

People's Democratic Republic of Algeria  
Ministry of higher education and scientific research  
Faculty of Literature and Human Sciences  
Department of English  
University center  
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# Motivating second year students for a better performance in English oral expression at the University of Batna

Thesis Submitted in Fulfilment Of The Requirements for the Master  
Degree in Applied Linguistics

Submitted by:

Lalaouna Amel Gamra



Supervised by:

Pr Saadi Hacène

Board of Examiners

-Chairman

-Member

-Supervisor: Pr.Hacène Saadi (University of Constantine)

07/A08

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# I

## Dedication

*I dedicate this work to:*

*My dear father Lalaouna Rachid who showed me the right way. I am deeply grateful to him and will never forget what he has done for me.*

*My dearest mother BenTerki Fatma, my real friend and the light of my life.*

*The two persons that I love from the bottom of my heart: my dearest sister Nadia and my lovely brother Hocine .*

*My caring husband Boudour Med Rédha for his patience and constant encouragement.*

*My family in law; especially my father-in-law Boudour Moussa who has a special place in my heart.*

## II

### Acknowledgements

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Special thanks go to Dr Ghoar and Mr Kaouli from the University of Batna for their help and support.

For the beautiful year that we have passed together, I would like to thank my friends Katia and Rima.

I am deeply grateful to my sister Nadia who typed this research paper and who helped me in doing the whole work.

Finally, I would like to thank second year students who took part in this study and who filled in this questionnaire.

### III

#### **Abstract:**

In past decades, it was generally agreed that learning another language involved intelligence and verbal ability. Concepts like attitudes, anxiety and motivation, were not considered to be important at all. Today, much of this has changed, and we sometimes get the impression that affective variables are considered to be the only important in the learning process.

In this research paper, we will focus on motivation because we believe that many of the other variables affecting the learners' performance such as self-confidence and personality are dependent on motivation for their effects to be realized. Thus we consider that no matter what is the underlying motivation to study a second language, what can not be disputed is the fact that motivation is an important variable when examining successful language second language acquisition.

In the present study, we believe that students' participation in the classroom is directly linked to their motivation and interest in the activities suggested by the teacher. Our aim is to find out the type of activities which stimulate our students' participation in the classroom and consequently improves their performances in English oral expression. Our study, thus takes into account the students attitudes, opinions, and preferences. Moreover, it tries to identify problems that second year student's encounter in oral expression and seeks to solve them by suggesting some recommendations to teachers.

Based upon the results of the observation grid and the responses of student's questionnaire, we could identify some activities that may motivate our students to participate in the oral expression course. The findings of this research confirm our hypotheses by showing that students prefer to discuss

about interesting topics, those which are related to their own experiences. Furthermore, the results show that students like to participate in classroom activities which make use of movies and songs as learning materials.

## IV

### List of Abbreviations and symbols

CLT Communicative language teaching

DM Direct Method

E.F.L English as a Foreign Languages

F.L.T Foreign language Teaching

FL Foreign Language

ALM Audio-lingual Method

TPR Total Physical Response

S/FL Second/Foreign Language

SW Silent Way Method

$\leq$  Less than or equals to

$\geq$  Greater than or equals to

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## INTRODUCTION

If asked to identify the most powerful influences on learning, motivation would probably be high on most teachers' lists. It seems only sensible to assume that learning is most likely to occur when we want to learn. In other words, motivation is a key factor in successful learning. What we can observe as teachers is that some students are naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge and stimulate them. In fact whatever level of motivation the students bring to the classroom will be transformed, for better or worse, by what happens in the classroom. Unfortunately, there is no single magical formula for motivating students to learn.

What we have noticed is that our students possess weak performances in the oral aspect of the language. This may result from a lack of speaking practice; obviously, due to the lack of enough exposure to the target language and limited talking time. From another part, students tend to be reluctant to speak in English whether in classroom or after class. In addition, their participation in classroom oral activities remains insufficient to make them learn to speak.

Generally, educators and specialists are improving methods of teaching oral English in order to get more proficient students who are more fluent and who actively listen and participate in conversations about the topics tackled in

the course. From another part, many studies have pointed out the inefficiencies of present, “traditionally laden” methods of teaching the command of the English language for oral and written purposes.

Recently, leading authorities have established that a foreign language learners’ development of perception and production competence may be facilitated following an authentic- video based instruction in the classroom (Mac William, 1991; Lonergan, 1984; Willis, 1983). In fact as Lonergan (1984) puts it, video is “(.....) dynamic, immediate and accessible.” The same researcher adds that video may be used for comprehension activities or as a stimulus for discussion and role play.

Since the importance of improved methods needed in this field has been recognized, increased efforts need to be directed toward identification of means for improving student’s performances in English oral expression. All these means should be used by the teacher. Moreover, due to the importance of this subject, many specialists and educators have been investigating in the domain of motivation and learning English as a second language. The writings of Kate M. Donley (2000), a student in the MATESL (Teaching English as a Second Language) program at Northern Arizona University, in the United States will serve as major impetus for this research. She states that movies and television programs offer an excellent opportunity for students to develop fluency in English; she explains that using movies to teach Oral English motivates the students to interact better with the teacher and even with each

others. Donley (2000) used American movies to teach Oral English to her students in Uzbekistan. According to her students were very motivated to speak in the class and the post-viewing discussion provided a valuable opportunity for students to ask questions about the unfamiliar culture they saw on the screen.

Supporting this view point is Maria Parker who teaches English as a second language at Duke University in North Carolina (U.S.A). In one of her articles (2000), she describes and illustrates two specific sets of activities “song” and “video” which are effective in engaging the students in the course. Song recordings and video clips are particularly useful for N.N.S teachers in E.F.L settings. According to her students generally have fun using such activities and consequently enjoy learning the English language.

Williams and Burden (1997), in their book entitled: “Psychology for Language Teachers”, explain in Chapter 06 what makes a learner more motivated. They propose some tentative suggestions that teachers might follow to direct their own practice in motivating their learners. Their suggested recommendations for teachers will be of a particular importance in this study.

The present study aims at determining some pedagogical strategies for motivating students to participate and interact in the different oral expression activities and examines the effectiveness of interesting tasks as songs and movies on students’ motivation and interest.

Part one is a theoretical review of related literature. Chapter one discusses how motivation is defined by various researchers and how it is regarded by different psychological theories. We tried to show some characteristics of motivated learners and some ways to arouse students' interest in tasks. Chapter two deals with some traditional and contemporary teaching methods and oral skills. We tried to hierarchically state the different teaching methods and point how speaking and listening as skills, are viewed and considered within each methods' principles. Moreover; we have tried to investigate the teaching of the speaking and listening skills; the difficulties that students encounter in learning these two skills and some activities used in teaching oral expression.

Part two explains the field work in which we attempted to collect and analyse the results of the students' questionnaire and the observation grid concerning students' perception and how they react towards some activities used in teaching oral expression. Finally we tried to suggest some pedagogical recommendations for teachers to make the oral expression course more interesting and motivating for their students.

### **Research methodology design:**

#### **Aims of the study:**

Motivation is a key factor in successful language learning, but even the motivated students can lose interest and energy during their English language

studies. As teachers, we must constantly be searching for effective teaching strategies, as well as for ways to sustain the interest and engagement of students in our classes. So the aim of this investigation is to establish a positive correlation between motivation and a good performance in Oral expression. We intend to highlight the main reasons which hinder learning and which are directly linked to low motivation. By doing so, we seek to suggest some recommendations which might help teachers in selecting appropriate classroom activities to encourage learners engage in face to face conversations, because a good oral performance is necessary to the learning of any language. It is important to tackle the main problems which face students in learning oral English. If so, we will perhaps succeed in resolving these problems which face English foreign learners as pronunciation and fluency. More precisely, the general purpose of this investigation is to identify efficient pedagogical means for motivating students to learn better the English language and improve their performances in Oral expression.

By doing this research, we seek to provide teachers, mainly those of the oral expression module, with some recommendations to make the oral expression course more motivating and make students practice their English using interesting language materials such as movies, songs and interesting debating topics. We hope to find some pedagogical strategies and techniques which may facilitate the teacher's task, give the students more opportunities to

communicate, participate and interact in classroom activities. In all, this research paper reports on the outcomes of introducing specific support materials for the teaching of listening and speaking skills to second year English students at the University of Batna. It first attempts to investigate the learning situation of those students. Its aim is to trace back the specific difficulties our learners encounter in aural/oral skills and perhaps find some solutions to these problems.

### **Statement of the problem and hypotheses:**

Commonly, students tend not to speak much in class, appear reserved, rarely ask questions and do not express their opinions. These behaviours may be taken by teachers as signs of disinterest or lack of motivation. We have noticed, as teachers, that students are less and less motivated in the class. At the beginning of the semester most of them seem highly motivated and eager to do well in their courses. As the weeks pass some students seem to lose their motivation or have difficulty in keeping up with the course requirements. As a result, they do not interact with the teacher and this affects their level of oral performance and even in written expression. They do not speak much and so they do not develop a good pronunciation of the English language. Some students seem to have psychological problems as anxiety and shyness; therefore, they do not perform orally. Others are not well encouraged by teachers to speak and express themselves because the subjects selected by the teacher in the classroom are not attractive and do not interest the students.

Briefly speaking the problem of this research is to find what we can do as teachers to retain the spirit and enthusiasm that students first bring to the class. As teachers what should we do to motivate the students to participate in the class, listen to the teacher carefully during the oral expression courses and consequently perform better in English?

To answer this question, we hypothesize that the more learners are motivated the better they participate in the classroom activities. A number of suppositions turning around the general hypothesis may be stated as follows:

- If the teacher provides the students with an interesting language material, this will enhance their level of motivation and consequently they will participate in the class discussions and perform better in oral expression sessions.
- If the language material is presented to the students in the form of a movie or a song, the students will be more attentive and as a result they will practice better their English and be more fluent.

### **DATA GATHERING TOOLS:**

To obtain the information required from our subjects and to fit the objective of our study, we used two main tools. First, an observation grid was designed to evaluate learner's performances and participation in the Oral expression sessions. Such a grid would contain areas which indicate the presence or absence of interest and motivation and its related effect on

learners' participation, and consequently oral performances. Observing these learners continuously and ranking their performances will certainly give us a valuable data for our research.

Nevertheless, if the information obtained through the use of observation grid is of value, it is not enough. To consolidate the data we got and to raise the objectivity of our research, we believe that the inclusion of another data gathering tool would be indispensable. We believe that the need to get access to the different opinions and view points hold by our subjects on the issue could be obtained through the use of a questionnaire. This latter, we believe, is adequate for our study, since it allows us to obtain appropriate data that can provide information about some characteristics of our respondents, such as attitudes, preferences, interests, values or personality. Bearing in mind that among our respondents there are introvert and shy students, we deliberately avoid the use of an interview. We are convinced that assigning them a formal questionnaire, to which they have to respond freely, anonymously, will certainly make them respond at ease, and therefore provide us with the needed information. Our questionnaire will include questions about student's preferences in terms of language materials, if they are experiencing any difficulties in the oral expression course, what they like about the course, what they find difficult and what changes they would make if they were the instructor.

## **The research method:**

Given the nature of the data studied, the researcher can choose between three methods: the historical, the descriptive, or the experimental method. Each has its own characteristics and objectives.

The historical method is designed to trace some historical events and analyze their relevance to some present phenomenon. Leedy (1980) defines this method as follows:

“The historical method is the means by which the researcher deals with the latent meaning of history .....It aims to assess the meaning and to read the message of the happenings in which men and women and the events of their lives and the life of the world around them relate meaningfully to each other. The object of the historical method is to provide a means through which a researcher may deal with the problems that arise from events that happened in time past and to interpret what might otherwise be considered merely as the happenstance of blind fortune.”(p87)

The descriptive method, on the other hand, clarifies the status of current circumstances as stated by Turney and Robb (1971):

“The descriptive studies are designed to determine the facts of current situations and thereby to clarify status.”(p62)

The last type of research methods is the experimental method which seeks the cause-and-effect relationship.

In this kind of research Turney and Robb explain that:

“One or more factors are systematically varied in order to determine what effects this variation produces during the course of the experiment” (Turney and Robb 1971:65). In applied linguistics, the relationship between the teaching materials and language learning (Corder 1973).

In our study we opted for a descriptive approach. In fact, measuring student’s motivation in oral performance requires observing them communicate. The fact that we wanted to establish a correlation between motivation and oral performance raised the problem of the choice between experimental approach and case study. Bearing in mind that we had initially no treatment to be tested on our learners, lessened the usefulness for this study of the experimental method. On the other hand, the solution to this problem requires first a description of the situation were students are evolving before speculating about any possible remedy.

Moreover, the historical method could not be used in this work for one major reason: we were dealing with presently registered students and we wanted to investigate the actual way of their oral performance. In addition, a historical account of events would have probably fit if we were to carry out a diachronic report showing how motivation had acted on student’s oral performances throughout their academic background.

In our view, then, the best alternative we have at hand for this study is the use of a descriptive approach involving the investigation of the problem through a case study.

## **Population:**

Following the requirements of our research, we needed a population of students for the administering of a questionnaire designed for students and also for observing them during oral expression activities.

The population of students for this study was 10 groups, the equivalent of 210 second year students of English at Batna University, academic year: 2005-2006

## **Sampling:**

Because it is difficult to work with the entire population, the researcher can select a representative sample from the population of interest. This is clearly stated by Brown (1988:11):

“.....Sampling.....is working with more limited data from a sample or subgroup of the students in a given population.”

Brown (1988:11)

In our study, the sample we took consists of forty (40) subjects: one fifth (1/5) of the entire population (2nd year students at the English department, University of Batna) consisting of 10 groups. The sample is constituted of only female students to exclude the extraneous variable: sex. In this concern, Brown (1988:11) explains:

“The simplest method (of controlling extraneous variables) is to eliminate a given variable and thereby control for it.”

Brown (1988:11)

Hence, the students that we will observe in oral expression activities and who will participate in the questionnaire have the same sex, i.e. all of them are females. They have the same native language.

## **Introduction:**

One of the most critical components of learning, motivation is also one of the most difficult to measure. What makes a student want to learn? The willingness to put effort into learning is a product of many factors, ranging from the students' personality and abilities to characteristics of particular learning tasks, incentives for learning, settings and teacher behaviours. Fontana (1995), explains that satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn. It is obvious that learner motivation makes teaching and learning immeasurably easier and more pleasant.

This chapter deals with the issue of motivation in the foreign language classroom, we will first, see some definitions of motivation and some contemporary theories of motivation, which seek to explain why people are motivated to do what they do. We will, then, provide the reader with a model of motivation proposed by Keller (1983) called ARC'S Model. Later on, we will see some characteristics of motivated learners and finally present some ways and strategies for increasing student's motivation and arousing their interest in tasks.

## **I.1- Definition of motivation:**

### **I.1.1- What is motivation?**

The term motivation is over used in everyday life. Defining motivation is not an easy matter because it is often confused with many other concepts such as: desire, energy, interest and; any other elements which are related to the person's behaviour.

Generally speaking, motivation in human psychology is the term used to describe forces acting either on or within a person to initiate behaviour. The word motivation is derived from the Latin term *motivus* ("a moving cause") which suggests the activating properties of the processes involved in psychological motivation.

According to Jeremy Harmer (1984), motivation is some kind of internal drive that encourages somebody to pursue a cause of action. According to him, if we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do what ever is necessary to reach that goal.

« Motivation may be construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and / or physical effort in order to attain a previously set of goal (or goals)»

Williams and Burden (1997)

In their proposed definition, Williams and Burden explain that people are aroused in some way which may involve the element of desire. The initial arousal may be triggered not only by the desire, but also by different other

causes. These latter can be interest or enthusiasm, and then is activated, leading them to make a conscious decision to act in certain ways in order to achieve a particular goal (or goals) related to the activity undertaken. Williams and Burden (1997) explain that once the activity has begun, the individual needs to persist which means that he needs to sustain the effort needed to achieve the goal. All what preceded is influenced by the context and situation, and will be personal to the individual.

Most psychologists agree that motivation is the result of a combination of different influences. Some of these are internal, which means that they come from inside the learner, such as interest in the activity or the desire to succeed. Others are external, for example, the influence of other people as stated by Denis Child (2004):

"Motivation consists of internal processes and external incentives which spur us on to satisfy some need"

Denis Child (2004)

### **I.1.2- Types of motivation:**

#### **I.1.2.1- Intrinsic and Extrinsic Motivation:**

In educational psychology, a distinction is usually made between intrinsic and extrinsic motivation. Fontana (1995) states that:

“Intrinsic motivation is defined as the form of motivation which comes from the individual, and extrinsic the one which is imposed upon him or her by the environment.”

(Fontana 1995:149)

Intrinsic motivation is guided by an interest in the task itself in which the person is engaged; However, extrinsic motivation is believed to be guided by external stimulation, such as parental approval, offer of reward, threat of punishment, or a good grade which act as short term incentives and help in establishing a positive interaction between the teacher and his learners, for the sake of successful learning.

From their part, Csikszentmihaly and Nakamura (1989) provide a clear definition of Extrinsic and Intrinsic motivation. According to them, when the only reason for performing an act is to gain something outside the activity itself, such as passing an exam, or obtaining financial rewards, the motivation is likely to be extrinsic. When the experience of doing something generates interest and enjoyment, and the reason for performing the activity lies within the activity itself then the motivation is likely to be intrinsic. A student who is intrinsically motivated undertakes an activity:

“For its own sake, for the enjoyment it provides, the learning it permits, or the feeling of accomplishment it evokes” (Mark lepper 1988)

However; an extrinsically motivated student performs “In order to obtain some reward or avoid some punishment external to the activity itself, such as grades, or teacher approval” (lepper). This latter explains that students with an intrinsic orientation tend to prefer tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty. According to lepper extrinsically oriented

students are inclined to put forth the minimal amount of effort necessary to get the maximal reward.

Some researchers, most notably Susan Harter (1981) views “intrinsic” and “extrinsic” as the opposite ends of a continuum. Harter distinguishes five separate dimensions that are considered to comprise motivation, each of which is defined by an intrinsic and extrinsic pole. She gave the following example to explain her view:

“Does the learner work hard to satisfy his or her own interest and curiosity?”

is seen as the opposite of

“Does the learner do home work hard to satisfy the teacher and get good marks and grades?” (Harter 1981:304)

<b>Intrinsic</b>		<b>Extrinsic</b>
<b>Preference for challenge</b>	<b>VS</b>	<b>Preference For easy work</b>
<b>Curiosity / interest</b>	<b>VS</b>	<b>Pleasing teacher/getting grades</b>
<b>Independent mastery</b>	<b>VS</b>	<b>Dependence on teacher in figuring Ou problems</b>
<b>Independent judgement</b>	<b>VS</b>	<b>Reliance on teacher’s judgement about what to do</b>
<b>Internal criteria for success</b>	<b>VS</b>	<b>External criteria for success</b>

**Figure 01:**Dimensions of intrinsic and extrinsic motivation

(from Harter 1981)

However; Harter explains that students can be motivated both intrinsically and extrinsically on the same dimension, that is to say, one form of motivation may influence another, or indeed it is possible to see all the motivational factors interacting to affect each other. This is clearly stated by Harter (1981)-quoted by Williams and Burden (1997) - says that:

“Although I initially contrasted intrinsic and extrinsic motivation, one can also imagine situations in which intrinsic interest and extrinsic rewards might correlate, as it were, to motivate learning” (P: 124)

Most of the work in this area suggests that it is important to present tasks which tap into the learners' intrinsic motivation both at the stage of initiating and sustaining motivation. This would include a consideration of interest, curiosity, challenge, and development of independent mastery and judgement.

### **I-2-2-Instrumental and Integrative motivation:**

Of a particular importance to foreign language learning is the distinction between instrumental and integrative motivation. Broadly speaking, instrumental motivation refers to wanting to learn a language because it will be useful for certain instrumental and practical goals, such as getting a job, reading foreign news papers or texts, passing an exam or obtaining a promotion. This category also includes more negative factors such as fear of failure. Integrative motivation, on the other hand, refers to wanting to learn a

language for reasons of understanding, relating to or communicating with the people of the culture who speak it. (Ruth Wajneyb 1992).

While both integrative and instrumental motivation is essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language. This is clearly demonstrated by the early research conducted by Gardner et al(1976) in which integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation. Gardner et al (1976) have shown through their work in Canada that learners with different types of motivation may display different study patterns of interaction in the language classroom and different study habits generally. In other words, the extent of learners' participation in the class seems to depend also on the type of motivation, and not only on its strength or intensity. Gardner et al (1976)-quoted by Allwright and Bailey- state that:

“Learners with an “integrative motivation”, who wishes to learn in order to relate better to and integrate with, the speakers of the target language, tended to be much more active in the class, volunteering more, making more correct responses, etc. In so doing they received more positive reinforcement or encouragement than the “instrumentally motivated learners” (learners who just wanted academic success or perhaps to get a job for which there is a language requirement). (P: 182)

Brown (1988) makes the point that both integrative and instrumental motivation is not necessarily mutually exclusive. Learners rarely select one

form of motivation when learning a second language, but rather a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

## **I-2-Some theories of motivation:**

### **I-2-1-Motivation and behavioural learning theory:**

Behaviourism has had a great influence on language teaching throughout the world. Behavioural learning theorists attempted to explain all learning in terms of some form of conditioning. The Russian Pavlov demonstrated with dogs that a response (for example salivation) generated by one stimulus (food), could be produced by introducing a second stimulus (e.g. a bell) at the same time. This finding has become known as S-R (stimulus – response) theory or classical conditioning. B.F. Skinner (1957) who is considered as the founder of modern behaviourism introduced the notion of operants. These latter refer to the range of behaviours that organisms performed or were capable of performing. Skinner also emphasized the importance of reinforcement. In this concern Williams and Burden (1997) state that:

“Behaviourist theory thus came to explain learning in terms of operant conditioning: an individual responds to a stimulus by behaving in a particular way. Whatever happens subsequently will affect the likelihood of that behaviour recurring. If the behaviour is reinforced (i.e. rewarded or punished, then the likelihood of that behaviour occurring on a

subsequent occasion will be increased or decreased. In this way any range of behaviours could be gradually and even rapidly, increased by reinforcing the behaviour required.”

(P09)

Behaviourists claim that behaviour is influenced by previous actions, there are two kinds of reinforcement, the positive and the negative one. The first refers to the attempt to encourage desirable behaviours by reward, and the second refers to the attempt to discourage the undesirable ones by punishment. Behaviourist theorists go on to say that behaviours that have been reinforced in the past are more likely to be repeated than are behaviours that have not been reinforced or that have been punished.

### **I-2-2-Cognitive view of motivation:**

Cognitive theories of motivation assume that behavior is directed as a result of the active processing and interpretation of information. Motivation is not seen as a mechanical or innate set of processes but as a purposive and persistent set of behaviors based on the information available. Expectations, based on past experiences, serve to direct behavior toward particular goals. According to Williams and Burden 1997, from a cognitive perspective, the factor that is of central importance is that of choice. They explain that people have choice over the way in which they behave and, therefore, have control over their actions. From a cognitive perspective, motivation is concerned with such questions as why people decide to act in certain ways and what factors

influence the choices they make. In this concern Williams and Burden (1997) state that:

“A cognitive view of motivation centers on individuals making decisions about their own actions as apposed to being at the mercy of external forces over which they have no control.” (1997: 119)

In general a cognitive view of motivation believes that the learners thought processes, more than rewards, influence classroom motivation.

### **I-2-3- Motivation and attribution theory:**

In general, attribution theory concerns how people make judgments about someone's or their own behaviour. That is to say, the causes to which they attribute behaviour.

It was Fritz Heider (1944-1958) who began to develop in the 1940's and 50's a theory on how people perceived events that influenced behaviour. Heider suggested that people would tend to refer to a limited range of internal (personal) and external (environmental) factors. (Marion Williams and Robert H.Burden, 1997, Chapter05).

Heider's ideas were later developed by Bernard Weiner (1979, 1980, and 1986) who was particularly concerned with the reasons that people attribute to their successes and failures in academic and other achievement situations.

According to Weiner (1986), attribution theory seeks to understand explanation and excuses, particularly when applied to success or failure.

Weiner (1986-1994) suggests that most explanations for success or failure have three characteristics. The first is whether the cause is seen as internal (within the person) or external. The second is whether it is seen as stable or unstable. The third is whether it is perceived as controllable or not. In other words: Locus, stability, and controllability. Locus refers to the location internal or external, of the perceived cause of a success or failure. Ability and effort, for example, are seen as internal disposition of a person, whereas task difficulty and luck are situational factors external to the person.

Stability refers to how much a given reason for success or failure could be expected to change. Ability and task difficulty are stable and therefore not expected to change much, while effort and luck are unstable and could therefore change dramatically over time. Controllability refers to how much control the individual has over the events of the situation. Causes such as effort are considered to be controllable, whereas luck is uncontrollable. So, attribution theory deals primarily with four explanations for success and failure in achievement situations: ability, effort, task difficulty, and luck for example, when a person is successful at a task and attributes that success to ability, that person is likely to approach new achievement situations in the future.

Similarly, when the success was attributed to an intense effort, future achievement behaviour would depend upon a willingness to expend such effort in the future. Task difficulty appears to be judged from social norms. If

the majority of people have difficulty in doing an activity and are unsuccessful at a particular task, this latter is judged to be difficult and if most people are successful at a task, it is judged to be easy. The attribution of success to task difficulty therefore, would be expected to modify future achievement behaviour. If success was judged to be due to the fact that the task was very easy, future achievement behaviour would not be expected to change much; however, success in a task judged to be very difficult might prompt a person to expand the range of tasks he or she is willing to attempt. Ascriptions of luck in an achievement task would also influence future achievement behaviour; luck is assumed especially when a person expects to have no control over the outcome in the task. In fact success attributed to luck is not expected to increase future achievement behaviour much, nor would failure attributed to bad luck be expected to decrease it much.

According to Weiner (1986), a central assumption of attribution theory is that people will attempt to maintain positive self-Image. Therefore, when they do well in an activity, they are likely to attribute their success to their own efforts or abilities, but when they do poorly, they will believe that their failure is due to factors over which they have no control. In particular, students who experience failure will try to find an explanation that enables them to save face with their peers. It has been demonstrated that if groups of people are given a task and then told that they either failed or succeeded (even though all,

in fact, were successful), those who are told that they failed will say their failure was due to bad luck, whereas those who are told that they succeeded will attribute their success to skill and intelligence.

### **Locus of control:**

According to Williams and Burden (1997), one of the most significant factors in determining people's motivation to act in various ways and in retaining their interest and involvement is their sense of personal control over what is happening. This concept is known as locus of control or LOC (Findley and Cooper 1983), a term derived from the social learning theory of Rotter (1954). Locus of control refers to a person's beliefs about control over life events.

A person with an internal locus of control is one who believes that success or failure is due to his or her own efforts or abilities. Some one with an external locus of control is more likely to believe that other factors, such as luck, difficulty, or other people's actions, cause success or failure. The way in which individuals in term of their locus and the contribution of this construct to the learning, process have been described in different ways by several researchers.

For Williams and Burden (1997), learners with a high internal Locus of control show strong tendencies to seek information and use it appropriately in problem solving tasks, to be active and assertive and to exhibit high degrees of

exploratory behaviour and excitement about learning. Those with a high external locus of control, on the other hand, tend to be relatively passive, compliant, non-exploratory and inattentive.

Denis Child 2004 argues that locus of control can be very important in explaining a student's school performance. Students who believe that success in school is due to luck, the teacher's whims, or other external factors are unlikely to work hard. In contrast students who believe that success and failure are due primarily to their own efforts can be expected to work hard.

#### **I-2-4- Achievement motivation :**

Most educational psychologists would agree that achievement motivation is the desire to achieve to experience success and to participate in activities in which success depends on personal efforts and abilities.

McClelland (1955) firmly believed that achievement –motivated people are generally the ones who make things happen and get results, and that this extends in getting results through the organization of other people and resources, although they often demand too much of their staff because they prioritize achieving the goal above the many varied interests and needs of their people .

Ausubel (1968) argued that achievement motivation has at least three components. The first is cognitive drive by which the learner finds the tasks intrinsically interesting or wishes to be a competent in it .the second

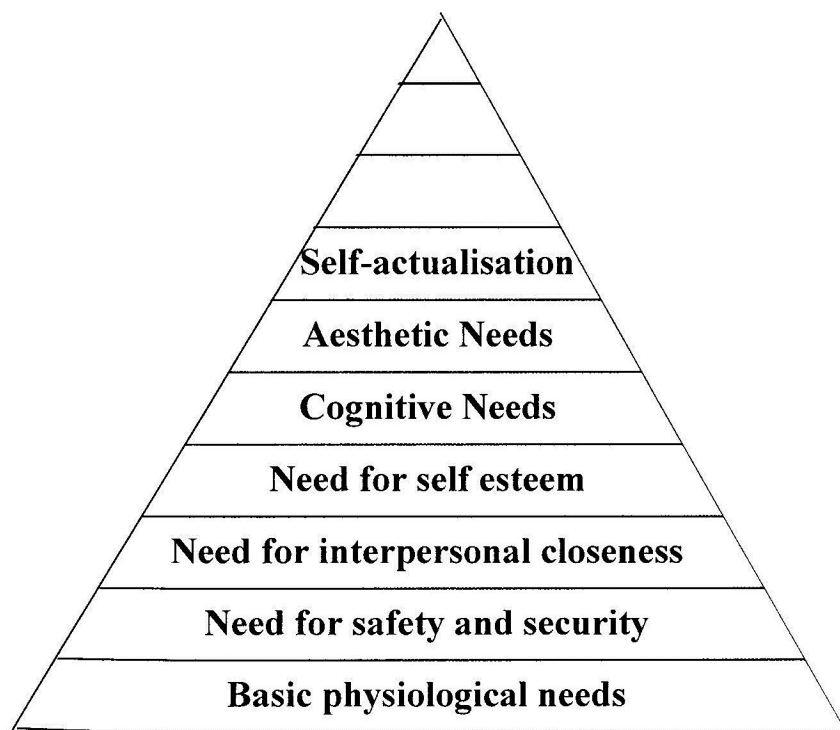
component consists of the ego –enhancing aspect of achievement motivation whereby the person the person is motivated not by intrinsic interest but by the extrinsic rewards in the form of praise and status .Finally Ausubel proposes his third motive of affiliation, whereby an individual attempts to gain the approval of those with whom he wishes to affiliate.

### **I-2-5- Motivation and human needs:**

Some theorists prefer to talk about motivation in terms of needs to be satisfied. Maslow 1970, for example, presented his theory of motivation as a hierarchy of needs. Some basic needs that we all must satisfy are those for food, shelter, love, and maintenance of positive self –esteem. One critical concept that Maslow introduced is the distinction between deficiency needs (physiological, safety, love, esteem) and growth needs (such as the need to know and understand things, to appreciate beauty, and self actualization which refers to the desire to become everything that one is capable of becoming ). The first four layers which represent deficiency needs are those that are critical to physical and psychological well-being ,these needs must be satisfied for a person to fulfil needs further up in the hierarchy. According to Maslow, children who are hungry or in pain (the basic psychological needs) will be unable to meet their aesthetic needs. Similarly, children who feel insecure, or who have low self esteem, are unlikely to be able to give their full attention to learning in class. In contrast, growth needs can never be satisfied completely. In fact the more people are able to meet their need to know and understand the

world around them, the greater their motivation might become to learn still more. In fact, people differ in the degree of importance they attach to each of these needs.

Some learners need constant reaffirmations that they are loved or appreciated ; others have a greater need for physical comfort and security. Also, the same person may have different needs at different times according to different situations. For Maslow (1970), that last need placed on top of his "pyramid" can only be achieved if all other needs are fulfilled.



**Figure 02** : Maslow's hierarchy of human needs

### **I-3 ARCs Model of motivation:**

John M. Keller proposed four conditions that must be met for a learner to be motivated to learn. Attention, relevance, confidence and satisfaction (ARCs) are the conditions that, when integrated, motivate someone to learn. Moreover, Keller suggests that the ARCs conditions occur as a sequential process. The conditions should be sustained to keep the learner interested in the topic. Once a learner's attention is lost, motivation is lost and learning does not occur (Keller, 1983).

#### **I-3-1 Attention:**

The first and single most important aspect of ARCs Model is gaining and keeping the learner attention. In fact the problem faced by an instructor is not only how to first gain a learner's attention but how to hold it throughout a course or a lesson. According to Keller, attention can be gained in two ways: perceptual arousal and inquiry arousal (Keller, 1983). He explains that perceptual arousal comes from using surprise or uncertainty to gain interest. Inquiry arousal stimulates curiosity by posing challenging questions or problems to be solved.

Keller describes six strategies for gaining and maintaining attention. These are:

### **I-3-1-1-Concreteness:**

The first strategy for Keller is to use specific examples to grasp the learner's interest. This may be by using distinct visual stimuli related to the topic or to introduce this latter by using concrete examples such as stories or biographies. The goal of the teacher is to grasp the learners' attention by relating the topic to concrete examples.

### **I-3-1-2-Incongruity and conflict:**

Using this strategy, teachers may pose facts or statements that run contrary to the learners' previous experiences, or play devils advocate while discussing the subject to be covered. The goal of the teacher here is to stimulate interest by taking a novel or contradictory point of view while exploring a topic.

### **I-3-1-3-Humor:**

This strategy may involve using a joke as an introduction to the material or using a running gag while delivering material that may overlap or become redundant. In fact, Keller explains that jokes in classroom break up monotony and maintain interest by lightening up the subject.

### **I-3-1-4-Variability:**

As far as this strategy is concerned, the instructor may use variability by incorporating a combination of methods in presenting material. For example, the learners may read an article or watch a video, then the classroom is divided into groups to review the material and to answer questions posed

about it .By using a change in the instructional format ,we can both stimulate and maintain interest in the subject.

### **I-3-1-5-Participation:**

This strategy may involve learners' role playing or the use of games or simulations to get them involved in the material .It also may involve hands on learning by students working in a lab or teaming up to do research.

### **I-3-1-6-Inquiry:**

Inquiry is used to stimulate curiosity by posing questions or problems for students to solve. It may involve students brainstorming to come up with solutions to the lesson or letting them select topics for projects that they already have interest in.

### **I-3-2-Relevance:**

Keller (1983) explains that attention and motivation will not be maintained, however, unless the learner believes the training is relevant .In fact, the training program should answer the critical question, “what’s in it for me?” Benefits of the program should be clearly stated to the answer.

The easiest way to increase relevance is to allow students to take ownership of the learning experience, thereby vesting them into learning experience with greater commitment to learning. Relevance-enhancing strategies have been shown more effective in enhancing motivation and learning performance than other embedded strategies (Means et al., 1997).For students who do not immediately see relevance, the instructor’s task may be to

provide various options to assist in motivating the students. By allowing the student to choose a relevant task from the various choices such as: self-study projects, group work, friendly competition, or leadership opportunities, students can better match their motives and values. Once relevance is achieved, the learner continues to the third building block of the ARCs Model: confidence.

### **I-3-3-Confidence:**

The confidence aspect of the ARCs model is required so that students feel that they should put a good faith effort into the program. If they think they are incapable of achieving the objectives or that it will take too much time or effort, their motivation will decrease. Building confidence is an important step in the model in that it enhances a learner's perception of fulfillment. Gagné wrote that humans have a need to master their environment throughout their lives (Gagné, 1977). He also stated that achievement is ego-enhancing affecting their self-esteem and feelings of adequacy (Gagné, 1977).

### **I-3-4-Satisfaction:**

Finally, learners must obtain some type of satisfaction or reward from the learning experience. This can be in the form of entertainment or a sense of achievement. A self-assessment game, for example, might end with an animation sequence acknowledging the player's high score. Other forms of external rewards would include praise from a supervisor, a raise, or a promotion. Ultimately, though, the best way for learners to achieve

satisfaction is for them to find their new skills immediately useful and beneficial on their studies.

#### **I-4- Characteristics of motivated learners:**

A “motivated” learner is the one who is willing or even eager to invest effort in learning activities to progress. Naiman et al (1978), in his classical study of successful language learning, comes to the 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:

- **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, 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.

- **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 the confidence that understanding will come later.

Some people are “open-minded” in accepting ideologies, events, and facts that contradict their own views. “Closed-minded”, on the other hand, tend to reject items that are contradictory or slightly incongruent with their existing system. They wish to see every proposition fit into acceptable place in their cognitive organization and if it doesn’t fit it is rejected. In our foreign language learning classes, during the interaction process, a great amount of apparently contradictory information is encountered: words that differ from the learner’s native language, rules that not only differ, but are internally inconsistent sometimes because of a whole cultural system that is distant from that native language. Successful language learning necessitates tolerance of such ambiguities, at least, for interim periods or stages, during which time ambiguous items are given the chance to be resolved.

## **I-5- Some Ways of arousing interest and enhancing motivation**

### **in tasks:**

Penny Ur (1996) proposes some ways to arouse the learners' interest and motivation in classroom tasks.

#### **1-Clear goals:**

Learners should be aware of the objectives of the task both language-learning and content. For example, a guessing game may have the language-learning goal of practising questions, and the content goal of guessing answers.

#### **2-Varied topics and tasks:**

Topics and tasks should be selected carefully to be as interesting as possible, but few single types can interest everyone, so there should be a wide range of ones over time.

#### **3-Visuals:**

It is important for learners to have something to look at that is eye-catching and relevant to the task in hand.

#### **4-Tensions and challenge:**

Game-like activities provide pleasurable tension and challenge through the process of attaining some "fun" goal while limited by rules (an arbitrary time limit, for example) can add spice to almost any goal-oriented task.

### **5-Entertainment:**

Entertainment produces enjoyment, which in its turn adds motivation. Entertainment can be teacher-produced (jokes, stories, perhaps songs, dramatic presentation) or recorded (movies, video-clips, television documentaries).

### **6-Play-acting:**

Role play and simulations that use the imagination and take learners out of them can be excellent, though some people are inhibited and find such activities intimidating at first.

### **7-Information gap:**

A particularly interesting type of task is that based on the need to understand or transmit information-finding out, what in partner's picture, for example. A variation on this is the opinion gap where participants exchange views on a given issue.

### **8-Personalization:**

Learners are more likely to be interested in tasks that have to do with themselves: their own or each others' opinions, tastes, experiences and suggestions.

### **9-Open-ended cues:**

A cue which invites a number of possible responses is usually much more stimulating than one with only one right answer: participants' contributions are unpredictable, and are more likely to be interesting, original or humorous.

## **I-6 Conclusion:**

Throughout this chapter we have attempted to draw aspects of the ever-growing literature on motivation. We began by giving some definitions of the concept of motivation and then presenting an overview of early psychological views on this topic. We believe that it is very important for us as teachers to be aware of some pedagogical ways and techniques to arouse students' interest during oral expression activities this is why we have suggested Ur (1996) advices to foreign language teachers. These latter, we think can be of a great value in such study.

In foreign language teaching, teachers must be motivators and must seek by all means to motivate their students in learning about the target language by engaging them in various interesting activities selected carefully to suit students' needs.

## **Introduction**

Over the ages, specialists in the domain of teaching and learning foreign languages have developed a wide range of methods. In this chapter, we will deal with the discussion of the most known traditional and contemporary approaches to foreign language teaching. This chapter seeks not only to clarify the basic assumptions behind each method but also to show the importance given to the teaching of the oral skills by different methods throughout history.

Throughout this chapter, we will examine some of the theoretical and practical foundations of the listening and speaking skills. We will present an overall impression of the different aspects of these skills in second or foreign language.

## **II -1 Traditional methods of teaching oral skills:**

### **II -1-1 The grammar translation methods: (G.T.M)**

This method was historically used in teaching Greek and Latin in the nineteenth century. As its name suggests, it emphasized the teaching of the second language grammar; its principle practice technique is translation from and into the target language.

Students were asked to learn by heart columns of vocabulary, definition and explanations. Reading and writing were taught so that people could read great literary masterpieces and philosophical books, and learning a foreign language was seen as a cultural enrichment. There is little or no systematic attention to the skills of speaking and listening.

As far as the grammar translation method is concerned, the target language is seen as a system of rules to be observed in texts and sentences and to be related to first language rules meanings.

Basing itself on faculty psychology, this method for learning modern languages was justified, like Latin and Greek had been, as a mental training.

In the final decades of the 19th century, GTM was attacked as cold and lifeless method to language teaching and it was blamed for the failure of foreign language teaching. Some of the limitations of the GTM are clearly stated by Richard and Rodgers (1986):

“.....grammar translation method often creates frustration for students. It is used in situations where understanding literary texts is the primary focus of foreign language study and there is a little need for a speaking knowledge of the language.” (p04)

In the same vein, carter (1993) argues that:

“The main goals of the grammar-translation method are to develop an ability to read prestigious literary texts and to learn the disciplines of reading and writing the language accurately. There is little or no systematic attention to the skills of speaking and listening.” (p37).

### **II-1-2 the Direct method:**

The direct method (DM) emerged in 1920's in order to overcome the limitations of the grammar-translation method.

The DM is characterized, above all, by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. The focus in this method is on the oral language, every day language, and colloquial language.

As far as the direct method is concerned, the learning of languages is viewed as analogues to first language acquisition and the learning processes involved are often interpreted in terms of an association psychology. Hence emphasis is put on sounds and simple sentences and direct association of language with objects and persons of the immediate environment, for example the classroom, the home or the street. In this method, the emphasis is placed very firmly on

the spoken languages. Indeed, the importance of speaking and listening skills is emphasized including the primacy of the spoken word to support an oral based methodology and the importance of students hearing the language before seeing it in its written form. In this respect Rivers (1968) suggests that students should:

“Seek direct comprehension by-inferring meaning of unknown elements from the context, rather than by seeking equivalents in a bilingual vocabulary list. Where the meaning can not be discovered in this way, the teacher gives explanations in the language being learned, using pictures and gestures” (P33).

The direct method was a first attempt to make the language learning situation one of the language use and train the learner to abandon the first language as the frame of reference the use of pictures and objects, the emphasis on question and answer, spoken narratives, dictation, imitation and new types of grammatical exercises have resulted from the direct method. However two major problems have persistently troubled direct method teaching. One has been how to convey meaning without translation; another has been how to apply the direct method beyond elementary stages of language learning.

### **II -1-3 Audio-lingual method:**

This method which appeared in the late 1940's is also known as the Aural-Oral method. It derives from the techniques of intensive foreign language instruction developed for teaching American military personnel

during the second-world war. It was based on a bending of principles of behaviour psychology and precepts of structural linguistics. Indeed audiolingualism reflects the descriptive, structural and contrastive linguistics of the 50's and 60's.

The direct method is based on the principle that language learning is a habit formation, fosters dependence on mimicry, memorisation of a set of phrases and patterns often in the form of drills which the learner has to repeat in the language laboratory until he is able to produce them spontaneously.

Grammar is taught inductively, and the skills are then sequenced as follows: listening, speaking, reading and writing.

Precise native like pronunciation is recommended by the use of the language laboratories, tapes and visual aids. This approach still enjoys popularity though it is criticized for its basis in behaviourism. Critics say that learners become restricted in expression and can lack the confidence to create new expressions for themselves (Carter 1993 P: 04).

## **II -2 contemporary methods of teaching oral expression:**

### **II -2-1 Total physical response:**

James J.Asher (1979) defines the total physical response (TPR) method as one that combines information and skills through the use of kinaesthetic sensory system. In fact, this method is built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. This combination of skills allows the students to assimilate information and

skills at a rapid rate. As a result, this success leads to a high degree of motivation. The method stresses the importance of aural comprehension and of learning by doing particularly in the earliest stages of learning, the language; simple orders, instructions and commands are given which require action or “physical response” on the part of the learner, such as opening a door or sitting down.

The basic tenets are:

- Understanding the spoken language before developing the skills of speaking.
- Imperatives are the main structures to transfer or communicate information.
- The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously speak when the student feels comfortable and confident.

This method is said to be effective only in the very beginning stages of learning. Asher himself, has stressed that TPR should be used with other methods and techniques.

### **II -2-2- communicative language teaching (CLT):**

The communication approach emerged in the early 70's as a result of the increasing need to articulate and to develop alternative methods of language teaching. It was designed primarily to meet the needs of adult learners, tourists or people engaged in academic, cultural, technical, and economic purposes.

The foundations of communicative language teaching (CLT), can be traced back to the theory of Hymes (1972) based on the concept of “communicative

competence” which refers to psychological, cultural and social rules which govern the use of speech. In fact, communicative competence recognizes the importance of social and cultural contexts of language use in addition to the rules of language use.

Unlike the Audio-Lingual method of language teaching which is based upon repetition of drills with the total ignorance of the importance of student’s communication ability, CLT principle is that meaning is of primary importance. However, there is a sequence of these principles which is determined by content, function and then meaning. This will maintain the student’s interest and motivation to learn which inevitably comes from a desire to communicate topics in meaningful ways.

As for any other method, the teacher is supposed to assume many roles in communicative language teaching. These are discussed in details by Breen and Candlin who clearly state that:

“The teacher has two main roles: the first role is to facilitate the communication process between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities....A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities”.

(1980:99).

Communicative language teaching activities involve communication and completion of real-world tasks. This type of activities as believed to enable the promotion of learning and increase student's motivation. Littlewood (1981) distinguishes between "functional communication activities" and "social-interaction activities" as the main activity types in CLT. Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map; following directions; and solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulation, improvisation, and debates.

Communicative methods have attracted universal interest and much influenced the practice of modern foreign language teaching, but there has been a critical reaction as linguists and teachers encounter problems in providing a principled basis for interrelating the proposed notions and functions. Of particular importance is the need to provide learners with principles that will enable them to make a bridge between functional aspects of language and the correct use of formal structures.

### **II-2-3 The silent way:**

The silent way is the name given to a method of language teaching developed by Caleb Cattegno (1576). It makes use of mime, gesture, all kinds of visual aids, including colour-coded, pronunciation wall charts and in

particular, cuisiniere rods? These latter are a set of rods of different lengths and colours which are used by the teacher to encourage students to talk.

Particularly in the early stages, the learners talk intensively about the rods using a simple, controlled vocabulary and some basic verbs (eg. Take the long red rod and give it to Claire). The teacher during the course is considered as a neutral observer. In fact he should be as silent as possible to encourage the student of the language to be increasingly self-reliant and independent of him. The teacher guides the whole process by saying as little as possible. It is principally by such means that the language is learnt. This is why Cattegno-quoted by Richards and Rodgers (1986) argues that students should be able to:

“- Speak with a good accent;

- Give either a written or oral description of a picture;
- Perform adequately in the following area: spelling, grammar, reading comprehension and writing”

(P104).

Here again, we notice a clear absence of the aural aspects of the language undoubtedly resulting from the overemphasis on the teacher’s silence during the learning process. This procedure limits the students’ exposure to any kind of oral input. In this concern, Richards and Rodgers (1986) claim that:

“Working from what is rather structural and lexical syllabus, the method exemplifies many features that characterize more traditional methods such as situational language teaching and audiolingualism”.

(P11).

## II -2-4 Suggestopedia:

Suggestopedia is an approach to language learning based on the science of suggestion. It is associated with the work of a Bulgarian psychiatrist-educator Georgy Lazanov (1979).

Briefly suggestopedia is based on the view that the brain especially the right hemisphere can be directly stimulated through the power of suggestion. As teaching method, suggestopedia makes particular use of relaxation exercises designed to remove any anxieties on the part of the learner which might act as blocks to learning (Carter 1993). The exercises include the use of visual images, music, rhythmic patterns as well as dialogues and translation practice which are undertaken in relaxed and informal settings. No attention is paid to student grammatical errors. A main aim is to help learners feel that language learning is a positive and natural process.

In fact, suggestopedia aims to produce an altered state of consciousness which is conducive to learning. This state, named 'hypermnnesia', i.e. super memory is brought about certain relaxation techniques, including listening to some passages of classical music, for example, Haydn (Joseph Haydn 1732-1809, Austrian composer). The music must be played at a specific tempo to enable it to induce the desired state of mental readiness. Great emphasis is placed on creating a reassuring but stimulating environment for language learning.

Teachers following Lazanov's suggestopedic method need to be skilled in singing, acting and psychotherapeutic techniques. (Carter 1993).

### **II -2-5 The eclectic method:**

It is safe to say that students will learn something from any method. No method is a total success or failure. Moreover, it has not yet been proved that there is a method that will permit people to fully learn a second language as effortlessly and as enjoyably as they did with their native language. As we have noticed throughout this chapter, each of the methods that have been described has its positive and negative impacts on the teaching and learning processes.

It is also safe to say that methods and approaches differ in the importance they give to the four skills. The forgoing survey of the approaches to second/foreign language teaching have shown that over the last two decades little energy was devoted to teaching listening and speaking skills in the second or foreign language classroom, or to researching the processes involved in both skills. The focus has been increasingly put from knowledge about the language to a practically useful knowledge of language, and the need to master aural/oral proficiencies has become an absolute necessity.

As far as the teaching of second and foreign languages is concerned, an ideal method would be an eclectic one which takes the best from each method and correlates the principles of the traditional and contemporary approaches to better suit the needs of our learners.

## II -3 Teaching oral expression to 2<sup>nd</sup> year students:

At the University level, the listening and speaking skills become a separate course, namely oral expression. In fact, the second year oral expression curriculum is designed to give students the opportunity to develop their communicating skills. In this course, the teacher should assure that students listen to authentic materials, participate in various communicative activities in which they can express their ideas, feelings and opinions. Moreover; throughout this program, they are expected to be able to understand native speakers conversing in dialogues which they practice themselves in their turn in the class with the supervision of the teacher.

In fact it is up to the teacher of oral expression to organize the content of the courses and to select the appropriate activities according to what he sees as suitable to the learners.

Despite the fact that oral expression teachers have to struggle against the limited number of language laboratories as well as the lack of materials and the limited time devoted to listening and speaking skills, they have to find out ways for motivating students to participate in the class aiming at achieving a better performance in oral English proficiency.

Because the subject matter of our study is concerned with the teaching of oral expression, in what follows we are going to speak about the listening and speaking skills in more details. Moreover; we will deal with all the problems that our foreign learners encounter in this course.

## **II - 3-1 The listening skill**

Listening is believed to be the first language mode that we acquire. It provides a foundation for all aspects of language and cognitive development and it plays a life-long role in the process of learning, and communication essential to productive participation in life.

### **II-3-1-1 What is listening comprehension?**

Listening is usually defined as receptive skill comprising both a physical process and an interpretive, analytical process. It is important to note that despite the growing attention researchers reserved to this skill, a consensus on a definition of listening has not yet been established. Nevertheless, despite the various definitions attributed to this skill, the majority of scholars recognize and emphasize that any definition of listening comprehension must acknowledge that: listening comprehension is an interactive process and not a passive skill; this is because Littlewood (1981) argues that:

“Listening demands active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistic and non-linguistic sources.” (p 06)

widdowson (1978) has made a useful distinction between “hearing” and “listening”. He uses the “hearing” to refer to the listener’s ability to recognize language elements in the stream of sound and, though his knowledge of the phonological and grammatical systems of the language, to relate these elements to each other in clauses and sentences. He reserves ‘listening’ to

refer to the ability to understand how a particular sentence relates to what else has been said and its function in the communication. It is at this stage that the listener selects what is relevant to his purpose and rejects what is irrelevant.

Anderson and Lynch (1988) explain that listening effectively involves a multiplicity of skills. They construct a very simple step-by-step picture of the various elements that might be thought to make up the process of listening in face-to-face conversation:

- “1- The spoken signals have to be identified from the midst of surrounding sounds.
- 2- The continuous stream of speech has to be segmented into units, which have to be recognized as known words.
- 3- The syntax of the utterance has to be grasped and the speakers’ intended meaning has to be understood.
- 4- We also have to apply our linguistic knowledge to formulating a correct and appropriate response to what has been said” (P 04)

### **II-3-1-2 Activities used in listening:**

#### **\* Pre-listening activities:**

Here, a discussion atmosphere is to be created. The teacher asks the students some warm up questions before turning on the tape. Generally the aim from these questions is to make the students feel at ease and consequently make them relate their prior knowledge or answers with the content of the tape they will listen to. Rost (1990) reminds us that the importance of such activity ought to:

“Make the context explicit, clarify purposes and establish roles, procedures and goals for listening.” (P232)

Underwood (1989) lists several types of tasks that can be used to prepare learners for the text that they are about to hear:

-.The teacher giving background information.

-.The students reading something relevant and related to the listening text.

-.Discussion of the topic.

-.A question and answer session or written exercises.

-.Following the instruction for the while- listening activity.

-.Consideration of how the while-listening activity will be done”.

(P 31)

### **\* During listening activities**

At this stage, the teacher can proceed in various ways .One way is to ask the students to take some notes while they are listening to the tape. An other way is to let them listen to the tape several times, and then give them some blanks to fill by just writing what they hear and of course what was missed to be added and written in those blanks .Then, by working in small groups and individually, the students check the answers before the final correction with obviously the teachers’ help. Turn-taking gives the opportunity to all the students to participate and contribute in this activity. The following are some suggested activities:

-.Information search .i.e. listening for specific items.

-.Comparing the listening passage with the pre-listening phase.

- Detecting irrelevant information from a listening passage.

- filling in blanks of a passage with the appropriate missing words, for instance, lyrics of a song.

- Sequencing; where students are asked to give the right order of events.

- information transfer in which students have to fill in the appropriate words, forms, lists, maps and so on.

### **\* Post listening activities**

After that, the teacher may ask the students to take roles in what they listened to in a form of dialogues and conversations or they may sing loudly while the tape is turning in order to practice their pronunciation. Post listening tasks include:

- Jigsaw listening during which different groups of students listen to various but connected passages, after which they exchange information in order to complete a story that perform certain tasks.

- Summarizing, referring oneself to the notes, the charts filled by students during the while-listening stage.

- Answering multiple –choice or true-false questions to show comprehension of the passage.

- Speaking in the form of debates, discussions, reports, role plays or simulations.

- Writing letters or messages as a follow-up to listening activities.

### **II-3-1-3 Learners difficulties in listening comprehension:**

Listening is one language skill with which most learners have problems. As far as second or a foreign language is concerned, this skill proves to be more difficult and challenging for learners. In this concern, Penny Ur (1996) discussed some learner difficulties in listening and tried to make some suggestion as to what the teacher can do to help to solve them. Some of these main problems are summarized bellow:

#### **1- Trouble with sounds:**

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception.

#### **2- Have to understand every word:**

This is a very common problem, often unconsciously fostered by teachers and/or listening comprehension materials which encourage the learner to believe that everything that is said bears (equally) important information. The effort to understand everything often results in ineffective comprehension, as well as feelings of fatigue and failure.

We may need to give learners practice in selective ignoring of heard information something they do naturally in their mother tongue. We should explain this point to the learners, and set them occasional tasks that ask them to scan a relatively long text for one or two limited items of information.

### **3- Can't understand fast, natural native speech:**

Learners' often ask teachers to slow down and speak clearly by which they mean pronounce each word the way it would sound in isolation; and the temptation is to do as they ask but when teachers do this, it will not help them to learn to cope with everyday informal speech. They should be exposed to as much spontaneous informal talk as they can successfully understand as soon as possible; and it is worth taking the time to explain them why. One of the advantages of teacher produced talk is that teachers can provide learners with this sort of discourse at the right level for them, getting faster and more fluent as their listening skills develop.

### **4- Need to hear things more than once:**

Generally there may be very good pedagogical reasons for exposing learners to texts more than once. But the fact remains that in real life they are often going to have to cope with "one-off" listening; and can improve learners' ability to do so. We can for example, try to use texts that include 'redundant' passages and within which is essential information is presented more than once and not too intensively; and give learners the opportunity to request clarification or repetition during the listening.

### **5- Find it difficult to keep-up:**

The learner feel overloaded with incoming information. The solution is not to slow down the discourse but rather to encourage them to relax, stop

trying to understand everything, learn to pick out what is essential and allow themselves to ignore the rest.

### **6-Get tired:**

This is one reason for not making listening comprehension passages too long overall, and for breaking them up into short “drunks” though pause, listener response or change of speaker.

### **II-3-2 The speaking skill:**

“Of all the four skills (.....), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most learners are primarily interested in learning to speak” (p120)

#### **II-3-2-1 How speaking is defined?**

Brown (1994), Burns and Joyce (1997) define speaking as follows:

“Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information” (p58)

The definition above states that speaking is an interactive process. The form and the meaning of the spoken language are largely dependent on the context, in which it occurs, including the participants themselves, their shared knowledge, their physical setting and the purpose of speaking. It is often spontaneous, open-ended, and evolving .However, speech is not always unpredictable.

Research that has been conducted so far notes that in order to become successful speakers, learners not only need to know how to produce specific points of language such as grammar or vocabulary, what we usually call linguistic competence, but also that they understand when, why and in what ways to produce language . In brief, successful speaking involves what the anthropologist Hymes referred to in 1972 as “communicative competence». This term refers to what a speaker needs to know to communicate appropriately within a particular speech community. It involves knowing not only the language code, but also what to say, to whom, and how to say it appropriately in many situations, further, it involves the social and cultural knowledge speakers are presumed to have .It has important implications for the selection and sequencing in language curricula.

According to Burns and Joyce (1997), Carter Mc McCarthy (1995), Cohen (1996), speech has its own skills, structures and conventions different from written language. For this reason, speaking is said to be a powerful tool used for personal, academic, professional and social purposes; and to become an affective speaker, students not only need strategies for spoken communication but also to gain confidence through risk taking and practice, need opportunities to express their ideas and opinions in various domains by participating in a variety of experiences through formal and informal oral communication.

### II-3-2-2 Some affective factors related to speaking:

Some affective factors may affect the learners' capacity to talk in the FL to a considerable extent. These factors which enter in interpersonal communication are found to be highly relevant to the process of speaking in a FL. Some of these are now discussed.

#### Anxiety:

Before starting to speak about the impact of learners' anxiety on their oral performances, it is important to make the distinction between two types of anxiety. Researchers distinguish between "Debilitating anxiety", which gets in the way, and "facilitating anxiety", which actually helps peoples do better than they might otherwise (Kleinman 1997; Scovel 1978).

In its accurate form, anxiety may be manifestation of shyness, and fear of making mistakes. Thereby, students who experience such kind of anxiety will have poor class participation, inability and unwillingness to respond to questions, or even refuse to take any kind of risk to speak. In this concern Ur (1984) says that:

"Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts" (P 21)

Some researchers do expect a relationship between anxiety and speech skills in foreign language learning (Allwright and Bailey 1991). According to the work carried out in North America (Gardner et al.1976, a survey involving

over one thousand Canadian high school students of French), the more anxious learners are, the older they are and the further they get in the compulsory school system, the stronger this relationship will probably become. Unfortunately, researchers do not precise if it is the increasing anxiety that gets in the way of developing good speech skills, or whether, as may seem at least equally likely, it is the poor speech skills that themselves create the anxiety.

### **Self-esteem:**

Di Stanley Coopersmith (1967:4-5), defined self-esteem as:

“.....a personal judgement of worthiness that is expressed in attitudes that the individual holds towards himself,... and indicates the extent to which the individual believes in himself to be capable, significant and worthy.”

Research has shown that a student who feels good about himself is more likely to succeed .Holly (1978) compiled a summary of many studies and pointed out that self-esteem is the result rather than the cause of academic achievement. In addition, Martin Covington (1989) from the University of California carried out an extensive review of the research on the relationship between self-esteem and achievement, concluding that self-esteem can be modified through direct instruction can lead to achievement gains.

Heyde (1977), makes the distinction between self-esteem in general, self-esteem with regard to a particular type of situation (home, work, school, etc), and self-esteem with regard to a particular task. Heyde found that all

three types of self-esteem correlated positively with oral performance in French for some American college students, but that self-esteem with regard to the particular language task was the most strongly related to performance. In her work, Heyde (1977) was able to point to differences in the behaviour patterns of learners with low self esteem. She found that learners with high self-esteem hesitated less, correlated themselves more, and did not need prompting and so on.

### **II-3-2-3 Learner problems in speaking activities:**

Inhibition, finding nothing to say, low or uneven participation and mother tongue use are among the most important speaker related features that make the process of speaking in a second or foreign language a complex matter.

#### **1- Inhibition:**

unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to the audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: Worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. (Penny Ur, 1996)

#### **2- Nothing to say:**

Even if they are not inhibited, we often hear learners complain that they can not think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

### **3- Low or uneven participation:**

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

### **4- Mother-tongue use:**

When learners in the same class share the same mother-tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language. When we have “small group discussion it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

### **II-3-3 Teaching pronunciation:**

Because we are speaking about teaching English oral expression to second year students, it is very important to mention the role of pronunciation in such a course.

Much of the literature today suggests that the focus on using language to communicate is central in the classroom instruction. This brings renewed attention to the teaching of pronunciation.

Ur (1996) suggests that the concept of “pronunciation” may be said to include:

### **1-The sounds of the language or phonology:**

It is useful for learners to be able to list and define the sounds or phonemes of the language by writing them down using phonetic representations (symbols).

### **2-Rhythm and stress:**

English speech rhythm is characterized by tone units: a word or group of words which carries one central stressed syllable (other syllables if there are any, are highlighted). The sentence: "Peter, come here, please!", for example, would be divided into two tone units: "peter" and "come here, please" with the two main stresses on the first syllable of "peter", and the word "here".

Stress can also be indicated in writing: probably the simplest way to do so is to write the stressed syllable in capital letters: for example, "Peter comes here, please!" (Another convention, normally used in phonemic transcriptions, is to put a short vertical line above and before the stressed syllable: /' p i : t ə K ^ m ' h I ə / . )

### **3-Intonation:**

The rises and falls in tone that make the "tune" of an utterance, is an important aspect of pronunciation of English, often making a difference to meaning or implication. Stress, for example, is most commonly indicated not by increased volume but by a slight rise in intonation (Brazil, Coulthard and Johns, 1980). A native speaker usually has little difficulty in hearing

intonation changes in his or her own language; others, however, may not find it so easy.

The different kinds of intonation are most simply shown by the symbols: ' over the relevant syllable or word in order to show falling and rising intonations; and the symbols ^ v to show fall-rise and rise-fall. An appropriate stress and intonation representation for a rather bossy expression of our previous sentence sample might be: Peter, come here, please.

The rhythm of English is, then, mainly a function of its stress patterns; these may also affect such aspects as speed or delivery, volume and the use of pause.

Kelly (2000) speaks about the problems encountered in pronunciation teaching. He explains that the fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to the feeling of doubt as to how to teach it.

Many experienced teachers would admit to a lack of knowledge of the theory of pronunciation and they may therefore feel the need to improve their practical skills in pronunciation teaching. In spite of the fact those trainees and less experienced teachers may be very interested in pronunciation, their concern with grammar and vocabulary tends to take enthusiasm for pronunciation. They feel it is something that would help them to communicate better. Kelly concludes by saying that paradoxically, even though both teachers and learners are keen on the subject, it is often neglected.

Kelly (2000) suggests that teachers of pronunciation need:

“-a good grounding in theoretical knowledge.

-practical classroom skills.

-access to good ideas for classroom activities.” (Kelly 2000/p.13)

Of course, the goal of teaching pronunciation to foreign language learners is not to make them sound like native speakers of English, a more realistic goal is to enable learners to have an intelligible pronunciation so that it would not detract from their ability to communicate.

### II-3-4 Oral performance:

Because we are dealing with student's oral performance, it seems important to make the distinction between competence and performance. This distinction has been recognized by many theories, including Chomsky's theory. In his book "Aspects of the Theory of Syntax" (1965), Chomsky makes a fundamental distinction between the linguistic competence of a speaker which he defines as his mastery of the rules of the system of his language by virtue of which he is able to recognize between grammatical deficiencies and ambiguities. In other words, it is the person's knowledge of his language system (to understand + produce an infinite number of meaningful sentences). In order to illustrate this, Chomsky gave a famous example:

[Colourless green ideas] [Sleep] [Furiously].

S

V

A

In terms of grammar this is a correct and well formed sentence [subject + verb + complement]. However, in terms of meaning it can not be interpreted in a coherent way.

If we take for example the sentences:

(1) He is drawing a picture this morning.

(2) This morning he is drawing a picture.

(3) Drawing he is a picture this morning.

The first two sentences are corrected (meaningful). They are the same except that their syntactic particles are different. However; the 3rd sentence is meaningless. Chomsky's objective is: what makes us arrive to this reasoning? According to him it is competence. Thanks to the competence that we have in language we can recognize sentence (3) to be meaningless.

Chomsky defines performance as the actual use of language in real life situations. It is language behaviour including linguistic and non-linguistic factors include the grammatical rules or the raw material of language; however, the non-linguistic factors include:

Memory span, temporal integration, inattention, etc)

### **II-3-5 Some activities used in oral expression classroom:**

Because most learners are interested in developing their speaking ability in foreign language learning, classroom activities that develop learners' ability to express themselves through speech would seem to be an important component of a language course. Yet it is difficult to design and administer such

activities. These latter should aim at maximizing students' language use to improve their oral performance. This requires the teacher, as we think, not only to create a warm and friendly classroom atmosphere, but also to provide each student with a turn and an opportunity to speak.

In order to decide which speaking activities to emphasize, the teacher may directly ask his/her students about their interests and needs, and then tries to rank the teaching points according to the importance of the activity in motivating students to talk, communicate, participate in the classroom and respond if once asked.

There are a lot of activities which may motivate the students to participate in the classroom and consequently lead them to produce meaningful oral communication. In the present section, we suggest some current activities used in oral expression courses and which involve students in communicative oral work.

### **II-3-5-1 Problem solving activities:**

A problem solving is an activity in which learners are given a situation and a problem and must work out a solution.

As far as foreign language learning is concerned, this form of activities involves more interaction compared to the other types of activities.

That's why learners are found to be more motivated to use English orally as they have to make suggestions, give reasons, accept, modify or reject their peer's point of view. In short, there is more creative use of language, of

course, given that the selected tasks are inherently interesting to arouse the learners' curiosity and motivation. This type of activities is firmly grounded in the realm of language use rather than language learning. One activity that provides communicative practice is a "spot the difference" picture activity in which students A and B receive similar pictures with several differences. Partners had to exchange information in order of problem solving activities used to stimulate communication in the language classroom:

"An army general" at camp x is in radio contact with another at camp y. They must discover a route by which soldiers can travel from x to y, avoiding natural and enemy obstacles. Each has a map of the terrain which shows some but not all of these obstacles. Verbal communication alone, the two "generals" must find a safe route" (P35)

Nonetheless, as speaking in the foreign language is an extremely complex skill; one may consider that this type of activities is necessary but insufficient to achieve the desired oral performance of our students.

### **II-3-5-2 Discussion and debate:**

The term discussion may refer to diverse points of view, which emphasize participation, dialogues, communication. Thus, discussion takes place when a teacher or group of students consider a topic or a person and then exchange ideas, information, experiences, opinions, reaction and in some cases draw some conclusion with each other.

As far as this type of activity is considered, the teacher may break the class in groups so that they can be directly involved in discussion and then he may

give them some debatable topics and open-ended questions such as: are TV programs useful for education? This activity may stimulate some of the silent and shy students when they take part in the discussion.

Some good ideas for starting discussions may be suggested in this type of activity:

- Start the discussion by posing a broad open-ended question, one that has no obvious right or wrong answer but which will stimulate thought.
- Begin with a concrete, common experience, a newspaper story, a film, a slide, a demonstration or a role play.
- Analyse a specific problem, ask students to identify all possible aspects of the topic or issue under consideration.
- Be benignly disruptive, start the discussion with a controversy by either causing disagreement among students over an issue or by starting objectively both sides of controversial topic.

In any classroom discussion, the primary goal of the teacher is to enhance students' participation and above all motivating them to speak by exchanging ideas and opinions.

### **III-3-5-4 Role-play:**

Role-play is a drama like classroom activity in which students take the role of different participants in a given situation and act out what might happen. This type of activity is believed to be a suitable vehicle to develop

listening and speaking skills in foreign language learning. In this concern, Sturtridge [quoted by: Johnson and Morrow (1981)] argues that:

“...used well, role play can reduce the artificiality of the classroom, provide a reason for talking and allow the learner to talk meaningfully to other learners.” (P126)

**Example: at the post office:**

**A: I'd like to post this \_\_\_\_\_ please.**

**B: Put it on the scales. Where to?**

**A: To \_\_\_\_\_.**

**B: That'll be \_\_\_\_\_.**

**A: \_\_\_\_\_.**

**B: \_\_\_\_\_.**

This type of exercise has the element of freedom and a possibility of surprise. B could quote a prohibitive price for sending the parcel or letter and A could decide not to send it. Where there is freedom there is also the opportunity for the learner to experiment his limited knowledge of the foreign language as he will have to do in real life. In fact, role play techniques offer learners the possibility to use language in various situations and accelerate their learning in a real setting.

**II-3-5-4 Simulations:**

A simulation is a role play situation in which the classroom setting represents an external scenario, for example a tourist information bureau, a supermarket, or a hotel. In a real simulation, the students decide “freely” how

to react to each others' comments. Littlewood (1981) goes on to say that in these activities:

“Learners are asked to imagine themselves in a situation which could occur outside the classroom and to adopt a specific role in this situation. They are also asked to behave if the situation really existed”. (P49)

Some teachers may find it difficult to distinguish between role play and simulation. One point to distinguish between them is that simulations tend to be more complicated than role plays because learners have to apply their own background and knowledge to a situation in simulation and this latter requires learners not taking on characters that are not their own but get more personally involved. One of these simulation would be to form groups of learners, their tasks consists in designing a “missing” poster for a given person; each group has to prepare detailed information relevant to the role attributed to it (police officers, family, school friends, witnesses). So, in order to design the poster all the groups have to cooperate and find out simulating ideas.

### **II-3-5-5 Video-Tapes:**

Nowadays, video as a language material is becoming a prominent feature in many foreign language classrooms; its obvious motivational and entertainment advantages foster a positive attitude to language learning. Moreover; it has become demonstrably clear that their contribution is relevant

to all languages, aims and proficiency levels. Wright- quoted by Johnson and Morrow- argues that:

“Visual materials are useful in developing listening comprehension particularly ‘directed listening’ (where the student listens for certain information and ignores the rest). They not only help to guide the students’ listening, they can provide general background and context, increase motivation and give evidence of understanding for diagnostic assessment”.

(P117)

Many studies that have been carried out in the domain of foreign language teaching demonstrate that without seeing the speaker it is difficult, even for a native listener, to follow the listening activities. Video taped materials, however; offers to students a better opportunity for comprehension as stated by Lonergan (1984), who maintains that video based instruction reduces the difficulty of listening in a foreign language, since:

“At any level of language competence, the learners’ potential for comprehension is greatly increased if the virtual information is included in the presentation”.

(p42)

Finally, we can say that the majority of students today are used to gain knowledge about the surrounding world from television. This is why many teachers exploit such an advantage to use video materials in order to teach listening comprehension to university second year learners of English.

The use of videos may be useful in different ways:

-It may stimulate students' discussion after the presentation of the material, and hence increases students' participation which leads them to practice their oral English.

-Videos can be easier to follow than audio-tapes because of the visual and paralinguistic clues that extracts can provide, alongside practice in listening.

-Videos give access to a wide range of accents, cultural insights and idiomatic ways of speaking in various settings both formal and informal.

-Using videos in the class of oral encourages the learners to use videos at home as learning tool and not as a mean of relaxation and therefore it increases learners' extracurricular exposure to English.

-Using Television and video materials in the class give teachers and students a structure to maximize language learning, so that students do more than just watch.

### **II-3-5-6 Songs:**

In activities using songs, the teacher can select famous songs known by the learners. Students listen to the song several times and try to write the lyrics of the song with the help of the teacher of course. This latter may proceed in various ways depending on the time devoted to the session, the number of the students and the length of the song. The use of songs in the classroom may be useful in different ways:

- Songs are particularly chosen by teachers because they are effective and engaging at almost any level.
- Songs help students quickly learn by heart correct and appropriate pronunciation (American/English).
- Besides building pronunciation and grammar proficiency, they also help improve students' listening.
- Musical melodies are very much liked by students and facilitate for them to learn new vocabulary items, since what is sung is usually better and easy to be grasped, remembered and retained longer than what is read.

## Conclusion:

Throughout the foregoing chapter, we have first tried to present an overall impression of the different approaches and methods used in teaching foreign languages. Our study has shown that over the last two decades little energy was devoted to teaching listening and speaking skills in the second or foreign language classroom, or to researching the processes involved in both skills.

Throughout this second chapter, we have tried to shed the light on some of the theoretical and practical foundations of the FL speaking and listening skills. We have demonstrated that the speaking and listening are extremely complex skills with which our learners encounter many difficulties, but currently there is a variety of techniques and tasks teachers can adopt to teach these two skills. From what preceded we can conclude that the good learner in oral skills is the one who is mainly able to:

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

- . Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs.
- . Using gestures or body language.

## **Introduction**

The present study attempts to identify some activities which rise students' interest, and hopefully find a kind of remedy to the problems that second year students face in the oral expression courses as lack of participation and motivation in this course. Our objectives entail collecting student's opinions, and seeing their attitudes and preferences regarding this module.

We started by designing an observation grid in which we have recorded all the information that we thought was necessary for our study.

Questionnaires are also considered to be particularly adequate for this kind of research; they allow us to reach a potentially large number of respondents, for this reason, we designed also a questionnaire for students to collect more data for this research. This chapter presents all what is related to the administering, analysis and presentation, discussion and interpretation of the findings.

### III-1- Observation grid:

During courses of oral expression, students are generally introduced to a variety of activities. Some of them seem to motivate them to participate in the classroom, others less.

In order to obtain the information needed for our study, we have used first, an observation grid which has been designed to evaluate learners' performances and participation in the oral expression session. We have observed and recorded how students reacted to the different activities to which they have been introduced.

We have also tried to find out through the analysis of the results obtained through the observation grid, activities which rise students' motivation and interest, stimulate them to participate actively in the class and consequently enhance their performance in English oral expression.

We selected three activities for our sessions of observation: listening to a song, watching a video- tape and discussion (debate).

In our observation grid, we have observed and recorded students' frequency of participation in the classroom, their ability to listen actively during the oral activity and tried to assess their oral performances.

In assessing our students' oral performances, we have considered four main criteria: fluency, effectiveness, accuracy and range.

**Fluency:** refers to the smoothness of delivery without obvious grouping of words, continuous and natural speech and it does not refer to the speed of delivery.

As far as this aspect is concerned, we tried to see if our students are able to keep communication going on and able to rephrase ideas and meanings.

**Effectiveness:** students' ability to convey meaning and make oneself understood without causing stress on the listener. It is the ability to employ appropriate turn of phrase and precise vocabulary.

In our observation, we considered students' mastery of vocabulary and use of most stress and intonation patterns accurately.

**Accuracy:** refers to the ability to produce grammatically correct utterances. In fact pronunciation does not prevent understanding of what is said by any good speaker of the language. In general, it is the ability to interpret correctly structural and lexical range.

**Range:** It is the ability to draw upon a wide range of discourse skills, structures, and lexical items.

It can be seen that we have taken into account aspects of both competence of performance in our assessment. In fact by observing and assessing our students we tried to find out the type of activities that motivate them to perform better in English oral expression.

## **Activity I: Listening « Song »: Maria Carey / Whitney Houston**

**TIME: 1 hour 30mn**

In this course of oral expression, we have selected an English American song: “When you believe”, by Whitney Houston and Maria Carey. This latter are considered to be appropriate in both language and content and its lyrics are intelligible when sung. For this activity, we have proceeded following these steps:

- 1- The students are introduced to the title and the two artists.
- 2- The students listen to the whole song twice.
- 3- We begin with a cloze listening activity. We give the students an edited version of the song and let the students fill in key words as they listen to the song.
- 4- We distribute typed copies of the complete lyrics to the students.
- 5- The song is played another time to allow the students to read along in their text, comparing what they have marked with what they actually hear.
- 6- Students practice some of the words and phrases and put them into longer phrases and sentences.
- 7- We play the recording one more time, asking the class to speak along, and try to match the singers in the practiced features.

Observation grid:

Activity I: Listening: "When you believe" Whitney Houston & Maria Carey.

GROUP 01:

	listening					Oral participation					Oral performance					Average			
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2		3	4	5
S1					X						X					X			11/15
S2					X						X					X			11/15
S3				X						X						X			09/15
S4						X					X					X			12/15
S5			X								X					X			08/15
S6					X						X					X			11/15
S7						X					X					X			12/15
S8					X						X				X				10/15
S9				X							X				X				08/15
S10					X						X					X			11/15
S11					X						X						X		12/15
S12				X							X						X		10/15
S13					X						X					X			11/15
S14				X							X					X			09/15
S15				X							X					X			09/15
S16					X							X					X		12/15
S17			X							X					X				06/15
S18		X							X						X				03/15
S19					X							X					X		12/15
S20				X							X					X			09/15
Total 20																			09.80/15

## Rating scale

### Listening

- 0: can't follow
- 1: doesn't concentrate
- 2: relies on the other's listening
- 3: average listening
- 4: listens attentively
- 5: is able to detect the majority of the words

### Oral participation

- 0: Null
- 1: very low
- 2: low
- 3: average
- 4: high
- 5: very high

### Oral performance

- 0: intermittent speaker
- 1: extremely limited speaker
- 2: marginal speaker
- 3: modest speaker
- 4: competent speaker
- 5: good speaker

## RESULTS OF THE OBSERVATION GRID

**A: AVERAGE  $\geq 9$  HIGH MOTIVATION**

**B: AVERAGE (6-8) MODERATE MOTIVATION**

**C: AVERAGE  $\leq 5$  LOW MOTIVATION**

<b>Level of motivation</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Number of students</b>	16	03	01

**Table 01: Results of the observation grid for group 1 in the oral activity I  
(Listening to a song)**

**Observation grid:**

**Activity I** : Listening: “**When you believe**” Whitney Houston & Maria Carey.

**GROUP 02:**

	listening					Oral participation					Oral performance					Average			
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2		3	4	5
S1					X						X					X			11/15
S2					X						X						X		12/15
S3			X						X					X					05/15
S4			X							X						X			08/15
S5					X						X						X		12/15
S6					X					X						X			10/15
S7				X						X						X			09/15
S8					X						X					X			11/15
S9					X					X					X				09/15
S10					X						X						X		12/15
S11		X							X					X					04/15
S12						X					X						X		13/15
S13					X					X						X			10/15
S14					X						X						X		12/15
S15			X							X					X				07/15
S16		X						X						X					03/185
S17					X						X						X		12/15
S18				X						X						X			09/15
S19					X					X						X			10/15
S20					X						X					X			10/15
Total 20																			09.45/15

## Rating scale

### Listening

- 0: can't follow
- 1: doesn't concentrate
- 2: relies on the other's listening
- 3: average listening
- 4: listens attentively
- 5: is able to detect the majority of the words

### Oral participation

- 0: Null
- 1: very low
- 2: low
- 3: average
- 4: high
- 5: very high

### Oral performance

- 0: intermittent speaker
- 1: extremely limited speaker
- 2: marginal speaker
- 3: modest speaker
- 4: competent speaker
- 5: good speaker

## RESULTS OF THE OBSERVATION GRID

**A: AVERAGE  $\geq$  09 HIGH MOTIVATION**

**B: AVERAGE (06-08) MODERATE MOTIVATION**

**C: AVERAGE  $\leq$  5 LOW MOTIVATION**

<b>Level of motivation</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Number of students</b>	15	02	03

**Table 02: Results of the observation grid for group 2 in the oral activity I  
(Listening to a song)**

The results obtained in this activity demonstrate that students showed a high degree of motivation towards listening to songs in the oral expression classroom, since 16 students out of 20 in group one and 15 out of 20 in group two were highly motivated to participate in this activity. The average obtained is 9.80/15 for group one and 9.45/15 for group two. This is considered to be quite satisfactory.

We have observed during this activity that students like songs. This is quite clear, because students were listening attentively and tried to find out the missing words to complete the lyrics.

## **Activity II: Video tape (A recorded tape from the BBC) 40mn**

For this activity, we selected a recorded video-tape on the struggle in Palestine. Students watch the tape during 40 mn, and then are asked about what they have been watching during the session for quite 40 minutes. The students were asked some questions to check at what extent were they following the sequence of events and what they have retained as information about the documentary.

# Observation grid

Activity II: Video-tape (a recorded tape from the BBC) 40mn

## GROUPE 01:

	listening					Oral participation					Oral performance					Average			
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2		3	4	5
S1					X							X					X		12/15
S2				X					X							X			08/15
S3					X							X					X		12/15
S4					X							X				X			11/15
S5				X								X				X			10/15
S6			X							X						X			08/15
S7					X							X				X			11/15
S8					X							X					X		12/15
S9					X					X				X					09/15
S10					X							X				X			10/15
S11				X								X				X			09/15
S12			X									X				X			08/15
S13					X							X				X			11/15
S14			X									X				X			08/15
S15					X							X				X			11/15
S16					X							X					X		12/15
S17		X						X						X					03/15
S18					X							X					X		12/15
S19					X						X					X			10/15
S20					X							X				X			11/15
Total 20																			9.90 /15

### Rating scale

#### Listening

- 0: can't follow
- 1: doesn't concentrate
- 2: relies on the other's listening
- 3: average listening
- 4: listens attentively
- 5: is able to detect the majority of the words

#### Oral participation

- 0: Null
- 1: very low
- 2: low
- 3: average
- 4: high
- 5: very high

#### Oral performance

- 0: intermittent speaker
- 1: extremely limited speaker
- 2: marginal speaker
- 3: modest speaker
- 4: competent speaker
- 5: good speaker

### RESULTS OF THE OBSERVATION GRID

**A: AVERAGE  $\geq$  09    HIGH MOTIVATION**

**B: AVERAGE (6-8)    MODERATE MOTIVATION**

**C: AVERAGE  $\leq$  10    LOW MOTIVATION**

<b>Level of motivation</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Number of students</b>	15	04	01

**Table 03: Results of the observation grid for group 1 in the oral activity II  
(Watching a video-tape)**

# Observation grid

Activity II: Video-tape (a recorded tape from the BBC) 40mn

## GROUPE 02:

	listening					Oral participation					Oral performance					Average			
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2		3	4	5
S1					X						X						X		12/15
S2				X						X						X			12/15
S3					X					X						X			10/15
S4			X					X						X					05/15
S5				X							X							X	11/15
S6				X					X							X			08/15
S7					X					X						X			10/15
S8			X					X						X					05/15
S9					X					X						X			10/15
S10					X						X					X			11/15
S11				X					X						X				08/15
S12					X						X						X		12/15
S13			X							X					X				07/15
S14				X							X					X			10/15
S15					X						X					X			11/15
S16				X							X					X			10/15
S17					X					X					X				09/15
S18			X							X					X				07/15
S19				X						X							X		10/15
S20					X					X					X				09/15
Total 20																			09.35/15

## Rating scale

### Listening

- 0: can't follow
- 1: doesn't concentrate
- 2: relies on the other's listening
- 3: average listening
- 4: listens attentively
- 5: is able to detect the majority of the words

### Oral participation

- 0: Null
- 1: very low
- 2: low
- 3: average
- 4: high
- 5: very high

### Oral performance

- 0: intermittent speaker
- 1: extremely limited speaker
- 2: marginal speaker
- 3: modest speaker
- 4: competent speaker
- 5: good speaker

## RESULTS OF THE OBSERVATION GRID

**A: AVERAGE  $\geq 9$  HIGH MOTIVATION**

**B: AVERAGE (6-8) MODERATE MOTIVATION**

**C: AVERAGE  $\leq 5$  LOW MOTIVATION**

<b>Level of motivation</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Number of students</b>	14	05	01

**Table 04: Results of the observation grid for group 2 in the oral activity II  
(Watching a video-tape)**

Students showed a great interest for this activity. The average collected is 9.90/15 for group one and 9.35/15 for group two. 15 students out of 20 in group one and 14 out of 20 in group two were highly motivated to participate in this activity. Students showed a great interest and concentration, may be because they are typically Arabic related topics. Although students faced some problems of comprehension but they tried to participate and express their opinion on the Palestinian issue.

**Activity III: Discussion and debate: Subject: “The Internet”.**

**Time: 1 hour 30mn**

In this course of oral expression, we have given to the two groups consisting of forty, Students a debatable topic on the “Internet”. We have asked them an open-ended question: Is the Internet useful or harmful for students?

The students were given 10 minutes of thinking and discussion between each others, and then we started the debate. Every student was asked to express his/her ideas opinions on the subject. We acted as a guide to help the discussion going on and to stimulate the silent and shy students to take part in the discussion as we walk around them. We have noticed during the course that almost all the students took part in the discussion and the class has become very lively and active, but noisy as well.

## Observation grid III

The activity: Discussion and debate: "The Internet"

### GROUP 01

	listening					Oral participation					Oral performance					Average			
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2		3	4	5
S1				X						X							X		10/15
S2					X						X						X		12/15
S3			X					X						X					04/15
S4		X						X						X					03/15
S5				X						X						X			09/15
S6					X					X						X			10/15
S7				X							X					X			10/15
S8					X						X						X		12/15
S9				X						X						X			09/15
S10					X					X						X			10/15
S11				X						X						X			09/15
S12					X						X					X			11/15
S13			X						X					X					05/15
S14					X					X						X			10/15
S15				X					X						X				07/15
S16				X						X						X			09/15
S17					X					X						X			09/15
S18					X					X						X			10/15
S19					X						X					X			11/15
S20				X						X						X			09/15
<b>Total</b>																			<b>09.05/20</b>
<b>20</b>																			

**Rating scale**

**Listening**

- 0: can't follow
- 1: doesn't concentrate
- 2: relies on the other's listening
- 3: average listening
- 4: listens attentively
- 5: is able to detect the majority of the words

**Oral participation**

- 0: Null
- 1: very low
- 2: low
- 3: average
- 4: high
- 5: very high

**Oral performance**

- 0: intermittent speaker
- 1: extremely limited speaker
- 2: marginal speaker
- 3: modest speaker
- 4: competent speaker
- 5: good speaker

**RESULTS OF THE OBSERVATION GRID**

**A: AVERAGE  $\geq$  9 HIGH MOTIVATION**

**B: AVERAGE (6-8) MODERATE MOTIVATION**

**C: AVERAGE  $\leq$  5 LOW MOTIVATION**

<b>Level of motivation</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Number of students</b>	<b>16</b>	<b>01</b>	<b>03</b>

**Table 05: Results of the observation grid for group 1 in the oral activity  
III  
(Discussion and debate)**

**Observation grid: III**

**The activity: Discussion and debate: “The Internet”**

**GROUP 02:**

	listening					Oral participation					Oral performance					Average			
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2		3	4	5
S1				X						X						X			09/15
S2					X					X						X			10/15
S3			X						X						X				06/15
S4		X							X					X					05/15
S5					X							X				X			11/15
S6					X							X					X		12/15
S7				X						X						X			09/15
S8					X							X				X			11/15
S9				X					X						X				07/15
S10					X					X					X				09/15
S11		X						X						X					03/15
S12					X					X						X			10/15
S13				X						X					X				08/15
S14				X						X						X			09/15
S15					X					X						X			10/15
S16				X								X				X			10/15
S17			X							X				X					06/15
S18					X							X					X		12/15
S19				X								X				X			10/15
S20			X							X					X				06/15
<b>Total 20</b>																			<b>09.15/15</b>

## Rating scale

### Listening

- 0: can't follow
- 1: doesn't concentrate
- 2: relies on the other's listening
- 3: average listening
- 4: listens attentively
- 5: is able to detect the majority of the words

### Oral participation

- 0: Null
- 1: very low
- 2: low
- 3: average
- 4: high
- 5: very high

### Oral performance

- 0: intermittent speaker
- 1: extremely limited speaker
- 2: marginal speaker
- 3: modest speaker
- 4: competent speaker
- 5: good speaker

## RESULTS OF THE OBSERVATION GRID

**A: AVERAGE  $\geq 9$       HIGH MOTIVATION**

**B: AVERAGE (6-8)      MODERATE MOTIVATION**

**C: AVERAGE  $\leq 5$       LOW MOTIVATION**

Level of motivation	A	B	C
Number of students	13	05	02

**Table 06: Results of the observation grid for group 2 in the oral activity  
III  
(Discussion and debate)**

In this activity, our students were not as enthusiastic as for the other two activities, may be because they like songs and movies more than any other activity. But the results are quite satisfactory since 16 students in group one and 13 out of 20 in group two were highly motivated to participate in the debate.

### **III-2 The Questionnaire**

We have suggested the use of a questionnaire in order to investigate and check learners' opinions concerning the topic under investigation, which deals with motivating students in oral expression using interesting topics as songs and movies and the effect of these latter on their oral performance.

As already stated, this questionnaire is designed for a sample of forty students selected randomly from all second year students at Batna University (academic year (2005/2006) to collect necessary data on student's attitudes, opinions and preferences regarding the oral expression module. The questionnaire is a self-completion questionnaire, divided into three sections.

#### **III-2-1 The pilot questionnaire**

After observing our students during some courses of oral expression, and the inclusion of all the necessary information in the observation grid, we remained convinced that the information obtained through the use of the observation grid is of value but still not enough. To consolidate the data we got, and raise the objectivity of our research, we believed that the inclusion of another data gathering tool would be indispensable. We believed that the need

to get access to the different opinions and view points hold by our subjects on the issue could be obtained through the use of a questionnaire. Bearing in mind that among our respondents there were introvert and shy students, we deliberately avoided the use of an interview. We were convinced that assigning them a formal questionnaire to which they have to respond freely and anonymously would certainly make them respond at ease, and therefore provide us with the needed information.

The questionnaire is one of the data collection procedures. It “consists of a series of questions and statements to which individuals are asked to respond (Turney and Robb 1971:130). This instrument is widely used is widely used by researchers for a number of reasons. It can be used conveniently when large numbers of respondents must be reached; it requires little time to administer and it permits respondents to remain anonymous when they answer to questions” (Turney and Robb 1971:130).

In the present study, the questionnaire is composed of open and closed questions, first piloted on 20 learners i.e. on 50% of our sample, mainly to detect points of misunderstanding as far as the wording and the structure of the questions are concerned. Our questionnaire consists of a question or a statement, to which the subject responds by selecting one or more choices, such as “yes” or “No”. The closed form is used in this work because it facilitates the tabulation and analysis of data. Moreover, it improves the reliability and consistency of the data (Turney and Robb 1971).

The questionnaire is useful in this study because it offers us the opportunity to discover students' opinions about the difficulties they encounter in oral expression courses. Besides it gives us information about ways to raise students' motivation and consequently helping them in performing better in English oral expression.

After the administration of the pilot questionnaire, we considered it necessary to make the following changes:

**For (Q7):** "How would you evaluate your performance in English oral proficiency?" we have added: "very good" to give the students more options for evaluating their performances.

**For (Q15):** Among the following instructional media which one you prefer?

This question was omitted because this question is asked in other words in the following question.

**For (Q18):** Do you enjoy films in the English language; we added the option "very much" to give the students more options to answer.

**For (Q22):** " Does the teachers' perception of your aptitudes ,as high aptitudes, increase your motivation ?" was changed into:

"Does the teachers' perception of your performances, as good performances, increase your motivation?" because it was difficult for the participants to answer the first form of the question. The majority did not get the meaning of the word "aptitudes".

**For (Q23):** “Does the teachers’ perception of your aptitudes, as low aptitudes, decrease your motivation?” was changed into: “Does the teachers’ perception of your performances, as bad performances, decrease your motivation?” We changed the form of this question for the same reason.

### **III-2-2 Results of the pilot questionnaire:**

Our questionnaire was first piloted on 20 subjects of our sample. The results are summarized in what follows.

**Question 01:** All our informants are female students.

**Question 02:** The age of our respondents ranges between 19 and 24 years old.

**Question 03:** Out of the 20 respondents, 18 students (90%) have chosen to study English because it is the language of communication and technology. They revealed that they need this language to communicate with other people when they will travel abroad (Q04)

**Question 05:** When asked about their opinion concerning the oral expression course, 07 students (35%) answered that they like much this course, 8 students (40%) answered by “a little” and 5 students (25%) out of the 20 respondents revealed that they do not like the oral expression course because they find that the topics tackled in this course are not much interesting and because they do not like too much speaking. Moreover; they find that the materials used by teachers are not much motivating (Q06).

**Question 07:** Concerning their oral performance evaluation, only 4 students (20%) find that they have a good level in English oral proficiency and 7

students (35%) assume that they have an average English oral performance.9

students (45%) find that their performance in English is poor.

**Question 08:** Out of the 20 participants in the pilot questionnaire, 9 (45%) students reported that they rarely speak in the class and 6 students (30%) answered by “sometimes”. Only 4 students (20%) have a permanent participation in the class and 1 student (5%) answered by “very often”.

**Question 09:** Among the 9 students who rarely speak in the classroom, 4 students (44.44%) admit that their poor level in English prevents them from participating in the class, 3 students (33.33%) admit that the teacher’s opinion is the cause of their lack of participation and 2 students (22.22%) assume that they avoid speaking in the class and interacting with others because of their lack of self- confidence.

**Question 10:** Concerning the question on the difficulties students encounter in the oral expression session, 9 (45%) out of the 20 respondents think that they are due to their lack of motivation, 5 students (25%) think that they are related to their lack of practice, and 6 students (30%) attribute them to the lack of learning aids and materials.

**Question 11:** Out of the 20 respondents to the pilot questionnaire, 15 students (75%) find that the time devoted to the oral expression course is not sufficient to fully develop their English Oral proficiency.

**Question 12:** 14 students (70%) of our pilot questionnaire respondents find that working in small groups is a better strategy for motivating them to

participate in the classroom activities. This is because, they learn from the others' ideas and experiences. They feel less anxious and more relaxed in small groups. This strategy seems to be more exciting and motivating for our students.

Only 6 (30%) students prefer working on their own because they find that when working in small groups, students end up in speaking in Arabic about subjects which do not concern the class (Q12).

**Question 14:** When asked about their favourite topics of discussion in the class, 12 students (60%) preferred the subjects of debate related to their own experiences. The other 8 students (40%) preferred the subjects turning around the culture, literature and history of the target language, in addition to moral, educational, and political subjects.

**Question 15:** In this question the students were asked to choose the instrumental media which they prefer. 11 students (55%) preferred video-taped materials and 9 students (45%) the audio-taped materials. This question was omitted from the students' questionnaire because we thought that it was a kind of repetition to the following questions.

**Question 16:** No student among our 20 respondents has chosen the option "often" to answer this question. 2 students (10%) answered that they sometimes watch movies in the classroom. 15 students (75%) argued that they rarely experience this type of activities. 3 students (15%) have chosen the

option “Never” which means that they have never seen a movie during their English courses.

**Question 17:** Out of the 20 respondents, 16 students (80%) found that videos can be a reach resource to enhance their (aural- oral) capacities because they can listen to native speakers’ speech accompanied by visual gestures. This helps them to better memorize the English pronunciation. On the other hand, 4 students (20%) found that videos have no importance in improving their oral skills.

**Question 18:** Out of the 20 respondents, 15 students (75%) argued that they like much watching movies in the classroom. Only 4 students (20%) answered by “not much” and one student (5%) answered by “not at all”.

**Question 19:** 8 students (40%) of our respondents think that the type of activities suggested in the oral expression module are beneficial to enhance their capacities in oral English. On the other hand, 12 students (60%) think that oral expression activities are not beneficial to enhance their oral English capacities.

**Question 20:** Out of the 20 respondents to the pilot questionnaire, 18 students (90%) like listening to songs in the classroom. Only 2 students (10%) responded negatively to the use of songs in the classroom.

**Question 21:** Students who like listening to songs in the classroom think that their use in the oral expression course is more motivating for them, because

music makes them more relaxed and consequently they feel more comfortable to participate in the activity.

**Question 22 and 23:** 55% of our respondents did not answer to this question because they did not get the meaning of the sentence. The word “aptitudes” was ambiguous and misunderstood by a great number of the students. This question was reformulated in the student’s questionnaire and the participants could answer the question easily.

**Question 24:** The analysis of the students’ answers to this question revealed that what our second year students need is to take into consideration their interests and needs. In fact, they need a teacher who asks them about the type of activities that they prefer. They need more interesting activities which make use of modern and varied learning materials.

In all, the pilot questionnaire revealed that a great number of our subjects have some difficulties in the oral expression course because of their poor level in English and their lack of motivation and interest in the learning materials presented by the teacher. They showed a great enthusiasm towards activities involving listening to songs in the classroom. Besides; they are for the use of movies and video- tapes in the oral expression courses since they consider them to be as very motivating and interesting materials.

Now, let us see in some detail the description of the questionnaire.

### **III-2-3 Description of the questionnaire:**

We informed the respondents that the questionnaire was meant to investigate areas of difficulty they encounter in English oral proficiency, and to determine the type of activities and materials that motivate them to participate in the classroom.

The students were either asked to tick the appropriate answer for some questions, or to make full statements and express their personal opinion for some others. We were present while the questionnaire was administered in order to explain any difficult or ambiguous word not understood by the respondents. We asked the students to be objective and frank in answering the questions and we explained to them that their names will be kept in confidence.

After piloting the questionnaire on 20 students (50% of the sample), reformulating and omitting some of the items. The questionnaire was administered to the whole sample of the population (all second year groups).

To collect the relevant information the questionnaire was composed of 23 items divided into four categories, each of these sections served a different but a related purpose.

#### **Section I:( Question 01 to 06)**

As a starting point, the first section seeks general information about the respondents: their sex (Q1), their age (Q2), whether they have chosen to study English (Q3) followed by a justification of the reasons underlying their choice

(Q4).this section contains also a question which suggests the extent to which the students like the oral expression course (Q5) and a justification of their negative answer (Q6).

## **Section II: (Question 07 to14)**

In general the primary concern of this section is to find out the difficulties the students encounter in speaking and expressing themselves in the classroom. First the students are asked to evaluate their performance in English oral proficiency (Q7).After that, they are asked to give us information about how often they speak English in the classroom: “very often”, “often”, “sometimes” or “rarely” (Q8). If students answer is “rarely” to (Q8), they have to justify their choice by choosing one of the following reasons: lack of self-confidence (this term was explained to the students), poor level in English or the opinion of the teacher about their performance (Q9). (Q10) is asked to determine if students’ difficulties in speaking English are due to: the lack of practice, lack of motivation and interest or lack of learning aids. Furthermore, the students are asked if they agree or disagree with the amount of time devoted to the oral expression course (Q11). Then in (Q12), the respondents tell us if they prefer working on their own or in small groups and they have to justify their choice as an answer to (Q13). Finally, the students are asked to list the topics that motivate them most to speak in the classroom. They can

choose among the suggested topics: culture, literature, politics, education, history or their own experiences, opinions and feelings.

### **Section III: (question 15 to 20)**

The third section is designed to get information about students' preferences in terms of materials used in teaching oral expression. (Q15) determines how often students watch video-tapes in the classroom. Then the respondents tell us if they think that videos can be a rich resource to enhance their (aural/oral) capacities and students have to justify their positive or negative answer to this question in (Q16). In question (Q17), the students are asked if they enjoy watching movies in English, and if they think that the type of activities suggested to them in the oral expression course are beneficial to enhance their capacities in oral English (Q18). In (Q19), students are asked if they like listening to songs in the classroom. If the students choose "yes" to answer question (Q19), these latter have to explain the benefits of songs in motivation them to participate in the classroom and their effect on their oral performances (Q20).

### **Section IV: (Question 21 to 23)**

This section consists of three questions which are related to the teachers' role in motivating the students in the oral expression course and consequently enhancing their oral performances. In questions (Q21) and

(Q22), the students are asked to tell if the teachers' positive or negative opinion concerning their performances decreases or increases their motivation. Question (Q23) which is the last question in this questionnaire gives the students the opportunity to suggest some advices and recommendations to their teachers to make the oral expression course more motivating for students and consequently enhance their English performances.

### III-2-4 Analysis of the questionnaire:

#### Section I :

##### Question 1:

Sex:            Male            Female.

All the informants (40) are female students because we wanted to exclude the variable sex, so, we worked with female students only.

##### Question 2:

Age:

Age	N°	% percentage
19	04	10 %
20	08	20 %
21	20	50 %
22	04	10 %
23	02	05 %
24	02	05 %

**Table 07: Students' age distribution**

Table 07 shows that the scope of second year students age ranges between 19 (10%), 22 (10%) and 20 (20%) with the supremacy of the percentage of students aged 21 (50%), a very small percentage of students ranges from age 23 to 24.

**Question 03: Learner's decision to study English.**

The third item of the questionnaire investigates whether the students' decision to study English was personal or imposed.

<b>Response</b>	<b>N°= participants</b>	<b>Percentage %</b>
Personal	37	92.5 %
Imposed	03	07.5 %

**Table 08: Personal / imposed decision to study English**

(92.5%) of the students gave a positive response to this question which means that they were free to choose to graduate in English after they succeeded in their BAC exam. The high percentage we obtained shows that our informants were motivated and eager to study English as a foreign language.

**Question 04: Students' motives to study English**

When asked whether they have chosen to study English, (92.5%) of the students showed positive attitudes. They gave the following reasons to justify their choice:

- It is an international language.
- It is the language of technology and science.
- I like this language.
- It is the language of communication.

-I want to travel abroad so I have to master this language.

-Nobody speaks this language in my family; I want to be the first one.

-I want to be an English teacher in the future.

-I want to learn more about the English history, culture and literature.

-English is a prestigious language.

We noticed that the majority of respondents estimate that English is the language of communication. They hope to travel abroad one day, and learning this language will probably permit them to communicate with a large number of people all over the world. Other students study English just because they like it, or because they just want to practice it and know more about the English history and literature.

Some of the students, however, want to become teachers in the future just because they loved their English teachers in their past studies. Others explain that English is a prestigious language and knowing it will allow them to become intellectuals and communicate with other intellectuals all over the world.

#### **Question 05: Students' opinions about the oral expression course.**

In this question the respondents were required to tick only one answer among the three suggested possibilities, the results are summarized bellow:

<b>Response</b>	<b>N°= participants</b>	<b>Percentage %</b>
Much	12	30 %
A little	19	47.5 %
Not at all	09	22.5 %

**Table 09: Learners’ opinions about the oral expression course**

30% of the respondents like much the oral expression course. 47.5% have chosen the answer “a little” because they do not like much the course. 22.5% of the students, however, do not like the oral expression course at all. It is this category of students which interests us at this level because we want to know the reasons which pushed them to dislike the oral expression course. This is explained in the following question.

**Question 06: Students reasons for disliking the oral expression course**

9 students answered to the questions: “Do you like the oral expression course? By “Not at all”. They were asked to state the most important reasons for their choice. The learners’ answers are summarised bellow:

- The topics are always boring.
- I don’t like speaking in the classroom.
- I don’t like listening to the other students’ speech.
- Teachers have a bad English pronunciation.
- I prefer courses where I can express my ideas in writing.

-Students laugh on each others mistakes in oral.

-Teachers do not select interesting activities for us.

In fact, a lot of English learners come at the University with a certain degree of motivation. They are often eager to learn this language and to be fluent in it, but their motivation decreases as time passes. During speaking activities in the classroom, they do not want to talk or say anything. The main reason for this may be because the activities selected by teachers do not capture learners' interest. Moreover; the teacher's behaviour may be for something in the learners' lack of enthusiasm for the oral expression course. Students are used to viewing teachers as authority figures in class. A teacher for them is the person who leads the class and speaks most. Students tend to listen more than talk because of their fear of making mistakes when speaking English. Also, some teachers lack pedagogical training. This is what may make students dislike the oral expression course.

To relieve the students' concerns with their mistakes, encourage their speech and make them like the oral expression course, a teacher needs to create a safe learning environment where students can practice their English. One is to let them know that mistakes are inevitable and not to be afraid of mistakes in the class and we learn through mistakes.

## Section II:

### Question 07: Students' evaluation of their performances in English oral proficiency.

The main concern of both students' and teachers in oral expression course is to achieve a better performance and become able to communicate orally; via the present question we wished to have students' self evaluation concerning their oral performance.

<b>Response</b>	<b>N°= participants</b>	<b>Percentage %</b>
Very good	03	07.5 %
Good	08	20 %
average	17	42.5 %
poor	12	30 %

**Table 10: evaluation of students' oral performance**

It would appear from the above percentages that the higher rate of the students (42.5%) assumed that their performance in English is neither too good nor too bad. They assume that they have an average level in oral English. On the other hand, an important number of the students (12 students) assume that their performance in English is poor. three students, however, find that their performance in English is very good and eight others find that it is good.

**Question 08: Amount of students' talk in the classroom.**

This question investigates the learners' amount of talk in the classroom.

<b>Response</b>	<b>N°= participants</b>	<b>Percentage %</b>
Very often	03	15 %
Often	03	15%
Some times	19	47.5 %
Rarely	15	37.5 %

**Table 11: Students' amount of participation in the classroom**

Out of the 40 participants in the questionnaire, nearly half of the students (47.5%) answered that they participate only sometimes in the classroom activities, 37.5% argued that their participation is rare and just 15% of the students reported that they have a permanent participation during the oral expression course since they participate "very often" in the class.15% have chosen the option "often" to this question.

**Question 09:**

This question highlighted the reasons of the students' poor level of participation in the classroom.

Students' options	N°= participants	Percentage %
Lack of self confidence	02	13.33%
Poor level in English	09	60%
The opinion of the teacher about their performance	04	26.22%

**Table12: learners' lack of participation constraint**

Among the 15 students who rarely speak in the classroom, of respondents admitted that they have a poor level in English and thus can not express themselves easily and freely in the classroom. Elements such as limited vocabulary and bad mastery of the grammar rules may be the reasons of their poor level. 26.22% maintained that they avoid participating in the class in purpose because they fear the teachers' comments on their performance.

13.33% of the students said that they are not self-confident and whenever they talk in the classroom, they feel that all the other students are laughing at their presentation.

**Question 10: Students' difficulties in speaking English in the classroom.**

This question seeks to discover some of the reasons for difficulties second year students experience when speaking in English.

Students' options	N°= participants	Percentage %
Lack of practice	12	30 %
Lack of motivation and interest	13	32.5 %
Lack of learning aids	15	37.5 %

**Table13: Students' difficulties in speaking**

37.5% of the respondents think that the difficulties they encounter in speaking in the classroom are due to the lack of learning aids and materials. 32.5% think, on the other hand, that their lack of motivation and interest is the main reason for their oral difficulties. Finally, 30% of the students think that it is their lack of practicing English which cause the difficulties they encounter in speaking in the class.

**Question 11: Time devoted to oral expression**

This question investigated the issue whether the time devoted to oral expression is sufficient to fully develop their oral performance. The obtained results are summarized in the following table:

Response	N°= participants	Percentage %
Yes	09	22.5 %
No	31	77.5 %

**Table14: Students' opinions concerning the time devoted to oral expression**

The majority of the respondents 77.5% are currently dissatisfied with the amount of the time devoted to the oral expression course. They think that one hour and a half is not sufficient to develop their speaking and listening skills in English.

**Question 12: students' opinions about working individually or in small groups.**

The students are asked in this question to choose the strategy which motivates them most for working in the class. They have to choose between working on their own or in small groups. The results are summarized in the following table:\

<b>Options</b>	<b>N°= participants</b>	<b>Percentage %</b>
Working on your own	16	40 %
Working in small groups	24	60 %

**Table 15: students' opinions about working individually or in groups in the oral expression course**

For this question, 60% which constitute the majority of the learners prefer working in small groups. 40% on the other hand, prefer working on their own.

### Question 13:

In this question, the learners have to justify their answer in the previous question.

24 (60%) students prefer working in small groups because of many reasons.

Their arguments are stated in what follows:

- I can exchange ideas and opinions with other students.
- Working in groups helps me to memorize information better than when working alone.
- I feel more relaxed when working with others.
- It is more funny.
- I feel more confident.
- I don't fear when making mistakes because we are collectively working.
- It permits better understanding and facilitates discussions and interaction as well.
- We correct each other's mistakes while working.

On the other hand, 16 students (40%) prefer working on their own. The main reasons they suggests for their choice are summarized bellow:

- I want to express and develop my ideas by myself.
- When working in small groups, the students just end up chatting in Arabic.
- When working in small groups, only one or two work and the others speak about other subjects.

**Question 14: students' favourite topics of discussion.**

Options	N°= participants	Percentage
Culture associated with the target language	02	05 %
Literature of the target language	05	12.5 %
Moral, educational, political or social problems	07	17.5 %
Historical subjects	03	07.5 %
The learners' focussing on their own experiences, opinions and feelings	23	57.5 %

**Table 16: Students' preferences in terms of discussion topics**

For this question, 57.5% of the respondents preferred the topics concerned with their own experiences, opinions and feelings. They think that this kind of topics are more motivating and stimulate them much to speak in the class. 07 (17.5%) students, however, prefer talking about moral, educational, political or social problems. 12.5% of the participants in this questionnaire are more attracted by the literature of the target language and prefer talking about it in sessions of group discussion. Cultural and historical topics seem not to suit the majority of the respondents since they were chosen by a minority of students: 7.5% for historical subjects and 5% prefer the topics related to the target language. This low percentage shows us that our students do not display motivation towards learning the culture of the foreign language.

As a matter of fact, there is a lack of interest among second year students of English at Batna University to discuss and speak about cultural topics. It is very important for us as teachers to recognize the importance of the cultural dimension in foreign language learning and the necessity of incorporating a cultural side in English oral expression courses. The students' negative judgement on the cultural topics is mainly due to their previous experience with such topics. Some teachers are not well formed the foreign language culture. Moreover; teachers should make their students see the foreign language culture as a means of developing an awareness of and sensibility towards, the values and traditions of the people, whose language is being studied. An other important point to mention in this concern is the fact that teachers need effective learning aids to introduce cultural topics to the learners. Our students may respond positively to a cultural topic presented on a video- tape followed by an oral discussion on its content.

### Section III:

#### Question 15: learners' previous experience with movies in the class.

By asking such a question to our learners, we wanted to know if our students were used to such activity during their first year, their answers are shown in table 17:

Answers	N <sup>o</sup> = participants	Percentage %
Often	00	00 %
sometimes	03	07.5 %
Rarely	17	42.5 %
Never	20	50 %

**Table17: Frequency of watching video in the classroom**

Table 17 shows that an overwhelming majority of learners (20) had never watched a video-tape in their English classroom, (17%) of the participant answered that they had rarely watched films in oral expression sessions. Only a very low percentage (7.5%) argued that they sometimes experience videos.

#### Question 16: The role of videos enhancing students' aural / oral capacities

This question highlighted the importance of video in the development of learners listening and speaking skills.

<b>Response</b>	<b>N°= participants</b>	<b>Percentage %</b>
Yes	32	80 %
No	08	20 %

**Table18: The importance of videos in aural / oral skills**

(80%) of our students had strong beliefs concerning the importance of videos in the teaching process, this augurs well for them since motivation and interest to watch videos contributes successfully to the improvement of learners' listening / speaking skills. (20%) of the students, however, found that videos have no importance in enhancing their aural / oral capacities.

The rate of "yes"- 80% indicated that our students had strong beliefs regarding the importance of video in the teaching process; this augurs well for them since motivation and interest to watch videos contributes successfully to the improvement of learners' listening/ speaking skills.

Now those students (32) who had positive attitudes towards the use of videos in the classroom justified their answer as follows:

It stimulates our interest and motivation.

It stimulates discussion and debate in the English classroom.

It familiarizes the students with the different cultural aspects of English speaking countries.

In videos language is usually associated with facial expression and gestures which help students to get the meaning of the message easily

It reduces many psychological problems as shyness and anxiety.

**Question 17: students' feeling towards watching movies in the English classroom**

Options	N <sup>o</sup> = participants	Percentage %
Very much	22	55 %
Much	15	37.5 %
Not much	02	05 %
Not at all	01	02.5 %

**Table19: students' feeling towards watching movies in the English classroom**

From analysing the results of this question, we can observe that students seem to like very much watching movies in the classroom, since 55% of the students answered by "Very much" and 37.5% answered by "Much". These results consolidate the opinion of the students already explained and justified in the previous question (Q16). Only three students answered by "Not much" and "Not at all".

**Question 18: students' opinion concerning the type of activities suggested in the oral expression course**

Question 18 investigated the issue whether the type of activities suggested by the teachers in the oral expression course are beneficial to enhance the students' capacities in oral expression. The obtained answers are summed up in table 20.

<b>Response</b>	<b>N°= participants</b>	<b>Percentage %</b>
Yes	15	37.5%
No	25	62.5%

**Table 20: students' opinions concerning the time spent in the language laboratory**

Table 20 shows that about 62.5 % of the students consider that the type of activities suggested to them are beneficial to improve their oral English capacities. Few students (37.5%) are satisfied by the type of activities suggested to them.

**Question 19: Students' feeling towards listening to songs in the classroom**

In this question, the students are asked if they like listening to songs in the classroom. The results are summarized in the following table:

Options	Students' number	Percentage %
Yes	37	92.5%
No	03	07.5%

**Table 21: Students' feeling towards listening to songs in the classroom**

Out of the 40 respondents, 37(92.5%) students answered by “yes” which means that they like listening to songs in an oral expression course; while 7.5% answered by “No”.

Question20 The role of “songs” in motivating students and enhancing their performances in oral expression. The 37 students, who answered by “yes” to question 19, are asked to explain the role of songs as a teaching resource in motivating them and performances in oral expression. Students proposed the following arguments:

- Songs are more motivating for me because I like music.
- With songs, I learn the pronunciation of native speakers.
- When using songs, the course becomes less boring and I do not feel the time passing.
- When I sing, I practice better my English pronunciation.
- I learn a lot vocabulary when listening to songs.
- I memorize better the pronunciation of the word when it is sung.

## **Section IV:**

### **Question 21: The influence of the teacher's perception of the students' performances on their motivation**

To see if the teachers' positive perception of the student's oral performances increases their motivation, we designed this question. The results of the students' answers are summed up in the following table:

<b>Response</b>	<b>N°= participants</b>	<b>Percentage %</b>
Yes	36	90%
No	04	10%

**Table22: the influence of the teachers' positive perception of the student on his/her motivation**

From table 22, it is clear that the positive perception of the teacher increases the motivation of the students, since 90% answered "yes", and 10% answered "no"

**Question 22: The influence of the teacher's negative perception of the students on their motivation**

To see whether teachers' negative perception of the student will negatively influence students' motivation, we designed this question. The results of the students' answers are summed up in the following table:

Response	N°= participants	Percentage %
Yes	29	72.5%
No	11	27.5%

**Table 23: the influence of the teachers' negative perception of the student on his/her motivation**

From table 16, it is clear that the negative perception of the teacher decreases the students' motivation, since 72.5% answered "yes", and 27.5% answered "no".

**Question 23: Students' suggestions about what teachers can do to make the oral expression course more motivating**

This question is concerned with the students' suggestions to teachers aiming at making the session of oral expression more motivating. The participants' answers are summarized bellow:

Teachers should select interesting topics for debate in the classroom and avoid the subjects which make the session too long and boring.

- . Use more frequently activities on songs.
- . Use movies to teach native speakers pronunciation.
- . Be more tolerant towards the students' mistakes during the course.
- . Make the students participate in the selection of activities.
- . suggest more activities that require doing research.
- . Make the students present their exposes in small groups instead of individual works to make them feel less shy and more comfortable

### **III-2-5 Discussion of the findings:**

After analysing responses to this questionnaire, we arrived to draw upon the following conclusions. There is a serious gap in our second year learners' ability to perceive and produce English to communicate their thoughts effectively. Our learners' poor performance in oral/aural English can be attributed to their lack of practice in the classroom. Indeed, the questionnaire revealed that most of the time, students do not participate actively in the classroom activities, because these latter do not feed their interests. Results of the questionnaire demonstrated that students are aware of the fact that what they get in the classroom is not enough to equip them with better listening and speaking proficiency in addition to the time allocated to teach the oral skills. Students who participated in this study showed great interest towards working in small groups instead of working on their own. Despite the difficulties our learners encounter in expressing their ideas and opinions during the oral expression course, many respondents consider that activities using songs and

movies, if accompanied with enough and appropriate training and practice are able to motivate them to participate orally in the class. Moreover; our students showed a great enthusiasm towards topics related to their own experiences. In fact, our learners feel more motivated to participate in the classroom discussion when they have to speak about their lives, problems, hopes and desires.

We can observe from the respondent's answers their total reliance on the teacher for the selection of the classroom material. Furthermore; it is obvious that the teachers' positive or negative attitudes towards students' good or bad performances have a great impact on their motivation in the class.

## **VI- Some Pedagogical recommendations:**

From all what preceded we can conclude that to relive the students' concerns with their mistakes and encourage their speech, a teacher needs to create a safe learning environment where students can practice their English. One is to let them know that mistakes are inevitable and not be afraid of mistakes in the class. Although students easily conceive of a teacher as an authority figure who corrects their mistakes all the time, we should bear in mind as teachers that correcting mistakes frequently can also increase the level of anxiety and discourage students' participation in the class. Moreover; giving positive feedback may help to encourage and relax shy students to speak more. Activities should capture student's interest and create a real need

for communication; the teacher should speak in English as much as possible in the class to encourage students to speak in English in their turn. Based on the student's attitudes, opinions, and preferences, we will suggest some recommendations to teachers which may help their students to become more motivated in oral expression activities:

**Care:**

Students respond with interest and motivation to teachers who appear to be human and caring. Teachers can help produce these feelings by sharing parts of themselves with students, especially little stories of problems and mistakes they made. Such personalization of the student/teacher relationship helps students see teachers as approachable human beings and not as aloof authority figures.

It is also a good idea to be approachable personally. Showing that you care about your students by asking about their concerns and goals. What do they plan to do in the future? What things do they like? Such a teacher will be trusted and respected more than one who does not care about them at all.

**Have students participate:**

One of the major keys to motivation is the active involvement of students in their own learning. Standing in front of them and lecturing to them is thus a relatively poor method of teaching. It is better to have students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other,

or in some other way getting physically involved in the lesson. Students' love to be needed. By choosing several students to help the teacher (take role, grade objective exams, research bibliographies or biographies of important persons, chair discussion groups), students' self esteem is boosted and consequently their motivation is increased. Students will see themselves as necessary, integral, and contributing parts of the learning process through participation like this.

### **Satisfy students' needs:**

Attending to need satisfaction is a primary method of keeping students interested and happy. Some students' basic needs may be survival, love, power, fun, and freedom. Attending to the need for power could be as simple as allowing students to choose from among two or three activities to do in the classroom. Many students have also, a need to have fun in active ways in other words; they need to be noisy and excited. Rather than always avoiding or suppressing these needs, teachers should design educational activities that fulfil them.

### **Encourage students to talk:**

If the general objective of an oral expression course is to make students think, they must be expected to express their thoughts and to practise using the language in which those thoughts can be expressed. Therefore, the teachers' task is to encourage the students to talk and to encourage students' interaction, not to display his knowledge.

Students often expect the teacher to dominate them because the nature of school discipline prevented their previous teachers from developing any other style. Because students address their remarks to the teacher and expect him to reply, there is a tendency for contributions from students and teachers to alternate. It must be the aim of the teacher to withdraw from this dominant position. Apart from refusing to take a dominant seating position this may be done by a number of ways. If the teacher always looks at the student speaking it is almost as if he was saying, "When you have finished I shall retake control". If the teacher looks away (particularly as the student finishes) the speaker may direct his remarks to someone who appears more responsive. The teacher may look round the group of students and should work for the situation in which the conversation flows from student to student without obvious control from him.

### **Create a social climate in the classroom:**

If our learners are not at ease and do not feel good about their foreign language classroom, everything that we will discuss in the course becomes meaningless and there will be no communication.

It is the teachers' responsibility to establish the proper atmosphere, so that the learners can relate to the teacher and to each other in a positive and constructive way. Other things that impinge on the social climate and that teachers should attend to:

. Being fair, making class relaxed and enjoyable involves smiling and laughing when appropriate. Humour should occur spontaneously. Some teachers are good joke tellers and natural comedians, this is a definite advantage.

. Social climate is undeniably linked to the teachers' personality and behaviour in the classroom. Students are good judges, they prefer a teacher who has an easy going personality and who breaks barriers of dullness and sad classroom atmosphere.

. Students will certainly perform better, when they feel self-confident, proud, respected and loved.

In all a good social climate and a variety of classroom activities encourage communication in that they provide motivation.

## **Conclusion:**

The aim of the investigation carried out in this paper is to confirm the hypotheses stated in the introduction and which reported that motivating our students by using videos, songs and interesting topics for debate, will lead them to participate more frequently in the classroom activities and permit them to develop better proficiency as far as listening and speaking are concerned. In order to confirm our hypotheses, we relied on two basic research instruments. A questionnaire that was designed to solicit the learner's attitudes regarding the relevant barriers in listening and speaking skills. In addition to an observation grid designed to check learners attitudes towards the different activities suggested to them.

In fact, the results of the observation grid and the questionnaire indicated receptive attitudes to the introduction of songs and movies into the class of oral. Learners participate actively in an oral activity using motivating material such as movies and songs.

Generally speaking, a reappraisal of the whole work leads us to reinforce the value of some important points.

First, motivation is such a complex area involving so many interrelated factors that it would be a mistake to take one simplistic view. In addition, it is important to recognise that motivation is far more complex than simply providing interesting language activities or marking learning fun.

It is also very important to focus again on the teacher's role for successful interaction. It is closely linked to the teacher's ability to stimulate interest in the subject among his learners. Learners in turn must positively respond to their teacher's stimulus, in a way there must be a much more co-operation in the classroom. Teachers also should help students to perceive their education in terms of objectives to be reached and beyond which they will find rewarding elements, like personal satisfaction, being proud, the feeling of achievement and accomplishment, social success, and, so on.

Undoubtedly, we are sufficiently aware that there is evidence that the classroom is a social "milieu" where appropriate pedagogical means and approaches are used to increase motivation, minimise psychological inhibitions and to foster teaching, learning and acquisition. However, even if this seems reasonable, we should scrutinise the internal dimensions of classroom interaction, learner's reactions, perceptions, interpretation and accommodations of what is provided in the classroom.

Learners are human beings; they are unpredictable, and what goes on in the classroom is highly complex, and we need research to help us make sense of this complexity if we want to help learners learn more effectively.

From our study conducted in second year classes, we have tried to suggest some recommendations for the teaching of listening and speaking skills. Of course what we have proposed should not be taken as a rule but just an orientation relevant to the teaching of English oral expression:

-Teachers should take into account their learners opinions concerning the selection of classroom activities.

-There should be a direct link between the listening and speaking instruction.

- There should be a friendly relation between the teacher and his students to release all the psychological barriers that might prevent the learner from expressing his/her ideas freely without any fear or shyness.

-the teacher's role is not only restricted to offering descriptions of the language or models to learn, but rather creating conditions in the classroom which make students learn by becoming involved in the activities or tasks.

Therefore, successful interaction is closely linked to the teacher's ability to stimulate interest in the subject among his learners and to positively influence their student's opinions and attitudes and to make them become aware of the necessity to succeed academically.

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# APPENDIX1

## Pilot questionnaire

Dear students, this questionnaire is designed to collect information about the difficulties you encounter in oral expression. The aim of this study is to find ways to raise your motivation and interest during the oral expression course and consequently improve your English oral performance. We can assure you of our total confidentiality; and thank you in advance for your collaboration.

### Section I:

1-Sex :

Male

Female

2-Age

3-studying English was :

a-Personal

b-Imposed

4-If your answer is (a) say why? (In case you have several reasons give the two most important of them) .

.....

.....

.....

.....

**5-In general do you like the oral expression course:**

**a-Much**

**b-A little**

**C-Not at all**

**6-If your answer is (c) say why? (say only the most important reasons ):**

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

**Section II**

**7-How would you evaluate your performance in English oral proficiency?**

**a-Good**

**b-Average**

**c-Poor**

**8-how often do you speak English in the classroom?**

**a-Very often**

**b-Often**

**c-Sometimes**

**d-Rarely**

9-If rarely is it because of your:

a-Lack of self –confidence

b-Poor level in English

c- Fear the opinion of the teacher about your performance

10-Your difficulties if any in speaking English in the classroom are due to:

a-Lack of practice

b-Lack of motivation and interest

c-Lack of learning aids

11-Do you think that the time devoted to the oral expression course is sufficient to fully develop your oral performance ?

a-Yes

b- No

12-Which of these strategies do you think is more motivating and useful to enhance your oral performance ?

a-Working on your own

b-Working in small groups

13- Justify your choice in the previous question?

.....

.....

.....

.....

**14-Which of the following topics, do you think are more motivating and stimulating to speak in the class for you?**

**-Culture associated with the target language**

**-Literature of the target language**

**-Moral educational political or social problems**

**-Historical subjects**

**-The learners themselves (experiences/ opinions/ feelings)**

### **Section III**

**15-Among the following instructional media which one do you prefer**

**a-Audio-taped**

**b-Video-taped**

**16-how often do you watch video-tapes in the classroom?**

**a- Often**

**b-Sometimes**

**c-Rarely**

**d-Never**

**17- Do you think that videos can be a rich resource to enhance your (aural-oral) Capacities?**

**-Yes**

**-No**

**-If yes explain:**

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

**18-Do you enjoy watching films in the English language:**

**a-Much**

**b-Not much**

**c-Not at all**

**19-Do you think that the type of activities suggested to you in the oral expression course are beneficial to enhance your capacities in oral English?**

**a-Yes**

**b-No**

**20-Do you like listening to songs in the classroom?**

**a-Yes**

**b-No**

**21- If your answer to the previous question is yes do you think that activities involving listening to songs can be useful resources to motivate you and consequently enhance your performances in oral expression?**

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

**22- Does the teacher's perception of your aptitudes as , as high aptitudes increase your motivation?**

**a-Yes**

**b-No**

**23-Does the teachers perception of your aptitudes , as low aptitudes decrease your motivation ?**

**a-Yes**

**b-No**

**24 – What teachers should do to make the oral expression course more motivating for you ?**

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

**We value your input, thank you.**

## APPENDIX 2

### Students' questionnaire

Dear students, this questionnaire is designed to collect information about the difficulties you encounter in oral expression. The aim of this study is to find ways to raise your motivation and interest during the oral expression course and consequently improve your English oral performance. We can assure you of our total confidentiality; and thank you in advance for your collaboration.

#### Section I

1-Sex :

Male

Female

2-Age

3-studying English was :

a-Personal

b-Imposed

4-If your answer is (a) say why? (In case you have several reasons give the two most important of them) .

.....

.....

.....

.....

**5-In general do you like the oral expression course:**

**a-Much**

**b-A little**

**c-Not at all**

**6-If your answer is (c) say why? (say only the most important reasons ):**

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

**Section II**

**7-How would you evaluate your performance in English oral proficiency?**

**a-Very good**

**b-Good**

**c-Average**

**d-Poor**

**8-how often do you speak English in the classroom?**

**a-Very often**

**b-Often**

**c-Sometimes**

**d-Rarely**

**9-If rarely is it because of your:**

**a-Lack of self –confidence**

**b-Poor level in English**

**c- Fear the opinion of the teacher about your performance**

**10-Your difficulties if any in speaking English in the classroom are due to:**

**a-Lack of practice**

**b-Lack of motivation and interest**

**c-Lack of learning aids**

**11-Do you think that the time devoted to the oral expression course is sufficient to fully develop your oral performance ?**

**a-Yes**

**b- No**

**12-Which of these strategies do you think is more motivating and useful to enhance your oral performance ?**

**a-Working on your own**

**b-Working in small groups**

**13- Justify your choice in the previous question?**

.....

.....

.....

.....

14-Which of the following topics, do you think are more motivating and stimulating to speak in the class for you?

- Culture associated with the target language
- Literature of the target language
- Moral educational political or social problems
- Historical subjects
- The learners themselves (experiences/ opinions/ feelings)

**Section III**

15-how often do you watch video-tapes in the classroom?

- a-Often
- b-Sometimes
- c-rarely
- d-never

16- Do you think that videos can be a rich resource to enhance your (aural-oral) Capacities?

- Yes
- No

-If yes explain:

.....

.....

.....

.....

**17-Do you enjoy watching films in the English language:**

**a-very much**

**b-much**

**c-not much**

**d-not at all**

**18- Do you think that the type of activities suggested to you in the oral expression course is beneficial to enhance your capacities in oral English?**

**a-Yes**

**b-No**

**19-Do you like listening to songs in the classroom?**

**a-Yes**

**b-No**

**20- If your answer to the previous question is yes do you think that activities involving listening to songs can be useful resources to motivate you and consequently enhance your performances in oral expression?**

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

**21- Does the teacher's perception of your performance as, a good performance, increase your motivation?**

**a-Yes**

**b-No**

**22-Does the teachers perception of your performance, as a bad performance,**

**decrease your motivation ?**

**a-yes**

**b-no**

**23 – What teachers should do to make the oral expression course more motivating for you ?**

.....

.....

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.....

**We value your input, thank you.**

## Appendix 3

Listening activity: Listen to the song and find the missing words

*Mariah Carey And Whitney Houston*  
**"WHEN YOU BELIEVE"**

Many nights we .....  
With no ..... any one could hear  
In our hearts ... ..... for a song  
We ..... .....

Now we are not afraid  
Although we know ..... ..  
We were ..... ..  
Long before we knew we could, whoa, yes

There can be .....  
When you believe  
..... ..  
It's hard to kill

Who knows what miracles  
You ..... ..  
When you ..... .. you will  
You will when you .....

In this time ..... ..  
When ..... so often proves in vain  
Hope seems like the summer bird  
Too ..... ..

Yet now I'm ..... here  
My heart's so ....., I can't explain  
..... and speaking words  
I never thought I'd say

There can be .....  
When you believe  
When you believe  
..... ..

It's hard to kill

Who knows what miracles

You .....

You .....

When you ..... you will

You will when you .....

They don't know it's often when you ask

And it's easy to give in to your .....

But when ..... you find your pain

Can see or wake me through the rain

Boy, am I still resilient voice

Says love is the .....

There can be ....., .....

When you believe

Boy, when you believe

.....

....., It's hard

It's hard to kill

Hard to kill, oh, yeah

Who knows what miracles

You .....

You .....

When you ..... you will

(Somehow, somehow, somehow)

Somehow you will

(I know, I know, know)

You will when you ..... [When you]

You will when you

You will when you .....

When you .....

When you .....

## Appendix 4

*Mariah Carey And Whitney Houston*  
*"WHEN YOU BELIEVE"*

Many nights we pray  
With no proof anyone could hear  
And our hearts a hopeful song  
We barely understood

Now we are not afraid  
Although we know there's much to fear  
We were moving mountains long  
Before we know we could

There can be miracles  
When you believe  
Though hope is frail  
It's hard to kill  
Who knows what miracles  
You can achieve  
When you believe  
Somehow you will  
You will when you believe

In this time of fear  
When prayer so often proves in vain  
Hope seems like the summer birds  
Too swiftly flown away  
And now I am standing here  
My heart's so full I can't explain  
Seeking faith and speaking words  
I never thought I'd say

There can be miracles  
When you believe (When you believe)  
Though hope is frail  
It's hard to kill  
Who knows what miracles  
You can achieve (You can achieve)  
When you believe  
Somehow you will

You will when you believe

They don't always happen when you ask  
And it's easy to give in to your fear  
But when you're blinded by your pain

Can't see your way safe through the rain  
Thought of a still resilient voice  
Says love is very near

There can be miracles (miracles)  
When you believe (When you believe)  
Though hope is frail  
It's hard to kill

Who knows what miracles  
You can achieve (You can achieve)  
When you believe  
Somehow you will, Now you will  
You will when you believe  
You will when you believe  
You will when you believe  
Just believe  
You will when you believe