

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA



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***The Role of Motivation in Improving
Learners' Oral Production:***

A Case Study of Third-Year Students of English at
Mohamed Kheider University of Biskra

A Dissertation Submitted in Partial Fulfillment of The Requirements

For Master Degree in 'Language Sciences'.

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Academic year :2012*2013

Dedication

I dedicate this work to my dear parents

Acknowledgments

“In the name of Allah, Merciful the most Merciful”

❖ *I would like to thank first my supervisor:*

“Mr. Hoadji Ahmed Chaouki”

❖ *I would like also to thank also all my friends who gave
Support and advice.*

Abstract

The lack of motivation is considered as one of the basic problems that English learners encounter while communicating. The present work attempts to investigate the role of motivation to improve learners' oral production. Thus, we intended to find out why English learners have difficulties in holding an appropriate conversation with both teachers and classmates. Moreover, this dissertation highlights the importance of using some motivational and communicative strategies progressed in recent approaches. Also, we intended to shed light on certain difficulties that third-year students of English Department at Biskra University encounter in terms of motivation and communication. Furthermore, we attempted to investigate the data and suggest appropriate solutions to the problems that learners face through depending on two research tools: (a) students' questionnaire and (b) teachers' questionnaire, both addressed to students of third-year of English Department at Biskra University and their teachers of oral written expression modules. Through the data gathering tools, we found that because of their lack of motivation, English students in general have difficulties in speaking the language fluently when taking into consideration that they are third-year. Consequently, our study revealed that if English language teachers follow some motivational strategies in teaching, learners' communicative abilities would improve.

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General Introduction

1. Statement of the Problem

The subject under study is a result of our interest in the domain of motivation and communication in which we wonder why English students have a lack of motivation in learning the language. Therefore, we attempted to investigate why English learners at Biskra University are unable to communicate with their teachers and classmates. Thus, this study attempts to highlight the role of motivation to improve learners' oral production as well as their communicative abilities.

It is important to undertake in this study the valuable function of the teacher as the first motivational factor in improving their students' speaking skill in order to make them active participants.

Indeed, motivation in Algeria is considered as a neglected aspect in the teaching-learning process though it is a key factor of learners' success or failure.

2. Aim of the Study

This study intended to investigate the effectiveness of some motivational strategies and techniques that may enhance third-year students' motivation to learn the English language as well as to improve their communicative proficiency. Furthermore, it seeks to shed light on learners' differences in order to find the perfect solutions to motivate them for practicing the language appropriately. Besides, we attempted also to investigate the role of the teacher in improving his students' communicative abilities by following some strategies and techniques to enhance his students' motivation.

3. Research Questions

This research endeavors to investigate the cause that leads third-year students to be de-motivated to learn the English language and use it as means of communication, this leads us to accomplish our study through asking these questions:

- Why do third-year students of English have difficulties in using the language correctly when communicating?
- To what extent is motivation important aspect to learn the language?
- What strategies should teachers use to motivate their students?
- What are the appropriate methods that help improving learners' communicative proficiency?

These questions will help to accomplish our work in an attempt to find out solutions to the difficulties that third-year students encounter in terms of communication.

4. Hypothesis

We hypothesize that if the teacher uses some motivational strategies and techniques, students' communicative abilities would be improved.

5. Means of Research

The research means for collecting data are: (1) the students' questionnaire addressed for third-year students of English Department at Biskra University, and (2) the teachers' questionnaire designed for oral and written expression teachers at the same branch.

6. Structure of the Dissertation

This research seeks to shed light on the role of motivation in improving learners' communicative proficiency through describing some motivational strategies. This research-work is divided into four chapters:

Chapter one deals with teaching the listening and speaking skills and the objectives of teaching these productive skills. It includes also the differences of both teachers and learners as well as the role of each one of the in the Learner Centered Teaching Approach.

Chapter two provides many definitions of motivation with its different types and some theories related to motivation.

Chapter three outlines the research design of our study with more focus on the methodology followed. Furthermore, it attempts to show the data collection, population, and the sampling.

Chapter four highlights the field work in which it provides the questionnaires administrated for both students and their teachers with a deep analysis of each single question of the two questionnaires.

Chapter one

Developing Learners'

Oral Production

Chapter One: Developing Learners' Oral Production

Introduction

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I.1.1. Definition

I.1.2. Listening then and now

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Chapter One: Developing Learners' Oral Production

Introduction

Language teaching process can be broadly categorized into different strategies, by which teachers provide comprehensible information to the learners in order to develop their intellectual abilities. In this chapter, we will be dealing deeply with listening and speaking skills, and also the objectives for teaching them which teachers should focus on, since they are considered as the basics in improving learners' oral production. Moreover, we will talk about both teachers and learners with particular description and highlighting their main roles in both teaching and learning (Learner Centered Teaching Approach).

I .1.Teaching the listening skill

1.1. Definition

Listening is the act of hearing attentively. 45% of our time is spent on listening. It is defined as the technique used for understanding what is being said by taking into account how something is said, and the nonverbal signs and body language that accompanies it. This technique requires practice as listening is very difficult. A person who controls his mind and practices attentive listening will be successful in life and his career (www.tutorvista.com).

Thomlison (1984) defined listening as: “active listening, which is very important for effective communication”, and: “it is the act of hearing attentively”. (as cited in [www.tutor vista.com](http://www.tutorvista.com)).

More importantly, Boulmerka (2003) notes that it has been estimated that adults spend almost half their communication time listening, and they may receive as much as 90% of their school information through listening to teachers and communicate one another in which they develop their listening ability without recognizing that (p.80).

Moreover, listeners involve themselves in the interpretation of what they hear; bringing their previous background knowledge to deal with the information they receive. Giving the importance of listening in language learning and listening, it is essential for language teachers to help their students become good listeners by using audio-visual aids, for example: tape-recordings, videos, conversations...etc

1.2. Listening then and now

*“In order that all men maybe taught to speak the truth, it is necessary that all
Likewise should learn to hear it”.*

(Samuel Johnson (1709_1784) as cited in Field, 2008, p.13)

1.2.1. Early days

In early days of ELT as Field (2008) mentioned, listening was viewed as introducing new grammar through model dialogues. In language schools in Britain, listening practice was included regularly in course programs from the late sixties, in spite of the fact that the materials were few and on tape rather than cassette (p.13).Field (2008, p 14) states the three traditional stages of listening in the following:

- **Pre-listening:** teachers traditionally give explanation of new vocabulary terms to learners in order to understand the recording.
- **Post-listening:** teachers used to find out answers for more comprehension and analyze the language of the recording.
- **Listening at two levels:** it involves two constituents:
 - a. **Extensive listening:** its purpose is similar to skimming a reading text, whereby learners are asked to focus on the content of the recording. Here the teacher asks general questions about the topic of the recording, for example: who are the participants? What they are talking about? How do they feel? ...etc
 - b. **Intensive listening:** traditionally, in this part of exercise, there should be a previous

familiarity between the listeners and the general information about the subject. Then, they are ready to receive detailed information by which the teacher can ask more specified questions.

Remark: in the early lesson format that dealt with the three latter stages of listening, teachers started from general idea to the specific one according to students' understanding of the subject.

1.2.2. Current practice

Over the years, the old structure of the listening lesson has been developed with giving more importance to practicing listening tasks rather than just discussing the language. Field (2008) arranged the four stages for the current format of listening lesson.

a. Pre-listening: instead of wasting time in teaching the new vocabulary items at the beginning of the listening lesson, it is better spent in listening. The teacher in this stage encourages learners to work out the unknown words by themselves even outside the classroom. Moreover, an important purpose of pre-listening which is sometimes neglected is creating motivation, for instance, before giving the listening passage directly, the teacher writes the title of the recording they will be given, and ask his students for their predictions (p. 17,18).

Remark: in this stage, the listener will pay attention on the language proposed in the recording much more than the meaning of its topic. Furthermore, learners will be motivated through this teaching strategy depending on themselves to learn new vocabulary in real life situations.

b. During listening: the main objectives of extensive listening as Field (2008) mentioned, have not been changed in the new format, whereas the approach of intensive listening has been completely restructured.

- **Pre-set questions:** the teacher should ask his students the questions before the recording

is heard, in order to direct them to the targeted points. Otherwise, they will be confused where to pay attention.

- **Checking answers:** Because the majority of learners are slow in providing direct answers, and often because of the lack of confidence to answer in front of the whole class, the teacher should give them a period of time to check their answers with each other.

c. Post- listening: many of the dialogues represented in the listening recordings deal with human interaction which represent the functions of the language such as: refusing, apologizing, thanking...etc. These functions are not easy to be taught in isolation. In addition to that, the teacher has to replay the recording many times in order students to focus on the new vocabulary and work out for their meaning from the context in which they occur (p. 20,21,22).

“Listening to someone talk is not at all like listening to their words played over on a machine. What you hear when you have a face before you is never what you hear when you have before you a winding tape” Oriana Fallaci (b. 1930), Italian writer and journalist, *The Egotists* (as cited in Field, 2008, p.58).

1.3. Objectives for teaching the listening skill

“One of the main reasons for getting students to listen to spoken English, is to let them hear different varieties and accents rather than just the voice of the teacher with its own idiosyncrasies ...”(Harmer, 2001, p. 97)

The writer here tends to say that teaching listening should involve not only one accent, for example British or American accent, but also other English languages like: Indian English, Japanese English...etc. The targeted point while teaching listening is to make students aware of English varieties with its several accents and dialects, and also to be able to understand them. The main reason for teaching as Harmer (2001) claimed is to help

students to acquire the language subconsciously even if teachers do not draw attention to its special features (p. 98).

For the need to learn, students have to be exposed to other languages by listening to the appropriate tapes in order to gather information as much as possible. Besides to that, Boulmerka (2003) added a third reason for teaching listening which is: “ producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information and tolerate less than word-by-word comprehension” (p.80).

I.2. Teaching the speaking skill

2.1. Definition:

Speaking is considered as the ability to use the language and communicate with others fluently. Harmer (2001) specified the kind of speaking that should be taught which is called “activate exercise”, in which students use the targeted language to perform a sort of oral practice (p.87). Boulmerka (2003) mentioned three areas of knowledge in speaking, that language learners need to recognize.

- a. Mechanics (pronunciation, grammar, and vocabulary):** it is using the right words in the right order with the correct pronunciation.
- b. Functions (transactions and interaction):** knowing when clarity of message is essential.
- c. Social and cultural rules and norms:** (turn-taking, rate of speech, length of pauses between speakers); it means understanding how to take into account who is speaking to whom, in what circumstances, about what, and why (p.85).

All in all, in the process of teaching listening, teachers help their students to develop their knowledge about the language by providing authentic exercises to be prepared not only at the classroom, but also for real life communication. When recognizing the three

latter parts of knowledge, students will be able to use the language correctly in grammar, pronunciation...etc, and also construct logical sentences in its appropriate context.

2.2. Elements of speaking

Speaking ability requires not only knowledge of language areas, but also the ability to perform the language competently. Harmer (2001, p.269, 271) divided speaking into two elements according to its language features and mental/processing.

a. Language features: Among the necessary elements of productive speaking are the following:

- **Connected speech:** here the speaker should be able to produce connected phonemes, for instance, instead of saying “I would have gone” better to say “I’d’ve gone”.
- **Expressive devices:** students should pay attention while listening to native speakers’ conversations to their way of speaking, because they change some parts of the language especially the stress and speed, and sometimes their physical gestures.
- **Lexis and grammar:** in this case, the teacher should give students some language functions such as: agreeing, expressing shock, surprise, joy...in order to be competent to use them.
- **Negotiation language:** the students have to be taught how to ask for clarification during a discussion, offering them expressions like: (I’m sorry) I didn’t quite catch that, I don’t understand,...etc

b. Mental/ social processing: success in language is related to the rapid processing skill of the speaker’s productive ability.

- **Language processing:** the speaker need to be able to process the language in his mind first, then when producing it, it comes out not only organized, but also comprehensible.
- **Interacting with others:** effective speaking involves good listening while interacting with other participants, the speaker has to take into account the others’ feelings when

each one takes his turn to speak.

- **Information processing:** it is almost like interacting, the speaker should process the information he receives rapidly, because the longer it takes time, the less effective communicator he becomes.

2.3. Objectives for teaching speaking

The goal of teaching the speaking skill is to communicate successfully. Learners should be able not to directly master the language, but at least be aware of its features. This side of learning a language contains different varieties, for example, to know the language structures (grammar, pronunciation...) to be able to interact in an effective way, also to be aware of the cultural rules and norms of that language. The latter mentioned aspects make the language learners successful speakers even in their daily life situation.

To help students develop their communicative efficiency, Boulmerka (2003) stated three types of activities teachers can use.

- a. Language input:** it is kind of teacher talk, listening activities, and the language heard outside the classroom. It provides learners with materials they need to start producing the language themselves.
- b. Structured output:** it is designed to make learners comfortable producing specific language acquired recently, combining it with their previously learned terms.
- c. Communicative output:** the learners main purpose is to complete a task with gaining information, creating videos...using the language that the teacher has just used. They can also add more vocabulary or grammar they know before (p. 86).

I.3. Teachers and learners

When talking about teachers, we should also talk about learners since they are related elements cannot be separated. This leads us to raise many questions: who is the responsible inside the classroom? Is it the teacher or the learner? Who plays the effective

role? Does the teacher's role mean translating knowledge to students or is it about conditions in which they learn themselves?

3.1. Describing teachers

Teachers use many expressions to describe what they do within the classroom. Some of them say they are like actors, since they are always on the stage. Others think they are like doctors, because they pick out students' mistakes and try to find solutions. Each one has his own personal view about himself that indicates his profession.

Dictionaries also give a variety of messages about teaching. According to the Cambridge International Dictionary of English as cited in Harmer (2001): "teaching" means to give (someone) knowledge or to instruct or train (someone), whereas the Longman Dictionary of Contemporary English suggests that it means to show somebody how to do something or change somebody's ideas (p.56).

Because views are different about what teachers are, and for the reason that many functions are described to teaching which we need to examine the teacher roles not only in education generally, but also in the classroom.

3.1.1. Teacher roles

The role of the teacher inside the classroom may change from one activity to another. Any role the teacher adopts is designed to facilitate learning to his students. Harmer (2001) stated some teacher roles:

- a. Controller:** when teachers act like controllers, they are in charge of the class and of the activity taking place in which it is different from a situation where students are working by themselves into groups. In this role, the teacher takes the roll, organizes drills, reads aloud...etc.
- b. Organizer:** the teacher here organizes students to do various activities in which he gives

information, explaining how to work on those activities and puts them into pairs or groups.

c. Assessor: this is where teachers offer feedback and correction, say whether students can pass to the next level, saying to them, for example, "...in today's piece of writing, I will be looking especially for punctuation...", students then will have a clear idea of what they need to concentrate on.

d. Tutor: the teacher can act like a tutor when working with individuals or small groups, directing them to some points they have not been taught yet. This role is difficult to take in numerous groups because it requires deeper explanation of the work to each member in the group (p.58, 59, 62).

3.2. Describing learners

We can describe learners according to their age since it is the major factor in teachers' decisions about how and what to teach them. Concerning Harmer (2001): "people of different ages have different needs, competences, and cognitive skills...children learn languages faster than adults do" (p. 37). Learners have three different types; from young children, to adolescents, until they become adults. Harmer (2001) organized them according to the previous chronological order.

a. Young children: the period of young children particularly start from nine to ten years, in which they learn differently in the following ways:

- They take general information rather than focusing on specific words.
- Their understanding does not come only from teachers' explanation, but also from what surround them.
- They need a specific attention from their teacher.
- They are always curious about their study.
- They enjoy talking about themselves inside the classroom as important topics.

- Their period of paying attention is limited, if the activity takes time, they easily get bored.

b. Adolescents: teenage teachers are considered as the best language learners. In some cases they may be disruptive in class, which causes sometimes discipline issues such as: the need for self-esteem, the boredom they feel... etc. However, teachers should not give much importance to the previous behavior problems they encounter with learners. Nevertheless, if teenagers are well engaged, have a great capacity to learn, and a great potential for creativity.

c. Adult learners: adult learners have a specific characteristics:

- They can catch up abstract thoughts. Those who succeed at language learning. According to Pinker (1994): "...often depend on the conscious exercise of their considerable intellects, unlike children to whom language acquisition naturally happens..." (P.29 as cited in Harmer, 2001, p. 40). This means that teachers do not have to rely on activities such as games and songs...etc.
- They have previous knowledge about what they are going to learn and some experiences to plan.
- They tend to be more disciplined than teenagers.
- Their experiences allow their teachers to provide them with wide range of activities.
- In contrast to young children, adults often have a clear understanding of why they are learning and what they want to learn (p. 38, 39).

3.3. Learner-Centered Teaching Approach

Learner-Centered Teaching is an approach to teaching that is increasingly being encouraged in higher education. Learner-Centered Teachers do not employ just one single teaching method. This approach emphasizes on different types of methods that shifts the role of the instructors from giving information, to facilitating students' learning.

Traditionally, teachers focused on what they did not on what students learn. This emphasis

on what instructors do, often leads students who did not take responsibility for their own learning to be passive. Educators call this traditional method: “Instructor- Centered Teaching”. In contrast, “Learner-Centered Teaching” exists when instructors focus on student learning (as cited in p.blumbe@uscience.edu).

- **Learner-Centered/Learning-Centered Teaching or Student-Centered Learning:**

According to Weimer (2002), these three phrases are commonly used with this approach. Learner-Centered Teaching places the emphasis on the person who is learning. Learning-Centered Teaching focuses on the process of learning (as cited in p.blumbe@uscience.edu).

3.3.1. A Learner-Centered Teaching model

Weimer (2002) described four Learner-Centered practice areas that need to change to achieve Learner-Centered Teaching which are:

- a. The function of context:** it includes building a strong knowledge foundation and to develop learning skills and learner self-awareness.
- b. The role of the instructor:** it focuses on student learning. Besides, it is facilitative rather than didactic.
- c. The responsibility for learning:** it comes from the instructor to the students, when the teacher creates learning environments that motivate students to accept responsibility for learning.
- d. The balance of power:** when the teacher shares some decisions about the course with the students such that the instructor and the students collaborate on course procedures.

CONCLUTION

By the end of this chapter, we can deduce that improving learners' oral production requires from the teacher paying more attention to teaching both listening and speaking skills. First, listening is considered as the first basic skill teachers should focus on. Then, teachers after listening can teach speaking since it is the second basic skill. Finally, the teacher has a very important role to help learners develop their speaking abilities through following the Learner-Centered Teaching Approach.

Chapter two

Motivation

Chapter two: Motivation

Introduction

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II.2.1.1. Integrative motivation

II.2.1.2. Instrumental motivation

II.2.2. Intrinsic Vs Extrinsic motivation

II.2.2.1. Intrinsic motivation

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II.3.1.1. Operant Conditioning

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II.3.2. Cognitive approach

II.3.2.1. Cognitive Developmental Theory

II.3.2.2. Attribution Theory

II.3.3. Humanistic Approach

II.3.3.1. Maslow's Hierarchy of Needs

Conclusion

Chapter two : Motivation

Introduction

This chapter explores the term motivation and attempts to highlight many issues, i.e; definition, types, theories and processes. Each individual is unique in his way of thinking, behaving, and learning a second/foreign language. Some people seem to have the ability to learn the language quickly and easily, but others do not: they are not similarly motivated, or may not have the same linguistic, social, or psychological backgrounds. Motivation is important in learning a second language because it determines the learner's desire and ability in doing his tasks.

1. Definition of motivation

It is widely assumed that learning occurs when we want to learn. The concept of motivation is related to the desire to learn, but it also implies many things such as energy, disposition, inspiration, and effort which vary with each individual. Indeed, individuals have different areas of interest, different drives, and needs and so have different kinds and levels of motivation.

Learning a second or foreign language is different from learning anything else; therefore, two definitions will be developed in this regard: the first definition is about motivation to learn in general; the second one is about motivation to learn a second or foreign language.

The term 'motivation' has been for long interpreted differently by different theorists; however, all share the same belief that there is an intimate relationship between a learner's motivation and his behavior. Moreover, many factors affect it and make it changeable according to the circumstances. It is quite complicated to give 'motivation' a unique and precise definition. Covington (1998:15) argues: "motivation, like the concept of gravity is easier to describe in terms of the outward effects than to define". He says that it is "something that drives people to do what they do". (Cited in Bentham, 2002:120). Harmer (2001:51)

precise this ‘something’ as “...some kind of internal drive which pushes someone to do things in order to achieve something”.

He agrees that motivation is something that comes from within the individual. He defines motivation as:

[...] a state of cognitive and emotional arousal, which leads to a conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal. (p. 120)

Gardner (1985) goes in this sense and gives an almost identical definition:

[...] Motivation is an internal state or condition that activates behavior and gives its direction; [...] a desire and want that energizes and directs goals-oriented behavior; [...] an influence of needs and desire on the intensity and direction of behavior. (p. 102).

Therefore, motivation is goal-oriented: something consciously conceptualized by the individual; something that he is aware of; something made voluntarily and deliberately. It is also: “...the will to act. It is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual needs”.

Furthermore, motivation

[...] refers to an assumed process within a person (or animal) that causes that organism to move toward a goal. The goal may be to fulfill a social ambition, such as having fame, money, or good marriage. (Wade and Travis, 1990: 344)

2. Types of motivation:

Many researchers studied motivation and its effects on language learners. The most extensive and significant research in second language learning was carried out by Gardner and Lambert (1959, 1972) to investigate the role of motivation and to determine how attitudinal and motivational factors affect language learning success. Over a period of twelve years in

studying foreign language learners in Canada, USA and the Philippines, they could distinguish between two basic types of motivation: integrative and instrumental.

Other distinctions were proposed, notably the intrinsic and extrinsic motivations which are considered rather sources of motivation than types. A huge research was conducted to explain these concepts in order to control their effect in education.

2.1.Integrative Vs Instrumental Motivation:

Gardner (1985), in his land mark of socio-educational model of language acquisition, centers attention of four classes of variables linked to the process of language acquisition: cultural beliefs in the social milieu of the target language, individual differences, formal and informal language acquisition contexts, and linguistic and non-linguistic outcomes. Speaking about individual differences, he deals with motivation (he rather calls it orientation) and highlights two different kinds: integrative and instrumental.

2.1.1. Integrative Motivation:

In addition to the desire and effort to achieve a goal, Gardner (1985) adds the favorable attitudes toward learning language at hand. This promoted the notion that self-identity and identification with the foreign language community are important to the language-learning process: it is the integrativeness. An integrative motivation, thus, is described as how much an individual wants to integrate with the target language community in order to feel that he fits in. it involves an interest in learning a second language because of "...a sincere and personal interest in the people and culture represented by the other language group." (Ellis, 1994: 509). Similarly, Gardner (1959:119) adds:

[...] Integrative motivation reflects a high level of drive on the part of the individual to acquire the language of valued second language community in order to facilitate communication with that group.

Integrativeness is particularly important as a source of motivation because it has great influence on the learner's level of effort to succeed in learning the second language. Indeed, the learner's attitudes towards the target language serves as a foundation to motivation, because of the long time that the process of learning takes, the learner needs a stable attitudinal base to sustain a favorable level of motivation.

Another positive effect on integrativeness is that it affects positively the learner's behavior: the learner seizes opportunity to learn more.

2.1.2. Instrumental motivation:

As proposed to integrative motivation which refers to the desire to identify with the second language group culture, instrumental motivation refers to :

[...] more functional reasons for learning a language as the means of attaining certain instrumental goals, e.g. getting a better job, reading technical materials, passing required examinations, etc. (Gardner, 1985: 76).

Keller (1993: 276) defines instrumental motivation as “the wish to learn the language for the purpose of study or career promotion”. An instrumentally motivated learners, then, has almost no interest in the members of the second language community, but only uses them and their language as an ‘instrument’ for personal satisfaction. He is, in fact, in need of the target language to achieve a practical goal to pass an exam, increase one's chances to get a job, facilitate the study of other subjects through the medium of this language, translation, etc.

Contrary to the research done on integrative motivation, few studies have investigated instrumental motivation and its effect on language learning because it is seen to be less effective. However, Dornyei (2001) claimed the opposite because according to him, it “...involves learning the target language in institutional/academic settings without regularly interacting with the target language community” (Dornyei, 2001:76).

Indeed, reality has shown that learners seek to learn for academic purposes in academic settings and see no need to integrate with the second language group. One of the few studies in instrumental motivation was that pursued by Gardner and Covington (1993) who offered financial rewards to students in order to achieve a set goal: learning Farsi and an English-French vocabulary list. Students, in both cases, did better than those who were just told to do their best. This led to the conclusion that:

“Learners with an instrumental reason for learning a second language can be successful” ; moreover, learners with incentives (such as money) may also aid learning by increasing the time learners spend studying”. (Ellis, 1994:514)

2.2. Intrinsic Vs Extrinsic Motivation

The choice to act in a certain way leads us to another distinction to the type of motivation. The degree, to which learners are intrinsically or extrinsically motivated to succeed, appears to be the most powerful dimension in the whole motivation construct. The two terms will be, here, largely developed.

2.2.1. Intrinsic Motivation:

Psychologists agree on the fact that there is a natural curiosity drive in animals and human beings, “...a drive that does not appear to be directed towards an apparent material end, but which prompts exploration and discovery from an early age.” (Field, 2008: 149). Indeed, children are curious about what surrounds them and are always attempting to explore the adult’s world. If these attempts are reinforced by approval and excitement, they are likely to continue and become more productive.

Originally, the notion of intrinsic motivation has been developed as an alternative to goal directed theories of motivation that deal with the role of extrinsic rewards and punishments. In addition to curiosity and discovery, interest is considered as the main element in motivation, it is the “positive response to stimuli based on existing structured structures in

such a way that learner's curiosity is aroused and sustained". (Keller, 1987; in Ellis, 1994: 515). Teachers may sustain students' level of motivation through motivating tasks and activities. Brown (2000: 155) supports this view and defines intrinsic motivation:

[...] Intrinsically motivated activities are ones for which there is no apparent rewards except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic rewards.

2.2.2. Extrinsic Motivation:

Whatever stimulating a teacher may be, there will be always moments where the learner's intrinsic motivation is sufficient. In such a case, resource has to be made to motivation as an extrinsic kind. Extrinsic motivation results from the desire to obtain some particular outcomes from outside and beyond the self such as grades, prize, teacher's and peer's approval, money, etc. It also comprises the desire to please parents, succeed in an external exam, gain a group competition, influence someone or avoid punishment.

Because learners find success to be rewarding, they are always building expectations and work harder to fulfill them. However, at a school level, extrinsic motivation is seen to increase anxiety and leads to failure and low self-esteem. Furthermore, in cases when praise may be highly rewarding, it can prove highly directive too, and may "...lead children to abandon their other ideas and concentrate upon the one to which the teacher has responded so positively" (Brown, 200:157).

3. Theories of motivation:

Teaching is closely related to the notion of change and progress, and all theorists of the existing schools agree that motivation influences this change; however, they disagree on its extent. The following part discusses the most influential schools of thought, namely the behaviorist, the cognitive, and the humanistic, those that revolutionized the psychology of education and the field of second or foreign language teaching.

1. Behavioral theories

The behaviorists explain motivation in terms of external stimuli and reinforcement. They claim that organisms behave in a certain way as a response to an external stimulus. The behavior is then shaped, repeated and reinforced. Brown (2000:160) states: “driven to acquire positive reinforcement, and driven by previous experiences of reward or behavior, we act accordingly to achieve further reinforcement.”

Behaviorists wanted to investigate how behavior emerges from certain specific conditions and how it varies when those conditions change. They explained that it was all about ‘needs’: human beings behave in a way as a response to a need. When these needs change, the behavior changes too. From a behaviorist perspective, then, motivation is seen as the anticipation of the reward, making all our acts turn around it and having no control and no choice over our actions. Behavioral theories focus on the teacher’s actions and on the physical environment to explain the student’s behavior and motivation. Here are the three most prominent behavioral theories on motivation:

- **Classical conditioning:**

This theory, also known as Stimulus-Response, was proposed by Pavlov (1927; in Good and Brophy, 1990:151) who conducted experiments on learning through conditioning and demonstrated that behavior is energized and directed in response to external stimuli.

- **Operant Conditioning:**

This theory, founded by Skinner (1957; in Good and Brophy, 1990: 153), emphasized the role of reinforcement in learning. Skinner regards learning as the result of environmental factors and focuses on the consequences under which a behavior is shaped and how these consequences affect it: if the behavior is reinforced by rewards, it will increase, if it is punished, it will decrease. When this theory is applied to language learning, the student is

affected by a stimulus (a structural pattern of the foreign language, for example). The student gives a response by repeating this pattern which is then reinforced by the teacher's approval. This theory helps teachers understand students because it may help reveal why some students react favorably to particular subjects and dislike others.

- **Social Learning/ Observational Theory:**

Social Learning theorists such as Bandura (Good and Brophy, 1990: 167) claims the importance of observation, modeling and vicarious reinforcement in the process of motivation. According to Bandura's principal, a student who admires his teacher may work hard to please him and become like him. Both vicarious and direct reinforcement can raise the individual's sense efficacy for a particular task. This leads to higher levels of motivation. Bandura's social learning theory is not only behavioristic, but also cognitive, because "...it focuses on the consequences of specific behavior, yet cognitive because it also considers how students interpret past events and set goals for themselves." (ibid)

All these theories focus on extrinsic motivation (i.e. the desire to obtain a particular outcomes from outside) as they deal with external rewards and expected behavior. Moreover, the physical environment and actions of the teacher are of prime importance.

2. Cognitive theories:

Contrary to the behaviorists, cognitivists such as Festinger, Piaget, and Weiner (ibid: 169) see motivation as a matter of the individual's decisions; i.e. "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect." (Keller, 1987; in brown, 2000:160).

Therefore, people have the choice to behave the way they want, so they have control over their acts because they are aware of the probable results of the decisions they make, and know what goals they want to achieve. Their behavior is determined by their perception of events and how they think about what is happening to them.

Cognitivists used also the term ‘reward’ as a factor that determines behavior; however, they see it ‘internal’ such as curiosity or interest, and consider it a factor that triggers behavior in a conscious and deliberate way. Cognitive psychologists also look differently at needs or drivers: they see them as “the compelling force behind our decisions” (Dorney, 2001: 119). Cognitivists explain motivation in terms of a person’s search for meaning and satisfaction in life. They identified four factors that influence a behavior’s direction:

[...] the inherent need to construct an organized and logically consistent knowledge base, one’s expectations for successfully completing a task, the factors that one believes account for success and failure, and one’s beliefs about the nature of cognitive ability. (Good and Brophy, 1990: 366)

The following theories formulated their principles according to those influences:

- **Cognitive Dissonance Theory:**

This theory has been developed by Festinger (1957; in *ibid*: 368) and is in some respect similar to ‘disequilibrium’ in Piaget’s theory of cognitive development. It suggests that we seek for balance (homeostasis) in our lives and resist to influences or expectations to change. This is based on the premise that:

“...When there is a discrepancy between two beliefs, two actions, or between a belief and an action, we will act to resolve conflict and discrepancies. The implication is that if we can create the appropriate amount of disequilibrium, this in turn will lead to the individual changing his or her behavior which in turn will lead to a change in thought patterns which in turn leads to more change in behavior...”(ibid: 370).

- **Cognitive Developmental Theory:**

This theory is based on Piaget's (1983; in ibid: 52) principles of equilibration, assimilation, accommodation and schema formation. Piaget (1983) proposes that children possess an inherent desire to maintain balance in their conception of the world. This may be experienced if a child gets new experience by relating it to an existing scheme, or he may accommodate by modifying the existing scheme if the new experience is too difficult. Hence, it is recommended that teachers use a wide variety of concrete experiences to motivate children, for example, the use of "...manipulative working in groups to get experience, seeing from another's perspective, field trips, etc". (Bentham, 2002 :119_122). Individuals will repeatedly use new schemes because of desire to master their environment. This explains why young children, for example, can sing the same song many times with no loss of enthusiasm.

- **Attribution theory:**

This theory, founded by Weiner (1974; in Bentham, 2002: 124), is about "the study of how individuals explain events in their lives". It is important to emphasize that student's perceptions of their experiences generally influence their motivation more than the actual, objective, reality of those experiences. Indeed, students share beliefs about the reasons of their success or failure referring them to certain 'attributions'. These attributions are either internal or external and are either under control or not. Moreover, Wade and Travis (1990, 345_368) propose that attribution can be explained through a three dimensional classification of causality. They are:

Locus of control: it refers to the degree to which the results are due to factors inside or outside an individual (e.g. mood, intelligence or luck...)

Stability: it refers to an unchanging cause. For example, ability is seen to be stable because it is relatively lasting. Effort, however, is unstable because it varies considerably over time.

Controllability: it refers to those factors that can be controlled to influence results. For example, competence and performance are said to be controllable, while luck and mood are classified as uncontrollable.

- **Achievement Motivation Theory:**

This theory, postulated by Mc Clelland in 1974, suggests that individuals are motivated to pursue and attain goals. It emphasizes on accomplishment as done for its own sake and not for the rewards that accompany it. Three theories which discuss the notion of achievement and goal fall under achievement theory's umbrella. These are:

a. Need for achievement:

Dorney (2001; in Good and Brophy, 1990: 370) described the need for achievement as “a global generalized desire to attain goals that require some degree of competence”. He saw this need partly innate and partly the result of experience.

b. Fear motivation:

This theory, also described by Keller (1987; in *ibid*) states that a person's fear in achievement pushes him to act against will. A person with a fear of failure tends to avoid too difficult tasks (even if he likes challenges) which lead to negative outcomes in order to guarantee success.

c. Goal theory:

Suggested also by Keller (1987, in *ibid*) focuses on the reasons or purposes students have for achieving something. Different researchers made several classifications of goals and used different terms to define them. However, they all meet to identify two main goal orientations: Both task goals and ability goals represent the belief that the purpose of achieving is demonstration of ability.

3. Humanistic Theories:

Although, we share basic needs with non-human beings, our needs are furthermore complex. Once our basic needs are met, we are driven by higher levels of motivation. Early humanistic researchers such as Murray (1938; in Ellis, 1994: 113) explained motivation by focusing separately on factors as biology, achievement, power, etc .

Maslow (1954), however, saw the interconnection and identified the reasons behind behaviors as stemming from intrinsic motives of becoming self-aware and realizing one's potential. Three main theories emerged from the humanistic view on motivation.

3.1.Maslow's Hierarchy of Human Needs:

Maslow (1962; in Good and Brophy, 1990: 364) attempted to synthesize a large body of research related to human motivation. His theory was hierarchal in the sense that more basic needs to be met before time and space were given over to achieve other higher needs. He argues:

[...]The single, holistic principle that binds together the multiplicity of human motives is the tendency for a new and higher need to emerge as the lower need fulfils itself by being sufficiently gratifying.(ibid, 365_366)

He categorized the needs into two groupings. The first grouping is referred to as 'deficiency needs', because they motivate people to act only when they are unmet to some degree. It comprises four levels:

*physiological needs: food, water, activity, rest,...

*safety needs: security, protection,...

*belongingness and love: receiving and giving love and affection.

*esteem needs: respect ,achievement, self-esteem.

Once these needs are satisfied, the motivation to satisfy them diminishes, or even vanishes for a while.

The second grouping is referred to as 'growth needs' because needs constantly strive to satisfy them. Initially, Maslow put only one growth need, 'self-actualization', which refers to self-fulfillment (i.e, the need to develop all one's potential talents and capabilities), then, he changed his mind by including other levels: cognitive needs (such as curiosity, exploration and understanding) and aesthetic needs (such as beauty, order, art). Indeed, Maslow discovered that self-actualization needs are not automatically activated when esteem needs are met. However, "individuals, whose self-actualization needs become activated, held in high regard such values as truth, goodness, beauty, justice, autonomy and humor" (Field, 2008). While not originally part of the basic needs, cognitive and aesthetic needs play a critical role because their absence makes impossible the satisfaction of the five basic needs. Maslow's theory and its focus on pre-potency enjoyed a great popularity and acceptance though a lack of evidence to support his hierarchy of needs.

Conclusion:

Motivation has been called the neglected part of language teaching. Teachers often forget that all their learning activities are filtered through their students' motivation. Without it, there is no life in the class. A great deal of research (since a long time) has been done in the area of motivation and why it is so fundamental to second language learning. The underlying issues related to motivation are complex, but it is clear that every person's motivation to learn is flexible rather than fixed.

Chapter three

A Description of

The Research Design

Chapter Three: A Description of The Research Design

Introduction

III.1. Research design

III.1.1. Choice of the method

III.1.2. The sample of the study

III.1.3. The population of the study

III.1.4. The data-gathering tools

Conclusion

Chapter Three: A Description of the Research Design

Introduction

In this part of our Dissertation, we tried to investigate the importance of the role of motivation in improving learners' oral production in terms of being communicatively competent; which means to help students to achieve proficient level in their speaking skill.

Thus, in order to prove our investigation, we have relied on one data-gathering tools which is a questionnaire oriented to the third-year students of English at Mohammed Kheider University of Biskra and to their teachers of oral and written expression of the same Department.

This chapter consists of four components within the research design of our study which are: (1) the choice of the method, (2) the sample of the study, (3) the population of the study, and finally (4) the data gathering tools. This latter includes an introductory section with some basic clarification about the components mentioned above. It ends then with a conclusion of what we have done in this chapter.

This study is related to third-year students in Biskra University. Their number is about 385 students divided into nine (10) groups, each single group contains between 30 and 40 students. Their program includes ten (10) modules (written expression, oral expression, linguistics, SLA, methodology, pragmatics, didactics, psych-pedagogy, French, statistics) which is divided in the following table:

Modules	Time
Written expression	2 sessions a week (3 hours)
Oral expression	2 sessions a week (3 hours)
Linguistics	2 sessions a week (3 hours)
SLA	1 session a week (1 and ½ hour)
Methodology	1 session a week (1 and ½ hour)
Pragmatics	1 session a week (1 and ½ hour)
Didactics	1 session a week (1 and ½ hour)
Psycho-pedagogy	1 session a week (1 and ½ hour)
French	1 session a week (1 and ½ hour)
Statistics	1 session a week (1 and ½ hour)

We notice from the table that the majority of the modules take only one session per week, but the greater amount of time is specified to oral expression, written expression, and linguistics. Those three modules are considered as the most important in the teaching-learning process so as to develop learners' communicative competence and oral production.

Research Design

1.1. Choice of the method

To understand the problem of the subject under study, we need first a general description of the situation of English students in the teaching-learning process. This research work follows the descriptive method because it is suitable to our subject, as well as its importance in determining the difficulties that students encounter in terms of communicative competence. More importantly, the descriptive method helps us more to investigate the lack of motivation which is considered as the key factor in students' failure.

Furthermore, this method could be appropriate to our study because it helps describing the teaching-learning situation particularly at Mohammad Keider University of Biskra. Also, because it is difficult to make an experiment on each single motivational strategy used to develop learners' speaking skill, such as: audio, visual, or audio-visual techniques.

Moreover, it is helpful in giving a whole description about both teachers and learners and their principal roles in the teaching-learning process. Besides, it is important to describe the techniques used to improve students' motivation to practice the language easily by following some theories of motivation.

1.2. The sample of this study

Motivation is considered as the key of success not only in learning, but also in all domains since it is necessary in learning any language. Thus, we have chosen third-year students in this study as a representative sample in an objective way for different reasons.

First, they are appropriate to our research work because they have an experience three years at the university level and about five years before it (two years at the middle school and three at the secondary school).

Second, they are preparing their BA (Bachelor of Art) degree and they will graduate as teachers soon. Finally, because they are supposed to have good level in their communicative skills since they are third-year.

Since it needs great efforts and much time to carry out the research on the whole population of the department of English, a representative sample of population under study has been chosen randomly. Each member of the population has an equal chance of being selected.

1.3. The population of the study

The population of this study consists of all third-year students of the LMD system in the English Department of Biskra University in the academic year “2012-2013”. We have chosen them to be the population of our Dissertation because they are related to the topic. From a population consists of 385 students, more than forty (40) students were selected, but only thirty-two (32) papers were returned. This could provide teachers and learners with better insights about the topic and how to improve learners’ speaking skill.

1.4. The data-gathering tools

The objective of the data-gathering tools is concerned with the subject matter of our research work. The main concern of this research-work is to investigate the effectiveness role of motivation in improving learners’ oral production in terms of being communicatively competent. Therefore, it is necessary to use motivational strategies in teaching to develop students’ speaking skills. Consequently, we have adopted one main gathering tool which is questionnaire administrated to students of third-year of the English department and their oral and written expression teachers in the same field.

Conclusion

This part of the dissertation is the most important one because it describes the way this work is done from the general aspect, to the most specific one. In this chapter of our research-work, which consists of four components within the research design, we have dealt with the following: (1) the choice of the method, (2) the sample of the study, (3) the population of the study, and finally (4) the data gathering tools. Each single part contains an overview about the design of the dissertation.

Chapter Four

Data Analysis And

Results

Chapter Four: Data Analysis and Results

Introduction

IV.1. The questionnaires

IV.1.1. Students' questionnaire

IV.1.1.1. Aim of the questionnaire

IV.1.1.2. Description of the questionnaire

IV.1.1.3. Analysis of the questionnaire

IV.1.2. Teachers' questionnaire

IV.1.2.1. Aim of the questionnaire

IV.1.2.2. Description of the questionnaire

IV.1.2.3. Analysis of the questionnaire

Conclusion

Chapter Four: Data Analysis and Results

Introduction

In this practical part of our Dissertation, we tried to investigate the importance of the role of motivation in improving learners' communicative competence; which means to help students to achieve proficient level in their speaking skill.

In order to prove our investigation, we have relied on is a questionnaire oriented to the third-year students of English at Mohammed Kheider University of Biskra and to their oral and written expression teachers of the same Department.

1. The Questionnaires

1.1.Students' questionnaire

1.1.1.Aim of the questionnaire

We have designed a questionnaire for third-year students to investigate whether they interact with any type of motivation that would develop their speaking skill and also their communicative abilities.

1.1.2.Description of the questionnaire

The questionnaire is designed to gather information about the students themselves, and their differences, their level, behavior, desires, and also their ability to communicate in English. The questionnaire was given to about forty students of third-year at the English Department at Mohammed Kheider University of Biskra. Unfortunately, only thirty-two papers were returned.

The questionnaire consists of seventeen questions divided into four sections: general information, about motivation, about communication, and finally a section for suggestions.

1.1.3. Analysis of the questionnaire

Section one: general information

Item 1: gender

Gender	male	female
N	6	26
%	18.75%	81.25%

Table 1: sex distribution

We notice that the great majority of respondents (81.25%) are females. Unfortunately, the number of boys in third year classes is very few (we may find in some classes only two boys among thirty girls).

Item 2: what type of baccalaureate you hold?

Type of baccalaureate	Literal	scientific	technical
N	19	7	5
%	59.37 %	21.87%	15.62%

Table 2: students' type of baccalaureate

When the respondents were asked about the type of baccalaureate they hold, 59.37% of them were literal, 21.87% of them were scientific, and finally only 15.62% of the students were studying in technical branches.

Item 3: why have you chosen to learn English?

Reasons for choosing English	For travelling	For employment	Listen to English for pleasure	Parental pressure	No other choice	Other reasons
N	0	8	16	0	0	8
%	0	25%	50%	0	0	25%

Table 3: reasons chosen to learn English.

We remark that the majority of students (50%) have chosen the English language to learn in order to be able to read and listen to English speaking /writing media for information and pleasure. This result proves that their motivation is considered as intrinsic. About 25% of them have chosen English for getting better chance to have a job because they are aware of the language requirement of any job in a lot of domains. Concerning those who chose ‘other reasons’, their opinions differ from one another, some of them chose English because they find it easy to learn than any other language, others because they like it, another student wants to carry on studying outside. All respondents’ reasons have the same target which is mastering the English language skills with more focus on speaking.

Item 4: how many hours do you study Oral Expression module per week?

The duration of time	1-3	3-5
N	32	0
%	100%	0

Table 4: the number of Oral Expression hours studied per week.

Unsurprisingly, all students put a tick on the duration between 1 and 3 hours per week, because it is known that the oral expression sessions do not pass three hours per week not only third year program, but also first and second year levels.

Item 5: do you listen to/watch English programs outside the classroom?

Listening/watching	Yes	no
N	26	6
%	81.25%	18.75%

Table 5: number of students' listening/ watching English programs outside the classroom

81.25% of the sample answered with 'yes'; this shows directly their interest to listen or watch to English programs outside the classroom. This great percentage explains the students' motivation to learn the language as well as to correspond with the native speakers.

For those who follow the English programs, they were asked about the degree of their understanding of the language used, their answers were different:

Percentage of understanding	25%	50%	75%	100%
N	16	12	4	0
%	50%	37.5%	12.5%	0

About 50% of the respondents confess that they understand only 25% of the language used in those TV programs, which deals us to try to find out reasons for their misunderstanding, such as: the language difficulty, the cultural factors(which are totally different)...etc.

37.5% of them said that they understand 50% of the language. Actually, this percentage is not good enough considering that they are third year. Concerning the rest of the sample, which are 12.5% do not follow English programs at all.

Section two: about motivation

Item 6: what really motivate you to learn English?

Reasons	Passing exams	Parental proud	Ego satisfaction	The teacher	others	1+2	3+4
N	7	5	14	2	0	3	1
%	21.87%	15.62%	43.75%	6.5%	0	9.37%	3.12%

Table 6: students' motivation to learn English

This result proves indeed the students' intrinsic motivation that we have reached in table number three (the great majority have chosen English to be able to watch/listen to media for pleasure and information). 43.75% of the them are motivated to learn English to satisfy their ego; to prove to themselves they are able to achieve something. Though, 21.87% of the respondents are interested only to pass examinations, while 15.62% of them seek for parental proud and satisfaction. Unfortunately, only 6.5% of the whole sample are motivated by the teacher who makes them appreciate the English language. There are also other possibilities where the students chose a couple of answers, for instance, number 1 and 2, which combine their interest to pass the examinations with their parental proud and satisfaction as well as the answer number 3 and 4.

Item 7: do you evaluate your motivation toward learning English as: high, medium, or low?

degree	high	medium	low
N	9	20	3
%	28.12%	62.5%	9.37%

Table 7: students' self evaluation of motivation

We remark that almost all students see their level of motivation in learning English between high and medium. This result is considered as good when we take into consideration some factors that maybe interfere their learning process like: the difficulty of some modules, the huge number of students in classes...etc. only three students among the whole sample consider their motivation toward learning English as low which is fortunately not a big percentage.

Item 8: what type of materials you think it motivates you?

Types of motivation	computers	books	Pictures/ images	The board	Teacher's gestures	others
N	23	4	1	0	2	2
%	71.87%	12.5%	3.12%	0	6.25%	6.25%

Table 8: types of motivating materials

The majority of students (71.87% of them) chose computers as the most motivating material. Indeed, almost all learners depend on computers(internet) in their learning process as the modern and easy material that could be helpful to them in various ways, for instance, gathering information could be very entertaining with images and sounds. 12.5% of respondents prefer books as the most motivating material while they are generally considered as boring. Two students chose teacher's gestures. For those who chose 'others', they find CDs, movies and songs motivating materials. Concerning the board, no one support it, perhaps they do not only find it motivating at all, but also boring.

Item 9: do you think that the use of authentic materials in the classroom increases your motivation to learn?

Students' opinion	yes	no
N	29	3
%	90.62%	

Table 9: the use of authentic materials increases motivation

Except three respondents, 90.62% of them agree that the use of authentic materials in the classroom improves their motivation to learn the language. This result has been proved from the previous table in which they consider computers ,books and other materials as motivating and very helpful in the learning process.

Item 10: do you think the learning environment influences your motivation to learn?

Students' opinions	yes	no
N	32	0
%	100%	0

Table 10: the learning environment influences motivation

All the sample, which means 100%, think that the classroom influences their motivation to learn the language. When asked about the clarification, answers differ: some clarify that the classroom is the only place where their motivation to learn could be influenced.

Others think that the classroom is the basic place where learning process happens, then comes other factors outside the classroom that may influence their motivation.

Section three: about communication

Item 11: do you prefer studying: individually, in pairs, or in a group?

Students' opinion	individually	In pairs	In a group
N	7	20	5
%	21.87%	62.5%	15.62%

Table 11: students' choice of the way they study

Respondents' choices differ, but the majority (62.5%) of them prefer studying in pairs in order to exchange ideas and information to facilitate studying. 21.87% of them chose studying individually as a successful way, perhaps because they depend on themselves and do not have confidence on other's ideas. The rest of the sample (15.62%) prefer studying in group more than anything else because they receive information better by interacting with their colleagues.

Item12: do you consider yourself active or passive participant in the teaching learning process?

Students' opinion	active	passive
N	15	17
%	46.87%	53.12%

Table 12: students' type (active/passive)

The table indicates the near equilibrium between the active and passive participants in the classroom. Although, we notice that the majority of the sample, which means 53.12% of them consider themselves passive participants inside the classroom. When asked about the reason, they justify differently, some of them prefer being silent and acquire information better than to be 'noisy' as they mentioned. Others prefer to listen to the teacher in order to understand better without any disturb from the others. We think that it is a good result for those who consider themselves active participants (46.87%of them) in the teaching learning process,

because the interaction between the teacher and his students improves their motivation to learn the language as well as to develop their speaking skills.

Item 13: which module do you think is helpful for you to communicate in English?

modules	grammar	Written expression	Oral expression	General culture	phonetics	linguistics
N	2	2	23	0	5	0
%	6.25%	6.25%	71.87%	0	15.62%	0

Table 13: modules that help students to communicate

Undoubtedly, the majority of students chose the oral expression module as the most helpful to communicate in English since it depends on speaking much more, as well as giving them the opportunity to speak. They also justify their answers by saying also that it is live and entertaining. 15.62% of them think that phonetics is the module that helps them communicate by being aware of the rules and the way they pronounce words correctly. Grammar and written expression modules has been chosen by 6.25% of the whole sample by clarifying that it is necessary to know the rule first before communicating. Neither linguistics, nor general culture have been chosen as helpful for communication.

Item14: how often you are given the opportunity to speak in the classroom?

Students' opportunity	always	rarely	never
N	5	27	0
%	15.62 %	84.37 %	0

Table 14: students' opportunity to speak in the classroom

Unfortunately, the majority of respondents, which is 84.37% consider having a very little opportunity to speak English in the classroom. They consider having it only during oral

expression sessions, we may say that the reason is the student himself because of being shy of speaking or afraid of making mistakes. Only 15.62% of them have the opportunity to speak always without any problem in almost all modules.

Item 15: do you think you need to study more hours oral and written expression to better communicate with others?

Students' opinion	yes	no
N	32	0
%	100%	0

Table 15: improving communication through extra sessions in oral and written expression modules

All the respondents, and with no exception, complained about the need for more hours oral and written expression modules since they are the basics for better communication because of the difficulties they face when speaking. Unfortunately, it is out of control to satisfy students' needs; neither the teacher, nor the administration could find solution to them.

Item 16: what kind of difficulties you face when speaking?

difficulties	pronunciation	Mastering the vocabulary	Sentence structure	Grammatical rules	All of them
N	15	7	0	0	10
%	46.87%	21.87%	0	0	31.25%

Table 16: difficulties encountered when speaking English.

When respondents were asked about difficulties that encounter them while speaking, almost the half of the sample (46.87%) put a tick on 'pronunciation', whereas 21.87% of them focus on mastering the vocabulary. 31.25% were really aware about how much all of

those components are important in speaking English.

Item 17: being at the third year level, how much do you think your performance to communicate in English has improved during the three years?

Student's answer	50%	80%	100%
N	0	18	14
%	0	56.25%	43.75%

Table 17: students' improved performance in English

More than the half of the sample (56.25%) is satisfied 80% with their level of performance. 43.75% of them are completely satisfied with their level of performance because they perceive a real improvement comparing with the previous year.

1.2. Teachers' Questionnaire

1.2.1. Aim of the questionnaire

This questionnaire aims at identifying the teachers of oral and written expression modules with an overview about them (their qualification, methods they follow, strategies they use, etc...). We intended to have answers about their extreme of knowledge about motivation and to what extent they motivate their students if they use motivational strategies.

1.2.2. Description of the questionnaire

The questionnaire has been administrated to eight teachers of oral and written expression modules at the English Department. It consists of four parts: (1) personal information, (2) about students' and teachers' motivation, (3) about communication, and finally (4) an additional section for suggestions.

1.2.3. Analysis of the Questionnaire

Part one : personal information

Item 1 : your qualification: License, Magister, or Doctorate.

Teachers' qualification	License	Magister	Doctorate
N	2	6	0
%	25%	75 %	0

Table 1: teachers' qualification

We notice from the table above that most of the teachers being questioned have a Magister (M.A) degree. We have 25% of them with B.A degree; which means they are not qualified and experienced yet. Unfortunately, no one among the eight respondents has a PH.D.

Item 2: how many years have been teaching English at the university level?

Teachers' experience	1 year	2 years	3 years	4 years	5 years	More than 5 years
N	0	2	0	0	1	5
%	0	25 %	0	0	12.5%	62.5 %

Table 2: Experience in teaching English at the university level.

There is no need to draw a table here, because teachers' answers differ. Five of them spent more than five years teaching at the university level. Two answered that they had only two years at the university after teaching first at the high school. Only one teacher who has a M.A degree spent five years teaching at Mohammed Kheider University level.

Item 3: a. if you taught oral expression module, how many years have you been

teaching it?

When asked about the duration of teaching oral expression module, teachers' answers were somehow near. Some of them have been teaching it for more than 4 years. Others said that they have been teaching oral expression module for more than three years. For the last teachers, they claimed that they are teaching this module not for so long (only 2 years).

b. Is it: a personal choice or imposed?

Teacher's answer	Personal choice	Imposed choice
N	2	6
%	25 %	75%

Table 3: teaching oral expression module

75% of the respondents said to have been imposed from the administration to teach oral expression module. The rest of them, which means only 25%, declared that teaching oral expression module was their own choice.

Part two: about students' and teachers' motivation

Item 4: how do you evaluate your students' motivation to learn English?

Students' motivation	high	medium	low
N	2	6	0
%	25%	75%	0

Table 4: students' level of motivation

We notice that the majority of teachers consider their students motivation as medium, perhaps because of some obstacles, for instance, students find difficulties in some modules or

the variety of methods teachers use. Only 25% of the sample consider his students' motivation as high, may be because of their participation.

Table 5: do you consider your students motivation as: extrinsic or intrinsic?

Students' motivation	extrinsic	intrinsic
N	5	3
%	62.5%	37.5%

Table 5: students' type of motivation

62.5% of respondents consider their students' motivation as extrinsic because they have justified that their students' objective in general is to succeed in examinations. A very small amount of the sample being questioned consider their students intrinsically motivated because teachers feel their students really want to learn the language for communication and interaction in order to aster the speaking skill.

Item 6: do your students like to be challenged?

Teachers' opinion	yes	No
N	7	1
%	87.5%	12.5%

Table 6: students like to be challenged

87% of the sample, which means the majority agreed that their students like to be challenged in all activities they are asked to do, especially pair work or team work not only in class, but also outside like exposés or doing plays (in oral expression module). Concerning

the teacher who put a tick on ‘no’, he explained his students dislike to be challenged by their fear to fail or doing mistakes in front of their teachers and colleagues.

Item 7: are you always motivated to teach?

Teachers’ answer	yes	no
N	4	4
%	50%	50%

Table 7: teachers’ motivation

The table indicates the equilibrium between the two types of teachers. For those who are always motivated to teach, they said to love their job and are always ready to motivate their students for the sake of success. However, 50% of the questioned teachers they consider themselves not always motivated to teach because it is impossible to stay like this the whole year especially when their students are de-motivated.

Item 8: do you think the learning environment influences your students’ motivation?

Teachers’ opinion	yes	no
N	8	0
%	100%	0

Table 8: the influence of the learning environment on students’ motivation

All the teachers, and with no exception, support the idea that the classroom has a great influence on learners’ motivation. They argued that a well organized, big and clean classroom with colors and lights motivate students to learn. Contrary to what we have just said, a small, dirty and unorganized classroom tend to de-motivate students to learn.

Item 9: how do you evaluate your interaction with your students?

Teachers' evaluation	good	not bad	bad
N	7	1	0
%	87.5%	12.5%	0

Table 9: teachers' and students' interaction

Except of one teacher, all respondents consider the interaction with their students 'good', perhaps because they have no problems dealing with them during the courses in terms of both communication and interaction.

Item 10: what kind of teachers do you consider yourself?

Teachers' evaluation	controller	observer	assessor	others
N	1	4	0	3
%	12.5%	50%	0	37.5%

Table 10: teachers' role in class

We notice that the majority of teachers consider themselves as observers because they give their students all the opportunity to be free and autonomous and they intervene only when necessary. Furthermore, only one teacher considers himself controller in the class. 37.5% of them gave other roles like: tutor (as in written expression course), motivator ;who teaches in an entertaining way to rise his students desire to learn with some motivational activities,...etc.

Item 11: which theory of motivation do you apply while teaching?

Teachers' answer	behaviorist	cognitive	constructivist	humanistic
N	2	0	0	6
%	25%	0	0	75 %

Table 11: theories of motivation followed by teachers

75% of the sample follows the humanistic approach confirming that it is the appropriate one to depend on because it helps to develop the human aspect of both teachers and learners. Thus, the two teachers who follow the behaviorist method mentioned that they use drills and repetition activities to gain good results.

Item 12: from the list of materials below, which do you think the most appreciated by your students?

Materials	The board	Pictures / images	Teacher's gestures	The computer	The tape recorder	others
N	0	3	1	4	2	1
%	0	37.5%	12.5%	50%	25%	12.5%

Table 12: students' favorite materials

All participants chose more than one answer, but the most appreciated material from teachers' experience is 'the computer'. One teacher added 'videos' as an extra material. Options vary, audio, visual, or audiovisual materials, they all have the same target which is motivating learners in a modern way.

Part three: about communication

Item 13: how do you evaluate your third year students' level of communicative competence?

Teachers' answer	good	acceptable	Still poor
N	5	3	0
%	62.5%	37.5%	0

Table 13: students' level of communicative competence

Fortunately, none of the teachers questioned considers his students' level of communicative competence still poor. The majority of them see that it is good enough. Among those teachers, three of them consider their third year students' level of communicative competence acceptable.

Item 14: what method you think is appropriate to follow in teaching communicative skills?

Methods	Grammar Translation	Audio-lingualism	Communicative language teaching
N	0	0	8
%	0	0	100%

Table 14: methods followed by teachers

100% of respondents prefer the Communicative language teaching method as the most appropriate one to improve learners' communicative skills, because of its techniques that help both teachers and students achieve high level of communication.

Item 15: which skill do you think your students are competent in when communicating?

Teachers' opinion	speaking	writing
N	2	6

%	25%	75%
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Table 15: students' communicative skills

The majority of teachers think that their students are competent in writing more than speaking skill because they feel comfortable with no shyness or confuse even if they do mistakes. While 25% of participants said to be sure of their students' ability to communicate because of their lack of grammatical competence in order to avoid writing mistakes.

Item 16: do you think it is necessary to make extra sessions in oral and written expression modules?

Teachers' answer	yes	no
N	5	3
%	62.5%	37.5%

Table 16: the necessity of extra sessions in oral and written expression modules

Most of teachers think agreed with the idea of making extra sessions in both written and oral expression modules especially when taking into account their students' weak level of speaking. 37.5% of the questioned respondents think that the time specified to teach the two modules is sufficient and there is no need to make extra sessions.

Item 17: from your experience of teaching oral expression, what difficulties do your students encounter when speaking?

Students' difficulties	pronunciation	Use of vocabulary	Sentence structure	communication	others
N	6	2	0	0	0

%	75%	25%	0	0	0
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Table 17: difficulties that students encounter when speaking

All the teachers being asked to choose focus only on: ‘pronunciation’ and ‘the use of vocabulary’. Although, 75% of them precise ore on the weak pronunciation of their students when they come to speak English. The rest of them, which means 25%, think that their students’ basic problems of communication is the inappropriate use of vocabulary.

Item 18: what do you advice your third year students in order to improve their communicative skills?

Our oral and written expression teachers were generous in giving some piece of advice to their third year students in order to develop their level of communicative competence, they stated as follows:

- They should be exposed to different motivating materials.
- They should not be afraid of practicing the English language even if they do some mistakes.
- They should focus on reading also since it is necessary to aster the English language.
- To depend more on listening to master the speaking skill.

Part four: suggestions

The above suggestions from the participants were sufficient and they had nothing to add about our topic. The teachers gave us some remarks about the design of the questionnaire.

Conclusion

The analysis of the questionnaire provides an overview about students' and teachers' differences and roles. Third-year students' abilities vary, but they all have the same problem which encounters them in their learning process which is the lack of motivation. Furthermore, we noticed that the third-year students' motivation is generally considered as extrinsic not intrinsic. Thus, they do not participate in the class because of their lack of self-confidence or being afraid to fail.

Our second concern is about the analysis of the teachers' questionnaire which proves that oral and written expression teachers are not always motivated to teach because of some problems encounter their carrier such as: personal problems and administrative pressure.

General conclusion

We attempted in our study to investigate the role of motivation in improving learners' oral production depending on our hypothesis which tends to prove that if the teacher uses some motivational strategies and techniques, students' communicative abilities would be improved through adopting appropriate approaches.

It has been proved through the questionnaires administrated to third-year students of English at Biskra University, that they lack intrinsic motivation to learn the language because they study only for the sake of passing exams not for learning the language itself.

In addition to what we have mentioned before, students encounter many problems in the English language (pronunciation, structure, vocabulary,...etc) that lead them to lose their self-confidence which is important in the learning process.

Concerning teachers, the use of motivational strategies is absent sometimes as well as following a particular method in teaching. They consider their students' communicative abilities not strong enough when taking into consideration their level.

Our work is just a reminder of approaches and views of motivation in order to use them to develop students' speaking skills and do not create new motivational strategies.

Finally, we hope our research will be beneficial and useful not only for learners, but also for teachers because they have to be motivated first to motivate others.

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Appendices

Appendix I: Questionnaire for Students

Dear students, I am carrying-on a research on improving learners' oral production through the use of motivation. I would like to take your opinions into account about this subject. Be sure that all your provided information in this questionnaire will be treated in the strict confidence. Thank you very much for your help.

Part one: students' information

Item 1: gender:

- a. male
- b. female

Item 2: what type of baccalaureate you hold?

- a. Literal
- b. Scientific
- c. Technical

Item 3: why have you chosen to learn English?

- a. For travelling
- b. For better employment
- c. To listen and read to English media for information and pleasure
- d. Because of parental pressure
- e. Because you found no other choice
- f. Other reasons:

.....
.....

Item 4: how many hours do you study Oral Expression module per week?

- a. 1-3
- b. 3-5

Item 5: do you listen to/watch English programs outside the classroom?

- a. yes
- b. no

Part two: about motivation

Item 6: what really motivate you to learn English?

- a. To pass exams and get your diploma
- b. To make your parents happy and proud of you
- c. To satisfy your ego i.e. prove to yourself you are able to achieve something
- d. The teacher : he/she makes you appreciate the language
- e. Others:.....

.....

Item 7: do you evaluate your motivation toward learning English as:

- a. high
- b. medium
- c. low

Item 8: from the list of materials mentioned below, which do you think is the most motivating to make you learn English?

- a. Computers (internet)
- b. Books
- c. Pictures/images
- d. The board
- e. Teacher's mime, gestures
- f. Others:

.....
.....

Item 9: do you think that the use of authentic materials in the classroom increases your motivation to learn?

- a. Yes
- b. no

Item 10: do you think the learning environment influences your motivation to learn?

- a. yes
- b. no

Item 11: do you prefer studying:

- a. Individually
- b. In pairs
- c. In groups

Item 12: do you consider yourself active or passive in the teaching learning process?

- a. Active
- b. Passive

Item 13: which module do you think is helpful for you to communicate in English?

- a. Grammar
- b. Written expression
- c. Oral expression
- d. General culture
- e. Phonetics
- f. Linguistics

_justify your first choice:

Item 14: how often you are given the opportunity to speak in the classroom?

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

Item 15: do you think you need to study more hours oral and written expression to better communicate with others?

- a. Yes
- b. No

Item 16: what kind of difficulties you face when speaking?

- a. pronunciation
- b. Master general vocabulary
- c. Sentence structure
- d. grammatical rules
- e. All of them

Item 17: being at the third year level, how much do you think your performance to communicate in English has improved during the three years?

- a. 50 %
- b. 80 %
- c. 100 %

Part four: suggestions

_if you have any suggestions to make this questionnaire richer, please do write them here.

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

Thank you for your cooperation.

Appendix II: Questionnaire for Teachers

Dear teachers,

The following questionnaire designed to investigate the role of motivation to improve learners' oral production that aims to figure out why students at Mohammed Khider University are not motivated to learn the English language. Your precious participation will be of great help. Would you accept in advance my sincere thanks.

Please, tick appropriately

Part one: personal information

1. Your qualification:

- a. License; B.A
- b. Magister; M.A
- c. Doctorate; PH.D

2. How many years have you been teaching English at the university level?

- a. 1 year
- b. 2 years
- c. 3 years
- d. 4 years
- e. 5 years
- f. More than 5 years

3. a. if you have taught oral expression module, how many years have you been teaching it?.....

.....

b. is it: a. a personal choice

b. imposed choice

Part two: about students and teachers' motivation

4. how do you evaluate your students' motivation to learn English?

- a. high
- b. medium
- c. low

5. Do you consider your students' motivation as:

- a. Extrinsic
- b. Intrinsic

_justify your answer:

.....

6. do your students like to be challenged?

- a. Yes
- b. No

_explain why? Why not?.....

.....

7. Are you always motivated to teach?

- a. Yes
- b. No

_if "no", is it because of:

- a. Personal problems
- b. Students' misbehavior
- c. Administrative constraints
- d. Others:.....

.....

8. Do you think is it possible to motivate all students in a class?

- a. Yes
- b. No

_If "no", explain why?

.....

9. Do you think the learning environment (classroom) influences your students motivation ?

- a. yes
- b. no

_ if “yes” , how?.....
.....

10. How do you evaluate your interaction with your students in class?

- a. Good
- b. Not so bad
- c. Bad

_ If your answer is “c”, what do you think the reasons are?

.....
.....

11. What kind of teachers do you consider yourself?

- a. Controller
- b. Observer
- c. Assessor

d. Others:.....

.....

12. Which theory of motivation do you apply while teaching?

- a. Behaviorist
- b. Cognitive
- c. Constructivist
- d. Humanistic

_ justify your choice.....

13. from the list of materials cited below, which do you think the most appreciated by your students?

- a. The board
- b. Pictures/images
- c. Teachers’ mime gestures
- d. The computer
- e. The tape recorder
- f. Others:.....

.....

Part three: about communication

14. How do you evaluate your students’ level of communicative competence?

- a. Good
- b. Acceptable
- c. Still poor

15. What method of teaching do you find it the most appropriate to teach communicative skills?

- a. Grammar translation
- b. Audio-lingualism
- c. Communicative language teaching

16. which skill do you think your students are competent in when communicating?

- a. Speaking
- b. writing

_justify your answer:

.....

.....

17. Do you think it is necessary to make extra sessions in oral and written expression modules?

- a. Yes
- b. no

18. From your experience in teaching oral expression, what difficulties do your students encounter when speaking?

- a. Pronunciation
- b. Use of vocabulary
- c. Sentence structure
- d. Communication
- e. Others:.....

.....

Part four: suggestions

If you have any suggestions to make this questionnaire richer, please do not hesitate.

.....

.....

.....

Thank you for your collaboration

