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STRATEGIES
TO MOTIVATE LEARNERS
TO IMPROVE THEIR SPEAKING
ABILITIES

A CASE STUDY OF FIRST-YEAR STUDENTS OF ENGLISH AT
MOHAMED KHIDER UNIVERSITY OF BISKRA

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Submitted by:
Miss. **Warda KHOUNI**

Supervised by:
Prof. **Ahmed LARABA**

Board of Examiners:

Chairman: Prof. Hacene SAADI
Supervisor: Prof Ahmed LARABA
Examiner: Dr Ahmed MOUMENE
Examiner:

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ABSTRACT

The aim of this research is to identify the needs of first year students of English at Mohamed Khider University of Biskra in OE courses. Further, the study suggests a few strategies for teachers to motivate their students to improve their speaking abilities. The study holds two directions. The first examines the concept of "MOTIVATION", i.e. an overview on research done on motivation since the 1950's to nowadays. In addition, it serves as a reminder about the important models of motivation for language learning studied in the field of educational psychology.

The second direction concerns the nature of the communicative approach and the speaking skill, i.e. oral skills, interaction skills, communication strategies and most important the methodology of teaching (with all its components, i.e. objectives, syllabus, materials, methods and activities). In this part, we have also left a space for the importance of the listening skill in the OE classes.

To achieve that, the study was led through questionnaires to build up an expression of students and teachers' needs and difficulties encountered in the OE courses.

We hope that this study will be beneficial for teachers of the OE module in that it will provide them with a general sight on students' needs and a few strategies to motivate first year students of English to improve the speaking skill.

Our wish is to improve the status of learning foreign languages in our university as well as in Algeria as a whole. This aim may not be achieved without: teacher' awareness of all what concerns the fields of didactics and educational psychology and being motivated to be able to motivate his/ her students and cover all these strategies and models.

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LIST OF ABBREVIATIONS

1. BBC: British broadcasting corporation
2. CLT: Communicative language teaching
3. EAP: English for academic purpose
4. FL: foreign language
5. SL: second language
6. LAB: laboratory
7. L1: mother tongue
8. L2: second language
9. N: number
11. OE: oral expression
12. P: page
13. Q: question
12. SL: second language
14. TEFL: teaching English as a foreign language
15. TL: target language
16. %: percentage
17. R: percentage/ rate

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INTRODUCTION

INTRODUCTION

1. The aim of the study
2. The statement of the problem
3. Focus, questions and problems
4. Hypothesis
5. Research design

1. The aim of the study:

The intention in this research is to arrive at some solutions and a few suggestions to improve our status of learning foreign languages, and to arrive at some strategies that may work in our English language classrooms. In other words, this research aims at showing the effective role of the teacher in motivating first year students to develop their speaking abilities. This may not be achieved without knowing the nature of the problem and revealing true facts in Algeria on the basis of a case study. So this research is part of my short experience and reflects my personal interest. We believe this study will be beneficial to teachers of English in that it will attract their attention to different models of motivation and provide them with the appropriate techniques to help the students develop the speaking skill. We also wish to show teachers in charge of the oral module the importance of the listening skill that may help learners to be familiar with the language and enhance them in developing the skill of encoding their thoughts in the English language.

2. The statement of the problem:

The subject under study is a result of my own interest in the domain of oral expression ,because as a previous student and as a new teacher at the English department ,I always ask myself and my colleagues why university students in general and English learners in particular are not motivated to learn the language , and why teachers have so many problems in dealing with their learners ,especially in the domain of oral expression (in both the speaking and the listening skills)

Thus the role of motivation in foreign language learning is essential and the role of the teacher is in the heart of the learning –teaching process and teacher's skills in motivating learners should be seen as central to learning effectiveness. Unfortunately, in our Algerian universities, motivation is the neglected aspect of our understanding of how to design instruction.

Language teachers frequently use the term "motivation" when they describe successful or unsuccessful learners. This reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign / second language (L2), the learner's enthusiasm, commitment and persistence are key determinants of success or failure.

Indeed, in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of an L2 regardless of their aptitude, whereas without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language. This being the case, the role of the teacher has to be the essence of the process. Indeed research has shown that for many teachers problems of motivating students are the second most serious source of difficulty (after maintaining classroom discipline) preceding other important issues such as the effective use of different teaching methods , a knowledge of the subject matter , and the capable use of textbooks and curriculum guides.

In the light of the importance attached to motivation, it is hard to believe that until the end of the 1980's there had been hardly any attempts in the psychological literature to design motivational strategies for classroom application and in language teaching methodology. It was not until the mid 1990's that the first description of practical classroom techniques started to appear in print. Obviously, researchers had been far more interested to find out what motivation was than how it could be promoted. During the past 6-10 years, however, things have finally started to change. More and more articles and books have been published with the word "motivating" in their title as if a new spirit had entered the profession.

Furthermore, a large number of students from the English department (1st, 2nd, 3rd and 4th year) are not able to hold a conversation, exchange a few words with their teachers or even with their classmates. Their problem is not only with the

understanding of the message sent by the interlocutor but with the response to it .A rich vocabulary reservoir , a knowledge of English syntactic patterns , intonation and stress , shared knowledge about the culture and the universe of discourse , self confidence and a feeling of success are all factors that contribute each in its own way to generating oral proficiency, because oral proficiency refers to the ability to speak a language correctly linguistically but most importantly communicatively.

In addition to that, learning to speak may never be without knowing how to listen besides the knowledge of grammatical and semantic rules of language. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners, especially adults, to speak the target language frequently and appropriately.

However, this study would tend to investigate how these aspects overlap, relating speaking abilities and oral proficiency to the power of the teacher in motivating his / her students without neglecting the evidence of listening comprehension and the listening skill. So our students at the English department need motivational strategies and many factors are to be considered in order to develop their speaking abilities.

3. Focus, questions and problems:

In my research, I want to investigate the role of motivation in foreign language learning – concerning "the oral expression module to first year students". I wish I could:

- Show the nature of motivation;
- Summarise the main theories of motivation;
- Summarise the important models of motivation relevant to language teaching;
- Show the nature of the speaking skill;

- Show the different activities in teaching the oral module; and
- Show the importance attached to the listening skill.

I hope I could answer a few questions attached to motivation in order improve the status of our educational system. Thus:

- What are the sources of motivation?
- What are the relevant times and places for motivation?
- What is the role of the teacher in motivating language learners?
- What are the important theories and models relevant to language learning, and finally how far can these theories be implied to improve the speaking abilities of learners?

4. Hypothesis:

We believe that our learners ought to speak some of the language before learning to read or write. In this sense , we hypothesize that our learners will be able to speak the language if specific techniques are used to enhance this skill .In this context many factors interact to enhance oral proficiency- internal and external factors - but the most important one is the role of the teacher in motivating learners to improve their abilities .So if teachers know how to motivate first year students of English correctly, they will improve and develop their speaking abilities with regard to listening abilities.

5. Research design:

In my research I will introduce the history of the experience of motivation following a descriptive mode, and then I will present the structure of teaching the oral module at our English department after dealing with the speaking and listening skills. The second step will be questionnaires and their analysis and finally a few suggestions and strategies for teachers of the oral expression module in general and the speaking skill in particular through the focus on

motivation as the essence of the teaching- learning process. We will proceed in the following manner:

Chapter one examines the history of motivation. It deals with the development of theories and models through time and answers a few questions about the definitions and sources of motivation either external or internal.

Chapter two describes the concept of communication and provides an overview on the shift of emphasis from the old methodologies of teaching to a new path which is communicative language teaching (CLT). However, this chapter deals with CLT methodology with all its aspects, i.e. syllabus, activities and materials.

Chapter three is a brief study of the speaking skill. It deals with the nature of the skill as being knowledge and skill and describes the different oral skills (interaction, production skills). This chapter also examines a few views on teaching methodology, i.e. views about the objectives and selections of interaction activities.

Chapter four is concerned with needs analysis, the needs of both students and teachers but in fact, it stresses more the students' needs. It includes two long questionnaires to both students and teachers. Both are designed to gathering data about students' beliefs, motivation and problems as well as teachers needs in the field of teaching and learning. This chapter will be the starting point in the practical side of the research.

Finally **chapter five** contains a few suggestions or strategies. This chapter reminds teachers about both internal and external factors that may contribute to creating, generating and protecting motivation. All that, is for the sake of achieving one goal which is developing the speaking abilities of first year students.

CHAPTER I
LANGAUGE LEARNING
MOTIVATION

LANGUAGE LEARNING MOTIVATION

1. Introduction
2. Characteristics of good/ motivated language learners
3. Krashen's affective filter hypothesis
4. Definition of motivation
5. Sources of motivation
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 - A. Behavioural theories
 - B. Cognitive theories
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1. Introduction:

People with the same opportunity and exposure may show variation in the extent to which they learn a second / foreign language. Some people learn the language quickly and thoroughly, while others fail to do so .The explanation of why a language is learned successfully or unsuccessfully may lie in the individuals' motivation to learn it. Therefore, motivation is important in second / foreign language learning because it is the crucial force which determines whether a learner embarks on a task at all , how much energy he / she devotes to it and how long he/ she perseveres. Most teachers and writers in the field of the psychology of learning agree that motivation is a prerequisite for success in language learning. This chapter attempts to explain and answer many questions that may come to our minds about motivation, i.e. definition, sources, theories, models and factors that affect motivation.

2. Characteristics of good/ motivated language learners:

Research has shown that the use of specific learning strategies and techniques while studying a second / foreign language leads to success. Oxford (1994) notes: "*The conscious tailored use of such strategies is related to language achievement and proficiency.* (Oxford 1994).Rubin (1975) summarizes the characteristics of a good learner in a few brief points:

- are willing and accurate guessers;
- have a strong drive to communicate;
- are often uninhibited;
- are willing to make mistakes;
- focus on form by looking for patterns and analysis;
- take advantage of all practice opportunities;
- monitor their speech as well as that of others; and
- pay attention to meanings. (Rubin in Johnson, 2001: 147)

As far as these strategies are concerned, one of the factors that influence the choice of strategies used by students learning a second / foreign language is motivation .More motivated students tend to use more strategies than less motivated students; hence, they tend to be more successful.

Another study was conducted by a few researchers to find out the characteristics of motivated learners. The authors of a classic study of successful learning Naiman et al in 1978 came to a conclusion that the most successful learners are not necessarily those to whom a language comes very easily, they are those who display certain typical characteristics, most of them clearly associated with motivation. Some of these are described by Ur (1996) as the following:

- Positive task orientation. The learner is willing to tackle tasks and challenges, and has confidence in his or her success;
 - Ego involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive self image;
 - Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do;
 - High aspirations. The learner is ambitious, goes for demanding challenges,
high proficiency and top grades;
 - Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them;
 - Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress; and
 - Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in confidence that understanding will come later.
- (Ur, 1996: 275).

A feature shared in most foreign language classrooms where the language is a required university subject, is the problem of the lack of motivation. The following behaviour described by Chambers (1993) as quoted by Meng (1998) is familiar to many foreign language teachers in general and our teachers at the English department in particular. He says:

"Poor concentration, lack of belief in own capacities, no effort made to learn, what's the use? Syndrome, negative or nil response to praise, lethargy, lack of cooperation, disruptive, distracted, distracts other students, produces little or no home work, and fails to bring materials to lessons, claim to have lost materials." (Meng Ching Ho, 1998: 165)

To change this status of our learning and to achieve the characteristics of good language learners, it is the role of the teacher's motivation that guides and makes successful language learning. The success of the process can be only with the existence of awareness of teachers in doing their tasks. Gephard (1994) confirms that and states:

"Awareness of teaching is empowering. The more interest teachers have in gaining awareness of how they teach, the more freedom they have to direct their teaching toward successful student learning." (Gephard in Kral, T, 1994: 7)

3. Krashen's affective filter hypothesis and affect in language learning:

In his theory of Second Language Acquisition, Krashen (1985) proposed five main hypotheses: natural order, acquisition / learning, monitor, input and the affective filter hypothesis. In our study we are interested only in the fifth hypothesis – The Affective Filter Hypothesis. This hypothesis stipulates that motivation is one of the affective variables that play a facilitative, but non-

causal role in second language acquisition. Krashen (1985) claims that students with high motivation and low anxiety are better disposed to acquire a second language. However, low motivation and high anxiety can all together raise the affective filter and lead into a ' mental block ' that prevents "comprehensible input" from being used for acquisition. In other words, when the filter is "up" it hinders language acquisition.

Thus, what one concludes is that affect does play a very important role in second language acquisition. It needs to be taken into consideration by L2 teachers and they have to make sure that the learners' affective filter is low at all times in order for proper learning to take place.

4. Definition of motivation:

Although the word “motivation” might appear simple and easy, it is in fact very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition. According to Gardner (1979), motivation is concerned with the question, “*Why does an organism behave as it does?*” He defines it as:

"Those affective characteristics which orient the student to try to acquire elements of the second language, and include desire the students have for achieving a goal and the amount of effort he expends in this direction." (Gardner in Gils& Clair, 1979: 179)

Gardner (1985) also defines motivation as the combination of desire and the effort made to achieve a goal, and that links the individual's rationale for any activity such as learning with the range of behaviours and degree of efforts employed in achieving goals. (Gardner in Mc Caorthy in Mckay,S & Hornberger,N,H, 1996: 3)

Moreover, Heckhusen (1991) defines it as:

"Global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behaviour because of expected consequences, and then implements it with some measure of energy, along a particular path" (Dornyei & Otto, 1998: 64)

Motivation is also defined as the impetus to create and sustain intentions and goal seeking acts. It is important because *"it determines the extent of learner's active involvement and attitude toward learning.* (Ngeow, 1998). Interestingly, many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language. According to Oxford and Shearin (1994), motivation determines the extent of active, personal involvement in L2 learning. Finally, based on the preceding definitions, we can come up with the following: motivation involves a goal, an effort, a desire, energy, active involvement, and persistence.

5. Sources of motivation:

In fact, *"without knowing where the roots of motivation lie, how can teachers water those roots?"* (Oxford & Shearin, 1994: 15). Educational psychologists point to three major sources of motivation in learning: the learners' natural interest – intrinsic satisfaction, i.e. the teacher/ institution / employment – extrinsic reward and success in the task combining satisfaction and reward. According to Littlejohn (2001): *"While teachers and school systems have drawn on both of the first two sources of motivation, the third source is perhaps under-exploited in language teaching"*. This is thus simple fact of success, and the effect that this has on our view of we do. As human beings, we generally like what we do well, and are therefore more likely to do it again, and put in more effort...In the classroom, this can mean that students who develop an image of themselves as 'no good at English' will simply avoid situations which tell them what they already know – that they are not any good at English. Feeling of

failure, particularly early on in a student's school career, can therefore lead to a downward spiral of a self – perception of low ability- low motivation – low effort – low achievement – low motivation – low achievement, and so on.

6. Theories of motivation:

The object of teaching is that learner should change; the extent of this change however, is a matter of considerable debate. Behaviourists talk about changing behaviour, cognitivists about changing minds, and humanists about changing lives and critical reflectors about changing societies. Motivation has been explained in terms of eight different theories: behavioural, cognitive, cognitive developmental, achievement motivation, psychoanalytic, humanistic, social cognition and transpersonal/ spiritual theories.

A. Behavioural theories:

According to behaviourists, motivation is explained in terms of external stimuli and reinforcement. The physical environment and actions of the teacher are of prime importance .Three theories fall under the umbrella of the behavioural. Bentham (2002) restudied them as follows:

a. Classical conditioning (Pavlov)

This theory states that biological responses to associated stimuli energize and direct behaviour.

b. Instrumental / operant learning (Skinner)

This theory states that the primary factor is consequences: reinforcers are incentives to increase behaviour and punishers are disincentives that result in a decrease in behaviour.(Stimulus ___ response ___ reward)

c. Observational / social learning (Bandura)

This theory suggests that modeling (imitating others) and vicarious learning (watching others have consequences applied to their behaviour) are important motivators of behaviour.

Weiner (1990) points out that behavioural theories tend to focus on extrinsic motivation (reward) whereas cognitive theories deal with intrinsic motivation.

B. Cognitive theories:

As for the cognitive theories, cognitivists explain motivation in terms of person's active search for meaning and satisfaction in life. Thus, motivation is intrinsic. Good & Prophy (1994), Dornyei (2001a) and Dornyei (2001b) discuss these theories as being:

a. Expectancy – value / VIE theory:

Vroom (1964) proposes the following equation:

Motivation = Perceived Probability of success (Expectancy) + connection of success and reward - material benefit (Instrumentality) + value of obtaining goal (Valence, Value) (VIE= Valence, Instrumentality, Expectancy)

Since this formula states that the three factors of Expectancy, instrumentality, and valence or value are to be multiplied by each other, a low value in one will result in a low value of motivation. Therefore, all three must be present in order for motivation to occur. That is, if an individual doesn't believe he or she can be successful at a task, or the individual does not see a connection between his or her activity and success, or the individual does not value the results of success, then the probability is lowered that the individual will engage in the required learning activity. From the perspective of this theory, all three

variables must be high in order for motivation and the resulting behavior to be high.

Hence, an individual will act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

b. Attribution Theory (Heider, 1958; Weiner, 1974)

This theory proposes that every individual tries to explain success or failure of self and others by offering certain "attributions." These attributions are either internal or external and are either under control or not under control. The following chart shows the four attributions that result from a combination of internal or external locus of control and whether or not control is possible. In a teaching/learning environment, it is important to assist the learner to develop a self-attribution explanation of effort (internal, control). If the person has an attribution of ability (internal, no control) as soon as the individual experiences some difficulties in the learning process, he or she will decrease appropriate learning behavior. If the person has an external attribution, then nothing the person can do will help that individual in a learning situation (i.e., responsibility for demonstrating what has been learned is completely outside the person). In this case, there is nothing to be done by the individual when learning problems occur.

c. Cognitive Dissonance Theory

This theory was developed by Leon Festinger (1957) and states that, when there is a discrepancy between two beliefs, two actions, or between a belief and an action, we will act to resolve conflict and discrepancies. The implication is

that if we can create the appropriate amount of disequilibrium, this will in turn lead to the individual changing his or her behavior which in turn will lead to a change in thought patterns which in turn leads to more change in behavior.

C. Cognitive Developmental Theories

Regarding the cognitive developmental theorists, students' needs, goals, and interests must be the starting point if motivation is to occur. Thus, for motivation and progress to exist, instructional input to students must be challenging and relevant (Oxford & Shearin, 1994). Two important theories fall under the cognitive developmental: stages of cognitive development theory and zone of proximal development.

a. Stages of Cognitive Development Theory (Piaget, 1972, 1990)

According to Piaget, children are motivated to develop their cognitive or mental abilities in a predictable set of stages: the sensorimotor stage (infancy, 0 to 2 years), the pre-operational stage (toddler and early childhood, 2-7 years), the concrete operational stage (elementary and early adolescence, 7-12 years) and finally, the formal operational stage (adolescence and adulthood 12 years –adult). According to this model, fulfillment of the previous stage is necessary for advancement to the next stage. In order for the child to be motivated, parents and teachers need to challenge his/her abilities, but not present material or information that is too far beyond the child's level. It is also recommended that teachers use a wide variety of concrete experiences to motivate the child (e.g., use of manipulative, working in groups to get experience seeing from another's perspective, field trips, etc). (Stevens-Long & J.Cob, 83:49-50)

b. Zone of Proximal Development (Vygotsky, 1978)

The Zone of Proximal Development is the distance between the learner's actual developmental level and the level of potential development; it is the gap between what we are trying to teach and the current state of development in that area. If the gap is too large, instruction will not be *effective*; too small and the learner will not be extended, therefore teachers must have background knowledge of those they teach.

D. Achievement Motivation Theories

Atkinson and Raynor (1974) talk about three theories, described by Dornyei (2001a) and Dornyei (2001b) as follows:

a. Need for Achievement

Individuals with a high need for achievement are interested in excellence for its own sake (rather for extrinsic rewards), tend to initiate achievement activities, work with heightened intensity on these tasks, and persist in the face of failure.

b. Fear of Failure

This theory states that the main drive to do well comes from avoiding a negative outcome rather than approaching a positive one.

c. Fear of Success

This theory states that some individuals might prefer to fail for fear of losing social support (affiliation). However, Locke and Latham (1994) have

discussed a *fourth theory*, the *Goal theory*, which covers three separate types of goals.

d. Goal Theory

- *Mastery goals* (also called learning goals). They focus on gaining competence or mastering a new set of knowledge or skills;
- *Performance/normative goals* (also called ego-involvement goals). They focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort;
- *Social goals*. They focus on relationships among people. Students pursuing social goals try hard to achieve in academic situations for social reasons.

In the context of school learning, which involves operating in a relatively structured environment, students with mastery goals outperform students with either performance or social goals. However, in life success, it seems critical that individuals have all three types of goals in order to be very successful. One aspect of this theory is that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks which will provide an interesting challenge, but still keep the high expectations for success.

E. Psychoanalytic Theories of Motivation

Following the achievement motivation theories, came the psychoanalytic theories of motivation which propose a variety of fundamental influences. Freud

(1990) suggested that all creation or behavior is a result of internal, biological instincts that are classified into two categories: life (sexual) and death (aggression). However, Erikson (1993) and Sullivan (1968) propose that interpersonal and social relationships are fundamental. Adler (1989) also proposes power and money as motivators, whereas Jung (1953, 1997) talks about temperament and search for soul or personal meaningfulness.

F. Humanistic Theories of Motivation:

Humanists stress the need for personal growth. They place a great deal of emphasis on the total learner. They also maintain that learners need to be empowered and have control over the learning process. The teacher becomes a facilitator. Three theories fall under the umbrella of the “humanistic” theories of learning. These are:

a. Hierarchy of human needs (Maslow, 1954):

In a recent study, Green, D (2000) makes a study on Maslow's hierarchy. He summarizes the two groupings that form this hierarchy: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. The first four levels (Deficiency Needs) are:

- *Physiological*: hunger, thirst, bodily comforts,
- *Safety/Security*: out of danger;
- *Belonging and Love*: affiliate with others, be accepted; and esteem. To achieve, be competent, gain approval and recognition.

Therefore, according to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met. The remaining four levels (Growth Needs) are:

- *Cognitive*: to know, to understand, and explore;

- *Aesthetic*: symmetry, order, and beauty; and
- *Self-Actualization*: to find self-fulfillment and realize one's Potential; self-actualized people are characterized by:
 - *Being problem-focused*;
 - *Appreciating life*;
 - *Showing concern about personal growth*;
 - *Showing ability to have peak experiences* and
 - *Transcendence, to help others, find self-fulfillment and realize their potential.*

The essence of the hierarchy is the notion of “pre-potency”, which means you are not going to be motivated by any higher-level needs until your lower level ones have been satisfied.

b. Hierarchy of Motivational Needs (Alderfer, 1972):

Maslow recognized that not all personalities followed his proposed hierarchy. While a variety of personality dimensions might be considered as related to motivational needs, one of the most often cited is that of introversion and extroversion. Reorganizing Maslow's hierarchy based on the work of Alderfer and considering the introversion/extroversion dimension of personality results in three levels, each with an introverted and extroverted component. This organization suggests that there may be two aspects of each level that differentiate how people relate to each set of needs. Different personalities might relate more to one dimension than the other. For example, an introvert at the level of other, Relatedness might be more concerned with his or her own perceptions of being included in a group, whereas an extrovert at that same level would pay more attention to how others value that membership.

c. Self-Determination Theory (Deci & Ryan, 1985):

This theory is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. It proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding. Intrinsic motivation: it 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. Extrinsic motivation: it involves the pursuit of some reward external to the completion of the task such as good grades. It is believed to undermine intrinsic motivation; individuals will often lose their intrinsic interest in a task if the task is seen as a means to an end. (See also Noels, K et al 2000)

G. Social Cognition Theory:

Bandura (1986, 1997) discusses two themes: self-efficacy, which highlights the belief that a particular action is possible and that the individual can accomplish it, and self-regulation, which highlights the establishment of goals, the development of a plan to attain those goals, the commitment to implement that plan, the actual implementation of the plan, and subsequent actions of reflection and modification or reduction.

H. Transpersonal / Spiritual Theories:

Finally, there are the transpersonal/spiritual theories which deal with the meaningfulness of our lives or ultimate meanings. According to Huitt (2000), the way we view our spirituality has a big influence on our values and self-concept: *“One's perspective on humankind's spiritual nature also impacts the dreams and goals one develops and how one pursues them”* (Huitt, 2000).

7. Models of motivation:

A few relevant models of motivation are to be presented according to time evolution – from 1959 to 1998. These models are Gardner and Lambert 's Socio-Educational Model , Vroom 's Expectancy Model , Schumann ' s Acculturation Model , Dornyei ' s Motivational construct , Wen ' s four Motivational factors .

In their Socio-Educational Model, and after concluding a study that lasted more than ten years, Gardner and Lambert (1959, 1972) concluded that the learner's attitude toward the target language and the culture of the target - language – speaking community play a crucial role in language learning motivation .They introduced the notions of instrumental and integrative motivation. (See also Chambers 1999, Belmachri & Humel 1998, Gardner et al 2004 and Norris, H 2001)

In the context of language learning , instrumental motivation refers to the learner 's desire to learn a language for utilitarian purposes (such as school / university requirement , employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community .However, researchers challenged the social psychological approach claiming that it does not include the cognitive aspects of learning motivation (Oxford & Shearin, 1994, Dornyei, 1994), it is not practical and does not benefit L2 learning since it is too broad to help L2 educators generate practical guidelines.

According to Vroom 's (1969) expectancy model, the learners motivation to acquire a second / foreign language is determined by effort , valence(perception of degree of attractiveness of goals/ its value), expectancy(perception of the probability of attaining the goals) , ability to achieve the goals (appraisal of their ability to achieve the goals), and instrumentality (connection of success and reward).

In the years between 1978 and 1986, in his acculturation model, Schumann examined the effects of personal variables such as relative status, attitude,

integration, amount of time in the culture, size of the learning group, and the cohesiveness of the group and adult language learning.

Schumann suggested three strategies taken by adult learners:

- Assimilation: total adoption of the target culture
- Rejection of target culture: preservation of the home culture (culture shock) and
- Acculturation: learning to function in the new culture while maintaining one's own identity (adaptability).

He suggests that the degree of acculturation determines the level of second language acquisition. When an individual chooses to acculturate and experiences success, the motivation to learn the L2 increases. (Oxford & Shearin, 1994) .In the EFL unlike the ESL classroom, the situation is slightly different, in that the need for assimilation or acculturation is practically non-existent, especially at beginning levels and in languages such as French or German. (See also Spolsky 1988 and Harley et al 1990)

Another effective model in the history of motivation is Keller's. Keller (1983) presents an instructional design model for motivation that is based upon a number of other theories. His model suggests a design strategy that encompasses four components of motivation: arousing interest in the topic (Attention), creating (Relevance) to students' lives, developing an expectancy of success and feelings of being in control (Confidence), producing (Satisfaction) in the outcome through intrinsic/extrinsic rewards. Keller (1987) introduced the ARCS Model of Motivational Design which is a well-known and widely applied model of instructional design. Simple, yet powerful, the ARCS Model is rooted in a number of motivational theories and concepts, most notably expectancy-value theory. In expectancy-value theory, "effort" is identified as the major measurable motivational outcome. For "effort" to occur, two necessary prerequisites are specified _ (1) the person must value the task and (2) the person must believe he or she can succeed at the task. Therefore, in an

instructional situation, the learning task needs to be presented in a way that is engaging and meaningful to the student, and in a way that promotes positive expectations for the successful achievement of learning objectives.

The ARCS Model identifies four essential strategy components for motivating instruction: *[A]ttention* strategies for arousing and sustaining curiosity and interest; *[R]elevance* strategies that link to learners' needs, interests, and motives; *[C]onfidence* strategies that help students develop a positive expectation for successful achievement; and *[S]atisfaction* strategies that provide extrinsic and intrinsic reinforcement for effort. Keller (1987) breaks each of the four ARCS components down into three strategy sub-components. Attention includes: perceptual arousal, inquiry arousal and variability. He sees relevance as being: goal orientation, motive matching and familiarity. Confidence also is divided into: learning requirements, success opportunities, personal and responsibility. Finally, he divides satisfaction into: intrinsic reinforcement, extrinsic rewards and equity. (Fernandez, J, 1999).

In 1985, Gardner explored four other motivational orientations: the reason for learning, the desire to attain the learning goal, the positive attitude toward the learning situation, and the effortful behaviour. Gardner also described core second language learning motivation as a construct composed of three characteristics: the attitudes towards learning a language (affect), the desire to learn the language (want), and motivational intensity (effort). Therefore, according to Gardner (1985), a highly motivated individual will enjoy learning the language, will want to learn the language, and will finally strive to learn the language. He states:

"An integratively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to exert more effort in learning the language."

(Gardner, R.C, /).

In 1990, Dornyei considers instrumental motivation more important than integrative motivation for learners of foreign languages. Thus, he postulates a motivational construct consisting of instrumental motivational subsystems, an integrative motivational subsystems, a need for achievement, and attribution about past failures.

In 1991, Crooks and Schmidt identified four areas of second language motivation: The micro level, the classroom level, the syllabus level, and a level involving factors from outside the classroom. The micro level involves the cognitive processing of the input. At the micro level learner motivation is evidenced by the amount of attention given to the input. The classroom level includes the techniques and activities employed in the classroom. The syllabus level refers to the choice of content presented and can influence motivation by the level of curiosity and interest aroused in the students. Finally, factors from outside the classroom involve informal interaction in the L2 and long term factors. Crookes and Schmidt (1991) also suggested that motivation to learn a language has both internal and external features.

In 1994, Oxford and Shearin analyzed a total of 12 motivational theories or models, including those from socio-psychology, and identified six factors that impact motivation in language learning:

1. Attitudes (i.e. sentiments toward the learning community and the target Language);
2. Beliefs about self (i.e. expectancies about ones' attitudes to succeed, self-efficacy, and anxiety.);
3. Goals (perceived clarity and relevance of learning goals as reasons for learning);
4. Involvement (i.e. extent to which the learner actively and consciously participates in the language learning process.);

5. Environmental support (i.e. extent of teacher and peer support, and the integration of cultural and outside class support into learning experience.) and
6. Personal attributes (i.e. aptitude, age, sex, and previous language learning experience.)

In 1994, Dornyei brought another movement to theories of motivation in language learning with his taxonomy of motivation that is comprised of three levels: the language level, the learner level and the learning situation level. The language level is the most general level which focuses on "orientations and motives related to various aspects of the L2". The motives and orientations at this level determine the language studied and the most basic learning goals. (Integrative motivational subsystem & instrumental motivational subsystem). The learner level involves the influence of individual traits of language learners. Motivation is influenced at the learner level by the learner's need for achievement, self-confidence (anxiety, perceived L2 competence, attributions, and self-efficacy). The learner level is concerned with internal affective characteristics of the learner related to expectancy. Motivation at the learning situation level is influenced by a number of intrinsic and extrinsic motives that are course specific (interest, relevance, expectancy, satisfaction), teacher specific (affiliative motive-- please teacher, authority type -controlling vs. autonomy supporting, modeling, task presentation, feedback), group specific (goal-orientedness, reward system, group cohesiveness, classroom goal structure -- cooperative, competitive, individualistic).

In 1997, Wen incorporated expectancy – value theories and identified four motivational factors: motivation of instrumentality, intrinsic motivation, expected learning strategies and efforts and passivity towards requirements. After having identified those four motivational factors, Wen develops a tool for measuring motivation: the motivation scale which measures instrumental and integrative motivation, effort, valency, expectancy, and ability.

In 1998, Dornyei suggested seven main motivational dimensions:

- a) the affective/integrative dimension: integrative motives; affective motives; language attitudes; intrinsic motives/attitudes towards L2 Learning/enjoyment/interest;
- b) the instrumental/pragmatic dimension;
- c) the macro-context-related dimension (multi-cultural/ intergroup/ ethnolinguistic relations);
- d) the self-concept-related dimension (generalized/ trait-like personality factors);
self-concept; confidence/self-efficacy; anxiety/inhibitions; success/failure-related (attributional) factor; expectancy; need for achievement;
- e) the goal-related dimension;
- f) the educational context-related dimension (learning/ classroom/ school environment) and
- g) the significant others-related dimension (parents, family, friends).

What one can conclude is that all these models focus on the learner and the learnt language but still fixed to one side of the affective factors that influence the process of learning. The only model that collects ideas from different theories and holds an eclectic approach is that of Dornyei (2001) in which he created a framework of motivational strategies that fits well the status of our universities and the level of our learners.

8. Factors that affect motivation:

Several factors affect students' motivation to learn a second language but the main ones are those mentioned via this quotation by Brophy (1987):

"Motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations,

and direct instruction or socialization by significant others (especially parents and teachers)." (Brophy, J in Abisamra, N, 2006)

To complete that quote, we may say that the most effective factor and the important one among significant others is the teacher. To confirm that Stipek (1988) says: *"To a very large degree, students expect to learn if their teachers expect them to learn"* (Stipek, D in Abisamra, N, 2006). Factors can be divided through many ways. William, M and Burden, R (1997) divide them into internal and external factors.

a. Internal factors:

- Age: this is evident in works of Piaget, Maslow, Alderfer, Erikson and Vygotsky.
- Gender: girls are known to acquire languages faster than boys. Hence, their motivation would be higher.
- Religion: religion may have two different influences on learners of other languages. On one hand it may be a motive for many people who are interested in learning other cultures and religions in which they may never do that without language. On the other hand it may be for a kind of people just a waste of time and that there is no need to learn it since they have their own languages.
- Goal: why the learner is studying the language.
- Need: how much the learner needs to study this language.
- Interest (and curiosity): how interested the learner is in learning this language
- Attitude: how the learner views this language and its speakers.
- Expectancy: how much the learner expects to succeed.
- Self-efficacy/Competence: judging own ability and competence.

How capable of success they think they are.

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

- First foreign language: many people see learning another language easy just

because the system of that language is similar to their first foreign language (like the case of English and French in Algeria). Otherwise they can be motivated because they had a high achievement in the first foreign language either as a school subject or in the daily use of language in the environment.

b. External factors:

- Teachers: this can affect learners through; encouragement, expectations, feedback, scaffolding, task presentation, teaching strategies and techniques and rewards

- Course content and Classroom atmosphere: relevance attractiveness, challenge relaxed and positive atmosphere (low affective filter).

- Social identity (peer groups): teenagers tend to be heavily influenced by their peer groups. In second language learning, peer pressure often undermines the goals set by parents and teachers. Peer pressure often reduces the desire of the student to work toward native pronunciation, because the sounds of the target language may be regarded as strange. For learners of English as a second language, speaking like a native speaker may unconsciously be regarded as a sign of no longer belonging to their native-language peer group. In working with

secondary school students, it is important to keep these peer influences in mind and to foster a positive image for proficiency in a second language.

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

- Home support: support from home is very important for students' motivation

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

- Learning environment: in order for the students to be motivated, the learning

environment needs to be free from anxiety; the student should not feel threatened or intimidated. In order for him/her to speak, s/he needs to feel s/he will be heard and that what s/he is saying is worth hearing.

Thus, as teachers we should make our teaching according to these factors to fit our students' backgrounds and levels.

9. Conclusion:

Motivation has been called the neglected heart of language teaching. As teachers, we often forget that all of our learning activities are filtered through our students' motivation. Without students' motivation, there is no pulse; there is no life in the class. A great deal of research has been done in the area of motivation, and why it is so fundamental to second language learning. The underlying issues related to motivation are complex, but it is clear that every person's motivation to learn is flexible rather than fixed. As teachers, when we

learn to incorporate direct approaches to creating, generating and protecting motivation, we will become happier and more successful teachers.

CHAPTER II
THE COMMUNICATIVE
APPROACH

CHAPTER TWO:

THE COMMUNICATIVE APPROACH

1. Introduction
2. The concept of communication
3. Aims of the communicative approach
4. Communicative language teaching
 - A. Definition
 - B. Components of communicative competence
 - C. Methodology
5. Conclusion

1. Introduction:

One of the keys of good teaching is the knowledge of the subject. Teachers need to cover all aspects of the matter. In oral expression, teachers should know the nature of the communicative approach and communicative language teaching. This chapter examines the nature and importance of communication and communicative language teaching that lies in the opportunity it offers in linking language learning to every-day life and to interests of learners and their future communicative needs. If teachers know well the essence of the communicative approach and discover how to exploit this chance, they will present courses (i.e. tasks, activities) in a communicative as well as a motivating way.

2. The concept of communication:

The communicative movement in ELT encompasses all modes of language use. It has, as one of its bases, a concept of what means to know a language and to be able to put that knowledge to use in communicating with people in a variety of settings and situations. One of the earliest terms for this concept was communicative competence Hymes (1972). In coining the term, Hymes demonstrated a shift of emphasis among linguists, away from a narrow focus on language as a formal system, a focus clearly seen in the work of Chomsky (1965) who used the term 'competence' to describe knowledge of language:

"We thus make a fundamental distinction between competence (the speaker – hearer's knowledge of the language), and performance (the actual use of the language in concrete situations)" (Chomsky in Hedge, 2000: 45)

So Hymes added the concept of 'communicative' to this knowledge of the formal system of language, and adding this feature to competence meant for him:

".....rules of use without which the rules of grammar would be useless. Just as rules of syntax can control aspects of phonology, and just as rules of semantics perhaps control aspects of syntax, so rules of speech acts enter as a controlling factor for linguistic form as a whole. (Hymes in Hedge, 2000: 45)

From all that we may infer that communicative competence is what a person needs to know in order to communicate effectively in culturally significant situations. Hymes as a sociolinguist was concerned with the social and cultural knowledge which speakers need in order to understand and use linguistic forms. His view therefore encompasses not only knowledge but also ability to put that knowledge into use in communication.

Another view of communication is Widdowson's (1970) who sees communication as a dynamic unpredictable process which determines no fixed link between meaning and the way it is realized in a language , since a linguistic structure may express different functions and vice versa . He points out that communication is a relative term and has to be negotiated:

"Meaning do not exist ready- made in language itself. They are worked out. We are given linguistic clues to what propositions are expressed and what illocutionary acts are performed .We inevitably rely on common knowledge, we make assumptions about what the person we are addressing can infer from what we say "(Widdowson, 1978: 13)

Therefore, we need to enable our learners to apply their own experience of using their first language to the target language and recognize it as another dynamic system for sending and receiving messages. Thus communication is not an innate quality in language teaching methods and materials; it is a part of the learner's process of developing a way of using language spontaneously and

appropriately. So the word 'communication ' is a situation where two or more participants alternate in the respective roles of speakers and listeners, resulting in genuine exchange of information or in the negotiation of meaning so as to install in the learner the ability to communicate fluently and appropriately (Richards 1981). Furthermore, Widdowson (1990) confirmed that people communicate by communicating rather than by learning about the language system.

3. Aims of the communicative approach:

The core of the communicative approach is applying real life situations in language teaching and learning, but the main goals of the communicative approach may be the following as stated by Richards (2006):

- knowing how to use language for a range of different purposes and functions;
- knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as apposed to spoken communication);
- knowing how to produce and understand different types of texts (e.g. narratives reports, interviews and conversations);
- knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies) (Richards, 2006: 3-4).

4. Communicative language teaching (CLT):

The origins of CLT are many insofar as one teaching methodology tends to influence the next. The communicative could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and

grammar translation methods of foreign language instruction. They felt that students were not learning enough realistic language. They did not know how to communicate using appropriate social language, gestures or expressions; in brief, they were at loss to communicate in the culture of the target language. Interest in and development of communicative style, teaching mushroomed in the 1970's, authentic language use, and classroom exchanges where students engage in real communication with one another became quite popular. In the intervening years; the communicative approach has been adapted to the elementary, middle, secondary and post secondary levels. The underlying philosophy of CLT spawned different teaching methods known under a variety of names such as: notional- functional teaching, teaching for proficiency, proficiency based instruction and communicative language teaching.

A. Definition:

Communicative language teaching makes use of real –life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio- lingual method of language teaching; that relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of the classroom exercise which will vary according to their reactions and responses. The real life simulation change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Berns (1984) -an expert in the field of communicative language teaching- writes in explaining Firth's view that "Language is interaction ":

"It is interpersonal activity and has clear relationship with society. In this light ; language study has to look at the use (function) of language in context , both its linguistic context (what is uttered before and after a given piece of discourse) and its social or situational context (who is speaking , what their

social roles are , why they have come together to speak) " (Berns, S, in Galloway, A, 1993)

According to Johnson (1979), CLT is based on inventories specifying semantic and pragmatic categories which are arrived at by considering presumed communicative needs. The learners need to have the opportunity to focus on the content and the purpose of communication rather than its form, with all the language they have at their disposal. CLT is taken to be any form of language teaching which incorporates a reasonable proportion of activities that meet this general condition. It is concerned not with the production of accurate sentences in isolation, but with meaning above the sentence level, with the linking together of utterances to produce a global meaning which is a characteristic of discourse.

Widdowson (1987) argues that CLT not only attempts to bridge the gap between language items and their meaning, but also deals with the delicate area of negotiating meaning; it involves making learners aware of the connection between forms and meaning together with whatever differences are there in society that might affect the pragmatic element in communication. Johnson (1982) refers to three categories of views on CLT: in the first group we find those who attempt to link structures to functions, based on presumed needs of students adopting an approach in which language items are listed in a syllabus and presented directly. It was the appeal of Wilkins (1976) who was criticized by Brumfit (1980) and Widdowson (1979) for substituting one set of linguistic isolates for another form/ function correlates with no meaningful generalization relating to them. In the second category, we find those in favour of an approach with no selection and generalization of language items, who believe that communicative abilities develop through the learning process itself.

Halliday (1973) argues that textual and ideational and interpersonal network of systems underlying communicative knowledge interrelate in a dynamic way that cannot be formulated in a system of rules, hence, rejects the

idea of preselection of structures and functions. The last category contains those like Johnson (1982) and Brumfit (1980) who make no generalization about functions but accept the preselection of structures and functions to be taught while recognizing the need for a dynamic and free communication practice stage.

According to them, communicative approach is based on a consideration of language, not as an object or a package, but as a flexible and creative medium of ideas. However, Johnson and porter (1983) highlight three major characteristics of CLT syllabus design: learners' needs, a methodology concerned with meaningful communication and materials which are authentic and relevant to the learner.

B. Components of communicative competence:

Starting by the definition of communicative competence and relying on the known models of communication, we may infer the main components of communicative competence. According to the Longman dictionary of applied linguistics (1981), communicative competence is defined as:

"the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom".(Longman dictionary of applied linguistics, 1981: 49)

So this definition states that communicative competence is made up of four major components: grammatical competence, sociolinguistic competence, discourse competence and strategies competence. This definition is actually based on Hymes' view (1972). It is evident that Hymes' view of language is primarily sociolinguistic; however, it also addresses issues of language acquisition. Research in the field created models on bases of these divisions of components. Among the known models: Canale and Swain's (1980), Bachman

(1988, 1990) and Savington (1983, 1997). Canale and Swain's model of communicative competence includes four components: grammatical competence, sociolinguistic competence, discourse competence and strategies competence. Savington (1983, 1997) suggested that a classroom model of communicative competence includes Canale and Swain's four components and further proposed five components of a communicative curriculum that include language arts, language for a purpose, personal second language use, theatre arts and beyond the classroom. These elements together, help support both theoretical and practical foundations for CLT. It is clear that Savington (1997) did not rely on these as the sole attributor of CLT. In particular, with regard to the four components she concluded as stated by Sato and Kleinsasser (1999):

"Whatever the relative importance of the various components at any given level of overall proficiency, one must keep in mind the interactive nature of their relationship. The whole of communicative competence is always something other than the simple sum of its parts." (Sato, K & Kleinsasser, R, C, 1999: 495).

The same can be said about the five curriculum components. Moreover, Savington cast an even wider net over what influences and challenges the promotion of CLT, she sees CLT as deriving from multidisciplinary perspective that includes at least, linguistic, psychology philosophy, sociology and educational research. However; the focus has been the elaboration and implementation of program and methodologies that promote the development of functional language ability through learner participation in communicative events.

Another conceptualization of communicative competence and CLT is that of Bachman (1990), who created a theoretical framework of communicative language ability that includes knowledge structures, strategic competence,

psychophysiological mechanisms, context of situation and language competence. Language competence is further divided into organizational competence (grammatical & textual competences) and pragmatic competence (illocutionary and sociolinguistic competences).

Further, Brown (1994) defined communicative language teaching in another way and other terms, as including the following issues:

- a- classroom goals are focused on all of the components of communicative competence;
- b- language techniques are designed to engage learners in the pragmatic, authentic and functional use of language for meaningful purpose;
- c- fluency and accuracy are seen as complementary principles underlying communicative techniques and
- d- students ultimately have to use the language productively. (Brown, 1994: 245)

Thus communicative competence (or CLT) is a cluster of many disciplines and issues that can not be applied in isolation in an educational setting or in classrooms. Richards and Rogers (1986) state:

"Communicative language teaching is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure; there is much greater room for individual interpretation and variation than most methods permit"
(Richards, J & Rogers, T.S, 1986: 83)

C. Methodology:

As far as the methodology of teaching is concerned, Richards and Rogers (1986) divide it into three main components: the approach, the design and the procedure.

Concerning the approach, they examined two types of theories. The first are theories of language that stress –as we explained above–the idea of communicative competence brought by Hymes (1972) instead of language competence studied by Chomsky (1965) in which the learner has to have the ability not only to know the linguistic system but also how to use the that system in a variety of situations.

The second is the theory of learning. Many researchers in the field of teaching like Johnson (1979), Littlewood (1981), Richards and Rogers speak about elements that may form a theory of learning. In their view, these elements are communicative principles: activities that involve real communication promote learning. The second element is task principles: activities in which language is used for carrying out meaningful tasks promote learning .The third element is the meaningfulness principle: language that is meaningful to the learner supports the learning process. However, learning activities has to be selected according to how well they engage the learner in meaningful and authentic language use. So these principles address conditions of needed to promote second language learning rather than the processes of language acquisition. Furthermore, recent accounts of communicative language teaching attempted to describe theories of language learning process that suit the principles of communicative language teaching , such as the theory of second language acquisition of Krashen (1985).

Now we move to second component in Rogers and Richards' study which is called "design". In their view, a design of communicative language teaching methodology can be explained through discussing these main elements: objectives, syllabus, activities, materials and teachers and learners' roles. The objectives of CLT as seen before in aims of the communicative approach, discussed summarized by Piepho (1981) as follows:

1/ an integrative and content level (language as means of expression);

2/a linguistic and instrumental level (language as a semiotic system and an object of learning);

3/an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others), and

4/ a general educational level of extra – linguistic goals (language learning within the school curriculum).

The next element in the study is the syllabus, when speaking about the syllabus, the first one that appeared in the field of language teaching is the notional syllabus (Wilkins 1976), that specified the semantic grammatical categories (e.g. frequency, motion, location), and the categories of communicative function that learners need to express. The council of Europe expanded and developed this into a syllabus that included descriptions of the objectives of foreign language courses for European adults , the situations in which they might typically need to use a foreign language (e.g. travel , business) the topics they might need to talk about (e.g. personal identification , education , shopping) , the functions they needed language for (e.g. describing something , requesting information expressing agreement and disagreement) , the notions made use of communication (e.g. time , frequency duration) , as well as the vocabulary and grammar needed. The result was the publication of ' threshold level English '.

Researchers who were interested in the discussion of theory and models of syllabus in CLT, were many and from different countries. The British applied linguists criticized Wilkins' original notional syllabus model as being a specification of products rather than communicative processes , in which it replaces one kind of list (e.g. a list of grammar items) by another(e.g. a list of notions and functions). In this context Widdowson (1979) argued:

"The notional syllabus is really only a very partial and imprecise description of certain semantic and pragmatic rules which are used for

reference when people. They tell us nothing whatever about the procedures people employ in the application of these rules when they are actually engaged in communication activity." (Widdowson, 1979: 246)

Subsequently, many syllabus models appeared under the appeal of communicative language teaching. Yalden (1983) described the major current communicative syllabus types, and Richards and Rogers made a modified classification of those types as follows (with sources to each model): structures plus functions (Wilkins 1976), functions spiral around a structural core (Brumfit 1980), structural, functional and instrumental (Allen (1980), functional (Jupp and Hodlin 1975), notional (Wilkins 1976), interactional (Widdowson 1979), task – based (Prabhu 1983) and learner generated (Candlin 1976, Henner – Stanchina and Riley 1978)

(Richards, J & Rogers, T.S, 1986: 74).

As for the types of teaching and learning activities, CLT covers a few communicative principles. In applying these principles in the classroom, new techniques and activities were needed and new roles for teachers and learners in the classroom. Instead of making use of activities that demand accurate repetition and memorization of sentences and grammatical patterns, activities that require learners to negotiate meaning and to interact meaningfully are required. These activities are developed to reflect the principles of a communicative methodology. One of the main views on activities is that by Richards in which he classifies activities into four main types of activities:

- i. accuracy vs. fluency activities
- ii. mechanical/ meaningful and communicative practice
- iii. information – gap activities
- iv. jig – saw activities.

To these main types, he adds other set of activities including:

- i. task – completion activities

- ii. information gathering activities
- iii. opinion – sharing activities
- iv. information – transfer activities
- v. reasoning – gap activities
- vi. role – plays

Other views on activities such as Littlewood's, Ur's, Temperley's and of Harmer will be discussed largely in the next chapter (the speaking skill). So the shift from traditional lessons in which the goal was a mastery of different items of grammar and phonology and a practice of activities such as drills, memorization activities, toward the use of pair work activities, role plays and project work. Thus, the types of activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now have to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students need to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. Teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning . The other parts of design (activities, materials) and the third element of methodology which is procedure will be discussed in the next chapter (the speaking skill).

5. Conclusion:

With all its positive reflections, the communicative approach is not a perfect approach. It has limitations and constraints which are not mentioned here. Nevertheless, it remains in our opinion the one approach that has come closest to achieve the goal to motivate learners and foster oral proficiency. To follow the

communicative approach; teachers have to bear in minds that it constrains special roles for teachers, special activities, techniques and materials.

CHAPTER III
THE SPEAKING SKILL

CHAPTER THREE:

THE SPEAKING SKILL

1. Introduction
2. What L2 speakers need to know?
3. Oral skills and interaction: the shift of emphasis
4. Production skills
5. Interaction skills
6. Learner strategies of communication
7. Teaching methodology
 - A. objectives
 - B. the importance of teaching the listening skill
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8. Conclusion

1. Introduction:

Speaking in many ways is an undervalued skill. Perhaps this is because we can almost all speak, and to take the skill much for granted. Speaking is often thought of as "popular form" of expression which uses the unprestigious colloquial register: literary skills are on the whole more prized. This relative neglect may perhaps also be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib. An important thing in teaching language skills is to make the difference between skill and knowledge. The speaking knowledge is the whole information of grammar, vocabulary, phonology...and the speaking skill is the ability of the learners to use that knowledge in a variety of situations. The truth is that to speak a foreign language is not an easy task at all. Teachers and learners, to improve the speaking abilities need to know many aspects, starting from the difference between a knowledge and skill to the suitable choice of tasks and activities that help enhance the level of motivation. This chapter affords us with the nature of the speaking skill, i.e. what L2 learners need to know, interaction skills, production skills, activities and the importance of the listening skill.

2. What L2 speakers need to know?

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot. However, second language students need knowledge about all aspects of the language. Harmer (2001) describes them as elements of speaking and divides them into two types: *language features* and *mental/ social processing*. Harmer sees language features as being: connected speech, expressive devices, lexis and grammar and negotiation language.

Concerning connected speech, effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent 'connected speech' (as in I'd've gone). In connected speech sounds are modified (assimilation), omitted (elision), added

(linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

Expressive devices in which native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to-face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

As far as lexis and grammar are concerned, spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

Finally, Harmer explains the concept of negotiation language and says that effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to 'ask for clarification' when we are listening to someone else talk. For students this is especially crucial. A useful thing teachers can do, therefore, is to offer them phrases such as the following: (I'm sorry) I didn't quite catch that, (I'm sorry) I don't understand, what exactly does X mean? Or could you explain that again, please? To highlight the content and structure of their discourse. They use negotiation language to show the structure of their thoughts, or reformulate what

they are saying in order to be clearer, especially when they can see that they are not being understood.

On the other hand, Harmer divides mental/ social processing into: language processing, interacting with others and (On-the-spot) information processing. He confirms that through the following quotation:

"If part of a speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates." (Harmer, 2001: 271).

About language processing, Harmer says that effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

Then, interacting with others where most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

Finally, (On-the-spot) information processing. Quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for 'the penny to drop' the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

Unfortunately, the majority of foreign language teachers see teaching oral expression and the speaking skill as being a one sided matter (fixed to

grammatical structures or vocabulary). In fact knowledge of language has is a knowledge of all aspects of linguistics besides social and paralinguistic features. Thornburg (2005) summarizes them as being: sociocultural knowledge, genre knowledge, speech acts, register, discourse, grammar, vocabulary and phonology. Therefore, teachers have to be aware of the fact that difficulties may fall under two main areas: the first are knowledge difficulties in which the learner does not yet know aspects of the language that enable production. The second are skills difficulties in which the learners' knowledge is not sufficiently automated to ensure fluency. As a result; there may also be affective difficulties at the level of the learners, such as lack of confidence or self consciousness, which might inhibit fluency and decrease motivation.

3. Oral skills and interaction: the shift of emphasis:

When dealing with the speaking skill and speaking abilities, teachers have to bear in minds the difference between knowledge and skill. Learning a foreign language does not involve only learning a certain amount of grammar or vocabulary, but also it is necessary to get learners to actually say something. To do this, they must act on a knowledge of grammar and vocabulary, but by giving them ' speaking practice and oral exams ' we recognize that there is a difference between knowledge about language and skill in using it. So the skill does not need only knowing how to assemble sentences in the abstract, but knowing how to produce them and adapt them to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting conversation as unexpected problems appear in our way.

Concerning the skill, according to Bygate (1987), there are two ways in which something we do can be seen as a skill. There are motor –perceptive skills and interaction skills. Motor – receptive skills involve perceiving, recalling and articulating in the correct order sounds and structures of the language. This is the superficial aspect of skill which has been recognized in language teaching for many years in the rational of the audio – lingual approach to language teaching.

After a decade, those skills have seen to result in many problems. An important one is that of ensuring a satisfactory transition from supervised learning in the classroom to real – life use of the skill. In this context, Wilkins (1975) points out:

"As with everything else, he will only learn what fall within his experience. If all his language production is controlled from outside, he will hardly be competent to control his own language production. He will not be able to transfer his knowledge from a language learning situation to a language using situation." (Wilkins in Bygate, 1987: 6).

This is our case our learners are able to control their use of language in classrooms or in exams but not able to use it in real – life situations because as teachers when we determine all language produced in the classroom, we protect the learner from the additional burden of having to make his own choices. So, the learner, in addition to the first type of skills (motor – perceptive skills), needs other skills to be developed, which are described by Wilkins as "those of controlling one's own language production and having to make one's own choices". This kind of skill is called interaction skill. This is the skill of using knowledge and basic motor – perception skills to achieve communication. Interaction skills are defined by Bygate (1987) as follows:

"Interaction skills involve making decision about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one's intention while maintaining the desired relations with others. Note that our notions about what is right or wrong now depends on such things as what we have decided to say, how successful we have been so far, whether it is useful to continue the point, what our intentions are , and what sorts of relations we intend to establish or maintain with our interlocutor." (Bygate, 1987: 6).

Thus, interaction skills involve the ability to use the language in order to satisfy particular demands. The main demands that can affect the nature of speech are processing conditions, those related to the internal conditions of speech (the fact

that speech takes place under the pressure of time). The second is reciprocity conditions that involve the dimension of interpersonal interaction in conversation with others.

4. Production skills:

When we speak about processing conditions, we find that time pressure is one of the main constraints. Oral language allows limited time for deciding what to say, deciding how to say it, saying it and checking that the speaker's main intentions are being realized. Time pressure tends to offer the language used in at least two main ways. Firstly, speakers use devices in order to facilitate production, and secondly; they often have to compensate for the difficulties. Thus production involves two main kinds of skills. The first is facilitation skills. Because speakers have less time to plan, organize and execute their message, they are often exploring their phrasing and their meaning as they speak. In this context Bygate (1987) speaks about four common features of spoken language:

1. The first is that it is easier for speakers to improvise if they use less complex syntax;
2. The second is that time pressure pushes people to take short cuts to avoid unnecessary effort in producing individual utterances. This leads speakers to abbreviate the message and produce incomplete sentences or clauses by omission of few elements if possible (Using ellipsis);
3. The third is that it is easier for speakers to produce their message if they use fixed conventional phrases;
4. The final feature is that we have to use devices to gain time to speak.

All these devices facilitate production. However, according to Bygate (1987), there are four main ways in which speakers can facilitate production of speech: by simplification, ellipsis, using formulaic expressions, and the use of fillers and hesitation devices. (Bygate, 1987: 14).

Concerning compensation, we are concerned with the way speakers find themselves repeating in various ways what they have already said. This happens

when people feel that they are making errors. Consequently, it is quite common for speakers to correct or improve what they have already said. So what they are doing in this case is just compensating for the problems which arise out of time pressure. In addition to that time pressure may cause pressure on memory, what urges speakers to use a lot of repetitions and paraphrasing to ensure clear understanding.

5. Interaction skills:

What we say to somebody does not depend only on what he/ she has said to us but also on our goals, intentions, and the context of conversations. These intentions request the use of more strategies and tactics when speaking to reach our conversational aims. However, in spoken interaction, the speaker and listener do not merely have to be good processors of the spoken word and able to use coherent language in difficult circumstances of spoken communication. It is also necessary to be good communicators, to be good at saying what they want to say in a way that it fits the listeners' understanding. That led researchers in the field to think of two main kinds of interaction skills to communicate meaning: routines and negotiation of meaning. The first kind, routines are defined by Bygate (1987) in the following terms:

".....in many circumstances, speakers organize what they have to communicate in typical patterns. These patterns correspond more or less to typical kinds of message, and so deal with recurring cognitive problems."
(Bygate, 1987: 22)

There are two main types of routines: information and interaction routines. Information routines, including recurring types of information structures (e.g. stories, descriptions of places and people, presentation of facts, comparisons, instructions...). The second type is interaction routines, are routines based not so much on information content as on sequences of kinds of terms occurring in typical kinds of interactions. So this kind includes turns that may occur in different (such as: service encounters, telephone conversations, interview

situations, casual encounters, conversation at parties, conversation around the table at a dinner party, lessons, radio or television interviews...)

The second type of interaction skills is negotiation skills. We dealt with routines as the knowledge; we also need another area of skill to get through routines on specific occasions to achieve understanding. There are two aspects to this: negotiation of meaning and management of interaction. Negotiation of meaning; however, defined by Bygate (1987) as being the skill communicating ideas clearly. This includes the way participants signal understanding during an exchange, and is an aspect of spoken interaction which contrasts most sharply with the position of the reader and writer of written word. (Bygate, 1987: 27-29)

In written language, there is nothing that either the writer or the reader may do about other one's mistakes. The reader cannot alter what the writer writes, and the writer cannot make sure that the reader understands. There is no direct negotiation between them.

The second aspect is management of interaction that refers to the speaker's plan to what to say, who to start, whom to say and how to say it according to circumstances and the social position of the listener. Bygate (1987) defines management as the business of agreeing on who is going to speak next, and what he or she is going to talk about. Interaction of the kind takes place without chairperson to decide the order in which people will speak or what can be spoken about. There is no one around to protect the speaking rights of foreign speakers. (They have to do these themselves). (Bygate, 1987: 27). Management of interaction has at least two aspects: agenda management and turn – taking. Agenda management covers the participants' right to choose the topic and the way the topics are developed, and to choose how long the conversation should continue. Turn – taking, is the second means of negotiating control of a conversation. Here, the speaker has to be efficient at getting a turn and to be good at letting another speaker to have another turn.

6. Learner strategies of communication:

In the previous part of this chapter, we were speaking about oral skills and interaction as realized by first language users. These elements are important to understand certain important aspects of communication, but we must know and find out how these skills maybe learnt. These skills need few strategies and processes by learners to acquire the foreign language. So as teachers; we have to know at least the main of these strategies.

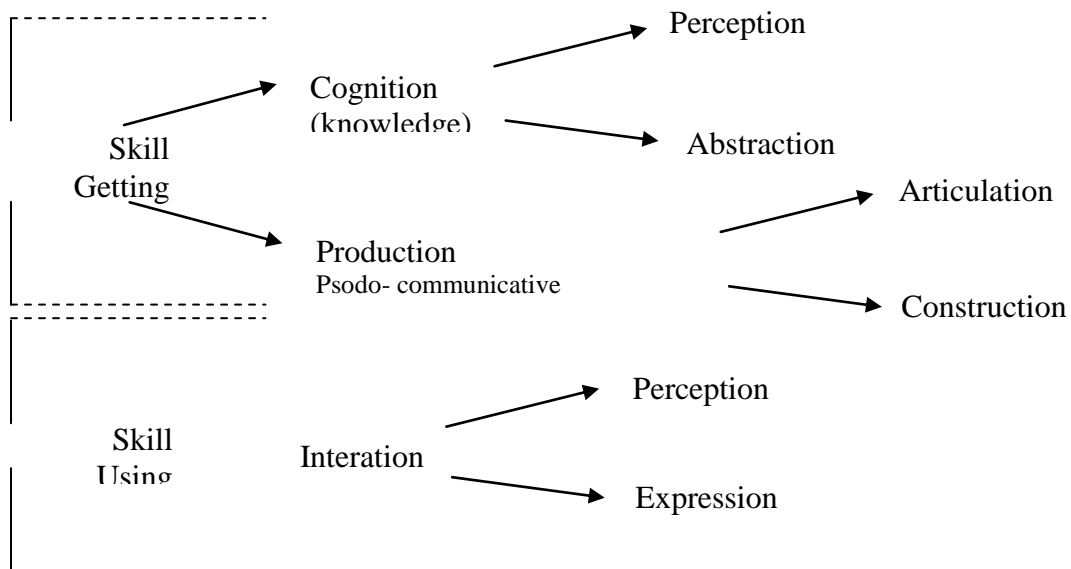
Many researchers who were interested in the field of language examined different ways followed by learners to solve communication problems. Faerch and Kasper (1983) discusses several strategies including the following: achievement strategies (strategies of guessing, borrowing, translation, paraphrase and cooperative strategies), and reduction strategies (such as avoidance). In the case where a learner encounters a problem of expression, he/she anticipates a difficulty in expressing what he/she intended (this maybe clear in the interlocutors' reactions, look...). Here, if the learner attempt to compensate for his/her language gap by improvising a substitute , and tries to find a way to convey the message, either by guess work, intuition, feel or various kind of analogy, we say he/she is using an achievement strategy. In that way, speakers do not lose or change any of their messages. If speakers might not solve that problem to convey the message by the first strategy and they are obliged to alter their message. Here, they are obliged to use another strategy which names reduction strategy. Here, the speaker has to reduce his/her communicative objectives and this way is called avoidance that involves altering one's message in order to keep out of trouble.

7. Teaching methodology:

As far as the methodology of teaching is concerned, in oral language, we are concerned with how oral skills can be taught and learnt. This involves thinking about objectives (in both methods and materials use) and types of oral activities.

A. Teaching objectives:

Concerning objectives, one of the main views is that of Rivers and Temperley (1978). They represent the processes involved in learning to communicate and distinguish between skill using and skill getting. They argue that skill getting and using do not represent successive stages in language learning and there is a gap to be bridged between the two processes (activities must be designed to help the learners to make the transition). They suggest the use of particular type of activities which is the pseudo – communicative skill getting activities which would lead to spontaneous communication. Their view is summarized in the following diagram:



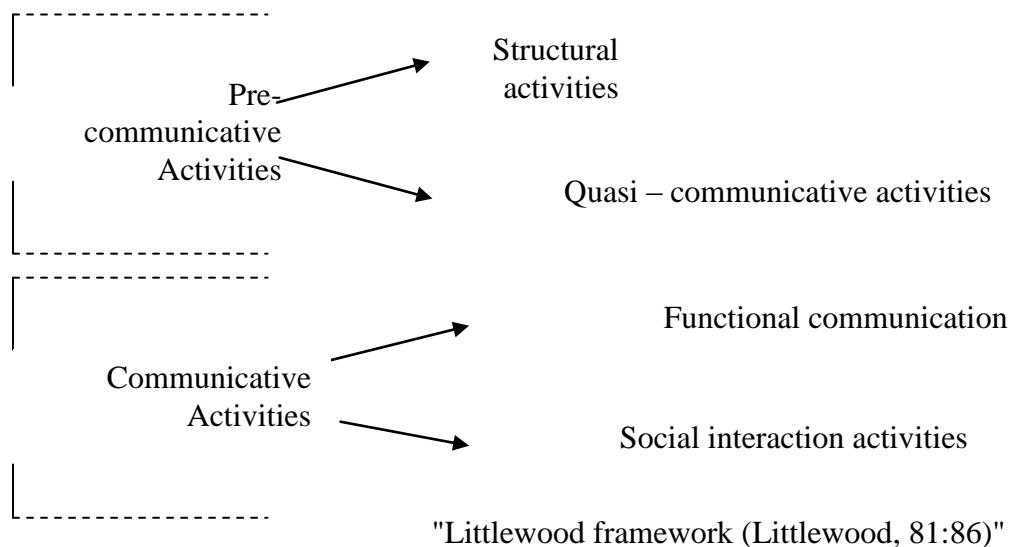
"Rivers & Temperley framework (78)"

(Bygate; 1987:55)

In this study, the authors contrast two views of language learning: the progressive development and the immediate communication view. The first is related to the ability to speak the language that derives from the systematic study of grammar, phonology and lexicon. The use can come only after learning grammar and vocabulary. The immediate communication view holds that speaking skill is developed from the earliest contact with the language.

Therefore, they distinguish between three kinds of activity: oral practice for the learning of grammar, structured interaction and

Another important view of objectives in the history of oral language teaching is that of Littlewood (1981) in which he provides another framework for defining exercises as being four kinds of needed activities summarized in this diagram:



Littlewood makes a primary distinction between pre – communicative and communicative activities. The former are preparatory activities intended to prime learners for the second type of task, in which they are required to communicate. The aim at this point is for the learners to practice using acceptable language with reasonable fluency without being concerned to communicate effectively. Littlewood explains this in the following terms:

"In pre – communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the learners with opportunities to practice them separately. The learners are thus being trained in the part – skills of communication rather than practicing the total skill to be acquired." (Littlewood, 1981: 85).

Communicative activities on the other hand require the learner to integrate his/her pre – communicative knowledge and skills into the full activity of communicating meanings, providing what Littlewood calls whole task practice:

"In considering how people learn to carry out various kind of skilled performance, it is often useful to distinguish between (a) training in the part – skills of which the performance is composed and (b) practice in the total skill, sometimes called whole – task practice [...] In foreign language learning our means for providing learners with whole – task practice in the classroom is through various kinds of communicative activity structured in order to suit the learners' level of ability."(Littlewood, 1981: 17).

Littlewood suggests that the language used in communicative activities maybe controlled by the instructions and information which the teacher provides for the learners. This means controlling the freedom the speaker may have to make decisions about interaction.

What is discussed above is just one side of the coin about objectives. The other is the role of teaching listening comprehension and the listening skill. In teaching oral expression module, emphasis has to be shifted from focus only on speaking to the focus on both. Speakers may never speak the language before they become familiar with the foreign language and before they acquire the ability to decode the different patterns of the spoken language. So teachers have always to remember the role of listening as a primary objective in oral teaching methodology. Shumin (1997) confirms that through the following terms:

"The role of listening comprehension in the L2 acquisition process is extremely important in the development of speaking abilities. Speaking feeds on listening which precedes it. If one cannot understand what is said, one is certainly unable to respond." (Shumin, 1997).

The coming section of this chapter is devoted to show the importance of teaching the listening skill.

B. The role of listening comprehension in oral classes:

In spite of the fact that most of the recent approaches and methods stress the importance of listening comprehension in second language teaching and learning, many foreign language teachers still do not give much importance and attention to listening as a vital skill in L2 instruction. Developing this vital skill allows the foreign students to understand what is said to him/her since it is the first input for the learner to understand the spoken language. Rost, M (1991) confirms that and says: *"Without understandable input at the right level, any learner can not simply begin."* (Rost, M, 1991: 141). Rost also adds in Duff's (1992) terms:

"Listening to spoken English is an important way of acquiring language of picking up structures and vocabulary.... So we need to give these learners as much opportunity to listen to spoken English as possible." (Doff in Rost, M, 1994: 198-199).

This means that listening tasks and activities in classroom or language laboratory provide learners with new forms of vocabulary, grammar , interaction patterns of the target language. They can also expose the student to the target culture (radio and television talks, movies, plays and songs) and make him/her aware of the beauty of language (figures of speech, sayings, idioms, colloquial language...). Thus the developing the speaking skill may never be without teaching listening comprehension and the listening skill. Rivers (1981) emphasized the role of listening to improve speaking so says:

"Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore of primary importance if the communication aims is to be reached." (Rivers, 1981: 22).

Teachers have to bear in minds not only the selection of speaking activities but also the choice of listening activities and have to follow research in that area. All the research done on teaching listening (Widdowson 1978, Byrne 1986, Rost 1994, Rost 2001, Byrne 1986, Harmer 1998, Davies& Pearse 2000, Harmer

2001, and Thurnbury 2005) stress the importance of dividing the process of listening into at least three processes as being pre – listening, while – listening and post – listening. Teachers are supposed to know activities and materials that have to be associated with each stage and the materials useful to it. The surprising thing is that all that can never be achieved without the language laboratory, which is a great sort of problem in many universities either because they are not available or because teachers are not used to them and not experienced to use them. So the validity of the laboratory is evident to everyone; for instance, Harmer (2001) explains the main roles of the language laboratory in the following terms:

" it provides the perfect opportunity to hear voices other than the teacher's, enables students to acquire good speaking habits as a result of the spoken English they absorb, and help to improve their own pronunciation."
(Harmer, 2001: 228)

Besides laboratory, teachers have to have access to many authentic materials such as songs, films, plays, over head projector and computers.

C. Views on interaction activities:

As there are many view of teaching methodology that implies that there are also many views about communicative activities and materials. Activities can be grouped in terms of topic, information routines, interaction routines, or in terms of behavioural criteria. (E.g. a person is asked to do, to draw, and make something). One of the main important views is that of Littlewood. He divides activities into two main sets. The first set of activities called functional communication activities which involve only the communication of information. He presents four kinds of these activities: sharing information with restricted cooperation, sharing and processing information and processing information. Littlewood's second set of activities, the social interaction activities are of two kinds: The classroom as a social context and Simulation and role – playing

Another view on activities is that of Harmer. Harmer (1983) makes a distinction between practice activities and communicative activities. Oral practice activities consist of: Oral drills, Information – gap activities, Games and Personalization and localization. According to Harmer, communication activities include: reaching a consensus, relaying instruction, communication games, problem solving, interpersonal exchange, story construction simulation and role – play. In 2001, Harmer makes another division and discussion of activities. He discusses the following: acting from a script, communication games, discussion, prepared talks, questionnaires and simulation and role-play.

Another important view is that by Ur. Penny Ur (1981) offers a variety of types of oral activities, under the heading of three main types: brainstorming activities, organizing activities, compound activities.

We move now to another division of activities of Rivers and Temperley (1978). They present an inventory of fourteen categories of use which they consider learners need to be able to handle if they are to develop autonomous interaction skills. They suggest that teachers can use these categories to ensure that the students are involved in appropriate activities. Here are the activities that the authors suggest for each category: 1/establishing and maintaining social relations, 2/expressing reactions, 3/hiding one's intentions, 4/talking one's way out of trouble, 5/seeking and giving information, 6/learning or teaching how to make or do something, 7/conversing over the telephone, 8/problem – solving; 9/discussing ideas, 10/laying with language, 11/acting out social roles, 12/entertaining others, 13/displaying one's achievements and 14/sharing leisure activities.

When talking about interaction activities, one can never forget Byrne's Book (1986) on teaching oral English in which he divides the process into three main stages: presentation, practice and production. In each stage Byrne supposes a set of activities. In his view activities has to be developed gradually from one stage to the next, starting by listening until reaching a whole conversation. For

example he divides listening activities into five types: exposure listening (such as stories, anecdotes, jokes, talks, conversations, plays, songs, films...), task listening (such as ear training, game – like activities, instructions, identifying mistakes or contradictions, finding difference, problem solving, extracting information....), listening as a stimulus to other activities (such as jigsaw listening, ambiguous conversations, decision making, prereading activity.....), interactive listening (such as predictive listening, communication games, interview.....) and finally, he adds something about dictation which may be as an effective way to train ears and facilitate speaking.

Recently, Thurnbury (2005) makes a distinction between two broad types of speaking activities: awareness – raising activities and appropriation activities. This division covers the needs of students and allows them to take the benefits of both skills: listening and speaking.

The first type is awareness activities. They are called so because they said to help the learners uncover gaps in their knowledge about the "what" and the "how" of speaking. Thurnbury brought the term or the concept of awareness from cognitive learning theory, which argues that as a prerequisite for the restructuring of the learners' mental representation of the language, some degree of conscious awareness is necessary. He sees awareness as involving at least three main processes: attention, noticing and understanding. So here teachers have to create these three concepts in the class: attract attention, bring students to notice and focus then help them understand the knowledge gaps. In this type, the author suggests the following activities: using recordings and transcripts, using live listening and using noticing the gap activities.

The second type is appropriation activities. The author views appropriation as being used for a second stage after awareness. It is supposed to capture better the sense that learning a skill is not simply a behaviour (like practice) or mental process (like restructuring), but one of collaborative construction. Over time, and through social interaction, the skill, which is first 'other – regulated',

becomes 'self – regulated'. Central to the notion of transfer of control is the idea that aspects of the skill are appropriated. Appropriation has connotations of taking over the ownership of something, of 'making something one's own'. He the writer distinguishes between two concepts: controlled practice and practiced control. Here instead of controlled practice we have to follow a practiced control. This is because controlled practice is repetitive practice of language items in conditions where the possibility of making mistakes is minimized. Typically, this takes the form of drilling. Practiced control, on the other hand, involves demonstrative progressive control of a skill where the possibility of making mistakes is ever – present, but where support is always at hand. Thus, in practiced control, control (or self – regulation) is the objective of the practice, whereas in controlled practice, control is simply the condition under which practice takes place. In this type, Thurnbury speaks about: drilling and chants (such as drilling, chants and milling activities), writing tasks (such as dictation, paper conversations, computer –mediated chat, rewriting and reading aloud), assisted performance and scaffolding, dialogues (such as items on board, chunks on cards, memorizing scripts, picture and word cues, follow – diagram conversations, conversational tennis, disappearing dialogue and dialogue building), communication tasks (such as jigsaw activity, info – gap race, surveys, blocking games and guessing games), task repetition (such as the onion, the poster carousel, headlines and art gallery) (Thurnbury, 2005: 41-88).

According to the objectives of each lesson, teachers may follow an eclectic approach and have the benefits from all views because there are many common features in these activities even if they are under different aims. However, teachers have to be aware of the new findings in the field of teaching and learning and should update their techniques and their materials as well.

The other pillar of teaching the oral language is materials. No one can neglect the importance of materials or say the opposite. Materials for both skills are many such as: board, charts, video, tapes, computers, OHP (the overhead

projector). Each one of these has its value but all of them share the same objective of supporting teaching methods and techniques to improve the level of ability and create realistic situations. Crawford (2001) describes the effective teaching materials as those which reflect the writer's view of language and learning, and teachers (and students) will respond according to how well these match their own beliefs and expectations. If materials are to be a helpful scaffold, these underlying principles need to be made explicit and an object of discussion for both students and teachers. Further, she adds another constraint, that effective materials are likely to reflect the following statements:

- 1) language is functional and must be contextualized;
- 2) language development requires learner engagement in purposeful use of language;
- 3) the language used should be realistic and authentic;
- 4) classroom materials will usually seek to include an audio visual component;
- 5) in our modern, technologically complex world, second language learners need to develop the ability to deal with written as well as spoken genres;
- 6) effective teaching materials foster learner autonomy;
- 7) materials need to be flexible enough to cater to individual and contextual differences and finally;
- 8) Learning needs to engage learners both effectively and cognitively.

(Crawford, J in Carter, D & Nunan, D, 2001: 84- 87).

Then if we try to realize all these elements of the teaching methodology, our goal may not be reached without learner/ teacher integration and a cooperative classroom. The approach in teaching in teaching communication and the speaking skill is centred on the learner; however, it is not really the learner only who is involved in the process. Harmer (2001) in his chapter on teaching the speaking skill supposes three main roles for the teacher in which the teacher has not to be excluded from the process. Therefore, he sees the

teachers as: a prompter, a participant and a feedback provider. Dubin, F and Olshtain, E (1986) confirm that and describe the roles of teachers and learners through this quote:

"In fact the metaphor of the cooperative enterprise which is advocated for communicative language teaching has been characterized as one of the teacher/ learner. In this role – relationship between teachers and learners; their endeavours take place in a cooperative, open and caring manner. The teacher is there to guide learners, not to tell them. The teacher's role is recognized as a facilitating one, with learners proceeding according to their own inner capacities, not in a lock – step plan solely of the teacher's creation. An attitude of cooperation and sharing is stressed, as well as an emphasis on group activities." (Dubin, F and Olshtain, E, 1986: 86-87).

Thus, it is the teacher's responsibility to lessen any feeling learners may have of anxiety or fear. Learners should not feel shy about speaking or asking questions. At no time should they try to avoid having the teacher call on them because of feeling timid or insecure. 'Keeping a low profile in order not to be called on by the teacher is not in keeping with the atmosphere in a language classroom where communicative objectives are stressed. In a few words, teachers should seek all ways to reach a cooperative enterprise, create motivation and confidence and try to decrease anxiety and fear. All these can never be achieved without an extensive work toward knowing learners needs. The teachers have to explore and have access to many types of beliefs and this may never be achieved without doing needs analysis. Beliefs are divided by Richards, J, C and Lockhart, C (1994) into: beliefs about English, beliefs about learning, beliefs about teaching, beliefs about the program and the curriculum and beliefs about language teaching as a profession. (Richards, J, C and Lockhart, C, 1994: 29-41).

8. Conclusion

Speaking a foreign language requires using a certain number of linguistic elements in a social environment in order to transmit a message which is easily decoded by the listener. In order to help the learners to develop the speaking skill, we need a teacher who is fluent in the language and who provides the necessary opportunities for the learners to use the language to express their opinions, ideas and emotions in an appropriate language. This requires developing specific techniques which involves the learner in using language in the right context. Further, we need a teacher who is aware of all the changes and discoveries in the field of education and teaching.

CHAPTER IV
NEEDS ANALYSIS

CHAPTER FOUR:

NEEDS ANALYSIS

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1. Introduction

"Learning a second language is a long, complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling and acting. Total commitment, total involvement, total physical, intellectual and emotional response is necessary to successfully send and receive messages in a second language. (Brown, 2000: 1).

In language learning many variables are involved and different factors may interact to form learning and create motivation. All considerations of such factors aim to realize learners' needs. So the starting point of any course design should be to develop an analysis of learners' needs and the specification of language learning objectives. Needs analysis have been interpreted in many ways. One of the main distinctions is that done by Widdowson (1984). He has discussed learners' needs in terms of two different ways. On the one hand, it can refer to what the learner needs to do with the language once he or she has learnt it. This is a goal – oriented definition of needs and relates to the terminal behaviour, the ends of learning.

On the other hand, the expression can refer to what the learners need to do to actually acquire the language. This is called by Widdowson a process – oriented definition of needs and relates to transitional behaviour, the means of learning. Moreover, the holders of the second interpretation, see the learner as an individual in the learning situation, and take into account a lot of effective and cognitive variables, such as: Age, sex, previous experience with second language learning, proficiency in native language, personality factors, language attitudes and motivation, learning intelligence, sense modality performance, sociological performance, cognitive styles, learner's strategies and learner's errors.

Thus, the concept of needs covers aspects of the personal and social development of the individual which may play an important part in determining his behaviour and ways of learning. The product – oriented approach assumes that the completion of a course of instruction marks the completion of learning, whereas a process oriented approach assumes that:

"Learning will continue beyond the completion of instruction since the aim of such instruction precisely is to develop a capacity to learn: it does not itself realize any special purpose that provides the learner with the potential for its realization." (Widdowson, 84: 197)

Normally, the process – oriented is the approach which should be followed in the context of E.A.P because it uses language data as a means of activating learning strategies which should be reflected in specific methodologies rather than as static goals defined as language knowledge.

As far as our research is concerned, we need data from both ways. We need analysis of goals since our aim is to develop the speaking skill and we need process oriented approach because we are dealing with students of different social backgrounds and different levels of ability. On another hand, motivation is such a complex phenomenon that it cannot be defined by single widely accepted theory. Presumably, it can mean different things and it may be affected by: *a. cause*, related to personal goals of the learner or outside incentives such as rewards or punishment; *b. behaviour*, which relates to persistence, effort of the learner or enjoyment; *c. outcomes*, referring to evaluation of performance and reaction to success or failure.

In Foreign Language Learning theories, it is suggested that motivation can be defined in relation to two factors: the *needs* of the learners and their *attitudes* towards the second language and the second language community. Learners are motivated if they need to learn the language in order to achieve a goal or if they

want to communicate with speakers of the target language and learn about the country where the language is spoken. Foreign language learners vary in terms of many factors such as attitudes, motivation, learning styles, age, gender, and aptitude. That fact led us to think of a learner centred – instruction and to think about learners more than thinking about methods, syllabuses or even teachers. Wenden 2000 confirms that and says:

"The notion of learner – centred instruction in foreign a second languages grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning, and their abilities."
(Wenden in Petrides 2006)

In this study, a needs analysis is undertaken in order to gather as much information from first year students of the English department of the University of Biskra in order to build up an expression of learners' needs in terms of motivation and specify ways and activities suitable for developing the speaking skill.

2. The English department of Mohamed Khider University of Biskra:

As far as the department of English is concerned, it is one of the newest projects of the university. It was established officially in the academic year 97/98. The first promotion from this department graduated in June 2002. From 1998 to 2006, the number of students increases every year, but one noticeable thing is that even the situation has been improved, the status is still catastrophic. Since its creation, it still and in most of times relies on license teachers. In September 2002, they started the first post graduation class in linguistics and American civilization. From that time, the situation has been little ameliorated,

in which they took the benefit of most of the post graduate students who taught for four years until they submitted their dissertation. This leads us to say that the majority of the teaching staff of the English department is not specialized in the modules that they teach and took them only by experience or imposed by the administration.

Like all English departments in Algeria, the curriculum of the license of English is based on the teaching of such courses as written expression, oral expression, grammar, phonetics, linguistics and general culture. It also includes a great deal of literature (American, English, and African) and civilization (British and American). The fourth year courses are provided with other modules such as psycho – pedagogy and didactics (i.e. TEFL: teaching English as a foreign language). Another added subject to the English language is the Arabic language course.

During the year of study -which was exactly conducted in the last week of May 2006- the number of students was 920, divided as follows: 214 first year, 287 second year, 195 third year and 224 fourth year students.

First year students were divided into six groups. The number of students in each group is inconsistent, but in most cases it is between 30 and 35. The program contains the main modules with the following timing (in which 1 and 1/2 hour is devoted to each session):

Written expression.....	4 and 1/2
Oral expression.....	3 hours
Grammar	3 hours
Phonetics.....	1 and 1/2
Linguistics.....	1 and 1/2
General culture.....	1 and 1/2
Arabic.....	1 and 1/2

This distribution of sessions indicates that more importance is given to written expression more than oral expression. Another important and evident reality is that there is only a little emphasis given to phonetics that normally has to deserve more time and focus.

As we mentioned above, the lack of specialized and qualified teachers is evident. The increasing number of students added to the scarcity of qualified lectures unavailable in the Algerian market has obliged the administration to rely on secondary school teachers or even on new inexperienced license teachers. The teaching staff during the period of the study was as follows: one doctor, 11 with a post graduate degree and 14 with a license degree.

3. The teaching of OE at the English department of MOHAMED KHIDER University of BISKRA:

Concerning the teaching of the oral expression module, one has to bear in mind diverse problems that contributed to the weakness in learning the speaking skill. Even if the oral expression courses extend to the third year, by the fourth, we may find students who still suffer from using the language in different situation and who are not able to hold a simple conversation. One of the main problems that face teachers and students as well is the distinction that has to be made between knowledge and skill. The majority of teachers of the module are confused; whether they teach grammatical structures, phonological items or vocabulary notions or they have to teach techniques of using the language in context.

Another problem is that most teachers, influenced by different factors, base teaching the oral module on teaching the speaking skill. In fact oral skills do not involve only the speaking skill but the listening skill as well. One can not neglect the evidence of listening and listening comprehension in learning the target language. Most teachers speak about the fact that they are teaching language for communication and they neglect the nature of communication as being an exchange between listeners and speakers. Therefore, the distinction that

has been made by researchers about skills, as being receptive and productive, does not mean that the listening skill is passive. Rather the listener is also active because he/she is doing the task of listening and comprehension. Language learners usually demonstrate ability to comprehend various language instructions well in advance of their ability to produce them. Unfortunately, the aural skill is not given the importance it deserves in our department mainly because the lack of teachers' training and the lack of teaching materials.

Now we move to the methodology of teaching. One has to mention the five main pillars of any teaching process, i.e. objectives, methods, syllabus, materials and activities. We start by objectives, in fact in our department the objectives are stated in one general objective which is "TO HELP THE STUDENTS TO SPEAK THE LANGUAGE". This aim is still vague and helped many teachers to escape from their duties. Another dilemma is that there is no agreement among teachers or between teachers and administrators on one program and one syllabus. This lack of cooperation and collaboration resulted in a myriad of problems. By the end of the first year or the beginning of the second, we find students with different levels of ability and different backgrounds in all modules. This leads us to speak about methods. Since there is no collaboration that makes us sure that there is also no agreement on methods that maybe used to teach oral expression courses.

Another important is that of materials. As we mentioned before, the neglect of the listening skill is attributed to the lack of materials and lack of teachers' training. However, teachers deal with the listening skill as being a supportive activity to reinforce speaking rather than a skill on its own. In our institute; we have old language laboratories and a new multimedia laboratory, which is provided with computers, videos, and tapes. Teachers avoid the use of laboratories because there are always problems, either in materials, in timing or even in the number of students per group. Each group consists, in most of times, of between 35 and 40. Our language laboratories are provided only with 20 seats

in each. But the evident thing is that with that lack of materials, teachers do not try to solve the situation by bringing simple materials (such as audiotapes, newspapers, maps or charts), varying activities and techniques (i.e. using role play, discussions, seminars, and dialogues). Rather, they increased the problem by relying on a sort of research papers.

These diverse problems lead us to say one thing: even we may not change the situation definitely, as teachers we may at least improve our status. As teachers, we may find the alternative to every missing element in our teaching. We have to be motivating, bring authentic materials, update our methods and techniques and focus on being models in our first year classes. To achieve that, the first step that has to be made by all teachers is to go through a process of needs analysis to know students backgrounds, levels of ability, desires and needs.

4. The sample of the study:

It was necessary to select a sample because of time, feasibility and quality. We tried to select a representative sample in an objective way. The method used is Random Sampling in which there is no scope for subjectivity or bias. The respondents were three groups of first year students from the English department of Mohamed Khider University of Biskra. From a population of (214) students, the three groups (without the absent ones) represented (90) students what equates (42%) of the target population.

5. Students' questionnaire:

A. The aim of the questionnaire:

We have devised a questionnaire in order to find out what our first year students need to improve their level of ability in the speaking skill. It also

aims at evaluating their needs at the level of motivation to see how our teachers can adopt conditions to the level of their students' needs.

B. The description of the questionnaire:

The questionnaire was handed to three groups of first year students at the English department of Mohamed Khider university of Biskra (the academic year 2005/2006). It was handed to (90) student which represent (42%) of the population of six groups (214 student). All the papers were returned because they were given to students in classrooms during their classes. We spent one hour and a half with each group. We explained all terms in the questionnaire and the aim underlying each question. We spent half an hour discussing all items with students then gave them an opportunity of one hour to think and fill the questionnaire.

The design of this questionnaire was based on the latest model of motivation of Zoltan Dornyei (1994) and its alternative in (1998) and his framework of motivational strategies (2001). It is divided into two main sections: background information and motivation and speaking abilities which is divided as follows: the language level, the learner level and the learning situation level. The questionnaire consists of closed and open questions. Closed questions are those which allow the student to select a number of possibilities offered to him/her or answer by "yes" or "no". Open questions are those which require a personal answer. The main sections are:

Section one: consists of questions from 1 to 6. They are questions that seek personal information about the learner (age, sex, type of baccalaureate and the reason of the choice of English).

Section two: consists of three broad directions:

1. The language level: consists of questions from 7 to 17. All those questions devised to find answers concerning learners desire to learn English and their instrumental and integrative motivations to learn the English language.

2. The learner level: contains questions from 18 to 23. those questions were centred around students' attitudes, feeling and satisfaction about teachers of oral expression and the methods, techniques and materials that are used in that modules.

3. The learning situation level: collects questions from 24 to 41. Those questions

also were divided into three directions: course – specific, teacher – specific and group – specific. All those questions seek information about the course of oral expression with all its components; methods, skills, materials, techniques and activities. The second group was given to know students' views on their teachers, i.e. the way they behave, how they try to establish a relaxed atmosphere and the way they manage their classrooms to promote good relationships as well as effective learning.

Why Dornyei's framework for this study:

Many models of motivation appeared in the field of education. The most useful ones in the area of foreign language learning are: Gardner's, Keller's, Crooks & Schmidt's, Wen's and later on the works of Dornyei. We have chosen Dornyei's framework because of many reasons. First of all, unlike the other models, this model seems to be more practical in which it gives details about many internal and external factors that control motivation and covers aspects from different theories. In chapter I, we have seen that each of the mentioned models follows one particular theory and fixed to one or two orientations (for example Gardner's and Schumann's are based on an integrative orientation rather than other factors such as instrumentality). Dörnyei was also concerned with expanding the model of motivation beyond two orientations, specifically in a FL setting. He stated that “*the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on who learns what languages where*” (1994: 275). Contrary to Gardner's focus on integrativeness,

Dörnyei (1994) asserted that in a FL setting instrumental orientation would have a greater influence on language learners.

He created a model of FL learning motivation that could account for and include some of the expanding views of motivation. Three different levels of factors were included, which not only allowed for the inclusion of orientations but also for specific situations that involved the learner and the surrounding context. The first level in Dörnyei's model is the language level, which encompasses both integrative and instrumental motivational subsystems focusing on reactions and attitudes toward the target language.

The second level is the learner level, which focuses on the individual's reaction to the language and the learning situation. At this level different cognitive theories of motivation are included. Cognitive theories of motivation view motivation as a function of someone's thoughts, not as an instinct, need, drive, or state. The source of action, then, is when information is encoded and transformed into a belief (Dörnyei, 1994: 276). Different factors of cognitive theories, such as learned helplessness, a resigned, pessimistic state which develops when someone feels success is impossible, could be added to this model.

The third level is the learning situation level, which takes into account specific motivational factors connected with the teacher, the course, and the group of language learners with which an individual interacts. This level consists of extrinsic and intrinsic motives in different areas. Extrinsic motivation consists of doing "something because of an external reward that may be obtained, while intrinsic motivation is demonstrated when we do something because we get rewards enough from the activity itself" (Schmidt et al., 1996: 14). These two motives are not necessarily mutually antagonistic. However, extrinsic motivation can undermine intrinsic motivation. Traditional school settings often cultivate extrinsic motivation, but under certain circumstances classroom rewards can be combined with or lead to intrinsic motivation.

Dörnyei (1996) specified that each of these different levels, language, learner and learning situation, seem to have an effect independent of the others. He stated that “...each of the three levels of motivation exert their influence independently of the others and have enough power to nullify the effects of the motives associated with the other two levels” (1996: 78).

Nevertheless, one can not forget to say that this framework still lacks many aspects of practice and is still vague to realize in classrooms. About that, Dornyei adds “many of its components have been verified by very little or no empirical research in the L2 field” (1994: 283). What is special and evident about this framework is its latest version with the publication of his book Motivational Strategies in the language classroom (2001) where the author extends the study and gives real practical suggestion to motivate FL learners in classrooms.

The components of the model are as follows:

C. The analysis of the results:

1. Sex distribution:

Sex	Males	Females
N	20	70
%	22,22	77,77

The table shows that majority are females, which resembles 77.77% from the total sample.

2. Age distribution:

Age	18/20	21/ 23	24 /39

N	60	24	6
%	66,66	26,66	06,66

We notice that the majority of first year students are between 18 and 20. Only a few of them are between 21 and 23; and a little number transgresses 24 years, to reach even 39. This distribution leads us to infer the different level of ability and the diverse backgrounds.

3. Types of baccalaureate:

Bac	Literary	Scientific	Technical
N	59	29	10
%	56,66	32,22	11,11

The results indicate that 5.6% came from a literary stream, whereas 32.22% came from scientific classes and only 11.11% from technical streams. This indicates that first years students have different backgrounds, different types of knowledge that has great influence on their motivation and the way they deal with the different takes and information given in the OE course. However, we find our classes as a mosaic of different levels and preferences. Those who are good at scientific subjects' may find difficulty coping with literary subjects, and those who are good at languages (Arabic , English and French) may find troubles coping with other subjects.

4. Free or imposed choice to study English (desire):

Reason	Personal	Imposed by administration	Imposed by parents
N	59	22	09

%	65,55	24,44	10
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The great majority of students (65.55%) personally chose to study English and this indicates the level of motivation to learn the language. 22 students said that they are sent to the English department because they did not fulfill the condition to subscribe or register in other branches. Only 9 study English urged by their parents wish.

5. Need for English in terms of language skills:

Need	Listening	Speaking	Reading	Writing	All
N	02	15	03	03	32
%	02,22	16,66	03,33	03,33	35,55

1+2	2+3	3+4
16	04	13
17.77	4.44	14.44

This table shows that the majority of first year students (32) need English for acquiring all language skills but when we examine each skill in isolation, we notice that the majority (16.6) said that they need English for speaking and (17.77) chose it for both listening and speaking. However, we can say that students are aware that speaking and listening are primary in learning a foreign language and through them, learners may develop the remaining skills (the reading & the writing skills). These views confirm that listening and speaking should be developed first. Many researchers who have been interested in the field of language teaching and learning stressed the importance of integrating

the four skills in my course, and that they could not be separated. Thornbury (2005) confirms that and says:

” a separate speaking syllabus, or a stand – alone speaking course, might give the impression that speaking exists in isolation. In fact, very few speech events in the real world exist independently of other language skills. Even such relatively non-interactive speech events as making a formal speech involve some preparation in the form of writing. And speaking always assumes a listener, whether physically present or at the other end of the line” (Thornbury 2005: 118)

6. The need for speaking correctly:

Need	A personal interest	A formal requirement	A necessity in modern life	1+2	1+3	2+3
N	27	09	20	10	20	4
%	30	10	22,22	11,11	22,22	04,44

30% of students dream to be fluent speakers of English, where as 22.22% chose it because it became a necessity for modern life. The remaining number (9) chose it for formal requirement, so as to get jobs in the future. A small number said that they chose English for either personal interest and formal requirement or personal interest and necessity for this century. From all that, it is obvious that our first year students are motivated to learn English , and the role of the teacher and the course of OE has to be enhanced to develop the speaking skill never the less, our students seem lacking an integrative motivation, because all their wishes were instrumental . However, teachers have to bear in minds that and follow models that balance the two orientations of motivation.

7. Motivation to learn English:

Like English	Yes	No
N	67	74,44
%	23	25,55

In addition to what we have seen in the previous table, this table confirms that, so (74, 44%) of our participants like the English language and are motivated to learn it. Only (25.55%) said “no”, these latter are those who were obliged to study English, representing a small number.

8. Other preferred language by students:

Preferred languages	German	Spanish	Italian	Russian
N	20	37	30	03
%	22,22	41,11	33,33	03,33

(30%) devoted to Spanish and (30%) to Italian, the remaining to Russian and German. This table shows that the majority of our students like other languages. This oblige us to bear in minds that there in a number of students who chose to study English just because we have not other languages at the university of Biskra. This may decrease motivation in our classes. Another reason is that people subscribe to English department, oriented instrumentally, because they think of having jobs easily not like the other languages. Here, it is the role of the teacher to motivate students who have less interest in which they have to be motivated during the process of learning.

9. Frequency of reading English materials outside classrooms:

Reading frequency	daily	weekly	rarely	never
N	27	22	25	16
%	30	24,44	27,77	17,77

From tables above, we noticed that first year students are motivated enough to learn English. This table indicates that the majority does not make efforts frequently and a great number (30%) said that they have never read English materials outside classrooms. Thus teachers of OE have to be aware of that and know how to motivate, create interest and teach strategies of learning.

10. Types of materials read by students:

types of materials	Books	magazines	newspapers	all	Non of term
N	25	07	04	28	26
%	27,77	07,77	04,44	31,11	28,88

Among students who said that they read English materials; the majority said that they read books, only few talked about newspapers and magazines. The reasons for this lack are many. The most important is the lack of English materials in our libraries, especially newspapers and magazines, in Algeria as a whole and in Biskra in particular. This lack need a double work by all teachers of first year students, especially teachers of OE, as an open module free from constraints. In that case, the teacher has to be updated and afford his her students by few of these materials (teachers as source).

11. Number of students who listen to English records outside classroom:

Rate of listening	Yes	Sometimes	No
N	28	44	18
%	31,11	48,88	20

The majority of students did not have the habit of listening to English and (20%) do not listen at all. These results in a difficulty in understanding English records that leads to difficulty in decoding messages as well as speaking the language.

12. Types of preferred listening materials:

Listening material	Films	Songs	Non	Other materials mentioned	1+2
N	21	12	12	16	29
%	23,33	13,33	08,33	17,77	32,22

(23.33%) prefer films, (3.33) like songs and the remaining number prefer both of them and added news, TV programs and BBC news as other interesting materials. Since the majority of students like films, teachers and administrations have to afford them with the language laboratory and bring materials for that as well as train OE teachers to do so.

13. Rate of speaking English outside classroom:

Frequency of speaking English	Often	Sometimes	Rarely
N	14	46	30
%	15,55	51,11	33,33

The great majority of students (51.11%) said that they speak English rarely or never because the members of our social community do not speak English at all. This results in a lack of practice and low level of ability in both speaking and listening. Therefore, our students need more practice to use the language naturally and spontaneously everyday and better motivational strategies either by teachers or through teaching materials

14. Rate of speaking English outside classroom

Frequency of speaking English	Often	Sometimes	Rarely
N	14	46	30
%	15,55	51,11	33,33

As we know, we have two types of factors that may influence motivation; external and internal factors. Among the external factors we have friends and parents. Peer's attitudes towards foreign language learning have an impact on the student's acquisition of that language. The table shows that the majority of (24% + 30%) say that their friends do not like English, which means that their

friends do not encourage them to learn it. That fact puts them always under strain and disturbance between their learning and their daily discussion about the inappropriateness of learning English, especially for those who came from scientific and technical streams.

15. Friends' attitudes toward learning English

Friend who like English	Yes	No	Only some
N	41	22	27
%	45,55	24,44	30

Friends attitudes and views have a great impact on students learning. The majority of the questioned students (45.55%) declared that their peers like English but the problem would be in the 22 student who said that their friends do not like English. In that case, that group of students will face a negative influence even if they have an internal positive motive. Teachers have to be aware of that and try to face that trouble by trying to decrease the impact of that view and increase the desire and need to learn that matter.

16. Parents' attitudes toward learning English:

Parents' encouragement	Yes	No	Not really
N	53	21	16
%	58,88	23,33	17,77

We notice that only (21%) said that their parents encouraged them to study English. The majority said that their parents do not have a positive attitude toward English or have neutral point of view.

17. Students' attitudes toward English speaking peoples:

Students like	Way of speaking	Way of life	culture	1+2	1+3	All
N	40	16	13	08	09	04
%	44,44	17,77	14,44	08,88	10	04,44

The table indicates that the majority of students (40%) of the sample have a positive attitude toward the way the English people speak rather than their culture and way of life. Most research in the field of motivation for language learning has shown that positive attitudes towards the speakers of the target language lead to an integrative motivation to learn their language. Gardner (.....) suggests that attitudes are among the important attributes, along with integrativeness and instrumental orientation, which play an important role in supporting levels of motivation which in turn plays an important role in learning the target language. So, attitudes should be regarded as motivational supports and not as factors that have a direct effect on L₂ learning.

18. Reasons for learning English

Reason	Communicate	Get a job	Understand English people	1+2	1+3	2+3	All
N	18	18	25	05	12	04	08

%	20	27,77	27,77	05,55	13,33	04,44	08,88
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The majority of students are divided between those who chose English either for communication or for getting a job. In both cases, the goal will not be achieved without developing speaking abilities. So, learners need to have more practice in both skills, i.e. listening and speaking. This practice needs more motivation by the teacher as well as other factors such as parents, peers and society.

19. Students level in English:

Level in English	Very good	Good	Average	Low
N	30	26	15	19
%	28,88	28,88	16,66	21,11

As far as students' level is concerned, students may judge their levels through their marks, their teachers' opinions and comments and their abilities. Only (26%) said that they have an average level, 19 stated that they have a good level and 45 of them spoke about being with a low level. The answers indicate that first year students are not satisfied with their level of English. That needs a more effort and strategies to increase satisfaction.

20. Rate of students' participation:

Students participation	Frequently	Sometimes	Rarely	Never
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N	18	44	12	16
%	20	48,88	13,33	17,77

Research has shown that motivated students volunteer answering question and participating more frequently in class – this is an indicator of how active and motivated the language learner in – only (20%) said that they participate frequently, (48%) states that they participate from time to time, and (28) said never. This situation may be attributed to a poor mastery of the speaking skill, lack of interest and motivation or inhibition to speak in front of the teacher or the classmates. But whatever the reason might be, this lack of participation reveals the passivity of these students which in tern indicates their lack of motivation.

21. Students' satisfaction with activities presented in O.E.

Students satisfaction	Yes	No	Sometimes
N	38	24	28
%	42,22	26,66	31,11

Concerning satisfaction, only a minority (38) declared answered positively, the remaining (52) states that they are not satisfied.

22. Self-confidence when speaking English inside the classroom:

Student self confidence	Yes	No
N	47	43

%	52,22	47,77
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The table shows that (47) of our sample states that they feel self confident, and (43) answered negatively. The reasons for the lack of confidence can be attributed to many factors such as the level of ability, the lack of motivation, anxiety, and the teachers' behavior in class and the classroom atmosphere.

23. Reasons for not speaking English correctly and fluently:

Reason	Lack of motivation	Lack of practice	Lack of teacher's experience	all
N	14	54	05	17
%	15,55	60	05,55	18,88

The majority (60%) attributed their low level in speaking to the lack of practice, (15.55%) states that they do not speak English well because of the lack of motivation , and only a little mentioned the lack of teacher's experience. However, this table may specify the role of the teacher end the motivational strategy which has to cover students' oral practice with all aspects (speaking, listening, activities, materials...)

24. Types of preferred materials:

Types of materials	Visuals	Audio	Audio-visuals
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N	09	07	74
%	10	07,77	82,22

The table confirms that the vast majority of students (74) prefers audio-visual materials and only a little was divided between visuals and audio. This indicates that our learners are aware of the effectiveness of using technology in foreign language learning. Thus, teachers and administration have to do their best to achieve that aim and to realize those needs, which may not be achieved without the language laboratory.

25. The degree of students' satisfaction with the practice they got in OE:

Degree of students satisfaction	Yes	No
N	39	51
%	43,33	56,66

(56.66%) state that they are not satisfied and only (43.33%) declared their satisfaction. Whatever the reason might be, the course, the teacher or activities this goes back to the role of the teacher.

26. Difficulties encountered in the course of O.E.

Difficulties in speaking	Pronunciation	Vocabulary	Sentence structure	All
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N	30	24	09	27
%	33,33	26,66	10	30

When asked about difficulties, a great number (30) stressed pronunciation where as 24 of them concentrated on vocabulary and 27 of them were really aware that speaking the language involves all of these components. In fact each of these elements of language plays a great role in developing the speaking skill but the most common problem is the difficulties with the pronunciation of the English words. However, teachers of oral expression have to make efforts to collaborate the teaching of phonological items with oral expression courses from time to time. In addition to that, teachers must be in a continuous contact with teachers of phonetics to avoid problems of pronunciation.

27. The degree of satisfaction with the method:

Degree of satisfaction	Yes , completely	Yes ,partly	Not at all
N	19	55	16
%	17,77	61,11	21,11

From the answer, we notice that the majority seem to be not satisfied in which only (19) stated that they are completely satisfied.

28. Reason for dissatisfaction with the method:

Reason for	Type of	Types of	Degree of	No
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dissatisfaction	teaching materials	activities	teacher's interaction	variation of techniques
N	14	54	05	17
%	15,55	60	05,55	18,88

Concerning the dissatisfaction indicated in (q26), students attribute that to many factors. (22) of them spoke about the types of teaching materials, (14) criticized the types of activities, (10) attributed that to the degree of teacher's interaction and (14) mentioned the lack of variation of techniques. Most important is that (30) attribute dissatisfaction to all of these factors and that reveals dissatisfaction with the teacher, because he/she is the heart of the process and every factor of these has to be guided by him/her.

29. Preferred oral techniques:

Preferred oral techniques	Dialogues	Group work	Dicussion	Problem solving	Role-play
N	30	30	10	10	10
%	33,33	33,33	11,11	11,11	11,11

A great number prefers dialogues and group work. The remaining was divided to those who like discussion, problem solving or role play. We got these answers because our students did not try all types of oral techniques. Our teachers used to follow the same methods and the same techniques, as a simple

dialogue or discussion reasons for that may be many, the first is the lack of teacher's training to guide these types of complicated activities. Another reason, may be the lack of teachers' motivation to teach the module of OE which is evident from the answers of the teachers questionnaire.

30. Frequency of language laboratory use:

Frequency of lab use	Frequently	Sometimes	Never
N	05	37	48
%	05,55	41,11	53,33

The answers that question were surprising, only (5) said that they use the lab frequently, (37) stated that they use it sometimes and (48) declared "never". Here, when discussing that with students, they attributed that to many reasons. Some said that their teachers have administrative problems, such as the time of the OE sessions. Others talked about the teachers' absence, where as few spoke about the lack of teachers' training to use the lab. We can say that the reasons are all of those, but the most important are two: the first is the lack of teachers training to use laboratories and their materials. The second is the number of hours allocated to lab sessions, and the number of students per group.

31. Understanding listening materials:

Frequency of understanding	All of it	Most of it	Half of it	Only a little
N	03	13	15	59
%	03,33	14,44	16,66	65,55

The answers show that our learners have a low level of ability in listening comprehension. (65%) declared that they understand only a little of the recorded text or dialogue. This status is caused by the lack of practice. The more learners practice, the better their comprehension of such lab materials, gets and the more enhance listening abilities, they surely will develop speaking abilities as well.

32. Amount of teacher's speaking time:

teacher's speaking	More than enough	Only when necessary	Encourage students to speak
N	30	26	34
%	33,33	28,88	37,77

According to these results, we notice that views are divided between those who see their teachers as speaking too much and those who state that their teachers as speaking too much and those who state that their teachers try to stimulate their participation. As far as the OE courses are concerned, the teachers have to intend to develop both the speaking and the listening skills and in both cases, the teachers' amount of talking time has to be reduced.

33. Frequency of speaking English inside the classroom

Frequency of speaking	Frequently	Sometimes	Rarely	Never
N	12	52	15	11
%	13,33	57,77	16,66	12,22

The majority claims that sometimes, they speak language inside classroom. But students who stated ‘either’ rarely or “never” oblige us to say that the level of motivation is not sufficient because it resembles more than one third of the sample. This leads us to say that this group either do not respond to the simulation of their teachers or that they did not have stimulation a talk because there were no interaction between teachers learners.

34. Reasons for not speaking English inside the classroom

Reason	Personal Reason	Teacher	The course of OE
N	21	16	53
%	23,33	17,77	58,88

As we know reasons may be of diverse sorts, but the most evident ones are the student him/herself, the teacher or the course of oral expression. This table shows that the majority (58.88%) related that to the course of oral expression. The remaining were divided between who said the teacher and who mentioned personnel reasons. These results lead us to think more about the course of oral expression with more attention to all aspects of methodology, i.e. objectives, syllabus, methods, materials and activities.

35. Teachers’ concentration in terms of skills

Skill stressed by the teacher	Listening	Speaking	Reading	Writing	All	1+2
N	07	40	09	04	14	16
%	07,77	44,44	10	04,44	15,5	17,77

The results obtained show that the majority of teachers concentrate on the speaking skill. A great number neglect the importance of the listening skills in which the expectation of the learners from the course of OE are develop the four skill in general and listening skills in particular , as this wish was expressed in the answers to question(5).

36. The relationship between the student and the teacher:

Type of relationship	Good	Bad	Neutral
N	63	02	25
%	70	02,22	27,77

Good relationship -between the teacher and the students- increase the latter's confidence in the teacher, decrease their inhibition and encourage them to talk freely and easily when they engage in conversations. Such an atmosphere normally enhances the students' motivation to learn effectively.

37. The type of relationship among students:

Type of relationship	Cooperation	Competition	Neutral
N	33	16	41
%	36,66	17,77	45,55

The majority (41) of the sample said that their relationships are neutral. This prevents interpersonal and cooperative relationships among students, which decrease motivation to participate and to engage in interactive activities and conversations.

38. Students' reactions toward the moment of correction:

Time of correction	To be corrected whenever making a mistake	To be corrected when mistake interfere in comprehension	Not to be corrected
N	72	18	00
%	80	20	00

The concern in the communicative approach is intelligible communication as long as errors do not interfere with comprehension. Too much intervention from the part of teachers by corrections creates in the students an inhibition to speak or to communicate. However, an important percentage of the students investigated.

39. Students' reaction toward the way of correction:

way of correction	Way of teacher's correction	Reaction of classmates	The feedback	All of these
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N	36	16	22	16
%	40	17,77	24,44	17,77

The feedback from correction is not in all cases realized because it has many constraints such as the way of correction, teacher's reaction and classmates' reactions. The table shows that (40%) of students emphasize more the way of the teacher. Thus, the teacher has to be aware of that because correction is one of the main factors of motivation. The teacher has first to correct in a motivating way. Secondly, she/he has to give a clear feedback for the student who makes the mistake and for others as well. Finally, he/she has to attempt always to create a good relationship among students to avoid negative reaction during making mistake.

40. Students' opportunities to speak about learning problems

opportunities to speak about problems	Yes	No
N	31	59
%	34,44	65,55

As we know, the task of the teacher is to teach, to give lessons, but moreover, the teacher has to remember that the student is just a combination of personal/ social and psychological factors. Therefore, the teacher has to be interested in student problems, to know and discuss these problems or at least give them the opportunity to talk about their status at the English department. The results indicate that (65) confirmed that their teachers do not give them opportunities.

6. The teachers' questionnaire:

A. The aim of the questionnaire:

The questionnaire aims at identifying the teachers in charge of the oral expression module, their qualifications, their methods, techniques, materials they use and what problems they encounter. In addition to that, they seek to answer questions about teachers' awareness of motivation, motivational models and strategies and what is happening in the field of psychology and didactics.

B. The description of the questionnaire:

The teachers' questionnaire was distributed to ten teachers of the oral expression module at the English department. Only seven papers were handed back where as the three others refused to return them. It was answered anonymously. It was a mixture of closed and open questions. It consists of three main sections.

Section one: this section contains questions from 1 to 6. Those questions seek general information about teachers, i.e. their qualifications, their experience in teaching at university and in teaching oral expression courses.

Section two: it consists of questions from 7 to 35. Those items were entitled teachers' concern with motivation and speaking skill. The first questions (from 7 to 14) seek information about teachers' view of motivation, learning approaches and their knowledge in the field of psycho – pedagogy. Then, the remaining tries to find out information about the oral expression methodology and how teachers try to solve the problem encountered in the oral expression courses.

Section three: in this section, teachers are offered with a chance to give their personal opinions on the way teachers have to motivate their learners and how they may improve the teaching of the speaking skill.

C. The analysis of the questionnaire:

1. Teachers' qualifications:

Qualification	License	Magister	Doctorate
N	1	6	0
R	14,28	85,71	0

We notice from that table and from our reality at the English department of Biskra University that most of our teachers are not qualified and experienced enough to foster the process of language learning. Among the participants, we have one with license, six with magister and unfortunately no one has a PHD.

2. Experience in university level teaching:

Experience	1 years	2 years	3 years	4 years	5 years	More than 5 years
N	1	/	/	4		2
R	14,28	/	/	57,14		28,57

The teachers questioned indicated that most of them have an experience of less than five years. The period of five years or less is not sufficient at all to have effective training and reflective teaching. In that period, normally teachers are in the situation of acquiring knowledge more than searching knowledge for their learners. Therefore, it will be so difficult to know all the secrets of language teaching and learning. Moreover, it will not be easy to teach students strategies of learning before teaching linguistic items or any component of the language.

3. Experience in teaching oral expression:

Experience	1 years	2 years	3 years	4 years	5 years	More than 5 years
N	3	1	1	1	/	1
R	42,85	28,57	28,57	28,57	/	28,57

The same thing can be said about teachers' experience in teaching the module of oral expression. Only one teacher said that he has an experience of more than ten years. These results implicate that our teachers are not specialized in teaching one subject or one module. The module of oral expression needs a teacher who is experienced in the three main domains: speaking, listening and pronunciation.

4. Teachers' choice to teach O.E.

Your choice	Yes	No
N	2	5
R	28,57	71,42

Among the seven teachers, five declared that the teaching of that module was not a part of their choice or decision, and that they were charged with by the headmaster of department. So the result will be a great sort of demotivation for language teachers. However, without teachers' motivation we will never reach students' motivation because as we know one of the main factors that affect motivation is the teacher.

5. Opportunity of any teacher training course:

Training	Yes	No
N	0	7
R	0	100

As far as training is concerned, and from what we have discussed in (Qs 1, 2, 3 and 4), it is not surprising that none of our teachers of oral expression has any kind of training to teach that module. The teacher of oral expression is devoted to teach the skills of speaking and listening that implies the use of materials of different kinds, language laboratory and new technological methods. However, that process can never be achieved without training by professionals in the field. Many people think that a teacher is the one who has had a diploma in teaching and that good teachers born that way, but in fact, the four years of license and the two or more years of post graduate studies is not enough at all to be a good teacher and is not a condition at all. To explain that Slavin (2003) says that good teaching can be taught too. He states:

"Good teaching can be taught. Good teaching has to be observed and practiced, but there are principles of good teaching that teachers need to know, which can then be applied in the classroom. The major components of effective instruction are: self – knowledge and self – regulation, decision – making, reflection and application of education research. (Slavin, R, 2003: 6)

So training is necessary and through it, teachers can gain: the knowledge of the subject and teaching resources, knowledge of students and their learning, critical thinking and problem – solving skills and most importantly teaching and communication skills.

6. The approach of teachers' training:

The approach	Behaviorist	Cognitive	Communicative	Other
N	/	/	/	/
R	/	/	/	/

Since all the teachers questioned confirmed that they have no sort of training, so that question had no essence and no chance to be answered.

7. Teachers' definition of motivation:

The respondents gave seven answers so seven definitions of motivation, but most of them were in general ordinary terms. The answers were:

- Create desire to learn the language.
- Achievement in learning
- External and internal ability to push someone to do something.
- Desire that incites to improve the level
- Goal, direction and achievement
- Way of encouragement
- Anything that pushes the student to interact, and exchange knowledge.

8. Theories of motivation followed by teachers:

Among the seven teachers, four were divided between those who follow behaviouristic path and those who mentioned cognitive or humanistic approaches. The two other teachers spoke about Maslow's hierarchy of needs. The last one said that he/she does not follow any of them.

9. Theories of motivation followed to teach the O.E courses:

One of the respondents spoke about the eclectic approach, the others talked about theories mentioned above and added the communicative approach. What we can infer from these two answers is that our teachers are not aware enough of the new research held in the field of language teaching and learning. They do not have sufficient knowledge about new theories and recent research done on motivation. Finally and most surprising is that most of our teachers do not distinguish between theories of motivation (or learning) and theories of language; in which when asked about approaches to motivation, six of them mentioned the communicative approach.

10. Reasons for those choices:

What we have noticed is that the questioned teachers were confused to answer that question. Normally, each teacher has to give the principles and the good aspects of the approach that he/ she follows. Unfortunately, teachers spoke about something and gave reasons for something else. For instance, teachers who said that they follow the humanistic approach, they gave as reasons many points such as: interested in the affective and cognitive aspects of my students, three of them indicated to teach learning styles. Only one of them was logical and rational in which she chose the eclectic approach and gave reasons such as:

to benefit from all advantages of all approaches and avoid being a one sided theory follower.

11. Following models and strategies to motivate students:

Training	Yes	No
N	5	2
R	71,42	28,57

Five of the teachers declared that they follow models and strategies. Two were fair and honest and said that they do not follow any model or a particular strategy.

12. Models and strategies:

The five teachers who said that they follow strategies, when asked to mention them they answered:

- The strategy is to choose an interesting topic like youth issues.
- Use rewards, follow them, make them feel self – confident and reduce the degree of anxiety.
- follow an eclectic approach
- Through learner/ learner interaction and learner / teacher interaction.

From these answers we confirm that all teachers questioned are too far from the fields of psychology, psycho – pedagogy and didactics. When asked, they mentioned details of techniques. Thus, it is evident that either they follow them by habit or they learnt them without the knowledge of sources and origins.

13. Explanation of the communicative goals of learning

Explaining goal	Yes	No
N	5	2
R	71,42	28,57

Five of them answered positively and only two said that they never explain objectives to their students.

14. Reasons for "yes" and "no":

The answers were:

- one did not state anything
- The second said no, because it is clear during the sessions without telling about.
- The third talked about promoting communicative competence.
- The fourth indicated: "because it is the first goal in learning a language."
- The fifth declared: "to be aware that achieving communicative skills is the objective, and through this communicative ability they will be judged."
- The sixth said: "learning a language is always by communicating."
- The last said: "I have to state my objectives in each module."

15. Students' participation in classroom activities:

Student's participation	Yes	No
N	7	0
R	100	0

16. The percentage of students' participation:

Rate	All of them	A half	Only few	None

N	2	2	3	0
R	28,57	28,57	42,85	0

All teachers said that all their students participate in classroom activities. Two declared that all of them participate. Two confirmed that only half do. Three among teachers stated that only few of them do.

Whatever the answer, this is because of overcrowded classes in which each group consists of between 35 to 46 students and this also depends on the time allocated to the O.E module.

17. Opportunity for learners to talk about learning problems and reasons (Q18):

Giving opportunity	Yes	No
N	6	1
R	85,71	14,28

Six of them said yes and only one answered positively. The reasons were as follows:

- Said "no" because there is no time, large classes, there are no solutions and we know all sorts of problems.
- Said "yes", because it is the only way to improve oral skills.
- Said:" to practice English"
- Said:" to create the psychological atmosphere and confidence"
- Said:" extensive reading"
- Said "to make them interested and self confident"
- Said "to decrease inhibition and anxiety"

19. The way of establishing a relaxed atmosphere in classroom:

The answers were:

- vary activities and involve them in any activity
- tell a joke or speak about any interesting topic
- give them chance to express opinion
- by beating the ice wall between students and teachers through good relations
- by making fun
- By providing free discussions, dialogues between students and teachers and among students.
- By discussions to create confidence

20. Teachers' control over activities (and reasons):

Teacher's control	Yes	No
N	3	4
R	42,85	57,14

The answer was not expected at all in which four out seven declared that they do not have control over activities.

- said "no", because of overcrowded classes and insufficient time
- said" no" because we have demotivated and uninterested students
- said "no" with no reason
- said "no" because the teacher has to avoid showing himself as knowing everything and that teacher spoke about avoidance of "Mr. know all"
- two said" yes" with no answer
- the last said:" respect timing and divide them into sections"

21. Types of relationships promoted - by teachers- among students:

Types of relationships	Cooperation	Competition	Neutral
N	4	1	2
R	57,14	14,28	28,57

The majority chose cooperation; one spoke about competition whereas the remaining described relations as being neutral.

22. Materials used in teaching O.E.

Materials	Video, Tapes and Newspapers (mentioned the three)	OHP	Other(said none of them)
N	3	0	4
R	42,85	0	57,14

Three of the teachers stated that they use videos, tapes and newspapers. One of them added texts. The others were fair and said that they do not use all of these types of materials.

23. Use of language laboratory:

Use	Yes	No
N	3	4
R	42,85	57,14

The majority said that they do not use the language laboratory.

24. Training to use laboratories and reasons of not using lab (Q25)

Training	Yes	No
N	0	7
R	0	100

The reasons for answers to the previous question seem to be evident in the answers for this question. All teachers said that do not have any sort of training to use the laboratory. As reasons, all respondents spoke about: lack of time, lack of materials or lack of training.

26. The language skill stressed by the teacher:

Stressed skill	Speaking	Speaking+Listening	Reading	Writing	all
N	3	2	0	0	2
R	42,85	28,57	0	0	28,57

Three of the teachers said that they give more importance to the speaking skill, two emphasize both speaking and listening and two stressed the importance of integrating the four skills.

27. Communication techniques:

The answers were:

- one said dialogues, discussions, group work and role play
- three mentioned all of the techniques
- one chose discussion, problem solving and group work
- one said dialogues and discussions
- one stated discussion and problem solving

28. Collaboration with teachers of psychology:

Collaboration	Yes	No
N	1	6
R	14,28	85,71

Unfortunately, only one teacher answered positively because she taught psychology for two years. The others said no, because there is no contact between most of teachers and the reason also might be the lack of experienced teachers.

29. Collaboration with teachers of phonetics:

Collaboration	Yes	No
N	0	7
R	0	100

All teachers claimed that they have no relations with teachers of phonetics.

30. Collaboration with teachers of grammar:

Collaboration	Yes	No
N	0	7
R	0	100

The same as in previous question, all teachers said that they lack collaboration with teachers of grammar.

31, 32, 33. Reasons for the lack of collaboration with teachers of other modules:

The reasons for both are the same as for question (26) in which they claim that they have no contact with other teachers and that they lack experienced teachers. These reasons seem to be not accepted at all and not satisfactory. If we decide to do something, we may organize and plan our time, our actions and our objectives to reach that goal. So by the side of teachers or administration, we may create such occasion to have the opportunity for collaboration. In our situation, with the lack of training, teachers should find alternative solutions to improve the status. To know the needs of our learners, teachers should make case studies, i.e. questionnaires, interviews and observations with diaries to diagnose the situation. This is what Wallace (1998) called " action research for language teachers" and defines it as: " *systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your practice should be.*" (Wallace, M, 1998: 4). So, Along with collaboration of teachers, they may reach good results in their research just by following methods and books concerned with this matter such as those of Richards, C & Nunan, D (1990), Nunan, D (1992), Richards, J & Lockhart, C (1994) and Wallace, M (1998).

34. Suggestions:

Unfortunately, even if it was the chance that I have given to teachers to express their opinions, three of them refused to write anything. The remaining ones emphasized the role of laboratory and the variation of activities. What was surprising is that no one spoke of technology, seminars, research papers, projects, days of study as we have expected.

7. The results:

The analysis of these questionnaires allows us to make a summary of our students and teachers' needs and difficulties. Following the division of the questionnaire, the results obtained are at three levels: the language level, the learner level and the learning situation level.

As far as the language level is concerned, the most surprising but known reality is that our teachers lack motivation. The questioned teachers seem to be demotivated because of vast internal and external factors. One of the main factors that make students and teachers demotivated is the lack of training. All teachers of the module of O.E. had no opportunity of training. In the part of the learners, through the first questions of the students' questionnaire, we infer that the majority of students lack integrative motivation, in which the majority claimed that they have chosen English to get a job (for future career) and no one was interested in the English speaking people culture or attitudes. That is why our learners need to learn something beyond the linguistic items of language (paralinguistic features) that will contribute to the development of both speaking and listening abilities of learners.

The second category of needs is needs at the level of the learner. Through our daily life at university, through our teaching and through the students' questionnaire, we see that the students of the first year are not self – confident enough to deal with the difficulties of the learning process. Another important reality is that students of first year do not feel satisfaction. When asked about

their level of ability, about methods and techniques, the majority answered negatively.

Concerning the learning situation level, we have reached three main categories of needs. The first is course – specific. The questionnaire revealed the following: the lack of methodology, the lack of administrative support, the lack of materials and no variation of techniques and activities.

Starting by the methodology -with all its aspects: objectives, methods, syllabus and materials, the results may be summarized as the following points:

- there is no agreement on the syllabus
- there is no agreement on objectives
- there is no agreement on methods and techniques
- there is no variation of speaking activities or communication strategies
- there is a great lack of materials of different kinds
- there is no use of the language laboratory

The second is teacher – specific. The main problems at that level are centred on the teacher. The greatest dilemma is that most of the teachers seemed to be not aware of motivation, motivational strategies and the new findings in the field of psycho – pedagogy and education. Moreover, through the analysis of the questionnaire we reached the conclusion that the majority are following old methods and traditional techniques in teaching O.E courses. In addition to that teachers also do not pay attention to the listening skill where as first year students may never speak the language before they learn how to be familiar with the foreign language and how to decode a variety of messages in whole conversations. Beside that, most teachers neglect the importance of integrating skills. As we know, language is a whole system and each skill contributes to the development of the other. Another evident reality in the department of English and in the Algerian universities in general is the absence of collaboration between teachers of different modules in the curriculum. As far as our respondents are concerned, when asked about collaboration, all teachers

declared that they have no contact with each other in terms of courses. The cooperative work with teachers of psychology, grammar and phonetics is very important for teachers of oral expression because the syllabus is not fixed, so they need other views to make courses fit the needs of the learners. Of course that could be according to the learners' backgrounds and their levels of ability. Another problem is that the majority of teachers of oral expression do not pay attention to the necessity of the phonological items beside grammatical items where the phonetic transcription may do so many in the process of learning the language as well as speaking it.

The broad line at the learning situation level is group – specific. When asked, both teachers and students showed that they suffer from large classes and the great number that reaches in most of times 40 to 45. That status with other factors made teachers being passive with the situation. Teachers lost hope to find solutions to that status. Unfortunately, our teachers do not make any effort to reach group cohesiveness or to make a classroom goal structure, i.e. to manage classrooms in an intended manner so as to fit the objectives of each course in that module.

From above, we have seen that demotivating factors are of different sorts in both sides for teachers and students. Both teachers and students suffer from the lack of motivation, materials and administrative support but still teachers may bring their methods, techniques and materials to fit the conditions of our university and the status of our department.

8. Conclusion

The needs of the first year students vary in general, but the great majority of the informants, and through answers to the first part of students'

questionnaire, it seems that our students are motivated instrumentally but not integratively. In addition to that, through the teachers questionnaire, we have noticed that our teachers are not aware and need access to different sorts of knowledge. This questionnaire revealed that there is a strong need to train our teachers and set the habit of working in collaboration with teachers of other modules so as to meet real needs of the students after they sum up the main difficulties that may face learners.

CHAPTER V
PEDAGOGICAL
IMPLICATIONS

CHAPTER FIVE:

PEDAGOGICAL IMPLICATIONS

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5. Conclusion

1. Introduction:

The results of the questionnaire have shown that students' lack of motivation to learn English and the failure in speaking it correctly and fluently is due to the lack of teachers' awareness. Most teachers seem to be not aware of both internal and external factors that affect motivation. As we know, through a few implications and suggestions, we may not rebuild the internal factors (such as age, gender) but we may at least influence a few of them (such as goals, interests, needs and expectancy). Moreover, through this way, we can affect those internal factors by applying a few strategies to influence the external factors (such as the teacher, the course and the learning environment). Since motivating someone to something can involve many different things, from trying to persuade a person directly to exerting indirect influence on him/her by arranging the conditions or circumstance in a way that the person is likely to choose the particular course of action. Sometimes simply providing a good opportunity is enough to do the trick. Whatever form it takes; however, the motivating process is usually a long – term one. In classroom contexts, it is rare to find dramatic motivational events that may reshape the students' mindsets from one moment to another. Rather, we may set few strategies for a long lasting effect. However, our framework consists of three broad lines of motivational strategies to improve the speaking skill: starting by creating the basic motivational conditions, then generating initial motivation and finally, how to maintain and protect what we have done before (motivation).

2. Creating the basic motivational conditions:

Research in the field of psychology and language learning has reached the conclusion that motivating students involves certain preconditions before any attempt to generate motivation. Before all, we have to create few basic motivational conditions. If we make a deep sight to our classrooms, we find that the main conditions may be of three kinds: appropriate teacher behaviours and

good relationship with students, a pleasant classroom atmosphere and a cohesive learner group with appropriate group norms.

A - Appropriate teacher behaviour:

It is obvious that everything a teacher does in the classroom has a motivational impact on the students. Thus, the teacher has to bear in mind two broad dimensions: the language dimension and the psychological dimension. As far as the psychological dimension is concerned; teachers have to concentrate on three main points: enthusiasm, commitment to and expectation for students' progress and good relationship with the students. First, teachers should be enthusiastic, in which they have to become the one who love their subject matter and who show by their dedication and their passion that there is nothing on earth they would rather be doing. They are as Dornyei (2001b: 32) called them "nutcases whose involvement in their areas of expertise is so excessive that it is bordering on being crazy." At first students may make fun of this but deep inside they admire that passion. Such a commitment toward the subject matter then becomes infectious instilling in students a similar willingness to pursue knowledge . Many scholars believe that enthusiasm for one's specialization area and the ability to make this enthusiasm public rather hiding it is one of the most important ingredients of successful teaching. It is also important to stress that projecting enthusiasm does not mean 'pep talks', theatrical performance or tears in our eyes when we talk about Shakespeare or old English... Rather, it means that we clearly identify our reasons for being interested in the topic then share these with the students.

Strategy 1:

Teachers should demonstrate and talk about their own enthusiasm for the course, material and how it affects them personally.

The second point that has to be stressed by the teacher is his/her commitment to and for the students' learning or academic progress. As we know, the teacher embodies the class spirit. So if the teacher shows commitment towards the students learning and progress, there is a very good chance that they will do the same thing. It is important that everybody in the classroom should be aware that the teacher cares, that he/she is not there just for the salary, that it is important for him/her that his/her students will succeed and that he/she is ready to work hard to achieve that progress. There are many ways to show that students' learning matters to us. We may:

- *offer concrete assistance;*
- *offer to meet students individually to explain things;*
- *respond immediately when help is requested;*
- *correct tests and papers promptly;*
- *arranges extra – curricular instructional programs and opportunities;*
- *show concern when facing any problem;*
- *allow students to contact you (telephone, email) when they have a problem; and*
- *be available for overdrive.*

With all that, teachers also may influence students by positive expectations. Teachers need to have high expectations for what their students can achieve. Thus, if teachers believe that the students can reach high levels of achievement, there is a good chance that they will too. However, if they have low expectations about how much their students can cope with learning, they will probably live down to these expectations.

Strategy 2

Teachers should take students' learning very seriously in which they show the students that they care about their progress. So they always should have high expectations for what their students can achieve.

Teachers may have appropriate behaviour as well as high expectations, but these can not have a completely positive influence on students unless they try to create and protect good relationship with their learners. It is important for a motivating teacher to have a positive relationship with the students on a personal level (not just on academic). Thus, besides caring about students' learning, we have to care about students as real people. Teachers who share warm, personal interactions with their students, who respond to their concerns in an empathetic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than who have no personal ties with their students. In that context, teachers may focus on three psychological components: acceptance of the students, listening to them and being available when requested. Acceptance seems to be one of the attractive ways to deal with people as humans, and it was stressed by Rogers (1994) in his humanistic theory of psychology. To accept learners, teachers have to show a non – judgmental positive attitude like the way they feel towards a relative (i.e. we deal with students as members of family as sisters, brothers, sons and daughters). So we should accept our students as they are, with their different attitudes, behaviours, backgrounds and levels of ability.

To impact learners, teachers also should have the ability to listen and pay attention to students. This habit is the most powerful transaction that tells others that we accept them as human beings. Moreover, the way we listen tells our students more than anything else how much we consideration we are giving

them. That is, students need to feel that the teacher pays personal attention to the. Of course the task will not be easy for our large classes and it will not be rational to care about everybody individually, but there are gestures that do not take up much time which can convey personal attention and can touch lives of every student in some way. For instance, we may:

- *greet students and remember their names;*
- *smile at them;*
- *notice interesting features of their appearance;*
- *learn something unique about each student and mention it to them occasionally;*
- *ask them about their lives outside university;*
- *show interest in their hobbies;*
- *express in your comments that you have thought about them and that their individual effort is recognized;*
- *refer back to what you have talked about before;*
- *recognize birthdays;*
- *move around in class;*
- *include personal topic and examples about students in discussing content matters, and*
- *send notes or home works to absent students(especially if they have clear reasons for being absent).*

Another contribution to the making of good relationships with the students is the availability of the teacher for personal contact. Unfortunately, availability is a difficult issue at time when most teachers suffer from time pressure. Individual personal contact may do many to improve our relations with our students, but under our conditions, the task will be difficult and consuming. Rather, we may make a compromise. We may:

- *join students for a meeting of two or three hours each week to share ideas, problems and discussions;*
- *give them your telephone number and email for times when they need your assistance.*

Strategy 3:

Teachers should develop a personal relationship with their students. That can be achieved when they show them that they accept and care about them, pay attention, listen to each and indicate that they are mentally and physically available if someone needs them.

So any teacher, who wants to be a great teacher, has to bear in mind the three points that are enthusiasm, commitment and expectations and good relationship with the students. That is all what concerns the psychological dimension. In addition to the latter, teachers have another dimension to focus on, which is the language dimension. The teacher of the speaking skill or "oral expression" has a lot of roles to play. They teacher may be a communicator, educator, evaluator or as an agent of socialization.

Communication with students is essential for effective teaching. To communicate successfully, teachers must know how to structure their own language output for maximum clarity and have strategies for understanding what students are saying – since understanding student talk is key to analysis of what students know, how they understand and what teaching moves would be useful. An understanding of linguistics (sociolinguistics, psycholinguistics, pragmatics and discourse analysis) can help teachers see that the discourse patterns they value are aspects of the students' own cultures and backgrounds; they are neither universal nor inherently more valid than other possible patterns. Without such understanding; teachers sometimes assume that there is something wrong with students whose ways of using language are not what they expect. However, to deal with such problems of communication, teachers need to know something about educational linguistics (applied linguistics with its two directions: contrastive & error analysis). (See Champeau de Lopez, 1992)

Strategy 4:

Teachers have to seek knowledge of all types of the language science, i.e. from sociolinguistics, psycholinguistics, pragmatics, discourse analysis and most importantly applied linguistics.

Another role of the teacher is that of an educator. Teachers in most of cases rely on course books and syllabuses designed by experts in the field, but they may exploit the program in the way that they want or according to the needs of their students. Because we are dealing with human being, there is no standard of teaching and teachers themselves have to be course developers as emphasized by Graves (1996) in a whole book entitled "teachers as course developers. Teachers are responsible for selecting educational materials and activities at the right level and of the right type for all of the students in their classes. This requires a reasonable basis for assessment of students' accomplishments and the capacity to distinguish between imperfect knowledge of English and cognitive obstacles to learning. In order to teach effectively; teachers need to know which language problems will resolve themselves with time and the ones that need attention and intervention. In other words, they need to know a great deal about language development.

Teachers are also evaluators. Teachers' judgment can have enormous consequences for students' lives. However, teachers have to choose the appropriate time of correction and correct students only when their mistakes interfere in meaning. This is to enhance speaking and decrease anxiety either from the teacher or reactions of classmates. Since most teachers are familiar with written tests; it is not be easy to experience oral testing on one hand, on the other, in spoken language, many aspects have to be evaluated (grammatical structures, vocabulary, pronunciation and content). However, research has not

neglected that in which many researchers wrote books on "testing oral language". Among them: Underhill (1987), Hughes (2002) and Thornbury (2005). They did not give standards of assessment; rather, they state a few implications and strategies for an appropriate assessment.

Teachers also play a unique role as agents of socialization – the process by which individuals learn the everyday practices, the system of values and beliefs, the means and manners of communication of the foreign cultural communities. When the cultures of home and of the foreign language match, the process is generally continuous, but in our case – in Algeria, it is not the same. There is a great mismatch between the previous culture (home, society) and the culture of the speakers of the foreign language. From the analysis of the students' questionnaire, we inferred that the majority of our students lack integrative motivation. Therefore, an important role of the teacher is to change the integrative values of the language (will discussed in the coming section), then try to know a great sort of practice of the L2.

As far as language is concerned, teachers also have to attempt to conduct pedagogical committees and cooperate with other teachers to make agreement on each module. Further, teachers of oral expression should of oral expression and teachers who work toward motivation, high expectation and successful learning; however should cooperate with teachers of grammar, phonetics and most importantly psychology. This collaboration will cover all aspects of the speaking skill in with it will create a sort of awareness about students needs in terms of speaking abilities. A few students may have difficulties in terms of sentence structure, others may encounter them in pronunciation and the majority are ready to face all type of language problems but they lack motivation. To solve these problems, teachers should explore needs in all sides of language; however, a contact with other teachers of the same students may give teachers a ready feedback without doing a questionnaire. In that way, the teacher of oral

expression will get needs analysis and discover the needs as well as their abilities.

To achieve that, the teacher has to overlap all these components in his/her teaching. If the teacher attempts to integrate these interrelative factors: enthusiasm, commitment and good relationships to realize the appropriate behaviour, he/she will make the first step to create one of the motivational conditions in the classroom.

B - Pleasant and supportive classroom atmosphere:

The second condition that has to be created to motivate learners, is finding a pleasant atmosphere for learning. We can create a pleasant and supportive climate just by looking to the constituents that may form the psychological environment of the classroom. One of these components is the teacher, as we explained above; the teacher has to have an appropriate behaviour. The second is the type of relationships among students and this will be discussed in the next section. All teachers have to remember that in a safe and supportive classroom, the norm of tolerance prevails and students feel comfortable taking risks (of making all sorts of mistakes) because they know that they not will be embarrassed or criticized if they make a mistake. That is why teachers should stress that mistakes are a natural part of learning.

In addition to that, to improve the classroom atmosphere, we may use humour to decrease the level of anxiety and to create confidence. Another forgotten aspect in our universities is the decoration of classrooms; here, it is not important to bring great things, but just few touches to show students' involvement and their personal choices and sights. Seating also has a strong impact on the classroom atmosphere. In which our classes, chairs and tables fill the entire classroom, in which there is no space of activity or moving. However, that had a negative influence on both teachers and students.

Strategy 5:

Create a supportive atmosphere in the classroom. More specifically, establish a norm of tolerance, enhance risk – taking and acceptance of mistakes, and encourage learners to personalize the classroom environment according to their taste.

C - Cohesiveness and appropriate group norms:

Norms are among the aspects of group dynamics that have direct motivational bearings. A cohesive learner group is one which is together in which there is a strong "we" feeling, and which students are happy to belong to. That is cohesiveness refers to the members' commitment to the group and to each other. There are a number of factors that can positively contribute to the process and many of these are within the teacher' control. Dornyei (2001b) lists ten of them:

1. The amount of time spent together and the shared group history (There is not much we can do about this)
2. The extent to which group members can learn about each other. In order to help learners to get to know each other better, you can include special 'ice – breaking activities' at the beginning of a new course. These to set members at ease, get them to memorize each other's names and to share personal information;
3. Proximity, contact and interaction in which teachers may move students from time to time to prevent the emergence of rigid seating patterns;
4. Cooperation between members for common goals. This may be achieved

through giving students tasks that involve working together such as role play and problem solving activities;

5. The rewarding nature of group experience. The more students enjoy the learning process in the class, the more they will want to belong to the class. Successful completion of whole – group tasks and a sense of group achievement. Teachers may occasionally include whole – group tasks or projects that generate a satisfying visible product, or conclude in the solving of a puzzle or problem – after which the group can congratulate themselves for the achievement.

6. Intragroup competition. Small group–fun competitions (E.g. games) promote inter – member relationships.

7. Teachers may put students together who would not normally make friends easily;

8. Common threat: for example the feeling of fellowship before a difficult exam that may create solidarity among the fellow sufferers.

9. Group legends in which teachers may promote the building of a kind of group methodology by encouraging learners to give the group a name and to invent characteristics for it. They also may establish group rituals, create a semi official group history, prepare group objects and symbols (such as flags or coats of arms) and find or create appropriate group mottoes or logos, and

10. Investing in the group. When members spend a considerable amount of time and effort contributing to the group goals, this will increase their commitment towards these goals. Therefore, investment may work toward achievement.

(Dornyei, 2001b: 43-44)

Strategy 6

Promote the development of group cohesiveness. More specifically,

- try and promote interaction, cooperation and the sharing of personal information among the students;
- use small group tasks;
- encourage extra curricular activities if possible to give them opportunity to meet, and
- try to prevent emergence of rigid seating patterns.

The other group specific element is group norms. Teachers with their students have to make agreement about rules to conduct the courses from the beginning of the year. These rules have to cover the teacher, the students and both together. It is better to state these norms explicitly and discuss them with students. But there is one thing that has to be emphasized; that is learners are very sensitive to the teachers' attitudes towards these norms because the model they set by their behaviour plays a powerful role in shaping the class. However, if the teacher does not pay attention to the enforcement of the established norms; learners very soon get the message that those rules are not really important and will rapidly discount them. The habit which is noted in our classes, is when the group has originally agreed on always writing their home works but the teacher sometimes forgets to check this or lets those who have failed to complete theirs, escape easily; the others will soon forget or neglect the value of the homework writing as well as the whole norm. Dornyei (2001b) gives a sample set of class rules as following:

For the students	For the teacher	For everybody
<ul style="list-style-type: none"> - let's not be late for class - always write your homework - once a term you can pass, say that you have not prepared - in small group work; only the L2 can be used - If you miss a class; make up for it and ask for the homework. 	<ul style="list-style-type: none"> - the class should finish on time - homework and tests should be marked within a week - always give advance notice on a test 	<ul style="list-style-type: none"> - let's try and listen to each other - let's help each other - let's respect each other's values and ideas - let's OK to make mistakes because they are learning points - let's not make fun of each other's weaknesses - We must avoid hurting each other, verbally or physically.

Strategy 7:

Teachers should formulate group norms explicitly, and have them discussed and accepted by students. Moreover, they should observe consistently the group norms in which they reinforce the respect of these rules. They should never let any violations go unnoticed and remind the whole group of the risks of doing that.

2. Generating initial motivation:

After making the first steps towards creating motivational conditions, this section is concerned with a set of strategies to generate motivation. From the famous researches done on motivational theories and models and from the needs of our students, we may divide components of motivation as follows: values and attitudes, expectancy, goals, materials and beliefs. Starting by these points, we may suggest the following to generate motivation:

- *enhancing the learners' language – related values and attitudes;*
- *increasing the learners expectancy of success;*
- *increasing the learners' goal orientedness;*
- *making teaching materials relevant for students; and*
- *creating realistic learners' beliefs*

This section is devoted to explain each one of these in isolation and give strategies related to each.

A - Enhancing the learners' language related values and attitudes:

Concerning one's values and attitudes, it is a difficult and confusing task to influence one's value. Changing one's value is to change all the system; attitudes, feelings, beliefs and interests. However, teachers may do that or reach a little of it by showing respected models (like elder scholars, friends...), or by sharing and involving them to persuasive powerful learning experiences. The first model is the teacher if he/she applies what we have discussed in the previous section(enthusiasm, commitment and success expectations), yet by that he/she may change his/her students' values through changing the learners intrinsic interest, integrative and instrumental values.

The intrinsic value is related to the learners' interest in the learning activity. Hence, the teacher has to generate motivation by arousing the students' curiosity, attention, and creating an attractive image for the course. The teacher may achieve that by varying activities and choose only what learners find interesting and satisfactory. Another important point is to give a positive impression of L2 so that it will influence how learners will anticipate future experiences with the subject.

Strategy 8:

First, teachers should promote the learners' language – related values by presenting teacher or peer role models (e.g. invite senior students to talk to their classes about their positive experiences. Then, they should raise the students' intrinsic interest in the L2 learning process. They can achieve that by highlighting aspects of L2 learning that their students are likely to enjoy and make the first encounters with the L2 a positive experience.

The intrinsic value is so important to focus on but it needs a focus on other aspects to generate motivation. Since we are dealing with a foreign language, the foreign culture is also important and language could not be separated from its speakers and their cultures. However, students need to acquire integrative values as well. The concept of integrativeness was an interesting point in the studies of Gardner (1985) and Schumann (1978,1986). Unfortunately, all our students lack this type of orientation; however, when asked, all of them showed an interest in jobs and instrumental reasons. Thus, our students need an extra effort with this type of value. Even if most of teachers do not like the foreign language culture because of our religion, customs and beliefs but culture is too vast and we may choose aspects of culture that does not touch or principles. Teachers, for

instance, may choose things of high values like pieces of literature, respected music, anthems and scientific findings.

Strategy 9:

Teachers should promote integrative values by encouraging a positive and open – minded disposition towards the L2 and its speakers, and towards foreignness in general. To realize that, teachers may include a sociocultural component in the language curriculum. They can quote positive views about language learning by influential public figures, or simply encourage students to explore the L2 community by their owns (a vivid example is through the internet).

After changing intrinsic and integrative values, students need another type of values, these are values related to their future careers and jobs (i.e. practical benefits from the L2 learning). This idea was studied by Gardner but is have been more emphasized by Dornyei in all his models of motivation. Learners have to know that they will get the benefits of the mastery of the L2, for example, they may be told about future jobs as teachers, working in companies, working as translation helpers or in the sector of tourism. In that why students from the first year, will get encouraged to study because they have a sense of learning. The analysis of the questionnaire revealed that the majority of our learners are instrumentally oriented, but our social reality; especially in the Willaya of Biskra, says that the majority of graduated students are without work or even they work they do not have the benefits of the L2 mastery. This fact makes our students less motivated and less interested in making efforts to

Strategy 10:

Teachers should promote the students' awareness of the instrumental values associated with the knowledge of L2. This aim can simply gained by reminding the students of the importance of mastering the L2 and the place of the English language in the world for both individuals and communities.

achieve good results or expect progress.

B - Increasing the learners' expectancy of success:

Along with increasing the types of values, there is another component stressed by most psychologists to generate motivation. It is the notion of expectancy. Our students suffer from the lack of expectancy of success. Thus, teachers have to try to increase that type of expectancy because students as humans learn best when they expect success. This will be easy for teachers, but one thing teachers can do is to avoid giving difficult tasks and pitfalls. . In this context, Dornyei (2001b) gives a few suggestions to teachers to encourage high success expectations. He indicates:

- *provide sufficient preparation (e.g. pre – task activities);*
- *offer assistance;*
- *let students help each other;*
- *make the success criteria as clear as possible;*
- *model success in doing tasks(e.g. recording of senior students success); and*
- *consider and remove potential obstacles to learning.*

Strategy 11:

Teachers should increase the students' expectancy of success in particular tasks and in learning in general. They have to be sure that their students receive sufficient preparation and assistance, they know what success in the task involves and be sure that there are no serious obstacles to success.

One of the ways that help improve the level of students and increase their expectation is making orientation toward goals. The coming section confirms the importance of clarifying and explaining goals.

C - Increasing the learners' goal – orientedness:

Many of us spend long hours in preparing documents detailing the general aims and objectives of each course we teach, and the specific teaching purpose of each session within these courses. However, these goals descriptions are different from the goals the students are actually pursuing during those same classes. Research has found that the majority if not all students do not really understand why they are involved in a learning activity. In this case, there will be a sort of confusion or paradox; however, teachers have to attempt to avoid this ambiguity. The most obvious way is to initiate a discussion with the students about goals in general. Here; teachers may reach a different reaction toward tasks and may be high expectation and participation. Then, they may win half the challenge of motivation if the class group can agree on a common purpose and sense of direction by taking into account: individual goals, institutional constraints and success criteria. The composite group goals can be displayed on a wall chart.

Strategy 12:

Teachers should increase their students' goal – orientedness by formulating explicit class goals accepted by them. Teachers can:

- have the students negotiate their individual goals; outline a common purpose and display the final outcome in public;
- draw attention from time to time to the class goals and how particular activities help to attain them; and
- renegotiate the class goals if necessary to keep them achievable.

D - Making teaching materials relevant for the learners:

Teachers may generate motivation through the four ways we mentioned above. Nevertheless, everything (interests, goals, values and activities) needs materials to convey the practical side of language. Indeed, one of the most demotivating factors for learners is when they have to learn something that they cannot see the point of because it has no seeming relevance whatsoever to their lives. To do so, the first steps may be through finding out interests, hobbies and needs of the students. If we want to relate content to students' interests and experience, we need to be knowledgeable about them. We can for example, break the routine by preparing interviews, one – to – one chats, group discussion and brainstorming(about events or people that students find significant, places they would like to go to, life styles they envy or disprove), questionnaires (with open ended questions and sentence completion items). In terms of students' needs, we may focus on: what L2 related – activities they are currently involved in (e.g. computer games), what L2 contacts they have and what they can imagine using the L2 if they could speak it. Teachers of oral expression have not to forget the role of oral materials such as videos, tapes and overhead projector on

one hand and other teaching materials on the other hand like computers, books, newspapers and magazines.

Strategy 13:

Teachers should make the curriculum and the materials relevant to the students. To do so, they may:

- use needs analysis techniques to find out the needs, goals and interests of the students and involve these into the curriculum;
- relate the subject matter to the everyday experiences and background of the students; and
- enlist the students in designing and running the course.

E – Creating realistic learner beliefs:

Most students have certain beliefs about language learning and most of these beliefs are likely to be incorrect. Some may think that they may master English in few months, and others might believe that they never reach mastery even if after years of fighting. Some may think that they can only learn the L2 in host environment, and others see that learning the L2 can be only in early stages in our life (when we are children). A few think of language as speaking only, others may think of it as writing. Some view language as vocabulary and grammatical structures and many consider English difficult because of its phonological side. Linguistics did many to avoid such ambiguity and to unify those views but unfortunately; our students are engaged with learning and still think in the same way. It is important to create realistic beliefs because incorrect beliefs can become real barriers to the mastery of an L2. Unrealistic beliefs about how much progress to expect and how fast, can face the learners at the beginning of a language course because of the inevitable disappointment that is to follow. Yet, rigid convictions about what is important about a language and

what is not, or what is the best way of learning it, can clash with the teachers' teaching approach, thereby hindering progress. To solve that problem, teachers may speak to the students, right at the beginning, about the difficulty of language learning in general and learning the specific L2 they are studying, the realistic rate of expected progress. Then, they can clarify what is required from learners to be successful and how languages are best learnt. This latter needs to enrich the students with a knowledge from psychology, linguistics and TEFL or didactics from the first year (we may give a few views either at the beginning of the year or we devote 10 minutes each session for that.)

Strategy 14:

Teachers should help to create realistic learner beliefs. More specifically,

- try to confront positively the possible erroneous beliefs, expectations, and assumptions that students may have; and
- raise the students' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.

We suppose that we have realized all the components of motivation starting from creating the basic motivational conditions to generating initial motivation; is that sufficient to say that we have reached our goal which is to motivate our learners to speak the language. The answer is that we have made the first steps and we still need an extra step and another challenge which is: never talk about motivation without setting ways and strategies to protect and maintain it (i.e. to protect the previous steps).

3. Maintaining and protecting motivation:

Recent research have arrives at a few suggestions on how to maintain and sustain motivation. In language learning context, motivation needs to be more protected because we are dealing with a foreign subject and a strange culture. Teachers may follow the following steps to achieve that and protect what they have reached if they follow what have been discussed in the previous sections. Teachers should try to make learning stimulating and enjoyable, present tasks in a motivating way, set specific learning goals, protect self – esteem and increase self – confidence, allow learners to maintain a positive social image, promote cooperation, create learner autonomy and teach learning strategies.

A – Making learning stimulating and enjoyable:

In our language classes, it is not easy to make learning stimulating and enjoyable, why this? Because of time pressure, our large classes with the great numbers of students, the syllabuses and administrative strains. However, we may infer A few strategies that may liven up our classroom learning. For instance, we may break the monotony of learning, make the tasks more interesting and increase the involvement of the students.

We start by breaking the monotony of learning. As we know, with the process of the academic year, there is a danger in which both teachers and students can easily settle into familiar routine even if there is a variety of approaches and methods. Thus, in order to break monotony, we need to vary as we may aspects of the learning process as possible. In teaching speaking, teachers should vary the following:

- *communication skills;*
- *communication activities and techniques;*
- *materials;*
- *the extent of students involvement; and*
- *the classrooms' spatial organization.*

Of course, it is not important to vary all these aspects, but we may apply that according time, students' needs and the kind of the course (topic).

Strategy 15:

Teachers should make learning more stimulating and enjoyable by breaking the monotony of classroom events. More specifically, teachers can:

- vary the learning tasks and other aspects of teaching as much as they can;
- of teaching as much as they can;
- focus on the motivational flow and not just the information flow in their classes;
- vary the learning tasks and other aspects of teaching as much as they can;
- focus on the motivational flow and not just the information flow in their classes; and
- occasionally do the unexpected.

After solving the problem of monotony, teachers should concentrate on tasks and activities in which they can make them more interesting. Time pressure and the syllabus may sometimes limit the kind of activities and tasks. In our case, oral expression teachers are faced with insufficient time but do not have such constrain of the syllabus. So, it will be easy for them to do that, but the problem is how to know whether a task or an activity is interesting or not. The answer to this question may be: by knowing the most motivating features of task content. We have mentioned before questionnaires to know the students' needs and concerns; yet, these needs will indicate a few ideas about their desires. We may assume the following: challenge, interesting content, the

novelty element, the intriguing element, the exotic element, the personal element, the fantasy element, competition, tangible outcome and humour.

Strategy 16:

Teachers should make learning stimulating and enjoyable for the learner by increasing the attractiveness of tasks and activities. Teachers should:

- make tasks challenging;
- choose attractive topics by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements;
- personalize learning tasks; and
- select tasks that yield tangible, finished products.

The third strategy to make learning enjoyable is increasing students' involvement. This is important because people usually enjoy a task if they play an essential part in it. For instance, class discussions which can be interesting for those who have contributed to it and boring for those who have not. So, one way is to create situations where learners are required to active participants.

Strategy 17:

Teachers should make learning stimulating and enjoyable for the learners by enlisting them as active task participants. Teachers may select tasks which require mental and/or physical involvement from each participant and create specific roles for everybody.

B – Presenting tasks and activities in a motivating way:

Finding interesting tasks and increasing learner involvement alone is not sufficient to reach the goal of stimulating learning. Furthermore, teachers have to present these tasks in a motivating way. Some topics we teach are topics that are unlikely to interest students even though it is in their interest to learn them. Here, the only solution is to present and administer tasks in a motivating way. The way we present tasks can make a huge difference in how students perceive and approach them. With a proper introduction, even if a boring activity will be exciting. Teachers have to make such introductions because they serve to: explain the purpose and the utility of the task, whets the students' anticipation of the task and provides appropriate strategies for doing the task.

Strategy 18:

Teachers should present and administer tasks and activities in a motivating way. To realize that, teachers can:

- explain the purpose and utility of the task;
- whet the students appetite about the content of the task; and
- provide appropriate strategies to carry out the task.

C – Protecting the learners' self – esteem and increasing their self –confidence:

Most models of motivation stressed the issue of self – esteem, self – confidence and self – satisfaction (Keller, Dornyei, Deci and Ryan...). In order for students to be able to focus on learning with vigour and determination, they need to have healthy self – respect and need to believe in themselves as learners. Self – esteem and self – confidence are like the foundations of a building. We can employ our most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to bloom as learners. Teachers can

affect their students' self – image in a positive direction. In their ongoing search for purpose and identity, students are likely to respond in a very positive manner if they realize that the language classroom is a safe place where their self – worth is protected and where they can gain confidence. This issue is not a simple one, but teachers who want to protect their learners' motivation, have to think of a few strategies such: providing expectations of success, encouraging students, reducing anxiety and teaching learner strategies.

The first step to build self – esteem may be through an experience of success. Researchers in the field of learning used to repeat the expression: "success breeds success". This suggests that a particularly important motivational strategy is creating different opportunities for the students to demonstrate positive features and to excel. Thus, it is worth starting the study of a new topic or activity, with a task in which everybody is likely to do well, and subsequent, more demanding activities should be counterbalanced by manageable tasks. Here, it is obvious that too easy tasks beat the purpose (students will be aware that doing those is no big achievement). So, it is only when students make an effort to succeed that they will be proud for such achievement which will be powerful enough to contribute to one's sense of personal worth and self – confidence. The way teachers of oral expression test their students also has to be satisfactory and clear. Teachers should vary activities and avoid giving students sorts of pitfalls or very difficult tasks. For instance, in a listening comprehension test, as first experience, teachers have to avoid giving learners conversations with difficult words or strange accents or unknown variety of English. Instead, they have to be among the attractive subjects like adulthood, friendship or any daily activity.

Strategy 19:

Teachers should provide learners with regular experiences of success.

Teachers may:

- provide multiple opportunities for success in the class;
- adjust the difficulty level of tasks to the students abilities and counterbalance demanding tasks with manageable ones; and
- design tests that focus on what learners can rather than cannot do.

Another step is encouraging our students. Since self – esteem and self – confidence are social products; it means that they are created and shaped by the people around us. Our identities evolve to a great extent from the feedback we receive from others. Therefore, the opinion of significant figures such as the teacher, plays an important role in reinforcing (or reducing) the students' self – image. One of the forms of feedback is encouragement. The latter is the positive persuasive expression of the belief that someone has the capacity of achieving a certain goal. It can explicitly make the learner aware of personal strength and abilities, or it can indirectly communicate that we trust the person. Indeed, sometimes, a small personal word of encouragement can do the impossible. A show of faith can have a powerful affect on the students, and can keep them going even against the odds, to demonstrate what they are capable of doing.

Strategy 20:

Teachers should build their learners confidence by providing regular encouragement. Teachers encourage students when:

- they draw the students' attention to their strength and abilities; and
- indicate to the students that they believe in their efforts to learn and their capability to complete tasks and activities.

Parallel to encouragement, teachers should not forget to reduce the level of anxiety. In foreign language classrooms, students are more faced with anxiety because learners are expected to communicate using a severely restricted language code. As a result, learners may make all sorts of mistakes. That is why anxiety is considered as one of the main factors that may decrease motivation and achievement. If teachers know the main sources of anxiety, they may reduce it (sources include: social comparison, competition, mistakes and most important tests and assessment 'marks'). (See also MacIntyre et al, 1997: 265-287)

Strategy 21:

Teachers should help diminish anxiety by reducing the anxiety – provoking elements in the learning environment. As far as these sources of anxiety are concerned, teachers should try to:

- avoid social comparison even if in its subtle forms;
- promote cooperation instead of competition;
- help learners to accept the fact that they will make mistakes as part of the learning process; and
- make tests and assessments completely transparent and involve students in the negotiation of the final mark.

The other component that helps to create confidence is teaching learner strategies. The issue of learning strategies is stressed nowadays by many researchers like Oxford. Their interest came from the idea that: the conscious, tailored use of such strategies is related to language achievement and proficiency. Oxford (1994) defines learning strategies as follows:

"Foreign or second language learning strategies are specific actions, behaviours, steps, or techniques students use, often consciously; to improve their progress in apprehending, internalizing, and using the L2" (Oxford , 1994)

Thus research found that confidence about one's ability to cope with the course does not only depend on the general level of difficulty of the task or on the learners' perceived competence but also on the amount of support available. Hence, teachers can present various strategies to learners to facilitate their response to various tasks. Students can rely on them when feeling insecure and if they applicate them successfully, they will enhance their learning effectiveness. For all types of strategies, teachers can have a look at articles or simply to a book that contains almost strategies like that of Oxford: 'language learning strategies'. There are many types of strategies but for teachers of oral

expression, the most useful one are the communication strategies such as avoidance or reduction strategies, achievement or compensatory strategies, stalling or time gaining strategies and interactional strategies. (discussed in the third chapter, i.e. the speaking skill)

Strategy 22:

Teachers should build the students' confidence in their learning abilities by teaching them various learners' strategies. Teachers should:

- teach students learning strategies to facilitate the intake of new materials; and
- teach students communication strategies to help them overcome communication difficulties.

D – Allowing students to maintain a positive self – image:

All of us know that the impact of the academic achievement is not restricted to intellectual development but it also affects a student's general self – worth and social standing. Further, failure in a subject matter causes not only personal disappointment but public embarrassment. Therefore, students' attempt to create and maintain a positive social image will inevitably lead sometimes to an irrational or bizarre behaviours. Thus, an effective motivational strategy is to make the learning process such that it allows learners to maintain a positive social image while attending to academic issues. In other words, teachers might be able to promote motivation to learn if they manage to combine the learners' academic and social goals. In that way, students are unlikely to do tasks that put them in a situation where they are made to look small in front of their classmates. In contrast, if we can provide an opportunity for everybody to play the protagonist's role in one way or another (i.e. here the positive hero image might work as a stimulant. In addition, teachers can find this positive social

image by creating the safe, secure atmosphere and by involving their learners in participation opportunities that offer good roles for them. The other side of the coin is that teachers should not do anything which may result in a loss of student's face in front of the others. That means that teachers should avoid everything that may result in students' losing face in front of others. Teachers should:

- avoid criticism and corrections that can be considered humiliating;
- avoid putting learners in the spotlight unexpectedly or without their agreement or before we are confident that they will be able to do themselves justice. (e.g. students may be demotivated by the embarrassment of having to speak in the L2 in front of the class); and
- avoid disciplining students in ways that they might perceive as humiliating (e.g. blaming them when they do not listen in a harsh way).

Strategy 23:

Teachers should allow learners to maintain a positive social image while engaged in the learning tasks. For instance, teachers should select activities that contain good roles for the participants and avoid face – threatening acts such as humiliating criticism or putting students unexpectedly in the spotlight

E – Promoting cooperation among learners:

Studies all over the world are claiming that students in cooperative environments have more positive attitudes towards learning and develop higher self – esteem and self – confidence. All researchers who were interested in cooperative learning like Dornyei and Crandall reached the following arguments about cooperative learning. They can be summarized as follows:

- *cooperation fosters class group cohesiveness;*
- *it increases expectancy of success;*

- *it creates a sense of obligation and moral responsibility;*
- *it causes motivation;*
- *it has a positive emotional tone;*
- *it promotes interaction;*
- *it reduce anxiety;*
- *it provides comprehensible input and output;*
- *it increases self – confidence and self – esteem;*
- *it increases opportunities for learners to listen to and produce language;*
- *it increase a range of speech acts and language functions;*
- *it gives students opportunities to develop cross – cultural understanding, respect and friendships as well as positive social skills for respecting alternative opinions; and*
- *it increases opportunities for learners to develop higher order and critical thinking skills. (Dornyei, 2001b: 101& Crandall. In Arnold, 1999: 226 – 245).*

Strategy 24:

Teachers should increase students' motivation by promoting cooperation among the learners. Teachers may do the following:

- set up tasks in which teams of learners are asked to work together towards the same goal;
- take into account team products not only individual ones in assessment; and
- provide the students with some social training to learn how best to

Cooperative learning offers many positive, affective features which encourage language learning, while also supporting development of prosocial, academic and higher order thinking skills. Teachers should encourage cooperation but have not to forget the effectiveness of student's autonomy. Autonomy is one of the main components that may protect and maintain motivation.

F – Creating learner autonomy

The issue has been the interest of many psychologists who have studied learning theories and motivation. The idea discussed under the label of self – regulation and its relevance to motivation -in psychology- has been best highlighted by the self – determination theory. Autonomy has a strong impact on learning and motivation because many students may do best when they feel that they have a free choice; however, when they are involved in cooperative works, this will make them take the responsibility and control over their own functioning. To increase autonomy, teachers may do the following: increase learner involvement and change the teachers' role (no teacher centredness). The simplest thing teachers may do is to let them decide what to do and when and how to do it. We know that this is not always rational under constraints of the syllabus, time and the level of students, but teachers may make a compromise by allowing students to select activities according to their own interests whenever they have time and the conditions to do so.

Strategy 25:

Teachers should increase students' motivation by promoting learner autonomy. Teachers should allow learners choices, and hand over as much as they can of the various leadership or teaching roles and functions to the learners in which the teacher will play the role of a facilitator.

5. Conclusion

In this changing world of technology, as we proceed from one theory to another, from one research to another, the task of the teacher will be more difficult. Teachers have to hold to main roles, i.e. as motivators and as

communicators. This is not an easy task especially in large classes like ours. Teachers need to explore beliefs of all aspects of language and psychology and need to know hundreds of strategies to know first the needs and difficulties of their learner; then, start practicing motivational strategies. The best solution to achieve that is to start the year by diagnostic tests and questionnaire to begin fitting the syllabus to the needs of their learners.

CONCLUSION

CONCLUSION

The investigation carried out in this study has tried to confirm the hypothesis stated in the introduction, i.e. students are supposed to speak the language before they start reading or writing it as they may improve their speaking abilities if their teachers apply a few strategies to enhance motivation.

The students' questionnaire revealed that the needs of first year students vary in general at different levels. As far as the language level is concerned, we have found that our students are instrumentally motivated but not integratively. This is what calls for changing learners' values and attitudes. To realize that, teachers have to apply many strategies. The second category of needs, are those at the level of the learner. The investigation confirms that our learners lack both self – confidence and self – satisfaction, which are two main variables essential for learning success. The third category concerns needs at the learning situation level. The questionnaire revealed the lack of methodology with all its components and the lack of administrative support. The results maybe summarized as:

- ❖ No agreement on the syllabus
- ❖ No agreement on objectives
- ❖ No agreement on methods and techniques
- ❖ No variation of speaking activities
- ❖ A great lack of materials
- ❖ No use of language laboratory

Concerning the teachers' questionnaire, we have reached the following conclusions:

- ❖ Teachers are not aware of the new findings in the field of education
- ❖ Teachers are not motivated to be able to motivate

- ❖ Teachers are not trained at all.

This research work does not propose a new way of teaching or new strategies of motivation. It tends to serve as a reminder for teachers about theories, strategies and models and gives a general sight on a few new findings in the field of language teaching and learning. Hence, these strategies are not the creation of my own; instead, they are a summary of the main motivational strategies studied in the field of educational psychology. Here, I have chosen strategies that fit our students' needs and that may work with the nature of the OE courses. These strategies are divided into three broad lines, which are:

- ❖ Creating the basic motivational conditions
- ❖ Generating initial motivation.
- ❖ Maintaining and protecting motivation.

We hope that these ideas will be helpful and useful for teachers of oral expression in particular and all teachers of foreign languages in general. We wish to remind teacher about the following remarks:

- ❖ A good teacher was not born that way;
- ❖ If your environment does not motivate you, try to motivate yourself;
- ❖ If your institute does not support you, try to support yourself;
- ❖ Never let your students know things about the subject more than you;
- ❖ Be always updated;
- ❖ Carry out research and investigate studies on your subject as well as your students
- ❖ Focus not only on creating and generating motivation but also on maintaining it, and finally
- ❖ Love your subject as well as your students.

RESUME

Notre étude s'est fixée comme objectif l'identification des besoins des étudiants de première année (département d'anglais) et les difficultés auxquelles ils sont confrontés dans le module d'expression orale.

Des stratégies y sont proposées pour stimuler les étudiants dans le but d'améliorer leurs capacités langagières. Ainsi, cette étude s'articule – t – elle sur deux axes. Dans le premier axe; on se penchera sur le phénomène de stimulation (ou motivation). Il s'agit là d'un rappel succinct de toutes les théories ayant trait à cette notion, depuis son apparition dans les années 50 jusqu'à nos jours. En outre; il sera question ici des plus importants programmes de consolidation mis sur pied par les chercheurs dans le domaine de la psycho – pédagogie.

Quant au deuxième axe, il sera consacré à l'étude de l'habilité langagière, ainsi que les différentes stratégies sus – jacents comme celles des apprentissages, des applications...

L'accent sera mis sur l'importance de l'habilité de l'ouïe et l'apport des nouvelles techniques dans le développement des capacités (laboratoire, ordinateur.....).

Pour atteindre cet objectif, notre étude a préconisé des questionnaires pour recueillir les besoins et les attentes des étudiants et des enseignants, ainsi que les difficultés auxquelles ils sont confrontés.

Nous souhaitons que cette étude suscite un intérêt notamment chez le corps enseignant, surtout qu'elle donne un aperçu général sur les besoins des étudiants et certaines stratégies adéquates à même de stimuler les étudiants de 1^{ere} année pour améliorer leur capacité langagière. Notre but dans cette étude est d'améliorer, un tant soit peu, le niveau de l'apprentissage des langues étrangères à l'université algérienne. Ce qui n'est pas être réalisé si l'enseignant n'est pas conscient de tous les développements que connaissent aujourd'hui la didactique et la psycho – pédagogie. L'enseignant, lui aussi; être motivé pour pouvoir motiver ses étudiants et prendre connaissance de toutes les stratégies et de tous les programmes.

ملخص الدراسة

تهدف هذه الدراسة إلى التعريف باحتياجات طلبة السنة الأولى (قسم الانجليزية) و الصعوبات التي يواجهونها في مقياس التعبير الشفهي. كما تقدم بعض الاستراتيجيات لتحفيز الطلبة لتحسين القدرات الكلامية ومهارة الكلام. لذلك تتضمن هذه الدراسة اتجاهين :

الاتجاه الأول و يتطرق إلى ظاهرة التحفيز، وهو عبارة عن تذكير أو لمحة عن نظريات التحفيز منذ ظهورها في الخمسينات إلى يومنا هذا. إضافة إلى التذكير بأهم مناهج التعزيز التي توصل إليها الباحثون في مجال علم النفس التربوي.

أما الاتجاه الثاني فيتمثل في التعريف بمهارة الكلام وكل ما تحتويه من استراتيجيات تعلم، مهارات شفوية أو تطبيقات. إضافة إلى تذكير كل من طلبة وأساتذة التعبير الشفهي بأهمية مهارة السمع ودور التكنولوجيا في تنمية المهارات الأربعة.

ولتحقيق هذا الهدف، تمت الدراسة اعتمادا على استمارة لمعرفة احتياجات الطلبة والمصاعب التي تواجه كل من الطلبة والأساتذة في مقياس التعبير الشفهي.

ونأمل من هذه الدراسة أن تعود على الأساتذة بالفائدة في التعبير الشفهي بحيث توفر لهم نظرة شاملة عن احتياجات الطالب وبعض الاستراتيجيات المناسبة لتحفيز طلبة السنة الأولى لتحسين مهارة الكلام .

ورغبتنا من هذه الدراسة هو تحسين المستوى التعليمي للغات الأجنبية في جامعتنا وفي الجامعات الجزائرية عامة. وذلك لن يتحقق إلا إذا كان الأستاذ واع وعلى علم بكل ما يدور في مجال التعليمية -didactic- وعلم النفس التربوي -psychopedagogy- وأن يكون هو بدوره محفز ليتمكن من تحفيز طلبته والإمام بكل هذه الاستراتيجيات والمناهج.

APPENDIX

APPENDIX

Student's questionnaire

Dear student

This questionnaire is a part of a research work. It aims at evaluating the role of motivation in foreign language learning. In particular it investigates the role of the teacher in motivating students to develop the speaking abilities. It would be pleasant if you could answer the following set of questions.

Please tick the appropriate box or make full answers to express your opinion. Your answers will be very helpful and useful in this research work.

We wish thank you in advance.

Section 1: background information

1- Sex: Male
 Female

2- Age:

3- Is your bacculaureate degree:

Literary
 Scientific
 Technical

4- Your choice to study English is:

Personal
 Imposed by administration
 Imposed by parents

5- Do you need English for?

Listening
 Speaking
 Reading

- Writing
- Other, specify?.....

6- Speaking English correctly is to you:

- A personal interest
- A formal requirement
- A necessity in modern life

Section 2: motivation & speaking abilities

A/ Language level:

7- Do you like to learn English?

- Yes
- No

8- If you have another choice to learn a foreign language; which one would you choose?

- German
- Spanish
- Italian
- Russian

9- How often do you read English materials outside the classroom?

- Daily
- Weekly
- Rarely
- Never

10- If your answer is "daily" or "weekly", which type of these do you prefer?

- Books
- Magazines
- Newspapers
- All of them

11- Do you listen to English records outside classroom?

- Yes
- Sometimes
- No

12- If your answer is "yes" or "sometimes"; which type of the following do you prefer

- Films
- Songs

Other, specify?.....

13- How often do you speak English outside the class?

Often

Sometimes

Rarely

14- Do your close friends like English?

Yes

No

Only some

15- Do your parents encourage you to learn English?

Yes

No

Not really

16- Do you like speaking – peoples'

Way of speaking

Way of life

Culture

Other, specify?.....

17- What are your reasons for learning English?

It enables you to communicate with different people.

It helps you get a job.

It helps you understand the English – speaking people and their way of life.

B/ Learner level:

18- How does your teacher consider your ability in speaking English?

Very good

Good

Average

Low

19- How often do you take the initiative to participate in classroom activities and to answer questions (i.e. without being asked to by the teacher.)?

Frequently

Sometimes

Rarely

Never

20- If your answer is "rarely" or "never", say why?

.....

21- Are you satisfied with the different activities that you perform in the O.E. Course?

Yes

No

Sometimes

22- Do you feel self – confident when you speak in the classroom?

Yes

No

It depends, specify?.....

23- If you do not speak English correctly and frequently , is it because of :

Lack of motivation

Lack of practice

Lack of teacher's experience

Other factor, specify?.....

C/ The learning situation level:

24- Which type of materials do you prefer?

Visuals (pictures, photos, newspapers, OHP)

Audio (tapes, radio)

Audio – visual (video tapes, computers)

Other, specify?.....

25- Do you think that the practice you get in speaking English is sufficient to face different situations in life?

Yes

No

Somehow , justify ?.....

26- In your opinion, what is the most difficult thing when speaking?

Pronunciation

Vocabulary

Sentence structure

Other, specify?.....

27- Does the method _ used by your teacher to develop your speaking ability _ satisfy your actual needs?

Yes, completely

Yes, partly

Not at all

28- If your answer is "partly" or "not at all", say if it is because of:

The type of the teaching materials

The type of activities

The degree of teacher's interaction

No variation of techniques

Other, specify?.....

29- Which of the following oral techniques do you like best?

Dialogues

Group work

Discussion

Problem solving

Role play

Other, specify?.....

30- Which of the following functions in speaking does your teacher concentrate on?

State a point of view

Explain

Convince

Describe

Request

31- How often do you work in the language lab?

Frequently

Sometimes

Never, justify (why)?.....

32- To what extent do you understand the English recorded text in the language lab?

All of it

Most of it

Half of it

Only a little

33- In the classroom, would you say that your teacher of O.E.

Speaks more than enough

Speaks only when necessary

Encourages you to speak more than he / she does

34- How often do you speak English inside the classroom?

- Frequently
- Sometimes
- Rarely
- Never

35- If your answer is "rarely" or "never", is it because of:

- You (personal reasons)
- The teacher
- The course of O.E. (i.e. topics are not interesting)

36- Which skill does your teacher most concentrate on in class

- Listening
- Speaking
- Reading
- Writing

37-What type of relationship exists between you and your teacher in class?

- Good
- Bad
- Neutral

38- What type of relationship exists between you and your classmates? Is it Oof?

- Cooperation
- Competition
- Neutral

39- When you make mistakes, do you prefer ?

- To be corrected whenever you make a mistake
- To be corrected only when your mistakes interfere in comprehension
- Not to be corrected at all

40- When you are corrected, do you pay attention to:

- The way correction is carried out by the teacher
- The reaction of your classmates
- The information contained in the correction
- All of these
- Other, specify?.....

41- Does your teacher give you the opportunity to speak about your problems?

- Yes
- No
- Sometimes

Teachers' questionnaire

Dear teachers,

The subject under study aims at evaluating the role of teachers' motivation in developing the speaking abilities of first year students of the English department, and the problems that teachers and learners may encounter in the oral expression course.

Therefore your answers and suggestions will be very helpful and useful. So we shall be grateful to you if you could answer the following questions. Please tick the appropriate box or give your opinions if necessary.

*We wish thank you in advance
For your collaboration.*

Section one: general information

1- What are your qualifications?

- Licence
- Magister
- Doctorate

2- How long have you been teaching English at university?

.....

3- How many years have you been teaching the oral expression module?

.....

4- Did you choose to teach this module or is it imposed upon you?

- Yes
- No

5- Did you take any teacher training course before

- Yes
- No

6- If your answer is yes; did that training focus on a particular approach, which one?

.....

Section two: teachers' concern with motivation & speaking skill

7- How would you define motivation?

.....

.....

8- Which theories of motivation do you know?

.....

.....

9- In your teaching oral courses which one of the following theories do you follow?

- Behavioural
- Cognitive
- Humanistic
- Others, specify?

.....

10- Whatever your answer, say why?

.....

.....

.....

11- Do you follow a particular model or strategy to motivate your students to speak the language?

- Yes
- No

12- If yes, which one and why?

.....

.....

13- Do you explain to your students that they are learning English for communication?

- Yes
- No

14- In both cases, say why?

.....

.....

15- Do your students participate in classroom activities?

- Yes

No

16- What is the percentage of students who participate regularly in the class?

All of them

Half of them

Only few

None of them

17- If your answer is none, is it because?

Of overcrowded classes

Of various levels of ability

Lack of motivation

Other, specify

18- Do you give your students the opportunity to talk about their problems in

Learning?

Yes

No

19- In both cases, say why?

.....
.....

20- How do you try to establish a relaxed atmosphere in the class?

.....
.....

21- Do you exert a complete control over all the activities in the classroom?

Yes

No

22- In both cases; justify your answer?

.....
.....

23- Is the relationship which you try to promote between students during classes; that of:

Cooperation

Competition

Neutral

24- What type of teaching materials do you use?

Video

Tapes

- Newspapers
- OHP
- Others, specify?

25- Do you support your lessons by the language laboratory?

- Yes
- No

26- If your answer is yes; do you have any training to use the lab?

- Yes
- No

27- If you had training, specify where and when did you take it?

.....

28- If you don't use the language lab, say why? Is it because:

- Of lack of materials
- Lack of training
- Other, specify?

29- In the course of oral expression; on which skill do you concentrate?

- Speaking
- Listening
- Reading
- Writing

30- What type of communicative techniques do you use to encourage your students to speak English?

- Dialogues
- Discussions
- Problem solving
- Group work
- Role play

31- Do you work in collaboration with the teacher of psycho-pedagogy?

- Yes
- No

32- In both cases, say why?

.....

33- Do you work in collaboration with teachers of phonetics?

- Yes
- No

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