

THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MOHAMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
FIELD OF ENGLISH



THEME

**Using Rewards to Enhance EFL Learners' Oral
Proficiency**

Case of First Year LMD Students at the Department of
English University of Biskra

Dissertation submitted to the Department of Foreign Languages as partial
Fulfillment for the requirements of the Master of Arts Degree in Language
Sciences.

Candidate

Mastour Amina

Supervisor

Mr. Bechar Maamar

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Dedication

I dedicate the present work to:

The best mother and greatest father

To my dear brothers and sweet sisters

To all my cheerful friends and colleagues

To all my teachers

To the far near soul that helped me finish this work

SKM

Thank you

Acknowledgements

I wish to express my warmest gratitude to every soul, without help, I would not have been able to complete this graduation work.

To my supervisor, Mr. Bechar Maamar: for his patience, support and judicious guidance in the realization of the present study, I also owe a great debt to Mr. Segueni Lamri for his continuous support and help. To my dear father and great mother, to my cheerful sisters and brothers. Thank you so much for every effort to help and support you provided me with all along the completion of this study.

A heartfelt gratitude to all my family, and all my friends and colleagues, especially to the person that encouraged and supported me in building up my life and this work in particular. Thank you.

Abstract

Teachers are in constant search for the most effective ways in order to enhance learners' speaking skill . Therefore, teachers use different techniques and strategies to boost their students' motivation and engage them in their learning endeavour. Rewards are often considered as efficient and workable technique when used appropriately. In fact, inability to progress in the TL comes from the lack of motivation. Consequently, they need to be continually boosted to keep up learning. As a matter of fact, teachers very often use incentives mainly rewards to help them get along. Moreover, motivating learners and maintaining their desire to learn is not an easy task. The aim of the present paper is to shed light on the outcomes of using rewards in order to develop EFL learners' Oral Proficiency in the classroom. Therefore the hypothesis adopt along this study is that if rewards are properly used in the classroom they will certainly help EFL learners overcome their speaking difficulties and improve their oral production. To prove the efficacy of rewards we opted for quantitative descriptive methods. Our study consisted of administering questionnaires to both teachers and students at Biskra University. The results revealed the importance of using rewards and confirm our hypothesis.

List of abbreviations

CRI: Classroom Interaction

EFL: English as Foreign Language

ELLS: English Language Learners

EM: Extrinsic Motivation

ER/ER(s): Extrinsic Reward/ rewards

FB: Feedback

FL: Foreign Language

IM: Intrinsic Motivation

Lg: Learning

LMD: License Master Doctorate

M: Motivation

OE: Oral Expression

P: Punishment

TL: Target Language

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General Introduction

In Teaching, today's professional interest is on the development of students' speaking Proficiency in a foreign language class. Teachers must constantly be searching for effective ways, in order to foster learners' motivation towards the target language for effective speaking, and pay their students' attention to the relative significance of having faith in their beliefs about their capacities, in order to achieve better outcomes in speaking the foreign language. Teachers of foreign languages, use different techniques to engage their student to the learning task, such as learning the skills. Rewards considered as one of the most workable techniques especially when they are used appropriately and according to the needs of learners. Concerning the speaking skill, teachers do their best to boost their learners to use the language despite all the hurdles they may face.

1. Statement of the problem

The main objective of foreign language learners is to be able to communicate using the target language efficiently in different contexts and for different purposes. However, most of them face serious hurdles in their endeavour to be able to use the foreign language for their personal needs. Their inability to progress in the target language comes from the lack and so often from the absence of motivation. Motivation here is being defined as the desire to learn. In fact, foreign language learners need to be continually boosted to keep up learning and maintain their desire to progress and function properly in the target language. The main source of their motivation comes from their feeling of achievement this is generally revealed by their teachers who use certain incentives mainly rewards to help them get along. As a matter of fact, teachers do their best to motivate their learners and maintain their desire to like and to learn the target language. Moreover, poor achievement in oral productions is not always the consequence of any of the linguistic factors or psychological factors since many learners own the language competence and are being taught throughout effective

processes. Rewards are considered as one of those well working processes that are used in the classroom. Throughout this study, we will attempt to show how well rewards are efficient and to what extent they are workable in enhancing EFL learners oral proficiency

2. Significance of the study

Throughout this study, we will try to investigate how well rewards affect EFL learners oral proficiency. We will also try to show if they are used by teachers. And if they are used do they really contribute in strengthening FL learners' motivation. We would like to conduct the present study because we believe that the real essence of learning is motivation. This can only be achieved if learners are permanently encouraged to learn by making them overcome boredom and fatigue. Learning a foreign language is not an easy task and requires teachers to be alert to learners' psychological state. Therefore, a good manner to maintain their will to learn is by rewarding them. Rewards take different forms and it is up to the teachers to select and use the most appropriate and efficient ones.

3. Aims of the study

The aim of this study is to investigate the role rewards can play in the process of EFL teaching and learning. Therefore, the main concern of the present study is to shed light on the outcomes of using rewards in the classroom settings in order to help learners overcome certain obstacles that they may come across. We may summarize the aims of this study as follows:

- To show the efficacy of using rewards in the EFL classroom.
- To investigate whether they are properly exploited by language teachers.
- To find out the best ways in which they can be used.
- To investigate their influence on EFL learners 'progress in general and their oral proficiency in particular.

4. Key Terms

EFL learning, the use of rewards in classroom, speaking skill, oral proficiency, foreign language, classroom interaction, motivation, praise, feedback.

5. Research Questions

Throughout the present study we will try to provide answers to the following questions:

1. Does the use of rewards in EFL classes have a positive effect on learners' oral proficiency?
2. To what extent do reward help in raising EFL learners motivation?
3. How can rewards maintain learners 'desire to learn and progress in language learning?
4. Do EFL teachers adequately use rewards?
5. How often do teachers use rewards in the classroom? And how do they use them?
6. What kind of rewards do students better respond to?

6. Hypothesis

The present research seeks to verify or falsify the following hypothesis:

1. If learners receive suitable rewards their oral proficiency will improve.

7. Methodology

The researcher intends to opt for a quantitative research method as an approach to acquire and gather data for this dissertation. Moreover, the researcher plans to derive information from any material relevant to their field of interest which is a new and fresh area in their department as far as they are concerned.

The main research tools that will be used in the present study are the following:

1. Questionnaire :administered to English language teachers of oral expression and first year students at Biskra University.

2. Library and classroom research.

7. Research limitations

The present research will deliberately focus on:

1. Finding out the appropriate situation for using rewards in EFL classes, and avoiding the over use of them to motivate learners.
2. Providing different views with and against the use of rewards, and stating which view is most applicable in EFL classes.

8. Organization of the study

This study is mainly divided into three chapters, the first chapter covers the use of reward in EFL classes, while the second chapter covers the speaking skill. However, the third chapter is the practical one to investigate the reliability of our hypotheses.

Chapter One: The Use of Rewards in the Classroom

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Introduction

In this chapter, a related literature presented to tackle the different aspects of a reward such as providing a definition, types, efficacy and its importance also the different opinions with and against the use of rewards when learning. Lastly, a relation between the use of reward and improving the speaking skill. Foreign language teachers use different methods and techniques to facilitate learning in the classroom. Reward and Punishment considered as one of the most workable techniques.

Behaviourists theories and Skinner's operant conditioning supported that individual actions are bounded by the use of either reward or punishment.

1.1 Definition of reward

An external reward considered as an incentive for the sake of engagement in an activity or a task. Rewards can take many forms: monetary, symbolic, or feedback .Schunk (2009:393) report that " rewards are the key components of reinforcement theories, which contend that behaviors that are reinforced (rewarded) tend to be repeated ".External rewards encourage the occurrence of the rewarded behaviours. Rewards fall under the umbrella of motivation EM, which is also labelled an incentive as an expectation of a reward for performance. Ryan and Deci (2000) stated that extrinsic motivation can be defined as " performance of an activity in order to attain some separate outcome"reward".The main goal behind the use of external reward is to teach new behavior, the learning of that behavior leads to expect the necessity of reinforcers . External rewards can work to generate IM .Brown (2007) EM is a fouled by the anticipation of a reward from outside and beyond the self-IM. For Skinner (1986:2) a reward is usually something given or received only for the accomplishment that required a considerable investment of time and energy, or for an act deemed desirable by society.

According to Schultz (2007:1), Rewards are objects or events that make us come back for more. For Wise (2004) a reward is any object or event that elicits approach and are worked for. This leads to the fact that rewards take two forms: tangible or intangible, and both stimulate us to survive and persist on acting as potent agents. Schultz sees that; "Rewards are any objects or event that increase the probability and intensity of behavioral actions leading to such objects (learning also labelled reinforcement), generate approach and consummatory behavior and constitute outcomes of economic decision-making, and induce subjective feelings of hedonia"

1.2 Types of rewards

Rewards whether concrete or abstract foster the occurrence of actions while pursuing them and generate feeling of satisfaction and joy. Rewards also can be defined as "An external agent administered when a desired act or task is performed, that has controlling and informational properties. For Deci and Ryan (1987):

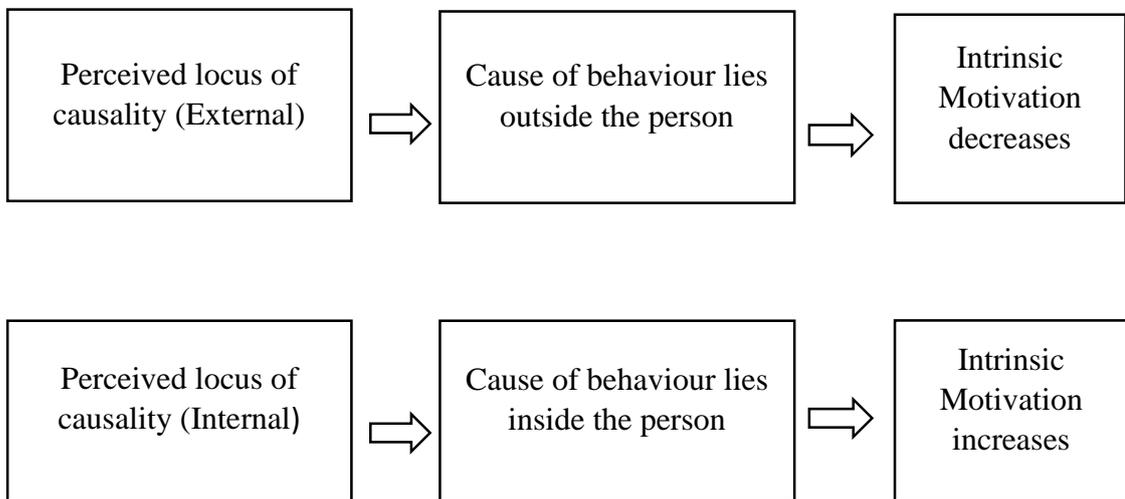
"Informational rewards: they provide useful feedback to students and typically increase IM and learning"excellent job", "you have made very good progress on your science job", "you deserve an award". Unlike the informational, controlling rewards aim only on shaping students' behavior. "If you do your homework, you will earn extra points. Also this kind increases EM , but reduce task engagement ".

Rewards do not necessarily provide a negative effect on IM ,and they are most effective when they are contingent upon the attainment of some standard of performance. Hill and Flyn (2006:94) stated that "Rewards are more effective when tied to reaching a specific standard of performance. ELLs are always trying to accomplish two main goals : improvement of academic achievement and an increase in their English language proficiency".

So, rewards are external agent administered when a desired act or task is performed, that has controlling and informational properties. Rewards can both increase or decrease the probability of an event occurring.

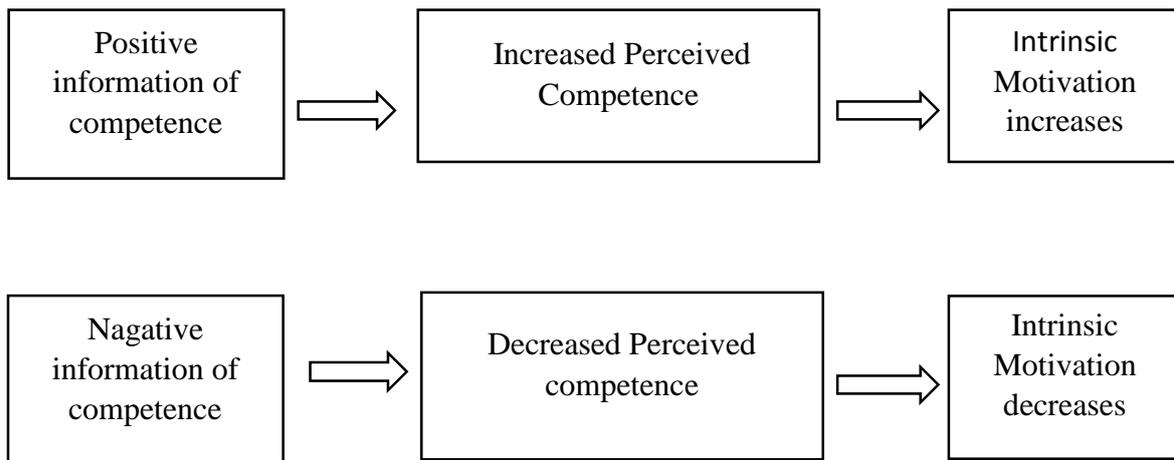
1.2.1 Controlling aspect of reward

According to Weinberg and Gould (2003) in Wilson the controlling aspect of reward has to do with the locus of causality .Locus of causality is the degree people perceive their behavior to be freely determined or caused by other people.



1.2.2 Informational aspect of reward

The informational aspect of a reward, relays information about the person’s competency: the person receiving the reward is competent and this leads to enhance the IM of performing different tasks.



Brophy (2004: 165) states that:

"Deliver rewards in ways that provide students with informative feedback and encourage them to appreciate their developing knowledge and skills, not just to think about the rewards. If you offer rewards in advance as incentives, emphasize your major instructional goals in setting criteria for judging performance and determining reward credits. Reward students for mastering key ideas and skills (or showing improvement in their mastery levels), not merely for participating in activities or turning in assignments. Include provisions for redoing work that does not meet minimum standards."

We deduce from this quotation that informational rewards lead learners to esteem their talents and abilities and to raise their self-esteem. Moreover, bestowing rewards as incentives calls for accentuating the teaching goals in order to raise learners' awareness about learning as an end and reward as a means. In addition to this, orientating students to value such a means implies affording it a great significance. This can only happen through rewarding critical progress in significant tasks.

1.3 Reinforcement

In FL learning, teachers use reinforcers to strengthen the occurrence of any desirable behavior. The goal of reinforcement is to develop desirable behavior rather than to control misbehavior and teachers should put themselves in students' shoes and select the effective

reinforcers. For Fisher (2003:96,97) " Reinforcement is the process of following a behavior with something wanted or needed by the students ,it strengthens the original behavior".

The use of reinforcement becomes effective when it is: immediate, specific to the students' needs. Fisher (2003:98) also suggested three categories for reinforcement:

- **Social reinforcers:** such as positive feedback, this type is most effective when developing student control.
- **Privilege reinforcer:** is something the student values that is not routinely accorded to every student (free time, or no homework).
- **Tangible reinforce:** this kind of reinforcers can be seen and /or touched or hung on things. When feedback or privileges are not effective, we use this type of reinforcers. Within this category there are other kinds such as :
 - **Best of the tangible:** certificate, stickers ,and notes.
 - **Next best:** student keeps private record of each occurrence of productive behavior.
 - **The last resort:** students perform the behavior for the reward rather than for any internal feeling of satisfaction: (raffle tickets, candy, and toys). This kind of rewards is the least effective and should be avoided if possible because they may reduce Intrinsic Motivation. Ridnouer (2006:15) states

"I also use candy to say thank you when I catch everyone in the class doing a good job . Sometimes during a writing assignment, I will look up and see every one working. Pens and pencils are flashing across white papers and I can almost see the ideas flying. As they finish up, I silently walk around the room placing a piece of candy in the corner of each student's desk."

For Reid (2007:98), what is needed from any rewarding system is to shift learners to IM. Moreover, every system should be planned in a such manner. For some students, the shift from ER to IM takes a long time, and for others much more lengthy time. Therefore RS

(reward system) should first define the difference between the ER, stickers, certificates, candy ... And show gradually how to move to IM such as: complementing oneself and doing a piece of work, because they wanted to. Rewards can come in different forms:

- **Verbal rewards:** such as saying "good job!"
- **Physical rewards :**"a pat on the back"

Deci, Koestler and Ryan :(1999) suggested other types of a reward:

- **Task Non-Contingent Rewards (TNCR):** are rewards given for just showing up for the study.
- **Engagement Contingent Rewards (ECR):** rewards given for completing a task.
- **Completion-Contingent Rewards (CCR):** are rewards, given for performance, usually based on normative value.
- **Unexpected Rewards (UR):** occur when participants receive a reward after performing a certain behaviour, but were not expecting to receive a reward.

Extrinsic motivation necessitates a kind of performing a task. Thus, students can gain grades, prizes, cash or other tangible rewards. These rewards can be named as incentives.

1.4 Importance of reward

Reward can provide many useful benefits in motivating individuals to perform actions. Kelley (1997:17) states that:

"Reward policies are useful in organizations in which no one individual is responsible for meeting organizational goal, but where the service or products relies heavily on the work of many individuals and interactions among them, a situation characteristic of many organizations today, including schools."

Ridnour (2006:153) "...Kids know when praise is real , and when they got it, they just glow".Praising learners is of paramount importance since it is sincere. It activates the

students glean as they progress through the learning process. Brophy (2004:169) claims that "Praise enhances IM and increases perseverance when it is received as sincere, encourage adaptive performance attributions, promotes perceived autonomy , provides information about competence without relying heavily on social comparisons , and conveys standards and expectations that are be realistic for the student.

The significance of praise lies in the ruminative way of its implementation. All motivation, perseverance, performance attributions and autonomy can be affected by sincere praise. This leads to the deduction that the effectiveness of praise is more evident when it is interpreted as encouragement, and that praising student has significant strenuousness since it is sincere and not counterfeit. Thus, sincerity is key element that dispenses praise its power to orientate learners to achieve their own objectives while perceiving deeply that are exploring, learning, producing, and developing for themselves and not for the others. Petty (2004:183) reports that

" Nothing motivates learners quite as the glow of satisfaction that a student gets when he or she answers a question correctly and immediately gets warm praise from the teacher ... psycholinguists studying stimulus-response learning found that an immediate reward encouraged learning".

Effects of reward might be considered with respect to immediate task effort of performance, changes in attitudes toward the task (e.g., finding it interesting) or changes in subsequent IM to perform the task. Hence, the importance of reward can be visualized through positive changes in effort of performance, perspective toward the assigned activities or through an enhancement in their IM.

1.5 The efficacy of reward

When a learning task is rewarded, it becomes repeated because the power of a reward influences learning when it is immediate after doing a task and how frequent it is given and

the desirability of a reward. Laslett and Smith (2002:106) stated that "rewards need to be immediate and frequent"

- Immediate rewards: immediately, after the completion of each task, students receive praise either from peers or their teacher, in other words the reward must occur in seconds after the completion not after a day or so later.
- Frequent: when students receive a reward after each problem not following each work sheet.
- Powerful: praise from a peer is more desirable than that praise from teacher.
- Infrequent reinforcement: when students get only one reward following each work sheet.
- Weak reward: for many students, teacher's marks considered a weak reward, and many students today are not motivated by marks.

Immediacy of reward, consider most working type because reinforcers lose their power when there is a delay between the behavior and the receipt of the reward. Frequent rewards, on a variable schedule are effective in the classroom. We name something a reward when it is motivating to do a task it could be: intrinsically rewarding as feeling of pride ,importance, success or competence , or intangible extrinsic reward : verbal praise , positive attention , free time , breaks or social status or tangible extrinsic rewards such as stickers , gold stars , toys , grades , points , or tokens.

Research in the field of education have shown also some hurdles of using rewards. To avoid falling in a such negative side, rewards should be immediate, initial specific and varied:

- Immediate rewards: when students are rewarded immediately after performing a task, they become aware of what kind of behaviours are appropriate to be done and serve their needs. A "wink" considered a reward when the teacher is enable to reward by another type.

- Initial rewards: research shown that behaviours increase rapidly when it is receives reinforcement "praise" following each occurrence. When learned behaviours occur reinforce them each time but when those behaviours are learned decrease the use of rewards gradually to maintain it for a long time.
- Specify the conditions under which rewards will be delivered because students need to know what to do to receive a reward and when to do the wanted behaviour for a reward.
- Varyify rewards: always provide a variety of reinforcers/rewards that students can select among them , once they have earned privilege of doing so.

The selection of rewards with individual students must be effective delivered immediately following each occurrence of a desired behaviour. Once the behaviour is established, gradually introduce delay and the frequency at which the rewards are delivered should be gradually reduced. IT also is imperative that the teachers clearly communicate what the students are to do to receive the reward.

Finally, the selection of rewards and the analysis of their efficacy is the teachers and parents' business. Teachers require empathizing their learners' personalities and internalizing the pertinent kind of motivation. Metsala (1996) clarifies that:

"There are places for both intrinsic and extrinsic motivations in every classroom. At times when skill building and behaviour control are necessary, extrinsic incentives are useful. When higher order literacy and self-directed learning are desired, the importance of students' intrinsic motivation should increase"

Grasping this fact clarifies the teacher's vision to assist their learners. While IM works for some students for whom tangible incentives are not ineluctable to fulfil enviable tasks or behaviours. Yet, other learners display a total reliance on external rewards.

1.6 The controversial aspect of reward

The use of rewards considered a controversial issue among researchers and theorists. Some researchers have concluded that: ERs may ruin the chance for a student to become intrinsically motivated. On the other hand, other researchers have concluded that some ERs either do not affect IM or may provide students the opportunity to develop IM. According to Wetzel and Mercer, if rewards become the only goal of the learner, it may be inadmissible for them to perform a task that is deprived from rewards because their IM is undermined. On the other hand, researchers who support the use of rewards assume that rewards do not have negative influence on IM or develop it.

Thus, for motivational theorists, learners have to be internally motivated and have to internalize the fact that performing any task is either beneficial for them or for their society.

1.7 The limitation of rewards

The problem with rewards is how to use them correctly in encouraging learning. Rewards are kind of bribe. So, students gain the attitude that the task is worth only when rewards are given. And it lead to change children way of thinking they become interested only on the reward not the learning task.

For Kagan (2009:11,19)" Rewards can be a bribery for the child to learn". Students may lose the benefit from learning a task and rather concentrate on the rewards themselves. Ilgbusi (2013:36) suggested the limitation of rewards. Though to some extent, rewards tend overall to motivate learning, the problem is how to use them appropriately. The limitation stem of rewards, from the fact that they are a kind of bribe given by a teacher this kind may breed in the student unhealthy attitude that an activity is only worthwhile for the remuneration it brings in praise, recognition or financial gain, also the children's attention may be narrowed to what is strictly relevant to getting the reward. An authority must regulate reward. Even though rewards and punishments may be temporarily effective, their effect is

of doubtful value and under certain circumstances , they may prove to be definite harm .Teachers may be the ones who know to fit his teaching methods to each student's needs instead of resulting each time to temporary stimulants.

1.8 Punishment

Punishment has both positive and negative side, using positive punishment will help the learning process to progress with less losses. Mazur (2006:186) stated different factors that influence the effectiveness of the punishment. They are listed bellow:

- Manner of introduction: if P introduced suddenly it will change the behaviour completely, and it may have no little effect if introduced gradually.
- Immediacy of P: Baron and Fazini (1969) in (Mazur 2006) stated that "the more immediate the punishment, the greater the decrease in responding ". The immediate use of punishment shows why some kinds or punishment, are ineffective.
- Schedule of punishment: Azrin and Holtz (1996) in Mazur (2006) report that "punishment like reinforcers , it should not occur after each occurrence of a behaviour ".Punishing every response rather than is more effective.
- Motivation to respond: Azrin and Holtz (1966) letter that: the effectiveness of a punishment procedure is inversely related to the intensity of the subjects motivation to respond.
- Availability of alternative behaviour: punishment is more effective when the subject is provided with an alternative way to obtain the reinforcer that has been maintaining some unwanted response.

So, to use punishment effectively teachers should know their learners and then decide what kind would be more effective and consistent because consistency is important too.

Moreno (2006:177) suggested ten guidelines for an effective punishment system:

1. Use school punishment that are acceptable according to research.

2. Specify ahead of time which behaviour will be punished and how
3. Try using removal punishment first
4. Punish immediately after the undesirable behaviour.
5. Punish privately, to avoid embarrassment or humiliation.
6. Punish consistently, always after the undesirable behaviour displayed.
7. Avoid punishers that are greater or long than necessary.
8. Explain what behaviour is being punished and the reason for punishment.
9. Explain that is the behaviour and not the student that is undesirable
10. Model and reinforce desirable alternative behaviour.

The effectiveness of punishment is related to the previous descriptions, if it is applied out of them it will be ineffective in changing the learner's behaviours. There are some forms of punishment better to be avoided such as Physical punishment: embracement, humiliating the students and extra class work. Baldwin and Baldwin(2001)

To conclude, punishment should be used only as the last option. physical punishment even positive should be avoided. Teachers first positively reinforce appropriate behaviours. To avoid punishment totally.

1.9 Praise

Praise is a form of social interaction and its effectiveness therefore depends very much on the relationship between the pupil and the teacher, Praise, is a form of reward that can be verbal or written afforded for accomplishing a particular task. Praise can play a crucial role in motivating students if we know well when and how to use it. Scrivener (2012:163) argue that: "Students do well when praised because praise functions as an encouraging element in learning a language, and in improving their abilities and also when students feel that they attract their teachers, they double their work to attract more attention

for praise because they receive little at home". Kegan and Lahey (2001:92) argue that "We all do better at work if we regularly have the experience that what we do matters ,that is valuable, and that our presence makes a difference to others."

Even if people are competent enough and they are aware of their competency, they feel the need to be esteemed by others.

"It is important to phrase praise statements as communication of informative feedback rather than as evaluation .Effective praise expresses appreciation for students 'efforts or admiration for their accomplishment s themselves rather than to pleasing the teacher" .

Such a praise interprets learners' real capacities and helps them to develop more confidence in their abilities and to consider it as a means to esteem their efforts because it is transmitting facts about their talents and skills to make them achieve more success. Praise is a procedure used by teachers in the classroom, and it is considered as a type of feedback for learners . Praise also used to control and manage the behaviour of students. Research shows that: teachers use too much praise and use it inappropriately as appositve reinforcer.

1.10 Use of praise

Praise will be received appropriately if it is personal, genuine appropriate specific, consistent and used regularly. Kagan (2009:11.9) stated that teachers could praise individual students or/and entire class in a number of ways:

- Student in private: Iam really proud of you,
- Student in front of team: supreme team let's hear it for Bob
- Entire class: class, Iam proud of you, you stayed focused and on the task the whole period.

All the previous ways of praising are considered effective in a certain way, also feedback and praise seem to be the same but a little difference. When we tell a student without emotions "that's correct, Johnny." , we just as well may be saying "Good job, that's correct, Johnny" .Whether we like it or not positive feedback is tantamount to praise. Eliminating praise is in essence eliminating positive feedback. Kagan (2009:16.7) argued that to make praise effective there are certain tips "make praise specific, promote self- validation, make it public, use genuining appreciation, also avoid praise for overly simple tasks and use surprising and delightful praisers". In the same sense McMillan (2007:142) established seven bases for dispensing praise in a pertinent way that results in positive outcomes these bases are ordered in the following way:

1. Praise simply and directly, in natural voice without gushing or dramatizing.
2. Praise in a straightforward, declarative sentence such as ("I never thought of that before") instead of gushy exclamation ("Wow!") or rhetorical questions.
3. Specify the particular accomplishment being praised and recognize any not worthy effort, care, or perseverance ("Good! you figured it out all by yourself "). ("I like the way you stuck with it without giving up") instead of ("Good work").Call attention to new skills or evidence of progress.
4. Use a variety of phrases for praising students. Overused stock phrases soon begin to sound insincere and give the impression that you have not paid much attention to accomplishments you
5. Combine verbal praise with non-verbal communication of approval . ("Good job !") is much more rewarding when delivered with a smile and a tone that communicate appreciation or warmth.
6. Avoid ambiguous statements that students may take as praise for compliance rather than for learning (e.g,"You were really good today".Instead be specific in praising their

accomplishments ("I am very pleased with your reading this morning especially the way you read with so much expression ") You made the conversation between Billy and Mr. Taylor sound very real.

7. Ordinarily, students should be praised privately .This underscores that the praise is genuine and avoids the problem of sounding as though you are holding the student up as an example to the rest of the class.

So, being natural when praising students reflects sincerity. This feature cannot be alone, it requires immediacy and simplicity, also necessitates a declarative form to make it more direct and to facilitate grasping it by the receiver. Precision also implies particularizing the praised accomplishment to attract the learner's attention. The absence of variety from praising makes students feel the lack of genuineness and to believe that the teacher is giving counterfeit praise. In addition to that , merging verbal praise with the adequate paralinguistic elements makes it more expressive, and can transmit the assigned message to the learners to induce the assigned change ,i.e., to be more precise and to specify the meant improvement If praise is not subject to the previous measures, it will endanger the learners, since it may undermine their IM and bring about student's reliance on ERs. The amount of praise may also risk reward efficacy. If students receive too much praise, they would learn toward easier tasks and avoid the challenging ones in order to get a lot of praise.

1.11 Feedback

Feedback considered as one of the classroom interaction aspect in association with negotiation of meaning. The absence of this element will lead to unsuccessful learning .Research in the field of feedback have shown that: "Feedback involves explaining to students what they are doing correctly and incorrectly. The emphasis, of course, should be

on what is being done correctly stress the positive feedback has been found to be more effective in promoting learning when it is combined with praise".

Hill and Flyn (2006:31) stated that "Effective learning requires feedback. When teaching ELL's it is particularly important to ensure that your feedback is comprehensible, useful and relevant ". Instead of correcting students immediately, teachers should rephrase or restate what students say with correct grammar. Reid (2007:115) reported that "Feedback is important for developing learning skills it is important to:

- Enter to a dialogue with students on how they achieve and respond to tasks. " This help students access meta cognitive skills "speaking ".
- It also allows the teacher to obtain a picture of student's methods of processing information. FB should be available throughout the task.
- Also immediate FB at the end.

1.11.1 Types of feedback

Feedback is of three types as suggested by Reid (2007:96)

1.11.1.1 Monitoring FB

Feedback can be a means of monitoring students learning and should provide comment on what has been achieved and what has still to be achieved, and whether a student is on the right way.

1.11.1.2 Constructive FB:

Method of Motivation begins always with positive comments on what a student has achieved. This may seem obvious to a teacher but may not be so obvious to their students. It is important to state these positive points at the outset. Always end also with a positive comment.

1.11.1.3 Negative FB:

This kind of feedback is used when the main aim is to assess students' work. Red ink is often used and the feedback centers on telling a student where they went wrong.

Effective FB should correspond to either one or more of the above types to be beneficial as much as possible. In addition, positive FB can be purely informational about one's performance, but if the informational communicates appreciation for the quality of work, then the verbal FB can enhance IM.

1.11.2 The role of feedback

Researchers have suggested that, oral FB is one of the key beneficial aspects of interaction, which can promote learning in general. To Mackey (2007:30) "Through interaction that involves feedback the attention of the learners have paid to the form of errors and are pushed to create modification".Mackey suggested two types of FB:

1.9.2.1 Explicit FB:

Explicit feedback is any feedback that states overtly that learners do not use the second language correctly in their speech it is also called meta-linguistic feedback because teachers provide students with the linguistic form their errors.

1.9.2.2 Implicit feedback:

Implicit feedback refers to the corrective feedback that includes requests for clarification on recasts, in other words teachers rephrase the learners' utterance by changing one or more sentence component. According to Reid (2007:70) " One of the things feedback offers is positive reinforcement. Positive reinforcement is vital to start with positive comments and then some points for development can be mentioned" . It is important that positive comments are made initially and at the end of any FB session. Rewards and positive

FB need to be provided for all effort. You reward not the achievement but the effort, for many that is an achievement in itself. According to Reid (2007:90) "Feedback needs to be provided on an individual bases with opportunities for students to discuss this. Feedback is an integral part of learning and should be seen not as the final stage in learning but as a source of support, and guide to monitoring and a bridge to achieving the desired learning outcome "

1.12 Classroom Interaction

Classroom is the place where the learning process takes place. Tsui (2001:120) suggested that : "classroom interaction refers to the interaction between the teacher and learner and amongst learners in the classroom." Classrooms are active places where interaction happens whenever there is an interaction , there must be participants whether teacher to learner or learner to learner interaction. Wagner (1994:8) defines interaction as "reciprocal event that require at least two objects and two events. Interaction happens when these objects and events naturally influence one another." interaction occurs when there is a natural influence through giving and receiving messages in order to achieve communication when dealing with the learning and teaching processes. Interaction seem to have an important role because it is an essential part in the learning and teaching processed, and also because of its collective nature. In the classroom, interaction is considered significant for the teacher to manage who talk, to whom, in what topic, and in what language, and because of the active nature of classrooms. Teachers ask questions, provide FB , administer rewards and punishments and respond to students questions and request for assistance. These interactions affect students learning. The main aim of CRI is evaluating the effectiveness of different methods in FLT. with the hope of finding the best methods and its characteristics. And the main focus of CRI is the language used by teachers especially "questions " and learner

responses elicited, teachers' feedback and turn –allocation behaviour. These features were examined in light of how they affect the opportunities for learners to engage in language production and communicating L2 strategies.

The figure below illustrates the relationship between different elements of the learning process



To understand the relationship between classroom interaction and the use of rewards in learning we should know that:

Classroom is the place where interaction happens, and whenever there is interaction, the learning process progresses and develops through the use of different methods and tips, rewards are considered as one of these methods. Consequently, whenever there is an interaction in the classroom, rewards appear to maintain and enhance learning, so learning skills will increase gradually. Hoffman, Hutchins and Reiss (2009:13) "Most educational systems use rewards and punishments as common methods for teaching and improving skills learning. "

1.12.1 Types of classroom interaction

Many researchers have investigated the use of reward and punishment in building and helping learners to learn and improve their skills.

When in CR, teachers should reduce talking and increase student's talking time, naturally they will talk to each other or to the teacher i.e., (Learner-learner interaction)or(Teacher-learner interaction)

1.10.1.1 Teacher-learner interaction:

This type of interaction, happens between the teacher and one or more of his/her students; the teacher negotiates with his students the content of the course, asks questions, gives direction, criticizes or justifies students talk responses, and students will benefit from their teacher experience. According to Harmer (2009) teachers should focus on three things when talking to his students. Firstly, teachers have to provide comprehensible output for the level of his students. Secondly, teachers should think about what they will say to their students. Finally, teachers have also to identify the ways in which they will speak such as: the voice, tone and intonation.

According to Allwright (1984) it is important to keep learners active in the classroom; which means reducing the amount of teachers talk in classroom and increasing the learners' talking time. Teachers and learners then should distinguish between interaction and communication, they should not consider them as synonyms.

1.10.1.2 Learner-learner interaction:

Many theories of learning maintain that knowledge is actively constructed and skills improved through interaction between learners. Johnson (1995) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of educational achievement of students and emerging social competencies. Thurmond (2003) "interaction with other learner, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment"

Consequently, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the

classroom. Teachers then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

1.13 Motivation

Looking to its appearance the word motivation seems to be easy to define, but in fact it is a difficult term that researchers did not find a single definition. To Gardner (1979) motivation is "those affective characteristics which orient the student to try to acquire elements of the second language and include desire the student have for achieving a goal and the amount of effort he expends in this direction ". For McCullah (2005) Motivation can be defined as "the intensity and direction of effort". Intensity refers to the quality of effort, while direction refers to what you are drawn to. Keller (1983: 389) reports that motivation is "the magnitude and direction of behaviour. In other words, it refers to 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". "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement."

As such, both internal and external factors can have an immediate influence on motivation. Thus, motivation can be intrinsic or extrinsic.

1.13.1 Types of motivation

There are two main types of motivation, intrinsic motivation and extrinsic motivation.

1.13.1.1 Intrinsic motivation

IM, according to Deci and Ryan,(1985) involves the performance of a task for its own sake. It values rewards gained through the process of task completion regardless of any

external rewards. It is also an individual need to feel competency and pride in something.

Within the IM there are three types:

- Knowledge: for pleasure and satisfaction getting from learning.
- Accomplishment: for pleasure and satisfaction they gat from mastering various skills.
- Stimulation: pleasant sensation when danger, pain, or excitement.

For Rei (2007:98) "Ideally what we need to do is to get children to shift to intrinsic reward and therefore IM ... any reward system should be planned in a such way." For some children, the shift from extrinsic rewards to the intrinsic takes a long time , and for others much more lengthy time , therefore rewards should define first the different ERs such as: stickers, points, additional time on favorite activities and so on, and show how to gradually move to IR such as: complimenting oneself and doing a piece of work because they wanted to. Developing a sense of responsibility in learners, is the other notion of developing IM. Reid(2007:94) stated that "learners of all ages respond more to (+Rs) this is because " the fear element has been removed" and replaced by the "please element".

1.13.1.2 Extrinsic motivation

Extrinsic motivation, for Ryan and Deci (2000) is the performance of an activity in order to attain some separate outcome. There fore learners who are extrinsically motivated participate on a task for external causes such as: rewards, positive feedback, recognition etc.; rather than for the inherent satisfaction of performing the activity itself IM. Ryan and Deci(1985) defines EM as it involves the pursuit of some reward external to the completion of the task such as: grades. Within the EM there are other types:

- Integrated regulation: occurs when athletes perform activities to benefit from different aspects of life rather than the pleasure of participating itself

- Identified regulation: occurs when athletes participate in an activity because the activity considered of high value and important to participant, even if they do not enjoy the activity itself.
- Introjected regulation: Nikos (2001) when athletes participate in an activity because of the various pressures/ For example, lifting heavy, or posing in the weight in the weight room.
- External regulation: occurs when athletes participate in an activity only because they feel they have to, or because they may get reward. Example: telling someone if you do such and such I will give you such and such. This activity is entirely performed for the reward.
- Amotivation: occurs when an athlete is neither intrinsically nor extrinsically motivated, and therefore do not have any reason to participate in an activity.

People who are extrinsically motivated have more interest, excitement, fun, and confidence which leads to enhanced performance. ER, Enhance motivation for a task that was already intrinsically motivating. This seemed as: one external reward + one already present IM = two more motivation in performing the skills.

Conclusion

In FL learning, the use of rewards has a great impact on students psychological state towards learning. Reward use should not be understood only as a way of controlling students but also as a way to shift them to intrinsic motivation, which is the essential element to help students learn. Learners, differ; maybe a reward for some learners is not a reward for others. Moreover, reward providing must be appropriate and effective, because the major goal of any reward system should be motivating students to reach the wanted goals which are improvement in learning and acquiring knowledge about the skills. Moreover, when rewards are given for the reason of scaffolding not bribing, students then will show better reaction in the classroom in the learning task. Informational reward is about sincerity and encouraging learners, unlike the controlling reward which are given only to control students' actions. In other words, when rewards are accompanied with spontaneity and sincerity and when they stimulate learners' feelings about their responsibility for success and achievement they work well in FL classes. Therefore, shifting students to intrinsic motivation requires teachers to use different techniques and methods such as rewards and positive feedback because learners are not easily motivated to learn a new language.

Chapter Two: The Speaking skill

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Introduction

The main goal of EFL teachers is to make learners communicate competently using the target language in different contexts. In this chapter, we will present the different processes which enable learners produce and comprehend to fulfil different communicative needs. We also try to give a thorough description of the speaking skill and its related aspects. In addition to that we will attempt to highlight the importance of teaching this skill as well as the difficulties that foreign language learners encounter in trying to express themselves in the target language also we will try to define speaking as a sub-skill and its different aspects. In addition to that we will try to cover the importance of teaching and learning the speaking skill. English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) are simultaneously performed. Normally, learners in an EFL context do not use the language in authentic situations. They possess inability in communicating appropriately and correctly. In foreign language teaching and learning, reference stated that speaking English is the most difficult for learners

2.1 Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information Brown, (1994); Burns & Joyce, (1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. According to Widdowson (1994), speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others. In all of four keys language skill, Khamkhien (2010) also believed that, speaking is considered to

be the most important in a second language. It is the ability that requires the process of communicative competence, pronunciation, grammar, and vocabulary improving. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication developing. The speaking skill is the main concern of EFL teachers. Florez (2005) states that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information ." So, speaking is the ability to use the oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood.

2.2 Speaking as a skill

According to Long et al (2011:53)"A skill, refers to an ability that is relatively complex and comprises a number of other linked or coordinated abilities. 'Having a skill' also implies that an individual is able to carry out a task both competently and at a specific level". Speaking is at the heart of second language learning. It is arguably the most important skill. Speaking involves a communicative ability of producing and receiving information, Byrne states "Oral communication is two-way process between speaker(s) and listener(s) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding)."

Speaker and hearer also have the role of negotiating meaning; it is always related to the context in which it occurs including the participants themselves, the physical environment, their collective experience, and the purpose for speaking. According to Kramch (1983:167) "Speaking involves anticipating the listener's response and possible misunderstanding, clarifying one's own and the other's response and possible match between intended, perceived and anticipated meaning. ". The interaction between speaker and listener is a complex process because, the speaker has to encode the message he wishes to convey in appropriate way. Being skillful in speaking means being able to produce the expected

patterns of specific discourse situations. In other words, it is the ability of deciding what should to say in the situation, saying it correctly, and being flexible during a conversation when a difficult situation comes out.

2.3 Speaking as a sub-skill

Unlike the other skills, speaking skill has its own sub-skills different from the other skills. A good speaker should be able to combine essay of skills and knowledge to succeed in a given exchange. Finocchiaro and Brumfit (1983:140) report that learners have to:

- Think of ideas they wish to express, either initiating a conversation or responding to a previous speaker.
- Change the tongue, lips and jaw position in order articulate the appropriate sounds.
- Be aware of the appropriate functional expressions, as well as grammatical lexical, and cultural features to express the idea.
- Be sensitive to any change in the "register" or style necessitated by the person (s) to whom they are speaking and situation in which the conversations taking place.
- Change the direction of their thoughts based on the other person's responses.

Those sub-skills must be acquired by the learner in speaking, because they are concerned with knowing what, how, to whom and when to say something. Once again, the teachers' role is to monitor students' speech production to determine what skills and knowledge they already have and what areas need development. Hence, the responsibility of the teacher is to devise activities that can address different skills by providing authentic practice that prepares students for real life communication.

2.4 Teaching the speaking skill

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- **Mechanics (pronunciation, grammar, and vocabulary):** Using the right words in the right order with the correct pronunciation
- **Functions (transaction and interaction):** Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- **Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants):** Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Teaching the speaking skill is, enabling learners to use the FL and guiding them to do so correctly. Nunan (2003) describe what teaching speaking is and he said is to teach language to learners. To:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation pattern and the rhythm of the second /foreign language.
- Select appropriate words and sentences according to the proper social setting audience, situational subject matters.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgements.
- Use the language quickly and confidently with unnatural pauses which is called as fluency.

Therefore, teaching the speaking skill should be focused firstly on students' abilities and should be a gradual process. Moreover, teachers' goal is facilitating the learning process and developing it following workable steps.

2.5 Speaking Activities in the Classroom

The English activities are one of opportunities to practice the students' speaking skill. As Harmer (1984) reports since there were stimulations activities in the classroom for motivating the students, they were increased the self-confidence of being of part in the classroom including answering the question, sharing the idea, and presentation. Therefore researcher afraid that, if the students do not get enough chances and activities to practice speaking skill in language classroom, they may get discourage soon in learning. Activities and tasks should be designed to expose the students to the aims language and increased students' motivation to learn the language in class. Harmer (1998) believed that those good speaking activities could motivate students. As Long & Richards (1987) studies that Learner-centered classroom, the study that opens students' attitude to focus on individual leaning, where students do the talking activities in groups and have to take responsibilities for using

communication to complete a task are revealed to be more conducive to language learning than teacher-centered classes, an organization dedicated to the development of teachers. One task used as an English teaching speaking skill activity is storytelling. It is one of activities that is the best choice which researcher see through the abilities of its.

2.6 Functions of Speaking

Speaking considered as a productive skill, in which students are able to use TL for communicating thoughts and ideas. Speaking has two main functions. Accordingly, a distinction made between two basic language functions. Brown and Yule (1983) stated that there are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationships and the differences are shown in detail below:

2.6.1 The transactional function

This function involves exchanging information, or getting the information needed such as:

- Classroom group discussions and problem-solving activities.
- Designing a poster while class activity.
- Asking someone for directions on the street.
- Buying something in a shop.
- Ordering food from a menu in a restaurant.

2.6.2 The interactional function

It involves establishing social relations, and the main features of talk as interaction can be summarized as follows:

- Has a primarily social function: reflects role relationships, reflects speaker's identity, may be formal or casual, and uses conversational conventions. Also reflects degrees of politeness, and employs many generic words and finally is jointly constructed.

2.7 Teaching Oral Expression

The main aim of teaching oral expression is developing learners' speaking skill to enable them use the FL competently. Generally, the main aim of any oral expression course is:

- Making students respond to the oral topics in correct grammar and appropriate lexicon.
- Enabling students know the appropriate format and try using them to fulfil language functions.
- Using the language appropriate to the context and different purposes.

According to many teaching theorists, speaking skill can be developed through communicative activities, which include information gap activities, games, problem solving, and role-playing.

- Information gap activities: this kind involves learners in a group to pose information other learners do not have. This kind of activities requires students to exchange information and engaging them to negotiate meaning. However, information gap have their advantages and disadvantages. The effective impact is that: information gap activities assist language acquisition in a learner-centered approach.
- Problem solving activities is a guided activity in which the teacher decides the activity and explain the situation and sets students to think deeply to get the answer. In EFL teaching, this type of activities challenges and encourages interaction between learners. This kind motivates learners to use the TL to explain and justify or reject their mates. In addition to these two main types of teaching oral expression, there are other activities that can assist better speaking skill are free discussion and role-playing. Also, stated that the language activities are important factors in teaching language for communication.

➤ Role playing activities refer to a set of activities using information given in on role cards. According to McCarthy (1991:123) role playing is "Function chain where the learners get to play role in a sequence of events calculated to generate the desired functions". Tasks in role playing can be: "closed", in other words the learners' production is guided by information given on role cards or "open-ended" where learners participate to develop how the role play should be conducted.

2.8 Learners' difficulties in Speaking English

There are various factors affecting the language teaching and learning processes of language learners. The main aim of teaching the speaking skill is to enable students use TL freely without breakdowns and hesitation. However, expressing oneself in FL is difficult since speaking effectively needs using the language appropriately in different contexts with the use of the correct linguistic and paralinguistic features, because of that learners face paramount difficulties such as: fear of making mistakes, shyness, lack of vocabulary and inhibition and so on. Ur (1984) speaks about four crucial points that represent problems preventing students to speak freely inside the classroom (not inside the family) focusing on the psychological and linguistic aspects of a learner

2.8.1 Psychological factors:

Psychological factors concerned with the internal state of the student.

2.8.1.1 Fear of making mistakes

EFL learners speak only if they are forced to, the reason behind their fear of speaking is that they are cautious of making errors when talk. According to some learners making mistakes is forbidden, and will drive their mates to think as if he/she is ignorant. Unfortunately, in behaving as such they will never recognize their mistakes and will never correct them.

2.8.1.2 Lack of confidence

In addition to the fear of making mistakes, learners do not trust their oral abilities and lack confidence to do so in the TL in the classroom. Moreover, some learners never express themselves in the classroom because of the weak communicative skills. Despite of the interest they got, learners keep silent and never speak

2.8.1.3 Inhibition

Inhibition, considered as another major hurdle to improve the speaking skill of EFL learners, because the speaking skill is different from the other skills (reading, writing and listening) because it requires some real-time exposure to an audience. Ur (1991:121) "learners are often inhibited about trying to say things in a foreign language in the worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts ". In fact, some inhibition reasons are related to the student not to the TL such as, shyness,

2.8.1.4 Anxiety problem

This case is very famous and familiar, as Scrovel says, "it associates with feeling of uneasiness, frustration, self-doubt, apprehension or worry."Brown (151). Anxiety is about when a person feel pessimistic about his/her self and his/her work. Douglas Brown (151) suggests that there are "trait anxiety " which is permanent feeling so students always feel anxious about anything in life and "state anxiety" not temporary according to such situation and circumstances.

2.8.1.5 Shyness

Some students have the ability to work and make effective efforts in the classroom, but they cannot express their selves because of shyness. Shyness is fear of making mistakes

and to be criticized from the others or feeling that can hinder students from participating, talking, enjoying tasks, and even engaging with others. Students who suffered from this problem prefer to do not work and even prefer loneliness and salience as well as they do not prefer interacting with others.

2.8.2 Linguistic factors

The deficiencies in the linguistic code, refers to the inability of FL learners to express themselves in the target language. Difficulties in language reveal themselves in the students'hesitation and pauses trying hard to find the appropriate word with the correct grammar and pronunciation to formulate their ideas correctly.

2.8.2.1 Deficient vocabulary

Learning TL requires the knowledge of its vocabulary, but what is recognizable is that, most EFL learners lack the materials of FL and face many difficulties in finding appropriate words to construct the meaning they look for. In FL learning, vocabulary learning is of great importance, therefore knowing what workable strategies to use, and what tasks are motivating for learning FL is the main concern of EFL teachers.

2.8.2.2 Poor listening practice

EFL learners face difficulties when encoding a message in a target language correctly. This refers to the short experience and lack of exposure to the EFL in addition to lack of vocabulary and the inability to produce correct sentences grammatically. The lack of listening to TL inside and outside the classroom, so the opportunities to use FL are so limited. According to Olstain and Cohen (1994:154) "Successful speaking is not just a matter of using grammatically correct words and forms but also knowing when to use them and under

what circumstances." Consequently, good listening practices will result competent speakers of FL by motivating and rewarding their efforts.

2..8.2.3 Pronunciation

The ability to produce the TL sounds correctly, helps speaking it competently. As for the students, they are lack confidence to speak English with their teacher and classmates because of the effect from their mother tongue, particular in pronunciation. Hence, some learners have developed certain errors in pronunciation as a result of overgeneralization as the pronunciation of the letter "i" always "ai" or the cluster "ow" always as "au " It is certain that pronunciation is not limited to the correct production of isolated phonemes or even allophones. We know that in connected causal speech we go beyond these small units such as weak forms, stress, rhythm, and intonation these elements are often ignored by learners and even though do not know the number syllables or which one to stress. However, with the development of communicative approaches, there has been a rising interest in teaching those features. Mc Nerney and Mendelson in Celce Murcia (1996:10) "We have found that giving priority to the suprasegmental aspects of English not only improves learner' comprehensibility but is also less frustrating for students because greater change can be affected in short time" . It is significant to realize that pronunciation ideal with two interrelated skills, understanding the flow of speech and producing spoken language.

2.8.2.4 Mother Tongue Use

SL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003: 12) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Therefore, the learners will not be able to use the foreign language correctly if

they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

2.9 Strategies for Developing Speaking Skills

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, to complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. According to Bashir (2011:39,40)" Effective instructors teach students speaking strategies, using minimal responses, recognizing scripts, and using language to talk about language", which they can use to help themselves expand their knowledge of the language and their confidence in using it. The instructors help students learn to speak so that the students can use speaking to learn.

2.9.1 Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses, enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2.9.2 Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges -a script-. Greetings, apologies, compliments, invitations, and other functions that

are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

2.9.3 Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

2.10 Characteristics of Speaking Performance

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills. In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are

seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001: 157) mention that “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”, and this is an obvious point since the emphasis of CLT is on the communicative process between learners or teachers-learners, rather than mastery of the language forms. Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000: 61) makes the important point that “The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary.” Learners then, should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

2.10.1 Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise, the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. Hedge Tricia (2000: 54) adds also that “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation.”

One can say, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Hughes (2002) supports also that fluency and coherence refer to the ability

to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury, (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases Thornbury suggests what is called „tricks“ or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are “uh” and “um”, vagueness expressions such as “short of” and “I mean”. Another device for filling the pauses is the repetition of one word when there is a pause.

2.10.2 Accuracy

Most second language teachers nowadays emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be able to understand and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Skehan 1996 b: 23 cited in Ellis and Barkhuizen (2005: 139) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language.” Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

2.10.2.1 Grammar

According to (IELTS, 2001: 15 cited in Hughes 2002) the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

2.10.2.2 Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

2.10.2.3 Pronunciation

English language has been long considered by either native speakers or non native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should

be aware of the different sounds and their features and where they are made in ones mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and Vrchota (2007: 104) argue that “It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.” However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

2.11 Characteristics of good speaker

According to Van Duzer, (1997) Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997). The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following:

- producing the sounds, stress patterns, rhythmic structures, and intonations of the language;
- using grammar structures accurately;
- assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;

- selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
 - applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension;
 - using gestures or body language; and paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement
- Brown, (1994). Teachers should monitor learners' speech production to determine what skills and knowledge they already have and what areas need development. Bailey and Savage (1994) *New Ways in Teaching Speaking* and Lewis's *New Ways in Teaching Adults* (1997) offer suggestions for activities that can address different skill8.

2.12 Reasons for Teaching Speaking

According to Harmer (2007), teaching speaking can be beneficial for three reasons

Firstly, it gives students occasions for speaking the S. L. to know people namely teachers and classmates within the classroom. Secondly, in teaching speaking, students are given tasks where they take the advantage to express their knowledge freely, in order, for them to diagnose their strengths as well as their weaknesses. Thirdly, teaching speaking makes all of the kept information about language grammar structures practiced away by learners that, surly, lead them to speak fluently and without difficulty. In teaching speaking, exercises must be set up by the teacher correctly i.e. suitable for students in order to guarantee their contributions and make them benefit from those exercises.

2.13 The Importance of Speaking

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, Richards and Rodgers (2001) mention that

reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening. the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers' talk will be reduced; that is to say learners are supported to talk more in the classroom. Ur (2000: 12) declares also 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 the language, as if speaking included all other kinds of knowing." Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?" or "do you speak French?" , but not "do you write English?" We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001: 103) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication."

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for communicating with other people. Therefore, speakers of foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003: 05) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion."

Finocchiaro and Bonomo (1970:32) explain that there are six important things to be considered in speaking ability. There are:

- 1) To decide what the learner want to say.
- 2) To select words that fall into pattern they are going to use.
- 3) To select words that fall into pattern conveying the meaning.
- 4) To use correct arrangement of word.
- 5) To make sure the appropriate situation.
- 6) To place tongue and lips in certain position to produce sounds.

Moreover, Chafe in Roukema (1993: 86) says speaker and listener are more involved in communication than writer and reader. Penny Ur (1991:201) says that Characteristics of a successful speaking activity

1. Learner talk a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learner are eager to speak :because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

In addition, Harris (1974: 81) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are five components of speaking ability. They are: pronunciation, including the segmental features vowels and consonants and the stress and intonation patterns; grammar; vocabulary; fluency, the ease and speed of the flow of speech; comprehension; requires a subject to respond to speech as well as to initiate it.

From the above definition, the researcher can conclude that speaking is particular skill that has many functions in daily life. By speaking we can share our ideas, feeling, and intentions that we are able to interact with ones others. At least, there are five components that should be considered in speaking such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

2.14 Reward and the speaking skill

Referring back to what has been investigated, we infer that, reward seem to play a significant role in improving FL learning in general, and improving the speaking skill in particular and using it competently. Speaking considered as the most difficult skill to be mastered in FL learning, because it is the essential means of communicating ideas and thoughts and shows the level of EFL learners in Oral Expression classes. When a teacher rewards a learner for his/her performing competently in a speaking task, the learner will repeatedly perform more and more. Learners like to be praised at class and to be rewarded by their teacher in front of their mates that's what creates self-confidence and builds learners' intrinsic motivation to learn the language, also reward use help students face their problems when speak and scaffolds them to pass through the different stages to master the speaking skill.

Conclusion

In this chapter we have tried to cover all the interesting aspects of the speaking skill and what are the main problems students face and impede them speak competently, also we have tried to suggest some applicable strategies to motivate EFL learner improve their Oral Proficiency, and the different activities students may like to use their ability to speak. Speaking is the key to communication. By considering what good speakers do, what speaking tasks they prefer, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency. Enhancing the skill of speaking in FL is not an easy task; it requires much effort from teachers and learners. Taking into consideration all the difficulties learners may face while learning and improving their speaking skill, teachers should vary the tasks and motivate their learners encode other speakers' messages and use the language accurately to address others in the TL. Motivation to speak is an essential part to master the speaking skill, if learners are not motivated they could not learn to speak and use the FL in the different contexts. Intrinsic motivation as a key concept in building learners speaking skill. So teachers should consider the different sides of learners and teach the speaking skill, to strengthen their desirability to speak.

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Introduction

The present chapter is about constructing information from teachers and students about the impact of using rewards in EFL classes to enhance learners' oral proficiency. It also attempts to investigate the different strategies and methods that teachers use to encourage their learners speak, and get rid of their fears in FL classes especially in Oral Expression sessions.

Teachers and students are the main sources of information in this study. Their opinions are of paramount importance to test the hypothesis that we formulated. We choose to address questionnaires for both, teachers and students as appropriate and reliable tool for both, teachers of Oral Expression and students of first year LMD at the department of English, Biskra University.

The students' questionnaire aims at finding out what are the main hurdles students face during Oral Expression sessions, and what psychological obstacles they face more, and what kind of rewards they prefer more. In addition, whether they give much importance to the speaking skill. In the other part, the teachers' questionnaire is addressed to investigate their opinion about the main problems that may impede students to speak and what are the main solutions they may use to get rid from them, taking into consideration that the teacher is a crucial variable, to make his/her students feel at ease and solve their problems when speaking.

1. The students' questionnaire

1.1. The sample

The sixty (60) students to whom we addressed the questionnaire to, were chosen among the total number of the first year students population (390) at the department of

English, University of Mohamed Kheider of Biskra. However, only (50) handed us back the questionnaire.

The selection of the sample was based mainly on selecting students who get their baccalaureate recently and changed the atmosphere from high school to the university. Thus, they may prefer getting much reward in Oral Expression classes from their teachers to speak and do their best to learn the TL.

1.2. Description of the questionnaire

This questionnaire consists of eighteen (18) questions. There are thirteen closed questions requiring from them to choose from the given options. The rest questions are open-ended questions requiring them to select from the given options and add their own point of view and justification.

The questionnaire was not divided into sections because it was not a long one to divide it, also gender and age were not considered because of their useless in conducting this research. The questions were randomly organized and devoted into two categories; the first category focuses on the use of reward in EFL Oral Expression classes, and its effects on FL students' performance. Moreover, which types of rewards they prefer more, and which ones are more workable to motivate students to speak. The second category of questions focuses more on the speaking skill in FL classes, and what are the main problems EFLLs face when speaking, and which factors hurdle them to speak competently, in addition to that what are the solutions provided by the OE teacher they prefer better to solve those problems during oral expression classes.

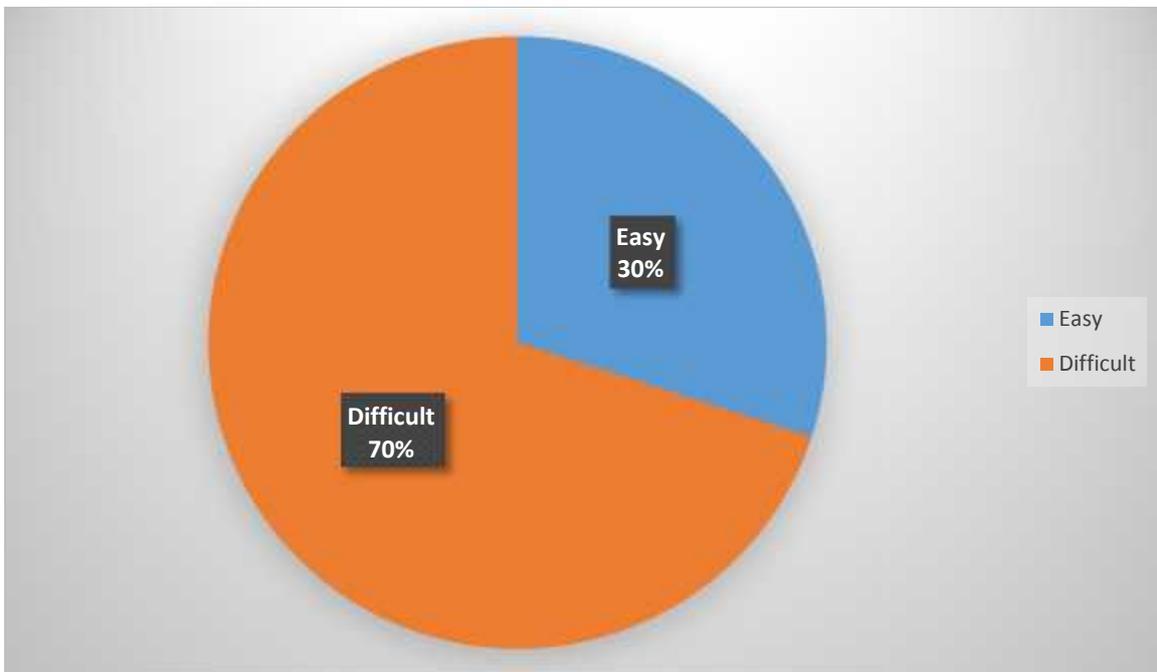
1.3 Analysis of the results

Question one: How do you find speaking English?

Table 1: Evaluation of the Speaking English

Subject	Easy	Difficult	Total
Number	15	35	50
Percentage	30	70	100

Figure1: Evaluation of the Speaking English



We can notice that the highest percentage of students seventy (70%) (35) consider that speaking English is a difficult task. In the explanation, most of them mentioned that:

- It is not easy to be pronounced as native speakers
- English is not their mother tongue and due to the lack of using it in their daily life.

However, thirty percent (30%) (15) of the respondents consider speaking English an easy activity due to the different and sufficient means mentioned in the explanation such as:

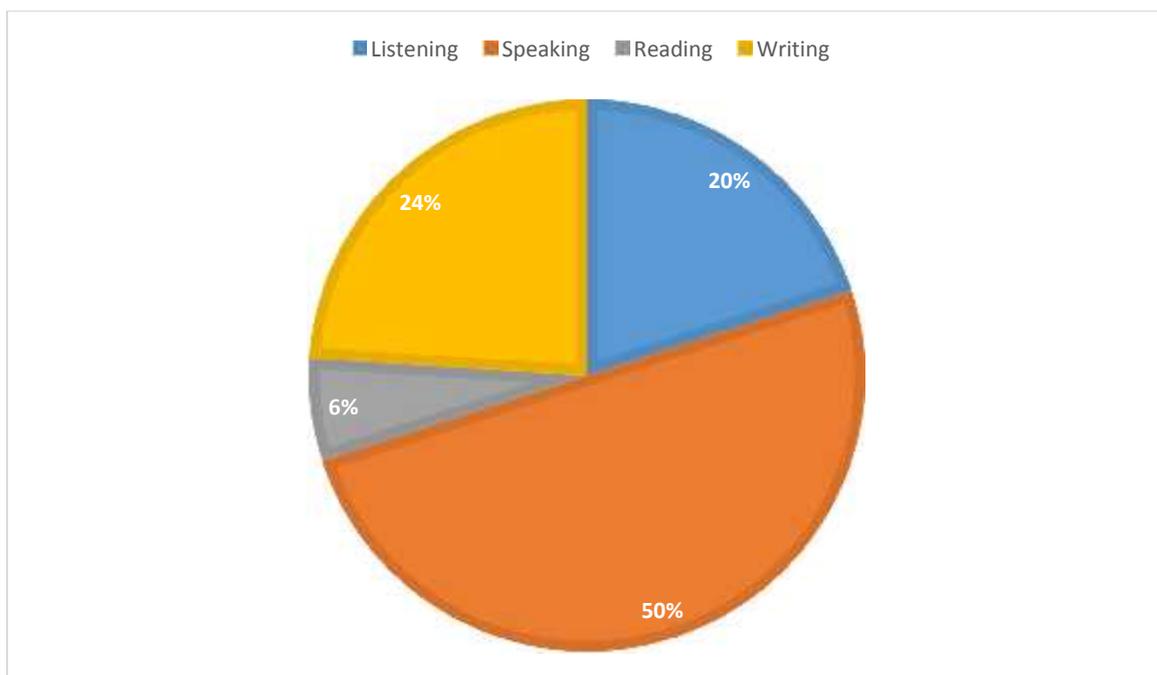
- Good English programs, watching native speakers movies , and listening to songs, also mentioned the role of technology in motivating them to speak it easily.

Question 2: Which of the skills according to you is difficult?

Table 2: Difficulty of the Speaking skill

Subject	Listening	Speaking	Reading	Writing	Total
Number	10	25	3	12	50
Percentage	20	50	6	24	100

Figure 2: Difficulty of the Speaking skill



As we can notice from the results above, twenty five from fifty (25 from 50) (50%) students consider the speaking skill as the most difficult skill to master, and twelve (12) students from the whole sample (24%) evaluate the writing skill as the second most difficult skill to be mastered. However, (10 from 50) students (20%) consider the speaking skill as the third difficult skill to be mastered. And the rest three students consider that reading skill is the most difficult to be mastered. So, most of the students evaluated speaking skill as the most difficult skill to be mastered, and most of the explanations given concerning the

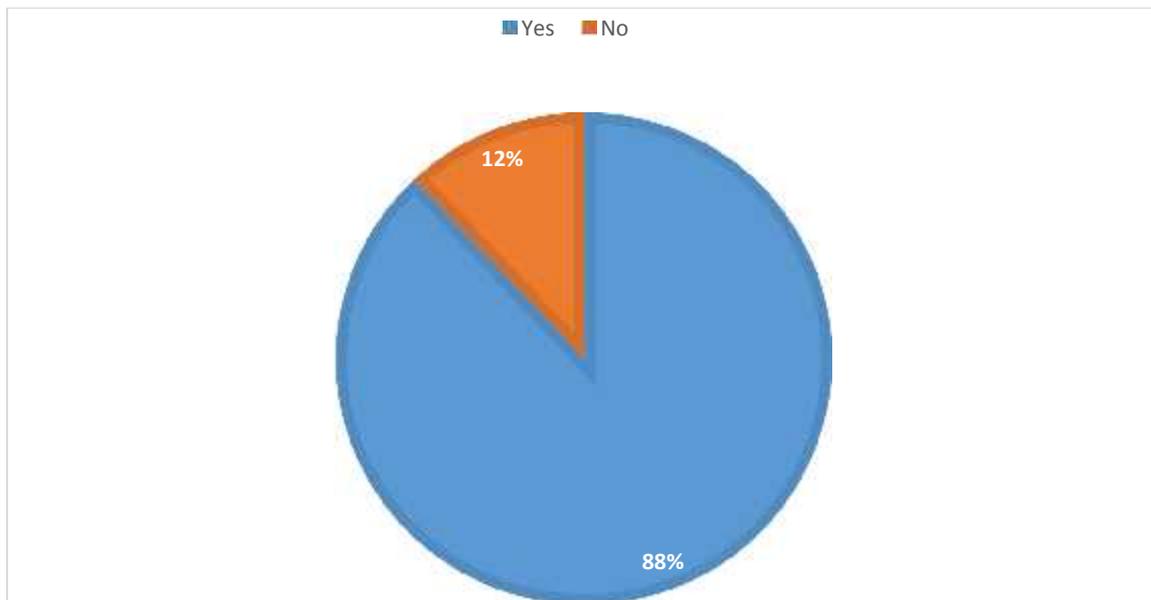
evaluation were due to the lack of using English in our society, and fear of making mistakes in class and psychological problems.

Question 3: Do you enjoy speaking English in Oral Expression classes?

Table 3: Enjoyment of Speaking English in OE classes

Subject	Yes	No	Total
Number	44	6	50
Percentage	88	12	100

Figure 3: Enjoyment of Speaking English in OE classes



The above results clearly show that most of the students (44) (88%) enjoy speaking English in Oral Expression classes, they provide the following justifications:

- Feeling of competence and showing off in classroom
- To gain attention and praise from their teacher
- Finally, attracting colleagues to do as such.

However, twelve percent of the students (12%) (6) do not enjoy speaking English in OE classes, the main reason behind that was the fear of making mistakes in front of their teacher and colleagues; especially that there are fluent students. This question shows that

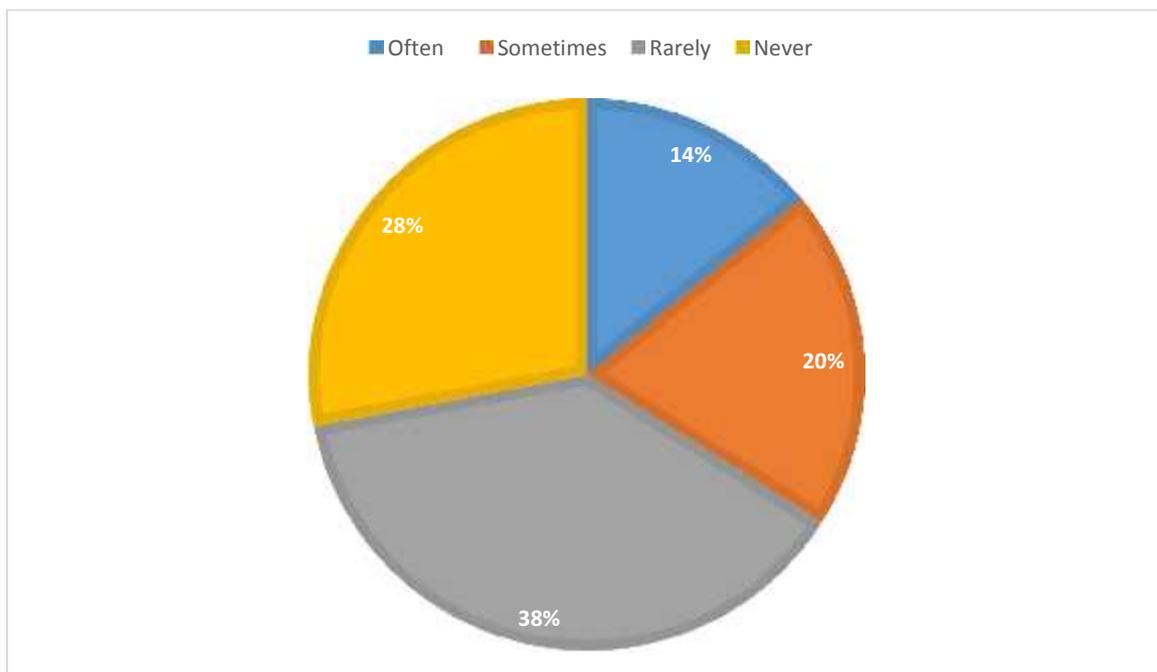
there are students who do not like to be in position of attraction only to avoid falling in mistakes in front their teacher and mates, and keep silent rather than being corrected or laughed at.

Question 4: How often do you participate in your OE classes?

Table 4: Frequency of participation in OE Classes

Subject	Often	Sometimes	Rarely	Never	Total
Number	7	10	19	14	50
Percentage	14	20	38	28	100

Figure 4: Frequency of participation in OE Classes.



As we can observe from the results above, fourteen percent (14%) of the students of the sample often participate in Oral Expression classes and consider their participation as a power point to gain their teacher's attention and their mates too. A twenty percent (20%) of the student participate only sometimes, because they fall in mistakes and have been immediately corrected. However, thirty-eight percent (38%) of the students rarely participate, because whether they do not like to or fear of making mistakes. The rest twenty

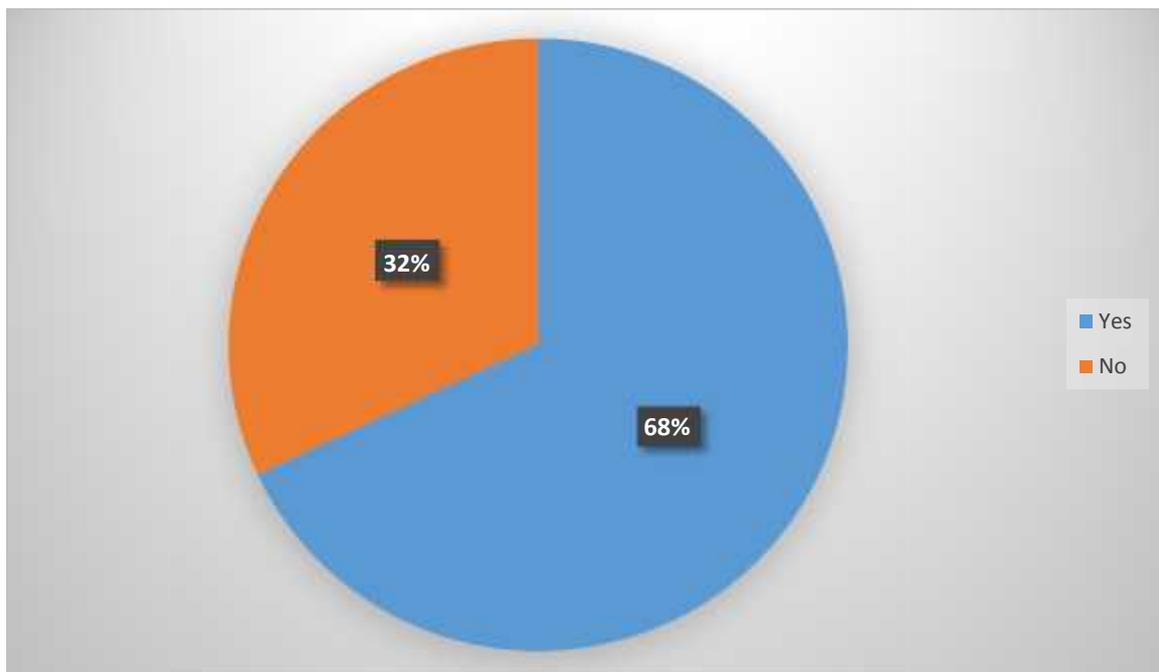
eight percent (28%) rarely when participate only because they prefer to keep silent even if they can speak. The main reasons for the lack of participation in OE classes was due to: working with careless students in groups, performing plays, lack of materials and repetition of topics.

Question 5: Do you feel embarrassed when your teachers ask you to speak?

Table 5: Learners' Feeling of Embarrassment when they are Asked to Speak

Subject	Yes	No	Total
Number	34	16	50
Percentage	78	32	100

Figure 5: Learners' Feeling of Embarrassment when they are Asked to Speak



The above table shows that the majority of students (88%) of the respondents (34 of 50) feel embarrassed when they are asked by their teacher to speak, and thirty two percent (32%) what represents sixteen of fifty (16 of 50) respondents do not feel as such, and they provided the following explanation:

- To gain praise from their teacher in front of class for well speaking tasks

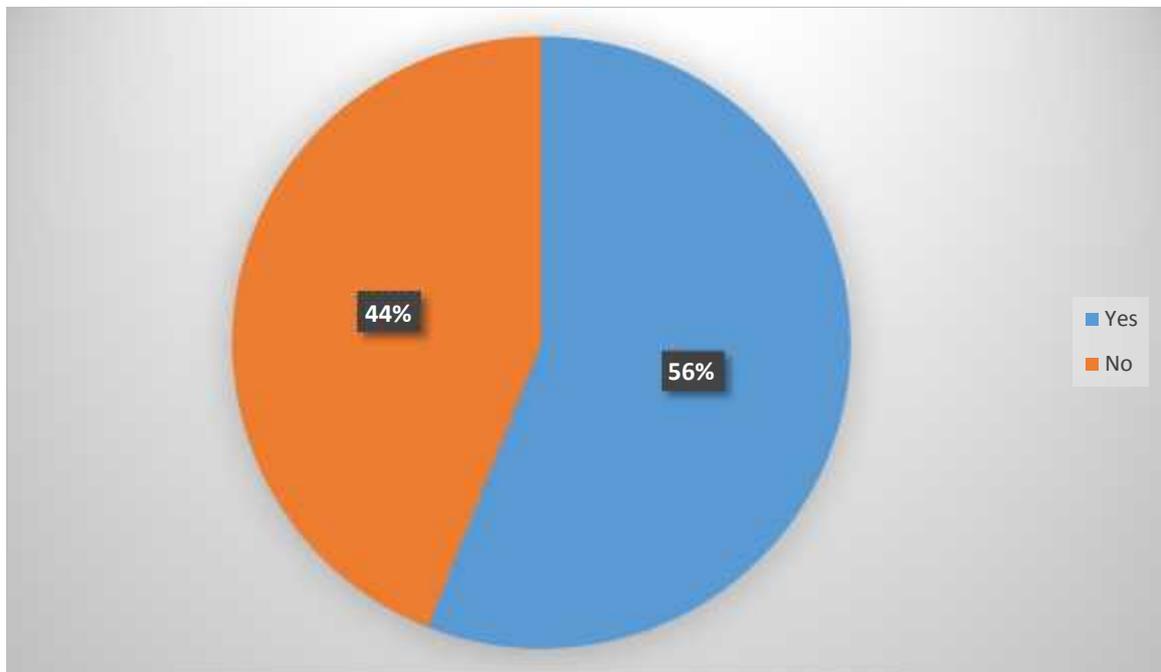
That was the main reason for liking speaking when asked.

Question 6: When you speak, do you feel nervous?

Table 6: Feeling of Nervousness when Speaking.

Subject	Yes	No	Total
Number	28	22	50
Percentage	56	44	100

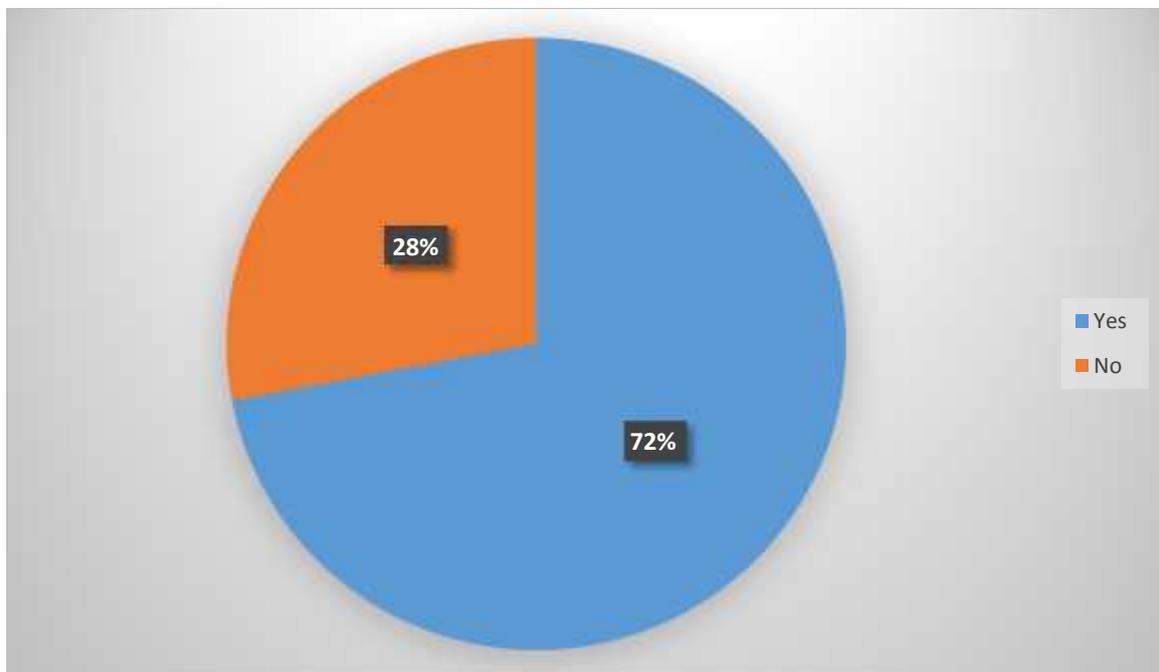
Figure 6: Feeling of Nervousness when Speaking.



The above results clearly show that more than the half of the students of the sample (28) respondents (56%) feel nervous when speak. Twenty-two (22) of students (44%) do not feel nervous when speak. The major reason behind feeling nervous represented by students was: Anxiety, lack of vocabulary and mainly fear of making mistakes when speaking.

Question 7: Do you find yourself stressed in Oral Expression classes?**Table 7: Amount of Feeling Stressed in OE classes**

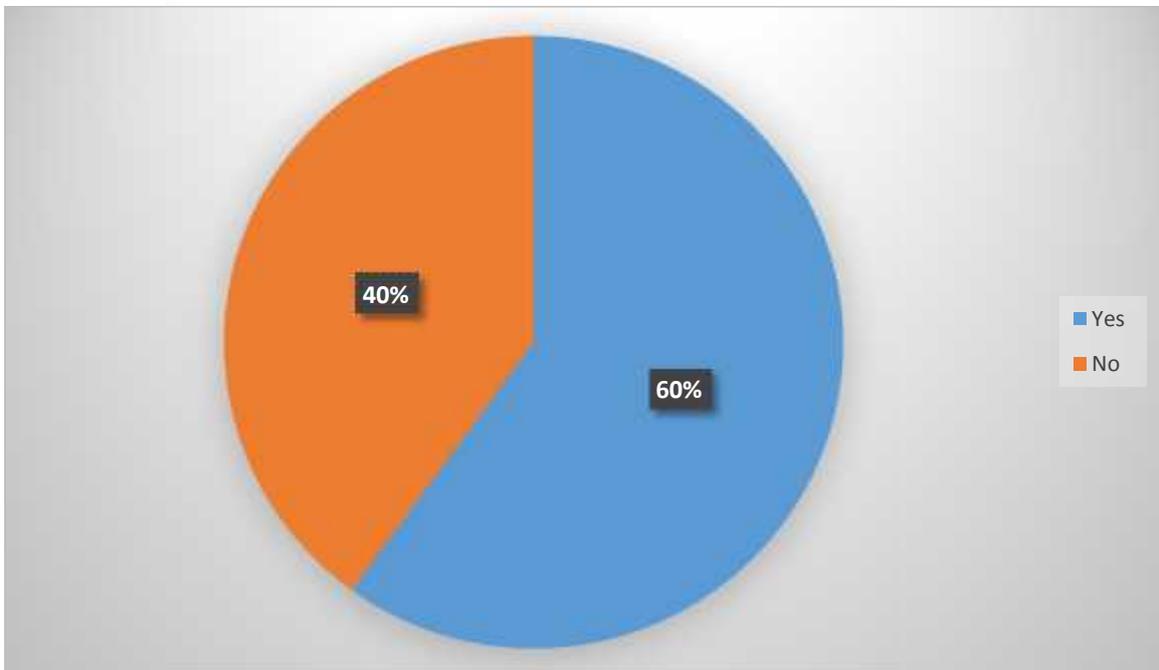
Subject	Yes	No	Total
Number	36	14	50
Percentage	72	28	100

Figure 7: Amount of Feeling Stressed in OE classes

We can notice from the results shown that twenty-eight percent (28%) (14) of the respondents do not feel stressed in oral expression sessions because of their solid self confidence and trust in their speaking ability. Whereas, seventy two percent (72%) (36) of them feel stressed in the Oral Expression classes. Most of the reasons behind stress were psychological ones such as shyness, inhibition or anxiety. In addition, to their problems they mentioned that their feeling of fear of making mistakes and bad pronunciation, also they thought that they must speak English fluently or keep silent.

Question 8: When you speak, (and in case of error), do you feel worried?**Table 8: Feeling Worried When Making Errors**

Subject	Yes	No	Total
Number	30	20	50
Percentage	60	40	100

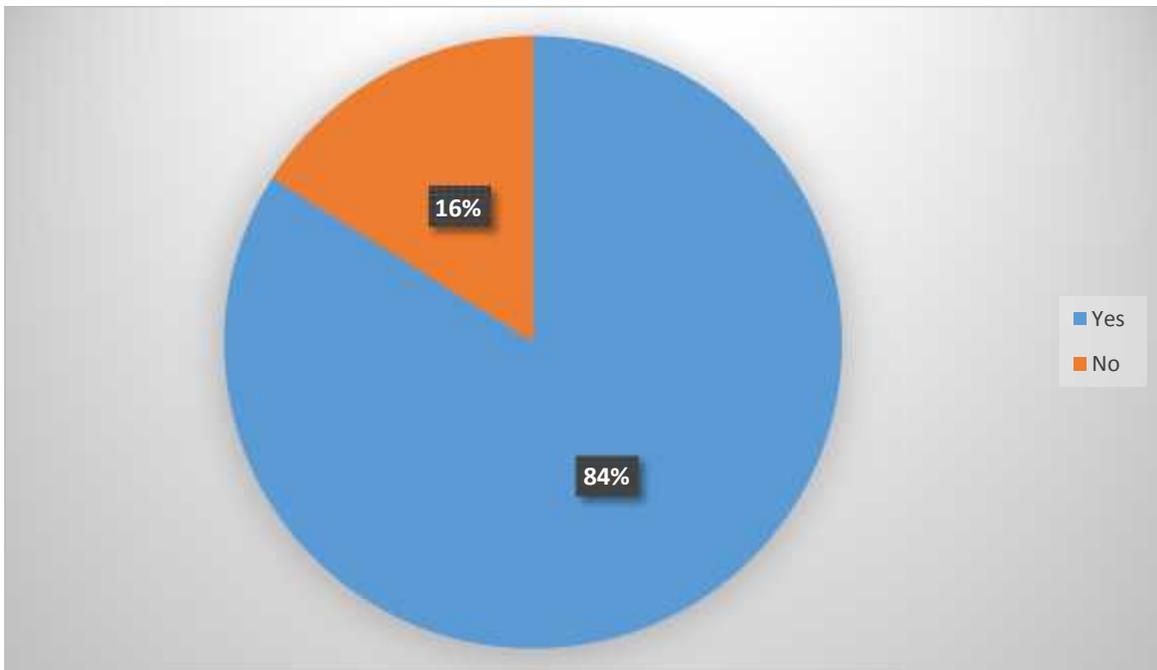
Figure 8: Feeling Worried When Making Errors

This question designed, as the other questions, to test students' level of worrying when they make an error. One can notice from the results that (40%) of the students said that they do not feel worried in case of error and it appears only on the first time then it is no longer this feeling appearing. (60%) of the students said they feel worried whenever they make an error in oral expression session, this feeling of worrying is as they said because:

- Fear of being laughed at, embarrassment
- Lack of competence, and others said they don't like to be corrected.

Question 9: When the teacher calls upon your name, do you feel anxious?**Table 9: Feeling of Anxiety When they are Called to Perform Orally**

Subject	Yes	No	Total
Number	42	8	50
Percentage	84	16	100

Figure 9: Feeling of Anxiety When they are Called to Perform Orally

It is clear from the results above that forty two student (42) (84%) of respondents feel anxious when they are called to perform, most of their justifications were:

- Fear of questions from peers, and making mistakes, when asked to perform a play and when there is no answer

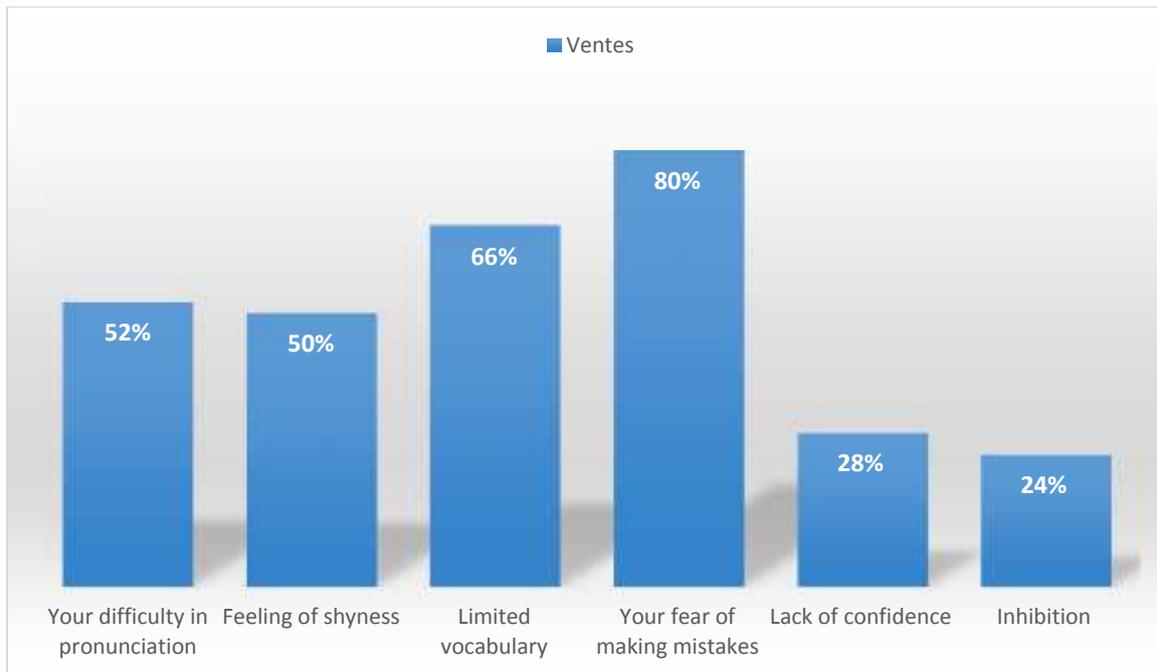
However, the rest (8) respondents (16%) said they never feel anxious at any level, and it is very rare to feel as such, only at the first time they perform.

Question 10. What is the reason behind the lack of your participation in the OE class (you can choose more than one answer)

Table 10: Reasons Behind Lack of Participating in OE Classes.

Subject	Your difficulty in pronunciation	Feeling of shyness	Limited vocabulary	Your fear of making mistakes	Lack of confidence	Inhibition
Number	26	25	33	40	14	12
Percentage	52	50	66	80	28	24

Figure 10: Reasons Behind Lack of Participating in OE Classes.



We can observe from the above results that, most of the respondents (80%) refer their lack of participation to the feeling of fear of making mistakes in classroom in front of their mates. Others (66%) of the students of the sample explained the lack of participation in the Oral Expression classes by saying that: because of the limited vocabulary they got. However, (52%) the lack of participation is due to the difficulty in pronunciation, and (50%) of them refer that to the feeling of shyness in classroom when they talk in front of their

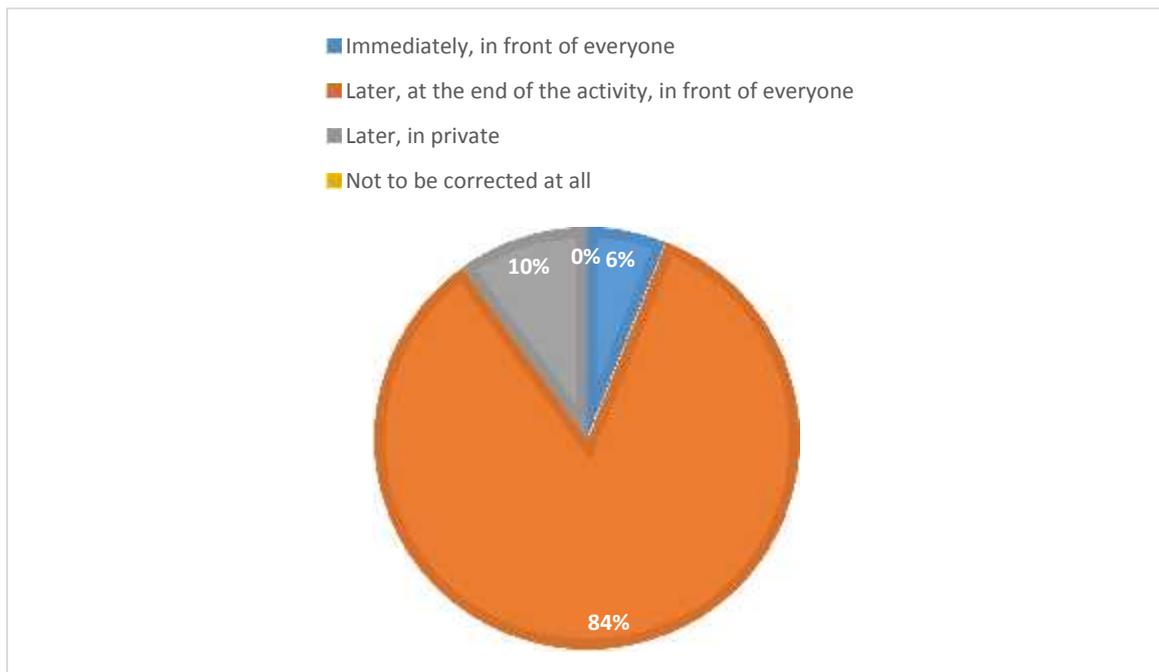
colleagues. The last (42%) of students explained their lack of participation saying because of the lack of confidence and inhibition. So, as the results show, we can remark that all students face whether psychological or linguistic problems when they try to perform in OE classes, because of the lack of practice and using the language for the first time to interact and share ideas and thoughts in front of colleagues.

Question11: How would you prefer to be corrected when you make a mistake/error?

Table 11: Preferred Way of Being Corrected in the Classroom

Subject	Immediately, in front of everyone	Later, at the end of the activity, in front of everyone	Later, in private	Not to be corrected at all	Total
Number	3	42	5	0	50
Percentage	6	84	10	0	100

Figure 11: Preferred Way of Being Corrected in the Classroom



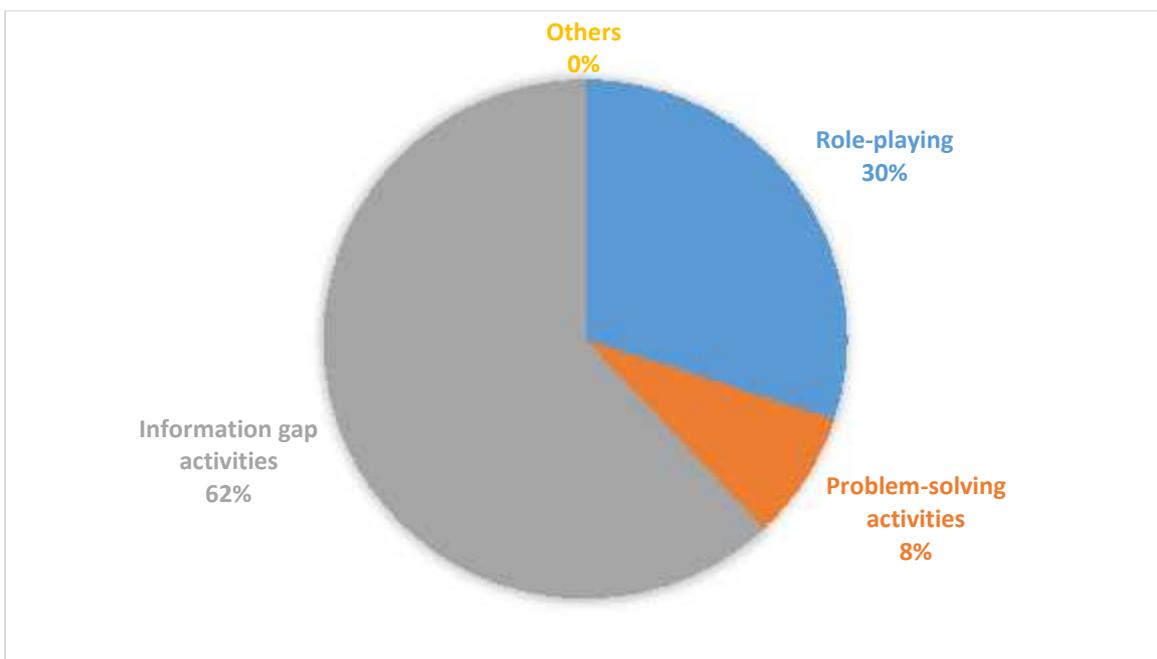
The aim of this question is to know the students' attitudes towards being corrected. As we can observe, eighty four percent (84%) of the respondents responded they like to be corrected later at the end of activity in front of the whole class, ten percent (10%) like to be corrected later in private to avoid any kind of shyness and being laughed at. Only (6%) who gave the answer they like to be corrected in front of every one and immediately, they said to show the rest of the class what is the mistake and try to avoid it simply. No one of the respondents prefer to do not be corrected at all (0%) but they prefer to know their mates mistakes and avoid them.

Question 12: Which type of oral activities motivates you more to speak?

Table 12: Motivating Activities in OE classes to Speak

Subject	Role-playing	Problem-solving activities	Information gap activities	Others	Total
Number	15	4	31	0	50
Percentage	30	8	62	0	100

Figure 12: Motivating Oral Expression Activities to Speak



The aim of this question is to know what kind of activities motivates learners more to speak. According to the results above, thirty one of the respondents (62%) prefer their teacher to use information gap activities to motivate them speak in OE classes, most of them provided the below explanation for their selection, because of:

- The active nature of such activities
- Excitement weather of these activities.
- It creates climate of competition

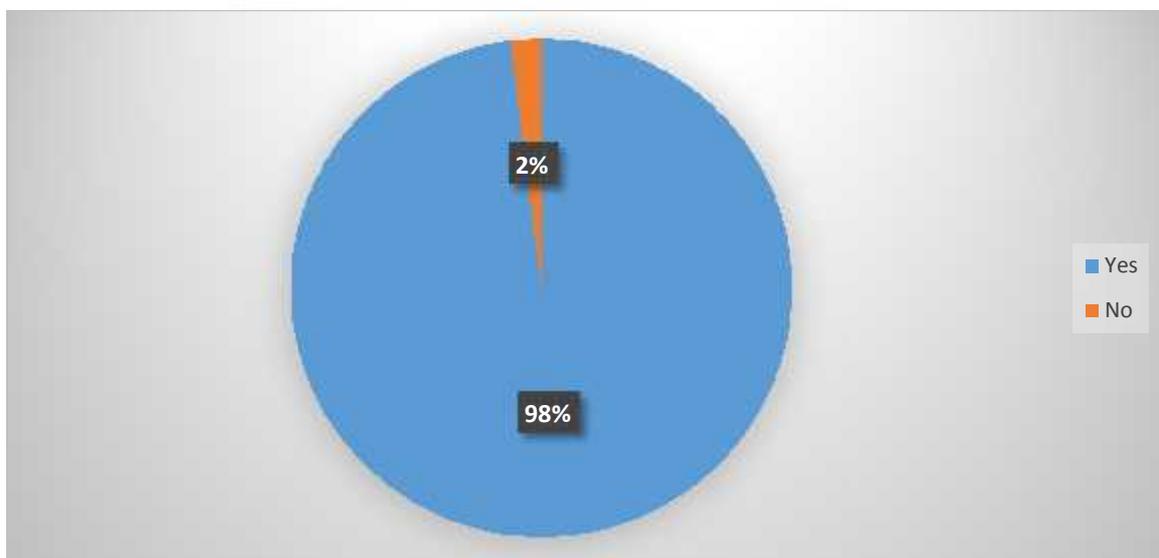
Thirty percent (30%) of the students answered that they are better motivated to speak when role-playing activities used in OE classes, because they like to express themselves and thoughts in such activities. Only eight percent (8%) prefer problem solving activities in the classroom to speak, because they like the use of numbers and all of them were studying scientific stream.

Question 13: Is teachers’ feedback important to encourage you to speak in Oral Expression classes?

Table 13: Importance of Feedback in Encouraging speak in OE Classes.

Subject	Yes	No	Total
Number	49	1	50
Percentage	98	2	100

Figure 13: Importance of Feedback in Encouraging speak in OE classes



The main reason of this question is to know students'belief on their EFL teachers feedback. We can clearly notice that ninety-eight percent (98%) (49) of the respondents consider their teacher's feedback important to encourage them speak in Oral Expression sessions. They consider it important due to :

- Their teachers are their guides
- They show them their mistakes and correct them indirectly.

Only one (1) student (2%) who considered the feedback of teachers of a no importance in encouraging them to speak without giving an explanation to his answer.

Question 14: What kind of reward from your teacher do you like better?

Table 14: Preferable Rewards to the Students

Subject	Verbal praise (saying, good job!)	Marks (+’s)	Tokens(gifts, stickers)	Monetary (amount of money)	Total
Number	12	32	2	4	50
Percentage	24	64	4	8	100

Figure 14: Preferable Rewards to the Students

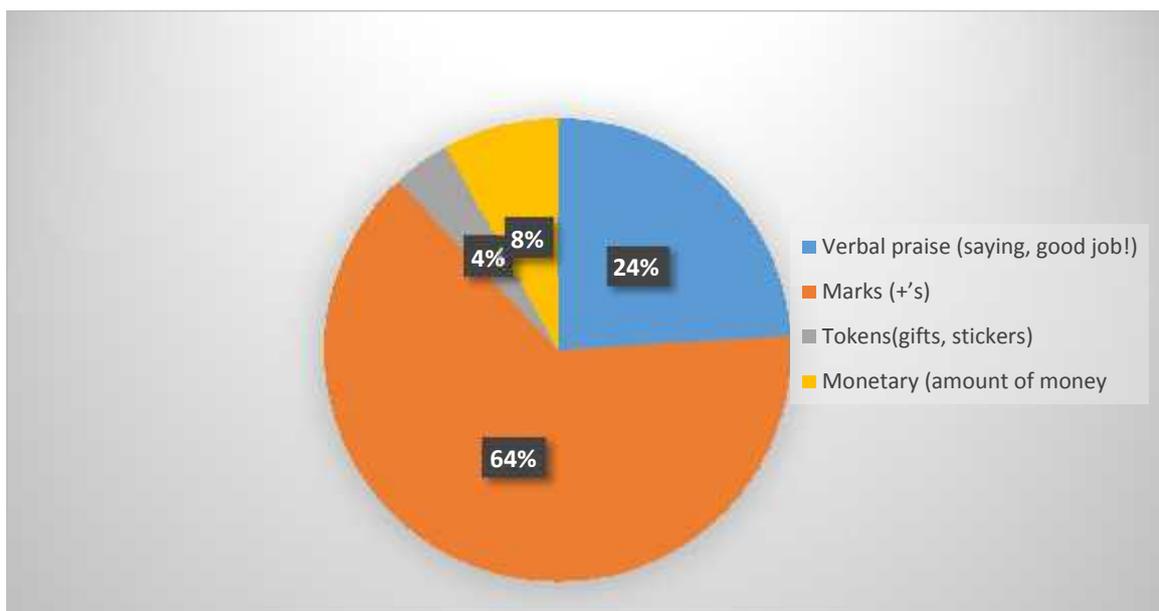


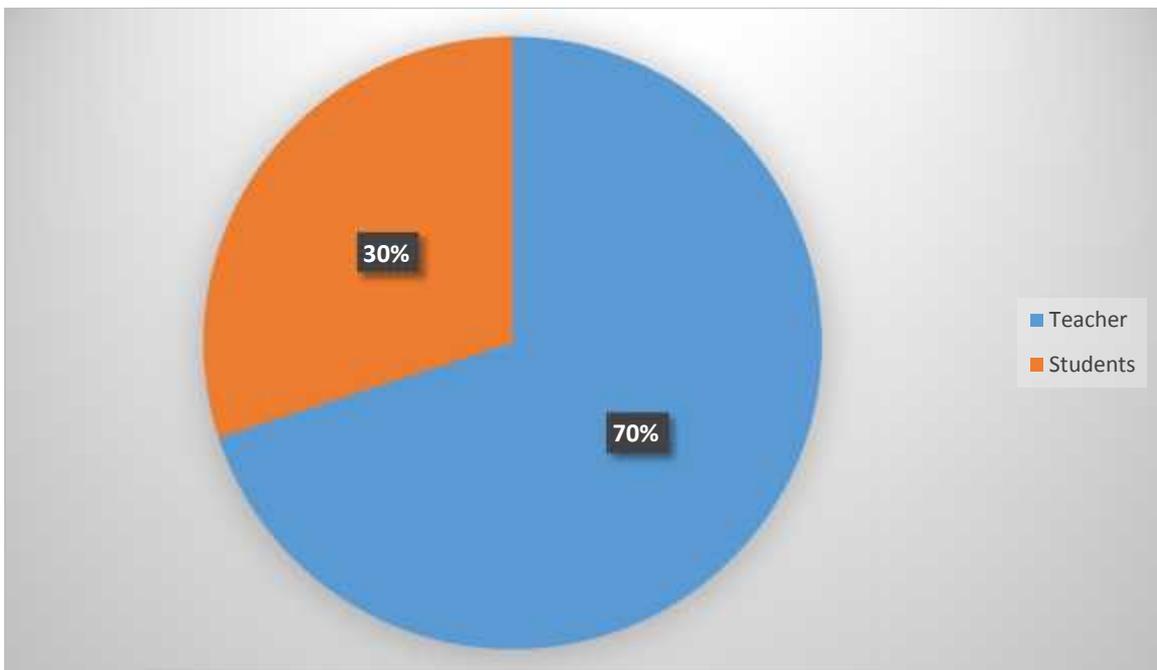
Table above 14 illustrates that (64%) of the students like receiving additional marks from their teacher to do better in oral expression classes, while (24%) like to receive verbal praise rather than any other form of rewards because it is intrinsically motivating. Other (8%) of the respondents like to gain monetary rewards to perform better in OE classes, the last (4%) prefer gaining tokens and stickers (candy, certificates...)they find it rewarding and motivating to do better in oral presentation to enhance their speaking skill.

Question 15: Who does most of the talk in the classroom in Oral Expression sessions?

Table 15: Amount of Talk of Teacher and Learner.

Subject	Teacher	Students	Total
Number	35	15	50
Percentage	70	30	100

Figure 15: Amount of Talk of Teacher and Learner.



The results shown above show that thirty-five (35) students (70%) have responded that the teacher is the one who does the most of speaking in the classroom, while fifteen (15) (30%) confess that students who do most of the speaking in the classroom. They gave different reasons in both cases for the first option they claim that:

- Because they don't have enough vocabulary to use them when speaking
- Not always motivating tasks to speak
- Lack of confidence and hesitation.

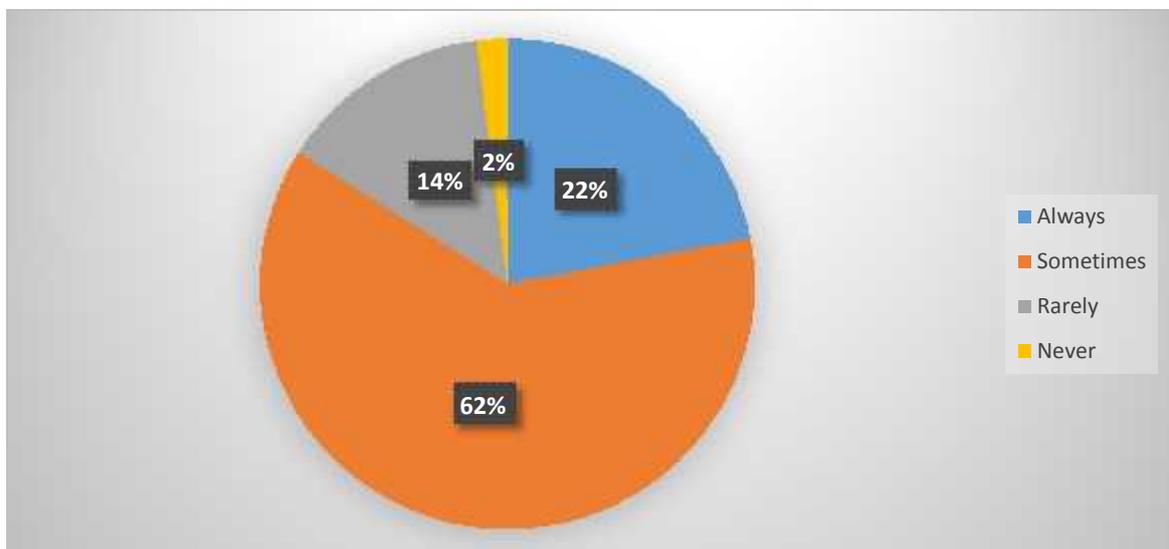
The second group who said students are the ones who do most of the talk in the classroom justified their answers as follows: teachers give only examples about the subject and some guidance. We can notice that both teacher and student participate in the classroom to develop and make progress in learners' oral performance and learning EFL and use it competently.

Question 16: How often does your teacher use rewards to motivate you to speak?

Table 16: Frequency of Using Rewards by Teachers to Motivate Learners.

Subject	Always	Sometimes	Rarely	Never	Total
Number	11	31	7	1	50
Percentage	22	62	14	2	100

Figure 16: Frequency of Using Rewards by Teachers to Motivate Learners



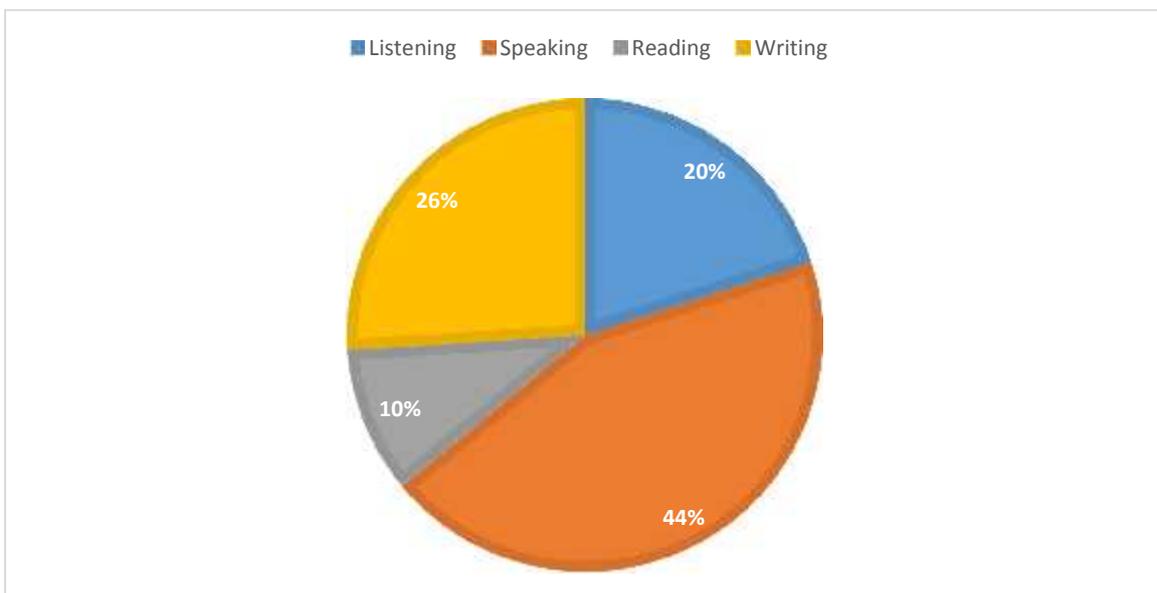
The above table shows that (01) student from the whole population claim that his teacher never uses rewards in the classroom to motivate them, while (07) students said that it is rare when their teacher uses rewards, they referred to they do not like the way of presenting the lesson generally. In the other hand, (31) students ensure that their teacher only sometimes when uses rewards to motivate them, referring to their level is acceptable and no need for rewards to motivate them, (10) respondents said always justifying their answer by saying: all students perform better because of the reward not the importance of task. This question shows that, there are two different kinds of students: those who are intrinsically motivated no need for rewards, and those who learn and perform to receive a reward i.e. extrinsically motivated.

Question 17: Which of the four language skills you wish to master most?

Table 17: The Most Desired Language Skills to be Mastered

Subject	Listening	Speaking	Reading	Writing	Total
Number	10	22	5	13	50
Percentage	20	44	10	26	100

Figure 17: The Most Desired Language Skills to be Mastered



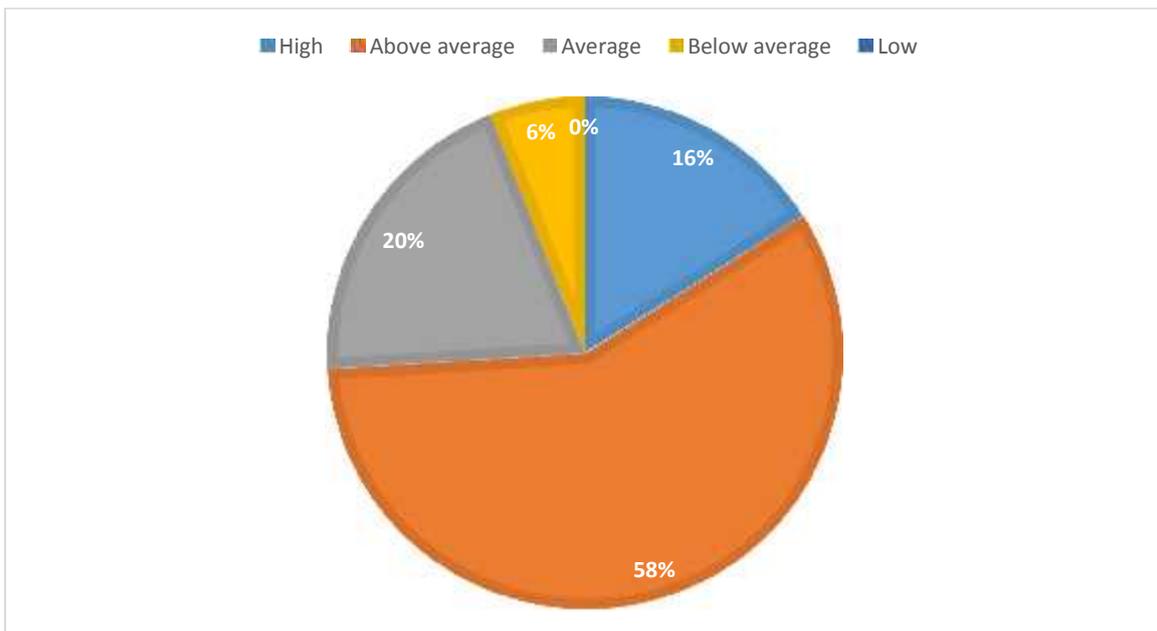
The aim of this question is to determine the students' needs to the different language skills. Therefore, we have asked the students to pick the most needed skill (Listening, Speaking, Reading or Writing). The table indicates that (22) respondents (44%) prefer the speaking skill to master most, other (13) respondents (26%) state that they wish to master the writing skill; while (10) respondents (20%) wish to master the listening skill. The remaining (5) respondents (10%) would like to master the skill of reading.

Question 18. Describe your level of speaking ability, because of reward receiving, in the classroom?

Table 18: Students 'level in Speaking English when Receive a Reward

Subject	High	Above average	Average	Below average	Low	Total
Number	8	29	10	3	0	50
Percentage	16	58	20	6	0	100

Figure 18: Students 'level in Speaking English when Receive a Reward



Twenty-nine students (29) (58%) have admitted that they are above average in speaking skill when they receive a reward and only three (3) (6%) have a below average level in

speaking English even if they receive a reward, and a zero (0) (0%) of students have a low level in speaking. While eight students (8) (16%) of a high level and the rest ten (10) (20%) students are average concerning speaking English when they receive a reward. Therefore, these are not likely to participate verbally in the classroom. And if they stay silent without any attempt to participate they will not improve their level and will not advance any further.

2. Teachers' Questionnaire

2.1 The sample

The teachers' questionnaire was administered to eight (10) OE teachers at the Department of English, University of Biskra. The population selected taking into consideration that the OE teachers will help us more than other teachers since they are always trying to motivate their new EFL student to communicate in the TL using different methods and tips such as rewards which are our concern.

2.2 Description of the Questionnaire

The teachers' questionnaire consists of fifteen (15) questions, which are organized into two (2) main sections. The first section concerns the teachers' personal information while the second section concerns their opinion about the use of reward in FL classes and how they can enhance students improve their speaking skill. There are eleven closed-ended questions requiring from the OE teachers to choose the appropriate answer from a number of a given options. The rest five questions are open-ended ones, where teachers of OE are required to pick up the answer from a given number of options and to give explanation and some justifications, recommendations or solutions.

Section one: Personal information

This section is devoted to get personal information about the chosen sample of teachers. They are asked in (Q1) to specify their degree if it is BA: Bachelor of Arts, MA: Master of

Arts or Ph.D. In (Q2) teachers were also asked about the years they spent in teaching OE to know if they are already experienced in teaching the oral skills.

Section two: Questions related to Rewards and the Speaking Skill

The aim of such section is to investigate teachers' knowledge of the use of rewards in oral expression classes with EFL learners and how to use them efficiently. In (Q3) they are asked whether rewards are important in enhancing EFL learners Oral Proficiency or not. (Q4) is put to know whether the use of reward is necessary, optional, useless or compulsory in FL classes. Then, the aim of (Q5) is to know which form of rewards is efficient in encouraging FL learners to speak in oral expression classes, tangible or intangible rewards, verbal praise or physical praise. Another question is put to know the teachers opinions about whether the reward system is beneficial in developing the speaking skill or not in (Q6). (Q7) is designed to know from them whether they agree that the use of rewards is obligatory in OE classes. The aim of (Q8) is to investigate if reward use creates an atmosphere of competition in OE classes or not. (Q9) serves to know whether FL teachers use praise in their classes always, sometimes, rarely or never. (Q10) is put to know if punishment is efficient as reward or not. (Q11) was designed to know if punishment has only a negative effect on OE classes or not. The aim of (Q12) is to investigate how OE teachers qualify the speaking skill whether it is important, very important or not important. (Q13) aim is to know what kind of motivators OE teachers use more extrinsic reward, verbal praise, reinforcement, or positive punishment. Another main question imposed to know what motivating activities OE teachers use for a successful interaction in (Q14). (Q15) aim is to know what are the motivating activities for the silent students. (Q16) is the last question, it was put to know what are the problems EFL students face most when speaking in OE classes.

2.3. Analysis of the results

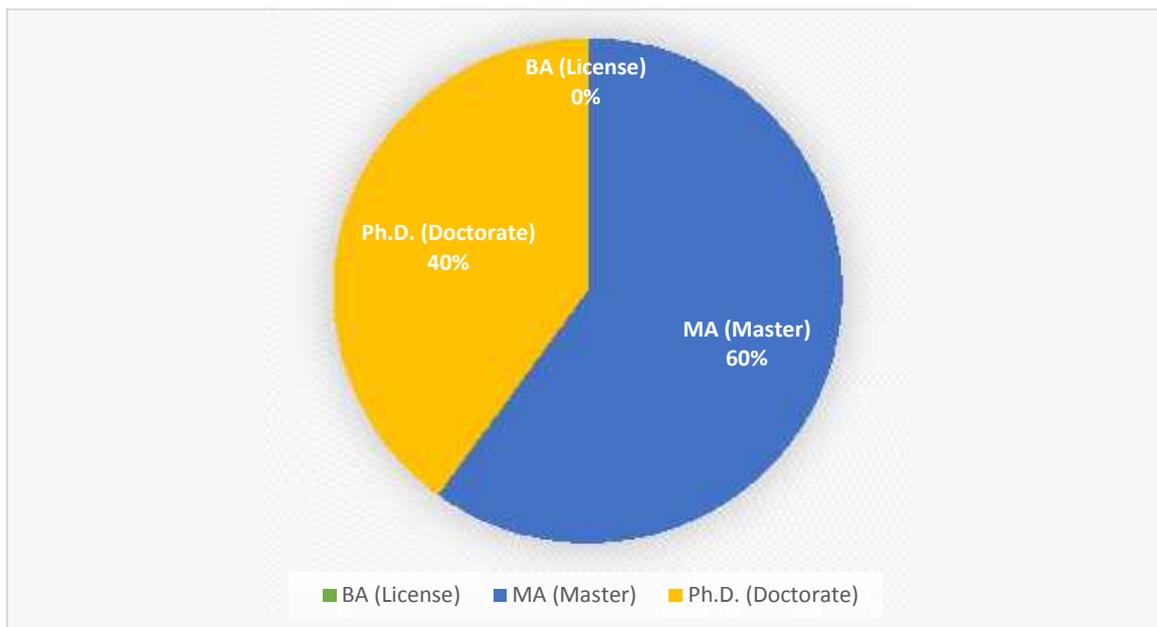
Section one: Personal Information

Question1: Which degree do you hold?

Table 19: Teachers' Degree

Subject	BA (License)	MA (Master)	Ph.D. (Doctorate)	Total
Number	0	6	4	10
Percentage	0	60	40	100

Figure 19: Teachers' Degree



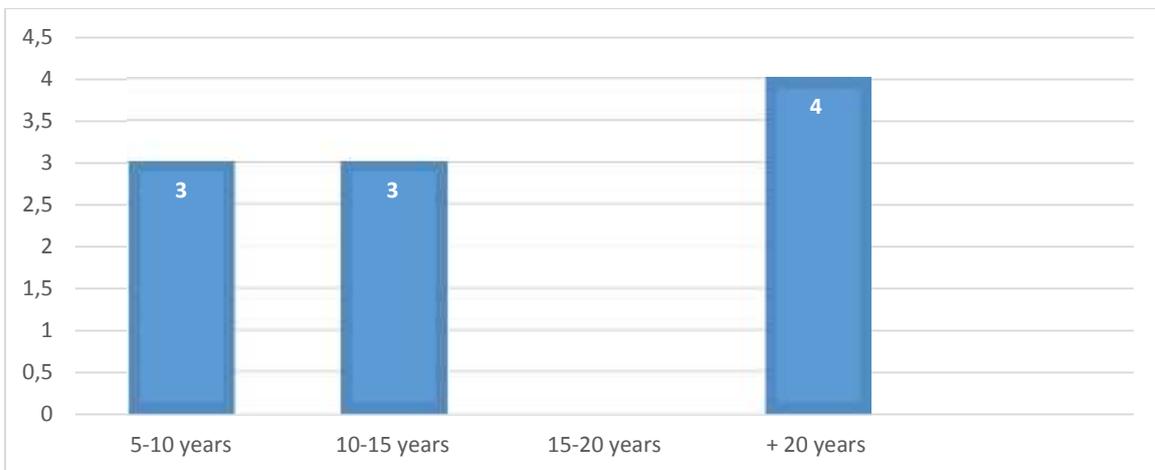
One can from the results shown above that (60%) of the teachers have MA (Master/Magester) degree. However, (40%) have PHD (Doctorate). And (00%) are bachelors. Teachers, who were given the questionnaire, are highly experienced educators, and have been teaching different modules. Their experience and the degree they hold let us consider their testimony and suggestions as very reliable and especially the vital role they play and their evaluations and observations of learners' needs and requirement.

Question 2: How long have you been teaching English?

Table 20: Teachers' Experience

Subject	5-10 years	10-15 years	15-20 years	+ 20 years	Total
Number	3	3	0	4	10

Figure 20: Teachers' Experience



As we can notice from the above results in table (20) that four (4) teachers have a long teaching experience in OE since they have spent (+20) years. Also, (3) teachers spent between 5-10 whereas three teachers have between 10-15 years experience. So, to make clear idea, we have chosen barely the experienced teachers to get much more reliable results.

Section two: Questions related to rewards and the speaking skill

Question 3: Do you think that the use of rewards plays an important role in enhancing EFL learners' speaking skill? If yes, please say how?

Table 21: The Importance of Using Rewards in Enhancing the EFLs Speaking Skill

Subject	Yes	No	Total
Number	10	0	10
Percentage	100	0	100

Figure 21: The Importance of Using Rewards in Enhancing the EFLs Speaking Skill



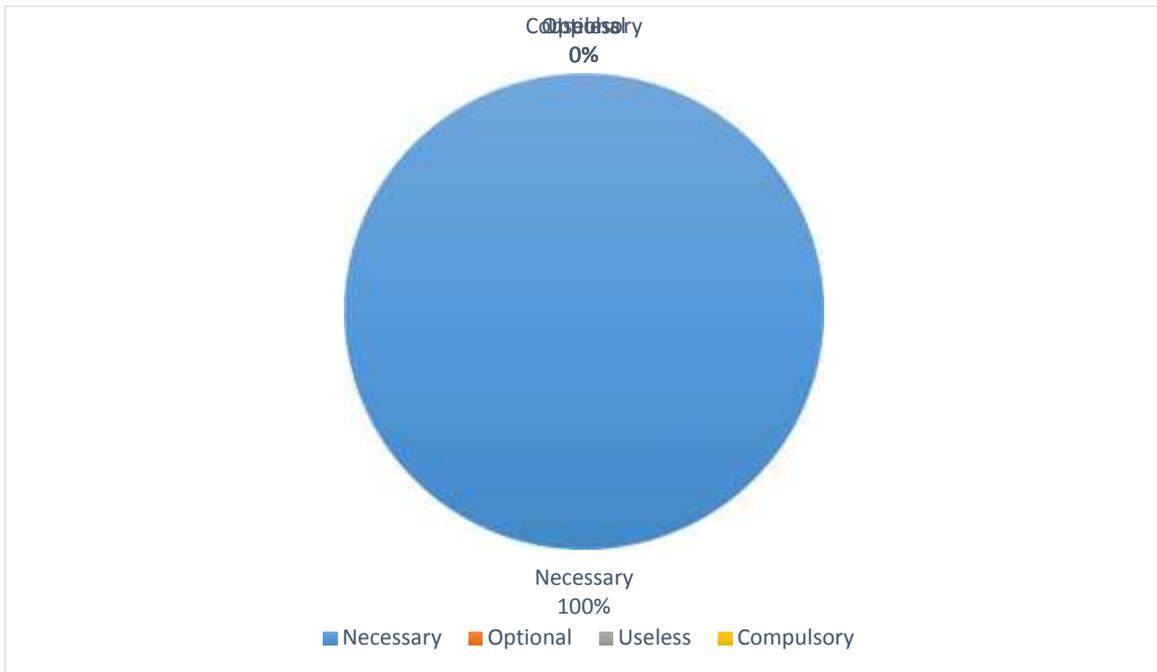
As the results in the above table indicates that (100%) of the teachers declare that the use of rewards is essential and of a great importance in FL classes to motivate the learners to learn the speaking skill and use it competently. Most of their explanations were due to the huge impact of teachers’praise and feedback, which are effective types of rewards.

Question4: According to your own experience, is the use of rewards in EFL classes?

Table 22: The Position of Using Rewards in EFL Classes

Subject	Necessary	Optional	Useless	Compulsory	Total
Number	10	0	0	0	10
Percentage	100	0	0	0	100

Figure 22: : Degree of Imposition of Using Rewards in EFL Classes



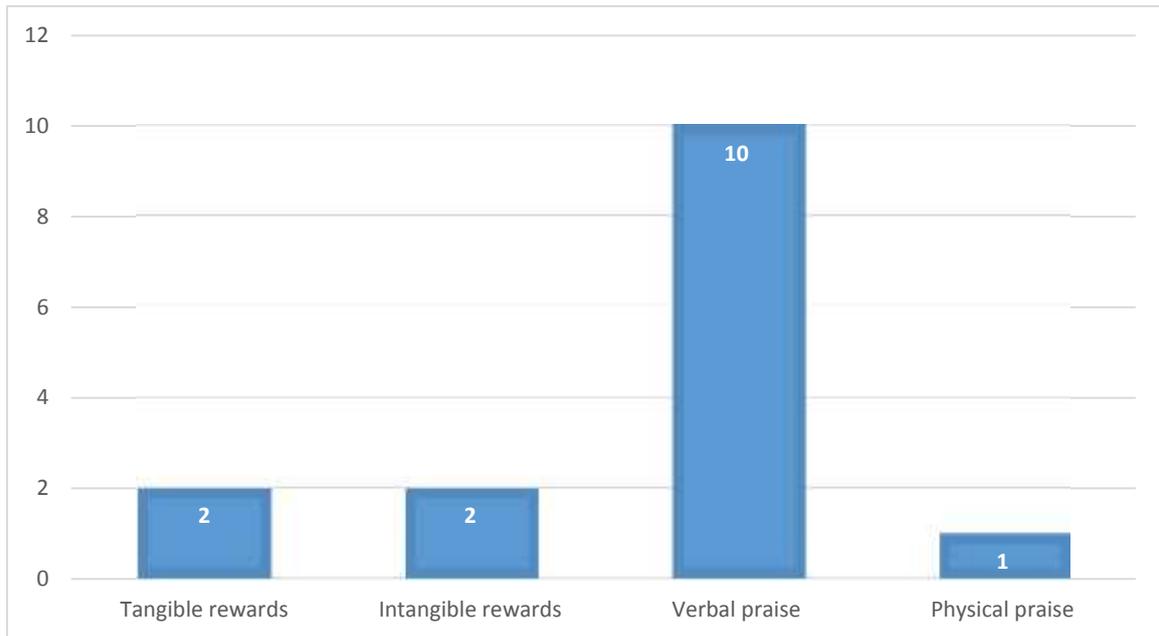
The results in the table above reveal that (100%) of the teachers consider the use of reward in EFL classes necessary to improve the level of their learners especially the speaking skill. Mainly because of teachers’ opinion role on his/her students.

Question5: What are the main forms of rewards that encourage students to learn and speak English in oral classes?

Table 23: Forms of Effective Rewards

Subject	Tangible rewards	Intangible rewards	Verbal praise	Physical praise	Total
Number	2	2	10	1	

Figure23: Forms of Effective Rewards



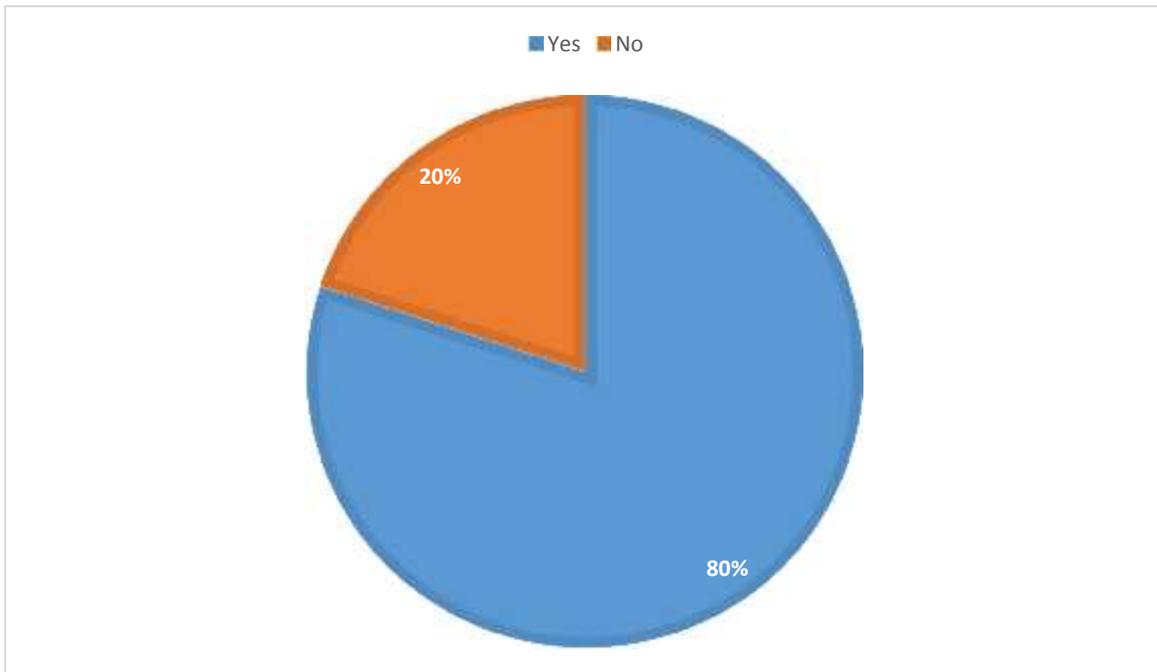
The results in the table (24) show that, teachers responses to this question revealing that (10) teachers have chosen the verbal praise as the most effective form of reward; to be used in the classroom, to help students learn and speak the FL. While two (2) teachers said that tangible rewards, and two (2) of them declare that intangible rewards are the workable rewards in EFL classes. Only one (1) teacher considered the physical praise as the most effective one. So, as we can see all types of reward can be used as motivators in EFL classes.

Question 6: Do you consider the use of reward system in FL teaching beneficial to develop the speaking skill? If no, please, say why.

Table 24: Importance of Reward System in Developing Speaking Skill

Subject	Yes	No	Total
Number	8	2	10
Percentage	80	20	100

Figure 24: Importance of Reward System in Developing Speaking Skill



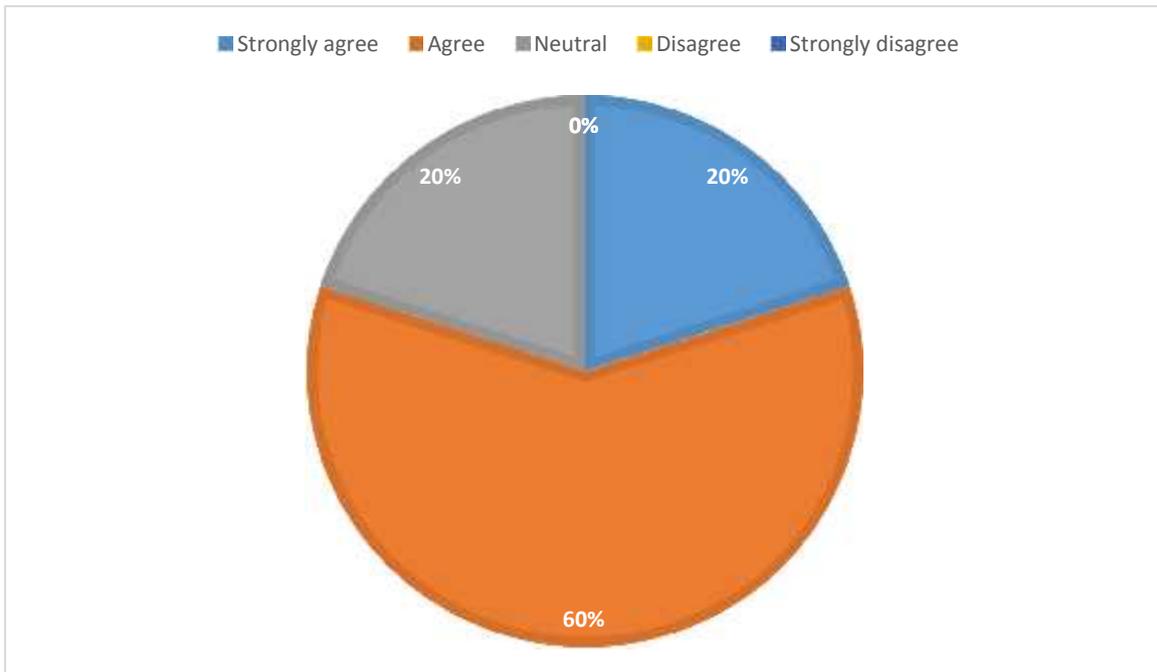
Through the table 25 above, we can notice that (80%) of the teachers see that the use of reward as a system of teaching as of a paramount importance in FL classes, whereas, the rest (20%) of them do not consider the reward system an effective one. They justified their answer by saying: Reward system kills the intrinsic likelihood of learners to learn, and they become only interested only in the reward they will receive from performing the task and do not care of the improvement in learning.

Question7: Is the use of rewards in the oral expression classes obligatory?

Table 25 : The Obligation of Using Rewards in OE Classes

Subject	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Number	2	6	2	0	0	10
Percentage	20	60	20	0	0	100

Figure 25 : The Obligation of Using Rewards in OE Classes



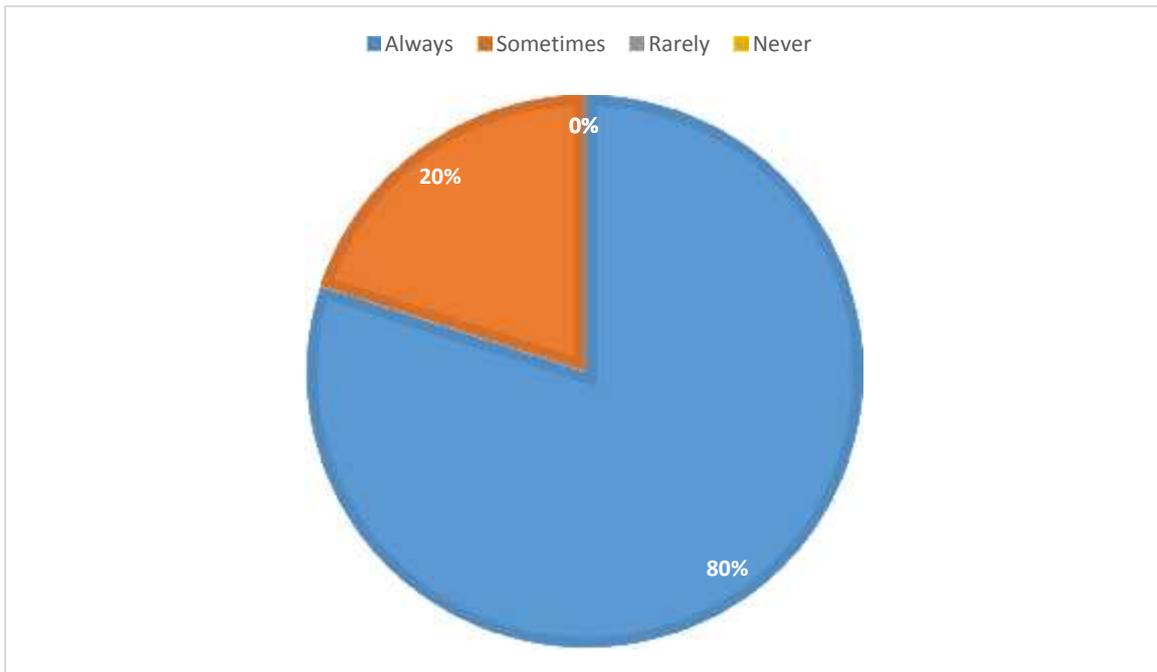
Results obtained in table (26) denote that the majority of the teachers (60%) have agreed that the use of rewards in OE classes is obligatory. Besides, (20%) of the teachers, said that they strongly agree on the obligation of using rewards in OE classes and (20%) are of a neutral agreement on the use of rewards in the classroom. Moreover, no one agreed on the unimportance of rewards in EFL classroom. Most of the teachers evaluate the use of results as if they are a part of the progression in learning.

Question 8: How often do you use praise when teaching the speaking skill?

Table 26: Frequency of Using Praise in Teaching Speaking

Subject	Always	Sometimes	Rarely	Never	Total
Number	8	2	0	0	10
Percentage	80	20	0	0	100

Figure 26: Frequency of Using Praise in Teaching Speaking



It seems from the results obtained in the table above (80%) of the teachers declare that praise must be used always in teaching the speaking skill in FL classrooms, because all learners respond better to the teaching program when the teacher encourages them even orally. For the rest (20%) of the teachers selected to use praise only sometimes to make students like what they do-the task in itself- not their teacher’s opinion and recognition. While no one of the teachers prefer to do not use praise at all or rarely, to make their students feel they are progressing and doing something good in learning the speaking skill.

Question 9: In your opinion, which is more efficient?

Table 27 : Efficiency of Reward and Punishment

Subject	Punishment	Reward	Both	Total
Number	0	6	4	10
Percentage	0	60	40	100

Figure 27: Efficiency of Reward and Punishment

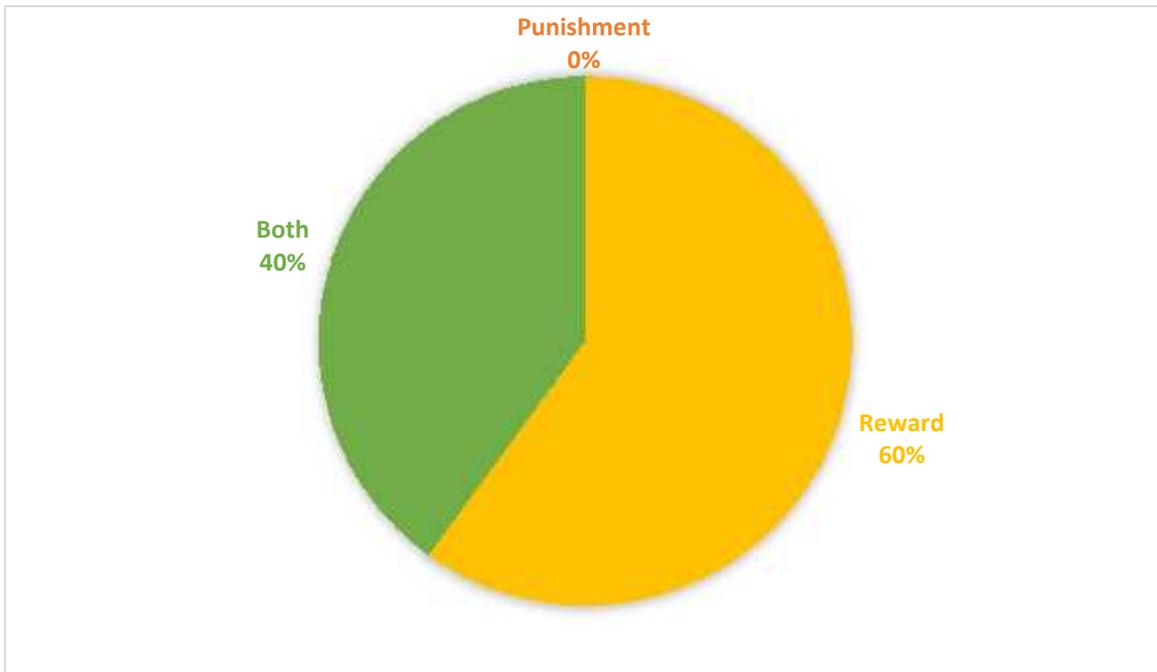


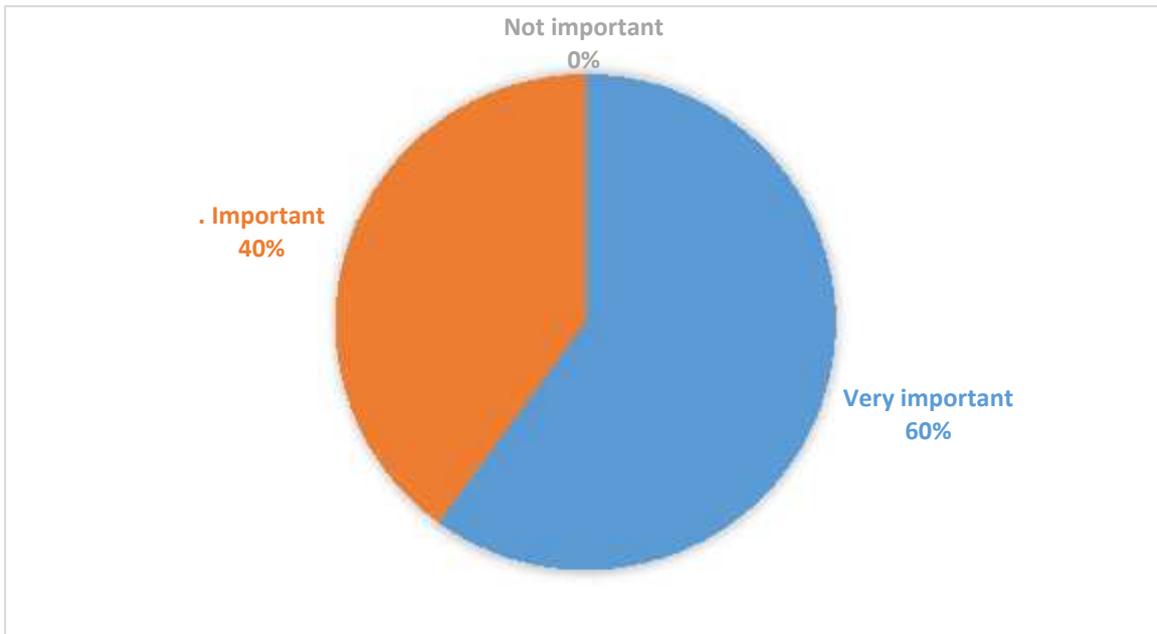
Table (27) shows that (6) teachers (60%) think that rewards are more efficient than punishment because, adults do not like to be punished by any way in the classroom. While (40%) of the teachers declare that, both of reward and punishment are efficient and have a positive effect on motivating students to master the speaking skill. They said because a punishment for a student is something motivating for him/her and the opposite a reward for a student may be it is not rewarding for the other one, and no one of the teachers consider punishment as an efficient way by its own

Question10: How do you qualify the speaking skill?

Table 28: The Quality of the Speaking Skill

Subject	Very important	. Important	Not important	Total
Number	6	4	0	10
Percentage	60	40	0	100

Figure 28: The Quality of the Speaking Skill



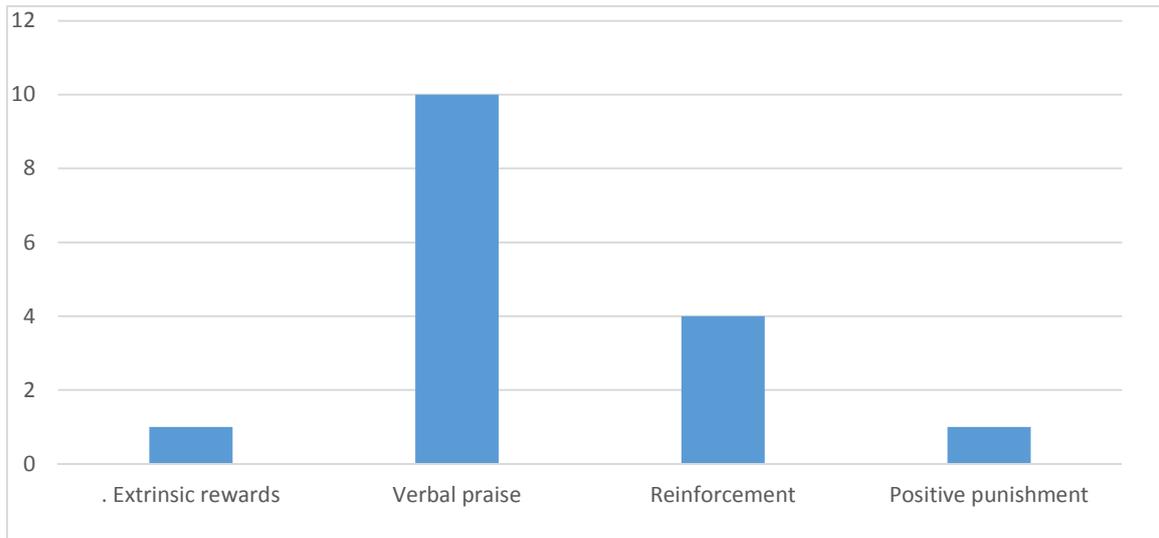
The results in the table (28) show that, teachers responses to this question revealing that (60%) of them have qualified the speaking skill as a very important skill to be mastered, While (40%) of teachers claimed that it is an important skill in FL classes and none considered it unimportant. Most of the teachers justified their answer by saying speaking skill is the first skill students should be able of using it in FL classes to interact. Also, learners must improve it more than the other skills, to use it later (job).

Question 11: What kind of motivators do you generally use in oral expression classes?

Table 29: The Most Useful Motivators in EFL Classes

Subject	Extrinsic rewards	Verbal praise	Reinforcement	Positive punishment	Total
Number	1	10	4	1	/

Figure 29: The Most Useful Motivators in EFL Classes



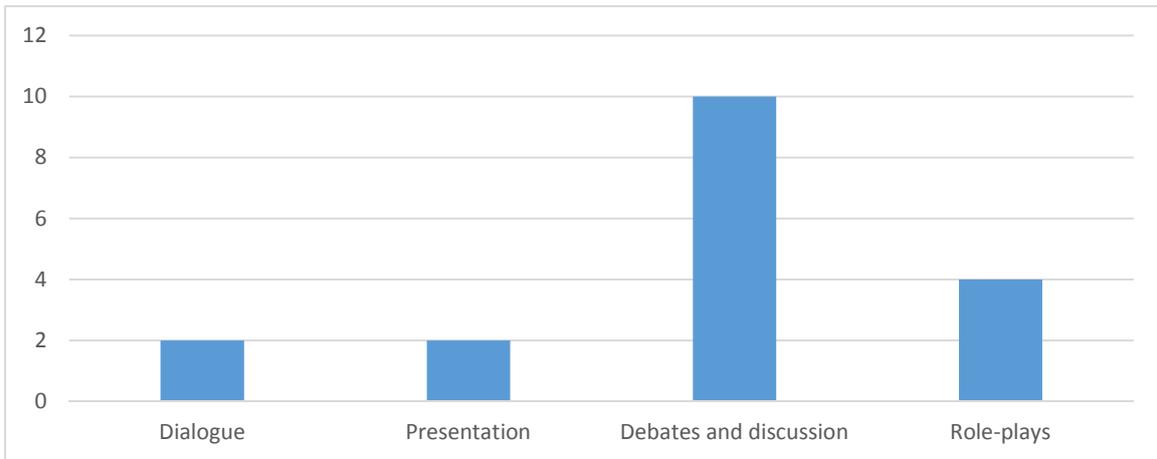
The aim of this question is to investigate what are the most effective motivators teachers use in their Oral Expression sessions. We can notice from the above results that all the teachers (10) motivate their students most of the time using verbal praise, while (4) of them prefer the use of reinforcement rather than the other forms. However, only one teacher prefers the use of positive punishment and another one claims that extrinsic rewards are the most workable ones in OE classes. So, the remarkable result from this question is that, teachers must use different motivators and desirable activities to join their students and make them active learners in OE classes.

Question 12: What are the speaking activities you use most to create a successful interaction?

Table 30: Effective Speaking Activities for Creating Interaction

Subject	Dialogue	Presentation	Debates and discussion	Role-plays	Total
Number	2	2	10	4	/

Figure 30: Effective Speaking Activities for Creating Interaction

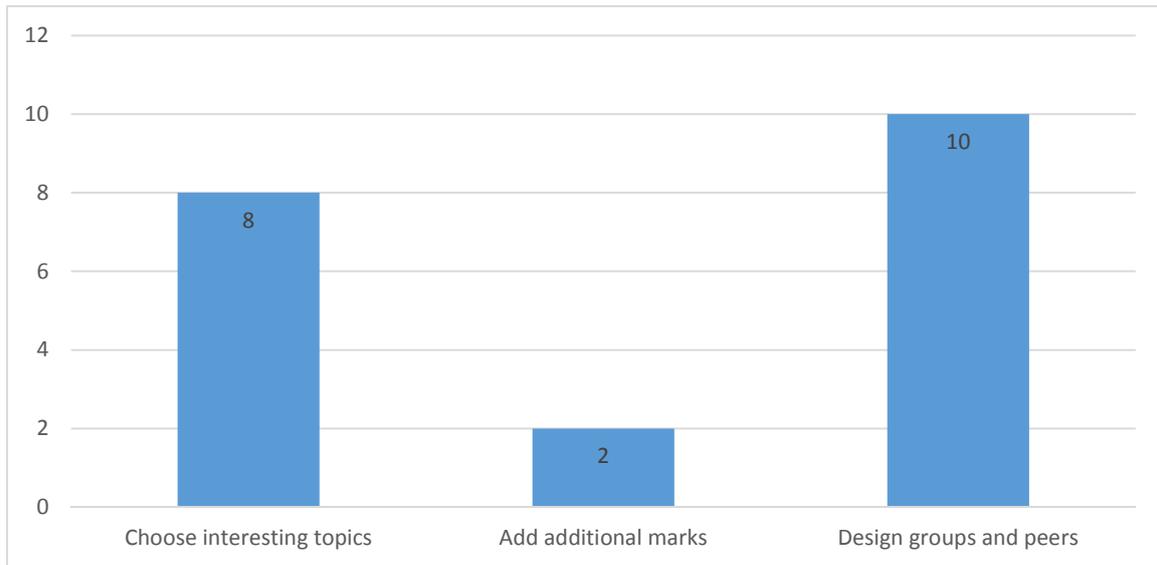


According to the results obtained in table (30) we can notice that, ten teachers (10) prefer to choose debates and discussions to create interaction in the classroom, because such activities encourage all students to be active participants. While four (4) teachers of the chosen sample prefer the use of role-playing activities to create a successful interaction in Oral Expression classes. However, only two (2) teachers who prefer using presentations to encourage interaction in the class, also only two teachers use dialogue strategy to encourage his learners interact in the classroom. What is obvious is that, teachers must vary their teaching techniques to join all their students to the learning subject.

Question 13: What do you do to motivate silent students to participate in the classroom?

Table 31: Activities for Motivating Silent Students

Subject	Choose interesting topics	Add additional marks	Design groups and peers	Total
Number	8	2	10	

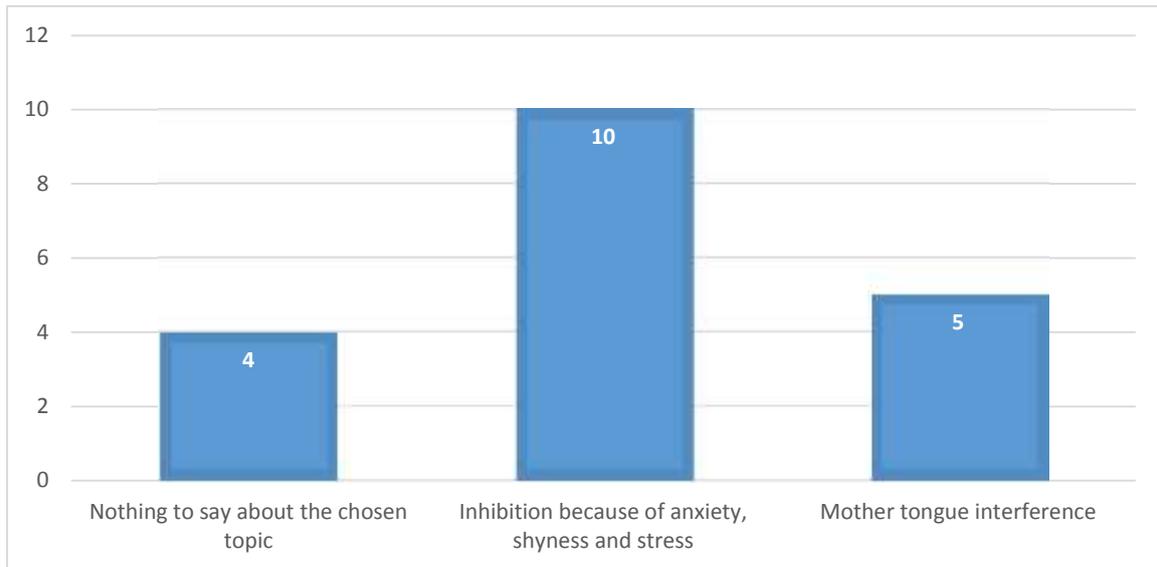
Figure 31: Activities for Motivating Silent Students

As we can observe from table (33), all teachers of the sample agreed on designing of groups and peers as way to motivate silent students to speak in OE classes, because there are students who do not like to be remarked when performing and this strategy gives them the chance to do so. However, only two (2) teachers prefer to add additional marks for those silent students, while eight (8) of them prefer choosing interesting topics to encourage them perform and participate. So, teachers choose to use different tips and techniques to cover all students' learning styles and join them to participate in Oral Expression classes.

Question 14: What are the speaking problem students face most in the Oral Expression classes?

Table 32: Speaking Problems in OE Classes

Subject	Nothing to say about the chosen topic	Inhibition because of anxiety, shyness and stress	Mother tongue interference	Total
Number	4	10	5	

Figure 32: Speaking Problems in OE Classes

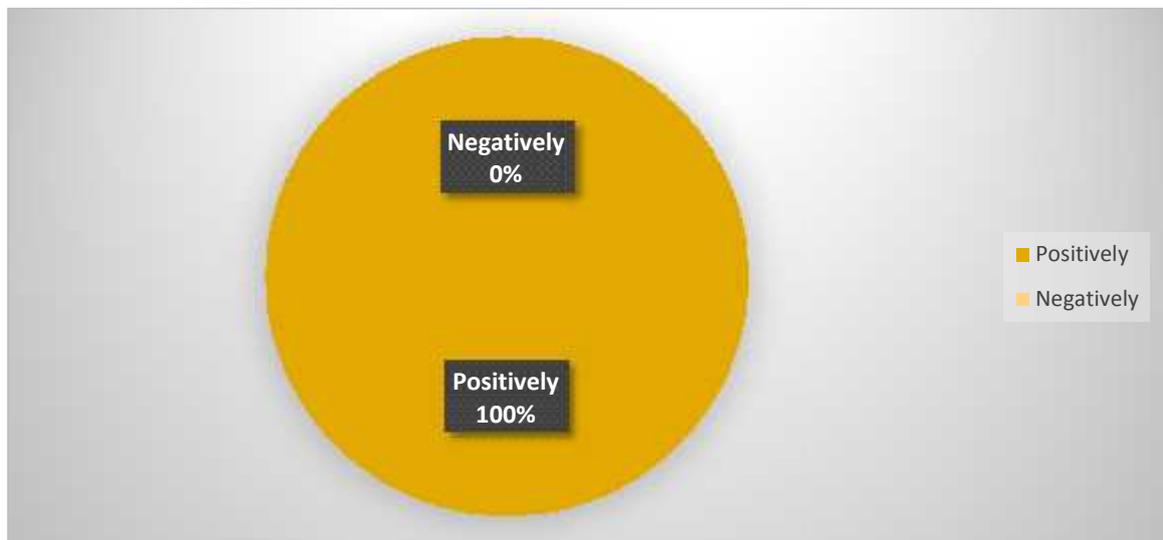
The results obtained in table (32) (100%) denote that all teachers believe that inhibition because of anxiety and shyness is the most common problem in learning the speaking skill., while (5) declare that mother tongue interference is the most common form of problems in EFL classes. However, (4) teachers consider that when students have nothing to say about the chosen topic and the lack of information about the chosen topics is the most expanded problem among learners. So, as we can remark all teachers consider problems related to the psychological state of the students are the most affecting ones students face in Oral Expression sessions, without eliminating the effect of the linguistic ones.

Question 15: In your opinion, does the absence of English outside the classroom in the Algerian society affect the student's speaking skill?

Table 33: The Impact of the Absence of English in Society on Learners 'Speaking Skill

Subject	Positively	Negatively	Total
Number	0	10	10
Percentage	0	100	100

Figure 33: The Impact of the Absence of English in Society on Learners 'Speaking Skill



The table above (35) shows that all teachers (100%) consider the absence of English outside the classroom -in society- affects negatively learning the speaking skill. They said it affects negatively because of the limited hours learners pass in learning FL at school and the lack of practice outside the class will impede them to learn to speak it.

Conclusion

This chapter has encompassed some pedagogical implications whose main focus is the teaching of speaking under reward conditions. Accordingly, teachers require assigning more importance to the teaching of speaking as a process involving a number of stages that deserve a careful consideration by the learners to be culminated by a final product. In addition, they have to construct a thorough understanding of rewards before its implementation in their classes and to acquaint themselves with the short and long-term effects of reward taking into account learners' personalities and individual differences and learning styles and hurdles students may face and impede their learning of speaking skill.

Most of instructors vary their rewards to cover and reach all students' needs only to scaffold them to reach their goal which is performing orally and using the language competently. The results clearly show that rewards has a great impact in building up students' desire to speak in Oral Expression classes and help them produce orally without obstacles whether psychological or linguistic.

Discussion of analyses

The analysis of students' questionnaire revealed that, many students wanted to master the speaking skill but they were facing some psychological problems in oral expression. This hindered the level of the students' intrinsic motivation towards oral performance and consequently, were resulted in low level of oral skill. The learners' responses demonstrated that those who are really willing to study the English language and master the speaking skill show a great deal of interest in oral classes by trying to face all the problems may impede them from learning and performing orally.

The analysis of the students' answers shows also there is a strong link between the students' psychological state and performing in oral expression class in a part, and the students desirability to receive verbal and nonverbal rewards in FL classroom to motivate them to do more, and perform better.

The analysis of the teachers' questionnaire confirm that OE teachers have various positive roles to play in class during oral expression besides providing students with knowledge. Teachers are asked to identify which kinds of motivators -rewards- must be used to help their students master the speaking skill and perform effectively in OE classes. In addition, to use the FL competently in different contexts.

The analysis of the teachers' answers demonstrated that all teachers seemed to use different types of motivators and speaking activities to involve their students in the classroom and try different solutions to solve their students' psychological and linguistic problems concerning the speaking skill. Also, they try to choose suitable classroom tasks to involve silent students.

Pedagogical Implications

From the above analysis of students and teachers' questionnaires, we recommend that:

- Teachers should consider students' learning styles then choose the appropriate form of reward to be used to encourage them obtain the needed information.
- Teachers should know their students well, then decide what to do to motivate them learn
- Teachers must vary the learning tasks to cover all students' needs, and motivate them to participate during oral expression sessions.
- Teachers should not rely only on the reward use in the classroom to avoid the controlling aspect of reward. And to enhance their students intrinsic motivation.
- Teachers should know what problems their students face most in the classroom when perform orally and try to solve them.
- Teachers should use incentives such reward and punishment to engage their students.
- Teachers must be able of deciding when to use the reward and when to avoid it.
- Students should not be hesitated when participating in OE classes.
- Students should learn how to overcome their psychological problems to improve and ameliorate their speaking skill in particular and their learning level in general.
- Learners should not only participate when a reward is given but they should perform to gain knowledge and for achievement to reach further goals.
- Students should participate not only when they are sure of their answers are correct but they should provide their answers for the reason of obtaining the correct answers and to solve their problems concerning participating in public.

General conclusion

Intrinsic motivation is a significant variable to consider when teaching speaking. Therefore, it is necessary for instructors to enhance intrinsic motivation so that learners can achieve more success and enjoy their learning experience in which they show a deep involvement. Furthermore, they become life-long-learners. The focal problem of this study revolves around learners' reluctance to speak English, which is one of the attitudinal obstructions to learners' successful speaking. Thus, the main aim of the research is to determine the impact of using verbal reward on pupils' intrinsic motivation. Thus, it was hypothesized that: if learners receive suitable rewards their oral proficiency will improve and learners' intrinsic motivation to speak English would be increased. Therefore, verbal reward are effective instructional motivator, which need to be valued by foreign language researchers who are expected to direct their attention to more profound studies about the implementation and the impact of this motivator in the classroom speaking environment, moreover, they are invited to test the influence of such motivator on listening, writing and reading. In the first chapter we have covered the different aspects of the use of reward in the classroom and their best implications to motivate and enhance learners' speaking skill, while in the second chapter we have covered the different areas of the speaking skill and the main problems impede students to learn and use the language competently. However, the third chapter is the field work where questionnaires were delivered and analysed to confirm our hypothesis.

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Appendices

Appendix One: Students' Questionnaires.....I

Appendix Two : Teachers' Questionnaires.....VI

Questionnaires for students

Dear student:

We would be highly glad if you could answer sincerely and frankly the following questions, behind which we aim at getting some information about what kind of incentives-rewards- that you prefer when learning foreign language, especially your speaking skill and which ones are the best to enhance your FL learning

- **NB:** please, put a cross (X) the appropriate box according to you opinion

Questions about Reward and the Speaking skill

1. How do you find speaking English?

- a. Easy
- b . Difficult

2. Rank the following skills according to their difficulty.

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

3. Do you enjoy speaking English?

- a. Yes
- b. No

4. How often do you participate in your classroom?

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

5. Do you feel embarrassed when your teachers ask you to speak?

- a. Yes
- b. No

If yes, please say why

.....
.....

6. When you speak, do you feel nervous?

a. Yes

b. No

If yes, say why please.

.....
.....

7. Do you find yourself stressed in Oral Expression classes?

a. Yes

b. No

8. When you speak, (and in case of error), do you feel worried?

a. Yes

b. No

9. When the teacher calls upon your name, do you feel anxious?

a: Yes

b: No

10. Lack of your participation in the classroom is due to: (you can choose more than one answer)

a. your difficulty in pronunciation

b. Feeling of shyness

c. Limited vocabulary

d. Your fear of making mistakes

e. Lack of confidence

f. Inhibition

11. How would you prefer to be corrected when you make a mistake/error?

a. Immediately, in front of everyone?

b. Later, at the end of the activity, in front of everyone?

c. Later, in private?

d. Not to be corrected at all.

12. Which type of oral activities motivates you more to speak?

- a. Role-playing
- b. Problem-solving activities
- c. Information gap activities
- d. Others?

If others, mention them, please.

.....
.....

13. Is teachers' feedback important to encourage you to speak in Oral Expression classes?

- a. Yes
- b. No

14. What kind of reward from your teacher do you like better? Rank them accordingly.

- a. Verbal praise (saying, good job!)
- b. Marks (+ 's)
- c. Tokens (gifts, stickers)
- d. Monetary (amount of money)
- e. Other

15. Who does most of the talk in the classroom in Oral Expression sessions?

- a. Teacher
- b. Students

16. How often does your teacher use rewards to motivate you to speak?

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

17. Which of the four language skills you wish to master most?

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

18. Which of the following describes your level of speaking ability as a result of reward use in the classroom?

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

Questionnaire for teachers

Dear teachers

This questionnaire, serves as a data collection tool for a research work that investigates how the use of reward develop EFL learners' oral proficiency. I would be very grateful if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be a great help for the completion of this work.

Please, put a cross (X) next to the choice that best represents your answer and give full answer where necessary.

Section one: Personal information

1. Which degree do you hold?

- a. BA (License)
- b. MA (Master)
- c. Ph.D. (Doctorate)

2. How long have you been teaching English?

- a. 1-5 years
- b. 5-10 years
- c. 10-15 years
- d. 15-20 years
- e. + 20 years

Section two: Questions related to rewards and the speaking skill

3. Do you think that the use of rewards plays an important role in enhancing EFL learners' speaking skill?

- a. Yes
- b. No

If yes, please say how?

.....
.....
4. According to your own experience, is the use of rewards in EFL classes?

- a. Necessary
- b. Optional
- c. Useless
- d. Compulsory

5. What are the main forms of rewards that encourage students to learn and speak English in oral classes?

- a. Tangible rewards
- b. Intangible rewards
- c. Verbal praise
- d. Physical praise

In each case, please, say why.

.....
.....

6. Do you consider the use of reward system in FL teaching beneficial to develop the speaking skill.?

- a: Yes
- b: No

If no, please, say why.

.....
.....

7. Is the use of rewards in the oral expression classes obligatory?

- a. Strongly agree
- b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

8. Do you think that the use of rewards creates an atmosphere of competition in an EFL classroom?

a. Yes

b. No

9. How often do you use praise when teaching the speaking skill?

a. Always

b. Sometimes

c. Rarely

d. Never

10. In your opinion, which is more efficient?

a. Punishment

b. Reward

c. Both

11. In your opinion, the use of punishment in the Oral Expression classes has

a. Positive effect

b. Negative effect

Please, justify your answer

.....

.....

11. How do you qualify the speaking skill?

a. Very important

b. Important

c. Not important

12. What kind of motivators do you generally use in oral expression classes? Order them according to their importance by using numbers (1 to 4).

a. Extrinsic rewards

b. Verbal praise

c. Reinforcement

d. Positive punishment

13. What are the speaking activities you use most to create a successful interaction

a. Dialogue

b. Presentations

c. Debates and discussion

d. Role-plays

14. What do you do to motivate silent students to participate in the classroom?

a. Choose interesting topics

b. Add additional marks

c. Design groups and peers

d. Use other means, please specify

15. What is the speaking problem students' face most in the Oral Expression classes?

a. Nothing to say about the chosen topic

b. Inhibition because of anxiety, shyness and stress

c. Mother tongue interference

d. Other problems

Please, justify your answer

.....
.....

ان عملية تعلم اللغات الأجنبية تتطلب من الأساتذة استعمال عدة تقنيات ومنهجيات لتسهيل عملية اكتسابها على المتعلمين وخاصة تكلمها و التواصل بها. يعتبر استعمال المكافآت من أهم المنهجيات المفيدة لتحفيز المتعلمين على تكلم اللغة الاجنبية والتوصل إلى الأهداف المرجوة و التي تساعد المتعلمين على تخطي العوائق التي قد يواجهونها في طريقهم نحو ذلك. ان التحفيز الداخلي لمتعلمي اللغات الاجنبية هو الاصعب حيث يجب على استاذ اللغة ان يتوصل الى طريقة لجعل طلابه يكثرثون للفائدة من تعلم الدرس لا الاهتمام بالمكافأة التي قد يحصلون عليها عند التمكن من انجاز المطلوب بشكل صحيح. فمكافأة الطالب عند انجازه المطلوب بشكل صحيح يعزز و يقوي رغبته في القيام بالمزيد نحو اللغة الاجنبية للتمكن منها حيث ان التمكن من تكلم اللغة الأجنبية دون مواجهة مشاكل سواءا نفسية كانت او لسانية هو ما يجب على المتعلم ان يواجهه ويتخطاه للوصول الى هدفه الا و هو اتقان اللغة الاجنبية و التواصل بها بحرية و ازالة كل العوائق التي قد تمنعه.

Le résumé

Le processus d'apprentissage des langues étrangères exige des professeurs d'utiliser plusieurs techniques et méthodologies pour faciliter l'acquisition sur les apprenants et fente de parler spéciale et le processus de communiquer. L'utilisation des récompenses des méthodes les plus utiles pour motiver les apprenants de parler la langue étrangère et pour atteindre les objectifs souhaités et qui aident les apprenants à surmonter les obstacles qu'ils peuvent rencontrer dans leur moyen de contourner cela. La motivation interne pour les apprenants de langues étrangères est le plus difficile, où si un professeur de langue pour atteindre un moyen de rendre les étudiants se soucient de l'avantage d'apprendre la leçon n'a pas intérêt qui peut les récompenser quand ils arrivent à être en mesure d'accomplir la désiré correctement. Pour récompenser l'étudiant à la fin requise correctement améliore et renforce le désir de faire plus sur la langue étrangère pour leur permettre d'être en mesure de parler la langue étrangère sans rencontrer de problèmes, que ce soit psychologique été ou lingual est ce que devrait être mis sur l'apprenant à faire face et de surpasser pour atteindre le but seulement et est la maîtrise de la langue étrangère et de communiquer librement et supprimer tous les obstacles qui peuvent l'empêcher.

