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The Relationship Between Teaching Materials and Learners' Motivation and Participation in The Oral Expression Courses. A Case Study Of Second Year Students of English at Batna University.

Thesis Submitted to the Department of English in

Candidacy for the Degree of 'Doctorat S-Science' in Psycho-Pedagogy and Applied Linguistics.

By Ms. AMEL GAMRA LALAOUNA **Supervisor: Prof. HACENE HAMADA**

Board of Examiners

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Dedications

This work is dedicated

To my dear father

Who taught me that everything can be done by hard work

To my mother

The light of my life and my source of inspiration

To my husband

For his constant support and encouragements

To my sons

Abderraouf and Abderrahim, the two angels who make my life so beautiful.

To my sister Nadia who always shoulders me in whatever I undertake in life.

To my brother Hocine

To my nephews.

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Abstract

This study explores the relationship between the use of songs and videos as instructional resources in order to enhance the level of motivation and the rate of participation of second year students learning English as a foreign language at Batna University. Besides, it focuses on the crucial role of the teacher in providing a favorable classroom atmosphere to facilitate the learning process. It aims to determine whether the use of songs and videos, as instructional materials, helps to enhance learners' motivation and rate of participation during oral expression classes. It is, hence hypothesized that there is a close relationship between teaching materials, students' motivation, and students' rate of participation. This main hypothesis is explicitly restated in three detailed hypotheses: when learners listen to music and songs, they are more motivated and the rate of classroom participation is higher; when they watch videos, they are more motivated and the rate of their participation is higher; and, whenever they are highly motivated, they participate intensively in the classroom. Three questionnaires were administered to a sample of five oral expression teachers, 120-second year students before the experiment, and to the fifteen students who participated in the experiment sessions, as a post-experiment questionnaire. Structured classroom observation grids were used for measuring participants' motivation and participation. During the experiment sessions, the participants were exposed to different instructional resources including classical materials as opposed to an alternative treatment including songs and videos. The comparison of the obtained motivation and participation scores, using ANOVA, statistic correlation analysis and the post-experiment questionnaire, confirmed the formulated hypotheses of the study. Moreover, after combining the obtained quantitative and qualitative findings, it is determined and also recommended that the use of songs and videos as teaching materials, within a favorable classroom environment provided through the teacher's attitudes, can considerably motivate students and enhance their participation during oral expression courses.

List of Abbreviations

CLT: Communicative Language Teaching.

LMD: Licence /Master /Doctorat.

ANOVA: Analysis of Variation.

SPSS: Statistics Package for the Social Sciences.

TBLT: Task Based Language Teaching

EFLT: English foreign language teaching

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General Introduction

1-Background of the study

Teaching a foreign language is one of the most challenging processes, especially; when we are dealing with learners who do not practice this foreign language outside the classroom. In Algeria, English is classified second foreign language after French. It is very rare to see Algerian individual speaking English in the street whereas hearing French almost everywhere is something usual. Hence, our learners have very little chance to practice English in their everyday contexts. Exceptionally, some highly motivated students spend individual efforts in practicing English by using Internet or *YouTube* videos at home since, it has become widely available to any person at home .So the only place where English learners can develop their skills is the classroom. However, because of the huge development in technology, the classical teaching materials used in our classes no longer succeed in attracting learners' interest. Besides, succeeding in learning a foreign language depends on a variety of factors, like teachers' qualifications , teacher/learner interaction/ relationship inside and outside the classroom, course duration and density, teaching materials, students' motivation to learn, learning environment, classroom engagement and many other psychological factors related to the learner as personality traits which affect positively or negatively the learners' abilities to speak and interact using the target language.

When students attend the University, some of them are naturally enthusiastic about learning English, they try to do their best in order to learn this language and be fluent speakers. They participate in the different classroom activities aiming at acquiring the maximum of knowledge to become better speakers. However, many others need and expect their teachers to stimulate and challenge them to learn using motivating methods and strategies in the classroom.

As we can notice the term 'motivation' appears whenever a researcher needs to investigate in the domain of education. Being aware of its importance for any foreign language learning success, motivation constitutes one of the principle variables of this research. Based on many writings on the subject (Pritchard &Ashwood,2008; Gorman,2004; Bolduc,2000;Laming,2004;SansoneHarackiewicz,2000;Gilbert,2002,Dembo,2004; Wlodkowski, 2008; Slavin, 2006; Jackson,2011; Volet&Javela, 2001), this study is built on the assumption that learners' motivation is a prerequisite condition for classroom participation and engagement and the absence of this important ingredient in the learning context ,leads automatically to failure. Additionally, because of the limited talking time and the lack of enough exposure to the target language, many students find themselves unable to perform well in oral expression activities. Consequently, they avoid participating and prefer being passive listeners instead of bad speakers. Actually, many researchers investigated in this domain and tried to find the best way to motivate foreign language learners to speak in the classroom and interact using the target language.

Recently, leading authorities have established that teaching materials may have a serious impact on learners' motivation and participation in foreign language classroom. For this reason, specialists tried for many years to find the best learning aids and instructional materials that may enhance learners' engagement and improve their language abilities. The use of songs and videos as instructional materials in teaching English as a foreign language (EFL) proved to be good motivational tools for having fun and relaxation for enhancing the level of learning in the classroom. According to the results obtained through many researches, songs provide the class with a variety of engaging tasks and a break from text book study. Learners can learn new vocabulary in a non-threatening and naturalistic manner. Additionally, students can analyze lyrics and discover cultural elements, patriotism, social values, human relationships, and spirituality through them. For example, Veronika Resova (2007), used

music and songs to teach English vocabulary to her foreign language learners. Her students responded positively to this teaching material which they found interesting, instructive, positive relaxing and enjoyable according to her results. Rosova's work was a source of inspiration for the researcher to do this study. Moreover, (Parker , M.Donley 2000) ,Wrote interesting academic articles on the American Forum Magazine describing their experience when using authentic materials as popular songs and films to teach English focusing on the enormous positive effects that the use of songs and videos as teaching materials may bring into the classroom. Additionally, Stempleski and Tomalin (2001) suggested the use of video classroom activities for stimulating aural/oral communication in learning setting. Within the same line of thought, Mac William (1986) and Brown & Yule (1983), also demonstrated through their researches that foreign language learners' fluency in the target language may be facilitated through the use of video based instruction.

As many researchers invested a lot of efforts and energy in doing studies aiming to find the best appropriate way to teach a foreign language in a classroom context, many approaches and methods using videos, songs and music have been developed to attract learners' attention and enhance their motivation to learn. These innovations proved to have positive impacts on learners' attitudes towards the learning process. Even if many Algerian researchers have investigated the subject in different Universities, with various samples using different authentic materials implemented in the classroom using different strategies for testing their efficacy on improving learners' abilities in the four skills, we have decided to investigate too in the same theme because we assume that each researcher can find new results which may contribute in shaping the most appropriate way to make the oral expression class a best place for foreign language learning using the best modern technology to improve the students' level.

2-Statement of the problem and theoretical framework

According to personal experience in teaching English as a foreign language at the University, It is observed that a number of learners do not speak much English in the classroom and that they are unable to communicate effectively their thoughts and feelings in the target language. As teachers, we often associate this lack of participation and engagement to our students' lack of motivation. But in fact, this situation is the consequence of various related factors that we will try to discuss in this research study.

In oral expression classes, the majority of students speak the same language which is Algerian Arabic, in addition to some dialects as the Berber language which is spoken in some parts of the country, and the majority of them use their mother tongue to interact with their classmates outside and inside the classroom. The main question is how to motivate our students to use English to speak with each other when they communicate naturally and spontaneously instead of using their mother tongue. This is generally the struggle of most English teachers in the oral expression classes.

From another perspective, teachers are facing many difficulties in getting our learners to talk in English. One of the main challenges facing second language teachers is how to get most of the students take part and engage in the language classroom. Some students, not to say the majority of them, are very reluctant to participate and engage in the classroom discussions. They tend to keep quiet, or use their mother tongue. They are often shy, just sitting in the back of the class observing silently what is happening around them. Perhaps, most of them prefer enjoying the lesson without actually engaging in talking to the teacher. They may also lack confidence in their knowledge of the foreign language, thinking that they lack the needed vocabulary to express their thoughts and feelings. It is widely believed among second language teachers and even learners that in order to be good speakers in a foreign

language, learners need to learn the maximum of vocabulary and use it in correct sentences and appropriate expressions. In this concern, Thornbury (2005:22) explains that**: "**Spoken language has a relatively high proportion of words and expressions". So when learners do not possess enough knowledge of vocabulary in English, they prefer not participating orally avoiding speaking and interacting with others. Besides, other learners are afraid of making mistakes as stated by Ur (2000 :11) who claims that: "learners are 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".

Foreign language learners are used to the idea that if they should express themselves in the target language, they ought to do it correctly and find it difficult to take the risk of doing mistakes while speaking. Moreover, students do not speak and communicate because they feel anxious. The oral expression course is considered as being a source of anxiety for many Second year LMD students at the University of Batna. Most of them fear speaking in front of their classmates and teachers, they fear being asked by the teacher to speak and interact. They also show embracement while attending the oral expression course because of fear of failure and negative evaluation in front of others. Wrench and Gorham (2009:55) explain that: "students don't communicate effectively with us (teachers) when they are fearful, anxious and apprehensive or scared to communicate with us". Furthermore students' participation in the classroom has at least something to do with the lesson content, the teaching materials and the activities designed by instructors to teach the foreign language. In this concern, we are deeply convinced that when tasks are too easy, the students get bored and when they are too difficult and too challenging, the students get frustrated and both situations lead to students switching off, missing around and of course leave the classroom learning nothing at all.

Moreover; in oral expression, some students have a total negative attitude towards the different activities suggested to them. Even if teachers spend a lot of time and much efforts in selecting interesting topics and subjects for classroom debate and discussion, this kind of students who get bored even before starting the course bring with them a big amount of negative thoughts and emotions about the lesson; perhaps, because of their past experience or because they didn't like the teacher, the activities, or even other students within the same group .So, they don't want to take part in the course and participate in the various classroom tasks. Those passive students have a negative influence on their classmates, on the instructor and on the classroom environment.

In sum, the main problem of this research study is to find out what we can do as foreign language teachers to enhance students' participation and motivation in the classroom, what can maintain students' enthusiastic spirit that many of them bring at first to the University and which they lose as they progress in their studies, and what are the different teaching materials and learning aids that can create a good classroom environment allowing learners to practice the foreign language as they do with their native language.

3-Aims of the study

According to the research background and statement of the problem,this study aims to achieve the following aims:

- To help teachers in understanding the nature of motivation and how it can be enhanced.
- To understand what impact the nature of motivation may have on students' participation and engagement in the classroom.
- To provide teachers with some strategies for helping individual students draw on their natural motivation to speak and interact in the classroom.

- To demonstrate that the implementation of some audio/audiovisual resources as songs and videos can be very beneficial for motivating learners to speak and participate in the classroom.
- To suggest some strategies for establishing a classroom climate that fosters and sustains motivation as well as enhancing motivation.

In sum, the fundamental challenge is to create a safe environment and a set of circumstances in which students take pleasure and have fun in learning. Indeed, the main objective of our study is to find out some pedagogical ways to increase our students' motivation to participate in oral activities.

4-Research questions

This research study is an attempt to answer a number of questions related to teaching materials for oral skills and students' motivation and participation in the classroom. Through this study, we tried to answer the following questions:

1-Is there any relationship between teaching materials and students' motivation and participation in the classroom?

2-Why do learners hesitate to participate in the oral expression activities?

3-Do songs and videos enhance students' motivation?

4-Do songs and videos enhance learners' participation in the oral expression courses?

5-Is there a relationship between motivation and participation in the classroom.

6-What teachers can do to motivate passive learners to participate actively in classroom activities?

7-What is the role of the teacher in motivating students to participate better in the oral expression classroom.

5-**Hypothesis**

It is hypothesized in this study that there is a close relationship between teaching materials students' motivation and participation in the classroom during the oral expression course. This main hypothesis is converted into three specific hypotheses for better precision of research variables that are stated bellow:

- When learners listen to music and songs, they are more motivated and the rate of classroom participation is higher.
- When learners watch videos, they are more motivated and the rate of classroom participation is higher.
- Whenever learners are highly motivated using songs and videos as teaching materials, they participate intensively in the classroom.

6-Research Methodology

The process of research is concerned with collecting data and information about a particular subject. By doing research, people investigate in different fields aiming at discovering and interpreting facts. After obtaining results through research, we generally revise or accept theories and laws in the light of the new facts. As researchers, we do not necessarily look at information that nobody has looked at before, we rather try to see something that the others have perhaps have not seen yet .In other words, research is the collection and interpretation of data in an attempt to answer questions and / or solve the existing stated problems in a particular domain.

6-1-the sample

It is not possible to work with the entire population, so sufficient data can be obtained through the study of a proportion of the population: the sample (Deldime ,1975). The entire population for this study is Second Year students in the English department at Batna University, consisting of 632 students for the academic year (2014/2015). Thus, a first sample consisting of 120 students, selected randomly from the whole population answered the pre-experiment questionnaire designed for collecting data about the implementation of songs and videos in the oral expression classroom to enhance both motivation and participation. Moreover, from the first selected sample, another sample consisting of 15 students participated in the experiment which lasted for nineteen hours and a half and during which the participants received different types of treatments. Thus, the sample in the research experiment consisted of one experimental group of fifteen voluntarily students (N: 15), registered in the department of foreign languages, the English section at Batna University for the academic year (2014/2015).

At the beginning of the study, twenty students accepted to be part of the experiment but after that the researcher explained to the participants that all the experiment sessions will be recorded in order to analyze, later, their attitudes towards the different teaching materials, five female students refused to be recorded on a video during the courses and were replaced by others. So, at the end, our sample consisted of five boys and ten girls who voluntarily accepted the conditions of the investigation and attended all the session of the experiment till the end of the study. Additionally, five second year oral expression teachers were selected to answer a third questionnaire designed to collect the data necessary for the research.

6-2-Data gathering tools

For the present study, we opted for the following data gathering tools in order to collect sufficient information to diagnose areas of difficulty and demonstrate the best way to treat them. Data collection was carried out through the use of three questionnaires administered to second Year students and teachers in the department of English at Batna University. It consisted of students' pre-experiment and post- experiment questionnaires, in addition to the teachers' questionnaire which will help the researcher to find areas of difficulty in teaching the oral expression module and demonstrate whether learners are motivated to participate in oral activities or not. Additionally, the designed questionnaire targeted important information about our learners' preferences in terms of teaching materials ad course content, which is the subject matter of our investigation. Moreover, the Second Year language teachers' deals with the oral expression course, the way in which they present instructional materials and the difficulties encountered in teaching this module.

In addition to the data gathering tools cited earlier, we opted for an experiment conducted on a group of fifteen students (N:15) from Second year students. During the experiment, we presented the courses using different teaching materials and we observed our learners' reactions and attitudes towards each of them. The observation was done through a video recording of all the sessions that were later transcribed on an observation grid designed purposefully for the research needs. We found that it was the best way to obtain data that we can rely on in this case of research. Each observation lasted approximately around one hour and 30mns for each session.

7-Structure of the thesis

The thesis is presented into six chapters. The first three theoretical chapters describe motivation, participation, listening/ speaking skills and teaching materials for oral expression. Three other chapters are related to the fieldwork, mainly, the explanation of the experiment as well as the obtained results.

Chapter one gives an account of the different conceptualizations of the term 'motivation'. It describes some theories suggested by researchers to explain this abstract aspect of the learner's behavior, the factors that affect the learners' motivation and focuses on the crucial role of the teacher in developing motivating strategies and methods in the classroom to enhance learning .The first chapter sheds light on classroom participation which is another variable in this research, with a presentation of some of its aspects as well as review of some ways for measuring motivation and participation in the classroom.

Chapter two deals with teaching speaking and listening skills during the oral expression course. It presents first some contemporary methods for second language teaching. Then various communicative activities for practicing speaking and listening skills of the foreign language. It also investigates the various difficulties encountered by both teachers and students when dealing with the oral aspect of the foreign language.

Chapter three focuses on some types of teaching materials and some practical ways for designing, evaluating and implementing instructional resources in the language classroom. It specifically with the use of songs and videos to teach listening and speaking in the foreign language classroom with a focus on the various advantages that these learning aids may bring into the classroom.

Chapter four explores the methodology followed in the research. It describes the research method selected to deal with the subject under investigation as well as the instruments used to collect data. It also sheds the light on the different steps of the experiment designed to answer the research questions and accept or reject the formulated hypotheses. Finally, this chapter highlights the procedures used to analyze the gathered data necessary for the research.

Chapter five deals with analyzing the data obtained through the students' and teachers' questionnaires. It reveals the teachers' experience in teaching oral expression, their evaluation of their students' level in speaking and listening skills, and their perceptions towards the use of songs and videos as teaching materials to motivate students and enhance their level of participation. Moreover, it gives insights about the students' background and the problems that they encounter during the session of oral expression. It also provides information about the learners' preferences in terms of English songs and videos and their opinions concerning the use of these two tools in the course of oral expression.

Chapter six deals with the evaluation of the finding obtained through the experiment. Using statistic calculations, the obtained findings are compared and evaluated both quantitatively and qualitatively, supported by the use of a post-experiment questionnaire which is also analyzed and evaluated in order to confirm or reject the suggested hypotheses concerning the subject under investigation.

Chapter One

Motivation and Participation in the classroom

Introduction

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Introduction

Some students come into the classroom equipped with a certain amount of motivation which makes them eager to learn this famous language so popular all over the world. Unfortunately, in many cases, this motivation decreases due to many causes related to instructors, University poor situation or even the Learner himself. Because of its importance, research on motivation in foreign language learning has been given a lot of importance during the last decade .Many researchers investigated in this domain and tried to find out the impact of this important psychological factor on the teaching/ learning process.

Generally speaking, the present chapter sheds the light on motivation and participation in the classroom. Motivation will be given much more space in this chapter because it is a more complicated aspect as compared to participation. We will suggest some practical definitions about motivation, its sources and see the main theories and models suggested by some researchers to explain this issue. Additionally, within the present chapter, we will also describe some affective factors related to motivation as well as some strategies and activities designed to motivate students in the classroom. Besides, the last part of the first chapter will be devoted to participation in the classroom, its definition as well as its relationship with motivation in addition to some suggested ways for measuring classroom participation and some criteria designed for participation assessment.

1-1-Motivation

1-1-1-Definition of motivation

Generally speaking, motivation is one of the most used words in the domain of teaching (Ian Gilbert, 2002). It concerns the reasons behind any success or failure of a learning process as Ur (2004:274) points it by stating that: **"**One who is willing or even eager to invest effort in learning, activities and progress? Learner motivation makes teaching and learning, immeasurably easier and more pleasant, as well as more productive: hence the importance of the topic for teachers".

Indeed, the majority of people would agree that there are some forces mobilizing, driving and encouraging people to act and interact in a certain way but how to identify, conceptualize and define this complex process remains an ambiguous area in the domain of psychology. As any other psychological aspect, this emotional abstract factor related to learning is very difficult to define since researchers and theorists in this area seem to be unable to agree on what motivation is. This is mainly observable through the big amount of available studies investigating in the domain. The result was that they were unable to reach a single universal common definition for the concept "motivation". This is why it is generally referred to as the most complex and challenging issue facing teachers today.

It is very important to mention that the literature on motivation includes a wide range of various definitions. For example, Dornyei an Ushioda (2001, 2011:4), in discussing the issue of motivation explain that: 'Motivation concerns the direction and magnitude of human behavior, that is: The choice of a particular action, the persistence with it, and the effort expended on it'. In other words, motivation is responsible for why people decide to do something (reasons behind acting), how they are willing to sustain the activity (The manner in which they are going to act), and how much hard they are going to investigate in it. In parallel, Ormrod (2006:365) similarly considers motivation as being: "Something that

energizes, directs, and sustains behavior. It gets students moving, points them in a particular direction, and keeps them going". Indeed, motivation is considered to be as the principle monitor for each individual action. Besides, Dornyei and Otto' (1998:65), see that motivation can be defined as the: "dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized and successfully or unsuccessfully acted out". It is the force which pushes an individual towards performing certain actions whether in a good or bad way depending on his or her abilities in a particular domain. In cases, the degree of success or failure is determined according to the amount of motivation for this reason some researchers (Oxford and Shearin, 1994), consider motivation as one of the main elements that determine the extent success in developing a second foreign language; it determines the extent of active, personal involvement in second language learning.

From another side, nobody can neglect the enormous contribution of Gardner's (1985) work on the issue. Many of the contemporary definitions are derived from his suggested ideas. He sees that motivation is concerned with the question, why does an organism behave as it does? Considering his work, motivation involves four aspects which he names: a goal, an effort, a desire to attain a goal and a favorable attitude towards the activity in question.

Moreover, because it is a prerequisite condition for learning , motivation has been also defined in relation to learning of foreign languages, For example ,Tomlinson (1998:2) defines motivation as : "**……..**anything which is used by teachers or learners to facilitate the learning of a language". Indeed, many strategies and techniques may be used by both teachers and learners in order to attain the needed objectives. Within the same scope, One of the most important definitions suggested by specialists in the domain of psycho pedagogy and second language acquisition is the one stated by Williams and Burden (1997:120) in their book entitled "Psychology for language teachers". According to them, motivation is:

'….a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal or goals'.

William and Burden explain that people are aroused in some way. They are influenced by the element of desire which can initially be prompted by internal causes like interest and curiosity or often by external influences like another person or a particular condition. According to them whatever the cause, the person's interest or enthusiasm is activated leading them to make a conscious decision to act in a certain way in order to achieve a particular goal (or goals) related to the activity undertaken. When an individual starts any activity, he needs to keep the effort needed to achieve his objective, that is to say, to persist. All this is influenced by the context and situation and will be personal to the individual. We can add, as far as the previous definition is concerned, that what teachers need to know is what external factors are more likely to arouse learners' thoughts and emotions, and how they make their own sense of these, or internalize them, in ways that lead them to decide to achieve certain goals, that is to participate in classroom activities and interact with the teacher and the other learners using the target language. In other words, even if the instructor can't control the inner desires of his learners, he can at least provide favorable external conditions to promote the learning process.

To sum up the previous given definitions , Brophy (2004:03) suggests that motivation can be defined as "construct a theoretical used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal- directed behavior". Within the same scope, Brophy (2010:3) argue that:

> In the classroom context, the concept of motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or

may not be the ones desired by their teachers. Students' motivation is rooted in students' subjective experiences, especially; those connected to their willingness to engage in learning activities and their reasons for doing so.

Brophy (2010:3)

All the previous suggested definitions differ from each other but turn around the same central meaning which is students' interest in learning and their will to engage in classroom activities. In sum, it is true that motivation concerns the reasons behind any behavior which is characterized by an exhibition of a great amount of efforts even if many difficulties are encountered. It is also, the willingness to persist in doing a particular action. Indeed, learners' motivation is abstract as any other psychological aspect that cannot be defined easily but specialists generally associate it to other behaviors more easily observable during a learning context.

1-1-2-Sources of motivation: Intrinsic and extrinsic motivation.

From the previous suggested definitions, we can assume that motivation is that powerful force that we feel and which drives us to achieve our goals and complete different tasks. It pushes individuals to work hard in order to complete certain activities or achieving particular goals. So what are the sources and origins of this famous force which activates our complex organism? Any person would agree on the fact that there is a motivation that is driven by an interest which exists within the individual and another motivation which comes from the outside of an individual.

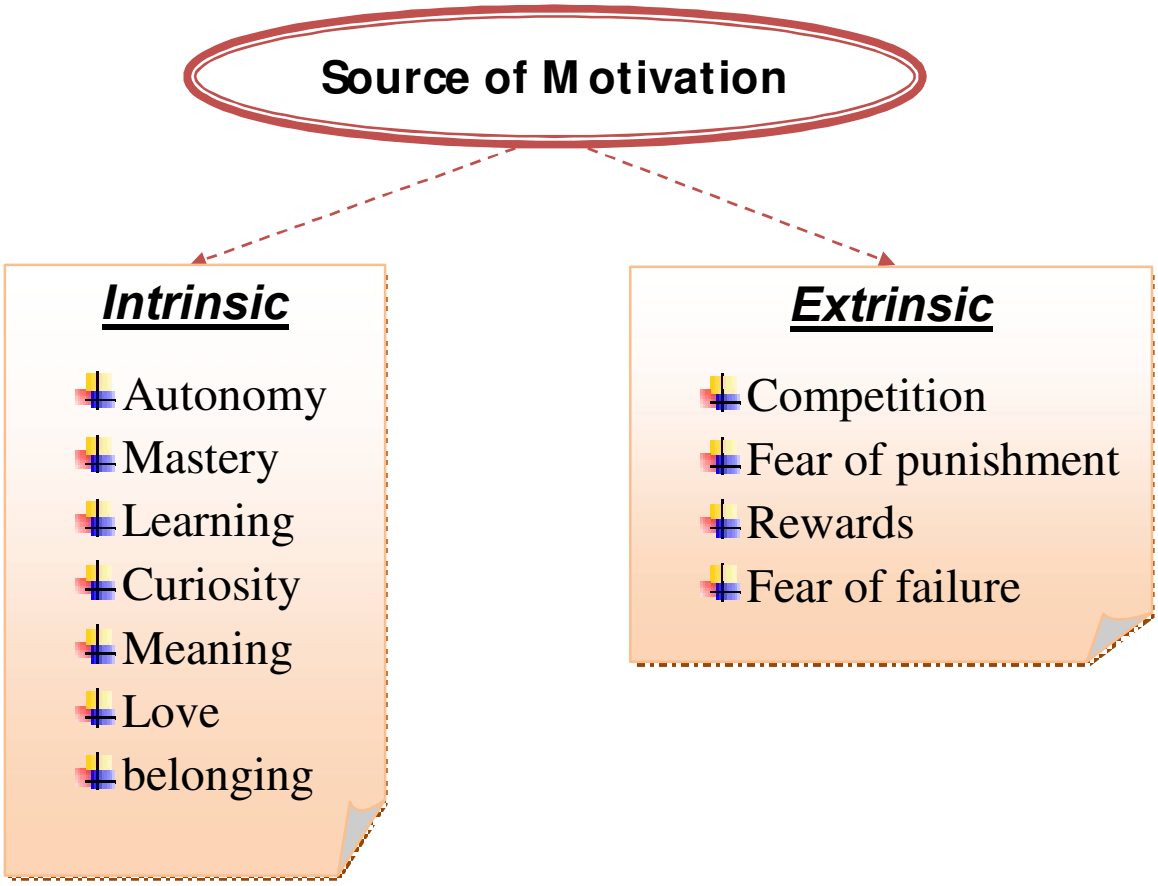


Figure 1.1: Sources of motivation

According to (figure 1.1), we can observe two distinct origins of motivation. Indeed, to identify sources and types of motivation, Deci and Ryan (1985) ,made a basic distinction between two different types: Intrinsic motivation , which is inherently interesting and enjoyable. It concerns people who are interested in learning tasks and outcomes for their own sake. Whereas extrinsic motivation refers to doing something because it leads to a separable outcome. It concerns learners who learn for reward. Csikszentmihalyi and Nakamura (1989) provide a clear definition of the two previous concepts. 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. However; when the act of doing an activity generates enjoyment and interest and the reason for performing this activity lies within the activity itself, then the motivation is likely to be intrinsic. In other words, intrinsic motivation is different from extrinsic, when reward or acknowledgement for meeting or exceeding goals is provided. However; when self-satisfaction is achieved and a general feeling of interest while doing an activity or a job is experienced, the motivation is intrinsic. This latter exists between individuals and activities. Generally, People are intrinsically motivated for some activities and not others. Not every individual is intrinsically motivated for any particular task (Ryan and Deci, 2000). Indeed intrinsic motivation does exist between learners and the different tasks in the classroom. This is why many researchers have defined it in terms of the task being interesting. Others relate intrinsic motivation to the satisfaction that a learner gains from intrinsically motivated task engagement. This type of motivation can be illustrated by considering various activities that we perform in our everyday lives. If for example, as a supervisor, you have an employee who is self-motivated, this makes your job much easier. This employee does not need constant supervision because he is interested in what he is doing and he does it perfectly. Teachers experience the same situation in classrooms. Instructors are mostly inspired by students who display intrinsic motivation rather than anything else. Many career choices are made because of this kind of motivation. It is the desire to do something because you want to do it. However; extrinsic motivation is responsible for many other things that we do and perform even though we do not enjoy them. The motivation in this case is the recognition or rewards that are earned by doing them. Individuals are said to be driven to act for extrinsic reasons when they act in order to obtain good grades, for instance. Also, extrinsic motivation is important, but not as powerful as intrinsic motivation since; it comes from an outside source. Understanding it and what foster it is very important for educators. Teachers

cannot always rely on the intrinsic motivation to foster learning. In the majority of cases, many teachers want their students to perform boring tasks which are not enjoyable because they rely only on the intrinsic motivation of their learners. It Is very important for instructors to know the exact sources of motivation for a particular teaching /learning situation. Oxford and Shearin (1994:15) claim that: "Without knowing where the roots of motivation lie, how can teachers water those roots?" Indeed, teachers should know sources of their learners' motivation. Additionally, if we consider the importance of intrinsic and extrinsic motivation in the domain of learning foreign languages, most teachers would agree on the importance of both motivations for learners 'success in any domain .Another important thing to mention is that teachers can enhance learners' extrinsic motivation by providing them with the necessary extrinsic incentives. Salvin (2006:348) speaks about extrinsic motivation as being the "Reward that the external to the activity as recognition or good grade". Indeed, teachers can use a range of extrinsic incentives that can sustain students' motivation for example providing learners with the motivational feedback while presenting the various teaching materials. On the other hand, Salvin (2006:336) affirm that classroom interaction should enhance intrinsic motivation as much as possible. In other words, teachers should attract learners' attention during classroom activities. He believed that arousing interest in the students is a vital condition for maintaining intrinsic motivation in the classroom. Students' curiosity should be enhanced by selecting well planned activities which meet the learners' needs.

1-1-3-Some theories and views about motivation

Considering the importance and complexity of motivation, researchers and specialists developed a wide range of theoretical approaches to the study of motivation (Wiseman 2014). As we have mentioned earlier, the complexity of the subject pushed Scholars and educators to see motivation from different and various perspectives. Many approaches have been developed and each of them perceives the subject from a different point of view and suggests a number of concepts related to this complex phenomenon. As educators, we cannot consider one approach and neglect the others because there is no single approach or theory which fully describes the concept of motivation and gives a complete image of it with a description of all its components. In this concern, Hogan (2004:6), explains that: "Despite the importance of motivational terms for explaining social behavior, the concept of motivation is badly muddled". Indeed, no theory from all the suggested ones throughout the long process of research in this domain can be considered as being the best one for defining or describing motivation in all the domains. Dornyei and Ryan (2015:73), speak about the development of motivation research in terms of three main stages:

- The social psychological period (1959-1990): characterized by the work of Gardner and hid followers in Canada.
- The cognitive situated period (1990's) :Characterized by a shift from the social psychological research towards
- The process oriented period: characterized by an interest in motivational change; especially the one emerging from interaction and communication between individuals.

Each stage comprises a number of theories considering motivation from a different perspective. In the same concern, Keller, (2010:4) prefers 'grouping motivation into four main

categories' based on their presuppositions and domains of inquiry. The four categories according to Keller's (2010) classification include:

- The first group: concerns theories about the study of human psychology and neurology(study of genetics/psychology of arousal/psychological processes of regulation.
- The second group: includes theories which are concerned with the study of behavioral approaches.
- The third group: concerns cognitive theories (expectancy, social motivation, attribution and competence).
- The fourth group: concerns theories related to the study of emotions and affective factors.

As we can notice concerning the two previous classifications, each view considers the study of motivation from a different perspective. Keller's classification takes into consideration the view from which each theory considers motivation. The theories are classified according to the domains of inquiry, whereas Dornyei and Ryan (2015), into account the chronological order of the rise of each theory and classify them according to their period of study. In this research, we are going to describe some of the most common theories which explained the concept of motivation. Each of The following selected theories is cited and described without considering the stage to which it belongs and without respecting the chronological order of the rise of each theory throughout the history.

1-1-3-1-Behaviorist theory of motivation

One of the most prominent motivational theories is the one known as reinforcement theory of motivation developed by B.F.Skinner (1957). His work was largely dependent upon the concept of operant conditioning which is related to the work of Pavlov and his experiment on

a dog. Skinner took the obtained results from Pavlov's research and developed his famous theory. Skinner assumes that behavior is a function of its consequence, which means that the behaviors that we are engaging are largely dependent upon the consequences that we are essentially rewarded for. So naturally, people will engage in activities for they are going to be rewarded and avoid those for which they are going to receive no reward. Burden (2000:5) summarizes the behavioral view of motivation as follows:

> Behavioral theorists stress that individuals are motivated when their behavior is reinforced. Students are motivated to complete a task because they receive extrinsic or intrinsic rewards. For example, a student may complete a task without protest because the score so gained will contribute to a good grade and praise from the teacher and parents. Additionally, with the behavioral view of motivation, a persons' internal cognitive needs are not as important as the reinforces that are provided to control the behavior. Reinforces have no immediate consequences but following a response, increase the probability that the behavior will be repeated.
>
> Burden (2000:5)

From the idea suggested by Skinner about how the individual is motivated to act in a certain way, four types of reinforcement have been developed:

- Positive reinforcement: as consequence for a positive behavior. It occurs when we link a desired behavior with a consequence that persons consider to be satisfying and pleasant.
- Negative reinforcement: which occurs when we are removing an undesirable consequence in order to increase frequency of desired behavior.

- Punishment: which is related to adding an unpleasant consequence as a response to a persons' behavior.
- Extinction: we simply do nothing .We provide no response to a persons' behavior.

Generally speaking, the most important reinforcement stressed by behaviorists is the "positive reinforcement" which promotes academic motivation and leads a person to work hard in order to obtain a pleasant reward as a good grade and to avoid punishment and negative remarks. This view sees motivation as a mechanical process which gives no opportunities for enhancing and developing intrinsic motivation. Nevertheless, reward and punishment tend to be two very important conditions for improving learning and promoting positive behaviors.

1-1-3-2-The socio-educational theory

Gardner (1985: 2), claims that "Second language learning is a social-psychological phenomenon. Results of his researchers with a number of his colleagues constructed the foundation of the socio-educational theory. According to him, motivation and individual competences are two major principles for learning a second language. But motivation is very complex and is influenced by many factors. In fact students' motivation is not only a cognitive aspect but it is also related to affective factors sand emotions of the individual. The founder of the Socio-educational theory defines motivation as: "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity" (Gardner 1985:10).

In the last definition, Gardner described motivation as a goal-directed. Indeed, in the domain of second language learning, the learner immediate goal is to learn the language. So to find out the reasons of our learners' motivation, we have to understand their goal or purpose for learning the language. Within the same scope, in the context of second language learning,

learners are obliged to adapt the behavior of a linguistic community so we can notice that students' attitudes towards this linguistic community can influence their learning abilities (Gardner 1985:6).Each individual processes a unique aim which he establishes for himself. Gardner explains that the individual has a precise objective, he reacts by working more seriously to learn the second language without any consideration to his orientations. More simply, the principle objective of our students is not necessarily learning a second language but it is the reason of their willingness to learn this language. Gardner identified two orientations for learning a language: First, integrative motivation which represents people who indicate a principal objective concerning the communication with persons from the target language community. It refers to a learners' desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community. In sum, integrative orientation refers to the desire to increase the affiliation with the target society. Instrumental motivation. Then, the instrumental orientation concerns people who learn the language to obtain a job or to be seen as more educated persons (Gardner, 1985:11). It refers to learners' desires o learn the language to accomplish some non-interpersonal purpose, such as to pass an exam in order to advance in a particular career.

Gardner states that both orientations affect learners' core motivation. According to him, integratively oriented learners are more motivated than the others. He felt that this kind of learners has more positive attitudes towards the learning situation and will expend more effort in learning the language. For many years, researches made the distinction between integrative and instrumental motivation but this distinction was socio-psychological in nature instead of being educational .It was limited since it failed to account for the pedagogical repercussions of motivation in teaching. In fact, both orientations are important for the success of language learning. Normally, these orientations influence the individual objectives of learners, but also learners' behavior influences the degree of their motivation. Motivation comprises three

essential elements: “effort expended to achieve a goal, a desire to learn the language, and satisfaction with the task of learning the language” Trembly and Gardner (1995:363). So, it is possible that students’ orientation influences his or her desire to learn a second language but motivation is also affected by the efforts and satisfaction for learning this language.

1-1-3-3-Maslow’s Hierarchy of needs

Maslow was a researcher and a pioneer in the field of psychology in the 50’s .He was seeking to synthesize a large amount of information about research related to human motivation. Ultimately, the fruits of his research were that he presented a hierarchy of needs categorized by two groups: Deficiency needs and growth needs. The important thing about the hierarchy is that it was built on a foundation of basic needs that must be met and satisfied before the higher levels are met.

Maslow (1971) believed that human beings are born naturally good .They want to grow and be the best they can be. However; in order to accomplish their goals, people have various needs they have to fulfill and these needs are natural.

The hierarchy of needs is usually illustrated using a triangle as illustrated in (figure: 1.2). There are five levels in the triangle. Each level represents a goal. The most basic need appears at the bottom and each time a lower need is fulfilled, we can then move up to the next need until we reach the top of the pyramid.

-The bottom of the pyramid for Maslows’ hierarchy of needs is our physiological needs. Those needs that are required for us to sustain life like: breathing, sleep, water, food, and sex.

-The next step are safety needs .These needs are met when individuals feel safe and secure with no threat of physical or emotional harm. Those areas that safety concerns are going to be living in a safe area, medical insurance, job security and financial reserves.

-In the middle of Maslow's' pyramid of needs, we find our emotional needs .Indeed once a person has satisfied the physiological needs like sleep , breathing and safety, higher needs become more important. Our need for having friends and our ability to receive and give love. These are the emotional needs to be met as we continue through Maslows' hierarchy of needs.

-Next, it becomes important for the autonomous human beings to experience a sense of self-esteem which means to feel good about ourselves, and feel that we are important. Those things that make us feel of self-esteem and that we do matter on this earth are: Self-respect, achievements, attention, recognition, and our reputation in the society we live in.

-Finally the top of Maslow's' hierarchy is self-actualization: Some of these traits of being connected to the world and reaching self-actualization include: truth, wisdom, justice, morality and lack of prejudice.

The benefits from understanding Maslow's' hierarchy of needs, as far as the educational system is concerned , is to know where learners are situated in the pyramid .Indeed, teachers should know this in order to be able to address, access or even work with those learners. It is very important to mention that Maslow's hierarchy of needs is not always in accordance with student's actions and behaviors. Many times, learners may deprive themselves of sleep in order to study for a test, or become so engrossed in an activity that they forget about their fatigue, hunger, or personal problems. Even so, the hierarchy is useful reminder that , in order to motivate students successfully, we may need to address their lower needs along with higher needs associated with learning (Brophy 2010:5). Additionally, this theory consolidates the idea that the behavior of individuals is motivated by the need to fulfill these drives. Therefore, it solidifies that students may lack motivation because they fail to see the necessity of the relevance of the classroom content.

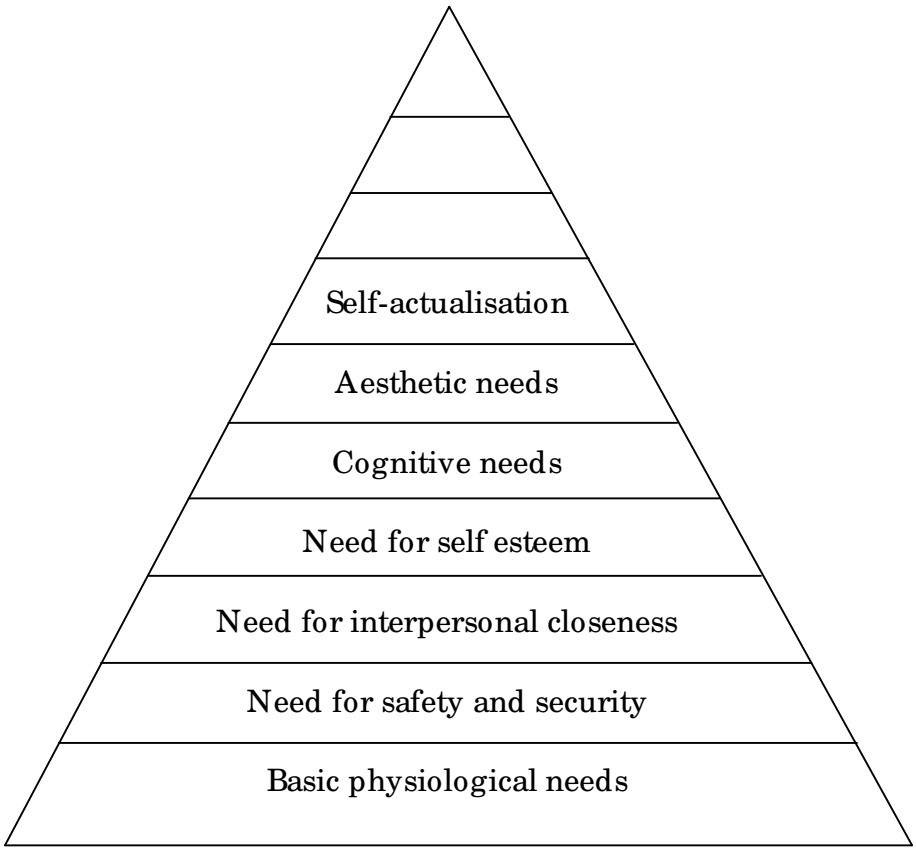


Figure1.2: Maslow's hierarchy of needs

1-1-3-4-Herzbergs (1959) Motivational theory

This theory provided the foundation for various other theories and researches. Herzbergs claims that job satisfaction and dissatisfaction are affected by different sets of factors. He identified related factors which led to extreme satisfaction. First hygiene factors which need to be present to ensure a reasonable level of satisfaction and if these factors are not present they could be a source of extreme dissatisfaction. Some of these particular factors include things like benefits, pay and job security, social needs like friends in work place. Second, motivational factors like recognition, achievement, opportunity for advancement and challenging work. If these factors are present they do not lead to extreme dissatisfaction but if they are present, they contribute to satisfaction to a very good degree.

Within the same scope, we can observe through hygiene factors wouldn't be a source of extreme levels of satisfaction but if they are absent, an extreme level of dissatisfaction can be produced. But which factors do lead to extreme satisfaction. The whole idea is how to encourage the learners' behavior to engage in activities. The satisfaction of hygiene needs can prevent dissatisfaction poor performance but only the satisfaction of the motivation factors will bring the type of productivity improvement sought by companies (Herzberg et al.,1959) .

Motivational Factors	**Hygiene factors**
Achievement	Salary
Advancement	Company Policy
Growth	Supervision
Recognition	interpersonal
Relations	
Responsibility	Job security
The work itself	working
Condition	

Figure1.3: Motivation and hygiene Factors (Herzberg).

1-1-3-5-Achievement theory of Motivation (Meclelland)

This model of motivation differs from the others slightly. It is not about how to motivate or when to motivate. The Mclelland motivation theory is concerned with finding about the different types of motivational needs. He believed that we have all: a need for achievement, a need for affiliation or a need for a power. Most of people will possess a combination of all three and they will have different characteristics depending on the dominant motivator. Teachers' role is to find out who has which. Generally speaking, achievement motivated people are motivated by a sense of accomplishment; they have a strong need to set and

accomplish challenging goals like to receive regular feedback on their progress and achievements. These people take calculated risks to complete them by working alone.

Affiliation motivated people are motivated people through interaction with the others. They like to be part of a group, be liked by others and will often go along with whatever the rest of the group wants to do. They prefer collaborating and do not like risk and uncertainty.

Power motivated individuals are motivated by authority and status. They like to control the others and like competition, like to win arguments and admire success. Power motivated people can be divided into two groups: personal who like to control others and institutional who like to control a team. As we can probably imagine learners with institutional power need are usually more desirable as team leaders. Using Mclelland motivation theory, we can identify the dominant motivators' people in our classrooms and use this information to know how to reward our students. For the previous reasons, when teaching, instructors should set clear learning intentions and design clear class goals for each lesson .In the same line of thought, McLelland explains that a need to feel accomplishment will drive students to complete and fulfill these goals.

1-1-3-6-Expectancy theory of motivation

Expectancy theory is a commonly used theory for explaining why people engage in certain behaviors when they have a series of alternatives available to them. It was developed by Victor Vroom (1964), producing a systematic explanatory theory of work place motivation Vrooms' expectancy theory assumes that behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and to minimize pain. According to expectancy theory : A person will be motivated to put forth a higher level of effort if they believe their effort will result in a higher performance and thus better rewards (Vroom:1964).There are three main important elements of expectancy theory:

- **Expectancy**: which is the level of efforts a person is willing to exert hoping that the increased effort will result in better performance. It is the belief perception that a person's effort will result in greater performance.
- **Instrumentality**: which is the belief that if you perform well, the valued outcome will be received .It is the belief or perception that a person's performance will be rewarded or punished. The factors that control instrumentality are trust, control and policies. All these three needs need to be present to believe that the performance will have positive results.
- **Valence:** That is the importance that the individual places upon the expected outcome. It is the value of the reward according to the person .The outcome of the results are dependent on the performer's trust, goal attainment behavior, need and desire to achieve a specific result and the various sources of motivation.

1-1-3-7-Self -determination theory

Self –determination theory is considered to be one of the most important theories which influenced considerably research in the domain of psychology .it is concerned with the motivation behind the choices people make without external influence and interference.SDT emphasizes on the extent to which an individual's behavior is self- determined and self-motivated. This theory makes the distinction between two main types of motivation: intrinsic and extrinsic (previously defined and explained in the same chapter). It is comprised of cognitive education theory and organism integration theory.

1-1-3-7-1-Cognitive evaluation theory: states that an individual needs to perceive that:

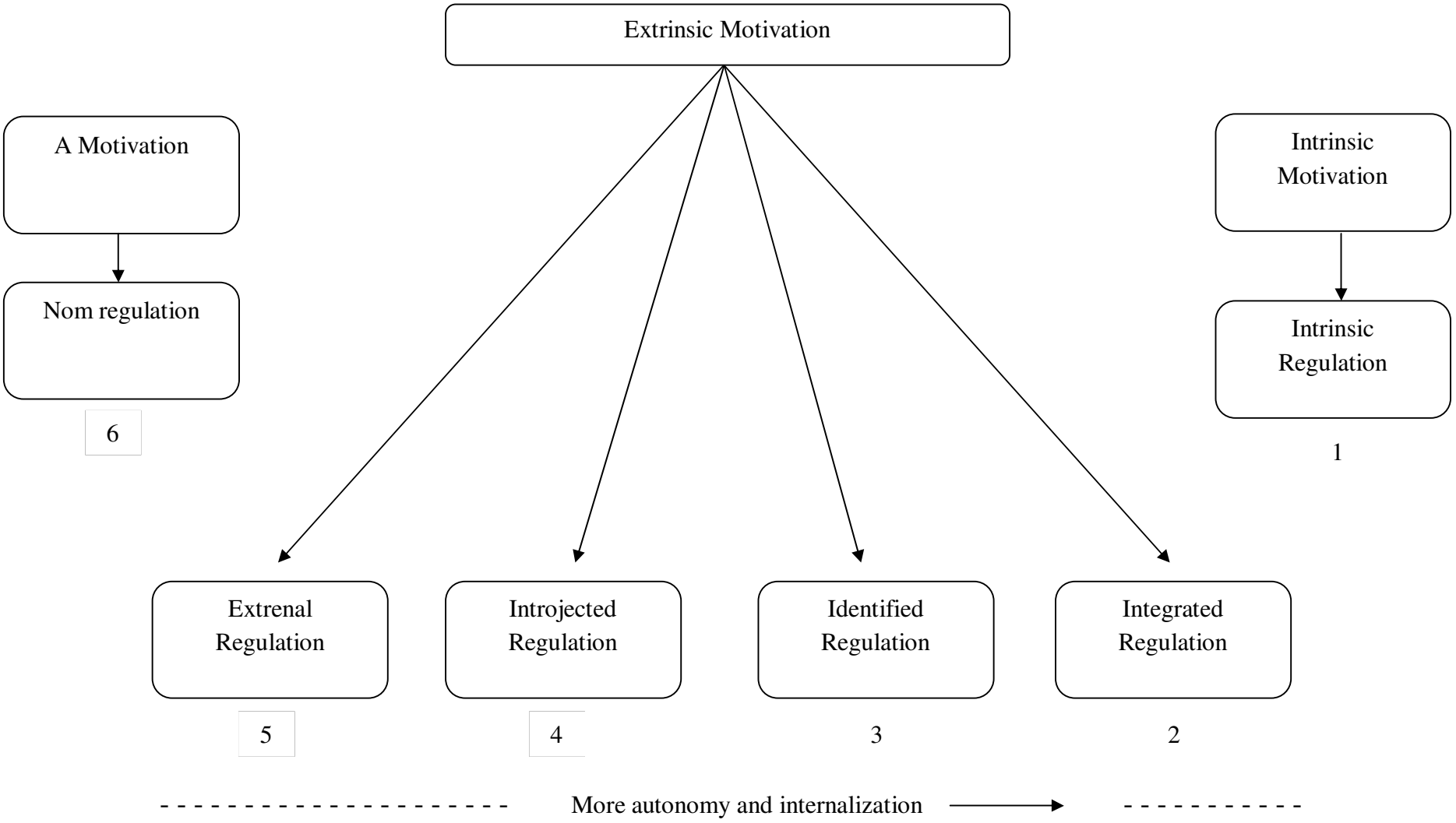
- He is competent, which means that he is good in doing something.
- He must feel that he is autonomous and has the ability to make individual choices by believing that he has control over his actions.
- He has relatedness which means that he is connected to others through positive relationships.

The three previous principles constitute the three aspects which scientists call the three nutriments of the SDT. According to Deci and Ryan (2000: 229): "Psychological health requires satisfaction of all three needs (competence, autonomy, and relatedness) one or two are not enough". The two researchers explain in their brief definition, that for people to be mentally healthy in their lives, they need to have these three needs met. They also explain that these three needs are universal which means that (They are needed by people in all cultures (Deci and Ryan, 2000:232). Studies conducted with people from different cultures, confirm the fact that these needs are human quality and they are not specific to particular cultures. Moreover; Deci and Ryan (2000:233) explain that: "meeting autonomy and competence needs leads to interest which is basical for meeting intrinsic motivation". Additionally, the feeling of competence does not enhance intrinsic motivation unless it is accompanied by a sense of autonomy. It is also noted that relatedness is also important for intrinsic motivation. In sum, this model emphasizes on the necessity of the three basic conditions:(competence, autonomy and relatedness to the other individuals) in order to achieve intrinsic motivation.

1-1-3-7-2-Organismic Integration theory: It is another sub-theory of self-determination theory. It makes the distinction between three types of motivation (Amotivation extrinsic and intrinsic motivation) .Besides ,according to (Deci and Ryan,1985), we have six different types of regulations. These latter vary according to the amount of autonomy the person has and the

amount of internalization of the motivation. Internalization is defined as how much a person values the activity. **Figure1.4,** illustrates clearly the existence of three main types of motivation subdivided into six other types from left to right, we can read: Amotivation, external regulation, introjected regulation, Identified regulation , integrated regulation and intrinsic regulation. These latter are briefly defined in what follows:

Figure1.4: Organismic Integration Theory (Deci and Ryan 1985)



- ✓ **Amotivation** (non regulation): In this type of motivation the person does not take any action. The individual is just going through the motions. He does not value the activity, does not feel competent and does not expect desired outcomes.
- ✓ **External regulation :** Which is part of external motivation. Here the motivation is to satisfy an external demand. An example would be a middle school student who does an assignment to avoid parental confrontation.
- ✓ **Introjected regulation :** It is another type of extrinsic motivation. A person tries to internalize it by valuing the activity by taking in regulation, but does not accept it as one's own. Instead, he does it to avoid guilt or anxiety to attain ego enhancements .An example is a person who gets to class on time to avoid feeling like a bad person.
- ✓ **Identified regulation**: Here the person values a goal and the action is accepted or personally important so it's more internalized because it's more highly valued. An example would be a high school student who willingly does extra work in math because he /or she believes that it is important for getting into college.
- ✓ **Integrated regulation:** Here the person as identified with the importance of the behavior but also integrates those identifications with other aspects of the self. It is not intrinsic motivation where the person is so engrossed that he loses time. In fact, he may not be interested in the activity. An example would be a music student who takes an extra course in composing, even though it's not necessary, because it is consistent with her life goal of being an excellent performer and teacher.
- ✓ **Intrinsic regulation:** Here the activity is enjoyable in itself and the person is interested in it which is different from integrated motivation .It is really flow which is peak intrinsic motivation. An example would be a student who plays video games for long periods of time.

Within the Organismic Integration theory, intrinsic motivation is placed at the extreme right starting from Amotivation (absence of motivation) passing through a controlled motivation towards an autonomous motivation which is considered to be central for our psychological needs .

1-1-3-8- Dornyei's model of L2 motivation

In an attempt to design a comprehensible model of L2 motivation, Dornyei (1994a) constructed a three level framework of L2 motivation containing the main constituents of motivation, which he classified into three main levels. Dornyei (2001: 51), provides the characteristics of each motivational level. In what follows a brief definition will be provided based on Dornyei suggested model for L2 motivation.

-The language level: encompasses various components related to the aspects of the L2, such as culture

- The learner level involves individual characteristics that community, as well as the intellectual and pragmatic values and benefits associated with it. The learner brings to the learning process.

- The learning situation level is associated with situation specific motives rooted in the various aspects of the language learning within a classroom setting. It includes:

- Course specific motivational components which are related to the syllabus, the teaching materials, the teaching method and the learning tasks.
- Teacher specific motivational components: which concern the motivational impact of the teacher's personality, behavior and teaching style/practice.
- Group- specific motivational components are related to the group dynamics of the learner group.

According to (William and Burden 1997: 118): “What is really noticeable in Dornyei (1994 a) model is that the language level encompasses various orientations and motives related to aspects of the second language”. For example, the culture and the community, and the importance of the language learner for communication. The learner level involves individual characteristics that the learner brings to the learning task. The main characteristics of this level are need for achievement and self confidence. Finally, the situation level includes components related to the teacher and the group dynamics.

- Language level	Integrative motivational subsystem
	Instrumental motivational subsystem
- Learner level	Need for achievement
	Self confidence
	- Language use anxiety
	-Perceived L2 competence
	- Causal attributions
	-Self efficacy
- Learning situation level	
- Cause –specific motivation	Interest (in the course) components
	Relevance (of the course to one’s needs)
	Expectancy (of success)
	Satisfaction (one has in the outcome)
- Teacher- specific motivational Components	Affiliative motive (to please the teacher)
	Authority type (controlling Vs autonomy-Supporting)
	Direct socialization of motivation
	-Modeling
	-Task presentation

	-Feed back
- Group –specific motivational Components	Goal -orientedness
	Norm and reward system
	Group cohesiveness
	Classroom goal structure (Cooperative, Competitive or individualistic)

Table 1.1: Dorney's framework of L2 motivation (Dorneyei, 1994a: 280)

Despite the fact that Dornyei (1994 a) model represents an immense contribution for The study of L2 motivation ,the different constituents of each level are presented separately without linking between them. Additionally, if any researcher decides to take this model as a reference for testing classroom motivation, for example, it will be very difficult to design a test which comprises all the elements of the model. In other words, it is very difficult

1-1-4-Affective factors related to motivation

Interest in affective factors in the domain of second language learning has increased because of various researches which demonstrated the impact of these factors on learners and their great influence on the teaching/learning process .In this concern, Gardner(2001:1) explains that: "concepts ,like attitudes, motivation and anxiety were not considered to be important at all, Today, much of this has changed , and one sometimes gets the impression that affective variables are considered to be the only important ones" . Hence, we are going to discuss some affective factors related to motivation and which has a great impact on learner's interest and participation in classroom activities and affect his oral performances in the target language.

1-1-4-1-Krashen's affective filter hypothesis

In his theory of second language acquisition, Krashen explains that acquiring a second language consists of five hypotheses:

1- Natural order hypothesis.
2- Acquisition learning hypothesis.
3- Monitor hypothesis.
4- In put hypothesis.
5- Affective filter hypothesis.

In this research, we are going to concentrate on the affective filter hypothesis. It explains that a number of affective variables can facilitate second language acquisition .These variables include: motivation, self confidence and anxiety. Krashen claims that learners with high motivation, self confidence, a good self image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental' block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. Krashen (1985:100) , defines the affective filter as: "a mental block, caused by the affective factors that prevents input from reaching the language acquisition device". He explains that the lower filter is, the more opportunities students will have to receive "comprehensible input". Indeed, boredom, panic, nervousness, anxiety, and insecurity can have a negative impact on language learning. So our goal as teachers is to keep the filter as low as possible in order to assure a successful learning process.

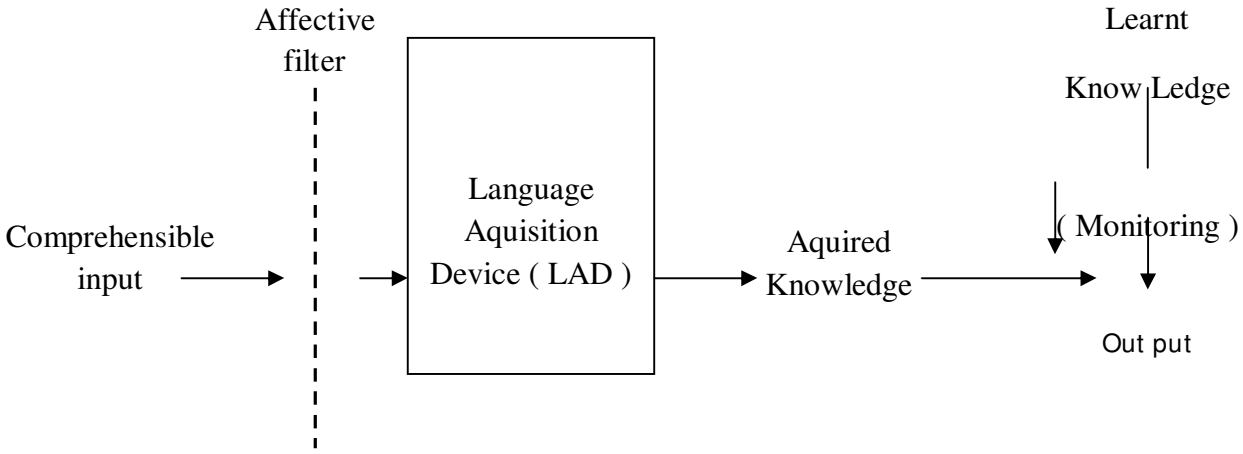


Figure1.5: The input hypothesis model of L2 learning and production.
(Adapted from krashen1982) .

According to **Figure 1.5** 'Comprehensible input' represents the course content. It can be either written, oral or whatever the teacher decides to teach in the classroom. When the learner feels comfortable and the chemistry is good between him or her and the other classmates, this can help to create a low anxiety environment .Consequently very low resistance to the 'input' occurs and the learner goes towards what Chomsky calls: 'Language Acquisition Device', which exists in everybody's mind and helps to facilitate the understanding of the structure of any language. After that, the learner is able to access what is called the ' monitor', another part in Krashen's theory which helps people construct sentences especially as far as the spoken form of language is concerned. Finally, as a result the output is going to be successful. Putting Krashen's theory into work within the classroom context requires adapting the learning context to the learners' abilities and trying to adapt behaviors that decrease the level of anxiety in order to create a favorable language learning environment.

1-1-4-2-Anxiety

A lot of learners are frustrated because they can't speak the foreign language as well as they would like to, they don't find words while speaking and they feel inside really nervous. If we want to describe what happens to them when they speak the language that they are learning, may be they are suffering from anxiety. As learners, we have certainly experienced this feeling of anxiety. Any task that needs a certain amount of challenge can expose the learner to a feeling of uneasiness and fear .Anxiety is indeed a negative factor in language learning and many researchers demonstrate that teachers should keep this affective factor as low as possible.

Generally speaking, those who suffer from anxiety have something in common. They focus too much on their mistakes even if they are good and have acceptable language abilities.

The majority of second language learners feel various degrees of anxiety when asked to express their opinions and points of view in front of others during language courses. In fact many teachers realize that anxiety influences negatively learners' behavior and hinders students' oral performance. Speaking in front of the teacher and other learners can be a significant source of anxiety for second language learners. A lot of researchers and psychologists investigated in the impact of anxiety on the domain of second language learning; especially, concerning oral performance using the target language. It is considered to be the subjective feeling of tension, apprehension, nervousness associated with an arousal of the automatic nervous system (Spielberger, 1983), and can be defined as a general feeling of uneasiness with a sense of foreboding and a feeling of tension (Hansen, 1977). Additionally, it is believed that foreign language anxiety is one of the best predictors of foreign language achievement(Gardner,1985;Krashen.1981). These latter should be taken into consideration to achieve successful language learning and teaching. These affective factors including anxiety can influence negatively learners and prevent them from achieving successful foreign language learning. So modern studies give a lot of importance to the cognitive and affective sides of language learning. Both of them should be taken into consideration to achieve successful language learning and teaching. The affective factors including anxiety can influence negatively learners and prevent them from achieving successful foreign language learning.

According to Scovel (1978: 134): "Anxiety is a complex affective concept associated with feeling of uneasiness, frustration ,self doubt, apprehension, or worry" .When we speak about the cognitive components of anxiety, we are referring to all the negative thoughts that a student have when performing a particular action for example: what is going to happen during my performance? Or how bad it would be if I fail in doing this activity?. From another part,

affective components include physiological and emotional reactions such as heartbeat, for example.

Ganschow and Sparks (1996), concentrate on the components of oral anxiety. They explain that anxiety in L2 acquisition may be described as fear of losing face, Insecurity, and lack of confidence which all hinder and success in foreign language learning preventing students from fully participating in oral activities in classroom. Indeed learners may feel different types of anxieties that may make them unwilling to participate in oral classes. Students may feel the topics suggested by the instructor not enough important. Also, others may feel uneasy after their colleagues' contribution in the classroom interaction. Furthermore, students may feel fear of making mistakes since they do not understand what the teacher and the other students are trying to say. Many of our language learners may feel that their oral abilities in L2 are poor and that is why they worry that their weaknesses may be exposed in oral activities. Within the same scope, Philips (1992), demonstrated that there exist a close relationship between language anxiety and oral performance, explaining that the more anxious the students were, the lower performance they displayed in oral tests .The findings of his study suggest that language anxiety can make an effect on learners performance and his or her attitudes toward language learning.

Andrade and Williams (2009) made the distinction between trait anxiety, which is the tendency of a person to be nervous or feel tension regardless of the particular circumstances, and state-situation anxiety which is nervousness or tension at a particular moment in response of some outside stimulus (Mac Intyre and Gardner, 1989).

Andrade and Williams (2009) consider that one type of situational anxiety for example can be communication anxiety which may occur when people interact verbally with each other (Dally, 1991) and suggest another type which is fear of negative evaluation, which occurs

when people worry about what others think of them (Horwitz ,Horwitz , and Cope,1986).When learners face situations where they are exposed to academic evaluation, in other words when they perform to be evaluated, they feel situational or state anxiety, This is what psychologists call ”evaluative threat” or fear evaluation. The same fear is generally met when learners are asked to participate in classroom interaction in front of the instructor. Most learners struggle to improve their communicative abilities, in particular listening and speaking skills but anxiety represents a considerable barrier for learners to communicate effectively in the target language during oral classes.

A third type of anxiety designed by researchers is situation specific anxiety which is anxiety experienced in a well defined situation (MacIntyre and Gardner,1991,a).It is related to certain particular situations. Generally, in the context of second language learning, a learner can find himself unable to be proficient in a foreign language particularly in speaking or reading passages.

Another distinction is made between facilitative and debilitative anxieties. (Kleinman1977, Scovel1978) quoted by Allwright and Bailey (1991: 172). Facilitative anxiety can be a good motivator for learners to learn and succeed in exams, fearing failure can provide a person with strength to work and advance in order to achieve his or her goals. Whereas, debilitative anxiety can have devastating effects on individuals. Stress can prevent someone to perform well during exams and lead him or her to forget several issues related to the learning process.

Wiseman (2014:83) states that:

> A small amount of anxiety can help to improve performance by motivating students to positive action. This is referred to as facilitating anxiety or anxiety in such a small amount that it actually helps to improve performance. However, too

much anxiety can have the opposite effect interfering with motivating and diminishing the students' performance. This anxiety is referred to as debilitating anxiety or anxiety so extreme that it gets in the way of successful performance.

Performing in a foreign language class can be one of the most stressful situations that an individual can face. Unlike other situations, the learner may know the answer but does not find the words to say the idea correctly as stated by Allwright and Bailey (1991:174-175): "….,the probability of being wrong in some way or other is vastly greater in language learning than in other subjects.). Within the same scope, it is very difficult to avoid the feeling of anxiety in foreign language learning setting. (Cherchalli's1988 cited in Allwright and Bailey 1991:175) diary and interview research with Algerian secondary school learners illustrated the following points.

" 1 "When the teacher is giving explanations my heart beats strongly and I keep saying to myself: "It's going to be my turn now".'

2 'Today the teacher has insisted a lot of tenses.I had beads of sweat! Me and English tenses have never agreed!'

3 'Today we had a quiz. It was very easy but I was so anxious about the second exercise that I couldn't work.'

4' I'll never forget today and the shame I felt. Everything started when the English teacher asked me to read a few sentences on the black board……' "

It is very important to mention that the relationship between anxiety and motivation is curvilinear, that is, some anxiousness may be good while too much can be damaging. (Cassady and Johnson,2002).

Additionally, students may experience anxiety in various situations. Seven situation under which students may feel anxious are identified in the table bellow.

TYPES OF SITUATION	DEFINITION
Physical appearence	Student are often concerned about their appearance . They might see themselves as too thin, too heavy, to tall, or too short. Teacher should not take these concerns lightly as they can have significant impact on student's motivation and performance.
New situations	Students frequently experience uneasiness when encountering new individuals and situations as teachers, peers, classes, and schools
Judgement / Evaluation by others	Most students experience worry over being judged by others. This includes being evaluated by teachers on assignments and activities as well as being accepted by classmates and friends
Tests	Test anxiety is often not taken seriously enough by teachers . Comments such as « Just relax », « Don't worry »,or « You will get it if you study harder next time », generally have little impact on students who are truly anxious or experiencing debilitating anxiety in testing situations.
Excessive classroom demands	What may not seen excessive to teachers may seem extremely excessive to some students, especially students with high level of anxiety. Students normally feel anxious when confronted with expectations that they fell are beyond their ability to respond to successfully.
The future	Though some current research suggests that young people have more positive than negative outlooks for the future, this does not mean all young people . Concern over the future, especially at the middle and secondary levels, can be significant and effect their motivation and performance in the classroom.
Situation where self is threatened	Fear of failure any where can be powerful and debilitating. Fear of failure in public can be especially so. Many students experience levels of anxiety that are virtually paralyzing in effecting their motivation and performance when the concern includes a dimension of public criticism

Table 1.2: Students and anxiety-producing situations:

Source: Adapted from Ormrod,J. (2011).

Indeed, situations where students have to face a public, confronted with their physical appearance complex, may be a high stimulitator of their feeling of anxiety. Also facing new situations, new people and the fact of being tested can make students feel uneasy, nervous and automatically anxious. Teachers should take all these situations into consideration while presenting the course, designing the activities and interacting with their students during a foreign language classroom.

1-1-4-3-Self-esteem

Self-esteem is defined as an attitude held toward a given object and which can involve positive or negative cognitive emotional, and behavioral reactions (Muk2006). Another definition hold by the same author (Muck2006:10) is that self-esteem is related to the "discrepancy between the expected self which the individual whishes to be ideal (perfect) and the self that one currently sees as being real, the one that really matters. The closer the two percepts are the higher the individual's self-esteem is and the wider the gap between the two , the more self-esteem suffers .Besides, a foreign language classroom represents one of the most threatening fields for to an individual's self-esteem. Within the same scope,Allwright and Bailey 1991/2000:178) suggest that: "Language learning poses a threat to a person's self-esteem as would any task where success was not guaranteed and the probability of making a fool of oneself was (so) very high". So during language courses where foreign language learners have to interact and do activities using the target language, learners are afraid of making mistakes in front of the teacher and the other classmates. Students may think that the others are superior and it would become very difficult for them to preserve their own self-esteem. Another important definition concerning self-esteem is the one suggested by Branden (1994) who claims that self-esteem is the disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness.

As far as the importance of self-esteem in foreign language classes and its relation with the other affective factors as motivation and anxiety. (Heyde 1977, cited in Allwright and Bailey 1991: 178) makes the distinction between self-esteem in general, self-esteem with a particular type of situation (work, home, school, etc) and self-esteem with regard to a particular task. He explained that all three types of self-esteem correlate positively with oral performance. Results of the research that he carried out with a group of In this case study research with

French for , a group of American college students, he found that self esteem with regard to a particular task was the most strongly related to performance.

1-1-4-4-Inhibition

Inhibition is closely related to self-esteem. Some learners prefer to hold back or prevent from responding in order to protect their ego. They prefer protecting their native language, the one that defines their identity because of cultural reasons. This is clearly stated by Brown (1994: 61), who explained that:

> As human beings learn to use a second language they also develop a new mode of thinking, feeling and acting-a second identity-.The new "language ego", intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions.

So when learning a new language, some learners are reluctant to participate orally using the foreign language. Being inhibited may be related to cultural and personality fears. Some of them prefer protecting their identities .Furthermore; any individual has a particular identity which is associated to his personality, so when a learner speaks in English, he feels that his personality is different and he may think that he is lost. Consequently, some learners who do not like to see this change prefer protecting their original identity by avoiding speaking in the target language. Within the same scope, Brown (1994), advises instructors to bring affective support to their learners in the classroom. He suggests some possibilities which may reduce students' inhibition. Here are some of them:

-Display a supportive attitude to students .In many foreign language situations, some learners may feel quite stupid in speaking the new language but instructors should help them to remember all the time that they are adult learners struggling to acquire very complex set of

skills. Instructor's patience and empathy need to be openly and clearly communicated, for fragile language egos have a way of misinterpreting intended input.

- In planning various lesson plans, instructors have to choose cognitively challenging techniques but not overwhelming at an affective level.

-Considering learners' language ego explains Brown (1994) will probably help instructors to determine:

- Who to call on.

-Who to ask volunteer information.

-When to correct a students' speech error.

-How much to explain something

-How structured and planned an activity should be

-Who to place in which small groups or pairs

- How "tough" an instructor can be with a student.

Hence, second language students are likely to experience a moderate identity crisis by developing a second personality .Brown, advised instructors helping such students to understand that the confusion of developing that second identity in the second culture is a natural process. Also, patience and understanding on teachers' part will make the process easier for learners.

I-1-4-5-Extroversion Vs introversion

In our classrooms, we have generally introvert and extrovert students. By “introvert” we generally refer to students who are reluctant, shy, quiet and anti-social, which means learners who do not like much communication. They do not want to interact and share their thoughts, opinions or feelings with others. Alternatively, “ extrovert” students are outgoing, social and interactive persons. This type of learners is equipped with natural energy and is very interested in the outside world. This personality trait may affect positively or negatively learners’ attitudes and performance in the classroom. This is more clearly explained by Hedge (2000:20) who claims that:

> There is a widely held view that extrovert learners are likely to be more successful than introverted learners, possibly because they are more assertive, more willing to experiment and take risks, and more able to make the social contacts they need to practice language. This view, however, is not conclusively supported by the findings of research .Furthermore; we need to keep the exigencies of the classroom situation clearly in mind. It may be well the case that extrovert students benefit from oral work in small groups where their assertiveness enables them to dominate practice, but in whole class mode of learning, as MC Donough (1983) indicates, the extroverts may be silenced by an irritated teacher.

In reality, it is widely believed by most teachers that personality traits play a crucial role in learning success .As far as classroom participation and talk are concerned, extrovert students participate more frequently even though they make grammatical and pronunciation mistakes,

the most important thing for them is to interact openly and freely with other students, whereas introvert students are more obsessed by accuracy and always afraid of making mistakes.

Indeed, individual personality trait differences have an important impact on second language acquisition .These differences may influence students' performance by decreasing risk-taking which is necessary for the progress of the learning process (Lightbown and Spada). Besides, Dewaele and Furnham, cited in Dorney and Ryan (2015), explain that results of their research demonstrate that extroverts are more fluent than introverts both in L1 and L2, especially in formal situations. Indeed, when the learner finds himself in an environment where pression and stress increase, he loses the authenticity of speech production (Dorney and Ryan: 2015). In such situations, extroverts may overcome speech difficulties and interact more easily than introverts.

1-1-5- Motivating students in the classroom.

In order to create a motivating environment for their students, effective teachers need to know and understand the right meaning of motivation in a learning context. They have also to apply their understanding of this abstract concept in order to be able to motivate their learners. Many specialists tried to suggest ways and strategies for providing a motivating instruction in the classroom in order to promote learning and to develop their learners' performances. One of the significant studies in this domain is the one carried out by Dennis, Wiseman and Hunt (2014:46) who based their research on four key dimensions already identified by Keller's model for instructional design. These are: interest, relevance, expectancy and satisfaction. They explain that understanding these dimensions of motivation are directly related to motivating students in the classroom. The four dimensions are illustrated in the table below:

Dimensions of motivation	Relevant questions in understanding the dimensions of motivation
Interest	Is the student's curiosity aroused and sustained over time?
Relevance	Does the student see the teacher's instruction as satisfying his or her personal needs or goals?
Expectancy	Does the student believe that it is within his or her control to be successful in the lesson?
Satisfaction	Is there a positive balance between the student's intrinsic motivation and his or her responses to extrinsic rewards?

Table1.3 : The Four Dimensions of Motivation

Adopted from Gagne, R , Wagner, W. , Golas , K. , and Keller , J. (2005) .

The ARC's model for motivational instructional materials inspired many researchers and course designers for developing their own models .It focuses on four main steps in order to promote and sustain motivation in the classroom:

- Attention :which also refers to learners' interest can be achieved through active participation concrete examples and variety of activities.
- Relevance: This component refers to the usefulness and importance of the instructional content. Learners need to feel the necessity of the process they are undertaking.
- Confidence: in order to be motivated, learners need to feel that they are able to Succeed.
- Satisfaction : is a close link between motivation and satisfaction. Learners need to be satisfied of the results they have achieved.

The four previous components constitute one of the major elements for being motivated during the learning process. As we can notice, they cannot be achieved without the precious role of the instructor who has the possibility to manipulate all them towards the intended objectives. This why what follows will be devoted to the various aspects of the teachers' motivational impact.

1-1-5-1-Teachers' motivational impact

The majority of researchers emphasize on the role of the teacher in the process of motivation. Instructors play an important role in maintaining and enhancing student's motivation .their attitudes towards the students definitely influence learners' enthusiasm. The primary role of teachers in a foreign language classroom is to act as facilitators and to help learners to actively participate in the learning process. Dorney's (1994) researchers demonstrate that the teacher has a crucial role in motivating students. He explains that "teachers could increase students' interest and involvement in tasks by implementing varied new and challenging activities. This implies that lessons are varies and non-monotonous" (1994:282). Also, as teachers, we deeply believe that the mission of teaching is very hard and challenging. Teachers need to bring new techniques and strategies into their classrooms. They have to diagnose the barriers which prevent learners from being motivated to participate in different tasks and should find ways to overcome these barriers. Moreover; many researchers demonstrate that the teachers' behavior in the classroom and his relationship with his students influence their ability to acquire the foreign language. Indeed, the management of learners' learning is clearly linked to teacher's ability to set an appropriate tone and gain learners respect and co-operation in class (Williams and Burden1997:199).

Within the same scope, (Creton and Hoomayers 1992, cited in Williams and Burden 1997), make the distinction between the instructional-methodological aspect of the teacher

behavior, such as the selection of the content and materials, methods, strategies and forms of assessment used by the teacher, and the interpersonal aspect which concerns the creation of a positive atmosphere giving the learners the opportunity to learn as much as possible.

Within the same line of thought, Anderman and Anderman(2010:2) explain that :

> Teachers influence students' motivation in many ways: through daily interactions with students, they influence students' beliefs about their own abilities, their attitudes toward certain subject areas, their immediate and long term goals, their beliefs about the causes of their successes and failures, and their reasons for ultimately choosing to do their work.

Many researchers tried to find out about the influences of teachers on learners' motivation. Brett D.Jones (2009), explains that positive relationships between teachers and their learners in the classroom generates positive feelings and leads students to become more motivated and thus perform better academically and socially. He suggests that this idea can be found in three theories: Attachment theory, model of social-support and self determination theory.

- Attachment is : "a deep and enduring affectionate bond that connects one person to another across time and space" (Ainsworth1973; Bowlby 1969 cited in Bergin and Bergin 2009: 142). The previous definition considers that attachment focuses on a bound between two people. Jones explains that attachment can be learned since it is a relationship, not a trait inborn (p154).Here we can take into consideration the example of children who suffer from various psychological difficulties; they become securely attached with sensitive parenting. We can add that attachment theorists believe that it is stable over time and it affects the development of internal working models as memories and expectations, for example people can have a model of others as trust

worthy or not, a model of the self as valuable or not, and they can have a model of the self as affective or not when interacting with others.

- On the other hand, Social support perspectives focus on students mental representations relationships (Jones 2009). In these perspectives emotional support can serve as a buffer from stress and anxiety, also relationships can be highly familiar and stable. This can be the case of elementary school teachers who teach students the same students along all the year.
- Also, self determination theorists explain that individuals have the same basic psychological needs. One of these needs is relatedness (Wentzel 2009), which is a need for secure and satisfying relationships. Teachers' level of involvement can lead to students feeling that their need of relatedness is met and instructors can in this case explain their involvement through demonstrating interest in students' well being and providing emotional support. Through all what preceded, we can notice the importance of teachers' student relationship.

In sum, through Jones (2009) research on the role of the instructor in motivating students. It is clearly explained that to foster carrying and positive relationships, teachers can clearly explain to their learners what do they expect from them and how they want them to behave, besides they may exhibit serious willing to help their students in various tasks. They can also provide emotional support to them by ensuring a safe environment in the classroom. Teachers who provide these things tend to have students who have a sense of belongingness and relatedness which lead to students who have a positive sense of themselves and desirable goals and values which then lead to improved grades, improved relationships and behavioral styles.

Within the same scope, one cannot neglect the valuable works of Dorneyei who suggests some motivating strategies in many of his researchers. Techniques based on Dorney's

recommendations are suggested in what follows to help motivating students in second language learning tasks and activities:

-Design tasks and projects in which students work independently. Their choices and interests should be taken into consideration by the teacher. Also, they should be provided with regular feedback concerning their improvement and progress .As teachers, we should emphasize on their success in doing different classroom activities in order o strengthen learners' feeling of satisfaction and show the performance motives.

-we should create a good teacher-student relationship by building affective motives and a good attachment with our learners.

-Some unmotivated learners, especially; boys need greatly challenging and motivating classroom environment because of their higher feeling of being under pressure. Also, girls should be given a lot of attention and treated with special care because of their law self-esteem, since they do not feel confident because of their physical problems at a particular age.

-Decrease the feeling of anxiety because of the fact of being under pressure and self criticism by helpful encouragement and accepting behavior.

-Design sometimes easy activities and tasks which need individual work to motivate students and provide them with a feeling of success. This also can be done by strengthening students' self –concept and self-esteem through positive reinforcement.

-Forming positive attitudes towards language learning by highlighting the importance of speaking foreign languages and showing its importance in the world.

-Design group work activities and tasks in which learners share personal information and know each other better.

It is very important for instructors to know that they should try to make their class a very safe place to make mistakes, encourage them to experiment. Let students know that their errors when communicating in the target language are not something so terrible as they think. To crate this motivational safe environment, teachers should play the role of successful facilitator (Brookfield1986:9-11), in order to achieve this; he gave six main ideas which he believed characterize the facilitator teacher:

"1-participation in learning is voluntary; adults engage in learning as a result of their own volition.

2-effective practice is characterized by respect among participants for each others' worth ….. an attention to increasing adult's sense of self-worth underlies all facilitation efforts.

3-Facilitation is collaborative.

4-Praxis is placed at the heart of effective facilitation. Learners and facilitators are involved in a continual process of activity, reflection upon activity, collaborative analysis, and so on.

5-Facilitation aims to foster in adults a spirit of critical reflection.

6-The aim of facilitation is the nurturing of self-directed, empowered adults."

Also, Reeve and Jang (2006) suggest that to obtain motivational students' behavior, instructors should be autonomy-supportive and not controlling. They found that if teachers adopt certain behaviors they may succeed in achieving students' autonomy in the classroom and consequently obtaining a high degree of motivation in the classroom. In order to attain intended objectives by teachers, they can do the following:

-Listening to students.

-Creating time for students' independent work.

-giving students the opportunity to talk.

-Acknowledging signs of improvement and mastery.

-Encouraging students' effort.

-Being responsive to students' comments and questions.

-Acknowledging students experiences and perspectives.

As far as teachers' relationship with their learners is concerned, many specialists emphasize on the importance of this human relation in creating a motivating environment for learners. Williams and Williams (1998), explain that educators must consider whether to approach students from the view point of scientific management, human relations or both. They suggest some tips on how to add some components of both scientific management and human relations, based on Doran (1999) study, the following recommendations are what instructors should normally do to enhance students' motivation to learn in an academic situation:

-Use inventive teaching techniques,

-Encourage students to embrace technology,

-Make learning both interesting and entertaining,

-Require significant effort both inside and outside the classroom,

-Convey a real sense of caring to the student,

-Make each student feel special,

-Help students outside the classroom at odd hours,

-Teach them how to use information to make proper decisions for real life,

-students need to know that their instructors are approachable,

-Motivate them to achieve at their maximum level,

-Create a classroom environment where students are passionate about learning,

Go beyond the confines of the academic setting,

_Discuss contemporary topics,

-Share personal relevant experience,

-Capture the interest of the students,

-Learn student's individual needs and respond appropriately,

-Develop specialized assignments and schedules when needed,

-Promote practical work experience,

-Each semester, teachers may ask students to write down what future students should do in the course and put some of these in the next term syllabus.

1-1-5-2-A suggested model for motivating students in the classroom: The Music Model

If we search on the web, we will find a variety of motivational tips and if we look on books, we will find many theories about motivation and how to motivate students. The Music model for motivating students in the classroom is a suggested model presented by Brett D Jones, a professor and motivation scientist at Virginia Tech, School of Education. He introduced the Music Model of Motivation which can be used to teach any subject in any domain or specialty: math, history, music, and mainly foreign languages. In sum, the Music Model suggested by Professor Jones is designed to help teachers in motivating students during classroom activities. Figure 1.6 illustrates clearly how the Musical model works.

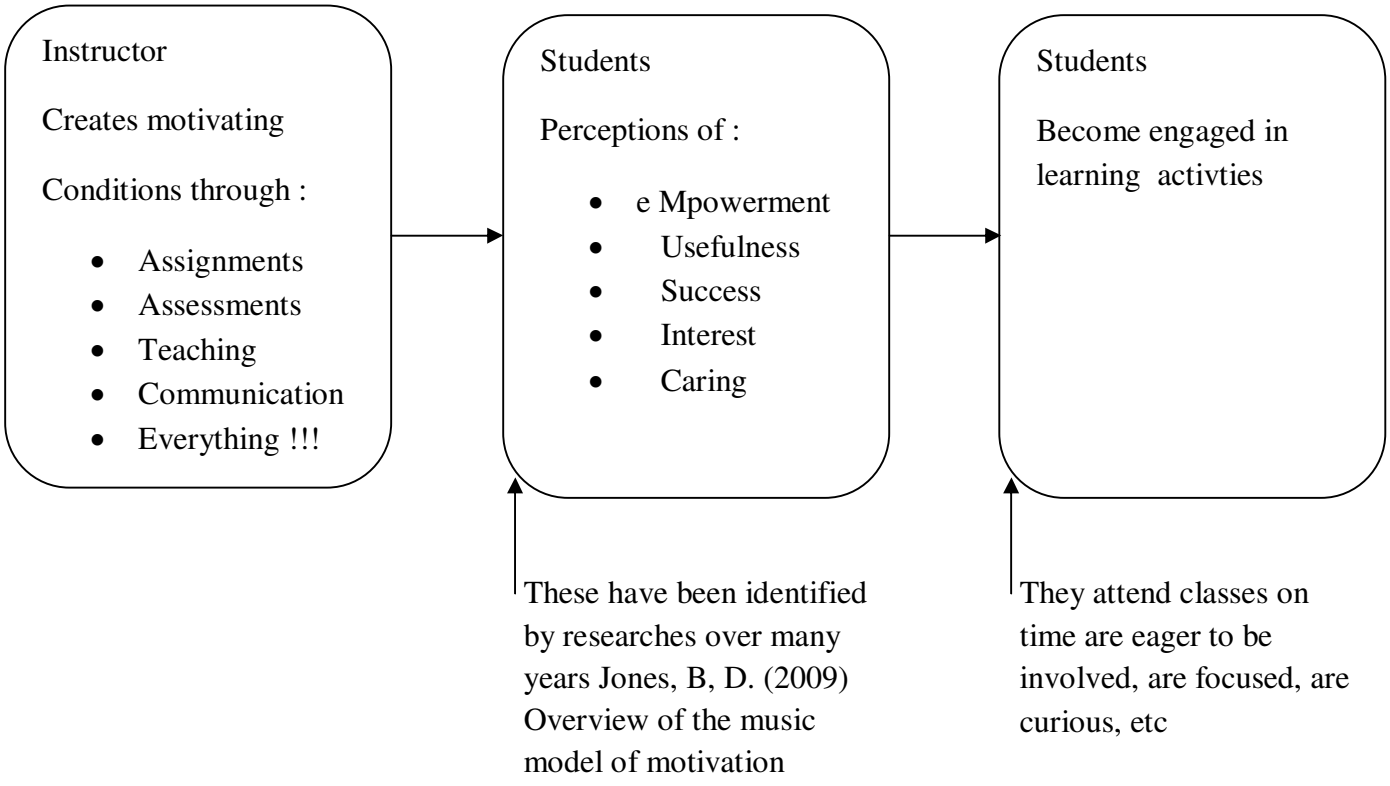


Figure 1.6 : Overview the Music Model of Motivation

Adopted from Jones, B, D.(2009).

According to the Music model, the instructor creates a motivating atmosphere in the classroom through: assignments, assessments, teaching, communication and everything that he can do in class in order to create a motivating environment for his learners. The first column as demonstrated through the figure contain the later mentioned conditions which in their turn affect students perceptions of empowerment, usefulness, success, interest and caring .These have been identified by researches as perceptions that the student become engaged in learning activities which means that they attend classes on time. Also, they are eager to be involved and concentrate on all what is happening in the classroom. Additionally, because of the importance of each element constituting the five principles of Jones' (2015) model, he suggested some strategies that instructors can use to influence students perceptions of each component of the music model. Indeed, in his study, he tried to relate each component to a strategy in order to ensure it. Following Jones' instructions to assure each component of

the model students will produce motivated students following instruction in a motivated environment. What follows represents Jones (2015) instructions for each constituent of the whole motivation system:

- For **eMpowerment**, it is suggested that students may help by participating in making decisions about the classroom. Important questions should be asked by the instructor to assure this first component of the Music model.
    - Do students believe that they have control on some aspects of their learning? At this level instructors should provide learners with choices, but don't overwhelm students with those choices.
    - Do students believe that the instructor empower them and do not try to manipulate their behaviors? He can provide rationales for rules and directions. As far as empowerment is concerned teachers motivating styles can range from a highly autonomy-supportive style to a highly controlling style (Reeve and Jang, 2006 cited in Jones 2015)
    - Students of autonomy supportive teachers have been shown to receive many benefits_including: Social competence, higher sense of self esteem and preference for challenging tasks (Jones 2009).
- For **Usefulness** instructors need to ensure that students understand why what they are learning is useful for these short or long –term goals to design for usefulness, instructors should consider :
    - Do students understand why what they are learning is useful to their interests or their future careers? Teachers should discuss clearly during sessions about the usefulness of the instruction.
    - Another way is to provide some types of activities in which learners engage.

- For success, instructors need to ensure that students believe that they can succeed if they spend enough efforts.
    - Instructors should consider the following question: Do students understand the instructors expectations of them? Instructors can design for success by having explicit criteria such as clear directions or rubrics. Moreover, instructors should find out if their students find the learning activities challenging.
- For **Interest:** Instructors need to ensure that students are interested in the content and instructional activities .In order to design for interest, instructions should ask the following question: Do students demonstrate an interest in the activities? According to Jones (2009), a teacher can get his students interested in a variety of ways. Even if students are not initially interested in the topic, simply varying the learning activities can be very effective. An instructor might use the best method in the world but if we use it over and over again, students will became bored and this method becomes not interesting for learners .Also presenting visually stimulating materials may interest students. Moreover, instructors should use games, incorporable humor, use novelty provide and surprising information are very useful as explained by Jones (2009).Supporting the previous view Hidi and Renninger (2006:112), state that "the potential for interest is in the person but the content and the environment define the direction of interest and contributes to its development ".
- The final component, instructors should take into consideration is to design for **Caring**. Instructors need to ensure that students believe that others in the learning environment care about their learning and them as a person. In this concern, Reeve (1996:205) reported that "caring" by researchers as the extent to which the instructor shows affection (liking, appreciation, and enjoyment for the student).In order to design for caring, instructors should ask themselves the following question: Do

students believe that the instructor cares about the achievement of the course objectives? Within the same scope, Jones (2009) explains that there are many ways to show care; one of them is to devote time and energy to help students. Another way is to use the music model, so that students see that their instructors put time and effort in preparing the instructional material. Moreover, students should know that the instructor cares about their well being by making reasonable accommodations.

After the previous description of the Music model as presented by Jones (2015), we can notice that this suggested model comprises important elements which can facilitate the creation of a safe motivating environment for all types of learners in all the domains, particularly; those concerned with foreign language learning. When combined together, the five components of this model seem to be very important to ensure motivation in a learning process, but the challenge is how to design for all the constituents by the instructor. This surely necessitates a lot of time, much efforts, enough materials and most important of all learners equipped with a certain amount of positive feelings towards the learning situation.

1-1-5-3- Designing motivating activities for learners.

Generally speaking, creating motivating activities for learners is one of the greatest challenges that instructors may face. Indeed, designing activities which engage foreign language learners and influence their classroom behavior is not an easy task. As instructors, the way in which we shape what happens in the classroom influences positively or negatively our students' motivation and willingness to participate and engage in the course. Because of the importance of the subject, many specialists investigated in the domain and tried to find out the best way for designing motivating activities as well as putting basic principles and rules for shaping those activities. According to Brophy (2004:35):

> The best learning activities and assignments are built around powerful ideas. Students will not necessarily learn anything important from merely carrying out the processes of an activity. The key of the effectiveness of good activities is their cognitive engagement potential –the degree to which they get students actively thinking about and applying key ideas depends not only on the activity itself but on the teacher structuring and the teacher-student discourse that occur before, during and after the activity.
>
> Brophy (2004:35)

Indeed, instructors should not emphasize only on the language or the information that an activity contains, but much importance should also be given to the impact that a particular activity may have on a learner's behavior in the classroom. Additionally, Brophy and Alleman (1991 cited in Brophy, 2000:38), tried to suggest in their work some principles for designing and implementing learning activities. According to them, all activities in a unit of instruction should meet four primary criteria:

- Goal relevance: Each activity is essential, or at least directly relevant, and useful, for enabling students to achieve the units learning goals.
- Difficulty level : activities should be challenging enough to extend learning, but not so difficult as to leave many students confused or frustrated
- Feasibility: Each activity is feasible for implementation within the constraints under which a teachers must work (space and equipment, time……).
- Cost effectiveness: The educational benefits expected to be derived from each activity justify its anticipated costs in time and trouble (both for the instructor and for the students).

Taking into consideration the previous criteria, an instructor can succeed in structuring motivating activities able to engage the majority of learners and enhancing the rate of

classroom participation. Instructors should formulate clear objectives for the course taking into consideration students' abilities in order to design activities not beyond the learners' level Besides, the setting and the time devoted to the course as well as the efforts that have to be spent by the instructor and the learners in order to implement the activity within a course have also to be considered in order to design motivating activities.

1-1-6- Measuring students' motivation in the classroom.

Despite its importance of motivation, it is necessary to mention the difficulties and limitations related to it's the measurement. As for any other psychological aspect which can't be observed directly, motivation is usually associated to some other behaviors more easily observable and which may indicate that the person is motivated or not (Madrid and Canado, 2000). Generally speaking, knowing to what extent an individual is motivated towards certain instructional materials or towards performing some activities in the classroom is not an easy task. In the majority of cases ,when a teacher needs to test linguistic knowledge, he can easily design a test based on what was taught before and according to the obtained results, he can check if he has attained the course objectives or not. In contrast, when we are dealing with motivation, attitudes, interest, or any other abstract variable, things become more complicated. Searching in the historical study of motivation measurement in education, demonstrates that few tests are available. The reality is that motivation is very difficult to be measured (Mubeen and Reid, 2014). Instead of describing it operationally, specialists try to find associative behaviors to indicate the degree and level of motivation. Indicators related to motivation are numerous. Some specialists associate motivation to enthusiasm and interest (Barkley 2010, Mubeen and Reid2014) ,group dynamics and cooperation (Dornyei and Ryan 2014,Wiliam and Burden1997), and to self-confidence (Wiliam and Burden1997) .

Moreover, Wenzel and Wigfield (2009:177), explain that the best way to measure motivation is the use of questionnaires. They suggest that: "The most widely used approach to measuring these various forms of motivation (extrinsic and intrinsic)is through the use of questionnaires that simply ask students why they engage in classroom activities , complete homework, or do other academic tasks".

One of the most widely spread measurement tools is the "The attitude/Motivation Test Battery (AMTB)",which has been developed by Gardner (1985).According to (William and Burden 1997:117) ,this test highlighted the integrative form of motivation since it measures six variables related to it: attitudes toward the language, interest in the foreign languages, integrative orientations, attitudes towards the learning situation, and desire, representing the desire to learn the language. Additionally, the AMTB comprises 130 items using likert (five points) scale items: strongly agree (100%), agree (75), neutral (50),disagree (25), and strongly disagree(0%) , in addition to multiple choice answers. Ushioda (2001), was very critical to these type of tests. She explains that it is not acceptable to measure one's motivation in one particular situation, because motivation is a psychological aspect which may change according to the situations.

From another part, Fry, Ketteridge , and Marshal (1999:67),When speaking about measuring students motivation , claim that: "The two most important of these(motivation measures)are the Academic Motivation Scale developed by Vallerand et al(1992) and the Motivated Strategies for Learning Questionnaires developed by Pintrinch et al (1993)".

As we can notice, the majority of available instruments designed for measuring motivation represent questionnaires are long scales containing long items, their reliability and validity depend on the respondents' sincerity and honesty while answering the questionnaire.

I-2- Participation in the classroom

I-2-1-What is participation?

Most effective teachers have probably experienced situations where students participated frequently and massively during activities. This situation makes any teacher feel that his course was successful and that he succeeded in selecting the appropriate instructive aids to make the learning process easy and enough interesting for learners. Besides, in the majority of cases a high level of participation among learners signify that course objectives have been attained. On the other hand, any teacher may feel less satisfied when learners do not participate and engage in the course. Within the same scope, Barkley (2010:3) suggests that:

> It is very disheartening to look out into a classroom and see disengaged students who make little effort to hide their apathy. They stare at us vacantly or perhaps even hostilely when we attempt to pull them in the class discussion, and then bolt for the door like freed prisoners the moment it seems safe to do so.

Indeed attitudes of non-participating students make any teacher think that there is something wrong with the subject of the course or the way in which the instructor introduces the lesson or even with the materials used to teach any particular skill. So the majority of instructors will probably agree on the fact that learners' participation in the classroom determine the degree of success or failure of the teaching /learning process. Because of its importance, many specialists investigated in the domain of classroom participation and how to enhance its frequency in order to develop learners' performances. So what is participation and how can we define it?

Participation is defined in terms of : ' "talkers" who prefer "speaking out in class" and "non talkers" who participate through attendance, active listening, and sitting on their seats,

doing the assignments, and being prepared for the class', Fitschner (2000:352).In other words participation starts from attending the course and ends in exposing one's thoughts and ideas. An active participating student is exhibits his contribution in the classroom through speech and interaction. Additionally, classroom participation is also defined as playing an active role in all class activities (Crosthwaite; Bailey and Meeker: 2015). For example, games, quizzes, group debates presentations and speeches. Also, Heyman and Sailors (2011:605) describe classroom participation as "a form of active learning in which students publicly discuss the course material". From another part, Vandrick (2000) claims that most teachers' ideas of participation require students speaking in class, answering questions, making Comments and joining in the discussions and nothing else.

From another part, Wenzel and Wigfield (2009:231), distinguish to levels of participation. They claim that:"level one of participation involves students' behavioral involvement in the classroom (eg: attending/reading/studying/responding to questions), whereas, level two participation involves initiation of interactions with the teacher and the display of enthusiasm by expanding more time and time than required".

1-2-2-The relationship between Motivation and participation

Students' participation or engagement is often associated with learners' motivation. The relationship between Motivation and participation in an academic situation is obvious for us as teachers but it is very difficult and complicated are very complex concepts task to describe or define the previous concepts precisely.

Within the same scope, Kamil et al (2008) cited in Weiser (2014) suggest the following distinction between motivation and participation. They claim that motivation in school refers to the students' possession of the desire, reason, and predisposition to become involved in a task or activity, while engagement (participation) refers to the degree to which a student

possesses the activity or task deeply through the use of active strategies and thought processes and prior knowledge". Weiser (2014) further explains that other researchers and specialists consider active participation as closely related to motivation and consequently to academic performance.

From another part, Lutz, Guthrie and Davis (2006) define task engagement using the term "involvement». They define task engagement as a multi-dimensional construct which includes affective, behavioral, cognitive and social involvement in a task in the classroom. For example, when students participate orally in a speaking task activity, they are emotionally engaged that is to say, they show affective reactions as enjoyment and enthusiasm. Also, they are behaviorally engaged using physical gestures and when they speak, they are socially engaged because they share their ideas and opinions with the teacher and their classmates. Moreover; participation is defined by some educators as the number of unsolicited responses volunteered (Burchfield and Sappington, 1999: 290). In other words, the number of times students intervene verbally in the classroom discussion is taken into consideration by teachers. Other researchers consider students' questions, suggestions and comments during the course as a form of participation.

It is widely believed that learners who participate frequently in classroom activities learn easier and acquire better language rules and principles as stated by Weaver and Qi (2005:570) who claim that: "Students who actively participate in the learning process learn more than those who do not". This is absolutely true since they put into practice all what they have leant in front of the teachers and their classmates and they can also be corrected by their instructor.

Supporting the same idea, Newman (1992:1) states that engaged students make "……..a psychological investment in learning. They try hard to learn what school offers. Students take pride

not simply in earning the formal indicators of success (grades for example), but in understanding the material and incorporating or internalizing it in their lives."

Newman explains in his definition that engaged students are completely and truly engaged in the learning process. They feel enjoyment in trying to achieve their needed goals even if they face difficulties and obstacles, it does not matter for them.

Hence most University teachers rely on class participation to evaluate students' performance. They are convinced that students learn better when they take an active part in the learning process (Petress :2006), and that meaningful learning occurs when students are engaged (Craven and Hogan :2001). Many educators claim that attendance alone can rarely be justified as a factor in evaluating achievement.

Berkley (2010), explains in her that an unmotivated learner will never think about engaging in tasks. Those who lack motivation in any learning setting are psychologically absent and out of the classroom environment. Indeed, for a teacher who is expecting a high and important level of classroom participation, creating a motivating environment is a necessity which can not be neglected or ignored. Motivation and participation or related to each other and separating them would be unacceptable for any instructor who has an important experience in the teaching domain.

1-2-3-Measuring students' participation

At the University level and within the LMD system, assessing students' participation is important for grading students. Teachers take into consideration students' contribution in the classroom discussion in order to motivate them to practice the foreign language, develop their oral skills as well as preparing themselves before any session.

As for motivation, measuring students' participation is one of the most complicated issues in the domain of education. Each teacher may have an individual, personal different point of view on evaluating and rating his students' participation. Some instructors take into consideration attendance which they consider as an important element related to participation. Others emphasize on the necessity of the oral verbal presentation of ideas and thoughts in oral discussion. We may speak at this level about questionnaires designed to learners and classroom observation grids completed by teachers. Indeed, many specialists investigated on the issue and suggested different methods for effective evaluation of students' participation.

On the question of how to measure and evaluate participation in the classroom. Melvin (1988) suggested that we can have both students and their instructors measuring classroom participation. He called this method: "peer -assessment" .He found that we could have similar evaluations, despite the fact that, learners have the tendency to give themselves higher grades than those given by their teachers. Another way is to give learners the opportunity to evaluate each others' participation and here again; students may give higher grades to their friendly classmates.

In a project aiming to assess classroom participation for the sake of giving a group of students feedback on their participation at the end of the course, Dancer and Kamovounias (2005), developed criteria for marking class participation. They explain that for many years "attendance" was the basic criteria on which most instructors based their participation assessment. Starting from this particular point and after undertaking many years of research, they finally arrived to design a list of five main criteria assessing classroom participation at the end of their project. As mentioned in their article, the final criteria for assessing classroom participation according to Dancer and Kamovounias (2005) as follow:

- Preparation: the extent of the students' reading , analyzing and understanding of the material, demonstrated by contribution of discussion.

- Contribution to discussion: the extent to which the student volunteered answers, asked relevant questions, expressed his own opinion and analyzed contribution of others.
- Group skills: The extent to which the student allowed others to contribute, avoided class domination, shared ideas with others, assisted others, provided positive feedback to others and exhibited tolerance and respect for others.
- Communication skills: The quality of the students' expression, clarity, conciseness, use of appropriate vocabulary, confidence.
- Attendance: includes punctuality.

Based on the previous study, Croswthwaite,Bailey and Meeker (2015), adopted ten similar criteria but more developed determining students' in-class participation:

1-Participating in course content activities appropriately and pro-actively, according to type (e.g. pair /group/class discussions, role plays, presentations ect.)
2-Volunteering answers to teacher questions about course content (in the L2)
3-Asking the teacher question about course content (in the L2)
4-Following teacher's instructions or giving instructions to others (in the L2)
5-Making an effort to fully complete in-class activities in a timely manner
6-Using English at all times , including down time in the classroom (e.g. small talk while an activity is being set up).
7-Helping others who are having trouble with course content, either in their L1 or in L2
8-Active listening (when required) during lectures (can have points deducted for mobile phone use, sleep, non-pertinent chatter during teacher talk).
9-Coming prepared with the necessary materials(e.g textbooks, homework(if given), preparatory materials required to complete in –class activities)
10-Taking notes about course content.

By analyzing the last ten given criteria, we can notice that in order to assess a student's participation, different behaviors can be taken into consideration. Indeed, student's knowledge about the theme of the course is very important .In other words, a learner who reads a lot, who is well informed about the course content, and whose contribution is apparent and obvious will certainly obtain higher marks on his participation. Additionally, collaborating with others in pairs or in groups with respecting communication rules and principles, demonstrate that learners are active participants in a particular classroom situation.

Also, asking questions about the content and giving volunteer answers using the foreign language are indicators for verbal participation and should be counted to grade any student. In sum, a good participant uses the foreign language all the time, asks and answers questions respecting the time allocated to the session and the others' contributions. He knows exactly when and how to engage in a conversation.

Assessing participation is not an easy task because it is not related to only one aspect of classroom attitudes but rather many related aspects which when gathered constitute a complete learner's engagement. Indeed, as far as foreign language is concerned, participation is considered to be a key factor for developing performance and enhancing abilities in the target language. (Le Brun and Johanstone1994 cited in Dancer and Kamvounias : 2005) suggest that students' attitudes and values may be affected by class participation as well as increasing their motivation and emphasizing the individual's responsibility for learning. In addition to the previous criteria on which an instructor may base a participation assessment, (table 1.3) describes the criteria on which the assessment of classroom participation may be based. Bean and Peterson 1988, Czekanski and Wolf 2013), insist on the fact that instructors should design specific rubrics for assessment and specify exactly what are the aspects on which learners should be graded.

Grade	Criteria
0	✓ Absent.
1	✓ Present, not disruptive. ✓ Tries to respond when called on but does not offer much. ✓ Demonstrates very infrequent involvement in discussion.
2	✓ Demonstrates adequate preparation: knows basic case or reading facts, but show evidence of trying to interpret or analyze them. ✓ Offers straightforward information (e.g. straight from the case or reading), without elaboration, or does so very infrequently (perhaps once a class). ✓ Does not offer to contribute to discussion, but contributes to a moderate degree when called on. ✓ Demonstrates sporadic involvement.
3	✓ Demonstrates good preparation: knows case or reading facts well, has through implications of them.

	✓ Offers interpretation and analysis of case material (more than just facts) to class. ✓ Contributes well to discussion in an ongoing way: responds to other students' points, things through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. ✓ Demonstrates consistent ongoing involvement.
4	✓ Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to reading and other material (eg: reading, course material, discussion, experiences etc) ✓ Offers analysis, synthesis and evaluation of case material; for example, puts together pieces of the discussion to develop new approaches that take class further. ✓ Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analysis which approaches are appropriate etc. ✓ Demonstrates ongoing very active involvement.

Table1.4 : Criteria for assessing participation

Adopted from: Bean and Peterson 1988, Czekanski and Wolf, 2013.

Based on the previous suggested criteria for students' classroom assessment, each instructor can develop his own grading rubrics for participation. Depending on the different factors on which the teacher bases his or her evaluation, a grid may be designed to assess students' contributions in the classroom. In a foreign language classroom, attending the course without contributing verbally is not a sign of participation. A learner can be present verbally and absent mentally, only his verbal contribution may demonstrate the amount of his engagement.

Conclusion

Throughout this chapter, different kinds of motivation have been introduced in addition to some affective factors related to it, such as anxiety, self-esteem, inhibition, personality traits (introversion and extroversion). Accordingly, motivating students in the classroom is the primary concern of the majority of teachers; the researcher tries throughout this chapter to demonstrate the crucial role of the instructor in motivating students in the classroom. The different aspects of a suggested model for motivating learners are described as well as some insights about the design of motivating activities. Another important point tackled in the first chapter of this research thesis is the impact of motivation on classroom participation. It was clearly explained by the researcher based on various previous studies that there is a strong relationship between the two concepts and that each one affects the other positively or negatively. Moreover, the researcher presents criteria for motivation and participation measurement describing the various aspects one can rely on to design grids for the assessment of the two previous concepts.

Chapter two

Teaching Oral expression: Speaking and listening skills

Introduction

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2-3-1- Classification of Learning strategies

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2-3-1-3- Listening strategies

Conclusion

Introduction

Teaching oral expression involves teaching speaking and listening skills .Throughout the present chapters, we are going to see a brief review of some current teaching approaches and methods. Then, some elements related to the teaching of listening comprehension and the speaking skill, since both are taught during the oral expression course. Besides, light will be shed on the introduction of vocabulary and pronunciation during the oral expression course. Because learners face many difficulties in learning the listening and speaking skills, some of those difficulties will be cited as well as a description of the main leaning strategies that learners may use in order to facilitate the difficulties that they generally face during the oral expression course.

2-1-A brief review of some current teaching approaches and methods

Throughout history, interest in learning foreign languages increased and intensive research resulted in the development of a variety of teaching methods and approaches considering language learning from different perspectives. Because of the widespread of the English language in all the domains, no need to explain that teaching this language in the best way has became a priority for most people all over the world. As far as The Algerian educational system is concerned as for any other language where English is taught as a foreign language, a shift from the old classical traditional methods has been done towards a modern methodology in order to provide learners with enough opportunities to communicate using the target language and at the same discovering the aspects of the foreign language culture. Moreover, there exists a variety of assumptions and theories for defining the nature of the learner and the process of learning from which different methods have been developed including various presentations of the lesson. The majority of the existing teaching methods today focus on the learner as a center of the process taking into accounts his/ her abilities and his/her educational background trying to make the teaching approach interesting and updated for each learner.

For the present research, we selected three current approaches and methods for teaching foreign languages and which have been central for carrying out the experiment for this study.

2-1-1-Suggestopedia method of teaching

Suggestopedia was developed by the Bulgarian psychiatrist Jeorgy Lazanov in the 1970's. It is based on the idea that people as they get older inhibit their learning to conform to social norms. Being learners, we fear that we will be unable to perform, that we will be limited in our ability to learn and that we will fail. In order to reactivate learners' capabilities used when they were children, instructors have to use the power of suggestion .An important idea related

to suggestopedia method of teaching is that people should be able to learn a lot more when the right conditions for learning are present. Music is central to this approach. Hence, musical background leads to a relaxed body and physical surrounding atmosphere are of a vital importance. In applying suggestopedia principles, teachers should think of the classroom set up. The challenge for them is to create a safe environment which is bright and cheerful. Moreover; it is claimed that by putting posters containing grammatical information about the target language and vocabulary illustrated by images in the target language on the walls, learners will absorb the necessary facts without doing much efforts. Lazanov explains that we put decorations on the wall without paying attention to them. Then, it turns out that subconsciously learners perceive the picture and the word beneath it. Later, when we cover the picture, they will be able to read the word. Indeed, they learn vocabulary very fast through this method, faster than any other methodology as demonstrated by Lazanov in his research.

At the beginning levels, errors are not corrected immediately but communication is a central goal. Immediate correction may destroy the relaxed situation in which learners may found themselves. Finally baroque music is played. It has a specific rhythm. Lazanov believed that it created a level of concentration that facilitated the acquisition of a big amount of vocabulary in the foreign language. Suggestopedia adopts a carefully structured approach presented in four main stages: First the presentation stage is a preparatory stage in which the learners are helped to relax and moving to a positive frame of mind with the feeling that learning is going to be easy and fun. Then, students work with lengthy dialogues in the target language presented in the form of written texts. During the first concert, both hemispheres of the brain are activated as the teacher reads the text in time and pitch of the musical rhythm. Students follow and at the same time check translations. After that and during the second concert, the teacher reads

For home work, students read the text once before sleeping and right after waking. Finally during practice, students engage in dramas, games, puzzles, songs and questions of exercises to review and consolidate the learning. Using suggestopedia approach, the teacher should engage naturally in different games and songs, participating as the students' partner and not as a controller of the different classroom tasks.

In suggestopedia, negative barriers as fear of bad performance, limited abilities in learning and failure must be overcome .Hence; learning is facilitated in a comfortable situation. The instructor breaks the barriers and learning becomes fun. Errors are tolerated and corrected indirectly later, making sure that a very gentle voice is used. In Suggestopedia, the language message is at the conscious level and music is at the conscious level and music is at the subconscious level, so they go together. Also, decoration of the environment is so important. Vocabulary and speaking are emphasized. Grammar is explicit and minimal since students focus on using the language not on the form. In sum what is interesting in the suggestopedia method is that it takes into account the psychological aspect of the learning process.

2-1-2- Task- Based Language Teaching

In Task-Based language teaching approach also known as (TBLT), the basic and initial point of organization is task. Classroom is organized as a sequence of tasks. The latter generate the language to be used .It highlights the instrumental value of language. So In this approach, what teachers ask students to do is to carry out a series of tasks for which they will need to learn and recycle some specific items of language. As far as TBLT is concerned, the main focus is on tasks and language is seen as the instrument necessary to carry them out. Additionally, in this approach students are asked to carry out tasks either individually or in groups. Prablher (1987) was the first to introduce task –based approach with an investigation conducted with his secondary school classes in Bengalore, India. Since this approach was

introduced, many researchers suggested different definitions of the term "task" which is considered to be the center on which the whole approach is based. Different definitions are available for describing this term. In general, task is defined as an activity which engages the person for communicative purposes in order to attain and achieve a goal (Willis 1996,Van den Branden,2006). Also, Nuan (2006:17) defines a task as:

> a piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused in mobilizing their grammatical knowledge in order to express meaning, and in which the attention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

In sum, all the previous definitions agree on the fact that TBLT is an approach which emphasize on both meaning and communication in teaching the foreign language, especially; when designing activities and for assessing language performances. Besides, the core of the course is the task and activities using principles of TBLT may include: Brainstorming, ordering and storing, identification of similarities by doing comparisons, problem solving, narrating and describing, creative productions. Applying the principles of this approach in a foreign language classroom can be very beneficial for developing communicative and interactive abilities.

2-1-3-Communicative Language Teaching

Communicative Language Teaching is an approach which has been first introduced in the 1970's and it has influenced modern approaches to language teaching and has served as a major fundamental source of change in language teaching all over the world. Indeed, grammatical competence is an important dimension of language learning but learners also

need to be able to use the language for meaningful communication. So recently, language learning is viewed from a communicative perspective .It is seen as a process resulting from interaction between the learner, the other learners and the teacher. To describe communicative language teaching, Widdowson (1990:159), states that:

> **……..**it concentrates on getting learners to do things with language , to express concepts and to carry out communicative acts of various kinds. The content of a language course is now defined not in terms of forms, words and sentence patterns, but in terms of concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform.

Another practical definition illustrating the different aspect of communicative teaching is the one suggested by (Duff 2014:15, cited in Nuan 2015: 10) who explains that:

> Communicative language teaching (CLT) is an approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others. Communication includes finding out about what people did on the weekend….or on their last vacation and learning about classmates' interests, activities, preferences and opinions and conveying ones' own. It may also involve explaining daily routines to others who want to know about them, discussing current events, writing a email message with some personal news, or telling others about an interesting book or article or Internet video clip.

The major goal of CLT is to develop what is called: "communicative competence" .This concept was first introduced by Hymes (1972) and then developed and defined by many other researchers. Hymes' main idea was that speakers of a language should have more than grammatical competence to be able to communicate effectively in a language; they

necessarily need to know how this language is used by members of a speech community. He explains that when a native speaker speaks, he does not only utter grammatically correct forms, he also knows where and when to use these sentences. Moreover; Communicative competence is the capacity we have to use in ways that are appropriate for the context and the situation .In fact, mastery of a language means mastering a language in a way that is communicatively appropriate for the circumstances in which we are going to use it. Linguistic competence however; refers to the ability we have to create accurate sentences in a language. What is important in addition to mention in addition to all what preceded what is to know how to use these sentences in communication and this is what communicative competence really refers to .It is how we use our language knowledge in communication.

Few years later, Canal and Swain (1980) define a new theory regarding communicative competence. They see this latter as consisting of grammatical competence plus sociolinguistic competence. According to Canal (1983) communicative competence refers to the underlying system of knowledge and skill required for communication .He suggests that the four components of communicative competence can be summarized as follows:

- ✓ Grammatical competence: which means producing a comprehensible structured utterance. It includes : Morphology , Syntax, Semantics…….. .It is concerned with the ability to produce correct grammatical structures of a particular language and then using them effectively in communication.
- ✓ sociolinguistic competence: it concerns modes of expression of different places, age, status, sex… . learners should know what is the appropriate item for each context.
- ✓ Discourse Competence
- ✓ Strategic competence: which is the ability to manipulate language using verbal and non verbal mechanisms

Within the same line of thought, Richards (2006: 3) explains that communicative competence includes the following aspects of language Knowledge:

-Knowing how to use language for a range of different purposes and functions.

-Knowing how to vary our use of language according to the setting and the participants (e.g. Knowing how to use formal and informal speech).

-knowing how to produce and understand different types of texts (e.g. Narratives, reports, interviews….)

-knowing how to maintain communication despite having limitations in ones' language knowledge.(eg.Through using different kinds of communication strategies).

Genearlly speaking,CLT makes use of real life situations that need communication and interaction. The teacher creates situations that the students face in their daily life.

Another point of view is described by Berns (1984) , an expert in the field of CLT, who explains Firths' view by writing that:

> Language is interaction; it is interpersonal activity and has a clear relationship with society .In this light, language study has to look at the use of (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational context (who is speaking, what their social roles are, why they have come together to speak)"
>
> Berns (1984:5).

Nuan (1991) supports the previous point of view and suggests five characteristics that CLT should include:

- ✓ An emphasis on learning to communicate through interaction in the target language
- ✓ The introduction of authentic texts into the learning situation.

- ✓ The provision of opportunities for learners to focus not only on language but only on the learning process itself.
- ✓ An enhancement of the learners' own personal experiences as important contributing elements to classroom learning.
- ✓ An attempt to link classroom language learning with language activities outside the classroom.

In sum, what should be attained at this level is that teachers using this approach should provide enough opportunities for communication using real life vocabulary using activities which encourage practice for achieving fluency.

From another side, most modern language courses include activities having as objectives practicing communication. According to Richards and Rodgers (1986-2000:71), communicative activities should include the following aspects:

- ✓ Language is a system for the expression of meaning.
- ✓ The primary function of language is for interaction and communication.
- ✓ The structure of language reflects its functional and communicative uses.
- ✓ The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Indeed, with CLT movement, a new way of teaching started far from traditional lesson plans where the emphasis was on mastery of different grammar rules and practice through controlled activities such as memorization of dialogs and drills, towards learning language through communication and interaction using group and pair work activities, project work and role plays.

In communicative activities, learners participate in tasks that are based on cooperative approach to learning .They stay comfortable with listening to their peers in group or pair work

tasks, rather than relying on the teacher for a model. Teachers, from their side, should assume the role of facilitator and monitor. Rather than being a model for correct speech and writing. Their primary responsibility is making students produce plenty of error free sentences and had to develop a different view of learners' errors. Teachers' primary function should be facilitating language learning by promoting autonomous participation and improving mechanisms of learning through communication.

As far as communicative activities are concerned, Littlewood (1981/1998) distinguishes between two main categories which he called: "Functional communication activities" and "Social interaction activities".

-**Functional communicative activities**: The principle idea underlying functional communicative activities is that the teacher structures the situation in a way that the learners have to overcome an information gap or solve problems.

-**Social interaction activities**: In this kind of activities, the language by the learner will be affected by social and functional considerations. He will be evaluated in terms of the social acceptability and the functional effectiveness of his language.

Within the same scope, communicative activities enhance students' motivation and desire to communicate an idea or an opinion. They provide motives for talking and interacting in the target language. This is why; teachers using the communicative approach in their instruction should make sure that learners focus their attention on fluency rather than accuracy. What is important is not the form and structure of the sentences but rather the content of the speech. Harmer (2001: 85) suggests that communicative teaching is seen as being in marked contrast to the kind of teaching and learning based on other approaches and methods as illustrated in figure (2.1)

Non-communicative activities	Communicative activities
No communicative desire	a desire to communicate
No communicative purpose	a communicative purpose
Form not content	content not form
One language item only	variety of language
Teacher intervention	no teacher intervention
Materials control	no materials control

Figure 2.1: The Communication Continuum

Adopted from Harmer (2001:85)

We observe from the previous figure that both activities at are opposite ends of a communication continuum. In fact, in our classes we can design activities between both extremes, where the instructor can intervene in some occasions to clarify things or to answer students' questions for example.

It is fair to say after examining the different issues of CLT that if teachers are asked today to identify the methodology they use in their classrooms. Most of them will probably mention communicative teaching approach because it provides the best opportunities for learning the language itself and at the same time how to use this language according to the situation and context.

2-2-Teaching Oral Skills

2-2-1- listening comprehension

Generally speaking, as far as foreign language learning is concerned, the listening skill is considered to be very important because it has an essential role in facilitating the learning and mastery of English proficiency. It involves a complex process that allows us to understand and interpret spoken messages in real time by making use of a variety of sources such as phonetic, phonological , prosodic, lexical, syntactic, semantic and pragmatic(Lynch 1998 cited in Uso-Juan and Martinez-Flor,(2006:29).Considering the complexity related the listening comprehension, many specialists consider that it is the most difficult skill. Its complexity relies on the fact that foreign language listeners in the opposite of the reading skill for example have not the opportunity to read the passage again; the listener should grasp the message quickly in order to interpret its meaning in the right way. In this concern, that Hadfield (2008:115), explains that: "It is perhaps the most challenging of the skills to master in a second language". But despite its difficulty and complexity, listening comprehension is a prerequisite condition for a successful communication .For Brown (2001:247):"students with good listening comprehension skills better participate effectively in class". In other words, when learners receive a good listening comprehension instruction and when they understand effectively received messages in the foreign language, they consequently produce correct sentences in speaking. Additionally, learners can be supported by their teachers in developing communicative competence which is greatly acquired through a good listening comprehension. Moreover; listening is the first skill that we acquire when we are learning a language. Speaking, reading and writing are generally, acquired after it. Within the same scope, it is widely believed that listening involves linguistic and non-linguistic competences. Rivers, (1981:160) explains that linguistic competence involved in listening includes:

vocabulary, grammar and pronunciation. Also, non-linguistic competence which includes the situational context and intentions of the speaker.

In sum, listening comprehension is related to the ability to understand the speakers' purpose, so the listener should understand the meaning of the words employed to convey different messages and take into consideration the circumstances in which the speaker is using the grammatical utterances. We can notice from all what preceded that every single component of the whole process is linked with each other.

2-2-1-1-Listening Processes

2-2-1-1-1-Hearing VS listening:

When speaking about "listening", this concept is generally confused with "hearing"

The main difference is that listening requires focus and attention while hearing does not. This latter is a physical process involving sound traveling through the ear to brain .On the other hand, listening involves giving full attention to someone or something in order to comprehend the sound, in other words hearing and listening are completely two different things . The first one is our ability to perceive sounds through the ear while the second one is a technique used while communicating and requires paying attention to the person who is speaking and then providing feedback .Hearing is considered to be a passive activity which means that we do not need to do something actively. Sounds just come to the ear automatically .In contrast to that, listening is an active activity which means to follow something by sound. It is a mental activity which involves concentrating and deriving meaning from the sound. The listening process requires hearing the sound, interpreting its meaning, examining the statement and then responding to the speaker.

2-2-1-1-2-Bottom-up and top-down processing in listening:

Listening comprehension is a very complex process but researchers have identified two different processes in listening comprehension: bottom up processing and top down processing.

Bottom up processing is the traditional view of comprehension. It says that when we try to understand something rather written or something we listen to, we have to work through language and through the level of the word, and then we extract the meaning from it. So, we start from the bottom which is the language we hear, then we analyze it mentally so that we arrive to the meaning which is the top .This process suggests that meaning is contained in the language we hear. In sum, Bottom-up processing assumes that aural information is received "scanned in" and processed beginning with its discrete components and ending with larges units. In foreign language listening, the bottom up model refers to the process of distinguishing phonemes constructing these into words, recognizing the super segmental features of stress and intonation, and combining this information to construct the syntax of complete oral texts.

However; there is another form of processing which is involved when we engage in comprehension that is called top-down processing. It suggests that we start from meaning and then work towards language. In other words, we bring to comprehension back ground knowledge, ideas, information, expectations and then use all these as we listen to language. Consequently, we combine our background knowledge with what we hear in order to achieve comprehension. "Top-down" processing model were the listener constructs and reconstructs the original meaning of the speaker using broad contextual clues including the previous knowledge and the situation within which the listening text takes place.

It is very important to mention that both processing go side by side. To be effective listeners, learners should be able to draw on both types of processing in a compensatory way. Since the more we know about the topic and the more background knowledge. We are able to access the more top down processing we are able to make use of. When we teach listening comprehension we have to look at the selected text and ask the question which listening process will be used by our students. Will they use background knowledge or will they be given some help in accessing this text (should we use some pre-listening activities that will activate the knowledge information relevant for understanding the selected topic). Listening comprehension is a process that draws on both language and meaning basis processing this is why teachers should assume that they are teaching both bottom-up and top-down processing.

The majority of researchers demonstrate that we should not just work at the level of words but we have also to activate background knowledge encouraging students to make their production and to guess what is coming in order to enable them to listen the way people do in authentic listening situations.

2-2-2-1-2-Activities used in teaching Listening comprehension

As for any other skill, teaching the listening skill necessities the implementation of some activities emphasizing the practice of the learners' listening abilities. One of the main objectives of listening comprehension activities is to train the student to listen purposefully. In other words, to listen for the sake of getting a particular information.

- **pre-listening tasks** : it is very important in any listening comprehension session to introduce the students to the topic by involving pre-listening activities as a preparatory stage in order to motivate listeners and encourage them to participate in

what is going to follow .Indeed, learners should be prepared to the tasks to be performed as explained by Rost (1990:332) who focuses on the importance of pre-listening tasks saying that teachers should: " make the context explicit , clarify purposes and establish roles , procedures and goals for listening" . Going through the questions, discussing the topic and showing pictures before starting the activities will certainly motivate learners to perform the next coming tasks. Besides, Hadfield (2008:80) explains when speaking about the first stage of a listening lesson which comes as an introductory phase for the coming tasks that instructors should:

"Engage learners' interest, introduce the topic and context, activate learners' background knowledge, help the learners to predict what the speakers might say, and introduce some key words and expressions…..also, introduce some key vocabulary".

- **While-listening tasks**: this stage is related to the listening itself . During the listening phase , students are generally asked to perform some while listening activities .After one or two listening to the selected material , simple questions can be asked in order to guide learners in collecting the necessary information . This may include:
  - ✓ Filling in gaps while listening to the lyrics of a song, or a conversation.
  - ✓ Sequencing, in which students are asked to give the right order of events.
  - ✓ Information search for specific items while listening to a particular text.
- **Post-listening tasks:** at this stage, students can check the right answers individually in pairs or groups. Teachers can also at this level point out what have been learnt with further explanation and more illustrations. Post-listening tasks may include:
  - ✓ Answering multiple-choice or/true/false questions to show comprehension of the text.
  - ✓ Speaking in the form of a debate and discussions. The listening and the language work can be used as the basis for work in a different skill, for example, speaking

or writing (Hadfield 2008). In sum, learners at this final stage of listening comprehension course try to relate what they have heard during the whole session with real life situations (Davis and Pease 2000). Besides, when reaching this level, students may move towards practicing another important oral skill which is speaking.

Generally speaking, activities involved in the teaching of listening comprehension, if well planned respecting the three necessary phases for implementing a listening activity in the classroom can be very beneficial for developing learners' communicative competence as well as enriching their cultural knowledge about the foreign language speaking communities as demonstrated through the following example in which the listening activity is organized in three distinctive steps using movies as teaching materials. The instructor is asked to select a scene from a movie which shows a cultural topic and should prepares a series of questions organized in three phases aiming to develop learners' cultural knowledge and practicing their listening skill (Juan and Martinez:2006:41). The organization of the activity is described in (figure 2.2).

Visual Listening

Pre-listening phase

-Do you think the topic (……) is representative of the target culture and of your own culture ? Why or why not

-Which ideas come to your mind when thinking about such a topic?

While listening Phase

-Can you identify elements such as pauses, changes of intonation, tone of voice or periods of silence that involve cultural meaning?

-Which is the setting of the scene? Does it involve particular implications for the development of the situation?

-What is the participants' relationship in terms of the social status and power? Does such relationship affect their communicative interaction? Would such interaction be different in your own culture?

-Which non-verbal means of communication can be identified (i.e. body movement, facial expression, eye contact ,etc.)?Are they different in your own culture?

Post listening phase

-Reflect on the scene you have just watched and in small groups discuss the culture differences that would arise if the same situation were to take place in your own culture?

Figure: 2.2: Activities to acquire communicative competence

Adopted from Juan and Martinez Flor (2006:41)

2-2-1-3-Difficulties related to listening comprehension:

Many learners encounter serious difficulties in developing listening comprehension in the foreign language. In our Universities, this skill is given little importance as compared to the time instructors spend in teaching grammar rules and vocabulary. The listening skill plays an important role in communication so foreign language learners try with the help of their teachers to overcome communication barriers in order to be able to understand natives interacting in various situations. Additionally, Listening comprehension requires a big amount of concentration during the course; especially, when learners deal with audio- texts and videos of native speakers. Listeners should pay attention to a lot of details such as, body gestures and facial expressions which may help the listener to understand the message beyond speech and uttered words.

From another side ,one of the most common problems faced by second language learners during listening comprehension sessions is that many English words are pronounced differently from the written form .For example,, the word "Wednesday" is pronounced: "wenz-day". Moreover, English speakers tend to speak fastly and link the words together during talk. This linking happens in all English sentences, especially; when we are dealing with native speakers conversations .For example, the sentence:"How are you feeling today", will sound like: "howrya feelin'today?". Also, our learners have very little listening practice .All what they receive in the classroom is not enough to fully develop their listening abilities. Additionally, when reading and writing texts in English, students have enough time to look up for new vocabulary in English dictionaries, but this would be impossible to do when listening to oral conversations. Indeed, unknown vocabulary is one of the most difficult aspects of the English language for foreign learners to master the language appropriately.

From another part, formal and informal aspects of the English language may be a real source of difficulty for foreign learners. Informal English includes colloquial and dialect usage very hard for learners to master than formal English vocabulary.

Within the same scope, Penny Ur (1991: 111/112) suggests some problems that foreign language learners may encounter during listening comprehension activities. These are summarized below:

- ✓ **Trouble with sounds:** Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception.
- ✓ **Have to understand every word:** This problem is often unconsciously fostered by teachers and teaching materials. Which encourage the learner to believe that everything that is said bears important information. The effort to understand everything often results in fatigue and feeling of failure. Learners need to do the process naturally as they do with their mother tongue and this should be explained to them by their teachers.
- ✓ **Can't understand fast , natural native speech :** Learners often ask speakers to show down and speak clearly . They mean pronouncing each word in isolation.
- ✓ **Need to hear things more than once:** Learners need to be exposed to listening texts more than once in order to give them the opportunity to get the maximum of sounds. At this level, it is suggested that teachers can try to use texts that include redundant passages and within which the essential information is presented more than once and not too intensively teachers should give learners the chance to request clarification or repetition during listening.
- ✓ **Find it difficult to give up:** Learners have difficulties with the huge incoming information. Teachers encourage them to relax and stop trying to understand

everything. They should be trained to learn how to select the most essential information and ignore the rest.

- ✓ **Get tired**: This is why text for listening comprehension tasks should not be too long Learners should -be given short passages with some pauses.

Furthermore, based on the previous study and on our own experience in teaching listening comprehension, we can summarize learners' difficulties in listening activities in the following points:

- clustering: Sometimes learners try to comprehend an entire paragraph worth of language at once and this will be too much for them. Sometimes they will cluster things too narrowly and try to understand each individual word rather than getting the meaning of whole phrase or sentence.
- redundancy : In oral speech we use a lot of words repeatedly like (I mean) , (you know) , (like) . They are repeated over and over in oral language and generally not seen in as much in written language.
- performance variables: They include hesitation, false starts, pauses, self correction.
- colloquial language: Idioms, reduced forms. They are very difficult to learn if we don't belong to the culture.
- Rate of delivery: Speaking fast may cause may cause problems to learners. So teachers should
- Stress, rhythm and intonation

2-2-2-Teaching speaking

Making learners become good speakers of English is the priority of most Teachers who teach English as a foreign language, especially; at the University level where it is expected from learners to have a good mastery of the target language. However; achieving the previous intended goal is not an easy task for both teachers and learners. In reality, Even if learners spend much time and effort in acquiring different language skills, the speaking skill seem to take the command because of the role it plays in the foreign language classroom. In this concern, Ur (1984:120) states that: "Of the four language skills (listening, speaking, reading and writing), speaking seems intuitively to be the most important. Generally, people who know a language are referred to as 'speakers' of that language". Besides, according to Oxford dictionary, speaking is the action of conveying information or expressing ones' thoughts and feelings in the spoken language. This skill seems to include all other types of skills and many if not to say most foreign language learners are primarily interested in learning to speak (Ur, 2006). Generally, by speaking, we interact and communicate orally with other people and when a person wants to talk in order to express his or her opinion orally, he tries to choose the correct utterance or language form which is appropriate to the context or situation, this definitely necessitates a good mastery of the different grammatical, lexical, and phonological rules as well as various phonological and pronunciation aspects of the target language. As far as the speaking skill is concerned, Nuan (1996) claims that a successful oral communication should involve some important characteristics which must be visible in somebody's talk or conversation .He mentioned the following characteristics summarized below:

-The ability to articulate phonological features of the language comprehensibly;

-Mastery of stress, rhythm, intonation patterns, and an acceptable degree of fluency;

-Transactional and interpersonal skills;

-skills in taking short and long speaking turns;

-skills in the management of interaction;

-skills in negotiating meaning;

-conversational listening skills (successful conversations require good listeners as well as good speakers);

-skills in knowing about and negotiating purposes for conversations;

-Using appropriate conversational formulae and fillers

Teaching speaking to EFL learners as explained by Nuan (2003:48) and supported by many other researchers involves teaching them how to become fluent speakers .This necessitates teaching them how able to produce correct English speech sounds and sound patterns as well as using stress and rhythm in uttering words and sentences. Besides, being able to select appropriate words and sentences depending on the social setting and the situation. Also, in their way for becoming fluent speakers, learners should learn to organize their thoughts in a meaningful way in order to express their thoughts in a confident way by avoiding hesitation and unnatural pauses.

Teaching speaking involves helping students to express their thoughts, feelings and emotions in the best way .By interacting with the teacher and other classmates, learners develop their speaking abilities in a natural way. It is very important to mention at this level that the more students practice the foreign language respecting the different speech patterns and communications rules taking into account grammatical accuracy aspects, the better fluent speaker they become.

2-2-2-1-Teaching speaking through interaction

Because being able to express oneself orally is the priority of most second language learners, they try to learn how to choose the correct language forms appropriate for each situation in order to interact easily and freely with others using the foreign language. In fact, interaction is one of the main functions of spoken language, for this reason, teachers try to find the best way to make their learners practice their speaking skills during oral classes. Rivers (2000:543) states that: "communication derives essentially from communication" Teaching speaking skill through interaction is one of the widely used techniques among foreign language instructors in teaching oral skills. So, classroom debate and discussion is considered to be a fun and a challenging way to encourage classroom interaction, reinforce vocabulary, develop speaking fluency and break the routine of a normal language class. Most teachers would agree that debate and interaction work with any student group. Generally, from intermediate level and above, especially; with an advanced class. In addition to building speaking confidence, we can introduce new vocabulary and practice the different functions of argumentation and agreement. Debate and interaction can be a good opportunity for learners to learn basic expressions of the target language make observations and form opinions. Brown and Yule (1983) summarize the main characteristics of interaction. According to them: The speaking skill

- Has a primarily social function
- Reflects role relationships
- Reflects speakers 'identity
- May formal or casual
- Uses conversational conventions
- Reflects degrees of politeness

- Employs many generic words
- Uses conversational register
- Is jointly constructed

The term 'interaction' involves speaking and responding to others .As far as foreign language teaching is concerned, it means selecting the appropriate target language in order to respond to the teacher or to the other learners. In this concern, Nuan (1991:51) claims that learning to speak in a second or foreign language will be facilitated when learners actively engaged in attempting to communicate. So, classroom interaction is very important for facilitating comprehension in the target language. Additionally, Long (1983:214 cited in Allwright and Bailey: 1991: 121-122) has suggested the following model to account for the relationship between negotiated interactions, comprehensible input and language acquisition. Long's model emphasizes on the importance of verbal communication which involves oral interaction and its primary role in getting comprehensible input. This view is also supported by Pinter (2006:19), who regards interaction as being a good way for providing a 'comprehensible input' that plays a great role in second language learning because when the students receive the input; this input will drive them to interact not only with the teacher but also with each other inside the classroom.

2-2-2-2-Activities designed to promote speaking in the classroom:

Moreover, the main goal for teaching the speaking skill in foreign language classes is to make students able to communicate effectively in the target language. It means to understand natives and be understood by other speakers of a particular spoken language. Teaching speaking is fundamental for second language learning and teaching, but the problem is that some teachers tend to teach it using repetition of drills or just through the memorization of

native speakers' dialogues. The speaking skill, however, should be rather being taught through activities that improve communication and interaction skills. Indeed, communicating using the target language is considered to be the best way in which students can express themselves and learn how to apply the social and cultural rules appropriate for each context and situation during a conversation or an oral communication.

Because teaching speaking should emphasize on improving learners' communicative abilities and enhancing their level in taking the foreign language ,a lot of specialists try to suggest different speaking activities allowing non- natives to develop their abilities in talking through expressing their thoughts and ideas in the target language. Harmer (2007:123) explains that there are various important reasons behind teaching speaking. He states that:

> There are three main reasons for getting students to speak in the classroom .Firstly; speaking activities provide rehearsal opportunities-chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students, and finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases without very much conscious thought.

Indeed, through Harmers' suggested ideas, we can notice that teaching speaking should have determined objectives which may represent the basic ground for designing motivating activities for engaging students in the classroom.

Inspired by Harmers' ideas and thoughts about teaching the speaking skill, Kayi (2006) suggests in one of his articles a list of speaking activities which develop communicative competence. Some of them are described in what follows:

- ✓ **Role play and simulations:** activities involving role-play and simulations generally succeed in developing learners' speaking abilities because they create social contexts which may help students to practice English in real life situations. Besides this type of activities motivate the foreign language learner to participate in the classroom and speak because this latter is asked to play the role of another person and is not obliged to reflect his or her own thought and personality while speaking. Many instructors rely on this kind of activity to assess students (Luoma :2004), because one can evaluate the level of proficiency of the speaker through his or her contribution. Besides, simulations and role play are considered to be a very good speaking exercise for shy and hesitant students in the classroom. Within the same line of thought, Anderson (2006),that role plays are very popular with both teachers and students for many reasons that he sites in what follows:

  -they provide the spoken language practice that is vital for all language learning.

  -they provide teachers with the opportunity to take their students out of the classroom for a 'test run' of real world language use.

  -They allow students to become someone else for part of the lesson, and thereby to leave behind their inhibitions and worries.

  -They involve an element of play that provides an enjoyable contrast to the course book exercises and helps to develop rapport between students.

- ✓ **Information Gap** : This type of activity enhances considerably collaborative learning. During speaking activities involving filling in the gaps, the learner shares information with his or her classmates.
- ✓ **Brainstorming** : A given topic is selected by the instructor ,and during a limited period of time, students are asked to tell quickly a number of ideas according to the suggested theme introduced by the teacher depending on the context
- ✓ **Storytelling :** This type of activity requires that the students tells a particular story in front of the teacher and the other classmates. It doesn't matter if the learner has heard the story before or if it is the result of his imagination but the most important is that he or she tries to attract the attention of the class through his or her narration of the events describing the settings and the different characters.
- ✓ **Interviews** : Students can make interviews about a particular topic selected by the teacher, Kayi (2006), suggests the use of rubrics for questions designed by the teacher. After that students can do their interviews outside the classroom and then can come and present their findings in front of the teacher and the other classmates. This type of activity is very beneficial for learners in order to create social relationships and to strengthen students' personalities.
- ✓ **Story completion** :

  For this activity, learners form a circle and listen to the teacher who tells a story and then stops at a particular event asking learners to finish the story using imagination and prediction. Each student is asked to tell few sentences by adding characters and events and whatever he wants.
- ✓ **Reporting** :

  For reporting activities students are asked to read newspapers or magazines during their free time and when they come to the class, they try to report the information that

they have read using their own words. Besides, learners can also speak about any experience or particular event that happened to them in front of the teacher and the other classmates.

In addition to the various speaking activities suggested by Kayi (2006), we cannot deny the importance of discussion activities in developing communicative abilities. Despite its valuable role in for thee learner, this latter may face many difficulties while speaking in front of the teacher and his colleagues. Thus, Harmer (2001) suggests what he calls "buzz group" which is an activity which precedes discussion. Learners are asked to express their ideas and thoughts in small groups before speaking loudly in public. This activity helps learners to test their abilities and provides them with the opportunity to check the efficacy of their performances and think about the value of their ideas before presenting them to the whole class. Additionally,

2-2-2-3-Difficulties related to speaking

One of the main reasons which make the spoken form of language difficult to learn is its nature since it is different from many other languages. Nuan (2003:270) lists some of the characteristics of the English language that embarrass foreign language learners when they perform orally:

- Clustering:
  Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.
- Redundancy:
  Sometimes it is used to make things clearer
- Reduced forms
  It is including: contractions, elisions reduced vowels etc. If the learners don't know about this it will sometimes develop a stilted, bookish quality of their speaking.

- Performance variables:
  the difference between native and nonnative speakers is in their hesitation phenomenon. Learners should know when to pause, backtrack or correct the language when they have to speak with it.
- Colloquial language:
  The learners should also know about the word s, idioms and phrases of the colloquial language and that they get practice in producing these forms.
- Rate of delivery:
  Another salient characteristic of fluency is the rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.
- Stress, rhythm, and intonation
  This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
- Interaction:
  Speaking is about interaction. It is about how you interact and what kind of language that you use that will make the communication goes smoothly.

Within the same scope, Ur (1995:121), lists other similar problems related to learning and teaching speaking in the foreign language:

- Inhibition which includes the fear of making mistakes, criticism, shyness and losing face.
- Finding nothing to say which many learners face, especially; when finding motives to speak and expressing their opinions
- Low or uneven participation in oral discussion .This problem is caused by some learners who generally dominate the debate in class.
- Mother tongue use from the side of less motivated learners who prefer to express themselves in their native language.

Indeed, Ur mentions in her study some of the main problems facing learners when speaking in the foreign language. When students feel that they are unable to speak correctly the target language, the problem of inhibition may occurs .A foreign language learning situation easily creates the feeling of inhibition and anxiety (Littlwood 1999). Additionally, Students may feel shy when talking to the teacher or to the other students, so they prefer keeping silent in the presence of other learners who are superior in foreign language communication. A lot of them use some words from their native language when

communicating because they think that their colleagues can better understand them. It can be also noticed by most teachers that it is difficult to have all the students participating in oral discussions when we have a large number of students. Additionally, a very important point to stress and which is related to the difficulties encountered by learners while speaking the foreign language is that they usually anticipate problems before starting to communicate. The feeling of insecurity, the fear and the state of anxiety in which the learn finds him or herself may lead to a very low level of communication apprehension in addition to high level of unwillingness to communicate. In order to avoid such situation, Dornyei and Thurell (1994:44), speak about communication strategies as the inevitable mean to deal with communication troubles. They explain that:

> Conversational and communication strategies enhance fluency and add to the efficiency of communication. knowing such strategies is particularly useful for language learners, who frequently experience such difficulties in conversation because they provide them with a sense of security in the language by allowing extra time and room to maneuver'

Indeed, communication strategies are considered to be one of the best ways to help any foreign language learner to use the target language in a good psychological state. Hence, being more comfortable in the classroom and enhancing the rate participation.

2-2-3- Teaching vocabulary and pronunciation during an oral expression course.

2-2-3-1-Teaching Vocabulary

During their learning process, students are expected to learn a wide range of new vocabulary related to different contexts. In the oral expression module, teachers tend to introduce through using different teaching materials and using well designed activities, the maximum of new words according to the selected theme. In fact, the main objective from

language courses is to equip the learner with the maximum of items in order to enrich his or her vocabulary repertoire. Knowing a language depends on the amount of vocabulary a person possesses. In the past, old approaches for language teaching relied on learning by heart lists of translated words. In other words, the learner recorded lists containing the original word in the native language and his equivalent in the target language. The process was mechanic, long and boring. But with the development of trends in language teaching, the word is learnt in its context using communication and interaction. Indeed the lengthy and complex process of vocabulary learning requires the mastery of correct spelling and pronunciation of the words while uttering them, understanding their meaning while hearing them, as well as knowing the selection of the appropriate grammatical word for the right context, which means choosing the right word while communicating in the target language. In fact, learning vocabulary constitute a real challenge for most English learners. Because most of the time, learners' difficulties in speaking fluently English is associated to their lack of enough vocabulary and the lack of exposure to the foreign language in real life situations. Hence, when teaching oral expression module, teachers need to teach lists of new vocabulary using effective lesson plans, in addition to a good presentation and demonstration when practicing the new vocabulary by using adequate useful teaching materials. Thornbury (2007:12-13), insisting on the importance of vocabulary in language teaching claims that: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". He further summarizes the most important points to know about vocabulary teaching and learning saying that:

"-Words have different functions, some carrying mainly grammatical meaning, while others bear greater informational load.

-The same word can have a variety of forms.

-Words can be added to, or combined, to form new words.

-many words commonly co-occur with other words.

-Words may look and/or sound the same but have quite different meanings.

-One word may have a variety of overlapping meanings.

-Different words may share similar meanings, or may have opposite meanings.

-Some words can be defined in terms of their relationship with other words-whether for example, they belong to the same set, or co-occur in similar texts.

-Words can have the same or similar meanings but be used in different situations or for different effects".

All these aspects related to vocabulary should be taught in the language classroom. In the case of Algerian learners the task is not easy because Arabic and English have not the same origins in terms of similarities in spelling and pronunciation .The English language has a different word formation and a particular syntactic system compared to the Arabic language. When teaching English vocabulary, the instruction should demonstrate internal change in form as for: woman/women, or sing/song, as well as external changes in some cases as for: explain /explanation.

One of the best ways to introduce vocabulary in a foreign language classroom is to illustrate words which mean showing the word using concrete images. In the same line of thought Bunker (1988) suggests some techniques to help learners grasp new vocabulary:

-The use of common words that are familiar and known by the learners in order to help them memorizing the new words introduced.

-Use the terms in a consistent way that is to say, using the words in the same context several times during a class from five to ten times in order to help learners developing them appropriately.

-Defining the words in context is the best way to explain their meaning because words are understood hardly when introduced in isolation by the instructor.

Additionally, teachers may introduce new vocabulary in a variety of ways. This may be done essentially, in three distinct stages:

-The recognition stage: during this stage, the teacher may introduce the phonic form, graphic form, the lexical meaning and may be the grammatical position for more details if he wants. This may be done by repeating the correct pronunciation of the word many times, using it in an appropriate context, explain the meaning of the word and demonstrating its visual form by writing it and showing the word spelling.

-The receptive stage: during which the learner is asked to detect the word through the listening process and understand its meaning in a whole sentence or a small passage. This may be done using a song, for example, where the learner is asked to detect the word through its lyrics.

-The productive stage: During this stage, learners are asked to pronounce the word correctly by repeating it by singing or in role playing activities ,for example .They are also supposed to use it in appropriate sentences produced by their own in different contexts.

Additionally, in order to simplify the meaning of the new introduced words for learners, the teacher may describe them using simple sentences, through concrete objects (Realia) , miming using gestures and actions (like: sit, stand, open…..ect), giving equivalent synonyms which have to be familiar to learners, opposites, Photographs and pictures, wall charts, scales when we want to show the difference between words of the same group(like never, rarely, sometimes, often always),or simply we may translate the word into the mother tongue which is Arabic, when the teacher feels that it is too difficult and he can't simplify it to his or her learners.

2-2-3-2-Teaching Pronunciation

One of the most important difficulties met by teachers is to teach the correct pronunciation during oral expression and listening comprehension courses. Despite its difficulty and complexity, teaching pronunciation to foreign language learners and focusing on the different aspects of speech sounds is a prerequisite condition for language learning success. Introducing new words in the classroom with focusing on their right pronunciation can improve considerably oral performance as stressed by Harmer (2001:183) who claims that: "Concentrating on sounds, showing where they are made in the mouth makes students aware of where sounds should be stressed –all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibly".

Indeed, it would be quite useful during an oral expression course where the session is not totally devoted to the study of phonetics to concentrate on sounds of some particular words and showing their position in the mouth. Additionally, positions of stress can eventually enhance comprehension and improve pronunciation. Furthermore, teaching pronunciation improves students' natural speech and intonation. It helps them in understanding the emotions that people want to transmit according to their tone of voice and helps people in becoming more fluent.

In the case of the Algerian University, the majority of teachers are non natives; this can be to a certain extent very beneficial for learners. In fact, many studies have demonstrated that students learn more from a teacher who is not a native speaker because this latter has already experienced what learners are going through, because natives cannot have in their minds what is the process of learning English as a second language and what are the difficulties that learners may face throughout this hard and challenging experience.

When teaching pronunciation, it is important to focus on the sounds which do not basically exist in our native language. Students tend to mispronounce some stranger sounds by replacing them with other Arabic familiar sounds that they can say easily. For example the sound /P/ is sometimes replaced by the sound /b/, as in the word 'hospital'. One way to avoid this is to make students imitate native speakers through audio-visual materials and through intensive practice.

Any foreign language teacher should follow the following steps in order to design for pronunciation instruction (Celce-Murcia, Brinton and Goodwin, 2010: 284-288):

Step one: Find out who is learners are and what they need: It is recommended that teachers use formal or non-formal needs analysis before starting the instruction. Teachers may use the obtained results to design the appropriate course content. This may be done through questionnaire because the more we gather information about learners the better the instructor can address to their needs.

Step two: Find language that is relevant the learners' use as practice material:

Learners are more motivated by practicing the language that is useful and meaningful to them.

Step three: Use Samples of authentic language to illustrate and practice specific pronunciation features:

Pronunciation instruction is integrated into out students' preferred speaking situations aiming to attain functional communication which is the primary goal of a foreign language course.

Step four: provide frequent and sustained choral repetition with body movement.

Students may repeat in group after the teacher pronunciation which may be accompanied with body gestures as: stepping, tapping or clapping on each stressed syllable in order to focus on accuracy.

Step five: Give learners a chance to practice similar language in less controlled activities.

After the choral repetition, students may practice the sounds in various activities by filling the gaps or choosing the right answer for example.

Step six: Record learners' speech for feedback and review

The instructor may record the learners' speech in audio or video, in order to give them a chance for reflection about their performances.

2-3-Learning strategies

2-3-1-Definition of learning strategies

Generally, during the process of learning in order to overcome listening comprehension and speaking difficulties, the learner undertakes some specific actions to make the eprocess easier, enjoyable and more effective. These actions which are often conscious and non observable are known as learning strategies.

A learning strategy is generally an idea that a learner can employ to increase or facilitate learning. We would say that learners consciously and purposefully use the idea to improve their learning as suggested by Oxford (1990:1), who states that: "Learning strategies are steps taken by students to enhance their own learning and they are 'especially important for language learning because they are tools for active, self-directed involvement". Indeed, they are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Within the same scope, Wenden and Rubin (1987:19) define learning strategies as:

> ……any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information."Another important definition of learning strategies is suggested by Stern (1992:261) who claims that:" the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intential directions and learning techniques.

Besides, when learning strategies are used effectively, they facilitate learning and they create a more enjoyable and helping environment for learning as explained by Richards and platt (1992:209) who state that learning strategies are: "intentional behavior and thoughts used by learner during learning so as to better help them understand, learn or remember new information."

The use of learning strategies has a considerable impact on the classroom outcomes. In this concern, Charmot, Bernhardt, El_Dinary and Robbins (1999:166) argue that: "Differences between more effective learners and less effective learners were found in the number and range of strategies used, in how the strategies were applied to the task, and whether they were appropriate for the task." In reality, most language learners use language learning strategies either consciously or unconsciously when communicating in the target language and performing tasks during activities in the language classroom. Indeed language learners consider the classroom as a problem solving environment where they face difficult tasks so they use language learning strategies as an attempt to find the easiest way to communicate with their instructors and perform different tasks and activities. This is why

teaching learning strategies is very important and useful for learners. Indeed, if students find the appropriate learning strategies which are effective for a particular activity, they will definitely be successful in studying.

Williams and Burden (1997) suggest some of the learning strategies that all of us have probably used in learning a second or a foreign language. Here are some of them:

-repeating words over and over again;

-listen attentively to try to distinguish words;

-trying to work out the rules of the language by forming hypotheses about how it works;

-trying out these hypotheses to see if they work;

-testing yourself to see if you remember words;

-guessing the meaning of unknown words;

-using your knowledge of the rules to try to make new sentences;

-rehearsing in your head what you are about to say;

-practicing the sounds of the language to yourself;

-asking the speaker to repeat something;

- pretending that you understand in order to keep the communication going.

Generally, learners tend to use the previous stated strategies to try to facilitate difficult and complex tasks encountered in learning foreign languages. Moreover, Early studies concerned with learning strategies in second language acquisition were concentrating on characteristics of "the good language learner" (Naiman et al.1978; Rubin 1975). They tried to identify strategies reported by students or observed in language learning situations that appear

to contribute to learning. (O'Malley and Chamot, 1990). The majority of these earliest studies demonstrated that learners used and applied different learning strategies while learning a second language effectively. Results of the existing studies concerning learning strategies demonstrate that these can be obviously defined, described and classified according to their use.

2-3-2-Classification of learning strategies

2-3-2-1-O'Malley' (1985) Classification of language learning strategies.

O' Malley et al (1985) conducted a research study with seventy high school students in two suburban school districts in a mid-Atlantic state. They wanted through this research to identify a range of learning strategies used by those students and determine if these strategies could be defined and organized within existing strategy classification frameworks.

According to the results of the research study O'Malley et al (1985:582-584) could define and classify learning strategies into three main sub-categories as shown in (table 2.1): Metacognitive strategies, Cognitive strategies and Socio-affective strategies.

-Metacognitive strategies: planning for learning, thinking about learning process, monitoring of the learners' understanding, comprehension and evaluating learning once the task or the activity is finished. Metacognitive strategies as defined by O'Malley et al (1985) may include: advance organizers, directed attention, selective attention, self management, fundamental planning, self monitoring, delayed production and self-evaluation.

-Cognitive strategies: they involve manipulation of learning materials and are restricted to particular learning tasks. They may include for example: repetition, translation, transfer, interfering; contextualization, auditory representation …ect.

-Socioaffective strategies: These kinds of strategies are mainly associated with interacting activities. They involve for example asking questions for more clarification.

LEARNING STRATEGY	DEFINITION
A : Metacognitive strategies planning	
Advance organizers	Previewing the main ideas and concepts of the material to be learned, often by skimming the next for the organizing principle
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrevant distrctors.
Fuctional planning	Planning for and reharsing linguistic components necessary to carry out an upcoming language task.
Selective attention	Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts and/or linguistic markers.
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Monitoring Self-monitoring	Checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taken place.
Evaluation Self-evaluation	Checking the outcomes of one's own language learning against a standard after it has been completed.
B : Cognitive strategies	
Resourcing	Using target language reference materials such as dictionaries, encyclopedies, or textbooks.
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Grouping	Classifying words, terminology, or concepts according to their attributes or meaning
Deduction	Applying rules to understand or produce the second language or making up rules based on language analysis.
Imagery	Using visual images (either mental or actual) to understand or remember new information
Auditory representation	Planning back in one's mind the sound of a word, phrase, or longer language sequence.
Keyword method	Remembering a new word in the second language by : (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language.
Elaboration	Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.
Transfer	Using previous linguistic knowledge or prior skills to assist comprehension or production.

Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information.
Note taking	Writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading.
Summarizing	Making a mental, oral, or written summary of new information gained through listening or reading.
Recombination	Constructing a meaningful sentence or larger language sequece by combining known elements in a new way.
Traslation	Using the first language as a base for understanding and/or producing the second language.

C : Social mediation

Question for clarification	Eliciting from a teacher or peer additional explanations, rephrasing, examples, or verification
Cooperation	Working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.

Table2.1: Learning strategies definitions and classifications

Adapted from O'Malley,Chamot,Stewner-Manzanares,Kuper, and Russo(1985a) cited inO'Malley and Chamot (1990: 119-120)

2-3-2-2-Oxford (1990) classification of language learning strategies

Despite the fact that Oxford (1990) explained the complexity and difficulty of categorizing strategies for learning foreign languages which he sees as related to the learners development of communication competence, she could indeed, give a very useful classification of the different types of strategies as presented in (figure 2.3). Oxford divides strategies into two main groups: direct and indirect strategies, which are further subdivided into six main groups.

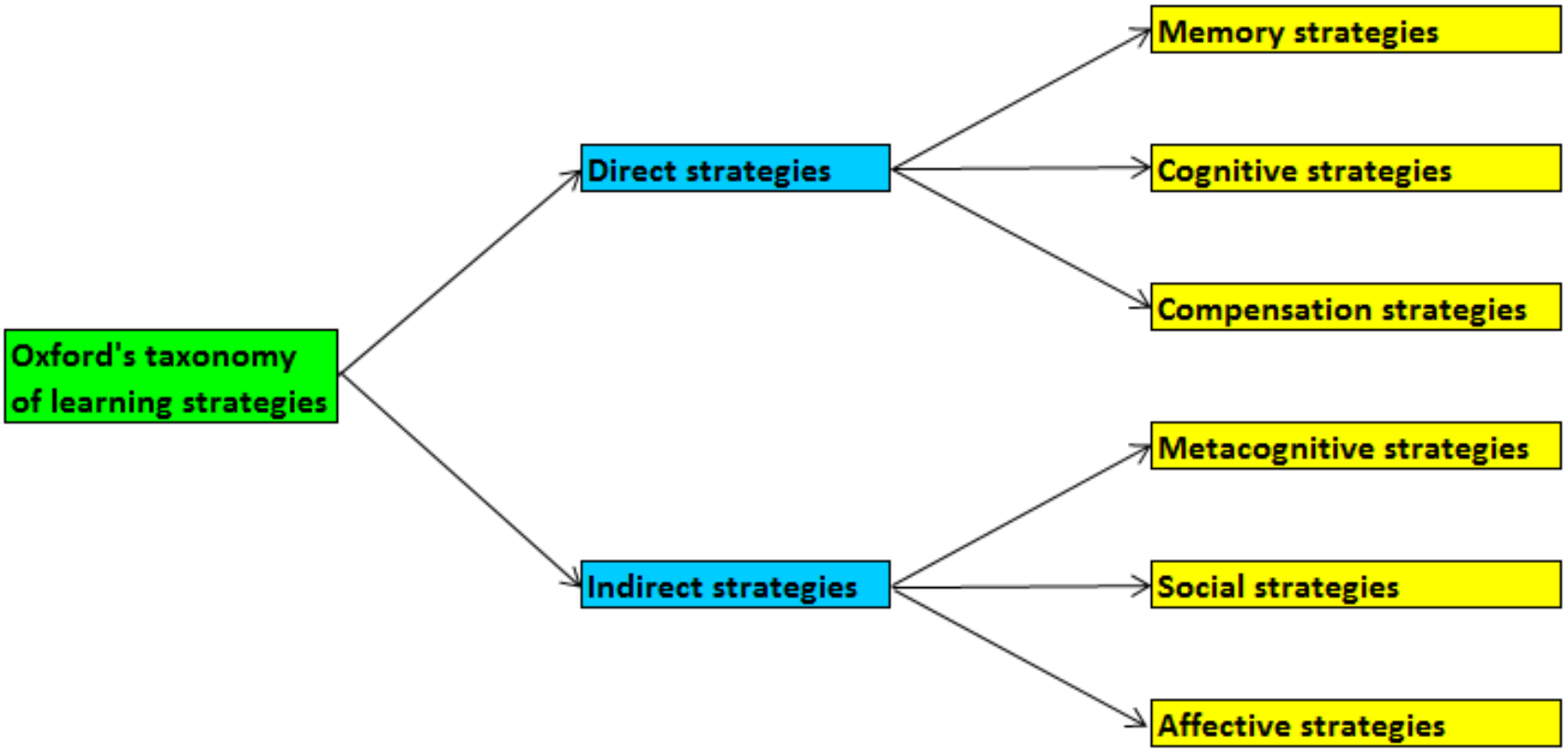

Figure 2.3: Oxford Classification of learning strategies

2-3-2-2-1-Direct strategies:

Oxford (1990:37) defines direct strategies as:"language learning strategies that directly involve the target language". They concern as shown in the diagram: Memory strategies, cognitive strategies and compensation strategies. Oxford explains that:

> Memory strategies, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information. Cognitive strategies such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. Compensation strategies, like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge. (1990:37).

According to the above classification, memory strategies are very important for building vocabulary knowledge. Most learners rely on this strategy to memorize new words in the foreign language. Additionally; creating mental linkages and grouping will also increase students' vocabulary. From another side cognitive strategies involve the identification, retention and retrieval of language elements. Students may practice this type of strategies in order to help them memorize and remember new vocabulary. Compensation strategies, in the other hand, give learners the opportunity to compensate knowledge gaps, weaknesses and limitations by continuing any discussion without interruption.

2-3-2-2-2-Indirect strategies

According to Oxfords' (1990) classification, indirect strategies comprise: Metacognitive strategies, Social strategies and Affective strategies. She explains that they help students by supporting and managing the learning process without directly involving the target language. She stated that:

> Metacognitive strategies allow learners to control their own cognition- that is, to coordinate the learning process by using functions such as centering, arranging, planning and evaluating. Affective strategies help to regulate emotions, motivations, and attitude. Social strategies help students learn through interaction with others"
>
> (Oxford 1990:135).

Hence, indirect strategies involve the use of the metacognitive strategies which deal with planning, monitoring, and evaluation of language learning activities. Students can develop, for example, a plan for monitoring their progress by constantly comparing their current level of proficiency with the course goals mentioned in the curriculum. Additionally, affective strategies generally contribute to regulate emotions, attitudes and motivation for example; students may read books written in a simplified language in order to develop positive attitudes towards reading materials. Finally, the social strategies are concerned with the actions undertaken by learners to interact with users of the language. Students can purposefully and intentionally seek out opportunities to use the target language with native speakers of that particular language.

Language learners use different techniques and strategies in order to overcome the difficulties that they face during foreign language tasks and activities. They use these strategies in order to understand the new input presented to them during foreign language learning courses. Oxford (1990) demonstrates through his research that appropriate use of language learning strategies which include dozens of even hundreds of possible behaviors such as seeking out conversation partners and grouping words to be memorized, results in improved L2 proficiency overall, or in specific language skill area. Additionally; many researchers investigated in the domain of the factors which affect learner's choice and use of

the various learning strategies. Within the same scope, Oxford (1989) concluded that motivation was of the important factors influencing learners' choice and use of learning strategies. Also, Gardner (1985) found that the efforts done by learners to make the language learning easier and faster are determined by their attitudes and motivation.

2-3-2-3-Listening strategies:

When exposed to English, many foreign language learners find difficulties in understanding native speakers while watching videos or listening to audio CDS materials in the foreign language during oral classes in general. Researchers explain that in order to overcome this obstacles and difficulties in listening comprehension, motivated learners who are willing to engage in classroom activities can make use of some listening strategies which may help them to guide and evaluate their own comprehension and responses in the target language. From his side, Richards (2008), explains that Listening strategies are taken into consideration when evaluating the extent to which a listening activity is successful. In other words, the more learners are willing to understand the message during a listening task, the more they make use of the different listening strategies. So, because of their importance, many specialists tried to define, explain and describe the listening strategies used in the process of foreign language learning. For Rost (2002:236), listening strategies are defined as conscious plans to manage incoming speech, particularly when the listener knows that he or she must compensate for incomplete input or partial understanding. Additionally, (Rigney, 1978 cited in Hurd and Lewis, 2008:84) defines listening strategies as:"deliberate procedures used by learners to enhance comprehension, learning and retention of the target language. "From another part , Vandergift (1999:176) claims that:" strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses". Within the same scope, Vandergrift (1996) conducted a

research study with English-Speaking students learning French. He used an interview in which learners reported the different techniques they used to understand recorded L2 French texts. Based on O'Malley and Chamots' (1990) definition and classification of learning strategies in addition to the results obtained through his interview, Vandergrift could provide some pedagogical suggestions to facilitate learners' listening comprehension. These latter have been summarized later by Rost (2002):

- ✓ Metacognitive : planning , directed attention, selective attention, self- management, self-monitoring, self-evaluation.

- ✓ Cognitive: inferencing , voice and paralinguistic cues inferencing , kinesics inferencing , extra linguistic inferencing , between parts inferencing , elaboration , personal elaboration , academic elaboration , translation , transfer repetition , resourcing , not taking , deduction , imagery

- ✓ socio affective : questioning for clarification ,cooperation , lowering anxiety , self encouragement , monitory, comprehension monitoring , auditory monitoring , evaluation, emotional control.

In sum listening strategies concern verbal and nonverbal feedback as mentioning the understanding or non-understanding of a particular discourse or message, requests for clarification and repetition in addition to social affective strategies as self encouragement and metacognitive strategies (Masanori Tokeshi 2003). Moreover; within the same line of thought, Rost (2002:155), explains that successful, listeners during the pre-listening stage, try to predict answers and ask questions to clarify ambiguities, as well as replying to what they listen by answering questions and also by evaluating their comprehension through checking the soundness of their understanding. Consequently, no one can deny the importance of the use of listening

strategies for comprehending the foreign language message during the learning process. This is why many teachers focus on teaching these strategies to their learners who may lack language competence aiming to facilitate the process of listening to their students and trying to achieve the intended objectives. As far as listening comprehension strategies are concerned, Buck (2001:104 cited in Juan and Martinez-Flor, 2006: 127), lists what he calls "listening goals" which represent the desired and intended goals through any second language listening activity. These are cited on the above list:

-understanding sort utterances on a literal semantic level, involves the knowledge of phonology, stress, intonation, spoken vocabulary, spoken syntax.

-understanding longer interactive discourse, involves knowledge of discourse features such as markers, cohesion, schemata.

-understanding the function /illocutionary force of the utterance.

-interpreting utterances in terms of the context/situation. Involves knowing how different socio-linguistic groups use language, so involves knowledge of dialects, cultural references, degrees of formality, poser relations and so on.

-resolving comprehension problems by seeking help from the speaker.

-remembering input, monitoring and evaluating how well one is understanding.

If we look to the list bellow, we can notice that the majority of the listed goals aim to produce students who are equipped with a good control of grammatical rules as well as lexical and phonological aspects of the target language. Indeed, one of the main goals of a listening task is to produce good listeners who make use of technical listening strategies in order to enhance their comprehension of the spoken language and who can succeed eventually later, in communicating effectively their thoughts and ideas in the correct way. This cannot be done unless the listening comprehension course includes well designed activities which take into consideration all the aspects of the target language and which raise students' consciousness

about the necessity of their engagement in the different listening tasks in order to build solid basis for a well communicative competence.

Conclusion

Throughout this second chapter, we have tried to introduce the oral expression course focusing on its importance in developing learners' communicative abilities in the foreign language through combining listening and speaking activities. Moreover, we addressed the main difficulties that learners encounter in listening comprehension and speaking. We also focused on how an effective use of learning strategies may help learners overcome the difficulties they encounter during the oral expression classes. The role of the instructor in guiding learners and raising their awareness of the learning strategies that fit their learning styles is also highlighted. Of more importance, we stressed the crucial role of effective use of learning strategies implemented in communicative listening and speaking activities in motivating students and enhancing the rate of their participation in oral classes.

Chapter Three

Teaching Materials

Introduction

3-1-What are teaching Materials.

3-2-Objectives of teaching Materials

3-3-Characteristics of effective teaching materials

3-4-Designing teaching materials

3-5-Evaluating teaching materials

3-6- Authentic versus artificial materials

3-7-Some types of teaching materials

3-7-1- Integrating literary texts as teaching materials in the oral expression course.

3-7-2- Using songs as teaching materials.

3-7-3- Using videos as teaching materials.

3-7-3-1-Videos for students engagement.

3-7-3-2- How to use videos in the classroom.

Conclusion

Introduction

The present chapter sheds the light on what are teaching materials, their objectives in the instructional process, how instructors can evaluate their efficacy and the criteria through which instructors decide what material should be chosen. Besides, since the subject matter of the present study deals with teaching the speaking and listening skills using multimedia resources, great emphasis will be put on the use of songs and videos to teach the foreign language in addition to the implementation of literary texts as instructional resources. We are going to analyze the various benefits that modern resources can bring into the classroom as well as the way in which they can be implemented into the learning process.

3-1-What are teaching materials?

Teaching materials constitute one of the most important components of teaching .They are defined by (Tomlinson, 1998: 2) as: "….anything which is used by teachers or learners to facilitate the learning of a language". He explains that good language teaching materials should achieve impact, help learners develop confidence and provide relevant and useful content, They should also take into account individual differences and encourage learners' involvement (Tomlinson1998 :7-20). Besides, teaching materials are used in the classroom to support learning and fulfill the intended objectives designed by the instructor. They are also considered to be: "any systematic description of the techniques and exercises to be used in the classroom teaching (Brown, 1995: 139). For Rost (2002:239): "teaching materials consist of some form of input and some form of a task or a sequence of tasks which play an important part in language pedagogy". In sum most definitions agree on the fact that teaching materials refer to the content used in particular learning context. Generally, they are devices which assist the instructor in teaching. However, Pr Hamada (2007:156-157) stresses the confusion that may exist between the term 'materials' and other items ranging within the same meaning. He explains that the word 'material' is many times confused with terms as :media , technique

and activities and suggested that despite their similarities, boundaries should clearly be made between each of those terms by defining the specific role of each in the learning context. In other words, the function of each element contributing into the context of learning should be described carefully by the instructor.

Moreover; because of the importance of teaching materials in the teaching/ learning context, it is necessary for any teacher to spend sufficient time and efforts while selecting the needed instructional material because the latter constitute the basis for the whole learning process and may affect considerably positively or negatively learners' comprehension , abilities and performances. In this concern; it is acceptable to claim that effective language teaching materials should present functional language in a context and expose the learner to realistic and authentic language models. This type of effective materials may include audio-visual component, which fosters learner autonomy (Crawford : 2002) . Moreover; Tomilson (2004:8) explains that when speaking about teaching materials as related to second or foreign language acquisition , "we always refer to materials that must provide exposure to authentic use of English through spoken and written texts with the potential to engage the learners cognitively and affectively". Within the same scope, (Richards,1992:15) explains that effective language teaching materials are based on sound theoretical learning principles. Good materials should arouse and maintain learners' interest and attention during the course; and meet the learners' needs and backgrounds. They should provide meaningful activities providing opportunities for authentic language use. It is very important in foreign language learning contexts to select appropriate teaching materials which meet the learner needs to be motivated, relaxed and engaged (Arnold 1999, Tomlinson 1998d).

3-2-Objectives of teaching materials

It is known buy the majority of instructors and teaching materials designers that the aim from designing effective language materials is to facilitate the learning process by reducing learners' difficulties and motivating them to engage in classroom activities. Indeed, instructional materials should be beneficial for the learning process by enriching the course content. In this concern, Rowntree (1997:92): suggests some of the most important objectives that teaching materials should attain:

- Arouse the learner's interest.
- Remind them of earlier learning.
- Tell them what they will be learning next.
- Explain new learning content to them
- Relate these ideas to learner's previous learning
- Help them to get feedback on their learning.
- Encourage them to practice.
- Make sure they know what they are supposed to be doing.
- Enable them to check their progress.
- Help them to do better.

Indeed teaching materials play an important role in the teaching/learning process. As cited in Rowentree's work, they should arouse student's interest; break the routine and monotonous learning environment. They also, guide the learners by helping them to understand the content and memorize the foreign language vocabulary and grammar rules easily.

In addition to all what preceded, teaching materials should help learners to feel at ease, be relaxed, develop self confidence and facilitate learner self-investment (Tomlinson 1998).

In reality, when designing course content and selecting learning aids, instructors try to choose the materials that help learners to develop self -confidence and consequently be less anxious in performing different tasks during foreign language courses. This can be assured

when learners feel if they were in real life situations. There are a lot of authentic teaching aids which have been proved to reduce anxiety and stress in the classroom. Moreover; extensive speaking and listening practices in the classroom using appropriate teaching materials will certainly help learners to acquire the foreign language faster and better. The first objective of most learners is to learn natural English, the one that is spoken by native speakers. As a result teaching materials' authenticity is very important because it represents a natural model of the foreign language and this encourages learners to better listen or be more attentive during classroom activities, because learners feel that listening to natives and understanding them is their principle purpose from attending any language course.

3-3-Characteristics of effective teaching materials:

Because teaching materials are designed in order to fulfill certain learning goals appropriate to the teaching /learning context, they should contain certain pedagogical characteristics. In this concern, Edge (1993:43), states that: "Materials exist in order to support learning and teaching, so they should be designed to suit the people and processes involved where this is not the case, it is the materials, or the use of them, which need to change". Besides in order to be effective, Richards (1990: 15), explains that instructional materials should have the following characteristics:

- ✓ They are based on theoretically sound learning principles.
- ✓ They arouse and maintain the learners' interest and attention.
- ✓ They are appropriate to the learners' needs and background.
- ✓ They provide examples of how language is used.
- ✓ They provide meaningful activities for learners.
- ✓ They provide opportunities for communicative and authentic language use.

The majority of experienced instructors would probably agree on the idea that the most effective teaching materials are those which succeed in attracting learners' attention and which fulfill the learning objectives. It is clear that teaching materials consist of some form of input and some form of a task or a sequence of tasks which play an important part in language pedagogy (Tomlinson, 1998). This latter suggests that good language teaching materials have the following characteristics.

- ✓ Materials should achieve impact.
- ✓ Materials should help learners feel at ease.
- ✓ Materials should help learners to develop confidence.
- ✓ What is being taught should be perceived by learners as relevant and useful.
- ✓ Materials should require and facilitate learner self-investment.
- ✓ Learners must be ready to acquire the points being taught.
- ✓ Materials should expose the learners to language in authentic use.
- ✓ The learners' attention should be drawn to linguistic features of the input.
- ✓ Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- ✓ Materials should take into account that the positive effects of instruction are usually delayed.
- ✓ Materials should take into account that learners have different learning styles.
- ✓ Materials should take into account that learners differ in affective attitudes.
- ✓ Materials should permit a silent period at the beginning of instruction.
- ✓ Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulate both right and left brain activities.
- ✓ Materials should not rely too much on controlled practice.
- ✓ Materials should provide opportunities for outcome feedback.

Indeed, when analyzing all the previously mentioned characteristics, we can notice that instructors should be very careful concerning the kind of material used for a particular learning context. Taking into account the development of technology and the new type of learners that we have in our classes, who is opened to the whole world and introduced to a wide range of available learning materials outside the classroom. Consequently, the materials should be characterized by the previously mentioned aspects in order to be able to fulfill the intended objectives, because impressing today's learners is not an easy task for the instructor who should spend much effort in designing materials with a high quality level, especially when he or she is dealing with University students.

3-4-Designing teaching materials:

As mentioned earlier, the development of technology and the changes in learning methods obliged instructors to use modern and innovative techniques for teaching foreign languages. When designing teaching materials, it is very important to take into consideration the context in which they will be used as well as the learners' level, their interests, their cultural background and many other features that the instructor have to consider.

Generally speaking, as far as the listening and speaking skills are concerned , instructors to choose the most appropriate teaching materials appropriate for the intended objectives Indeed, selecting, designing and shaping these instructional materials is influenced by many factors. Richards (2005) explains that effective teaching materials are designed taking into account various factors related to the teacher , learner and the context in which the learning/teaching process is taking place .these factors can be summarized as follows :

- Teacher factors: related to the teacher and include language proficiency, training and experience, cultural background and preferred teaching style.

- Learner factors: related to the learner and include learner‘s learning style preferences, their language learning needs, interests and motivations.
- Contextual factors which include the culture of the surrounding environment, classroom conditions class size and availability of teaching resources in situations where the material will be used.

3-5-Evaluating Teaching Materials

In order to be able to use any teaching material effectively, it needs to be analyzed carefully and evaluated before any session. Teaching materials should not be chosen haphazardly. Instead, careful attention should be given to their selection and evaluation. Tomilson (2003) explains that teaching materials evaluation involves measuring their value. The issue of teaching materials opens the door to many analysis and interpretations. How can we evaluate a particular selected teaching material? Is not a simple question that can be answered easily. Candlin and Breen (1979) discuss the subject by suggesting some questions that the instructor needs to answer to in order to evaluate the designed instructional aides. These latter include questions as: are the materials sensitive to the situation? are the materials appropriate to the particular curriculum? or, are the materials appropriate to the methodology? as well as many other objective questions.

Indeed regarding the importance of teaching materials in the instructional process, it is necessary to have some formal criteria, based on principles of effective instruction, to apply all materials being considered (Rost 2002:239) . A suggested example is shown below:

Material evaluation

- ✓ Does it teach what you want to teach?
- ✓ What classroom procedures will you be using when you employ these materials?
- ✓ Is the procedure easy to figure out for your students?
- ✓ Are the procedures easy to figure out for you? For the students?
- ✓ Are the appropriate visual-charts, illustrations, etc to engage students and guide learning?
- ✓ Is it reasonably up to date?
- ✓ Are the exercises varied?
- ✓ What kind of supplementation will be necessary?
- ✓ Does the material allow the learners at multiple levels to use it?
- ✓ Is the material readily available?
- ✓ Is it reasonably priced for the students?
- ✓ What kind of supplementation will be needed in class and out of class?

(Adopted from Skierso1998)

This suggested model for teaching materials evaluation is, indeed, very useful for any foreign language teacher and at any level. Asking these important questions while selecting or designing teaching materials can help teachers to decide whether they are appropriate or not to their learners and to the learning context. Of course different elements should be taken into consideration at this level as learners' age, religion, sex, and cultural or social environment. Within the same scope, concerning researchers suggestions on materials evaluation Dudley-Evans and St John (1998, 173) suggest the following questions which should be asked when selecting teaching materials for our foreign language learners.

- ✓ Will the material stimulate and motivate?
- ✓ To what extent does the material match the stated learning objectives and your learning objectives?
- ✓ To what extent will the material support the learning process?

Answering these questions will complement the previous model since all of them go into the same direction which is satisfying learners' needs and helping them to learn the foreign language faster and easier.

In addition to the previous questions that should be asked by the instructor before implementation them, Richards (1990:14), puts at the teachers' disposal other important questions that need to be answered in order to evaluate any designed instructional material:

- ✓ Will materials provide the primary source of language input for the learners or are they are merely viewed as supplementary input provided by the teacher?
- ✓ Will materials be adopted, adapted, or specially prepared for the program? Which of these options is best matched to the financial resources available and to the skills/ abilities of teachers in the program?
- ✓ If existing materials are going to be used (e.g: commercially existing textbooks), what kind of preparation will teachers need in order to use effectively?
- ✓ If materials are to be specially written for the program, who will be involved in preparing them and under what circumstances?
- ✓ Will adequate provisions be made for development, testing and revision of the materials?

It is fair to say that sometimes, teachers use some selected teaching materials already used by others without testing or evaluating their efficacy. This may affect considerably the level of the learning process. Taking into consideration all the suggested models for instructional materials evaluation is essential for any teacher.

3-6-Authentic versus Artificial materials

Generally speaking, teaching materials are generally classified into two main categories: artificial and authentic materials based on their origin and the way in which they are used in the learning context. From one side, non-authentic materials are generally pedagogical materials which are designed for teaching and learning purposes but which lack features of authentic materials. Richard (2001: 252) explains that they are created materials which refer to textbooks and other specially developed instructional resources.

From another side, Authentic materials are generally considered as being opposed to pedagogical artificial materials , which means any kind of texts spoken or written not designed for the sake of teaching and learning purposes (Edge 1993) .They are print, audio and video materials that students encounter in their daily lives. Fish (1981) states that: "By authentic material I mean, quite simply, material that was not initially designed for language learning purposes. This means that in a narrow linguistic sense there is no guarding on a purely structural or lexical basis "(1981:10).

Almost in a similar vein , Lynch (2009:99) claims that the definition widely accepted in the language teaching profession is that authentic texts are samples of language being used for real communication between native speakers , and not specifically recorded for language teaching purposes . Also Richard (2001 : 252) states that authentic materials refers to: "The use in teaching of texts , photographs , video selections and other teaching resources that were not specifically prepared for pedagogical purposes".

A further explanation is provided by Valeriu Dumistrescu (2000), in one of his articles entitled " Authentic Materials selection and implementation in exercise language training" , explains that many instructors are starting to recognize the possibilities offered by material that is not bound by text book format limitations and can be applied to multiple tasks and learning objectives . Also, authentic materials, when appropriately selected and implemented, can be used to develop tasks that can provide a wealth of linguistic and conceptual content. Supporting his view, we can add that when learners are introduced to teaching materials which help them to learn sufficient vocabulary in the target language. This will definitely help them to develop their speaking and listening skills. Consequently, they participate more during classroom activities .Today the resources of teaching materials are available for every person who wants to learn a foreign language. Television, radio and

internet suggest a wide range and a large variety of authentic materials. Gebbard (1996) classifies authentic materials into three main categories:

- Authentic listening materials: songs, radio news, Interviews, audio-taped short stories and novels.
- Authentic visual materials: slides/painting/ magazines/pictures.
- Authentic printed materials as restaurant menus, news papers articles, sports reports, movie advertisements.

Many instructors emphasize on the fact that the English language presented to foreign language learners should be authentic, which means the language that is naturally used by natives in everyday life. Their role is very important in the teaching/learning process. Many researchers as Widdowson (1990) emphasize on the fact that classroom materials should as much as possible reflect real-world situations and authentic materials should be an essential basis for classroom learning. He states that: "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic" Widdowson (1990:67)

Almost in a similar vein, Clarke and Silberstein (1977:51) emphasize on the importance of authentic sources in the selection of instructional materials .they argued that: "Classroom activities should parallel the 'real world' as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium".

When using authentic materials, teachers give learners the opportunity to be exposed to real language which definitely makes them enthusiastic and willing to use the foreign language in the classroom. They are considered by instructors to be the most interesting materials for teaching foreign languages because they show how the language is used in every day interactions.

Within the same scope, authentic materials encourage learners to be better listeners and speakers by exposing them to a natural model of language learning. Also, if learners know that listening extensively to authentic materials will help them to acquire the target language better and in a faster way, this will definitely motivate them to succeed in the learning process. Edge (1993:47) states that:

> Authentic materials represent the actual goal of language learning, including the difficulties that learning materials avoid. All learners must have practice in meeting these difficulties these real challenges, even at the early stages, students should learn how to respond to language which they do not fully understand…… They bring the means of learning and the purpose of learning close together, and this establishes once again a direct link with the world outside the classroom."

Indeed the challenges that authentic materials present to learners have a lot of advantages but also may have some bad effects on them. If they are too difficult and beyond learners level, they will be extremely demotivating for students with low levels and who find difficulties in understanding native speakers' dialogues ;especially with different pronunciations and new accents . The problem with authentic materials is that they are lexically much more challenging than artificial ones .Their selection takes a lot of time and efforts from the part of the teacher who is obliged to spend more energy to explain and simplify the difficult vocabulary to his learners (Kilichaya, 2004 cited in Rachid Hamed A.Azri, Majid Hilal: 2014).So teachers should be very careful in selecting them. Another problem related to authenticity is raised by Widdowson (1998), who argues against using authentic language in the classroom, on the fairly reasonable grounds that is actually impossible to do so". He adds that the language that is authentic for native speakers cannot possibly be authentic for learners. Indeed authentic language is relative. A native speaker

from Canada, for example will not use the same authentic language as a native speaker from London or New York. There are varieties of the English language which are accepted and used all over the world by natives. The problem is which variety of English we will teach and impose on our foreign language learners. This can be definitely a big challenge for teachers when dealing with authenticity of teaching materials.

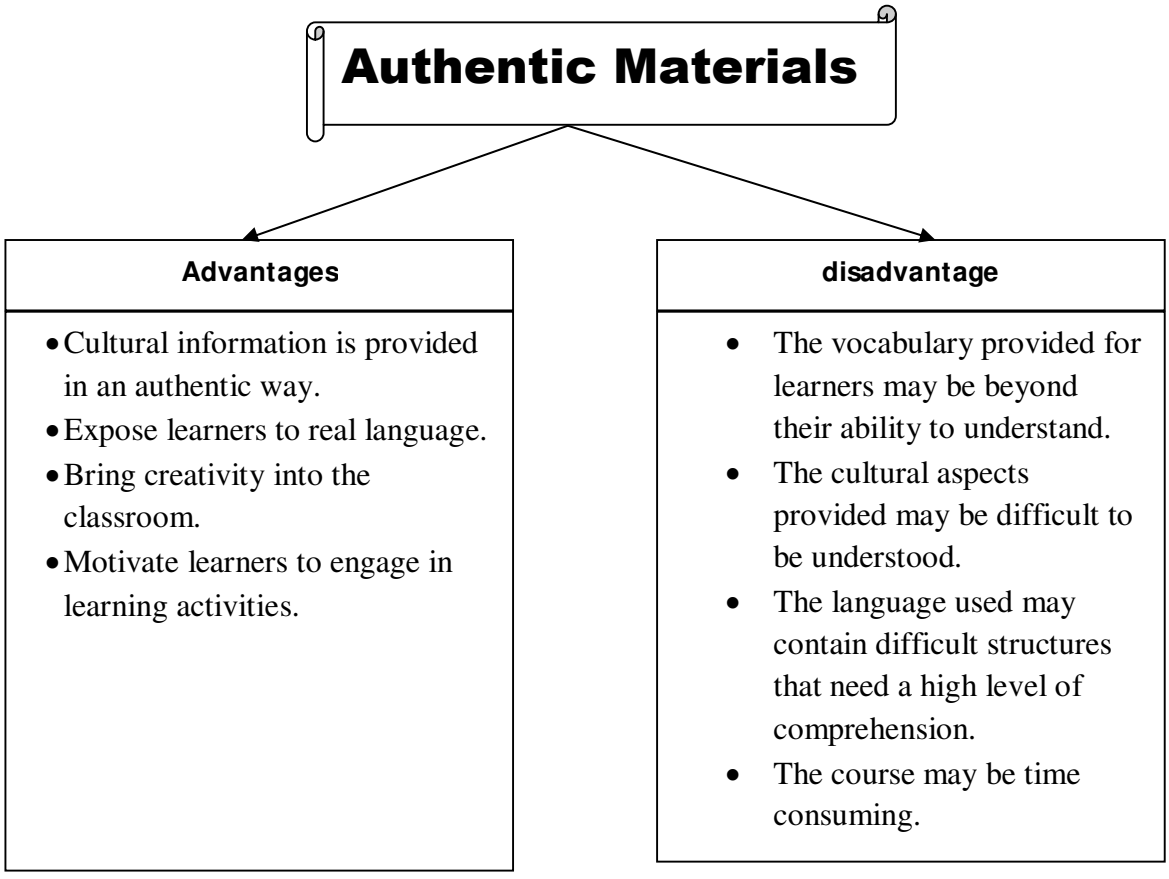

Figure 3.1: Advantages and disadvantages of authentic materials.

3-7-Some types of teaching materials

- **Visual materials:** They are all the materials which use the sense of vision. Usually, a very important material is used by the instructor to implement these types of materials is: the Overhead projector **(OHP).** According to Edge (1993:57): "The overhead projector has two main positive characteristics". He explains that the teacher has the opportunity to prepare a lot of visual and written material before the course, and he can face the students while explaining and writing things. Indeed, the overhead projector saves a lot of time and efforts. Another example of visual materials is: Pictures**.** As far as this type of visual teaching materials is concerned, Wright(1989:17) explains that:

  "-Pictures can motivate the student and make him or her pay attention and want to take part.
  -pictures contribute to the context in which the language is being used .
  -the pictures can be described in an objective way.
  -Pictures can cue responses to questions or cue substitutions through controlled practice.
  -Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling."

- **Audio materials:** They are materials which use the sense of hearing and are designed to fulfill listening comprehension purposes. One particular example is audio recorded texts and conversations as well as songs, which are the subject matter of this study. The use of songs as instructional resources is described in details later within the same chapter.
- **Audio -visual materials:** These materials involve the sense of vision and hearing as films TV shows and videos in general comprising both images and spoken language.
- **Multimedia resources:** This type of material is the combination of all the previously mentioned instructional resources. Generally speaking, the term multimedia has taken a long time to have practical coherent meaning of use. In 1993, Whereintay Vaughen

introduced his book entitled "Multimedia: Making it Work" and gave a coherent definition of the concept of "Multimedia". It is a complex word composed of two parts 'multi', which means multiple and 'media', which refers to the use of various forms of communication at the same time. Generally, we have five elements in multimedia: text, image, video, audio and animation. Marcovitz (2004:2) explains that: "Multimedia refers to a combination of slides 'from a slide projector) and sounds (usually music from a tape player).He further explains that through multimedia resources, learners may be engaged through multiple senses which help in increasing attention, motivation and learning. "A typical multimedia title might include any combination of text, pictures, computer, graphics, animation, audio, and video (Robinette1996:14, cited in Marcovitz: 2004). In sum, multimedia resources can be very advantageous to the learning context .They are easy to be understood by the learner and may be adapted to various learning styles. They can be very useful for learners' engagement because they are update and use multiple senses in addition to providing opportunities for communication and interaction.

3-7-1- Integrating literary texts as teaching materials in the oral expression course

Generally speaking, instructors may be afraid of using literature in the foreign language classroom because of the complexity and difficulty of certain literary texts which may go beyond learners' capacity of understanding and interpretation. But many times, texts drown from literature whether in the form of short stories, poems, plays or any other type may provide a particular kind of rich input in the classroom. Besides, literature can be used to generate interesting language. In fact, it is true that the use of literature in the foreign language classroom has been much debated among instructors and specialists in the domain of teaching since the 60's. Consequently, an important amount of attempts have been made

to explain and justify the use of literature as a teaching material tool. Pachler (1999: 149) stresses the importance of this tool by saying that: "Literature needs to be re-established as a source of text and assume its valid place alongside the vast wealth of other source material made available through new technology".

Indeed, literary texts can have a positive impact on the learning process when the instructor succeeds in selecting adequate texts which motivate students to participate in classroom discussion. In this concern, Jeffcoate (1992:154) claims that:

> The vital thing is to make it obvious from the outset that literature is alive……the aim should not be knowledge or even 'appreciation' but creation. The students are not to be passive recipients, but active participators; they must be fired to do things, to write poems, and perhaps plays or at very least to act the plays of others.

Various studies emphasized on the important benefits that literary content can bring to the foreign language classroom. For instance, Parkinson and Reid Thomas (cited in Sell, 2005) list some of them:

- Enriching the cultural knowledge.
- Providing an interesting sample for good writing.
- Training the mind and touching the learner's sensibility
- Enriching the linguistic competence.
- Literature constitutes one of the best authentic materials as compared to text books.
- Learners can memorize better the provided vocabulary, especially if the material if the language is introduced through poetry or songs.
- Poems are very rich in language rhythms.

- Literature is a motivating material which is more likely to engage with and motivate as compared to artificial teaching inputs because it is generated by some genuine impulse on the part of the writer and deals with subjects and themes which may be of interest to the learner (Duff and Malley 1990, cited in Sell 2005).
- Literature enhances debates and interactions because most of the time literary texts are open to multiple interpretations between learners in the classroom.

Besides, within the same scope of thought, Lazar (1993:14-19) also lists some of the various advantages which may encourage language teachers to use literature in the classroom .He explains that:

"Literature should be used with students because:
-it is very motivating.
-it is authentic material.
-it has general educational value.
-it is found in many syllabuses.
-It helps students to understand another culture.
-It is a stimulus for language acquisition.
-It develops students' interpretative abilities.
-students enjoy it and it is fun.
-it is highly valued and has a high status.
-it expands students' language awareness.
-it encourages students to talk about their opinions and feelings."

Indeed, literary can be very motivating teaching materials in the classroom (lazar1993). Furthermore, poems can be very powerful tools to elicit students emotions and engage them in classroom discussions in which they can express their feelings and thoughts on the basis of the suggested poem, play, novel extract or any other literary works.

Also, Babee and Wan Roslezam (2014) in their article entitled:"Significance of literature in the foreign language teaching", shed the light on the importance of using

poetry for teaching foreign languages. They explain that it motivates learners, provides them with different points of view concerning language applications, it evokes their thoughts and feelings and exposes the learner to different speech figures. Moreover; introducing learners to literary texts in a language classroom improves vocabulary expansion (Sanchez Hernandez2011) and helps learners to be better speakers and readers of the foreign language.

Despite the various advantages and benefits of the implementation of literary texts in the foreign language classroom cited earlier, learners may encounter some difficulties with literary content. One reason is the difficult and complex language used in some literature. Additionally, when dealing with literature in the classroom, students need to have a considerable cultural background and enough mastery of the language in order to understand some texts (Waseema Tasneem 1996).This is why, instructors should be very careful when selecting the material in order to avoid frustrating their students and creating an anxious environment where learners feel unable to participate in the classroom activities.

From another part, when dealing with literary texts, the task is not easy for most foreign language teachers. For this reason and many others, some specialists suggest criteria for selecting appropriate literary texts that can be used in the classroom to teach foreign languages. Lazar (1993:53), explain that students' background, students' linguistic proficiency and students' literary background should be examined before the selection of any teaching material related to literary works. Indeed, as explained by Lazar, when any instructor wants to introduce literature in his or classroom, he should take into consideration the cultural knowledge that his learners have about the target language. For example, many poems written in the 16th century were related to religious beliefs and the reader cannot interpret some verses without the bible.

Besides, some poems may contain difficult vocabulary which is beyond the learners' understanding. So, the instructor should examine first his learners' linguistic level before the selection of any literary work. Other criteria cited by Lazar (1993) concerns the students' literary background. He explains that even if the learners' linguistic knowledge is limited to a certain level but the students who read a number of literary works in his or her own language may equip the student with a literary competence which makes him able to interpret some meanings in the foreign language because this type of learners can be able to read between the lines and are aware of literary techniques of writing.

Within the same line of thought, Lima (2010), in an article entitled: "Selecting literary texts for language learning", also suggests some criteria for literary text selection .He speaks about: choice, ease, texts to engage with and react to and teachers' participation. In addition to what was suggested earlier, Lima (2010) explains that learners should participate in selecting the literary text to be studied in the classroom. Indeed, considering the availability on the net of different poems, plays, novels, and others, the learner may decide which work he prefers to study in the classroom. This certainly may be very motivating for most learners. Besides, the second criteria suggested by Lima (2010) was "ease" and as explained by other researchers the text should be easy to understand and not difficult to the extent which makes learners feel anxious and uncomfortable during the session. Moreover; the selected literary texts should engage readers cognitively and affectively (Elliot, 1990, cited in Lima 2010), and another time the selection of the text is very important since the instructor should take into consideration his learners' tastes and preferences in terms of literature to make them participate actively in the classroom. In addition to

all what was cited earlier, teachers' participation during all the course steps is very important for any literature course success.

3-7-2-Using Songs as teaching materials for teaching listening and speaking skills

One of the most interesting tools used to teach foreign languages is musical songs. They help teaching pronunciation and vocabulary. Grifee (1995:4) explains that: "No one knows why songs are powerful but everyone knows from a personal point of view they are". Indeed, we can refer to the way children learn their native language. In fact, they learn letters, numbers, colors and names of objects through songs, and many years later, they still remember those songs. But they certainly can't remember conversations that they heard twenty or thirty years before. So certainly this is the power of music. Additionally; the majority of learners enjoy listening to music and most of them also enjoy listening to songs in English. Thanks to globalization and ever present media in our lives, music in English is popular all around the world and it is largely available through a wide range of resources. Some students listen to English songs and even sing with the singer without knowing the language yet .Another beneficial reason for using songs in the class is that it creates a better mood for every student and they can be easily involved in the activities adopted to feat different goals or aims in a lesson .Once the song is selected, the teacher can easily adapt it to the students level. Hence, it is widely believed that songs help to memorize better new vocabulary and pronunciation rules which obviously make learning easier for students. Also, songs reinforce grammatical structures and improve student motivation which is the subject matter of own study in this research. Of course, selecting appropriate songs for our learners is very important because they don't want to listen to a song that they hate over and over again. What exactly should be done by teachers if they want to benefit from the power of music is to choose attentively the lyrics of the song.

Generally speaking, no person can deny the fact that listening to songs relaxes the body and the brain. When instructors use music and songs, the learner is more motivated to listen to the course content because he feels more at ease. Songs tend to raise attention to the different word patterns as stress and pronunciation, in addition, during song-based activities, students are asked to repeat the lyrics many times which is very beneficial for vocabulary learning. Besides, most second language learners love music and like listening to songs. Harmer (2001:242) states that:

> Music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we wish. a piece of music can change the atmosphere in the classroom or prepare students for a new activity . It can amuse and entertain, and it can make a satisfactory connection between the world of leisure and the world of learning.

Most researchers in the domain of education emphasize on the importance of the appropriate song and singer when using songs in the classroom. Harmer (2001: 243) suggests giving the learners the opportunity to choose their favorite song and singer According to him:

> The first is to have students bring their own favorite songs to class if they do this, however , the teacher may want to have time (a day or two) to listen to the song and try and understand the lyrics .some of the songs may deal with issues and language which the teacher is not keen to work with another solution is to use older songs , and ask students whether they think they still have merit , whether they like them , despite their antiquity .
>
> . Harmer (2001: 243)

The close relationship between language and music is an easily recognizable one. Songs can be looked upon as occupying the middle ground between the disciplines of linguistics and musicology, possessing both the communicative aspect of language and the entertainment aspect of music (Yukiko.s. Jolly : 1975) .Songs and music in language classes reduce anxiety and it is widely believed that motivation can be triggered by external influences, mainly music. Chunxuan Shen (2009), explains in his research the various benefits and advantages of the use of songs in class .He argues that:

> Many English songs, especially pop songs employ the themes that appeal to young people, like holiday celebration, memories of childhood, love and friendship. Also , many students desire to learn these English songs because they are learning fast and continuously making progress , they will be more confident , highly motivated and devoted to the learning task"
>
> (Chunxuan Shen ,2009:90)

So Songs have definitely a variety of qualities that deserve to be taken into consideration while teaching foreign languages. They are highly expressive and make use of rhythms and poetic expressions.

On the importance of introducing songs in the classroom, Mario papa and Ciuliano Lantorno: cited in Veronika Rosvovà (2007) offer a very persuasive explanation. Recent researches in the field of foreign language teaching have pointed out that student's motivation and interest are among the most important factors for the learning of a foreign language. These are several means to improve the teaching effectiveness and to raise the interest and motivation of the students. Recorded tapes, filmstrips, sound films, songs, comics, news papers and magazines are all familiar teachers and students and

they have proved to be, in most cases , very effective because they are strongly related to everyday life . We think that best reflect young people's concerns as they often relate to important trends in modern society.

In all, many researchers stressed the issue of music and sound effect on foreign language acquisition. Eken (1996:46) explains that teachers use songs in the English language classroom for a variety of reasons, he states some of the most common ones:

- To present a topic, a language point, lexis, etc.
- To practice a language point, lexis, etc.
- To focus on common learner errors in a more indirect way
- To encourage intensive and extensive listening.
- To stimulate discussion of attitudes and feelings.
- To encourage creativity and use of imagination.
- To provide a relaxed classroom atmosphere.
- To bring variety and fun to teaching and learning.

In his research, Eken explained thoroughly the benefits of the use of songs in foreign language teaching. Topics, new vocabulary, and practice of lexis may be presented and introduced to learners through songs. Additionally, we can use songs as teaching materials for extensive and intensive listening. They also stimulate discussion about learners' feelings and attitudes .Eken (1996:46) also provides an explanation in his study to the efficacy of music and songs in reducing the affective filter by providing learners with an appropriate positive atmosphere for facilitating learning. This idea was introduced and explained earlier by Krashen (1982:46) who emphasized on the fact that the affective filter should be weak for an effective learning. He further explains that songs develop the four skill areas: reading, writing, listening and speaking.

In sum, there is an indefinite number of advantages for the use of music and songs in the classroom. In addition to all what has been said about the various benefits of the use of songs as teaching materials, Holmes and Moulton (2001:2) add by saying that: "a song grasps our imagination, emotions and intellect regardless of our language with equal force regardless of our language backgrounds". Besides, any learner regardless his age, sex or language level can be very enthusiastic about having a course in which the instructor integrated a song of any musical genre.

3-7-3-Using Videos as teaching materials:

The majority of instructors would agree that that the use of modern motivational techniques are very helpful in teaching foreign languages as mentioned by Dorney (2001: 144), who claims that:" there is no doubt that students motivation can be consciously increased by using creative techniques". Indeed, the close relationship between the use of technology in all its aspects and learners' motivation has long been discussed by specialists. Besides, modern technology helps in creating highly developed resources which allow the learner to practice the four skills at the same time in the target language. Within the same scope, Pachler and Field (2001:251) claim that:

> Developments in multimedia technology now allow for the combination of authentic spoken and written texts as well as culturally rich visual stimuli supporting. The constructivist learning paradigm, which is based on the premise that learning is a process of discovery, information processing and expression.

Consequently, many researchers have been conducted by specialist concerning the use of videos as teaching material in foreign language classes. Moreover, it was demonstrated through these studies that video materials rarely fail to attract students' attention and interest,

especially; when the selected topic of the video is interesting and carefully chosen by the instructor. In this concern, Pashler and Field 1997:257 quoted in Pashler (1999:154) note that: "One of the reasons of using television in teaching is that often it is often intrinsically motivating to pupils. It offers a degree of familiarity and with it security". This point view is also shared by Ur (1991:191), who claims that: 'Video is an excellent source of authentic spoken language material; it is also alternative and motivating. It is flexible: you can start and stop it, run forward or back, 'freeze' frames in order to talk about them. And there are many good programs on the market'

Any well experience instructor would deeply believe that when using videos, learners often make use of their previous knowledge in order to perform different tasks. When succeeded in the experience, they generally feel motivated and enjoy doing activities related to the video teaching material. They can also, better memorize the new vocabulary and expressions as suggested by Rubbin (1995:153) who wrote that: **"**Video gives learners a better frame work for remembering as audio -tapes. Further, it puts less of a burden on processing because listeners don't have to attend to every word since the video can supply some of the missing pieces."

Indeed, it is clear that videos illustrate many situations, conversations and scenes that are more difficult to understand through simple written texts .Additionally, videos and audio materials give the opportunity to learners to be exposed to a wide range of accents and cultures. Their use helps in breaking the routine in the classroom climate and creates a favorable environment for discussion and interaction.

Additionally within the same scope of thought, Wilson (2008), explains thoroughly what a video material can bring into a learning context. Generally, videos contain real world practical vocabulary that the learner can use for future communication. Besides, while

watching the video material, language is associated with colors, pictures, images and gestures to illustrate the content of the conversation. Videos are also considered to be controlled materials; the teacher can make pauses, plays again some important scenes to explain some particular events .Also, it is very important to mention that many people, especially, children succeeded in acquiring foreign language without going to school but just through watching films, shows and cartoons on TV. Indeed, there is not a better way than learning while having fun. This is the case of learning a foreign language through watching videos.

In reality, there are a lot of reasons that may encourage instructors to use videos in an oral expression classroom. First of all, Video presentation brings, into the FL classroom the language of the outside world, which our learners cannot experience elsewhere . It gives access to a wide range of accents, cultural insights and idiomatic ways of speaking in various settings both formal and informal. As a teaching aids, videos can be easier to follow because of the visual and paralinguistic clues that extracts can provide, alongside practice in listening and post-viewing speaking discussion. Additionally, television is familiar to most learners, so using videos in the class of oral encourages them to use television at home as learning tool and not as a mean of relaxation, and therefore it increases learners' extra-curricular exposure to English. So television and video materials are professionally produced resources made by people who know how to capture viewers' attention and keeps their motivation high enough, hence creating a climate for a successful listening and speaking skills learning.

Despite the various benefits of video materials, there are certain difficulties associated with their use on the pedagogical and practical levels. For example, there is the risk of being passive viewers, which means that certain students may spend the whole session just watching the video without any oral intervention in the classroom discussion. However by adding appropriate tasks at all stages of the video instruction, we will try to create an active viewing. At this level, it is very important to mention that a selected video which is poor in content and

in language vocabulary will never succeed in attracting the learner's interest and will not succeed to engage them in classroom discussion. For this reason, instructors are advised to be very careful in videos selection.

Of course as any other teaching materials, videos may have positive as well as negative impacts on foreign language learners. Lonergan (1984) speaks about the advantages and disadvantages of some types of video materials. The main important ones are summarized in the following points:

- ✓ New videos may have a high quality of visuals and sounds especially new ones.
- ✓ Video recordings may assure a better understanding of certain linguistic items (Pachler and field 2001).
- ✓ They contain an important amount of useful language.
- ✓ Videos may be accompanied written materials.
- ✓ Through videos, Learners are exposed to authentic language.
- ✓ Learners are exposed to different accents and native pronunciations.
- ✓ Documentary videos are very helpful and instructive because learners can get extra information by listening to the speaker and seeing the pictures at the same time.
- ✓ Teacher produced videos can emphasize on student's specific interests and n
- ✓ Some video activities necessitate working in groups and this helps in developing a sense of cooperation within the classroom.
- ✓ Writing answers requires intensive listening skills and this helps learners to improve their listening abilities.

As for any other procedure that can be used as instructional resource, the implementation of videos in the classroom ,in addition to its different advantages, may represent also a source of complexity and difficulty for the teachers as well as

for learners. Some of disadvantages of the use videos in the classroom are summarized in the following points:

- ✓ The language level may be too high for learners and so these latter may be demotivated to participate in doing the listening comprehension activities .
- ✓ The subjects tackled in documentary videos are usually selected for native listeners; consequently, social and cultural contexts may be difficult to be explained.
- ✓ Some amatory videos as those produced by teachers or student making video projects may look and sound unprofessional.
- ✓ Making a video is time and effort consuming for both teachers and students.
- ✓ Students may require much assistance in learning about the technology before they can use it. Many teachers do not have the needed capacities to manipulate modern technology materials.
- ✓ Teachers should be very careful in ensuring quality control.
- ✓ Students may feel shy about speaking on film.
- ✓ The selection of the video material necessitates hours and hours not to say long days of watching in order to select the appropriate videos for their learners according to their level, culture , age ,and their field of interest.

3-7-3-1-Some Video activities:

We can use videos in a variety of ways in our foreign language classroom. It depends on the type of the selected video, the time devoted to the session, learners' level, the language to be taught, teachers' creativity and imagination and many other reasons. Almost within the same scope, Harmer (2001: 207/288) suggests a number of activities that can be designed for a video- based session.

- **General comprehension:** Students are asked in video-based activities which focus on general comprehension to give, after watching the video, as much information as they can about the theme, the events, the characters and many other details. It is preferable that teachers choose short videos of few minutes in order to allow the learners to remember the events and everything they heard or saw during watching Harmer (2001: 288) suggests a number of questions that can be asked by the teacher in this type of activities :

- How many people did you see?
- How many of them were women? How many were men?
- What did the man see first?
- Where there any vehicle in the picture?
- How many different buildings were there?
- What exactly did the characters say?

- **Working with aspects of language:** Teachers choose for this activity English films with subtitles in the student's native language. While watching the video, students hear the foreign language and try to understand the meaning. It is very important that the teacher gives students the opportunity to watch the video many times, and then stops the sound and asks them to read the subtitles and compare them with the original words in English recorded in their minds. Finally during the last step, students watch the extract with the sound turned up to compare their English with the words uttered by natives on the video.

- **Video as a spring board creativity :**

This type of video activities is designed to provoke learner's creativity and to enhance their sense of imagination. It encourages interpretation and raises language practice and use. During the beginning of the session, learners watch the video and try to understand it with the

help of the teacher .Then, they watch the video again and try to imagine how the scene and the events would be different if, for example, instead of The United States, the scenes take place in Africa or instead of a young man, the main character is an old man. During the activity, students try to express themselves orally, answer question and practice the foreign language as much as possible. It is very important in video-based activities to take into consideration the age and the culture of learners. If not so, the activity can't be successful in terms of classroom discussion and interaction.

- **Video-making activities:** Students can be asked teachers to create their own videos. This technique can be done easily using a hand-held camera or simply and using a mobile. Students can evaluate their own performance in English. A variety of activities can be created based on this type of videos. For example doing a political speech, telling the news, telling stories, or play the role of a journalist who comments a documentary or a football match. Then, students may evaluate their language use, their grammatical accuracy and pronunciation.

3-7-3-2-Videos for students' engagement : If supported by a high quality teaching resources, one type of videos which movie scenes extracts can be an important tool for enhancing and promoting classroom discussion in the foreign language for all learning levels . Depending on the allocated time, the teacher may select whether an entirely screened movie, or may choose a carefully-selected extract that shows a particular situation. Film can help learners in deep learning, which aids in the retention of information, tackling difficult subjects and speaking debate about a broad range of issues. Films also help in bringing subjects to life, broadening learners' horizons and stimulating their imaginations, film and the act of sharing it with the others has the power to raise aspiration, break down barriers and increase empathy and tolerance.

Many teachers suggest the use of film and music as tools to enhance learning .Film can be a valuable asset in the classroom, but it needs to be used effectively. Simply sitting in front of the television for two lessons is not the most efficient use of time. Learners often benefit more from seeing selected extracts, always shown with the understanding that what is shown is an interpretation rather than a definitive version. Ask learners to comment on the presentation offered. Additionally, associating plays or poems with appropriate background music quietly when key scenes of a play or verses of a poem are being read or just before. This can help set the atmosphere and make the scene more memorable for many learners .Learners can also select their own soundtrack for selected scenes using music provided by the teacher.

3-7-3-3- How to use videos in the classroom

Using videos in an oral expression classroom where teachers teach listening and speaking skills involves the use of some techniques following certain specific stages that the instructor should consider carefully. First, Pre-watching tasks which learners have to be completed as an introductory phase to the session. Then, tasks that have to be completed using information from the video and lastly, after-watching tasks that will further exploit the language or the information contained in video passage. Yet, in order to help students get the content of the video there exist some techniques, to exploit, that have become popular and very useful for teaching FL with video. Indeed, Stempleski –one of the leading pedagogues in media-based language teaching and experts on the use of video in language teaching- proposed a selection of some basic video presentation techniques that teachers may use in the FL classes. These are presented in what follows.

- **Still/Freeze-frame control:**

These techniques is very simple, all what the teacher has to do is to select a particular scene from the text and stop the video so that it "freezes" or pauses; at this stage all the activities a teacher does with the pictures are still valid, these may include describing people on the scene, making inferences about the character's habits, livelihood, or economic status described from their clothing and physical shape.

More importantly, the freeze-frame technique can be used at a particular point when a character is about to respond to a question, or at a crucial moment when he makes a statement, reaction, or when it has an interesting facial expression and emotion. At this level, students are asked to predict what a specific characters will say or do and suggest the thoughts and feelings of that which they have to compare afterwards to what actually happens on the

- **Silent viewing:**

Also, another method known as the vision on/sound off, offer a technique involves playing the video clip without sound. This method was found to be useful to arouse the learner's interest, stimulate their thoughts and develop their sense of prediction and anticipation .Also, when watching a scene with sound learners can observe the behavior of the different characters and guess what is happening and what the different characters are saying. Consequently, they will better hear what was really said from the video segment with the sound on. Within the same scope, Stempleski (2001:p3) suggests some ways of using the vision technique. They are summarized below:

  - ✓ Present short scenes where the setting, action, props etc … Give clues to what is being said on the soundtrack and get students to guess the actual words spoken by the actors.

- ✓ Show longer scenes and ask students to suggest the gist of the conversation or to describe the general situation.
- ✓ Ask the students to produce an oral or written commentary on what they see
- ✓ Play short scenes and get students to imagine and write appropriate screenplays, which can be then compared with the actual dialogue.

- **Sound only :**

While silent viewing involves getting information from observing only, the sound only technique involves playing a video section and removing the visual element from presentation by obscuring the picture so that students listen to the sounds and the accompanying conversation make predictions about what is happening who are the participants, what they are doing and soon . The major advantage of the sound on/vision off technique is that students can positively confirm their guesses and predictions immediately upon viewing.

- **Jigsaw viewing :**

It is method which was first developed by Elliot Anderson, 1971. This technique a cooperative learning strategy based on creating information gaps among learners. It requires dividing the class into two similar groups and giving each group a part of the content. Generally, the first one watches the video with the sound off whereas the remaining students listen to the video segment without watching the pictures. Therefore, in order to recreate or reconstruct the original story, all learners will have to share their information and exchange the obtained ideas. However, because the combination of the visual and audio information to reconstruct the original scene is not an easy task .It is difficult to combine between the reality of what was said and what happened, so it is preferable to show very short sequences of the video in order to help the whole class.

If the instructor chooses one of the previous activities to teach listening comprehension, he can further complement his session by a post -discussion phase: asking his learners about various subject related to the video. They will certainly find something to say if they have followed attentively the video watching and this is the aim of an oral expression session is to have learners speak the foreign language.

Conclusion

Throughout the forgoing chapter, we have tried to suggest some definitions of the term 'teaching material' from different perspectives. Besides, we presented also, some characteristics of the most effective materials, their design as well as their evaluation have also been mentioned. The chapter also discusses some types of currently used teaching materials: visual, audio, and audio- visual, as well as a brief description of multimedia resources which are considered as the most up dated practical instructional aides for teaching foreign languages.

Additionally, within the third chapter of the current study, we examined the various aspects of the integration of literature into the oral expression classroom, in addition to the description of two other materials which are songs and videos. These latter have been examined in more details with an emphasis on the different advantages that they may bring into the classroom because they represent the core of our research study.

Chapter Four

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Introduction

In this chapter, we are going to deal with the research methodology and design of the present study. That is to say, how the present study is carried out. As stated before, this study is conducted to find out the relationship between teaching materials and second year students' motivation and participation in the oral expression classes at Batna University. More particularly, the research aims at testing the efficacy of the use of songs and videos in enhancing students' motivation and participation in oral expression courses as compared to other classical teaching materials, generally used in our University. To achieve our goal, we have used the following data collection tools:

-Two pre-experiment questionnaires administered to second year teachers and learners.

-Classroom observation during the experiment sessions.

-A post-experiment questionnaire designed to the participants after the end of the experiment.

More precisely, the present study relies on the collection of data from second year students and teachers of oral expression in the department of English at Batna University through the use of two questionnaires. The gathered information from participants' answers will help us to gather information on:

- Learners' background.

- Learners' oral proficiency,

-The causes behind learners' luck of participation during the oral expression courses.

- Learners' perceptions of the oral expression course and the difficulties that they encounter in speaking the target language.

-Learners 'preferences in terms of instructional materials.

-Learners' attitudes towards songs and videos as teaching materials.

-Second year oral expression teachers' qualifications and experience in teaching at the University.

-The problems that second year teachers encounter in teaching oral skills, whether they use videos and songs in their classes or not, and about the possible positive effects that the use of modern teaching materials on the learners motivation to speak and participate in the classroom.

- Teachers' and students' suggestions about possible solutions and strategies to enhance the rate of participation in the oral expression sessions and how can our students be motivated by participate intensively in classroom activities.

4-1-Choice of the research method

As stated earlier, educational research is concerned with the collection and analysis of information in the field of education aiming at understanding and explaining facts and finding remedies to the various existing problems. Generally speaking, in order to solve the educational research puzzle, the researcher may choose to proceed within one of the existing traditional research approaches following their conditions and rules or he can mix various approaches in the same study to answer the different research questions depending on the type of research variables, the research objectives and the type of problems to be solved by the researcher.

It is worth mentioning at this level that the present study is conducted in the domain of second language teaching. Its first objective is to determine the cause and effect relationship between different variables related to the learner and the learning context. Mainly, two dependent variables: Learners' motivation and participation in one hand, in addition to an independent variable, which is teaching materials. Because the independent variable (Teaching materials) has been manipulated by the researcher in this study in order to see the change that it would create on our learners' motivation and participation (dependent variable), we opted for an experimental method for research. Leedy (1980: 167) defines it as follows:

> The experimental method deals with the phenomenon of cause and effect .We assess the cause and effect dynamics within a closed system of controlled conditions. Essentially the basic structure of this methodology is simple. We have two situations. We assess each to establish comparability .Then; we attempt to alter one of these by introducing into it an extraneous dynamic. We reevaluate each situation after the intervening attempt at alteration. Whatever change is noticed is presumed to have been caused by the extraneous variable. Basically this is the method……..known as the experimental method.

In research, we have different types of experiments: true experiments and others. The true experiment offers the most control over variables and considered to be the perfect approach to explore the casual relationship between dependent and independent variables. This type of research involves random assignment of participants in addition to a control over manipulation of independent variable. But it is not always simple for researchers to undertake true experiments. In some cases, the researcher cannot control all the variables, so he may opt for a quasi-experimental study in which he can manipulate one or two variables. In this kind of research, we may or may not have a control group and there can be a non random assignment of participants because of many reasons. This is the case of the present research, we tested all the treatments only on one group and then compared the results obtained through the experiment to find different levels of variation.

4-2-Rsearch Design

When a researcher undertakes any research study, he usually follows a number of structured and related steps in order to attain his objectives. The research design of this study concerns the general plan structured for it aiming at achieving the desired objective which is

accepting or rejecting the formulated hypothesis, answering the research questions and finally obtaining valuable results which may help the researcher in suggesting important practical recommendations for teachers to make English teaching more successful.

4-2-1-Qualitative Vs Quantitative research

In any research, researchers try to systematically collect information in order to create accurate and objective description of a particular social or educational situation. This allows them to draw conclusions about how individuals act in a certain way towards a particular situation. In reality, research occurs in different forms and can be divided into two basic types: qualitative and quantitative. Camic and al (2003:5-6) state that: "Two of the most frequently cited differences between qualitative and quantitative approaches to research are their methods of inquiry and the degree of control that each purports is necessary within the research setting".

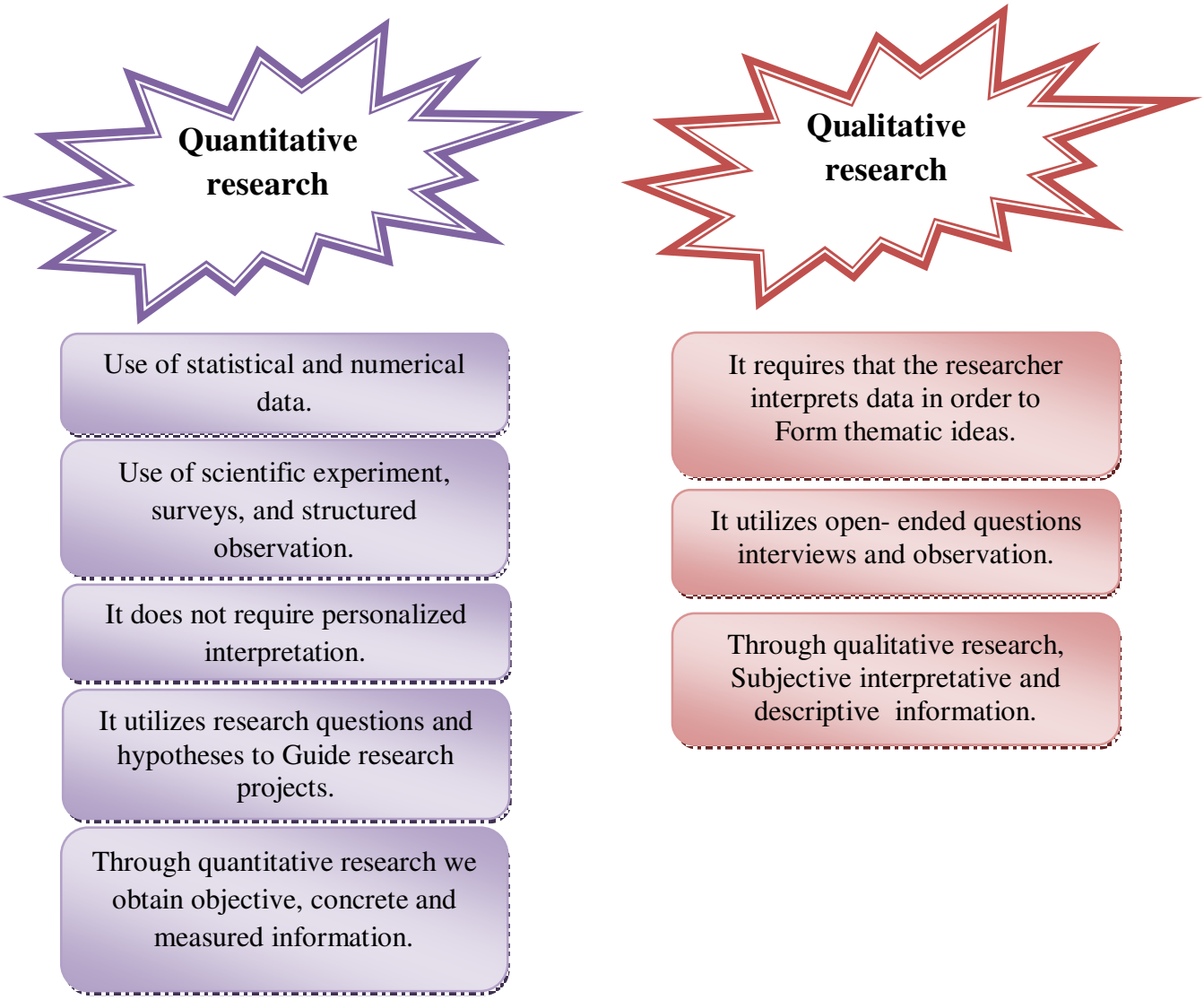
When we say quantitative type of data, we generally refer to quantity which is related to numbers and measurements. However, qualitative data is related to words and language. It deals with meanings and interpretations started from what preceded; we can expand and develop the whole notions of quantitative and qualitative research.

Indeed, quantitative research deals with data which can be counted and calculated using numbers. It concerns statistical investigations. It is generally illustrated and demonstrated using tables and graphs as Brown and Rodgers (2002:118) point it: "Quantitative research is any investigative procedure used to describe in numerical terms a setting and the things going in it". Results obtained through quantitative research are believed to be more objective and reliable since they rely on scientific methods for calculations. Within the same line of thought, Ary and al (2010:420), explains that: "Quantitative research strives for testable and confirmable theories. It seeks scientific explanation that includes the discovery of laws governing not only the behavior of the physical world but also human behavior".

Additionally, to obtain quantitative data, we use scientific experiments, surveys and structured observations.

From another part, qualitative data describes the subject under investigation using language rather than numbers. It focuses on the quality of experience trying to describe the nature and essence of human experience. According to Ary and al (2010:420): "Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting". We generally obtain qualitative data through the use of interviews, questionnaires with open-ended question, case studies of specific situations or observations.

The main differences between quantitative and qualitative research are illustrated in the figure bellow:



(Figure: 4.1) : Quantitaive vs Qualitative Research

In the present study, both methods are used by the researcher. The quantitative method is used for analyzing the three designed questionnaires in addition to the data collected from the classroom observation grids. In parallel the qualitative data was also analyzed in relation to what was found as participants' description of the different experiment sessions as well as the information collected through some open-ended questions that the different questionnaires include and the researchers' observations made during the experiment.

4-2-2-Participants

4-2-2-1-The target population

Population in research is the group of people that we want to make assumptions about. In the present study, we have purposefully chosen to work with second year students for various meaningful and comprehensible reasons. First of all, when students come to the University and attend first year classes in the English department at Batna University, they are naturally enthusiastic and motivated to learn. Later, they lose their energy because of many reasons that we want to stress in this study. This is why we have avoided working with first year students and preferred less motivated ones. Additionally, first year students lack a good mastery of the oral skills because they are beginners and need a certain period of time to develop their knowledge and be more fluent in English. So, we cannot expect a high frequency of oral participation from beginner students in learning the foreign language. Moreover; second year students are supposed to be familiar with University teachers of the oral expression module and used to the techniques selected to teach oral skills, so their answers will be of a great value for our study.

To obtain information about the relationship between teaching materials and students' motivation and participation in the oral expression course, we needed a random sampling from the whole population consisting of all second year students (632 students) in the English department at Batna University, divided into five groups for the academic year (2014/2015).

4-2-2-2- Sampling

4-2-2-2-1-Sample for answering the students' questionnaire

After identifying the population of interest and because we cannot work on the whole population, we needed to select a sample. Sampling is he process whereby a researcher chooses his sample. Sapsford and Jupp (2006:26) state that: "A sample is a set of elements selected in some way from a population. The aim from sampling is to save time and effort,

but also to obtain consistent and unbiased estimates of the population status in terms of whatever is being researched". Indeed, a sample is subset of relatively small group selected from a population, and which will represent the target population (Wright and Fowlere1986).

For the present study, our sample was randomly selected from the target population. It consists of 120 students who constitute nearly about two groups from the totality of second year students in the English department at Batna University for the academic year: 2014/2015).

4-2-2-2-2-Sample for answering the teachers' questionnaire

Because our research necessitates gathering information from Second year Oral expression

teachers, we selected five teachers who kindly accepted to answer our questionnaire. Three teachers were teaching oral expression for the academic year (2014/2015), and two others taught oral expression for many years to second years students and possess a long experience in teaching in the English department at Batna University.

4-2-2-2-3-Sample for the experiment

The sample for the experiment consists of fifteen students who participated voluntarily in this research without any specific characteristics. The participants were randomly chosen from the whole population under investigation. We organized a meeting with the participants during which we explained the aim, duration, procedures an setting of the research. At the beginning, Participants were informed about the conditions in which the experiment will be held. Particularly, that all the sessions will be recorded and analyzed by the researcher. Three female participants refused to be recorded so we replaced them by three other girls from second year students for the academic year (2014/2015) .We finally succeeded in gathering the needed sample which consisted of ten females and five males who accepted to take part in the experiment and promised to be present till the end of the nine planned sessions. The

researcher purposefully selected a small sample in order to facilitate the observation of students' reactions and attitudes towards the different suggested treatments. During all the experiment sessions, each student's participation and motivation has been evaluated. Besides working with a large sample would take a lot of time and energy from the researcher.

4-2-3-Data gathering tools

In any research, we need some instruments which help us to systematically collect data about the subject and the setting under investigation. This procedure will allow the researcher to answer the asked questions in a conclusive way. In this concern, Allwrigt and Bailey, (1991:3) explain that:

> Basically research on classroom language learning involves a good many different procedures. The starting point will involve getting as well informed as you possibly can on the issue you wish to investigate…….Doing research is essentially a matter of data collection and analysis .Typically you need some sort of a record on what happened in a particular classroom or classrooms, so that you can analyze the record (your data) and describe the classroom processes in whatever terms interest you.

Indeed, data gathering is an essential step in any research procedure. Whitehead (2006:65) compares data gathering to journalism. He explains that: 'As a journalist, the researcher's aim is to find out about a topic and present the facts as well as your analysis. Journalists restrict the field to what they are looking for and keep the rest for later.'

Moreover; Allwright and Bailey (1991:3) further explain that the researcher can use two different ways to gather data for any classroom research. Essentially, by direct observation of the situation using audio or video-tape recorder. They claim that the researcher can :"For more complicated enquiries, and so that you can have a more complete record anyway, you

may prefer to audio-record, or even video-record, what goes on ,so that you can go back in detail to what was said, by whom, in what tone of voice, and so on". Additionally, another instrument may be used by the researcher for gathering information and obtaining further details about a particular subject by asking questions and hence giving an opportunity for participants to express themselves on particular classroom situations. This concerns as explained by Allwright and Bailey (1991:4): "traditional way of getting such "self-report" data is to conduct surveys, usually through interviews or by written questionnaires". So in order to answer the research questions of the present study, we opted for two instruments of research which may help us to answer the research questions and may confirm or reject the formulated hypotheses for this investigation.

4-2-3-1-Questionnaires

Questionnaires are one of the most common instruments for collecting data in foreign language research. They are used to investigate beliefs and motivation in relation to classroom instruction from a large number of participants (Mackey and Gass : 2005).

Indeed, one of the main advantages of questionnaires in educational research is the fact that the researcher can collect big amounts of information from a large number of learners in a very short period of time. Dorney (2003:3) stresses on the great advantages of questionnaires in collecting data while doing research, saying that:

> Because the essence of scientific research is trying to find answers to questions in a systematic manner, it is no wonder that the questionnaire has become one of the most popular research instruments. Questionnaires are the most often employed data collection devices in statistical work… The main strength of questionnaires is the ease of their construction. In an age of computers and sophisticated word processing software it is possible to draw up something that looks respectable in few hours.

The researcher can be very objective in analyzing results of the questionnaire. These results can be easily quantified. Indeed; questionnaires are very popular research tools for data collection. They gather the same information from a group of individuals. We generally use them in order to make comments about the sample group under investigation. It is important to mention as explained by Hopkins (2008:118) that: "by designing questionnaires to ask specific questions about aspects of the classroom, curriculum or teaching method ,the researcher obtains an important amount of quick and rich information in a simple way".

For the present study, we opted for the use of three questionnaires, one designed for teachers and another one for a sample of second year students before doing the experiment in addition to a "post-experiment questionnaire administered for the fifteen participants after the end of the experiment. Generally speaking, all the questionnaires contain closed or closed-ended questions in which respondents are asked to tick one option from the suggested ones, or put an "x" in the selected box. For some other questions, participants are requested to opt for one possibility and have to justify their choice .Besides, for open questions, informants are free to express their point of view in few lines. This type of questions do not contain response options but rather blank space in which the participants uses his or her own words to give the answer (Dornyei 2003).

Moreover; all the questionnaires designed for this research were very simple and administered in English. The students' questionnaire was distributed to participants with the help of a colleague , who kindly accepted to assist the informants while answering the different questions to avoid having questionnaires without answers. Additionally, the researcher explained thoroughly to participants that their answers are of a great value and that they will help in enriching the research with their valuable answers . Additionally, we tried to give our informants general instructions concerning the purpose of the study and the

anonymity of the questionnaire. Students were asked to answer the questions spontaneously without any fear of being judged by the researcher or their oral expression teacher.

4-2-3-1-1-Piloting the questionnaires

Before administering the questionnaires, the researcher needed first to pilot them. It is widely believed among researchers that piloting the questionnaire is very important to help the researcher in identifying sources of ambiguity for respondents and finding redundant items in the questionnaire. It also, helps the researcher to obtain reliable questionnaires which fulfill the required needed information necessary for the study as stated by Cohen, Manion and Morrison (2005:260) who claim that "a pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire", For this reason and many others, we piloted the questionnaires on a sample of one teacher and ten students in order to test it before administering it to our whole sample. The main reason behind this procedure is to determine any ambiguity or difficulty in the questions. We believe as many researchers that pilot survey is very important in order to minimize misinterpretation of questions. Within the same line of thought, J.D.Bowen (1975:22) explains that:

> One way to minimize misunderstandings through misinterpretations of instructions and written instruments is to try them out. Item writers for examinations know this principle and use it regularly to screen out ineffective test items. Questionnaires can be similarly tried out to help find the ambiguities that are so well concealed from the per on who drafts the forms.

A pilot test is generally conducted to detect weaknesses in design and instrumentation (Cooper, 2008:91). Indeed, as mentioned and explained by many researchers, piloting helps us to adjust our questionnaire and saves survey studies using respondents' suggestions. After piloting the survey questionnaire, we have effected some necessary changes aiming at enhancing the degree of having reliable data that could help us in obtaining

the designed research objectives. At the end, we have reformulated some questions on the basis of the answers we get from both teachers and students. We also omitted one question since we didn't see its necessity for our research.

4-2-3-1-2- Description of the teachers' questionnaire

All the questionnaires used in this research are simple and take a short period of time to be answered. We purposefully designed short and simple questions necessitating simple answers in order to make the task easy for all participants. Five teachers of oral expression were issued with questionnaires and were asked to complete them as soon as possible. We could obtain the five completed questionnaires during the period of fifteen days since our respondents were given enough time to think about appropriate answers and suggestions to the different questions. All the participants were interested in the subject of our research and agreed on the fact that much interest should be given to this module since our learners need to be motivated to participate more in oral expression and need to have more practice on listening comprehension. The Teachers' questionnaire for this research is composed of twenty three items grouped in three main sections. It contains both close-ended and open-ended questions in order to give respondents the opportunity to express themselves about the situation and suggest some solutions which they see appropriate according to their experience in the domain. The first section includes three main questions. It concerns collecting general information about the respondents: gender, age, qualification and experience (degree/experience in teaching at the University/experience in teaching the oral expression module/experience in teaching oral expression to second year students/if the participant is full time teacher or part time teacher). Additionally, the second section is composed of thirteen questions (from question 4 to question 16). It is related to the teachers' perceptions of the oral expression module and the kind of problems they encounter in teaching listening and speaking skills. They are asked if they like teaching this module or not and if they think that

the way oral skills are taught in our department enhance students' motivation to participate in the classroom. Additionally; the researcher asks teachers to evaluate their students' participation and motivation during oral expression sessions. Besides, this section contains questions about the problems encountered by both teachers and students leading to a lack of motivation and a poor participation in the classroom. The third section concerns teachers' opinions about the use of songs and videos as teaching materials in the oral expression course. It contains eight questions (From question 17 to question 24).In this section, the questions turn around the type of teaching materials that respondents mostly use during the oral expression courses in addition to the positive effects that the use of songs and videos may have on learners' participation and motivation. Additionally, one important question in the whole questionnaire is the last one which concerns what teachers suggest to enhance students' motivation and participation in the classroom.

4-2-3-1-3-Description of the Students' questionnaire

For this research study, the students' questionnaire is composed of 25 items grouped into four sections. The first part concerns gathering general information about second year students in the English department at Batna University. It contains five main questions: gender (question1), age (question2), and the type of Baccalaureate exam that the student obtained: literary, scientific or technical (question3). Additionally, in question4, the respondent is asked to say whether studying English at the University is his or her personal choice or it was imposed on him or her. Besides, question 5 is related to the purpose in learning English for each participant. This latter can choose one option from the three suggested statements: getting a job/ doing post-graduate studies/ communicating with people all over the world. The respondent has also the possibility to add other personal purposes.

Part two in the students' questionnaire contains eight questions related to the students' perceptions of the oral expression course. In question 6, respondents are asked if they like the

oral expression course: much, a little, or not at all and have to justify their answer by giving the reasons behind their choice. Question 7 asks about student's frequency of talk using the foreign language in the classroom .In other words, does the learner speak English during the oral course: very often, often, sometimes or rarely. Besides, if the respondent answers the previous question by choosing "sometimes" or "rarely", he /she is asked to give a reason for his attitude by choosing one option from the five suggested reasons given in question8 or simply by giving his own reasons. In question 9 ,the researcher asks the participants about the frequency of the language laboratory use .In other words, do second year students use the departments' laboratory: very often, often ,sometimes, rarely or never. Also, in question 10, the participant is asked if he thinks that the time devoted to the oral expression course allows him /her to participate enough orally using the foreign language. For answering the previous question, the participant chooses one of the three suggested options: yes/no/I don't know.

Moreover, still in part two, participants are asked in question (11), about their feelings while participating orally using the target language. Does the participant feel motivated, anxious or confident. After that, in question 12, the participant is provided with a list of five problems that most students generally encounter in oral expression sessions .These are: lack of motivation to express oneself/ fear of making mistakes in English/cannot find the appropriate words to express oneself/use of the mother tongue/shyness. The participant has the possibility to choose more than one of the previous options. For the last question in the second part of this questionnaire (question 13), the respondent is given a space of few lines to say what teachers can do to make the oral expression course more motivating for him or her to participate orally and interact in English.

The third part in this questionnaire contains seven questions related to students' attitudes towards the use of songs as teaching materials during the oral expression course. This section includes the questions from 14 to 20.In questions 14 and 15, the respondent is asked if he

likes listening to songs and singing in English. Then, how often does she or he listen to English songs: very often, often/ sometimes /seldom/never. In question 17, the respondent is asked about the type of songs that he or she prefers listening to: English, French, Algerian or Oriental Arabic, followed by question 18, in which the respondent is asked to choose his favorite type of music from the provided list containing seven music genres: Pop, Rap, Country ,Rock ,Jazz, Reggae and Techno. Additionally, question 19 asks each respondent to give the name of his or her favorite English song. Also, in question 20, the participant is asked to answer by "yes" or "No" if he or she thinks that listening to English songs can motivate him or her to participate more in oral expression courses. Within the same question, respondents are asked to justify their positive or negative answer by saying why.

Moreover , part four concerns the students' attitudes towards the use of videos as teaching materials during oral expression courses. It includes the questions from 21 to 25. In question 21, the participant says if he/she watches videos during oral expression courses. Then, he is asked to say says if he/she likes watching videos in English outside the classroom or not in question 22. If his/her answer to the previous question is "yes", to answer question 23 ,the respondent says if he /she founds any difficulties in understanding the language used in those videos and has to justify his/her answer. Additionally, in question 24, participants say if they think that watching videos in the oral expression courses can be a motivating resource to enhance their oral participants and are asked to justify their answer in few lines. The last question in the students' questionnaire includes a list of some types of videos from which the participant is asked to select the one that he/she prefers. The list contains the following types of videos: films (fiction), documentaries, cartoons , News, Interviews, Game shows, Short stories. Within the same question, the participant is also asked to list other types of videos not cited in the list and that he or she would like to watch in the oral expression sessions.

4-2-3-1-4-Description of the post-experiment questionnaire

After the end of the nine planned sessions and during the last course, the fifteen participants were asked to answer a "post experiment questionnaire". As its name sounds, it was designed to gather information about the experiment. In addition to the results obtained through the teachers and students questionnaires as well as the nine observation grids, participants were asked after the end of the experiment to answer a final questionnaire designed purposefully to collect data on the participants' attitudes towards the different teaching materials to which they were exposed during the experiment. The aim from designing this questionnaire is to confirm the results obtained before from the analysis of the observation grids and more information about the relationship between teaching materials and students' motivation oral participation in the oral expression courses. The researcher wanted to know which of the whole sessions was more motivating for them and the teaching material which made them participate more. The questionnaire was short and direct aiming at giving the fifteen participants the opportunity to evaluate their motivation in one hand and also evaluating their frequency of participation during the experiment.

The questionnaire contains ten items grouped into three main parts. The first part concerns the evaluation of motivation, frequency of participation, enjoyment of speaking the foreign language and anxiety during the song based sessions based on a likert scale ranging from "null" to "very high". Additionally, always in the same part related to song- based sessions, participants are asked to say how did they find the song -based sessions. The respondent chooses one option from the four suggested ones for question two (part one): interesting /enjoyable /normal or boring. In question three and four, participants are asked if they found that songs as teaching materials are instructive or not and how did they feel towards this material. In other words, during song based sessions, Did the student feel: positive, relaxed,

normal, stressed or negative. In part two, exactly the same previous questions has been asked for participants but this time concerning the video based sessions.

The third last part in this questionnaire includes questions nine and ten. First, question nine is a close-ended question in which respondents are given the opportunity to choose the session in which they felt more motivated to participate and interact in English. Besides, the participant is given the opportunity to choose more than one option from the suggested ones. Question ten, however; is an open-ended question in which the participant is asked to explain in few lines, the reasons behind which he felt more motivated and willing to participate during some sessions and less motivated and more passive during others.

4-2-3-2-Classroom observation

Generally speaking observation is a powerful tool for teachers .It involves watching and listening in a purposeful manner. For Mason (1996:60), this tool is an instrument for 'generating data which involves the researchers immersing in a research setting ,and systematically observing dimensions of that setting, interactions, actions,….".Indeed, by classroom observation, instructors can plan instruction and assess efficacy of different teaching materials. Indeed, observation helps us to know more about the uniqueness of each student and strengthen our relationship with them. Additionally, effective observation provide us with valuable information about the students' needs, learning style, their preferred activities and subjects .Moreover, we learn through observation if our learners prefer working individually or in groups and more precisely we know more about the time in the course when the students' participation increases or decreases. Observation also provides information about situation or causes of behavior towards different teaching materials and various classroom settings.

Within the same scope we deeply believe that as teachers increase their knowledge of their students, they become more aware of the behavioral clues that indicate future challenging behavior. Observation enables teachers to find out whether what they are doing in their classrooms is having the results that they are expecting.

Classroom observation can also be used in research as a supportive or supplementary technique to collect data that may complement or set in perspective data obtained by other means, Robson (1993:192). Additionally, we have different types of observation in research:

- **Naturalistic observation**: which concerns observing behaviors in their natural setting, without awareness or ay manipulation or intervention from the observer. For example, in the case of classroom observation, we may observe students in situations where behavior is occurring naturally.
- **Participant observation**: which concerns observing behaviors in a natural setting, through active participation in the situation or manipulation of the environment when students know that they are recorded for one sake or another .In this case there is some sort of awareness and this observation concerns situations where the researcher is involved I the situation.
- **Laboratory observation**: Observing behaviors in a controlled laboratory setting, with or without participants' awareness and the researcher's involvement.

Moreover, it is very important to mention that the researcher should be very careful in designing the grid or the check-list which will record the results obtained through the observation. In this concern, Hopkins (2008:86), emphasizes that the researcher "should clarify the purpose of the observation before devising the observation checklist". He explains

that: “some organizing questions should be asked to clarify the purposes of the observation. These questions are summarized below:

-What is the purpose of the observation?
-What is the focus of the observation?
-What teacher/student behaviors are important to observe?
- How the data be used? ”

Additionally, one of the main advantages of classroom observation is that we can obtain data directly from the field work without relying on others’ opinions .Dornyei, (2007:186) explains that only the observable phenomena can be observable, which means that we record all what we see and hear during a learning context relying on the existing situation. Also, Brown and Rodgers (2002:81) argue that the best way to get a big amount of information from a classroom observation is to record it using a video- tape recorder. They say that:

> ……It is always best to tape record any kind of verbal data you are collecting: usually you cannot write as fast as people speak. Also, a taped record allows you to check your notes add new comments such as vocal tone, pauses, loudness, etc. You may also find it useful to use video recordings so that non,-verbal signals, gestures , facial expressions, body postures , participant spacing,ect- can be available for analysis. If you have a partner to transcribe the data, some of these exercises can be done without an audio or video recorder but they are best done with them if at all possible. Brown and Rodgers (2002 : 81)

From his side, Wragg (2002:13-14) shares the previous point of view and explains that: The spoken word has often been a central focus during classroom observation. However, although a great deal of attention has been given to what teachers and students say to each

other in the classroom, there are important non-verbal aspects of classroom life that observers will often find of interest".

Consequently, relying on the different previous suggested views, in the present study, the researcher recorded all the experiment sessions on video-CDs in order to analyze them later and facilitate the recording of the obtained results on the observation grid. This method is widely supported by many researchers who emphasize on its efficacy as mentioned earlier.

Wragg (1999:16) summarizes some advantages and disadvantages of different classroom observation recording methods as follows:

Method	Advantages	Disadvantages
Written Account	Immediate and fresh account available; economic use of time; account can be available for discussion immediately after lesson; full picture of events available to observer at time of observation.	Observer must make immediate decisions about what to record, so may be superficial or unreliable account; no chance of 'action replay'; some effects on class behavior because of the observer's presence.
Video Cassette	Good visual and sound record which can be replayed several times; no pressure to make instant decisions, focus can be on teacher only or on individual or group of pupils; lesson can be discussed with participants.	Loss of information such as room temperature, smells events out of camera shot; effects on class of presence of camera; increase in time needed for analysis.
Sound Cassette	Good sound record can be replayed several times for discussion, analysis, or corroboration of written account; radio microphone can be used to obtain high quality record of what the teacher say's observer's comments can be recorded simultaneously on twin- track tape; allows lesson to be transcribed by audio typist.	Loss of important visual cues such as facial expressions, gestures, body language, movement; sound quality can poor without radio micro phone, especially if acoustic area poor; difficult to identify individual children who speak; analysis time substantially increased.
Transcript	Enables really detailed analysis at leisure;	Loss of important visual and sound

	permits analysis by several people not necessarily in the same place, as text can be distributed easily; person being observed can work on specific aspects of language, such as choosing good examples of, analogies using appropriate vocaularay.	cues such as tone of voice, volume of noise, emphasis, high cost in time and money to have lessons transcribed (one lesson fill twenty or thirty pages) difficulty of deciding what to focus on if numerous transcript are collected.

9+

Table4.1: Advantages and disadvantages of classroom observation.
Adopted from Wragg (1999:16)

Indeed, each method has its advantages and disadvantages. As far as the video recording method is concerned, the presence of the camera can prevent participants from acting naturally for the firsts few minutes. But as the course goes on, students may easily forget about the presence of the camera and their attitudes and reactions may be considered as natural by the researcher while analyzing the videos. Additionally, analyzing the recorded sessions can take a lot of time and efforts. Watching the sessions many times by the researcher is not an easy task, but still can provide the study with valuable data that can help the researcher in resolving the research problem and answering the suggested questions.

4-2-3-2-1-Description of the observation grid

One of the most important steps while doing this research was designing the observation grid for measuring and grading each participant's motivation from one side and his or her participation from another side during each session of the experiment. The difficulty raised in the fact that we were dealing with purely psychological behaviors; especially for motivation. Indeed, participation can be observed and rated referring to the amount of speech and interaction, whereas, motivation needs more than observation. Based on many researches for measuring motivation and grading participation cited and explained in chapter One , the

researcher could design an observation grid to collect data from the sample under investigation.

All the sessions were recorded using a Camera, and then every student behavior was analyzed and compared to his behavior during the other sessions. The researcher designed a separate grid for each session and selected the content of each session, its duration and the type of teaching material used by the teacher for each particular course.

The observation grid is divided into two major dimensions: motivation and participation and each dimension contains different indicators taken as a reference for grading each part. The other important detail to mention concerning the observation grid is the rating scale which ranges from 0 to 4 for each indicator. The result was that the researcher obtained nine observation grids including two evaluating marks for each student during each session: one for evaluating his motivation and another for grading his participation. All the indicators included in the observation grid will be explained in what follows (figure 4.1)

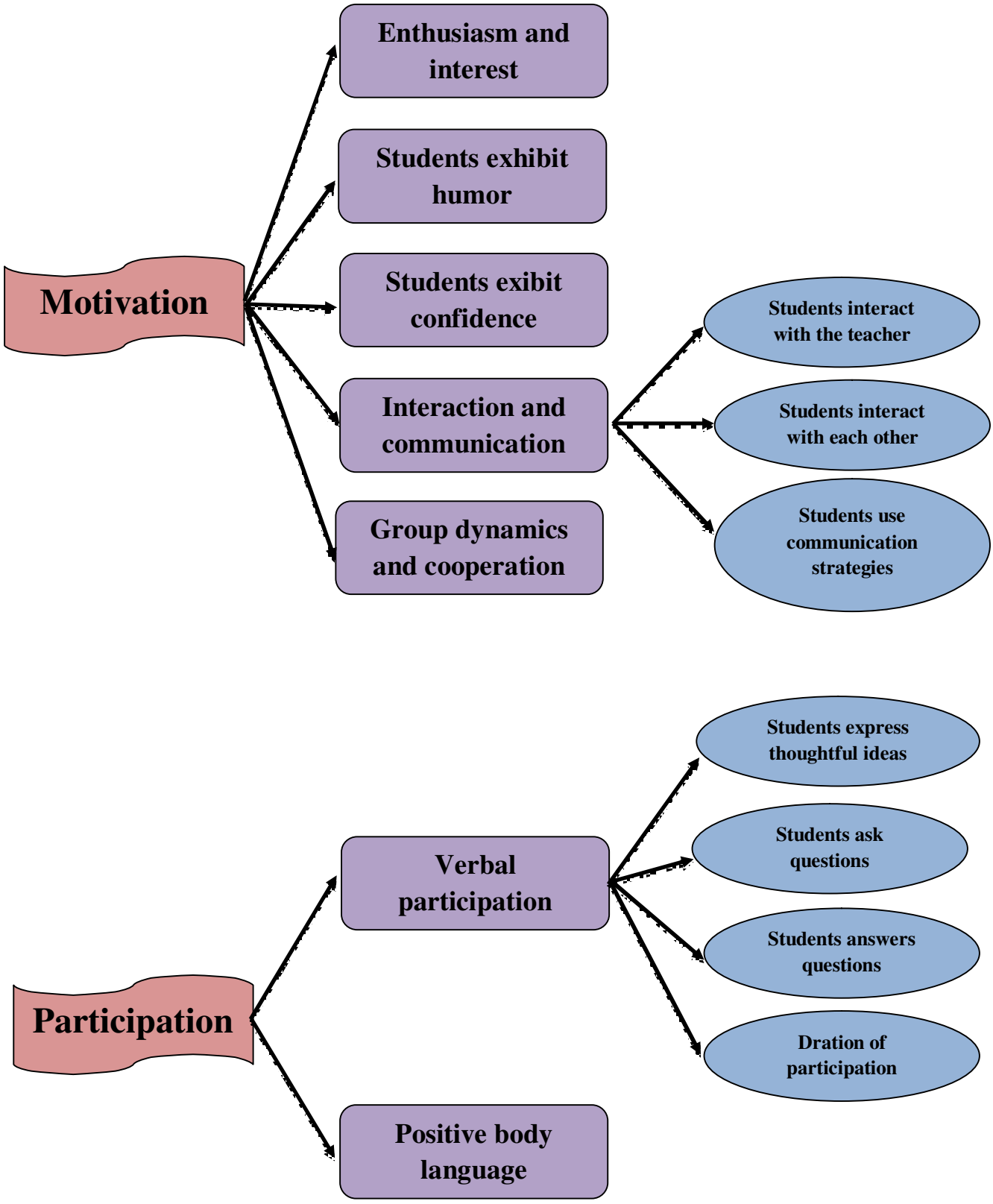


Figure 4.2: Description of the observation grid

| | Motivation | | |

According to (figure:4.2), in this study motivation is related to five major indicators described in what follows:

4-2-3-2-1-1-Indicators for the student's motivation

- **Enthusiasm and interest**

  Enthusiasm and interest are considered to be two important indicators which demonstrate the amount of motivation exhibited by some students towards certain classroom activities .Besides; learners who are highly motivated perform their work with a certain degree of enthusiasm and interest. Similarly, a student's work which is characterized by a lack of interest and enthusiasm may be an indicator for a low level of classroom motivation (Mubeen and Reid 2014). Besides, we generally associate "Motivation" and more specifically (motivating behaviors) with positive feelings of interest, enjoyment and satisfaction (Sansone and M. Harackiewicz, 2000). In sum, any experienced teacher would assume that enthusiastic and interested students are those who love what is happening in the course. Consequently, they ask questions, interact and make comments. On the basis of what preceded, our participants' motivation will be measured referring to this indicator.

- **Humor**

Humor is very important in order to change the boring routine inside the classroom and creating a motivating atmosphere for both teachers and learners. It is a valuable tool for establishing a conductive environment within classroom learning. It may facilitate attention, motivation and comprehension in students. Results of the research of Rachel Abraham et al (2014) on humor in the classroom reveal that it is considered to be a facilitating tool for holding students' attention and interest in the classroom. By exhibiting humor during a classroom activity, a student demonstrates that he is interested in what is happening around him. In many occasions, motivation can associated to humor. A student who is motivated

feels the presence of pleasure during the process of learning (Michael Bolduc 2000). When humor is present in the classroom, students smile, laugh, enjoy doing the activities , joke with the teacher and with each other……..ect

- **Confidence**

The belief that a learner can succeed in doing a classroom activity or speaking correctly using the target language can enhance considerably his motivation to engage in speaking activities .Bandura (1997) defines self-confidence as the feeling of worthy that an individual has about himself. It is widely believed that to be self-motivated, learners need to have a certain amount of confidence in themselves while speaking or performing a certain activity (Mubeen and Reid 2014).

- **Interaction and communication**

Communication is the exchange of ideas and information .It may be through language and also through non-verbal behavior. A motivated student interacts with the teacher, other classmates and tries to use communication strategies in order to be efficient speaker in the foreign language.

- **Interaction with the teacher** Interacting with the teacher refers to the amount of discussion undertaken between each participant and the researcher. Asking for a detail about the activity, giving an example or a translation of any difficult word is taken as an exhibition of communicative interaction between the participant and the teacher.

- **Interaction with other students**

  Interaction with other students include talking to each other in front of the teacher and even with a loudly voice while doing the activities (filling in the gaps). Asking for the help of another student when finding a difficult word. This kind of behavior can easily be observed while watching the video recorded session.

- **Using communication strategies** A motivated learner who uses communication strategies speaks clearly and presents his information in an organized way. He knows when to speak, that is to say listening to others and waiting for his turn. He may also use verbal and non-verbal signals to help himself during the interaction. By using communication strategies, the speakers can achieve strategic competence. He generally uses strategies as word coinage, approximation using an alternative word, the use of general words purpose (as: stuff-thing), and calling for help by leaving a sentence incomplete waiting for the teacher or a classmate to finish it.

➢ **Group dynamics and cooperation**

Group dynamics and cooperation refer to the amount of interaction between individuals in a particular setting (Nazzaro and Strazzabosco 2009). Despite the fact that there are not many studies which investigate in the domain of group dynamics and cooperation as related to motivation but some studies in psycho-pedagogy and education demonstrate that working in groups influences considerably learners motivation and vise-versa. Within the same scope: "Social unit of the classroom is clearly instrumental in developing and supporting the motivation of the individual."Ushioda,2003 cited in Dorney: 2015:100).

4-2-3-2-1-2-Indicators for the student's Participation

- **Students express thoughtful ideas**

The number of times the participant was able to send a comprehensible message to the teacher and to his classmates. In other words, the number of occasions were the participant contributed meaningfully to the discussion.

- **Students ask questions**

The number of times students asked questions about whatever detail related to the course and the planned activities. For example, asking for the meaning of a difficult word or the clarification of a given question.

- **Students answer questions**

The participant is rated considering the number of given answers to the asked questions during each individual session .All sorts of answers count whether they were written or oral during the discussion. In this study, all types of participation (verbal and non- verbal are taken into consideration for grading the participants.

- **Duration of participation:**

This indicator concerns grading students according to the amount of time they spent in speaking. In other words, the more the participant talks, the higher mark on the rating scale he obtains. Very talkative participants obtained between 3 and 4. The participants' duration of speech is calculated in minutes and seconds according to the video recorded about the session.

- **Body language:**

Body language refers to the non-verbal communication. During classroom activities, learners may exhibit a behavior that demonstrates their desire to communicate and interact, or in contrast, an attempt to avoid participation and talk. A big amount of classroom

communication may be non- verbal. Being quiet does not necessarily mean that the learner is not interested in the activity (For more details see chapter one). Besides, facial expressions as smiling for example may show that the learner satisfied with the teaching material introduced to him. A student's face, hands, legs and eyes may say a lot of things during the course. Body language including: movement, gestures and posture is considered to be an alternative mean of communication .If a student, for example, extends his arm above his head in a stretching motion to aiming to express his desire to talk or to answer a question, this body gesture indicates the individuals' desire and willingness to voluntarily speak and interact (Gregersen 1972).Besides, students' eyes can inform us about the attitudes they have towards what is happening around them .Any doubt or sparkle in students' eyes may be a source of non-comprehension of the content from the students (Yuanyuan Tai 2014).

4-2-3-2-1-3-The rating scale designed for measuring motivation and participation

It clearly observable for the reader when consulting the observation grid designed for this research that the rating scale ranges from 0 to 4 for evaluating both motivation and participation. The researcher chooses one degree from the five available marks to evaluate each student's motivation and participation.

0: for null motivation and participation,

1: for low motivation and participation

2: for fair motivation and participation

3: for high motivation and participation

4: very high motivation and participation.

According to the table bellow and as mentioned earlier, for each indicator, the participant obtains one number out of the five available ones depending on his behavior and attitude during the whole session. Besides, all the previously mentioned indicators selected by the researcher for evaluating both motivation and participation during the experiment sessions are grouped under two major dimensions. Each dimension contains a number of indicators evaluated on a scale ranging from 0 to 4. In order to obtain a motivation or participation mark for each student during each session, the researcher calculated the sum of all the degrees obtained for each indicator related to the same dimension. The result is the following observation grid containing a column with the names of the fifteen participants, seven indicators grouped under the first dimension which is motivation; five indicators grouped under the second dimension which is participation and under each indicator a scale containing five degrees for evaluating each indicator.

4-2-4-Experiment Implementation

As stated earlier, this experiment is conducted to find out if there is any relationship between teaching materials and students' motivation and participation in oral expression courses. In what follows, we are going to present the experimental research that has been carried out with fifteen Second Year students at The English Department at Batna University. During nine sessions, we tried to observe and analyze the use of different teaching material for teaching listening and speaking skills. We measured students' motivation and participation during the different sessions and then, compared the results in order to check if songs and videos enhance students' motivation to participate orally as compared to other teaching tools. Lesson plans will be introduced and procedures followed by the researcher will be explained in order to implement the experiment.

4-2-4-1-Aim of the experiment

The aim of this experiment is to find out the impact of teaching materials on learners' motivation and participation during second year oral expression courses in the English department at Batna University. In other words, to find which teaching materials provoke students talk and enhance their motivation to interact in the classroom. The ones which make them feel at ease, forget about their problems of accuracy and make them feel like if they were in real life situations. In order to answer the research question and confirm or reject the formulated hypothesis at the beginning of the study, the researcher exposes the participants to different teaching materials including videos and songs. Students' attitudes towards the different learning aids during the experiment sessions will reveal the nature of the best teaching material for motivating learners to participate orally in the classroom.

4-2-4-2-Duration of the experiment

The experiment has been held within nine sessions of about one hour to one hour and a half for each. We planned two sessions per week so the experiment took a period of time consisting of one month and a half. The totality of eighteen hours .The experiment sessions were extra courses, not planned by the administration, so the fifteen students attended normally their oral expression sessions of three hours per week with their teacher.

4-2-4-3-Content of the experiment

We provided our participants with the experiment program which consisted of nine courses as stated earlier. The nine sessions focus on the developing second year students' oral performances, pronunciation, learning new vocabulary and giving learners the opportunity to practice the foreign language in order to speak fluently as natives. Additionally, we tried to help learners to make use of communication strategies in order to acquire the foreign language as naturally as possible without being anxious or fearing grammatical mistakes.

During the whole experiment, we tried to create a self environment where participants felt at ease .We also, tried to know each individual as a particular case of study. We called each student by his name during the experiment to make him or her feel that they are familiar and close to the researcher and that each individual counted for the experiment because we feared that some students would be bored and might abandon the experiment before reaching the end. Generally speaking, this project contains different important aspects:

First, we observed and assessed students' motivation and participation that the participants showed during the different activities using different teaching materials.

Second, we compared the students' motivation and participation in the three first sessions where we didn't use songs and videos with the six last sessions where songs and videos were used as resources to teach new vocabulary and suggest topics for discussion to the fifteen students involved in the research study.

Finally, we also tried to check the efficacy of songs and videos in motivating learners to participate using the target language and enriching learners' repertoire by suggesting a wide range of new vocabulary presented in real context.

4-2-4-4-Instruments used in the experiment

To collect data and assess students' participation and motivation during the experiment, we used two techniques for obtaining results.

First, we used "observation". We observed students' attitudes towards the different teaching materials during the nine sessions to assess motivation and measure participation. The researcher was personally involved in the experiment so the sessions were recorded with the help of another person in order to facilitate the analysis of the sessions. The researcher could not present the lesson and at the same time fill in the observation grid and evaluate

students' interactions and performances. The observation grid was carefully designed to fulfill the research objectives which are assessing motivation and measuring participation. The number of participants was small, so we could observe the reactions of each student during the nine sessions after the end of the experiment and the analysis of the recordings. Additionally, the observation grid was structured by the researcher in a way that it contains all the aspects related to motivation and participation which we have previously discussed in the theoretical chapters.

Second, a post-experiment questionnaire was used to supplement the research findings. The main purpose of this questionnaire was to validate the results obtained through the observation and check out students' perceptions and attitudes towards the different teaching materials during the nine sessions of the experiment. That is to say, which session was more motivating for them .Besides, using which teaching material , the participants found themselves more willing to speak and desiring to interact with the teacher and the other participants.

4-2-4-5-Material selection

To carry out our experiment, we selected a variety of songs and videos, in addition to an audio text and a written poem. A wide range of videos and songs was available on Internet, however; the challenge was to select the most appropriate songs and the best teaching videos to attract our students' attention and arouse their interest and motivation to speak in the classroom.

In reality, we took a long period of time in watching videos and listening to songs on youtube .Many aspects had to be taken into consideration, especially our students cultural identity and the society they are living in .We didn't want to offence our participants, so we tried to find the appropriate songs in terms of lyrics and videos that can be watched by

learners in an academic situation. Besides, when selecting the songs and videos, we took into consideration our students' level because some songs and videos require a good knowledge of idioms and vocabulary that is beyond our learners' level. The aim was not to crate difficult tasks for learners that require understanding difficult dialogues and complex sentences but to engage them in a natural classroom discussion in the target language without fears and complexities. That is to say, practice English as much as possible.

For the first three sessions, material selection was not too difficult because we wanted the sessions to be classical without the use of too much technology. We selected an audio text containing conservation between three persons learning English as a second language. The speakers discuss the difficulties that they encounter in learning this foreign language and speak about the different styles that they are using in acquiring the English language in addition to some idioms given by the speakers in the flow of speech and which will be discussed later by the research participants.

In reality, this audio-text was selected purposefully in order to allow learners practice their listening skills and by listening to non-natives who suggest some learning strategies that they can put in their turn into practice.

Then a written poem on a sheet of paper read by the teacher and discussed later by the participants. We selected for this session Maya Angelou's poem: "Still I Rise". The third session was an oral expression course in which learners were asked to make use of their imagination and discuss freely some selected pictures exposed to them using a data-show.

The six last sessions of the experiment were introduced to the fifteen students using three songs and three videos. All the selected material was authentic .We liked starting the introduction of songs in our classroom by a popular song entitled "Life" by the British singer

Des'ree .The song speaks about superstations and phobias in life and how we can overcome these internal fears to enjoy life and be happy.

The second selected song was "Father and Son" by Cat Stevens. When selecting this popular song we took into consideration our learners' age. It was about the struggle between parents and their children about life's decisions. In general boys want to impose their choices on their parents at a certain age and this can create conflicts between them. The song's lyrics are presented in the form of an interview between the father and his son in which each one wants to prove that he is right.

The third song was a song by Maher Zein intitled "Number one for me".A song dedicated to the mother and her role in everybody's life .Maher Zein is a Swedish singer of Lebanese origins who sings in English. So the selected three songs were popular songs with beautiful melodies and nice words which we have carefully selected to introduce a post -listening discussion about the theme suggested in the song.

From another part, we selected three videos for the last three sessions of the experiment. The first one was "Inaugural Address by president Barack Obama 2013".In this video Obama speaks about The United States Of America, its history and what makes Americans so powerful in the world. The video was too long so we selected the first part of it which lasted ten minutes. We wanted to introduce the participants to a political official speech which is full of new vocabulary and which incites learners to speak about the particularities of the United States of America as one of the most powerful English speaking countries in the World. Obama speaks with a clear American accent and a good articulation of words and sounds.

The second video was an illustration of Robert Frost's poem : "the Road not Taken". Unlike the other poem based –lesson .This time, the poem is illustrated by images and photos on a video associated with a beautiful musical background and a native speaker reciting the

poem's lines. Finally, we opted for two short videos for the last session. The first one entitled "Jen Bricker: A story of courage and persistence". It lasts about ten minutes and tells the story of an American famous acrobat born without legs, abandoned by her biological parents and placed for adoption. She succeeded despite her handicap to win many prices and became very famous in USA. The second is a short video entitled "My shoes" .A video telling the story of two little boys. It shows that each one wanted to be at the place of the other. An emotional story which contains just few words and a beautiful music. It is the role of the participants to comment the video, tell the story and deduce the morality from the video events. The video lasts about five minutes but incites a lot of comments and discussion.

4-2-4-6 -Planning the experiment lessons:

A very important step in teaching is designing well organized plans for each selected lesson. These plans should clearly demonstrate the different components of the course as well as the materials used to attain the desired planned objectives.

"Combining your goals, objectives and assessment to your teaching practices is essential to teaching effectively and having a positives effect on your students"

Based on Newman's (2013) definition for an effective lesson planning design, any instructor should take into consideration the following steps:

1-To design clear complete, specific learning objectives. These objectives should be clear and specific enough to be measurable for planning effective lessons. They are very important because they are considered to be means by which learning is evaluated.

2-Todesign assessment tasks developed to measure students' learning through meaningful real-life situations.

3-To select engaging activities planned to achieve desired learning outcomes.

Additionally, each experiment session will be divided into two main parts: listening comprehension and then oral expression. Ur (1984:2) suggests that some important points should be taken into consideration by the instructor while designing and planning tasks. She lists the following points:

1-The kind of real-life situations for which we are preparing the students.

2-The specific difficulties students are likely to encounter and needed practice to overcome.

3-The nature of the classroom teaching- learning process, which is related the arrangement and size of the classroom, number of the students, technical equipments used by the teacher as tape recorders for example and how the instructor is going to pedagogically proceed in order to improve his student's motivation, concentration and participation.

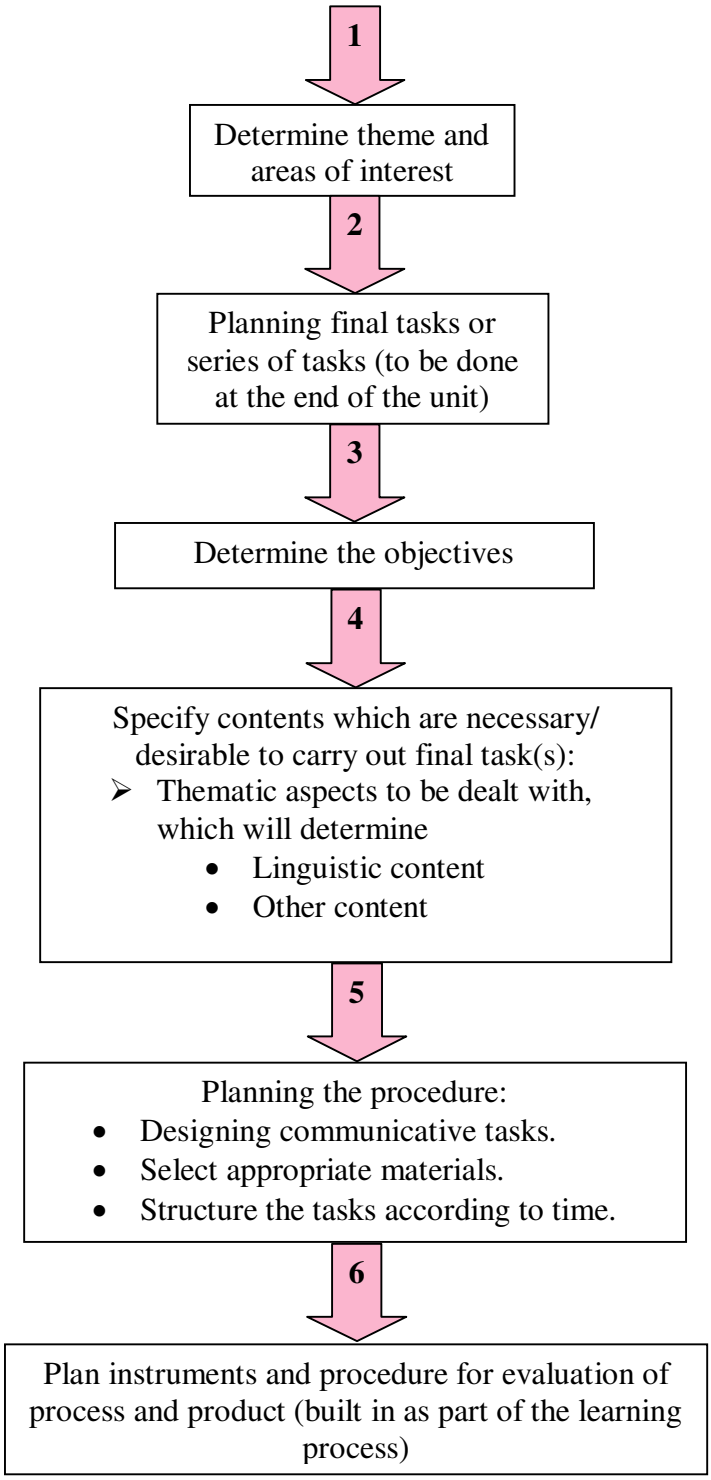


Figure 4.3: Framework for planning a course (adopted from Macmillan 1994: 04)

On the basis of what preceded, the researcher planned nine sessions for second year oral expression courses designed for fifteen participants aged between 21 and 26 years old.

- **The first course: Describing pictures**

Lesson Focus: speaking skill

Objectives of the lesson: By the end of the lesson, students will be able to:

- Use the target language to describe pictures.

-express their ideas and thoughts using the target language.

Competencies: The competencies planned for the learners to achieve in this course are:

-The ability to use their imagination and illustrate their thoughts using expressive sentences in English.

Required teaching materials

-Data-show

-Pictures.

Procedure:

-Students are asked to comment each picture using English and give the appropriate title for each one of them. Some pictures are associated with famous quotations, so the participant is asked to tell his opinion and how does he or she interprets the saying. Additionally, learners are also asked to relate the pictures to real life situation .Finally, participants are asked choose the picture that they prefer and justify their choice.

- **The second course: Listening to an audio conversation**

Lesson focus: listening and speaking skills.

Objectives: At the end of the course, learners should be able to:

-Understand the content of the audio -listening conversation.

- Expand vocabulary knowledge in English through the suggested lesson quotes.

Competencies The competencies planned for the learners to achieve in the course are:

-They will improve their listening comprehension abilities.

-They will be more fluent by acquiring new communicative abilities.

-They will learn new strategies in order to enhance their communicative abilities.

They will enhance their fluency by using some idiomatic expressions.

Procedure

- ✓ Pre-listening activities:

- Students are introduced to the theme by asking them to give some quotes that they know in English and find their equivalent meaning in the Arabic language.

-Students listen are asked to listen carefully to the audio- CD twice.

- ✓ While listening activities:

-While listening to the conversation for the third time, students answer the questions on the listening sheet.

Activity 1

Are these statements True or false?

1-The three speakers are all learning English.

2-Josef uses pictures to help him learn English.

3-Ana finds learning English vocabulary too difficult.

4-Paula has a messy notebook.

5-Josef invents games to remember grammar rules.

6-Paula thinks that they all learn English the same way.

Activity2

Put the following sentences into the order that you hear them in the audio text and say who says each statement.

1-I find grammar quite difficult.

2-I record myself reading grammar rules sometimes too.

3-I just draw little pictures and symbols.

4-We all seem to have completely different ways of studying and learning.

5-One man man's meat is another man's poison.

6- I like the way you organize everything into columns and charts.

7- I think you'd better borrow Paula's. She takes lots of really good notes.

- ✓ Post- listening discussion

-Students discuss the general meaning of the idioms stated in the audio text.

-Students read the different idioms written on the sheet and discuss their meaning with the teacher ad their classmates trying to give a personal interpretation for each one of them.

- **Third session: poem discussion : "I still rise" by Maya Angelou**

Lesson Focus: Listening and speaking skills.

Objectives: At the end of the course, students should be able to

-Recite a poem as a native does

-Learn new vocabulary

-Pronounce correctly some new words

-Discuss the theme of the poem with the teacher and other classmates

Competencies: The competencies planned for the learners to achieve in this course are

-Understand words in the poem through the native speaker reading and through the teachers' reading

-Read the poem fluently.

Required materials:

-A sheet of paper containing the listening activities.

Procedure

- ✓ Pre- listening discussion:

-Students are introduced to the title of the poem and to the listening activities.

- ✓ While- listening activities

-Students listen to the teachers' reading, while trying to answer the questions and fill in gaps.

- ❖ Post- listening discussion: students will check their answers, try to discuss some important statements and post- discussion will turn around the discrimination all over the world through history by giving examples and finding solutions for expanding justice and freedom.

- ❖ **Fourth course: Song- based session: Listening to :"Life" By Desree**

Lesson focus: The students will work on listening and speaking.

Objectives: At the end of the course, students will be able to:

-understand the meaning of the song.

-Use the new vocabulary to speak about superstitions and supernatural believes with the teacher and the other classmates.

Required materials

-Recording of the song.

-Students' activities worksheets.

Competencies: The competencies planned for the learners to achieve in the course are:

-They will improve their understanding of native speakers' speech and will imitate their pronunciation.

-They will improve their listening comprehension abilities.

-They will be more fluent by acquiring new communicative abilities.

Procedure:

- ✓ Pre-listening activities: The fifteen students will be introduced to the singer and to the title of the song. The teachers asks some questions about the concept"Life" and what does the word mean for each individual. Participants are also asked about the singer: If somebody knows her and knows her style of singing and where does she come from?

We explain to the participants that they will listen to the song many times. We asked them to listen carefully and pay attention to the words' pronunciation.

- ✓ While- Listening activities:

Learners listen to the song with filling in the gaps, matching between sentences and giving the right order of the sentences in the lyrics.

- ✓ Post-listening activities
  - ➢ The three activities will be corrected in collaboration involving both participants and the teacher.
  - ➢ Words as: Shivers, superstations, bungee jumping,…., will be explained and post listening discussion will turn around superstitious believes within different societies and cultures and their existence in Algeria. The following statements and ideas will guide classroom discussion:
  - ➢ The meaning of having a rabbit tail for superstitious persons.

- -Students will be given some quotes related to the subject for discussion and interaction on the theme of the song.
- Students read the song aloud, imitating the rhythm
- All students sing together.

❖ **The fifth course: Listening to a song "Father and son" by**

Lesson focus: Listening and speaking skills

Objectives: At the end of the course, students will e able to:

-Understand the meaning of the song.

-Use the new vocabulary to speak about family problems and generation gap.

Competencies: The competencies planned for the learners to achieve in the course are:

-They will improve their understanding of native speakers' speech and will imitate their pronunciation.

-They will improve their listening comprehension abilities.

-They will be more fluent by acquiring new communicative abilities.

Teaching materials:

-Audio CD recording of the song.

-Students' activities work-sheet.

Procedure

✓ Pre-listening discussion :

-Students are introduced to the title of the song , the singer and the general theme of the song.

-Students listen to the song twice.

✓ While- Listening activities: Learners listen to the song and fill in the gaps with appropriate words from the song's lyrics.

- ✓ Post - listening activities: The post discussing turns around “generation gap”. Students try to answer questions as:
  - ➢ What is the Theme of the song?
  - ➢ What does it speak about?
  - ➢ Why does the son have to go away?
  - ➢ Discuss some signs of generation gap.
  - ➢ Is there any solution to avoid conflicts between parents and th0eir children?
  - ➢ Whose fault is it?

-Students sing all together, divided into two groups: half of them singing the verses cited buy the father and the other half singing those of the son.

- ❖ **The sixth course: watching a video song “Number one for me” By Maher Zein**

Lesson focus: The students will work on listening and speaking.

Objectives: At the end of the course, students will be able to

-understand all the vocabulary of the song

- **Required materials**

- Video recording of the song.

-Students’ activities worksheets

-Data -show

Competencies: The competencies planned for the learners to achieve in the course are:

-Students will improve their listening comprehension abilities.

-Students will be more fluent by acquiring new communicative abilities.

Procedure

- ✓ Pre- viewing discussion:

-Students are introduced to the title of song and to the singer.

- ✓ While viewing activities:

-Students watch the video; listen to the song while filling in the gaps.

- ✓ Post-viewing discussion:

-Students check the missed words and their spelling on another video of the son containing the written lyrics.

-Students discuss the theme of the song with the teacher and other classmates. They are asked to describe their mother and her role in their lives.

- ❖ **Seventh course: Video watching: "Obama Inaugural Speech 2013"**

Lesson focus: Listening and speaking skills.

Lesson objectives: At the end of the course, students will be able to

-know more about the characteristics of the political speech

-Learn new vocabulary related to the topic of the course.

Competencies: The competencies planned by the learner to achieve in this course are:

-Students will improve their listening skill and accuracy while trying to fill in gaps.

-Students will enhance their fluency by trying to answer the questions and playing the role of Obama.

Required materials:

-A video-CD of the poem.

-Viewing-sheet containing the viewing activities

Procedure:

- ✓ Previewing activities: Students are introduced to the topic by discussing the title of the video. Students are asked to name the presidents of the United States that they know and if they remember the election of the president Obama.
- ✓ While –viewing activities: Students are asked to watch the video, listen to the speech While doing the activities:

-Fill in the gaps on the viewing - sheet.

-Answering the questions related to the topic.

- ✓ Post-viewing discussion:

-In post viewing discussion the teacher and students fill in the gaps by checking the spelling and pronunciation of the missing words.

-The teacher asks students to explain some terms from the speech and tries to illustrate the difficult ones.

The debate will turn around questions like:

- ➢ According to Obama, what makes American people exceptional?
- ➢ What are the words or sentences that attract you attention in the speech?
- ➢ What made The USA economically so successful over the past centuries compared to other nations? Discuss.
- ➢ What are the words that you keep in your minds from the speech?
- ➢ What do you think about Obama as a president?
- ➢ Did you like his speech? Discuss.

Then, Participants will be asked voluntarily to play the role of Obama for few minutes. They will stand up, read the speech from the data -show and act as if he or she is the president of The United States of America.

- ❖ **The Eighth course: Video-watching: "The Road Not Taken" By Robert Frost**

Lesson focus

Students will try to discover Robert Frost's style in writing poetry. The focus will be on listening to a native speaker reading poetry and try to imitate this reading.

Objectives: At the end of the course, students should be able to

-Recite a poem as a native does

-Learn new vocabulary

-Pronounce correctly some new words

-Discuss the theme of the poem with the teacher and other classmates

Competencies: The competencies planned for the learners to achieve in this course are

-Understand words in the poem through the native speaker reading and through some images and pictures shown on the video.

-Read the poem fluently with a musical background.

Required materials

-A video recording of the poem.

- A sheet of paper containing the viewing activities.

-Data-show

Procedure

- ✓ Pre- viewing discussion:

  -Students are introduced to the title of the poem and to Robert Frost and his famous writings and they read over the questions.

- ✓ While- viewing activities

-Students watch the video, listen to the native speaker reciting the poem while trying to answer the questions and fill in gaps.

- ✓ Post- viewing- discussion, students will try discuss some statements and answer the following questions:

- ➢ What is the speaker in the poem doing?
- ➢ What does the speaker encounter?
- ➢ What decision does the speaker have to make in the poem?
- ➢ Describe the conflict faced by the speaker.
- ➢ Why does the reader of the poem feel that the speaker will never come back and travel the first road?

- What do you think the road may represent?
- Do you think that the road the speaker took was really the less traveled one? Discuss.
- Do you think that the speaker in the poem thought to come back and try the other path?
- Do you think the speaker regrets his choice, or is satisfied about it? Discuss.
- What is your personal interpretation of the line «That has made all the difference"?
- What type of choices do you think this fork in the road represents for the speaker?
- What personal choices or experiences does the poem remind you of?
- We play background music to create a relaxing atmosphere and we will try to make students think about their personal experiences related to the theme of the poem.

❖ **The ninth course: Short videos watching**

1st part:"Jen Bricker: A story of courage and persistence"

Lesson focus: Students will work on their listening and speaking skills

Objectives: At the end of the course, students should be able to

-Pronounce correctly some new words

-Discuss the content of the documentary with the teacher and other participants fluently.

Competencies: The competencies planned for the learners to achieve in this course are:

-Students will improve their listening skill while trying to understand native speakers.

-Students will improve their fluency while speaking.

Required materials

-A video recording

- A sheet of paper containing the viewing activities.

-Data-show.

Procedure

- ✓ Pre- viewing discussion:

-Students are introduced to the content of the video and the main characters of the documentary.

-Students read the viewing sheet and discover the questions.

- ✓ While- viewing activities:

-Students watch the video, listen to the comments, answer the questions and fill in gaps.

- ✓ Post- viewing- discussion:

-Students check the right answers with the teacher and the other participants.

-Post discussions will turn around questions as:

- ➢ Do you know similar stories of people who do not give up and who overcome their handicaps?
- ➢ What is the key of success according to you?
- ➢ Can you recite Jen's story using your own words.

-2nd part: "My Shoes"

Lesson focus: Students will work on their listening and speaking skills

Objectives: At the end of the course, students should be able to

-Comment the video fluently using his own words.

Competencies: The competencies planned for the learners to achieve in this course are:

-Students will improve their fluency while speaking.

Required materials

-A video recording

-Data-show.

Procedure

- ✓ Pre- viewing discussion:

-Students are introduced to the content of the video and the main characters of the documentary.

- ✓ While- viewing activities: Students watch the video

Post- viewing- discussion:

-Students are asked to comment the video by reciting the illustrated story on the video.

-Students are asked to deduce a morality through the story.

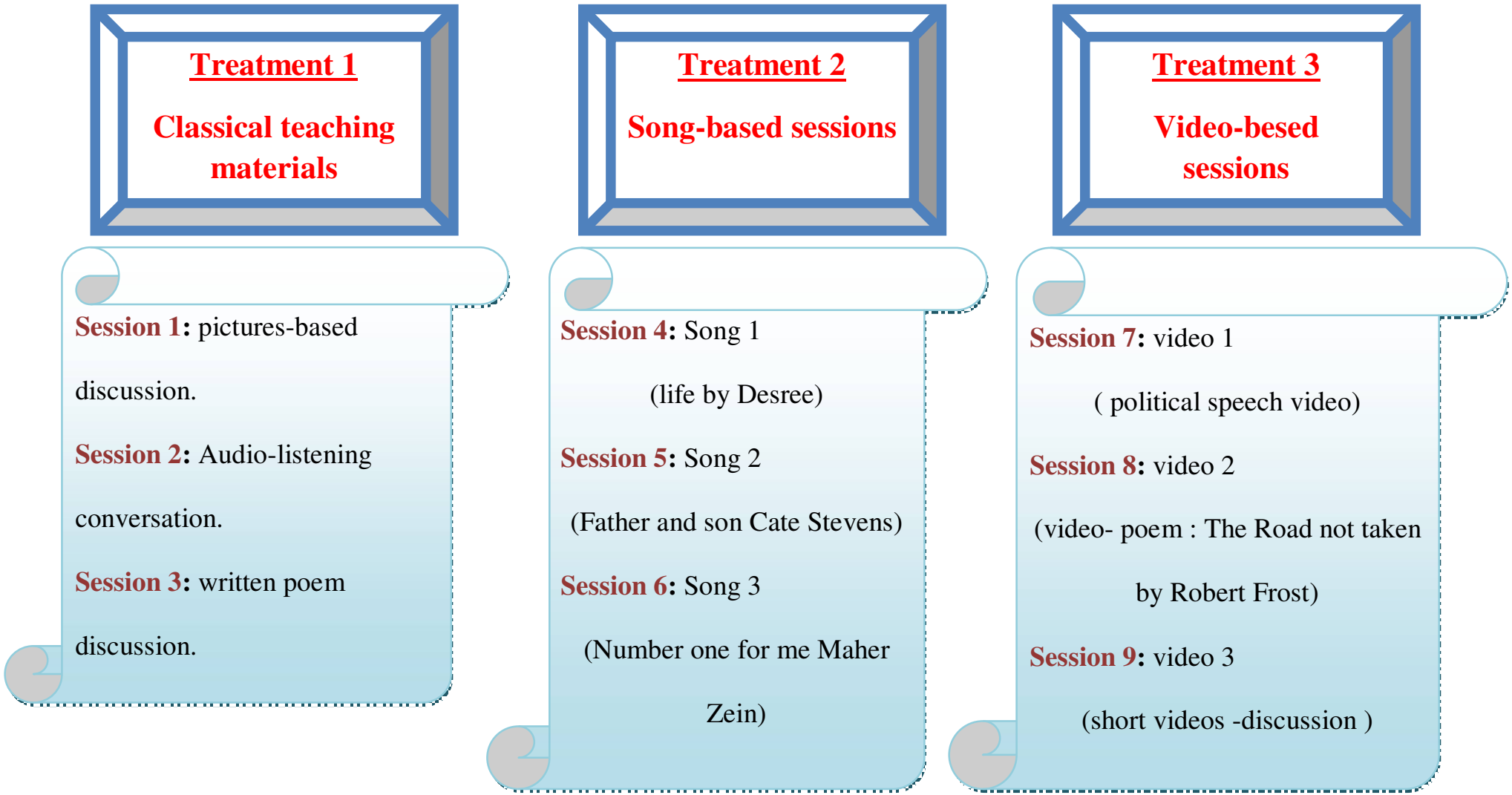


Figure4.4: The experiment content

4-2-5-Data Analysis procedures

In this research data analysis was conducted to answer the following questions

- ✓ Is there a statistically significant relationship between teaching materials and students' motivation and participation in the classroom .
- ✓ Do students exhibit a higher motivation during song and video based sessions .
- ✓ Do students participate more during song and video based sessions as compared to the other courses in which classical teaching methods are used by the instructor.
- ✓ Is there a statistically significant relationship between motivation and participation.

In order to answer the previous questions, the data obtained through the observation grids was analyzed using two statistical methods. First, by using Repeated Measures Anova (Analysis of the variance) and then using the computer statistic program SPSS in order to check the results obtained through the first technique .

In this study, we have manipulated the independent variable (teaching materials) using the same group of individuals .In other words, the same participants experienced different conditions and situations (Repeated Measures Design). Because we need to calculate the amount of the variation (difference) in students' motivation and participation between different sessions, we opted for use of the Repeated Measures Anova calculations. In the opposite of the t-test where we usually have an experiment and a control group during the research study, Anova is used when the same participants within the same group are measured different times, under different conditions and using different treatments. Generally speaking, in a repeated measures Anova, the influence of any experiment research is demonstrated through the within- subject variance rather than in the between- group variance (Field 2000).Besides, During each session of the experiment, we taught students oral skills using different teaching materials. Consequently, the variation in each individual's scores will

mostly be to the manipulation of different conditions and factors during the experiment. Indeed, when we are dealing with research where we face similar conditions and obtained data, it is more reasonable for the researcher to assume that the scores variation found through the experiment didn't happen haphazardly but rather because of the manipulation of the independent variable (teaching materials). Besides, the experiment manipulations were the same for each participant during all the sessions, hence, any random variation between participants is consid6ered to be outside the researchers' control and would be related to extraneous .This variation between participants not controlled by the researcher is considered to be "error". In the present study and using Anova statistics calculations, we are going to calculate the F- ratio (as a reference to the British Statician Ronald Fisher) ,which compares the rate of variation (difference) related to the experiment manipulations to the amount of variation related to random factors not controlled by the researcher. If the first value is higher than the second one, the researcher will obtain a high " F -ratio" and then can consider that the obtained variation within each participant's scores didn't arisen due to random conditions or by chance but rather due to the manipulation of the independent variable. In other words, the F-ratio tells as if the carried experiment was by demonstrating differences in means while comparing the results. In sum, this technique informs the researcher about the presence of any significant difference among a set of scores. Additionally, it is very important to mention the various benefits of Anova in statistical research. Most important of them is that it saves time and efforts since the fact that it can be carried with small numbers of participants. In what follows, we are going to: define null and alternative hypotheses, state Alpha, calculate degrees of freedom, State decision rule, calculate test statistics and finally state results.

4-3-Limitations of the study

One of the main limitations of the present study was the small number of participants in the experiment. Indeed, recording the sessions prevented many interested second year students in the subject under investigation from participating in the experiment. The researcher lost a lot of time and efforts in convincing second year students to participate in the experiment. Besides, most of the sessions were held outside the department, consequently, one can think that the participants have been taken outside their natural environment which may affect their usual natural behavior. In other words, the conditions during which the experiment sessions were organized may have an impact on the reliability of the obtained results. It is fair to say that the existence of a camera in the classroom may prevent learners from acting naturally as they are used to do, but the researcher has no choice since the classroom observation could not be done in another way. Indeed, the researcher thought about the collaboration of another researcher who can record the different attitudes and behaviors of participants during each session but it would be impossible to observe all the participants at the same time despite their small number.

From another side, finding out the relationship between teaching materials and students' participation and motivation necessitated the measurement of the two previous variables during each session. The observation grid designed by the researcher for the sake of grading each participant's motivation and participation may vary from one researcher to another. Some indicators referring to participation and motivation may be added or omitted from the grading grid depending on each researcher view of the motivated learner or the actively participating one. To sum up the observation grid designed for the present research may lack some other elements characterizing motivation and participation in the classroom.

Conclusion

Taking into consideration the nature of the present research, the researcher designed two questionnaires (one for students and another for teachers). Students' questionnaire aimed at collecting data about students' preferences in terms of teaching materials in oral expression courses. Similarly, teachers' questionnaire aimed at describing teachers' attitudes towards the use of songs and videos as instructional tools for motivating students and enhancing classroom participation. In addition, through both questionnaires, the difficulties learners face in speaking were addressed from their perspective as well as their teachers'. It is worth to mention that the central data collection tool for this study is classroom observation which aimed at measuring participants' motivation and participation while implementing the three different treatments. Finally, a questionnaire was administered to the fifteen students who took part in the experiment to collect data about their feedback, reactions and attitudes towards the value and worth of the different teaching materials that they were exposed to. The combination of the aforementioned research tools, and mainly the last two, is believed to have an importance in increasing the validity and reliability of the present research work in answering the research questions and testing the research hypothesis.

Chapter Five

Research Situation Analysis: Teachers' and Students' Questionnaires

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Conclusion

Introduction

This research work relies on the collection of data from second year students in one hand and oral expression teachers in the other hand. The questionnaires' informants represent the participants in this research study. Their answers are of big value since they provide information about University teachers' qualifications and experience, in addition to their opinions and suggestions towards motivating students to participate in the classroom and the relationship between using songs and videos as instructional resources in order to enhance learner' motivation and participation during oral expression courses. Besides, the students' questionnaire provides data on Second year learners' problems encountered when using English to communicate as well as their preferences in terms of music, songs and videos and their perceptions concerning the use of these latter as instructional resources for motivating them to participate in the oral expression classroom.

5-1- Teachers' questionnaire analysis

As stated in the previous chapter, the teachers' questionnaire comprises twenty two items grouped into three main parts. Five teachers at the English department accepted to collaborate and participate in the research by providing valuable data that contributed considerably to answer many ambiguous questions related to the present investigation.

5-1-1- General information about the participants

5-1-1-1-item one: Gender

Participants answers are summarized on **(table 5.1)** and then illustrated on the diagram

Gender	Frequency	Percentage
Male	2	40 %
Female	3	60 %

Table 5.1: Teachers' gender.

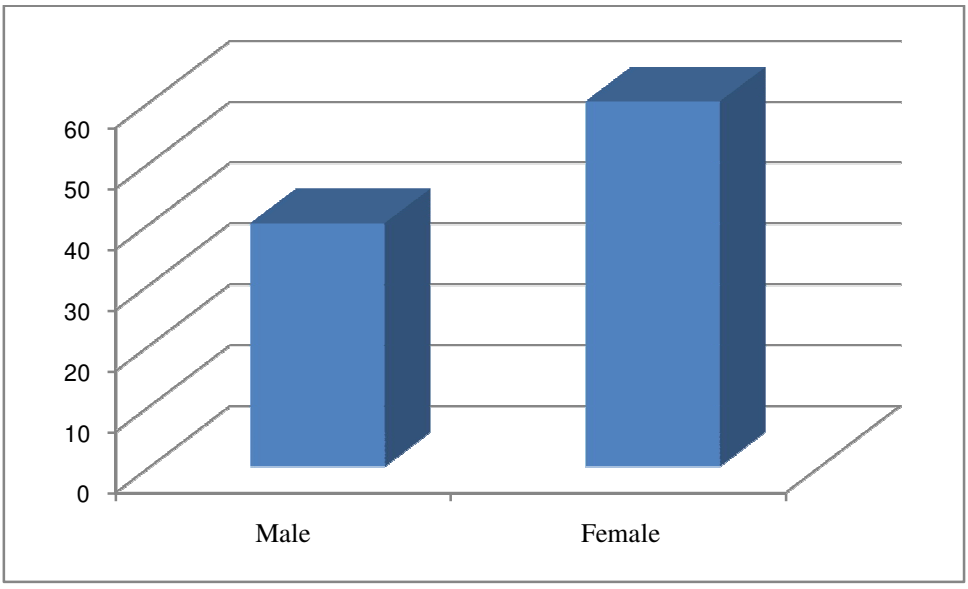

Diagram 5.1: Teachers' gender.

From the table above, we can observe that the majority (60%) of second year oral expression teachers of the English department at Batna university for the academic year (2014-2015) are females, whereas (40%) of them are males.

These results demonstrate that foreign languages teaching is dominated by females who are generally more attracted by studying and teaching literary specialties than males.

5-1-1-2- : Item 02: Age

Age	Frequency	Percentage
20-25	0	0%
26-30	1	20%
31-35	1	0%
36-40	2	60%
More than 40	1	20%

Table 5.2: Teachers' age

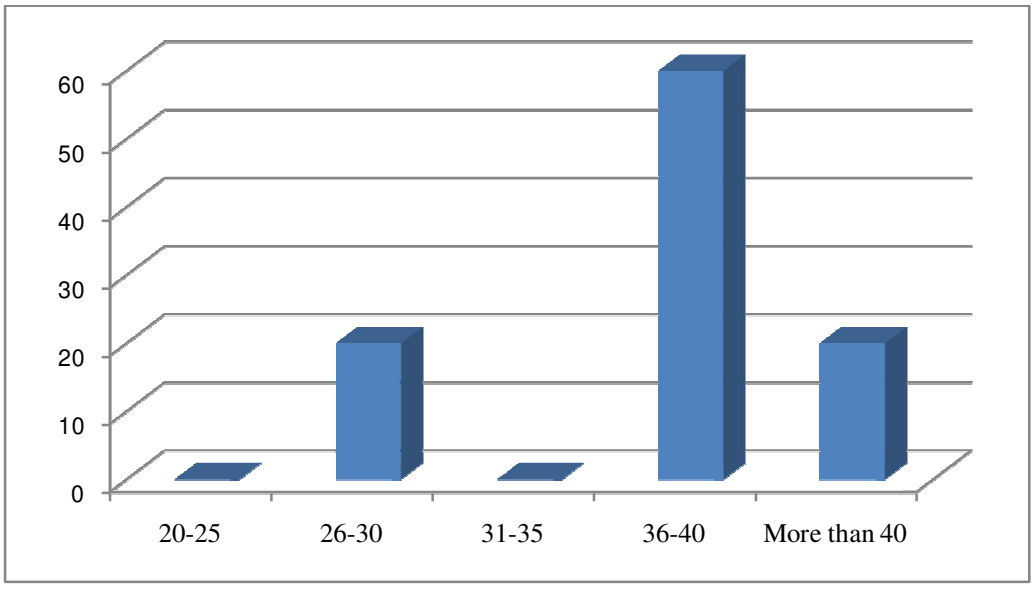

Diagram 5.2: Teachers' age

The majority of teachers who responded to this questionnaire are aged between 25 and 40 years. Only one teacher is more than 40 years.

5-1-1-3-Item03: Teachers' qualifications and experience

Results to this question are demonstrated on the (table 5.3):

Informants	Degree	Experience
1	Magister	12 years
2	Magister	6 years
3	Magister	10 years
4	Magister	11 years
5	Magister	4 years

Table 5.3 : Teachers' qualifications and experience

The five informants are permanent teachers. Their experience in teaching oral expression varies from ten to twelve years (4-12 years). The five hold a "magister" degree and four among them are preparing a doctorate thesis in psychology and applied linguistics.

Additionally, results to this question show that the majority of teachers in the English department at Batna university have a long experience in teaching the oral expression module, so their answer to the present questionnaire are considered to be of a great value and their suggestions will certainly help the researcher in solving many research questions.

5-1-2-Part two: Teachers' perceptions of the Oral Expression Course and problems encountered in teaching oral skills.

5-1-2-1-Item four: Teachers' feelings towards the Oral expression course: Do you like teaching the oral expression module?

Options	Frequency	Percentage
yes	4	80%
No	1	10%

Table 5.4 : Teachers' feelings towards teaching the oral expression module

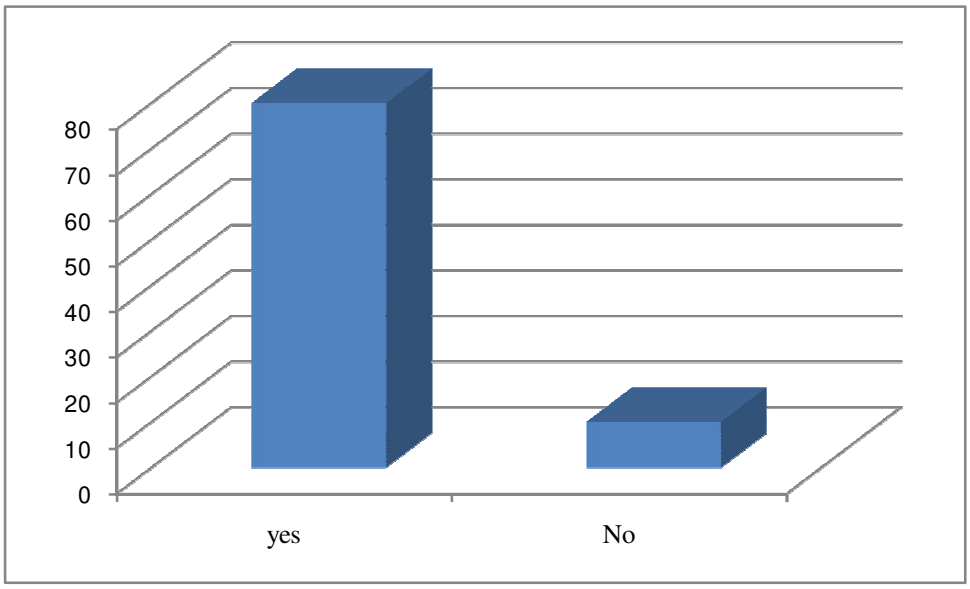

Diagram 5.3: Teachers' feelings towards teaching the oral expression module

We asked this question to see whether teachers like to teach this module or not and to have an idea about the reasons behind liking or disliking teaching the course oral expression. The obtained results demonstrate that the majority of the questionnaire respondents (80%) answered by "yes" and justified their answer by giving the following reasons:

- Oral expression is the session where I practice my English through speaking in different domains and not sticking to one subject.
- Teaching this module gives me the opportunity to know better my students because they express themselves freely in different situations.
- With my students, I have fun and together we enjoy the course.
- I feel free to choose the course content.
- There is a lot of discussion and interaction during this session.
- I appreciate watching students expressing their feelings and thoughts.

5-1-2-2-Item 5: Teachers' opinions about the way speaking and listening are taught in the department.

-Do you think that the way speaking and listening skills are taught in your department motivates learners to participate in classroom activities?

Options	Frequency	Percentage
Yes	2	40%
Partly	3	60%
No	0	0%

Table 5.5 Teachers' opinions about the way speaking and listening are taught in the department

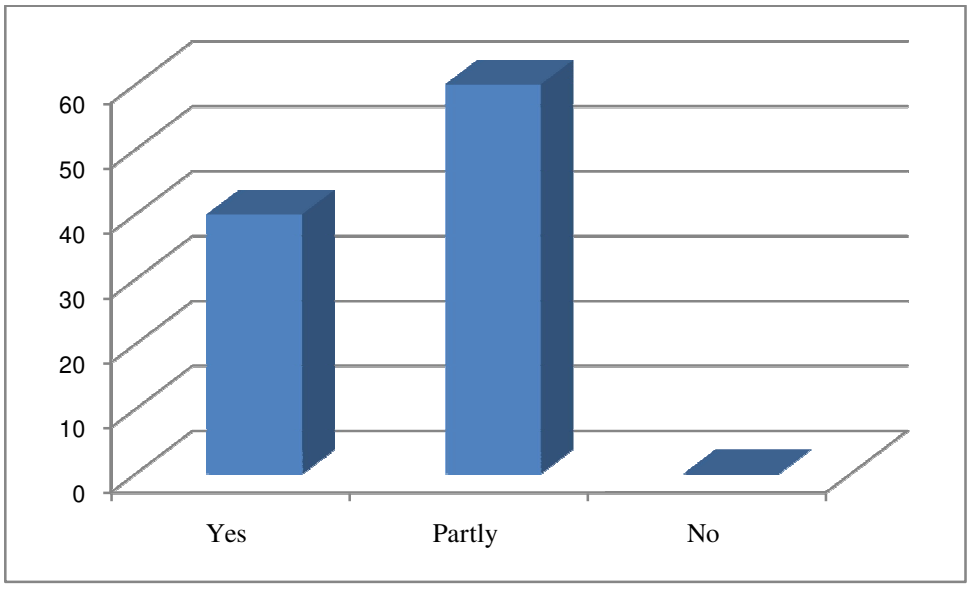

Diagram5.4: Teachers' opinions about the way speaking and listening are taught in the department

The results demonstrated in the table above reveal that two teachers out of five (40%) are totally satisfied by their way of teaching oral expression and think that they are encouraging learners to participate in the different classroom activities. They see that they are doing enough efforts to motivate learners in order to make them speak and communicate in the classroom. However, three teachers (60%) of the totality of participants, which is considered to be a majority considering the whole number of our participants, are not really sure about the efficacy of their methods in encouraging students' oral participation. These teachers consider that they are doing their best but the absence of equipped language laboratories is preventing them from doing their job in a good way in addition to the limited time allocated by the administration for teaching this module (3 hours per week) which is not enough for fully developing learners' oral/aural capacities. Besides one teacher explains that the lack of ICT materials affects negatively students' motivation .All what students do in the oral expression classroom is speak without listening and watching at the same time.

5-1-2-3-Item 06: Teachers' evaluation of their students' level in oral expression.

-How is the level of second year students in oral expression according to your experience?

Options	Frequency	Percentage
Very weak	0	0%
Weak	0	0%
Average	4	80%
Good	1	10%
Very good	0	0%

Table 5.6 Teachers' evaluation of their students' level in oral expression.

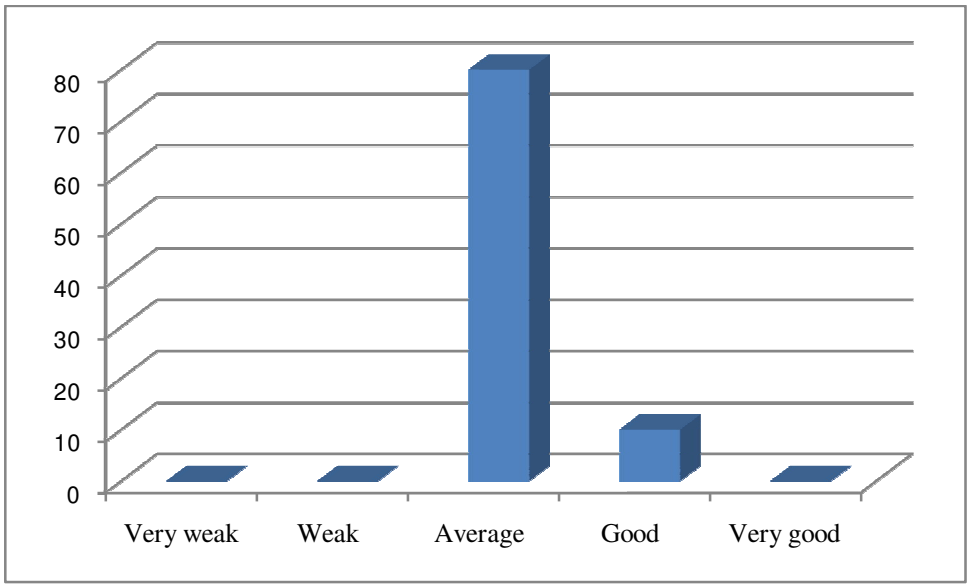

Diagram 5.5: Teachers' evaluation of their students' level in oral expression

The majority of teachers (80%) which means for out of five respondents state that their students have an average level. Many difficulties decrease their level in the oral expression module and prevent them from developing their oral/aural abilities. These problems will be discussed later on in the analysis of the present questionnaire by the respondents. However, one teacher sees that his students' level is good.

5-1-2-4-Item 07: Teachers' evaluation of their students' motivation to participate in oral expression courses.

- How can you evaluate your students' motivation to participate in oral expression courses

Option	Frequency	Percentage
Very weak	0	0%
Weak	3	60%
Average	2	40%
Good	0	0%
Very good	0	0%

Table 5.7 : Teachers' evaluation of students' motivation to participate.

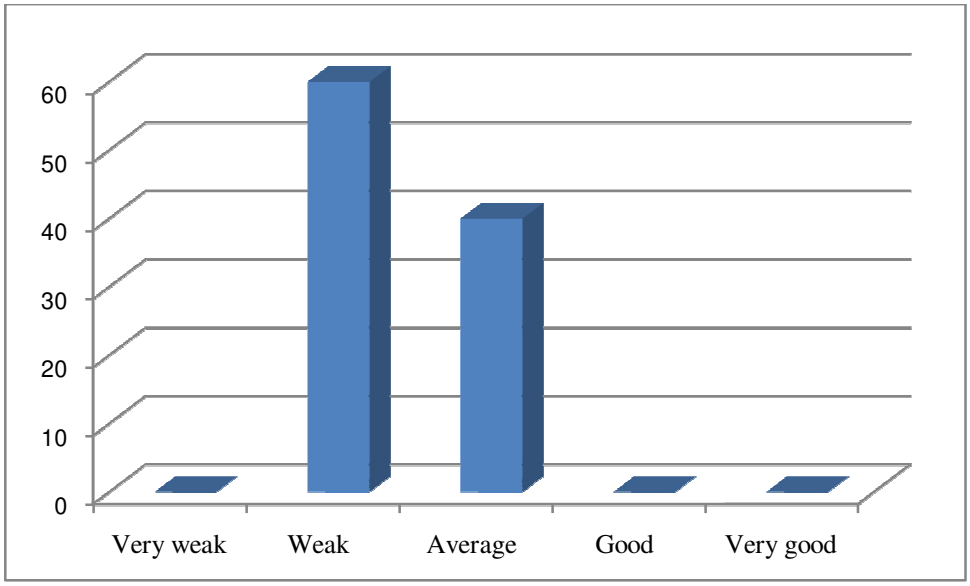

Diagram 5.6: Teachers' evaluation of students' motivation to participate

According to the results demonstrated in the table above, three teachers out of five estimate their second year students level of motivation as being weak and two others consider it as being as average level during oral expression courses. These results reveal that teachers who responded to the questionnaire have learners who are equipped with a weak motivation

in their classes and this confirms our belief that English second language students' lack the appropriate motivation which enable them to improve their level in English. The absence of motivation in the Algerian University classes has become a serious problem that should be taken seriously by the instructors.

5-1-2-5-Item 08: Teachers' opinions about the relationship between participation and teaching materials.

-Do you think that your students' poor participation in oral expression is related to the teaching materials used by teachers in the classroom?

Options	Frequency	Percentage
Yes	2	40%
Partly	3	60%
No	0	0%

Table 5.8 Teachers' opinions about the relationship between participation and teaching materials

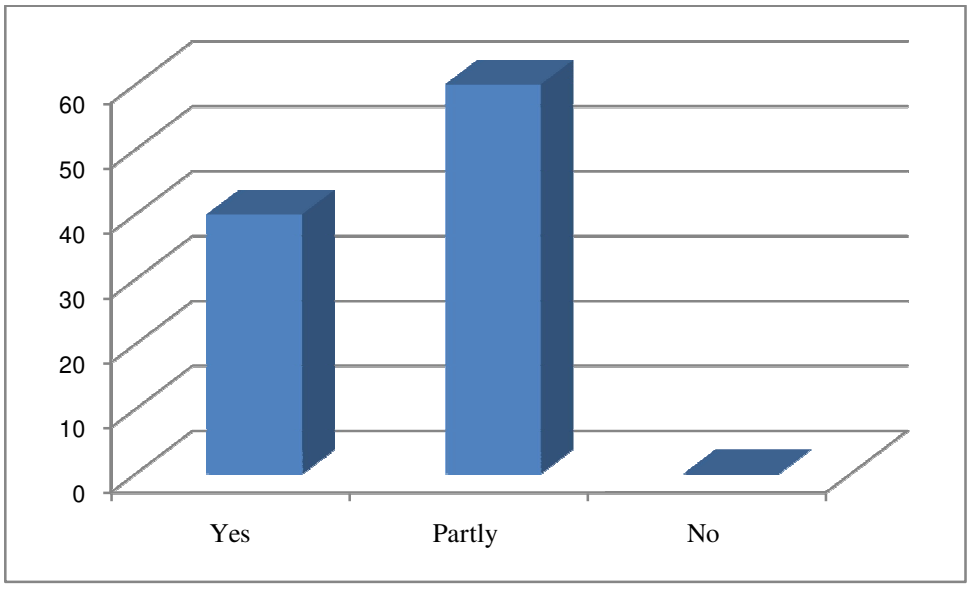

Diagram 5.7: Teachers' opinions about the relationship between participation and teaching materials

To answer this question, a majority of teachers (three out of five 60%) answered by partly which means that they attribute students' poor participation to many other reasons. However, two teachers (40%) consider the teaching materials used in our classroom as being the principle cause for learners' poor oral participation.

In addition to the poor teaching materials, the other reasons mentioned by the participants are the students' personality, because many students are introvert persons. Consequently, even if the session is interesting and the teacher spends a lot of efforts and energy to make them speak and participate, they lack the sufficient energy which push them to speak and communicate in the classroom.

5-1-2-6-Item 09: The relationship between students' lack of motivation and teaching materials.

-Do you think that your students' lack of motivation to speak during oral expression activities is related to the poor teaching materials used by teachers in the classroom?

Options	Frequency	Percentage
Yes	2	40%
Partly	3	60%
No	0	0%

Table 5.9 : Teachers' opinions about the relationship between motivation and teaching materials.

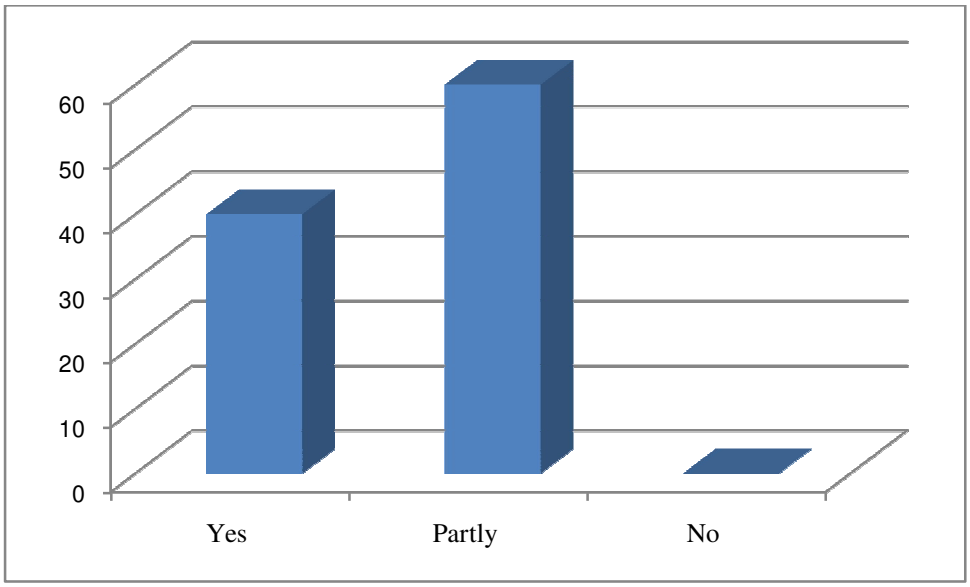

Diagram5.8:Teachers' opinions about the relationship between motivation and teaching materials.

As for students' participation (60%)of the respondents think that poor teaching materials can be partly the cause of students' lack of motivation whereas 40% of them answered by "yes" to this question instead of "partly" and "no" which shows that two teachers out of five believe that the poor available teaching materials can be the source of learners' lack of motivation to speak during oral expression activities.

Similarly, respondents gave many other reasons for students' lack of motivation to speak in the classroom similar to those given for answering the previous question. So, the majority of respondents think that students participate and engage when they are motivated. According to them their lack of motivation is greatly related to the poor teaching materials, except one teacher who suggests that a motivated student does not necessarily participate in classroom activities. He adds that some students come to the classroom with a high level of motivation but unfortunately do not engage in oral discussion and debate because of their shyness, anxiety related to their introvert personalities. Besides, one teacher explains that the teacher himself plays a big role in motivating students.

5-1-2-7- Item 10: Problems encountered by learners during oral expression: Which of the suggested problems do students encounter in Oral expression courses.

Options	Frequency	Percentage
They are afraid of making mistakes	5	100%
They are afraid of the teachers' criticism	5	100%
They cannot find the words	5	100%
They are not motivated	5	100%
They speak very little or not at all	5	100%
They are shy	5	100%
They use the Algerian Arabic or French	5	100%

Table 5.10: Problems encountered by students in the oral expression course

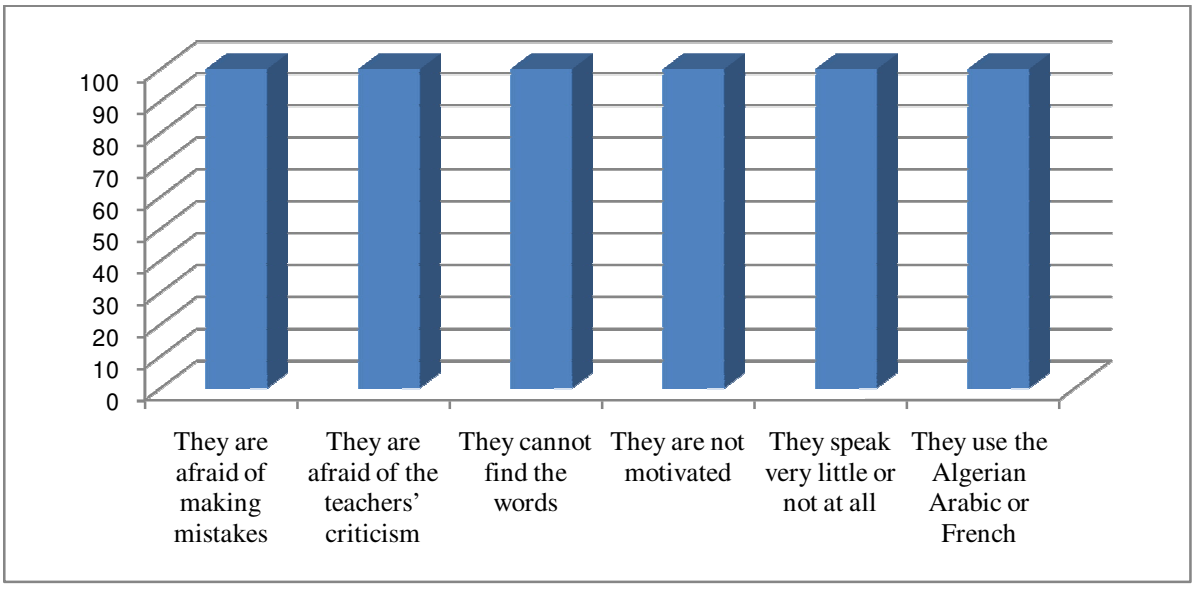

Diagram 5.9: Problems encountered by students in the oral expression course

All the respondents have chosen the seven suggested options for answering this question. Obviously, the provided options reflect all the encountered difficulties that any foreign language learner may face. Students are afraid of making mistakes because they do not possess enough vocabulary to express their thoughts appropriately and they fear the teachers' criticism. Indeed, instead of using the target language intensively in order to develop their abilities in communication, students prefer interacting between each other using their mother tongue because it is the language which allows them to send the message as they want to and without making mistakes or many efforts. Besides, they are not motivated so they do not speak much in the classroom.

5-1-2-8- Item 11: Time given for students' preparation.

-Do you give your students enough time to prepare themselves before they perform orally?

Options	Frequency	Percentage
Yes	5	100%
No	0	0 %

Table 5.11 : Teachers' opinions about the time devoted to preparation.

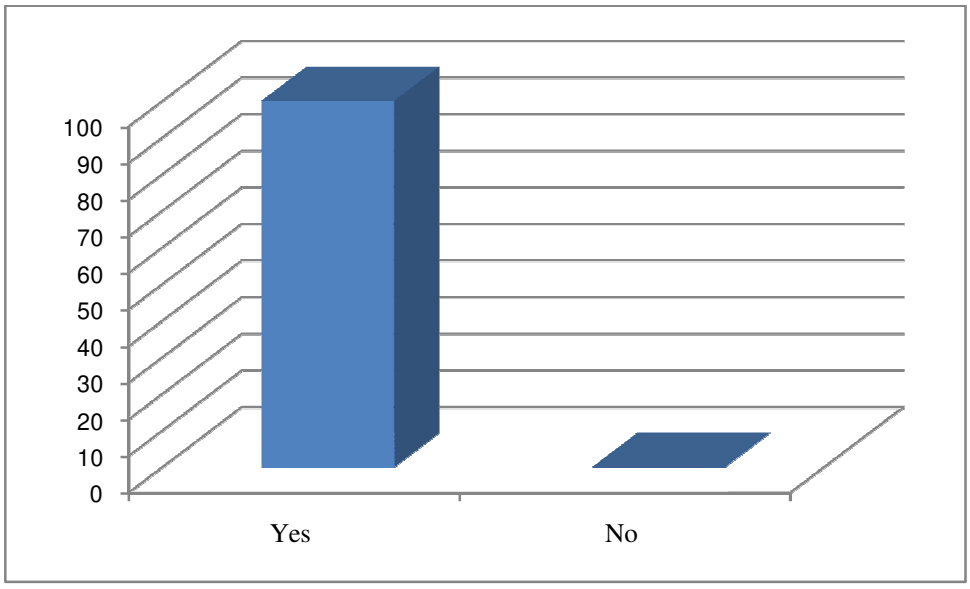

Diagram 5.10: Teachers' opinions about the time devoted to preparation

All the teachers think that they give enough time for their students to prepare themselves before they perform orally. We asked this question because in many cases students do not speak and participate because they are not given enough time by their instructor to think about the appropriate statements to express a particular idea. In our classes, we have students who think in Arabic and speak in English and the majority of them are not fluent so they need enough time to find the appropriate words in the foreign language to express their feelings towards the difficult subjects tackled in the classroom.

5-1-2-9-Item 12: Teachers' understanding and support.

-Are you understanding and supportive with your students?

Options	Frequency	Percentage
Yes	65	54.16%
No	73	60.83%

Table 5.12: Teachers' understanding and support.

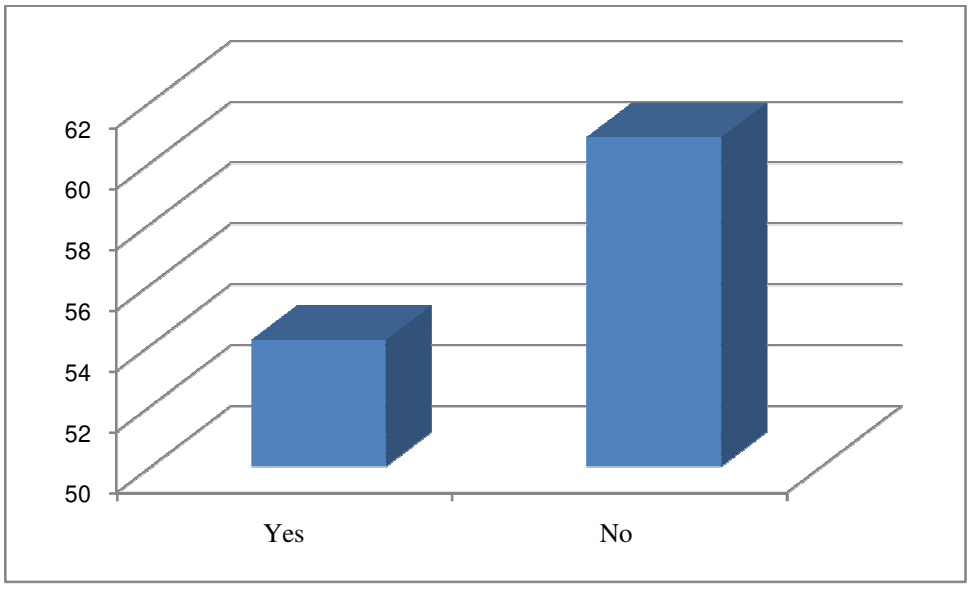

Diagram 5.11: Teachers' understanding and support

The results illustrated in **(table5.12)** demonstrate that all of the questionnaire informants believe that they are understanding and supportive. This question shows the amount of interest that the instructor's exhibit as far as the learning process is concerned. The majority of teachers are aware of their crucial role in the classroom. This is why they try to do their best in order to facilitate tasks and to attain the intended objectives in the best way. Besides the majority of the questionnaire participants are experienced teachers,so they know how to deal with students in the classroom.

5-1-2-10- Item 13: Teachers' reactions towards students' mistakes

- What is your reaction when the students make mistakes during oral expression courses?

Options	Frequency	Percentage
You stop them whenever…	1	20%
Be embarrassed	0	0%
Keep quiet, smile	0	0%
You may help them	4	0%
You just watch	0	80%

Table 5.13: Teachers' reactions towards students' mistakes.

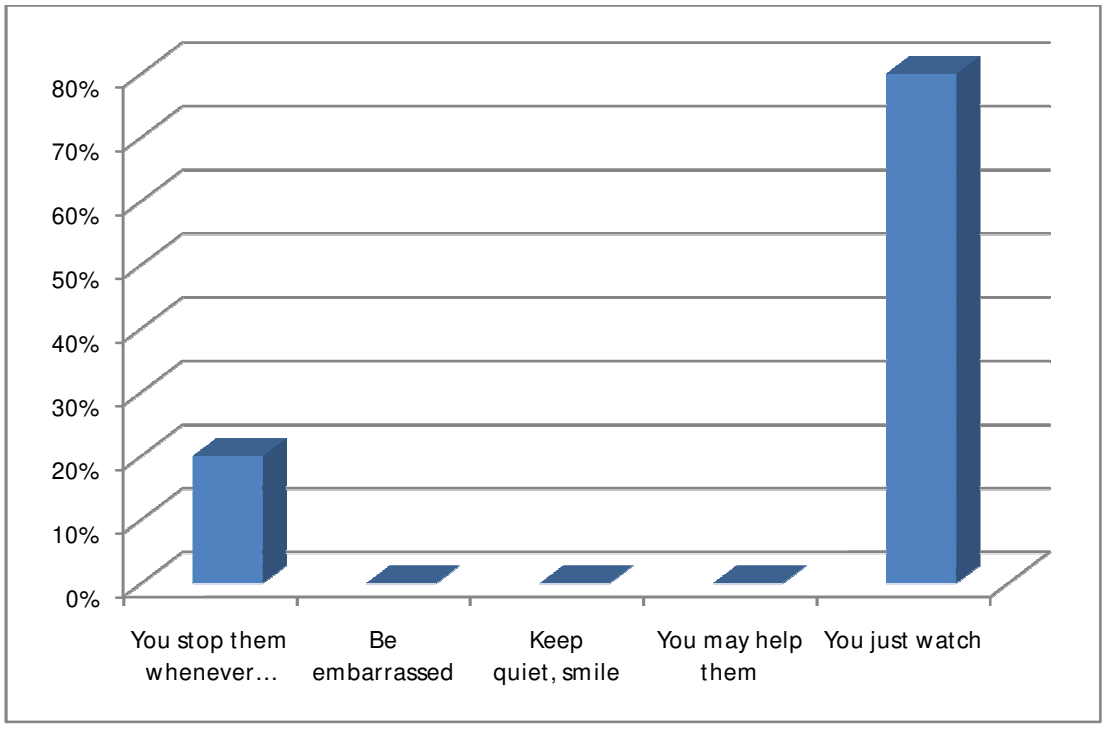

Diagram 5.12: Teachers' reactions towards students' mistakes

To answer this question, respondents were asked to choose one option from the suggested reactions that demonstrate the way in which they behave whenever their students do mistakes. Four teachers selected the fourth option which is helping their students, whereas one teacher

selected the third option which is stopping the student which is almost similar to the other selected option. Teachers' answers to this question demonstrate that the majority of students try to help students during the course by correcting their mistakes and helping them whenever they are in need of that. Obviously, all the teachers are used to students' mistakes and are aware of the manner in which they should behave whenever a learner finds difficulties in speaking the foreign language appropriately.

5-1-2-11-Item 14: Use of communicative strategies.

-Do you help your learners to make use of communicative strategies to surmount their speaking difficulties?

Options	Frequency	Percentage
Yes	1	20%
No	4	80%

Table5.14 : Table: Students use of communicative strategies

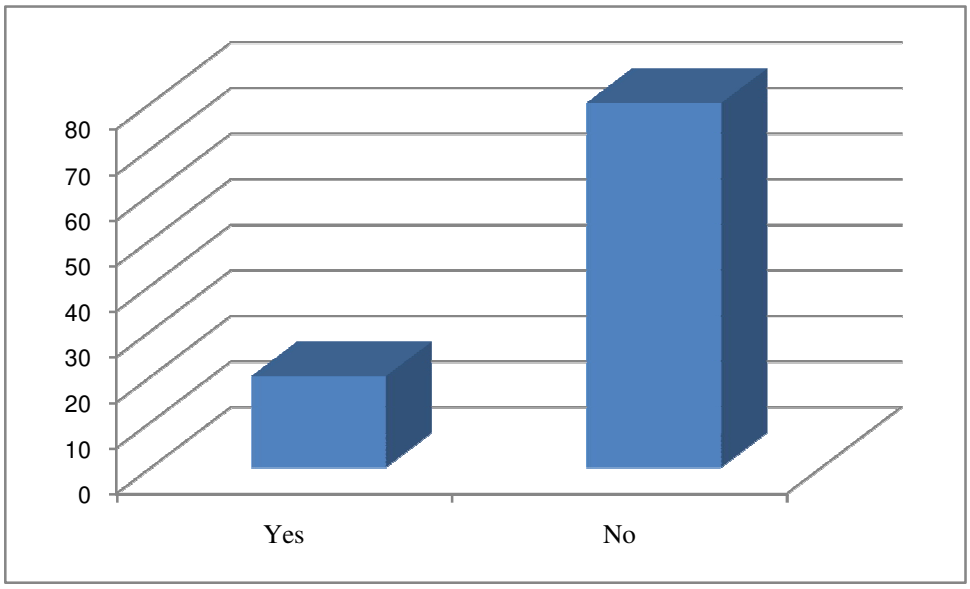

Diagram 5.13: Students use of communicative strategies

We asked this question in order to know if oral expression teachers help their learners to overcome speaking difficulties by making use of communicative strategies. Four teachers out of five (80%) which is considered to be a majority revealed that they do not help learners to use communicative strategies, whereas (20%) of respondents confirm that they help their students to overcome their speaking difficulties by using communicative strategies. These results demonstrate the enormous problem existing in classroom communication. learners' ignorance of communicative strategies may be one of the main causes which prevent them from engaging in classroom discussions. Despite the fact that being aware of the usefulness of communicative strategies is a prerequisite condition for successful foreign language communication, many teachers neglect informing their students of the importance of such strategies for facilitating Second language acquisition in addition to their necessity in helping learners to interact freely.

5-1-2-12-Item15: Teachers' opinions about the difficulties encountered by students.

-In general, what difficulties do you face in teaching oral skills?

By asking this question, we wanted to know about the difficulties that our respondents are facing in teaching oral expression and listening comprehension. Also, we wanted to see if their answers correspond to the problems that we have suggested while designing this research. All teachers revealed that they are facing many difficulties and obstacles related to the teaching conditions, materials, and learners attitudes. Some of main problems are summarized below:

- Lack of students' motivation and enthusiasm.
- Lack of participation and practice.
- Lack of modern teaching materials as audio-visual materials.
- Classrooms are overcrowded: the big number of students prevents the teacher from controlling and satisfying all students.

- All teachers mentioned students' psychological problems which they consider as one of the main difficulties that they are facing while teaching oral expression: shyness, fear of making mistakes, hesitation, anxiety, stress, lack of self-confidence and self-esteem.
- The majority of teachers agreed on that students' lack of vocabulary and linguistic problems prevent learners from participating in the classroom.
- Lack of students' practice outside the classroom.

5-1-3- Part three: Teachers' opinions about the use of songs and videos as teaching materials in the oral expression courses.

5-1-3-1-Item 16: Teaching materials used by teachers to teach speaking and listening skills.

-Which teaching materials do you use when teaching speaking and listening skills in the classroom?

We asked this question in order to see which teaching materials are used in the English department at Batna University during second year oral expression courses.

Participants' answers demonstrate that teachers rely on a diverse range of materials to present their lessons. Despite the current updated English teaching materials available, our teachers find difficulties in selecting materials to use in their teaching. Three teachers out of five explained that they use printed poems, short stories and plays for oral classroom discussion in addition to some audio CDs containing native speakers' interviews. One teacher prefers using songs occasionally for first year students to bring more fun to the classroom. Another teacher mentioned the use of the data-show for showing different pictures and images to students.

5-1-3-2- Item 17: The impact of audio-visuals on learners' motivation to participate.

-Do you think that audio-visual materials enhance students' motivation to participate?

Options	Frequency	Percentage
Yes	5	100%
No	0	0%
I don't know	0	0%

Table 5.15 :The impact of audio-visuals on learners' motivation to participate.

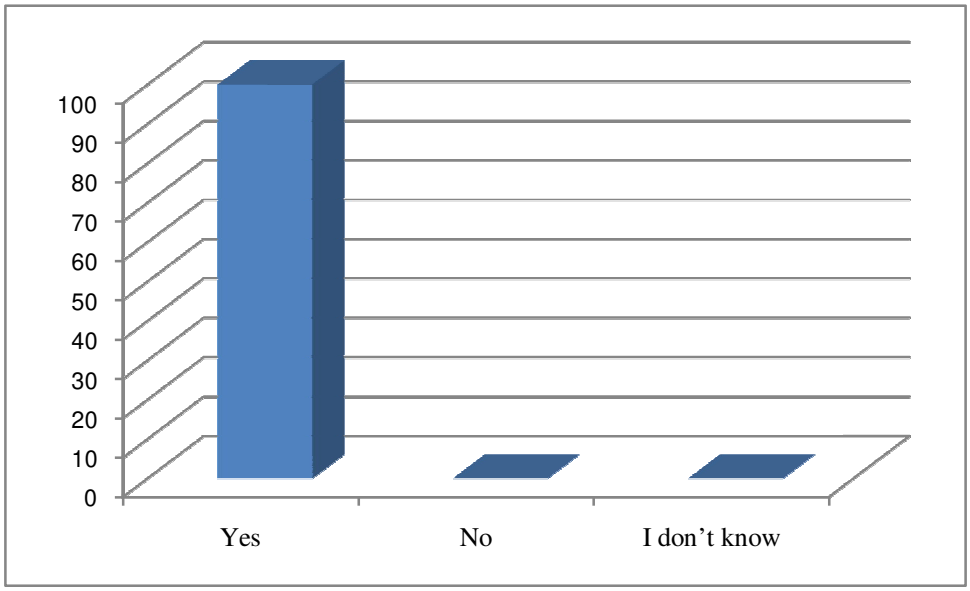

Diagram 5.14: The impact of audio-visuals on learners' motivation to participate

All the respondents think that audio-visual materials can enhance students' motivation to participate. Indeed, many studies demonstrate the efficiency of audio-visual material. Indeed, any experienced teacher knows the various advantages of such materials on the learners' psychological state as well as their language competencies. The problem which faces most teachers is the implementation of these materials in the course, which necessitates a lot of preparation as well as an equipped room and a limited number of students in the classroom.

5-1-3-3-Item 18: Teachers' use of the language laboratory.

-Do you use the language laboratory?

Options	Frequency	Percentage
Always	0	0%
Sometimes	2	40%
Rarely	3	60%
never	0	0%

Table 5.16: Teachers' use of the language laboratory.

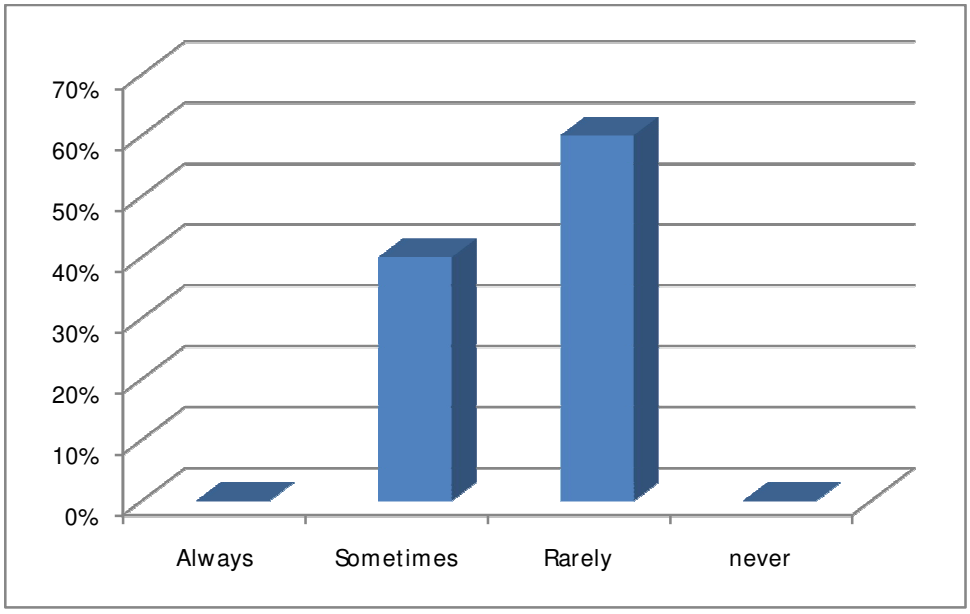

Diagram 5.15: Teachers' use of the language laboratory

The three teachers who answered by "rarely" explain that the language laboratory does not work and that there is a problem of electricity which has not been resolved since a long time. They explain that they are obliged to bring their personal materials as computers whenever they plan to use audio CDs.

5-1-3-4-Item 19: The use of songs as teaching materials.

-Do you use songs and music in oral expression activities?

Options	Frequency	Percentage
Often	0	0%
Sometimes	3	60%
Rarely	2	40%
Never	0	0%

Table 5.17: Teachers' use of songs

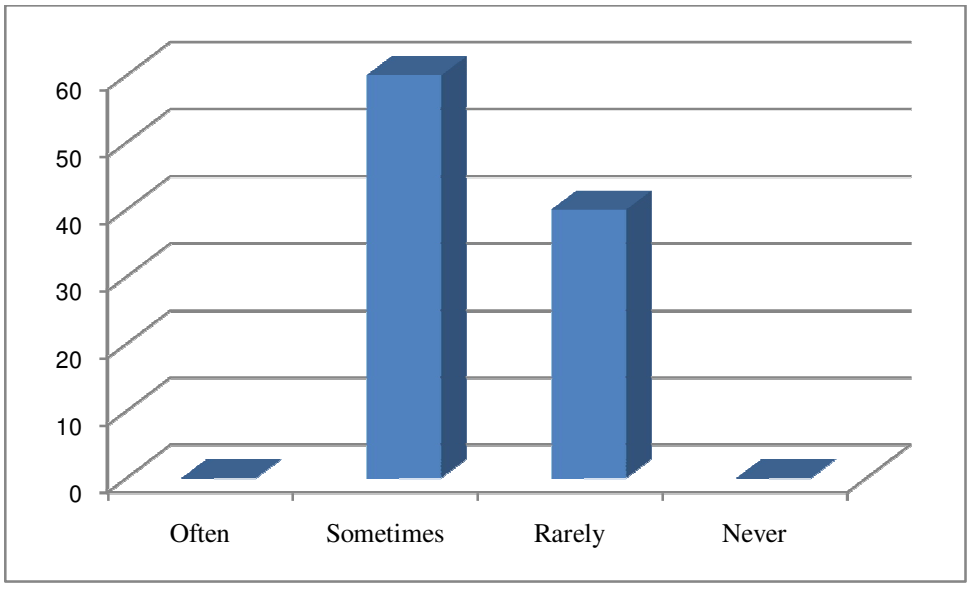

Diagram 5.16: Teachers' use of songs

Obviously songs are not a frequently used teaching material in the oral expression course, since three teachers out of five (60%) answered by 'sometimes' and (40%) answered by 'rarely'. So, we can observe that songs are not appropriately used as teaching materials to teach oral expression for second year students in the English department at Batna University.

5-1-3-5-Item 20: Teachers' use of videos.

-Do you use videos in oral expression activities?

Options	Frequency	Percentage
Often	0	0%
Sometimes	0	0%
Rarely	4	80%
Never	1	20%

Table 5.18 Teachers use of videos

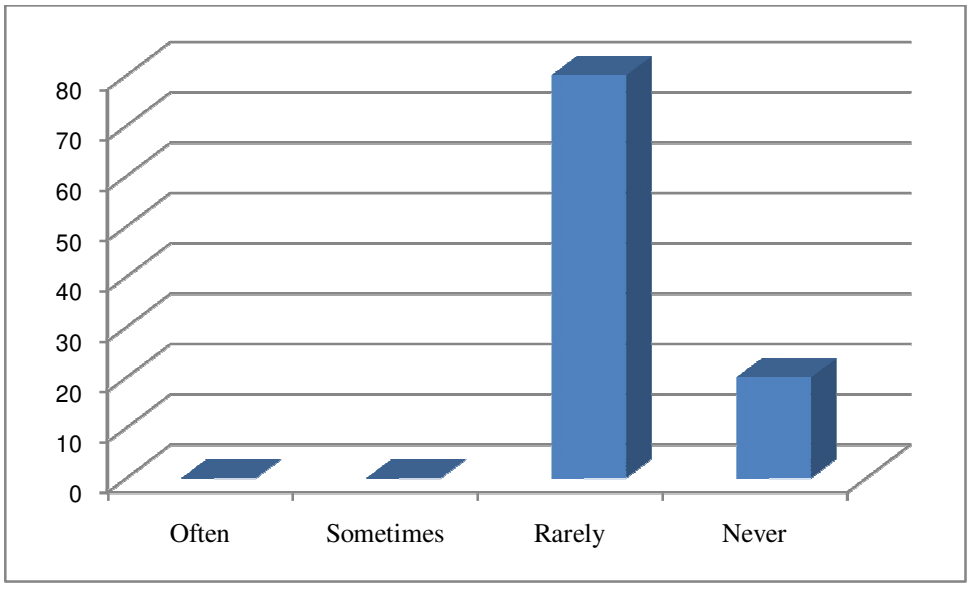

Diagram 5.17: Teachers use of videos

When asked to answer if they use videos to teach oral expression, (80%) of the teachers answered by 'rarely' and (20%) answered by 'Never'. Indeed, videos are totally absent in our language teaching classrooms. This is again justified by the absence of equipped materials, the huge number of students per-group and the lack of sufficient time appropriate for implanting such materials.

5-1-3-6-Item 21: Effects of the use of songs and videos on students

-What positive effects can the use of songs and videos have on students?

Teachers answers to this question are summarized in the following points:

- Students' learn easily new vocabulary.
- When using videos, it is easier for students to understand the foreign language.
- Songs and videos are described as attractive and interesting teaching materials by the respondents.
- Sound and visual aids can help learners to remember better.
- Students feel relaxed and have fun.
- When associated with images and body gestures, the foreign language is much easier understood.
- Songs and videos encourage collaborative work and increase motivation.
- Students are better engaged in activities relying on songs and videos.
- Students learn how to use the language in context through songs and videos.

5-1-3-7-Item 22: Teachers' suggestions for motivating students to participate.

-What do you suggest to enhance students' motivation to participate in oral expression course?

This question concerns teachers' suggestion aiming at making the oral expression course more motivating for students to participate in the different classroom activities. The respondents' answers are summarized below:

- Teachers should give students the opportunity to participate in the selection of the different teaching materials as well as the course content and the discussion topics.
- Teachers should be more tolerant towards the students' mistakes and misunderstanding during the oral courses.

- Teachers should use authentic materials as movies to teach native speakers pronunciation.
- New teachers should be trained to teach this module.
- Exposé should be presented in the form of mini projects where students can work in small groups instead of individual presentations.
- The university administration can bring native speakers to supervise teachers through academic formations, seminars and pedagogical entertainment.
- Teachers should give learners a relevant content presented in a good way.
- Teachers should be more comprehensive and in contact with learners.
- Our department should be equipped with modern language laboratories.

5-1-4-Summary of the findings obtained through the teachers' questionnaire

Generally speaking, the five teachers who participated in answering to the questionnaire designed to obtain information about the way speaking and listening skills are taught in the department of English at Batna University, in addition to the role of songs and videos in enhancing motivation and participation in the classroom, are experienced teachers who provided valuable information that helped in answering many of the suggested questions formulated at the beginning of the investigation. Indeed, participants who spent many long years in teaching at the department speaking and listening skills as well as many other aspects of the foreign language as: grammar , writing expression ,phonetics, literature, civilization etc, explain that they like teaching oral expression because despite of its difficulty, it is one of the modules in which the teacher is very close to his students and during which he or she practices different communication and conversation aspects of the foreign language. Besides, most teachers responded that they are teaching the language in the best way and that they are comprehensive and supportive, helping learners whenever they make mistakes or have troubles while expressing themselves, but the majority of them do not teach

learners how to make use of communicative strategies which are very important to overcome language learning obstacles.

From another side, teachers responded that their learners' motivation and participation in the classroom are average and sometimes weak, which is according to them is closely related to the poor teaching materials available in the department. Moreover, learners face many important speaking problems. They generally do not find anything to say and are afraid of making mistakes. Besides, they cannot find appropriate words in the target language, are not motivated to speak and tend to use Algerian Arabic or French when they are out of words and expressions.

Furthermore, as far as the teaching materials used in oral expression courses are concerned, participants responded that they generally use written poems and texts, speaking and short stories, plays, CDs of natives speech, sometimes the data-show, but very little songs and videos, despite the fact that they think that the majority of teachers think that they are efficient materials for motivating students to participate in the classroom. The absence of equipped language laboratories remains one of the major causes standing behind the fact that audiovisuals are not used by instructors to teach listening and speaking skills.

Furthermore, respondents to the questionnaire presented a long list of the various advantages that the use of songs and videos may bring into the classroom. According to the majority of them, songs and videos teach the foreign language in context and help learners to feel more at ease and relaxed. Besides, they encourage collaborative learning and motivate students to engage intensively in the different classroom activities.

Finally, participants suggest that in order to enhance students' motivation and participation, teachers should give more opportunities for learners to talk through the use of authentic materials as well as equipping the University with modern updated materials for assuring an advanced methodology of teaching.

5-2- Students' Questionnaire Analysis

The current study aims at investigating the relationship between teaching materials and students' motivation and participation in oral expression courses. A questionnaire comprising twenty five items was administered to 120 students, the equivalent of around two groups from second year students in the English department, at Batna University for the academic year 2014/2015.

5-2-1-General information

5-2-1-1-Item 1: Students' gender:

The majority of our informants in this research are females. They represent (85.83%) of the totality of our sample which is 120 students, whereas males represent (15.83%) of our sample. These results reflect the fact that foreign languages learning and literary specialties attract more girls than boys because of the nature of females who generally prefer all what is artistic and literary. Besides, the results are comprehensible if we consider the results at the baccalaureate exam in which the number of the girls who succeed in the BAC exam is largely superior than the number of boys.

Gender	Frequency	Percentage
Male	19	15.83%
Female	103	85.83%

Table 5.19 : Students' gender.

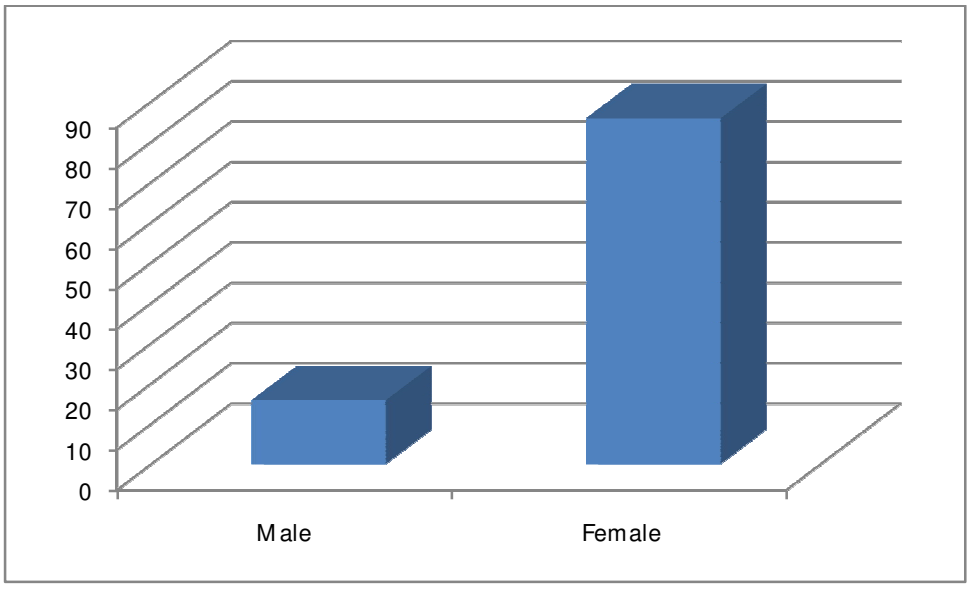

Diagram 5.18: Students' gender.

5-2-1-2- Item Two: Students' age

Answers to this question are demonstrated in the (table 5.20):

Age	Frequency	Percentage
20	70	58.33%
21	18	15%
23	0	0%
22	30	25%
24	2	1.66%

Table 5.20: Students' age

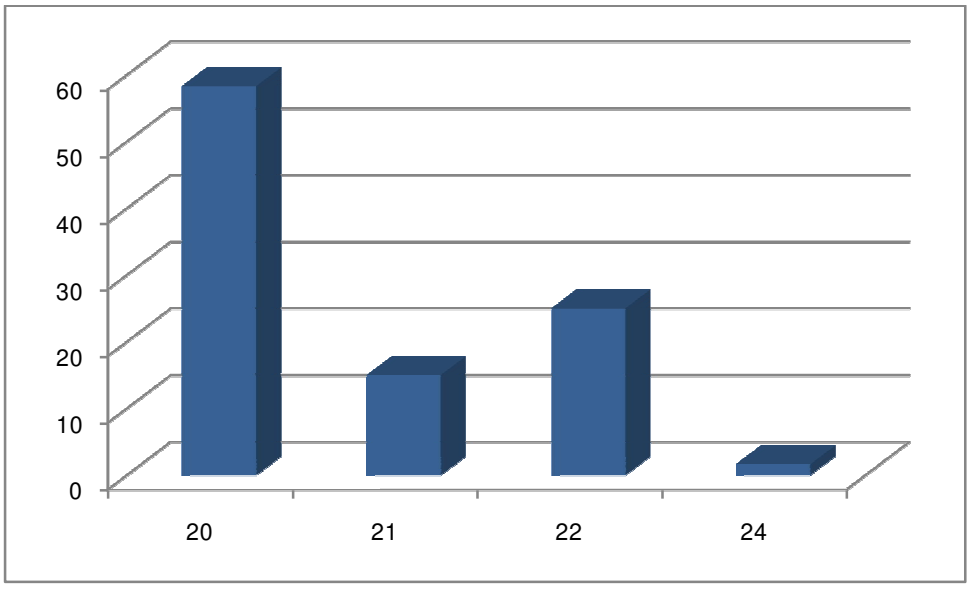

Diagram 5.19: Students' age

In this questionnaire students are asked to give their age. Since age identification is generally one of the main factors stated in the introductory section of academic questionnaires. Our respondents are aged between 20 and 24 years old. The majority of students (58.33%) are 20 years old since at the university level after succeeding in the Baccalaureate exam and spending one academic year in first year, students generally attend second year at the age of twenty. Besides, (20%) are 22 years old and only (1.66%) are 24.

5-2-1-3-Item 03: Students' type of Baccalaureate

Options	Frequency	Percentage
Literary	78	65%
Scientific	35	29.16%
Technical	07	5.83%

Table 5.21: Students' type of Baccalaureate

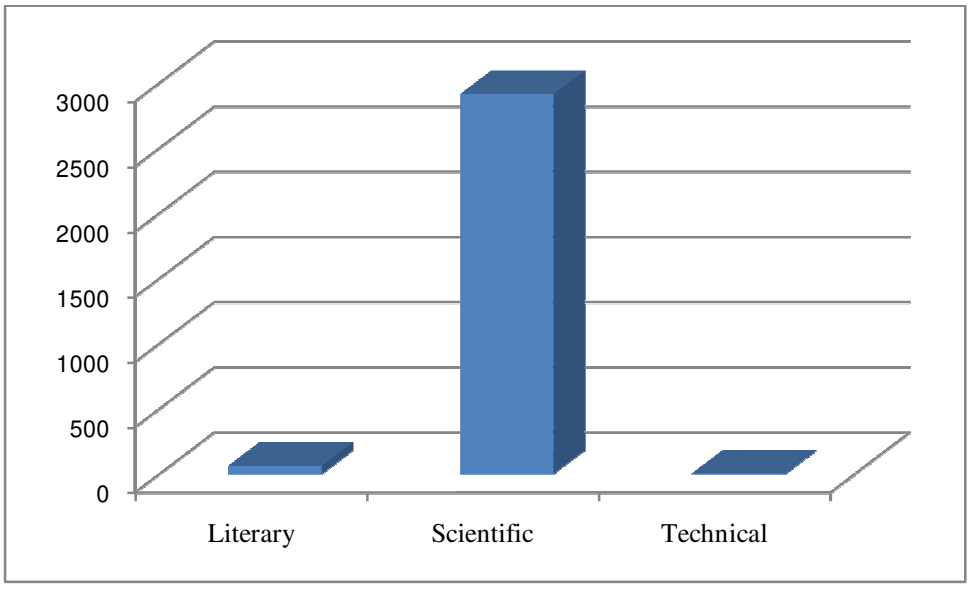

Diagram 5.20: Students' type of Baccalaureate

We asked this question in order to know the type of Baccalaureate our respondents hold. Results of the questionnaire reveal that the great majority (65%) has a literary background as demonstrated in the table below, whereas (29.16 %) of the students hold a scientific Baccalaureate and only (5.83%) of them were following technical studies. Obviously, during the last few years, the majority of students who register in the English department have a literary educational background. The results obtained reflect the restrictions put by the ministry of higher education and the new system of orientation through which most of the students sent into the departments of foreign languages followed the same discipline before attending the University, in the exception of a minority who has deliberately chosen to study English or has been oriented towards the specialty according to the average mean obtained in the BAC exam.

5-2-1-Item04: The choice of studying English

Is learning English your choice?

Students in this question are asked to say whether studying English was their choice or imposed to them.

Options	Frequency	Percentage
Yes	98	81.66%
No	22	18.33%

Table 5.22 : The choice of learning English

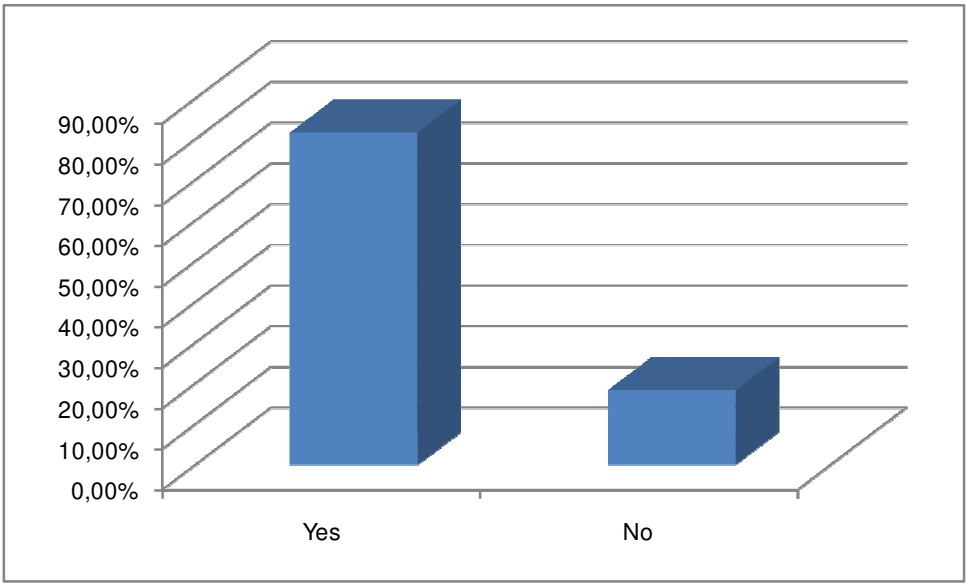

Diagram 5.21: The choice of learning English

According to the table above (81.66%) of our sample has chosen voluntarily to study English whereas (18.33%) wanted to study something else at the university after succeeding in the Bac exam. Consequently, we can assume that students who affirmed that studying English was their personal choice come to the university with a certain amount of intrinsic motivation and we believe that we are more motivated and willing to learn a foreign language when we are interested in it. But unfortunately, many learners lose their energy and

enthusiasm when they enter to the university because of many factors related to the teacher and teaching methods.

Considering the low percentage of students for whom studying English was an imposed choice, we can assume that the majority of our second year students come to the university at the beginning intrinsically motivated to study English as a foreign language. Additionally, Answers to this question also explain why our English department's classrooms are overcrowded .After getting their BAC exam, a big majority of students choose this branch because of the opportunities that foreign language studies can provide to University students.

5-2-1-5-Item 05: The purpose in studying English.

What is your major purpose in learning English?

Options	Frequency	Percentage
To get a job	50	41.66%
To do post-graduate studies	48	40%
To communicate with people	20	18.33%

Table 5.23: Purpose in learning English

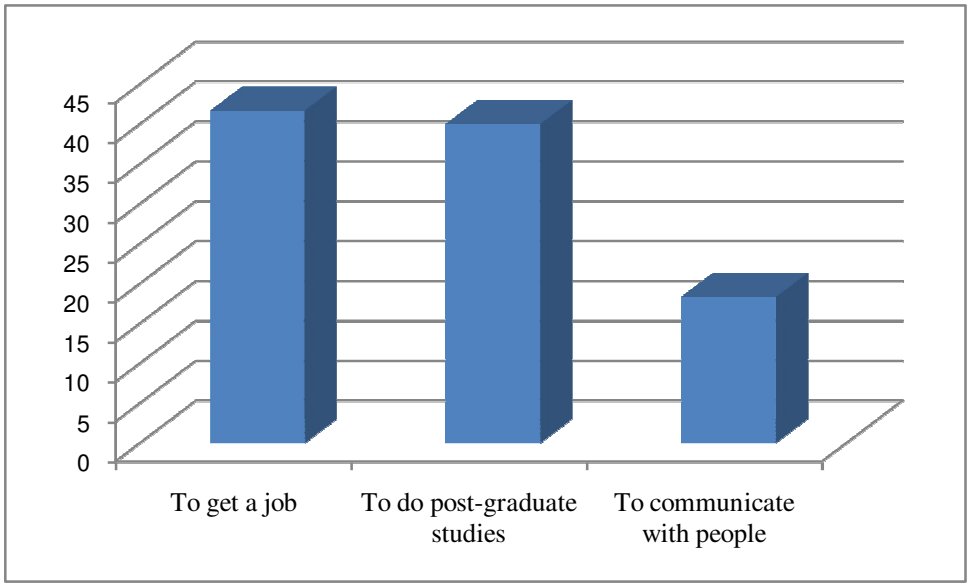

Diagram 5.22 :Purpose in learning English

According to the table above (41.66%) of our respondents are studying English to get a job in the future and (40%) plan to do post-graduate studies, certainly, for being teachers at the university and reach high levels of education. The other students (18.33%) prefer studying English for the sake of being able to communicate fluently in this foreign language. Today, many students plan to travel abroad and need English to communicate with people all over the world.

The other reasons given by students were that it was the hope of one of their parents or that they love this beautiful language and admire the British and American cultures.

Additionally, the reason given by most students who affirm to be eager and very enthusiastic to be fluent English speakers is that it is a universal language and learning it will certainly open many doors for them in the future.

5-2-2- Part Two: Students' perception of the oral expression course:

5-2-2-1- Item 06: Students' feeling towards the oral expression course.

How much do you like the oral expression course?

Options	Frequency	Percentage
Much	53	44.16%
A little	40	33.33%
Not at all	17	14.16%

Table 5.24 : students' feelings toward the oral expression course

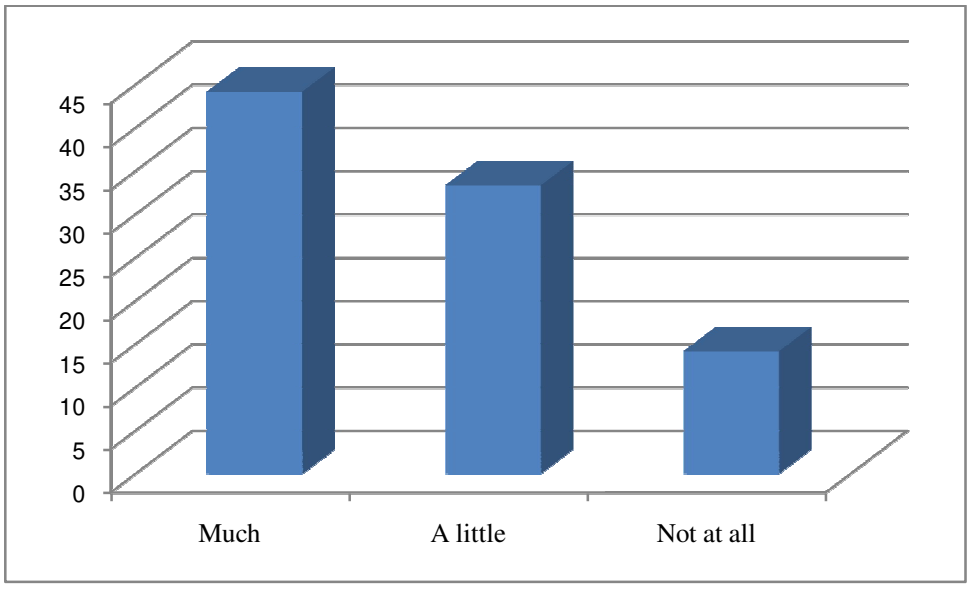

Diagram 5.23: Students' feelings toward the oral expression course

In this question, students are asked to say how much do they like the oral expression course and asked to justify their answer.

The results reveal that (44.16%) like "much" the oral expression course because the session gives them the opportunity to express their thoughts freely and to improve their oral performance by practicing listening and speaking skills. While (33.33%) of students opted for the option "a little" and (14.16%) for the option: "not at all". This latter explains that they do not like this session because they feel obliged to speak in a course that they find boring and not interesting. For them, the teaching techniques are far from being modern and up to dated.

5-2-2-2- Item 07:Frequency of talking English in the classroom.

-How often do you speak English in the classroom?

Option	Frequency	Percentage
Very often	02	1.66%
Often	15	12.5%
Sometimes	48	40%
Rarely	55	45.83%

Table 5.25: Frequency of talking English in the classroom.

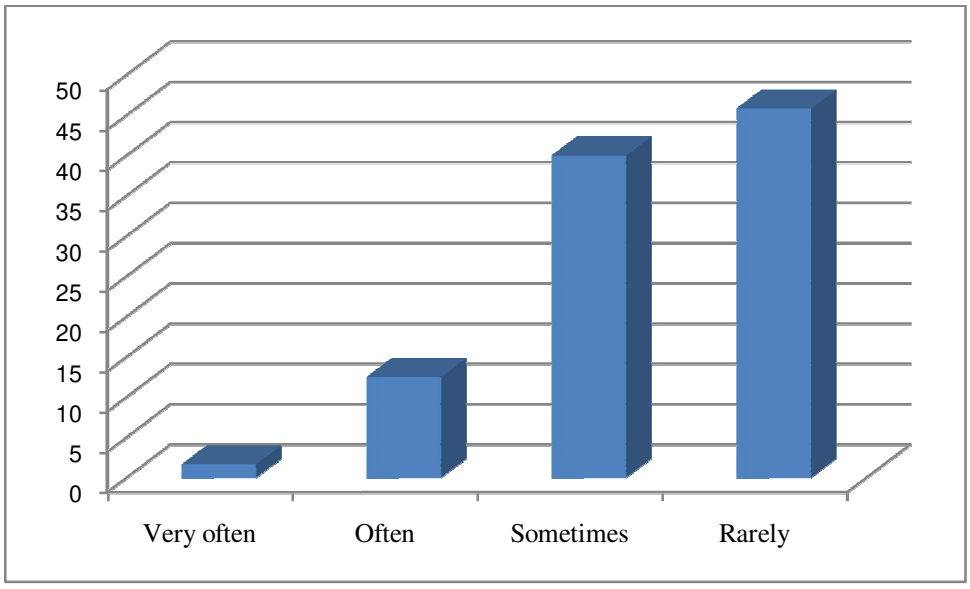

Diagram 5.24 : Frequency of talking English in the classroom

The results obtained in this item demonstrate that a great majority of students (45.83%) revealed that they rarely participate in oral expression courses. Those who sometimes intervene in discussions and interactions constitute (40%) of the whole sample whereas active students who often participate are estimated to (12.5%). Finally, a minority (1.66%) confessed that they very often participate in oral expression courses. So, we can observe a general lack of participation among second year students during the oral expression course.

5-2-2-3- Item 08: Reasons behind students' lack of oral participation.

-What are the reasons behind your lack of participation in the classroom? Choose one from the following options.

Options	Frequency	Percentage
Lack of interesting teaching materials	41	34.16%
Fear of the others' opinion about your performance	09	7.5%
Teachers' attitudes	18	15%
Your poor level in English	48	40%
Lack of self-confidence	4	3.33%

Table 5.26: Reasons behind students' lack of participation in oral expression courses

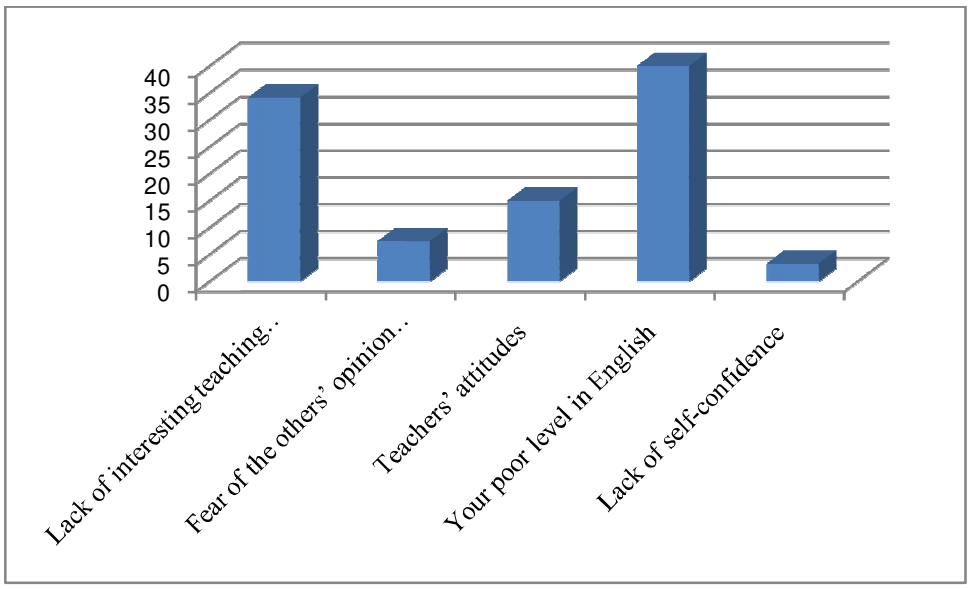

Diagram 5.25: Reasons behind students' lack of participation in oral expression courses

To justify their lack of participation in oral expression courses, (48%) of respondents have chosen the option: "poor level in English". Indeed, when learners lack vocabulary and appropriate language to express their thoughts and feelings in the target language, they prefer keeping quiet and avoid participation. This problem related to the lack of practice and not enough exposure to the target language remains one of the biggest problems facing foreign language learners in our Universities. Additionally (41%) relate their poor involvement to the

lack of interesting teaching materials and (15%) of them relate it to the teachers' attitudes and behaviors. Whereas "fear of other's opinion about their performance" (7.50%) and lack of self –confidence (3.33%) seem to be less important for students as far as their participation is concerned.

The other reasons stated by the respondents are related to the five options suggested by the researcher. Mainly the limited amount of foreign language vocabulary, the poor old teaching strategies and techniques, the lack of modern learning aids and the lack of communication between them and their instructor prevent second language students from participating heavily in the oral courses.

5-2-2-4-Item 09: Students' use of the language laboratory.

Do you use the language laboratory in oral expression courses?

Options	Frequency	Percentage
Very often	0	0%
Often	0	0%
Sometimes	12	10%
Rarely	74	61.66%
Never	34	28.33%

Table 5.27 : Students' use of the language laboratory

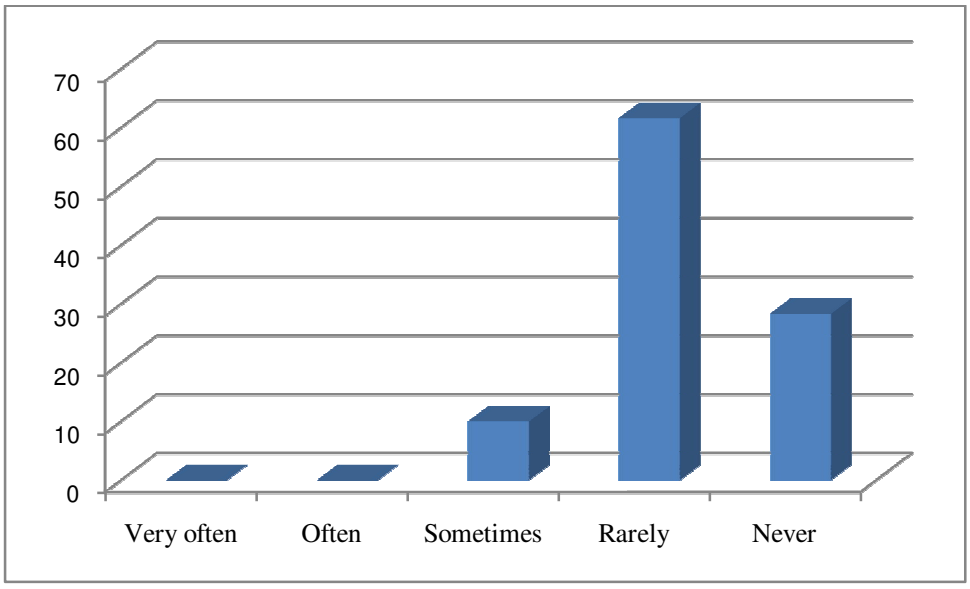

Diagram 5.26: Students' use of the language laboratory

For answering this question, (61.66%) of respondents opted for "rarely", (28.33%) for "never», whereas; (10%) opted for "sometimes". These results reveal that the language laboratories are not much used in our University. This reality affects the teaching level of the oral expression module, especially, in listening comprehension activities where learners need to listen to natives in order to improve their pronunciation.

5-2-2-5-Item10: Students' opinions about the time devoted to oral expression.

Do you think that the time devoted to oral expression course allow you to participate enough orally using the foreign language?

Options	Frequency	Percentage
Yes	33	27.50%
No	87	72.50%
I don't know	0	0%

Table 5.28 : Students' opinions about the time devoted to the oral expression course

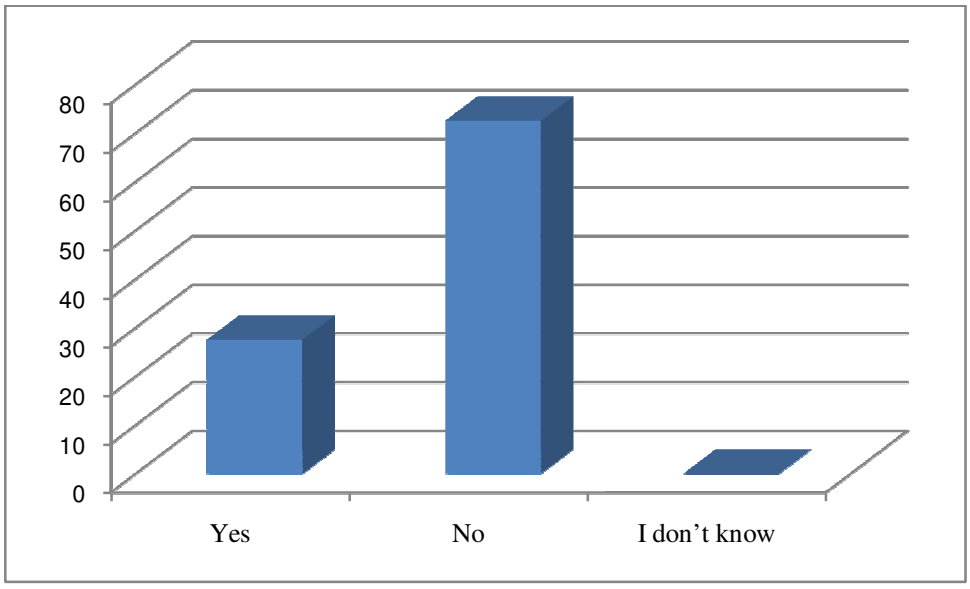

Diagram 5.27: Students' opinions about the time devoted to the oral expression course

We asked this question in order to know if the time devoted to the oral expression course is sufficient for providing students with enough time to participate and interact individually. That is to say: Is one hour and a half a sufficient period of time for the teacher to make his students practice their language and listen to s a sufficient amount of appropriate language?

(72.50%) of respondents think that it is not sufficient whereas (27.50%) see that it is not sufficient whereas (27.50%) see that it is not enough.

From the previous results we can understand that the time devoted to the oral expression course is not sufficient to fully develop second year students' speaking and listening abilities.

5-2-2-6-Item 11: Students' feelings while participating orally.

How do you feel when you participate?

Options	Frequency	Percentage
Motivated	45	37.5 %
Anxious	56	46.66 %
Confident	19	15.83 %

Table 5.29 : Students' feelings while participating in oral expression courses

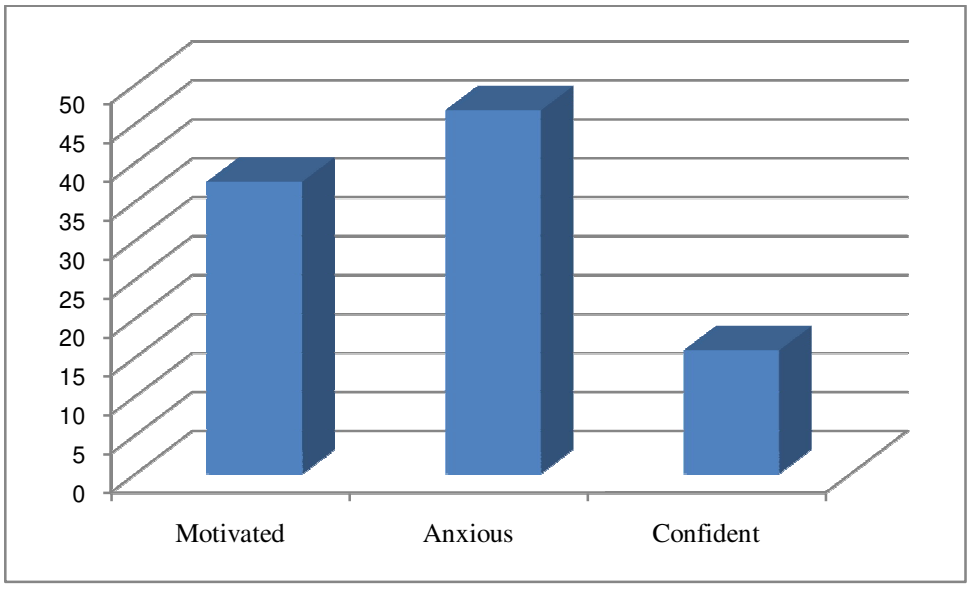

Diagram 5.28 :Students' feelings while participating in oral expression courses

(46.66 %) of the respondents feel anxious when participating certainly because of many reasons that will be discussed later, whereas (37.5%) feel motivated wanting to speak and interact with the teacher and the other students. Finally (15.83%) of respondents feel confident which means that they are sure that they speak in a correct language selecting appropriate vocabulary to express their thoughts and feelings. In all, we can notice that the feeling of' anxiety' dominates the psychological state of our learners during oral expression courses.

5-2-2-7- Item 12: Students' difficulties during oral participation.

-Which of the following problems do you encounter in oral expression sessions?

Options	Frequency	Percentage
You lack motivation	34	28,33%
You fear making mistakes	13	10,83%
You cannot find the appropriate words to express yourself	58	48,33%
You use your mother tongue	7	5,83%
You are shy	8	6,67%

Table 5.30: Students' difficulties while participating in oral expression

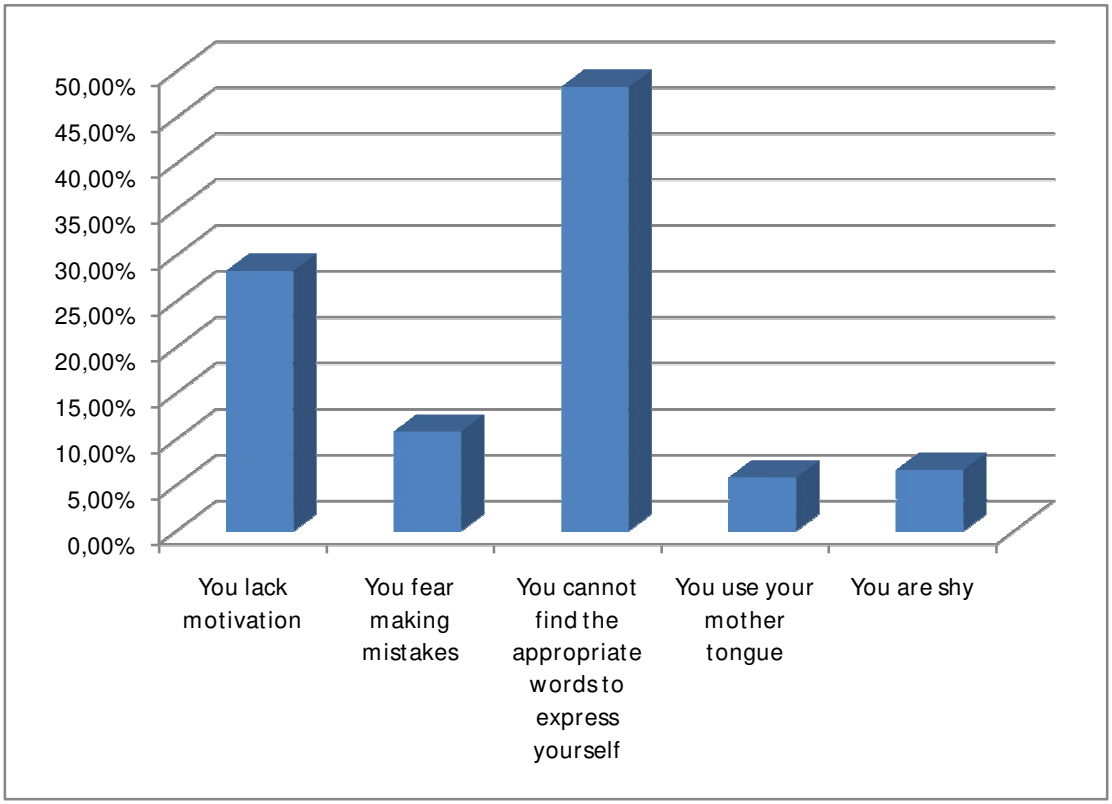

Diagram 5.29: Students' difficulties while participating in oral expression

This question complements the previous one; we wanted to have more information about the problems encountered by learners in oral expression courses. We asked this question in order to know sources of students' reluctance to participate. According to the results embodied in the (table5.29), we obtain that, (6.67%) of respondents attribute their lack of participation to their shyness and (5.83%) of the students think that the use of their mother tongue is one of the main difficulties that they face in oral courses. From another part, (48.33%) of the participants do not possess the sufficient force which push them to speak because they lack motivation. Additionally, the scores reveal that (10.83%) avoid speaking because they fear making mistakes.

5-2-2-8- Item13: Students' suggestions for making the oral expression course more motivating.

What teachers can do to make the oral expression course more motivating for you to participate orally?

By asking this question, we wanted to know about students' suggestions for making the oral expression course more interesting and motivating for them to speak and participate in the classroom. We obtained through the questionnaire various answers summarized in the following points:

- Teachers should be more tolerant when interacting with students.
- Teachers should treat all of students equally because some students dominate the discussion, so we do not feel motivated to participate.
- Teachers should speak more clearly and use simple words, explain and translate.
- Teachers should make use of technology as computers and internet during oral classes.
- Students should work in small groups, not individually.
- Our university should be equipped with modern audio-visual materials.
- The topics discussed in the classroom should be more motivating. Students prefer talking about topics related to their personal lives as love and friendship.

We can easily guess from the previous suggestions that the main motivating element is the teacher who plays a crucial role in bringing more interest to the classroom and finding out techniques and methods to avoid boredom and monotony in his class.

5-2-3-Part three: Students' attitudes towards the use of songs as teaching materials.

5-2-3-1- Item 14: Students' feelings towards listening to songs.

Do you like listening to English songs?

Options	Frequency	Percentage
yes	109	90.83%
No	11	9.16%

Table 5.31 : Students' feelings toward s listening to songs.

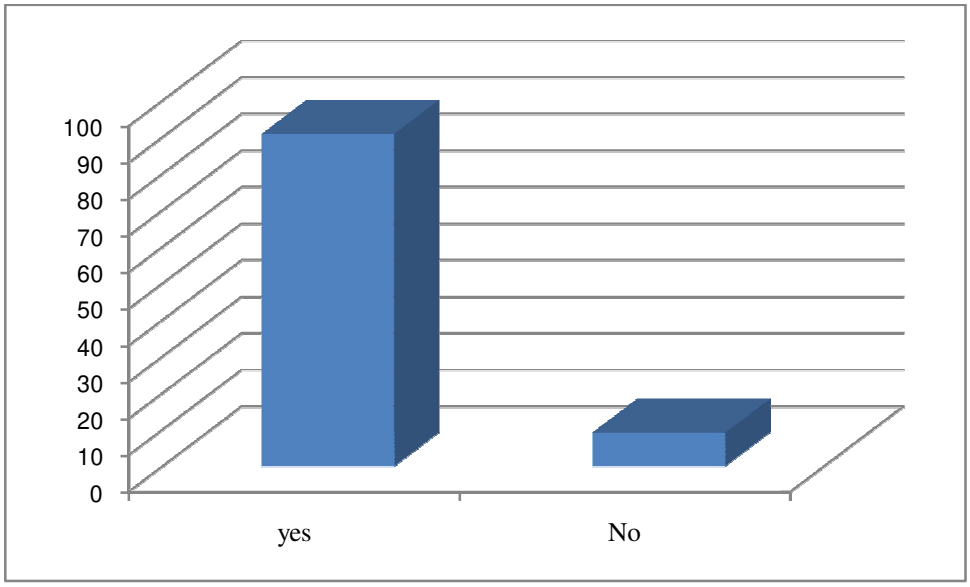

Diagram 5.30: Students' feelings toward s listening to songs.

As demonstrated in the table above, the majority of our respondents which represents (90.83%) of the whole sample like listening to English songs in general, whereas a minority consisting of (9.16%) of students are not really interested in such teaching material and prefer to choose the option "no". We can notice through students' responses that the majority of students would enjoy listening to songs during an English classroom.

5-2-3-2- Item 15: Students' feelings towards singing in English.

Do you like singing in English?

Options	Frequency	Percentage
Yes	67	55.83%
No	53	44.16%

Table 5.32: Students' feelings towards singing in English

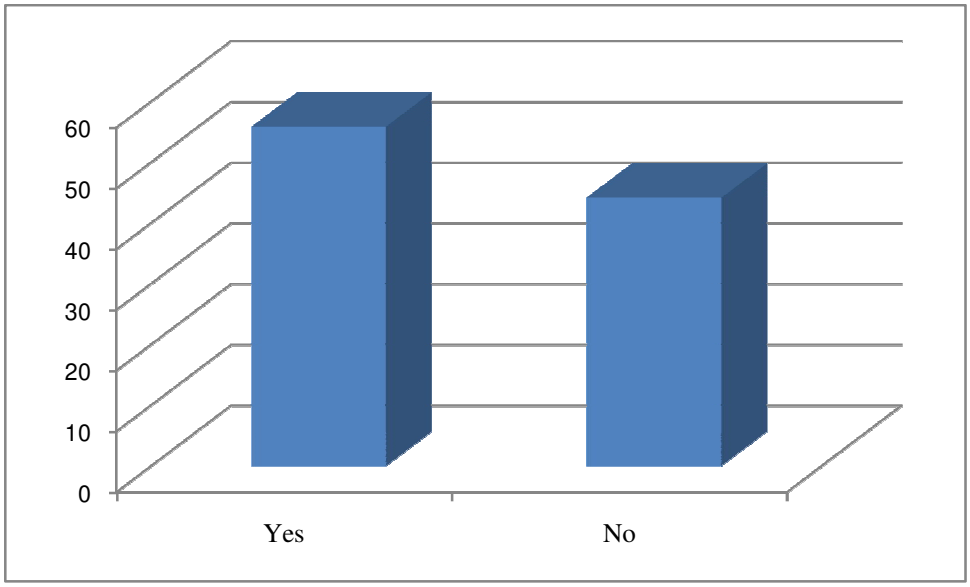

Diagram 5.31: Students' feelings towards singing in English

As shown in the table above (55.83%) of respondents would like to sing in English during oral courses whereas (44.16%) reacted negatively and preferred to choose the second option.

We asked this question in order to know if activities related to singing during oral expression courses will be interesting and motivating for our students. During the experiment, one of the tasks that our students will be asked to perform is to participate in group singing. So, it was necessary for us to know these attitudes toward this activity in which they will repeat singing the song many times in order to practice new vocabulary and learn the correct pronunciation of some words.

5-2-3-3-Item 16: Students' frequency of listening to English.

-How often do you listen to English songs in the classroom?

Options	Frequency	Percentage
Very often	00	0 %
Often	00	0 %
Sometimes	25	20.83%
Rarely	23	19.16%
Never	72	60%

Table 5.33: Students' frequency of listening to English songs in the classroom

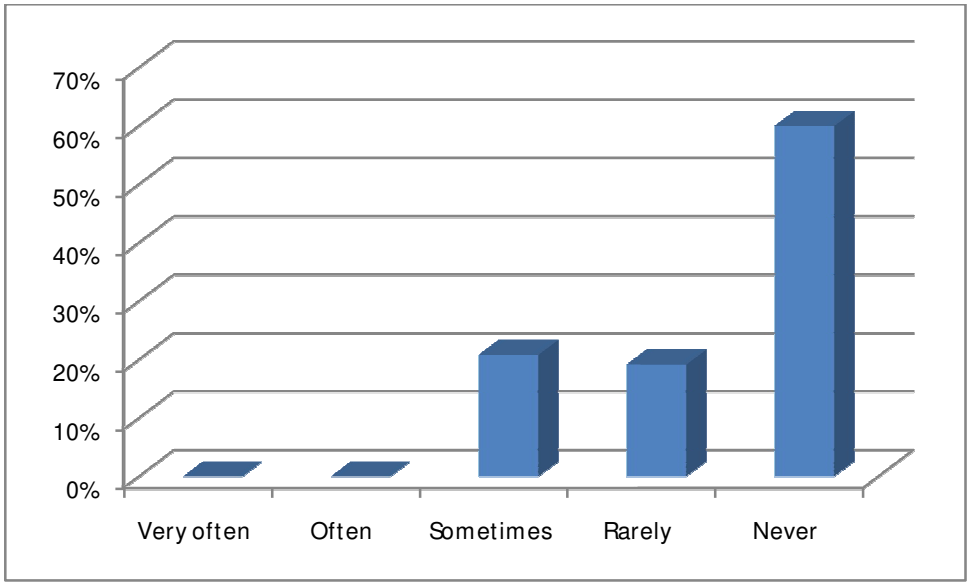

Diagram 5.32: Students' frequency of listening to English songs in the classroom

The results embodied on the table above demonstrate that (60%) of respondents never listened to English songs during oral expression classroom, (20.83 %) sometimes listen to songs and (19.16%) rarely listen to songs during a classroom context. This means that songs are not a frequently as used teaching material at the University.

5-2-3-4-Item 17: Students' best type of songs.

Do you like more: English, French, Algerian, or Oriental Arabic songs?

Options	Frequency	Percentage
English	58	48.33%
French	5	4.16%
Algerian	47	39.16%
Oriental Arabic	10	8.33%

Table 5.34: Students' best type of songs.

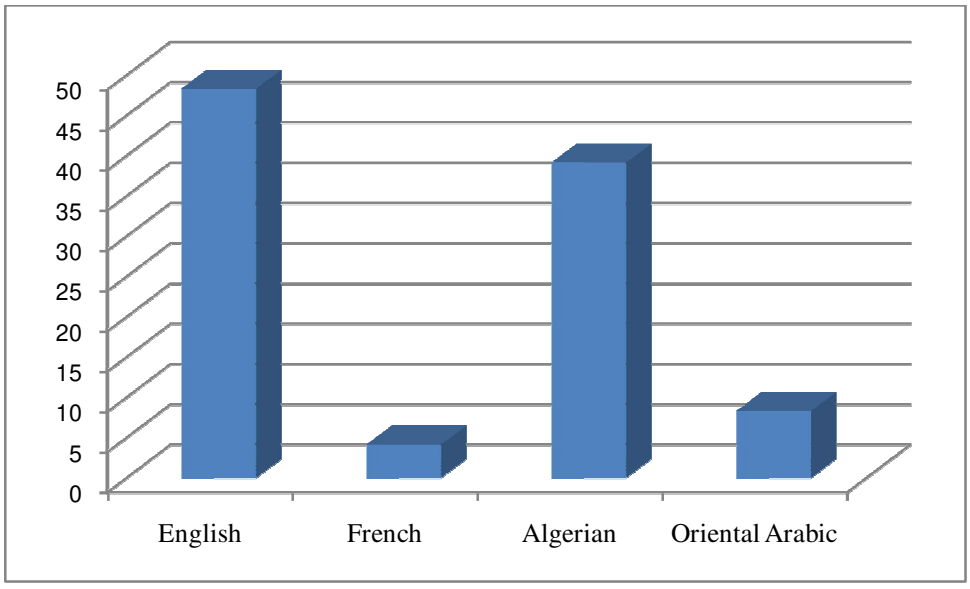

Diagram 5.33: Students' best type of songs.

According to the obtained results, (48.33%) of learners like listening to English songs, whereas; (39.16 %) prefer listening to Algerian songs which is quite comprehensible because a lot of persons are very linked to their cultural identity. From another part, (8.33%) like listening to oriental songs and only (4.16%) prefer French songs. So, we can conclude that the majority of learners like listening to English songs and introducing them into the language classroom as a pedagogical instructional resource would be favorable for enhancing students' interest and enthusiasm.

5-2-3-5-Item18: Students' preferences in terms of music genre.

What kind of music do you prefer?

Options	Frequency	Percentage
Pop	47	39.16%
Rap	36	30%
Country	12	10%
Rock	07	5.83%
Jazz	00	0%
Reggae	00	0%
Techno	08	6.66%

Table 5.35: Students' preferences in terms of music

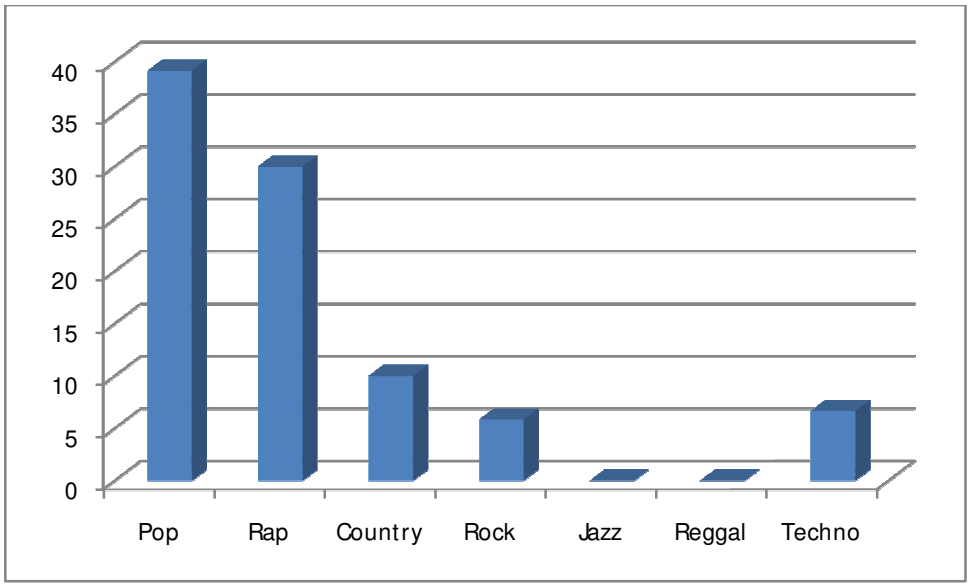

Diagram 5.34: Students' preferences in terms of music

(39.16%) of respondents which is the majority of our sample opted for pop music and (30%) for rap music. (10%) prefer country music, (6.66%) techno music and (5.83%) opted for rock music. It is much noticeable from the results embodied on the table above that our second year students dislike jazz and reggae musical genres. This question is of great

importance for our research because the results will help us in selecting the musical genres and songs for our experiment.

5-2-3-6-Item 19: Students' favorite English song.

What is your favorite English song?

We asked this question in order to gather information about second year students' preferences in terms of English songs. According to the results obtained through the questionnaire, we have noticed through the respondents' answers that Adel's song "Hello" was cited more than fifty times in the questionnaire. "Hello" from the other side" by the British pop singer Adel is considered to be one of the best songs of 2015 by our respondents. Also, Justin Bieber's song: 'Sorry', Silento: 'watch me' and Alan Walker: 'Faded' were cited by participants as English best songs.In addition to many other old and new songs as: Mickel Jackson's songs which were cited many times by students as "we are all the world", "Heal the world", "Black or white", "Strange in Moscow". Moreover, Rihanna's songs were also cited in students' list as "Umbrella" and many others. Even if Fill Collins is considered to be an ancient singer, many of his beautiful songs were cited by students as "another day in paradise" and "you will be my heart". Knowing students' tastes in terms of songs helps the instructor to have an idea about the type of songs to be chosen if he wants to implement them into the classroom.

5-2-3-7-Item20:Students'opininons about songs as a motivating tool for enhancing participation.

Do you think that listening to songs can motivate you to participate better in oral expression?

Options	Frequency	Percentage
Yes	97	80.83%
No	23	19.16%

Table 5.36: Students' opinions about the use of songs as motivating tool for enhancing participation.

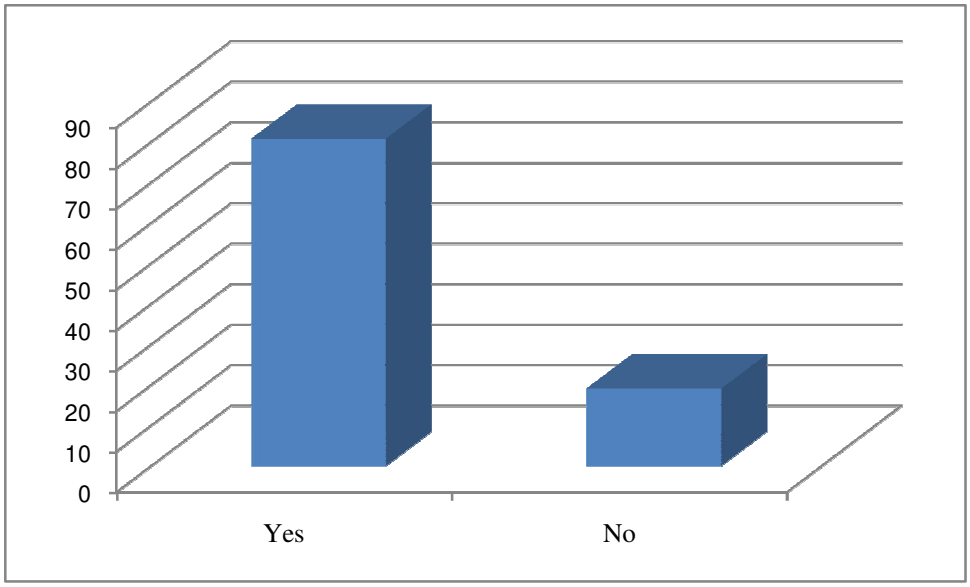

Diagram 5.35: Students' opinions about the use of songs as motivating tool for enhancing participation.

(80.83%) of respondents agree on the idea that songs can motivate them to participate better in oral expression courses. Whereas, (19.16%) of them do not believe that they can be used as teaching materials for motivating students to practice English and learn new vocabulary. Among our students, there are those who do not like listening to songs and do not see the necessity of using them in learning context. In our society, there are some social,

cultural and religious beliefs which prevent some persons from seeing songs and music as teaching materials. For them, they can be used only for entertainment.

Students who answered by "yes" justified their answer by giving the following reasons:

- Songs develop our communicative skills.
- Songs create a wonderful atmosphere in the classroom.
- Songs are a useful vehicle for vocabulary learning.
- Repetition through songs allows us to learn words pronunciation.
- Music makes them feel relaxed and be in a good mood.
- Grammatical rules can be learned easily through songs.
- We become more familiar to the target language through songs.

5-2-4-Part Four: Students' perceptions of the use of videos as teaching materials during oral expression.

5-2-4- 1-Item 21: Frequency of video watching in the classroom

How often do you watch videos in the classroom?

Options	Frequency	Percentage
Often	0	0%
Sometimes	1	5.83%
Rarely	18	15%
Never	95	79.16%

Table 5.37: Frequency of videos watching during oral expression

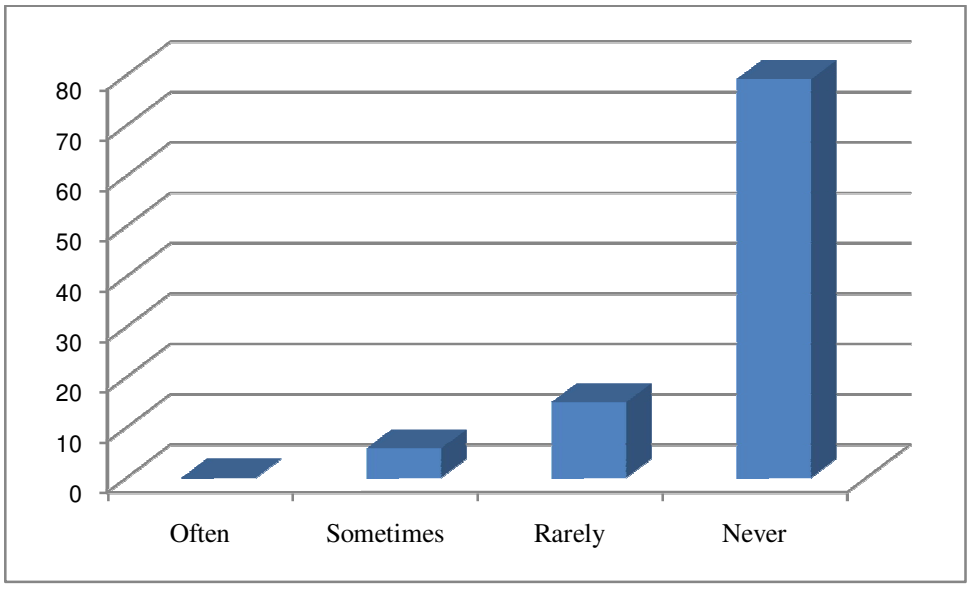

Diagram 5.36: Frequency of videos watching during oral expression

Results to this question are really supporting. (79.16%) of respondents has never watched a video in an oral expression course and (15%) confirm having rarely watched videos in the classroom. These scores demonstrate that teachers do not use audio-visuals materials in their classes, probably because of the lack of sufficient materials since our classes are not well equipped to give learners the opportunity to watch videos in English.

5-2-4-2-Item 22: Students' feelings towards watching English videos.

Do you like watching videos in English?

Options	Frequency	Percentage
Very much	18	16%
Much	78	65%
Not much	24	20%
Not at all	0	0%

Table5.38: Students' feelings towards watching videos in English during oral expression course.

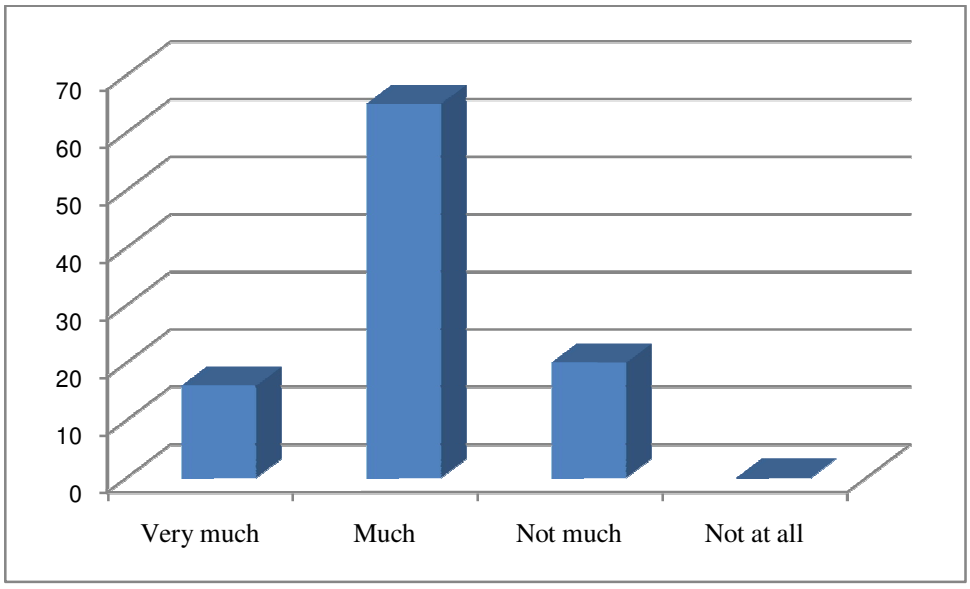

Diagram5.37: Students' feelings towards watching videos in English during oral expression course.

According to the scores embodied in the table above (65%) of respondents like much watching videos in the classroom and (18%) of them preferred to choose the option "very much" that means that they will enjoy very much the use of this type of teaching material during oral courses. However, (20%) of students are not really enthusiastic towards videos in English for learning listening and speaking.

5-2-4-3-Item 23: Do you find any difficulties in understanding the language used in English videos?

Options	Frequency	Percentage
Yes	63	84%
No	12	16%

Table5.39: Students' difficulties while watching videos in English?

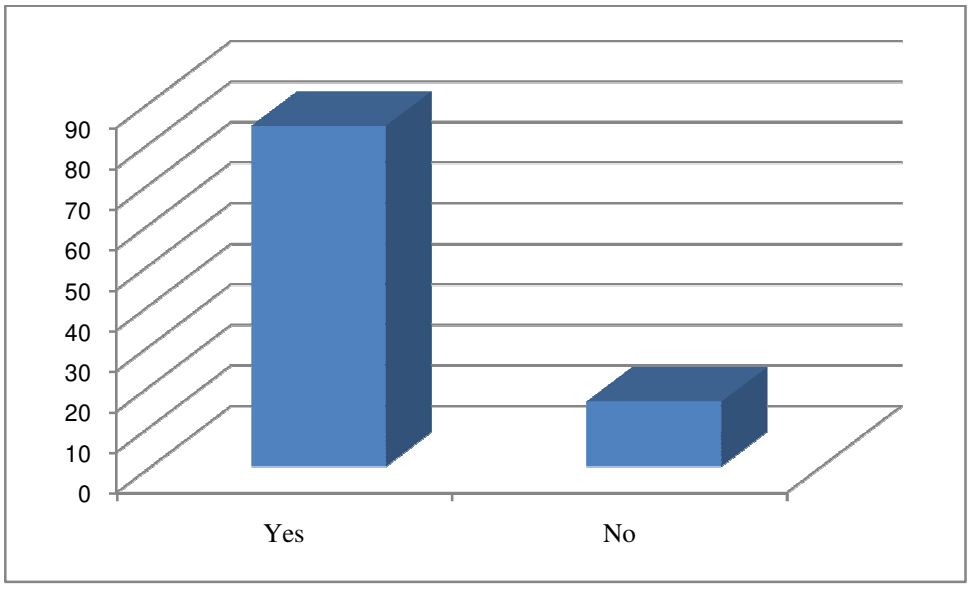

Diagram 5.38: Students' difficulties while watching videos in English

The 75 students who confessed that they watch videos in English outside the classroom are asked to say whether they find any difficulties while watching or not.

To this question (84%) confirmed that they meet obstacles while watching natives speaking and only (16%) of them answered by "no".

Most students gave two main difficulties that they generally encounter while watching videos in English. These are that:

- Natives speak so fast and many times their language cannot be understood by students.
- When students watch English videos with Arabic subtitles, they find themselves reading the text without concentrating on the original version of the video.

5-2-4-4- Item24: Do you think that watching videos in English oral expression courses can motivate you to participate in the classroom.

Options	Frequency	Percentage
Yes	96	80%
No	24	20%

Table 5.40: Students' opinions about the use of videos as a motivating tool to enhance participation.

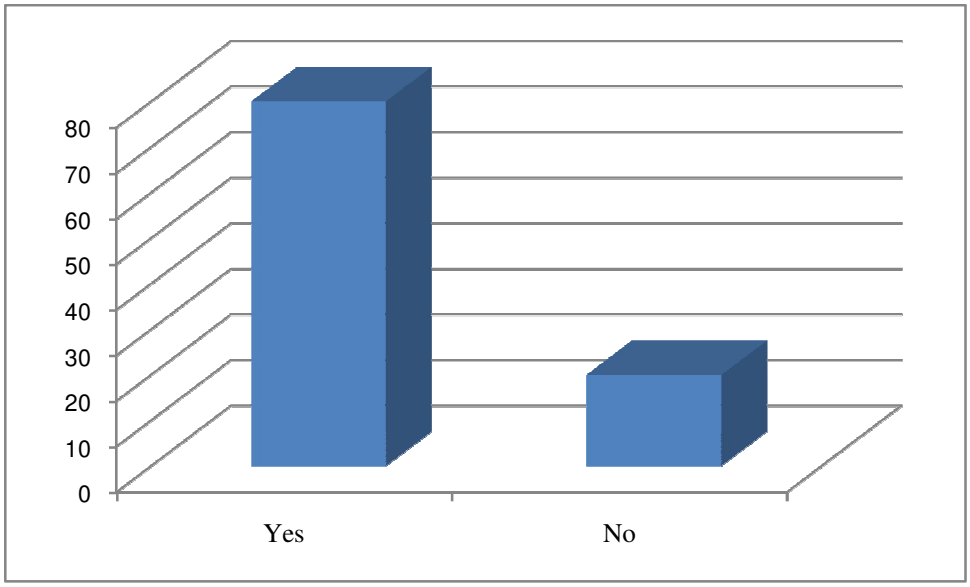

Diagram 5.39: Students' opinions about the use of videos as a motivating tool to enhance participation.

(80%) of respondents agree on the idea that videos used in the classroom can motivate students to participate in oral course, whereas (20%) disagree with this idea.

Those who answered by "yes" explain that:

- Videos can increase their comprehension of the course content.
- Videos illustrate better characters and events.
- Videos provide learners with characters and events.
- Videos provide learners with a big amount of information about the subject matter.
- Videos improve students' speaking abilities.

- Listening comprehension tasks become easier to perform when the language is accompanied with images and scenes.
- Videos enrich our vocabulary knowledge in the foreign language

5-2-4-5-Item 25: Students' preferences in terms of English videos

Which type of videos do you like to watch in the classroom?

Options	Frequency	Percentage
Film	35	29.16%
Documentaries	12	10%
Cartoons	25	20.83%
News	08	6.66%
Interviews	06	5%
Game shows	12	10%
Short stories	22	18.83%

Table5.41: students' preferences in terms of videos.

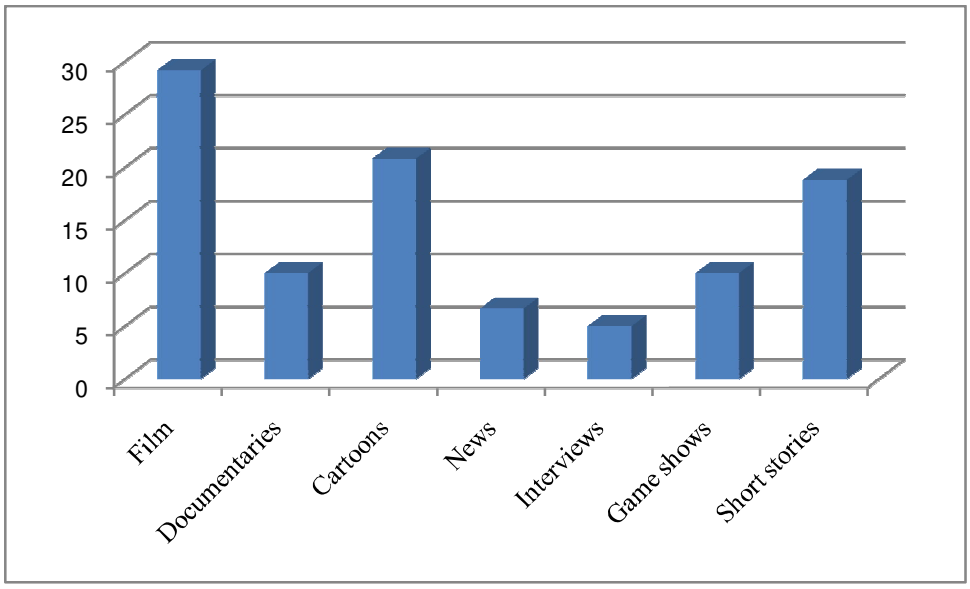

Diagram5.40: Students' preferences in terms of videos

The majority of students opted for films (29.16%), cartoons (20.83%) and short stories (18.83%). However, less importance is given by students to documentaries (10%), game shows (10%) and interviews (5%).

In this research, we are dealing with young people who love stories and fiction. A video which tell a love story or an adventure will certainly attract the viewers' attention.

Students gave other types of videos like "play of Shakespeare". Some others cited sport programs and even Mr. Bean's videos. Indeed, students need more fun and enthusiasm in oral expression courses to motivate them for better participation and interaction.

5-2-5-Summary of the findings obtained through the students' questionnaire

The results obtained through the students' questionnaire, answered by 120 participants who study in the English department at Batna University, provided the research study with valuable data about the students' perceptions of the Oral expression course. The majority (103 female students) of respondents aged between 21 and 24 revealed that they study English mainly to get a job as a first objective, to do post graduate studies and also for certain participants to be able to communicate with people all over the world. Additionally, despite the fact that the majority of participants like much the oral expression course because it is a session where they can practice their communication abilities, very few of them participate massively in oral activities. The reasons behind this reluctance vary from their weak level in English and fear of making mistakes to the poor instructional materials used in the classroom. Also, participants face many problems during this session as the absence of equipped language laboratories as well as the short time devoted to the oral expression course. Besides, lack of motivation, the use of the first language, and many other psychological problems prevent learners from engaging in the classroom. Moreover, in order to make the oral expression course more motivating for learners, the questionnaire participants suggest that teachers' behaviors and attitudes should be in favor of the learners. He should be more

tolerant towards their mistakes and have to employ technological materials to introduce interesting topics for classroom discussion.

From another side, the students' questionnaire informed the researcher about the participants' attitudes towards the use of song and videos as motivating teaching materials to enhance participation. Most of them English songs and videos which are very rarely used in the classroom not to say totally absent. Second year students would like to listen popular music and watch films, cartoons, short stories in order to be more motivated to participate in classroom discussions and to interact better using the target language. They believe deeply - that these two instructional resources will have various positive effects on their motivation, participation and even on their abilities to speak fluently the target language.

Conclusion

The data gathered from the two questionnaires, the one administered to oral expression teachers and the other one for second-year students, reveals that students' lack of motivation and reluctance to participate in the oral expression course are mainly related to the poor instructional materials, the learners' poor level in English and many psychological problems as anxiety and shyness. Students' answers show that in order to be more motivated to participate in oral activities, teachers should have positive attitudes towards learners' mistakes and have to implement modern technological materials to introduce various topics for classroom discussion. The use of songs and videos as instructional materials during the oral expression course is considered by both teachers and students as important tools to motivate learners and enhance their rate of participation in the classroom. Hence, the obtained results could answer many of the research questions formulated at the beginning of the study. Of most importance the fact that both teachers and learners believe that there is a strong relationship between teaching materials and students' motivation and participation in the classroom. Also, the various advantages of the implementation of songs and videos in an oral

expression classroom, in addition to the role of the teacher in providing a favorable atmosphere to motivate passive learners to participate actively in the oral course.

Chapter six

Experiment data analysis

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Conclusion

Introduction

This chapter deals with the most important part in this research study which concerns the presentation of the results obtained through the quantitative data collected through the observation grids designed to evaluate participants' motivation and participation during each session of the experiment. In parallel, description of the researcher's observations concerning the different experiment sessions will be presents. For The ANOVA calculations, each independent variable was studied independently following the same steps for calculating the different levels of variation. Throughout this chapter, we will provide different mean scores and as well as the amount of variation within each participant's scores in order to find out whether the use of songs and videos has affected students' motivation and participation or not. Additionally, using correlation calculations, the relationship between motivation and participation during the three treatments has also been analyzed and described. Besides, we presented at the end of this chapter valuable data collected from the use of a post-experimental questionnaire designed to confirm the previously obtained quantitative data. Also, after a detailed presentation of the data collected through classroom observation, the reader is provided with a brief description of the ANOVA repeated measures design which has been used in this study to evaluate the research results.

6-1- Presentation of the collected data from the classroom observation.

In the present research, we want to find out the relationship between teaching materials and participants' motivation and participation in the oral expression classroom. Let's start first with motivation. We measured the motivation of 15 participants three times: when using what we named in this research classical materials (pictures, audio-conversation- written poem.), then using songs (audio songs and audio-visual songs), and another time when using videos (political speech video, poem-based video and short stories videos). Motivation was rated on

the basis of seven indicators (enthusiasm and interest, humor, confidence, interaction and communication) on a scale ranging from 0 to 4, with 0 for null motivation, 1 for bad motivation, 2 for fair motivation, 3 for good motivation and 4 for very good motivation. We have chosen to adapt this grading scale starting from 0, because many times students are present in the classroom but they are totally absent from the course. Consequently, we assume that this type of learners who do not react to any of the suggested activities neither by speaking nor by exhibiting anybody gesture which indicate that they are mentally present in the classroom deserve degree

From another side, participation is rated on the basis of the following indicators: Verbal participation (expressing thoughtful ideas, asking questions, answering questions, and the duration of speech during the session) and non- verbal participation demonstrated through positive language. Each indicator is defined and described in chapter04. In what follows each three observation grids are related to one treatment. They are exposed respectively according to their implementation during the experiment:

| STUDENTS | Motivation | | |

| Students | Motivation | | |

| Students | Motivation | | |

The observation grids (1 ,2 ,3) demonstrate the obtained scores for each participant during the first three sessions based on the use of classical teaching materials which are generally used by instructors during oral expression courses. Pictures, audio-listening conversation and a written poem were the three first instructional materials to which the

fifteen participants were exposed. As we can notice through the three grids, some students didn't participate much verbally and were not much motivated to engage in the activities. The participant 'S3', for example, got 0 degree for the first session ,1 degree for the second session and abstained from talking during the written –poem discussion session. Moreover, if we check the other marks that the participant obtained, we can notice that they range from 0 to 1.The student during the whole three sessions was much more just observing than communicating or participating, in the exception of some few moments during which she was talking to her classmate once during the picture-based session and much frequently during the audio-listening conversation. During the second session of the first treatment, the majority of learners demonstrated a sense of collaboration because they were encouraged and pushed to cooperate with their classmates in order to do the different course activities.

In sum, through classroom observation of the three first sessions where participants received treatment 1, consisting of classical teaching materials as assumed in the present Research, we can summarize the participants' attitudes and describe the general classroom atmosphere in the following points:

- The majority of learners were calm and silent observing what was happening around them.
- Two female participants dominated the conversation and were asking for the permission to talk each time, the others talked much more with each other rather than talking to the teacher loudly.

- Through the analysis of the video recordings, I observed that I was dominating the discussion and that I was too much talking, sometimes without giving the learners the opportunity to think about possible answers. As a result, I decided to pay attention, to this detail during the next sessions.
- During the three first sessions, I couldn't remember the names of all the participants in the exception of three students who were familiar before the beginning of the experiment.
- During the first sessions ,the majority of participants despite the fact that they didn't talk much showed positive body gestures and sometimes facial expressions demonstrating that they were following what was happening around them perhaps because of the presence of the camera.
- During The first session were the participants were exposed to a number of pictures for comments and discussion, learners didn't find much things to say.
- The pictures which were much commented were those on which a quotation was written. These latter helped learners to open the debate. For the other pictures, only three learners could express their thoughts.
- The audio-conversation session was better in terms of vocabulary learning and the discussion was much more organized.
- The session in which 'Maya Angelou' poem was used as a teaching material was boring and the participants showed that they felt uncomfortable and didn't feel at ease because the poem contained difficult vocabulary and complex poetic structures. The majority of learners in the exception of two found difficulties in understanding the meaning of the words
- The sessions using classical teaching materials were acceptable. We didn't observed a high level of motivation or intensive participation, but rather more

passive learns sitting and observing waiting for the others to talk. They were sessions during which we were discovering each other and waiting for more interesting and motivating topics to come after.

| Students | Motivation | | |

| Students | Motivation | | |

| Students | Motivation | | |

We can summarize the classroom observation during the three video-based sessions in the following points:

- Enthusiasm and interest was very high, the majority of students got higher grades (3 and 4) for this indicator.
- Students were talking confidently, answering questions and participating in the discussion.
- I learnt the participants' names by heart so each student was called individually whenever he or she wanted to answer or to argument a given subject. I intentionally used statements such as : "Yes Imen……." or "What do you want to say Sofiane….."
- The song was accompanied by a video-clip illustrating the story of a son singing for his old mother who took care of him since he was a baby until he raised and became a gentleman. The fifteen participants were at the same time listening to the lyrics of the song, watching the video, singing and filling in the gaps. The classroom was very active and all of us were enjoying the moments shared together.
- Students' motivation was very high. They participated intensively in the debate during the session based on Maher Zein's song "Number one for me" talking about the role of the mother in ones' life .
- The sixth session was full of emotions .One students cried because of the emotional feelings that playing the song brought into the classroom.
- The musical melody of the song was very rhythmical and students were singing with the singer during the whole session.
- Participants played the song again and again. The majority of them learnt the lyrics by heart before leaving the room.

| Students | Motivation | | |

| Students | Motivation | | |

| Students | Motivation | | |

We can summarize the classroom observation during the three video-based sessions in the following points:

- The first video-based instruction was introduced to the participants in the form of a political speech by Obama the president of The United States of America speaking about the individuality and the originality of the American population and what make them so successful. The participants listened carefully to his speech which was full of new vocabulary.
- Six students out of the fifteen participants asked questions during the session mainly about the difficult words that they do not know. I asked the students, each time: "Do you know the meaning of this word?'Because I was aware of the fact that Obama's formal speech contained an important number of complex words beyond the learners' comprehension. The learners responded either positively or negatively and were very satisfied whenever, we explained together a unknown term or statement.
- The Duration of speech was important for the majority of participants because each participant was asked to play the role of USA president. Thirteen participants were Asked to stand up in front of their classmates and had to expose a small passage from the political speech, except two students because time was over.
- I felt that the students liked the idea of the course in general but the subject was not much interesting. I had the impression that some students were culturally offended.
  I concluded that despite the fact that the introduction of a video into the classroom was interesting for the participants but the course could be more successful if I have chosen another subject.
- The second introduced video into the classroom 'The road not taken' by Robert Frost was one of the most successful sessions during the whole experiment. If we compare the grades obtained by some participants in the third session (observation grid3) and

the grades of the same participants in the eighth session (observation grid 8),we will notice that the difference is considerably important . If we take into consideration the grades of the first indicator for motivation 'enthusiasm and interest' for S8, S9, S12, and S13, who obtained only 1 degree during session3. The same participants obtained 3 and 4 degrees for the same indicator during session8.the same thing was noticed for 'humor' which increased from o to 1 and 2 for the same participants.

- The poem vocabulary, although new for the students, was easily understood because the video contained an illustration of the whole poem through images and actions .
- The participants liked much the two beautiful native speakers' recitations.
- During Frosts' video, I felt really that we were in a very relaxing atmosphere where every person present in the room was imagining his or her self in a forest in front of the two diverged roads as described by the poet. Many participants confessed that they were able to memorize many verses of the poem , A thing which was habitually very difficult for them.
- Interaction and discussion were very rich. Many participants shared their personal experiences considering the topic which discussed the fact of being in front of making a crucial choice in ones' life and assuming the consequences of that choice.
- During the last session of the experiment, session 9, where the fifteen participants were exposed to short videos of ten minutes. Students were very attentive and listened carefully while watching the videos.
- Motivation including interest, enthusiasm, humor, interaction and communication ,as well as cooperation and group dynamics was very high during this session.
- The fifteen participants were involved in the course verbally showing positive body gestures and facial impressions which indicated that they were totally engaged in this course.

- At the end of the experiment I created very close relationships with the participants,
- both of us enjoyed the experiment which proved to be a very successful experience for the researcher and the fifteen learners.

6-2-Analysis of variance within participants scores (Repeated Measures ANOVA).

In order to collect data for the present study, we have manipulated the independent variable (teaching materials) using the same group of individuals .In other words, the same participants experienced different conditions and situations (Repeated Measures Design). Because we need to calculate the amount of the variation (difference) in students' motivation in one hand , and participation in the other hand during different sessions, where different treatments have been applied. The researcher opted for use of the Repeated Measures Anova calculations. In the opposite of the t-test where we usually have an experiment and a control group during the research study, Anova is used when the same participants within the same group are measured different times, under different conditions and using different treatments.

In a repeated measures Anova, the influence of any experiment research is demonstrated through the within- subject variance rather than in the between- group variance (Field 2000).

Furthermore , Cramer (2003:145) explains that:

> Analysis of variance (usually abbreviated as Anova) and analysis of covariance (ANCOVA) are parametric statistical techniques for determining whether the variance in a quantitative variable differs significantly from that expected by chance for a qualitative variable or its interaction with one or more other qualitative variables. If the variance differs in this way and the qualitative variable only consists of two groups or categories, this indicates that the means of these two groups differ.

As far as the present research is concerned, during each session of the experiment, we taught students oral skills using different teaching materials. Consequently, the variation in each individual's scores will mostly be to the manipulation of different conditions and factors during the experiment. Indeed, when we are dealing with research where we face similar conditions and obtained data, it is more reasonable for the researcher to assume that the scores variation found through the experiment didn't happen haphazardly but rather because of the manipulation of the independent variable (teaching materials). Besides, the experiment manipulations were the same for each participant during all the sessions, hence, any random variation between participants is considered to be outside the researchers' control and would be related to extraneous .This variation between participants not controlled by the researcher is considered to be "error". In the present study and using Anova statistics calculations, we are going to calculate the F- ratio (as a reference to the British Statician Ronald Fisher) ,which compares the rate of variation (difference) related to the experiment manipulations to the amount of variation related to random factors not controlled by the researcher. If the first value is higher than the second one, the researcher will obtain a high " F -ratio" and then can consider that the obtained variation within each participant's scores didn't arisen due to random conditions or by chance but rather due to the manipulation of the independent variable. In other words, the F-ratio tells as if the carried experiment was by demonstrating differences in means while comparing the results. In sum, this technique informs the researcher about the presence of any significant difference among a set of scores. Additionally, it is very important to mention the various benefits of Anova in statistical research. Most important of them is that it saves time and efforts since the fact that it can be carried with small numbers of participants. In what follows, we are going to: define null and alternative hypotheses, state Alpha, calculate degrees of freedom, State decision rule, calculate test statistics and finally state results. But before dealing we the necessary

calculations, we are going to present the previously collected data obtained from the nine observation grids.

6-2-1-Calculating the average mean score for motivation and participation

Because our research study aims to find out the relationship between teaching materials and students' motivation in one hand and tests the efficacy of songs and videos in enhancing their motivation to participate orally in the other hand, the previous observation grid was designed to evaluate students' motivation and participation during the nine sessions of the experiment.

In order to be more organized, consistent and practical in analyzing the obtained data, we divided the experiment sessions into three major parts according to the teaching materials used in each one. Additionally, we calculated the mean of the obtained motivation scores for the three first sessions which we named classical teaching materials-based sessions (pictures/ audio-listening text /written poem), the mean score for the song-based sessions and finally the mean score obtained for the video- based sessions. Consequently, we obtained two summarizing score's tables .First, table 6.10 ,containing participants' motivation scores while receiving the three planned treatments:

Treatment1(T_1) : Commonly used classical teaching materials as pictures exposed through the data-show, written texts on papers, and audio-texts for listening comprehension .

Treatment2 (T_2) :Using songs as teaching materials.

Treatment3 (T_3): Using videos as teaching materials.

Additionally, a second table (6.11) containing students' participation scores while receiving the same previous treatments: T1, T2 and T3. The two tables contain the principle gathered

data which will be calculated and analyzed in order to accept or reject the suggested hypotheses formulated at the beginning of the study.

treatment / students	T1 traditional materails	T2 songs	T3 videos
S1	**18,00**	**25,67**	**23,33**
S2	**9,00**	**23,00**	**14,33**
S3	**6,67**	**18,00**	**12,67**
S4	**20,00**	**26,33**	**25,00**
S5	**8,00**	**16,33**	**11,33**
S6	**12,00**	**24,00**	**18,67**
S7	**19,33**	**24,67**	**25,33**
S8	**6,33**	**16,33**	**6,67**
S9	**10,33**	**15,33**	**10,67**
S10	**12,67**	**20,67**	**15,33**
S11	**20,67**	**27,00**	**25,00**
S12	**11,67**	**19,67**	**18,00**
S13	**9,67**	**14,67**	**10,00**
S14	**20,00**	**25,33**	**25,33**
S15	**5,67**	**14,33**	**10,67**

TABLE 6.10: STUDENTS' MOTIVATION SCORES

treatment / students	T1 traditional materails	T2 songs	T3 videos
S1	**14,33**	**15,33**	**17,33**
S2	**6,33**	**12,00**	**10,00**
S3	**3,33**	**10,00**	**7,00**
S4	**17,33**	**17,33**	**18,33**
S5	**4,33**	**8,67**	**8,00**
S6	**9,33**	**14,67**	**13,00**
S7	**15,00**	**14,67**	**17,67**
S8	**3,33**	**8,33**	**6,67**
S9	**5,67**	**8,67**	**7,33**
S10	**8,33**	**10,67**	**10,00**
S11	**16,67**	**17,67**	**18,67**
S12	**8,00**	**12,00**	**11,67**
S13	**6,00**	**9,33**	**7,67**
S14	**17,00**	**17,00**	**16,67**
S15	**4,33**	**8,00**	**7,00**

TABLE 6.11 STUDENTS' PARTICIPATION SCORES

6-2-2-Calculating the amount of variation in motivation scores

- **Define the null and alternative hypotheses**

To begin repeated measures Anova research we first state the null and alternative hypotheses.

$\mathbf{H_0 ; \mu_{t1} = \mu_{t2} = \mu_{t3}}$

Our null hypothesis states that students' motivation is the same (equal) during all the sessions of the experiment. In other words, there is no relationship between teaching materials and students' motivation in the oral expression classroom . Besides, we can say to confirm our null hypothesis that teaching materials have no impact on our students' motivation.

H_1, not all μ's are equal

The alternative hypothesis in the other hand states that students' motivation is not equal during all the sessions of the experiment. In other words, there is a strong relationship between teaching materials and students' motivation in the oral expression classroom. Besides, we can say to confirm our alternative hypothesis that teaching materials have a great impact our students' motivation.

- **State Alpha**

We are going to state that in this research study Alpha equals 0.05

- **Calculate degrees of freedom**

Now we calculate degrees of freedom using N=45, s=15, and a =3

We should take into consideration that:

"a" refers to the number of treatments (conditions)

"S" refers to the number of participants during each session.

N= s ×a so N=15× 3= 45

These values are going to be used in what follows to calculate degrees of freedom.

- **Calculate degrees of freedom**

D_F between = a-1= 3-1=2

$D_{F\ within}$ =N-a =45-3=42

$D_{F\ subjects}$ = s-1=15-1=15

$D_{F\ error}$= $D_{F\ within}$ -$D_{F\ subjects}$ = 42-14=28

$D_{F\ total}$ = N-1=45-1=44

- **State decision rule**

To look up the critical values, we need to use two different degrees of freedom.

$D_{F\ between}$ = a-1=3-1=2

$D_{F\ error}$ =$D_{F\ within}$- $D_{F\ subjects}$= 42-14=28

So we obtained the $D_{F\ between}$ which equals 2 and $D_{F\ error}$ which equals 28.

We look to the **(F table appendix)** and look up the critical value using (**2, 28)** and Alpha **0.05**

The result is that we obtain a critical value of **3.34.**

If **F** is greater than (3.34) we will reject the null hypothesis and accept the alternative hypothesis.

Now following Anova calculations by hand rules, we are going to carry out a series of statistical calculations in order to find the value of F- ratio and compare it with the obtained critical value which is **3.34.**

In order to find the value of the **F-ratio**, we need to take as a reference the following table of motivation grand mean and calculate all the necessary variances.

Subjects	Motivation 1	Motivation 2	Motivation 3	Mean	Variance
1	18.00	25.67	23.33	22.33	15.45
2	9.00	23.00	14.33	15.44	49.93
3	6.67	18.00	12.67	12.45	32.13
4	20.00	26.33	25.00	23.78	11.14
5	8.00	16.33	11.33	11.89	17.58
6	12.00	24.00	18.67	18.22	36.15
7	19.33	24.67	25.33	23.11	10.83
8	6.33	16.33	6.67	9.78	32.24
9	10.33	15.33	10.67	12.11	7.81
10	12.67	20.67	15.33	16.22	16.6
11	20.67	27.00	25.00	24.22	10.47
12	11.67	19.67	18.00	16.45	17.81
13	9.67	14.67	10.00	11.45	7.82
14	20.00	25.33	25.33	23.55	9.47
15	5.67	14.33	10.67	10.22	18.9
Mean	12.6673	20.755	16.8220		

Table6.12: Motivation variance

Calculate SST

According to the statistic rule used in calculating repeated measures Anova, The first step is to calculate the SS_T using the following equation

$SS_T = S^2_{grand} (N-1)$

To find out the grand variance, the researcher considers the whole obtained data as one big group.

The grand variance is the variance of all scores by ignoring the group to which they belong as shown in the table below:

18.00	**25.67**	**23.33**
9.00	**23.00**	**14.33**
6.67	**18.00**	**12.67**
20.00	**26.33**	**25.00**
8.00	**16.33**	**11.33**
12.00	**24.00**	**18.67**
19.33	**24.67**	**25.33**
6.33	**16.33**	**6.67**
10.33	**15.33**	**10.67**
12.67	**20.67**	**15.33**
20.67	**27.00**	**25.00**
11.67	**19.67**	**18.00**
9.67	**14.67**	**10.00**
20.00	**25.33**	**25.33**
5.67	**14.33**	**10.67**
12.6673	**20.755**	**165.8220**
Grand mean 16.75		

Table 6.13:Motivation mean

$SS_T = S^2_{grand}(N-1)$

$SS_T = 41.36\ (45-1)$

SST= 1819.84

The degree of freedom for $SS_T = 45-1 = 44$

$df_{SST} = 44$

- **Calculating the Within-participants SS**

When dealing with a repeated measure design, the most important difference is that the variance in which the researcher is interested in the variance occurs within participants (Dr. Andy Field 2000) because the researcher manipulates the independent variable (in the case study: teaching material)

In order to find out how much variability within participants in an experiment, we use the following equation

$$\mathbf{SS_W = S^2_{person1}(n_1-1)+S^2_{person2}(n_2-1)+S^2_{person\ 3}(n_3-1).....+S^2_{person\ n}(n_n-1)}$$

When using this equation, the researcher looks at variation in an individual's score and then adds all variance for all the participants in the research

$n_s =$ the number of experimental conditions.

According to the obtained data (participants' scores during the experiment), we will obtain the following equation:

$$SS_W = S^2_{subj1}(n_1-1)+ S^2_{subj1}(n_2-1)+ S^2_{subj1}(n_3-1)+....+S^2_{subj1}(n_n-1)$$

$$SS_W = S^2_{subj1}(n_1-1)+ S^2_{subj2}(n_2-1)+ S^2_{subj3}(n_3-1)+....+S^2_{subj15}(n_{15}-1)$$

$$SS_W = S^2_{subj1}(3-1)+ S^2_{subj2}(3-1)+ S^2_{subj3}(3-1)+ S^2_{subj4}(3-1)+ S^2_{subj5}(3-1)+ S^2_{subj6}(3-1)\ S^2_{subj7}(3-1)+ S^2_{subj8}(31)+ S^2_{subj9}(3-1)\ S^2_{subj10}(3-1)+ S^2_{subj11}(3-1)+ S^2_{subj12}(3-1)\ S^2_{subj13}(3-1)+ S^2_{subj14}(n_2-1)+ S^2_{subj15}(n_{15}-1)$$

$$SSW=15.45(3-1)+49.93(3-1)+32.13(3-1)+11.14(3-1)+17.58(3-1)+36.15(3-1)10.83(3-1)+32.25\ (3-1)+7.81(3-1)16.6(3-1)+10.47(3-1)+17.81\ (3-1)7.82\ (3-1)+9.47(3-1)+18.9\ (n_{15}-1)$$

SS_W=2(15.45+49.93+32.13+11.14+17.58+36.15+10.83+32.24+7.81+16.6+10.47+

17.81+7.82+9.47+18.9

SS_W= 2 ×294.33

SS_W= 588.66

The total degree of freedom (df) = 15(3-1)=30

df_w=30

The degree of freedom for each participant or n-1 (the number of treatment minus 1)

In order to obtain the total degrees of freedom we add the df for all participants. Consequently, with 15 participants and 3 conditions (n=3) we get=15 (3-1)=15*2

The total degree of freedom df_w= 30

- **Calculating the model sum of square (SS_M)**

From the previous calculation, we know that the total amount of variation within data is 1819.84 units. We also know that 588.66 of those units are explained by the variance created by the individuals' attitudes and performances under different conditions (treatment manipulated by the researcher).

The reality is that some of the obtained variation is related to the experimental manipulation and the other variation is the result of other conditions. The researcher has to detect how much variance (difference) is explained by the research manipulations and how much is not

In order to obtain the Model Sum of Squares (SSm), we first calculate the difference between the mean of each group and the grand mean, square each of these difference, multiply each

result by the number of participants within that group (n_i) and finally add the values for each group together

$SS_M = \sum n_i (\mu_i - \mu)^2$

$SS_M = 15(12.67-16.75)^2 + 15(20.75-16.75)^2 + 15(16.82+16.75)^2$

$SS_M = 15(16.668+16.042+0.0049)$

For the $SS_{M,}$ the degrees of freedom (dfm) are calculated using the equation: the numberof things used to calculate the sum of square minus 1. For the model sums of squares, we calculated the sum of squared errors between the three means and the grand mean. So the degrees of freedom will be 2

$df_M = K-1 = 3-1=2$

$df_M=2$

- **Calculating the Residual Sum of Squares (SS_R)**

we know that there are 1819 units of variation to be explained in our data, and that the variation through our research conditions accounts for 588 units. Out of the 588 units; our experimental manipulation can explain 490 units. Now, we are going to calculate the SS_R (the residual sum of squares which informs us about the amount of variation that cannot be explained by the model). $SS_{R\ is}$ the value of the amount of variation is caused by extraneous factors outside the control of the experimental research.

SS_R is calculated by subtracting SS_M from SS_W.

$SS_R = SS_W - SS_M$

$SS_R = 588.66 - 490.727$

SS_R= 97.94

The degrees of freedom are calculated in this way

df_R= df_R- df_M

df_R= 30-2

df_R= 28

- **Calculating the Mean of Squares**

According to the previous calculation of repeated Measures Anova, SS_M is the value which informs us about the amount of variation during the experiment explained by the research manipulation whereas the SS_R is the value which informs us about the amount of variation due to extraneous conditions.

In order to eliminate the bias related to both values when calculating the average sum of squares, we simply do the following equation:

MS_M= SS_M / df_M

MS_M = 490.72 /2

MS_M = 245.36

MSM = 245.36. This is the value represents the average amount of variation explained by the research manipulations

MS_R= SS_R / df_R

MS_R= 97.94/28

MS_R = 3.4978

- **Calculate the F-Ratio**

The F ratio is a measure of the ratio of the variation explained by the use of different treatments (different teaching materials in this research study) and the variation explained by the unsystematic factors.

The F-ratio can be calculated using the following formula:

F=MSm/MSr. (We divide the model means squares by the residual mean squares.

F=245.36/3.4978

F=70.1469.

We checked the value of F value using SPSS and we found the same value concerning participants' motivation during the experiment (see Appendix).

6-2-3-Interpretation of the results

Based on the previous obtained results, we can assume that there is a significant statistical variation between the participants' obtained means as determined by the Anova calculations. The F value as far as motivation scores are concerned equals: 70.1469 which is a very high value compared to the critical value.

In any research study where we are dealing with the comparison of different mean scores, the value of the F ratio, determines the extent to which the difference between means is caused by the manipulated conditions and not by chance

According to the results obtained by the Anova Repeated measures calculations and through the SPSS statistics, We accept the alternative hypothesis and reject the null hypothesis.In other words,the implermentation of courses using songs and videos in the oral expression sessions highly motivates students to participate actively in the different classroom activities

meaning that Second year learners who lack motivation to speak and participate using the foreign language are not sufficiently interested in the materials selected by the teacher and need modern audio-visual aids to enhance their participation.

Hypothesis testing in Motivation

$H_{1=}$ participants' motivation is affected by the use of songs and videos teaching materials.

$H_{0=}$ Participants' motivation is the same during all the sessions .The use of songs and videos as teaching materials does not affect the participants' motivation.

According to the previous results obtained through the Anova calculations, we have got the following values for students' motivation:

α =0.05

Critical value=2.28

Degree of freedom=3.34

F =70.14.

If we want to assume that our experimental manipulation has been successful in causing positive changes in our students' attitudes and hence confirm the alternative hypothesis and reject the null hypothesis, the F-ratio should be greater than the two other values.

In our study, it is obvious that **70.14** □ **2.28** and **3.34.**

We can also notice that motivation scores obtained by participants during songs and videos based sessions were largely higher than the one obtained during the sessions were the researcher used classical teaching materials as written texts, pictures and audio listening texts. If we compare the different means obtained in each treatment sessions, we can observe:

Motivation T1 mean= 12.66

Motivation T2 mean= 20.75

Motivation T3 mean= 16.82

So, we obtain **T2 □T3 □ T1.** Apparently the participants' motivation is much more higher during the sessions were songs and videos were used as teaching materials as compared to the sessions were the course content was introduced to the learners using classical instructional tools.

6-2-4-Calculating the amount of variation in participation scores

- **Define the null and alternative hypotheses**

As for motivation, we first state the null and alternative hypotheses.

-H_{0} ; $\mu_{t1} = \mu_{t2} = \mu_{t3}$

Our null hypothesis states that students' participation is the same (equal) during all the sessions of the experiment. In other words, there is no relationship between teaching materials and students' participation in the oral expression classroom. Besides, we can say to confirm our null hypothesis that teaching materials have no impact on our students' motivation.

-H_{1}, not all μ's are equal

The alternative hypothesis in the other hand states that students' motivation is not equal during all the sessions of the experiment. In other words, there is a strong relationship between teaching materials and students' motivation in the oral expression classroom. Besides, we can say to confirm our alternative hypothesis that teaching materials have a great impact our students' participation.

- **State Alpha**

We are going to state that in this research study Alpha equals 0.05

- **Calculate degrees of freedom**

Now we calculate degrees of freedom using N=45, s=15, and a =3

We should take into consideration that:

"a" refers to the number of treatments (conditions)

"S" refers to the number of participants during each session.

N= s ×a so N=15× 3= 45

These values are going to be used in what follows to calculate degrees of freedom.

- **Calculate degrees of freedom**

D_F between = a-1= 3-1=2

$D_{F\ within}$ =N-a =45-3=42

$D_{F\ subjects}$ = s-1=15-1=15

$D_{F\ error}$= $D_{F\ within}$ -$D_{F\ subjects}$ = 42-14=28

$D_{F\ total}$ = N-1=45-1=44

1. State decision rule

To look up the critical values, we need to use two different degrees of freedom.

$D_{F\ between}$ = a-1=3-1=2

$D_{F\ error}$ =$D_{F\ within}$- $D_{F\ subjects}$= 42-14=28

So we obtained the $D_{F\ between}$ which equals 2 and $D_{F\ error}$ which equals 28.

We look to the (F table appendix) and look up the critical value using (2, 28) and Alpha 0.05

The result is that we obtain a critical value of **3.34.**

If **F** is greater than **(3.34)** we will reject the null hypothesis and accept the alternative hypothesis.

- **Calculating F for participation**

As for motivation and following Anova calculations by hand rules, we are going to carry out a series of statistical calculations in order to find the value of F- ratio and compare it with the obtained critical value which is **3.34**.

In order to find the value of the F-ratio, we need to take as a reference the following table of participation grand mean and calculate all the necessary variances.

Subjects	Participation 1	Participation 2	Participation 3	Mean	Variance
1	14.33	15.33	17.33	15.66	2.33
2	6.33	12.00	10.00	9.44	8.27
3	3.33	10.00	7.00	6.78	11.16
4	17.33	17.33	18.33	17.66	0.33
5	4.33	8.67	8.00	7	5.46
6	9.33	14.67	13.00	12.33	7.46
7	15.00	14.67	17.67	15.78	2.71
8	3.33	8.33	6.67	6.11	6.49
9	5.67	8.67	7.33	7.22	2.26
10	8.33	10.67	10.00	9.67	1.45
11	16.67	17.67	18.67	17.67	1
12	8.00	12.00	11.67	10.56	4.93
13	6.00	9.33	7.67	7.67	2.77
14	17.00	17.00	16.67	16.89	0.04
15	4.33	8.00	7.00	6.44	3.6
Mean	9.29	12.29	11.8		

Table 6.14 : participation variance

14.33	15.33	17.33
6.33	12.00	10.00
3.33	10.00	7.00
17.33	17.33	18.33
4.33	8.67	8.00
9.33	14.67	13.00
15.00	14.67	17.67
3.33	8.33	6.67
5.67	8.67	7.33
8.33	10.67	10.00
16.67	17.67	18.67
8.00	12.00	11.67
6.00	9.33	7.67
17.00	17.00	16.67
4.33	8.00	7.00
9.29	12.29	11.8
Grand mean 11.13		

Table6.15 Participation mean

- **Calculating SS_T**

$SS_T = S^2_{grand}(N-1)$

$SS_T = 21.69(45-1)$

SST= 954.36

The degree of freedom for $SS_T = 45-1 = 44$

$df_{SST} = 44$

- **Calculating the Within-participants SS**

$SS_W = S^2_{subj1}(n_1-1) + S^2_{subj2}(n_2-1) + S^2_{subj3}(n_3-1) + \ldots + S^2_{subjn}(n_n-1)$

$SS_W = S^2_{subj1}(n_1-1) + S^2_{subj2}(n_2-1) + S^2_{subj3}(n_3-1) + \ldots + S^2_{subj15}(n_{15}-1)$

$SS_W = S^2_{subj1}(3-1) + S^2_{subj2}(3-1) + S^2_{subj3}(3-1) + S^2_{subj4}(3-1) + S^2_{subj5}(3-1) + S^2_{subj6}(3-1)\ S^2_{subj7}(3-1) + S^2_{subj8}(31) + S^2_{subj9}(3-1)\ S^2_{subj10}(3-1) + S^2_{subj11}(3-1) + S^2_{subj12}(3-1)\ S^2_{subj13}(3-1) + S^2_{subj14}(n_2-1) + S^2_{subj15}(n_{15}-1)$

$SS_W = 2(2.33+8.27+11.16+033+5.46+7.46+2.71+6.49+2.26+1.45+1+4.93+2.77+0.04+3.6)$

$SS_W = 2 \times 60.26$

$SS_W = 120.52$

The total degree of freedom (df)= 15(3-1)=30

$df_w = 30$

- **Calculating the model sum of square (SS_M)**

First , we calculate the difference between the mean of each group and the grand mean.

$SS_M = \sum n_i (\mu_i - \mu)^2$

$SS_M = 15(9.29-11.13)^2 + 15(12.29-11.13)^2 + 15(11.8-11.13)^2$

$SS_M = 15(3.3856+1.3456+0.45)$

$SS_M = 77.70$

$df_M = K-1 = 3-1 = 2$

$df_M = 2$

- **Calculating the Residual Sum of Squares (SS_R)**

$SS_R = SS_W - SS_M$

$SS_R = 120.52-77.7015$

SS_R= 42.82

The degrees of freedom are calculated in this way

df_R= df_R- df_M

df_R= 30-2

df_R= 28

- **Calculating the Mean of Squares**

MS_M= SS_M / df_M

MS_M = 77.7015 /2

MS_M = 38.85

MS_R= SS_R / df_R

MS_R= 42.82/28

MS_R = 1.529

- **Calculate the F-Ratio**

F= MS_M/MS_R

F=38.85/1.529

F=25.40

We checked the value of F value using SPSS and we found the same value concerning participants' participation during the experiment (see Appendix).

6-2-5-Interpretation of results for participation

According to the results obtained by the Anova Repeated measures calculations and through the SPSS statistics, We accept the alternative hypothesis and reject the null hypothesis. In other words, the implementation of courses using songs and videos in the oral expression sessions highly enhances students' participation in the classroom.

According to the previous results obtained through the Anova calculations, we have got the following values for students' motivation:

α =0.05

Critical value=2.28

Degree of freedom=3.34

F = 25.40

If we want to assume that our experimental manipulation has been successful in causing positive changes in our students' participation and hence confirm the alternative hypothesis and reject the null hypothesis, the F-ratio should be greater than the two other values.

In our study, it is obvious that **25.40 □ 2.28 and 3.34.**

- **Hypothesis testing in Participation**

$H_{1=}$ participants' participation is affected by the use of songs and videos teaching materials.

$H_{0=}$ Participants' participation is the same during all the sessions .The use of songs and videos as teaching materials does not affect the participants' participation. If we compare the different means obtained in each treatment sessions, we can observe:

Participation T1 mean= 9.29

Participation T2 mean= 12.29

Participation T3 mean= 11.08

So, we obtain **T2 □T3 □ T1.** Apparently the participants' participation is much more higher during the sessions were songs and videos were used as teaching materials as compared to the sessions were the course content was introduced to the learners using classical instructional tools as written texts, pictures and audio listening texts.

6-3-Analysis of the relationship between Motivation and participation (Correlation calculations)

Generally speaking correlation, is a kind statistic that measures quantitatively the relationship between variables. In this concern, Ary et al (2010:129), when speaking about correlation research, state that: 'A very useful statistic, the Pearson product moment correlation coefficient (Pearson r), indicates both the direction and the magnitude of the relationship between two variables without needing a scatter plot to show it'. The same idea is shared by many authors (Kumar Singh 2006:304,Walliman,2006:40,Gibilisco2004,201-202, and Norton2009:142), who explain thoroughly the different steps that should be followed by the researcher in order to undertake a correlation research design for finding out the kind of relationship existing between a set of variables.

As far as this research is concerned, the study of correlation is undertaken in order to find out the relationship between motivation and participation, both variables in relation to the different treatments (teaching materials). In other words, the researcher needs to explore the fact that motivation and participation correlate positively or negatively. That is to say, whenever a learner is highly motivated, his participation raises. The data on which we are going to base our correlation statistics and calculations is the one obtained previously from the observation grids.

- **Calculating the pearson 'r'.**

$$\mathbf{r} = \frac{\sum \mathbf{xy} - \frac{(\sum \mathbf{x})(\sum \mathbf{y})}{\mathbf{N}}}{\sqrt{\left(\sum \mathbf{x^2} - \frac{(\sum \mathbf{x})^2}{\mathbf{N}}\right)\left(\sum \mathbf{y^2} - \frac{(\sum \mathbf{y})^2}{\mathbf{N}}\right)}}$$

r = pearson r

$\sum$ **x =** sum of scores in x motivation

$\sum$ **y =** sum of scores in y participation

$\sum$ $\mathbf{x^2}$ **=** sum of the squared scores in x motivation

$\sum$ $\mathbf{y^2}$ **=** sum of the squared scores in x participation

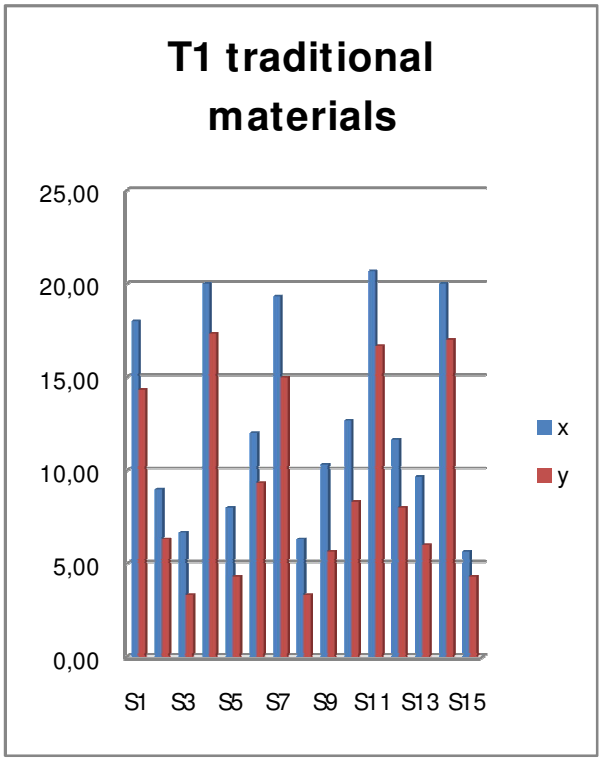
$\sum$ **xy =** sum of product of motivation x and participation y

N = number of motivation x and participation y

6-3-1-The relationship between motivation and participation during treatment1 (classical teaching materials)

T1 traditional materials					
Students	**X**	**Y**	**x^2**	**y^2**	**Xy**
S1	18,00	14,33	324,00	205,35	257,94
S2	9,00	6,33	81,00	40,07	56,97
S3	6,67	3,33	44,49	11,09	22,21
S4	20,00	17,33	400,00	300,33	346,60
S5	8,00	4,33	64,00	18,75	34,64
S6	12,00	9,33	144,00	87,05	111,96
S7	19,33	15,00	373,65	225,00	289,95
S8	6,33	3,33	40,07	11,09	21,08
S9	10,33	5,67	106,71	32,15	58,57
S10	12,67	8,33	160,53	69,39	105,54
S11	20,67	16,67	427,25	277,89	344,57
S12	11,67	8,00	136,19	64,00	93,36
S13	9,67	6,00	93,51	36,00	58,02
S14	20,00	17,00	400,00	289,00	340,00
S15	5,67	4,33	32,15	18,75	24,55
SOMME	**190,01**	**139,31**	**2827,54**	**1685,90**	**2165,96**
		r T1	**0,988**		

Table 6.16: Calculating "r" for T1



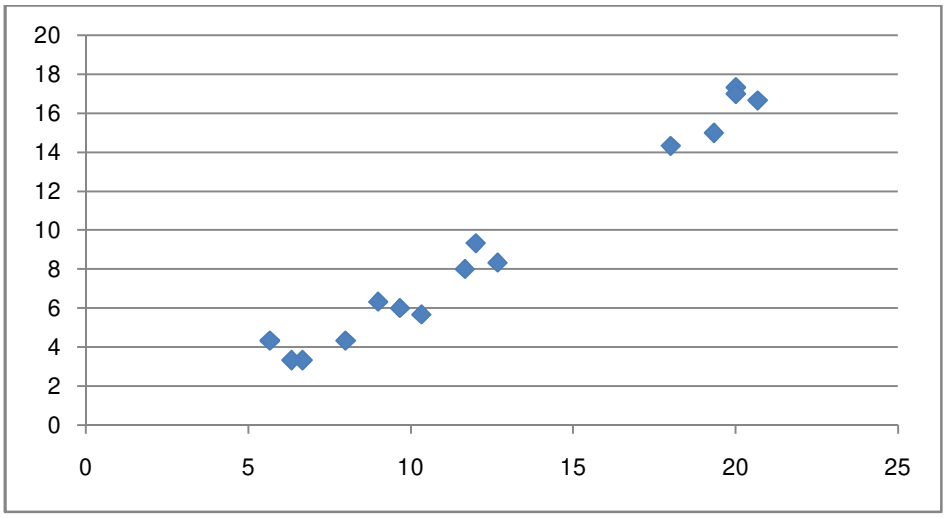
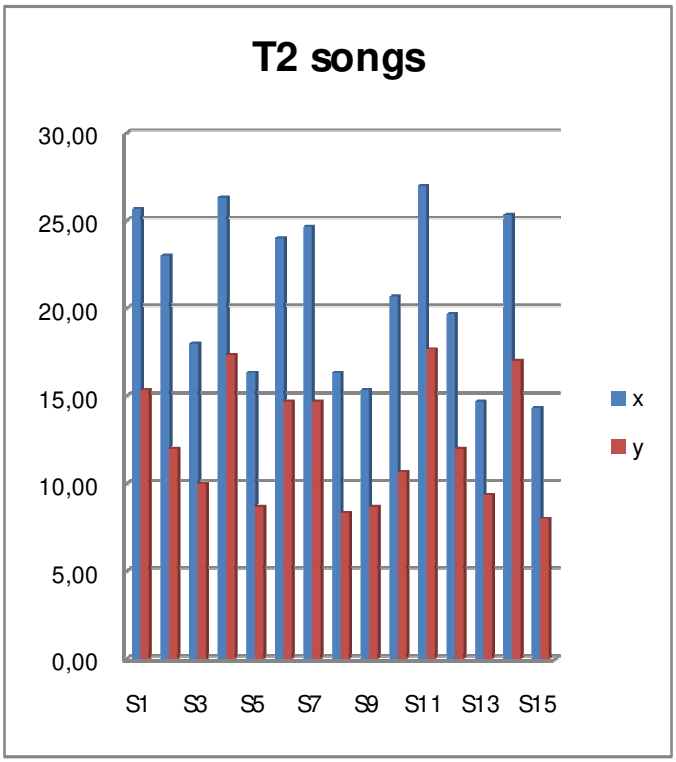


DIAGRAM 6.1: 'r' for treatment1

6-3-2-The relationship between motivation and participation during treatment2 (songs as teaching materials)

T2 songs					
Students	**x**	**y**	**x^2**	**y^2**	**Xy**
S1	25,67	15,33	658,95	235,01	393,52
S2	23,00	12,00	529,00	144,00	276,00
S3	18,00	10,00	324,00	100,00	180,00
S4	26,33	17,33	693,27	300,33	456,30
S5	16,33	8,67	266,67	75,17	141,58
S6	24,00	14,67	576,00	215,21	352,08
S7	24,67	14,67	608,61	215,21	361,91
S8	16,33	8,33	266,67	69,39	136,03
S9	15,33	8,67	235,01	75,17	132,91
S10	20,67	10,67	427,25	113,85	220,55
S11	27,00	17,67	729,00	312,23	477,09
S12	19,67	12,00	386,91	144,00	236,04
S13	14,67	9,33	215,21	87,05	136,87
S14	25,33	17,00	641,61	289,00	430,61
S15	14,33	8,00	205,35	64,00	114,64
SOMME	**311,33**	**184,34**	**6763,50**	**2439,61**	**4046,13**
		r T2	**0,960**		

Table 6.17 : Calculating "r" for T2



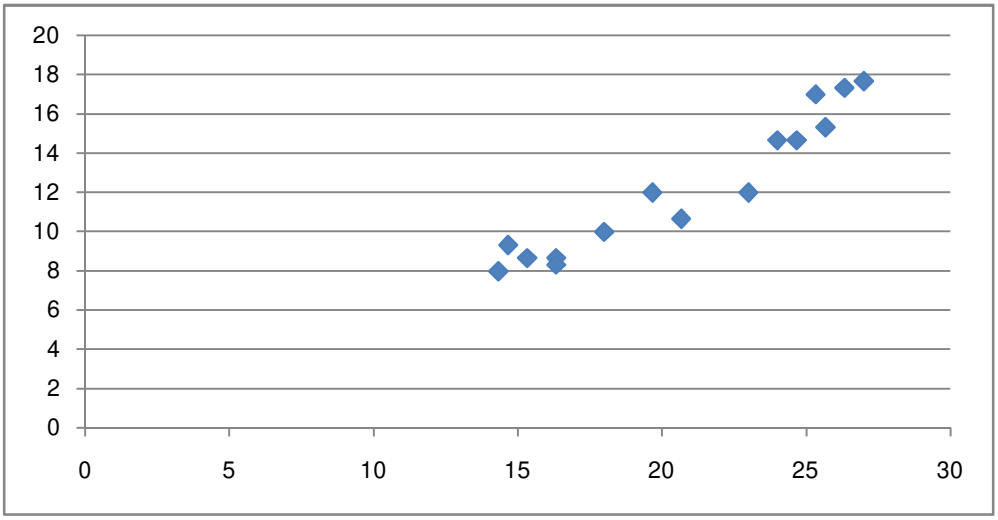
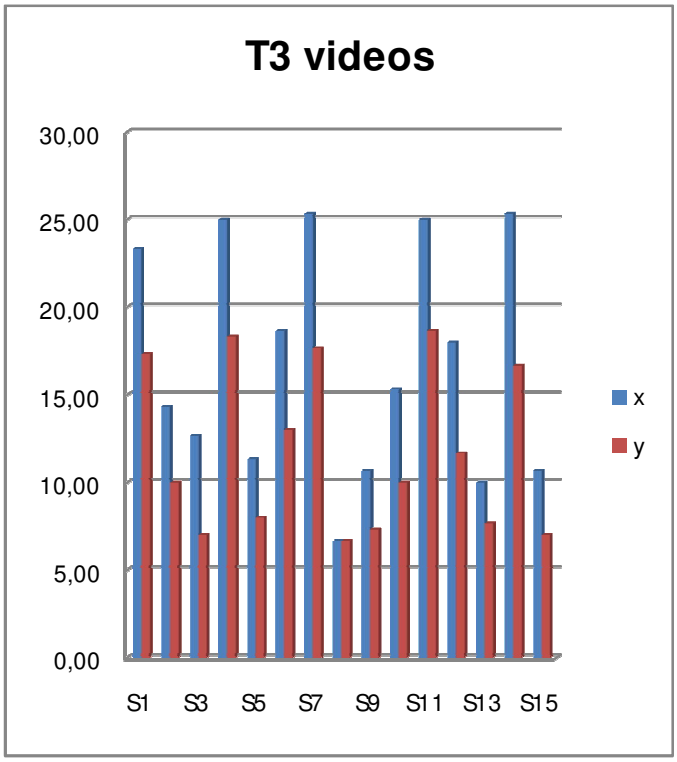


Diagram6.2: 'r'for treatment 2

6-3-3-The relationship between motivation and participation during treatment3 (videos as teaching materials)

T3 videos					
Students	**x**	**y**	**x^2**	**y^2**	**Xy**
S1	23,33	17,33	544,29	300,33	404,31
S2	14,33	10,00	205,35	100,00	143,30
S3	12,67	7,00	160,53	49,00	88,69
S4	25,00	18,33	625,00	335,99	458,25
S5	11,33	8,00	128,37	64,00	90,64
S6	18,67	13,00	348,57	169,00	242,71
S7	25,33	17,67	641,61	312,23	447,58
S8	6,67	6,67	44,49	44,49	44,49
S9	10,67	7,33	113,85	53,73	78,21
S10	15,33	10,00	235,01	100,00	153,30
S11	25,00	18,67	625,00	348,57	466,75
S12	18,00	11,67	324,00	136,19	210,06
S13	10,00	7,67	100,00	58,83	76,70
S14	25,33	16,67	641,61	277,89	422,25
S15	10,67	7,00	113,85	49,00	74,69
SOMME	**252,33**	**177,01**	**4851,52**	**2399,24**	**3401,93**
		r T3	**0,978**		

Table 6.18: Calculating "r" for T3



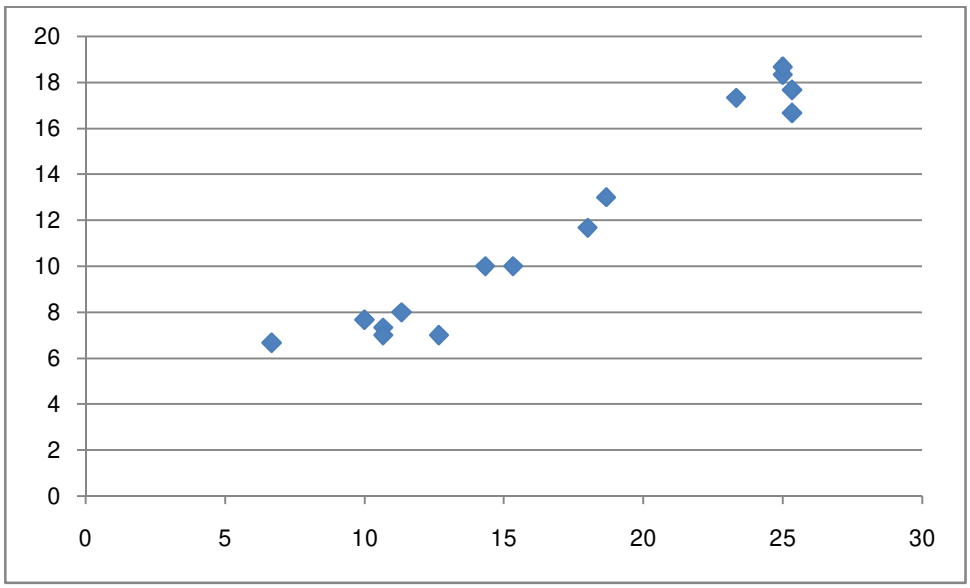


Diagram6.3: 'r' for treatment3

6-3-4-Interpretation of the correlation results

The correlation during the first treatment is (+0.98), the second treatment (+0.96), and the third treatment (+0.97), that is why we conclude that there is a significant positive relationship existing between participation and motivation. Generally correlations vary from a high negative (-1.00) to highly positive (+1.00). In this case it is highly positive since it varies towards (+1.00).

The correlation between motivation and participation is represented by a linear line in the three diagrams describing the obtained results; we can assume that they correlate positively. As stated by Kumar Singh, (2006:304), who explains that:

> This is the simplest kind of correlation to be found between two sets of scores or variables. Actually when the relationship between two sets of scores or variables can be represented graphically by a straight line, it is known as linear correlation. Such type of correlation clearly reveals how the change in one variable is accompanied by a change or to what extent increase or decrease in one is accompanied by the increase or decrease in order"

We conclude that the higher student's motivation is, the more he or she participates in the different classroom activities. In other words, students' rate of participation depends on their level motivation. Students' participation and motivation correlate positively during the three received treatment to which they were exposed in the experiment.

6-4- Analysis of the Post- experiment questionnaire.

After finishing the nine planned sessions and at the end of the last course, the fifteen participants were asked to answer a questionnaire which is named as "post experiment questionnaire". This latter was designed to gather information about the experiment and consolidate obtained results from classroom observation. The objective of this last questionnaire is to gather information about the students' opinions concerning the different teaching materials. Indeed, the researcher's objective is to confirm the results obtained from the analysis of the observation grids through the different used statistical analysis methods. The questionnaire was short and direct containing ten items grouped into three main parts, aiming at giving the fifteen participants the opportunity to evaluate their motivation and the rate of their participation during the different sessions of the experiment.

6-4-1- Students' attitudes towards the song –based sessions.

6-4-1-1-Item 01: Participants' motivation during the song-based sessions

- **Motivation for speaking in English**

Options	Frequency	Percentage
Very high	10	66.66%
High	5	33.33%
Low	0	0 %
Very low	0	0%
Null	0	0%

Table 6.19: Participants' motivation during the song-based sessions

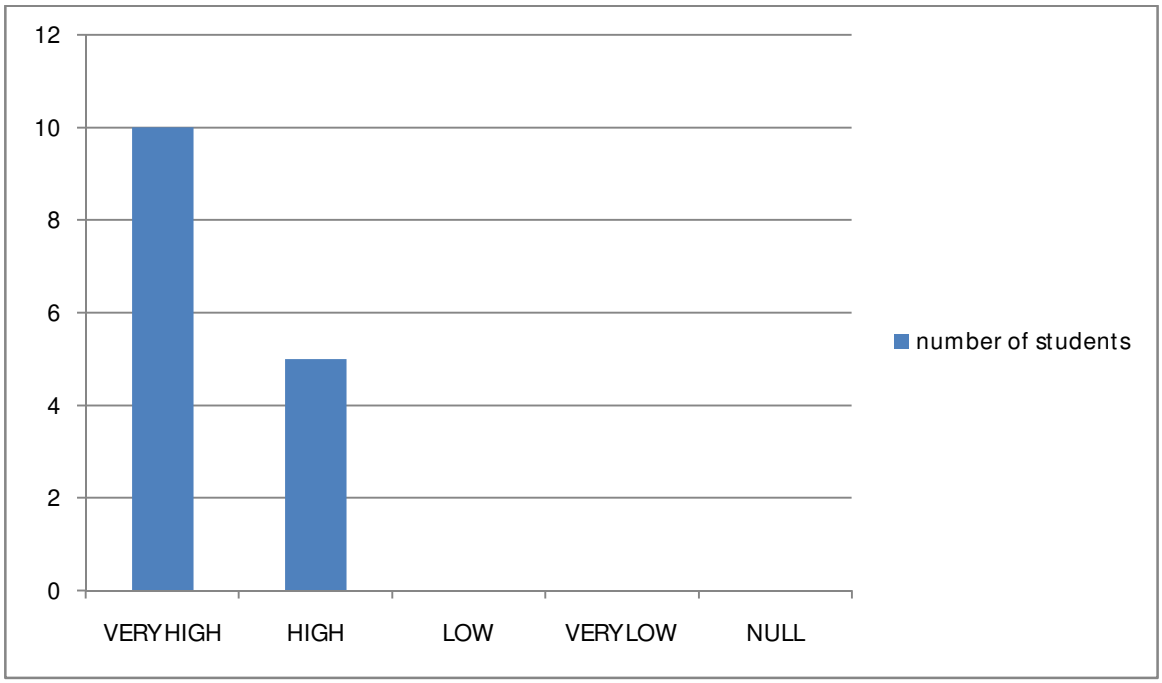


Diagram6.4: Participants' motivation during the song-based sessions

Participants' answers to this question reveal that ten students (66.66 %) out of fifteen found that that their motivation to speak in English was very high during the song based-lessons and five others (33.33%) responded by choosing the option "high". This confirms the results obtained through the classroom observation and the analysis of the session's video recordings. The experiment participants exhibited a high degree of interest and a very important level of motivation during the three song- based lessons where participants showed enthusiasm and collaboration with the teacher and the other classmates.

❖ **Frequency of participation in oral discussion**

Options	frequency	percentage
Very high	09	60 %
High	06	40%
Low	0	0%
Very low	0	0%
Null	0	0%

Table6.20: Students' frequency of participation during the song-based sessions

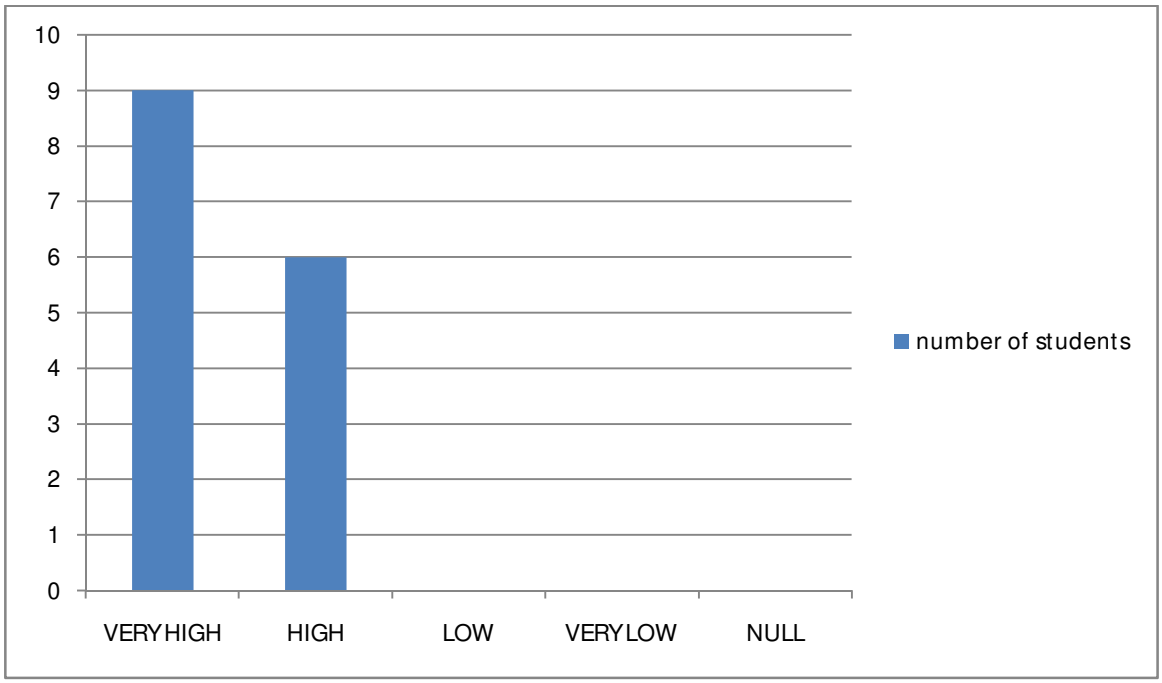


Diagram6.5: Students' frequency of participation during the song-based sessions

Nine participants out of ten evaluated their participation as being very high during the song- based lessons and six students evaluated it as being high. Even those who haven't participated verbally during the three session in which the researcher implemented songs as teaching materials found that they participated thoroughly during the course. Mainly because they were too concentrated and engaged in filling in the gaps so they estimated their engagement in doing the activities as a way of participation.

❖ **The enjoyment of speaking in English**

Options	Frequency	percentage
Very high	07	46.66%
High	08	53.33%
Low	0	0%
Very low	0	0%
Null	0	0%

Table6.21: Participants' enjoyment of speaking in English

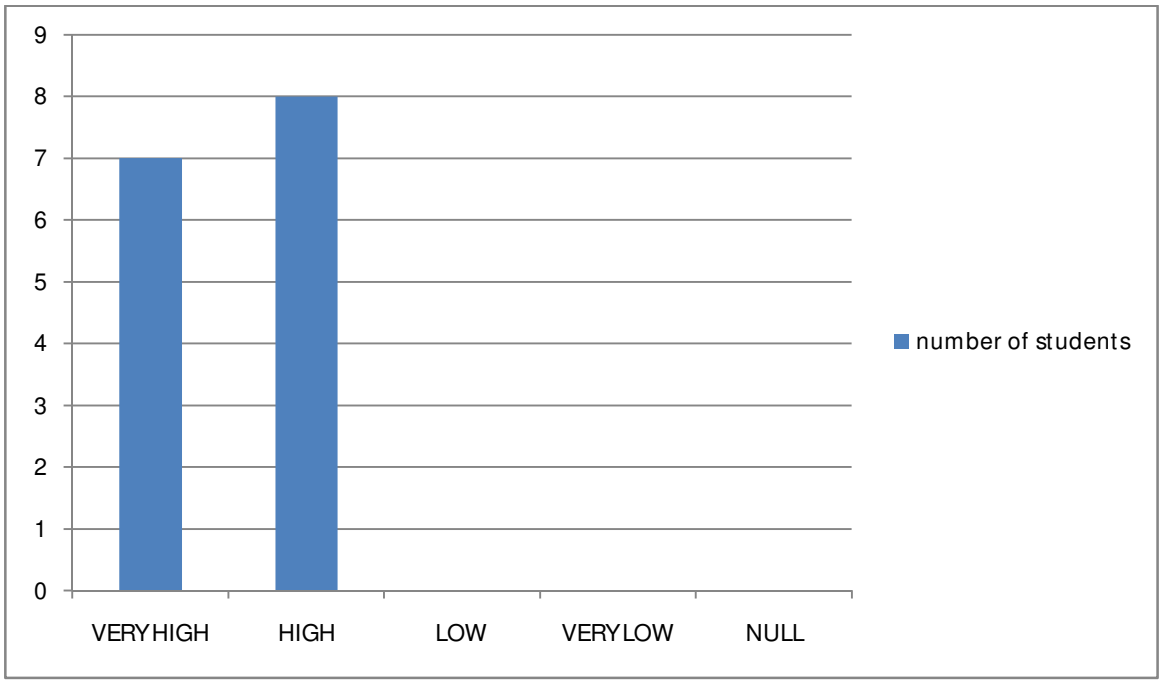


Diagram 6.6: Participants' enjoyment of speaking in English

The enjoyment during the song- based lessons was estimated by participant as being high (53.33%) and very high (46.66 %) by our participants. Indeed during the song lessons, participants demonstrated positive humor which means that they were taking pleasure while learning the foreign language using Popular English songs.

❖ **Anxiety about speaking in English**

Options	Frequency	percentage
Very high	0	0%
High	0	0%
Low	09	60%
Very low	02	13.33%
Null	04	26.66%

Table6.22: Participants' anxiety about speaking in English during the song based sessions

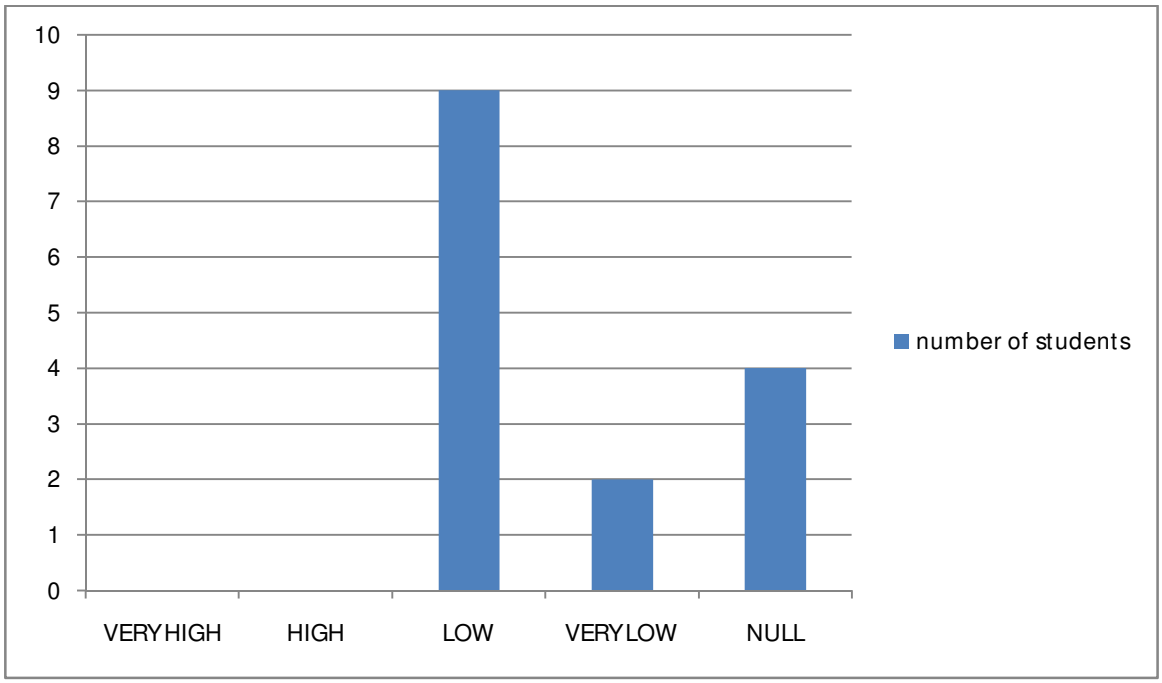


Diagram6.7: Participants' anxiety about speaking in English during the song based sessions

Anxiety which is estimated by most educators as being one of the major obstacles which may prevent foreign learners from speaking the target language freely was estimated by the experiment participants as being low by 9 participants (60 %), null by 4 participants (26.66%) and very low by two participants (13.33%) out of fifteen respondents. These results show that music in the classroom created a relaxed atmosphere allowing participants to think positively towards the learning process.

6-4-1-2- Item 02: Participants' perception of the song-based sessions

How did you find the song-based sessions (you can choose more than one option)

Options	frequency	Percentage
Interesting	15	100%
Enjoyable	15	100%
Normal	0	0%
Boring	0	0%

Table6.23: Participants' perception of the song -based lesson

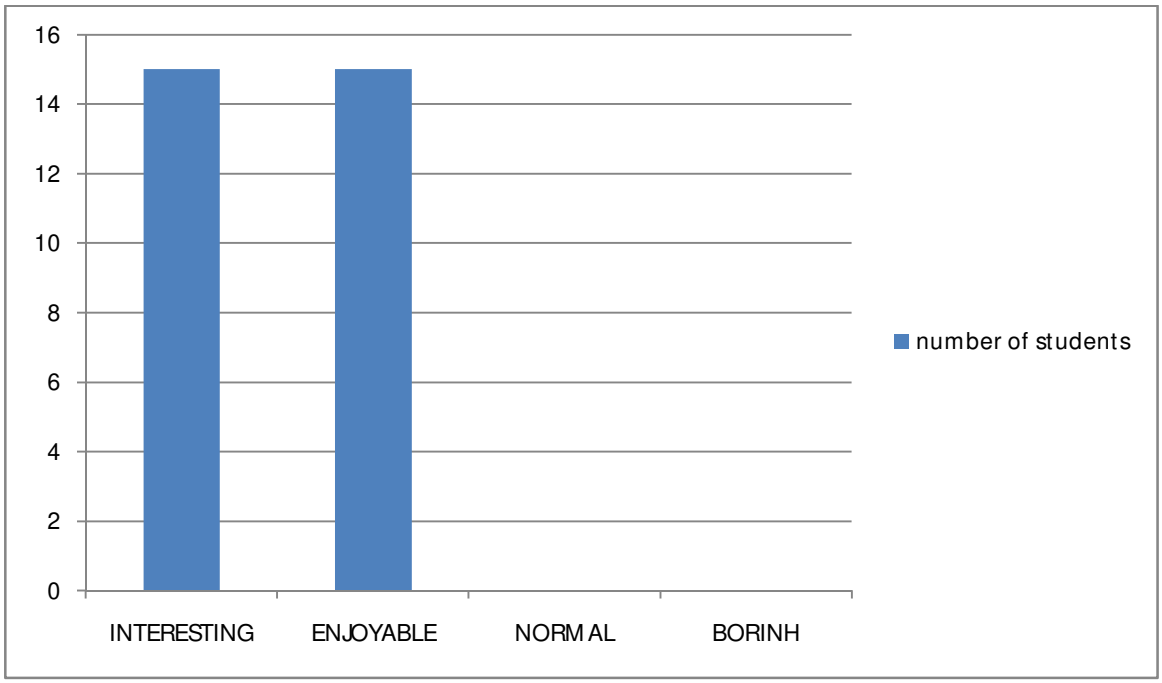


Diagram6.8: Participants' perception of the song -based lesson

All participants found that the three song-based lessons were interesting and enjoyable. The fifteen students opted for the two first options to confirm their positive attitudes towards the use of songs during the oral expression courses.

6-4-1-3 -Item 03: Students' feelings during the song based sessions.

How did you feel during the song –based lesson?

Options	frequency	Percentage
Positive	15	100%
Relaxed	15	100%
Normal	0	0%
Stressed	0	0%
Negative	0	0%

Table6.24: Students' feelings during the song-based lesson

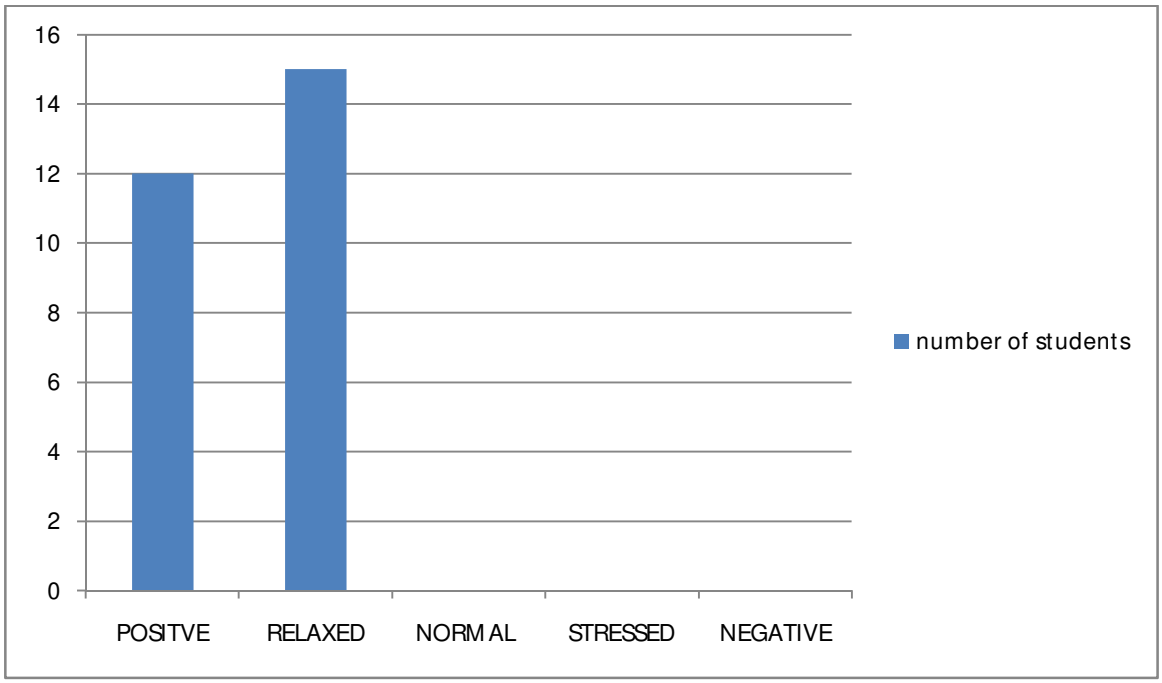


Diagram6.9: Students' feelings during the song-based lesson

All participants felt positive and relaxed during the song- based lessons. Indeed music and songs had a big positive psychological impact on learners as it is demonstrated through the questionnaire results.

6-4-1-4- Item 4: song-based sessions contribution for participants' instruction

Were the song based lessons instructive?

Options	Frequency	Percentage
Yes	15	100 %
No	0	0 %

Table 6.25 :Song-based session contribution for participants' instruction

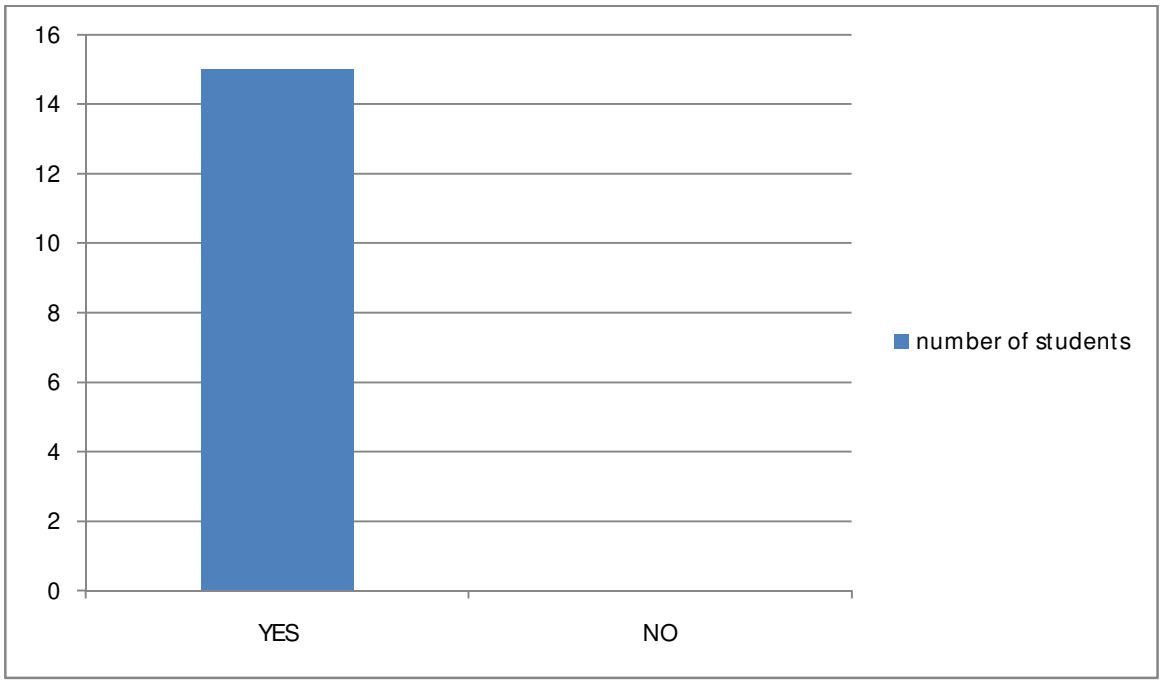


Diagram6.10 Song-based session contribution for participants' instruction

All participants found the song- based lessons were instructive for them. The lyrics of the three songs contained an important amount of vocabulary in English .Difficult words were explained and illustrated by the teacher. So the participants could at the end of each session learn the spelling and pronunciation of new words in the target language.

6-4-2- Participants attitudes towards the video-based sessions.

6-4-2-1-Item 05: Participants' motivation during the video-based sessions

During the video-based lessons, how would you evaluate your :

- **Motivation for speaking in English**

Options	Frequency	Percentage
Very high	03	20%
High	12	80%
Low	0	0%
Very low	0	0%
Null	0	0%

Table6.26: Participants' motivation during the video-based session

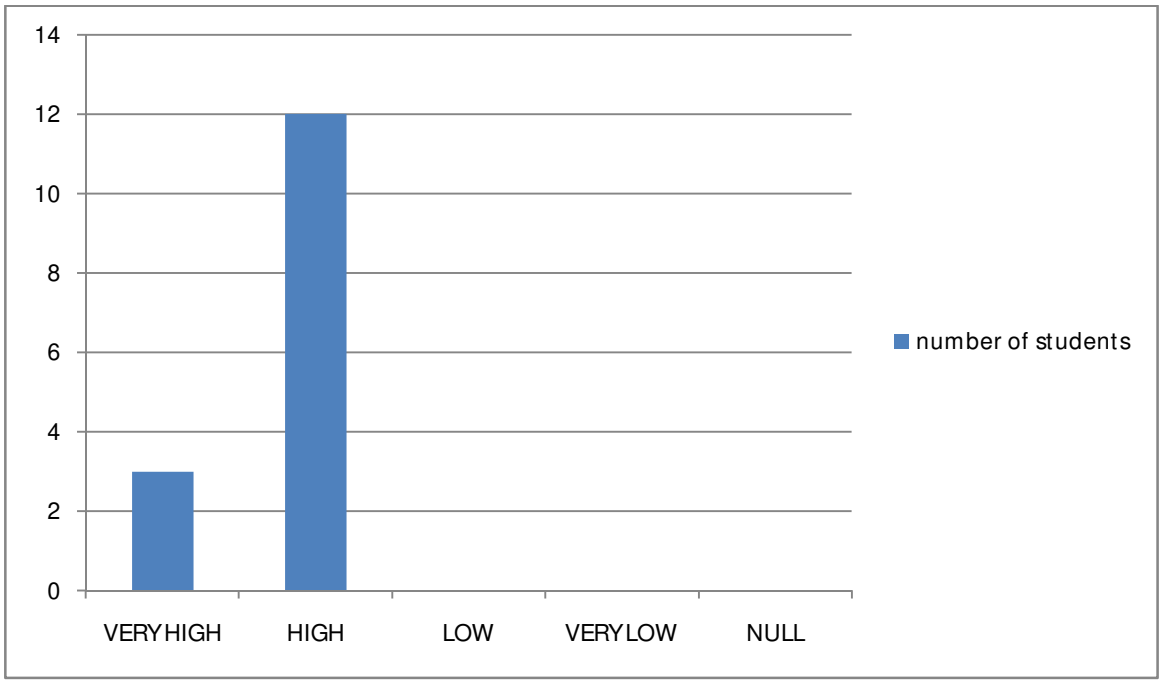


Diagram 6.11:Participants' motivation during the video-based session

Participants' answers to this question reveal that twelve students (80 %) out of fifteen found that that their motivation to speak in English was high during the video-based lessons and three others (20%) responded by choosing the option "very high". Although results reveal high degrees of motivation during this session. The obtained results demonstrate that students' motivation during the video -based lessons was less important compared to their motivation during the song-based lesson. This can be attributed to the power of music which makes individuals feel relaxed and consequently enhance their level of motivation for acting in different situations.

- **Frequency of participation in oral discussion**

Options	frequency	Percentage
Very high	09	60%
High	06	40%
Low	02	13.33%
Very low	0	0%
Null	0	0%

Table6.27: Frequency of participation in oral discussion

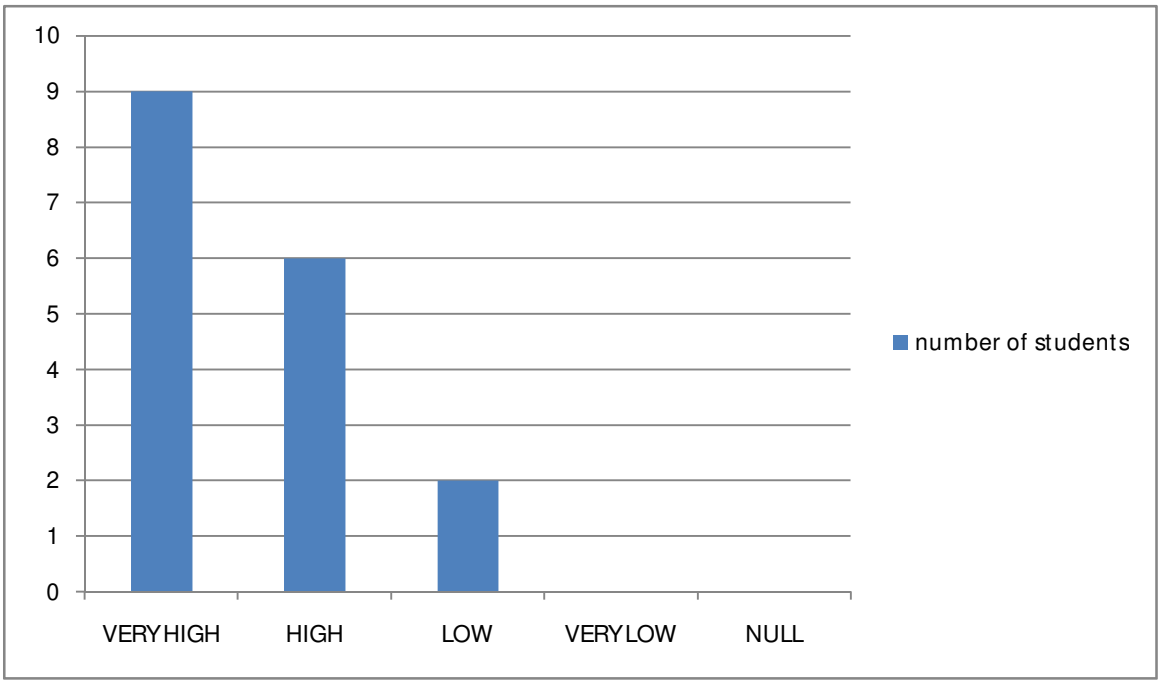


Diagram6.12: Frequency of participation in oral discussion

The rate of participation during the three video- based sessions can be estimated as being high by (60%) and very high by (40%) according to the table above , in the exception of two students (13.33 %) who apparently haven't positively participated during the three sessions.

❖ **The enjoyment of speaking in English**

Options	frequency	Percentage
Very high	03	20%
High	12	80%
Low	0	0%
Very low	0	0%
Null	0	0%

Table6.28: Participants' enjoyment of speaking in English

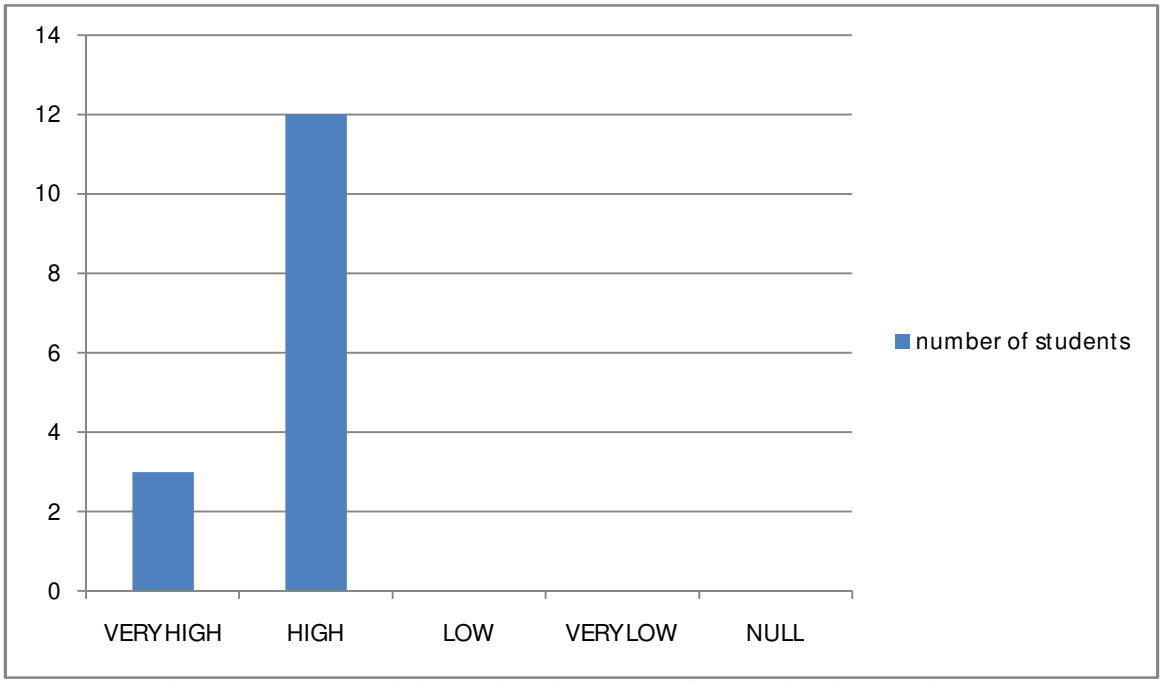


Diagram6.13 Participants' enjoyment of speaking in English

The enjoyment during the song- based lessons was estimated as being high (80 %) and very high (20%) by our participants. As for the song-based lessons, participants demonstrated positive humor which means that they were taking pleasure while learning the foreign language using English videos.

❖ **Anxiety about speaking in English**

Options	frequency	percentage
Very high	0	0%
High	0	0%
Low	13	86.66%
Very low	2	13.33%
Null	0	0%

Table6.29: Participants' anxiety about speaking in English during video-based sessions.

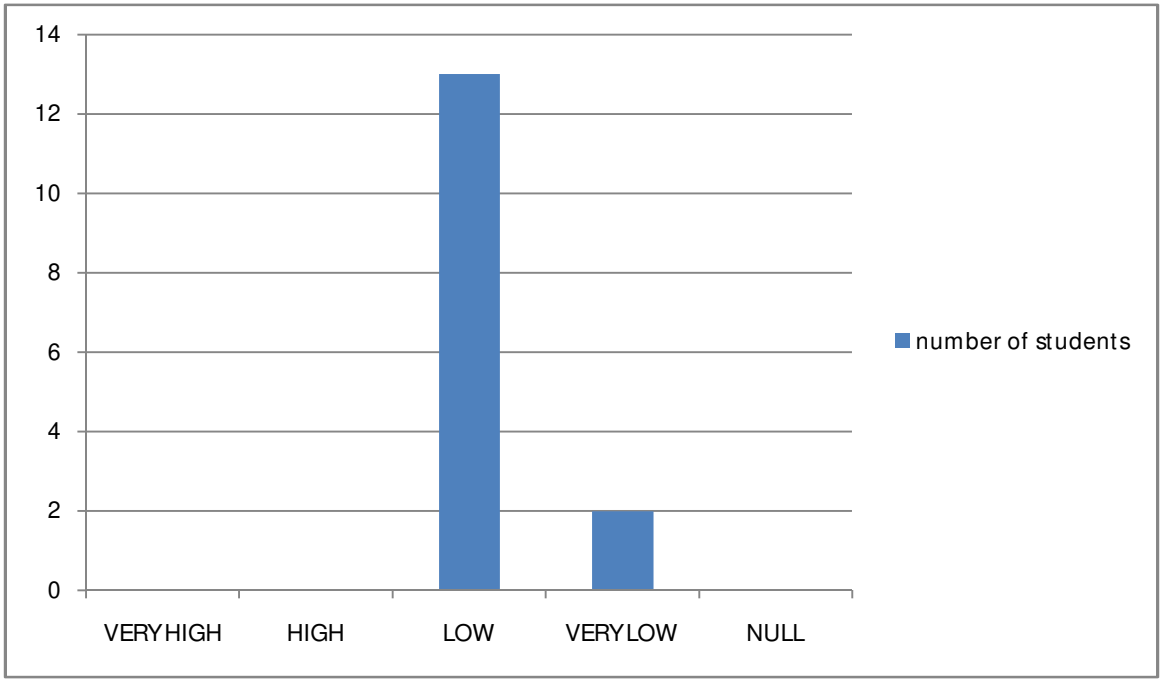


Diagram6.14: Participants' anxiety about speaking in English during video-based sessions.

Anxiety was estimated by the experiment participants as being low by 13 participants (86.66 %), and very low by 2 participants (13.33 %) out of fifteen respondents. These results videos in the classroom created a relaxed atmosphere allowing participants to think positively towards the learning process.

6-4-2-2-Item 06: Participants' perception of the video-based sessions.

How did you find the video-based sessions?

Options	frequency	Percentage
Interesting	15	100%
Enjoyable	15	100%
Normal	0	0%
Boring	0	0%

Table 6.30: Participants' perception of the video -based lesson

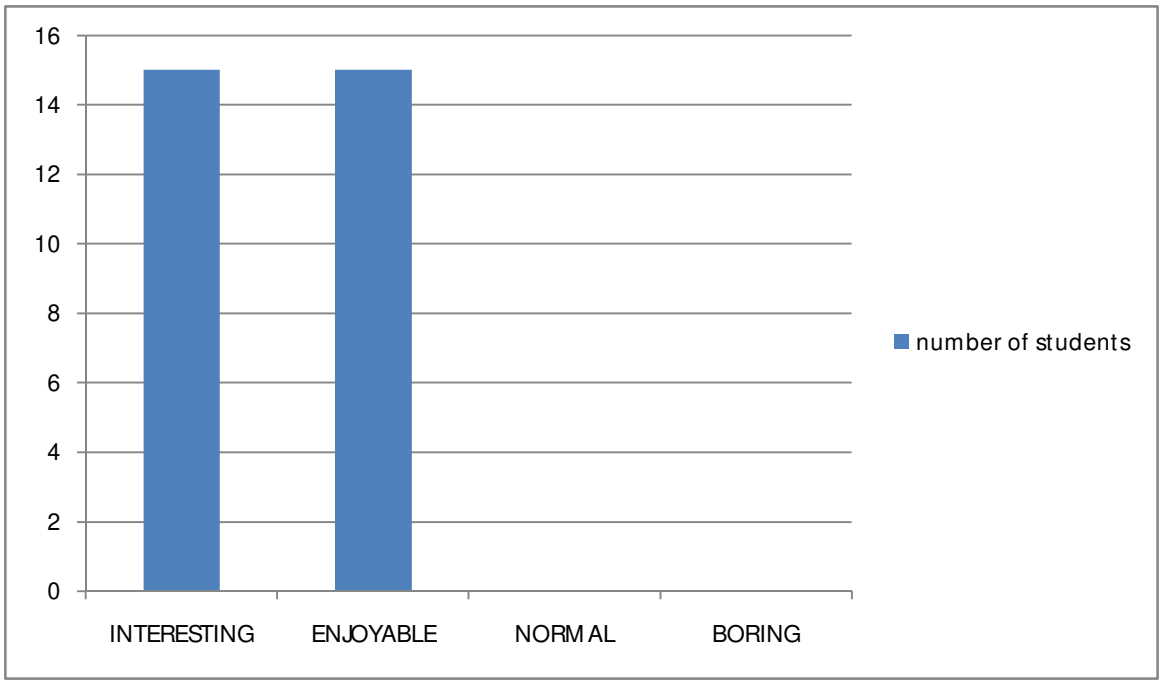


Diagram6.15 : Table 6.30: Participants' perception of the video -based lesson

As for the song- based lessons All participants found that the three video -based lessons were interesting and enjoyable. The fifteen students opted for the two first options to confirm their positive attitudes towards the use of videos during the oral expression courses.

6-4-2-3-Item07: Participants' feelings during the video-based sessions

How did you feel during the video- based lesson?

Options	frequency	percentage
Positive	15	100%
Relaxed	15	100%
Normal	0	0%
Stressed	0	0%
Negative	0	0%

Table 6.31: Participants' feelings during the video-based sessions

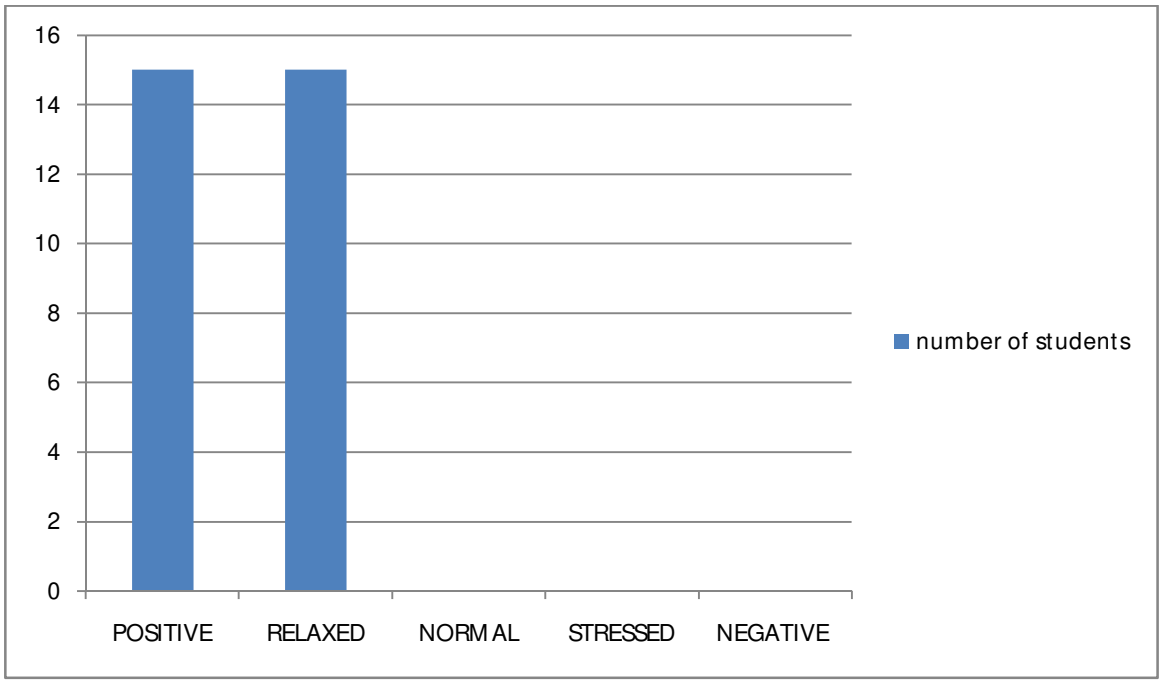


Diagram 6.16: participants' feelings during the video-based sessions

All participants felt positive and relaxed during the video - based lessons. Indeed videos are considered to be a mean for entertainment .When using authentic videos in the classroom, students feel positively relaxed and comfortable as if they were watching a program on TV at home.

6-4-2-4-Item 8: video-based session contribution for participants' instruction

Were the video-based sessions instructive for you?

Options	frequency	Percentage
Yes	15	100%
No	0	0%

Table 6.32 :video-based session contribution for participants' instruction

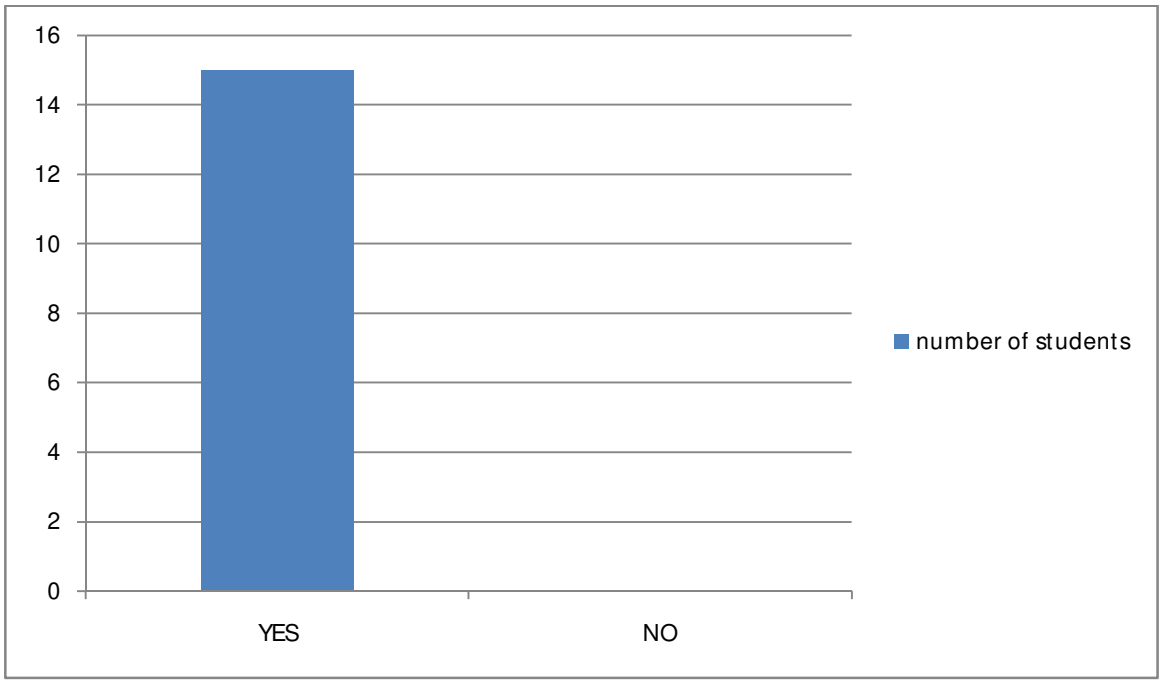


Diagram6.17: video-based session contribution for participants' instruction

All participants found that the video - based lessons were instructive for them. Indeed videos contain a high amount of language allowing students to learn as much vocabulary as they can. Additionally, learning new vocabulary revealed to be easier though videos because the participants could learn it in context associated with gestures and illustrated by the characters.

6-4-3- Participants' preferences in terms of teaching materials

6-4-3-1- Item 09: Participants' preferences in terms of teaching materials

Which of the experiment sessions was more motivating for you to speak and interact in English? (You can choose more than one option if it necessary).

Options	frequency	Percentage
Picture- discussion session	5	33,33%
audio- listening session	10	66,67%
Written-poem discussion session	3	20%
Song-based sessions	15	100%
video -based sessions	15	100%

Table6.33: Participants' preferences in terms of teaching materials

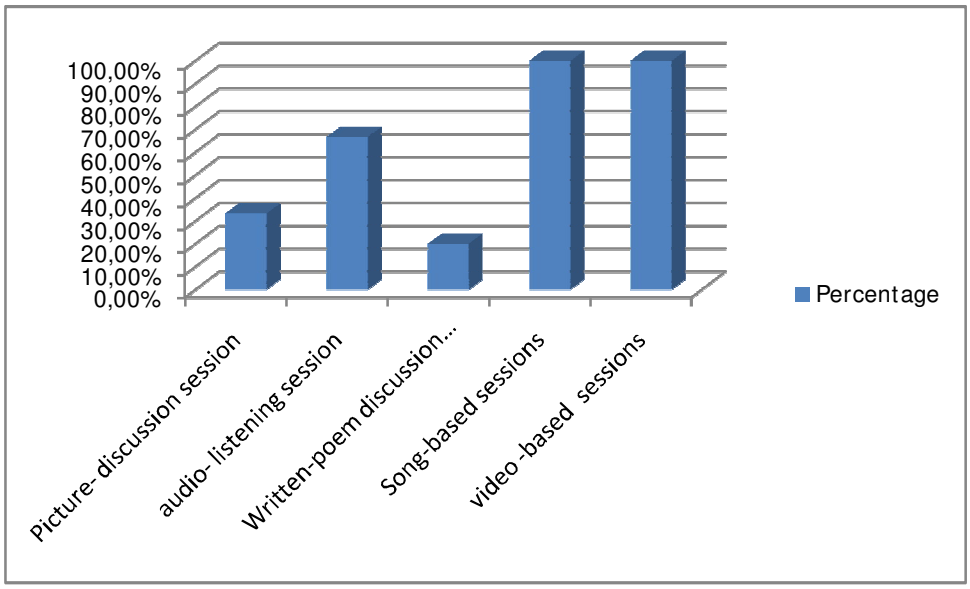


Diagram6.18: Participants' preferences in terms of teaching materials

In this question, participants were asked to choose the session during which they felt more motivated to speak and interact in the oral expression course. The participants were given the opportunity to choose more than one option. The results obtained through the questionnaire revealed that a total majority (100%) opted for the sessions in which songs and videos were used as teaching materials. Moreover, participants were also satisfied during the session in which the researcher used the audio conversation. This is obviously demonstrated through their answers (66.67%) of the respondents found that they were motivated to speak during this session, whereas (33.33%) opted for the picture discussion session and (20%) for the picture discussion session.

6-4-3-2-Item 10: Students' opinions about the most motivating session for participation

In which of the experiment sessions you felt more motivated and willing to participate orally with the teacher and your classmates, explain.

Participants' answers to this question are summarized in the following points:

- The majority of participants felt more motivated and willing to participate during the song-based lessons because they like music and they enjoyed the beautiful atmosphere in which the sessions were being held.
- The majority of participants felt motivated and willing to participate during the video-based sessions, in the exception of the video on Obama which was not really appreciated by them because they do not like to speak about political subjects but they liked much the activity in which they were asked to play the role of president of the United States.
- The majority of participants enjoyed the video -poem session. They explain that they appreciated this new way of discussing poetry. The musical background and the video images made them dreaming and feeling as if they were travelling in another world.

- The majority of participants enjoyed less the poem and the picture discussion sessions and explain that they didn't found enough things to say during the debate and found the courses a little bit boring compared to the other sessions.
- The majority of participants liked much the presentation of the lyrics associated with illustrative images of the son during the session on Maher Zein's song:"Number one for me"
- Three participants out of fifteen explained that the audio text session was acceptable and that they could understand the language used by the speakers and fill in te gaps easily during the activities.

Conclusion

Both the quantitative and qualitative results obtained from the classroom observation and the post-experiment questionnaire which were thoroughly explained, described and analyzed throughout this chapter, confirm the alternative hypotheses formulated at the beginning of this research study. Indeed, the implementation of certain teaching materials (songs and videos), enhance considerably students' motivation and participation, which in their turn and as discovered throughout the statistic calculations, correlate to a very high degree. In other words, whenever a student is motivated, he participates actively in the classroom activities. Additionally, the use of videos and songs influenced positively, participants' motivation and participation in the other hand.

General Conclusion and Pedagogical Implications

The present research was carried out in order to investigate the effectiveness of songs and videos as pedagogical resources in enhancing English Second Year students' motivation and participation in oral expression courses at Batna University. In order to investigate for the present research study, the researcher hypothesizes that there is a close relationship between teaching materials, students' motivation, and students' participation. Based on this main hypothesis, the researcher assumes that when learners listen to songs and watch videos, they are more motivated and the rate of participation is higher. Besides, whenever; learners are highly motivated, they participate intensively in the classroom.

We used two basic research instruments in order to collect data: three questionnaires and observation grids. One questionnaire administered to five University students teaching in the English department at Batna University .Its main objective was to gather data on how listening and speaking skills are taught in our University, the available materials, students' level of motivation, the learners' frequency of participation during the oral course, teachers' attitudes towards learners' mistakes and also their opinions about the various advantages that the implementation of songs and videos as teaching aids may bring into the classroom. Additionally, another questionnaire designed for 120 students studying in the English department at Batna University, in order to collect information about the different problems that they encounter in learning the speaking and listening skills of the foreign language and the way in which they perceive the use of songs and videos as instructional resources for teaching the target language.

After the administration of the two pre-experiment questionnaires, a sample of fifteen second year students was selected randomly in order to participate in an experiment which was organized into nine sessions. The experiment lasted for around nineteen hours.

The sessions, one hour and a half for each, were organized into three main parts according to the used teaching material. The participants received three main treatments. These latter consist of classical teaching materials (picture, audio-conversation and a written poem), for the first treatment, three songs for the second treatment, and three videos for the third treatment. All the sessions were recorded on a video in order to analyze the participants' attitudes and behaviors during each session. In order to evaluate and grade each participant's motivation and participation while receiving each treatment, an observation grid was designed by the researcher containing some indicators related to both motivation and participation. At the end of each experiment session, the observer could obtain two degrees, one for motivation and another for participation for each participant. In order to be more consistent and to enrich the data on which the research results would depend, a post-experiment questionnaire was administered to the fifteen participants at the end of the experiment to give them the opportunity to evaluate their experience and to select the session during which they felt more motivated and in which they participated more frequently as compared to the other sessions.

After evaluating the quantitative data using different statistical procedures and analyzing the researcher's observations and the students' answers, we could obtain a considerable number of findings about the subject and our objective which is evaluating the impact of the use of certain teaching materials on learners' motivation and participation in the classroom has been attained. The research findings can be summarized in the following points:

- ✓ The efficacy of songs and videos in enhancing the level of motivation and the rate of participation.
- ✓ Motivation and participation correlate positively to a very high degree.

- ✓ The efficacy of songs in teaching students new vocabulary. This was clearly demonstrated through the post- experiment questionnaire in which participants affirm having learnt a big amount of new vocabulary during a short period of time.
- ✓ Songs, musical background, and videos helped participants to feel more at ease and reduced anxiety which is one of the most important psychological obstacles in using the target language for communication. During the audio-visual sessions, Participants used English with a certain feeling of pleasure and enjoyment. The data collected from students supported mostly the majority of the previously mentioned assumptions. Besides singing, playing the role of a political personality , reciting a poem or watching and commenting short videos helped participants to be more motivated and to participate in the classroom discussions using English without carrying about the grammatical and pronunciation mistakes.
- ✓ Poetry, if introduced into the oral expression course using videos illustrating the meaning of the verses and if accompanied by some musical background can be very positively perceived by learners.
- ✓ Students' prefer participating in classroom discussions in which the subjects are related to their problems and to their own experiences, and dislike speaking about political subjects even if the content of the course is presented using videos as teaching materials.
- ✓ The instructor does not need to introduce a huge amount a vocabulary in particular course content in order to provoke learners' talk. The experiment demonstrated that a very simple song containing simple words may enhance students' interaction and communication.
- ✓ Motivation can be demonstrated through interest, enthusiasm, humor, self confidence, interaction and communication, as well as cooperation and group dynamics.

- ✓ Working in pairs and cooperating with the other classmates while doing activities enhances students' motivation and participation. Indeed, Cooperative learning helps greatly in reducing anxiety (Hill and Flymn, 2006).
- ✓ Teachers' attitudes in the classroom have a big influence on learners' motivation to participate in the classroom. Nuan (2015:49),explains that:"Good teachers try to create a non-threatening environment and encourage learners to leave the comfort zone (seating and watching what is turning around them without any intervention) and engage in tasks that require creative language use" .Within the same scope, Seldin (1999) cited Goss Lucas and Bernstein (2005:57), summarizes the best characteristics of effective teachers:

> Treating students with respect, providing relevance of information to be learned using active, hands on student learning, varying instructional methods, providing frequent feed back to students on their performance, offering real world, practical examples, drawing inferences from models and using analogies, providing clear expectations for assignments, creativity, a class environment which is comfortable for students; communicating to the level of their students ,presenting themselves in class as "real people";using feedback from students to assess and improve teaching; reflecting on their own classroom performance in order to improve it."

So, in order to be effective and to provide a favorable climate were learners engage in the different activities the instructor should:

- ❖ **Set clear learning intentions:** by demonstrating the intended objectives at the beginning of each course. Indeed, establishing learning objectives helps learners to

believe deeply in what they are doing. That is why teachers should clearly say to their students: 'This is our objective for today's course, this how what we are doing today is going to affect your long term success". Instructors should demonstrate clearly the change that is going to happen as a result of the learning process

- **Build strong relationships with learners:** Foreign languages are not as other scientific or literary branches in which the instructor strict information and the learners receive it in an automatic way. Languages necessitate contact, interaction and communication. This is why, the teacher needs to create good and strong relationships with is learners based on mutual respect rapport keeping learners safe from harassment as confirmed by (Kiriacou: 2009; Balli: 2009). This can be done through :

  -Demonstrating positive expectations.

  -Creating a self classroom environment.

  -Caring about the learners as individuals.

  -Calling the learners using their names.

  -Organizing meetings outside the classroom to discuss different aspects of the teaching/learning process and giving them the freedom to criticize whatever happens during the courses.

- **Adapt certain important attitudes when teaching speaking through interaction and discussion**:

-Talk with confidence about general themes related to life and help learners in communicating their ideas clearly.

-Make regular useful comments.

-Make learners understand standard and non- standard, formal and informal English.

-Use gestures and tone to make the discussion interesting

-Plan and organize the lesson.

-Assess and evaluate students with justification.

-Select appropriate vocabulary and tone to suit the audience.

-Be confident and articulate perfectly the speech.

-Relating the learning content with real life situation. Students should be trained on applying what they are learning through concrete examples.

- **Create a 'social environment' in the classroom:** The instructor should create a small community in the classroom in which the learner feels him/herself in a natural setting. Foreign languages can be learnt more easily if the teachers make the classroom seem like a small society. In this concern, Babad and lazarus (2009:14): "The classroom is a 'mini-society'. It has a defined structure and formal goals, it has a 'ruler' of legitimate authority and "citizens" who enact their roles and interact with each other and who must 'work' toward attaining given goals".
- **Give effective feedback:** providing learners with respectful constructive feedback by emphasizing on what could be done better for the next time motivates them to participate frequently in order to improve their performances. It is very important to focus on the fact that feedback should not be personal, hostile, picky or demeaning .It should rather be caring, clear and focusing on improvement. This is clearly confirmed by Brookhart (2008).
- **Integrate Technology in the classroom:** Nowadays, it is very important to integrate Internet, computers and modern equipped materials into the language classroom in order to motivate learners to participate in the different classroom activities, as emphasized by Frei and al (2007). Indeed, very modern digital boards related to the

World market. This material can allow the student watch videos on the board listen to the speech and conversations in the foreign language and at the same time fill in the gaps using just his finger or an electronic pen. Learners will be certainly be impressed by all what is modern and updated.

- **Select interesting teaching materials:** Selecting interesting teaching materials will lead the student in the direction of the behavior of learning outcomes specified in the learning objectives. Materials should support the course aims, be students centered, build on previous teaching, and contain useful and meaningful content that is appropriate with the learners' abilities. In sum, when appropriate, teaching materials will maintain students' attention and automatically motivate learners for intensive participation.
- **Encourage learners for participation:** The instructor should give learners enough time to contribute in the classroom discussion. Some learners need to be encouraged by the instructor to speak out when he/she observes that these students exhibit a certain amount of interest by doing physical gestures showing their non-verbal involvement in the oral discussion. Teachers can encourage them by calling them for engagement in the different activities. Asking them to answer some questions or giving their opinions will encourage them to speak and participate because some

students lack the energy to engage voluntarily. This type of learners needs to be helped by the instructor.

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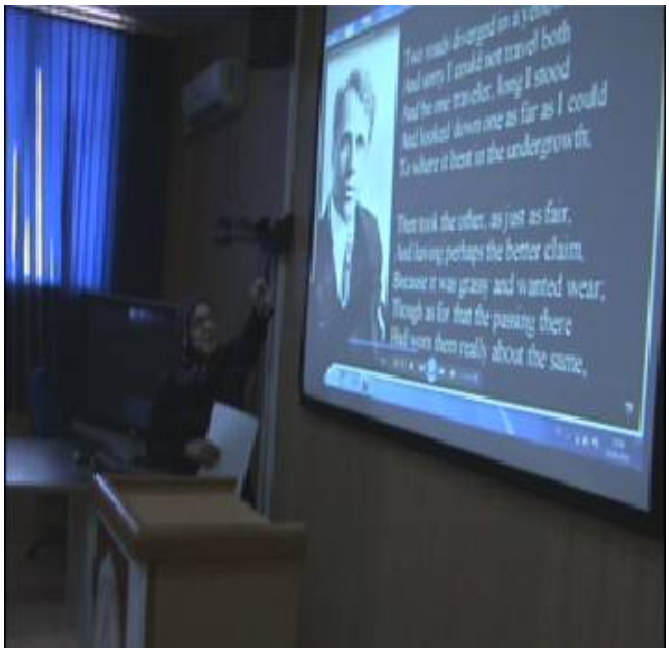
Appendices


Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

The Road Not Taken
by Robert Frost

1
The number one for me

INAUGURATION 2013
Obama Delivers Inaugural Address

My shoes

Jen Bricker

Appendix 1

Teachers' perceptions of the oral expression course questionnaire

Dear colleague,

This questionnaire serves as a data collection tool for a doctorate "e-sciences" in psycho-pedagogy and applied linguistics. It investigates the relationship between teaching materials and students' participation and motivation in oral expression courses. Your collaboration will be of great help to our research. Will you please tick the appropriate answer or give your own whenever it is necessary?

Thank you for your collaboration

LALAOUNA AMEL GAMRA

PART ONE : **General information**

1-Gender:

a. Male. ☐
b. Female . ☐

2-Age

a. 20-25 years ☐
b. 26-30 years ☐
c. 31-35 years ☐
d. 36-40 years ☐
e. More than 40 years ☐

3-Qualification and experience:

a. Degree:
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……..
b. Experience in teaching at the university:
……
c. Experience in teaching oral expression:
……..
d. Experience in teaching oral expression to second year students…….

a. Are you : Full time teacher ☐ or part time teacher ☐

PART TWO: teachers' perception of the oral expression module and problems encountered in teaching oral skills.

4-Do you like teaching the oral expression module?

a. Yes ☐
b. No ☐

If" yes" ,say why?

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If "no" ,say why?

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5-Do you think that the way speaking and listening skills are taught in your department motivates learners to participate in classroom activities ?

a. Yes ☐
b. No ☐
c. partly ☐

-Justify your choice:

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6-How is the level of second year students in oral expression according to your experience?

a. Very weak ☐
b. Weak ☐
c. Average ☐
d. Good ☐
e. Very good ☐

7-How can you evaluate your students' motivation to participate in oral expression courses?

a. Very weak ☐
b. Weak ☐
c. Average ☐
d. Good ☐
e. Very good ☐

8-Do you think that your students' poor participation in oral expression is related to the teaching materials used by teachers in the classroom?

a. Yes ☐
b. Partly ☐
c. No ☐
d. Other reasons

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9-Do you think that your students' lack of motivation to speak during oral expression activities is related to the poor teaching materials used by teachers in the classroom?

a. Yes ☐
b. Partly ☐
c. No ☐
d. Other reasons

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10-Which of the following speaking problems do your students encounter in the oral expression courses (you can choose more than one)

a. They are afraid of making mistakes ☐
b. They are afraid of the teachers' criticism ☐
c. They cannot find the appropriate words to express their ideas and opinions ☐
d. They are not motivated to participate orally in the classroom ☐
e. The speak very little or not at all ☐
f. They the Algerian Arabic or French ☐
g. They are shy ☐

11- Do you give your students enough time to prepare themselves before they perform orally:

a. Yes ☐
b. No ☐

12-Are you understanding and supportive with your students:

a. Yes ☐
b. No ☐

13-What is your reaction when the students make mistakes during oral expression course

a. You stop them whenever they make mistakes ☐
b. Be embarrassed when students do repeated mistakes ☐
c. Keep quiet ,smile and ask them to go on in their speech ☐
d. When they cannot find the words to express their ideas, you may help them ☐
e. You just watch, listen ,and observe students ☐

14-Do you help your learners to make use of communicative strategies to surmount their speaking difficulties?

a- Yes ☐
b- No ☐

15-In general, what difficulties do you face in teaching oral skills?

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PART THREE : Teachers' opinions about the use of songs and videos as teaching materials in the oral expression course.

16-Which teaching materials do you use when teaching oral expression and listening comprehension to second year students?

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17-Do you think that audio-visual materials enhance students' participation and motivation in the classroom?

a. Yes ☐
b. No ☐

18-Do you use the language laboratory?

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

-If "never" and "rarely", say why?

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19-Do you use songs and music in oral expression activities?

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

20-Do you use videos in oral expression activities?

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

21- what positive effects can the use of songs and videos bring into the classroom?

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22-What do you suggest to enhance students' motivation to participate in oral expression courses?

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Thank you for your collaboration

Appendix 2

Students' questionnaire (pre-experiment)

Dear students,

This questionnaire serves as a data collection tool for a doctorate "e-sciences" in Psycho-pedagogy and Applied linguistics. It investigates the relationship between teaching materials and students' participation and motivation in oral expression courses. Your collaboration will be of great help to our research. Will you please tick the appropriate answer or give your own whenever it is necessary.

Thank you for your collaboration

Lalaouna Amel Gamra

PART ONE : General information

1-Gender:

c. Male. ☐
d. Female . ☐

2-Age : ……years.

3-Baccalaureate :

a. Literary ☐
b. Scientific ☐
c. Technical ☐

4-Is learning English you choice?

a. Yes ☐
b. No ☐

5-What is your major purpose in learning English?

a. To get a job ☐
b. To do post-graduate studies ☐
c. To communicate with people ☐

- Other reasons:

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PART TWO: **Students' perception of the oral expression course.**

6-How much do you like the oral expression course?

a. Much ☐
b. little ☐
c. Not at all ☐

Justify your choice.....

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7-How often do you speak English in the classroom:

a. Very often ☐
b. Often ☐
c. Sometimes ☐
d. Rarely ☐

8-What are the reasons behind your lack of participation? Select one of the following options.

a. Lack of interesting teaching materials ☐
b. Fear of others 'opinion about your performance ☐
c. Teacher's attitudes ☐
d. Your Poor level in English ☐
e. Lack of self-confidence ☐

If there are other reasons tell them:

- ……
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- ……
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- ……
  ……

9-Do you use the language laboratory for oral classes?

a- Very often ☐
b- Often ☐
c- Sometimes ☐
d- Rarely ☐
e- never ☐

10-Do you think that the time devoted to the oral expression course (Three hours per week), allow you to participate enough orally using the foreign language.

a. Yes ☐
b. No ☐
c. I do not know ☐

11-In general, how do you feel when you participate orally in English during classroom tasks

a. Motivated ☐
b. Anxious ☐
c. Confident ☐

12- Which of the following problems do you encounter in oral expression sessions (you can choose more than one option)

a. You lack motivation to express your selves ☐
b. You fear making mistakes in English ☐
c. You cannot find the appropriate word to express yourself ☐
d. You use your mother tongue ☐
e. You are shy ☐

13- What teachers can do to make the oral expression course more motivating for you to participate orally and interact in English?

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PART THREE: **Students' attitudes towards the use of songs as teaching materials during oral expression**

14-Do you like listening to English songs ?

a. Yes ☐
b. No ☐

15-Do you like singing in English?

a. Yes ☐
b. No ☐

16-How often do you listen to English songs in oral expression courses?

a. Very often ☐
b. Often ☐
c. Sometimes ☐
d. Seldom ☐
e. Never ☐

17-Do you like more English , French ,Algerian ,or oriental Arabic songs?

a. English ☐
b. French ☐
c. Algerian ☐
d. Oriental Arabic ☐

18-What kind of music do you prefer?

a. Pop music ☐
b. Rap music ☐
c. Country music ☐
d. Rock music ☐
e. Jazz music ☐
f. Reggae music ☐
g. Techno music ☐

19-What is your favorite English song?

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20-Do you think that listening to English songs can motivate you to participate more in oral expression courses:

a. Yes ☐
b. No ☐

Justify your answer ?

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PART FOUR: **Students' attitudes towards the use of songs as teaching materials during oral expression.**

21-How often do you watch English videos in the classroom?

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

If yes ,explain

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22-Do you like watching videos in English during oral expression courses :

a. yes ☐
b. No ☐

Justify your answer……
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23- do you find any difficulties in understanding the language used in these videos?

☐
a- Yes
b- No ☐

Justify your answer: ……
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24-Do you think that watching videos in English oral expression courses can be a motivating resource to enhance your oral participation ?

a. Yes ☐
b. No ☐

If yes explain……..

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25-Which type of videos do you like watching in the classroom?

a. Films(fiction) ☐
b. Documentaries ☐
c. Cartoons ☐
d. News ☐
e. Interviews ☐
f. Game shows ☐
g. Short storie ☐

*List other types of videos that you would like to watch during the oral expression sessions

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Thank you very much for you valuable time devote

to complete this questionnaire .

your opinions are greatly appreciated

Appendix 3

Post-experiment Questionnaire

Full name……

Dear students, I would like to thank you for participating in the experiment. Please read carefully the questions and tick the appropriate choice or give your own answer whenever necessary.

AMEL LALAOUNA

PART ONE: Students' attitudes towards the song-based sessions.

1. During the song-based lessons, how would you evaluate your:

a. Motivation for speaking in English:

Very high	High	Low	Very low	Null

b. Frequency of participation in oral discussion :

Very high	High	low	Very low	Null

c. The enjoyment of speaking in English :

Very high	High	Low	Very low	Null

d. Anxiety about speaking in English :

Very high	High	Low	Very low	Null

2. How did you find the song- based lessons:

a. Interesting ☐
b. Enjoyable ☐
c. Normal ☐
d. boring ☐

3. How did you feel during the song- based lessons?

a. Positive ☐
b. Relaxed ☐
c. Normal ☐
d. Stressed ☐
e. Negative ☐

3. Were the song-based lessons instructive for you:

a. Yes ☐
b. No ☐

PART TWO: Students' attitudes towards the video-based sessions.

5-During the video- based lessons, how would you evaluate your :

a- Motivation for speaking in English:

Very high	High	Low	Very low	Null

b-Frequency of participation in oral discussion :

Very high	High	low	Very low	Null

c-The enjoyment of speaking in English :

Very high	High	Low	Very low	Null

d-Anxiety about speaking in English :

Very high	High	Low	Very low	Null

6. How did you find the video- based lessons:

e. Interesting ☐
f. Enjoyable ☐
g. Normal ☐
h. boring ☐

7. How did you feel during the video- based lessons?

f. Positive ☐
g. Relaxed ☐
h. Normal ☐
i. Stressed ☐
j. Negative ☐

8. Were the video-based lessons instructive for you:

a-yes ☐

b-No ☐

PART THREE: Students' preferences in terms of teaching materials.

9. Which of these sessions was more motivating for you to participate in oral expression activities and interact in English? (You can choose more than one option if you want).

a. The song-based lesson ☐
b. The video-based lesson ☐
c. The video-poem lesson (the road not taken by Robert Frost) ☐
d. The poem analysis lesson ☐
e. The pictures discussion lesson ☐
f. The audio – text lesson ☐

10. In which of the experiment sessions you felt more motivated and willing to participate orally with the teacher and your classmates, explain!

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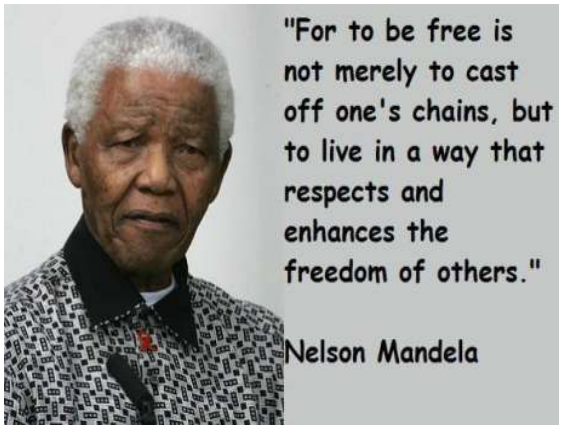
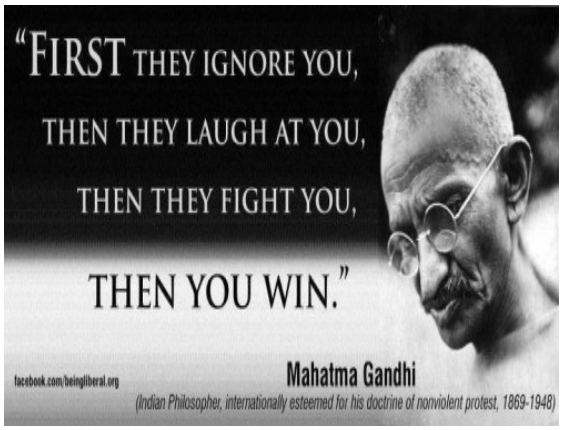
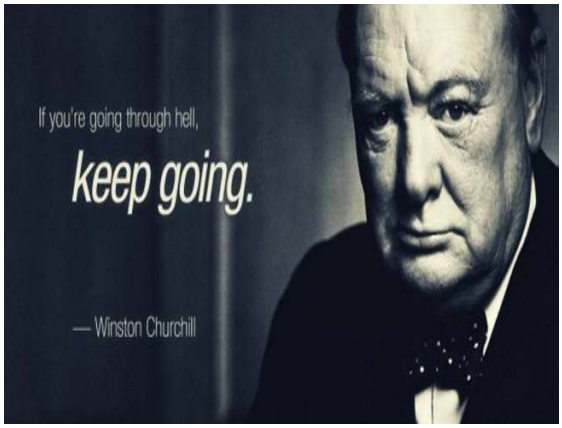
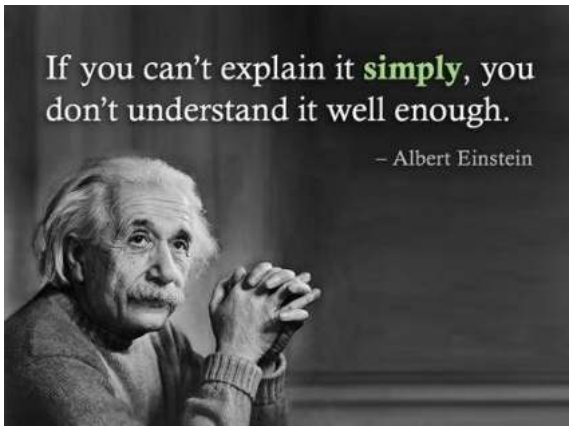
Appendix 4

Experiment session 1 : Pictures for classroom discussion









APPENDIX 5

Audio-text course: Listen To the conversation carefully and think about possible answers to the following questions.

While -Listening activities

Activity one

Listen to the text and say if these statements are true or false?

1-The three speakers are all learning English.

2-Josef uses pictures to help him learn English.

3-Ana finds learning English too vocabulary difficult.

4-Paula has a messy notebook.

5-Josef invents games to remember grammar rules.

6-Paula thinks that they all learn English the same way.

ActivityTwo:

Reorder the following statements as you hear them in the audio text

1-I find grammar quite difficult.

2-I like the way you organize everything into columns and chats.

3-I just draw little pictures and symbols.

4-I think you better borrow Paula's. She takes lots of really good notes.

5-One man's meat is another man's poison.

6-I record myself reading grammar rules sometimes too.

7-Weall seem to have completely different ways of studying and learning.

Appendix 6

Listening comprehension and oral expression

Activity : Reading and analyzing a poem **Duration:1h 30mn.**

Still I Rise
By Maya Angelou

- Listen to the teacher's reading and then try to fill in the gaps with the appropriate words.

You may write me down in history
With your bitter, ……..,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sexiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
…….in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like…….,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like……..,
Weakened by my soulful cries?

Does my……. offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,

You may kill me with your…….
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and ……. I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.

Still I Rise (Full Text)
By Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise

Up from a past that’s rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that’s wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.

Appendix7

Experiment session 04: Song-based session: "Life" by Desree

Activity one: Fill in the gaps with the appropriate words while listening to the song.

Fear dark get evening there's have see Park

I'm afraid of the ……

'specially when I'm in a ……

And……..no- one else around,

Ooh, I…….the shivers,

I don't want to…….a ghost,

It's sight that I……..most,

I'd rather……..a piece of toast and

Watch the……news.

Life, oh life, oh life, oh life dooo,

Doot doot doooo,life,oh life,oh life,oh life

Oh life.

Activity two: Match the appropriate words while listening to the song

-I'm	-I don't care.
-I'm the worst	-anytime, anywhere.
-Never walk	-I'll be there,
-I keep	-superstitious girl,
-I'll take you up	-in the world.
on a dare,	-a rabbit's tail.
-Name the place	-Under ladders,
-bungee jumping	

Activity three: Reorder the following sentences according to the lyrics of the song

- Ain't as easy as it seems.
- Sometimes living out your dreams
- In a beautiful balloon,
- Life indeed can be fun, if you really want to.
- I know I'm not the only one.
- So after all's said and done
- You wanna fly around the world,

Des'ree Lyrics

Activity: Lets sing together

Im afraid of the dark,

'Specially when I am in a park

And there's no one else around,

Ooh, I get the shivers.

I don't want to see a ghost,

It's the sight that I fear most,

I'd rather have a piece of toast and

Watch the evening news.

Life ohhh life oh life……

I'm a superstitious girl,

I'm the worst in the world

Never walk under ladders, I keep

a rabbit's tail. I'll take you up in a dare,

anytime,anywhere,Name the place

I ll be there,bungee jumping

I don't care!

Life ohhh life oh life……

So after all's said and done

I know I'm not the only one.

Life indeed can be fun, if you really want to.

Sometimes living out your dreams,

Ain't as easy as it seems.

You wanna fly aroud the world,

In a beautiful balloon.

Life ohhh life oh life……

Appendix 8

Post-listening discussion

Some Life quotes:

-"Life isn't about finding yourself , life is about creating yourself"

Jeorge Bernard Shaw

-"Most people have never learned that one of the main aims in life is to enjoy it". **Samuel Butler**

-"Life is a dream for the wise, a game for the fool, a comedy for the rich, a tragedy for the poor." **Sholem Aleichem**

-"In the end, it's not the years in your life which count. It's the life in your years. **Abraham Lincoln**

-"Do not dwell in the past, do not dream of the future, concentrate the mind on the present moment**". Buddha**

-"Life's most persistent and urgent question is, what are you doing for others?"

Martin luther king

-"My life is my message."

Ghandi

-"life is like riding a bicycle. To keep your balance, you must keep moving."

Albert, Einstein

-"To live is the rarest thing in the world. Most people exist, that is all"

Oscar Wild

Appendix9

Session five: Song based session

"Father and son" by Cat Stevens

While listening activity: Listen to the song and fill in the blanks

Father
It's not t…….to make a …….
Just……., take it……..
You're still……., that's your fault.
There's so…….you have to……..
Find a …….., settle ……
If you want you can …….
Look at me .I am……., but I 'm…….
I was once like you are……..,and I know that it's not…….
But take your……., think a lot,
Why, think of everything you've got.
For you will still be here……., but your……may not.

Son
How can I try to……..,when I do he turns a ……again.
It's always been the same, same old……..
From the moment I could……..I was ordered to……..
Now there's a way and I know that I have to go……..
I know I have to go.

Father
It's not ……..to make a …….
Just sit……,take it……
You're still…….that's your fault,
There's so……..you have to go……..
Find a ……settle……
If you want you can……
Look at me, I am…… But I'm……..

Son:
All the times that I…….keeping all the things I knew……
Its……..but it's harder to……..it.
If they were right, I'd a…….but it's them you know not me.
Now there's a way and I know that I have to go …….
I know I have to go

Post listening activity

Lets sing together, half of the group takes the role of the father and the other half the role of the son

Father
It not time to make a change.
Just relax, take it easy
You're still young that's your fault.
There's so much you have to know
Find a girl settle down
If you want you can marry.
Look at me .I am old, but I 'm happy
I was once like you are now, and I know that it's not easy.
But take your time think a lot,
Why, think of everything you've got.
For you will still be here tomorrow, but your dreams may not.

Son
How can I try to explain, when I do he turns away again.
It's always been the same, same old story
From the moment I could talk I was ordered to listen
Now there's a way and I know that I have to go away.
I know I have to go.

Father
It's not time to make a change
Just sit down, take it easy.
You're still young .that's your fault,
There's so much you have to go through
Find a girl settle down.
If you want you can marry.
Look at me, I am old But I'm happy.

Son:
All the times that I cried keeping all the things I knew inside.
Its hard but it's harder to ignore it.
If they were right, I'd agree .but it's them you know not me.
Now there's a way and I know that I have to go away
I know I have to go.

Session six : Song based session

Appendix 10

"Number one for me" by Maher Zein

While listening activity: Listen to the song and fill in the

was a…… little child
Crazy things I used to do
And all the…….. I put you……..
Mama now I am here for you

For all the times I made you……
The days I told you …….
Now it's time for you ……
For all the things you…….

Oh, if I could turn……..
If I could make it…….
I swear that I would
I would make it up to you

Mum I'm all…….now
It's new …… new day
I'd like to put a…….. on your face every day
Mum I'm all……. now
And it's not too late
I'd like to put a……on your face every day

And now I finally understand
Your……line
About the day I'…….in time
'Cause now I've got a child of mine

And…… I was so bad
I learned so much from you
Now I am……to do it too
Love my kids the way you do

Oh, if I could turn back time rewind
If I could make it undone
I swear that I would
I would make it up to you

Oh, if I could turn……
If I could make…….
I ……that I would
I would make it up to you

Mum I'm all grown up now
It's new……new day
I'd like to put ……on your face every day
Mum I'm all…….. now
And it's not too late
I'd like to put a……..on your face every day

You know you are the number one for me
You know you are the number one for me
You know you are the number one for me

There's no one in this world that can take your place
Oh, Im sorry for ever…….. you for……..
I will use every chance I get
To make you smile, whenever I am…….. you
Now I will try to love like you love me
Only god knows how much you mean to me.

Oh, if I could turn……
If I could make it …….
I …….. that I would
I would make it up to you
Mum I'm all grown up now
It's new……. new day
I'd like to put …… on your face every day
Mum I'm all ……
And it's not too late
I'd like to put a …….. on your face every day

You know you are the number one for me
You know you are the number one for me
You know you are the number one for me

Post listening activity: Lets sing together

was a foolish little child
Crazy things I used to do
And all the pain I put you through
Mama now I am here for you

For all the times I made you cry
The days I told you lies
Now its time for you to rise
For all the things you sacrified

Oh, if I could turn back time rewind
If I could make it undone
I swear that I would
I would make it up to you

Mum I'm all grown up now
It's new brand new day
I'd like to put a smile on your face every day
Mum I'm all grown up now
And it's not too late
I'd like to put a smile on your face every day

And now I finally understand
your famous line
About the day I'd face in time
'Cause now I've got a child of mine

And even though I was so bad
I learned so much from you
Now I am trying to do it too
Love my kids the way you do

Oh, if I could turn back time rewind
If I could make it undone
I swear that I would
I would make it up to you

Oh, if I could turn back time rewind
If I could make it undone
I swear that I would

I would make it up to you

Mum I'm all grown up now
It's new brand new day
I'd like to put a smile on your face every day
Mum I'm all grown up now
And it's not too late
I'd like to put a smile on your face every day

You know you are the number one for me
You know you are the number one for me
You know you are the number one for me

There's no one in this world that can take your place
Oh,Im sorry for ever taking you for granted
I will use every chance I get
To make you smile, whenever I am around you
Now I will try to love like you love me
Only god knows how much you mean to me.

Oh, if I could turn back time rewind
If I could make it undone
I swear that I would
I would make it up to you
Mum I'm all grown up now
It's new brand new day
I'd like to put a smile on your face every day
Mum I'm all grown up now
And it's not too late
I'd like to put a smile on your face every day

You know you are the number one for me
You know you are the number one for me
You know you are the number one for me

Appendix 11

Session seven : video- based session

While watching activity: Watch the video, listen to the speech and fill in the gaps Inaugual Adress by President Barack Obama

OBAMA: Vice President Biden, Mr. Chief Justice, Members of the United States Congress, distinguished guests, and fellow citizens:

Each time we ……. to inaugurate a president, we bear witness to the ……. strength of our Constitution. We …… the promise of our democracy. We recall that what …… this nation together is not the..... of our ……. or the …….. of our …….. or the……. of our names. What makes us …… – what makes us American – is our……. to an idea, articulated in a declaration made more than two centuries ago:
"We hold these truths to be self-evident, that all men are created equal, that they are……. by their Creator with certain unalienable rights, that among these are ……., …….., and……."

Today we continue a…….. journey, to bridge the meaning of those words with the realities of our time. For history tells us that while these truths may be ……., they have never been……; that while freedom is …… from God, it must be secured by His people here on Earth. The ……. of 1776 did not fight to replace the tyranny of a king with the …….of a few or the rule of a ……. They gave to us a Republic, a government of, and by, and for the people, …… each generation to keep safe our founding creed.
And for more than two hundred years, we have.
Through blood drawn by …….. and blood drawn by……., we learned that no union founded on the principles of liberty and equality could survive …… and …….. We made ourselves …….., and vowed to move forward together.
Together, we determined that a modern economy requires …… and …….. to speed travel and commerce; schools and colleges to train our workers.
Together, we discovered that a free market only…… when there are rules to ensure competition and fair play.
Together, we resolved that a great nation must care for the ……., and protect its people from life's worst…….. and misfortune.

Post-watching activity:After watching the video.You are asked to play the role of the president of the USA.Stand up in front of your classmates and speak to the population the way he did.

OBAMA: Vice President Biden, Mr. Chief Justice, Members of the United States Congress, distinguished guests, and fellow citizens:

Each time we **gather** to inaugurate a president, we bear witness to the **enduring** strength of our Constitution. We **affirm** the promise of our democracy. We recall that what **binds** this nation together is not the **colors** of our **skin** or the **tenets** of our **faith** or the **origins** of our names. What makes us **exceptional-** what makes us American – is our **allegiance** to an idea, articulated in a declaration made more than two centuries ago:

"We hold these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain unalienable rights, that among these are **life**, **liberty**, and **pursuit of happiness**"

Today we continue a **never –ending** journey, to bridge the meaning of those words with the realities of our time. For history tells us that while these truths may be **self-evident,** they have never been **self-existing .;** that while freedom is a **gift** from God, it must be secured by His people here on Earth. The **patriots.** of 1776 did not fight to replace the tyranny of a king with the **privileges** .of a few or the rule of a **mob** They gave to us a Republic, a government of, and by, and for the people, **entrusting** each generation to keep safe our founding creed. And for more than two hundred years, we have.
Through blood drawn by **each** and blood drawn by **sword**, we learned that no union founded on the principles of liberty and equality could survive **half-slave** a and **half-free** .We made ourselves **anew**, and vowed to move forward together.
Together, we determined that a modern economy requires **railroads** and **highways** to speed travel and commerce; schools and colleges to train our workers.
Together, we discovered that a free market only **thrives** when there are rules to ensure competition and fair play.
Together, we resolved that a great nation must care for the **vulnerable** , and protect its people from life's worst **hazards** and misfortune.

Appendix 12

Session Eight: Video poem -based session

The Road Not Taken By Robert Frost

While Listening activity

listen carefully to the poem and fill in the blanks with the appropriate words.

Two roads……..in a yellow……..,

And sorry I could not travel both,

And be one ……,long I…….

And…….down one as far as I could.

To where it bent in the ……..;

Then took the other,as just as fair,

And having perhaps the better …….,

Because it was…….. and wanted ……;

Though as for that the…….. there

Had …….them really about the same,

And both that morning equally lay

In leaves no step had …….black.

Oh, I kept the first for an other day!

Yet knowing how way……on to way,

I…….if I should ever come back.

I shall be telling this with a ……

Somewhere ages and ages hence:

Two roads ……..in a wood, and I—

I took the one less traveled by,

And that has made all the……..

Post discussion activity

Answer the following questions:

1-What is the setting of the poem?

2-the speaker in the poem could not see where the road was going because:

a-He was in the dark.

b-the road was covered by leaves.

c- It was very grassy.

d-It wasn't straight.

3-how does the speaker feel in the poem about the choice he has made?

a-He regrets his choice.

b-He is sorry.

c-He is satisfied with his choice.

d-there is no clear answer to this question.

4-Is the speaker satisfied with the decision he made? Justify you answer with information from the poem

5- "yet knowing how may leads on to way, I doubted if I should ever come back"

What does the speaker mean by these lines in the poem?

He means that :

a-One road was less traveled than the other.

b-He could never take the other road.

c-Both roads looked the same.

d-One road was more difficult than the other.

6-"I shall be telling this with a sigh". What does the word "this" refer to in the poem?

7-The speaker takes a long time to take a decision. why ?

8-"I took the one less traveled by , And that has made all the difference."

What is the meaning of this line?

Recite the poem: The Road Not Taken by Robert Frost

Two roads diverged in a yellow wood
And sorry I could not travel both,
And be one traveler ,long I stood.
And looked down one as far as I could.
To where it bent in the undergrowth;

Then took the other ,as just as fair,
And having perhaps the better claim,
Because it was grassy wanted wear;
Though as for that the passing there
Had worn .them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted .if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged. in a wood, and I
I took the one less traveled by,
And that has made all the difference.

Appendix 13

Session nine: Short video- based session

Jen Bricker : A story of courage and Persistence

Post- watching discussion

1-What was the handicap of Jen?

2-Did she live with her biological parents? Why

3-Who was Jen's hero?.

4-Jenn was raised by……in the state of…….. …….

5-How many people lived there?

6-What was the first sport practiced by Jen?

7-When did she start her first sport?

8-What happened at high school?

9-Did Jen practice other sports?

10-Did she succeed in practicing them?

11-Wha happened at the age of 16?

12-What was her relationship with Dominique Moceanu?

13-Jen sent an envelope to her parents, what did it include?

14-What was JEN's secret for success in life?

Appendix 14

Critical values of F for the 0.05 significance level:

	1	2	3	4	5	6	7	8	9	10
1	161.45	199.50	215.71	224.58	230.16	233.99	236.77	238.88	240.54	241.88
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.39	19.40
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14
10	4.97	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98
11	4.84	3.98	3.59	3.36	3.20	3.10	3.01	2.95	2.90	2.85
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49
17	4.45	3.59	3.20	2.97	2.81	2.70	2.61	2.55	2.49	2.45
18	4.41	3.56	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35
21	4.33	3.47	3.07	2.84	2.69	2.57	2.49	2.42	2.37	2.32
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.38	2.32	2.28
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.26
25	4.24	3.39	2.99	2.76	2.60	2.49	2.41	2.34	2.28	2.24
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22
27	4.21	[illegible]	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19
29	4.18	[illegible]	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.17
31	4.16	3.31	2.91	2.68	2.52	2.41	2.32	2.26	2.20	2.15
32	4.15	3.30	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14
33	4.14	3.29	2.89	2.66	2.50	2.39	2.30	2.24	2.18	2.13
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11

http://users.sussex.ac.uk/~grahamh/RM1web/F-ratio%20table%202005.pdf

Appendix15

Motivation F value through SPSS Calculations

Mesure: MEASURE_1

factor1	Variable dépendante
1	Motivation1
2	Motivation2
3	Motivation3

Statistiques descriptives

	Moyenne	Erreur type	N
Motivation1	12,6673	5,48127	15
Motivation2	20,7553	4,64251	15
Motivation3	16,8220	6,58365	15

Tests multivariés[a]

Effet		Valeur	F	ddl de l'hypothèse	Erreur ddl	Signification	Eta-carré partiel	Paramètre de non-centralité	Puissance observée[c]
factor1	Trace de Pillai	0,911	66,476[b]	2,000	13,000	0,000	,911	132,953	1,000
	Lambda de Wilks	0,089	66,476[b]	2,000	13,000	0,000	,911	132,953	1,000
	Trace de Hotelling	10,227	66,476[b]	2,000	13,000	0,000	,911	132,953	1,000
	Plus grande racine de Roy	10,227	66,476[b]	2,000	13,000	0,000	,911	132,953	1,000

a. Plan : Constante

Plan intrasujets : factor1

b. Statistique exacte

c. Calcul à l'aide d'alpha =0 ,05

Tests de sphéricité de Mauchly[a]

Mesure: MEASURE_1

Effet intrasujets	W de Mauchly	Khi-deux approx.	ddl	Signification	Epsilon[b]		
					Greenhouse-Geisser	Huynh-Feldt	Borne inférieure
factor1	0,914	1,171	2	0,557	0,921	1,000	0,500

Teste l'hypothèse nulle selon laquelle la matrice de covariance des erreurs des variables dépendantes orthonormées est proportionnelle à la matrice identité.

a. Plan : Constante

Plan intrasujets : factor1

b. Permet d'ajuster les degrés de liberté de la moyenne des tests de signification. Les tests corrigés sont affichés dans la table Tests des effets intrasujets.

Tests des effets intrasujets

Mesure: MEASURE_1

Source		Somme des carrés de type III	ddl	Carré moyen	F	Signification	Eta-carré partiel	Paramètre de non-centralité	Puissance observée[a]
factor1	Hypothèse de sphéricité	490,741	2	245,370	70,185	,000	,834	140,370	1,000
	Greenhouse-Geisser	490,741	1,841	266,501	70,185	,000	,834	129,240	1,000
	Huynh-Feldt	490,741	2,000	245,370	70,185	,000	,834	140,370	1,000
	Borne inférieure	490,741	1,000	490,741	70,185	,000	,834	70,185	1,000
Erreur (factor1)	Hypothèse de sphéricité	97,889	28	3,496					
	Greenhouse-Geisser	97,889	25,780	3,797					
	Huynh-Feldt	97,889	28,000	3,496					
	Borne inférieure	97,889	14,000	6,992					

a. Calcul à l'aide d'alpha = ,05

Tests des contrastes intrasujets

Mesure: MEASURE_1

Source	factor1	Somme des carrés de type III	ddl	Carré moyen	F	Signification	Eta-carré partiel	Paramètre de non-centralité	Puissance observée[a]
factor1	Linéaire	129,459	1	129,459	51,696	,000	,787	51,696	1,000
	Quadratique	361,281	1	361,281	80,502	,000	,852	80,502	1,000
Erreur (factor1)	Linéaire	35,060	14	2,504					
	Quadratique	62,830	14	4,488					

a. Calcul à l'aide d'alpha = ,05

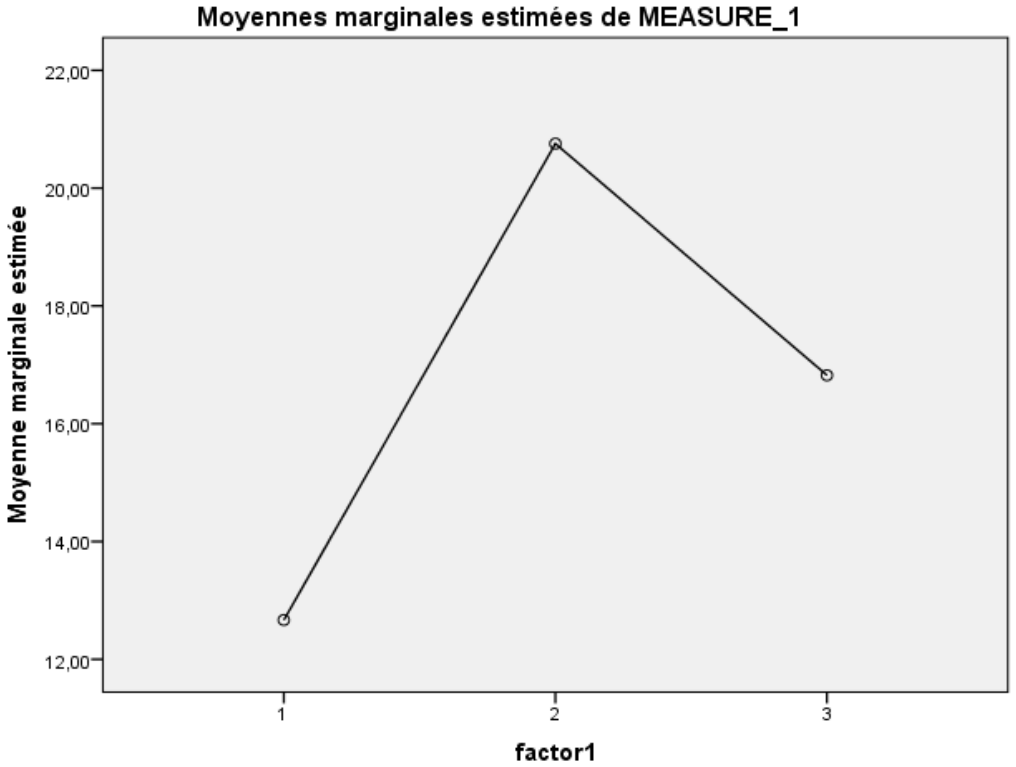
Tests des effets intersujets

Mesure: MEASURE_1

Variable transformée: Moyenne

Source	Somme des carrés de type III	ddl	Carré moyen	F	Signification	Eta-carré partiel	Paramètre de non-centralité	Puissance observée[a]
Constante	12622,633	1	12622,633	143,521	,000	,911	143,521	1,000
Erreur	1231,293	14	87,950					

a. Calcul à l'aide d'alpha = ,05



PARTICIPATION F value through SPSS Calculations

Mesure: MEASURE_1

factor1	Variable dépendante
1	Participation1
2	Participation2
3	Participation3

Statistiques descriptives

	Moyenne	Erreur type	N
Participation1	9,2873	5,29204	15
Participation2	12,2893	3,52738	15
Participation3	11,8007	4,70869	15

Tests multivariés[a]

Effet		Valeur	F	ddl de l'hypothèse	Erreur ddl	Signification	Eta-carré partiel	Paramètre de non-centralité	Puissance observée[c]
factor1	Trace de Pillai	,824	30,498[b]	2,000	13,000	,000	,824	60,995	1,000
	Lambda de Wilks	,176	30,498[b]	2,000	13,000	,000	,824	60,995	1,000
	Trace de Hotelling	4,692	30,498[b]	2,000	13,000	,000	,824	60,995	1,000
	Plus grande racine de Roy	4,692	30,498[b]	2,000	13,000	,000	,824	60,995	1,000

a. Plan : Constante

Plan intrasujets : factor1

b. Statistique exacte

c. Calcul à l'aide d'alpha = ,05

Tests des effets intrasujets

Mesure: MEASURE_1

Tests de sphéricité de Mauchly[a]

Mesure: MEASURE_1

Effet intrasujets	W de Mauchly	Khi-deux approx.	ddl	Signification	Epsilon[b]		
					Greenhouse-Geisser	Huynh-Feldt	Borne inférieure
factor1	,513	8,675	2	,013	,673	,718	,500

Teste l'hypothèse nulle selon laquelle la matrice de covariance des erreurs des variables dépendantes orthonormées est proportionnelle à la matrice identité.

a. Plan : Constante

Plan intrasujets : factor1

b. Permet d'ajuster les degrés de liberté de la moyenne des tests de signification. Les tests corrigés sont affichés dans la table Tests des effets intrasujets.

Source		Somme des carrés de type III	ddl	Carré moyen	F	Signification	Eta-carré partiel	Paramètre de non-centralité	Puissance observée[a]
factor1	Hypothèse de sphéricité	77,838	2	38,919	25,535	,000	,646	51,070	1,000
	Greenhouse-Geisser	77,838	1,345	57,869	25,535	,000	,646	34,347	1,000
	Huynh-Feldt	77,838	1,436	54,194	25,535	,000	,646	36,676	1,000
	Borne inférieure	77,838	1,000	77,838	25,535	,000	,646	25,535	,997
Erreur (factor1)	Hypothèse de sphéricité	42,676	28	1,524					
	Greenhouse-Geisser	42,676	18,831	2,266					
	Huynh-Feldt	42,676	20,108	2,122					
	Borne inférieure	42,676	14,000	3,048					

a. Calcul à l'aide d'alpha = ,05

Tests des contrastes intrasujets

Mesure: MEASURE_1

Source	factor1	Somme des carrés de type III	ddl	Carré moyen	F	Signification	Eta-carré partiel	Paramètre de non-centralité	Puissance observée[a]
factor1	Linéaire	47,376	1	47,376	64,875	,000	,823	64,875	1,000
	Quadratique	30,462	1	30,462	13,141	,003	,484	13,141	,920
Erreur (factor1)	Linéaire	10,224	14	,730					
	Quadratique	32,452	14	2,318					

a. Calcul à l'aide d'alpha = ,05

Tests des effets intersujets

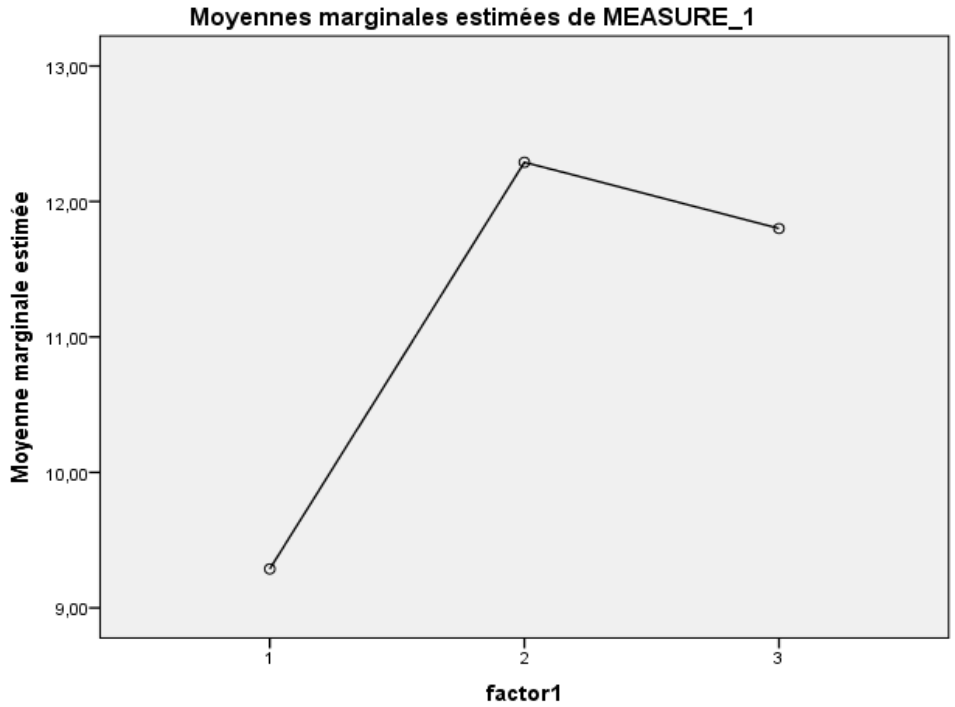
Mesure: MEASURE_1

Variable transformée: Moyenne

Source	Somme des carrés de type III	ddl	Carré moyen	F	Signification	Eta-carré partiel	Paramètre de non-centralité	Puissance observée[a]
Constante	5570,232	1	5570,232	93,505	,000	,870	93,505	1,000
Erreur	834,001	14	59,571					

a. Calcul à l'aide d'alpha = ,05

Tracés de profil



Correlations statistics using SPSS Statistics

Corrélations

		Motivation1	Participation1
Motivation1	Corrélation de Pearson	1	,988**
	Sig. (bilatérale)		,000
	N	15	15
Participation1	Corrélation de Pearson	,988**	1
	Sig. (bilatérale)	,000	
	N	15	15

**. La corrélation est significative au niveau 0.01 (bilatéral).

Corrélations

Corrélations

		Motivation2	Participation2
Motivation2	Corrélation de Pearson	1	,960**
	Sig. (bilatérale)		,000
	N	15	15
Participation2	Corrélation de Pearson	,960**	1
	Sig. (bilatérale)	,000	
	N	15	15

**. La corrélation est significative au niveau 0.01 (bilatéral).

Corrélations

Corrélations

		Motivation3	Participation3
Motivation3	Corrélation de Pearson	1	,978**
	Sig. (bilatérale)		,000
	N	15	15
Participation3	Corrélation de Pearson	,978**	1
	Sig. (bilatérale)	,000	
	N	15	15

**. La corrélation est significative au niveau 0.01 (bilatéral).

Résumé

Cette étude explore la relation entre l'utilisation de chansons et de vidéos en tant que ressources pédagogiques afin d'améliorer le niveau de motivation et le taux de participation des étudiants de deuxième année apprenant l'anglais comme langue étrangère à l'Université de Batna. En outre, il met l'accent sur le rôle crucial de l'enseignant en fournissant une atmosphère de classe favorable pour faciliter le processus d'apprentissage. Elle vise à déterminer si l'utilisation de chansons et de vidéos, en tant que matériel didactique, contribue à renforcer la motivation et le taux de participation des apprenants lors des cours d'expression orale. Il est donc supposé qu'il existe une relation étroite entre le matériel d'enseignement, la motivation et le taux de participation des élèves. Cette hypothèse principale est explicitement reformulée dans trois hypothèses détaillées: lorsque les apprenants écoutent de la musique et des chansons, ils sont plus motivés et le taux de participation en classe est plus élevé; lorsqu'ils regardent des vidéos, ils sont plus motivés et le taux de participation est plus élevé; et, chaque fois qu'ils sont très motivés, ils participent intensément en classe. Trois questionnaires ont été administrés à un échantillon de cinq enseignants d'expression orale, 120 étudiants de deuxième année avant l'expérience, et aux quinze étudiants qui ont participé aux sessions d'expérimentation, sous la forme d'un questionnaire post-expérimental. Des grilles d'observation structurées en classe ont été utilisées pour mesurer la motivation et la participation des participants. Au cours des séances d'expérimentation, les participants ont été exposés à différentes ressources pédagogiques, y compris des matériaux classiques par opposition à un traitement alternatif comprenant des chansons et des vidéos. La comparaison des scores de motivation et de participation obtenus, en utilisant l'ANOVA, l'analyse de corrélation statistique et le questionnaire post-expérimental, a confirmé les hypothèses formulées de l'étude. De plus, après avoir combiné les résultats quantitatifs et qualitatifs obtenus, il est déterminé et recommandé que l'utilisation de chansons et de vidéos en tant que matériel didactique, dans un environnement de classe favorable fourni par l'enseignant, peut considérablement motiver les élèves et améliorer leur participation durant les cours d'expression orale.

ملخص:

تستكشف هذه الدراسة العلاقة بين استخدام الأغاني وأشرطة الفيديو كمصادر تعليمية من أجل تعزيز مستوى التحفيز ومعدل المشاركة لدى طلبة السنة الثانية قسم لغة انجليزية بجامعة باتنة.

إلى جانب ذلك، فإن الدراسة تركز على الدور الحاسم للمعلم في توفير الجو الملائم في القسم من أجل تسهيل عملية التعلم. وتهدف إلى تحديد ما إذا كان استخدام الأغاني وأشرطة الفيديو، كمواد تعليمية، يساعد على تعزيز التحفيز لدى المتعلمين، ومعدل المشاركة لديهم خلال دروس التعبير الشفهي ومن ثم يفترض أن هناك علاقة وثيقة بين المواد التعليمية ، التحفيز لدى الطلاب ومعدل مشاركتهم.

هذه الفرضية الرئيسية يمكن أن تُعرض في ثلاث فرضيات مفصلة: عندما يستمع المتعلمون إلى الموسيقى والأغاني فإنهم يكونون أكثر حماسا ويكون معدل مشاركتهم أعلى، عندما يشاهدون أشرطة الفيديو هم أكثر حماسا ومعدل مشاركتهم أعلى، وكلما كانوا متحمسين بدرجة كبيرة، يشاركون بشكل مكثف في الأقسام الدراسية؛ وعليه تم إعطاء ثلاث استبيانات لعينة مكونة من خمسة معلمين للتعبير الشفهي، و120 طالب من طلاب السنة الثانية قبل التجربة، والطلاب الخمسة عشر الذين شاركوا في الحصص التجريبية كاستبيان ما بعد التجربة. واستخدمت جداول الملاحظة منظمة صممت لقياس مستوى التحفيز لدى الطلبة ونسبة مشاركتهم. خلال الحصص التجريبية، تعَرض المشاركون لمواد تعليمية مختلفة بما في ذلك المواد الكلاسيكية بالمقارنة مع العلاج البديل الذي تمثل في الأغاني وأشرطة الفيديو.

وقد أكدت المقارنة بين مستوى التحفيز المتحصل عليه ودرجات المشاركة باستخدام أنوفا(ANOVA). وتحليل الارتباط الإحصائي واستبيان ما بعد التجربة، الفرضيات التي تم وضعها من خلال الدراسة، وعلاوة على ذلك بعد الجمع بين النتائج الكمية والنوعية التي تم الحصول عليها، تم تحديد استنتاج وأيضا التوصية على أن استخدام الأغاني وأشرطة الفيديو كمواد تعليمية ضمن بيئة مواتية موفرة من خلال مواقف المعلم، يمكن أن تحفز الطلاب بشكل كبير وتعزز مشاركتهم خلال حصص التعبير الشفهي.