it brings joyful atmosphere. On the other hand, it can greatly improve learning outcomes for learners with different back grounds and abilities. Strategy has the power to transform passive students into active learners equipped with the tools to promote strategic planning and independent reflection. Moreover, it is important for teachers to choose the appropriate, adequate, and preferable strategies that go with learners' needs and to what extent should be used for attain the expected successful and engagement. Dornyei (2001, p. 29) suggests a useful framework which explains the

teacher's motivational teaching practice; he proposed a systematic design of four main dimensions stated as follow:

2.3.1.1. Creating Basic Motivational Conditions

Teachers play a significant role in effecting learners' motivation and engagement in the class. Therefore, they should be always aware of their behaviours and actions inside the classroom. Hence, it is important to create and maintain a class atmosphere full of mutual respect in order to ensure the effectiveness of the motivational strategies. Also, he needs to create a cohesive learner group with appropriate group work because cohesiveness between learners has a great influence on the learning progress and learners' motivation.

2.3.1.2. Generating Students' Motivation

It is every teacher's dream to have in his/her class a motivated student, who is driven by the curiosity to learn and achieve his or her goals. Therefore, teachers should take the responsibility of generating their students' motivation and contribute enthusiastically in order to generate positive learners' attitudes towards learning the subject.

2.3.1.3. Maintaining and Protecting Motivation

As it is important to generate students' motivation, it is also much important to maintain and protect motivation. It is the teachers' responsibility to do so through making their learners always engaged and stimulated, differentiate their learning styles, and make them experience challenging and interesting tasks but achievable ones. Teachers can also maintain their students' motivation through promoting their self-confidence because learners will not be able to progress if they do not trust in their abilities and lack of autonomy

2.3.1.4. Encouraging Positive Retrospective Self-evaluation

In fact, the tasks, that teachers' design are influenced by many factors for instance, post learning experiences consideration and their effect on them (success and failure). So, teachers can find many significant ways to assess their students' achievement, providing effective and encouraging feedback, and increasing learner satisfaction by using effective strategies. Dornyei presents those strategies as bellow:

- 1) Promoting attributions to effort rather than to ability.
- 2) Providing motivational feedback.
- 3) Increasing learners' satisfaction.
- 4) Offering rewards and grades in a motivating manner.

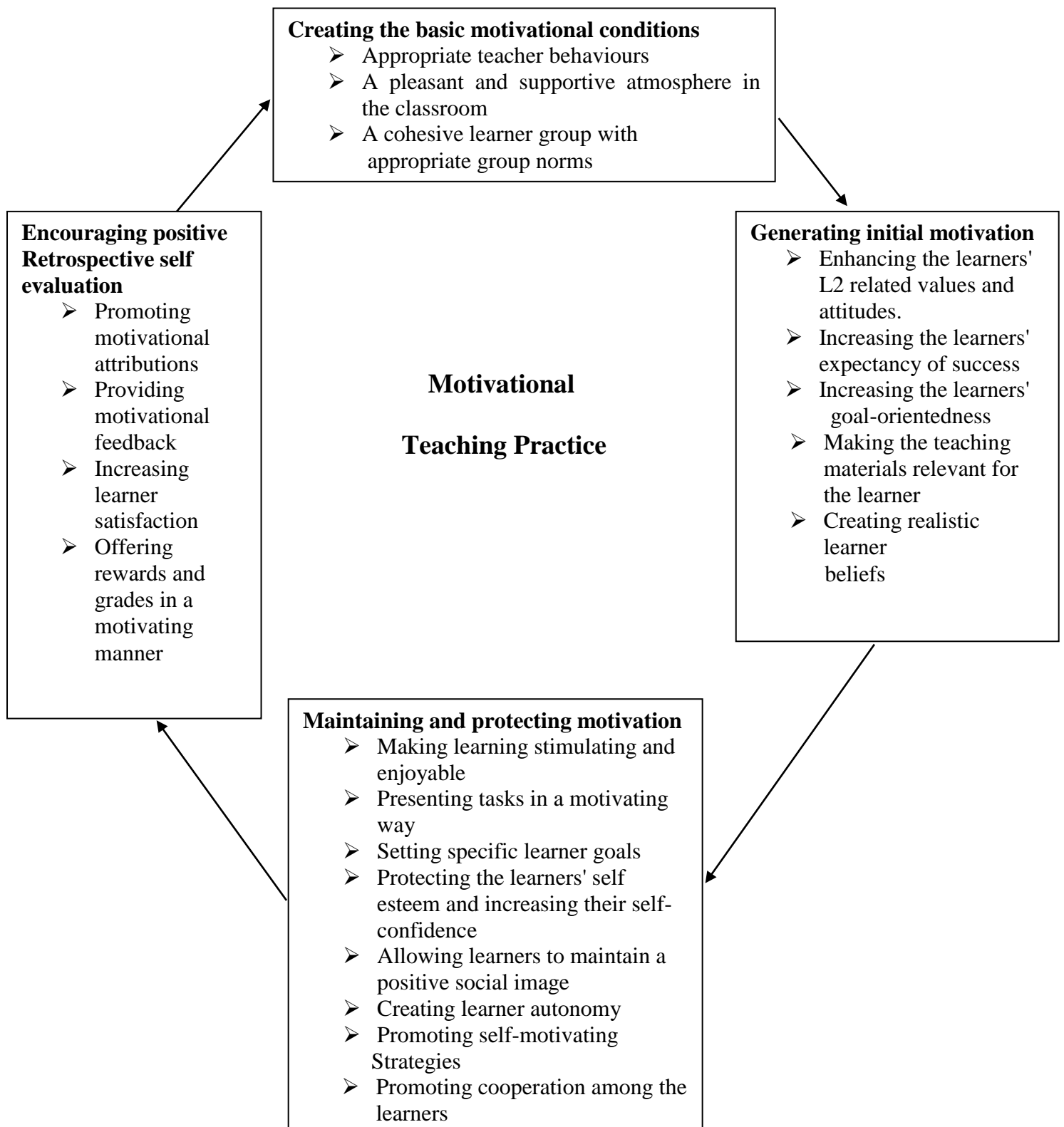


Figure2.1. The components of motivational teaching practice in the L2 classroom.

2.4.1. Stages of Oral Lesson

For better understanding and successful speaking lesson, teacher should carry on the best way to do so. According to Millrood (2001, p. 91) who proposed a three-phase phramework that speaking lesson consists of which are:

2.4.1.1.Pre-Speaking Activity

In this stage learners expect from their teacher to provide them with the necessary vocabulary and the target language passage as preparation for the main speaking activity. The teacher introduces and highlights the fixed expressions, the structure of the target, and points out the functions of communication. In Millroods(2001, p. 93) one way to strengthening the participants' motivation is to demonstrate to them 'the communicative problem and the way to resolve it.'

2.4.1.2.While-Speaking Activity

In this stage the learner/speaker is expected to resolve the communicative problem after she/he is engaged in the communicative activities such as communicative games, role-plays, discussion... etc. The teachers' role is correcting their learners' mistakes if necessary.

2.4.1.3.Post-Speaking Activity

This phase is the last stage of oral lesson, it concludes the two past stages .According to Millrood (2001, p. 93) the teacher gives the learners' occasions to contemplate the language and the produced ideas by encouraging the language negotiation among them, also provides them with opportunities to think of the various manners to make communication more effective. The teacher gives feedback to the students' performance and asks the audience student to give comments too.

2.5.1. Creative Teaching Strategies

Creative teachers are those who are the best ones in using different motivational strategies that stimulate and support their learners to improve in the target language. Hence, teachers should be aware of all the effective strategies that offer knowledge and motivate their learners to speak.

2.5.1.1. Group work

A group work is a situation in which students are seating in an organised way inside the classroom where they can interact with each other and profit from this opportunity to exchange information through speaking the language.

Harmer (1983, p. 207) claims that “Group work seems to be an extremely attractive idea for number of reasons. Just as in pair work, we can mention in the increase in the amount of student talking time and we can emphasize on the opportunities that give students real situations to use language to communicate with each other”. Working in groups leads to the interaction in the classroom. For example, teachers divide their students into five groups and give them questions about certain topic they have already read about, so they answer in groups then they read it aloud after time of answering is over and then teacher listens all groups’ answers. The purpose here is to see how students are involved and how good is their oral interaction with their classmates and gives them feed back in a creative way.

In fact, this kind of tasks attempt to stimulate students to talk, attract their interests and imagination, and urges them to find collective solutions that is what every teacher should adopt. Group work is a significant activity that develops students’ level in both linguistic and communicative competence.

2.5.1.2. Pair Work

Pair work is a classroom situation where a student interacts with another student, maybe for a discussion activity, to answer questions, or to exchange information. According to Byrne (1989, p. 31) there are two main kinds of pair work. These are fixed pairs and flexible pairs. Fixed pairs are originated when the students work with the same partner (usually the student on the left side or the right side) in order to complete a task of some kind. In flexible pairs the students keep changing partners. Teacher must decide whether he can let the students stand up and move around the classroom freely. This will make the activity more interesting for them because they can choose the person they want to talk to. If the classroom is too small, the students will be able to interact with those around them without getting up. During pair or group work activities there are some problems that may happen and hinder the task such as noise, indiscipline, and mother tongue use. According to Baker and Westrup (2003, p. 12) “barriers to learning can occur if students knowing or unknowingly transfer the cultural rules from mother tongue to a foreign language”.

2.5.1.3. The Importance of Group and Pair Work

Group work is similarly important as pair work because both increase the students’ oral communication and stimulate them to be creative and imaginative. The teacher responsibility is clearly manifested when he organises students into group or pair work and chooses the appropriate strategy to present speaking activity. Certain activities require pair work as role plays and guessing games while others require group work as discussion and debates which allow the discussion to be more vast and entertaining if the leader of each group conducts the opinion of his classmates and starts discussing it with other groups. And hence, the oral lesson becomes enjoyable and interesting for both students and teacher.

2.5.1.4. Role-plays

Role-play is another interactional strategy that simulates the learner to imagine scenes and situations; it can be performed in pairs or groups. For Harmer (2001, p. 274) the role of the teacher in this activity is only to control the learners work by giving them information and direction. Also equipping them with the needed materials while learners are expected to play roles as if it is real; he choose a role of different social situations as s/he is in a foreign country and asking for places and required to use also a suitable language.

Role-play is a very helpful and joyful strategy concerning its effectiveness not on the learners' oral development only, but it also gives them the opportunity to practise and develop social and cultural speech acts (when asking politely, thanking, apologizing), developing sociolinguistic competence because they use language appropriate with situations and characteristics. According to Byrne (1986) there are two broad types of role-play activities often used in English language classroom: scripted and no scripted role-plays. To perform role-plays of the scripted type, the students will have to work in pairs or small groups. They are given prompts related to the target scenarios. Then, they will have to use the prompts as the model to form the target dialogue. The students rehearse that dialogue before performing it in front of the class. In the non-scripted role-play, on the other hand, the students are assigned to perform the role-play activity in front of the class based on the prompts given without preparing or writing the script in advance .

Role-play is a motivational teaching strategy that brings movement and dynamism inside classrooms when all the students are involved with their different speaking levels (lack self-esteem, low speaking abilities). The role of the teacher is quietly important for the successful of the role-play, he needs to describe the scene and give the students their

roles according to their abilities and personalities and provide them with descriptive cards if one fails to do his role-play. In order to participate and motivate students and teachers should choose topics for role-plays from students' suggestions and interests which attract their attention, encourage them to participate actively and contribute to enhance student to speak confidently.

2.5.1.5.Problem Solving

Problem solving is another motivational strategy that influences learners' performance and knowledge; it refers to the activities in which teachers provide their students with a problem and explain it to them then ask them to find out solutions whether orally or in written form after dividing them into groups. Barker and Gaut (2002, p. 160) claim that "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". This kind of activity demands the work in groups or pairs for the interactional purpose where the student himself negotiates the problem, makes suggestions, shares ideas, and finds solutions in discussing with other students. Problem solving is divided into two forms: short-term task and long-term task (project). The first takes a short time to be done maybe in one class session while the second one is a time consuming task which can expand for many lesson sessions. For instance when the student is asked to categorize items according to their categories like given pictures of people and he is asked to classify them according to their ages, this task (short task) does not need much time to do or a lot of explanations. While in situation where the student or group work are asked to search for a natural phenomenon and generate considerable information about it, here students need to collect data and organise it through searching for appropriate information in order to present it orally.

Problem solving activity is a precious strategy that involves students' interests and provides a form of language use that attains the communicative purpose. They also develop their speaking skills through searching and managing the process.

2.5.1.6. Discussion Activity

Discussion is one of the common and interesting strategies used in speaking classes where teacher propose a topic for students to discuss, exchange opinions and thoughts, talk about their experiences. Millrood (2001, p. 89) defines discussion as a "simulation of reality for study purposes with problems-raising tasks, co-operating or challenging viewpoints of participants, polarization of opinions, decision making and problem resolution". Discussion groups expand for three sessions as long according to the length of the book.

This activity has a great influence on students' language which gives them the opportunity to improve their speaking level through participation in discussion especially for non-confident and shy students, also usual them to communicate and increase their comprehension level. One of advantages for teacher is allows more time for them to observe students' learning progression.

The discussed topics should be chosen by teacher and needs to be selective in which provide students with deferent sources of input, try new and creative topics to discuss for motivate students to participate more, conclude with a goal or advice from the discussion, and let student free to discuss with their own choice. Therefore, a teacher 'role is motivating students to give them their opinions through well-organised discussion and not imposes her/his opinion. The teacher thoughts appears while discussing to support her/his student ideas or opinions not to discourage them or show different opinions (show interest about students' opinions), and maybe to clear idea that student could not convey.

2.5.1.7. Use of Songs and Music

Another motivational and new strategy that develops both students' listening and speaking performance is using songs and music. According to Murphy (1992, p. 6) 'for a variety of reasons, songs stick in our minds and become a part of us, and leads us easily to the exploitation of the classroom'. There is no doubt that using songs and music is the most interesting and amusing way in EFL teaching because they have significant influence to stick in our minds more than anything we learnt. For that reason, teacher should give more important to that task because it is a very important strategy that brings joy and create pleasant atmosphere that encourages students to listen, memorise, and speak.

2.5.1.8. Guessing Games

Guessing games seems to be just wasting time tasks, but they represent a very interesting strategy to enhance students speaking ability. It is where teacher gives their students a space to guess or find out something that other student knows. Klippel (1984, p. 31) said that "the basic rule of guessing games is eminently simple; one person know something that another one wants to find out". For example, one of the students guesses a famous place after one of the students describes it. So, it represent a significant way to practise the language and seen as extra activity. Students are mostly interested about such tasks because it stimulates them unconsciously to practise and enhance their speaking proficiency beside the amusing atmosphere that promotes.

2.5.1.9. Stories, Jokes and Anecdotes

For a long time, storytelling was and still a vital strategy, easy to practise during class session. This entertaining task is likely rare in our classrooms .but it gives the students the opportunity to speak and express themselves in an interesting way, the same thing for jokes and anecdotes. Teachers can start courses by telling a story or a

joke as warm-up activity, for sure, they will attract his students' attention and involve them to concentrate in the course lesson, or maybe conclude it with anecdote (a short story, usually serving to make the listener laugh or ponder over a topic) that sticks in the student's mind as a way to remind those lessons, advice, or convey a message through it. For example, during a conversation about vacation, student may tell a story about her/his favourite trip.

Eventually, stories, jokes and anecdotes are pieces of significant strategy. Its main objective is to stimulate students to practice their speaking skills in an enjoyable atmosphere (bring a cheer, to caution, to persuade or inspire).

2.5.1.10. Use of Audio Visual Aids

The audio visual aids are tools in a form of records used for more than one time and in different ways to develop students' speaking skills. The use of audio visual aids can be a new and motivational strategy, it is a developed way to introduce classroom course beyond spoken words. According to King (2002, p. 402) describing the advantages of using visual aids "With the availability of technology video cameras, slide, project, power point, VCD/DVD and other visual aids could be much more exciting and interesting than traditional ones". Students, definitely, will show more care if they are exposed to learning in a new and a variety of ways such as the use of audio visual aids (maps, charts and graphs, slides, power point and handouts). It created a positive impact on teaching-learning process in EFL classroom, teachers should always look for new and different teaching styles because material can be easier to understand if it is seen and heard. For instance, the use of audio visual aids, but they should be also aware in choosing the effective audio visual materials appropriately to the situation. Finally, the use of audio visual aids as a teaching strategy inside EFL classrooms is a

smart and creative option that teachers choose because it stimulates thinking and improves learning environment in a classroom.

2.6. The learners' role

Willis (1996) proposes the roles for the learners in the classroom communication during the pre-task, students should be able to write down useful words and phrases from the pre-task activities and/or the recording, spend a few minutes preparing for the task individually. Also, In the task in which the students should be able to perform the task in pairs or small groups, prepare to report how they performed the task and what they discovered to the class, Rehearse what they will present to the entire class, and present their spoken reports to the class. And finally, in the post-task (language focus), where the student should be able to Perform consciousness-raising activities to identify and process specific language features from the task and transcript, ask about other features they noticed, practice words, phrases and patterns from the analysis activities, and enter useful language items in their language notebooks.

Chapter Summary

To sum up, we discussed in this chapter oral communication strategies. We have defined motivation as a significant aspect in language teaching and seen its types. We have spot the light on the framework of motivational strategies which facilitate teachers' path to teach creatively. We have also seen stages of oral lesson that describes the structure of a successful lesson. Finally we aimed to display some of the most effective strategies that teachers adopt and their student roles in the classroom as they are the important component of the whole process for achieving best oral proficiency.

Chapter III: Field Work

Introduction

In this chapter we are aiming to investigate some creative strategies as motivational way to improve EFL learners' speaking performance and to answer our research questions. Two questionnaires we are going to use in this study, one for teacher and the other one for students at the department of foreign languages English at Mohamed kheider University to find out the most effective teaching strategies that teachers have to use for EFL learners. We are going to analyse data we gathered through questionnaire in order to consolidate the theoretical part findings, also we attempting to use tables and graphs to organise our results and make them clear for better understanding.

3.1. Research Approach

The research approach of this study is the qualitative approach. It is the appropriate approach for this study; it is decided on the basis of research topic and questions.

3.2. Research Strategy

The research strategy of this study is the case study of third year students at the section of English in Biskra University.

3.3. Data Collection Methods

The research tools which we will employ to conduct such investigation and answer their research questions will be a descriptive method. The study will be based on the

analysis of two questionnaires administered to both teachers and students as data collection methods.

3.3.1. Teachers' Questionnaire

This questionnaire aims to investigate the teachers' knowledge about creative strategies as motivational way and their effectiveness on improving EFL learners' speaking performance. The teacher's questionnaire was composed of fifteen questions. Eight teachers of oral expressions were asked to answer it. It is divided into three sections; the first section (Q1-Q2) was about teachers' background including teaching experiences. The second section (Q3-Q8) was concerning with their concepts about speaking learning and learners. The third and the last section (Q9-Q15) were about teaching strategies and how each teacher motivate and create strategies to enhance EFL learners speaking performance. Teachers' questionnaire took more than a week because most teachers either refuse to answer it or take much time to hand it back. They claimed that it is due to the huge number of questionnaires they have received from other students. Six teachers out of population of eight were given the questionnaire.

3.3.2. Students' Questionnaire

This questionnaire aims to investigate the learners' knowledge of their skills and their motivation to speak the English language and enhance their speaking skill. The students' questionnaire was composed of fifteen questions. Eighty students of English at the department of foreign languages of Biskra University were asked to answer it. It divided into three sections; the first section (Q1-Q2) was about students' 'opinion toward English language. The second section (Q3-Q7) was about learner's personal information and their attitudes in the classroom. The third and the last section (Q8-Q15) were concerning students' practice of learning motivational strategies and each student

expects or prefers his/her teacher to use. 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.

3.4. Sample

Teachers at the university of Biskra department of English are the whole population. We select the sample of eleven teachers chosen randomly. All of them are oral expression teachers to collect different view about creative strategies if they consider it a motivational way to improve EFL learners' speaking performance. Third year students of English at the University of Biskra are the whole population. We select the sample of eighty students chosen randomly. The reason behind choose third year students is that they are more motivated to speak the language they are learning and familiar with the teaching strategies in which their teachers should apply and help them to enhance their speaking performance.

3.5. Data Collection Procedures

Any researcher who attempts to collect the needed data have to rely on many different procedures. It depends on the research' aims and sample, time limitation, and the nature of data collected. So, in this study we choose questionnaires to be the appropriate method but we arranged also an interview but because of short time we could not do it, also we faced difficulties during the distribution of questionnaires there were some students refuse to do it because of the huge number of questionnaires. Many teachers refuse to do it also because they were busy in doing their oral exams and some of them take it and do not hand it back after weeks from taking it.

3.6. Data Analysis Procedures

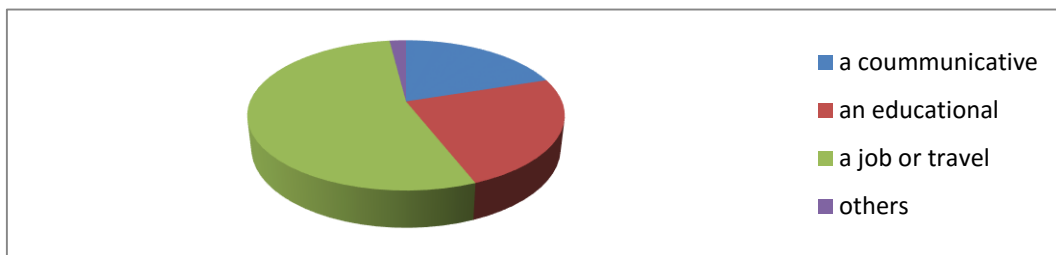
We will analyse data in percentage after calculate it. After that, we are going to present the calculated data (in percentage) in tables and graphs (figures) for illustrate it and better visualization. Then, we will present the data in a form of summary to illustrate the analysis of data for the three research questions.

3.7. Results

3.7.1. Students Data Analysis

Section One: General information.

Q1. Your choice to study English, was it for?



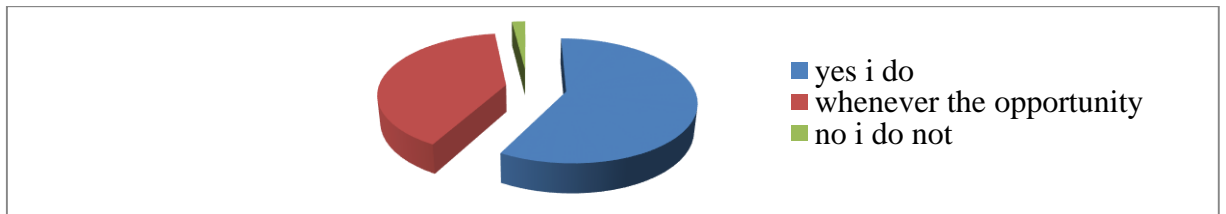
Graph1:Students'Choice to Study English

In the first section, subjects are asked in the first question about their choice to study English weather it was for a communicative purpose, an educational purpose, a job or travel purpose, or other purposes. The majority of subjects 27 or (54%) respond that there choice was for a job or travel, about (24%) said that it was for an educational purpose while (20%) of subjects' choice was for a communicative purpose and only one of them said that it was his/her parents' choice. From the results we notice that all learners responds was mostly for using English language in their future life and occupations also when travelling. A great number of them show that they need it for their future

studies and claim that it is a worldwide language needed to communicate.

However, a small number of subjects show that it is their parents' wish.

Q.2 Do you seek opportunities to speak English

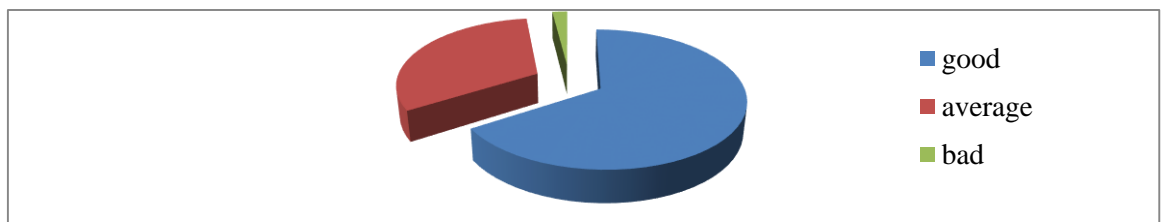


Graph2: Opportunities to Speak English

Results show that there is a great number of participants (58%) are actively seeking for speaking English and (40%) are ready to take advantage of the opportunity when it com up. While only (2%) say that there are not seeking for using it at all. From the results above we notice that learners who show positive responses about their seeking for using English or whenever the opportunity come up because of they need it for their future life(study, work, or travel) or communication purposes as the precedent results show. While the little negative responses show that learner's lack of interest in using English because they are not intending to use it weather in their daily life or for other purposes.

Section Two: Personal information

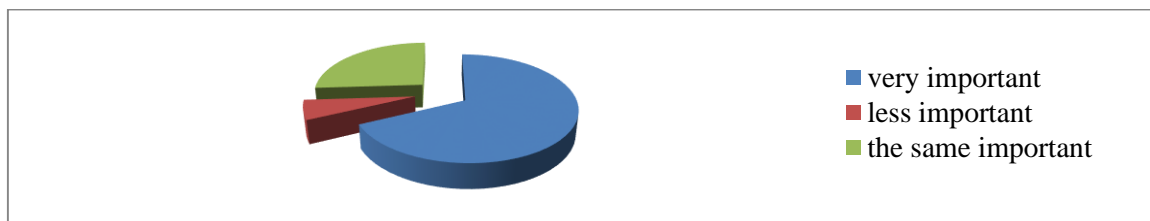
Q.3 your level in English is:



Graph 3: Students' English Level

The results above show that the majority of participants (66%) who are admitted that their English level is good while (32%) said that their English level is average. However, (2%) of participants confess that their English is bad.

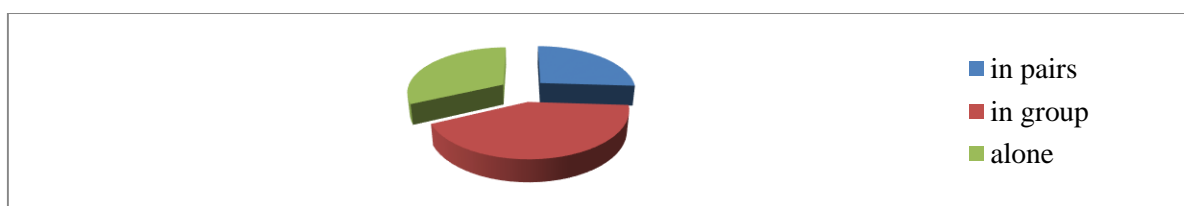
Q.4 How do you think speaking skill is important in comparison to other skills (Listening, Reading, writing)?



Graph4: The Importance of Speaking Skill in Comparison to Other Skills

The results show that the majority of learners (68%) seen that speaking is very important in comparison to the other skills (listening, reading, and writing). Whereas, (26%) of learners show that speaking skill is at the same important in comparison to the other skills. While only (6%) of learners claim that speaking skill is less important in comparison to the other skills. The results show that learners' high classification of speaking skill importance in comparison to the other skills (listening, writing, and reading).The reason behind this choice is may be because of the emergence of English language around the world and the chances that may have in the future if they went abroad(work, study).

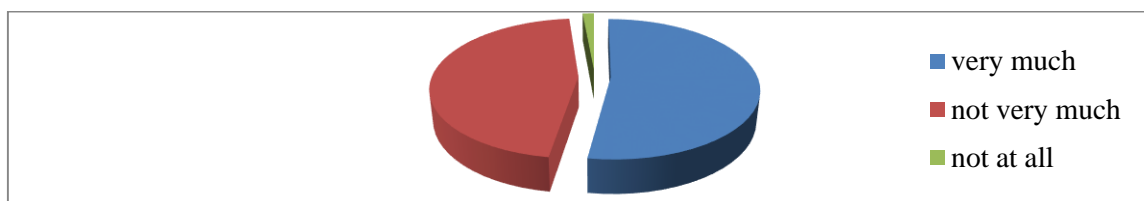
Q.5 How do like to work in the classroom?



Graph5: How Learners Like to Work in the Classroom

The results show that there are a considerable amount of learners (42%) prefer to work in groups whereas (32%) are most willing to work alone and the rest (26%) prefer to work on pairs. What is worth noticeable here is the reason behind learners' preferable work in groups more than pairs or alone is maybe they are not very open or lack of self-confidence that allowed them to speak up alone while in groups there is a leader who represent their opinions and hence decrease their fears to be individually judged or criticized.

Q.6 To what extent have the oral expression courses helped you improve your oral performance?

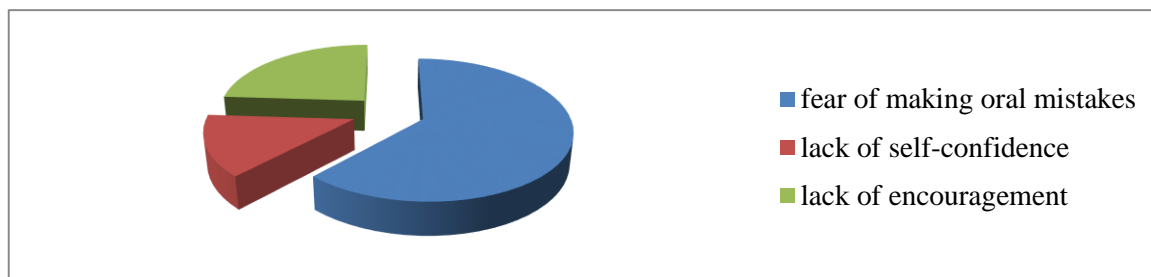


Graph6: Learners' Attitude Toward Oral Expression Courses

The results above show a very close and contradictory responses where a (55%) of learners indicate that oral expression courses help them very much to improve their oral performance while (44%) of learners said that oral expression courses do not help them to improve their oral performance very much. Whereas only (6%) claim that it does not help them at all. The fact that the majority of learners were divided between that oral courses help them very much and not very much to improve their speaking performance is because they need like such tasks and feel they are helpful and in the same time they are not enough interesting to motivate them to participate. Even if it is,

learners feel incapable to express their opinions using the language and talk because of maybe lack of self-confidence and other factors.

Q.7 What makes you afraid to talk or participate in the classroom activities?

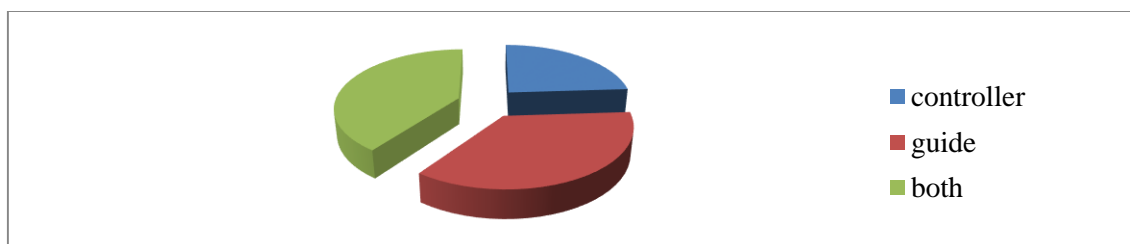


Graph7: Reasons of The Inability to Speak

The results show that the majority of participants (62%) are afraid to talk or participate in the classroom as they are afraid of making oral mistakes, (24%) do not participate because they lack of encouragement , and only (14%) of them say that it is because their lack of self-confidence. We notice from the results of subjects that there are many factors hinder them from speaking whether are internal (lack of self-confidence) or external (lack of encouragement). But, it is the teachers' role here to create relaxed atmosphere to motivate their students enough to express themselves and speak without fear.

Section Three: Creative teaching strategies

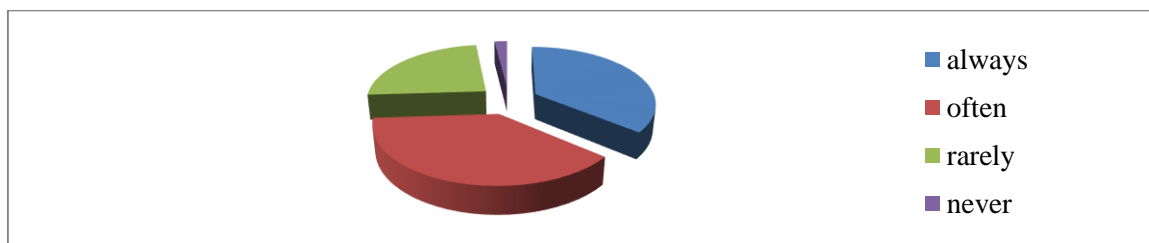
1. What is the role that your teacher plays in the classroom?



Graph8: Teachers' Role

According to the results above, it can be seen that the majority of learners (40%) affirm that their teacher play an interchangeably role of both controller and guider in the classroom. While, (36%) of learners see him as a guider and only (24%) consider their teacher as a controller. The fact that the majority of learners who seen their teachers' role as guider and controller are feeling comfortable and relaxed in the classroom because he facilitate their learning process and allowed them to express themselves and reduce their fear and anxiety.

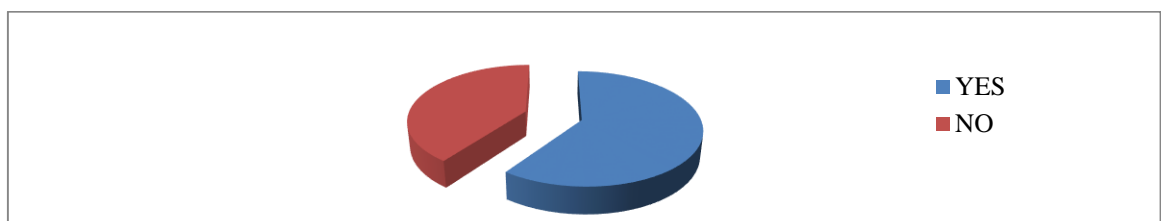
Q.9 Does your teacher encourages (motivate) you to speak?



Graph9: Teachers' Encouragement to Speak

The results show that a close percentage (38%) and (36%) of learners indicate that their teacher always and often encourage (motivate) them to speak in the classroom. However, (24%) say that it is rarely when their teacher encourages them to speak and the rest (2%) of them say that they have never been motivated or encouraged by their teacher. In fact, it is the teachers' role to motivate their students and create relaxed and try new teaching strategies that so they become more confident and extrovert to speak.

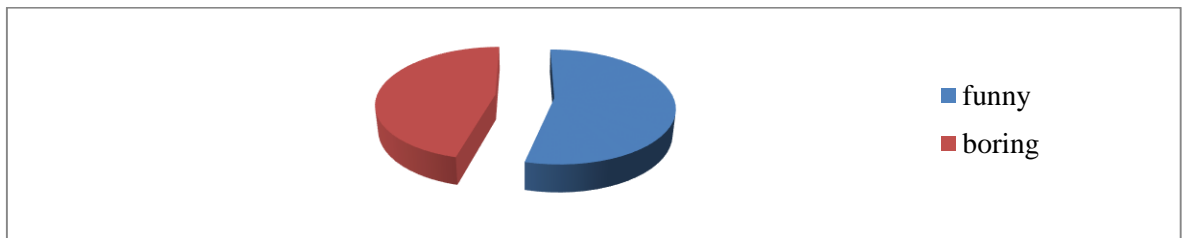
Q.10 Does your teacher implement any strategy that motivates you to speak English?



Graph10: Teachers' Attitude toward Students' Speaking Difficulties

The results show that the majority (60%) of participants affirm that their teacher apply strategies that motivate them to speak and help them to overcome their difficulties and encounter their fears, while (40%) of them say that s/he did not apply any strategies to motivate them to speak which means that the majority of learners are intrinsically motivated.

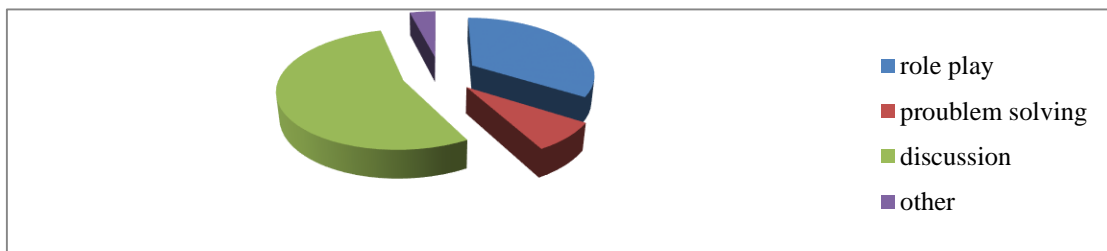
Q.11 How would you describe the atmosphere of your class?



Graph11: The Classroom Atmosphere

The results above show that there is close percentage of learners in describing their classroom atmosphere where (54%) find it funny and (46%) of them find it boring atmosphere. Generally, the classroom atmosphere is very important factor that effect on the learners' spirit and progress , the more the teacher create a pleasant atmosphere and enjoyable one the more the learner is stimulated to interact and enhance his/her speaking skill.

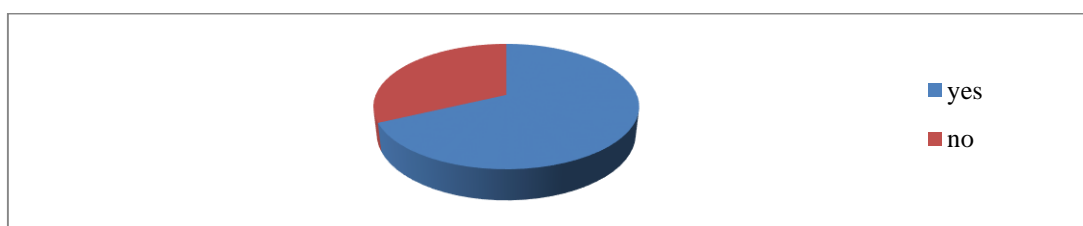
Q.12 What strategies of the following you prefer most and motivate you to speak?



Graph12: Strategies Motivate Students to Speak

Looking at the table show that the majority of learners (54%) prefer discussion as strategy that motivates them most to speak. (34%) of them find role play strategy more motivational for them to speak. Only (8%) prefer problem solving strategy. While (4%) prefer other strategies. Therefore, teachers should choose the appropriate strategies that their students prefer and motivate them most in order to achieve best oral performance and create amusing atmosphere that give them the opportunity to use the language and express their opinions.

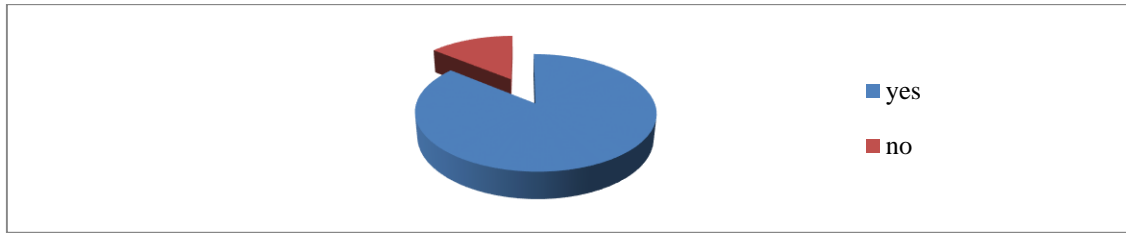
Q-13 Does your teacher give you opportunities to talk about your communicative needs and express your feelings?



Graph 13: Speaking Opportunities

The results show the big numbers of subjects (68%) are given the opportunity to speak about their communicative needs and express their feelings while a small number of them (32) state that they do not have such opportunities. We notice from the responses above that teachers are interesting and care about their student speaking needs and show their importance to them to give them opportunities to speak and express themselves which show the respect and the good relationship between teachers and students.

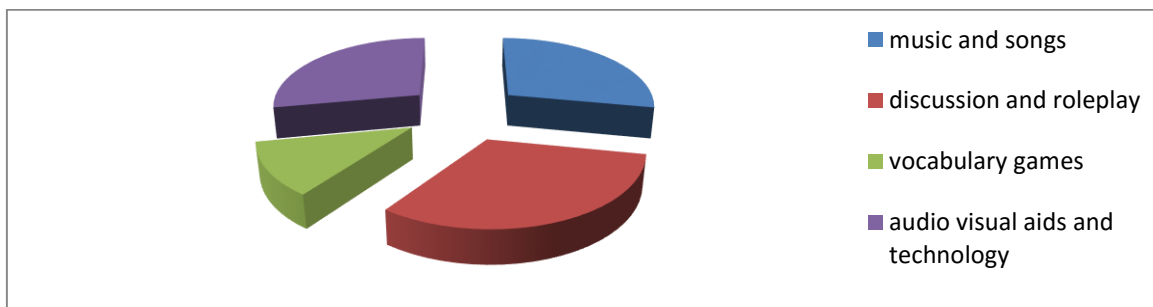
Q.14 Do you think that motivational strategies helping you to improve your speaking abilities?



Graph14: Students' Evaluation of Motivational Strategies

It is clearly seen that almost all the subjects (86%) believe that motivational strategies helping them improve their speaking abilities. (14%) say that motivational strategies do not helping them improving their speaking abilities. In fact, the majority of learners aware of the importance of motivational strategies and its positive influence on the learners oral fluency, they know very well that it provide them more chances to speak and overcome their difficulties . Moreover, it increases their self-confidence and self-esteem

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



Graph15: Students' Motivational Strategies Suggestions

The results above of the last question show that (32%) of subjects suggest discussion and role plays as the most motivational strategy would their teacher use. While we find an equal percentage (28%) for music and songs, audiovisual aids and technology suggested as motivational strategies. (12%) of them suggest vocabulary games that wish

to have as motivational strategy. We notice that there are a big number of significant suggestions from learners about motivational strategies they wish their teachers use because they feel stimulated to speak and create amusing atmosphere.

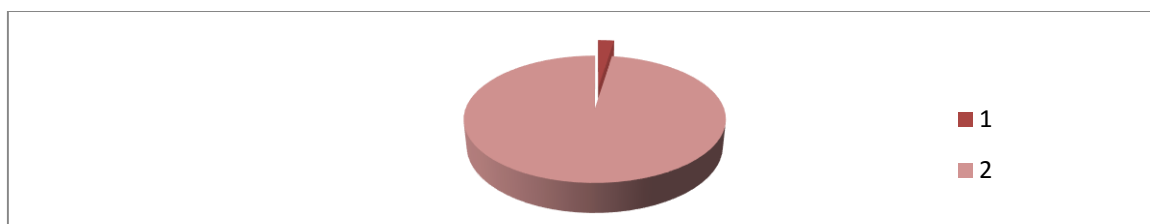
3.7.2. Teachers data analysis

Section One: Background information

Q.1 For how many years have you been teaching Oral Expression?

The average of teaching is between 2 to 8 years.

Q.2 Have you ever received any kind of training in teaching oral Expression before?

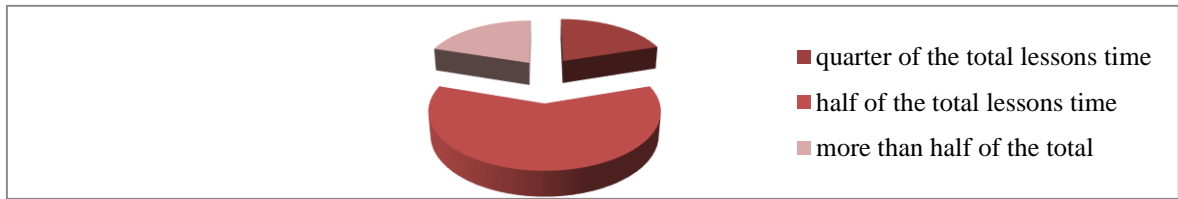


Graph16: The Teacher Oral Expression Training

It is clear from the results above that all the teachers (80%) indicate that they have not received any kind of oral expression training. While only (20%) say that they have been given this opportunity. In fact, all teachers should have an experience or opportunity to train after finishing their studies because it a significant point in their teaching life to be aware of all the techniques , strategies, and teaching styles that s/he going to use and develop his/her teaching capacities.

Section Two: General Information about the Speaking Skill

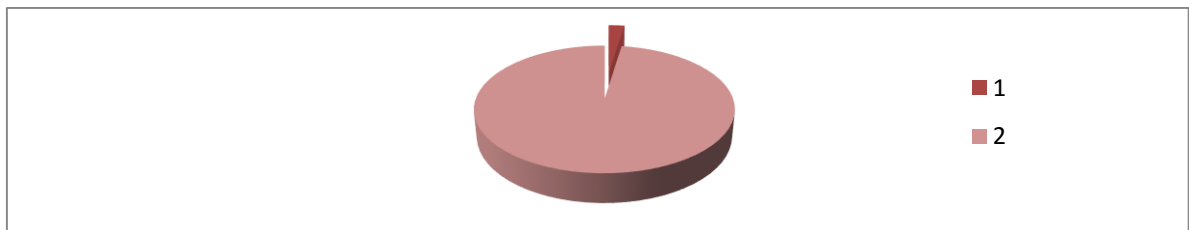
Q.3 How much time do you devote to practice speaking in you lesson?



Graph17: The Time Devoted to Practice Speaking in Lesson Time

The results above show that the majority of teachers (60%) devoted half of the total lesson time to practice speaking. (20%) of teachers say that they spend the quarter of the total lesson time, the same percentage for other teachers who spend more than half of the total time. We notice that the time consecrated to practice speaking is reasonable, also the teacher are aware of the importance of speaking and due to the importance of activities used to enhancing their learners speaking skills.

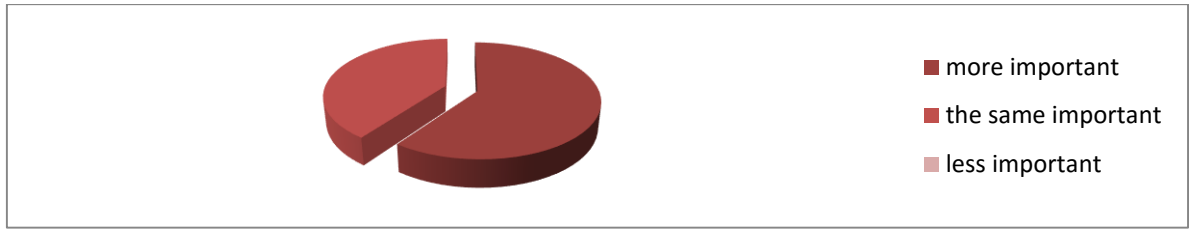
Q.4 Do you think the amount of time devoted to oral expression is sufficient?



Graph18: The Time Devoted to Oral Expression

The results above show that the majority of teachers (60%) think the amount of time devoted to oral expression is not sufficient while (40%) of them think it is sufficient. We notice from the results that teachers' opinions are in accordance with their learner. The time devoted to oral expression is not adequate; more time should be given to practise speaking.

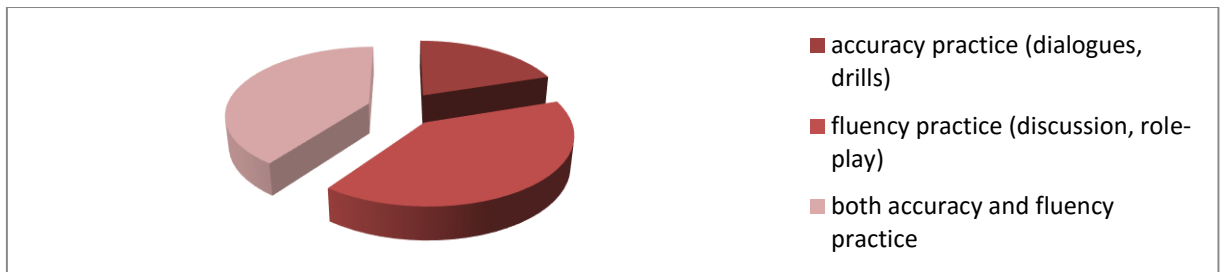
Q.5 How important in your opinion, speaking in teaching English in comparison to other skills (Listening, Reading, Writing)?



Graph19: The Importance of Speaking in Teaching English Comparing Other Skills

The results show that the majority of teachers (60%) indicate the importance of speaking comparing to other skills as it is more important. Whereas, (40%) of them consider speaking as the same important comparing other skills while no one of them assigned it less important comparing the other skills. Hence, we notice from the results above that teachers show reasonable importance toward speaking because they maybe think it is equal with other skills that should be all achieved in contrary with their students' opinion.

Q.6 Which method you rely on in teaching oral expression?

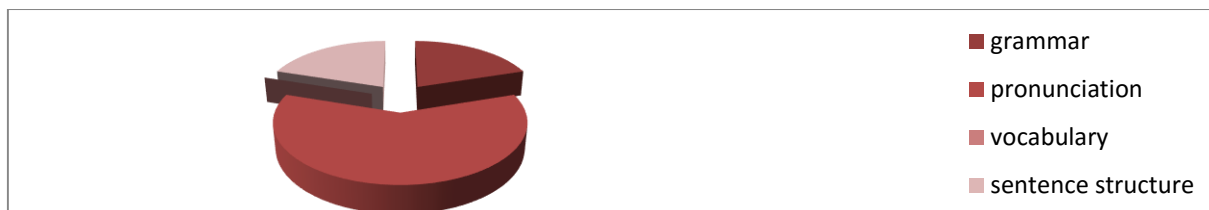


Graph20: Methods Used in Teaching Oral Expression

The results show (40%) of teachers report that both accuracy and fluency practice are having the same results as methods they must rely on used in teaching oral expression. While (40%) of them choose fluency practice and only (20%) picked accuracy practice. From the results above, we can notice that the majority of teachers choose accuracy and fluency practice because they aware that both are inseparable factors which have an effective role on the language learning successful. Learners'

choice was different because maybe they do not the nature of activities whether accuracy or fluency.

Q.7 What do you find most difficult for teaching speaking?



Graph21: Teachers' Attitude toward Teaching Speaking

The results show that the majority of teachers (60%) find pronunciation in term of the most difficult items in to teach speaking. (20%) for both grammar and sentence structure and no one find difficulty in teaching vocabulary. According to the results we can notice that the reason behind teachers' focus on the grammar and pronunciation as needed items in teaching speaking is that the first is needed to use the language correctly and hence mastering it, while the second to overcome difficulties and better pronunciation.

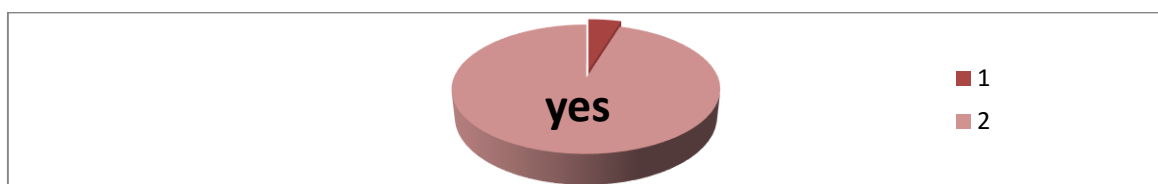
There is no doubt that for better achieving the above, teachers should first create the right atmosphere for their learners to be motivated and acquire better.

Q.8 What are the frequent difficulties that your students encounter during practising speaking in the lesson or activity?

This question is concerning the difficulties that may face almost all the students during practice speaking in the lesson or when they intend to communicate. We can notice from the responses of the teachers' questionnaire that there are many difficulties like: psychological difficulties are concerned with fear of making mistakes, shyness, lack of self confidence and anxiety. Also, linguistic difficulties are concerned with lack of vocabulary and knowledge of grammar. And finally, behavioural difficulties that concerned with learners difficulty in communication and integration with other students.

Section Three: Creative Teaching Strategies

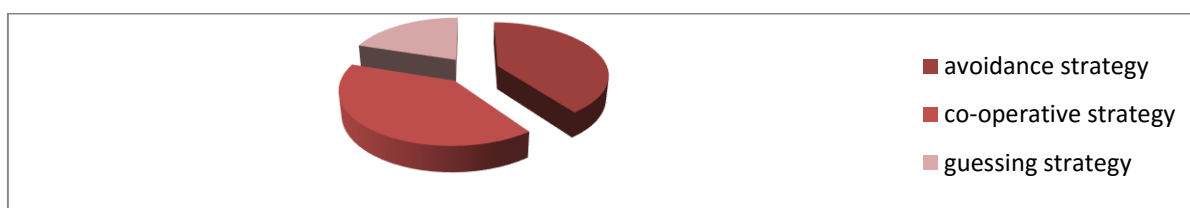
Q.9 Do you know which strategies the learners use to overcome those difficulties?



Graph22: The Awareness of the Teacher about Strategies used to Overcome these Difficulties

The results show that almost all the teachers (80%) familiar with the strategies their students use to overcome their speaking difficulties while only (20%) of them seem are not aware of any strategy their students use.

Q.10 If yes, please, right down one of those strategies:

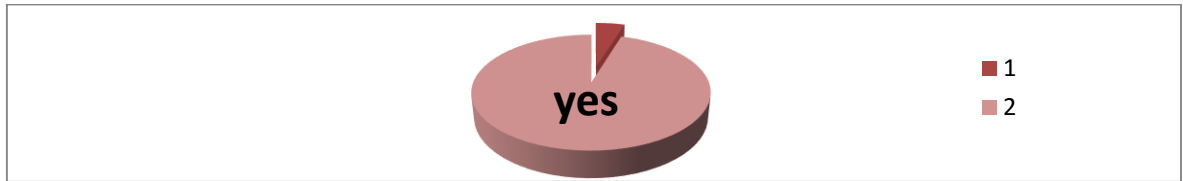


Graph23: Teachers Awareness of Strategies used by Students to overcome their Difficulties

From the results above and according to the teachers' answers, we categorised their points of view as three significant strategies that their students use to overstep their weaknesses and difficulties. So, (40%) of teachers say that there student use avoidance strategy as a solution where student avoid her/his point of difficulty and replace it with another one s/he thinks is appropriate. The same percentage goes to the co-operative strategy where the student tries to find the answer from his/her classmates, and the last strategy (20%) is the guessing strategy in which student try to guess another synonym to the terms s/he and replace it with the one s/he wants to say. Finally, it is the role of the teacher to be aware of

these strategies and help their students to overstep their weaknesses and difficulties by creating the appropriate environment and motivate them as much as possible to talk. Also, correcting their mistakes without embarrassing or make them feel uncomfortable while doing that.

Q.11 Can you say that your students are motivated to speak English?



Graph24: The Frequency of Teachers' Motivating their Students

The results above indicate that almost all the teachers (60%) of teachers say that their students are motivated to speak. (40%) of them say that their students are not enough motivated to speak. Generally, it is the role of the teacher to assess motivation and create the appropriate and motivational space for their students to attract their interests and make them adequately motivated to speak instead of listen and keep silent.

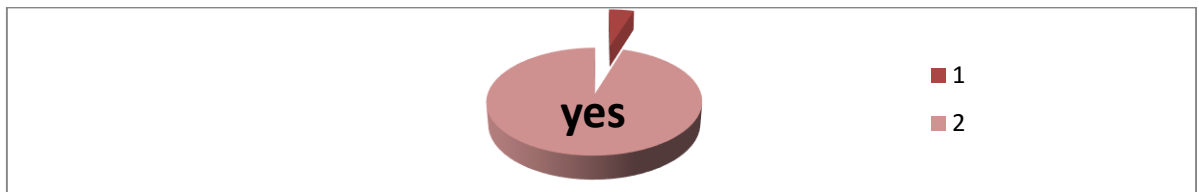
Q.12 What types of activities do you use most?



Graph25: The Type of Activities that are used by the Teacher

Taking a quick look at the results above reveals that the majority of teachers (80%) go for communicative activities such as discussions and role-plays; they think they should be used in order to stimulate their students to speak in an enjoyable way and enhance their oral side to be fluent and accurate speakers. Only (20%) of Teachers go for grammatical activities.

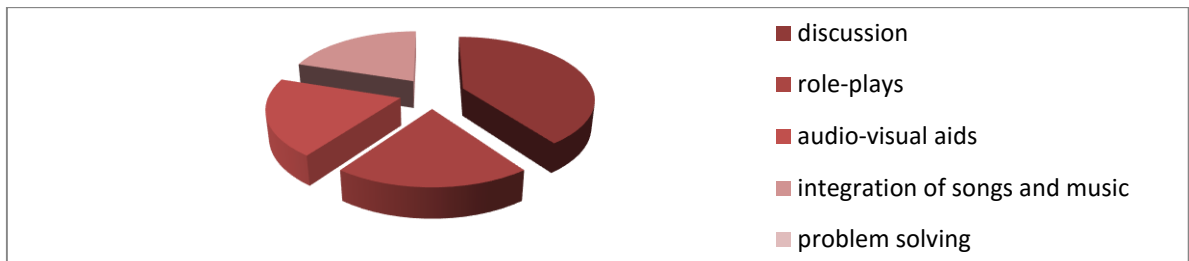
Q.13 Do you give your students' opportunities to talk about their communicative needs and express their feelings?



Graph26: Opportunities Given to Students to Talk about their Communicative Needs and Express their Feelings

We can reveal from the results above that almost all teachers making up (80%) go with yes. They say that they give chances for their students to talk about communicative needs and express their feelings about everything concern the language teaching process. Whereas, only (20%) of teachers go for no and declare that they do not give such opportunities to their students.

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



Graph27: Teachers' use of Motivational Strategies

According to the results above reveal that (40%) of teachers choose discussion as a motivational strategy they use most. (20%) of teachers go for role-play, audio-visual aids, and integration of songs and music as motivational strategies they use for enhancing their students oral performance. While no one of them go for problem solving activity. We can notice from the responses of teachers that they are aware of the importance of these strategies because practice the language through interaction and communication is the best

way to achieve better oral performance, especially when the student is adequately motivated and involved in the classroom activities.

Q15 Do you think that the use of the above strategies is the most motivational and best way for you as a teacher to enhance your students' oral performance?

All the teachers' responses to this question were yeses and they affirm that the use of motivational strategies is actually very motivational way to enhance students' oral performance.

3.8. Discussion of the Results

First of all, the final analysis Of the students' questionnaire shows that the use of creative strategies has an effect on the development of students' speaking performance. The majority of learners show a great interest about learning speaking English and use it. The second part of the data analysis show that the majority of students are aware of the importance of speaking concerning the other skills (reading, writing, and listening).Although, learners may find oral expression courses very helpful to improve their speaking skills, they fear of speaking because of many factors we mentioned. In the third part of data analysis results show that the majority of learners seen their teacher as a guider and motivator, also describe their classroom atmosphere as enjoyable one. While they show different interests about teaching motivational strategies, especially discussions and role-play which reveals of their awareness of the importance of such strategies. Thus, the teachers' implement of new and motivational strategies is concerned with how s/he seen motivating his/her learners.

Secondly, the final analysis of the teachers questionnaire show that most teachers are finding motivational strategies as creative way to improve EFL speaking performance and actually apply it in the classroom. In the second part of the data analysis reveals that

the majority of teachers give much importance to speaking during oral lessons, it take the half of the lesson time and they see that the time consecrated to practice language is not sufficient, also they see speaking skill equal comparing the other skills (writing, reading, and listening). They rely generally on fluency practice (discussion, role-plays) as methods in their classroom and find pronunciation as the most difficult item to teach in speaking. Teachers categorise their students' difficulties during speaking lesson into: psychological difficulties (lack of self-confidence), linguistic difficulties (lack of grammar), and behavioural ones (keep silent). In the third and last part of the teachers data analysis shows that the teachers are aware of the strategies students use to overcome their difficulties and we categorised into co-operative strategies, guessing strategies, and avoidance strategy. Teachers are enough motivated to speak and go for a communicative activities more than grammatical activities and give opportunities to their students to speak about their communicative needs and express their feelings about the language learning process. Finally, all the teachers show great interest and consideration of the importance to the use of motivational strategies such as role-plays and integration of audio-visual aids, they believe that it is a motivational and creative way for them as teachers to enhance their students' oral performance.

Chapter summary

In the light of the positive results we have reveal from the questionnaire of both students and teachers that motivational strategies are very creative way to improve EFL learners speaking performance. Certainly, we have seen that motivation has a positive influence on the learners' oral achievements. What is worth to notice from the results, is the use of motivational strategies for students is an important because it creates the right environment and motivate them to practice language and participate in the classroom. Finally, the results we have collected from student responses are almost the same for teachers who are aware of the positive effect of motivational strategies on the learners' oral skills and the whole language learning process.

General Conclusion

This work has carried out to investigate some creative strategies as motivational way to improve EFL students' oral performance. In addition, the study has concentrated on the main problems that may inhibit the EFL learners speaking proficiency and indicate the awareness of the influence of using different teaching motivational strategies that help them overpass their speaking difficulties. The research case study was third years LMD students and their teachers at Biskra University during the academic year 2016/2017 using questionnaires as data gathering tool addressed students and teachers.

Moreover, the questionnaire results are related to the hypothesis that we had suggested before. They support the importance of motivating strategies in developing EFL student's oral skills. Therefore, EFL teachers are asked to try new and different strategies during oral lessons and teach their students learning strategies to meet their needs. They also need to create motivational atmosphere to provoke students to speak English without fear of making mistakes (give them sufficient individual opportunities to speak).

Consequently, the main purpose of teachers is to make their students speak. To achieve that, they should be creative and try new different way and strategies to provoke students 'attention so they likely participate in the classroom and enhance their oral proficiency.

Recommendations

We ended our work by shed light on some recommendations and suggestions proposed to be helpful for raising the teachers' awareness of the significance impact of the motivational strategies on the learners' oral skill:

1. Teachers are advisable to give opportunities for their students to speak the target language by providing motivational environment that contains collaborative work, authentic materials and tasks.
2. Students need to interact and share the classroom time with their teachers so that they can create a mutual way of teaching; which in turn will reduce their speaking problems.
3. Teachers ought to include different strategies in the classroom such as use role plays, discussions, music and audiovisual aids.
4. Students should participate in the classroom strategies so they help them improve their oral proficiency.
5. Teachers are advisable to diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
6. Student should not be afraid of making mistakes and practice the English language.
7. Teachers should be close to students and understand their interests, and their feelings, build a good relationship with them.

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Appendix 1

Students' Questionnaire

Dear Students

We would like to ask you some questions concerning creative strategies that may motivate you to speak and enhance your speaking abilities. We will appreciate your participation.

N.B:

For each question, circle, please, only **one answer** that is true for your preferences or your learning. (For a few questions you are asked to write your reasons or preferences down.)

Thank you in advance.

Section One: General information.

2. Your choice to study English, was it for?

- a. a communicative purpose
- b. an educational purpose
- c. a job or travel purpose
- d. Others:

.....

.....

3. Do you seek opportunities to speak English

- a. Yes. I do
- b. Whenever the opportunity comes.
- c. No. I do not

Section Two: Personal information

4. Your level in English is:

- a. Good
- b. Average
- c. Bad

5. How do you think speaking is important in comparison to other skills (Listening, Reading, writing)

- a. Very important than the other skills
- b. Less important than the other skills
- c. The same important than the other skills

6. How do like to work in the classroom?

- a. In pairs
- b. In group
- c. Alone

7. To what extent have the oral expression courses helped you improve your oral performance?

- a. Very much
- b. Not very much
- c. Not at all

8. What makes you afraid to talk or participate in the classroom activities?

- a. Fear of making oral mistakes
- b. Lack of self-confidence
- c. Lack of encouragement

Section Three: Creative teaching strategies

9. What is the role that your teacher plays in the classroom?

- a. Controller
- b. Guide (organizer, assessor, prompter, participant, resource, tutor, and observer).
- c. Both.

10. Does your teacher encourages (motivate) you to speak?

- a. Always
- b. Often
- c. Rarely
- d. Never

11. Does your teacher implement any strategy that motivates you to speak English?

- a. Yes.
- b. No.

12. How would you describe the atmosphere of your class?

- a. Funny
- b. Boring

13. What strategies of the following you prefer most and motivate you to speak?

- a. Role play
- b. Problem solving
- c. Discussion

d. Others, please specify

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.....

14. Does your teacher give you opportunities to talk about your communicative needs and express your feelings?

- a. Yes
- b. no

15. Do you think that motivational strategies are helping you to improve your speaking abilities?

- a. Yes
- b. No

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

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Berriche Loubna

Appendix 2

Teachers 'Questionnaire

Dear teacher

We would like to ask you some questions concerning some creative strategies as motivational way to improve EFL learners' speaking skill.

So, **please** tick the appropriate answer next to it, and make full statements whenever necessary.

Thank you in advance.

Section One: Background Information

1. For how many years have you been teaching Oral Expression?

.....Years.

2. Have you ever received any kind of training in teaching oral Expression before?

a. Yes

b. No

Section Two: General Information about the Speaking Skill

3. How much time do you devote to practicing speaking in your lesson?

a. Quarter of the total lessons' time.

b. Half of the total lessons' time.

c. More than half of the total lessons' time

4. Do you think the amount of time devoted to oral expression is sufficient?

a. Yes

b. No

5. How important in your opinion, speaking in teaching English in comparison to other skills (Listening, Reading, Writing)?

- a. More important in comparison to other skills (L, R, and W)
- b. The same important in comparison to other skills
- c. Less important in comparison to other skills

6. Which method you rely on in teaching oral expression?

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

- a. Grammar
- b. Pronunciation
- c. Vocabulary
- d. Sentence structure

8. What are the frequent difficulties that your students encounter during practising speaking in the lesson or activity?

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Section Three: Creative Teaching Strategies

9. Do you know which strategies the learners use to solve those difficulties?

- a. Yes. I do.
- b. No. I do not.

10. If yes, please, right down one of those strategies:

.....

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

- a. Yes
- b. No

12. What types of activities do you use most?

- a. Communicative activities
- b. Grammatical activities

13. Do you give your students' opportunities to talk about their communicative needs and express their feelings?

- a. Yes
- b. No

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

- a. Discussion
- b. Role-lays
- c. Audio-visual aids
- d. Integration of songs and music
- e. Problem solving

15. Do you think that the use of the above strategies is the most motivational and best way for you as a teacher to enhance your students' oral performance?

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Berriche Loubna

ملخص الدراسة

تهدف الدراسة التي بين أيدينا إلى البحث عن الاستراتيجيات التحفيزية الأكثر فعالية التي يجب استعمالها عمليا في أقسام تعليم اللغة الإنجليزية كلغة أجنبية من أجل تحسين الأداء الكلامي لطلبة اللغة الانجليزية كلغة أجنبية. يواجه طلبة اللغة الإنجليزية كلغة أجنبية العديد من الصعوبات في التحدث باللغة الأجنبية والعجز في التعبير عن أفكارهم و عما في ذاتهم. لذا، فإن فرضية البحث الذي بين أيدينا تقول أنه كلما كان تحفيز الطالب الأنسب وثقته في نفسه أكبر، كلما شعر بأكثر أريحية في التحدث والتعبير عما في نفسه؛ وبالتالي، يستطيع أن ينمي قدراته على التحدث . لقد اعتمدنا منهج البحث الوصفي، حيث تتألف عينة الأشخاص من طلبة السنة الثالثة ل.م.د ومن أساتذة قسم التعبير الشفهي بجامعة محمد خيضر – بسكرة. النتائج التي تم الحصول عليها من خلال هذا العمل يمكن تلخيصها في: اولا وعي المعلمين الأول بكفاءة الاستراتيجيات المقترحة. ثانيا، استعداد الطالب لاعتماد واستخدام هذه الاستراتيجيات من أجل تعزيز مهاراتهم الكفاءة الشفوية. وعلاوة على ذلك، تم اقتراح بعض التوصيات لمساعدة المعلمين في طريقهم للتدريس يتحدثون عن المهارات الشفوية، وغيرها لمساعدة الطلاب على التغلب على صعوباتهم من أجل تحسين مهاراتهم في التحدث.