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Faculty of Letters and Languages  
Department of Foreign Languages  
Section of English

**Investigating the Influence of Motivation on Learners'  
Participation in Oral Courses: the Case of first Year  
LMD Students at Tlemcen University**

*Extended Essay Submitted to the Department of English as a Partial Fulfillment  
for the Requirement of the "Master" Degree in Language Studies.*

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## **Dedication**

*My thanks go to ALLAH who gave me the guidance and assistance.*

*A special innate feeling of gratitude to my lovely parents, DAD (may he rest in peace) and MUM whose words of encouragement and push for tenacity rings in my ears.*

*To my dearest sweet sisters: Nadia, Oufàa, Marwa and my best friend kheira who is considered as a member of my family and my unique brother Mohamed for being there for me and have never left my side throughout the entire process of my life. All of you have been my best cheerleaders.*

*I dedicate this work affectionately and give deep thanks to my precious, priceless, M. the one who really cares about me, stands by my side in every moment, provides me with support and encouragement, and never disappointed me. I really appreciate what he has done for me.*

*To all those who love me and liven up to my success.*

**Imane**

## *Dedication*

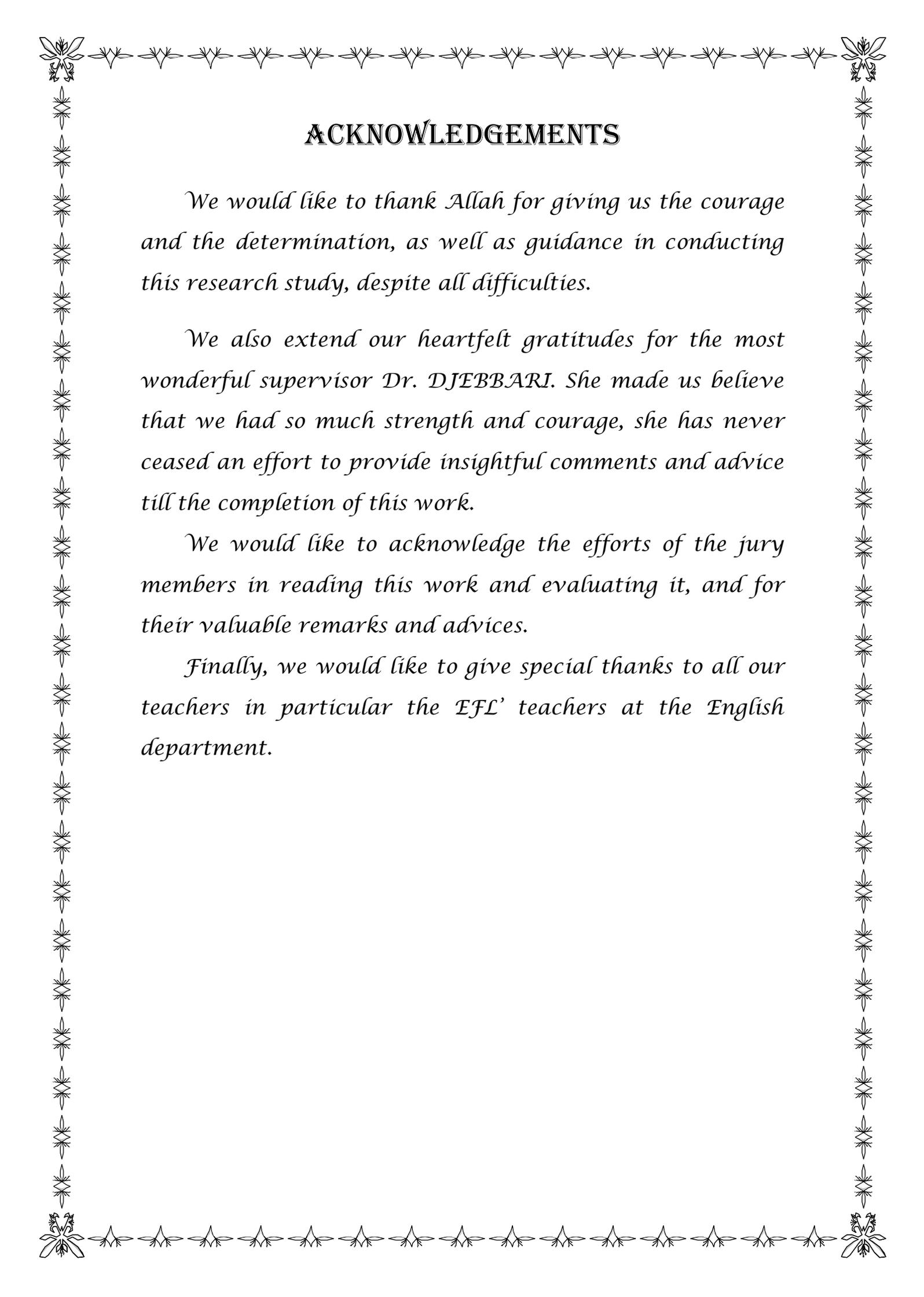
*I would like to dedicate this work to the women whose name was the first word I've said "MUM", without her I could not. I cannot and I will never be able to do anything. To the great man ready to make miracles in order to touch my rest, to the man who scarifies his life to give me his life "DAD", to that two angles I can say nothing unless, thank you, and I wish the best for both of you, I hope you are proud of me till the last.*

*My dedication also to my only brother "SOFIANE", without him I cannot imagine my life and his help makes all my needs satisfied.*

*To those make my days shorter and my night better, to the best friends ever; Youcef, Kamel, Amine, Mohamed, Abdelhak, Moustafa, khadija, imane, kheira.*

*To those forgotten by my pen and even if they are far from my eyes, heart is always their house.*

*Mehdi*

A decorative border with repeating floral motifs surrounds the text. The motifs are stylized flowers and leaves, arranged in a continuous pattern along the top, bottom, and sides of the page.

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## **Abstract**

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### **Abstract**

The issue of low participation in oral courses goes back to the deficiency of students' motivation while attempting to interact with their teachers. In this respect, the present work aims to investigate the role of motivation in enhancing and engaging students to participate effectively in oral courses. Thus, the researchers intend to focus on certain troubles that first year LMD students may face in their interaction with teachers in oral courses. To do so, a case study was conducted at the University of Tlemcen, dealing with 1<sup>st</sup> year LMD students. Data were collected using students and teachers questionnaires as to a classroom observation in oral expression module. The obtained results were analysed quantitatively and qualitatively. Through the data gathering tools, the researchers discovered that a number of obstacles may hinder the motivation of students, and it may consequently barricade their participation in oral classes. From this standpoint, the main conclusion reached was that the role of the teacher governs a central role to bridge the gap between student's motivation and participation, throughout applying and adapting different techniques that contribute to the improvement of participation in speaking skill.

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## **List of Abbreviation**

**EFL:** English as a Foreign Language.

**ELT:** English Language Teaching.

**ESL:** English as a Second Language.

**ICT:** Information and Communication Technology.

**LMD:** Lisence Master Doctorat.

# General Introduction

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## General Introduction

Language teaching has been gaining ground and momentum since the 20<sup>th</sup> century as several theories emerged trying to explain the teaching/learning process so as to set teachers and learners on the right path when they are grouped for educational purposes. In fact, the teaching/learning process is the fruit of social interaction, i.e., the teacher and students contact. That is, through interaction the learner may acquire the ability of presenting information, asking questions, giving feedback...etc. Therefore, to realize a successful teaching/learning process, language teachers are asked to base their behaviours on adapting and delivering altered techniques which contribute in the development of their learners' language proficiency.

Particularly to increase the level of speaking skills, teachers come cross various problems when teaching their students, such as, the demotivation and low participation in oral courses. Thus, in mastering the speaking skill, students may encounter a number of troubles that obstruct the students' motivation; and the absence of their participation in oral class will be expected.

Thus, this empirical work intended to investigate the concept of motivation, and know to which extent student's motivation may influence their participation in oral speaking. In order to answer this problematic situation, the researchers strive to answer three research questions:

1. What is the relationship between motivation and participation?
2. What are the reasons behind students' demotivation in speaking classes?
3. How may EFL teachers motivate their students to participate?

The above questions may lead to formulate three hypotheses:

- Motivation may encourage students to participate
- Students may be demotivated because of their shyness, stress, lack of interest...etc.
- The techniques used in classroom and the degree of interest...etc may be seen as fruitful dimension that EFL teachers may have to motivate their students

## **General Introduction**

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In order to carry out this study, the researchers have been divided into three chapters: the first one is devoted to a literature review about motivation concept and class participation relating them with oral courses, it holds the definition of the motivation concept besides to types, theories and relying this concept with EFL learners, as long as providing a glance about classroom participation; identifying the causes that may hinder the students' participation, regardless of the techniques that may be adapted by EFL teachers . The second one is practical; it provides the analysis and interpretation of the previous data collected from both students and teachers' questionnaires, and classroom observation. Whereas the last chapter includes a set of recommendations and suggestions to resolve the problematic situation thanks to the analysis obtained from the previous chapters.

# **chapter one**

# Chapter One: Literature Review

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## 1.1 Introduction

The present chapter provides an indication on motivation and participation in oral expression, starting with the first part which implies the definition of the key concept “motivation”, its types, theories, the impact of this concept on EFL learners and factors affecting learner's motivation. Whereas, the second part includes a general overview on class participation, the causes of muteness, and techniques used by EFL teachers. At last the researchers seek to look forward in the third part about the relationship between motivation and participation.

## 1.2. Motivation in Language Learning

This part will highlight the concept of motivation by giving some definitions covering the term in EFL contents, as well its types, theories and factors that affect student's motivation.

### 1.2.1 Motivation Defined

It is commonly assumed that learning occurs when a learner has the desire to learn. The concept of motivation is strongly related to the desire to learn (Kim, & Lee, 2008). Indeed, people bring separate zones for interest, different drives, and needs and accordingly have different kinds and levels of motivation.

Furthermore, what concerns the language learning, motivation has been characterized in various ways, as Brown (1994:152) pointed us: “*Motivation is commonly thought of as an inner drive, impulse emotion or desire that moves to a particular action*”. In education, motivation is some kind of internal drive that pushes somebody to follow a course of action. It is a desire to work towards a goal or reach an objective, it is broadly considered as the process of arousing, sustaining and regulating activity (Good, 1973), it also helps students to learn and take something willingly with enthusiasm. Motivation is such process which belongs to a person's power, the orientation that benefits the organization, and determination of effort toward accomplishing a goal. In this vein, Gardner (1985:102) goes in this sense and gives an almost identical definition:

*Motivation is an internal state or condition that activates behaviour and gives its direction; [...] a desire and want that energizes and directs goals-oriented behaviour; [...] an*

*influence of needs and desire on the intensity and direction of behaviour.*

In fact, motivation is an important thing to get success, the learner should be motivated and active in order to gain knowledge and achieve his or her goal.

### **1.2.2. Types of Motivation**

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

Actually, there are two different types of motivation proposed by Ur (1992): intrinsic and extrinsic motivation, which they have been considered by a large number of studies notably by Gardner and Lambert (1972), also Richards (1992) who named them as integrative and instrumental motivation.

#### **1.2.2.1. Intrinsic (Integrative) Motivation**

This type describes the desire or a will to gain success in a new language, in order to participate in the life of the community that speaks the language. Intrinsic motivation is rather referred to a positive attitudes and feelings toward the target language group; it arises from want to find out a subject as a result of its inherent interests, for self-fulfilment, and enjoyment to attain a mastery of the subject. Brown (2000: 155) believes that:

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

#### **1.2.2.2. Extrinsic Motivation**

It refers to the potential effective gains of second language proficiency such as job or higher salary, it is also motivation to perform and succeed for the purpose of

accomplishing a particular effect or outcomes. Students, who are exceptionally review arranged, are extrinsically motivated. Whereas, students who hold their work and take a genuine interest in it, they are regarded intrinsically motivated, in this case, Littlewood (1998:57) states that:

*A learner with instrumental motivation is more interested in how the second language can be useful instrument towards furthering other goals, such as gaining a necessary calcification or improving employment prospect.*

### **1.2.3. The Impact of Motivation on EFL Learners**

Motivation is completely associated to achievement in learning the English language or any other second language. Generally speaking, motivation and attitude seek to insure the realization of the learners to a second language. At the level of the intricacy of motivation phenomena, numerous studies try to describe motivational theories that affect language learning. In fact, Oxford and Shearin (1994) demonstrate six variables, which impact on motivation in language learning.

- Attitudes or sentiments towards the target language.
- Beliefs about self which refers to expectations about one's attitudes to succeed, self-efficiency, and anxiety.
- Goals in which perceived learning goals must be clear and relevant.
- Involvement (the extent to which the learner becomes actively participated in the learning process).
- Environmental support that includes the extent of teacher and peer support.
- Personnel attribute which dealt with aptitude, and language learning experience.

Furthermore, Lambert (1963) has also developed a 'social psychological model' where he has underlined reasoning aspects like intelligence and language abilities, and affective variables like motivation and attitudes relying that the learning of a new language depends upon the level of motivation in that language.

**1.2.4. Theories of Motivation**

Motivation research has led to obtain attention of many researchers, in which varied motivational theories had been provided over the last decades. Thus, the most compatible theory with language learning process is what has been provided by Gardner and Lambert (1972).

Gardner's theory is essential to keep in mind the socio-educational side. In fact, Gardner in one hand, stated the learner's reaction to the learning situation, in which he explained how the learning situation can be controlled in order to influence the learner's motivation positively to obtain the target language. In the other hand, he concerned with the effect of social variables on learner's motivation language teachers should be relied with the effect of the syllabus, lesson plans, and activities that the students experience in the classroom. Gardner and Lambert (1972) have made clear that the role of motivation and attitude in second language learning are closely related. In fact, they confirmed that in order to be successful in mastering a foreign language, it is necessary depended on the learner's attitudes to motivate effectively in the target language.

**1.2.5. Factors Affecting Learner's Motivation**

Motivating students is one of the most problematic tasks that a teacher faces. With a diversity of students who all have a distinction life living and personal interests, the teacher must design a learning experience that engages all students and motivates each to do best. Design of the classroom experience, teacher behaviour and types of assignments can all affect students' motivation. Besides, teachers seek to produce a meeting in order to look for the students' expectations, and their reaction through their behaviour. Additionally, students feel secured in their own learning, when the course is well-organized followed by equivalent materials and procedures for assessing students.

The role of the teachers' behaviour in the classroom may affect the student's ability to interact with his teacher. In fact, a qualified Teacher seems to be the one who can enjoy connections with their students, expressing gently towards his

students, and accomplish the students' needs inside the classroom. Moreover, teachers should focus on providing frequent and positive feedback and creating an interactive atmosphere inside the classroom. Also Teachers should help their students with a supportive way of teaching such as: listening, encouraging their students, and answering to student questions.

Further than that, Students' motivation is increased when the subject material seems related to students' real life; for instance, selecting themes that are relate to the present news, students' cultural settings, and their daily lives or technology. Another way to enhance students' motivation, is allowing students to make some choices in their learning process. For instance: the type of assignment or assessment that a student wants to deal with. Furthermore, motivation may be also achieved when the teacher uses altered methods of teaching so students do not become bored with a teacher's style. Motivation may also be increased through public approval and through exhibition or presentation of excellent work.

### **1.3. Participation in Oral Expression**

This part will tackle relatively a glance of classroom participation, the causes that may hinder student's muteness and the appropriate techniques used by EFL teachers.

#### **1.3.1. Overview of Class Participation**

Before considering the classroom participation, it is first necessary to identify the term classroom. Gaies (1980) describes the classroom as the "crucible" in which elements interact, these elements are the teacher and the students that determine the progress of the lesson and finally the learning takes place.

In the field of second language acquisition, "class Participation" has long been varied slightly in its definition with individual scholar to another, from one point of view it is seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance (Dancer & Kamvounias, 2005). Participation also has been

defined as “*the number of unsolicited responses volunteered*” Burchfield & Sappington (1999:290). It can come in many different forms, including students’ questions and comments (Fassinger, 1995b), and it can take few seconds or an extended period of time (Cohen, 1991). Wade (1994:237) considered the “ideal class discussion” as one in which almost all students participate and are interested, learning, and listening to others’ comments and suggestions .

The most common participatory classroom uses what we might call open or whole-class discussion. Wherein the teacher poses questions aimed at drawing all class members into conversation. To facilitate whole-class discussion, the teacher might request a U-shaped case classroom, move chairs into a horseshoe or circle, or otherwise adjust space so that students can address each other without passing all commentary through the teacher (Welty 1989).

### **1.3.2. Causes of Muteness**

At many times, it can be a challenge for instructors to get their learners to participate. The problem of classroom participation is even more acute in ESL classes. It is not only difficult to get students to initiate questions and volunteer answers, but also to get them to respond to teacher questions even when they are called upon to do so (Tsui, 1995).

A variety of causes may hinder the students’ participation within an EFL classroom and motivation is the foremost one because the development of students’ speaking skills increases when the teacher has the ability to motivate them. For that reason, students hesitate to practice and speak English language, as well as they retreat into a deep silence. Thus, it is important to know the factors behind students’ muteness.

#### **▪ Psychological Barriers**

As far as oral classes are concerned, throughout oral expression courses, students may face some other problems including the psychological barriers. They may feel anxious when they raise their hands which prevent them to participate and feel uncomfortable to speak especially in the crowded classes as Littlewood (1981:93) states, “*It is easy for a foreign classroom to create inhibition and*

*anxiety*". However, lack of self-confidence may drive the learners to hide their thoughts and opinions or do not participate in natural manner because they are unsure about their abilities or strength of answer. Fear can be also considered as another fence for students' participation, it is a feeling of afraid when they are trying to either ask or answer questions in front of their classmates, fearful about the public correction which is regarded the others' attention about their speech as a criticism, and worried about making mistakes. James (1958) states that "*no impression without expression*". So this psychological barriers stop participation in the classroom.

- **Linguistic Problems**

Since the linguistic knowledge plays an important role in the speaking skill, the absences of any of the following linguistic features such as grammar mistakes, lack of vocabulary which may have an effect on the amount of speaking in oral courses, mispronunciation is also one more problem that brings the participatory away from achieving their objectives in speaking tasks.

- **Time Allocated and Large Classes**

Not only the previous obstacles that are stopping students' participation but also large classes and time allocated may prevent EFL students from getting equal chance of participation during the session i.e., students' opportunities decreased. Murcia Celce(2001:110) confirms that "*large classes are often the norm of overseas, limiting both student opportunities to talk and teacher opportunity to provide feedback.*"

- **Lack of Interest**

A huge number behind the students' silence inside the oral expression classes is due to the lack of interest in the chosen topic. Oral expression courses are so needed for the sake of improving and developing the speaking skill, thus; oral subjects are the essential stimulation for the learners to participate. None interesting topics may make the students avoid speaking and having nothing to say.

### 1.3.3. Techniques Used by EFL Teachers

To motivate students in EFL classes, it is important that a teacher embraces a variety of techniques and strategies to stimulate and help them increase their speaking ability. The main objective of any EFL teacher is motivating their learners to speak and participate in the target language without any obstacles and create the best conditions for learning.

Dorney (2001) defines motivational strategies as techniques that promote the individual's goal. Besides, the use of adequate ones while teaching helps to reach the maximum of goals and success, as well as providing learners with the confidence and suitable atmosphere to take advantages of the classroom opportunities in order to speak foreign language effectively. In this vein, the following table summarizes a number of activities to enhance participation and solve speaking problems:

Activity	Description
Dialogues	<ul style="list-style-type: none"> <li>▪ Consists of series of questions designed to help students to start speaking without control, and say whatever they think and belief one step at a time.</li> <li>▪ Involves a real concern for the other person and seeks to not alienate but speak what is true for oneself.</li> <li>▪ Dialogue is collaborative.</li> </ul>
Discussion and debate	<ul style="list-style-type: none"> <li>▪ Offer the chance to the learners to exchange ideas, opinions, and experiences without being told what to say or not by the instructor; they should be only informed about the subject and time of instruction.</li> <li>▪ Occur spontaneously.</li> <li>▪ Provide the students the opportunity to practice the interpersonal communication strategy to go on conversation for long time.</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>▪ Requires the learners to find solutions to the problem of different kinds.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Students can be asked to solve the problem either individually or collectively by providing suggestions, giving reasons and accepting or refusing these suggestions and reasons.</li> </ul>
Role play	<ul style="list-style-type: none"> <li>▪ Is a set of strategies that learners use to take an imaginative leap out of the confines of the classroom, giving a helpful means for ideal language use.</li> <li>▪ Can be a direct interactive method that offers the students the chance to train specific interactive skills (arguing, persuading, discussing, complaining... etc.).</li> </ul>
Songs and videos	<ul style="list-style-type: none"> <li>▪ Are the perfect mediums for students who are auditory or visual learners.</li> <li>▪ Aim to get students energized and engaged in the hands-on learning process.</li> <li>▪ Compel and generate a much greater amount of interest and enjoyment than the more traditional printed material.</li> </ul>

**Table 1.1:** Techniques Used by EFL Teachers

#### 1.4. Relationship between Motivation and Participation in Oral Production

Educators want students to put their best foot forward. Teachers want students be motivated and see the importance of their class. Getting students to participate in classroom discussions is a vital part in students' learning the information and seeing the significance of participating in this class discussion. Students' motivation for any given task can range from intrinsic to extrinsic (Deci and Ryan 1985).

Participation in classroom discussions can be improved by using both of these types of motivators. Furthermore, in oral expression courses, students often display their willingness to participate, but opportunities are not adequately available for all students due to some issues related to classroom context. However, one cannot

always consider their non-speaking to lack of motivation, although motivation can play a major role to initiate speech.

Through class activities, students can be stimulated to actively engage themselves in their learning process instead of just memorizing certain facts and presenting them during examinations (Wilson, Pollock & Hamann, 2007). Actually, students could not carry out the discussion on topics that are not interesting for them and make them hesitate to interact in the classroom also. They are more willing to participate with they are interested in not only what is being thought but how it is being presented as well. Thus, teachers need to create lesson plans that interest the students. This is done by using differentiated and cooperative learning in the classroom (Davis, 1993). According to Slavin (1995), in cooperative classroom, motivation is found to have great effect in enhancing students' participation.

Without student motivation, classroom participation would not be achieved. Very simply, participation is an integral outcome of motivation and there is a logical sequence between them since motivation happen first in the class be it intrinsic or extrinsic as a key factor to advance students' learning process, as a result they participate.

### **1.5. Conclusion**

On the whole, the researchers mapped out throughout this chapter motivation, EFL classroom participation and the relationship between them. In the beginning, they had tackled the key concept of motivation by giving it definition, types, theories, its impact in EFL learners in addition to the factors affecting students' motivation. However, researchers gave also some theoretical ideas about participation that could help students enhance their ability of speaking in oral expression courses by shedding light on the causes of muteness as well as providing some techniques and strategies for the teachers in order to break that silence.

# **chapter two**

## Chapter Two: Field of Investigation

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*Part One: Data Description***2.1. Introduction**

So far, a review of related literature has been presented on the two key concepts, namely, motivation and participation and their relationship. The next step of this research is rather more practical. This chapter is designed to describe and analyse the findings obtained through investigating the EFL students' motivation in oral expression courses. Since the teachers and the learners are the main variables of this study, their opinions and views are very crucial to test the assumptions of research work, and the most appropriate to investigate in that sample is through making class observations, as well as addressing a questionnaire to both teachers and students.

**2.2. Describing the Case**

As long as this research is concerned, it is a case study on first year LMD students at the English department of Tlemcen University during the academic year 2015/2016.

After independence, a new reform has been exclusively created in 2003-2004 due to the “modernization” phenomena, this latest system is known as the ‘LMD’ which comprises of the three-tier system (3 years license \_ 2 years master\_3 years doctorate). It seeks to modernize the system of university diplomas, and the arrangement of the courses formation on the level of higher education standard system in order to bridge the gap between university and the world job. The aim of the new system is to make syllabus offered more compatible with those around the world, and to increase the student’s flexibility while dealing with their courses, increasing lifelong opportunities...etc.

**2.3. Sample**

In addressing the research tools, two samples have been selected. The former is addressed for teachers who are believed to be in good position for providing data relevant to our study and sharing their experiences of teaching.

However, the latter is designed for inviting students to contribute information on their actual state of learning.

### **2.3.1. Teachers' Profile**

This sample consists of eight O.E teachers, they are full time teachers and their experiences at teaching diverge from 4 to 10 years; most of them are specialized in ESP and the other remained ones are didactics and sociolinguistics domain.

### **2.3.2. Students' Profile**

The forty (40) participants who responded to the questionnaire were chosen randomly among the total number of 1<sup>st</sup> year LMD students' population. Their age vary from 17 to 21 years old. Nevertheless, all of them studied English language since the middle school which makes it seven (7) years as a total. The selection of such a sample was based on the consideration that 1<sup>st</sup> year LMD students have not already given the chance to practice speaking skill, so they are still beginners in classroom interaction with the target language.

## **2.4. Research Tools**

In the current study, two different instruments were used to collect data. First, questionnaires were administrated for both EFL teachers and students, and classroom observation was structured within oral expression courses.

### **2.4.1. Questionnaires**

The questionnaire is perhaps the most widely used for eliciting information from the target informants relative to their goals, attitudes and backgrounds. It involves different types of questions: "closed" and "open-ended" questions. Closed questions require answering by "Yes" or "No" or to tick up the right answers from a set of options, and open-ended questions which

require from them to give their personal opinions or background information about subjects or add a justification for their choice. It is mainly designed to diagnose the ELT students' evaluation of motivation to speak and their participation in oral expression courses. In this research work, the researchers used two questionnaires for teachers and students.

#### 2.4.1.1. Teachers' Questionnaire

In order to accomplish this research, the researchers attempt to provide questionnaires to teachers to identify their opinion on their student's level while attempting to speak in oral courses. Thus, teacher's questionnaires consist of twelve questions organized and classified under 3 rubrics, as put in the following table:

<b>Rubric</b>	<b>Description</b>
Rubric One: Background Information	<ul style="list-style-type: none"> <li>- Q1: Teachers' gender.</li> <li>- Q2: Degree of qualification.</li> <li>- Q3: Time devoted in teaching oral expression.</li> <li>- Q4: Domain.</li> </ul>
Rubric Two: Motivation	<ul style="list-style-type: none"> <li>- Q5: The teachers were asked if the whole class speak during the lesson.</li> <li>- Q6: If the teachers create motivated atmosphere while delivering the course.</li> <li>- Q7: If the students reach the level while motivating them.</li> <li>- Q8: knowing the teacher's view on the main factors that obstruct a student's motivating to speak during the lesson.</li> </ul>
Rubric Three: Classroom Participation	<ul style="list-style-type: none"> <li>- Q9: The teachers were asked about the best way to interact with their students while performing oral courses.</li> <li>- Q10: The researchers investigate about the</li> </ul>

	<p>speaking problems that teachers face in oral courses.</p> <ul style="list-style-type: none"> <li>- Q11: The teachers were asked, what will they do if their students say anything wrong during interaction?</li> <li>- Q12: what should the teachers do when giving corrective feedback to their students?</li> </ul>
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**Table 2.1.** Description of the Teachers' Questionnaire

#### 2.4.1.2. Students' Questionnaire

The questionnaire consists of fifteen questions which are arranged in logical order. The items required the dichotomies yes/no question, or picking up the appropriate answer from a range of options or open questions inquiring students about their opinions or explain their choices. The questions were clear enough in order to help to students' better understand and thus provide the appropriate answers. They were classified under four rubrics, as explained in the following table:

Rubric	Description
Rubric One: Background information	<ul style="list-style-type: none"> <li>- Q1: Students' gender.</li> <li>- Q2: Age.</li> <li>- Q3: Choice of studying English.</li> </ul>
Rubric Two: Speaking Skill	<ul style="list-style-type: none"> <li>- Q4: Students were asked to pick the most important skill among the four skills that need to be developed the most.</li> <li>- Q5: Information about the students' assessment of their level in speaking.</li> <li>- Q6: Students' attitude toward oral expression courses.</li> <li>- Q7: The relationship between students and</li> </ul>

	their teacher.
Rubric Three: Classroom Participation	<ul style="list-style-type: none"> <li>- Q8: who does most of the talk in class, the teacher or the learner?</li> <li>- Q9: the students' amount of participation in oral expression.</li> <li>- Q10: Identification of the difficulties that students may encounter by selecting the appropriate options.</li> </ul>
Rubric Four: Motivation	<ul style="list-style-type: none"> <li>- Q11: Type of atmosphere that the teacher creates.</li> <li>- Q12: investigation about the students' preference techniques.</li> <li>- Q13: The most enjoyable activities for oral expression courses.</li> <li>- Q14: The evaluation of the motivational strategies in the improvement of speaking skill.</li> <li>- Q15: Requirement of any strategy that the students suggest for the teacher implementation to enhance the oral proficiency.</li> </ul>

**Table 2.2.** Description of the Students' Questionnaire

#### 2.4.2. Classroom Observation

Classroom observation is a quantitative tool of measuring data collection from direct observations, in which indicating both events and behaviours that are to be observed and how they will be evidence. One of the purposes is to give a description of instructional practices, as Good (1988:337) points out: *“one role of observational research is to describe what takes place in*

*classroom in order to delineate the complex practical issues that confront practitioners”.*

The observation was carried out at the level of 1<sup>st</sup> year EFL classes at the Tlemcen University. A series of classroom observation takes five sessions each one holds one hour and half during the academic year 2015/2016. The observations aim at exploring the students’ motivation and its role in enhancing the speaking skills in oral expression courses.

## **2.5 Conclusion**

Thus, this part was devoted to the description of the case study through the implementation of research procedures, the following part analyses data obtained.

### *Part Two: Data Analysis*

## **2.1. Introduction**

This part is designed to analyse the findings obtained from each tool used during the empirical study, namely: teachers’ questionnaire, students’ questionnaire and classroom observation, which will be discussed and interpreted after being analysed quantitatively and qualitatively.

## **2.2. Data Analyses**

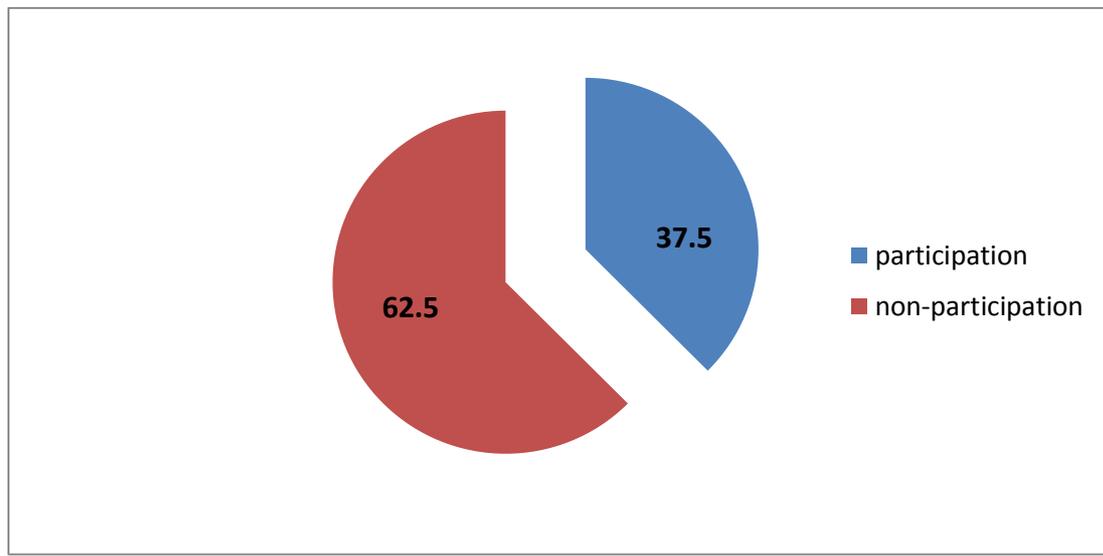
After the first part of methodology were completed which is the data collection by the help of the research instrumentation, researchers should be carry qualitatively, quantitatively or both analyses to be represented in their simplest form.

### **2.2.1. Teachers’ Questionnaire Analysis**

Rubric Two: Motivation

**Q5:** In this question, the results indicate that (37.5%) of the teachers believe that they do not witness problem of student’s talk while performing the

lesson, whereas; the rest of (62.5%) them reported that students lack participation during the lesson, as shown below:

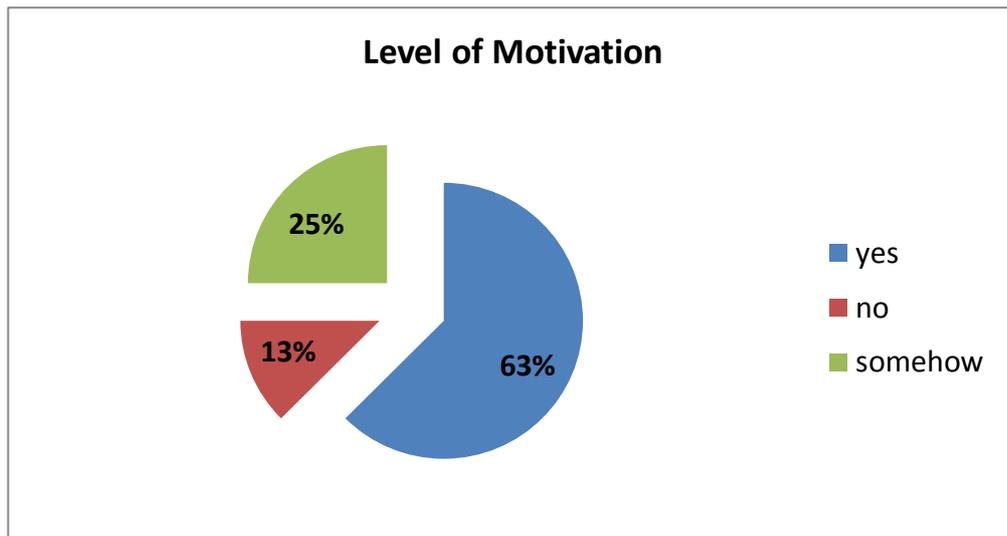


**Pie chart2.1:** Students 'Participation during the Lesson

**Q6:** Concerning this question, all teachers use to create motivating atmospheres in the classroom, pertaining their answers with these ways that are suggested as follows:

- ✓ Dealing with some subjects that make the students interested, rising the students' confidence by pushing them to speak without paying attention to mistakes, also practicing plays, quiz, dialogues with each other,
- ✓ Using humour and challenges,
- ✓ Simplifying the activities to make the students go onto the subject matter,
- ✓ Give the students the freedom to interact by using attractive activities,
- ✓ Engaging the students in debates and jokes these make them feel at ease,
- ✓ Using pair work to motivate the students to talk fluently.

**Q7:** In response to this question, 62% of the teachers say that their students are motivated to speak, and 25% say somehow depending on their interaction with their students, and the rest 13% state that most of the students do not speak (unanticipated). As explained in the following pie chart:



**Pie chart2.2.** Classification of Students' Motivational Level

**Q8:** Dealing with this question, all teachers of oral expression specify the main factors that a student's may delay him to motivate and speak inside the classroom;they proposed the following factors:

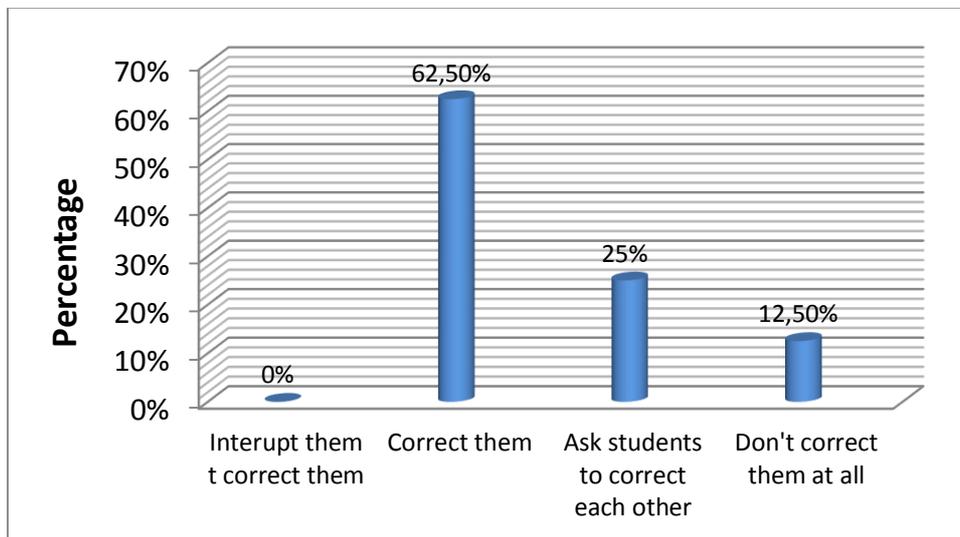
- ✓ Shyness, anxiety,
- ✓ Being afraid from making mistakes because of lack of vocabulary and weak linguistic background,
- ✓ Low self-confidence.

Rubric Three: Classroom Participation

**Q9:** In this question, 12.5%teachers stated that they use Authentic materials , traditional way, and records all together when performing oral courses while 25% of them claimed that they use only records and Authentic materials .Yet, only 12.5% said that records are used .

**Q10:** Pertaining to this question, all teachers agree that the students may face such troubles while attempting to speak in oral expression, those problems will be summarized as follow: inhibition of shyness ,anxiety ,stress ,nothing o say about the topic ,afraid from producing mistakes ,teacher's authority ,and linguistic problems ( grammar, vocabulary, pronunciation...etc.)

**Q11:** Most of teachers 62.5% agree on the idea that when the student say anything wrong during interaction , his teacher is used to correct him after , while others teachers 25% seek to correct them by asking each other, and 12,50% do not correct their students .this is explained below:



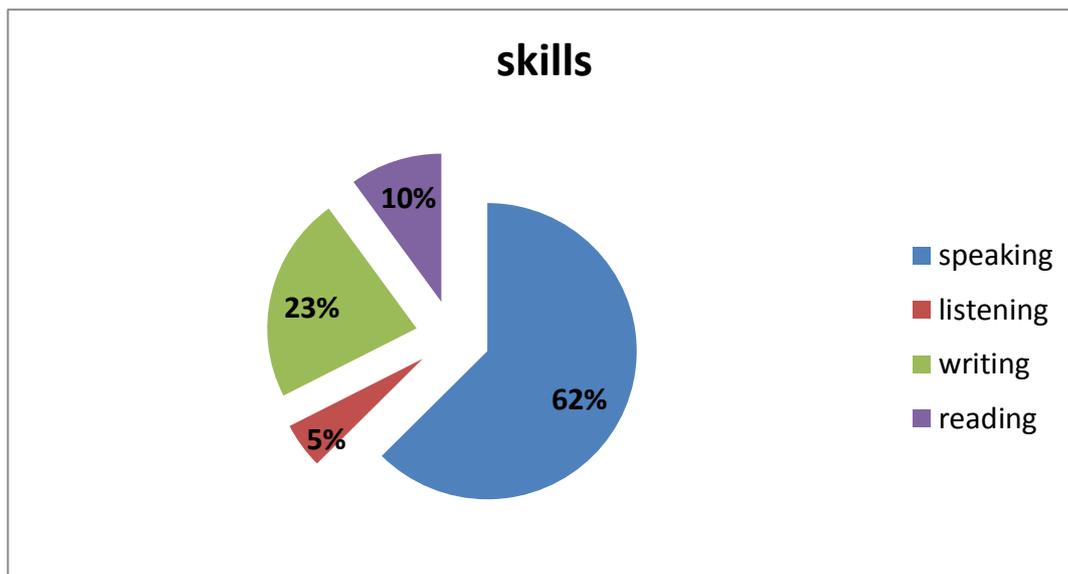
**Bar graph 2.3.**Teacher's Reaction towards Mistakes during Interaction

**Q12:** In this question, the results demonstrate that the majority (75%) of teachers show their students about the form of their mistake (explicit feedback) and reformulate what the students said correctly (implicit feedback). Whilst, 25% of the rest teachers assert that they just reformulate what their students said in correct way (implicit feedback).

### 2.2.2. Students' Questionnaire Analysis

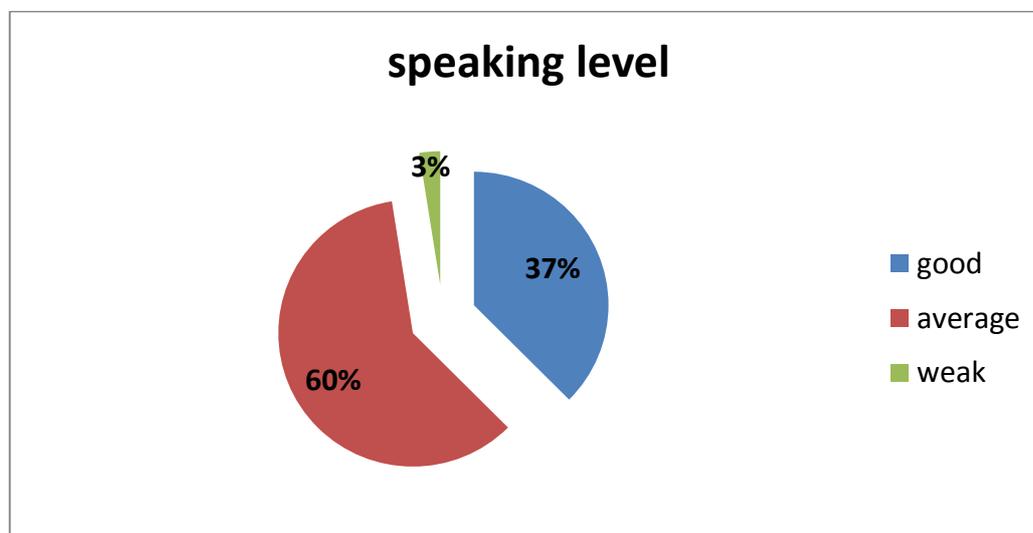
#### Rubric Two: Speaking Skill

**Q4:** The students were asked to pick up the most important skill they wish to master most. Results show that (62%) of them considered the speaking skill the most needed one to be developed. It was followed by writing, as (23%) of the students selected writing skill option. Concerning the reading skills, just (10%) of them who picked it and only (5%) haschosen the listening. This is demonstrated in this pie chart:



**Pie chart 2.4.** Skills that Students Wish to Master Most

**Q5:** It was noticed that the highest percentage of students (37%) claimed that their speaking level is good; whereas, (60%) stated that their level is average. In contrast with the majority, (3%) assumed that their level is weak. As shown below:



**Pie chart 2.5.** Students' Assessment of their Speaking Level

**Q6:** The answers reveal that the greater part of the students (92%) like attending oral expression courses, while the remaining part (8%) does not. Besides, they were asked to say the reason why they like attending oral expression courses; they said:

- ✓ To improve themselves freely and express their ideas,
- ✓ To develop speaking skills,
- ✓ To speak English language,
- ✓ To share different opinions orally,
- ✓ The teacher has a great method of teaching.

**Q7:** No one of the participants declare that a bad relationship subsists with their teacher of oral expression. However, (72%) state that they have a good relationship, and about (28%) say that no relationship exists between them and their teacher of oral expression.

### Rubric Three: Classroom Participation

**Q8:** The results obtained denote that (72%) of the students say that student do most of the talk in the classroom, on the other hand, (28%) of them state that the teacher is the one who talks the most.

**Q9:**42% of participants state that they always participate in oral expression. Half of the population (50%) opted for sometimes, while (8%) rarely do so.

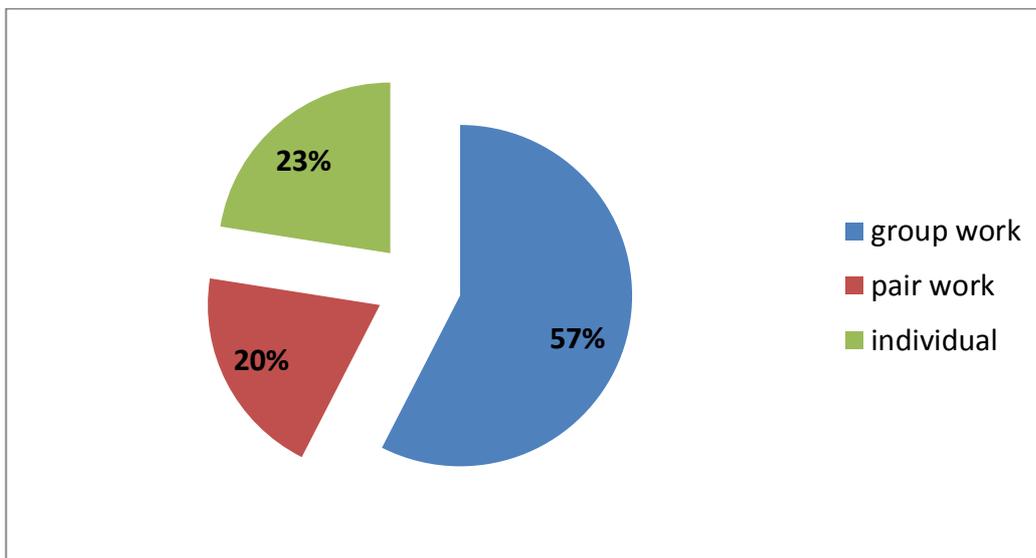
**Q10:**Students are asked to present their attitudes towards participation in oral expression courses and for those who are afraid, they are provided with a set of options from which they have to choose the one/s which best describe their frightened about participation. From the result, (68%) of them have indicate that they are not afraid to participate in oral expression, however the rest (32%) show fear about participation for many reasons these reasons may be:

- ✓ Lack of vocabulary
- ✓ Grammatical mistakes
- ✓ Pronunciation mistakes
- ✓ Shyness
- ✓ Anxiety
- ✓ Lack of self confidence
- ✓ Topic is not of their interest

## Rubric Four: Motivation

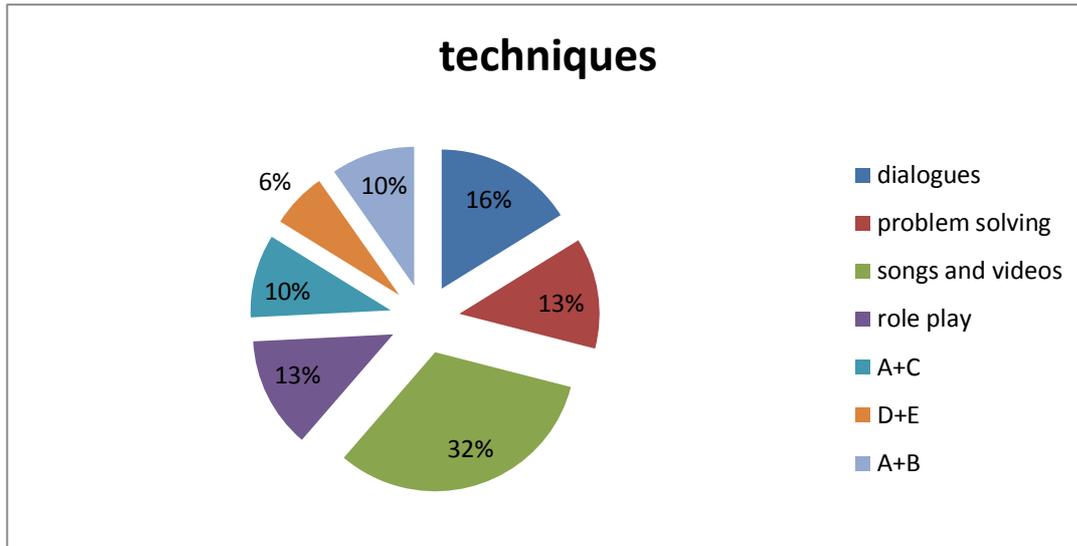
**Q11:** About (65%) of the learners affirm that they find the classroom atmosphere motivated and friendly, besides (35%) of them find it neutral. Surprisingly, no one consider the atmosphere fearful.

**Q12:** More than the half of the population (57%) indicates that they prefer group work instead of the other learning techniques, while 23% choose the individual work, and only 20% students prefer pair work. This is shown below:



**Pie chart2.6.** Students' Preferences of Learning Techniques

**Q13:** Songs and videos comes at the first place with approximately (32%) followed by dialogues which came at the second place with (16%), Besides (13%) represented both of problem solving and role play in the third place. The most noticeable is that the students do not choose only one activity but they also prefer to work with variety of activities. Hence (10%) choose to work with both dialogues and songs/videos; however, the same percentage for discussing debate with role play, and the rest of the population (06%) prefer dialogues and problem solving. This is expressed in the following chart:



**Pie chart 2.7.** The Most Enjoyable Techniques Used by Teachers

**Q 14:** (8%) point out that motivational strategies and techniques does not help them in their speaking skill improvement, while the majority of the respondents (92%) choose the opposite situation which they say that motivational strategies help them to improve their speaking skill.

**Q 15:** From the answers, half of the population (50%) unfortunately does not give their suggestions, however; the most of answers were asking for more games and the implication of audio visual props such as watching movies and songs with lyrics and providing records of native speakers as well. In addition, to practicing more open dialogues by discussing interesting topics chosen by the students themselves, i.e., modern topics as one of them has motioned. There were even some who said that giving extra hours is a good strategy to offer some tips for students in general and shy ones in particular in order to push them to participate and share their ideas with other at ease.

### 2.2.3. Classroom Observation Analysis

The observation was done in a form of a grid which contains certain items to guide the observer. The first item was designed to observe the students' motivation, the second was designed to observe the students' participation, and last one was concerned the interaction. The following results were achieved:

**Item One: Students' Motivation**

The results obtained from the classroom observation reveal that the students' motivation varies from one session to another. In the two first sessions the students showed low motivation towards the learning process, they were not interested at all to study and felt bored. This may be because of the nature of the topic which is not of their interest, and also the noise that have been made by some students especially who are setting in the back. The teacher was staying in the desk without moving around the students and discussing the oral subject. Unsurprisingly, the students who were asked to answer the teacher's questions have nothing to say or simply do not follow up the course. The teacher employed the data show and used the group work to motivate them. However, in the three remaining observed sessions, almost all students were highly motivated and showed willingness to learn. Each student wants to express himself/herself, give his/her opinion about the discussed topic and accomplish his/her classroom tasks in front of his/her mates in comfortable and relaxed way.

**Item Two: Students' Participation**

According to the carried observation, researchers have noticed that the students sometimes participate overly and sometimes prefer to keep silent. In the first session, the students rarely participated and did not ask questions or give comments or even discuss the topic with the instructor because they found it boring and unfamiliar. Nevertheless, in the second session, from time to time, students showed willingness to participate but in an unorganized way without raising their hands, and infrequently expressed their thoughts about the topic because they had nothing to say. The last sessions, students participated in the classroom either as their own choice or as an obligation from the teacher who pointed them to answer his/her questions. For instance, the teacher called the passive learners to make them participate and was more active in oral expression courses. Generally, students' participation was raised due to the nature of the topic which they found very interesting as well as comfortable to

cooperate inside the classroom. Furthermore, the teacher's talk while explaining the lesson decreases the students' opportunities to practice their speaking ability which was well noticed in the third session. A further important thing had been noticed during the observation reveals that students who were interrupted to be corrected or received negative feedback from their teacher showed reluctance to participate for another time.

### **Item Three: Interaction**

Results from classroom observation reveal that during the first and the fifth session, students were rarely interacting in the classroom either with the teacher or their other classmates, only two or three students have found themselves discussing the topic. However, in the second session, they were cooperating sometimes with their teacher and expressing such new ideas and commenting on the subject but unfortunately most of the time they were far away from the topic. In contrast, the third and the fourth session showed an active involvement of the students by dealing with the topic discussion, raising hands in order to express their thoughts, answering questions and even providing volunteer comments. In fact, the teacher created such enjoyment in the classroom which drove them to be more relaxed and interactive during the oral expression courses, in addition to this, the topic was very interesting which pushed them to make more effort to participate and share their own experiences in life with the others, for example: 'the superstitions from the Algerian society', and they felt comfortable in cooperating with the teacher as well due to the adequate atmosphere.

### **2.3. Data Interpretation**

In the following section, the researchers will try to interpret the results obtained from both learners and teacher's questionnaires and classroom observation. The central aim from this study was to explore the role of motivation on the EFL students to make them interact and participate effectively in oral classes.

It is assumed from the achieved results of students and teachers' questionnaires, that students can engage themselves since their willingness to learn and participate is available, it means without students' motivation, classroom participation would not be achieved, thus this partly confirms the hypothesis which states that motivation may encourage students to participate .

The results attained are particularly focused on such psychological and linguistic factors those hinder the motivation of first year EFL students among them stress, shyness, lack of self-confidence, lack of vocabulary...etc. So that, these results may validate the second hypothesis which stipulates that students may be demotivated because of their shyness, stress, lack of interest...etc.

The main results of the data collected explain that the teacher has a crucial role to motivate his students under varied techniques used in the classroom, accordingly, all teachers' state that they focus on role plays, debates and discussions...etc. The achieved results from the learners' questionnaire exposed that dealing with games, watching movies, making discussions and role play in conversation are regarded the key of successful strategies that they based on, in order to improve the speaking skill and participate freely with the teacher. The attained data validates the third hypotheses which declare that the techniques used in classroom and the degree of interest...etc., may be seen as fruitful dimension that EFL teachers may have to motivate their students.

#### **2.4. Conclusion**

Throughout this part, the collecting data were analysed quantitatively and qualitatively after being accumulated by different procedures, furthermore; it was interpreted in order to validate or invalidate the stated hypotheses. The present study reveals that motivation encourages the students to participate, however; it can be affected by many factors depending on the techniques offered by the EFL teachers as well.

# **chapter three**

## **Chapter Three: Suggestions and Recommendations**

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**3.1. Introduction**

The empirical phase has helped the researchers to shed light on some important causes of learners' failure or low achievement in EFL speaking skill. In fact, no one can deny that the learners meet barriers whenever they tend to participate in the target language. To this extent, the present chapter attempts to propose alternative and hopefully some useful recommendations to tackle the problem. It outlines a number of suggestions to raise learners' participation and motivation as well which contains some tips in order to suit the oral expression courses.

**3.2. Suggestions to Motivate Learners**

To overcome the problem of students' demotivation, it is suggested that teacher should implement pedagogical techniques and activities to help students engaging themselves to motivate and communicate effectively with their teacher.

**3.2.1. Techniques to Motivate Learners**

Among the solutions that contribute on motivating students, might be cited by Verner (2011) in her article titled: "10 Teacher-Tested Ways to Increase Your Students' Motivation quickly and easily". According to her, these techniques may be used to enhance learners' motivation:

- ✓ Encouraging students to visualize what success is, and how they may reach and achieve the objectives put by the teacher.
- ✓ Encourage students to be in progress in their language learning, and identifying the sources where students will struggle to find progress and advance.
- ✓ Change and shift time to time in his or her learning styles in the classroom; employing what learning style suits and helps each student (verbal, logical, visual, musical...etc.).

- ✓ The teachers have to be aware of adequate methods that suit the student and using outlines to guide them successfully.
- ✓ Facilitating the curriculum for the students as easy as possible, by bringing additional resources to class to drive students motivate with the target subject.
- ✓ Changing the place or the atmosphere for the students, for instance; delivering a lesson beyond organizing trips to learn in a practical setting. So this will provide the milieu of motivation to the students through entertainment and practical settings.
- ✓ Meeting students to assist with other classes, trying setting students *to* research at the library, observe another class, or listen to native speakers in a public area.
- ✓ Matching students with grades and values to engage themselves in the learning process.
- ✓ Organizing competition and challenges between students through fun games or motivated quizzes...etc.
- ✓ Making rewards to get students' attention as long as becoming motivated. For instance, teachers promise their students with having additional mark in the exam, at case if someone of them may find the word "compilation".
- ✓ Encourage and create a kind of communication among their students.; listing to their responses and concerns, asking open-ended questions, making debate or dialogue about their problems or obstacles...etc.

### **3.2.2. Activities to Motivate Learners**

In order to promote students' interaction inside the classroom, the teacher ought to make use of such activities to raise the level of students' motivation as well as to develop the communication between students and their teachers. These activities may be summarized as follow as adopted by Hayriye Kayi, (2006).

- ✓ Constructing a discussion activity among students; the teacher split out students into groups to discuss such event through sharing different ideas and students' viewpoints to find solution for the subject matter.
- ✓ Making role play; this activity brings students to pretend as they are in various social contexts, so that they may inspire themselves, as well as they may increase the self-confidence through acting (Harmer, 1984).
- ✓ Using interview activity; it conducts students to practice their speaking ability.
- ✓ Providing games such as: playing cards, find differences, quiz...etc. Those activities enable students to encourage and inspire themselves to motivate successfully.
- ✓ Giving students pictures to describe what is found in. This activity encourage students to create and soon as to raise their speaking level.
- ✓ Encourage students to interact and speak through singing.

### **3.3. Suggestions to Raise Learners' Participation**

Getting students to participate in the class is one of those perplexing instructional problems that even for the most experienced educators may face, it includes frequent discussion, volunteer answers and asking question but if only a few students are used to do so, class session would become to some extent a lost opportunity to promote learning. Ideally, the aim of increasing participation is not to have every students participate in the same way or at the same rate, instead; is to create conditions that enable them of various learning preferences and personalities to contribute at ease. There are many ways to raise the learners' participation during oral expression module and the following ones represent some suggestions:

#### **3.3.1. Dominating the Over-Participants**

It is very true that every class has a couple of over-participants who are always ready to speak and answer every question if the instructor let them to

the point of dominating the discussion if allowed, however; the rest of the class feel affection for this state because the compulsive communicators take the pressure of everyone else but in fact, they steal the others' chance of contribution by the determination of keeping themselves at the center of discussion, in addition to make those who are struggle to participate woefully incompetent. Thus, it is up to the teacher to control those students who are over participated, it may require:

- A constant balancing act of encouragement by not just answering questions but asking and responding to things other said resulting in moving up the participation level.
- It may be useful to ask the most active learners to hold back from commenting in order to give others a chance.
- Calling on students who don't raise their hands.
- Besides, from the begging of the session, a clear expectation should be made that all students will participate.

### **3.3.2. Using the Students Names**

Learning the students' name is a very powerful technique to engage them in classroom discussions. Because:

- Students do not think that they have anything worthwhile to say, but if they feel recognized as individuals they would be more likely to participate, and feel valued to share their thoughts and ideas.
- When the students are being called on and successfully responding may help develop the students' confidence and motivate them to participate more, for instance, teachers have to confirm the correct answers verbally and with body language and indicate why it is a good answer.
- The use of an example contributed by a student and let the others know where the example is coming from helps learners to some extent distributing their thoughts.

- It would be useful if the teacher provides such challenges among students to answer more in depth, not letting people dominating the whole discussion, and stopping those who are just participation for the sake of participation.

### **3.3.3. Overcoming the Psychological Barriers**

In term of possible solutions to overcome these obstacles, the following point may reduce those feelings:

- The students are expected to feel comfort with their teacher if emotional bonds have been built between them.
- Creating a harmonious atmosphere can reduce the students' nervousness and emphasize that mistakes in communication are keys to carry out communication.
- Solving the shyness problem needs a friendly and open classroom environment in order to help students to be more confident in their speaking to convince themselves to look upon shyness and show their abilities in speaking.
- To deal with reluctant students, teacher should be more careful about their anxiety by providing the positive reinforcement and encourage their willingness to participate. In this way, students feel at ease to answer the teachers' questions and participate in every class activities.
- Constant encouragement and support are also very helpful to give the students feelings of secure and welcome in their learning, and develop their self-confidence.

### **3.3.4. Shaping the Classroom Environment**

It is important to shape the classroom environment that accommodates all kinds of participators.

- Cooperative learning environments, where learners feel safe and get somehow friendly and positive situations; are easily overwhelmed in front of the group with less pressure and they are more likely to contribute.

- Protective environment by where the students not feel like they will be laughed at or given criticism through pointing out the value of mistakes rather than making them feel silly since making mistakes is simply part of the learning process and those who make mistakes would give a clear idea of what the teacher need to focus on.
- Corrective environment: after wrong answers, avoid scaring off the students from participation but rather thank them for the contribution and identify what could be right about the wrong answer even if it is small while at the same time making the correction.

### **3.3.5. Providing the Specific Feedback**

The necessary positive and specific feedback promotes the individual and productivity interactional environment. The best way to shut down the participation and learning is to embarrass the learner; thus, teachers should be careful enough when giving feedback

- They need to praise their students for trying but at the same time friendly attend to correct language, in another word;
- Teacher's feedback should be given in suitable way by focusing on the error rather than the learner.
- Something is noteworthy is that feedback is not merely a medium to inform students how well they have performed, but it also increases highly motivation among students to participate one more time.
- Giving praise and the appropriate feedback have great impact on the students' willingness to speak in oral expression courses and vice versa.

### **3.3.6. Considering the Learners Differences**

The students' preferences should be also taken into consideration since they are varied from one another (auditory, visual ...), each one prefer a specific style or way of teaching. Planning exercises that appeal to different types of learners is an essential part of getting all students to participate because the more variety in the lesson, the more students will gain from them.

**3.3.7. Assigning the Learners Responsibility**

In addition to assign the students the responsibility to participate with a set of guidelines to be followed such as:

- ‘No one interrupts the other while speaking’; ‘critic the idea not the person ...etc.
- Using circle of chairs or small group discussion in large classes can provide the reflective learners and shy students a means of developing ideas and taking intellectual risks which can be distribute in the class discussion.
- Respond to frequents participators in way that indicates appreciation to their response, but in a need to hear from others as well, by moving to the part where quiet students are sitting.
- Smiling and making the eye contact can also encourage them to speak up.

**3.3.8. Integration of ICTs**

Currently, there is no doubt that information and communication technology, or ICT for short, is the hottest buzzword in the field of education. Technology is one great way to increase the students’ engagement and motivation, as:

- It is exciting, fascinating, and ever-evolving, and when used thoughtfully.
- It can transform even the most tedious into one that are powerful and thought-provoking.
- It serves as an interesting and motivating learning environment.
- Its interactive capacity provides more opportunities for student to engage as creators and manipulators in the learning process.
- It enables student to design in ways that demonstrate perspectives difficult to create in classroom spaces that reveal new ways of seeing.
- It can support collaboration and interaction across time and distance.

**3.3.9. Cooperative Learning**

Cooperative learning is an instructional device that teachers should adopt in oral expression to enhance participation among learners for many reasons:

- It engages them to work together in pairs or groups and enables them to learn from each other.
- It creates a harmonious and funny atmosphere through which students enjoy and develop friendships in an interactional classroom situation (Good and Brophy, 2008).
- It encourages the students' involvement and takes away the stigma of failure.
- It stimulates autonomy and enhances self-esteem to continue learning beyond classes (Cohen et al., 2004).
- It motivates learners to work harder in order to discover more than they do when they perform individual tasks.

**3.4. Conclusion**

This current chapter includes some suggestions and recommendations that the researchers have reached, thanks to the basis of the main findings. The main aim behind these suggestions is to confirm the role of motivation in making students participate fruitfully in oral classes. Via this chapter, the researchers gave a set of solutions to raise students' motivation and participation in oral classes, besides to demonstrating the interrelationship between both student and teacher to get success in teaching learning process.

### General Conclusion

The current study was prepared to investigate the role of motivation in enhancing the classroom participation. The researchers' main concern was to spot the relationship between motivation and participation by exploring to what extent motivation helps students in turn taking the speech and overcome the speaking difficulties. There is no doubt that EFL teachers face many challenges to teach the foreign language' skills, particularly speaking, therefore; the present work was carried out in oral expression module with first year LMD students at Tlemcen University for the sake of better performed orally.

Typically, the study departed by formulating questions which were about the relationship between motivation and participation, the reasons behind the students' demotivation in speaking classes, and also in what way the EFL teachers may motivated their students to participate. In order to restrict the investigation scope, the researchers proposed a number of hypotheses to be confirmed or denied which are as follow:

1. Motivation may encourage learners to participate.
2. Students may be demotivated because of their shyness, lack of interest, limitation of vocabulary ... etc.
3. Our EFL students may be motivated/demotivated depending on the techniques used in the classroom, degree of interest ... etc.

After formulating the research questions and hypotheses, the researchers provided a theoretical framework as the first chapter to gain new insights from the literature by explaining the key concepts and offering background information on the research problematic. The second chapter was the empirical phase. In this context, two research instruments, namely questionnaire and classroom observation, were used to make the findings of the research more reliable, furthermore; data were collected, analysed and interpreted. The results drawn from the collected data confirm the three stated hypotheses. Effectively, the last chapter was devoted for suggestions about raising the students'

## General Conclusion

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motivation and participation, as well as the role of the teachers to improve the learning/teaching speaking skill by adapting such solutions to encourage them in the class.

All in all, the present dissertation shed light on the significance of motivation in turn taking, however; the use of motivational strategies and techniques are very helpful to encourage students' participation and communication in EFL classes because it creates an interactional atmosphere in which everybody feel comfortable to expose their abilities. This study remains limited regarding the findings obtained that requires further research to broaden the understanding, the question may be raised about if the motivation matters with all learners preferences? Or does just motivation lead to an effective participation?

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## Appendix A: Teachers' Questionnaire

Dear teachers,

We would be very grateful if you accept answering the following questionnaire. Your answers will help us to accomplish the scope of our research which focuses on motivating students to level up oral participation inside the classroom. Thank you in advance. Please, put a tick (✓) in the corresponding box and make full statements whenever necessary.

### Rubric one: Background information

1. Sex: Male  Female
2. Degree of teacher's qualification  
Licence; B.A  Magister; M.A  Doctorat; PH.D
3. How many years have you been teaching oral expression?
4. What is your domain?  
.....

### Rubric two: motivation

5. Did all your students speak during the lesson?  
Yes  No   
If no, based on your observation, what are the obstacles that prevent your student from speaking English in oral course?  
.....  
.....
6. Do you try to create motivated/friendly atmospheres in classroom?  
Yes  No   
How?.....  
.....
7. Do you think that your students are motivated to speak English?  
Yes  No

8. In your opinion, what are the factors that you think they most hinder a student's motivation to speak? And what are the main factors that demotivate students to speak during the lesson?

.....  
.....

Rubric three: classroom participation

9. What is the best way to interact with your students while performing oral courses?

Authentic Materials  Tradition way  Records

10. What are the speaking problems students most face in oral expression?

Inhibition of shyness   
Anxiety   
Stress   
Nothing to say about the chosen topic   
Linguistic problem (grammar, vocabulary, pronunciation...etc.)   
Other problems.....

11. If your students say anything wrong during interaction, do you :

Interrupts them to correct them   
Correct them later   
Ask students to correct each other   
Don't correct at all

12. When you give corrective feedback to your students, do you:

Tell them about the form of their mistakes (explicit feedback)   
Reformulate what they said correctly (implicit feedback)

THANK YOU VERY MUCH FOR YOUR COOPERATION

## Appendix B: Students' Questionnaire

Dear students,

We would be very thankful if you could answer the following questions for the sake of our research that focuses on the role of motivation in turn taking the speech in oral expression courses.

Please, tick (✓) appropriately and make full statements whenever necessary.

### Rubric one: background information

1. Sex: Male  Female
2. Age:...
3. Why did you choose to study English?  
Personal choice  Parent's choice   
Administrative orientation

### Rubric two: speaking skill

4. Which of the following (4) skills do you wish to master most?  
Speaking  Writing   
Listening  Reading
5. How do you assess your level in speaking?  
Good  Average  Weak
6. Do you like attending oral expression courses?  
Yes  No   
Why?.....  
.....
7. How do you find your relationship with your teacher of oral expression?  
Good  Bad  No relationship

Rubric three: classroom participation

8. Who does most of the talk in the classroom of oral expression?  
Teacher  student
9. How often do you participate in oral expression lessons?  
Always  Sometimes  Rarely
10. Are you afraid about participation in oral expression lessons?  
Yes  No   
If yes why?  
Lack of vocabulary   
Fear of making grammatical mistakes   
Fear of making pronunciation mistakes   
Or you don't participate because of  
Shyness  Lack of self confidence   
Anxiety  Topic is not of your interest

Rubric four: motivation

11. What type of atmosphere that your teacher creates in the oral expression?  
Fearful  friendly and motivated  neutral
12. Which of the following techniques you prefer more?  
Group work  pairs work  individual   
Why.....  
.....
13. Which of the following techniques you enjoy best?  
Dialogues  discussing and debate   
Problem solving  Role play   
Songs and videos

14. Do you think that motivational strategies and techniques help you improve your speaking skills?

Yes

No

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

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

**THANK YOU VERY MUCH FOR YOUR COOPERATION**

### Appendix C: Classroom Observation Grid

<b>Observer:</b>	<b>Classroom:</b>
<b>Course:</b>	<b>Date:</b>
<b>Session:</b>	<b>Academic Year:</b>

<b>Items</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>Motivation</b>			
<b>Participation</b>			
<b>Interaction</b> <ul style="list-style-type: none"> <li>• Student/student</li> <li>• Teacher/student</li> </ul>			

## ملخص باللغة العربية:

تم تصميم أطروحة الحالية لاستكشاف دور التحفيز في تحسين المشاركة داخل القسم والأسباب الرئيسية التي تعيق مهارة التحدث في حصص تعبير شفهي. إنها توفر منطقة تفصيلية من التحقيق على مستوى طلبة ل م د القسم الأول للكشف عن الأسباب الكامنة وراء انخفاض دافع التحفيز والتفاعل. الشيء الجدير بالذكر هو ان التحفيز يشجع الطلاب على التحدث كما انه يلعب دورا اساسيا في زيادة المشاركة داخل الفصول الدراسية.

**الكلمات المفتاحية:** التحفيز، المشاركة في الصف، مهارة التحدث، التعبير الشفهي، التفاعل.

## Résumé en Français:

Le présent travail a pour but d'explorer le rôle de la motivation pour améliorer la participation en classe et les raisons principales qui entravent l'acquisition de la compétence orale dans l'expression orale. Il fournit donc, une partie détaillée d'un travail de terrain pour les étudiants en 1ère année pour dévoiler les causes de leur démotivation. Il est intéressant de noter que la motivation pousse les étudiants à prendre la parole en classe car elle joue un rôle fondamental dans l'apprentissage d'une langue pour développer les compétences oral.

**Mots-clés:** la motivation, la participation en classe, la compétence orale, l'expression orale, interaction.

## Summary in English:

The present dissertation is designed to explore the role of motivation in enhancing the classroom participation and the main reasons which hinder the achievement of speaking skill in oral expression. It provides a detailed zone of investigation at the level of 1<sup>st</sup> year LMD students to uncover the causes underlying their low motivation and interaction as well. The most worth noting thing is that motivation encourages students in turn taking the speech as it may play a fundamental role in raising the classroom participation.

**Keywords:** Motivation, Classroom Participation, Speaking Skill, Oral expression, Interaction.