



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

DJillali Liabes University of Sidi Bel Abbès

Faculty of Letters, Languages, and Arts

Department of English



Teachers' Motivation as a Pre-requisite to Classroom Efficiency: Choosing Oral Expression Tasks for EFL Students

Thesis Submitted to the Department of English in candidacy for the "Doctorat" Degree
in English Discourse Studies and Applied Linguistics

Supervised by: Prof. M.Y. BOULENOUAR Presented by: Abdelhak GUETTAF TEMAM

Board of Examiners

President: Dr. Fewzia BEDJAOUI	Professor	DLU of Sidi Bel Abbès
Supervisor: Dr. M.Y. BOULENOUAR	Professor	DLU of Sidi Bel Abbès
Examiner: Dr. Faiza SENOUCI	Professor	University of Tlemcen
Examiner: Dr. Belkacem BENSEDDIK	MC-A	DLU of Sidi Bel Abbès
Examiner: Dr. Abdellah BARAKA	MC-A	University of Mascara

Academic Year: 2020/2021

Declaration

I, the undersigned GUETTAF TEMAM Abdelhak hereby declare that I am the sole author of this thesis. To the best of my knowledge this thesis contains no material previously published by any other person except where due acknowledgement has been made. This thesis contains no material which has been accepted as part of the requirements of any other academic degree in English or in any other language.

This is a true copy of the thesis, including final revisions.

Date:

Name (printed letters):

Signature:

Dedications

I dedicate this work to my father Mohammed, who taught me that the best kind of
knowledge to
have is that which is learned for its own sake. It is also dedicated to my mother, who taught
me

that even the largest task can be accomplished if it is done one step at a time
To my brothers Brahim, Salah Eddine, Abdel Nour, Abdelkarim, Abdelouahab, Djamel,
Mourad, Ali and Achraf who never hesitate to help me.

To my sister Sabrina

To my friends Hassan, Hossin, Ramzi, Raouf, Badri, Achraf, Adel, Issam, Khayrou,
Ayoub

Mohieeddine, Brahim, and Lahcen.

To my colleagues

I dedicate this work

Acknowledgements

First of all, I would like to thank Allah for helping me to finish this thesis.

I would like also to express my sincere gratefulness to Prof. Boulenouar for his insightful criticisms, and patient encouragement to write this thesis in innumerable ways. Thanks for your support and endless advice.

I express my deep appreciation to the board of examiners: Prof. Bedjaoui Fewzia, Dr. Benseddik Belkacem, Dr. Snouci Fayza, and Dr. Baraka Abdellah for their efforts and recommendations to make this work successful.

Special heartfelt thanks to the person who enlighten my way Dr. Meddour Mostefa who gave me hope to carry on my thesis in times of depression and weakness.

I would like also to show my respect and gratitude to Dr. Saliha Chelli, Dr. Ouarda Khaoui, and to all Colleagues at the department of English at Biskra University.

To all people who helped me in my career for their unconditioned encouragement and support.

Abstract

The issue of learning motivation has been found to be linked to teachers' practice in EFL classrooms. In order to enhance motivation and communicative skills in oral expression course, teachers may raise their awareness of motivational strategies to fit their practice in order to reinforce consistency and efficiency. Thus, methods of learning centeredness like task based language teaching involve considerations and principles for motivation, anxiety, settings, and feedback. The current study aims at finding a link between teacher motivation and their task practice in the course of oral expression. It is hypothesized that when teachers use the motivational strategies and principles of TBLT, their practice and task choice would be effective. The sample of the study composes of 29 teachers of oral expression of English at the University of Mohammed Kheider -Biskra-. In addition, a mixed method approach is used through concurrent triangulation design to deal with the phenomenon. Hence, three research tools are used: classroom observation, focus group interview with students, and a questionnaire. The research findings reveal that teachers have lack of awareness of principles of contemporary methods like TBLT and the motivational strategies. Moreover, we found that teachers' motivation does not begin and ends in the classroom but it goes beyond its boundaries. To elaborate, teachers' choice and practice of tasks are found to be affected by factors like the physical environment, lack of teaching materials, salary, uncooperative teaching, and administrative problems. Furthermore, one of the crucial consequences of the absence of teachers' inspection and a unified course program is the use of personal courses taken from the Caneva description without insightful research. At the end of this research and to compensate these deficiencies, certain recommendations are discussed in order to recreate new policies to cope with the rapid change in educational systems. To conclude, results found in the current study may be helpful for teachers training and theory development.

Key words: Caneva, Motivational Strategies, Oral Expression Course, Task Based Language Teaching, Task Practice, Triangulation

List of Abbreviations and Acronyms

CEIL: Centre d'Enseignement Intensif des Langues

EFL: English as a Foreign Language

EM: Extrinsic Motivation

ESL: English as a Second Language

IM: Integrative Motivation

IQ: Intelligence quotient

ITE: Institut Technologique d'Education

LMD: Licence, Master, Doctorat

O.E: Oral Expression

S.D: Standard Deviation

SPSS: Statistical Package for Social Sciences

T: Teacher

TBLL: Task Based Language Learning

TBLT: Task Based Language Teaching

TD: Travaux Dirigés

List of Figures

Figure 1. 1: Maslow's hierarchy of needs, represented as a pyramid with the more basic needs at the bottom	15
Figure 1. 2: Gardner's Socio-educational Model (Chiesa, Scott, & Hinton, 2012, P.58)	19
Figure 1. 3: The components of motivational teaching Practice. (Alqahtani, 2015, p.51)...	28
Figure 2. 1: Task Components. Retrieved from Nunan (2004, p. 41)	53
Figure 2. 2: Types of Tasks Based Planning. Retrieved from Ellis (2005, p. 4)	69
Figure 2. 3: Components of TBL Framework. Willis (1996, p. 38)	71
Figure 2. 4: Schematic Representation of the three mechanisms making up the motivational task processing system. Bygate and Samuda (Eds) p.119	75
Figure 4. 1: Teachers' Degree Percentage	119
Figure 4. 2: Experience in Teaching English	120
Figure 4. 3: Experience in Teaching Oral Expression	121
Figure 4. 4 : Teachers' Sources of Motivation	122
Figure 4. 5: The Profession of Teaching	128
Figure 4. 6: Teaching Oral Expression Course	129
Figure 4. 7: Cooperation among Teachers	131
Figure 4. 8: Teachers' Motivation	133
Figure 4. 9: Unmotivated Teachers Affection	134
Figure 4. 10: Factors Affecting Teachers	135
Figure 4. 11: Factors of Tasks' Practice in Oral Expression	138
Figure 4. 12: General Goals of O.E Caneva	139
Figure 4. 13: Modals/Methods in Planning Tasks	140
Figure 4. 14: Task Implementation	145
Figure 5. 1: Flexible classrooms. Retrieved from Google Pictures	162
Figure 5. 2: Two Factor Theory. Retrieved from Google Pictures	168

List of Tables

Table 2. 1: Assessment types of Validity. Retrieved from Nunan (2004, p.139).....	77
Table 4. 1: Classroom and Learning Environment.....	102
Table 4. 2: Schedule of Oral Expression	105
Table 4. 3: Pedagogical Environment.....	106
Table 4. 4: Teachers' motivational strategies	108
Table 4. 5: Teachers in Task Content Selection and Procedures.....	113
Table 4. 6: Teachers' Degree.....	119
Table 4. 7: Experience in Teaching English.....	120
Table 4. 8: Experience in Teaching English at University	121
Table 4. 9: Experience in Teaching Oral Expression	121
Table 4. 10: Teachers' Sources of Motivation	122
Table 4. 11: Theories Related to Motivation.....	125
Table 4. 12: Profession of Teaching.....	128
Table 4. 13: Teaching oral Expression Course.....	129
Table 4. 14: Cooperation among Teachers.....	131
Table 4. 15: Teachers' Motivation	132
Table 4. 16: Unmotivated Teachers Affection	133
Table 4. 17: Factors Affecting Teachers	135
Table 4. 18: Factors of Tasks' Practice in Oral Expression	137
Table 4. 19: General Goals of O.E Caneva	138
Table 4. 20: Modals/Methods in Planning Tasks	140
Table 4. 21: Pre-task Strategies of Oral Expression.....	141
Table 4. 22: During-task Strategies of Oral Expression.....	142
Table 4. 23: Post-task Strategies of Oral Expression	142
Table 4. 24: Tasks Implementation	144
Table 4. 25: Categories of Tasks according to Implementation Frequency	145

Content

Declaration.....	II
Dedications	III
Acknowledgements	IV
Abstract.....	V
List of Abbreviations and Acronyms	VII
List of Figures.....	VIII
List of Tables	IX
General Introduction.....	1
1. Statement of the Problem	1
2. Research Questions	5
3. Hypothesis.....	5
4. Research Methodology	5
5. Thesis Structure	6
CHAPTER ONE : GENERAL OVERVIEW ON MOTIVATION	8
Introduction	10
1. Historical Overview.....	10
2. Defining and re-defining Motivation.....	11
3. Theories of Motivation	12
3.1. Behaviourism Theory	12
3.2. Cognitive Theory	13
3.3. Drive Theory.....	14
3.4. Humanistic Theory	15
3.5. Metatheoretical Models	16
3.5.1. Mechanistic Model	16
3.5.2. Organismic Model.....	17
3.5.3. Contextual Model.....	18
4. Types of Motivation	18
4.1. Integrative Motivation	18
4.2. Instrumental Motivation	20
4.3. Intrinsic Motivation	20
4.4. Extrinsic Motivation	22
5. Factors of Demotivation for Teachers	23
5.1. Lack of Interest in the Teaching Profession	23

5.2. Salary/ Students' Achievement.....	24
5.3. Working Environment	25
6. Motivational Strategies.....	27
6.1. Dörnyei's Motivational Strategies Framework (2001b).....	27
6.1.1. Creating Basic Motivational Conditions	28
6.1.1.1. Appropriate Teacher Behaviour.....	29
6.1.1. 2. A pleasant and Supportive Atmosphere in The Classroom	29
6.1.1. 3. A Cohesive Learner Group with Appropriate Group Norms.....	30
6.1.2. Generating Initial Motivation.....	31
6.1.2.1. Familiarising Learners with L2 Culture and L2-Related Values.....	31
6.1.2.2. Increasing the Learners' Expectancy of Success	32
6.1.2.3. Increasing the Learners' Goal-Orientedness.....	32
6.1.2.4. Making the Teaching Materials Relevant for the Learners' Needs and Goals ...	33
6.1.3. Maintaining and Protecting Motivation	33
6.1.3.1. Making Learning Stimulating and Enjoyable	34
6.1.3.2. Protecting the learners self-esteem and self confidence	34
6.1.3.3. Promoting Learners Autonomy.....	35
6.1.3.4. Providing Motivational Feedback.....	36
6.1.3.5. Increasing Learner Satisfaction	37
Conclusion.....	38
CHAPTER TWO : FOREIGN LANGUAGE TASKS	39
Introduction	41
2.1. Definitions of Speaking Skill	41
2. 2. Distinction between Speech and Writing	44
2.3. Definition of Tasks in Foreign Language Learning	45
2.4. Foreign Language Task Principles	48
2.4.1. Scaffolding.....	49
2.4.2. Task Dependency.....	49
2.4.3. Recycling	50
2.4.4. Active Learning	50
2.4.5. Integration.....	50
2.4.6. Reproduction to Creation.....	51
2.4.7. Reflection.....	51

2.5. Foreign Language Task Component.....	52
2.5.1. Goals	53
2.5.2. Input	54
2.5.3. Procedures.....	54
2.5.4. Teachers and Learners Roles	55
2.5.5. Setting	57
2.6. Foreign Language Tasks Features	57
2.6.1. A Task is a Workplan	57
2.6.2. A Task Involves a Primary Focus on Meaning.....	58
2.6.3. A Task Involves a Real-World Processes of Language Use.....	58
2.6.4. A Task Can Involve Any of the Four Language Skills.....	58
2.6.5. A Task Engages Cognitive Processes	59
2.6.6. A Task has a Clearly Defined Communicative Outcome	59
2.7. Types of Tasks.....	61
2.8. Focused and Unfocused Tasks	66
2.9. Sequencing Tasks	68
2.9.1. Ellis (2005) Framework	69
2.9.2. Willis (1996) Framework.....	70
2.10. Foreign Language Task Motivation	73
2.11. Assessment of Tasks.....	76
Conclusion.....	79
CHAPTER THREE : RESEARCH METHODOLOGY	81
Introduction	82
4.1. Research Approach and Method	82
4.2. Sample of The study	83
4.3. Research Tools	84
4.3.1. Classroom Observation.....	86
4.3.1.1. Aims of Observation	86
4.3.1.2. Participants	87
4.3.1.3. Description of the Observation	87
4.3.1.4. Observation Analysis Procedures.....	88
4.3.1.5. Sections of the Classroom Observation	91
4.3.2. Students' Interview	92

4.3.2.1. Aim of the Interview	92
4.3.2.2. Participants	92
4.3.2.3. Description of the Focus Group Interview	93
4.3.2.4. The Interview Piloting	93
4.3.2.5. Procedures of Focus Group	94
4.3.3. Teachers' Questionnaire	94
4.3.3.1. The Pilot Questionnaire	95
4.3.3.2. The Aim of the Questionnaire	96
4.3.3.3. Description of the Questionnaire	97
4.3.3.4. Procedures of Questionnaire Analysis	98
Conclusion	99
CHAPTER FOUR : ANALYSIS OF THE RESULTS	100
Introduction	101
4.1. Analysis of Classroom Observation	101
4.1.1. The physical environment	101
4.1.2. The Pedagogical Environment	105
4.1.3. Teacher Motivation Strategies	108
4.1.4. Tasks and Content in Speaking	112
4.2. Analysis of the Focus group Interview	115
4.2.1. Physical Environment	115
4.2.2. Focus on Grades and Superficial Feedback	116
4.2.3. Teacher's Talk Time	117
4.2.4. Students' Interests	117
4.2.5. Lack of Group Work	117
4.2.6. Access to Teachers	118
4.3. Analysis of the Questionnaire	118
4.3.1. Section One: General Information	119
4.3.2. Section Two: Teachers Perception of Motivation	122
4.3.3. Section Three: Motivation in Teaching	128
4.3.4. Section Four: Oral Expression Module	137
Conclusion	146
CHAPTER FIVE : DISCUSSION OF THE RESULTS, RECOMMENDATIONS, AND CONCLUSION	148
Introduction	150

5.1. Discussion of the Results.....	150
5.1.1. The physical Environment	151
5.1.2. Teaching Problems Spotted in the Study	154
5.1.2.1. Teachers awareness VS Teachers’ Practice	154
5.1.2.2. Cooperation among Teachers.....	155
5.1.2.3. Sources of Motivation to Teachers.....	157
5.1.2.4. Constructive Feedback	158
5.1.2.5. Students’ Interests and Task Selection.....	159
5.1.2.6. Workload and Supervision	159
5.1.2.7. Biological Needs	160
5.2. Recommendations for Future Prospects	161
5.2.1. Flipped Classrooms.....	162
5.2.2. Evaluation of Tasks	164
5.2.3. Use of ICTS	167
5.2.4. Salary	168
5.2.5. Decreasing the Number of Student at the Department of English.....	170
5.2.6. Allocation for More Teachers Appointment.....	170
5.2.7. Adding More Sessions for Oral-Expression Course.....	171
5.2.8. Encouraging team-work and Courses Training	172
5.2.9. Implementing Inspection (Supervision) at the Algerian University	174
5.2.10. Availability of a Psychologist (s) at the Department.....	176
5.3. Limitations of Study	177
Conclusion.....	178
General Conclusion	179
Glossary.....	181
References	182
List of Appendices.....	204
Appendix 1: Consent Letter.....	205
Appendix 2: Focus group interview participants.....	206
Appendix 3: Classroom observation	207
Appendix 4: The focus group interview (before piloting).....	209
Appendix 5: The focus group interview (after piloting).....	211
Appendix 6: Transcription of the focus group interview	213

Appendix 7: Teachers' questionnaire (the piloting version)	236
Appendix 8: Teachers' questionnaire (the final version)	244
Résumé	251
ملخص	252

General Introduction

Motivation has always been in the heart of educational research as it remains an area of multifaceted and extensive investigation. It is considered as primary incentive in EFL classrooms and its existence has given importance on both developmental and educational practices. It is often identified as an omnipresent factor of high impact on learners' desires, interests, attitudes, and antecedents to trigger and reshape their choices and achievement rates. Hence, teachers quality, characteristics, style play an exceptionally influential role in guiding learners tendencies and forming their learning goals and attitudes on their achievement levels more than instruction and content (Morrel &Lederman,1998). Therefore, the rationale behind the present research is then to explore the correlation between teachers' motivation, factors of motivation, and tasks practice in EFL classrooms at the University of Biskra.

1. Statement of the Problem

It is commonly known that a good teacher can change students' life positively around them. Teacher-student relationships are of supreme importance for the success of both teachers and students. As for classroom management, this kind of relationships is the most substantial factor in determining the success or failure of teachers' work. Teachers have to demonstrate a unique compassion, perseverance, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers also need to be solicitous in the way they react to students' comments. Generally, teachers react by using praise, acceptance, remediation, or criticism in responding to students. Derk as stated in (Mehdipour & Balaramulu, 2013)

Many factors contribute to students' learning like family, financial status, the learning environment. Studies suggest that the paramount factor is the teacher because it is a direct key to the success or failure of second/foreign language learning. In any learning

situation, good quality of teaching required good teachers to facilitate tasks for students to attain satisfactory education outcomes.

The dominant view is that effective teachers have a full range of skills and techniques to meet the changing needs of classroom demands and learners' needs. In this study, we believed that teacher is an important component as it influences and guides the learning process and can be reflected in particular strategies. Teachers' certificates or experiences may not affect the process and only deep investigation into qualities related to teachers' performance during the process and their reflections on learners' progress can reveal many other features. In fact, this is the real problem at the Algerian university where there is no teachers' evaluation, observation or appraisal.

To be able to explore the relationship between teaching motivation and teachers' practice in oral expression; we relied on task based language teaching approach and the strategies of motivation as a guide to check whether teachers adopt its main basis on teaching that course. First, in a Task Based Language teaching (TBLT) the teacher builds activities on the completion of a central task and the language determined by what happens during task completion rather than determining the aspect of language to be studied. It is advantageous in many ways for being active, communicative where students spend much time communicating where they are not expected to have language control. Further, a natural context is developed from the students' experiences with the language that is personalized and relevant to them in which students can have a more varied exposure to the language. Therefore, for successful language task teaching, the study attempted to make a link between motivation and teachers' performance, task planning, task selection, and factors that may hinder or prevent the process from running smoothly.

In Algeria, teachers' supervision and evaluation is a neglected aspect in the higher education system. Though to attain a high degree of professionalism in any institution, we require strong evaluation systems to provide detailed, timely and actionable feedback with reference to clear professional practice. Evaluation provides feedback about strengths and weakness of teachers as well as lesson plans and students' needs in terms of resources, materials and management. Unfortunately, in the Algerian higher education system, evaluation is done from a general scope for different purposes such as getting promotion, certificate, or academic leaves. Besides, the measures used to evaluate the teachers are irrelevant with classroom practice or learners' outcomes. Teacher quality in Algerian universities is believed to cover professional and administrative requirement more than caring and focusing on students' needs and learning outcomes. Many teachers get promoted because they respected superficial laws such as punctuality, responding to administration requests, attending exams and participating in department activities even if their practice in the classroom is unsuccessful. Thus, teachers' qualities in real teaching such as personal attributes with students, classroom management and organization, implementing instruction and monitoring students' success are totally absent.

It was perceived then found in the results of the study that teachers of O.E in Biskra are not following contemporary methods in teaching the course. Most of them think that they are adopting learner-centred instructions, yet they are using random choices of their own such as book reviews and dialogues without deep processing or planning of tasks chosen because they might be proposed by another teacher or because the teacher considers them as a perfect choice without putting students' interests into account. Students along the year have never been given an opportunity to reflect upon the learning tasks or express their feeling towards the content given. Each teacher relies on the Caneva

description to plan and select certain courses according to his/her own perspective of the course which may lead to inaccurate and inconsistent results among different classes of the same level. Regardless the lack of equipment in classrooms, some teachers are striving to bring different materials to help students learn better; however, the majority are not giving importance to implement any of these materials.

In this research, we are trying to come at logical and objective results through exploring teachers' motivation from two angles. First, teachers' practice and performance during the process were emphasized such as strategies of motivation implemented and considerations of dealing with tasks in the process to explore deeply motivation. In addition, to process thoroughly the situation, prerequisites of effective teaching such as physical environment, factors affecting teachers were investigated. The second angle is students' perceptions. In order to adequately examine teachers' practice and the area of their influence, it is required to put students' views into consideration. Research studies integrating students' attitudes of teachers' qualities are of great importance (Mainhard, 2015). Teaching practice also includes peculiar interpersonal relationships in which both teachers and students influence each other in different ways; therefore, a wider approach to this problem is needed. It is important to note that scarce studies explore teachers' characteristics based on mere standpoint of students (Misbah et al., 2015). This kind of approach might bring forward the problem and enrich theoretical approaches regarding teachers' quality and their impact on students' attitudes towards learning. Hence, the results of this research could be relevant for teaching practice and contribute to raising the quality of education.

2. Research Questions

Based on what we stated in the problematic, we have come to raise the following questions:

- Do teachers have the required prerequisites of effective teaching?
- Do teachers have enough knowledge about motivational strategies?
- Does motivation affect teacher's task design?
- Do teachers teach oral expression using task-based instruction?

3. Hypothesis

It is assumed in this study that when teachers are motivated, they tend to teach oral expression tasks effectively. Therefore, we hypothesize that:

- When teachers use motivational strategies, their teaching quality would be enhanced
- When teachers adopt the principles of TBLT, their task-practice would be effective
- When teachers use TBLT, they plan and choose learning tasks effectively.

4. Research Methodology

A mixed-methods approach involves the collection and analysis of qualitative and quantitative driven data in a single study. Methodologically, this practice is evidenced by the fact that acting in such a way can open up and offer the researcher insightful feedback that may help to achieve the set out research goals.

In the present study, such a nature of this investigation requires adopting a mixed-methods approach in order to understand the perceptions of, and reactions towards, the innovative act through a qualitative interpretative perspective.. We believe that no single research approach can provide us with the suitable explanations of what we are researching. Rather, we assume that combining the two approaches is more appropriate.

The researcher decided to opt for three data collection methods. This number of tools seeks to gain rich information, and in the meantime corroborate the findings by cross checking the results. The selected data collection methods are a questionnaire, an observation, and an interview.

The sample of his study is divided into two categories major and minor (check chapter 3). The reason behind using two samples is cross checking recorded results in order to obtain valid and verifiable data. Second, the notion of motivation inside the classroom requires the interpersonal relationships between teachers and students and that bond cannot be disassociated. Thus, 29 teachers participated in answering the questionnaire among which 6 were observed, and finally 9 students were interviewed.

5. Thesis Structure

In addition to the general introduction and general conclusion, the thesis is divided into 5 main chapters. **Chapter one** provides a background information about and literature review on the motivation starting from definitions, history, factor of demotivation, theories, types of motivations, and strategies.

Chapter two indicated the background information and literature review of Tasks starting from definitions, principles, components, features, sequencing tasks, and assessment of tasks.

Chapter three describes research methodology adopted in the current study. The chapter describes and overview of the methods selected and the reason behind using them, sample of the study, research tools, and data processing tools.

Chapter four represents research data analysis, checking teachers' knowledge of motivational strategies, factors affecting teachers, and their implementation of TBLT

principles through the in-depth analysis of questionnaire, observation, and focus group interview by making analysis via Atlas software, Excel and SPSS.

Chapter five is concerned with the interpretation of data obtained, pedagogical implication for further research, and limitations of the study. It provides meticulous discussion about the phenomenon compared to other studies in the literature review.

CHAPTER ONE
GENERAL OVERVIEW ON MOTIVATION

Introduction	10
1. Historical Overview.....	10
2. Defining and re-defining Motivation.....	11
3. Theories of Motivation	12
3.1. Behaviourism Theory	12
3.2. Cognitive Theory	13
3.3. Drive Theory.....	14
3.4. Humanistic Theory	15
3.5. Metatheoretical Models	16
3.5.1. Mechanistic Model.....	16
3.5.2. Organismic Model.....	17
3.5.3. Contextual Model.....	18
4. Types of Motivation	18
4.1. Integrative Motivation	18
4.2. Instrumental Motivation	20
4.3. Intrinsic Motivation	20
4.4. Extrinsic Motivation	22
5. Factors of Demotivation for Teachers:.....	23
5.1. Lack of Interest in The Teaching Profession	23
5.2. Salary/ Students' Achievement.....	24
5.3. Working Environment	25
6. Motivational Strategies.....	27
6.1. Dörnyei's Motivational Strategies Framework (2001b):.....	27
6.1.1. Creating Basic Motivational Conditions	28
6.1.1.1. Appropriate Teacher Behaviour.....	29

6.1.1. 2. A pleasant and Supportive Atmosphere in The Classroom	29
6.1.1. 3. A Cohesive Learner Group with Appropriate Group Norms.....	30
6.1.2. Generating Initial Motivation.....	31
6.1.2.1. Familiarising Learners with L2 Culture and L2-Related Values.....	31
6.1.2.2. Increasing the Learners' Expectancy of Success	32
6.1.2.3. Increasing the Learners' Goal-Orientedness.....	32
6.1.2.4. Making the Teaching Materials Relevant for the Learners' Needs and Goals ...	33
6.1.3. Maintaining and Protecting Motivation	33
6.1.3.1. Making Learning Stimulating and Enjoyable	34
6.1.3.2. Protecting the learners self-esteem and self confidence	34
6.1.3.3. Promoting Learners Autonomy.....	35
6.1.3.4. Providing Motivational Feedback.....	36
6.1.3.5. Increasing Learner Satisfaction	37
Conclusion.....	38

Introduction

Motivation is important in education because it influences mental and physical reactions of both teachers and learners. Highly motivated teachers have the potential to practice this art efficiently and effectively by increasing productivity, learning achievement, and high grades which are the required features of a qualified teacher. Low motivation can be caused by a lack of direction or purpose, lack of teachers' motivation, classroom environment as it can be intrinsic or extrinsic. This chapter spotlights recent perspectives concerning motivation to understand its value, its historical investigations development, and tackling some models and theories. Moreover, the chapter aims at finding out the factors behind teachers' motivation and the strategies they adopt.

1. Historical Overview

Pakdel (2013) claimed that the word motivation can be traced from ancient Greek philosophers like Aristotle, Plato, and Socrates. Plato believed in the regular hierarchy based on nutrition component, emotional component and rational component. However, Aristotle used distinct reforms which were different from the Plato belief .He, and for more than twenty years, focused on spirit with the belief that nutrition and emotional components are part of the body and they are in one way or another responsible for motivation. Thus, they are the stimulation for growth, physical comfort (food) and some experiences such as pain and pleasure (emotional). These two parts form together the irrational motivation power. Therefore, the logic section was including all types of rational features of the spirit such as voluntary aspects and intellectual concepts (ibid).

In the modern era after the Renaissance, René Descartes (as stated in Pakdel, 2013) distinguished between active and inactive features of motivation:

The body is inactive factor of motivation, while will is active factor of motivation. Body has a physical and mechanical nature with nutrition desires that answer to those desires by senses and physiological reflects to external environment (p.240).

For René Descartes, the body is useless without an internal incentive to do an action. Hence, the physical and the physiological conditions feed everyone's desire to realize a concrete objective.

2. Defining and re-defining Motivation

Motivation is a term derived from the Latin word "movere" which means to "move". It is used in different disciplines in life which denotes for an inner feeling of enthusiasm that guides behaviour. Abisamra (2006) stated that it is the state of adrenaline flowing in the blood that is linked mostly with a strong desire to reach an objective.

Another theorist, Dornyei (1990), postulates a motivational construct model consisting of an integrative motivation, an instrumental motivation, need for achievement, and attribution for past failures. He suggested that instrumental motivation might be more important than integrative motivation for foreign language learners. He also suggested that instrumental and integrative motivation in EFL environments should be considered as two motivational subsystems that overlap in some areas: the need for achievement and students' personal goals. He found that these types of motivation are present in the learners' mental thinking and they use their past failures every time to reshape their strategies to attain success in the acquisition of a second language.

Speaking about motivation is dated back to behavioural approaches like classical conditioning and operant conditioning. The former has not been given much importance

because it was based on the mere principle of stimulus and response with total neglect to the functions of the brain which were considered at that time as a Black Box. However, the former was given scope because of its positive impact on learners' outcomes. Accordingly, we can try to motivate pupils to work hard in school by using rewards such as praise and merit points, or sanctions such as detentions. In the same sense, scholars like Bernaus and Gardner (2009) claimed that some learners are motivated just because of inner energy with less affection to outer factors because of self-esteem and self-orientation. Therefore, two terms here are mentioned: intrinsic and extrinsic motivation. Intrinsic as stated is the inner stamina (energy) to make an act; however, extrinsic is the effect of external factors on learners' desires and behaviours.

3. Theories of Motivation

In the endeavour to understand human behaviour, motivation examines the inherited and acquired needs as well as the process related to these needs of human behaviour. This interest to understand motivation and its causes and effects on people; gave birth to a number of motivational theories. These theories attempt to explain why people think, perceive, and behave in certain ways whether individually or in groups (Deci & Ryan, 1985).

3.1. Behaviourism Theory

Behaviourism arose out of the ideas of early 20th century learning theorists who attempted to explain all learning in terms of some form of conditioning. (Demirezen, 1988) explained that the Behaviourist theory, which is basically a psychological theory in its essence, founded by J.B. Watson, is actually a theory of native language learning, advanced in part as a reaction to traditional grammar. The supporters of this theory are Leonard Bloomfield, O.N. Mowrer, B.F. Skinner, and A.W. Staats. Behaviourism was advanced in America as a new approach to psychology in the early decades of the 20th-

century by making a particular emphasis on the importance of verbal behaviour, and received a considerable trust from the educational world of 1950s. The core issue of behaviourist approaches is the way in which simple stimulus and response connections were built up. Early behaviourist perspectives explain motivation in terms of reinforcement (Alqahtani, 2015). In addition to this, Skinner (1953) assumed that an individual is conditioned to take actions by being rewarded or punished. He ignored internal forces and believed that motivation is a reflection of external forces.

The notion of conditioning has been extended by Skinner in the operant conditioning. His theory is based on providing more incentives to reinforce voluntarily behaviours. Therefore, this theory has implications in education in which teachers should manipulate the environment in order to engage students in tasks, encourage them to make an effort so that they can interact and respond to stimuli.

3.2. Cognitive Theory

In contrast to behaviourism theory, cognitive theory assumed that motivation cannot be observed directly through behaviours but rather observing its internal process through behaviours (Pintrich & Schunk, 2002). The dominant aspects of cognitive theory involve the interaction between mental components and the information that is processed through this complex network that is involved: attributions, perceptions, goals, values, and effect (Clint, 1993). In education, students are expected to work hard because of their experiences and lead them to the belief that hard work will be rewarded in the future. In addition to that, teachers have to consider what proper contexts that might stimulate mental processes of students in the classroom and how to manipulate the instructional and social factors that affect students' behaviours and thoughts (Alqahtani, 2015).

3.3. Drive Theory

A theory of motivation developed by Clark L. Hull, the Drive-Reduction Theory focuses on how motivation originates from biological needs or drives. In this theory, Hull proposed a person's behaviour is an external display of his desire to satisfy his physical deficiencies (Sincero, 2012). Clark L. Hull was working at Yale University (U.S.A) when he began to develop the drive-reduction theory. He was inspired by several scientists as John Watson, Ivan Pavlov, Edward Thorndike, and Charles Darwin. His theory was based on the principle of physiological equilibrium believing that behaviour is stable when these needs are satisfied. In addition to that, Hull explained that an individual is in a state of urge when his survival is threatened. When a person's drive emerges, he will be in an unpleasant state of tension and the person will behave in such a way that this tension is reduced. To reduce the tension, he/she will begin seeking out ways to satisfy his biological needs. For instance, you will look for water to drink if you are thirsty. You will seek for food if you are hungry (Hull, 1943).

This theory has no real application nowadays in education. It has been criticized because it does not provide explanation about the reasons behind individuals engaging in behaviours that are not meant to reduce certain drives like someone eating even if he/she is not hungry. Second, reinforcements as drink and food reduce people drives because they are primary reinforcements; however, this theory is not applicable to secondary reinforcements like money for example, we can use money to purchase food but money in itself cannot reduce the individuals' drives.

3.4. Humanistic Theory

The humanistic approach in psychology developed as a rebellion against the behaviourist theory because some psychologists saw it as a limited and poor theory. (McLeod, 2015) stated that Humanism rejected the assumptions of the behaviourist perspective which is characterized by reinforcement of stimulus-response behaviour and heavily dependent on animal research. Humanistic psychology also rejected the psychodynamic approach (relationships between behaviours, feelings and past experiences) because it is deterministic, with unconscious irrational and instinctive forces determining human thought and behaviour (ibid).

Rogers a well-known humanistic theorist, believed that “it is a function of the whole organism as central source of energy in the human organism; rather than some portion of it; it is best conceptualised as a tendency toward fulfilment, actualisation, toward the maintenance and enhancement” (Alqahtani, 2015, p. 15).

Abraham Maslow (1970) another humanistic psychologist believed that people are motivated by survival and other needs. Hence, he identified five components: physiological, security, needs of belonging, esteem, and self-actualization.

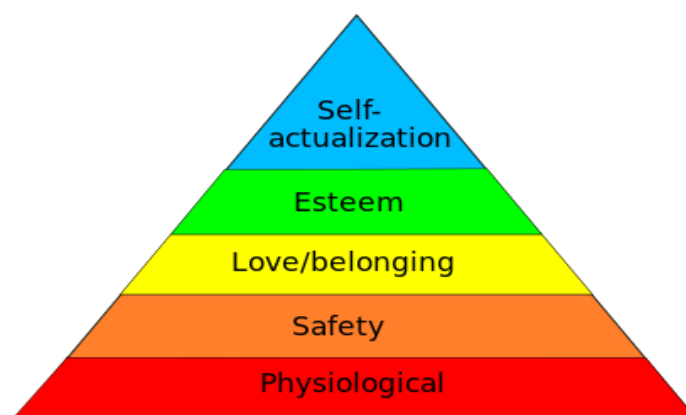


Figure1. 1: Maslow's hierarchy of needs, represented as a pyramid with the more basic needs at the bottom

It is obvious that motivation as Maslow stated above is attained through progressive stages. The first is the need to eat, drink and bodily comforts (physiological). The second component is the feeling of security and to avoid danger and disorientations in life. Among safety, affiliating with others, being accepted and loved are true senses of belonging which is in fact the responsibility of a family, tribe, and/or country and it is considered as an incentive to motivation. Consequently, if our objectives are not highly desired, motivation will be reduced and sometimes vanished. When the previous components are stick together, they produce self-esteem and self-satisfaction which are identified as the internal peace that promotes learners' painstaking, self-actualization, and creativity.

3.5. Metatheoretical Models

According to Damon and Lerner (2006), metatheories, in scientific discussion, are theories in the sense that they determine the context in which theoretical concepts are constructed. The primary function of metatheory is to provide a rich source of concepts out of which theories and methods grow. In addition to that, it provides guidelines to avoid conceptual confusions. Metatherotical models include metaphors in order to understand concepts, assumptions, and principles of theories (Pintrich & Schunk, 2002). In this part, three metatheoretical models (mechanistic, organismic, and contextual) are presented to explain how these models deals with assumptions of different theoretical approaches of motivation.

3.5.1. Mechanistic Model

Theories built on the mechanistic model focus on the role of the external environment in directing and constructing developmental change. Assembling a computer from its component parts, like circuit board and other parts resemble biological and physical factors that provide foundation for human development. However, psychological

functioning is built-up through active intervention from developmentally nurturant environment. This model concentrates on analysing complex, mature behaviour at earlier beginnings and into simpler segments (Peterson, 2014).

Norwich (2000) has found that the basic metaphor in this model is the machine where the same fundamental categories and assumptions operate. These include the idea that operates as chain-like sequences. This is applied in psychology when individuals are regarded as reducible to simple elements, which have regulated by prior causes.

3.5.2. Organismic Model

In contract with the mechanistic model, the organismic model of development views the organism (and the environment) as inherently active and constantly changing. (Reese, 1976) argued that this model follows from the assumption or metaphor of an “active organism” that the organism’ behaviour cannot be predicted completely under those models. On prior grounds, organismic models assume that the behaviour of organism and the behaviour of environment are interdependent and, therefore, their interaction cannot be meaningfully analysed into sequences of cause and effect

Haafte, Korthals and Wren (1997) stated that the organismic model pays special attention to the subject of development. The activity of the organism is goal-Directed. A certain form of subjectivity may be attributed to the organism by removing obstacles and thus determines its conditions to a certain degree. The development of moral thought is not just seen as the outcome of genetic predisposition and environmental factors, but rather is regarded as the result of active adaptation to the environment in accordance with the goals and needs of the organism. This model can be used in the study of development of individuals, groups, and societies. The former is seen as a process in which human beings

are actively involved in regulating their thought and actions according to their interests and needs.

3.5.3. Contextual Model

Shaffer (2009) claimed that the contextual model views development as the product of a dynamic interplay between the individual and the environment. People are assumed to be active in the developmental process (as in the organismic model) and the environment is active as well (as in the mechanistic model). Development may have both universal aspects and aspects peculiar to certain cultures, times, or individuals. The potential exists for both *continuous* and *discontinuous* change, and development may proceed along many different paths, depending on the intricate interplay between internal forces (nature) and external influences (environment).

Simply, this model considers children as active entities whose developmental paths represent a continuous and dynamic interaction between inner power (nature) and external impact (nurture).

4. Types of Motivation

According to research and the perspectives of scholars, motivation energizes and guides behaviour towards a specific outcome. In the following part, distinctive types of motivation are identified; as well as stating the characteristics of each type.

4.1. Integrative Motivation

Integrative motivation is an important element in Gardner's theory of motivation. It is an important component in the socio-educational model of second language acquisition. Gardner (1985, p.54) defined the term as the following:

“The concept of integrative motive includes not only the orientation but also the motivation (i.e. attitudes towards learning the language plus desire plus motivational intensity) and a number of other attitude variables involving the

other language community, out-groups in general and the language learning context.”

Gardner (as stated in Nakata, 2006) suggested that integrative motivation is a composite construct of made up of three main components: integrative orientation, interest in foreign language including attitudes towards the L2 community and attitude towards learning situation. Based on this definition, in the socio-educational model, integrative motivation plays an important role in language learning.

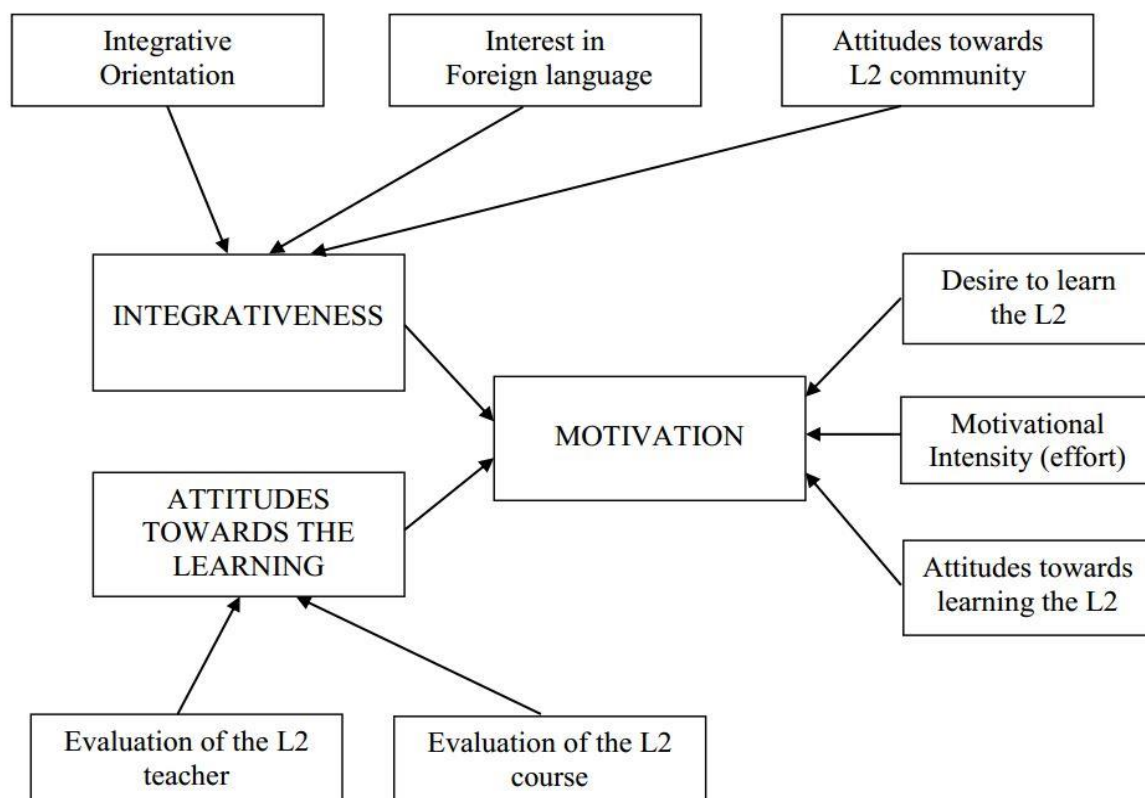


Figure1. 2: Gardner’s Socio-educational Model (Chiesa, Scott, & Hinton, 2012, P.58)

In this model, the variable integrativeness reflects a genuine interest in learning the second language in order to come closer to the other language community (Dornyei & Schmidt, 2001). The second variable is attitudes towards the leaning situation, which involves attitudes towards any aspect of the situation in which the language is learned.

These attitudes could be directed toward the teacher or any materials or activities related to the course in general. The last variable motivation refers to the driving force at any situation i.e. motivation, in this model, to learn second language, is viewed as:

- a) Motivated individuals expend effort to learn language by seeking more opportunities to learn more.
- b) Motivated individuals want to succeed and strive to achieve a goal.
- c) Motivated individuals will enjoy the tasks of learning the second language (ibid).

4.2. Instrumental Motivation

Gardner (as stated in Sergan, 2015) claimed that instrumental orientation is “ a goal that doesn’t seem to involve any identification or feeling of closeness with the other language group, but instead focus on a more practical purpose learning the language would serve for the individual”(p.5). Gardner also as stated in (Samad, Etemadzadeh, & Far, 2012) suggested that instrumental motivation refers to “more functional reasons for leaning a language to get a better job or a promotion, or to pass a required examination” (p.433).

Instrumentally motivated learners need to learn the language and learn about the country where the language is spoken, whereas integrally motivated learners learn the language for their own sake, for their pleasure, to satisfy their needs without the necessity of rewards (Nakanishi as stated in Guler, 2018)

4.3. Intrinsic Motivation

Deci and Ryan (2000) defined the term intrinsic motivation as doing an activity for its inherent satisfaction rather than doing it for any reward or any other consequences. In addition to that, Shadish & Fuller (1994) suggested that individuals who are intrinsically motivated engage in a task because the task in itself is interesting, enjoyable or personally challenging to the individual. Moreover, Deci (1975) claimed that people seem to engage

in the activities for their own sake and not because they lead to an extrinsic reward. The activities are ends in themselves rather than means to an end.

Noel, Pelletier, Clément, and Vallerand (1990) proposed three-part taxonomy of intrinsic motivation. The first type of IM is IM-Knowledge, which is the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge. The second type, IM-Accomplishment, refers to the sensations related to attempting to master a task or achieve a goal. The third type, IM-Stimulation, relates to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. The common basis of these three subtypes is the pleasurable sensations experienced during the self-initiated and challenging activity.

Further, Guay, Vallerand, and Blanchard (2000, pp.177-178) postulated four important components for self-determination theory: Competence, Autonomy, relatedness, and the need for self-esteem to understand the initiation and regulation of behaviour.

- a) **Competence:** implies the need for having an effect, for being effective in one's interactions with the environment.
- b) **Autonomy:** a sense of feeling free from pressures and to have the possibility to make choices among several courses of action.
- c) **Relatedness:** refers to interpersonal attachments and bonds developed between individuals and are based on a fundamental striving for contact with others.
- d) **Self-esteem:** learners who feel good about themselves are more likely to have a positive attitude to the subjects and related activities.

4.4. Extrinsic Motivation

Deci and Ryan (2000) defined extrinsic motivation as engaging in an activity as a means to an end and for its own sake. Thus, extrinsically motivated individuals do not participate in an activity for the inherent pleasure they may experience but rather, to receive something positive or to avoid something negative. Rutledge (2008) stated that behaviours, changes, and influences controlled by external factors are extrinsic motivators that might be flexible and unpredictable within each individual's definition of worth or meaning. Baumeister and Vohs (2007) claimed that extrinsic motivation is the desire to do something because of the rewards and reinforcement it brings. However, one would probably do not do the behaviour if one did not get something.

Noels, Clément, and Pelletier (2001) learning, extrinsic motivation (EM) includes three sub-types. The first is external regulation, where a student learns an L2 because of some pressure or reward that comes from the social environment, such as career advancement or a course credit. Once that pressure or reward is removed, the learner might be expected to stop putting effort into L2 learning. Introjected regulation refers to more internalized reasons for learning an L2, such as pride or shame. As with external regulation, once the pressure is lifted, engagement in the activity is likely to fall off. Identified regulation is the most self-determined type of EM that has been examined in the L2 context. In this case, the student learns an L2 because she has personally decided to do so and because that activity has value for her chosen goals. As long as that goal is important, the learner can be expected to persist in L2 learning.

5. Factors of Demotivation for Teachers

Most of studies focused mainly on learner motivation and demotivation rather than on teacher motivation and demotivation in the EFL context. Hence, aspects like lack of interest in the profession, salary, students' achievement, and working environment will be discussed.

5.1. Lack of Interest in the Teaching Profession

It is widely argued that the status of teachers in most countries, both developed and developing, has declined substantially during recent decades. However in Tesfaye and Demewoz (2004) explained in their study that inclination towards the teaching profession took a rain check over the last forty years mostly due to the status attached to the profession. According to them, teaching is profession that people join when they are not capable of finding an alternative job which pays more. In this regard Motuma (2006) also confirmed that most teachers enter in to the profession because it is easier to get than other jobs or to make money (their earning) out of it till they get another job among other reasons. Commitment refers to the attachment and loyalty. As defined by (porter et al., 1974) cited in Armstrong (1995) commitment is a relative strength of the individual's identification with, and involvement in, a particular organization. Moreover, he draws the conclusion that: high organizational commitment is associated with higher motivation and good performance. One of the causes of organizational commitment is job satisfaction. People who are satisfied with their job are more committed to their organization than those who are less satisfied. Sylvester (2010) demonstrated a high positive relation between professional commitment and job satisfaction. He held that the factors like location of institute, educational qualification and years of teaching experience of teacher educators have impact on their attitude towards teaching profession as well as level of job satisfaction. Attitude measurement has very wide currency, the new curriculum emphasizes

,particularly in social psychology, that a curriculum should be based on the students' learning interests, life experience and cognitive levels, and that it can promote more educational processes of participation, communication and, enable specific learning targets to be followed (ibid).

Job performance has generally been conceptualised as a function of ability and motivation. It is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it. Mesheck (2016). It is the reason for action, and the term used to define the success or failure of any complex task like teaching (Brown, 1990).

5.2. Salary/ Students' Achievement

Some studies suggest that features of teacher quality like teacher education, teaching experience, and teacher certification, have a positive impact on academic achievement of learners (Hu, 2009). Salary is an important stimulus and reward scheme in education. Hence, teacher characteristics as the link between teacher salary and teacher quality indicates that rational teacher salary policy will significantly impact educational performance of learners' outcomes.

Another study on student intelligence tests and educational spending found that Asian American students' IQ was positively related with teacher salary per hour (Hama 2007). The same study also showed that the average teacher salary of countries that have better performance in Program for International Student Assessment (PISA) was 1.5 times higher than those that did worse. Another example in Zimbabwe in which teachers' salaries in 2010 were as low as 220 US for a senior teacher. Most pupils were performing below grade level and some schools scored 0% pass rate in public examinations (Mesheck, 2016).

Morphet (2009) claimed that there is a positive relationship between one's own motivation and his/her performance. Thus, every worker who has a passion and desire to work on something will result in a high performance as well. Likewise, the income have a tremendous connection to one's motivation and adequate incomes will trigger sufficient motivation.

5.3. Working Environment

Studies about teacher performance, student academic achievement, and building condition propose that the physical environment quality significantly influence teacher satisfaction and student achievement. Earthman (2004) stated that there is plethora of research to state without equivocation that the teaching and learning environment especially the classroom in which teachers and students spend a good deal of their time does in fact affect how well they interact and perform.

Siegel (as stated in Massey, 2004) found that there was a direct relationship between architectural design of the classroom and teachers' behaviours and actions inside the classroom. Space arrangement has instant and far reaching consequences for teacher's capability to effectively and efficiently achieve daily activities, the formation of social and professional relationships, and the sharing of knowledge. Besides, Consideration of the spaces where teachers meet and collaborate is just as important as the design of the classroom (ibid).

There is a volume of research that suggests that less successful and less attentive learners are specifically affected by the table's arrangement. However, their on-task behaviour increasing very positively when seating configurations changes from one task to another. (Higgins et al, 2005) advocates of open plan educational institutions; argue that teachers should allow learners to learn the way suited them because each individual has

same style of learning. The most effective teaching and learning strategies without considering physical design may hinder teachers to work productively. The traditional classroom seating arrangement with tables lined up in rows impede teachers' efforts to work in groups and have students in the flexible and varied groupings necessary (Higgins et al, 2005).

In order to facilitate teachers' work, certain decent facilities make additional contributions to help teachers well performing. Hence, plenty of research examines the effect of the classroom conditions of teaching spaces (which involves seating, furnishing, spatial density, noise and acoustics, climate and thermal control, air quality, windowless classrooms, vandalism and play-yards, light and colour) on teachers and students' motivation, interaction, attendance, and wellbeing (ibid).

Some important contentions about the physical aspects of learning spaces include:

- a) Temperature: heating and air quality are the most important individual elements for any process to run healthy.
- b) Chronic noise exposure impairs cognitive functioning: many studies finding noise-related reading problems, deficiencies in pre-reading skills, and more general cognitive deficits.
- c) Colour remains the topic of some of the most optimistic claims about morale and efficiency: the choice of the best use of colours is dependent on the age of learners (brighter for younger students, more subdued for adolescents), as well as differences between males and females (males – bright colours, females – softer).
- d) Using visual displays in classrooms breeds success because students are provided with specific examples of how success is obtained (ibid)

6. Motivational Strategies

Many previous studies gave importance on creating motivational frameworks theoretically and focused on establishing the effectiveness of motivation on the EFL/ESL learning/teaching contexts, rather than trying to show how to motivate learners in the classroom. Dörnyei (2001a) argued that the most stressful issue related to motivation is not what motivation to provide but rather how it can be increased. Too much consideration and effort has been devoted to find and analysing several motives and validating motivational theories than to developing strategies and techniques to increase motivation for classroom practices (ibid).

Until the 1990's, investigation about strategies of motivation did not receive much attention and there has been a scarce empirical studies on them. Dörnyei (2001b, p.28) defined motivational strategies as “the motivational influences that are consciously exerted to achieve some systematic and enduring positive effect”. Guilloteaux and Dörnyei (2008) described motivational strategies as instructional interventions applied by the teacher to elicit and stimulate student motivation, self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation. Alrabai (2010, p. 59) conceptualized motivation strategies as “the techniques that are used for the purpose of enhancing individuals’ goal-related behaviour”.

6.1. Dörnyei’s Motivational Strategies Framework (2001b)

In his book of motivational strategies in the language classroom, Dörnyei (2001b) has developed a systematic framework of L2 motivational strategies known by Motivational Teaching Practice which composes of various strategies that can be implemented to positively influence learners behaviours and endure the comfort zone. Also, they initiate, generate, and maintain learners’ motivation in the classroom. This model comprises of the following four areas: Creating Basic Motivational Conditions; Generating

Initial Motivation; Maintaining and Protecting Motivation; and, Encouraging Positive Self-evaluation, each of which are discussed below.

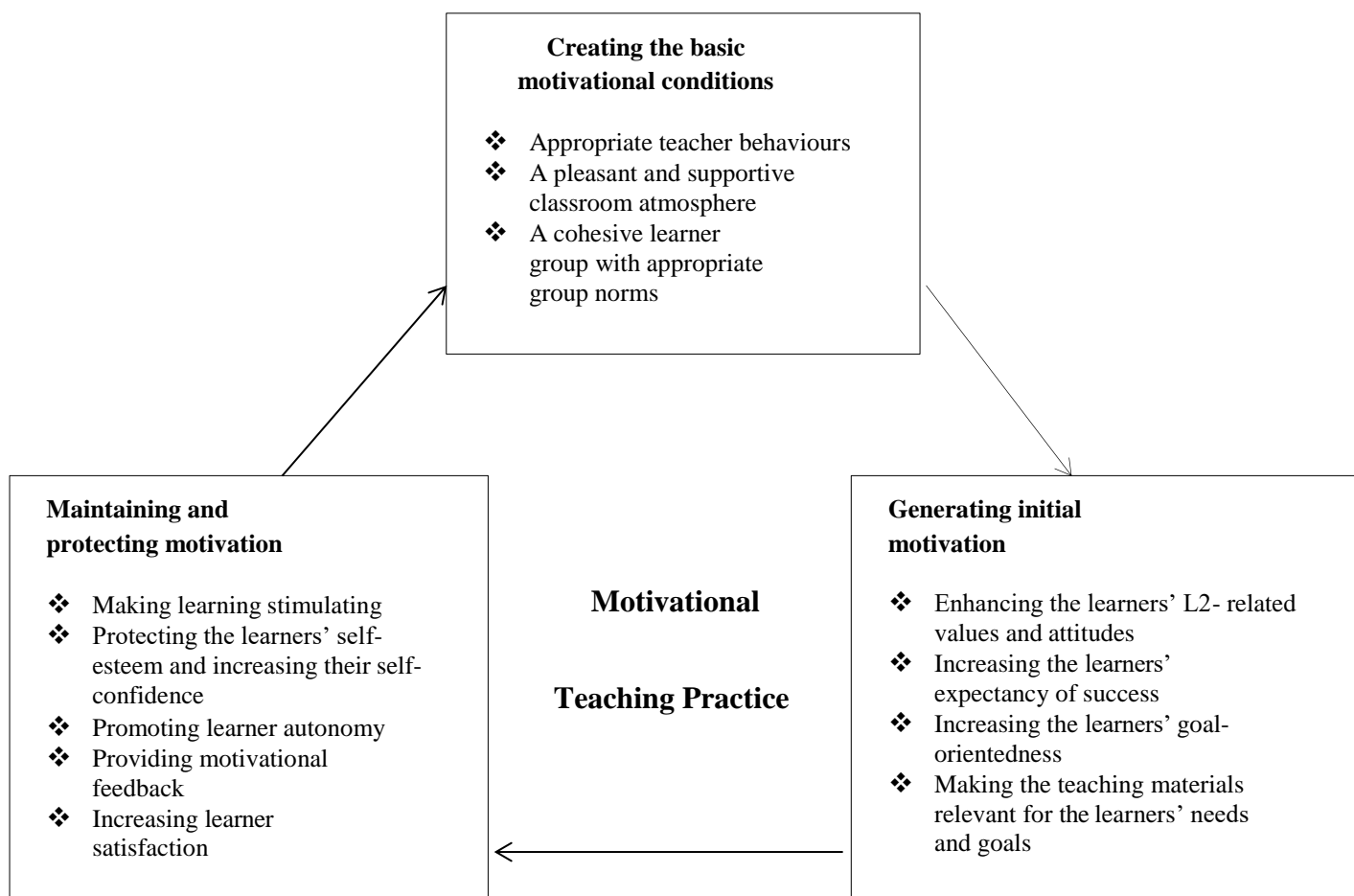


Figure1. 3: The components of motivational teaching Practice. (Alqahtani, 2015, p.51)

6.1.1. Creating Basic Motivational Conditions

In order to generate motivation inside the classroom, certain conditions should be included. These conditions include appropriate teacher behaviour, a pleasant and supportive atmosphere, and a cohesive learner group with appropriate group norms.

6.1.1.1. Appropriate Teacher Behaviour

Dörnyei and Csizér's (1998) study suggested that teachers' behaviours are an influential tool in the language classroom. Also, appropriate teacher behaviour can be observed in the classroom through numerous aspects, such as their enthusiasm for teaching, commitment to students' learning, and their good relationship with the students. They suggest that if the content and style of explanation is enthusiastic, important, and unique, learners are likely to show the same interest and motivation as that of the teacher.

As Dörnyei (2001b) indicated, appropriate teacher behaviour may include also displaying commitment to learners progress by adopting learners learning seriously. To elaborate, learners' progress may involve monitoring learners' development closely and frequently, especially with low-achieving learners, will provide the sufficient help to keep them on the track of the process. According to him, this strategy cannot be exaggerated because the role of the teachers is to make sure that learners know that their success is of a great importance to him and to prepare them to work hard to achieve that purpose. However, the fastest way to decrease learners' motivation is to make them feel that their teacher is careless about their progress (ibid)

6.1.1. 2. A pleasant and Supportive Atmosphere in The Classroom

Dörnyei (2001a) considered that teachers should be aware that the anxiety generated by the classroom milieu can be one of the most influential factors undermining the effectiveness of learning and motivation. A Good teacher is encouraging and patient person so that to provide as much learning opportunities as possible to occur within a healthy and supportive atmosphere. According to him, one of the most effective ways for creating a pleasant classroom atmosphere is through using humour (Dörnyei, 2001b). He remarked that integrating sense of humour in the classroom is not only to tell jokes but

rather to show a relaxed attitude and avoid taking everything happens in the classroom seriously. When learners feel the teacher is permissive and provides a degree of self-mockery; therefore, learners interact more and become engaged in the learning process.

6.1.1. 3. A Cohesive Learner Group with Appropriate Group Norms

Group cohesiveness is one of the features of group dynamic that influences language learners' motivation. Dörnyei (1994, p. 279) defined group cohesiveness as “the strength of the relationship linking the members to one another and to the group itself”. In a later (2001a) publication, Dörnyei described group cohesiveness in terms of the strength of inter-member relations, or the magnetism or glue that holds the group together and maintains it as a system.

Dörnyei (2001a) investigated the link between motivation, self-confidence, and group cohesiveness. He found that perceived group cohesiveness significantly contributed to the learners' overall motivation. Thus, learners' motivation tends to increase in cohesive class groups, which is due to the fact that learners in such groups share an increased responsibility for achieving the group goals and the positive relation between them makes learning more enjoyable.

The second feature of group dynamic is group norms. Dörnyei (2001b) defined group norms as “the rules or standards that describe behaviour that is essential for the efficient functioning of the group”. *Learning norms* refer to the norms found in educational contexts by the group leader (the teacher). Besides, they should emphasise these norms to make learners fully aware to respect them. If the group members feel that these norms are not given much attention by the teacher, they are consequently tend to ignore these norms. It is very important to explain in details these norms to the group

members by the beginning of the academic year and the consequences of violating these rules in order to help learners be accustomed to group work and teacher' style.

6.1.2. Generating Initial Motivation

Even the motivational conditions are available; the active contribution of teachers to generate a positive attitude towards learning is remaining important (Dörnyei, 2001a). Generating motivation involve generating initial motivation in learners by enhancing the learners' language-related values and attitudes, increasing the learners' expectancy of success, increasing the learners' goalorientedness, making the teaching materials relevant for learners, and creating realistic learner beliefs.

6.1.2.1. Familiarising Learners with L2 Culture and L2-Related Values

Dörnyei (2001b) identified three main elements related to L2 learning. The first is the intrinsic value of the L2 learning which is associated with the interest and satisfaction of learning the target language activities. The integrative value indicates the positive tendency towards all what concerns the target language such as the influence of culture and its speakers (Dörnyei, 2001b). In order to familiarise learners with the integrative values; teachers may rely on various authentic materials like magazine, TV recordings, and videos in class. The last value element is the instrumental value which is connected to the perceived pragmatic aspects that the mastery of the language might bring about (Dörnyei, 2001b). Learners can be accustomed to instrumental values by reminding them that L2 competence is useful for them and their community. Further, reiterating that English is a global language and its dominant and influential role played in the world required them to obtain as much knowledge as possible.

6.1.2.2. Increasing the Learners' Expectancy of Success

Burden (2000) claimed that the motivation of learners is highly related to their degree of expectation of success. He suggested that learners develop a sense of confidence and self-worth when they experience success toward new activities. Brophy (2004) argued that “the simplest way to ensure that students expect success is to make sure that they achieve it consistently so that they can adjust to each new step without much confusion or frustration” (p. 66). The strategies below can be used to increase learners' expectancy of success:

- a) Providing learners with clear instructions while teaching.
- b) Making sure learners receive sufficient preparation and assistance in performing learning tasks.
- c) Explaining the goals of learning tasks to students (ibid).

6.1.2.3. Increasing the Learners' Goal-Orientedness

Dörnyei (2001a, p. 125) defined goal-orientedness as “the extent to which the group is attuned to pursuing its official goal”. Hadfield (1992) pointed out to the significance of increasing learners' goal-orientedness by affirming that it is crucial to group work in order to have a sense of guidance and a common purpose. Educational psychological research reported that, in a regular classroom, some students if not many are not involved in the learning activity because they do not understand or accept why they are doing it (Dörnyei, 2001b). He explained that teachers would have won half the motivation battle if the class group can agree on a common purpose and sense of direction by taking into account individual goals, institutional constraints, and success criteria.

Dörnyei (2001b) argued that the best way to increase learners' goal-orientedness is through setting goals. They allow the learners to become aware of what they need to do

before beginning the learning task, and give them a chance to develop a plan for dealing with difficulties that stand in the way of success. Goals can help learners control the situation they are put in and realize that their effort is worthwhile and their expectation of success becomes bigger (ibid). Dörnyei considered that setting specific short-term goals may stimulate learning motivation and help learners manage the learning process.

6.1.2.4. Making the Teaching Materials Relevant for the Learners' Needs and Goals

Buden (2000, p.20) defined *relevance* as: “the students’ perception that instruction is related to personal needs or goals”. He argued that motivation increased when learners think that the learning task will satisfy basic motives, like needs, for achievement. Burden (2000) recommended that teachers should consider learners’ personal experiences and needs in planning their teaching content. Dörnyei (2001b) believed that one of the most demotivating factors for learners is when they encounter something completely irrelevant to their lives or area of interest. He recommended that “what your students’ goals are and what topics they want to learn about, then build these into your curriculum as much as possible” (p. 63). Dörnyei acknowledged that finding ready-made language syllabi are often difficult to find, so that teachers are recommended to personalise and relate the content to everyday situation of the learners’ life to make it more motivating. To do so, teachers are asked to imagine how a specific subject or theme could be associated with students’ daily life experiences.

6.1.3. Maintaining and Protecting Motivation

This dimension focuses on engaging students into the learning process through making learning enjoyable, presenting tasks in a motivating way, Protecting the learners self-esteem and self-confidence, promoting cooperation among learners, offering rewards and grades in a motivating way, providing motivational feedback, and increasing learner satisfaction.

6.1.3.1. Making Learning Stimulating and Enjoyable

Dörnyei (2001b) conclude that students attempt always to search for fun and enjoyment in every learning activity. He stated that the professional and methodological level of the teacher persuade learners to love a specific subject of teaching because it is presented in an interesting manner. If the learning process is more stimulating, learners will be more involved and contribute to the success of the process. Teachers are able to break the monotony of teaching by providing various language tasks, the style organizing classroom space, and inserting humorous elements. These strategies have been found significant in making learning enjoyable (ibid). However, Burden (2000) warned that if this strategy is over used, students will lose interest and take learning unseriously. He recommended that teachers should change and adapt their teaching style and strategies and emphasized that each task should be suitable for learners needs and interests, or at least different from what they have been doing.

6.1.3.2. Protecting the learners self-esteem and self confidence

Clément, Dörnyei, and Noels (1994) suggested that anxiety is the affective factor of self-confidence and self-confidence itself is a determining factor of second and foreign language motivation. Brophy's (2004) found that anxiety is a primary cause of reducing achievement and motivation. He observed that children usually begin school with motivation, but later, they find anxiety provoking and psychologically threatening. He identified different sources of anxiety: the learning environment, completing assignments, taking tests, and sensing that their performances are monitored, graded, and reported to their parents (ibid)

Dörnyei (2001b) instructed that it is necessary for teachers to turn language classrooms into an "anxiety-free zone" (p.92). They should minimize or remove the

factors that may cause anxiety, fear, and provide a non-threatening and supportive environment in classrooms. He further recommended that teachers should avoid social comparison among students, encourage cooperation instead of competition, and motivate learners by making them accept that making mistakes is allowed because it is a part of their learning process.

6.1.3.3. Promoting Learners Autonomy

Theorists and practitioners discussed the topic of autonomy and develop frameworks to improve the quality of teaching. Autonomy is defined by Scharle and Szabó (2000, p. 4) as “the freedom and ability to manage one’s own affairs, which entails the right to make decisions as well”. Brophy (2004) emphasized that schools are not recreational areas but are educational settings and students receive instruction in a prescribed curriculum. It is thus an opportunity for teachers to take advantage of the situation to motivate students by allowing them to choose tasks and activities of their own interest. Deci and Ryan (1985) argued that learners maintain intrinsic motivation for learning when teachers are involved in the activities with their learners for support and encouragement. Hence, this can be done by understanding learners perspectives, encouraging their initiatives, providing more opportunities to all students, being authoritative rather authoritarian, and diversify tasks to avoid monotony.

The effective way to increase learners’ autonomy is through giving much attention to learners’ choices about features of the learning process, for example activities, materials, topics, assignments, or the peers with whom they want to work (Dörnyei, 2001b). Dörnyei believed that choice is and an important element that make learners responsible and allows learners to see that they are in charge of the learning experience. Also, supporting learners’ contributions and peer teaching is another strategy to enhance learners’ autonomy. Dörnyei (2001b) suggested that learners are very resourceful about

finding ways to convey new material to their peers, and recommended that teachers hand over as much as they can, to teach leadership to their learners. Moreover, another effective strategy used to enhance learning autonomy is self-assessment. Dörnyei (2001b) suggested that self-assessment expands the awareness of learners in the learning process especially reasons behind their failure or success of their own learning, and gives them concrete sense of participation in the learning process.

6.1.3.4. Providing Motivational Feedback

Giving feedback about learners' performance has the most crucial role in bringing about changes in their learning behaviour. Ford (1992, p. 210) argued that "without feedback, motivational headquarters is effectively shut off from action". Likewise, Dörnyei (2001b, p. 123) demonstrated that "when there is no feedback, it is easy for goals, including the important learning goals, to lose salience and priority, and eventually end up on the shelf". Besides, Burden (2000) stated that any feedback needs to be balanced, specific, and given in a timely way. Teachers should encourage aptitude and prerequisite performance attributions when feedback is given following other tests or other assessment experiences. (Brophy, 2004) claimed that teachers can increase learners' self-efficacy for obtaining their learning goal through the provision of feedback.

Brophy (2004) identified two types of feedback: informational feedback, which focuses on the development and competence of learners, and controlling feedback, which evaluates performance alongside with external criteria. Positive information feedback includes positive, detailed feedback regarding learners' strengths, achievements, progress and attitudes (Dörnyei, 2001b). This feedback is seen to be effective from a motivational viewpoint, because it provides learners with information rather than judgements against external standards or peer achievement, which is, from Dörnyei's point of view, the main feature of *controlling feedback*.

On the contrary, Graham (1994) identified three types of teacher feedback that can have negative impact on learners, for example communicating pity after failure, offering praise after success in easy tasks, and unsolicited offers of help. He explained that the teacher's feedback can be unhelpful if attributed to the poor progress of a learner, or to his or her low ability to learn.

6.1.3.5. Increasing Learner Satisfaction

Dörnyei (2001b) considered that it is widely accepted that the feeling of satisfaction is an important factor in underpinning achievement behaviour, which makes satisfaction an important constituent of motivation. Burden (2000) explained that when teachers make learners aware of the notion of success and by helping them recognise their inner efforts to act and is a useful strategy to support learners' progress in the classroom in order to enhance their satisfaction.

Satisfaction refers to positive feelings about one's accomplishments and learning experiences (Keller, 2000). Receiving appreciation and evidence of success will reinforce the intrinsic feeling of satisfaction. In order to achieve learners' satisfaction, teachers may provide students with extrinsic rewards like grades, privileges, promotions, certificates, and school supplies. Learners who tasted the results of their hard-work in learning and whose efforts are paid off will continue to expect more success and become motivated towards learning (ibid).

Pintrich and Schunk (2002) explained that praise is one of the best ways for teachers to recognise their learners' efforts and celebrate their success. Deci and Ryan (1985) suggested that the use of comments on papers or after a specific performance is a good way to celebrate learners' success and their accomplishments. Dörnyei (2001b) argued that effective praise signifies appreciation of learners' efforts and determination to

success in ways that call attention to the efforts, rather than their frequent behaviours of pleasing the teacher without effort. Brophy (2004) stressed that learners may find it distressing to be singled out, humiliating to be praised for insignificant achievements, or annoying to have classmates' attention called to their neatness, punctuality, or conformity behaviours, rather than to more clearly noteworthy achievements.

Conclusion

This chapter represented a general overview about motivation. It tackled history, definition, types, theories, factors, and strategies of motivation. Motivating learners for better outcomes requires teachers to strive seeking for not only how much motivation to give but rather what motivation to give. Students may be engaged because of tiny things teachers commit without their awareness. Therefore, learning to motivate is very important and difficult. As teachers, we should bear in mind that the world and generations are changing so fast and our job as teachers is to look for what motive could bring inspiration and creativity to students. Motivation can be by reward, appropriate feedback, caring, and intriguing content of task.

CHAPTER TWO
FOREIGN LANGUAGE TASKS

Introduction	41
2.1. Definitions of Speaking Skill	41
2. 2. Distinction between Speech and Writing	44
2.3. Definition of Tasks in Foreign Language Learning	45
2.4. Foreign Language Task Principles	48
2.4.1. Scaffolding	49
2.4.2. Task Dependency	49
2.4.3. Recycling	50
2.4.4. Active Learning	50
2.4.5. Integration	50
2.4.6. Reproduction to Creation	51
2.4.7. Reflection	51
2.5. Foreign Language Task Component	52
2.5.1. Goals	53
2.5.2. Input	54
2.5.3. Procedures	54
2.5.4. Teachers and Learners Roles	55
2.5.5. Setting	57
2.6. Foreign Language Tasks Features	57
2.6.1. A Task is a Workplan	57
2.6.2. A Task Involves a Primary Focus on Meaning	58
2.6.3. A Task Involves a Real-World Processes of Language Use	58
2.6.4. A Task Can Involve any of the Four Language Skills	58
2.6.5. A Task Engages Cognitive Processes	59
2.6.6. A Task has a Clearly Defined Communicative Outcome	59

2.7. Types of Tasks.....	61
2.8. Focused and Unfocused Tasks	66
2.9. Sequencing Tasks	68
2.9.1. Ellis (2005) Framework	69
2.9.2. Willis (1996) Framework.....	70
2.10. Foreign Language Task Motivation	73
2.11. Assessment of Tasks.....	76
Conclusion.....	79

Introduction

Learning any language in the world requires giving balanced importance to the four skills to develop one's own level. However, the primary skill students feel urged to master is the speaking skill. According to Ur (1984) "Many if not most foreign language learners are interested in learning to speak" (p.120). The latter plays a major role in enhancing learners' competency to communicate, interact, and utter accurately. Nevertheless, most of students still encounter problems in speaking tasks either because of thinking in the first language, certain psychological problems, and inconvenient teaching practices. This chapter aims at presenting a brief description about EFL tasks starting from definitions, types of tasks, planning and sequencing tasks, and concluding with assessing tasks performance. Therefore, all these components play a major role in developing efficient task design of Oral expression course.

2.1. Definitions of Speaking Skill

Nowadays, learning English language to communicate is the central goal of many people all over the world. In this section, we will tackle different definitions of speaking as a productive skill in language teaching. Speaking consists of producing systematic verbal utterances to convey meaning. (Utterances are simply things people say.) Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information" (Florez, 1999, p. 2). It is "often spontaneous, open-ended, and evolving" (ibid., p. 2), but it is not completely unpredictable. (Bygate, 1987) quoted that:

Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business .It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought (P. 1)

Hughes (as stated in Benmoussa, 2012) stated that speaking skill is the practical pronunciation of the language to express points of view, thoughts, feelings, and attitudes. Learners to be skilful and fluent in the target language should be aware of and about the cultural, social, and political factors of that language. In addition to that, learners must have certain knowledge about the linguistic rules because they are the basics and pillars of the language.

According to Spratt, Pulverness, and Williams (2005), speaking is a productive skill which includes expressing ideas, feeling, and meaning from one another. Therefore, people have common features they often perform while speaking for example:

- | | |
|---|--|
| 1. Pronunciation | 11. Smiling |
| 2. Answer questions | 12. Asking questions and information |
| 3. Use intonation | 13. Interact and respond appropriately |
| 4. Ask for clarification | 14. Persuade |
| 5. Correcting one another | 15. Start to speak when the other part stops |
| 6. Participation in discussion | 16. Tell stories |
| 7. Switching the content and/or style of their | 17. Use tenses |
| 8. Communication according | 18. Take part in conversations |
| to how their listener responds | |
| 9. Greeting one another | |
| 10. Expecting what others will say (ibid, p.34) | |

The speaking skill involves a communicative capability of both, sometimes, to produce and/or to receive information. Byrne (1986) states that the oral communication consists of two way process: speaker(s) and listener(s). It involves the *production* of

utterances which are considered as *productive skill* and listening and understanding (*receptive skill*).

Halliday et al (as stated in Burnett and Myes 2004) explored, talk often exists in social contexts; how it is used is affected by what people are trying to say and why they are saying it. He put forward the following functions of language of the speaking skill that may be used in different ways:

Explaining	suggesting	discussing	reporting
Instructing	speculating	arguing	narrating
Summarizing	negotiating	clarifying	directing
Persuading	planning	informing	presenting
Questioning	disagreeing	analysing	hypothesizing
Evaluating	describing	expressing feeling	reasoning

(ibid, p.24)

We use these different functions for different purposes in order to interact and communicate. Therefore, to develop ones' own skill in speaking in the target language, one should practice the language to fall spontaneously in all the forms mentioned earlier.

In oral expression classes, teachers should ask about the interests of their students and what they want to gain from learning speaking. One main answer to this question is that FL learners need to use the foreign language like native speakers. Hence, some skills are listed by Lindsay and Knight (2006, p. 60) and should be developed:

- a) Producing connected speech
- b) The ability to interact
- c) Talking round gaps in their knowledge
- d) Speaking in a range of contexts
- e) Balancing accuracy and fluency to develop these skills.

Imitating native speakers in the oral expression class requires participation, discussion, and interaction with peers, asking and answering question for the sake of getting accustomed to characteristics of communication in that language.

2. 2. Distinction between Speech and Writing

Brown and Yule (as mentioned in Nunan, 1989) begin to explain the nature of speaking by distinguishing between spoken and written language. They stated that for most of language history, its teaching has been concerned with the study of the written language. It is characterized by excellent written models that are carefully selected and organized into highly structured paragraphs. An obvious advantage of the written language is that it has been described by generations of grammar-writers and dictionary-makers that a confronting sense is possible to say whether this sentence or another is correct or not. In addition to that, written language does not change greatly over time on where it is written which makes it a permanent communicative echo over generations. Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciation. There is often a great deal of repetition and overlap between one speaker and another.

Harmer (as stated in Boussiada, 2010) finds it is important to define some differences between speaking and writing for better understanding of their nature. He claimed that because the audience to whom we are writing is not always present and most of the cases are unknown audience. When we write, all the information have to be on the page. The reader cannot stop and ask a question to make things clearer. Whereas in speaking; we have the advantage of interacting with “co participants” whether we know them or not. This is, of course, is highly beneficial because the speaker may modify his speech according to his co participant reactions. Another important difference between the two productive skills lies in the concept of durability. Writing is more durable. However,

when we speak, our words just live to few moments. When we write, our words may live for years or even centuries. For this reason, writing is used to provide a record of events.

Crystal (2005, p.1) considered that the distinction is transparent:

Speech uses the transmitting medium of 'phonic substance, typically air-pressure movements produced by the vocal organs, whereas writing uses the transmitting medium of 'graphic substance typically marks on a surface made by a hand using an implement. It is simply a physical thing

2.3. Definition of Tasks in Foreign Language Learning

Tasks are defined from two different perspectives: real-world tasks and pedagogical tasks. The former deals with language use in real-life situation i.e. beyond the classroom. Pedagogical tasks refer to what occurs in the classroom. Both types will be discussed in this section. As for real-world tasks, Long defined it as:

A piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between. (Long in Nunan, 2004, p. 2)

As the author points out, this definition on the one hand is not linguistic and non-technical because it describes sorts of things that a person would say if asked what they were doing. On the other hand, some of the tasks may well not involve the use of the language. Thus, individual tasks may be a part of a larger sequence of tasks.

When real-world tasks are transformed to the classroom, they become purely pedagogical in nature. Richards et al (as mentioned in Nunan, 2004) defines tasks as actions or activities carried out as a result of understanding or processing language. For example, when a learner is drawing a map while listening to a tape i.e. listening and

performing a command, may be referred to as tasks. Tasks may or may not involve the language production. In tasks, the teacher usually needs to specify what will be considered as successful completion of the task. The implementation of various kinds of tasks in language teaching is supposed to make language teaching more communicative...because it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

Breen, as stated in (Candlin & Murphy, 1987) offers another definition of a pedagogical task:

Any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning – from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulations and decision-making (p.23).

Nunan claimed that Breen's definition is very broad, because he suggested that anything the learner does in the classroom is seen to be a task. In fact, it could be used to describe the procedures but not at all as task-based. More precise definition by Willis and Willis cited in (Carter & Nunan, 2001), classroom tasks are activities where the learners uses the target language for a communicative purpose to achieve an outcome through the exchange of meaning. However, Backman and Palmer define tasks as "activities that involve individuals in using language for the purpose of achieving a goal in a particular situation" (cited in Willis & Willis 2007, p. 12). The latest definitions provide a framework for more precise communicative activities with emphasis on negotiation of meaning through setting the goals and achieving an outcome.

Researchers like Skehan (1998) defines tasks as activities that involves five main features: meaning is primary, learners' meaning is emphasized than others' meaning, sort

of similar activities that imitates real-world activities, task completion has some sort of priority, and eventually assessment of task in terms of outcome. Therefore, this is seen to be the most complete explanation of the term task because, as Skehan point out, meaning is crucial and learners should produce their own meanings from comprehension rather than restating others' meaning that they have been told or heard. Also, only through task completion that is said to be prior, outcomes emerge and can be assessed resourcefully.

Ellis (2003) defines a pedagogical task as a work plan that learners need to pragmatically process the language in order to achieve an outcome that can be evaluated in terms of whether correct or appropriate propositional content that has been conveyed. For this sake, it requires them to give crucial attention to meaning through linguistic resources. A task aims to make use of language that generates similarities whether directly or indirectly with real-world. A task can promote productive or receptive (oral or written skills) and several cognitive processes.

Nunan (2004) claims that a pedagogical task is a piece of classroom work that involves learners to comprehend, manipulate, produce, and interact in the target language while their focus should be on organize their grammatical knowledge for one purposeful goal which is expressing meaning. In addition, the objective is to convey meaning rather than manipulating form. The task should also be complete that it can serve alone as communicative act.

Though these definitions vary to some extent, they all highlight the fact that pedagogical tasks involve communicative language use in which the user's main attention is focused on meaning rather than rules of grammar. It does not mean that the form is not important but, as *Nunan* refers, the integration of grammar should help to produce meaning. Grammar exists to allow the language user to express different communicative

meanings. However, Willis and Willis (as stated in Carter & Nunan, 2001) identifies, tasks differ from grammatical exercises because learners are free to use a range of linguistic structures to reach task outcomes. Meanwhile, forms are not specified in advance.

To conclude, a task is a classroom activity that involves students' interaction to achieve an outcome through a sequence of mechanisms: setting the goals, using grammar of language as an asset not as an end, primacy of meaning exchange, priority for accomplishing the task, obtaining an outcome, and finally assessing the outcomes. Also, it is a language activity that that requires understanding, manipulation, and language production.

2.4. Foreign Language Task Principles

Doughty and Long (cited in Brandl, 2008) suggest operational principles as a list of design aspects that are considered to be facilitative to the acquisition of second language. Accordingly, they provide eight essential principles to be considered in task based teaching and communicative teaching:

- Principle 1: Use Tasks as an Organizational Principle
- Principle 2: Promote Learning by Doing
- Principle 3: Input Needs to Be Rich
- Principle 4: Input Needs to Be rich, Meaningful, Comprehensible, and Elaborated
- Principle 5: Promote Cooperative and Collaborative Learning
- Principle 6: Focus on Form
- Principle 7: Provide Error Corrective Feedback
- Principle 8: Recognize and Respect Affective Factors of Learning

As the definition illustrated, they are common characteristics in explaining and defining tasks. They involve interactive and meaningful active learning. In addition to that,

providing corrective feedback with respect of affective factors that needs to be dealt with wisely while learners engage in different tasks.

Nunan (2004) suggest another taxonomy that includes seven principles for tasks. These underlying principles will be summarized as follows:

2.4.1. Scaffolding

At the beginning of any learning process, learners are not expected to produce sophisticated language that they have not been exposed to yet either explicitly or implicitly. The role of teachers is to suggest a backup plan within which learning can take place. In TBLT, learners will encounter blocks of linguistics segments that are often beyond their existing analytic ability. Here, the art of TBLT is for teachers to know how to manipulate scaffolding either to remove it or maintain it. If scaffolding is removed prematurely, learning process will fail; however, when it is maintain for a long time, learners will lose their independent thinking that is required to autonomous language use.

2.4.2. Task Dependency

This principle identifies instructional sequence that tasks should grow out and based upon previous tasks and learners should be led step by step to the point where they are able to carry out the final pedagogical task. In the task dependency, other operations are active like at the beginning of the instructional cycle; learners spend a greater proportion of time in receptive skills (listening and reading) tasks than in productive skills (speaking and writing). Later in the cycle, learners spend more time in productive skills. After that, they move from productive to creative use of language. Hence, this would be used in developing chains of tasks along classroom activities.

2.4.3. Recycling

This principle is based on the assumption that learning is not all or nothing process, because simply learning is considered as progressive and unstable innately. Learners cannot achieve full mastery of a specific linguistic item when they encounter it for the first time. However, this item could be saved and used perfectly when learners are introduced to this item over a period of time in a series of different content areas. In this sense, experiential exposure will reinforce linguistic items through time. For example, they will come to see how to express “*likes and dislikes*” and ‘*yes/no questions* with *do/does*’ function in a range of different real-world situations.

2.4.4. Active Learning

Nunan gave a brief overview to the concept of *experiential learning*. An essential facet behind this concept is that through actions learners learn best. Through active learning, learners build their own knowledge instead of having it conveyed by the teacher. In language teaching, this suggests that most session time should be devoted to opportunities for learners to make use of language. These opportunities may vary, from practising memorized dialogues to complete a table or gaps-filling based on some listening input. The main idea is that the learner should do most of the work; however, this is not to say that there is no place for the teacher in the class, but his/her explanation of the input should not dominate class time.

2.4.5. Integration

Until fairly recently, most language teaching approaches were centred on approach in which the grammatical, lexical and phonological constituents were taught independently. This approach was confronted in the 1980s by advocates of communicative language teaching who claimed that a focus on structure was unnecessary, and what all

learners needed to acquire a language were opportunities to communicate in the language. This led to a split between advocates of form-based instruction and advocates of meaning-based instruction. Meaning-based instruction argues that, while a mastery of grammatical knowledge is essential to effective communication, a plain focus on form is unnecessary. More recently, applied linguists have argued that the challenge for pedagogy is to reintegrate structural and functional features of language. In pedagogy, it is important to show learners explicitly the relationships between linguistic form, communicative function, and semantic meaning.

2.4.6. Reproduction to Creation

Learners reproduce language patterns of teacher or whatever input provided in reproductive tasks. These types of tasks are aimed to give learners grammar mastery, function, and meaning. Also, they are aimed to deliver a room of individual thinking and creativity. Therefore, learners will be able to recombine familiar components in novel ways. This principle can be implemented not only for intermediate levels but also with beginners if the instructions are wisely sequenced. To conclude, learners should be encouraged to move from linguistic production to various innovative language use because new meanings and personal viewpoints are highly recommended to emerge when dealing with pedagogical tasks.

2.4.7. Reflection

“Learning how to learn does not have a more privileged place in one particular approach to pedagogy than in any other” Nunan (2004, p. 38). Starting from this quotation, reflective learning has a certain affinity with TBLT where the centrality shifts from content to learning processes. TBLT introduce learners to a wide-range of pedagogical activities, each of which is fortified by at least one strategy. Researchers suggest that learners who

are aware of the strategies driving the learning; their learning develop gradually. Further, adding a reflective element to teaching can help learners realize the rationale for the new approach. To summarize, learners should be given opportunities to reflect upon the learning content and their degree of success.

2.5. Foreign Language Task Component

This section is devoted to explore the elements that are essential in task structure. They are goals, input, and learning procedures that are supported by teachers and learners roles. Finally, the setting in which the tasks are taken place. Three early conceptualization of task component given by three researchers are to be discussed.

Shavelson and Stern (1981) explained the concept of task-based language teaching within the context of education. Teachers who design tasks should take into consideration the following elements:

- Content: subject matter to be taught
- Materials: elements learners can observe or use
- Activities: things teachers are given to learners during the lesson
- Goals: teachers general aims from tasks provided (they are more vague in nature than objectives)
- Students: their needs, interests, and competencies are very important
- Social community: the sense of group cohesiveness in the class

Shavelson and Stern (1981, p. 478)

However, Candlin (as stated in Yu, 2016) suggested that tasks comprise of input, roles, settings, actions, monitoring, outcomes and feedback. First, the Input refers to the data introduced by the teacher for learners to receive and use it. Second, roles identify the link between participants in a task. In addition, settings refer to the classroom

and time organization required for the task. Moreover, actions are the practices learners perform in specific task. Further, monitoring indicates the supervision of the task in progress. The last feature is outcomes which signify the goals of the task followed by feedback to diagnose the participants' development and drawbacks in their performances.

With drawing on the previous conceptualizations, Nunan (2004) suggests that a task should minimally include: goals, input, procedures with much support of roles and setting.



Figure 2.1: Task Components. Retrieved from Nunan (2004, p. 41)

The figure shows six main interactive elements which contribute to make task performance successful. Goals, input, and procedures are static variables that imitate mechanisms of tasks and help to achieve expected outcomes. However, teacher, learners, and setting are factors that might influence either positively or negatively tasks success.

2.5.1. Goals

Goals are the vague, general purposes behind any learning task. They are the link between the task and the broader curriculum. Goals are more general than formal performance objectives. They may relate to a range of general outcomes (communicative, affective or cognitive) or may describe teacher or learner behaviour. It is important to note that goals may not always be plainly stated, although they can often be deduced from the task itself. In addition, there is not always a simple one-to-one relationship between goals

and tasks. In some cases, a complex task such as a simulation with several interactive tasks may have more than one underlying goal.

2.5.2. Input

Input refers to any written, spoke, or visual data learners use to accomplish a task. Data can be provided by textbook, teacher or other sources. Otherwise, it can be generated by the learners themselves. Input can be retrieved from various sources. Hover (1986) proposes the following sources of input: letters, newspaper extracts, picture stories, Telecom account, driver's licence, missing person's declaration form, social security form, business cards, memo note, photographs, family tree, drawings, shopping lists, invoices, postcards, hotel brochures, passport photos, swap shop cards, street map, menu, magazine quiz, calorie counter, recipe, extract from a play, weather forecast, diary, bus timetable, notice board items, housing request form, star signs, hotel entertainment programme, tennis court booking sheet, extracts from film script, high school year book, note to a friend, seminar programme, newspaper reporter's notes, UK travel regulations, curriculum vitae, economic graphs.

This source, which is by no means thorough, illustrates the rich variety of materials that exist all around us. Most of them, with wise implementation, can be used according to the curriculum and to provide basis for communicative tasks.

2.5.3. Procedures

Procedures are the deeds learners will actually perform with the input from the starting point of the learning task. While considering norms for task selection, procedures have to be analysed in terms of input authenticity. Those procedures that attempt to duplicate and rehearse in the classroom the things that learners need to do outside of the classroom have procedural authenticity. Another way of analysing procedures is in terms

of their focus or goal i.e. fluency or accuracy. One widely cited way of characterizing procedural goals is whether they are basically concerned with skill getting or skill using. In skill getting, learners master phonological, lexical and grammatical forms through memorization and manipulation. In skill using, they apply these skills in communicative interaction (Nunan, 2004).

2.5.4. Teachers and Learners Roles

There is growing evidence that an ability to identify one's preferred learning style, and reflect on one's own learning strategies and processes, makes one a better learner. Becoming sensitive to a range of learning processes is important in situations where task-based learning replaces more traditional forms of instruction. If learners do not appreciate the rationale behind what, to them, may appear a radical new way of learning, they may reject the approach.

There is some evidence to suggest that good language learners share certain characteristics. Rubin and Thomson (stated in Nunan, 2004) shows that the 'good' language learner is critical, reflective, and autonomous. Good language learners find their own way by creating opportunities. They are able to use their linguistic knowledge through organizing their prior routines in different contexts either through speech or writing. Learners can also develop sophisticated techniques to learn different aspects of language by making intelligent guesses and avoid familiar errors. Additionally, uncertainty feeling among learners leads them to discover more and improve their level. When teachers invest in learners' energy, they, therefore, help them unleash their creativity and become more cooperative individuals.

Clarke and Silberstein (1977) emphasized the fact that the teacher is necessary only when the students want to resolve a language problem. For this sake, the teacher is

expected to possess more knowledge than his/her students. While students develop their strategies and reading skills effectively, this role can be reduced progressively. If the task is realistic and the students have learned to modify their reading strategies according to the task, the teacher hence has a less prominent role. Nunan (2004) claimed that the principal role of the teacher is to listen and boost interaction among students, which often takes on the form of a spontaneous conversation outside the classroom. The drawback here is that, controversial, unpredicted, and uncomfortable content might arise like the notion of death and killing etc. This could interrupt or even derail the lesson. This is one of the reasons why many teachers avoid this mode of interaction (*casual conversation*), and maintain a high degree of control.

To recapitulate, Willis (1996) argues that the teacher is generally a facilitator, always preserve the conditions for learning and ensure that both exposure quantity and language use have suitable quality. In this procedure, most of the focus is on learners' motivation to achieve the task outcomes. Therefore, the teacher is involved in setting up the tasks, emphasizing that learners understand their role and embark into them. Learners are independent when doing tasks; however, the teacher yet has complete control to interfere when necessary. In general, the teacher is a path-guide who supports students to understand objectives, instructions and achieve better outcomes.

In this part, we can conclude that teachers' roles and learner roles are two sides of the same coin. Giving the learners a more active role in the classroom requires the teacher to adopt a different role.

2.5.5. Setting

All the above mentioned components may vary from one context to another, yet they are all influenced by setting. A setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. A wide range of configurations is possible in the communicative classroom, although practical considerations such as class size can constrain what is possible in practice Nunan (2004). He also stated that setting in this context refers to the environment where learning actually takes place. It might be a “conventional classroom in a school or language centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre” (p. 72). With the advent of technology, learning possibilities offered by web-based instruction, have given a new conceptualization of environment like virtual e-learning platforms such as: Docebo, SkillsShare, LearnDash, Udemy, and Webinar.

2.6. Foreign Language Tasks Features

Tasks features are the aspects that make them different from any other learning activity. This part is devoted to explore different sorts of characteristics of learning tasks suggested by (Ellis, 2003), (Samuda & bygate, 2008). The characteristics given by Ellis (2003) are the following:

2.6.1. A Task is a Workplan

A task creates a plan for learner activity. This workplan takes the shape of teaching materials or plans for activities that arise in the course of teaching. The result of activity may or may not match that intended by the plan. A task, therefore, may not result in a communicative behaviour. The workplan does not specify what language the task

participants should use but rather the choice of what language to use is left up to learners to achieve the outcome of the task.

2.6.2. A Task Involves a Primary Focus on Meaning

A task aims to engage learners to use language pragmatically rather than just displaying language. It also aims to develop language proficiency through communication. Thus, it requires a primary focus on meaning. For this purpose, a task will integrate some kind of a gap i.e. an information opinion, or thinking gap. The gap motivates learners to make use of language in order to close it. The participants choose the linguistic and non-linguistic resources needed to complete the task (Ellis, 2003).

2.6.3. A Task Involves a Real-World Processes of Language Use

Engaging learners in a language activity is one of the objectives of the workplan such as that found in the real world, for instance, completing form, or it may involve them in language activity that is artificial, for example, deciding whether two pictures are the same or different. Nevertheless, the processes of language use that result from performing a task, for instance, asking and/or answering questions or dealing with misunderstandings, will imitate those that happen in real-world communicative situations (ibid).

2.6.4. A Task Can Involve Any of the Four Language Skills

The workplan may require learners to listen to or read a text and display their understanding via oral or written production. They may also employ a combination of both skills receptive and productive. Tasks require monologic or dialogic language use. The former requires the ideas and the voices of teachers to be first and the last ones uttered in the classrooms for the purpose of giving more space to students to express themselves. The latter suggests that the teacher shares his or her authority with the students i.e. plays a role of guide and facilitator of the process not a judge or a referee (ibid).

2.6.5. A Task Engages Cognitive Processes

The workplan requires learners to use their cognitive processes such as selecting, classifying, ordering, reasoning, criticizing, and evaluating data in order to perform the task. These processes affect, but do not determine, language choice. Ellis (2003) suggest that “the processes circumscribe a series of linguistic forms a user will need to complete the task but allow the actual choice of forms to remain with the learner” (p.11).

2.6.6. A Task has a Clearly Defined Communicative Outcome

The workplan stipulates the non-linguistic outcome of the task, which serves as the goal of the activity for the learners. The stated outcome of a task serves as the means for determining when participants have completed a task. Socio-linguists argue that samples of vernacular language use may likely simulate people to talk spontaneously, for example, when they are recounting traumatic experience. These types of activities have all the characteristics of a task.

Samuda & Bygate (2008) illustrate a number of general features of second language tasks. First, according to him, the task is *holistic* in the sense that it requires learners to decide on potential relevant meanings, then using the linguistic structures to convey meaning in order to carry out the task. A second feature of any task is the need to attain meaningful outcomes. Learners are expected to use language correctly as well pragmatically credible response verbally or non-verbally in data representation. Also, the task could not be applicable without the input material (the objects and the instructions). When teachers change instructions, objects, procedures; the target outcomes change also.

Another feature is task process refers to any language process (es) followed to achieve an outcome. This can involve the language used to plan, organise the work, to distribute sub-tasks, monitor progress, identify and share information, suggest or

hypothesise missing information, interpretations or solutions; to evaluate, counter, agree/disagree; and to negotiate an outcome such as a conclusion, solution, report or graphic representation. Both the product and the process are by definition necessary: without a target product there is no call for the process and without a process learners cannot achieve a product. Certain tasks are targeted by the teacher to explain task processes, whether explicitly or implicitly. Sometimes they are designed the way the task has been designed. Sometimes task processes are left to the initiative of the learners Samuda & Bygate (2008).

The task also involves a number of different phases. This is one key dimension that explains why tasks differ from activities like drills or exercises. The phasing of a task including: dividing task into a series of interlocking steps to make the task more manageable. Phases might be shaped in terms of an initial exploration for information contained in or relating to the input material, an exchange and pooling of opinions and ideas relating to that information, leading to some form of synthesis based on the demands of the task. The task is phased by the actual strategies that learners use at different points in the activity. Accordingly, to achieve an outcome, learners can start by organizing and phasing in which they put themselves to the input material and how to cope with it. The next phase might include pooling i.e. checking and exchanging ideas. After that, learners can reorganise, associate, coordinate, rehearse, and rechecking. At the end, they can present the outcome (ibid).

Pedagogically, it is important for teachers to know what aspects of the language are being targeted, whether in terms of product or process. Without this knowledge/awareness, they cannot prepare and brief the students or provide relevant feedback. Similarly, it is important to know that the scope of a particular task with different students' types in different contexts is likely to be valuable in developing the design and use of a repertoire

of tasks. It may also shed light on second language learning. Language development is complex because it involves social interaction, perception, ideas comprehension, motor control, contextual mapping and strategic control. Hence there are various means in which a task can be used to contribute to the development in which they can be researched.

Samuda and Bygate (2008, p. 15) conclude with conditions. They are the external factors that may influence task processing such as time pressure, group dynamics and kind of support before, during and after task. Conditions can also refer to the environment in the class, the behaviours of the learners and their proficiency level, teacher and students work in task contribution. A task can fulfil different aims for example; it can be used to raise awareness of a language area which learners need to get familiar with, to encourage learners to use background knowledge to communicate and to provide them with opportunities to deal with a particular area to make reflection for a future task.

2.7. Types of Tasks

Researchers and scholars who have written about TBLT provide different task types in which they display several perspectives to discuss and illustrate. One of the earliest curricular claims of TBLT to appear in the literature was the Bangalore project suggested by Prabhu (1987). In this project, three types of tasks are used: information gap activity, reasoning gap activity, and opinion gap activity. Information-gap activity involves transferring information from one person to another or from one place to another. It generally requires the decoding or encoding of information of language for example pair work in which learners have information and attempt to convey it verbally to others. The activity often comprises relevant information selection so that learners may have to encounter criteria of completeness and correctness in making the transfer.

The next type is reasoning gap activity which involves deriving new information from given information through strategies of deduction and reasoning to infer connection between some patterns. A good example might be deciding what course of action is best (easiest, cheapest or quickest) for a given objective and within given constraints. This type of activity necessitates understanding and transferring information. Yet, the transferred information is different with that initially comprehended including a piece of reasoning which connects the two Prabhu (1987).

The third activity determines personal preferences and expressions such as feelings and attitude towards a specific situation. Examples can be story completion or being a participant to discuss social problems. From the name opinion, the activity adopts using facts and constructing arguments to justify one's opinion. However, Outcomes obtained revealed that there is no objective procedure to say they are right or wrong, and no expectation to obtain same outcome from different individuals whether in similar or different circumstances (ibid).

Pattinson (1987) suggest another taxonomy in which he stated seven activities of a task. He claims that tasks involve: questions and answers, dialogues and role plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, and finally discussion and decisions. First, questions and answers are based on providing information gap by letting learners make a personal choice from a list of language items which all go together into a given framework (e.g. the location of a person or object). The aim behind this is for learners to discover their classmates' secret choices. This type of activity can be used to practise almost any language structure and function.

Second, dialogues and role plays can be completely scripted by teachers or completely improvised by students. However, when learners are given more space to

express their feelings through realization of role plays or dialogues, and if there is a clear aim to be achieved by those activities; they may interact more enthusiastically and learn more rigorously than when they are simply imposed to do what the teacher is said. Hence, teachers should be flexible when they dealing with the lesson plan by reconsidering their learners interests as well as reinforcing their needs (ibid).

Thirdly, matching activities in the task help learners recognize matching pieces and pairs completing. “Happy families” and “Split dialogues” (examples of matching activities) are designed to motivate learners to practise communication strategies such as simplifying, borrowing, paraphrasing or inventing new words, using gesture, and asking for feedback. Pictures can be used in many communication activities to stimulate learners’ imagination (e.g. spot the difference, memory test, and sequencing pictures to tell a story). Additionally, various types of puzzles and problems require learners to think and make guesses to link their knowledge to their personal experience using their imaginary sense test their logical reasoning. The last activity provided by Pattinson (1987) is discussions and decisions. Learner are required to collect and share information to reach a decision for instance to decide, among the list, which items are important to have on a desert island.

More recently, Richards (2001) has proposed the following typology of pedagogical tasks: jigsaw tasks, information gap tasks, problem-solving tasks, decision making tasks and opinion exchange tasks. Jigsaw tasks involve learners in combining different pieces of information to form a whole for instance different groups have parts of the story and they should bring the pieces together to achieve the full complete piece of the story. Information-gap tasks in which student have set of pieces of information and other students have complementary information. They must find out what the other part is by negotiation in order to complete the activity. In problem-solving activity, students are

given a problem and additional information and their job is to arrive at a solution to the problem. Decision-making refer to the activities where students are supposed to choose the solution of a problem among plenty of possible outcomes through negotiation and discussion. Finally, opinion exchange tasks refer to learners' involvement in discussion to exchange their ideas. However, they do not need to reach agreement.

All of previous typologies are based on an analysis of communicative language use. An alternative method of classifying tasks is to group them according to the strategies underpinning them. The following classification by Nunan (2004) explained distinct strategy type: cognitive, interpersonal, linguistic, affective and creative. Firstly, cognitive comprises of:

- **Classifying:** putting similar things together in categories for instance: study a list of names and classify them into male and female
- **Predicting:** expecting what is coming in the learning process for instance: look at the unit topic and its objectives and expect what will be learned
- **Inducing:** searching for patterns and regularities for instance: study a conversation and determine the rule for forming the simple past tense
- **Taking notes:** to briefly write down the most important information in your own words
- **Concept mapping:** showing main ideas of a text through a map
- **Inferencing:** using background knowledge to learn something new
- **Discriminating:** making a difference between the main idea and supporting information
- **Diagramming:** using information from a text to label a diagram

The second taxonomy is interpersonal tasks that include cooperating and sharing ideas from one another in the learning process for instance working in small groups to read a text and complete a table. Role playing is pretending to be someone else and adapt the language to suit the situation learners are in; for instance a learner plays the role of a reporter and tries to use the information from a reading piece to interview the writer (Nunan, 2004).

The next type is linguistic that involve conversational pattern, practicing, using context, summarizing, selective listening, and skimming. Using expressions to start conversations and keep them going in conversational patterns (like matching and formulaic expression) to specific situation. Over practicing through controlled exercises improve learners skills and knowledge in listening activities and dialogues. To reach that, learners may use the surrounding context to understand the meaning of unknown words, concepts and expressions. When learners have the ability to skim and scan to get the general idea of a text; (spotting type of documents, newspaper, article, and letters) they will be able to pick out the major points and summarize them. At last, learners attempt to listen selectively to key information without trying to understand every word Nunan (2004)

The last typology given by Nunan includes affective and creative tasks. The first refers to *personalizing* and sharing learners' opinions and feelings in activities such writing a letter to a friend in need of advice or telling an experience happened to them to learn more through affective interaction. Learners should find different ways to learn best through *reflective thinking* as well as, if possible, rating their performance in a scale to see how well they did in a learning task through *self-evaluation*. To conclude, any learning task should involve *brainstorming* as a way of fostering learners' creative senses i.e. to think as many new words and ideas as learners can in a learning task as for example thinking of as many occupations are available in the world.

To sum up, the taxonomies discussed above focus on different language features as well as distinctive aims. It is important for the teachers when choosing tasks in lesson plan to use a basic sequential structure and explain it to learners at the very beginning of the session. If not, the intended aims will not be achieved as well as task effectiveness. Further, learners' needs, interests, and level should be taken into consideration and the circumstances surrounding them.

2.8. Focused and Unfocused Tasks

Nunan (2004) argues that a fundamental issue for TBLT is whether learning tasks should be focused or unfocused. For him, a focused task is one in which a particular language structure is needed in order for a task to be completed. However, an unfocused task is one in which the learners are able to use any linguistic resources at their disposal in order to complete the task. He illustrates a good example of focused task in which an elaboration of discussion about inventions that should be listed by students in two columns, most helpful inventions, most annoying inventions and the reasons behind their choices. It is clearly expected that learners will use superlatives like the most helpful and most annoying expressions as well as using clauses of opinion like "I think, I see that, to my knowledge". Further, they may use different ways to complete the tasks other than these expressions like "I hate, I love, they drive me crazy etc..." In fact, the number of tasks in which it is possible to predict, with a high degree of certainty, the same grammatical structures the learners will use is probably relatively small. Therefore, while the task can be completed without the use of prepositions, using prepositions will make the task easier to complete, and could well facilitate a more successful outcome than if prepositions were not used by the learners taking part in the task.

Nevertheless, Willis and Willis, as stated in (Carter & Nunan, 2001) deny the notion of focused tasks or as he calls them, meta-communicative tasks. They claim that the word task use is sometimes enlarged to involve meta-communicative tasks, or activities with much focus on language structure, in which learners manipulate language or frame overviews about form. However, tasks which include a direct focus on form seem to be an umbrella that covers practically anything that might happen in a classroom. He therefore limits the use of the term *task* to communicative tasks and rejects meta-communicative tasks from his definition. One important aspect of task-based learning is that learners are free to use any language they can to achieve the outcomes while carrying out a task because language forms are not prescribed in advance. However, Nunan claims that the above mentioned statement of Willis and Willis does not mean that the instructional sequence should not involve form focused exercises; merely these exercises should not be called tasks.

Likewise, Ellis (2003) explained unfocused tasks as tasks that may predispose learners to select among various forms but they are not designed with the use of a specific form in mind. In contrast, focused tasks help learners to induce and process, whether receptively or productively, some aspects of language for example a grammatical structure. Hence, focused tasks have two aims: one is to encourage communicative language use (as in unfocused tasks), the other is to target the use of a particular, predetermined target aspect. There are two main ways in which a task can achieve a focus. One is design a task in such a way that it can only performed if learners use a particular linguistic feature for example exercise of find the picture requires learners to use prepositions of place. The second way is building a focused task by making language itself content of the task. In unfocused tasks, content is taken from academic syllabus; it is also possible to make language topic of task for example the use of prepositions in the last task maybe used as

target like how to use these prepositions. This type raise the consciousness of learners and it requires them to talk by involving the exchange of information and ideas and is, therefore, meaning centred.

2.9. Sequencing Tasks

Planning is basically a problem solving activity; it involves deciding what linguistic devices need to be selected in order to affect the target in the desired way. Willis and Willis (2007) stated that planning starts with identifying a topic. The next stage is, to decide on target task or tasks that engage learners in the real world activities. The teacher then has to decide how to prime learners, how to introduce relevant vocabulary, how to focus learners' minds on the content of tasks sequence and how to explain or demonstrate what will be expected of them in the target task. Therefore, the planning process for the teacher begins with target tasks, and then involves building in priming and preparation which is called facilitating tasks.

2.9.1. Ellis (2005) Framework

He proposed a figure in which he explained the process of planning and sequencing of tasks:

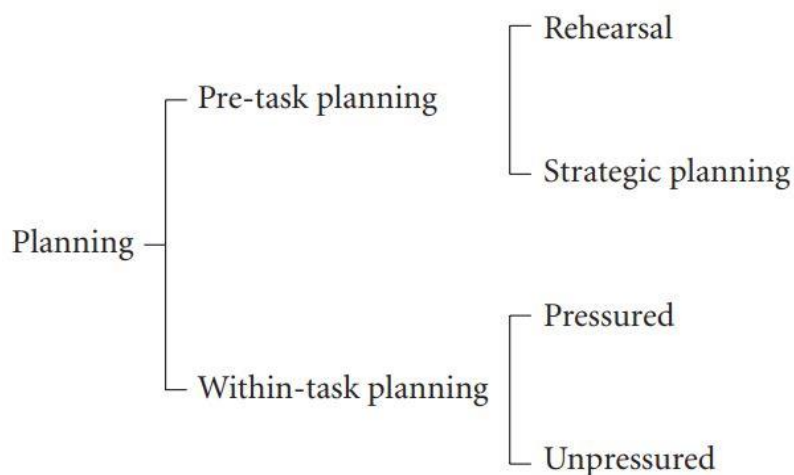


Figure 2. 2: Types of Tasks Based Planning. Retrieved from Ellis (2005, p. 4)

Ellis, as stated in the figure above, distinguishes two principal types of task-based planning – pre-task planning and within-task planning. The procedures either take place before the task is performed or during its performance. Pre-task planning is further divided into rehearsal and strategic planning. Rehearsal requires providing learners with an opportunity to perform the task before the main performance. In other words, it involves task repetition with the first performance of the task viewed as a preparation for a subsequent performance. Strategic planning entails learners preparing to perform the task with consideration of the content they will need to encode and how to express this content. Learners in pre-task planning have access to the actual task materials. It is this that distinguishes strategic planning from other types of pre-task activity (e.g. brainstorming content, studying a model performance of the task, dictionary search).

Within-task planning can be distinguished according to the amount to which the task performance is pressured or unpressured. This can be attained easily by manage the time made available to the learners for the planning of what to say/write in a task performance. In an unpressured performance learners can engage in careful on-line planning resulting in planned language use. In pressured performance learners will need to engage in rapid planning resulting in unplanned language use. To make it clear, the distinction between pressured and unpressured within-task planning lies on referring to online planning that happens during pressured performance and the latter to the kind of planning a learner engages in during performance without time pressure (Ellis, 2005).

2.9.2. Willis (1996) Framework

According to Willis (1996) tasks can be presented and used following a three-part framework: pre-task, task cycle, and language focus. Willis has carefully designed these components (in the figure below) to create four conditions for language acquisition and provide sufficient learning opportunities for different types of learners.

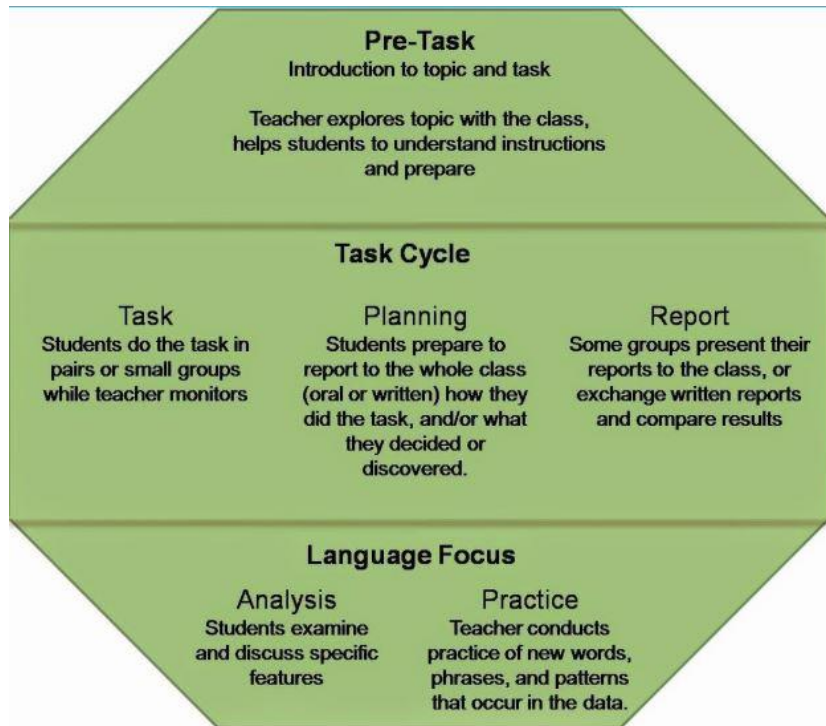


Figure 2. 3: Components of TBL Framework. Willis (1996, p. 38)

Pre-task phase: during this phase (*introducing topic and task*), teachers are supposed to introduce familiar topics such as family, school, and work, making sure that learners understand the aims and the outcomes of a task and are prepared to embark into the task. Teachers may give the opportunity to learners to performing some parts of the task by involving himself as a facilitator by hearing, watching, or simply leaving the stage for learners to read instructions and information provided to be prepared (ibid).

Task cycling: Willis explains that when students engage in individual, pair, or group work; teachers are playing the role of a monitor from the distance without correction or feedback. Students are given an opportunity to express and experience the feeling of the non-involvement where mistakes are not considered. Then, the planning stage that describes how learners make their reports effectively (whether orally or in writing), and maximize their learning opportunities. Since the report stage is public, students will

naturally want to be accurate because of peer or group correction, so the teacher stands by to give language advice.

Report stage: when exchanging written reports, and compare results; the teacher can give comments on the content of the reports in terms accuracy, style, and the extent of resembling native speakers. After this stage, learners may hear a recording of others doing the same task and make self-evaluation through comparison. They may also read a text similar in some way to the one they have written themselves, or related to the topic to the task they have done (ibid).

Language focus: In this stage, huge amount of exposure to written and spoken materials are required to get learners used the target language. They will learn how to move from meaning to form by allowing opportunities to practice language themselves. Therefore, they will be able communicate accurately through making native speakers analysis of linguistic features inside and outside class. Hence, trying out new combinations of their own will make learners free to speak out their thoughts with confidence Nunan (1996).

To sum up Willis's framework, the pre-task phase is devoted to introduce familiar topics because some topics are of a cross-cultural nature especially in heterogeneous classes. The task cycle is the phase where learners make use of language acquired in order to accomplish the task. Learners tend to improve language level when the teacher is their guide. Here, the teacher can give remarks and help the learners in the cycle phase. In addition, there should be enough language input i.e. language exposure. The task cycle offers learners a holistic experience of language in use. The last phase in the framework is language focus which is a chance to study some of the specific features that occur naturally in the language used for the task cycle. Meanwhile, the learners could have already

developed strategies to move from meaning to form and they can focus on the specific language forms that carry that meaning.

2.10. Foreign Language Task Motivation

Dörnyei (as mentioned in Zheng & Ahmadian, 2019) defines task motivation as a complex construct, involving the intricate interaction of factors such as:

Learner-specific factors: e.g., cognitive, motivational, emotional factors, levels of L2 competence, personality traits, parental support.

Learning situational factors: e.g., teacher, class size, composition of the learner group, school ethos, norms and regulations); task-related factors (e.g., task content, task structure, expected task outcome, task participants, the availability of support structures

Other factors: e.g., various time/timing-related issues, different types of distractions and disruptions

Therefore, taking tasks as the basic level of analysis is also a logical procedure in the study of motivation to learn a foreign/second language. Dörnyei, therefore, stated four main conglomerates (components) that could be seen as positive contributors to task motivation.

The first component of task motivation is interest that integrates cognitive and affective elements for examples I am interested in teaching as a future career. It could be also the prominent emotional dimension associated with joy and engagement in a particular topic/activity that one is interested in. Productive learner roles refer to the socially shared expectancy of how people should behave in a certain situation or context. In the process of learning, students' roles can be understood as basic constructive pillars for successful class performance for example if a student is performing the right role, he/she will become a

useful member of the task group and will act to do the required and complementary functions. Accordingly, a productive role of learner becomes a powerful motivational conduit. Moreover, when learners release their energy in a productive channel; they, in turn manage the many participants' behaviours in a task.

The third element is motivational flow which refers to a state of overwhelming involvement and concentration on a task that looks so interesting that people often consider it familiar in their real life. It occurs when learners face a challenging but also engaging activity in which they are fully aware of what and how to do. Meanwhile, they are certain that the task is attainable and their skills are sufficient to succeed. Further dimensions of motivational flow, is that the task offers opportunities for deep concentration and the participants' attention is focused on the pursuit of clear task goals. Additionally, participants find the task innately interesting or authentic. Moreover, the participants perceive a sense of control over the task process and outcomes.

Finally, Dörnyei conclude with the constituent Vision. Experience in L2 learning is determined by a countless circumstantial forces dragging and pushing learners in different directions. Vision is the bright mental image of the experience of effective accomplishment of a future goal and the engraving feeling of being a successful language speaker/user. This element seems to be one of the most reliable predictors of long-term commitment and effort. That is to say, it helps to keep learners' eyes constricted on that picture underpinning the whole perseverance necessary to guide one to ultimate language achievement. Thus, an effective vision needs to be composed of a mental picture that generates appropriate emotions and that is related to a different of cognitive plans, scripts and self-regulatory strategies.

In sum, while the evaluation of how much learners are interested in a task, how satisfying is their role playing in a task, to what extent they practice flow and finally, to what extent the goals of the task correspond their language-specific vision is likely to provide useful insights into the learners' motivational disposition while completing a task.

Moreover, Dornyei (as stated in Samuda & Bygate, 2008) suggests a simple construct obtained from the motivational processing model and explained in the figure below. He proposed that the complex of motivational mind-sets and contingencies generated during task performance feed into a dynamic task processing system which comprises of three interrelated mechanisms: task execution, task appraisal, and action control. Practically, these involve the learners' continuous assessment of how well they are performing in a task, and doing possible adjustments if something seems to be going amiss.

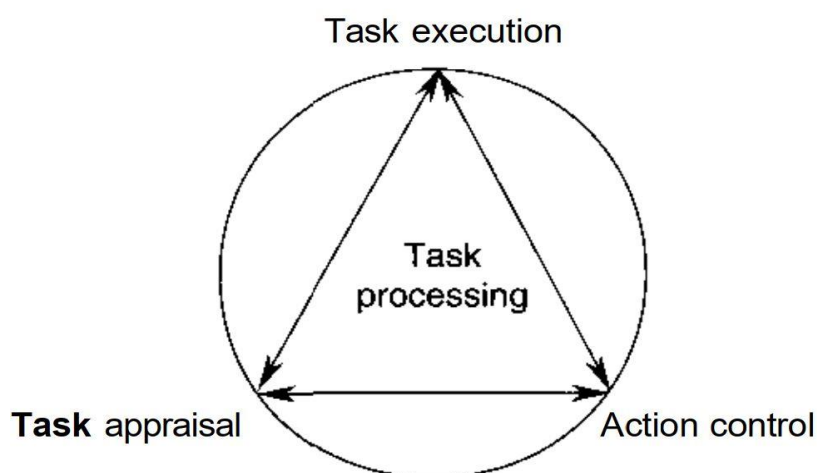


Figure 2. 4:Schematic Representation of the three mechanisms making up the motivational task processing system. Samuda and Bygate (2008) p.119

Task execution denotes the learners' involvement in supportive learning actions in relation with the action plan that was either provided by the teacher instructions or

composed by the task team. Task appraisal refers to the learner's continuous processing of the various stimuli coming from the environment. Regarding the progress made toward the action outcome, teachers are recommended to compare the actual performance with the expected performance to diagnose learners' deficiencies as well as assessing tasks. Action control indicates self-monitoring mechanisms that are called into force to promote, scaffold, or protect learning action. Active use of such mechanisms may save the action in progress monitoring and reveals that progress is slowing, halting, or regressing (Dornyei, as stated in Samuda & Bygate, 2008).

Dornyei clarifies that negative indicators from the appraisal system concerning task execution trigger the need to activate action control strategies and, if appropriate schemes are available, certain mental or behavioural amendments are made and the motivational level necessary for supporting action is restored. For example, someone is an advanced language learner and has the sufficient mechanisms to take part in a language debate. He is constantly aware of his own progress while at a certain point; he notices that his concentration is fluctuating. This awareness of the problem generates in a learner a search in his mental repertoire for relevant action control or self-motivating strategies. If he finds a way that would help him to re-concentrate his attention, then he executes this own strategy as part of his diagnosing, and re-establish the attention required to accomplish the task. Thus, the flexible procedure of the motivational task-processing system is predicted to conserve control over the learner's behaviours during the task (ibid).

2.11. Assessment of Tasks

Sometimes the terms evaluation and assessment are used interchangeably in some contexts. Nunan (2004) proposes a clear-cut distinction between both terms. "Evaluation is a broad, general set of procedures involving the collection and interpretation of information for curricular decision-making" (p. 138). This information will broadly

involve data on what learners are able and are no able to do in the language. Thus, these procedures of gathering learners' data are considered as 'assessment'. Assessment is therefore a subset of evaluation and testing is one form of assessment. It involves the more formal data collection on learners' performance. To simply put, assessment incorporate testing and is, in turn, incorporated by evaluation. In addition, evaluation can take place at any time, and any feature of the curriculum can be evaluated. For example, at the beginning of the process of curriculum planning; the curriculum developer might design a needs assessment instrument for collecting data and this instrument can be evaluated by putting it under peer review.

Gronlund (as stated in Nunan, 2004) argues that assessment measures require the existence of three types of validity: content validity, criterion-related validity and construct validity. Each component is summarized in the table below. He introduces challenges to the assessment of the performance of learners in task-based language teaching.

Type	Meaning	Procedure
Content validity	How well does the sample of tasks represent the domain of tasks to be measured?	Compare the test tasks to the test specifications describing the task domain under consideration.
Criterion-related validity	How well does test performance predict future performance or estimate current performance on some valued measures other than the test itself?	Compare test scores with another measure of performance obtained at a later date (for prediction) or with another measure of performance obtained concurrently (for estimating present status).
Construct validity	How can test performance be described psychologically?	Experimentally determine what factors influence scores on the test.

Table 2. 1: Assessment types of Validity. Retrieved from Nunan (2004, p.139)

The table represents three types of validity measures of assessment. Content validity is concerned with the degree of teachers' awareness to choose appropriate tasks

that suit their needs and level. This is possible by comparing performance of students with tasks characteristics of the domain under consideration. Criterion related validity is concerned with tasks that may generate other expected performances other than the tests. Thus, comparing test scores of students in different periods of time may release specific predictions about their current status. The final validity measure is construct validity that is related to the psychological side. It investigates what factors may interfere in task performance to influence and determine their scores because affective factors are primary keys whether to failure or success.

In addition, Brindley (as stated in Nunan 2004) makes a distinction between the assessment of proficiency and the assessment of achievement. He claims that while proficiency denotes for the independency of any particular course of study, achievement refers to the learners' mastery of particular curricular objectives. Proficiency is normally assessed by scoring learners on a proficiency rating scale. However, attainment of curricular objectives can be achieved more informally using a various instruments including self-rating scales, teacher-constructed tests, teacher or learner diaries, learner self-reports and videotaped or audiotaped samples of learners' work. Norris *et al.* (as stated in Nunan 2004) argue that task-based testing is part of a bigger approach to assessment which is performance assessment. There are three necessary characteristics of performance assessment. Firstly, it must be based on a given tasks; secondly, tasks should be authentic as much as possible; and finally, whether tasks result in success or failure in the outcome obtained ,since they are performances, they must usually be rated by qualified judges.

Finally Nunan (2004) concludes with Bailey explanation of assessment. She classifies assessment into two categories norm-referenced and criterion-referenced assessment. Both categories are related to how learners test scores are interpreted. In norm-referenced testing, students are compared to each other. Norm-referenced testing seeks to

rank learners based on test achievement scores distribution according and comparing them to the scores of their peers. With this procedure, some will do very good, some will do reasonably good, and the rest will do quite poorly. This kind of assessment is convenient when assessing abstracted language ability traits for example overall ESL proficiency, lecture listening ability, and academic reading comprehension tests. On the other hand, Criterion-referenced tests seek to compare students, not against each other, but based on their assessment in a particular task . Possibly, all students might receive an A grading on a criterion referenced test and receive an F in norm referenced test.

To sum up, Criterion-referenced tests compare learners' knowledge or skills against a pre-set standard, learning aims , performance level, or other criterion. Norm referenced test compare learners' knowledge or skills to the knowledge or skills of other students which called norm group. Norm-referenced assessment describes learners' performance without indicating whether or not they met or exceed a specific standard or criterion.

Conclusion

This chapter introduced and defined tasks with relation to the field of syllabus language design. It also tackled the importance of form, teachers' roles, learners' roles, learning processes, and language content in the task-based classroom. In addition, we tried to clarify the fundamental task elements which are goals, input, procedures, and settings. Besides, this chapter involves important concepts of task based language teaching such as the relationship between real-world and pedagogic tasks and the place of learning strategies in TBLT. Moreover, tasks should have a framework based on students' needs and interests and the deep investigation of what engage them in the learning process. Further, teachers should consider motivation to trigger attention of learners and help them interact in non-threatening environment. Finally, we conclude with assessment that is on the one hand a test for leaners knowledge and skills, a self-evaluation technique for

teachers, and, on the other hand, a needs analysis technique to know what suits learners better in terms of content, level, interaction, and rates of achievement.

CHAPTER THREE
RESEARCH METHODOLOGY

Introduction	82
4.1. Research Approach and Method	82
4.2. Sample of the study	83
4.3. Research Tools	84
4.3.1. Classroom Observation.....	86
4.3.1.1. Aims of Observation	86
4.3.1.2. Participants	87
4.3.1.3. Description of the Observation	87
4.3.1.4. Observation Analysis Procedures.....	88
4.3.1.5. Sections of the Classroom Observation	91
4.3.2. Students’ Interview	92
4.3.2.1. Aim of the Interview	92
4.3.2.2. Participants	92
4.3.2.3. Description of the Focus Group Interview	93
4.3.2.4. The Interview Piloting.....	93
4.3.2.5. Procedures of Focus Group	94
4.3.3. Teachers’ Questionnaire	94
4.3.3.1. The Pilot Questionnaire:	95
4.3.3.2. The Aim of the Questionnaire.....	96
4.3.3.3. Description of the Questionnaire.....	97
4.3.3.4. Procedures of Questionnaire Analysis	98
Conclusion.....	99

Introduction

In the field of motivation, most researches focused on exploring learners' motivation quantitatively through batteries and questionnaire. Lately, a new trend has emerged to emphasize teachers' use of motivational strategies in classroom practice. The latter requires indicators to measure the teaching process rather than general behavioural concepts. This intricacy of motivation requires conducting a mixed-method approach using different data collection research tools. This chapter introduces an overview of the methods selected and the reasons behind that choice. Second, data collections tools used will be explained. Third, it sheds the light on the pilot stage and the results obtained. Finally, it summarises the data collection procedures and outlines the approaches used to analyse the data.

4.1. Research Approach and Method

In this research, a mixed method approach is adopted due to the nature of the research and the features of this approach. The characteristics that made this type of research specific and worth conducting is, because of the methodological patterns that call for circumstantial consideration, multi-level perceptions and cultural effects. It also employs rigorous quantitative and qualitative research using different methods and/or tools. To clarify that, Trochim puts:

Any kind of polarized debate has become less than productive. And it obscures the fact that qualitative and quantitative data are intimately related to each other. All quantitative data is based on qualitative judgments, and all qualitative data can be described and manipulated numerically Troshim (as stated in Lieber and Weisner, 2012, p.19)

It is clear that both approaches are interrelated and they complete each other. One can deduce that one of the primary aims of the mixed approach is to have a look at the research questions from different angels. Mixed method research is a

methodology that involves collecting, analysing and integrating quantitative and qualitative data for a better understanding of the problem under-investigation. It provides also in-depth insights into the context of qualitative research and more efficient predictive power of quantitative research (Lieber and Weisner 2012)

This approach helps to gain deep understanding as well as compensating the weakness while using one of them. In fact, there are four types of mixed approach in the field of methodology: concurrent triangulation, concurrent nested, sequential explanatory and sequential exploratory. The first one is considered to be useful to examine the phenomenon with multiple means. Accordingly, to examine teachers' motivation and practices both approaches are needed. Concurrent triangulation requires using both quantitative and qualitative data collection and analysing them separately but concurrently i.e. synchronously. Thus, the findings obtained from this study in the interpretation stage where results from both approaches are given equal importance.

4.2. Sample of The study

This study consists of two different samples, major sample and minor sample. The major sample is teachers of oral expression course at the department of English at the University of Mohammed Kheider Biskra. They are a mixture of males and females between the age of 29 and 65 years old. This choice was taken because of the easiness to contact teachers where the research has taken place. The whole population consists of 30 teachers recorded by the head of departments in the academic year 2019-2020. All of them participated in answering the questionnaire in addition to 9 students from the minor sample that was chosen from different classes of the same course. These students were chosen randomly (simple random sampling) from the classroom observation stage. Two samples were selected instead of one because motivation in classroom correlates with many

variables and it is illogical to disassociate teachers' motivation from students' motivation (direct proportion).

4.3. Research Tools

In this research, three data collection tools were used to answer the research questions and achieve the purpose of the study. The latter aims to explore different areas related to oral expression teachers in EFL classrooms. These areas are:

- Investigating teachers' motivation in teaching oral expression course and the factors of demotivation.
- Teachers' practice in choosing foreign language oral tasks in the course of oral expression and the reasons behind their choice.

Accordingly, our main aim is to explore concealed and hidden dimensions of teachers' motivation and its impact in teaching practices in oral expression. Sometimes, teachers' knowledge is not rich but their practice is effective and vice versa. Hence, teachers should hold both rich knowledge and effective practice. In this research, some questions would be raised, and some insights would be shed light on.

Concerning teachers' practice, some strategies are put in checklist observations as indicators of motivation and effective instruction would be considered with reference to the Oral Expression course in general and foreign language Oral tasks in particular. The study of tasks requires in depth study of all issues related to task including lesson plan, materials, task planning, types of activities and different teacher' roles. Hence, there should be a comprehensive insight of the whole process of teaching oral expression.

Therefore, the nature of our research is seen as a multivariate or a multifactor endeavour that needs the investigation of different factors at a time. For data gathering tools, there is abundant evidence that the combination of quantitative and qualitative

research design would help to obtain verifiable data and enable the researcher to give a detailed account of what is happening in the context of study. This strategy is known as mixed-method that offers a cross-examination mechanism is often referred to as triangulation.

Triangulation can basically be seen as the use of various theoretical perspectives/procedures/methods, sources of data, researchers or theorists gather and interpret data about a phenomenon in order for them to gain an exact representation of a particular reality (Brink, 200, 3215; Hilton, 2003) as stated in (Weyers, Strydom, & Huisamen, 2008)

In the triangulation of data, the evidence produced by different techniques or procedures is put in comparison to reveal similarities and incongruencies. Typically, similarities could be seen as a validation of the data or conclusions, while incongruencies would be indicative of either one or more inconvenient procedures or data sets. In the latter case, triangulation provides scope for the further analysis of the data or additional exploration and research (ibid).

Honorene (2017) stated that the main reasons behind using triangulation are:

- A single method is not adequate to tackle every aspect of a phenomenon.
- Adopting several methods can help facilitate in-depth understanding.
- It helps to overcome the weakness or tendencies as well as the unknown issues of single method, single-observer and single-theory studies.

Cohen, Manion and Morrison (2007) claimed that triangular techniques in the social sciences attempt to analyse or explain more thoroughly, the abundance and intricacy of human behaviour by investigating it from more than one standpoint. The use of both

qualitative and quantitative data is a powerful research strategy for demonstrating concurrent validity especially qualitative research. It allows the researcher to obtain manifold data on the same problem. Also, it is used to reinforce each method and to overcome the deficits of a single method studies. Additionally, mixed method allows the research to achieve a higher degree of validity and reliability.

4.3.1. Classroom Observation

Classroom observation allowed the researcher to gather more live and specific data in the subject matter. Thus, this section is devoted for description, procedures, and analysis of that tool.

4.3.1.1. Aims of Observation

The reason behind conducting observation is the ability to investigate behaviours from naturally occurring social situations. Unlike other research tools, classroom observation allows the researcher to discover new behaviours and attitudes which cannot be observed by other research tools. In addition to that, it is a primary aid for conducting a study to help the researcher explore unexpected aspects which are therefore helping in drawing a clear vision to the research.

According to Denscombe (2007), observation offers the researcher a distinct way of collecting data. It does not rely on what people think but instead of what actually happens and/or they say. Also, it draws on the direct evidence of the eye to witness events first-hand. Moyles (as stated in Cohen, Manion & Morrison, 2007) considered that classroom observation is sensitive to certain contexts and demonstrates ecological validity. This enables researchers understand the nature of attitudes by being vigilant to things that might be missed, things that participants do not feel free to talk about (interviews for

example) . Additionally, class room observation may be useful for recording verbal and non-verbal behaviours like teachers' attitudes, interaction, and feedback.

4.3.1.2. Participants

The participants chosen in conducting the classroom observation are 6 teachers of oral expression dispersed along 3 different levels first, second, and third year. They are a mixture of females and males teachers (5males, 1 female) who are between 29 years old and 65 years old among a population of 29 teachers. They are also manifold in terms of experience i.e. experienced and novice (3 experienced teachers and 3 novices). The aim reason behind choosing three different levels is gain more data on time and diversify the type of data recorded so that he can investigate more about the phenomenon.

4.3.1.3. Description of the Observation

Classroom observation was conducted by the presence of the researcher in oral classes during the first academic semester (from October to December 2018-2019. Before the actual beginning of the observation, two sessions were devoted for discovering the classroom and the teaching and learning environment. This is referred to as “the dry-run” by Bowman (1994) to ensure a bond of familiarity and whether the various sections of the observation fit the context under study. It was difficult to use the video camera because of two main reasons: the nature of the research requires personal presence of the researcher to observe meticulous verbal and nonverbal behaviours. The second reason is the conservative nature of females that hinders the implementation of any video tool. Observation is believed to be distracting even for experienced teachers; therefore, it was necessary not to declare that the sample of study is teachers to obtain more valid and reliable data. However, all teachers without exception gave full consent to participate in the study; only one teacher felt hesitant to be part of the classroom observation because he might feel evaluated or criticized. The overall session devoted for the observation is 24

sessions which means that every teacher (among the six teachers) has been observed 4 times.

4.3.1.4. Observation Analysis Procedures

An observation grid was used in order to analyse the data of the checklist observation, it was designed on different perspectives of motivational strategies and speaking tasks taken from the following references:

Teacher Motivational Strategies and tasks considerations for speaking are adapted from:

- *Dörnyei, (2001b)*
- *Sveučilište & Osijeku (2012)*
- *Nunan (1989)*
- *Nunan (2004)*
- *Boulenouar (2013)*

The observation grid was adapted from teacher motivational strategies of Dörnyei (2001). Also, it was focused on content and communicative tasks and whether teachers' motivation has significant influence inside oral expression classes. It was difficult to observe teachers behaviours to measure their motivation in a non-systematic way. Therefore, these strategies help the researcher to limit his view on certain behavioural aspects for more reliable data. Since the scale is 5 point Likert scale; we used SPSS to compute the mean and standard deviation of each item to make it easier for the researcher to analyse the data. The observation grid heading is as follows:



Mohamed kheider University of Biskra

Department of Foreign Languages

Division of English



Classroom Observation Checklist (COC)

Observer:

Teacher:

Group Number:

Class Observed:

Date:

Number of Students:

Level:

Time:

F: M:

Rating Scale: 1: *Very Satisfied* 2: *Satisfied* 3: *Uncertain* 4: *Dissatisfied* 5: *Very Dissatisfied*

The observation heading comprises of the name of the university, department, and division. Followed by, the name of the observer, the class observed the level, the teacher observed, date, time, and number of students. For the research purpose, a number of females and males were added to observe teachers' fairness while dealing with both genders. Lastly, a five Likert scale was used for more reliable scoring of different behaviours.

Classroom and Learning Environment	Extent of Achievement				
	1	2	3	4	5
Physical Environment					
1.The classroom is well aerated					
2.The size of the classroom is suitable for teaching oral expression					
3.The number of students is acceptable for teaching oral expression					
4.The classroom is supplied with comfortable furniture					
5.Availability of speaking materials inside the classroom (loud speakers, datashow, net...)					
6.The corridors outside the classroom are calm					
7.Classes are supplied with sound insulators					
8. Lighting inside the classroom is appropriate and healthy					
9.The classroom is supplied with air conditioning					
10.Students have personal closets for their own stuff					
Pedagogical Environment					
1.Schedule of oral class session is appropriate for students during the teaching hours					
2. (T) begins with a warm-up					
3. (T) reviews previous session's content					
4. (T) gives overview of present session's content					
5. (T) summarizes present session's content covered					
6. (T) directs student preparation for next class					
7. (T) gives equal opportunities to both genders					
8. (T) moves inside the classroom					
Teacher Motivation Strategies for Speaking					
1. (T) emphasizes class conventions and <i>the consequences of violating them</i>					
2. (T) allows assistance in performing tasks (device, peer, etc.)					
3. (T) explains the goals of learning the tasks					
4. (T) avoids excessive error correction					
5. (T) Prevents the mocking of students with poor speaking skill					
6. (T) deals wisely with anxious students					
7. (T) Prompts contact with native speakers					
8. (T) creates a healthy environment through sense of humour					
9. (T) is committed to learners' progress					
10. (T) Maintains group cohesiveness (good relationship among students)					
11. (T) familiarizes students with target culture					
12. (T) makes teaching materials relevant to students' interest					
13. (T) makes learning stimulating and enjoyable					
14. (T) prompts learners' autonomy					
15. (T) provides motivational feedback					
Tasks and Content in Speaking					
1.The input is stated clearly and progressively transmitted					
2. (T) implements authentic materials to imitate real life-situations					
3. (T) chooses varied tasks					
4. (T) adapts communicative tasks for learners' developmental level					
5. (T) focuses on fluency more than accuracy					
6. (T) provides challenging tasks to students					
7. (T) uses different sitting patterns depending on the task provided					

8.(T) provides sufficient time for tasks' completion					
9. Tasks includes negotiation of meaning					
10. (T) responds to students with multi-level speaking abilities					
11. (T) fosters student ability to move from reproductive to creative use of language					
12. (T) gives opportunities to student to reflect upon the learning content					

4.3.1.5. Sections of the Classroom Observation

The first part classroom and learning environment is divided into two sections, physical and pedagogical environment. Both include ten and eight main items respectively. The latter encompasses a set of items that are relevant to the learning environment where the observation took place. Hence, the physical environment focuses more on all of which may affect the process of teaching and learning for example furniture arrangement, size of classroom, number of students, materials, sound insulators, lighting, and air conditioning. Additionally, the pedagogical environment is the feature that determines teaching practices of different approaches, routines, and educational quality. These features are: choosing appropriate schedule for oral class, beginning with a warm up, giving an over view, reviewing sessions, and directing students for next class preparation. Moreover, pedagogy includes giving equal opportunities to both genders to avoid discrimination and maximize instructional learning by working with students individually or in groups. Section three, 'motivational strategies for speaking' contains fifteen items ranged from the beginning of the session till the end. They deal with the procedures of how tasks should be presented inside classroom including explaining the goals of the learning tasks, being committed to the learners' progress by considering their needs and interests. Furthermore, unlike other courses, teachers of oral expressions may make use of materials to stimulate enjoyable learning and familiarize students with the target culture. Teachers are responsible for creating a non-threatening environment, dealing wisely with anxious students, and providing appropriate feedback that might promote learners autonomy.

The last part of the observation grid is concerned with Task and Content. This part is based on the task based teaching. As far as this section is concerned, the choice of different tasks should be based on three main criteria: imitating real life-situations, focusing on fluency more than accuracy, and negotiation of meaning. Afterwards, teachers should foster students' ability to move from not only the production of language but rather its creative use through responding to students with multi-level speaking abilities. Eventually, to render the language input more comprehensible to EFL learners, it should be stated clearly and progressively transmitted according to their developmental level in that language.

4.3.2. Students' Interview

This section discusses the aim, participants, and analysis procedures of the focus group interview.

4.3.2.1. Aim of the Interview

Like any other data collection tool, semi-structured interview is used for displaying students' beliefs and their relationship with classroom practice. In addition, it allows obtaining in-depth responses from participants in the study under investigation. This instrument would also allow clear and insightful data to emerge among participants and informing or misinforming the previous information obtained in other employed data collection methods (observation).

4.3.2.2. Participants

As mentioned earlier, the minor sample of our study is students. The respondents that participated in this study are nine students, seven females and two males who were selected randomly (simple random sampling) from first and third year LMD students during the first academic semester 2018-2019. The aim behind adopting random sampling

is to avoid the interference of other variables like gender and level as well as collecting as various data as possible about teachers of oral expression course.

4.3.2.3. Description of the Focus Group Interview

To meet the study objectives, a semi-structured interview was devised and used. The interview is a composite of 4 sections that consists of 17 open-ended questions. The questions of the study were prepared to trigger students' attitudes and perceptions about their oral expressions teachers. Answers were recorded through a smart phone and data were transcribed to written texts for easily sorting them out. After that, data was processed and coded through Atlas software to extract the linguistic aspects reflecting students' attitudes and perceptions (thematic approach in analysing interviews). Accordingly, physical environment, focus on grades, superficial feedback, teachers' talk time, students' interests, group work, and access to teachers were 7 identified themes extracted from the results of the students' focus group interview.

4.3.2.4. The Interview Piloting

The interview was administered to 7 students from multiples levels (first, second, and third year). Piloting is an important phase to test clarity and comprehensibility of questions as well as its quantity, difficulty, relevance, and redundancy. Our objective is to raise the degree of reliability and validity of the aforementioned data collection tool. Hence, the participants were chosen from different classes of oral expression to explore their various perspectives about the interview. The first issue is the number of questions (22 questions) that needs to be reduced and we integrate some of them into one question. For example, questions (3, 4, 5, 14, and 20) have to be removed because they serve the same purpose and most students answer similarly. These remarks have been reconsidered and corrected in the final version of the interview (Check appendix 4 and 5).

4.3.2.5. Procedures of Focus Group

After devising and piloting the study, a session was devoted for students in a casual time out of their regular sessions (afternoon at 16:00) to make them feel comfortable. Twelve students were invited for the interview but only nine came and collaborate. The moderator begins with a warm up, set a tone of discussion, and provide a permissive atmosphere by presenting himself and indicating the objectives of the study. Questions were read slowly for better comprehension and to generate brain-storming. Students form in circle seating facing the interviewer and other participants to avoid the regular type of seating and they were asked one by one. The interview with students lasted 45 minutes.

4.3.3. Teachers' Questionnaire

Questionnaires are written devices that provide participants with a sequence of questions in which they are asked to react either by writing out their answers or choosing from existing answers. It is a useful instrument not only for collecting information, but also for providing agents with structured, often numerical and analysing data in a direct way (Wilson and Mclean, 1994). Questionnaires are easy to administer and extremely versatile in nature since they allow the gathering of a large amount of information quickly in a form that is readily processable. Indeed, because of these criteria, questionnaires are considered to be the most often employed data collection tools in both social and educational research domains.

Questionnaires in research methodology are three types: structured, unstructured, and semi-structured. The first type is seen to be useful in ways that can generate frequencies of responses amenable to statistical treatment and analysis. They also enable the comparisons to be made across groups in the sample (Dornyei, 2007). However, unstructured questionnaires are based more on word-based and open-ended questions. They are considered to be more appropriate because they can capture the specificity of a

particular situation. The main advantage of this second type of questionnaires is that it can enable a rapid analysis of the data since the researcher knows the response categories, the nature of the data, and the statistics to be used. In contrast to the first types, the semi-structured questionnaires are based on a series of questions, statements, or items that are presented and the agents are asked to answer, or comment on them in a way that s/he thinks best. In this way, there is a clear structure, sequence, focus, but the format is open-ended, enabling the respondent to respond in his/ her own terms. The semi-structured questionnaires set the agenda but do not presuppose the nature of the purpose.

4.3.3.1. The Pilot Questionnaire

In the pilot study, a questionnaire was designed and administered to 7 teachers of oral expression course at the department of English of Mohamed Kheider Biskra during the academic year 2019/2020. This number represents (24.13 from the sample size -29-) . The questionnaire was distributed to teachers in their regular schedule of teaching. The main problem arises during this phase which is the inaccessibility to two female teachers which prevents the researcher to collect as much data as possible. Piloting is often done under the analysis of five essential elements. First, the clarity of questions and instructions in accordance with the context of study. Second, the quality and number of questions provided to reflect relevant academic piece and to facilitate the operation for respondents. Additionally, questions need to be analysed in terms of difficulty level vis-à-vis the sample of study and to avoid any kind of redundancy along the questionnaire. The aim behind the opinionnaire is to increase reliability and validity and whether the questionnaire meets the requirements of a scientific research.

The main issue for the participants in answering the questionnaire is the volume. Because of time constraints, it was difficult for teachers to deal with 7 pages of closed-ended and open-ended questions. In addition to that, some details need to be added like

“*others, please specify*” in most of multiple choice questions to give more freedom to the participants. Moreover, the rating scale of frequency used was not meticulous to represent precise answers for example (always, sometimes, never) were not reflective in teaching practice and frequencies like (often, rarely) were added to the scale. Further, the question that deals with the frequencies of implementing strategies of oral tasks need to follow a chronological order (pre-task, during task, and post task strategies). Redundancy was another problem in the pilot phase. Some probe questions (22-23-24-25) like the familiarity with tasks, ranking tasks according to their importance, and the frequency of using tasks were revised and reconsidered and 3 of them were omitted. Question 13 and 16 are open-ended questions and should be modified to close-ended questions. Finally, the first question in the section of teachers perceptions of motivation (whether motivation is important or not?) was needless to mention and question 5 and 6 were integrated into one question (If you think motivation important, what are its sources?) check appendix 7.

Before administering the questionnaire, all major inconveniencies were reconsidered and corrected in the last version. Check appendix 8.

4.3.3.2. The Aim of the Questionnaire

The aim of the questionnaire was to explore teachers’ knowledge and perceptions about motivation as well as their beliefs and classroom practices in the oral expression course that we cannot trigger from classroom observation and students’ focus group interview. Also, to collect more data about teaching strategies, attitudes, and awareness in the course of oral expression. Additionally, this data collecting device is appropriate to serve the triangulation objective; that is, to compare what was obtained as results in the focus group interview and classroom observation in contrast to the results obtained in the questionnaire (data cross checking).

4.3.3.3. Description of the Questionnaire

The questionnaire includes 20 closed-ended and open ended questions. It is a composite of four sections. First, teachers' general information about the current qualifications and degrees achieved as well as their experience in teaching the English language, experience in teaching at university, and experience in teaching the course of oral expression. This section is meant to explore prerequisites of teachers' profile in the profession of teaching. The second part is teachers' perception of motivation which involves sources of motivation to teachers that may influence their performance whether inside or outside classroom. It tackles also teachers reliance on certain theories related to motivation to explore their knowledge and whether they correlate these theories' principles as creative method in their teaching style. Third, motivation in teaching that goes in deep into influential factors that may affect the teacher performance whether social, personal, or professional. Teachers were asked whether teaching was a personal choice or an imposed option, a personal preference or an administrative imposition in order to set forth the teaching conditions before embarking into the teaching process. Besides, factors like salary, department or university policies, availability of teaching materials, and the impact of demotivated teachers are crucial aspects the researcher need to understand and to explore the surrounding environment to provide clear starting point and overall vision before going into deep investigations.

Finally, the section of teachers' practice of oral expression course includes two parts. First part involves the influencing elements that may interfere in teaching oral expression such as classroom environment, overcrowded classes, students' level, students' disparity of proficiency level, students' learning styles, students with disabilities, and Caneva changes that might affect positively or negatively the teaching process. The second part is whether teachers follow specific modal in task planning. They were asked also

about the frequency of choosing various tasks to know what they rely on most in their teaching style. Further, characteristics of Task based approach are represented into principles in our study especially in the lesson plan and classroom practice. These latter were based on two different adapted frameworks taken from Dörnyei (2001b), Nunan (2004), Sveučilište & Osijeku (2012), Nunan (1989).

The questionnaire was designed through Google form for two main reasons. First, it allows the researcher to send different copies to teachers of oral expression via emails or social media accounts. Second, this tool facilitates the task for the researcher by collecting answers into two sections. Whether to check everyone's answers or all participants' answers at once to verify that every participant has already sent his/her copy. The advantage of this option is that most of answers are displayed and illustrated statistically through numbers, tables, and graphs in automatic manner. The period of administering the final version of the questionnaire lasts more than two months from 15th December to 1st February to keep respondents at ease and to receive more copies of the questionnaire.

4.3.3.4. Procedures of Questionnaire Analysis

As the aim of the study is to explore whether or not a relationship existed between the motivation of teachers and the choice of tasks for EFL students; various aspects are tackled to reach this aim whether personal, social or professional. We believed that the method appropriate for this type of studies is thematic analysis. This latter is defined by Boyatzis (1998) as:

Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. However, it also often goes further than this and interprets various aspects of the research topic. The range of different possible thematic analyses will further be highlighted in relation to a number of decisions regarding it as a method. (Boyatzis in Braun and Clark, 2006, P. 6)

This approach is widely used and offers flexible, accessible, simple, and less time consuming approach in qualitative analysis. Through using thematic analysis, answers can be presented in a form of further descriptions, illustrations, and discussions helping the researcher to displace from general information towards discovering patterns and developing themes. Thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed account of data. The closed- ended questions were represented via means and standard deviations computed through SPSS along the questionnaire in addition to Excel software that helps us draw the graphs. Questions 14, 15, 18, and 19 were analysed to know more about the various occurring entities in the study and their frequencies.

Conclusion

In this chapter, we believe that the mixed method approach is appropriate to understand the results and fulfil the aim of the study. The current research was conducted using three different tools; each tool served one or more angle of the study and together used for concurrent analysis. The questionnaire was used to explore teachers' knowledge, beliefs and practice of strategies in teaching foreign language oral tasks. Classroom observation was used to spot the light on some observable aspects in teachers' practice: the use of motivational strategies, principles of teaching and assessing tasks. The procedure used to report data from observation was through an observation grid with indicators and a five scale rubric. Checklist analysis was based on a scale relying mainly on mean and standard deviation. Finally, the use of focus group interview to students help us confirm or reject certain aspects found in the study such as teachers' behaviours inside the classroom, style of teaching, and materials implemented.

CHAPTER FOUR
ANALYSIS OF THE RESULTS

Introduction	
4.1. Analysis of Classroom Observation	101
4.1.1. The physical environment.....	101
4.1.2. The Pedagogical Environment.....	105
4.1.3. Teacher Motivation Strategies	108
4.1.4. Tasks and Content in Speaking.....	112
4.2. Analysis of the Focus group Interview.....	115
4.2.1. Physical Environment.....	115
4.2.2. Focus on Grades and Superficial Feedback.....	116
4.2.3. Teacher’s Talk Time	117
4.2.4. Students’ Interests.....	117
4.2.5. Lack of Group Work.....	117
4.2.6. Access to Teachers.....	118
4.3. Analysis of the Questionnaire.....	118
4.3.1. Section One: General Information.....	119
4.3.2. Section Two: Teachers Perception of Motivation	122
4.3.3. Section Three: Motivation in Teaching	128
4.3.4. Section Four: Oral Expression Module	137
Conclusion	146

Introduction

The following chapter aims at analysing the different data collection tools in order to draw an in-depth interpretation carried out in this research. The main objective is to explore teachers' knowledge about strategies of motivation, factors affecting teachers, and considerations in choosing oral tasks in the course of oral expression. These elements were designed in a form of indicators while conducting the study. Additionally, the classroom observation checklist was used to see whether the task based approach principles were put into consideration in their practice. Therefore, the following results obtained in the data analysis collected through questionnaire, interview, and classroom observation are presented in response of the problem discussed and the introduction of the thesis.

4.1. Analysis of Classroom Observation

The observation was conducted with 6 teachers of oral expression during first semester for the academic year 2018-2019 at the department of English at Mohamed Kheider University. Three of them have taught oral expression for more than 5 years; while, the remaining are novice teachers and teach this module for the first time. In addition, all the teachers have been observed 24 times i.e. four sessions for everyone considering that each session lasts one hour and a half.

4.1.1. The physical environment

This part includes different parts of the classroom where teaching oral expression took place. Here, the environment includes all the sample of study without exception because it is a variable that affect all teachers either positively or negatively.

Classroom and Learning Environment		
Physical Environment	Mean	S.D
The classroom is well aerated	1	00
The size of the classroom is suitable for teaching oral expression	2	00
The number of students is acceptable for teaching oral expression	4	00
The classroom is supplied with comfortable furniture	2.17	0.56
Availability of speaking materials inside the classroom (loud speakers, datashow, net...)	1.75	1.32
The corridors outside the classroom are calm	3.52	1.06
Classes are supplied with sound insulators	1	00
Lighting inside the classroom is appropriate and healthy	2.75	1.42
The classroom is supplied with air conditioning	1	00
Students have personal closets for their own stuff	1	00

Table 4. 1: Classroom and Learning Environment

Before conducting the classroom observation, students moved from the complex of Betaibi to CEIL (centre d'enseignement intensif des langues) for restoring that complex. Hence, classrooms in that complex comprises of one sided windows which hinders appropriate flow of air. Also, most of windows are locked and cannot be opened. Mostly, One or two per each classroom can be opened. On the side of the classroom, there are no windows at all which makes the learning environment a non-aerated closed box.

The size of all classrooms in CEIL is appropriate (62 m²) compared to the number of students. However, tables and chairs are numerous which make students movements difficult in performing role-plays and presentations. In addition to that, the inflexibility of furniture results noise and hinders the smoothness of learning especially in activities that needs teamwork.

Considering that the oral expression session is TD, the number of students range from 18 to 27 students. This number is acceptable compared to the size of the classroom.

Though, as explained earlier, the classroom size, types, and the amount of furniture determines the extent of teaching and learning satisfaction.

The amount of hours for students at the department of English is at least 4.5 hours per day. However all classrooms furniture are uncomfortable, fragile, and inflexible except for the laboratory that is supplied with flexible sponge equipment to meet the requirements of a healthy learning.

The classrooms are not supplied with speaking materials for instance data show, computers, loud speakers etc. Thus, listening activities are less tackled by teachers which decrease efficient acquisition of accurate pronunciation and vocabulary. The only place where equipment is supplied is the laboratory where listening activities are implemented as complementary means to raise students' awareness about language and culture.

The corridors inside the CEIL complex are mostly calm because of the department regulations to prevent any student to enter the complex during teaching hours. Also, security agents are severe about this act to support the efficiency of the teaching and learning process.

Sound insulators or soundproof are pieces of plastic or leather that prevents undesirable sounds or noise to come inside rooms. Despite the fact that corridors are calm, the noise of working machines and the sound of maids, while cleaning, still come inside. Thus, classrooms should be integrated by soundproof for better learning outcomes because noise may disturb students and prevent them to concentrate.

Both insufficient and over sufficient lighting in a limited space may result headaches and pain of eyes. Thus, the table shows that lighting inside most of classrooms is appropriate and healthy; however, some lights are inoperative for the whole semester without any attempt of repair or replacement. In this same sense, the power went off more

than twice during oral expression sessions regarding that the nature of the module requires power for most kinds of activities.

As an observer, some students were freezing when they come to classroom because the temperature was low and ranges from 10 to 15. As a result, it makes the learning unsupportive and less motivational because of the absence of any kind of temperature regulator in all classrooms without any exception.

Unlike middle and secondary school, the availability of closets for students at the university is an important point to tackle because there is an increase of requirements at that level. Thus, providing a certain space of privacy to students to keep their stuff in a safe box to avoid bringing them every time. However, the classrooms were full of luggage and bags brought from dormitories. It would have been better to keep them near their classrooms to facilitate their travelling from and to university.

Finally, the following pictures were taken in different classrooms during the classroom observation to give a clear vision to the physical environment in oral expression sessions.



4.1.2. The Pedagogical Environment

The following part tackles the routines every teacher performs at the beginning, during, and at the end of each session of oral expression.

3.5.2.1. Schedule of Oral Class is Appropriate for Students during the Teaching Hours

	Mean	S.D
Schedule of O.E is appropriate for students during the teaching hours	4	00

Table 4. 2: Schedule of Oral Expression

The schedule of oral expression sessions attended is from 8:00 to 11:20 morning. At that time, students and teachers seem to be active and interactive regardless to any other factors that may affect the process.

The table below shows the pedagogical means and standard deviations of teachers of oral expression course.

Pedagogical Environment	Mean	S.D
(T) begins with a warm-up	3.13	1.19
(T) reviews previous session's content	3.21	1.21
(T) gives overview of present session's content	3.50	1.02
(T) summarizes present session's content covered	2.25	1.29
(T) directs student preparation for next class	2.42	1.34
(T) gives equal opportunities to both genders	3.56	0.48
8. (T) moves inside the classroom	1.62	1.13

Table 4. 3: Pedagogical Environment

Warming up is an important technique to introduce the lesson smoothly to students. The table shows that the item 4 recorded significant satisfaction among the participants with 3.50. Medium satisfaction goes for item 7, item 3, and item 2 with means 3.33, 3.21, 3.13 respectively. Thus, short stories, anecdotes, debates, videos, pictures etc... were used by them in this study.

Teachers give importance to reviewing last session content as a reminder for absentees to continue a task. However, this aspect recorded medium mean which means that some teachers were so focused on beginning the content of the new session without giving a chance to students to recall what they have been taught.

During the session of the observation, the content was about: making presentation in natural disasters, grammar presentations, book reviews, role-plays, and debates. Teachers were committed to give a full detailed overview of the content in each session. However, some teachers were so quick and direct in opening each session's content.

Teachers recorded low satisfaction in summarizing the content of each session. All of them were in a hurry and devoted the last ten minutes for instructing though the official time of session was over. This might be the reason of time mismanagement or the huge number of tasks performed in only two sessions a week.

As it is shown in the table, low mean was recorded for teachers in directing the students for next class preparation. The low mean recorded was about few teachers who ask for regrouping students, asking them who is going to be next in performing tasks, or the content to be taken in the following session.

As stated before, the number of students in all oral expression classes ranges from 18 to 28. The number of females is approximately three times double number of males which make it easier for the researcher to observe any kind of unfairness or discrimination. Second, teachers rely most of the time on the list as a procedure of evaluation for instance calling students for making presentations, role-plays etc. The only task where it was accessible to observe teachers tendency are debates (less implemented) because teacher-student talk raise the interaction and make it clear to detect his/her style while dealing with females and males. Therefore, the mean recorded shows that teachers gave equal opportunities to both genders. That was evident when teachers tried to engage male students sitting in the back and push them to interact in the communicative tasks.

Teacher movements indicate his/her motivation to a very high extent particularly in oral expression. Only one teacher among 12 teachers who was properly moving inside the classroom in every session. However, the remaining kept on staying on the desk unless when they want to write something on the whiteboard.

4.1.3. Teacher Motivation Strategies

This table indicates teachers' means and standard deviations of their implementation of motivational strategies in the course of oral expression.

Teacher motivation strategies	Mean	S.D
(T) emphasizes class conventions and the consequences of violating them	4.01	0.90
(T) allows assistance in performing tasks(device, peer, etc.)	3.79	0.41
(T) explains the goals of learning the tasks	3.38	1.01
(T) avoids excessive error correction	3.04	1.19
(T) Prevents the mocking of students with poor speaking skill	2.75	0.73
(T) deals wisely with anxious students	2.67	1.23
(T) Prompts contact with native speakers	1	00
(T) creates a healthy environment through sense of humour	2.67	1.16
(T) is committed to learners' progress	2.29	0.8
(T) familiarizes students with target culture	2.25	0.84
(T) makes teaching materials relevant to students' interest	2	1.02
(T) makes learning stimulating and enjoyable	2.38	1.01
(T) provides motivational feedback	2.71	0.95

Table 4. 4: Teachers' motivational strategies

One of the most important points in teaching is discipline. Behaviours like coming late, not doing the homework, lack of participation, cheating, disturbing other students have to be guided by the teachers. Teachers succeeded to decrease and control misbehaviours inside the classroom by emphasizing specific conventions like coming early, encouraging participation (even if answers are not correct), reminding students of

previous session's assignments, and preventing them to use smart phones unless they help them to accomplish a given tasks.

The implementation of materials in oral expression is very important due to their impact in shaping students pronunciation and vocabulary. As explained in the physical environment, oral expression classes are not equipped like laboratories which make it difficult for teachers to bring for example: data show, computer, loud speakers, hand-outs etc. at once. Some teachers showed great commitment, despite difficulties, to present their lessons through ICT's.

The key to a successful lesson is to show what students will benefit from learning the lesson. Some teachers gave fully detailed goals in units and different objectives each session; however, others have not explained the goals or objectives of the lessons quite enough; thus, students were asking many questions like: *how to do it that? Why? For how long?* As if they are struggling to solve a problem without knowing for what purpose. These are some goals:

- a) By the end of the semester, you will be able to make presentation correctly and confidently.
- b) By the end of the semester, you will be able to know how to make book reviews
- c) By the end of the semester, you will able to be a good debater and how to convince others without intolerance.
- d) By the end of the semester, you will able to perform national and international role-plays.

Students' performance will be improved after they feel confident. Hence, teachers should focus on building students confidence rather than over correcting them. The medium mean recorded shows that certain teachers dealt wisely with anxious students by

helping them communicate safely and their interference was restricted on maintaining communication breakdown and correcting pronunciation to avoid fossilization; while, others persist on correcting students at almost every mistake particularly in presentations to the extent they become blushed and starts to stammer (stutter).

What devastate humans' motivation is the contempt of others despite their races, origins, and colours. The nature of students observed In this study are not the type who mocks at others' performances. However, what was crucially important is that some teachers mock at students inappropriately which pushes students in turn to laugh at their colleagues. These manners may destroy students' motivation to learn in addition to generating hatred to both the course itself and the teacher.

The body language of students reveals their degree of anxiety while embarking in any activity. Thus, the role of the teacher is to minimize these feelings by involving them wisely in the learning process without forcing them to act. Each individual has specific acts characteristics that require wise and appropriate reaction from teachers. A good teacher is the one who knows his/her learners well as individuals and use as much motivational strategies as possible to keep them engaged and less anxious. Teachers were not successful to spot anxious students but rather they focus on dealing with only active students. Some students keep on using their smart phones because they felt they are no longer a part of that process.

Despite the fact that the present era is full of technology that allows the entry to all types of information and facilitates communication between people; none of the teachers take the initiative to contact native speakers to give students opportunity to ask questions and discover the culture from its source. In contrast to that, the laboratories were equipped

with computers with high rate of internet flow in addition to students who possess smart phone with high internet outflow microchip.

Sense of humour is paramount in the process of learning. Tense teachers may generate hesitation and anxiety because of the over use of inflexible manners with students. Teachers' behaviours indicate statically that they tend to be tense and authoritarian with their students.

Progression in learning is more likely to be related to teachers' comments of students' development. Teachers were committed to evaluate students only on their performance of TD mark and/or EXAM mark through scoring in presentations and role plays. However, crucial comments on psychological and linguistic features were almost absent.

The nature of most of topics provided in oral expression session by all the sample of study does not include cultural aspects. Only few sessions when was mentioned love and death in other cultures, the notion of freedom, the notion of natural disasters to the Greeks, and some digital currencies available nowadays for economic transactions.

As mentioned before, number of students is between 18 to 27 students, only few students interacted with teachers in the classroom. Participation can barely reach 50 % in all classes attended. There was unresponsive attitude between students and the nature of topics. Most of the time, they kept and/or talk to each other silently or even using smartphones as careless signs showing a facial expression of dissatisfaction about the boring nature of topics.

Teachers' style plays a major part to engage students. Our sample generally does not succeed to make lessons stimulating to students and whether certain method, style, and content of teaching are attractive. Hence, behaviours like staying on desk, speaking with

low voice, and dealing with scientific and pure literature topics pushed students to be uncooperative.

Motivational feedback requires objective evaluation (advantages and drawbacks). After every performance, teachers focused on scoring students on the mark-sheets instead of giving them remarks concerning their performance in a task itself. For example, students went to the stage to do a role play, after finishing, the teacher provides a superficial feedback like saying “good, acceptable, not bad” and sometimes excessive error correction in the middle of the performance.

4.1.4. Tasks and Content in Speaking

The following table shows teachers’ means and standard deviations in task content selection and procedures in oral expression class.

Tasks and Content in Speaking	Mean	S.D
	The input is stated clearly and progressively transmitted	3.75
(T) implements authentic materials to imitate real life-situations	3.17	0.86
(T) chooses varied tasks	2.96	0.99
(T) adapts communicative tasks for learners’ developmental level	3.33	0.48
(T) focuses on fluency more than accuracy	3.17	1.16
(T) uses different sitting patterns depending on the task provided	2.30	0.79
(T) provides sufficient time for tasks’ completion	3.71	0.85
Tasks includes negotiation of meaning	2.92	1.01
(T) responds to students with multi-level speaking abilities	3.25	0.94
(T) fosters student ability to move from reproductive to creative use of language	2.33	0.94
(T) gives opportunities to student to reflect upon the learning content	2.12	1.007

Table 4. 5: Teachers' Means and Standard Deviation in Task Content Selection and Procedures.

The content of lessons in each session was well explained as a whole than it was explained partially when students begin a new task. However, some teachers did not provide much data about the activities to be done which stimulates ignorance and uninteractiveness.

The awareness that students of nowadays requires task that imitates real-situations to raise interaction and engagement especially in speaking course. Authentic materials like written pieces, podcasts, video projectors, and dialogues were a part of teaching in the whole semester. Nevertheless, classrooms are not equipped with ICT's which makes it difficult for teachers to adopt more authenticity.

Different tasks in oral expression session may increase motivation and satisfy learners with different style and interests. Role plays, group discussion, presentations, and listening activities were effective for students to brainstorming, generating ideas, and negotiate meaning. However, there were not much various tasks while conducting the classroom observation in all oral expression courses.

Teaching knowledge to student is as important as developing ones' own personality. Students were so interactive and ask many questions when it comes to topics like "at the airport", " at the gym" because they felt they learn something that can be beneficial in their personal life instead of knowing a biography of a writer of a book that can be of no use. Here, this type of topics pushes students to acquire and participate more.

Focusing on fluency over accuracy is an essential principle in teaching speaking. Teachers in the field allow a healthy and flexible environment to students to speak out their thoughts and encourage students' talk time. In the other side, certain teachers took the stage and play the role of lecturer than instructor for example, teachers asked students to

present content of grammar as a part of their exam evaluation and some natural disasters topics. Students became dissatisfied especially when novice teachers kept on correcting them at every mistake.

The nature of any activity requires a specific pattern of sitting inside the classrooms. In the oral expression class, teachers used simple (classic) shape when it comes to discussion presentations. They only opt for U shape in role plays. Classic sitting pattern was emphasized more than other shapes (U and/or O) by teachers. As for the laboratory, teachers did not opt for sitting patterns at all because seats were fixed for the sake of purely listening activities.

Concerning time, Teachers succeeded at a certain extent to manage time between warm-up, involving students, performance, and feedback. Although students complained about insufficient time, by asking for more, for tasks completion, teachers' allocated time was not negotiable.

Negotiation of meaning is a corner stone is EFL tasks. The sample showed medium potential to trigger students' interests and hook their attention towards speaking tasks. As a result, students became less involved and less curious to know more about the topic tackled because the teacher talk time was dominant. Hence, teachers seem to have "one-sided channel of communication" because they take the whole session addressing students without attempting to mutually extract and exchange their ideas with students.

In teaching oral expression, students have different abilities of speaking fluency. In this case, teachers with prior knowledge of the module succeeded to maintain communication breakdowns between student-student and student-teacher by making a liaison of flexible correction to help student convey precise message without interrupting them or stopping them to speak their thoughts. Students felt happy because the teacher was

interested in the students' message instead of his/her oral production or degree of fluency. The other category ignores the message of students (with low speaking abilities) and skip their answers; either because of linguistic or psychological factors. Some of these students decided not to participate in the following sessions because they felt they are offended by their teacher's when they want to hold the discussion.

Students' interaction is always a sign of passion and interest in the classroom. The nature of topics provided (natural disasters, old role-plays, and presentation of grammar lessons etc.) and imposing them bothered students and decreased their motivation and interest in the course. Teachers' could not consolidate creativity among students and foster their motivation because students' interests tend to be marginalized. Teachers have never given, during observation, any opportunity to students to reflect upon the method or content of teaching.

4.2. Analysis of the Focus group Interview

In the current study, thematic analysis was used to analyse information. It is used to systematically gain knowledge and empathy about a person, an interaction, a group, a situation, an organization or a culture. After the full transcription of the focus group interview; the data was treated through the use of Atlas software to explore any repeated information, stressed problems, and dissatisfactory feelings. Thus, the data were well reviewed, highlighted, coded and sorted into themes. The findings are displayed and interpreted as follows:

4.2.1. Physical Environment

Regarding the environment, students showed a great interest to talk about it because, for them, it is a paramount factor which motivates students to exhibit potential in learning. Therefore, the furniture of oral classes is not flexible especially when it comes to

forming shapes in tasks for example presentations, role plays, and debates. In addition to that, the number of chairs and tables are the double of the students' number which hinders the smoothness of movements and the attainment of successful task quality. Besides, the type of furniture is not actually comfortable which causes back and leg pain when students spend hours staying on them. Furthermore, classrooms are always dirty with dust and wastes which discourages students to learn in an insupportable and non-healthy environment.

More importantly, students also pointed out to the lack of materials inside the classroom like data-show, loud-speakers, headsets, and computers. For them, being exposed to these materials is likely to help them improve their speaking and listening skills. Nevertheless, some teachers brought them into the classroom and tried to create as much interactive output as possible. During the whole semester, everyone complained about the low temperature (especially morning sessions) which causes ineffective cooperation with teachers.

4.2.2. Focus on Grades and Superficial Feedback

Students received general and superficial feedback after their performances like "good, acceptable, not bad, who is next?" Accordingly, students felt demotivated because they spent days preparing their assignments waiting for that moment when the teacher is supposed to encourage them or at least to mention objectively and properly the advantages and drawbacks. Students found it preferable if the teacher could be precise in giving effective feedback so as to improve and adjust their oral production. Consequently, that specific focus on evaluation over the performance gave students intuition to work hard to get marks rather than self-development.

However, when teachers interact with students individually, they only work with active and interactive students as if others are said to be marginalized. Thus, these frequent behaviours may make students uncooperative and begin to under-estimate themselves because, as Maslow (1970) claimed that, learners in general do better when they feel they are valued by teachers since it promotes their painstaking, self-actualization, and creativity.

4.2.3. Teacher's Talk Time

A very important point in dealing with oral expression classes is teacher's talking time. He/ she play a major role as instructor but not a lecturer addressing classes of grammar or written expression. Teachers are supposed to instruct students towards an activity and set the time and mechanisms to facilitate the task. However, students claimed that teachers are "bossy" and "authoritarian" and describe him/her by a "non-negotiable teacher". Another point is that, the interruption of teacher during performance should be avoided and less excessive to make students involved. Yet, they interrupted them at every unknown piece of information until students felt frustrated and uncomfortable to carry on activities properly.

4.2.4. Students' Interests

Any teacher of oral expression should bear in mind students' interests in his/her lesson plan to deal with all kinds of ideas and creates an environment of interaction and involvement. All students without exception during the whole semester have never been given any chance to speak out their thoughts or provided by checklist or a portfolio to discover what they do actually like or dislike.

4.2.5. Lack of Group Work

Group work is also an important factor in dealing with students in oral classes. On the one hand, it allows interactive learning and enhancing students' communicative skills. On the other hand, it minimizes affective factors like shyness, anxiety, and the lack of self-

confidence. Teachers are able to decipher what students think, the nature of their relationship, and their hidden skills. Nonetheless, there was only one teacher among six teachers who have implemented group work sometimes in their oral class, which means that certain tasks like group debates, collective games, and role plays are not part of the classroom activities. Some students emphasized that they do not like to be part of team work because they do not feel comfortable and everyone wants to be the boss by imposing his/her ideas. Further, they complained about teachers' unfair evaluation because only responsible students took in charge all the whole work on their shoulders and the non-interactive ones in the same group were praised and given same marks. In this sense, teachers seem to be unfair with everyone and not playing their expected role in maintaining group cohesiveness.

4.2.6. Access to Teachers

As a teacher of oral expression for more than two years, the researcher used to be accessible to his students via email, Facebook, and sometimes phone number. However, it was found out that teacher availability inside or outside classroom is almost passive because eight of nine students denied the fact that the teacher provides them with email or any other kind of personal contact for further instruction or issues related to their studies. Students cannot obtain everything in the oral class especially with overcrowded classes within a limited weekly volume estimated by three hours.

4.3. Analysis of the Questionnaire

The questionnaire was administered to 29 teachers of Oral Expression at the University of Mohammed Kheider Biskra during the first academic year 2019-2020. It was sent via emails to facilitate the process of data collection. All participants answered all questions included in the questionnaire thanks to the option of Google form (required to answer) that necessitates the respondent to answer before passing to the next question. The

questionnaire includes five sections: general information, teachers' perceptions of motivation, motivation in teaching, and oral expression course.

4.3.1. Section One: General Information

The general information about the participants is devoted to exploring prerequisites of good teaching such as qualification and experience.

Q1: What degree have you achieved till now?

Degree	Master	Magister	PhD
Number	9	8	12

Table 4. 6: Teachers' Degree

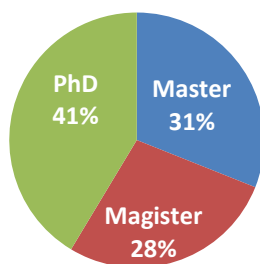


Figure 4. 1: Teachers' Degree Percentage

The table above shows that participants hold different degrees (Master, Magister, and PhD). It is clear that there is a certain disproportion at these levels; that is to say, participants who hold Master's degree are less appointed to teach oral expression course maybe because of lack of experience or department policies. However, participants who hold PhD outstripped other levels in gaining credibility because of the overwhelming knowledge they have about the nature of the course or, as stated lately, department rules. This study involves a disparity sample participants, under investigation, that may reveal

different perceptions and conceptualization. Thereby, this discrepancy would be beneficial in terms of seizing different influential factors as well as divergent perspectives and views.

Q2: How long have you been teaching English?

Years	1-5	5-10	Up to 10 years
Number	8	4	17
Percentage	27 %	14 %	59 %

Table 4. 7: Experience in Teaching English

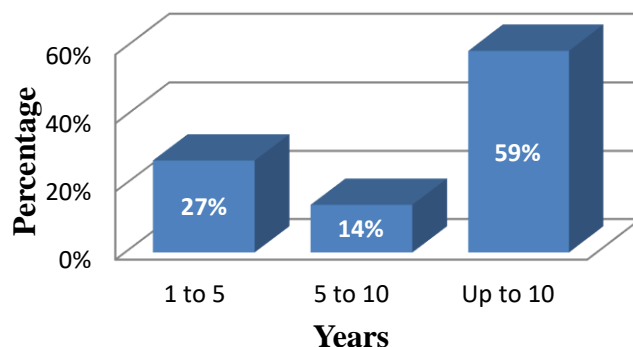


Figure 4. 2: Experience in Teaching English

Most of the participants have an experience in teaching English from one year to more than ten years. Eight participants have experience of one to five and four from five to ten years where seventeen participants have more than ten years of experience in the field. Being a beginner in the profession make us consider many aspects and constraints that may occur. As far as experience in teaching is concerned, the results show that more than 60 % of the participants have considerable experience in teaching the English language whether at middle school, high school , or at university.

Q3: How long have you been teaching English at university?

Years	1-5	5-10	Up to 10
Number	11	7	11
percentage	38 %	24 %	38 %

Table 4. 8: Experience in Teaching English at University

The results above show that our sample is a variety of teachers who might teach at different levels (middle school, high school, university). This is obvious when we compare table (4.7) and table (4.8) 11 participants teach English more than ten years. 7 teachers teach more than 5 years, and 11 more than one year. Therefore, we deduce that participants have disparity of knowledge and perceptions and even experience that might enrich our investigation.

Q4: How long have you been teaching oral-expression?

Years	1-5	5-10	Up to 10
Number	17	9	3
Percentage	59 %	31 %	10 %

Table 4. 9: Experience in Teaching Oral Expression

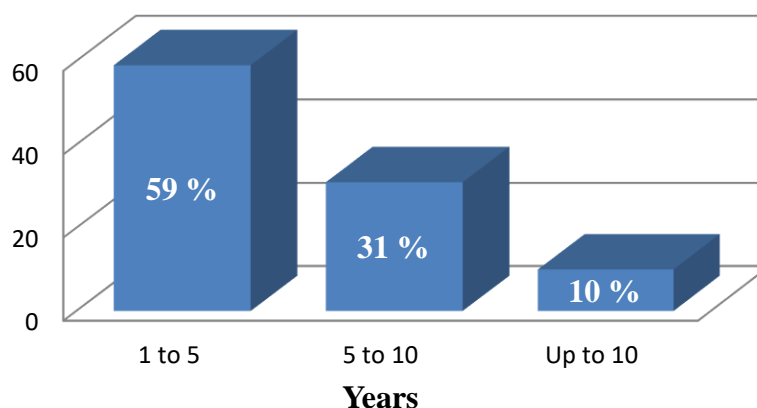


Figure 4. 3: Experience in Teaching Oral Expression

The results show that 59 per cent of teachers have little experience dealing with O.E course. However, 9 participants seem to be experienced and 3 participants have considerable experience of more than ten years in the field of teaching. Hence, this disproportion of experience in teaching oral expression course provided distinct standpoints and classroom practices.

4.3.2. Section Two: Teachers Perception of Motivation

Q5: If you consider motivation important in teaching; what are its sources? (You can tick more than one)

1. Family 2. Financial rewards 3. Social status 4. Students' achievement

Sources	Family	Financial rewards	Social status	Student's achievement
Number	16	11	14	23
Percentage	25 %	17 %	22 %	36 %

Table 4. 10: Teachers' Sources of Motivation

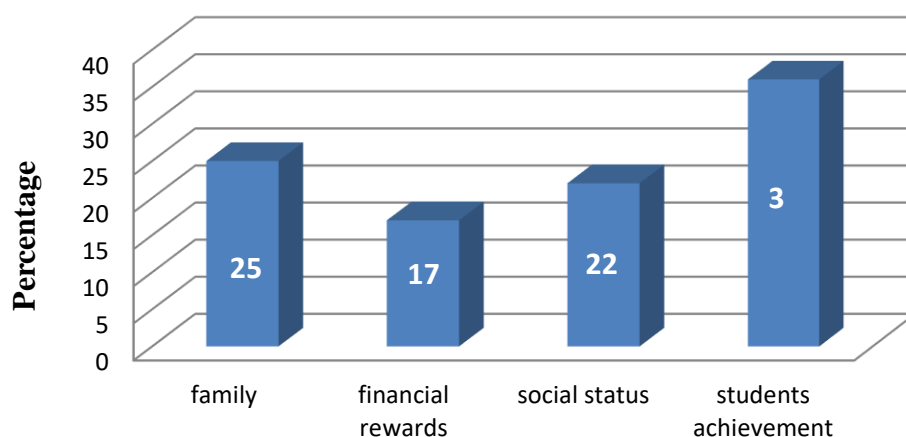


Figure 4. 4 : Teachers' Sources of Motivation

The results show that participants' sources of motivation are distinct. The high percentage recorded is the source of students' achievement which increases teachers' motivation and self-satisfaction. However, it is also observed that other sources like family, financial rewards, and social status record almost similar results. Therefore, all these factors are complementary elements and play a major role in teachers' motivation.

Others, please specify

Respondents gave different answers which are actually related to motivation sources and some factors that might help boosting motivation. Some consider it as two interrelated factors, internal and external factors. For external, the weather in summer, the relationship with colleagues, and collaboration with head of department provide healthy and effective conditions for work. For internal, factors like the subject matter under study, well-equipped laboratories and available tools in the institution (size of class, furniture, air conditioning, white boards instead of black boards) are all sources of motivation and/or demotivation. Responses were quoted as the following:

- a) "The academic purpose and clear vision in teaching"
- b) "The passion and love to work"
- c) "Self-satisfaction, self-esteem, self-confidence"
- d) "Relationship with students"
- e) "Intrinsic motivation"
- f) "Losing the job"
- g) "Teachers strategies"
- h) "Self-achievement, personal efficacy, and students' desire for learning"

Q 6: What source(s) do you think is very influential and why?

The results shown reflect exactly the same answers in the previous question. Participants claim that students' achievement is the most influential factor for teachers. They believe that students' achievement plays a major role in reinforcing self-satisfaction and allows teachers to go beyond their profession and become more humane with students. Though participants believe that all the above mentioned can be influential; however, they emphasize on students' achievement as primary factor of motivation because it is crucially important for teachers self-assessment and whether they are professionally developing or not. Students' achievement reflects the hard work teachers have been doing throughout the year which can be in turn a boost to their energy. Others claim that all other sources may interfere, yet may disappear and the only factor that motivates teachers is the concrete result of their work and endeavour. This can possibly happen by engaging students into the course and provide them with opportunities to show their potential.

Furthermore, respondents stated that teacher's academic purpose, for the aspiration to make students aware of what they want to be, will inspire the process of reaching, hence maintain motivation for renewal and effectiveness. Also, Family is an affective factor because it is the first school when students build their personality traits and learn about how to behave in the environment. In addition, seeing students satisfied, motivated, attentive and cooperative make teachers proud to be a teacher and make more efforts. Teachers are motivated by the pecuniary aspect of their profession. They are motivated also by contextual factors such as school, timetable, bright students, etc., and prospects of promotion. As for students, they are motivated by the quality of teaching, competition to gain prizes, and success. Besides, poor working conditions, lack of resources and low salaries drain the motivation of even the most energetic and dedicated teachers.

Finally, the last category of participants advocated that motivation is a combination of all these factors that trigger motivation appropriate for moment and situation. They are rather keen on the conditions of work, classroom cleanness. Besides, objectives and strategies implied are also influential for both teachers and students. For them, teachers' feedback shape students' motivation in the classroom and their behaviours outside class contain the overall motivation.

Q7: Among the following theories related to motivation; which one do you find more useful in teaching?

Behaviourism Constructivism Social learning theory Goal orientation theory

Theory	Behaviourism	Constructivism	Social Learning	Goal Orientation
Number	4	9	15	20
Percentage	8 %	19 %	31 %	42 %

Table 4. 11: Theories Related to Motivation

The results show that teachers focus more on the goal orientation theory more than other theories by a percentage of 42 % and social learning theory by 31 %. Constructivism took the third place by 19 % and eventually behaviourism by 8 %. This descending order reveals that the principles based on the goal orientation theory and social learning theory goes simultaneously with the principles teachers adopt in their teaching of oral expression course. Since tasks are based are based on setting goals before embarking into practice, the goal orientation theory took the supremacy in the overall results.

Others, please specify

Participants believed that that every learning/ teaching theory can be relevant to and useful in a particular task or learning situation. Besides, the implementation and the focus

on task based approach in teaching oral expression course may be useful because it focuses on the content, procedures and communicative patterns.

Please justify your answer

In this question, the most relevant answers to the study were taken into consideration because not all participants were precise. The majority agree upon two perspectives. Whether the combination of all these theories may help student to learn, achieve, and succeed, however others agree that behaviourism can be integrated with other theories but it cannot stand alone as a source for teaching because it deprives students of their humanity; it turns them into parrots. The use of other theories is stated as the following:

Goal orientation Theory

The goal orientation theory is a social-cognitive theory of achievement motivation. It focuses on explaining the reasons behind individuals' engagement in academic works rather than dealing with their beliefs towards good or bad achievement. In fact, knowing one's goals determines behaviour and, thus, directs the learner towards active engagement and success. When the learner decides of what academic goal he wants to peruse, he activates his learning strategies, relies more on himself, reduces anxiety and, consequently, does his best to achieve well. This theory is related to self-regulation and self-efficacy in which the learner shows a high degree of commitment. This is very important in teaching since it encourages learners to be more autonomous and more motivated. Teachers should show that results cannot be reached without setting specific goals.

Constructivism

According to the constructivist theory, learning is an active processing which the learner use sensory input and construct knowledge through their life experiences and what they encounter in real life situations. Responsibilities and roles are shared between the teacher and the learner where each participant contributes his share only when motivated i.e.: motivation is a key factor in such a case.

Social Learning Theory

Social theory enables learners to acquire the target language that they need in real-life situation. It is the best method in teaching since the classroom is considered as a small society where students learn from each other, imitate each other, and follow models given by their teachers to attain a pre-determined goal. Knowledge and interaction are constructed best through social interactions with teachers and peers. Individuals have a tendency to engage and to interact with each other and hence learning is better motivated and guided towards desirable ends. If we teach by goal, and explain it to students, they will not feel lost, and will know where they are heading. Besides, using real life situations and interaction pushes students to actively participate.

The Combination of all Theories

Participants claim that teachers can benefit from the advantages of each single theory. They are complementary. Teachers are generally exposed to students of different levels and the objective is to communicate, so trying to make them work together, imitating native speakers by using life like environment is very important. However, the second part in teaching is achievement and success, that's why all of them interfere in one way or the other yet the goal orientation theory biases more to it. These theories are based on regulating the social behaviours and cultivating good habits of learning that

push them to be actively involved in the classroom. This kind of learning would trigger their motivation.

4.3.3. Section Three: Motivation in Teaching

Q8: Is the profession of teaching a personal choice?

Teaching	Yes	NO
Number	27	2
Percentage	93 %	7 %

Table 4. 12: The Profession of Teaching

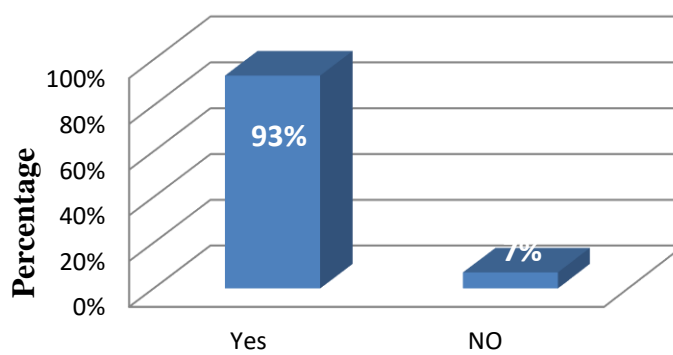


Figure 4. 5: The Profession of Teaching

The results show that the profession of teaching was the participants' own choice and not because of life coincidences. Only two participants become teachers because as coincidence or because most of university graduates in the Algerian system tend to teach after they finish their university degrees.

Q9: In case you have another job, to what extent it affects your teaching?

This question was answered by 4 participants. Two agree and the rest disagree. Those who agree that 2 jobs simultaneously affect their motivation were arguing about intensive preparation and full-time schedule may increase stress and tiredness. Also, if a

teacher is compelled to teach for a wide range of reasons; this will lead to unsatisfactory results and affect students' learning achievements. However, protagonists of having 2 jobs claim that if teachers have chosen this profession because of passion and love; they will be always determined and opt for self-improvement and self-development. For them, humans can reconcile to do both jobs as long as they are motivated.

Q10: Is teaching oral expression course a

	Personal preference	Administrative imposition
Teaching Number	24	5
Percentage	83 %	17 %

Table 4. 13: Teaching oral Expression Course

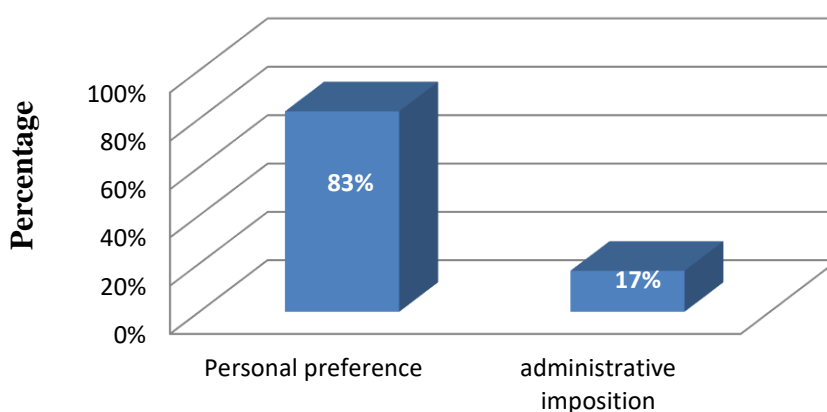


Figure 4. 6: Teaching Oral Expression Course

Most of participants chose to teach the course of oral expression as a personal preference; however, only 5 participants were obliged to teach it. This minority raises some questions about how and why it is imposed.

Whatever your answer is, to what extent it affects your motivation?

Those who were imposed administratively to teach the course do think that it is better if teachers choose their own course of interest so that they become more motivated. The second category think that being a personal or imposed option does not matter a lot unless they receive enough support and interest from the administration and institution because encouragement matters more than course distribution.

However, participants who chose to teach oral expression course were confident and aware of the advantages as well the challenges. For them, it makes them feel closer to students: interaction is highly perceived and they feel helpful in contributing to develop students' speaking and to overcome their difficulties. The teacher is relatively free to choose the topics, activities, and assessment techniques. This freedom contributes to increase motivation; though, it decreases it sometimes as the variety of topics and tasks requires huge preparation. Moreover, as students have different preferences and learning styles, it is sometimes hard to satisfy everybody' needs and interests. Consequently, students may interact less in the course and therefore affects directly the teacher's confidence of his/her methods which cause sometimes motivation collapse.

Instead of having a passive task of lecturing; teaching oral expression course is, vital, dynamic, and collaborative; yet, it is a challenging task. Teaching oral expression needs efforts for example, you can teach your students to write better but sometimes teachers do not have the right mechanisms to teach them how to deal with spoken language. This complexity at the level of assessment and guiding students through a spoken instruction requires deeper psychological connection with students by using certain social affective strategies which can result in learners' outcome and appreciation to the course. What can goes beyond delivering free topics, roles plays, and presentations is that

connection of teacher-student rapport that allows unleashing students' potential by providing a variety of tasks related to a variety of topics.

Q11: Is cooperation among teachers of oral expression in your department:

Compulsory

optional

No cooperation at all

Cooperation	compulsory	optional	No cooperation at all
Number	12	10	7
Percentage	41%	35%	24%

Table 4. 14: Cooperation among Teachers

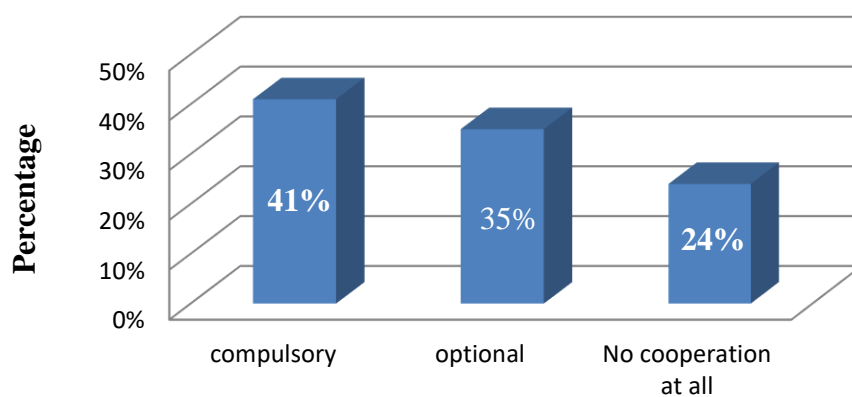


Figure 4. 7: Cooperation among Teachers

The results show a disparity in participants' choices regarding their cooperation among teachers in the department of English. 12 participants represents 41% who agree that cooperation is compulsory, 10 participants represents 35% who claim that it is optional; however, 7 participants represents 24 % refute all previous answers and claim that no cooperation at all at the department. These various results show also misperception in notion of collaboration particularly in that course. They show also teachers' lack of awareness of the benefits of cooperation.

If you think that cooperation is helpful please explain

Cooperation between teachers is crucially important. Teachers can agree on common themes and tasks for students to discuss and on common techniques of evaluation to ensure fairness and provide similar knowledge to students exposed to the same syllabus. Also, it enable teachers to exchange information, strategies about the topics that may be taught, debated, and even evaluated, to analyse the situation cooperatively, exchange ideas, and propose solutions. Issues of course contexts, approaches and techniques implemented, personal experiences and goals to reach can be treated to avoid students complaints. Cooperation is very helpful and motivating especially when the objectives are clearly identified and problems are openly discussed. While Caneva description is not well explained; this phase should be wisely managed by administration and should be given more attention and time to frame an agreed upon syllabus design.

Q 12: As a teacher, are you: (you can tick more than one)

Intrinsically motivated

Extrinsically motivated

Not motivated at all

Teachers	Intrinsically motivated	Extrinsically motivated	Not motivated at all
Number	28	11	2
Percentage	68%	27%	5%

Table 4. 15: Teachers' Motivation

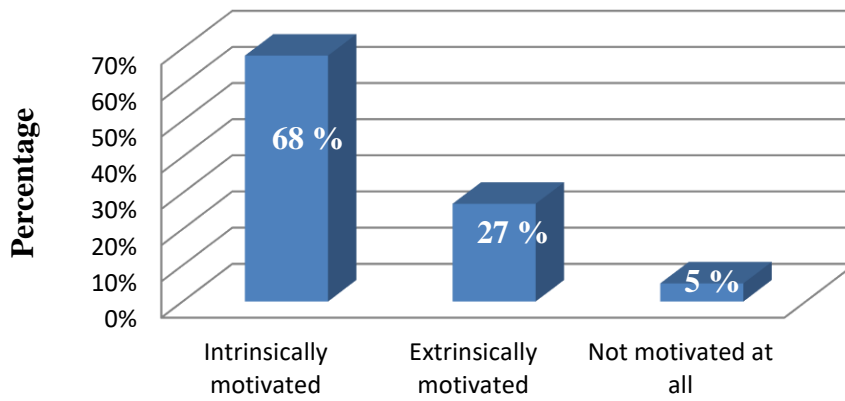


Figure 4. 8: Teachers' Motivation

The table above shows the type and degree of motivation teachers have whether intrinsically, extrinsically or none. It was clear from the graph that most of teachers are intrinsically motivated. 27 per cent who are affected by external factors and 5 per cent who are not motivated at all. Although intrinsic motivation is the most important type, yet environmental factors may fog teachers' energy and decrease their performance.

Q13: Do you think that unmotivated colleagues affect you in some ways? Please explain.

We tried to split the answers into two columns. Those who think that unmotivated teacher affect them and those who think it does not affect them.

participants	Unmotivated teachers affect me	Unmotivated teacher do not affect me
Number	17	12
Percentage	59 %	41 %

Table 4. 16: Unmotivated Teachers' Affection

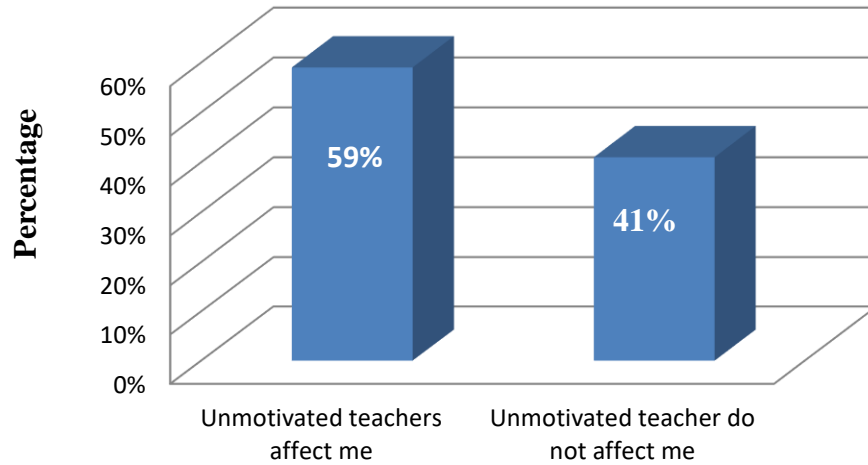


Figure 4. 9: Unmotivated Teachers' Affection

Most of participants (59 %) believe that unmotivated teachers affect them because they influence negative positive attitudes and destroy the competitive spirit. It is also a part of the extrinsic motivation that affects deeply interaction and may cripple the teamwork. However, 41 % believe that when they are internally confident enough and they know exactly what they do; only students' motivation in the class may affect them regardless to other external factors.

Q14: Show to what extent do you agree with these statements

1: strongly disagree 2: disagree 3: neutral 4: agree 5: strongly agree

Factors	Mean	S.D
My personal and social problems affect enormously my profession as a teacher	3.8	1.23
I am not satisfied with the salary	3.95	1.18
The department policies do not support innovative ways/quality of teaching	3.72	1.16
Lack of materials prevents me to work freely/efficiently	4.28	0.84
The workload affects my performance during the day/week	3.66	1.02
Students' supervision along the academic year is exhausting	3.72	0.84
I have a good relationship with administration and department responsible	3.83	0.75
Working in administration decreases my skills in teaching	3.66	0.85
I am satisfied with the opportunities offered to me (study leaves etc...)	4.01	0.94
I have good relationships with my colleagues	4.17	0.75
I will change the university I am currently working in if I have the opportunity	4.17	1.03
Inspection at universities becomes necessary to improve the quality of teaching	3.86	1.02

Table 4. 17: Factors Affecting Teachers

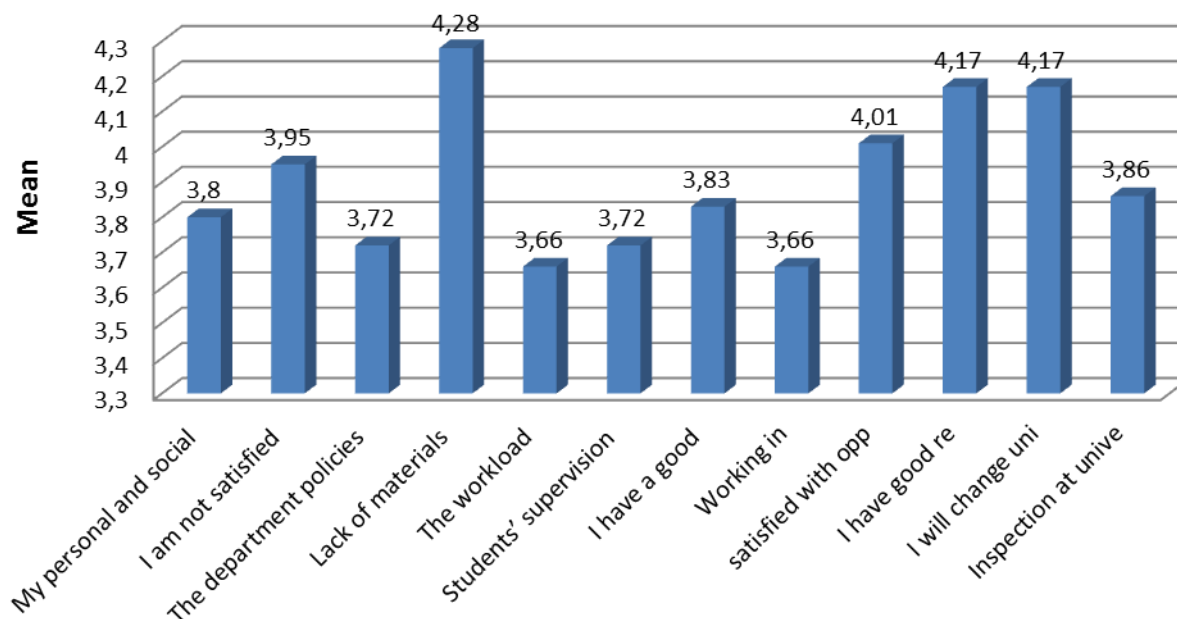


Figure 4. 10: Factors Affecting Teachers

The table exhibits the mean and standard deviation of each item. The aim is to check the tendency of the overall sample whether to agreement or disagreement. Since the

scale adopted is 5 likert scale, the means which are more than 3.5 signifies that the item is biased to agreement. However, if the mean is less than 3 the item is biased to disagreement. This rule is applied to all types of likert scales along the questionnaire. Participants are satisfied about the opportunities given to them, relationships with their colleagues. They agree that salary, personal and social problems, department policies, materials, supervision along the year, and workload influence them negatively. Also, working in administration decreases their skills and they are willing to change the university they currently work in if they have the opportunity to. In addition, they claim that inspection becomes necessary at university level.

Add any other factors that you agree is very influential whether personal, social, or professional

Most of participants agree that students' motivation is the most important one. Also, the setting (classrooms) affect greatly motivation and performance (classrooms are dirty, poor board quality, broken windows, lack of air conditioning whether in winter or summer, Lack of commodities for teachers (inappropriate teachers' room, no toilets, lack of supervision space). Besides, participants think that university teachers must undergo a certain training (Either in-service or pre-service training) or a particular training in the modules they desire to teach because, not all university teachers are qualified and well equipped with knowledge to teach at university. Moreover, having a suitable teaching method, clear evaluation system, and a flexible teaching that seek innovation, help teachers establish a good relation with the students ;hence, a friendly and positive learning environment.

These are some other point's participant's point out to:

- a) "Government higher education policies"
- b) "Inappropriate and unjust semestrial timetables administered to teachers"
- c) "Unfair ways laid for teachers competition after they graduate (middle and high schools)"
- d) "Number of students affect highly teacher performance"
- e) "Cultural background and the social conventions"
- f) "Students' selection (pre-test) should be passed before joining the department regardless of their BAC certificate mean".

4.3.4. Section Four: Oral Expression Module

Q 15: In this part, rate to which extent you think the following factors impact your tasks' practice in Oral expression.

1: no impact 2: little impact 3: uncertain 4: fair impact 5: strong impact

Items	Mean	S.D
classroom environment	4.66	0.72
Classroom size	4.72	0.64
different students' interests	3.59	1.05
students disparity of proficiency level	4.10	0.81
Students styles of learning (introvert Vs extrovert/visual Vs auditory etc)	3.69	1.03
Students with disabilities	3.55	1.21
Sessions per week	4.03	0.82
Syllabus changes (caneva description)	3.79	1.08

Table 4. 18: Factors of Tasks' Practice in Oral Expression

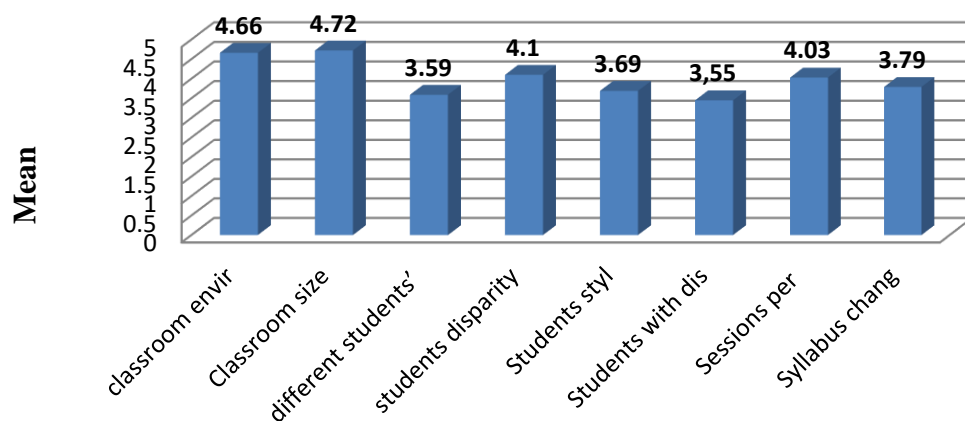


Figure 4. 11: Factors of Tasks' Practice in Oral Expression

The table shows the factors impact tasks' practice in oral expression course. The mean of every item indicates that all of them affect in a way or another class practice. The smallest mean we have is **3.45** and the highest is **4.72**. Thus, classroom environment, classroom size, students' disparity of proficiency level, and session per week impact highly the process of teaching and learning. However, different students' interests, students' styles, students' with disabilities, and syllabus changes affect fairly teachers practice.

Q16: Do you think that the general goals of OE Caneva (course program) help your tasks practice?

Caneva	Yes, it helps	No, it does not
Number	10	19
Percentage	34 %	66 %

Table 4. 19: General Goals of O.E Caneva

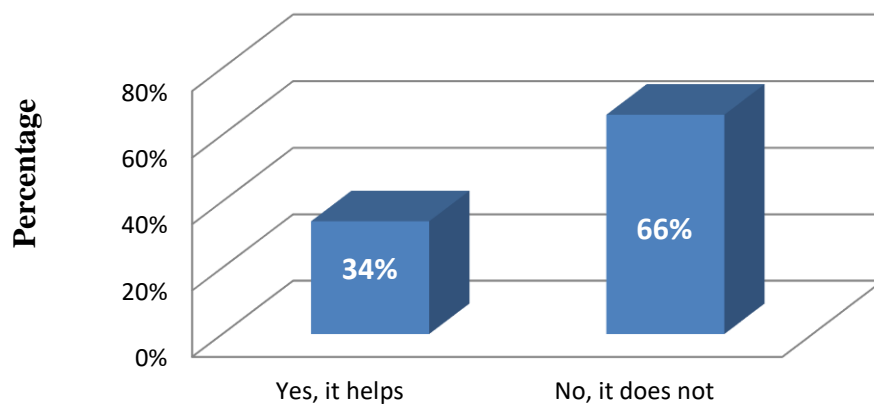


Figure 4. 12: General Goals of O.E Caneva

The results show that 66 per cent of participants agree that the Caneva description does not help teachers because oral expression course program seem to be rushed into implementation without an insightful research because they are broad and do not alter the overall objectives of the course (teachers are only improvising). Also, the criteria of the syllabus should be redesigned based on learners' needs, preferences, and level. Participants claim that these general and unclear goals provide teaches with the opportunity to work together to adapt and put more detailed objectives, tasks, and activities to elaborate an appropriate program.

However, 34 % of the participants disagree with the previous idea and advocate that the overall objectives of the Caneva allow maximum of freedom and flexibility in designing and practicing the tasks. One of the points to set more convenient goals for students' regardless knowledge and cultural backgrounds is when the teacher and the student are involved in determining the goals of the Caneva. Consequently, the course evaluation will determine the extent of goals appropriateness and its applicability.

Q17: Do you follow specific modal or method in planning your tasks?

Modal/method	Yes	No
Number	12	17
Percentage	41 %	59 %

Table 4. 20: Modals/Methods in Planning Tasks

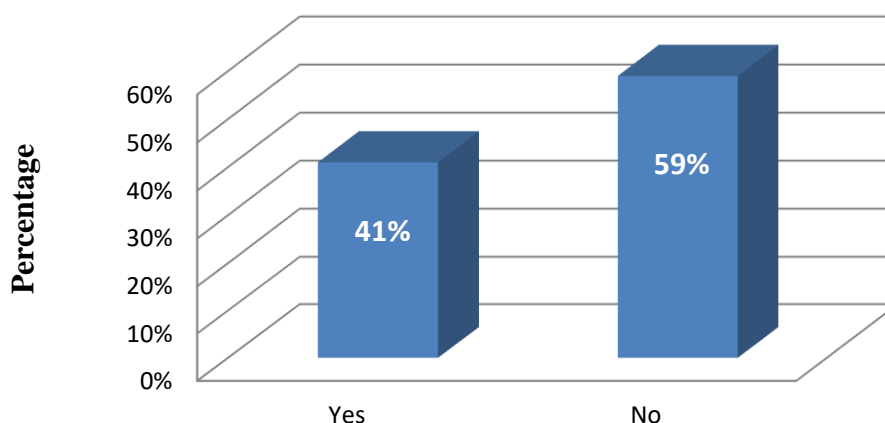


Figure 4. 13: Modals/Methods in Planning Tasks

The table shows the number of participants and their percentage. 17 participants have no specific modal or approach in teaching oral expression course. However, 41% have some methods and implementation in dealing with this specific task.

If yes, how do you proceed with planning?

These are different answers of participants:

- a) I opt for a diagnostic test to evaluate levels of language use. Then, I prepare tasks accordingly. I don't follow every step of approaches literally but I adapt task according to students' needs and interests.
- b) Introduced students to a situation where they find themselves in a need to use their prior knowledge and collaborate to solve a real life problem.

- c) I switch between the communicative language teaching and the task based-approach. When planning, questions come to my mind that's why after many years. I generally use a checklist through which I try to ensure an answer to most of my questions
- d) Since I don't follow any. When we don't follow specific modal or approach related task based approach; we may lose consistency of results when we teach different groups of different levels.
- e) I plan my lessons and tasks in the basis of Bloom's Taxonomy that are based on the criterion of "Gradation" i.e. from simple to complex
- f) Task based language teaching (TBLT) trying to teach language by using it thus putting students in different contexts.
- g) The type of the course (the input) most of the time determines the lesson plan.
- h) I often design modals depending on the type of task or goals.
- i) I proceed using a task based approach which follows a specific plan: pre-task, task, and post-task.

Q18: How often do you use these strategies in oral expression tasks?

1: never 2: rarely 3: sometimes 4: often 5: always

Pre-Task	Mean	S.D
I provide my students with needs analysis checklist at the beginning of the year to discover their interests	3.21	1.42
I revise my lessons to check for any cultural bound issues	3.83	0.96
I break down the input into chunks (parts) to facilitate the task for students	4.21	0.62
I focus on procedure and form in planning tasks more than content	3	1.41

Table 4. 21: Pre-task Strategies of Oral Expression

During-Task	Mean	S.D
I begin my lessons with a motivating way	4.55	0.57
I focus on communication task to increase interaction	4.66	0.48
I provide tasks to simulate real life situations	4.38	0.62
I give space to students for ingenuity and authenticity	4.41	0.68
I reinforce active learning by pushing students to use linguistic and paralinguistic patterns	4.07	0.84
I provide tasks not only to solve problems in classroom but to help learners to be good members of society	4.52	0.63
I praise my students whenever they answer correctly or behave properly	4.62	0.72
I collaborate with my students to improve their level	4.41	0.9
I establish healthy and friendly relationship with my students	4.69	0.71
I give students freedom to choose topics of their own interests to discover their personality traits	3.76	0.95

Table 4. 22: During-task Strategies of Oral Expression

Post-Task	Mean	S.D
I make my students feel I am evaluating their knowledge and performance rather than criticizing them	4.69	0.80
I avoid excessive error correction to decrease anxiety	4.45	0.73
I allow students to make comments about my teaching style as self-evaluation	3.79	1.04
I allow my students to corrects each other	3.59	1.05

Table 4. 23: Post-task Strategies of Oral Expression

Tables 4.21, 4.22, 4.23 represent the strategies teachers use in oral expression tasks. The mean and standard deviation indicated in each row show that the frequency of using these strategies is tending to be more often. However, certain strategies are less used such as providing students with needs analysis checklist at the beginning of the year to discover their interests with 3.21 and revising lessons to check for any cultural bound issues with 3.83. Also, the focus on procedure and form in planning tasks more than content recorded

3. Additionally, giving students freedom to choose topics of their own interests to discover their personality traits recorded 3.76. Finally, allowing students to make comments about teachers' teaching style as self-evaluation as well as allowing students to correct each other with 3.79, 3.59 respectively. All the remaining strategies recorded more than 4.

What other strategies do you use?

That was the quotations of participants' answers:

- a) I always teach students on turn taking and giving chances to their friends to engage in the lesson
- b) I use humour to provide a friendly atmosphere. - I vary topics and tasks - I encourage completion through games - I use authentic material to enhance motivation
- c) spreading confidence within students to ease communication and avoid inhibition during class practices
- d) I devote time to debate and negotiate ideas.
- e) I ask my students to create interactive groups on Facebook in order to exchange videos or any other material that could be effective for developing their performance.
- f) cooperative Learning
- g) Group work and pair work

Q 19: How frequent do you implement these tasks?

1: never 2: rarely 3: sometimes 4: often 5: always

Type of task	Mean	S.D
Information gap activity	3.14	0.95
Reasoning gap activity	3.24	0.78
Opinion gap activity	3.17	1.07
Debates	4.10	0.77
Role plays	3.59	0.90
Dialogues	3.59	1.01
Matching activities	2.79	0.97
Jigsaw tasks	2.38	1.14
Brainstorming	3.93	0.92
Games	3.38	0.90
Picture stories	2.83	1.002
Puzzles	2.28	1.03
Problem solving tasks	3.48	1.09
Decision making tasks	3.38	1.04
Selective listening	3.28	0.92
Presentations	3.76	0.87

Table 4. 24: Task Implementation

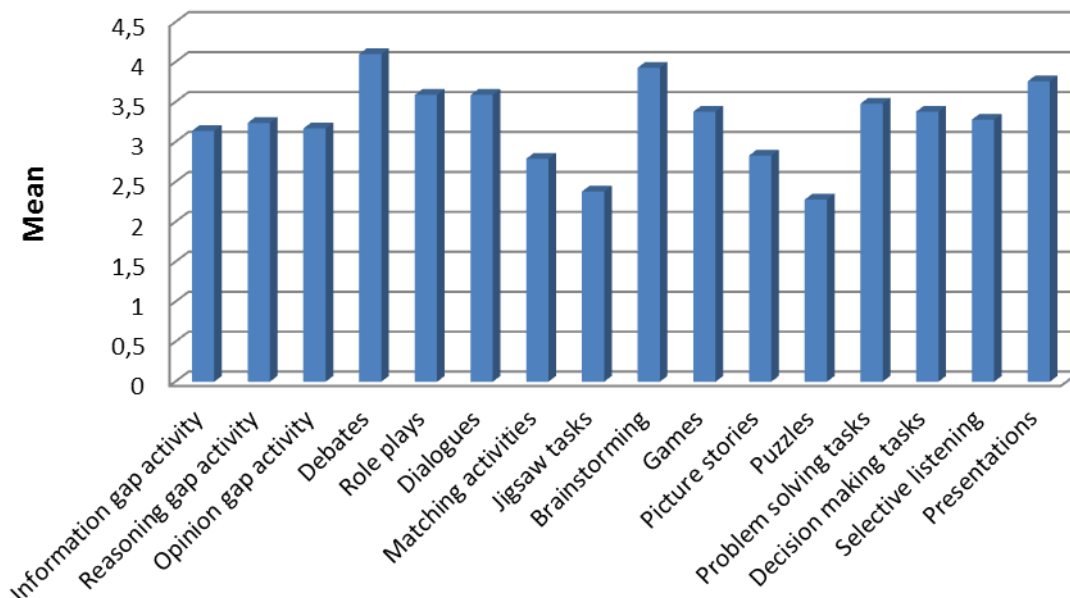


Figure 4. 14: Task Implementation

The table represents the types of tasks and the mean and standard deviation of each task. It is shown that the most tasks implemented are debates with 4.10, brainstorming with 3.93, presentations with 3.76, role plays and dialogues with 3.59. Decision making tasks and games with 3.38, Selective listening with 3.28, Reasoning gap activity with 3.24, opinion gap activity with 3.17, information gap activity with 3.14. Finally, picture stories, matching activities, jigsaw tasks, and puzzles with 2.83/ 2.79/ 2.38/ 2.28 respectively.

According to the mean of each task, we can split them into three categories depends on the participants frequency of implementation.

High frequency	Medium frequency	Low frequency
Debates	Decision making tasks	Picture stories
Brainstorming	Games	Matching activities
Presentations	Selective listening	Jigsaw tasks
Role plays	Reasoning gap activity	puzzles
Dialogues	Opinion gap activity	
	Information gap activity	

Table 4. 25: Categories of Tasks according to Implementation Frequency

Q 20: Add anything you think is very crucially important in selecting tasks for EFL students

- a) Tasks need to be related to learners' day to day routines and concerns and i do prefer opening discussions and argumentation using a debatable topic to begin with.
- b) Topics or issues that they can imagine or have in their life.
- c) Contextualizing with current cultural and social trends and learning objectives.
- d) Cultural and religious background.
- e) I think that the choice of the activities should be systematic to guarantee a smooth transition from one level to another and to give the opportunity to the students to self-evaluate their performance. Moreover, focus should be on "what to say" at first then on "how to say it", especially for first year students.
- f) I mainly follow the activities that enhance interaction and cooperation between students - Asking about their preferences/ interests - Deal with modern topics/issues for debate - Do not imposing the members of groups : students choose one another
- g) Oral expression module should be taught via very detailed curriculum not like the content of Caneva which is very superficial. Collaboration among teacher is highly recommended to agree on specific curriculum to provide students with the same input. Technology materials should be there to improve quality of teaching.
- h) Using tasks depends on many things -class size -students' level, needs, differences, culture -students interests -materials provided -time -objectives to be attained -students' motivation is important too

Conclusion

The chapter represents the qualitative and quantitative analysis of the research tools. In classroom observation, we opt for the mean and standard deviation to make it easy for the researcher to know the tendency of items and interpret them according to the rubrics used for each item. The quantification of data helps us decide what strategies are used, principles adopted and other factors surrounding the course of oral expression. The questionnaire composed of a mixed of open-ended and closed-ended question to obtain more data and give freedom to participants to reveal their attitudes, beliefs, and perceptions about the phenomenon under study. Thus, Excel and SPSS made it easy to

quantify questionnaire data. Finally, the focus group interview was analysed through Atlas software that help us categorize data into various themes by finding repeated words and expressions of participants in the interview transcript.

CHAPTER FIVE

DISCUSSION OF RESULTS, RECOMMENDATIONS, LIMITATIONS, AND CONCLUSION

Introduction	150
5.1. Discussion of the Results.....	150
5.1.1. The physical Environment	151
5.1.2. Teaching Problems Spotted in the Study	154
5.1.2.1. Teachers awareness VS Teachers' Practice	154
5.1.2.2. Cooperation among Teachers.....	155
5.1.2.3. Sources of Motivation to Teachers.....	157
5.1.2.4. Constructive Feedback	158
5.1.2.5. Students' Interests and Task Selection.....	159
5.1.2.6. Workload and Supervision	159
5.1.2.7. Biological Needs	160
5.2. Recommendations for Future Prospects	161
5.2.1. Flipped Classrooms.....	162
5.2.2. Evaluation of Tasks	164
5.2.3. Use of ICTS	167
5.2.4. Salary	168
5.2.5. Decreasing the Number of Student at the Department of English.....	170
5.2.6. Allocation for More Teachers Appointment.....	170
5.2.7. Adding More Sessions for Oral-Expression Course.....	171
5.2.8. Encouraging team-work and Courses Training	172
5.2.9. Implementing Inspection (Supervision) at the Algerian University	174
5.2.10. Availability of a Psychologist (s) at the Department	176
5.3. Limitations of Study	177

Conclusion.....	178
General Conclusion	179
Glossary	181
References	182
List of Appendices.....	204
Appendix 1: Consent Letter.....	205
Appendix 2: Focus group interview participants.....	206
Appendix 3: Classroom observation	207
Appendix 4: The focus group interview (before piloting).....	209
Appendix 5: The focus group interview (after piloting).....	211
Appendix 6: Transcription of the focus group interview	213
Appendix 7: Teachers' questionnaire (the piloting version)	236
Appendix 8: Teachers' questionnaire (the final version)	244
Résumé	251
ملخص	252

Introduction

This chapter is concerned with the interpretation of the results that were analyzed in the previous one. In addition to that, some pedagogical implications for further research and limitations found in the study were discussed. In the first section, these interpretations will be compared to previous studies that have found similar results in all of the classroom observation, students' focus group interview, and teachers' questionnaire. The comparison will shed light on different ideas that were the most conspicuous elements in this research. As the aspects triggered for teachers in the EFL context, segments needs to be collected like the physical environment, teachers' training as well as their practices versus awareness, experience in teaching, salary, cooperation among teachers, sources of motivation, workload, supervision, teachers' feedback, and students' needs and interests. The second section is devoted for some recommendations to improve the quality of teaching and to provide practical solutions to implement to increase effective and efficient teaching practice. We conclude with some impediments that the research study raised like time constraints and the difficulty to reach certain resources that might help obtaining more data.

5.1. Discussion of the Results

In this study, a triangulation method was opted for in order to obtain reliable and verifiable data. Our main tool used is the classroom observation in which we tried to know the status of the physical environment, pedagogical environment, motivational strategies, and tasks practice in EFL classrooms. Also, we conduct a focus group interview with students in order to know their feelings and attitudes towards their teachers of oral expression course. In this phase, questions about methodology and pedagogy were marginalized because of two main reasons: first, students may not be aware of the methodological or pedagogical assumptions and therefore affecting our results; second,

some of these questions are already tackled in the classroom observation to simply avoid redundancy. Students were asked about their feelings towards their teachers to put them in comfortable zone to reveal all their problems in order to add something to the research.

The final tool is teachers' questionnaire, it was used to give teachers a space to comment on what have already been observed and to ask them about factors of demotivation whether inside or outside the classroom. Questions about teachers' psychological state were dealt with in order to discover more about the research under investigation. The other reason is to compare teachers' practice in oral expression course with their perceptions and awareness. The aim of the study is to check whether a relationship is established between teachers' motivation and task selection whether directly or indirectly and what factors contribute to this phenomenon. The results of the study are shown as the following:

5.1.1. The physical Environment

Oral expression courses of the English language are taken place in the old CEIL complex at the university of Mohamed kheider Biskra. The unsupportive physical environment is found to be an affective factor in all the results along the different tools used in the study. It was found that the classroom is not an appropriate place for both teachers and students because of plenty of reasons. The first thing is space especially in oral expression course that requires more space to move and practice tasks freely. Students were obliged to spend more than 10 minutes to prepare themselves for a role play in addition to the noise caused by unnecessary movements in the classroom. Also, the type of furniture hinders the learning process especially when student spend more than 4 hours seating on uncomfortable chairs. In addition to that, the lack of air conditioning annoys students especially in summer.

Many researchers like (Durán-Narucki, 2008; Higgins et al., 2005; Keep, 2002; Lackney and Jacobs, 2004; Earthman, 2004, 2009; McNamara and Waugh, 1993; Sundstrom, 1987; Weinstein, 1979) as stated in Blackmore, Manninen, Cresswell, Fisher, & Ahlefeld (2013) suggested that there is an emerging interest in the specific aspects of design that may impact on teacher practice and student learning outcomes with regard to environmental factors and how specific environmental conditions impact upon students and teachers in classroom such as noise, temperature, air quality, ventilation, lighting, space, and furniture. The findings in in the physical environment indicate a discrepancy with the literature in which educational effectiveness and learning achievement are affected enormously by unwise considerations of physical resources. Here are other discouraging elements:

- **The classrooms were not well aerated without sound insulators**

The architectural design of the CEIL complex is characterized by one sided windows and most of them cannot be opened with broken handles. The insufficient flow of air in and outside the classroom affects students' performance even in morning sessions. Besides, though the corridors were calm but the entries are not equipped to ban all types of sounds. Machines noise and students outside the complex prevents students to be fully focused with the teacher.

- **Total absence of Teaching Materials**

The new generation classes are well equipped with new technologies to facilitate the teaching and learning process and make it full of motivation and passion. These classes were not well equipped at all with data shows, computers, internet, and listening devices. Teachers were responsible to bring the needed devices each time considering that the

complex of CEIL and the faculty are distant (where materials are available). This procedure may involve many inconveniences like effort and time wasting.

The physical environment affects sometimes some pedagogical practices. The size of the classroom and the chaotic distribution of furniture inside the classroom prevent teachers to move freely and they felt compelled to spend most of the session addressing students from one single position. In role plays, students find it difficult to use the limited space to make good performance; they were obliged to push tables and chairs to the end of the classroom to have some space for their performance. In addition to that, the type of furniture is not healthy especially when students spend a long time in the learning process. Moreover, the inflexibility nature of the environment may cripple the implementation of some strategies of motivation and tasks practice. Therefore, using at least one or two sitting patterns in most of tasks, makes learning boring and unpleasant, making teaching materials irrelevant to students' needs, and there was no contact with native speakers.

- **Uncomfortable Classroom Seating**

Seating configurations, and discipline methods have changed; and so have books, technology, and many other resources. Unfortunately, one thing has not changed: the amount of time learners are required to sit in the same chair from very young ages. During the school year, being seated for about seven hours on a hard chair every single day is insupportable. While for generations students have been expected to do this, current research in the areas of movement and learning shows that children need and deserve flexible and alternative seating in an environment rather than remaining seated in doing the job.

Harvey and Kenyon (as stated in Jimenez, 2016) claimed that recent reports on the dangers of sitting for long periods of time about the need to preserve mental strength and

exercise all organs while studying. Providing flexible, soft seating alternatives for learners will enable them to move, release their energy, and feel happier and more comfortable while doing their work.

However, this aspect about the importance of comfortable seating during the whole year for students is misaligned with our students' declaration at the university. The interview recorded and pictures provided about the physical environment show to great extent the amount of fatigue students feel while spending, sometimes, more than seven hours in a classroom. Oral expression course nature requires flexible seats to allow them to move freely and actively. Thus, the blood movements in the body help them recharge their energy for multiple task performance and increase their engagement in the process.

5.1.2. Teaching Problems Spotted in the Study

The following section indicates the different features found in the research using triangulation. Hence, cross checking results from different tools allows the researcher to draw conclusions about participants knowledge, practice, and the surrounding environment. These aspects are explained as follows:

5.1.2.1. Teachers awareness VS Teachers' Practice

While comparing teachers' answers with classroom observation, we found that the answers found in the questionnaire are, in certain items, not the same in the classroom practice; Particularly those questions about motivational strategies and principles of choosing tasks for EFL students. Awareness and practice are two concepts which are interrelated, as much as teachers are aware of their students, environment, syllabus etc. their practice is expected to be efficient. Therefore, we have two cases in our study. The first category might be aware of the motivational strategies and task based approach

principles, yet they do not imply this knowledge. Second type is those who have good practice in terms of strategies but they are not aware of them since they are not well grounded by knowledge.

This could be explained also by the diversity of the sample under study (novice and experienced teachers in the field). Practically speaking, teachers with more experience are expected to perform well more than novice teachers because they have awareness about the students' attitudes, needs, interests, and even awareness about the environment. Findings from existing research found that brand new teachers (novice teachers) are less effective than those with some experience under their belts Clotfelter (2007) as stated in (King, 2010, P.1). Teachers with experience show a great productivity and performance in the job. Podolsky, Kini, and Hammond (2019) found that teaching experience is positively and significantly associated with teachers' effectiveness and associated with gains in students' achievement. In addition, experience in a more collegial and supportive working environment. Studies have found that teachers' rate of improvement over time depends on the supportiveness of their professional working environment (ibid). To put here, experience is correlated with effective teaching, the degree of students' achievement, and whether the atmosphere is supportive or not. If the environment is not supportive enough; teachers' development in teaching becomes slow. As a result, experience, awareness and practice in teaching are interrelated and the absence of any component will affect the teaching and the learning process.

5.1.2.2. Cooperation among Teachers

Goddard and Goddard (2007) conducted a study on teacher collaboration and student achievement. Their findings suggest that when teachers engage in high levels of collaboration, student achievement is enhanced and vice versa. Mora-Ruano, Heine, and Gebhardt (2019) declared that in Finland, for example, the curriculum reform of 2016

stated that a collaborative atmosphere is a key aim for school improvement, given that by working together across school subjects; the objectives of the new curriculum can be met like teachers' competence and development. Further, research has also found a positive and significant association between teacher collaboration and job satisfaction which are often core element of an effective teacher. In fact, important emotional and psychological benefits associated with working closely with colleagues in teams.

Starting from this claim, existence of cooperation or its absence as the results shown in our study may affect a wide range of mechanisms. The unclear goals of the course programs (caneva) seem to be rushed into implementation without an insightful research. Thus, teachers have certain freedom and flexibility to choose the lessons according to their own beliefs and considerations to O.E course. Teachers' improvisations without solid cooperative work between teachers will generate inconsistent learners' results from one teacher to another. Students are expected to be taught the same content with the same modals or approaches other students are taught to encourage fair teaching. If not, problems will arise such as disparity of students levels, dissatisfactory feelings among students, and unfair ways of assessment will be laid to students especially when it comes to grades, rewards, and foreign scholarships.

Lack of cooperation among teachers shown in the analytical chapter reveals misperceptions of teachers about the concept of cooperation. These refraining behaviours might be explained by style familiarity suggested by Krammer et al (2018). Teachers are tend to choose teammates with whom they share the same teaching style more than who teach differently or their perception that they can teach more efficiently because their vision is doable and fruitful without the help of others. Besides, some of the interrelated entities to shed light on are teachers who find themselves teachers unintentionally and the imposition of O.E course for some teachers. These two factors may lead teachers to lose

the passion to teach. However, one of the answers highlighted by an experienced teacher in one of the questionnaires, (Ex head of department) when he claimed that teaching oral expression course should be compulsory for new recruited teachers (novice) at the department, regardless to their zone of interests, because it polishes the skill of the teacher for any form of course delivery i.e. oral expression course is the castle's gate and a corner stone for better lecturing.

5.1.2.3. Sources of Motivation to Teachers

In our study, there was a disagreement about what source affects more the teacher. In the literature review, we tried to know what are the sources affect teachers and why. Sinclair (2008) distributed Motivational Orientations to Teach Survey (MOT-S) with 186 student teachers at the beginning and the end of year. Teachers were significantly motivated by higher intrinsic motivation than extrinsic motivation. The strongest intrinsic motivation factors were working with children, intellectual stimulation and self-evaluation, whereas the strongest extrinsic motivations included the nature of teaching work, working conditions and life-fit. This study reinforces our results that suggest that most of teachers are highly motivated by intrinsic desires to work like self-development and self-evaluation. Students' achievement as a factor was rated as highly important factor compared to family, social status, and finally. Madrid et al (1993); Kocabas (2007) appraised the role of family and students' achievement as two main essential factors that recharges the battery of teachers every day. Members of family are the primary source of energy and care regardless to any other factors that may diminishes teachers' efforts or discourage their will for improvement. Students' progress every day is an energy renewal for teachers to elevate their self-esteem and self-confidence. (Yong, 1995); (Chivore, 1988); and (Kobori, 1998) as stated in Yin and Han (2016) demonstrate that Studies in Brunei, Zimbabwe, and Slovenia revealed that salary, job security, and social status are the most valued and

important extrinsic motivations for teachers in these countries. However, it is interesting to note that intrinsic motivation was found to play a major role in teachers' motivation for teaching in China (ibid). In our study, we found that demotivated teachers generate negative attitudes and destroy the competitive spirit among them. It is also a part of the extrinsic motivation that affects deeply interaction and may cripple the teamwork. Therefore, the rated differences might be an indication of different personal, social, and cultural contexts in which teaching and learning take place.

5.1.2.4. Constructive Feedback

Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies. In oral expression, tasks are implemented based on specific evaluation criteria that is , teachers set goals at the beginning of learning process to engage learners and make instruction clear. Then, the type of tasks reveals the type of evaluation teachers should adopt. For example, Curry (2017) stated that decision making about what feedback to provide stems from the purpose of the task itself. Hence, if we are looking to develop fluency or accuracy with the task, evidence that fluency tasks, like discussions or debates, can also develop accuracy. The learning opportunities associated with fluency tasks, such as gains in self-confidence and opportunities to use more complex language, are valuable to teachers and learners. However, in our case, teachers provide tasks where basically fluency is reinforce but they rather focus on accuracy. This might be a result of misperception of the nature of tasks or the way teachers have been taught is reflected on their styles of teaching. Another major point in evaluation with regard to motivation is controlling how much feedback should be given to students. Curry (2017) think that too little correction may make students feel neglected, too much and they may feel criticised. That was obviously remarkable in most of sessions when teacher provide too much feedback (especially about accuracy) and

students' body language demonstrated absolute dissatisfaction. Moreover, Nunan, (2004) suggested that peer assessment and self-assessment are becoming popular where teacher wish to encourage students' autonomy and the focus on process and outcomes. Nevertheless, peer and self-evaluation were marginalized in the current study.

5.1.2.5. Students' Interests and Task Selection

These two variables along the whole study result in significant remarks. Students' disengagement and behaviours and lack of interaction show their lack of interest in the topics provided by their teachers. Nunan (2004), when talking about task component, emphasizes that the most important and crucial ingredient for using the task based planning is students' interest namely when it comes to setting goals of the learning tasks. Additionally, the syllabus based on task based teaching should include a checklist of students' needs and interests given at early stages (sometimes within course) to discover students tendencies. This checklist may develop and become adjustable from time to another because of the rapid development in all domains of life especially education. An aspect of this notion is mentioned in our study which is giving students opportunities to reflect upon the given tasks at the end of each session, month, or semester (ibid). As a result, the inconsistency of results is that teachers are not adopting the task based approach in teaching oral expression module and they remain using traditional methods. Boumova (2008) explained in his thesis that traditional approaches of teaching are less effective in raising communication and creating a positive attitude to the course. Also, it appears that motivation is progressively increased while associating it with new contemporary methods (ibid).

5.1.2.6. Workload and Supervision

In this part, teachers' timetable is explained and illustrated. According to the university legislation, teachers have to work 9 hours per week whether in two or three

days. They are responsible for supervising Master students (in a time rate of once a week) once they become officially teachers through a yearly contest. In addition, some teachers who are appointed by the head of department have another job at the level of administration and devote their time to the office of pedagogy where they schedule students' lists and setting exams program for all levels. Besides, supplementary hours given to teachers by the head of department in order to compensate the lack of teachers may be a clear facet of workload for teachers. Therefore, participants answers are aligned and consistent with previous research conducted by (Raman & Othman, 2017); (Woo, 2008); and (Safiah, 2006) which argued that there is a significant level of stress and demotivation stemmed from workload factor. The latter is a direct consequence of students over enrolment at the department of English every year. For example, the number of students in 2020 is 1450 students in all levels, 800 students for first, second, and third year with a teaching staff of only 40 full-time teachers and 20 part-time teachers. This phenomenon continues to be an impediment to for teachers because poor quality of teaching is always related to crowded classes.

5.1.2.7. Biological Needs

As mentioned in the first chapter, one of the influential theories over history in the field of psychology is Maslow hierarchy of needs. He suggested that for a person to reach high self-esteem, acceptance, and creativity should possess or gain five main characteristics. The platform for these needs is the physiological needs which are the fundamental departure for any human being regardless to their gender and social status.

He considered these elementary needs to be the most essential elements for us. When an individual is lacking more than one need, they are likely to try to fulfil these physiological needs primarily. For instance, if someone is extremely hungry, it is difficult

for him/her to focus on anything else other than food. Another example of a physiological need would be the need for adequate sleep.

In our study, results of the questionnaire show that one of these biological needs is not fulfilled. Despite the fact that only one participants who raise the issue; still, (since I am a teacher at the same department) most of teachers complain about the availability of rest rooms nearby the teaching rooms. According to the location of the department of English; there is a lack of laboratories in circle of at least 500 meters (calculated by Google Earth). This obstacle requires teachers to move all this distance to fulfil their biological needs. They complain about this each time because this simple step takes a physical effort and may cause a trouble for teachers who have chronic diseases. Instead of devoting their time for research and enhance quality of teaching; they spend time to think where and when to schedule time for their biological needs.

Therefore, his notion is aligned with the obtained results and it is very important to value the importance of physiological needs while it comes to architectural infrastructure of universities (restaurants, coffee shops, and lavatories). Eventually, all what may contributes to teachers' physical and psychological comfort should be taken into consideration.

5.2. Recommendations for Future Prospects

Based on the results of the study; some of the issues have to be presented in order to enhance the quality of teaching oral expression course, developing the mechanisms to deal with the course, and finally responding flexibly to social and psychological factors that may affect the process of teaching and learning.

5.2.1. Flipped Classrooms

Carter (2017) emphasizes the use of flexible seating in classrooms to raise a positive and relaxing working environment. He investigated flexible seating and his studies revealed that it creates a space where teachers are enabled to give instruction and students could participate in independent work, group work, and movement while learning. These new forms of spaces in the classroom should allow students to take the upper hand of their learning needs. He applauds teachers for taking a traditional classroom and transforming it into a relaxed and comfortable learning environment. Neil (2008) deduced that, in a study he conducted, the room's flexibility increased student engagement, facilitated collaborative learning, allowed for a variety of uses, and enhanced the teaching / learning styles of participants.



Figure 5. 1: Flexible classrooms. Retrieved from Google Pictures.

The figure above shows how classroom seating patterns are arranged and organized in different forms. The furniture is equipped with its ability of positioning in various shapes to facilitate mobility without consuming the learning time. In addition, as it shown, the environment is spacious in which teacher and students are enabled to make use of space according to the activities without impediments. Rooms are luminous and well aerated as well as equipped with screens and whiteboard in all sides to encourage peer and team work.

(Morgan & Storyteller, n.d.) Suggest that teachers who have incorporated flexible seating in their classrooms have noticed positive results such as longer attention spans, less disruptive behaviour, and higher quality work. Also, it allows students to physically move their bodies so that they burn more calories. Hence, movements can help strengthen core muscles. In fact, every bit of movement helps students physically and cognitively.

California department of education (2016) explained that in order to have flexible classrooms, five properties that support constructivist teaching pedagogy should be involved:

- a) **Fluidity**: represents the design of space for flows of individuals, sight, sound, and air.
- b) **Versatility**: indicates the property of space that allows for multiple uses.
- c) **Convertibility**: designates the ease of adapting educational space for new uses.
- d) **Scalability**: describes a property of space for expansion or contraction.
- e) **Modifiability**: is the spatial property that invites active manipulation and appropriation.

5.2.2. Evaluation of Tasks

In order to know whether task are appropriate, fits learners needs and interests, well planned, and well chosen; they should pass through the process of evaluation. Candlin and Murphy (1987) suggests that task evaluation should cover three areas. These are problematicity, implementability and combinability. Problematicity indicates the extent to which a particular task shows variations in learners' capacities and knowledge, diagnostic or explanatory, whether monitoring and/or feedback. Implementability includes concerns about the required resources, the organizational and management complexity, and the adaptability of the task. Eventually, combinability allows us to know what tasks can be sequenced and integrated with other tasks.

Nunan (2004) suggests a checklist composed of a set of questions to evaluate tasks. It is a reflection of various issues teachers may encounter when designing tasks for EFL students. Teachers are not necessarily need to answer all these questions but when we are trying new task for the first time or task which is familiar to teacher but not to students. Here, they need to record the lesson through an audio-tape or videotape and using this reflection as task evaluation. Another useful way, is to invite a colleague to observe your class and do the evaluation with you according to the questions provided in the following checklist.

Checklist for Evaluating Tasks

Goals and rationale

- To what extent is the goal or goals of the task obvious a) to you, b) to your students?
- Is the task appropriate to the learners' proficiency level?
- To what extent does the task reflect a real-world or pedagogic rationale? Is this appropriate?

- Does the task encourage learners to apply classroom learning to the real world?
- What beliefs about the nature of language and learning are inherent in the task?
- Is the task likely to be interesting and motivating to the students?

Input

- What form does the input take?
- Is it authentic?
- If not, is it appropriate to the goal(s) of the task?

Procedures

- Are the procedures appropriate to the goal(s) of the task?
- If not, can they be modified to make them more appropriate?
- Is the task designed to stimulate students to use bottom–up or top–down processing skills?
- Is there an information gap or problem which might prompt a negotiation of meaning?
- Are the procedures appropriate to the input data?
- Are the procedures designed in a way which will allow learners to communicate and cooperate in groups?
- Is there a learning strategies dimension, and is this made explicit to the learners?
- Is there a focus on form aspect and, if so, how is this realized?

Roles and settings

- What learner and teacher roles are inherent in the task?
- Are they appropriate?
- What levels of complexity are there in the classroom organization implicit in the task?
- Is the setting confined to the classroom?

Implementation

- Does the task actually engage the learners' interest?
- Do the procedures prompt genuine communicative interaction among students?
- To what extent are learners encouraged to negotiate meaning?
- Does anything unexpected occur as the task is being carried out?
- What type of language is actually stimulated by the task?

- Is this different from what might have been predicted?

Grading

- Is the task at the appropriate level of difficulty for the students?
- If not, is there any way in which the task might be modified in order to make it either easier or more challenging?
- Is the task structured so that it can be undertaken at different levels of difficulty?

Integration

- What are the principles upon which tasks are sequenced?
- Do tasks exhibit the ‘task continuity’ principle?
- Are a range of macro skills integrated into the sequence of tasks?
- If not, can you think of ways in which they might be integrated?
- At the level of the unit or lesson, are communicative tasks integrated with other activities and exercises designed to provide learners with mastery of the linguistic system?
- If not, are there ways in which such activities might be introduced?
- Do tasks incorporate exercises in learning-how-to-learn?
- If not, are there ways in which such exercises might be introduced?

Assessment and evaluation

- What means exist for the teacher to determine how successfully the learners have performed?
- Does the task have built into it some means whereby learners might judge how well they have performed?
- Is the task realistic in terms of the resources and teacher-expertise it demands?

These axes of evaluation tasks may be a method implemented by teachers of O.E course as self-evaluation for task design (from setting goals to evaluation). If teachers are more concerned to know what encourages, interests, and motivates students as much as they are concerned with what is needed to be done in order to improve their teaching styles, methods, strategies, knowledge, awareness, and practices of foreign language tasks;

less issues will be raised and the quality therefore of teaching/learning might be improved via self-evaluation.

5.2.3. Use of ICTS

It should be assured that only effective Integration of ICT can result in effective learning which provides a sense of understanding and is connected to the personal experience or other knowledge which learner' posses. Elkhayyat (2011) suggests that effective learning is considered as important for academic achievement. It gives opportunities for interaction with other learners in sharing, discussing, constructing and negotiating meaning leads to knowledge construction. Nowadays, teachers have the opportunity to use technology in different way: drill and practice (i.e. learning new English language vocabulary), tutorials, simulations, problem-solving and productivity tools (ibid).

Ammann and Aparanjani (2016) advocates that successful integration of ICTs depends essentially on teachers' support for innovation. It is therefore important to provide effective professional development and ICTs training to teachers to help them select the appropriate ICTs, instructional strategies, and information systems that allow students to benefit from technology. In fact, some EFL teachers are still reluctant to use technology in class as Barnawi (2009) argued. Thus, adequate infrastructure and technical support are paramount factors to support the integration of ICTs. Teachers must have access to on-site technical support personnel who are responsible for troubleshooting and assistance after the technology and lessons are in place. All in all, to facilitate ICT integration, it is important to integrate ICT component in the national curriculum which will open the gates not only to enhance their use of technologies by teachers but also will be beneficial for student learning and future careers (Ammann & Aparanjani, 2016).

Al-kamel (2018) stated the following advantages of using ICTs:

1. ICT increases learners' motivation and thus enhances personal commitment and engagement
2. ICT improves independent learning
3. Learners' collaboration and communication are more important
4. Learners' attainment and outcomes are improved
5. ICT supports students-centered and self-directed learning
6. ICT promotes collaborative learning in a distance-learning environment
7. ICT offers opportunities to develop critical thinking skills
8. ICT produces a creative learning environment
9. ICT improves the quality of teaching and learning
10. ICT supports teaching by facilitating access to course content (p.15)

5.2.4. Salary

The importance of education means primarily teachers' productivity and high learning achievement. Salary is a central concern for governments and an important factor in every educational system. It allows teachers to focus on their job without panic about their personal and social life. It fluctuates around the world depending on the quality of their educational system. One of the theories that emphasizes that salary affect whether positively or negatively the performance of people is Frederick Herzberg. In 1959, he suggested a theory modal which is called two factor Theory, Hygiene Theory, or Dual Structure Theory. All these names are used interchangeably. The leverage of his theory is to help employees' productivity and performance.



Figure 5. 2: Two Factor Theory. Retrieved from Google Pictures

He suggested that salary is an important factor in increasing the feeling of job satisfaction, performance, and productivity. Lack of support for teacher salaries can lead to great difficulties in the retention of quality teachers resulting in a direct negative impact on educational quality (Sommers, 2005). A study conducted in different Nigerian workplaces reveals that there is significant relationship between wages/salaries and motivation that leads to a positive change in performance and satisfaction Sule, Banjo, and Lyabo, 2015. In addition, Loeb and Page (2000) suggest that the increase and decrease of salary among teachers between the year of 1959 and 2000 has a direct impact on students' achievement. They considered that salary is one of the affective factors in teaching quality. In their study, they identified empirically a positive relationship between offering high wages and students outcomes.

The report of the centre for Higher Education Research of the American University of Chicago elucidates that salary of higher education teachers has an influence of teaching quality. Nachida (2014) declared that the report prepared by the American Centre for "teachers' salaries" in 13 foreign and Arab countries revealed that Algeria ranked last with a monthly salary of \$ 345. The State of Qatar ranked first on the level of the Arab world with a monthly salary of 6880 dollars, followed by the second state of Bahrain with a salary of 2890 dollars, in contrast, the UAE ranked third with a salary amount of 2840 dollars, and the fourth rank was for Saudi Arabia with a salary of 2150 dollars, then the Sultanate of Oman with 2,064 dollars. Finally, in Morocco, with a monthly salary of 430 dollars.

While comparing the this ranking of Arab countries ranking in quality of teaching with the report of Delta Research Centre in globally index of quality education posted in 2017; it shows that the above order is almost the same in terms of classification. Therefore,

salary as Herzberg claimed plays a major role in improving quality of teachers and their performance in education.

5.2.5. Decreasing the Number of Student at the Department of English

Because of the new ministerial correspondence to consolidate the use of the English language in Algeria and replace it by French language the next few years; the enrolment to study English at all universities of Algeria increases each year. To illustrate, the number of students at the university of Mohammed kheider Biskra at the department of English in 2019 is 1000 students in all levels. However, this year, the number witnesses an increase of more than 20 per cent (1240 students in all levels). This increase has many reasons regardless to the government policies discussed earlier. First, the minimum mean of acceptance for enrolment is 11 which means that any baccalaureate holder will be given English regardless to their level and their field of study in the high school. Second, the absence of any language aptitude test, diagnostic test, or placement test for new students. This process allows inspectors or teachers to choose a good quality of students. Giving such value to learn English reveals two main results. There will be an increase to The Minimum mean of Acceptance to make learning English competitive and worth working hard for. Meanwhile, we receive few students in which teachers can work for supervising good quality not quantity.

5.2.6. Allocation for More Teachers Appointment

Graduate students have the chance to participate at teaching contests of middle and high school through written and oral tests. The financial positions follow, in regular situation, the pedagogical seats in these schools. Therefore, selectees will fulfil this deficiency just after receiving their reports of nomination (beginning of the year). In contrast, the regulation for appointing teacher at the university level is totally different.

Once a student defended his doctoral thesis; he becomes officially a doctor and can enrol in university contest all over Algeria. However, the candidacy has mainly two parts: treatment of the candidate CV and an oral test to examine his physical and mental aptitude.

The controversy here is that PhD students after defending their thesis find no financial positions while their department announced for plenty of PhD pedagogical seats. Hence, there is no match between PhD pedagogical seats and the administration of recruitment. This leads ministry of higher education system to generate around 4000 jobless doctors. In addition to that, selected doctors or MCB (maître de conference B) join the department at a very late stage of the year at the University of Biskra. If we compare the announcement day of the contest (from 10th October till 10th April); we understand that there are certain careless and bureaucratic procedures teachers need to pass through. Moreover, deficiency at the department of English is more than 30 teachers to cover the huge number of students (1240) whereas it has been appointed only 20 teachers the last 5 years. Further, some TD lessons have been changed to an amphitheatre courses which makes it difficult for students to follow and interact with the teacher. As result, students become on the one hand careless because legally they do not have to attend; on the other hand, it affects their motivation to gain skills and knowledge. To conclude, students' enrolment to study English and teachers' positions at the university level should be reconsidered and go in parallel with administrative, pedagogical, and financial resources.

5.2.7. Adding More Sessions for Oral-Expression Course

Despite the importance of teaching Oral expression at Algerian Universities; the higher education policies in the latest Canevas do not allow any additional hours per week for this O.E course. As an industrial country, investors all over the world came to Algeria to engage in economic projects like oil and gas. The language used among all these investors is the lingua franca. Therefore, in order to prepare students of English to place

those in different communicative situations required them to be competent and well aware of features of the spoken form in terms of accuracy and fluency to avoid any communication breakdowns. The ministry of higher education should either add more sessions per month to allow teachers tackle more topics in order to shape a full skeleton of knowledge in all domains for students. In addition to that, since this course almost tackles everything in real life situations; it requires multiple efforts from both teachers and students to attain language accuracy, fluency, productivity, and eventually efficacy in understanding inter-cultural aspects from the tasks provided.

5.2.8. Encouraging team-work and Courses Training

Teamwork is an essential tool to achieve success for any organisation. In the absence of teamwork, teams fail to perform the best of their abilities. In teaching, it is a corner stone especially with those who have little or no experience in the field of teaching. It enables experienced teachers to transfer their knowledge and skills to new generation of teachers to enhance their practices in quickly and to avoid all psychological and social impediments.

Scholars like Cardona, Wilkinson, Grayson, Greenwood, Phalane, Medwell (as stated in Mahlangu & Pitsoe,2014) see a team as a group of individuals who come together to work cooperatively on a task in order to achieve a common goal, while teamwork refers to the activities of a group of individuals, which can include effective communication and interaction among the team members to promote knowledge sharing, understanding of each other on a personal level, helping others in achieving a level of perfection, building a sense of unity in the team and working towards the achievement of common goals.

Despite this, Glaze (2014, p.29) claimed that:

Being a professional doesn't mean that you have the opportunity to work alone. In fact, professionals in most every other industry are required to work together to improve performance. Whether they're airline pilots, psychiatrists, or salesmen, successful professionals lean on and share ideas with others in their field.

This is a supportive statement for those who have experience to share their knowledge with others and being a real professional requires modesty and awareness. Also, being a professional or holding experience is relevant to the contextual channels like time and place which is in fact relatively based. To conclude, for teachers to succeed, self-reliance, isolation, and secrecy is not the key to enhance strategies and skills for teaching.

In most countries, a diploma or degree or certification in the art and science of teaching is mandatory. A novice is usually put under the tutelage and mentorship of a senior pro and thus begins the process of professional teaching. Pillai (n.d.) claimed that novice teachers have no acquaintance with basic psychology, nor are they conversant with the art of teaching. "They simply chalk and talk". Too many things are taken for granted. These teachers are ill equipped to deal with students, especially teenagers.

Tekouk (2018) refers to teacher training as the professional preparation of teachers including all aspects of teacher development. It should focus its attention on classroom practice and have it as its main goal the improvement of the teacher's practical efforts to provide effective learning on the students. However, in Algeria, there is a total absence of any specialized institutions devoted to the training of teachers, each teacher relies on his own experience in deciding about the strategies and develop himself individually (ibid). A former Algerian institution named Institut technologique D'éducation (ITE) which was devoted for training university graduates for a full year before they start teaching at primary, middle, and high schools. However, there was none for university teachers. Nowadays, there are no institution specialized for pre-service and in-service training for

teachers. Training is highly important because it provides adequate use of methodology in teaching.

Jamwal (2013, p. 9) considered that training institutions tackled the following elements:

- a) Certain refined criteria need to be established for admission in teaching institutions like schools and universities
- b) Mere degrees are not enough and guarantees to produce a quality teacher so Aptitude test should be taken before admission into Teaching institutions.
- c) Computer education should be made mandatory in Teacher Training at all levels.
- d) Project works related to students problems should be introduced.
Research should make place in teacher education institutions.
- e) Psychological tests must be made a part of syllabus and teacher trainees should get practical work.
- f) Workshops should be organized from time to time related with up-to-date educational activities.
- g) Though professionalism cannot be taught but it should be inculcated in teacher trainee

5.2.9. Implementing Inspection (Supervision) at the Algerian University

Ampiah, Fletcher, and Sokpe (2000) reported that the issue of the relationship between theory and practice and how that might be actualised in the training of teachers is at the heart of the debate about developing effective teacher education. The pressure towards more school-based programmes, or more teaching practice, is a sign that teacher educators and policy makers are appreciating more and more the value of the practical in learning about teaching. It is now recognised that a purely theoretical conception of teacher education, consisting of principles, methodologies and strategies presented without much connection to practice, is a fraudulent representation of teaching. Teaching as an unproblematic activity in which teachers have to rely on theories of learning and communication, and apply proven methods of instruction, often creates dissonance with the real experience.

Mutende (2017) stated that one of the central issues underlying current debates about teacher preparation for quality education is what teacher need to know and the teaching practices that pre-service teachers need to learn how to enact. In this regard, teacher education programs over the world provide for pre-service teachers to be aided to put the theories and principles of education which they learnt in their university course work into visible and tangible classroom performance. This is the practical aspect of teacher education widely known as ‘teaching practice’. Teaching practice offers the pre-service teachers an opportunity to demonstrate what they know and what they can do.

Sule et al (as stated in Mwaniki & Guantai, 2018) revealed that: there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers role effectiveness. There was a significant positive relationship between instructional supervisory practice of checking of teachers’ lesson notes and their teaching effectiveness. For effective implementation of any teaching curriculum, closer, regular, and continuous instructional supervisory practice is recommended rather than snappy, unscheduled, and partial.

The Algerian ministry of higher education is required to include pre-service and in-service supervision of teachers in order to ensure quality. What was discussed in the previous section of this chapter is that lack of cooperation among teachers, distinctive methods of teaching the course of oral expression, and a descriptive and less structured Caneva deprived of any deep investigation into it, might be a results of the absence of teaching inspection. Thus, when associate teachers are responsible for observing student-teachers practice and provide formative and summative assessment; an accurate and consistent content of teaching will be elaborated. Besides, teachers will be concerned about making regular meetings to exchange experience, knowledge, skills and to structure a

common solid and efficient syllabus design to reinforce accurate and consistent outcomes achieved by students.

5.2.10. Availability of a Psychologist (s) at the Department

Teaching, as a profession, is recognized as demanding and being a teacher can extremely be stressful, exhausting, and emotionally draining which can cause teacher burnout. A teacher's role has radically changed throughout the years. Currently, some of them face situations such as lack of resources, loss of authority, conflicting students, etc. All these factors can make the teacher feel overwhelmed and disoriented. Even though the teacher begins their career with passion and motivation, it's likely that in a few years he/she may become frustrated and troubled. The fact that teachers can suffer from burnout syndrome can give learners a vision of a hectic, complicated and difficult world, which is not the required picture teachers should draw for them.

Montgomery and Rubb (2005) proposed a model of key constructs related to teacher stress and coping and their interrelationship. According to their model, teachers are involved in intra-individual processes that consist of the experiences and evaluations of external stressful events, which stem from different aspects of teachers' professional life such as students, administration, colleagues, workload demands, and features of the school environment. Furthermore, problems in teachers' personal and social life, such as relationship with a friend, conjugal issues, or financial problems may also affect their emotional, cognitive and behavioural state.

Educational institutions policies in the Algerian teaching system whether in the ministry of education or the ministry of higher education do not consider these psychological problem of teachers as a point of interest because , as stated earlier, of the total absence of teachers' training and supervision at the Algerian universities. Self-care

does not seem to come easily for people, and this is definitely true for teachers. By nature, teachers might be secretive and taught to give care and support to others and not to themselves. Therefore, we think it is time to change the dialogue about teachers' mental health and each department at the university should employ psychologists who might treat teachers' professional problems to ensure more self-care strategies, good mental health practices, and positive feeling of well-being to minimize as much possible anxiety and burn-out.

5.3. Limitations of Study

This research study raised many questions that are identified by the limitations of the study. We are going to state some of them:

It was obvious that the investigation undertaken was not a longitudinal study. Twenty four sessions might not be enough to observe all the aspects of teachers' practice in the oral expression course. This deficiency will not draw full significant results about the implementation of motivational strategies and their impact on students' motivation.

The study dealt with 6 teachers for the observation, 29 teachers for the questionnaire, and 9 students for the focus group interview from the department of English at the University of Mohammed Kheider, Biskra. The findings obtained from the study may not represent all the universities. Despite that, they are exclusive to limited sample at the same university and might be applicable to similar contexts. However, the outcomes cannot be generalized to different teachers and different contexts.

Motivation in the field of education involves a wide range of factors for instance, psychological, social, administrative, and even governmental factors. However, we tried to restrict and minimize these factors as much as possible because of time restraints. The nature of the topic may ascend to interview different participants at the level of

administration and may exceed to make further investigations at the ministry of higher education.

Conclusion

This final chapter links the findings of the study to the research questions raised throughout the different stages. The concept of motivation is a very important factor in determining the success or failure in teaching/learning process. In the light of the research findings, it was found that the notion of motivation for teachers is very complex because many aspects like personal, social, professional and government policies interfere to design a well-qualified/unqualified and motivated/demotivated teacher. It is far beyond logic to think of a motivated learner while his/her teacher is not. Many problems discussed in this study about teachers' practice and performance is not related to them personally but because of policies and circumstances that contribute to such results. However, teachers remain responsible for their own development and improving their level by commitment, hard work, and seeking always for creativity and self-evaluation. In the end of this chapter, we provide certain recommendations to raise teachers' awareness of their practices as well determining some criteria for decision makers to reconsider about teachers' recruitment, pre-requisite of good teaching, teachers' supervision, evaluation, status, and promotions.

General Conclusion

The study was conducted to explore teachers' motivation and task practice in the course of oral expression and whether the task based teaching is implemented or not. The study also aimed to explore what qualities teachers have for effective teaching and what pre-requisites they need to have, and what factors affect these qualities.

Motivation is a complex notion and to proceed into investigation, it should be categorized to facilitate the task for the researcher to deal with a plethora of data. Therefore, teachers' motivational strategies adapted from Dörnyei (2001b) were used as indicators to test their performance through the use of classroom observation. Each strategy is designed to trigger specific objective to make learners engaged and to provide healthy environment for learning. In addition, it was difficult to explore students' feelings towards their teachers, methods, style, and behaviours only through observations. Thus, we conduct a focus group interview to confirm and validate the data taken from the observation. Teachers' questionnaire was used to expand the notion of motivation and explore teachers' awareness and to see whether some external factors play a role in motivation or not such as colleagues, salary, department policies, and curriculum. Cross checking data taken from different research tool help us draw a general overview of what actually happens inside and outside the classroom.

The study was conducted using a mixed approach using concurrent triangulation to collect more data from different tools used where each data from every tool support the other. Data analysis and interpretations revealed many conclusions. At the level of teachers, they need more training on teaching the four skills especially the speaking skill. Adopting traditional methods of teaching may not be a zone of interest to students who rely mostly on technology in everyday life. Thus, varying methods and topics would be effective to attract student attention. The second level is students who are the core element

of the teaching and learning process. The huge number of students may cause misbehaviours and teachers cannot deal with each student's progress only in tests and exams. The third level is the external factors that shapes the teachers attitudes and adjust their behaviours in the classroom. One of these impediments is the department or ministry that imposes policies to different universities without deep understanding of university characteristics like lack of teachers of English, huge number of students, lack of laboratories, lack of teaching materials, and poor and unhealthy learning infrastructures.

Teachers of all levels despite their experiences should implement self-evaluation sheets to test their motivation and their task teaching. Nunan (2004) provides an evaluation sheet of tasks by self-controlling the way tasks are presented and dealt with starting from goals and rational till assessment and feedback. Besides, teachers are invited to adapt and adopt more motivational strategies and developing them to involve students in the process Dörnyei (2001b).

To conclude, this research was not a longitudinal study and the sample taken may not represent all teachers but it is crucially exclusive to same setting and context. Moreover, the notion of motivation composed of a wide range of factors and we may not tackle all of them. However, all the results obtained may help researchers to design general framework about factors, strategies and task practice in the oral-expression course. Hence, the attempt of following the instructions and recommendations obtained may mitigate these problems and factors. Finally, researchers are hereby invited to make use of the results obtained in this study and evaluate them according to their knowledge and experiences.

Glossary

Assessment: the process of quantifying the different characteristics of a person.

Canevas: a descriptive program at the university level which composes of superficial courses without deep and structured explanation.

Extrinsic motivation: learning or doing an activity to receive something positive or avoid something negative.

Input: the written, spoken, and/or visual data learners use to accomplish a task.

Instrumental motivation: learning for specific purpose like getting job, promotion, or passing an exam.

Integrative motivation: it is the orientation, interests and attitudes towards learning situation.

Intrinsic motivation: learning or doing an activity for its innate satisfaction rather than getting rewards or praises.

Mean: the average of a set of values calculated by summing them together and dividing by the number of terms. For example: the mean of students in specific course.

Mixed-method approach: a combination of both qualitative and quantitative research methods.

Reliability: the extent to which and experiment, test, or measuring procedure yields the same results on repeated trials.

Scaffolding: using the linguistic segments according to the learners' level of comprehension and analysis.

Standard deviation: a measure of how spread out data values are around the mean, defined also as a square root of the variance.

Triangulation: the use of three research tools (or more) in a study to evaluate the same evidence.

Validity: a quality of measurement indicating the degree to which the measure reflects the underlying construct.

References

1. Abisamra, N. S. (2006). *Affect in language learning: Motivation*. Retrieved from <http://www.nadasisland.com/motivation/>
2. Al-kamel, M.(2018). The positive effect of ICT on the English language learning and teaching. Retrieved from https://www.researchgate.net/profile/Mohammed_Al-Kamel/publication/329572075_The_positive_Effect_of_ICT_on_the_English_Language_Learning_and_Teaching/links/5c10012692851c39ebe6a144/The-positive-Effect-of-ICT-on-the-English-Language-Learning-and-Teaching.pdf?origin=publication_detail
3. Alqahtani, M. S. (2015). *The effect of teachers' motivational strategies on EFL learners' achievement*. (Unpublished doctoral dissertation). Newcastle University, Australia.
4. Alrabai, F. (2010). *The Use of Motivational Strategies in the Saudi EFL Classroom* (Unpublished PhD thesis). University of Newcastle, Australia.
5. Ammanni, S., & Aparanjani, U. (2016). The role of ICT in English language teaching and learning. *International Journal of Scientific & Engineering Research*, 7 (7). Retrieved from <https://www.ijser.org/researchpaper/THE-ROLE-OF-ICT-IN-ENGLISH-LANGUAGE-TEACHING-AND-LEARNING.pdf>
6. Ampiah, J., Fletcher, J., & Sokpe, B. (2000). *Learning to teach in Ghana: An evaluation of curriculum delivery: Multi-Site teacher education research project*. Retrieved from <http://www.nzdl.org/gsdmod?e=d-00000-00---off-0muster--00-0---0-10-0---0---0direct-10---4-----0-11--11-en-50---20-about---00-0-1-00-0--4----0-0-11-10-0utfZz-8-10&cl=CL2.1&d=HASH018189da947b1a8da81a10c3.9.2>=1>

7. Armstrong, M. (1995). *People and Organization: Employee reward* (2nd ed.). Exeter: Short Run Press.
8. Barnawi, O. (2009). The Internet and EFL College Instruction: A small Scale study of EFL College teachers' Reactions. *International Journal of Instructional Technology and Distance Learning*, 6 (6), 47-64. Retrieved from http://www.itdl.org/Journal/Jun_09/article04.htm
9. Baumeister, F.R., & Vohs, D.K. (2007). *Encyclopaedia of social psychology*. USA: Sage Publications. Retrieved from Google Books.
10. Benmoussa, R. (2012). *The impact of effective classroom management in enhancing Students' speaking skill* (Unpublished master dissertation). Biskra University, Algeria. Retrieved from <http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/4594/1/104.pdf>
11. Bernaus, M., Wilson, A., & Gardener, C.A. (2009). Teachers' motivation, classroom strategy use, students' motivation and second language achievement. *Porta Linguarium journal*, 25-36. Retrieved from http://www.ugr.es/~portalin/articulos/PL_numero12/2%20Mercede%20Bernaus.pdf
12. Blackmore, J., Manninen, J., Cresswell, J., Fisher, K., & Ahlefeld, H. (2013). Effectiveness, efficiency and sufficiency: An OECD framework for a physical learning environments module. Retrieved from <http://www.oecd.org/education/LEEP-Conceptual-Framework-2014.pdf>
13. Boulenouar, M.Y. (2013). An overview of EFL lecture comprehension: The case of some Algerian university context. *Cahier de Linguistique et Didactique*, 5, 206-243. Oran University.

14. Boumova, V. (2008). *Traditional vs. modern teaching methods: Advantages and disadvantages of each*. (Unpublished master dissertation). Masaryk University. Czech. Retrieved from <https://is.muni.cz/th/f62v8/MgrDiplomkaBoumova.pdf>
15. Boussiada, S. (2010). Enhancing students' oral proficiency through cooperative group work (unpublished master dissertation). Costantine University. Algeria. Retrieved from <https://bu.umc.edu.dz/theses/anglais/BOU1124.pdf>
16. Bowman, M. (1994). *Using video in research*. Edinburgh: Scottish Council for Research in Education.
17. Brandl, K. (2007). *Communicative language teaching in action*. Upper Saddle River, NJ: Pearson Prentice Hall. Retrieved from
18. Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2), 77-101. Retrieved from <https://core.ac.uk/download/pdf/1347976.pdf>
19. Brophy, J. (2004). *Motivating Students to Learn* (2nd ed.). New Jersey: Lawrence Erlbaum Associates.
20. Brown, H. (1990). *M & ms for language classrooms: Another look at motivation*. USA: Georgetown University Press. Retrieved from Google Books.
21. Burden, P. R. (2000). *Powerful classroom management strategies: Motivating students to learn*. Thousand Oaks, California: Corwin Press.
22. Burnett, C., & Myers, J. (2004). *Teaching English: The essential guide*. NY: Continuum. Retrieved from Google Books.
23. Bygate, M. (1987). *Language teaching: a scheme for teacher education: Speaking*. Oxford: Oxford University Press.
24. Byrne, D. (1986). *Teaching oral English: Longman Handbooks for language teachers*. Cambridge: Cambridge University Press.

25. California Department of Education.(2016). Flexible learning environments. Retrieved from <https://www.cde.ca.gov/ls/fa/bp/documents/bestpracticeflex.pdf>
26. Candlin, C. & Murphy, D. (1987). *Language learning tasks*. Englewood Cliffs NJ: PrenticeHall.
27. Carter, D. (2017). Fit to learn: Optimizing your learning space. *Principal Leadership*, 17 (7). Retrieved from <http://go.galegroup.com.ezproxy.nwciowa.edu/ps/i.do?p=PROF&sw=w&u=nwcollege&v=2.1&it=r&id=GALE%7CA498337792&asid=cb6ebdc28931c427fc666dfe878de6c4>
28. Carter, R. & Nunan, D. (2001). *The cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
29. Carter, R. & Nunan, D. (2001). *The cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
30. Chiesa, D.B., Scott, J., & Hinton, C. (2012). *Language in global world: Learning for better cultural understanding*. OECD. Retrieved from Google Books.
31. Clark, M. & Silberstein, S. (1977). Towards a realization of psycholinguistic principles in the ESL reading class. *Language Learning*, 27 (1), 48–65. Retrieved from <http://zero.sci-hub.tw/1506/962cb0e8fc2be2c657e735c7548a1b96/clarke1977.pdf>
32. Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence and group cohesion in the foreign language classroom. *Language Learning*, 44 (3), 417-448.
33. Clint, G. (1993). Foundations of cognitive theory: a concise review. Retrieved from <https://files.eric.ed.gov/fulltext/ED372324.pdf>

34. Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed). USA, NY: Routledge.
35. Cohen, L., Manion, L., & Morrison, K.(2007). *Research methods in education* (6th ed). USA, NY: Routledge.
36. Crystal, D. (2005). *Speaking of writing and writing of speaking*. Pearson Education.
37. Curry, N. (2017). *On speaking: Giving feedback in the language classroom*. Cambridge: Cambridge University Press. Retrieved from https://languageresearch.cambridge.org/images/Language_Research/CambridgePapers/CambridgePapersinELT_FeedbackOnSpeaking_2018_ONLINE.pdf
38. Damon, W., & Lerner, M.R. (2006).*Handbook of child psychology: Theoretical models of human development*. New Jersey: Hoboken. Retrieved from Google Books.
39. Deci, E., & Ryan, R. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York: Plenum Press. Retrieved from Google Books.
40. Deci, E.L. (1975). *Intrinsic motivation: Perspectives in social psychology*. New York: Plenum Press. Retrieved from Google Books.
41. Delta Centre (2017). *Ranking of Arab countries according to the index of education quality*. Retrieved from <https://www.youtube.com/watch?v=gMkUzQ6cJds>
42. Demirezen, M. (1988). *Behaviourist theory and language learning, 135-140*. Retrieved from <http://dergipark.gov.tr/download/article-file/88422>
43. Denscombe, M. (2007). *The good research guide: For small-scale social research projects* (3rd). England: Open University Press.
44. Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 279-284.

45. Dörnyei, Z. (2001). New themes and approaches in second language motivation research. *Annual Review of Applied Linguistics*, 21, 43-59.
46. Dörnyei, Z. (2001a). *Teaching and researching motivation*. Harlow: Longman.
47. Dörnyei, Z. (2001b). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
48. Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
49. Dörnyei, Z., & Csizér, K. (1998). Ten Commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2 (3), 203-229.
50. Dörnyei, Z., & Schmidt, R. (2001). *Motivation and second language acquisition*. USA: Second Language Teaching & Curriculum Center. Retrieved from Google Books.
51. Dörnyei, Z., & Tseng, T.W. (2002). *Motivational processing in interactional tasks*. Clevedon, Avon: Multilingual Matters Ltd. Retrieved from https://s3.amazonaws.com/academia.edu.documents/30687238/2009-dorneyi-tseng.pdf?response-content-disposition=attachment%3B%20filename%3DTask_Motivation.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAIWOWYYGZ2Y53UL3A%2F20190903%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20190903T205131Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=663cbf1fcf5dc0a7e31f1d75b7e53ebe0d8799d9055bdc47ab2102a86f184203

52. Earthman, G. (2004). *Prioritization of 31 criteria for school building adequacy*. Virginia Polytechnic Institute & State University. Retrieved from https://d1wqtxts1xzle7.cloudfront.net/47107566/PRIORITIZATION_OF_31_CRITERIA_FOR_SCHOOL20160708-30387-1nxu7x2.pdf?1467987740=&response-content-disposition=attachment%3B+filename%3DPrioritization_of_31_criteria_for_school.pdf&Expires=1596453202&Signature=GZ-2F0xKu30nASQiVImD9Yush~RAOayAFgPASIVpVM1PrfvRaKhAPvYmq1qEBfOQmF7TPV~HkON38X-f-VYm5NduK-gzReolgP1KaU3BpQ0QZ0vE6uBpL1cYnQOzcYu97ad7Fk0xgNmC~btO34JpiYK5ik3u7RyZAYjaYt-1PBkYMpsaI~VnamS1BZJLOxgh-LcvBTCK4nFkUgHEChAdpwmohB-gMN8yBsNYm4e5JhwXc0qTnQt6relwLr6X10sKdkZ3ImhwTit46VTclOYVkiHhH~2LC3wfVeljGXAEzqb7nCGNZXYuBQJ7sygAGA~J6SnWdkWKdanU85v-OppSQ_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA
53. Elkhayat, A.(2011). *The effectiveness of using ICT to enhance the EFL speaking skill* (Unpublished Master Dissertation). United Arab Emirates University. Retrieved from https://scholarworks.uaeu.ac.ae/cgi/viewcontent.cgi?article=1657&context=all_theses
54. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press. Retrieved from Google Books.
55. Ellis, R. (2005). *Planning and task performance in a second language*. US: John Benjamins.

56. Florez, M.C. (1999). Improving adult English language learners' speaking skills. National Clearinghouse for ESL Literacy Education Washington DC. Retrieved from <https://files.eric.ed.gov/fulltext/ED435204.pdf>
57. Ford, M. (1992). *Motivating Humans: Goals, emotions, and personal agency beliefs*. Newbury Park: Sage.
58. Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
59. Glaze, S. (2014). For effective schools, teamwork is not optional. Retrieved from <https://www.edutopia.org/blog/effective-schools-teamwork-not-optional-sean-glaze>
60. Goddard, Y. , & Goddard, R. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *109* (4), 877-869. Retrieved from https://education.illinoisstate.edu/downloads/casei/collaboration_studentachievement.pdf
61. Graham, S. (1994). *Motivation: Theory and research*. NJ: Erlbaum Associates.
62. Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge: Cambridge University Press.
63. Guay, F., Vallerand, J. R., & Blanchard, C. (2000). On the assessment of situational intrinsic and extrinsic motivation: The situational motivation scale (SIMS). *Motivation and Emotion*, *24* (3). Retrieved from https://selfdeterminationtheory.org/SDT/documents/2000_GuayVallerandBlanchard_MO.pdf
64. Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, *42*(1), 55-77.

65. Guler, N. (2018). *Optimizing elementary education for English language learners*. USA: IGI Global. Retrieved from Google Books.
66. Haaften, W.A., Korthals, M., & Wren, T.E. (1997). *Philosophy of development: reconstructing the foundations of human development and education*. USA: Springer Science. Retrieved from Google Books.
67. Hadfield, J. (1992). *Classroom dynamics*. Oxford: Oxford University Press.
68. Hama, A. (2007). The interaction between educational spending and Intelligence. *Mankind Quarterly* , 47 (4), 41-59.
69. Higgins, S., Hall, E., Wall, k, Woolner, P., & McCaughey, C. (2005). *The impact of school environments: A literature review*. The centre for learning and teaching, school of education, communication and language science. university of Newcastle. Retrieved from https://www.researchgate.net/profile/Steven_Higgins/publication/232607630_The_Impact_of_School_Environments_A_Literature_Review/links/0fcfd50b9fceeda302000000/The-Impact-of-School-Environments-A-Literature-Review.pdf?origin=publication_detail
70. Honorene, J. (2017). Understanding the role of triangulation in research. *Scholarly Research Journal for Interdisciplinary Studies*, 31(4), 91-95. Retrieved from <http://www.srjis.com/pages/pdfFiles/149544238718.%20HONORENO%20JOHNSON.pdf>
71. Hover, D. (1986). *Think twice: communication activities for beginners to intermediate students*. Cambridge: Cambridge university press. Retrieved from <https://archive.org/details/thinktwice00davi>

<https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/Taskbased%20Language%20Teaching.pdf>

72. Hu, C. (2009). *Teacher salary, teacher quality and student achievement in Hong Kong, Singapore and Taiwan* (Unpublished master dissertation). Stanford University. USA. Retrieved from <https://pdfs.semanticscholar.org/8fb2/3f3414013c2af916704aca10c264f4f1c808.pdf>
73. Hull, C. (1943). *Principles of behaviour*. New York: Appleton-Century-Crofts. Retrieved from Google Books.
74. Jamwal, Y. (2013). Role of teacher training institute in 21st century. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 2 (4), 6-10. Retrieved from https://www.academia.edu/5309849/Role_of_Teacher_Training_Institute_in_21st_Century?auto=download
75. Jimenez, Y.(2016). Flexible and alternative seating in classrooms. *The Journal of Adventist Education*. Retrieved from <http://circle.adventist.org/files/jae/en/jae201679015105.pdf>
76. Keller, J. (2000). *How to integrate learner motivation planning into lesson planning: The ARCS model approach*. USA: Florida University. Retrieved from https://pdfs.semanticscholar.org/f0e3/50033b731119211f5b8781102c289b6f3af9.pdf?_ga=2.78675796.1317706181.1597482143-1369953893.1597482143
77. King, J. (2010). The impact of teacher experience: Examining the evidence and policy implications. 1-8. Retrieved from <https://www.urban.org/sites/default/files/publication/33321/1001455-The-Impact-of-Teacher-Experience.PDF>

78. Kocabas, I. (2007). The effects of sources of motivation on teachers' motivation levels. Retrieved from <https://pdfs.semanticscholar.org/1930/914c6a424716c7c95475a444b5ef91ac1edc.pdf>
79. Krammer, M. , Rossmann, P., Gastager, A., & Gasteiger-Klicpera, B. (2018). Ways of composing teaching teams and their impact on teachers' perceptions about collaboration. *European Journal of Teacher Education* ,463-478. Retrieved from <https://doi.org/10.1080/02619768.2018.1462331>. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/02619768.2018.1462331?needAccess=true>
80. Lieber, E., & Weisner, T. (2012). Mixed methods & qualitative research software [Weblog post]. Retrieved from <http://www.dedoose.com/blog/2012/10/what-is-mixedmethods-research>
81. Lindsay, C. & Knight, P. (2006). *Learning and teaching English*. New York: Oxford University Press.
82. Loeb, S., & Page, M.(2000). Examining the link between teacher wages and student outcomes: The importance of alternative labor market opportunities and non-pecuniary variation. *The Review of Economics and Statistics*, 82 (3), 393–408. Retrieved from <https://cepa.stanford.edu/sites/default/files/loebpage.pdf>
83. Madrid, D., Jimenezn S., Ortega, J., & Tenorio, E.(1993). Sources of motivation in the EFL classroom, *Jornadas Pedagógicas para la Enseñanza del Inglés*.18-36. Retrieved from https://www.researchgate.net/profile/Daniel_Madrid/publication/241908530_SOURCES_OF_MOTIVATION_IN_THE_EFL_CLASSROOM/links/54d9e6540cf25013

[d0435855/SOURCES-OF-MOTIVATION-IN-THE-EFL-CLASSROOM.pdf?origin=publication_detail](#)

84. Mahlangu, V., & Pitsoe, V.(2014). How do school management teams experience teamwork: A case study in the schools in the Kamwenge district, Uganda. *Mediterranean Journal of Social Sciences*, 5 (3), 138-145. doi:10.5901/mjss.2014.v5n3p138. Retrieved from https://www.researchgate.net/profile/Victor_J_Pitsoe_Pitsoe/publication/264350667_How_do_School_Management_Teams_Experience_Teamwork_A_Case_Study_in_the_Schools_in_the_Kamwenge_District_Uganda/links/57738c6b08aead7ba06d8a02/How-do-School-Management-Teams-Experience-Teamwork-A-Case-Study-in-the-Schools-in-the-Kamwenge-District-Uganda.pdf?origin=publication_detail
85. Mainhard, T. (2015). Liking a tough teacher: Interpersonal characteristics of teaching and students' achievement goals. *School Psychology International*, 36 (6), 559–574. doi:10.1177/0143034315608235. Retrieved from <https://dacemirror.sci-hub.tw/journal-article/e18dd75b906b3ed85002dc8a48470496/mainhard2015.pdf>
86. Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). New York: Harper and Row. Retrieved from Google Books.
87. Massey, D. (2004). Space and schools. *Editorial Forum*, 46 (1), 1-44. Retrieved from http://www.wwwords.co.uk/pdf/validate.asp?j=forum&vol=46&issue=1&year=2004&article=FORUM_46_1_02_web
88. McLeod, S. (2015). Humanistic approach. Retrieved from <https://www.simplypsychology.org/humanistic.html>
89. Mesheck, S. (2016). The impact of low salaries on teacher motivation: The case for Mutasa district-Zimbabwe. *Case Studies Journal*, 5 (5).

90. Misbah, Z., Gulikers, J., Maulana, R., and Mulder, M. (2015). Teacher interpersonal behaviour and student motivation in competence-based vocational education: Evidence from Indonesia. *Teaching and Teacher Education*, 50, 79–89. doi:10.1016/j.tate.2015.04.007. Retrieved from <https://dacemirror.scihub.tw/journal-article/6c43d3f00966ca450dc45b1a64aa1ebe/misbah2015.pdf>
91. Montgomery, C., & Rupp, A. (2005). A meta-analysis for exploring the diverse causes and effects of stress in teachers. *Canadian Journal of Education*, 28(3), 458-486. doi: 10.2307/4126479. Retrieved from https://www.researchgate.net/profile/Cameron_Montgomery2/publication/261944784_A_Meta-Analysis_for_Exploring_the_Diverse_Causes_and_Effects_of_Stress_in_Teachers/links/56a1663908ae27f7de266b41/A-Meta-Analysis-for-Exploring-the-Diverse-Causes-and-Effects-of-Stress-in-Teachers.pdf?origin=publication_detail
92. Morgan, H. , & Storyteller, V.(n.d.). Flexible classrooms are more than just good-looking. Retrieved from https://www.viggikids.com/uploads/5/6/6/3/56635569/viggicorp_flexibleseatingoptionsarticlefinal.pdf
93. Moro-Ruano, J. , Heine, J. , & Gebhardt, M. (2019). Does teacher collaboration improve student achievement? Analysis of the German PISA 2012 sample. <https://doi.org/10.3389/feduc.2019.00085>. Retrieved from <https://www.frontiersin.org/articles/10.3389/feduc.2019.00085/full>
94. Morphet, E. (2009). *The economics & financing of education* (4th ed.). New Jersey: Prentice Hall.

95. Morrell, D. P., & Lederman, G. N. (1998). Student's attitudes toward school and classroom science: Are they independent phenomena. *School Science and Mathematics*, 98 (2), 76–83. doi:10.1111/j.1949-8594.1998.tb17396.x. Retrieved from <https://zero.scihub.tw/1844/2080767adee66c522404700fa0ee05b2/morrell1998.pdf>
96. Motuma, H. (2006). *Study on the causes of teachers turnover in Oromia government Secondary Schools* (Unpublished master dissertation), Addis Ababa University, Ethiopia. Retrieved from <http://etd.aau.edu.et/bitstream/handle/123456789/9437/Motuma%20Hirpassa.pdf?sequence=1&isAllowed=y>
97. Mutende, R. (2017). Influence of supervision practices on the teaching practice performance of bachelor of education science students: A case of a public university in western Kenya. *International Journal of Humanities Social Sciences and Education (IJHSSE)*,4(8), 51-57. <http://dx.doi.org/10.20431/2349-0381.0408007>. Retrieved from <https://www.arcjournals.org/pdfs/ijhsse/v4-i8/7.pdf>
98. Nakata, Y. (2006). *Motivation and experience in foreign language learning*. Germany: Peter Lang. Retrieved from Google Books.
99. Nakata, Y. (2006). *Motivation and experience in foreign language learning*. Germany: Peter Lang. Retrieved from Google Books.
100. Neil, S.(2008). Flexible learning spaces: The integration of pedagogy, physical design, and instructional technology. doi: 10.1080/10528008.2008.11489024. Retrieved from https://www.researchgate.net/profile/Stern_Neill/publication/48909239_Flexible_Learning_Spaces_The_Integration_of_Pedagogy_Physical_Design_and_Instructional_Technology/links/0fcfd50744564550a4000000/Flexible-Learning-Spaces-The-

[Integration-of-Pedagogy-Physical-Design-and-Instructional-Technology.pdf?origin=publication_detail](#)

101. Noel, A. k. , Pelletier, G. L. , Clément, R., & Vallerand, J. R.(1990). Why are you learning a second language? Motivational orientations and self-determination theory. Retrieved from http://selfdeterminationtheory.org/SDT/documents/2003_NoelsPelletierClementVallerand_LL.pdf
102. Noels, A.K., Clément, R., & Pelletier, G.L. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. *The Canadian Modern Language Review*, 57 (3), 425-442. Retrieved from <https://pdfs.semanticscholar.org/d5cb/e44025296724c15154b9eafcbad023ddd0c8.pdf>
103. Norwich, B. (2000). *Education and psychology in interaction: Working with uncertainty in interconnected fields*. New York: Routledge. Retrieved from Google Books.
104. Nunan, D. (1989). *Designing tasks for communicative classroom*. Retrieved from
105. Nunan, D. (2004). *Task based language teaching*. Cambridge: Cambridge university press.
106. Pakdel, B. (2013). The historical context of motivation and analysis theories Individual motivation. *International Journal of Humanities and Social Science*, 18(3), 240-247. Retrieved from http://www.ijhssnet.com/journals/Vol_3_No_18_October_2013/23.pdf
107. Pattison, P. (1987). *Developing communication skills*. Cambridge: Cambridge University Press.

108. Peterson, C. C. (2014). *Looking forward through the life span: Developmental psychology*. (6th ed.). Australia: Pearson. Retrieved from Google Books.
109. Pillai, D. (n.d.). The importance of teacher training in professional colleges. Retrieved from https://www.researchgate.net/profile/Deva_Santhanam_Pillai/publication/236645768_The_Importance_of_Teacher_Training_in_Professional_Colleges/links/02e7e518a215ab6613000000/The-Importance-of-Teacher-Training-in-Professional-Colleges?origin=publication_detail
110. Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, Research, and Applications* (2nd ed.). New Jersey: Merrill Prentice Hall.
111. Podolsky, A. , Kini, T., & Hammond, L. (2019). Does teaching experience increase teacher effectiveness? A review of US research. 1-24. doi: 10.1108/JPCC-12-2018-0032. Retrieved from https://www.researchgate.net/profile/Anne_Podolsky/publication/334096687_Does_teaching_experience_increase_teacher_effectiveness_A_review_of_US_research/links/5d2ff347458515c11c393b87/Does-teaching-experience-increase-teacher-effectiveness-A-review-of-US-research.pdf?origin=publication_detail
112. Prabhu, N. (1987). *Second language pedagogy*: Oxford: Oxford University Press. Retrieved from <https://kupdf.net/downloadFile/58de05fadc0d6075418970db>
113. Raman, B., & Othman, N. (2017). Workload factor encouraging job stress among teachers in school district Kapit, Sarawak. *Proceedings of 57th IASTEM international conference, Kota Kinabalu, Malaysia, 10th-11th June 2017*.

- Retrieved from http://www.worldresearchlibrary.org/up_proc/pdf/865-150054156708-14.pdf
114. Reese, W.H. (1976). *Advances in child development and behaviour*. New York: Academic Press. Retrieved from Google Books.
115. Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press. Retrieved from
116. Rutledge, S.L. (2008). *Motivation and the professional African American woman*. USA: Author House. Retrieved from Google Books.
117. Ryan, M. R. , & Deci, L, E.(2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. Doi:10.1006/ceps.1999.1020. Retrieved from <https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>
118. Safiah, K. (2006). Stress levels of the causes and strategies in managing the stress among the teachers of primary school teachers in Kota Samarahan, Sarawak. *Academic Journal*, 2006 IPTAR.
119. Samad, A.A., Etemadzadeh, A., & Far, R.H. (2012). Motivation and language proficiency: Instrumental and integrative aspects. *Procedia - Social and Behavioral Sciences* 66, 432 – 440. Retrieved from https://ac.els-cdn.com/S187704281205272X/1-s2.0-S187704281205272X-main.pdf?_tid=a2018368-2fae-4029-8caa-ce6317dd904e&acdnat=1527439494_14c348a6c7a4e06fdf13df95d4834ba7
120. Samuda, V. & Bygate, M. (2008). *Tasks in second language learning*. NY: Palgrave Macmillan. Retrieved from

121. Scharle, Á. & Szabó, A. (2000). *Learner Autonomy: A guide to developing learner responsibility*. Cambridge: Cambridge University Press.
122. Sergan, G. (2015). *Role of integrative and instrumental motivation in the L2 learning of local Malaysian ESL university students*. Retrieved from <http://www.communityresearch.org.nz/wp-content/uploads/formidable/SLA-PROJECT-PPR-COMLETE-2.pdf>
123. Shadish, W., & Fuller, S. (1994). *The social psychology of science*. New York: Guilford Press. Retrieved from Google Books.
124. Shaffer, R.D. (2009). *Social and personality development* (6th ed.).USA: Wadsworth. Retrieved from Google Books.
125. Shavelson, R. & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgments: Decisions and behaviour. *Review of Educational Research*, 51(4), 455–498. doi : 10.3102/00346543051004455. Retrieved from <http://zero.scihub.tw/2432/c71958342d2e1d14d2f812f037dd9eed/shavelson1981.pdf>
126. Sincero, M. S. (2012). Drive reduction theory. Retrieved from <https://explorable.com/printpdf/drive-reduction-theory>
127. Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36, 79–104. <http://dx.doi.org/10.1080/13598660801971658>. Retrived from
128. Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press. Retrieved from Google Books.
129. Skinner, B. F. (1953). *Science and human behaviour*. New York: Free Press. Retrieved from Goggle Books.

130. Sommers, M. (2005). *Islands of education: schooling, civil war and the southern Sudanese* (1983–2004) Paris: IIEP-UNESCO.
131. Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT: Teaching knowledge test*. Cambridge: Cambridge University Press. Retrieved from Google Books.
132. Sule, O., Banjo, H., & Lyabo, A. (2015). Wages and salaries as a motivational tool for enhancing organizational performance. A survey of selected Nigerian workplace. *Euroconomica*, 1 (34) Retrieved from https://www.researchgate.net/profile/Olatunji_Sule2/publication/311231536_Wages_and_salaries_as_a_motivational_tool_for_enhancing_organizational_performance_A_survey_of_selected_Nigerian_workplace/links/5a1345c8a6fdcc717b564d8c/Wages-and-salaries-as-a-motivational-tool-for-enhancing-organizational-performance-A-survey-of-selected-Nigerian-workplace.pdf?origin=publication_detail
133. Sveučilište, J.J., & Osijeku, S.(2012). Motivational strategies in teaching speaking.
134. Sylvester, J. M. (2010). Attitude towards teaching profession and job satisfaction of teacher educators. *Edutracks* 9 (8), 36-38.
135. Tekouk, A. (2018). *The importance of training novice teachers and developing professional skills*. (Unpublished master dissertation). University of Mostaganem, Algeria. Retrieved from <http://e-biblio.univ-mosta.dz/bitstream/handle/123456789/6637/PG%20DE%20GRD%20ANFEL%20%28memoire%20complet%29%20MODIFY%20...%20%202.pdf?sequence=1&isAllowed=y>

136. Tesfaye, S., & Demewoz, A. (2004). Beginning teacher education Students' attitude towards their future profession: The case of Dilla college of teacher and health sciences. *The Ethiopian Journal of Education*, 24(1), 51-82. Retrieved from <http://ejol.aau.edu.et/index.php/EJE/article/download/93/67/>
137. Ur, P. (1984). *Teaching listening comprehension*. Cambridge: Cambridge University Press. Retrieved from https://www.goodreads.com/book/show/796286.Teaching_Listening_Comprehension
138. Weyers, M. , Strydom, H., & Huisamen, A. (2008). Triangulation in social work research: The theory and examples of its practical application. *Social Work Journal*, 207-222. <http://dx.doi.org/10.15270/44-2-251>. Retrieved from <https://pdfs.semanticscholar.org/b3b4/1cdcf9c850469787194d4fdc2a49d9f41814.pdf>
139. Willis, D & Willis, J. (2007). *Doing task based teaching*. Oxford: Oxford University Press. Retrieved from https://s3.amazonaws.com/academia.edu.documents/54061548/The_Cambridge_Guide_To_Teaching_English_To_Speakers_Of_Other_Languages.pdf?response-content-disposition=attachment%3B%20filename%3DThe_Cambridge_Guide_To_Teaching_English.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAIWOWYYGZ2Y53UL3A%2F20190805%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20190805T165214Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=8618556c13059318b7fe0ce4bd66ffc47aca9ca3e0e68e443f45cfd234c2a397

140. Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.
141. Willis, J. (2006). *A framework for task based learning*. Longman. England: Addison Wesley Longman Limited. Retrieved from <https://dl.epdf.pub/download/a-framework-for-task-based-learning-longman-handbooks-for-language-teachers.html?hash=b7d0d4eb2112390fe18d82bb660cb371&captcha=37844856bbe1beaf6c5fcaaa57a021ad>
142. Wilson, N., & Mclean, S. (1994) *Questionnaire design: A practical introduction*. New Town Abbey: University of Ulster Press.
143. Woo, J. (2008). Factors pushing working pressure (stress) among teachers sjk: A study in three schools in the federal territory. Faculty of education. University of technology, Malaysia.
144. Wright, T. (1987). *Roles of Teachers and Learners*. Oxford : Oxford University Press.
145. Yin, H., & Han, J. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 1-18. doi: 10.1080/2331186X.2016.1217819. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/2331186X.2016.1217819?needAccess=true>
146. Yu, L. (2016). Study on task based language teaching. *International Conference on Contemporary Education. Social Sciences and Humanities*. Retrieved from <https://download.atlantis-press.com/article/25859395.pdf>
147. Zhisheng, E. W., & Ahmadian, M. J. (2019). *Task motivation*. John Benjamins Publishing Company. Retrieved from https://docs.wixstatic.com/ugd/ba734f_75251db316384e1db001fd8ec343cf24.pdf

148. نشيدة، ق. (28-04-2014). المعلم الجزائري الأقلّ أجرا عربيا. متوفر على الرابط

<https://www.echoroukonline.com/المعلم-الجزائري-الأقلّ-أجرا-عربيا/>

List of Appendices

Appendix 1: Consent Letter	205
Appendix 2: Focus group interview participants	206
Appendix 3: Classroom observation	207
Appendix 4: The focus group interview (before piloting)	209
Appendix 5: The focus group interview (after piloting)	211
Appendix 6: Transcription of the focus group interview	213
Appendix 7: Teachers' questionnaire (the piloting version)	236
Appendix 8: Teachers' questionnaire (the final version)	244

Appendix 1: Consent Letter

الأحرم - عبد الحمق
اللقب - وطافا نام
المستوى - حنة ثالثة دكتوراه
العنوان - 10 شارع نوار خزانة علي - ليوه
رقوم الهاتف = 0668-82-28-26

تسكراة في = 25/10/2018
إلى السيد - رئيس قسم
الإنجليزية بولاية تسكراة

الموضوع - ترخيصا بإجراء دراسة ميدانية
- ابي عظيم الشرف ان أتقدم إلى سيادتكم الموقرة بطلبي هذا
والمتمثل في السماح للمعني بالحضور بأقسام التدريس بقسم
الإنجليزية وذلك لأجراء جزء طبيي إحدى مذكورة الدكتوراه
علما أنني طالب حنة ثالثة دكتوراه تخصصا إنجليزية بجامعة
جبلالين البايما سيدي بلعباس.
في الأخير تميلوا أنني سيدي فائق الاحترام والتقدير.

المعني =
D. G. G. G.

امضاة رئيس القسم
مسؤول شعبة الإنجليزية
ابو حنيم الطيب

Appendix 2: Focus group interview participants

First name: Abdelhak

Level: PhD student

Family name: GUETTAF TEMAM

Affiliation: Djillialli Lyabes University

Department: Letters, Languages, and Arts

This document allows the researcher to gather students as a sample from the observed oral expression classes to collect data concerning the topic of the research. You are kindly invited to write down your phone numbers to coordinate with you to accomplish this research. Would you please fill out this table and thank you for your cooperation and help.

First and family name	Level	Gender	Age	Email or facebook	Phone number	
	1 st g:01	Male	18	Sal . . . mi	06	
C	1 st g:02	Female	18	C	07	
Be	1 st g:03	Male	19	Mohar	nedjai	05-
E	1 st g:04	Female	18			07
	1 st g:05	Female	20	An	KT	06
	1 st g:06	Female	19	Khena	il.com	06
	1 st g:06	Male	23	fasasiay	ail.com	06
B	3 rd g:03	Female	23	MI	W	06
E	3 rd g:03	Female	21	Ja	ly	07
	3 rd g:07	Female	23	Za	ir	06
	3 rd g:08	Male	24	Rayeneray	gmail.com	06
	3 rd g:08	Male	24	sa		06
	3 rd g:09	Female	23	A		05
	3 rd g:10	Female	20	Men	ida	06

Appendix 3: Classroom observation

Mohamed kheider University of Biskra

Department of Foreign Languages

Division of English

Classroom Observation Checklist (COC)

Observer:..... Teacher:..... Group Number:.....

Class Observed:..... Date:..... Number of Students:

Level:..... Time:..... F:..... M:.....

Rating Scale: 1: *Very Satisfied* 2: *Satisfied* 3: *Uncertain* 4: *Dissatisfied* 5: *Very Dissatisfied*

Classroom and Learning Environment	Extent of Achievement				
	1	2	3	4	5
<i>Physical Environment</i>					
1.The classroom is well aerated					
2.The size of the classroom is suitable for teaching oral expression					
3.The number of students is acceptable for teaching oral expression					
4.The classroom is supplied with comfortable furniture					
5.Availability of speaking materials inside the classroom (loud speakers, datashow, net...)					
6.The corridors outside the classroom are calm					
7.Classes are supplied with sound insulators					
8. Lighting inside the classroom is appropriate and healthy					
9.The classroom is supplied with air conditioning					
10.Students have personal closets for their own stuff					
<i>Pedagogical Environment</i>					
1.Schedule of oral class session is appropriate for students during the teaching hours					
2. (T) begins with a warm-up					
3. (T) reviews previous session's content					
4. (T) gives overview of present session's content					
5. (T) summarizes present session's content covered					
6. (T) directs student preparation for next class					
7. (T) gives equal opportunities to both genders					
8. (T) moves inside the classroom					
Teacher Motivation Strategies for Speaking					
1. (T) emphasizes class conventions and <i>the consequences of violating them</i>					
2. (T) allows assistance in performing tasks(device, peer, etc.)					
3. (T) explains the goals of learning the tasks					
4. (T) avoids excessive error correction					
5. (T) Prevents the mocking of students with poor speaking skill					
6. (T) deals wisely with anxious students					
7. (T) Prompts contact with native speakers					
8. (T) creates a healthy environment through sense of humour					

9. (T) is committed to learners' progress					
10. (T) Maintains group cohesiveness (good relationship among students)					
11. (T) familiarizes students with target culture					
12. (T) makes teaching materials relevant to students' interest					
13. (T) makes learning stimulating and enjoyable					
14. (T) prompts learners' autonomy					
15. (T) provides motivational feedback					
Tasks and Content in Speaking					
1.The input is stated clearly and progressively transmitted					
2. (T) implements authentic materials to imitate real life-situations					
3. (T) chooses varied tasks					
4. (T) adapts communicative tasks for learners' developmental level (scaffolding)					
5. (T) focuses on fluency more than accuracy					
6. (T) provides challenging tasks to students					
7. (T) uses different sitting patterns depending on the task provided					
8.(T) provides sufficient time for tasks' completion					
9. Tasks includes negotiation of meaning					
10. (T) responds to students with multi-level speaking abilities					
11. (T) fosters student ability to move from reproductive to creative use of language					
12. (T) gives opportunities to student to reflect upon the learning content					

Appendix 4: The focus group interview (before piloting)

1-Learners Attitudes towards the Teacher of O.E and Environment:

1. Would you please introduce yourself ?
2. What do you think about your classroom environment in general ?
3. How do you generally feel when you attend/study OE course?
4. What do you think about your teacher of O.E in general ?
5. Is your teacher a reason behind your self-development in OE? why/why not?
6. Is your oral performance developing from one session to another ? explain.

2-Procedures of the Lesson:

7. Do you like his/her way of introducing the lesson to you ?
8. Are the materials implemented by your teacher provokes your interaction ? why ?
9. Do you feel that your teacher cares about your presence and shows interest to your ideas ?
10. Does he/she give you an opportunity to reflect upon the tasks ?
11. Is your teacher's style tense or flexible to you ? why ?

3-Tasks and Topics:

12. Does he/she ask you about your interests whether verbally or via checklist ?
13. What do you like to perform the most in O.E:
Role plays/ Presentations/ Debates/ Games/ Listening/ other.....
14. What do you feel when you perform a task ? and why ?
15. Does your teacher focus on your fluency as individual ?
16. Do you think that the teacher's behaviour or topics provided help you develop your personality as a member of society ?
17. What is your attitude towards teamwork in the classroom ? is it helpful ?

18. How many times does your teacher choose you as a leader in the group ? do you like to be a leader ? why ?

4-Evaluation and Feedback

19. Do you receive a proper feedback from your teacher after your performance in specific task ? Are you satisfied with it ?
20. Does your teacher guide you to improve specific aspect in your speaking skill ?
21. If you are not interactive or you feel anxious, does he/she attempt to involve you or to know the reason ?
22. Is your teacher accessible to you, when needed, by allowing to contact him/her via email, phone number, outside class...etc. ?

5- Students Suggestions

You can say anything concerning oral expression module, teacher of module, his/her methods of teaching, tasks provided and the environment.

Appendix 5: The focus group interview (after piloting)

1-Learners Attitudes towards the Teacher of O.E and Environment:

23. Would you please introduce yourself ?
24. What do you think about your classroom environment and your oral expression teacher ?
25. Is your oral performance developing from one session to another ? explain.

2-Procedures of the Lesson:

1. Do you like his/her way of introducing the lesson to you ?
2. Are the materials implemented by your teacher provokes your interaction ? why ?
3. Do you feel that your teacher care about your presence and shows interest to your ideas ?
4. Does he/she give you an opportunity to reflect upon the tasks ?
5. Is your teacher's style tense or flexible? Why ?

3-Tasks and Topics:

1. Does he/she ask you about your interests whether verbally or via checklist ?
2. What do you like to perform the most in O.E:
Role plays/ Presentations/ Debates/ Games/ Listening/ other.....and why ?
3. Does your teacher focus on your fluency as an individual ?
4. Do you think that the teacher's behaviour or topics provided help you develop your personality as a member of society ?
5. What is your attitude towards teamwork in the classroom ? is it helpful ?
6. How many times does your teacher choose you as a leader in the group ? do you like to be a leader ? why ?

4-Evaluation and Feedback

1. Do you receive a proper feedback from your teacher after your performance in specific task ? Are you satisfied with it ?
2. If you are not interactive or you feel anxious, does he/she attempt to involve you or to know the reason ?
3. Is your teacher accessible to you, when needed, by allowing to contact him/her via email, phone number, outside class...etc. ?

5- Students Suggestions

You can say anything concerning oral expression module, teacher of module, his/her methods of teaching, tasks provided and the environment.

Appendix 6: Transcription of the focus group interview

1-Learners Attitudes towards the Teacher of O.E and Environment:

26. Would you please introduce yourself ?

S1: my name is S1, I am 18 years old, I live in Biskra and I study English language at faculty.(ahhh) at university.

S2: my name is s2. I am 18 years old, I am from skikda and I am a freshman in English speciality in the university of Mohamed kheider Biskra.

S3: my name is s3 I am 18 years old , I am a student here a the university of Mohamed kedider Biskra.

S4: my name is s4 I am a third year English student at university of Mohamed kheoder Biskra.

S5: I am s5, 24 years old and third year student, English student, mohamed kheider Biskra university

S6: my name is s6. I am 23 years old and I am third student at the university of Mohamed kheider.

S7: my name is s7, I am 20 years old, I am senior in English major.

S8: my name is s8, I am 24 years old, third year English student.

S9: my name is s9, I am first year in English, that is all.

27. What do you think about your classroom environment and your oral expression teacher ?

S1: I don't like the environment, oral session, I like the oral session, we talk fluently and as we say we talk in that session[T: no, I am speaking about the environment like classroom and materials etc] we feel cold by the beginning of the session because classroom is cold.

S2:well I actually like the oral expression session a lot because we don't feel it is like an official module and it is not just that you don't go home and revise but it is just we come here and we discuss about everything that we want to especially that the teachers do not treat us as students but more like researchers, we make discussions even though we don't have the materials like the data show, he doesn't use the portable computer always but we just don't feel it is missing, I mean we do compensate that by making discussions.[T: how about the environment] I think it is good, all the classes we are studying in are ok I think.

S3:for me, as she said I like oral expression, but the environment is not truly like comfortable for students, like we need for example data show, we need for example like the shape of the tables sometimes like we always enter the class the teacher asked us to make this shape, so better to be like for example , how to say, [T: you can speak in Arabic if you don't find the appropriate word or expression] like we need special room for oral expression and also good we sometimes express ourselves. [T: how about the teacher] the teacher is good but he is not active like the other teachers, I listen to other friends and they are better than us, sometimes they do games, they act, they do play shows but we don't but we do some boring topics like natural disasters and in fact I don't like natural disasters.

S4: well, when it comes to oral session, it is not my favourite but however it is not the worst session ever, I like my oral teacher and what I like about him, that he has a really good accent and he is good I usually[T: involved] ohh yeah...I like when my teacher has a good accent , I think it is a good thing for me especially in oral session,[T: how about the environment] the environment I really don't think it is good because the way tables are

arranged and whenever he tries to present I feel like tables always in my way and it is kinda bothers me and yeah, the air conditioning...it is really cold inside especially in the morning, It is annoying me, what else, [T: that's all]

S5: I feel comfortable about oral session because the environment, you can do whatever you want in oral session especially our teacher, it give us all the freedom to move or to do anything but at the beginning of the session, the first session ever, he was like a bossy like he was just because I think it is the first time that he teach oral expression that why he didn't know what he is supposed to do for us like he used to just .he was thinking that he is supposed just him to talk in oral expression[t: so he takes all the time,...teacher talking time is more than students' talking time] yes, yes , he was thinking he is supposed to teach that way, so we r just guide him [T: you were guiding him] yes in order to teach you. [T: how about the environment] it is normal.

S6: yeah , I like oral expression but because it gave us more freedom to talk about different topics, the most thing I don't like it is the shape of chairs , it is not comfortable, [T: inaudible voice] and the classroom is so full of tables. [T: so, then inaudible voice] yes.

S7: my oral expression teacher is a good teacher and as a good human, he is so flexible with us , he make us feel so comfortable and the...like the session is so smooth and fresh and like so good, about the environment I like the colour of the classes more than the once that we had, it is more relieving but I don't like the dirt , it is always dirty, and yeah we have always problems when we deal with technology because there is no electricity that is like [T: Inaudible] yeah, always but the teacher is perfect.

S8: about oral expression, basically I like the module but the teacher he actually he suck the fun out of it [T: Inaudible] basically he always set the assignment, he doesn't give us any chance for creativity or personal effort [T: he imposes the topics on you ? like do this

topic exactly or are you free to choose] no we are not free to choose.[T: ahh topics are imposed] yes, basically what he told us that there is a play for example and we are gonna do it and there is nothing [T: a specific play ?] specific play for all the class. Concerning the environment, as you can see it is not[T: it is not supporting to learn ?] yes, and we talk about that but they gonna blame it on us and [T: inaudible] yes exactly.

S9: I really, I don't have a problem with the teacher, but I only like it because we don't write [T: inaudible] yes, just listen and practice [T: do you talk ?] yes of course[T: inaudible] no, yes even the practice we don't do them in groups. Like everyone enters and prepare nothing. [inaudible discussion between T and **S4**] **S4:** I want to give my feedback about the teacher [T: okay tell me] **S4:** well the teacher for me I don't know if he is go to say this, but I feel that my teacher is so classic and old fashioned, does this make sense ? [T: old fashioned teacher, you mean he is classic ?] yes too classic, so as a new generation we need new stuff new thing to do things that interests us.[T: like what ?] for example talking about technology, I don't know, things that this generation may like,[T: yes very good] but however our teacher focuses in a lot of in novels and old fashioned books.[T directs students to talk sincerely for more reliable data]

28. Is your oral performance developing from one session to another ? explain.

S1: yes, (student felt blocked to speak in English)[T : you can speak in arabic] ok, نكتشف [T : yes, ok] نتيا شخصيا راكي حاسة روك تطوري [T: معلومات جديدة و تحاول طبقها اذا يعني مهم تطور

S2: yes, of course because as freshman student most of them are never been exposed in doing public discussion or public presentation but with the oral expression they kinda tend to lose that anxiety and stress to actually explain what they want and to like expose their ideas, their perspectives and their critical thinking in front of people.

T: Please precise and concise

S3: for me it is not truly like I am getting better from one session to another because our teacher like he talks a lot than us, like he take the whole time and we don't know sometimes how to for example like the previous day, the presentation we don't know how to present it [T: because the teacher doesn't help you on how to present?] yes, when he was like criticizing you [T: criticizing you as if you are public speaker] yes, exactly.

S4: well, I don't think that I am getting any better , because when I present or do something, when the teacher doesn't give me feedback common to my work, that not benefit me, if I am doing right or not, then how can I know how to learn from my mistakes, so next I will do better, so the teacher should criticize me , in this way I will get better.

T: ok , thank you.

S5: actually this year I don't think that I am having, getting anything new from the teacher because unlike last year, because it was the most amazing year in oral expression[T: who was your teacher?] Ms. (D), yes, she was she has always all every new session has new thing to learn, games, role plays, I was exciting to have this session, but this year I really hate it am not gonna lie it is really....

T: thank you

S6: actually no, because the teacher is focus on presentation and from time to time the presentation is the same, to present lesson,[T: ahh you mean to present a lesson so the task is to present a lesson ?] a lesson yeah,[T: why ?] but this is the assessment [T: I mean he told you it is like to present lessons to students and to act like a teacher?] yes, and students act like students. ...true [T: are the topics imposed or by free choice?] no, you have the freedom.

S7: so mythere was ahh first year it was excellent I was developing because the teacher always give me like what is my weaknesses, always feedback, and second year it was horrible for me , I didn't improve any step because the teacher was focusing on written materials more[T: how about this year ?] this year I didn't improve because I am working on myself because he didn't like tell me about my weaknesses. I ask my friends did they like present well or not but the teacher give us nothing and like I am working on myself.

S8: for me, basically I hasn't even improved like at all ,I am still at the same level I am good I can say really good but I have not learnt anything from this session at all when we present something he always interrupts us or start mentioning "*I read for example that novel I read this book and it is a good book then he starts talking*"why did I even bother myself to do with this if he is going to start interrupting me then start talking about it.

S9: I don't gain a lot because my teacher criticizes a lot and don't encourage you like when you do something , she doesn't say, like amazing and excellent, always she has that okay, okay ,good. All laugh...[**S2:** Interferes saying: I was in another group and the teacher was imposing the topics on us like we have 5 topics and you choose one of them and you have to present but then she just keep on criticizing without even putting in mind that we are first year students and we have never presented before but when I moved to this group I found a difference that we don't do topics and that every session is a test so during the session he does activities, he does tasks, instead of doing presentations but he promised in the second semester we will start doing presentations and then he will criticize us. [T: exactly, it is like he develops your own capabilities or it is like a warm up]

2-Procedures of the Lesson:

6. Do you like his/her way of introducing the lesson to you ?

S1: yes, before she introduces the lesson, she gives us information or to facilitate the tasks for us.

S2 : well, he basically starts with a warm-up as always like how do you do, how are you, and then we just try to do tasks, just straight forward[T: like he prepares you well] yes, before we start.

S3: my teacher is good but his way of teaching is somehow boring because we don't feel fun like, he always , as I told you, he speaks more than we speak.

S4: well his way of presenting the lesson is not interesting , he is kinda boring to be honest and whenever when someone talks about something that he really really like and you don't like and you like keeping looking at him and you are trying to make him feel that you are interested in him but you are not but u feel like it is rude....

S5: my teacher focuses all the time on politics ,religious things, we ehthhhh always like it is not our business he is emm a little bit not ok at all. و الله, لالا ديفوا يبانلي ملحد و دي فوا نحس بيه . [T : is he a bit atheist ?] . ديفوا مسلم ياسر ساعات يقالك علاه جينا لدنيا و ديفوا يقولك علاه مانيش عارفين بلي القرآن محرف
كل خطرة كفاه يجينا بشخصية مختلفة و ديفوا ثاني ما يحبش واحد خير منو منو des fois . I don't know like this, he is suspicious about his religion and he talks about things really...I he doesnt like
كل خطرة كفاه يجينا بشخصية مختلفة و ديفوا ثاني ما يحبش واحد ذكي و يجيب معلومات و يدير ديبا مع الاستاذ
و الله انا قلبي معمر منو vraitment (11) and he gives him mark less than everybody
كل خطرة كفاه متفهمو والو [? about his way of introducing the lesson]

S6 : my teacher i like the way of my teacher , he gave us information about how we can present as teacher, just [T : that is all, that is the task for the whole semester ?] just presentations.

S7: so he has good way because sometimes he start with funny stories like that time he told us story about tea and the coffee and we have fun then he starts serious job of this mall story or this small information then we start as ..like we act as teachers.

S8: I don't like his way of presenting and introducing, well it is not enjoyable actually it is not entertaining at all, that's the basics of oral expression for example he tells us four people stand over there and the rest stand up and come and sing a song or something like (kinda garden) so I don't do that , basically I stand up and lip singing and that's it and I always fake that.

S9: In songs , she gave us papers, we read them for 45 minutes, then she read them and we don't answer and when we go home we answer them at the house, this is in the listening session.

7. *Are the materials implemented by your teacher provokes your interaction ? why ?*

S1: I think it is normal..normal..i didn't know how to answer....materials are not my concern.

S2: we don't really use materials at all that is why I don't like....nowe do task all the time but it is written and sometimes we do oral tasks but with computer we only use it one time, it was in October and this is what I don't like about that.

S3: no at all, he don't like bring [T: he never brings data show or... ?]no no ,never we need it in presentations like natural disasters no one presents through data show.

S4: well, because there is ...ehhh the teacher is accepting the idea of bringing materials but he doesn't bring materials like maybe the classmates volunteers to bring it but it is not necessarily from the teacher .

S5: He brings data show only if we need it but no listening at all

S6: no, for example , yeah just presentations through whiteboard

S7: but when of our classmates use this I think it is bit distracting [T: distracting from what ?] from the actual information like we did focus on the everything but we don't focus on...so I think without materials is better.

S8: the materials are not always available and basically we start at 8 so we can't always find them available[T: you can't find them at the administration you mean?] exactly and it takes so long way to there ,get late, coming as soon as possible take and return [T: is it time consuming ?] exactly yes.

S9: we have materials but written ones and we only make copies on our own and this is all what we have during the semester.

8. *Do you feel that your teacher cares about your presence and shows interest to your ideas ?*

S1: يعني عادي كي متجيش يقولك علاه متجيش كي يشوفك انسان حبة تفرى [T : like what ?] يهتم بيك كشخص صح مي لي ميقراش ما يراعيش ليه.

S2 : my teacher has actually like a super power that he memorizes all the students even though the non-active ones, yes and he actually asks where is he and where is she even though they don't actually talk but he just cares of them being there even though they are just quiet.

S3: the same idea like she said , the more active ones he like to care about them more the other don't but emmm..that's it

S4: to be honest, he don't even think he recognize my presence, well let's be clear here, he is an old man and he don't have that... His memory is not good, you know what I mean? (all laughs) when I am participating or given my opinion he interacts with me however, I don't think that when the coming session I don't think he recognizes that I was participating or active, he is an old man you know.

S5: actually he is amazing like he notice people like for ample me when he do the attendance, he called my name meriem and I look little bit tired, I was ill that day and he told me what is wrong with you meriem, are you ok ? [T: just with you or all the students ?]few of us not all

S6: actually he interacts with us but I don't think he remembers or someone is absent or interactive, [T: no , does he care about you as an individual ?]no, just in groups [T: so always his feedback, his comment is all about the group not you exactly ?] yes for all the classmates.

S7: he taught me in the first year and he was so much like appreciating each student, but this year we are working as a whole , [T: does he care about you as individual ?] no he used to

S8: can we talk in a non-formal kinda way [T: no, I mean formal and no offensive expressions] no , no like offensive eehhh basically, I don't think he notice or even pay attention to me [T: he doesn't show interest in you], I showed up half an hour late once, and he said to me if a glass is half empty and half full, how do you people define it...half full or half empty like I said wow why do you ask me this when I got here ...!!!!!!!!!!!!!!

S9: about my teacher , she cares about me and she knows my name and emmm, when I am not in the classroom or I am ill, she asks about me .

9. Does he/she give you an opportunity to reflect upon the tasks ?

S1: no, never

S2: actually I remember when we presented the play in the cultural complex, after that we present it in Tuesday and in Wednesday the first thing he came to say what do you think about it , what was your reaction to what happened yesterday and he just thought about taking our opinions into consideration

S3: not truly he doesn't

S4: he doesn't even care, I mean he always wants us to do what he likes not what we like

S5: sometimes

S6: he tells us to prepare some activities , new activities instead of presentations to do it in the second semester [T: does he ask you about your presentations and what do you like about others' presentation, about his way of teaching ,what do you like or dislike about my style ?] no never

S7: I think in third year, he knows he has experience , he is sure that his way is good, he never asks us...[T: is he arrogant] no, he is not

S8: well, basically what he asks us something we have to do it like exactly the way he said it [u don't negotiate with him ?] exactly

S9: she doesn't care about our opinions.

10. Is your teacher's style tense or flexible to you ? why ?

S1: ماهيش قاسية يعني عادي تعاملنا معنا على ابناانا ماشي تلاميذها يعني مرنة

S2: he is flexible as well he mainly treat us as his colleagues and not as his students we don't have that wall between student and teacher,

S3: I don't think he is flexible like his style like he always sitting in the desk and he never moves like and emmmmm like emmmm we don't like do play shows, games, songs, group work, this is somehow boring

S4: he is so strict [T:rigid ?] sometimes he tries to give some jokes and he is not funny you know .. he laughs on his own jokes..you know he is old man and what do you expect..

S5: he is okay, like he is still young and so he is funny

S6: his style is flexible , we feel comfortable and more free in the session

S7: he is so flexible and we feel comfortable and we never like get afraid to ask him anything, you can ask him anything

S8: his style is not helping at all and basically he is like, how to say it, he is an old man trying really to live his glorious youthful days if you know what I mean.

S9: she is tense once I ask her how are you ? she told me it is not your business, she told me there are some limits between us, you can't cross them, she was angry that time...

3-Tasks and Topics:

7. Does he/she ask you about your interests whether verbally or via checklist ?

S1: تشرح الدرس فقط

S2 : he actually always ask what do you think about the oral expression session, what do you want to do, what do you like, he always does that

S3: ahhh emmm not really, once he asks us about what would you like to present and we give our opinion but as the end he chooses natural disasters [T: he asked you but he did his opinion ?] exactly, we give him like a lot of choices but he doesn't like them.

S4: not at all, here is how the session goes, he comes, he presents, he talks about whatever he wants , he expect us to do what he ask us to do then the session is done , he leaves, that's it

S5: he asked us about our interest but the end he did what he wants, so doesn't matter

S6: he asked us about interesting activities in order to do in the second semester, for the first semester, just presentations

S7: we are in different situations, because we are guiding the session because we are teachers, we act like teachers, and he sit and just told us to like guide ehh [T: yes, does he ask about your interests ?] we, there is no interests like we just choose a topic and perform it in front of the teacher

S8: he likes that part , like always on him and like he is the centre of the attention always, when we present something, he always have to say something and not in a positive way and he never cares about our interests.

S9: she never ask us about our interests.

8. **What do you like to perform the most in O.E:**

Role plays/ Presentations/ Debates/ Games/ Listening/ other.....and why ?

S1: I like presentations, because I like to talk and others are listening

S2: we are really interested in doing discussions like the one you witnessed, freedom of belief it was the most fun session we have ever had, because we don't like to stay in the centre and just talk, maybe they don't even care, but with the discussion all of us really focus on the talk.

S3: I like games and emmm presentations somehow because they like make more comfortable and more confident and I feel myself doing them

S4: well all what we did was a book review, a play, a drama and singing a song, it wasn't my favourite things to do, however I am ok with the book review, it wasn't that bad because I had to read a novel, it was good experience for me, ehh for me I 'd like to present things that I like for example, I 'd like to talk about my hobbies [T: are the plays, or book review imposed?] yes they are imposed.

S5: I love plays and games because last year, we have Mrs.Z./ thanks to her because she give us games like we going outside and talk to them even we don't know them, we don't feel shy, to avoid the pressure on someone, so this year just talk about politics I don't know why?

S6: I prefer debates because I feel more comfortable, avoiding shyness, and to get more vocabulary.

S7: I like book reviews and I like present something that has spiritual nature and not like natural disasters or something like this, so anything spiritual or distinct..

S8: I like debates, and we never had debates

S9: I only like exposing through data show, because everyone enters alone and presents alone, other got out...

9. Does your teacher focus on your fluency as individual ?

S1: no, never

S2: he doesn't do that, he just focuses on how you talk , he just tries to give you an advice but he doesn't really like tell you are good or bad, he just give advices.

S3: no he doesn't , sometimes my friends when they are talking I notice that they are saying some words wrong , not the way they must be said, so I like if he somehow...but the teacher must comment on them..

S4: well, sometimes, he tell us he focus on our pronunciation, I remember one time he told that I have a good English but , he sometimes he mention thatthat 's it

S5: actually he gave us his opinion after each presentation or play or something because me when I presenting because I did a play , he advise me to raise my voice and some mistakes in vocabulary..

S6: he gave us his opinion after our presentation and information how we can present as teacher

S7: he highlights weaknesses but never give specific advice like weak or strength points

S8: he gives like instructions or advices how to improve your pronunciation, how do you present something, how do you stand like in front of people, when you are presenting something

S9: the only advice that she gave me is to watch fox news [T: for what purpose ?] to improve my fluency

10. Do you think that the teacher's behaviour or topics provided help you develop your personality as a member of society ?

S1: تقولنا اقراو باش تتحو هادا الخوف

S2: he actually tries to insist on us to talk even though with mistakes even though we don't have a perfect English accent and he always tries make us feel like we actually mature and we are able to present anything we want and we are able to express our feelings freely and it actually helped me a lot because I always suffered from anxiety and I have never been able to talk like this in public because I was always feeling stressful but with the oral expression I have promised that to have a big change because of the teacher.

S3: I don't find the things we do in the session are helping me all the time, they are not

S4: if you ask me my last year teacher I would say yes, but this year I don't think so I don't find his topics helps me with the ehhe how I face the environment, it was like maybe in the classroom and I already have experience with presentation and I am third year so it doesn't make sense for me

S5: sometimes he told us to love life sometimes ehhe at the end of the session we wish to die or suicide or something. sometimes he is happy and he speak optimistically and sometimes he came with depression saying "I hate this country and I want to suicide" he makes us hate life.

S6: I don't think so, it is only in the classroom, presentations,

S7: I am a bit introvert and helped me being extrovert and he helped get out of my box an speak out my opinions

S8: it never helped in or out the classroom, I gain nothing

S9: she don't give us a that boost that we use to other people in the street or..like in the presentation or role plays, two or three students who concerned stayed inside the classroom, other should go out

11. What is your attitude towards teamwork in the classroom ? is it helpful ?

S1: not helpful because everyone has different level and they don't help each other [T: so the teacher didn't intervene to make a balance in the group ?] she just told us to make groups, she doesn't care about level

S2: I personally prefer individual performance in oral expression session because we are tending ehhh [T: do you hate group work ?] I hate group work because I feel better dealing with whatever oral expressions are about individually rather than being in groups, because it is oral expression and I am supposed to express my thoughts and try to improve my accent and I don't really that because we don't have the same level and we don't have ..i don't know how to explain. I think as freshmen we need to perform that way

S3: I don't like working in groups because levels are not the same but like the others...

S4: I don't like teamwork, I hate it so much like ehhh don't get me wrong but when someone ask me about they think I don't deal with people , no I deal with people, I just don't like to be forced to ehhh like I don't like to be forced to like I am convincing someone and this all thing I don't like it so and other thing ehhh as they what they said ehhhh about not the same level and it is rare to find someone who is the same level as you or maybe he has high level than yours **S3 Intervenes [sometimes non active, when we are in groups they don't even intervene at all, just two or three are working and others are not working and they got same marks as you even they didn't cooperate with us] all of them: exactly. S3 intervenes: [I like something in our teacher like when he sees like good student, he asked us not to work together, like I am good student and she**

is good student we don't work together but we have to work with other who are non-active and this is a good point]

S5: I don't like working in groups because , each time I work with a group eventually I will take the responsibility of the group because most of them they don't attend for example for example we practice for a play or a presentation or something, they didn't attend to practice so I always take all of the work, I hate it

S6: actually I don't like team work I think the teacher can't deal with all the levels of group members , also, it will be unfair to evaluate the group as whole

S7: I think we Algerians don't have the spirit of teamwork but I like to work but always there is someone who is bossy and someone who is shy so it needs like someone to guide them not just like that do group work....

S8: I don't like team work basically, it is not because of the mark or anything , when we present something differences like it is obvious when there is someone good someone is not, you can tell by which one is helping the each other and this why I avoid it

S9: I prefer teamwork when you know something, I might help them and they might help me

12. How many times does your teacher choose you as a leader in the group ? do you like to be a leader ? why ?

S1: no she never choose s me and I don't want to be a leader

S2: he never does that, he never chooses a leader , he said do whatever you want but he gave us the choice which one do you want? which one of us who want to be the responsible of this group ? He gave us the choice to discuss with each other and to give

like a fair decision....[T: do you like to be a leader?] I don't want to be a leader because I don't support group work in the first place

S3: he doesn't but I like to be like a leader because I feel more confident so, when I am not controlling, [T: do you think group helps you to be leader?] yes somehow,

S4: the teacher never, whenever he gave us tasks to do , he always give us I mean as individually work but I don't mind be a leader because I feel like more competitive , I mean especially if I feel like better than emmm, I have maybe better ideas and I am always creative that is why I feel like to be a leader. Because last year I was a leader of a group work and I did good, so I guess I can do it if I emm and it was good experience. However, I still I don't like teamwork though

S5: he never choose me to be a leader but eventually I find myself I am the leader of the group, you know ,I took all the responsibility because I am an organized person, I love something like perfectly done and I love everyone active with me

S6: actually our oral session, all of us are leaders, because individual presentations makes as leaders and I don't want to be leader

S7: we never did but I want to be a leader because I am messy and hesitant person and but always he choose me to be leader I have a lot of energy and they like emm (inaudible speech) and he never chooses me as a leader in oral class in group work

S8: he never choose for a leader but he always like he actually choose like favourite students or something, regarding the leader thing If am chosen I will choose it.

S9: I will choose to be a leader because you guide students, and my teacher sometimes chooses me in group work and I don't like to be a leader because it is responsibility

4-Evaluation and Feedback

4. *Do you receive a proper feedback from your teacher after your performance in specific task ? Are you satisfied with it ?*

S1: النقد البناء

S2: he never gives like a superficial feedback like individually, he always like compliments the whole class and gives it in details, he never does it like you are good or you are ok , he tries to give advice and he just tries to evaluate us as a group, as a whole class. I remember one day I gave him a story that I wrote and he gave me an individual feedback and it was sufficient and I felt satisfied.

S3: he is sometimes did ehhe once we were emmm making the presentations, he gave us like comments, and I am satisfied and it is like read loudly, good work, carry on

S4: no he does not give sufficient feedback and I don't think that saying it is good or ehhe no it is not good enough or given me some comments about my pronunciation I don't think it is enough, ehhe yes I hoped he gave me a more detailed feedback to be happy

S5: he gave us at the end of each performance his opinion it was amazing or bad but eventually give good feedback but not good marks

S6: after every presentations he said good or excellent, thank you, that is all

S7: superficial I think and he is just net, next student, next student, next student, it is like focusing in mark not performance

S8: I don't think he is giving feedback at all during the whole semester, I am not satisfied about his feedback

S9: she gave us feedback but I don't feel it is truthful because she said perfect , excellent but I don't see it in her face. Once I was presenting, she was handling the smartphone and she didn't pay attention to me while I am presenting, and when I finished she said good.

5. *If you are not interactive or you feel anxious, does he/she attempt to involve you or to know the reason ?*

S1: no never

S2: yes he does, he always keep on saying just talk, just make mistakes it is ok just talk, that's why you mean right ? I am not talking about me I am talking about non-active students.

S3: Actually no, he doesn't with me

S4: till now I don't know if he recognizes me or not !!!!! I am serious, he is old man and old fashioned and he doesn't remember well...he doesn't even know me

S5: if you are an active student, he will care about you, but if you are not he doesn't care.

S6: no, never

S7: sometimes like last we were like I was in hurry when I speak so he tells me to relax and to speak comfortably, sometimes not always

S8: ehhe basically, he never leaves even his chair he is always sitting on his desk and that's it, he does even know or care that ...I mean half of the people in my group that don't even show up, the others what they do they sleep or play with their phones and he does even see them

S9: she doesn't care about you , she did her session and she leaves.

6. Is your teacher accessible to you, when needed, by allowing to contact him/her via email, phone number, outside class...etc. ?

S1: never

S2: we have his email, he provided us with it in September

S3: for example we have emails of other teacher but oral expression teacher , no

S4: I don't know even if he has an email or no

S5: he gave us his email in September

S6: no nothing

S7: no, even when we face him he doesn't even recognize us

S8: no

S9: she gave us her Facebook but she never responds.

5- Students Suggestions

You can say anything concerning oral expression module, teacher of module, his/her methods of teaching, tasks provided and the environment.

S1: نحب الاستاذ يهتم بالناس كل.... كلي يقوى كلي مايقراش

S2: it is my favourite module ever, I keep on waiting for it just to have an oral expression

S3: I hope to be my favourite and like providing with games, plays etc.

S4: it always depends on the teacher if he is good or she is good I will like the session and if he is or she is not I will not like it

S5: I hope he accept other's opinions

S6: I hope to bring data show because it is helpful in oral session

S7: I want to imitate what happen in today, we talk about problems in life, what happen to us

S8: I wish it would be like more interactive or maybe they change the teacher

S9: ربي يهديها و خلاص

Finished

Appendix 7: Teachers' questionnaire (the piloting version)

Teachers' Perceptions and Responsiveness Questionnaire (the piloting version)

Dear Teacher,

The researcher is conducting a PhD thesis entitled “ Teachers' Motivation as a Pre-requisite to Classroom Efficiency: Choosing Oral-Expression Tasks for EFL Students”, The Case Study of Oral-Expression teachers at the university of Mohammed Kheider Biskra. This questionnaire is designed to gather data on perceptions and practices in teaching the course of Oral-expression regarding environmental, professional, psychological, and social factors teachers may encounter, that either generates motivation or demotivation in the teaching profession. You are kindly invited to answer this questionnaire to help us collect verifiable data to meet the aims of the study.

I am genuinely appreciative for your collaboration

General Information

1/ What degree have you achieved till now?

Licence

Master

Magister

Doctor

2/ How long have you been teaching English?

3/ How long have you been teaching English at university?

4/How long have you been teaching oral-expression?

Teachers' Perception about Motivation

5/ In your opinion, motivation in teaching is

Highly important

Fairly important

Not important

6/ According to you, what are the sources of motivation

.....
.....

family financial rewards social status students achievement

7/ What source do you think is very influential and why?

.....
.....

8/ Mention some influential factors related to teachers motivation you think they are important

.....
.....

9/ Among the following theories related to motivation; which one do you find more useful in teaching?

.....
.....

Behaviourism Constructivism social learning theory goal orientation theory

Please justify you choice:

.....
.....

Motivation In Teaching

10/ Is the profession of teaching a personal choice ?

Yes No

11/ In case you have another job, to what extent it affects your teaching ?

.....
.....

.....
.....
12/ Is teaching oral expression course:

an administrative imposition **Or** a personal preference

Whatever your answer is, to what extent it affects your motivation ?

.....
.....
13/ Is cooperation among teachers of oral expression in your department

Compulsory Optional No cooperation at all

If you think that cooperation is helpful please explain:

.....
.....
14/ As a teacher, are you:

Intrinsically motivated extrinsically motivated not motivated at all

15/ Do you think that unmotivated colleagues affect you in some ways? Please explain

.....
.....
16/ Show to what extent do you agree with these statements

1: strongly agree 2: agree 3:neutral 4: disagree 5: strongly disagree

Factors	Agreement
My personal and social problems affect enormously my profession as a teacher	
I am not satisfied with the salary	
The department policies do not support innovative ways/quality of teaching	
Lack of materials prevents me to work freely/efficiently	
The workload affects my performance during the day/week	
Students' supervision along the academic year is exhausting	
I have good relationship with administration and department responsible	
Working in administration stuff decreases my skills in teaching	
I am satisfied with the opportunities offered to me (study leaves etc...)	

I have good relationships with my colleagues	
I will change the university I am currently working in if I have the opportunity	
Inspection at universities becomes necessary to improve the quality of teaching	

Add any other factors that you see very influential whether personal, social, or professional:

.....

.....

Oral Expression Module

17/ In this part, rate to which extent you think the following factors impact your tasks' practice in Oral expression.

	Strong impact	fair impact	uncertain	Little impact	No impact
classroom environment					
Class size					
different students' interests					
students disparity of proficiency level					
Students styles of learning (introvert Vs extrovert/visual Vs auditory etc)					
Students with disabilities					
Sessions per week					
Syllabus changes (caneva description)					

18/ Do you think that the general goals of OE Caneva (course program) helps your tasks practice. Please explain

.....

.....

19/ Do you follow specific modal or method in planning your tasks ?

Yes

If yes, How do you proceed with planning ?

.....

.....

20/ How often do you use these strategies in oral expression tasks ?

	always	sometimes	never
I establish healthy and friendly relationship with my students			
I allow my students to corrects each other			
I allow students to make comments about my teaching style as self-evaluation			
I avoid excessive error correction to decrease anxiety			
I begin my lessons with a motivating way			
I break down the input into chunks (parts) to facilitate the task for students			
I collaborate with my students to improve their level			
I focus on communication task to increase interaction			
I focus on procedure and form in planning tasks more than content			
I give space to students for ingenuity and authenticity			
I give students freedom to choose topics of their own interests to discover their personality traits			
I make my students feel I am evaluating their knowledge and performance rather than criticizing them			
I praise my students whenever they answer correctly or behave properly			
I provide my students with needs analysis checklist at the beginning of the year to discover their interests			
I provide tasks not only to solve problems in classroom but to help learners to be good members of society			
I provide tasks to simulate real life situations			
I reinforce active learning by pushing students to use linguistic and paralinguistic patterns			
I revise my lessons to check for any cultural bound issues			

What other strategies do you use ?

.....

.....

21/How familiar are you with these types of tasks. Tick the tasks you know.

Information gap activity	<input type="checkbox"/>	Reasoning gap activity	<input type="checkbox"/>	Opinion gap activity	<input type="checkbox"/>
Dialogues	<input type="checkbox"/>	debates	<input type="checkbox"/>	Role plays	<input type="checkbox"/>
Matching activities	<input type="checkbox"/>	Picture stories	<input type="checkbox"/>	Puzzles	<input type="checkbox"/>
Jigsaw tasks	<input type="checkbox"/>	Problem solving tasks	<input type="checkbox"/>	Decision making tasks	<input type="checkbox"/>
Brainstorming	<input type="checkbox"/>	Selective listening	<input type="checkbox"/>		
Games	<input type="checkbox"/>	Presentations	<input type="checkbox"/>		

22/ Rank from 1 to 10 these tasks according to their importance

1=The most important 10:The least important

Information gap activity	<input type="checkbox"/>	Reasoning gap activity	<input type="checkbox"/>	Opinion gap activity	<input type="checkbox"/>
Dialogues	<input type="checkbox"/>	debates	<input type="checkbox"/>	Role plays	<input type="checkbox"/>
Matching activities	<input type="checkbox"/>	Picture stories	<input type="checkbox"/>	Puzzles	<input type="checkbox"/>
Jigsaw tasks	<input type="checkbox"/>	Problem solving tasks	<input type="checkbox"/>	Decision making tasks	<input type="checkbox"/>
Brainstorming	<input type="checkbox"/>	Selective listening	<input type="checkbox"/>		
Games	<input type="checkbox"/>	Presentations	<input type="checkbox"/>		

23/ Which of the above mentioned tasks you think are not effective to your course ? List the top 3 ones.

.....

.....

24/ how frequent do you implement these tasks ? Justify your answer.

Type of task	always	sometimes	never
Information gap activity			
Reasoning gap activity			
Opinion gap activity			

Debates			
Role plays			
Dialogues			
Matching activities			
Jigsaw tasks			
Brainstorming			
Games			
Picture stories			
Puzzles			
Problem solving tasks			
Decision making asks			
Selective listening			
Presentations			

25/ Add anything you think is very crucially important in selecting tasks for EFL students ?

.....

.....

Thank you for your collaboration

Oppinionnaire

Quality

.....

.....

Quantity

.....

.....

Relevance

.....
.....

Difficulty

.....
.....

Clarity

.....
.....

Layout attractiveness

.....
.....

Repeated questions/Items

.....
.....

Other

.....
.....

Appendix 8: Teachers' questionnaire (the final version)

Teachers' Perceptions and Responsiveness Questionnaire

Dear Teacher,

The researcher is conducting a PhD thesis entitled "Teachers' Motivation as a Pre-requisite to Classroom Efficiency: Choosing Oral-Expression Tasks for EFL Students", The Case Study of Oral-Expression teachers at the university of Mohammed Kheider Biskra. This questionnaire is designed to gather data on perceptions and practices in teaching the course of Oral-expression regarding environmental, professional, psychological, and social factors teachers may encounter, that either generates motivation or demotivation in the teaching profession. You are kindly invited to answer this questionnaire to help us collect verifiable data to meet the aims of the study.

I am genuinely appreciative for your collaboration

General Information

1/ What degree have you achieved till now?

Master

Magister

PhD

2/ How long have you been teaching English?

.....

3/ How long have you been teaching English at university?

.....

4/How long have you been teaching oral-expression?

.....

Teachers' Perception of Motivation

5/ If you consider motivation important in teaching; what are its sources? (you can tick more than one)

family

financial rewards

social status

students achievement

Others, please specify

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

6/ What source(s) do you think is very influential and why?

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

7/ Among the following theories related to motivation; which one do you find more useful in teaching?

Behaviourism Constructivism social learning theory goal orientation
theory

Others, please specify

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

Please justify you choice:

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

Motivation in Teaching

8/ Is the profession of teaching a personal choice?

Yes No

9/ In case you have another job, to what extent it affects your teaching?

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

10/ Is teaching oral expression course:

an administrative imposition **Or** a personal preference

Whatever your answer is, to what extent it affects your motivation?

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

11/ Is cooperation among teachers of oral expression in your department

Compulsory Optional No cooperation at all

If you think that cooperation is helpful please explain:

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

12/ As a teacher, are you:

Intrinsically motivated extrinsically motivated not motivated at all

Others, please specify

.....
.....

13/ Do you think that unmotivated colleagues affect you in some ways?

Yes No

Please explain

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

14/ Show to what extent do you agree with these statements

1: strongly agree 2: agree 3:neutral 4: disagree 5: strongly disagree

Factors	Agreement
My personal and social problems affect enormously my profession as a teacher	

I am not satisfied with the salary	
The department policies do not support innovative ways/quality of teaching	
Lack of materials prevents me to work freely/efficiently	
The workload affects my performance during the day/week	
Students' supervision along the academic year is exhausting	
I have a good relationship with administration and department responsible	
Working in administration decreases my skills in teaching	
I am satisfied with the opportunities offered to me (study leaves etc...)	
I have good relationships with my colleagues	
I will change the university I am currently working in if I have the opportunity	
Inspection at universities becomes necessary to improve the quality of teaching	

Add any other factors that you agree is very influential whether personal, social, or professional:

.....

Oral Expression Module

15/ In this part, rate to which extent you think the following factors impact your tasks' practice in Oral expression.

	Strong impact	fair impact	uncertain	Little impact	No impact
classroom environment					
Classroom size					
different students' interests					
students disparity of proficiency level					
Students styles of learning (introvert Vs extrovert/visual Vs auditory etc)					
Students with disabilities					
Sessions per week					
Syllabus changes (caneva description)					

16/ Do you think that the general goals of OE Caneva (course program) helps your tasks practice.

Yes No

Please explain

.....

17/ Do you follow specific modal or method in planning your tasks ?

Yes No

If yes, How do you proceed with planning ?

.....

18/ How often do you use these strategies in oral expression tasks ?

	always	often	sometimes	rarely	never
<u>Pre-Task</u>					
I provide my students with needs analysis checklist at the beginning of the year to discover their interests					
I revise my lessons to check for any cultural bound issues					
I break down the input into chunks (parts) to facilitate the task for students					
I focus on procedure and form in planning tasks more than content					
<u>During-Task</u>					
I begin my lessons with a motivating way					
I focus on communication task to increase interaction					
I provide tasks to simulate real life situations					
I give space to students for ingenuity and authenticity					
I reinforce active learning by pushing students to use linguistic and paralinguistic patterns					
I provide tasks not only to solve problems in classroom but to help learners to be good members of society					
I praise my students whenever they answer correctly or behave properly					
I collaborate with my students to improve their level					
I establish healthy and friendly relationship with my students					
I give students freedom to choose topics of their own interests to discover their personality traits					
<u>Post-Task</u>					
I make my students feel I am evaluating their knowledge and performance rather than criticizing					

them					
I avoid excessive error correction to decrease anxiety					
I allow students to make comments about my teaching style as self-evaluation					
I allow my students to corrects each other					

What other strategies do you use ?

.....

.....

19/ how frequent do you implement these tasks ?

Type of task	always	often	sometimes	rarely	never
Information gap activity					
Reasoning gap activity					
Opinion gap activity					
Debates					
Role plays					
Dialogues					
Matching activities					
Jigsaw tasks					
Brainstorming					
Games					
Picture stories					
Puzzles					
Problem solving tasks					
Decision making tasks					
Selective listening					
Presentations					

20/ Add anything you think is very crucially important in selecting tasks for EFL students ?

.....

.....

.....

.....

Résumé

Les recherches ont constaté que la motivation dans le domaine de l'apprentissage de l'Anglais comme langue étrangère a un rapport direct avec le comportement des enseignants. Par conséquent, nous nous sommes concentrés dans cette recherche sur les stratégies motivationnelles et la méthode d'enseignement de la langue par approche actionnelle, en comparant ses principes avec le comportement des enseignants d'expression orale. L'échantillon de la présente recherche comprend 29 enseignants du département d'Anglais à l'Université Mohamed Khider, Biskra. Nous avons utilisé la méthode mixte entre la recherche quantitative et la recherche qualitative pour traiter ce type de recherche. De plus, nous avons utilisé trois outils différents à savoir : l'observation, l'entretien et le questionnaire. Les résultats de la recherche ont révélé qu'il y a un manque de perception chez les enseignants d'expression orale en ce qui concerne les stratégies de motivation et les principes d'utilisation de la méthode d'enseignement des langues en se concentrant sur l'approche actionnelle. Nous avons également constaté que la motivation est un concept complexe et ne se limite pas à la classe, mais pourra aller jusqu'à atteindre des facteurs externes très influents tels que le salaire, la coordination et la coopération entre les enseignants ainsi que les problèmes administratifs. L'un des points fondamentaux que nous avons découvert est que l'absence de formation et de supervision à l'échelle universitaire a un impact négatif sur la méthode d'enseignement, et cela inclut des préparations de leçons purement improvisées en s'appuyant sur l'explication superficielle du canevas (le programme d'enseignement) sans procéder à une recherche approfondie sur la manière de son application. En conclusion, cette recherche a abouti à des résultats qui pourraient être utiles et efficaces pour encadrer les enseignants et développer des théories scientifiques sur l'apprentissage des langues étrangères.

Mots-clés : Comportement des enseignants, motivation, module d'expression orale, stratégies de motivation, enseignement de la langue par approche actionnelle, canevas.

ملخص

إن البحوث أكدت أن مسألة التحفيز في ميدان تعلم اللغة الانجليزية كلغة اجنبية له علاقة مباشرة بالسلوك التدريسي للأساتذة. بالتالي، ركزنا في هذا البحث على الاستراتيجيات التحفيزية و طريقة تعليم اللغة عبر المهام و مقارنة مبادئها بالسلوك التدريسي لأساتذة التعبير الشفهي. حيث تحتوي عينة البحث على 29 استاذًا بقسم اللغة الانجليزية بجامعة محمد خيضر بسكرة. استعملنا الطريقة المختلطة بين البحث الكمي و الكيفي للتعامل مع هذا النوع من الأبحاث. اضافة الى ذلك، استعملنا ثلاثة ادوات مختلفة و هي الملاحظة ، المقابلة و الاستبيان. اسفرت نتائج البحث ان هناك نقص في الادراك لدى أساتذة مقياس التعبير الشفهي فيما يخص الاستراتيجيات التحفيزية و مبادئ استعمال طريقة تعليم اللغة عبر التركيز على المهام. وجدنا كذلك ان التحفيز مفهوم معقد و لا يقتصر فقط على القسم بل يتعدى ذلك ليصل الى عوامل خارجية جد مؤثرة كالراتب، التنسيق و التعاون بين الاساتذة و المشاكل الادارية. أحد النقاط الجوهرية التي قمنا باكتشافها ان غياب التأطير على المستوى الجامعي اثر و بشكل سلبي في طريقة تدريس الاساتذة و يشمل ذلك الارتجالية البحتة في تحضير الدروس عن طريق الاعتماد على الشرح السطحي للكانفا (برنامج التدريس) من دون بحث معمق في كيفية تطبيقها. في الختام، نتائج هذا البحث يمكن ان تكون ذو فائدة في تأطير الاساتذة و تطوير النظريات العلمية في تعلم اللغات الاجنبية.

الكلمات المفتاحية: السلوك التدريسي، التحفيز، مقياس التعبير الشفهي، الاستراتيجيات التحفيزية، تعليم اللغة عن طريق التركيز على المهام، الكانفا.