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Teachers Motivating Students to Speak in English:

The Case of Brothers Hamdi Secondary School

Third Year Foreign Languages.

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Dedication

I dedicate this humble work

To my father Med Said and my mother Zahia.

To my grandmother Ouiza and grandfather Ahmed

To my precious sisters and brothers.

To my nephews Walid and Wassim

To all my friends.

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Abstract

The present research work is a case study that explores the issue of motivation in learning English as a foreign language at Brothers Hamdi Secondary School one of the Algerian secondary school .The study aims at checking whether the teachers motivate third year foreign languages learners to speak in English during English class and what are the strategies that they use .This research is conducted by using two research tools .The first is an interview; interviews are conducted teachers and the second is a classroom observation to check students if they speak English and how teacher contribute to make it work that took place in a third year foreign language classroom. This research shows according to Dornyei's extended framework (1994) and Williams and Burden's motivational framework (1997) that teachers of Brothers Hamdi Secondary School motivate their learners to speak using different strategies to generate initial motivation and then maintaining and protecting it on three different levels the language level ,the learning level, and the learning situation level and this according to Dornyei's Motivational Framework1994. Then, the factors that affect learners motivation; among them the teacher, the learning environment and the nature of interaction and all this in relation to Williams and Burden's motivational Framework .concerning the students some of them like speaking and sharing their thoughts using English ,but some others hesitate to because of lacking self-confidence or having a weak level.

Key words: *motivation, speaking skill. English as foreign language.*

List of Abbreviations

ELT: English language Teaching.

L2: Second Language.

CBLT: Competency Based Approach to Language Teaching.

FL: Foreign Language.

EFL: English as a Foreign Language.

QCA: Qualitative Content Analyses.

TL: Target Language

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General Introduction

Statement of the Problem

Motivation is considered as a very important factor that helps achieving good results. In this respect, it is worth referring to one of the most relevant research works Dornyei and Scizer who have assumed that motivation in teaching a foreign language is one the major factors that determine the rate of success of learners (1998:203).

In the context of the Algerian education motivation plays a significant role in successful teaching and learning of English as a foreign language. This is one of the main reason why teachers follow the competency-based language teaching (CBLT) to modernise and develop education in order to face globalisation requirements, teachers need to motivate their learners and get them involved in different types of activities. This approach which seeks to teach students needs through a diversity of skills and competencies in order to face everyday life difficulties is considered a learner centered approach to language teaching and learning that gives more opportunities for Foreign Language learners to take part in different tasks. As they have to include the shy and non –interested ones and make them enjoy learning English and rise their enthusiasm and willingness to succeed in learning a foreign language, teachers cannot escape the necessity to motivate their learners.

Some authors such as Jones et al define motivation as “*Psychological forces that determine the direction of a person’s behaviour ..., a person’s level of persistence in the face of obstacles*” (2000:427). Motivation directs and guides the learner to get and realise his goals in different ways. A learner is even motivated by himself because of his inner desire to learn the language (intrinsic motivation). This means that the individual has internal factors that encourage and facilitate his learning of the target language. A learner can also be motivated by external factors (Extrinsic motivation) that affect the teaching and learning process as

rewards and reinforcement . Motivation plays a vital role in pushing the learner of a foreign language to perform better and learn faster. In this respect Frank Hawkins states that motivation is “ *what drives or induces a person to behave in a particular fashion ...and the internal force which initiates, directs ,sustains and terminates all important activities .It influences the efficiency achieved and the time spent on an activity*” (1993). In other words, efficient and successful learning is related learners motivation and how the teacher works on it and makes the process of learning enjoyable and effective because if the learner is intrinsically motivated ,he/she will learn better . Ramdsen assumes that “*When our interest is aroused in something, whether it is an academic subject or a hobby, we enjoy working hard at it. We come to feel that we can in some way own it and use it to make sense of the world around us*” (1992). Language teaching should focus on enhancing the communicative competence of learners but this cannot happen without helping them to be able to speak and express themselves using the English language. Because when the students fell motivated to learn this encourages them to ask questions and speak more.

Many works has conducted the topic of motivation from different perspectives, the focus in many works at the department of Mouloud Mammeri of Tizi Ouzou(UMMTO) was on the students motivations and what motivates them to learn English . One of the researches also aims at determining the attitudes that the third year students have towards ESP courses at the level of the department of English at UMMTO . Another research work aimed at finding out teachers in the department of English at UMMTO motivate their students to learn English. But this presents work sheds light on Teachers strategies used to motivate secondary school third year students to use the English language during English class to improve their speaking skill .

Aims and Significance of the Study

The topic of motivation has been widely investigated especially in the field of language teaching and learning. Our aim in this research is to determine whether motivation has been given a lion share in the Algerian education. It seek to explore the ways teachers use to motivate their students to interact in English in third year foreign language classes. We intend to shed light on teachers practices in terms of learners motivation and participation during English lessons. The focus of this research is mainly put on teachers' strategies used in order to help learners to become successful speakers. We shall also put our attention on the intrinsic factors that sustain learners to learn English as a foreign language. In addition, we've opted for interviews with (03) of the teachers to answer-13-questions to provide us with the necessary information about their experience in teaching FL classes

The objectives of our research are as follows:

1- To find out if teachers of Brothers Hamdi Secondary School motivate their students and the strategies do they follow.

2- To check if third year foreign languages students speak English during English class.

3-to determine what can motivate the students and what can affect their interest

Research questions and hypotheses

1. Do teachers of Brothers Hamdi High school motivate their students to speak in English?
2. Do third year foreign languages students speak the English language in class?
3. What can motivate EFL students to learn and what can affect their interest in the English language?

In order to answers the questions mentioned above, we state the following hypotheses:

Hp.1.Teachers of Brothers Hamdi Secondary School motivate their EFL students .

Hp.2.Teachers of Brothers Hamdi Secondary School do not motivate their EFL students.

Hp.3.Students of Brother Hamdi Secondary school are motivated to speak in English

Hp.4. Foreign Languages Students are not really motivated to speak in English, they rather prefer expressing themselves in a written way.

Research Techniques and Methodology

To conduct this research interviews with teachers and classroom observations were used in order to collect data in relation to the teaching and learning process in Brothers Hamdi Secondary School and exploring how successful it is and then analyse the collected data. The classroom observation took place in a third year foreign language class with (24) participants, during the 2015 -2016 school year. In addition, we've opted for a structured interview with (03) of the teachers to answer-13-questions to provide us with the necessary information about their experience in teaching FL classes. We used open ended questions better investigate this topic, tell us in depth about their experience in teaching foreign language classes and how they do motivate their learners to speak during English class in addition to their strategies to encourage them to use the target language while answering questions and discussing different topic. The data collected from the interviews and the classroom observations were organised and interpreted using Qualitative Content Analyses (QCA).

Structure of the dissertation

This dissertation follows the traditional complex model of writing . It consists of a general introduction, four other chapters and it ends up with a general conclusion. The first chapter is a “ Review of the Literature”, it aims at reviewing and referring to useful works in the field of language teaching in relation to speaking and their importance in achieving a successful learning process including different definitions and the main theoretical concepts .The second chapter is named “The research Design and Methodology” it identifies the methods of data collection which consist of interviews with Secondary school teachers and classroom observation sessions. Then after we got the data it has been analysed in a section under the name of “procedures of data analyses”. The third chapter entitled “The Presentation of the Findings” concerns the presentation of the results obtained from the previous chapters, interviews and classroom observation that are presented and interpreted using the Qualitative Content Analyses. In chapter Four, these findings are discussed in a narrative account according the extended framework of Dornyei, about the components of foreign language learning motivation (Dornyei, 1994:280) and Williams and Burden’s framework of motivation in language learning (Dornyei, 1997:127).

Introduction

The present chapter accounts for the major works related to motivation in foreign /second language teaching (F/SLT) and learning and seeks at exploring the different views and opinions advanced about it within the field of applied linguistics. It consists of two sections. The first section aims at reviewing relevant literature on motivation in foreign languages teaching and learning. We have started by reviewing definitions of motivation and the role that teachers may play in motivating learners in addition to different theoretical frameworks and approaches that have been adopted to explain the notion of motivation and its relation to language learning. The second section provides definitions of the speaking skill as an important component of foreign language teaching and learning and depicts various ways used by teachers in order to improve the speaking skills of the learners .

1. Motivation in English Language Teaching and Learning

1.1. Definitions of Motivation

Motivation is one of the complex terms that have been given many different definitions throughout the years. Dornyei (1998: 117) comments: *“Although motivation is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept”*. However, researchers do not always agree on limiting motivation to one definition. In this respect Gardner (2006) states: *“motivation is a very complex phenomenon with many facets...thus, it is not possible to give a simple definition”* (Gardner, 2006:242). To add a view on this complexity, Steers and Porter state: *“motivation can be characterized as follows: needs or expectations, behaviour, goals and some form of feedback”*. Steers and Porter (1991: 6). In other terms, motivation refers to the needs and expectations learners have and this leads them to behave in a way that guides them to draw goals and accomplish them .Similarly, For his part, David Mayers defines motivation *as a need or desire that serves to energise behaviour and to direct it*

towards a goal (1996:797), which means that it is motivation that steers the learner's behaviour and stimulates him to act in ways that push him to achieve a given goal . In addition Dornyei and Scizer emphasise the important role of motivation as it helps the learner to overcome the difficulties and pushes him to do better in learning. He writes: *[motivation] ... it provides the primary impetus to initiate learning theL2 and later the driving force to sustain the long and often tedious learning process.*" (Dornyei , Scizer 1998:203).

Other authors shed light on the relation of motivation with learners' attitudes. Gardner and Lambert (1972:3), for example state that "*his [the learner] motivation to learn is thought to be determined by his attitude towards the other group in particular and by his orientation towards the learning task itself*". Yet, other authors such as Brown (2007) review the definitions of motivation based on the three historical schools of thought. He defines motivation from the Behaviorist point of view and states: *[Behaviorism]...This perspective sees motivation as the anticipation of reward, driven to acquire positive reinforcement and based on our prior experience. We repeat the action to get reward.* Skinner in his studies and analyses for behaviorism promotes the importance of behavior and its crucial impact on second language teaching and learning throughout the world. He states:

The behaviorist theory thus came to explain learning in terms of operand conditioning: individual responds to stimuli by behaving in a particular way .whatever happens subsequently will affect the likelihood of that behavior occurring on subsequent occasion will be increased or decreased (Skinner, 1997:09).

Skinner believes that individuals react mechanically, stimulus than response, they respond to a stimulus by behaving in a particular way .He stresses also the importance of "reinforcement"; this later can be done by reward which can urge toward a better behavior or punishment .Thus Behaviorism stresses the role of reward and reinforcement theory which means that a reward reinforces behavior. In contrast **Cognitivism** "*sees motivation as choices people make. The forces behind our decision are the needs or drives*"

(Brown,2007).*Constructivism* however, sees that “*Each person is motivated differently and the emphasis is on social context and individual personal choice*”. (Brown, 2007).

1.1.2. Teachers’ role in classroom motivation

The role of the teacher in motivating learners is pointed out by Dornyei (2001) who states: “*teacher skills in motivating learners should be seen as central to teaching effectiveness*” (Dornyei ,2001: 116) , especially for learners who lack interest in what is being taught and who need to be helped through extrinsic motivation.

Other studies set out to investigate how teachers positively affect learners’ motivation (Kikuchi et al, 2009). These studies proposed that language teachers play one of the most influential roles to help students engage and persist in the long process of learning.

Among the factors that are claimed to have significant role in motivating learners are interactions with the teachers, learning experiences, feedback, rewards, praise, and punishment (William& Burden, 1997). because pupils need someone who make them feel important and smart ,by thanking them ,praising and rewarding them for good answers or saying something even if it is simple encourages them to better participate , in addition to punishments that teachers use to frighten them to change his students bad behaviors with good ones .

Teachers in the classroom can reinforce his students well to learn by applying five principles proposed by Oxford and Sheerin (1994) the first important thing that a teacher should know is to figure out real reasons for learning the L2 this will allow the teacher to know what to teach and how to teach it, the second is to help the students to build challenging and achievable goals, he also suggested a third thing that teacher should to do is to show the students the benefits of learning the L2 . As a fourth important criterion that a teacher should provide is to create a safe, welcoming, and non-intimidating teaching environment this

can make the learners feel safe and free to speak and express themselves. And the fifth is to motivate students to develop high but realistic intrinsic motivation by making them like and enjoy learning the language.

Motivation is considered as the driving force that moves a person to fulfill his goals no matter the obstacles. This force depends on the context, family or social environment but mainly of the internal motivation of the student to achieve goals in life .Similarly to the classroom context where motivation is one crucial element that pushes the learner towards his goals or even help him to find a goal to pursue.

Moreover, engaging motivation in students with alternative assessment can be accomplished with meaningful, challenging tasks that involve novelty and give students some control and encourage self-management and monitoring skills. When students have real choices and input in their own learning and assessment, they will experience more motivation and will strive toward mastery in school (Stefanou & Park). Hence, teachers who give new challenging tasks give more drive to accomplish their goal and allow them to judge whether they did well or not and how they can improve their work. Similarly, Erwin (2004), allowing students to participate in this process give students the opportunity to fulfill their power need by taking control of their own learning.(Erwin,2004:25) .

“Classrooms are composed of both engaged and disaffected students. The focus of an educator needs to be in shifting the negative attitudes and behaviors of their students to ones that are more intrinsically motivated and engaged”. In other words in every classroom there are students who are involved and those who lack interest for whatever reason, so here appears the role of the teacher to make them involved in a way that makes them like to repeat that again and again. (Keith et al , 2006).

There are classrooms that radiate success and teachers who inspire. Downward trends in motivation are not inevitable. Curriculum and instructional strategies can improve a

student's intrinsic motivation to learn. (ibid, p13). This means that thanks to strategies used by teachers a student can shift from being careless and reluctant to a motivated learner with a good will and determination . Maehr and Midgley (1991).Classrooms need to teach a curriculum that students can relate to their own lives. If the material has no purpose, a student's motivation to learn it is low (Keith: 2016).

It is essential for teachers to build positive and involved relationships with students in order to promote motivation. The student has to know that the teacher cares in order for it to be effective. The teacher can show that they care through listening to student feedback and making appropriate accommodations. The teacher can give genuine compliments and take time to get to know the student's interests, concerns, and situations. (Mendler, p23). Henceforth, if the learners have a friendly relationship with their teachers this will allow them to feel at ease to share ideas and get rid of their shyness.

Also, expressing enthusiasm is one of the key aspects for strengthening student motivation . People genuinely enjoy being around people who are uplifting, lively, and energetic. A teacher should carry these traits to captivate their students. Teachers should express and share their love for the subject to captures the students' interest and engage them with good humor and amusing activities .Mendler (2000) states that “*research on learning styles, multiple intelligences, and preferred learning activities tell us that there is no one size fits all when it comes to how students learn, consolidate, and use information* (p. 61). Therefore, a teacher needs to capture all types of learners through drama, music, art projects, teaching through food, and theme days. When a student is engaged and interested, they become naturally more motivated in learning. (ibid 22, 23).

Mendler explains that a teacher can motivate students who don't care by applying four key aspects: “emphasizing effort, creating hope, respecting power, building relationships, and expressing enthusiasm” (2000:8).

1.1.3. Types of Motivation

Many scholars such as Gardner (1985), Gardner and Tremblay (1994), Ryan and Deci(1985) identified four main types of motivation .We start by the dichotomy of integrative /instrumental then the one of extrinsic motivation .

1.1.3.1. Intrinsic and Extrinsic Motivation Intrinsic Motivation

There is a key concept in the field of motivation introduced by Deci and Ryan (2000) as self- determination theory, it consists on the distinction between intrinsic and extrinsic motivation.

a- Intrinsic Motivation

this type of motivation comes from our desire to learn refers to the feeling of enjoyment that a learner gets while learning a second language ,and because he finds it interesting and pleasant .Ryan and Deci define intrinsic motivation as “*doing something because it is inherently interesting or enjoyable*” Ryan and Deci (2000:50) .

Intrinsic motivation is originated inside a person, where there is no reward except the activity itself they do an activity just because they like doing it , they do not expect anything in return . Gardner (1985:10) defines L2motivation as an extent to which an individual works to learn a language because of a desire to do so and the satisfaction experienced in this activity. Some literature illustrate this type of motivation as an individual’s interest in a precise task , others however view it as the satisfaction of being involved in the overall task (Al- Ghamedi, 2014:7) .Intrinsic motivation is about having the desire to learn the language for the sake of learning it .

b- Extrinsic motivation

Extrinsic motivation as defined by Ryan and Deci “refers to doing something because it leads to separable outcomes” (Deci:2000:233) . This means that there are external factors

that motivate learners to achieve a goal, to have a career in the future, to pass an exam and so on. As it can be an “anticipation of punishment or reward” as stated by Deci (2006). A person is motivated from an outside source rather than the self .So there is an external force that pushes the learner to do well to get a reward or avoid a punishment.

Teachers need to know the type of motivation and its sources to meet the students' particular needs and promote them as they cannot depend completely on the intrinsic motivation of their learners, because not all them have the desire to learn. So enhancing unmotivated learner's willingness to take part in the learning process and enjoy it is quite challenging .Hence, mixing the both forms of motivation is what teachers can do to set a proper learning environment for the whole classroom as they play a vital role in the learning process and they are certainly connected to each other (William and Burden, 1997).

1.1.3.1.3. Integrative and Instrumental Motivation

Gardner (1985) and Ellis (1994) also introduce the two types of motivation, namely, integrative and instrumental.

a- Integrative motivation

Integrative motivation is for cultural and social reasons. This means learning the language with the intention of participating in the culture of its people. It has to do with wanting to be accepted by another world, integrating oneself within a culture to become a part of that society. Ellis (1994) considers that the integrative motivation is the best one, for him, it is more competent and well organized .In Ellis' opinion when a learner is motivated to learn the language to be part of the society this gives more well and enthusiasm to do it in a fast and effective way .

b- Instrumental Motivation

Instrumental motivation however is learning a language to reach a particular goal like getting a job, promoting a career or fulfilling an academic requirement and this by using

language as means to achieve all these goals. The reason to learn here is to get tangible things .and the learner anticipates various benefits.

1.1.4. Different Approaches to L2 Motivation

1.1.4.1. Dornyei's Motivational Framework (1994) of L2 Motivation

Dornyei's Motivational framework focuses on three components that are conceived to contain three levels: the language level, the learner level, and the learning situational level.

a- Language Level

It focuses on orientations and motives associated with different aspects of the L2, such as : the culture it represents, the community in which it is spoken, and the potential usefulness of proficiency in it (Cited in Ozturk, 2012).

b- Learner Level

The learner level is the second level in this framework; it is related to the effects and cognitions that form personal trait. It includes two motivational components which are "*need for achievement and self-confidence*".

c- Learning Situation Level

The learning situation is the third level, which is constituted of intrinsic and extrinsic motives and motivational conditions related to three areas.

c-1- Course Specific Motivational Component

These components are related to the syllabus, the teaching material and the teaching methods and the learning tasks. Crooks and Schmidt (1991) four motivational conditions described within the framework which are intrinsic *interest*, the *relevance* of the instructions to the learners personal needs ,values and goals ,the *expectancy* of success ,and *satisfaction* in the outcomes (Cited in Dornyei).

c-2 -Teacher Specific Motivational Component

This component focuses on the teacher's personality if he is the authority type or a friendly one, and his behaviour and the teaching style.

c-3- Group Specific Motivational Component

The group specific motivational component is about the general learning atmosphere in the classroom, the related to the group dynamic of the learner group.

The first is the course-specific motivational components which are related to the syllabus, the teaching materials, the teaching methods and the learning tasks. Crookes and Schmidt (1991) proposed a framework of four motivational conditions, which are interest, relevance, expectancy and satisfaction/outcome. The second is the teacher-specific motivational components relating to the teacher's behaviour, personality and teaching style /practice in the motivation of the students. Thirdly, group-specific motivational components that include the group dynamics of the learner group and contain goal-orientedness, the norm and reward system, group cohesion and classroom goal structure (competitive, cooperative or individualistic) (ibid).

1.1.4.2. Williams and Burden's Framework of L2 Motivation

Williams and Burden has recently made an attempt to summarize the motivation components that are relevant to L2 (1997).As a larger overview of psychology for language teacher .In their work William and burden reviewed many theories in one detailed framework of motivational factors.

1.1.4.2. 1.Factors Affecting Motivation

There are different factors that can affect the students' motivation, and (Dornyei, 1997)) provides us with the different factors.

a- Significant Others

Parents , teachers and peers are the people who can affect the motivation of the learner ,they influence his learning process in a very remarkable way .The support in the family

means a lot to the learner so it pushes him forward .The teacher 's enthusiasm for the English language and language learning brings positive atmosphere to the classroom and increases the learner's willingness to learn ,peers as well affect the learner in a positive way if they are motivated .

b- Nature of Interaction with Significant Others

The nature of interaction with significant others is a motivational tool that increase the rate of success of students when learning a second language .and this can be achieved by ,first the amount of feedback that the teacher gives to his learners, in addition the rewards that the learner may receive from his teacher or parents as incentives that reinforce their motivation such as marks or money in addition to this punishment and sanctions that can affect the learners motivation in a positive way if the learner is misbehaving and the teacher threatens him with a punishment this will make him change his attitudes .

c- Learning Environment

The learning environment is of a great importance in making the process of learning enjoyable .It includes a lot of different elements that are used in the classroom environment and can influence the learners motivation , Williams and Burden in their motivation framework pointed out several features ,for instance the comfort ,the resources ,the time of the day , week and year, size of the class and school ,class and school ethos . (Williams and Burden, 1997) .

1.1.5. Main Types of Motivational Strategies

While teaching the teacher follows two major steps in order to successfully motivate the learners , the first significant phase is generating initial motivation ,and the next one is of

a similar importance ,which is maintaining and protecting it .This two major strategies were mentioned in Dornyei 's (1999) work that aims giving ways and strategies to help teachers in their teaching process .

1.1.5.1. Generating Initial Motivation

The first challenging step for teachers when teaching a L2 is to create motivation .This is possible by applying starting with “*creating basic motivation condition*” by having a good relation with the learners and having a pleasant and safe learning atmosphere .Students’ motivation is influenced by the teachers’ behaviour in many ways. Teachers should create a close relationship with their students, based on trust and respect because this will enhance their foreign language motivation to attract the attention of the students .The teacher should also work on “*enhancing the learner’s language related values and attitudes*” by focusing on instrumental incentives because learners need all the time to feel that they get a reward for what they do .Dornyei (1999) also pointed two interesting manners to motivate the learners by “*making the curriculum relevant to the learners*” this is not so easy but relating the lessons to real life and making activities amusing raises their interest in the activity and “*increasing learners expectancy of success*” .Because, students tend to perform better in an activity if they feel they can succeed in doing it . Brophy highlights “*the simplest way to ensure that students expect success is to make sure that they achieve it constantly* (1998:60).

1.1.5.2. Maintaining and Protecting Motivation

However it is even harder for the teacher to maintain the motivation that he generated, unless, the teacher protects it by following other techniques and maintaining them. Dornyei and Ushioda (2011:118) cautioned that, “*the natural tendency to lose sight of the goal, to get tired or bored of the activity, and to give way to attractive distractions or competing action tendencies will result in initial motivation gradually petering out*”. In other words helping

learners to set appropriate goals is a very important step in maintaining motivation and bringing the attention of the learners back .Second, increasing the quality of the learning experience by making it more enjoyable and stimulating by varying the tasks and materials and teaching styles(Anderman &Anderman: 2010).

Increasing the learner's self-confidence and self esteem is one of the key ways to maintain students' motivation .In this case different strategies can be used by teachers to promote motivation by making teaching less stressful and focusing more on what they can do more than what they cannot. This will make them feel comfortable.

Motivation can also be maintained if the learners feel strong able to be in charge of his own learning and this can be empowered with the environment the teacher provides by letting students involved in taking decision and being tolerant with them .

1.2. Speaking

The speaking skill is one of the most important skills in the second language acquisition process that needs to be developed in ESL (English as a second language) class , in addition to the other skills such as reading and writing and listening activities, pupils need to practice and communicate in the classroom using the TG (Target Language),as speaking tend to be more complicated than the other skills ,because of being hard to achieve in a classroom ,when learners are not very exposed to the English language outside the classroom. So it is up to teachers to develop the speaking proficiency of the learners by arranging what is to be taught in terms of the four skills(listening ,speaking, reading and writing) and give enough importance to speaking so that pupils feel more confident to use the English outside class and avoid having speaking problem after getting their baccalaureate and later on their license degree in English .

1.2.1. Definitions of Speaking

Speaking is one of the reasons of learning English as a Foreign Language EFL ,The interest in speaking it and using it is increasing year after year, speaking allows us to do a lot of things as it is extremely important for many reasons as mentioned by Lindsay and Knight:

We speak for many reasons- to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on .

(Lindsay and Knight, 2006: 58).

Many researches emphasized the importance of speaking and defined it in many ways .Chaney (1998) for instance sees it as “sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998:13). This means that one of the main aims of speaking a language is “sharing meaning” and being able to share ideas in both forms verbal communications by using words ,sentences and non-verbal to oneself using gestures, mimes, writing and so on . Luoma explains how the spoken language is and how it is used and recognized .He claims :

(Speaking) Employs fixed phrases, fillers, and hesitation markers; Contains slips and errors reflecting online processing; Involves reciprocity (i.e., interactions are jointly constructed); Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context. (Luoma ,2004).

This means that the spoken language contains slips, errors and pauses and it is important for the speaker to know what type of language to use according to the person he is talking to and the situation he is in and the what we want to get from the act of speech.

However, Harmer has another a view about speaking, a “productive skill” as writing requires the production of speech, the leaner forms and produces his own sentences and uses his own style in order to communicate (Harmer, 2007:246). Chaney added in his definition of speaking that it is *“the process of building and sharing meaning through the use of verbal and non-verbal symbols ,in a variety of contexts”* (Chaney ,1998:13).

1.2.2. Aspects of Speaking

While teaching speaking teachers should focus on two important aspects which are accuracy and fluency. Teachers should draw the students' attention to the fact that speaking the language fluently is crucial to their achievement of their goals ,therefore in some cases teachers give importance to the correction of mistake while teaching .Yet ,in some other cases it is useless to stop the student this can be useless to do so .Thus teacher have to know where to stop the learner because choosing the wrong moment can demotivate him.

There are a lot of element that teachers should pay attention to while teaching speaking .They have to make sure that the students are able to form grammatically correct sentences ,in addition to that allowing learners to express themselves using English and give as much opportunities as possible for them to speak and express their ideas , this leads us to talk about two main aspects in teaching the speaking skill that are necessary in to develop the language proficiency of learners which are fluency and accuracy .

1.2.2.1. Accuracy

Accuracy refers to speaking with correct grammar and vocabulary without making too many mistakes, in addition to the pronunciation and the choice of the type of language to use according to the situation and context. While focusing on accuracy the aim is to speak in a correct way and most of the time the speaker does it slowly .in other words it is “*the ability to produce grammatically correct sentences*” (Richard and Schmidt,2002:204).

1.2.2.2. Fluency

Fluency on the other hand means to speak smoothly and quickly by expanding answers and giving a lot of details and information as stated by Thronbury “*Fluency is a skill ,it is the ability to process the language speedily and easily*”(1993:93).In other words it is the ability to produce speech without hesitation .according to Hedge who claims that:

“Responding coherently to the turns of a conversation, linking words and phrases using intelligible pronunciation and appropriate intonation and doing all this without undue hesitation”. Fluency is also the use the language quickly and confidently with few unnatural pauses, which is called fluency (Nunan:2003) to teach this ESL teachers should create a classroom environment where students have real-life communication, authentic activities and meaningful tasks that promote oral language so instead of continuing to teach English in the same old way drills ,repetitions and memorization of dialogues ,so it is better to teach the language communicatively in real life situations .

1.2.3. Activities to Teach the Speaking Skill

One of the main purposes of foreign language teachers is increasing their students performance in the speaking skill inside the classroom so that it will motivate them more to communicate even outside the classroom .Some of these activities are used by teachers but some of them are not used for many reasons among them textbooks that do not contain much activities to practice this skill or because of lacking teaching materials.

1.2.3.1 Recordings

The use of recordings is a helpful way of teaching both listening and speaking .when teachers expose their students to audio-recorded materials and scripted or semi scripted conversation and authentic dialogues motivates them to learn and speak using the target language .

1.2.3.2. Role play

Role Play is a good technique to be used in the classroom, it engages the learners in real life communication and reduces the fears and it allows all the classroom students even the weak ones, they would be working in group and get the chance to choose their roles and

situation they feel comfortable in. Role play can encourage students to practice their speaking skill and develop their communicative skill as well.

1.2.3.3. Discussion and debate

Discussion and debate are useful activities in English teaching classes ,it allows students to give arguments about a given issue and gives the opportunity to the other students to agree or disagree .it is a very entertaining and effective activity because it allows students to focus on what to say rather than how to say it .

1.2.3.4. Audio -Visual Aids

Songs, movies, documentaries are useful in teaching and learning new vocabulary .As students are very interested in learning from reliable resources and real English speakers, imitating dialogues and repeating song's lyrics help them to memorize new words and expressions to use them in their future lessons and even outside the classroom .in addition to improving their pronunciation. Most students who enjoy learning English they learn it because of loving English movies and songs ,so using this type of activities is very amusing and helpful for young and adult learners .

Conclusion

This literature review showed the importance of motivation in Foreign Language teaching and learning by giving definitions of many researchers in the field of motivation .as it highlights the role of the teacher in motivating the learners in a classroom setting to achieve an effective result. Thus , it reviews the underlying frameworks of Zoltan Dornyei (2001) and that of William and Burden (1997) that are at the disposition of any language teacher for motivating learners. In addition, this chapter highlights the different techniques and devices related to learning a language as a whole, and to the listening skill in particular.

Introduction:

This chapter is methodological it follows the IMRAD traditional complex model. It is devoted to the methodology used in this case study. It describes the techniques and the procedures of the data collection followed by data analysis in order to find out if the teachers of brothers Hamdi Secondary School motivate their pupils of third year foreign languages class to speak in English during their sessions and see to what extent they are motivated to use the target language. The research design of this research is divided into two sections. The first section is "*Procedures of Data Collection*". It presents research methods that are interviews, classroom observation .followed by the description of the context of investigation, participants and the sample population . Then, the second section is called "*Procedures of Data Analysis*". It presents the theoretical approach adopted in the study. Then, it presents the method used in the analysis of the data which is the qualitative research .In addition to Qualitative content analyses (QCA) that strives to provide detailed information about the procedures used to analyze the data obtained from both research tools ,in order to generate reliable and valid results.

2. Procedures of Data Collection

2.1. Research Methods

In our research work, and in order to collect data related to our study, we have opted for the interviews and classroom observation as very useful tools to get data directly from the instructors.

2.1. 1.Context of Investigation and sample population

The research is carried out in Brothers Hamdi Secondary school in Tizi Ouzou setting with a 3rd year foreign language class that has been chosen as the best students according to their administration and teachers these students got the best grades in the

three foreign languages, French, English and German. The subjects under investigation are twenty four (24) foreign languages (FL) Students stream, as they are supposed to be good speakers of English as it was studied since Middle school. In addition three (3) teachers participated in the interviews and shared information about the ways they use to motivate their learners.

2.1.2 Data Collection Tools

2.1.2.1. Description of Teachers Interviews

In our research study we conducted 13 structured and semi structured interviews and other unplanned questions with 3 teachers of Brothers Hamdi Secondary School teachers of English between the 21st and the 24th of May 2016 by means of note taking . Moreover the interview contains open –ended questions about their ways of motivating their students to speak and what are the activities their learners enjoy. The interviews allowed us to carry out in depth the study of our issue and gather informative data about both teachers and their students. As it is asserted by Richards “*Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups*” (Richards, 2001).

2.1.2.2. Classroom Observation

The second tool we opted for to collect the data is a classroom observation that took place with a 3rd year foreign language class in Brothers Hamdi Secondary School to observe pupils behaviour and see whether they speak using the English language in the classroom and to what extent teachers motivate their learners and this by looking at their way of teach and their different ways of motivating learners by taking notes. Besides, we used an observation checklist , to cover more points in relation to both students and teachers, to get more data to be analysed .The eight observation sessions took place in different hours as they have four

hours a week in different times of the day two of them in the morning two other in the afternoon.

2.2. Procedures of Data Analysis

2.2.1. The Integrated Theoretical Framework of Foreign Language Learning Motivation

As far as the data analysis is concerned, we have relied on an integrated approach to foreign language learning motivation which combines the theoretical framework developed by Marion Williams and Bob Burden in 1997. It summarizes the different components of classroom motivation and contains internal and external factors that control the motivation of foreign language learners; and the second framework was conceptualized by Zoltan Dornyei's in 1994 which focuses on motivation in classroom setting.

2.2.2. Qualitative Content Analyses

Qualitative Content Analyses (QCA) as defined by Hsieh and Shannon is “*a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns*” (Hsieh and Shannon, 2005:1278) it aims at explaining data in a subjective and qualitative way .we used it in our research to analyse the open-ended questions used in the interview .Krippendorff (2004: 18) who defined it as “*a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use*” (Cited in Cohen *et al*, 2007).

Conclusion

This chapter sheds light on the research design of the study. It presents the means of data collection and procedures of data analysis. Also, it explains the research methods used in our study. Then, it describes the different research instruments used in this study: the interview and classroom observation. Moreover, it introduces the theoretical analytical framework that we use for interpreting the data .The framework is an integrated one which

explains the different motivational factors that influence students' motivation, how to deal with it and how to maintain it. Finally, the research design opted for explaining the methods of data collection and analysis.

Introduction

This chapter is empirical. It deals with the presentation of the findings obtained from the interviews conducted with teachers of English at brothers Hamdi Secondary School, one is the teacher of EFL English as a foreign language in third year foreign language; the two others are former teachers of third year FL classrooms . In addition to a classroom observation in the third year foreign language class. Then, It accounts for the qualitative content analysis (QCA) for the interpretation of open ended questions in the interviews, we also relied on a checklist entitled *Language Classroom Observation* of some important factors that should be in classroom that contribute in motivating the learner and show how the teacher manages his class. (appendix2)

3.1. Interviews

This interview is directed to third year school teachers. They answered 13 questions about their teaching experience, and on how they motivate their students.

Question1: *How do you motivate your learners to speak in English?*

The first teacher motivates her learners by asking them questions about the previous session to involve everyone in the lesson, She uses examples and gestures and introduces the lesson by starting with a word-clue to get a complete sentence whereas the second teacher motivates her learners by showing them the importance of the English language and how important it is for their career. She also uses pictures videos ,films and brings a variety of activities each time. As concerns the 3rd participant (3rd year foreign language class), she turns everything into a game and encourages the pupils to take part in the lesson by “bribing them with chocolates”, and creates an atmosphere of competition .

Question 2: *Do learners of L2 speak and participate in different tasks and what kind of tasks do you think that they are more interested in? Why?*

The three participants agreed that not all the students participate in the same way, the good learners do not have any problem in speaking; they even dare speaking and giving answers. However, they act differently they act differently with the voiceless students. One of them claims that he gives easy questions to less active learners, then, after a time they dare to answer more difficult questions. The two other teachers try to reformulate each time using simple language and gesture, to make them involved. Concerning the activities the pupils like most teachers answered that they enjoy role play; dialogue completion games such as riddles and also group work, in one of teacher's words: *"my students speak especially when they are hiding" she praises them but she doesn't give them eye contact this encourages them to speak next time that makes them feel comfortable to speak more often*".

Question 3: *What motivated you when you were a student to speak in English? And do you think that you can motivate your learners the way you were being motivated?*

Two teachers answered that thanks to their teachers who made them love the language and motivated them to speak and become teachers because of their way of teaching. The third teacher first motivation was that she had the opportunity to receive relatives from the United States who made her feel motivated to speak like them. Then came the role of her teacher that stimulated her attention and helped her to understand and speak English. For the second part of the question the teachers think that they play a great role as being not only guides but also actors and motivators; the three teachers advise their pupils to read in English and use their dictionaries and new mobile applications in acquiring new vocabulary and find an online partner with whom to speak and learn more.

Question 4: *What do you consider as the key of a motivational plan?*

The first teacher believes the more efficient way in motivating learners is by taking into account their interests, hobbies and their weaknesses so to plan strategies accordingly, the other teacher thinks that setting a more non threatening learning environment for the class, by trying to inject more humor into the lesson encourages the learners in the classroom. The third teacher believes that the key of any motivational plan is to make the pupils enjoy the lesson and make them feel at ease.

Question 5: *A teacher should be a guide and motivator? How do you grab your students attention when they are distracted?*

The learners are usually distracted by the noise the other colleagues chatting inside or outside the classroom, or by the pupils who practice sport nearby . So teachers have their ways to bring them back to the lesson by lowering the tone of their voice, knocking on the table in a rhythm or simply with an eye contact .Teachers believe that there's no need to scream or shout at the students faces or blame them to get their attention back without offending them, and this helps them to save time.

Question 6: *In every classroom we find some students who remain silent .How do you act with the voiceless students .What in your opinion is the best way to make the shy learners speak?*

One of the teachers makes them feel at ease or makes them whisper the answer, she praises them One of the participants uses the voiceless pupils to repeat what someone else has said or asks easy questions for the voiceless students to make them take part to encourage them to speak more, another teacher avoids eye contact with her students to helps them get self-confidence. The third teacher thinks that when the students feel that their teacher is understanding and gives more chances and accepts errors than the shy student dare to speak .

Question 7: *How does the first impression effects students' motivation?*

The impression that learners have about their teacher is very important, because according to what the three participants agreed upon, learner like open-minded teachers who are kind and dynamic with a sense of humor cheerful. a teacher who corrects them who guides them, all this let them enjoy their learning process. But if the teacher is authoritarian or threatening them they feel demotivated to learn; prevents them from answering or even thinking freely.

Question 8: *A teacher should be a guide and motivator at the same time .How do you grab your students' attention to what you are saying and more importantly how do you make them speak?*

The teachers go through hard times to make their third year classes learners speak, because all their focus is on getting as much vocabulary as possible and understand the grammar lesson and be able to write a good essay. So teachers suggest to teach grammar in communicative way to allow the learners to distress and share ideas and examples to use the target language as much as possible. One teacher suggests using some song lyrics in relation to the grammar lesson to help them speak and learn and memorize the rule.

Question 9: *Making the process of learning enjoyable is not an easy task, especially for third students. How can you as a teacher maintain a good atmosphere of learning?*

The best way to keep an enjoyable atmosphere is by sharing ideas that interest them and explain the lesson using various ways, using gestures and facial expressions; teachers think that the role of a teacher is to be an actor, to do anything to make learners like the lesson clear.

Question10: *Third year students are mainly interested in having a good understanding of the lesson rather than learning English to speak it .what can you as a teacher suggest as a solution to this problem?*

One teacher of third year foreign language class feels disappointed with the level of third year foreign language classes as they are supposed to be good speakers, but “unfortunately” there are learners who are in this class but not capable of expressing themselves and this feels really unpleasant .

Question 11: *How can code switching be motivating in a 3rd Foreign Language class?*

Teachers believe that code switching is necessary at times when the definitions, explanations ,synonyms, drawings ,gestures mimes don't work ; one of the reasons for code switching is that the words used in curriculum are totally new ,so they use the native language to make things clear . To move to another point because if they continue explaining with words they don't understand this would be time consuming.

Question 12: *One of the factors that prevent learners from answering and asking questions is the fear of making mistakes .How do act in such a situation?*

The teachers claimed that they encourage the pupils to speak the target language even with errors ,because ,they say ”we learn from our mistakes “ when a teacher corrects the mistakes the whole class will learn from it and avoid making that same mistakes again and this allows for the other shy learners to participate

question13: *How do you act when it comes to students who give answers randomly ?*

The teachers advise and encourage the pupils to speak using the target language even with random answers or given incomplete sentences this will give more speaking opportunities for the other learners to reformulate the answers, and stimulate more

	<p>but not healthy”. What is your favorite type of food “ poulet rôti” “red roasted chicken” the teacher translates then writes it on the board. One said “ les frites “ it is called French fries or chips it is salty food she said ,one girl said “ salty food is good “ the teacher said yes but don’t eat too much salt it can harm your health . As the session goes on the students express their likes and dislikes to different types of food and dishes and answer the questions and ask in English</p> <p>Items like “greasy food, healthy food ,diet coke , Enriched with vitamins ,sweets then the health problems that might be cause by excessive amounts of junk food like cholesterol ,high and low blood pressure , obesity ...</p> <p>Lesson Presentation: The lesson starts with brainstorming .she asks what did you eat, what types of food do you know? Do you like..?</p> <p>Is it healthy? After that she introduces the title of the unit and the text .She asks to describe what do they see on the pictures .then she asks them to read and try to explain the words if they can’t she gives them hints to help them find out the answer . They answer the questions about the text with further discussion and more vocabulary related to the topic .</p> <p>Classroom Management: The seats were organized to three separate rows that face the white board the teacher is facing them and explaining the lesson and moves around the classroom while doing that ,she sometimes gets closer to the students to listen to their answers and correct their writing tasks .The teacher asks different elements in the classroom she gives the chance to the students who participate and answer questions she asks such us what is the meaning of the word ? What do you think? In addition to involving other students who avoid raising their hands by asking them easier questions like yeas or no questions do you like salty food? and questions about their choices what do you prefer fast food or home greasy food ? The shy students usually too short like yes ,I do .or me too .Do you like French fries Feroudja?</p> <p>No, I prefer pizza .What about you Nawal? I like pizza and French fries too. Then the teacher suggested another way to</p>	<p>Good</p> <p>Fair</p>
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	<p>answer you can also say “I like both”. She said it using her two fingers to explain at the same time.</p> <p>Classroom Atmosphere: the students’ participation was lively and active in today’s class because learners enjoy talking about their preferences and they seemed interested in the topic in knowing names of different dishes and food. The teacher accepts the students answer when they speak in Berber and makes all the pupils participate the discussion and give their opinions .she also tries to create a friendly environment so that everyone feels free to speak and share their thoughts. She explains in a simplified way using definitions and sometimes uses native language to make sure that everyone understands.</p>	Good
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Session 2

The Sessions Observed /Time	The Items Observed	The Rating Scale
	<p>Presentation: The teacher deals with grammar lesson about If conditional .The teacher enters to the classroom with a smile and cheerful face “good afternoon my kids ,how are you today? Different answers to this question .one said ‘I’m fine ,I’m good ,I’m tired’”then they asked her back how about you she answered “excellent ,thanks for asking .”</p> <p>The teacher asks the students what they will do if</p>	Fair

<p>Session2 April,17th 2:30-3:30 pm</p>	<p>they have a car if they win the lottery ,if they have money ...”</p> <p>Students ,answered randomly</p> <p>If I have money, I will travel around the world.</p> <p>Another said if I win the lottery I will buy a big house with a swimming pool .The teacher thanks them and writes their sentences on the board then explains the conditional type 1 and write the rules on the board and write some examples on the board then relate them and write them in conditional . Five students raise their hands then she asked one to write the answer on the board .then asks the others to say the answer then write it on the board .She introduced the other types of conditional and explained them with examples she gives them time to do the task , then she checks some of the answers .then she asks them</p> <p>to correct . She makes she gives the chance for the ones that she didn’t correct to answer.</p> <p>Language Use: The teacher uses new vocabulary and explains it with gestures. She relates the grammatical lesson to the task and some examples were given by students. To be mastered and used in their Bac exam.</p> <p>Lesson Presentation : The lesson was presented in a clear and effective way with many examples in different situations and contexts , exercises from the book and from different imaginary situations the tasks were given enough time .the teacher gives feedback for each example activity by encouraging students to ask questions and participation and creativity. By giving them positive reinforcement for their answers .</p> <p>Classroom Management: The teacher has managed the tasks by inviting each one to give an</p>	<p>Good</p> <p>Good</p> <p>Fair</p>
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	<p>example or solution to a question .She passes around the classroom and checks the copy books if they have written the rules in a clear way .she advises them to use the red color to underline the tenses and the rules to facilitate the revision .</p> <p>Use of technology: There's no use of technology inside the classroom but she asked them to send her a Facebook message if they have any questions .</p>	<p>Poor</p>
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Session 3

Session /date	Items observed	Rating scale
<p>Session 3 April ,18th 8:00-9:00am</p>	<p>Presentation : The Lesson of the day is teaching pronunciation .she asks the students to read the text and pick up the words that end with /ed/ .each student pronounces a word then the teacher deduces the rule and give presents it to them . explained that /ed/ is pronounced / t/ after voiceless sounds like she write on the board in a red color and a clear way</p> <p>Language Use : the language used is an easy simple one .Separate words to be pronounced correctly some mistakes were committed in this case she says to another student to say it correctly</p> <p>Lesson Presentation: the teacher ask the students to read in three ways and feel which ne suits better than guess the correct one.</p> <p>Classroom Management: The students were all asked to pronounce a word .She even give them familiar verbs and tells them to turn them to past simple tense.</p> <p>Use of Technology: the teacher suggests to use</p>	<p>Fair</p> <p>Good</p> <p>Good</p> <p>Fair</p>

	digital dictionaries that allow them to have the phonetic transcription in addition to the audio. She tried words such as played ,said, had ,climbed ,founded ... Then they listen to how it is pronounced	Poor
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Session 4

Session Observed and Time	Items Observed in a Session	The rating scale
Session 4 April 20 th 9:00-10:00	<p>Lesson Presentation: The lesson of a day is related to the previous unit safety first, she asks questions about the previous sessions, what was it about? a girl setting in the front table said about types of healthy and unhealthy food .She told her thank you my dear this is true .</p> <p>A boy comes in late and apologized “sorry for being late miss? Can I come in? .Yes Khaled you can of course but tell me why are you late? He answered. I didn’t find transportation .Ok ,sit down .They continue the discussion about food and safe food and junk food she reminds them about some terms to let the absent pupils know about the lesson so that she can move to how to express cause and consequence she starts by writing a sentence on the board in the context of the unit .</p> <p>Many people become obese.</p> <p>They eat too much most of the students raise their hands. Junk food. She asks them to relate the sentences. She picks one who student and congratulates him for answering write .as she starts with simple to longer and more complicated</p>	Good

	<p>sentences. The students speak and answer and ask if there are other possibilities .The teacher gives possible answers as they do the task on their books . They are given some time to do it then invites new students to answer and write their answers .on the board. They discuss causes of some illnesses and the consequences of eating or not eating healthy food</p> <p>then they conclude the lesson .</p> <p>Language Use: the language used is related to the topic and explained using synonyms and defined by asking to look for the definitions on their dictionaries then asks the fastest one to read it out loud .they also ask questions about words they find while rereading the previous tasks .</p> <p>Lesson Presentation : The lesson was organized from simple to more complicated examples then they practice exercises and ask their questions about the unit .the teacher recapitulates in general way .</p> <p>Classroom Management: the classroom was all focused because they all wanted to master the grammar points that they study.</p> <p>Classroom Atmosphere: The students participated in the activity and seemed interested in the lesson as they were enjoying the topic that is useful to their both Bac and daily life communication .The teacher made the students satisfied with their participation.</p> <p>Use of Technology: there is no use of the technology except when the students were asked to look for the words in their dictionary to look for the meaning and rush to give the answer .</p>	<p>Fair</p> <p>Fair</p> <p>Good</p> <p>Good</p> <p>Poor</p>
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Session 5

The Session Observed /Date	The Items Observed	The Rating Scale
<p>Session 5 April ,21st 2:30-3:30 pm</p>	<p>Preparation : The teacher starts a new unit entitled “Feelings and Emotions” it’s a reading comprehension session and a task based activity .</p> <p>Lesson Presentation :She asks the students to open their books asks questions about “agony letter” she asks for the meaning of some words</p> <p>She explains what does agony means by saying it’s dying. A girl setting in the front table asked about the meaning of the word major. The teacher used it in a sentence “I am majored in English”</p> <p>Hania is majored in sports. She gives a synonym to the word shrink and writes in on the board in a clear way shrink= psychologist .The students ask for more explanations to unclear words a boy setting at asked “what is underdog?” she draws a smiley on the board then she said what adjective can you use to describe this? A girl said “happy” another one “cheerful” good the teacher thanks them and tells to them .she draws another drawing with a sad face and said this one is said so he feels down or like an underdog .Then someone suggested: “does it have the same meaning with irritated “ the teacher ,acted angry and said I’m irritated ,right now then they said angry “ then someone asks about the meaning the verb to weep and said “to weep” is ” to cry “ .She, after that reminds them of the past simple of the verb of the verb “to weep” and “to keep” and writes them on the board . Continues explanation and ask them to write a letter following the same model.</p> <p>Language Use :The language used is simple containing some new words that are not clear which</p>	<p>Fair</p> <p>Good</p> <p>Fair</p>

	<p>are the terms introduced for the first time , she explains the word using easier English words that learners are more familiar with. using miming facial expressions and drawings and sometimes acting to clarify words and ideas .</p> <p>Classroom Management: The teacher manages the classroom by addressing everybody all at once not only given categories or groups in the classroom she ask and answers questions and gives feedback for all answers .</p> <p>Classroom Atmosphere The students seemed interested and nervous at the same time .Because the text is about a girl who feels down and stressed out because they are going through the same situation.</p> <p>Use of technology :not used at all</p>	<p>Good</p> <p>Fair</p> <p>Poor</p>
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Session 6:

The session /date	The classroom Atmosphere.	The Rating Scale
<p>Session 6 April 24th 2:30-3:30 pm</p>	<p>Preparation: the teacher planned to continue the unit and teach how to write a letter by responding to the girl who wrote “agony letter “and try to help her to get through her tough situation.</p> <p>Lesson Presentation: The lesson is follow up to the previous lesson after reading and explain letter ,the teachers focuses on explaining the frame of the letter how to write it .After giving a reminder of the previous session, the teacher asks to write a letter to this student who turned into a worried girl ,to advice her and help her to find a solution to her problem . The teacher gives instructions to how to write a letter ,She helps them by asking question what do you advice this girl .They give random answers some of them in Berber like “ she needs rukia “ others said she should stay with her friends .stay with people that can help her .she gave them some time than asked them to correct .She knocks on the table to bring the students attention. and stop talking loudly she asked four students to read their letters she helps reformulate their sentences in more correct way .she after writing on the board brought their attention to the importance of using sequencers , frequency adverbs, and linking words to develop their writing .She added another activity to make more students participate by asking to do a pair work one to write a letter of complaint about something and his friend is going to write him back solutions. The teacher involves the students who do not participate in this task by complaining about different problems for instance .One complained about not being able to organize her time to study .her friend gave her a solution to concentrate on her studies more</p>	<p>Good</p> <p>Good</p>

	<p>than anything ,another student suggested to only what is important to do .and organize her time according to her priorities .the teacher help them reformulate the answers because even if the meaning is clear but there should be more focus on the structure and the forms of the verbs .</p> <p>Classroom Atmosphere: the teacher is trying to help the students by advising them and trying to make them think of finding solutions to their friends' problems and their own problem as will .This pushed two of the students to cry and the teachers goes to see them and comfort them and reassure them to feel that everything will be alright with some patience and hard work .</p> <p>Use of Technology: no use of technology</p>	<p>Good</p> <p>Poor</p>
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Session7

Session /date	Items observed	Rating scale
<p>Session 7 April ,27th 9:00 -10:00 pm</p>	<p>Preparation: Finish the lesson then introduce a new comparative text about the difference between American and British ways of expressing their feeling and emotions.</p> <p>Presentation : The teacher recapitulates the previous unit about how to write a letter with more focus on the structure .The letter starts always with Dear Mrs.... and finishes with yours faithfully she emphasizes on the necessity of being formal . She asks them to make sure that they use titles and never yours lovely she asks if anyone have any questions, words they haven't understood .When student asked about" looking forward to hearing from you " then the teachers asks the whole group to answer . One student volunteers and answer in a</p>	<p>Good</p> <p>Good</p>

	<p>good way .The teacher asks the students to open their books and read a text .The students find difficulty to understand some terms and this prevents them from going on in reading. The teacher than does the first reading while they are listening .The teacher explains the words in they asked for . They answered questions about how do American and British people express their feeling ? do they differ from each other and how? They gave answers from the text.</p> <p>Classroom Management :The teacher is asking new student each time and getting closer to shy students to ask if they have question and asks about how are they. If they are preparing for their final exam.</p>	Good
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Sessions 8

Sessions Observed Date	Items Observed	Rating scale
<p>April 28th 1:30-2:30 pm</p>	<p>Preparation: The teacher is going to continue the lesson that she's already started about comparing two ways of expressing feelings in both American and English people ..The plan was geared towards real authentic goal which are to teach new vocabulary that is useful for the learners .It is also useful to learn about new cultures.</p> <p>Language Use: The language is new .the learners show much interest and ask a lot of questions in English .the teacher follows her usual way of explaining with synonyms and opposites ,facial expressions as she uses her facial expressions to express emotions like sad happy cheerful</p> <p>Lesson Presentation: The teacher enters with enthusiasm and a smile to present the last lesson of the year before their</p>	<p>Good</p> <p>Good</p> <p>Good</p>

	<p>3rd term exam. She starts asking about the previous session what did they do? .what they understood from it ?</p> <p>Most of the students participated the teacher asks a quiet girl to answer she said it is about the different ways of showing emotions in both American and English people. Thank you. Yes let's hear the others the teacher asks others to reformulate in different ways.</p> <p>Classroom Management : she moves smoothly from an activity to another ,she start from reading then she involves most of the students with easy sometimes personal questions just to make them speak after she has finished reading she asks them to draw a table to compare the two cultures and each time the teacher asks them to use linking words and express contrast or similarity . The teacher gives an example the learners understood what they are required to do</p> <p>American people like letting everything out .in contrast , British keep a stiff upper lip</p> <p>A student compared the next sentence about British who prefer to bottle up, whereas Americans don't mind to cry in public.</p> <p>classroom atmosphere : The teacher provides a fun atmosphere by asking about their personality do they reveal their emotions or hide them . Are you more like Americans or British .one girl said I'm British I bottle up then I end American .her mates said me too ,yes you are right ...</p> <p>use of technology : No use of technology during class but there is a girl who goes to the teacher to ask her for the meaning of some quotes in English the teacher likes it then writes it on the board so that everyone understands it</p>	<p>Good</p> <p>Good</p> <p>Good</p>
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Conclusion

This chapter has presented the results collected from interviews conducted with teachers and the classroom observation that took place in the foreign languages classroom at brothers Hamdi Secondary School. We have shed light on many important aspects that make a successful motivated classroom which are Preparation (lesson), Language Use, Lesson Presentation, Classroom Management, Classroom Atmosphere, Use of Technology. These items were part of a checklist .resulted that the teachers use many strategies to motivate their learners ,such us ,using role play to make them speak and giving a chance to week and voiceless students to speak by asking them easy questions or reformulating them using simple language and translation to the mother tongue .

Introduction

This chapter aims to discuss and interpret the results obtained from the interviews conducted with the teachers of English. As well as the results obtained from the classroom observation conducted in a third year foreign language classroom. The results are, in fact, interpreted and discussed in relation to the literature presented in chapter one and they aim at answering the research questions and confirming or refuting the hypotheses stated in the general introduction. Therefore, this chapter will be divided into two sections; the first one tackles the results of the interviews .the second deals with the analyses of the results obtained from the observation

4.1. Discussion of the Interviews

The findings of the interview section revealed important points that need further discussion. Generally speaking, motivating students starts with showing the importance of English to have a good career and also by stimulating their interest by creating a nice atmosphere. This means that the teachers incite their learners to construct knowledge by themselves, and also, advise them to use dictionaries and new technologies to improve their English, to interact with native speakers or find a language partner on the net this is a way to practice their English and this situation reflects the principles of constructivism that Focuses on inciting students to construct their own knowledge .

As concerns the teachers ways to involve unmotivated learners they use ways such as asking them easy questions "*sometimes I ask easy questions in purpose to make it possible for them to speak .this encourages them to talk and gives them hope to improve* " says one of the interviewed teacher. This technique is used by most teachers as it was proved to be effective and helps gaining self-confidence.

The fear of making mistakes is also one of the obstacles that hinder the students from participating and sharing their ideas that are most of the time very interesting and for the teachers. So when they focus on getting ideas they make it clear for the class by using good humour or a joke. They comfort the learners and make them try by saying "*we learn from our mistakes*". If they make mistakes the teachers either corrects them or ask other classmate for help without any pressure. Letting learners to make mistakes in the classroom is a good opportunity for the teacher to recapitulate some of the rules and remind them of some words. According to (Ur,1996) most of the students fear making mistakes and of being criticized or sometimes they just feel uncomfortable when they speak this affect negatively speaking (Ur,1996).

Another important finding that needs to be discussed is the key of a motivational plan. The teachers didn't not agree on one specific element .however, the three of them gave their own opinion about what they find necessary to make the process of teaching effective .knowing the pupils personalities and needs is one of the points that one teacher emphasised as knowing each pupil allows the teacher to choose the right strategies to follow in order to catch everyone's attention on the lesson This idea is well explained in her words "*in my opinion the key to motivation is first to know your students in depth about their fears ,their weaknesses ,their hobbies ,so as to plan lessons and strategies according to that and thus create a nice atmosphere where they will feel safe and ready to challenge themselves*". One of the important motivation elements as cited by another teacher is "*the key for any motivational plan in my view is to make them love and like the lesson ...*" ; this is why a good classroom atmosphere is necessary to trigger learners' participation.

Making the process of learning enjoyable, by creating a nice atmosphere is the dream of teachers however it is hard to achieve. We asked the teachers about this and they had different views about this as well .In the words of 3rd year foreign languages teacher "*The best way to keep an enjoyable atmosphere is by sharing ideas that interest them and explain the*

lesson with different ways, using gestures and facial expressions teachers think that the role of a teacher is to be an actor... ” This shows how important and delicate the role of a teacher is. In this respect, the other teacher claimed “ I think that any teacher wants his /her students to get more and learn more .sometimes I feel unsatisfied by the way things work when learning English but I always make the pupils enjoy the lesson”.

Pupils generally get bored sometimes of the lesson or the teacher, or sometimes tired in the afternoons so the teacher is responsible on bringing their attention back to the lesson , a question on this was asked responses differed from one teacher to another :” *I think it’s necessary to teach in good conditions .Whenever there is noise it’s necessary to take measures ,ask those who are behind this situation to make them pay attention on what’s happening and the others will follow”* other solution was given by the second teacher who has her own ways: *“I rather knock on the table in a merry way to get their attention back .sometimes I lower the tone of my voice or just wake them up with an eye contact .It’ much better to save time and not offend .Then , I kind of sum up the last point I was talking about“.* There is another point that she pointed out which is important to avoid when pupils look destructed .In this case I don’t shout at them or blame them”.

One last point that is the most related to the research question is related to 3rd year foreign language class, their teacher expressed how unsatisfied in her claim:”*I feel sorry to say that it’s disappointing, the FL (foreign language) stream is supposed to contains the learners with the best marks...,but unfortunately ,many students have a bad level that they don’t deserve to be in a foreign language class .the other stream are better in English then the FL students”.*

4.2. The analyses of the Classroom Observation

The observation that took place in a foreign languages classroom has depended on a observation checklist containing six elements the first one is related to the preparation of the lesson ,the second important factor is language use ,the third is the classroom management and classroom atmosphere and finally the use of technology .

4.2.1. Preparation

Preparation is one of the first factors that a teacher uses to start teaching .He first should know what to teach and how to teach it .Before anything a teacher should have a plan. As a secondary school teacher .and especially for final year, that have a final exam in the end of the year . The program to be taught is composed of different units, which in itself has different types of lesson. Reading, writing tasks, grammar lessons .speaking activities.

When the lesson plan is about reading the teacher asks her students to open their book and asks them what they see ,or what they can read on the first page what they understand or if there's a picture ,the teacher asks for a description of the image.

After reading and explaining everything about the lesson she moves to the questions that are related to the topic , and asks questions . She picks one of good students to begin ,then she asks more questions that are included in their books questions like , do you think that ...? do you agree with ? What would you do if you were . The answers are short from shy students ,the other learners give their opinions and defend themselves.

The teacher when she comes in, she has her book ,since she is experienced in teaching ,she's then knows what she should have prepared for the lesson of the day . The unit starts with text about a specific topic ,she enters to the classroom with a smile on her face and enthusiasm she welcomes everybody .

The plan of the teacher was clear, each session the teacher focuses on different aspect when she teaches grammar she relates it to the examples and the vocabulary to the unit because teachers are required to do so. She teaches them to apply the rules in the context of the unit as she gives them examples from the classroom about herself or other students to explain more using funny jokes sometimes to make things clear for the learners and change their mood. The second element about communicative activities there was an appropriate balance of structured and open-ended/communicative activities English class lacks communicative activities . However ,the teacher gives examples and uses new vocabulary to relate it to the experiences of the learners and real life uses by asking in the beginning of the class how was the day ,How are they , but the answers of the students are just short ,and there's an interference of French and Berber when don't know how to say a word in English .moreover , The exercises and activities were introduced in context. The teachers follows the texts tasks in the curriculum in relation to each unit and lesson .but when he explains she introduces a new lesson ,she explains it with her own style and asks questions and gives example in relation to the context in addition . The plan was geared toward real/authentic language use the plan was geared towards the language that should be taught, according to the texts and tasks not according to real life use and this differs also according to lessons ,in some of them the teacher asks the students to do a role a play ,the activity mainly was on how to write a letter she gave instructions how to write it then asked one to send a letter and someone to answer in an oral way someone to complain and someone to give solutions for the problem .

4.2. 2. Language Use

Another element of a great importance in is the language of the teacher who should speak fluently and correctly . She says good morning to all the students she puts her bag on the table and her voice is loud; the whole group can hear her .She speaks in clear way .She speaks with enthusiasm and asks them to sit down “*hello ,sit down* ” ,she uses some expression such as “ *let’s play , stop gazing ,wake up it is morning it’s 9 am*” . She brings new expressions every day ; then when they ask about the meaning, she explains and they take notes . She teaches them new vocabulary items in a communicative way.

The instructor used the target language in the classroom appropriately and effectively, She did this by using simple and easy language and also speaks slowly uses gestures and synonyms to explain the idea and teach new vocabulary too. The second element in the language component is the use of English which was appropriate to student needs. The use of the language was presented according to the students need in an acceptable way. The newly introduced lessons and terms are explained in depth, so that the students understand .she sticks to the context of the lesson by asking questions to share their opinions in English some of them are fluent but some of them don’t lack the necessary vocabulary so they stop to ask how can I say this in English ?” another student helps if no one gives an answer the teacher give the appropriate word then she asks him to continue in English .

The learners sometimes tend to use the mother tongue when they don’t know how to express their thoughts. According to Harmer there exist many reasons for the use of L1 amongst which, is using it as an alternative aid to cover their inability the TL or most of the time because they lack vocabulary (Harmer ,2001). Another reason of using the TL in the classroom is it’s use by the instructor that makes the pupil feel at ease to speak .(Ibid)

4.2.3. Lesson Presentation

After having a good language ability comes the way of presenting the lesson the presentation of the lesson is different from a lesson to another ,starts reading then discussing the main ideas that from general ,they go deeper in the sentence and then the words after this she moves to the exercises she asks a question there are students who raise their hands and answer different answers are given . She corrects some mistakes as grammar mistake ,the use of tenses like the she writes on the board “*keep kept kept*” and she asks a similar case “*weep wept wept* “ and gave someone said what is weep ,the teacher repeat out loud the question can someone tell your friend what is weep one gave she acted “crying “ she thanks the pupil and moves to a new grammar lesson by introducing a new grammar lesson about conditional types starting with type zero /then one she gave them an exercise to practice

During reading comprehension she makes sure that she reads the text out loud to let everyone hear the pronunciation of words with a final /s/and final /ed/ as they are included in the syllabus .and allows them to avoid pronunciation mistakes and also memorize them instead of learning how to apply the rules with new examples each time to keep them in mind

The teacher also uses another way to teach new vocabulary by asking about synonyms and opposites and explanations of words to teach new vocabulary and make learners speak by reminding them of previous sessions and presenting new words in relation to the lesson that was presented appropriately and clearly according to the activities that are to be taught there's a difference when explaining a text by explaining difficult words and ideas then presenting comprehension activities when she asks to answer according to what is previously said .then the activities are presented to achieve the objectives were effective each activity aims at teaching a skill .however the teacher sometimes go beyond the skills the activities are meant for ,as she make of activities communicative . She moves from when activity to another

according to the plan .then for the time .each activity and question is given a time ,according to the difficulty and importance .the teacher after explaining the grammar rules with examples ,she gives the chance to apply them in activities .While working on the exercise the teacher walks around the classroom and the students ask the meaning of some words to get the general meaning that will allow them to know what to do .The teacher is getting an idea of what type of mistakes is repeated to explain to them what they should do in such situation to avoid doing the same errors.

Concerning the amount of teachers and students talk the students prefer reading answering comprehension questions and giving short answers .the teacher talks more when he is explaining a point that has never been introduced before ,then she gives the chance to the pupils to express themselves .Some of the pupils feel confident to speak even when making mistakes some others have ideas but prefer writing than speaking .as far as the . The type and amount of teacher feedback was effective when the students give good answers the teachers shows her satisfaction and she praise the student, this encourages them to participate more . She encourages the silent students to take part by asking them easy questions .yes or no questions by asking if they agree on a given point or they agree with a friend or not .

One of the ways we have noticed the teacher is asking for opposites and synonyms of words .she asks for the synonym of” weak “ and when no one gave an answer she gives hints like it is like the French word .they answered at once “ *faible*” she said right but the pronunciation is “*feeble*” they all laughed and say this is easy . While doing the lesson about feelings and emotions she explained some words and expressions by using opposites when the American versus British ways of expressing their emotions .she asked about the opposite of “*bottle up* “ one of the students answered “*reveal* “ .she she compared the Americans who do not mind to cry in public to the British who prefer to keep a “*stiff upper lip*” . “*What is a stiff upper lip?*“ she asked when no one answered she acted like she wants to cry but didn’t

allow herself to .someone said she *holds her tears* .the teacher says correct .She asks what is the opposite of *hiding* one of the students answers *sharing* .

4.2.4 .Classroom Management

During the lesson presentation the teacher should be able to manage the classroom , classroom management is one of the most challenging techniques that teachers should develop .This was achieved thanks to presenting the activities in a simple and clear way by reading the instructions and asking the pupils to work together on a role play activities .the teacher gives time for the students to think of answer while she walks around the classroom .and correct some mistakes other students are calling for the teacher to help them out with getting ideas ,words , explaining the question more . What is important in this component is the ability to manage both time and activities .

The pair work was used in some of the sessions. The teacher asks someone to write a letter and his mate answers then they all share their solutions .To achieve the aim of knowing how to write a letter and following the framework and how to express oneself another to help with advices .The seating arrangement facilitated learning, the seating help the teacher to move around the classroom to check the students work as it also helps the students to turn and work in groups or use the books and use the same book or dictionary. Concerning the use of audio visual and tech materials they were not used, and the teacher divided her attention among the students appropriately. She places herself in the centre to see everyone .Then, she walks around the classroom and listens and asks different pupils . She gets closer to the pupils who can't speak louder ,and then ask someone who heard him to repeat it to the whole class so that they can hear it .the participation on task differs from an activity to another .according to the difficulty sometime they can't understand what they are asked to do so they ask the teacher to explain again .

4.2.5. Classroom Atmosphere

The classroom atmosphere differs from an hour to another . Both teacher and students feel in shape during the morning hours. They start the day with English, the teacher is cheerful . She asks and discusses different topics ,students interest in real life .She builds a safe and non threatening environment to allow pupils to participate without having a fear of making mistake “*thank you for this good mistake*” than she corrects it .this means that the teacher focuses more on accuracy than fluency because they need to master the grammar rules .however she gives them chances and question to make them speak.

The participation is lively when the topic is interesting or when they have information about the topic or about their personal opinion the participation is good .but when the question is about something unfamiliar they wait for someone to give an answer .however there’s always a volunteer who gives an answer and the teacher thanks him even though the answer is not correct or incomplete .The teacher creates a nice ,warm atmosphere and accepts the students answers with a smile and a praise and wrong answers with making the question clearer to give a second chance to a better answer

The participation was good when the topic and activities are easy when the questions are about comprehension, but when it comes to question related to their opinions .As the instructor was sensitive to students' difficulties and abilities she knows who the shy students are ,who are the smart students ,the smart ones who don’t care about participating, some are good in writing but feel shy to express themselves .Once no one volunteers to answer she asked one of the quite students in a kind way do you remember the meaning of the word “irritable” with a low shy voice the teacher thanked her and repeated the answer out loud it’s “angry ,you should thank your friend for saving your lives this time ,or else ...” in a threatening way acting like she’s angry and said “I’m irritated” .

4.2.6. Use of Technology

Concerning the use of technology it was poor inside the classroom .However, the teacher advises the learner to constantly use mobile applications, listening to songs ,as she keeps in touch with them on her “Facebook” account on which she shares lessons and videos that she can’t show them in the classroom because of lacking material and time as she answers on their messages and questions if they need any explanation . she also she recommends them to listen to English speakers and repeat after them to develop their speaking proficiency and listening skill .

The technologies as mentioned in the findings are not noticed inside the classroom .yet, learners exchange some expressions that they have learned using their mobiles, They share some quotes,this is a good opportunity for the teacher to explain some of the words that have no relation to the lesson .this shows how some of the pupils are interested in learning English outside the classroom . Many pupils show their interest in learning English, by using their smart phones and ask the teacher for the meaning of words in the lyrics of songs that they like or proverbs or quotations after the class is over .Learners of these days show much interest in the latest technology and its use inside the classroom can motivate students and to practice and improve their speaking skill (Ellis, 1994)

4.3. Motivational components

4.3.1. Language level

The language used by the teacher was chosen according to the context of the unit she starts by brainstorming the students' background knowledge about a specific topic before introducing it she asks questions what do you know about ethical and unethical practice than she explains what is ethical she introduces a new vocabulary than she uses easy language ,sometimes synonyms and sometimes she makes things clear by taking two pupils with thieves ,to talk about stealing as an unethical practice .She talks about education than she compares the educational system by using native language sometimes French so that pupils understand .

4.3.2. Learner level

The learners participation and speaking differs from a student to another .There are students who barely dare to say one word because of their shyness .Some others participate when they feel sure that their answer is correct ,if they have a doubt they don't risk for the fear of making a mistake .Another type of learners are the ones who are confident and spontaneous and say what they think of regardless of the reaction of the other mates or the teacher . But only few students have this type of personality.

4.3.3. Learning situation level

The learning situation of the classroom is composed of units and then each unit contain different activities reading comprehension ones where the students who clearly understood the text participate and answer ,and some of them ask about the meaning of word and what the question is about to be able to look for the answer in the text .concerning grammar activities , most of the students concentrate to understand ,the ones who understand quickly they like giving examples and answer the questions in contrast there are students who

need more examples to understand so the teacher invent examples from different situations in the class about different students with simple words and sentences that can easily be understood by everyone .The atmosphere of the group is fun ,and the students know each other so they like participating by giving examples about each other ,then it ends by giving jokes and creating a nice atmosphere by using English . Even if with errors the teacher lets them speaking and later corrects some mistakes .

4.4. Factors Affecting Motivation

There were many factors that affected learner's motivation in the interaction with others plays a crucial role then in the learning environment that both the teacher and students are responsible on creating .

4.4.1. Interaction with Significant Others

Among the criteria that effect the good learning of FL is being surrounded by positive and motivated people inside or outside the classroom. the teacher is one the most influential factors in learning so when the teacher looks in a good mood and project a good well to learn and speak and this attract the learner's attention to the lesson , the others students in class also influence motivation .we've noticed that the students who have mates who participate encourage their learners willingly or unwillingly to participate too .Because, when a pupil takes someone as a model or wants to be like someone he makes the goal to be successful or smart like him this pushes to better behavior and result . Pupils who sit with smart and vivid people tend to have interest in learning and become active participants too and create competitive environment in a positive way.

4.4.2. Learning Environment

The students are affected by the atmosphere in the classroom, even the least interested students, who tend to remain silent all along the English session, become involved thanks to being in an environment of students who love English and speak it. And gives them well to

move forward and feels able and ready to change his /her attitude and behavior .The joyful and interactive environment in the classroom serves as push and encouragement to succeed in their studies and vice versa ,one the classroom students are talkative, noisy and non interested this lowers the good students performance who are interested in learning .In such case the teacher need to take some measure and follow strategies in order to attract all the students attention ; first controlling the disturbers by giving activities they enjoy doing or by punishing them .

4.5. Use of Motivational Strategies

4.5.1. Generating Initial Motivation

Generating Initial Motivation the teacher uses different way to create basic motivation conditions by helping the weak students to improve their level and ,involves the good students in more challenging activities and questions .The teacher also works on increasing the students expectancy of success by allowing them to solves difficult tasks by simplifying them and explaining them in an easy manner .Many activities were used by the teacher to motivate students such as pair work to allow students to work and correct each other before being corrected by the teacher this allows to teach how to work in groups . The teacher also invites the students to the board to write and sometimes read so that they learn to face their fears and reduce their shyness .and this helps correction of writing mistakes on the board so that everyone avoid making them again .

5.4.2. Maintaining and Protecting Initial Motivation

The teacher focuses on making amusing activities in relation to the curriculum to avoid destruction when they get bored or tired ,because students need to be reminded that they have a goal to be achieved so they need to concentrate more on their lessons and making them feel confident and increase their self esteem by being tolerant with them and involving them in taking decisions, the teacher asks students to answer with his own way and teaches

them to correct each other and accepting each other and have a good time with learning English and by speaking English with each other. this will make them feel strong and able to be in charge of their own learning and teaches them to take advantage of the English hours that they have to speak .She tells them “ your friend knows that you speak Berber ,now talk to her in English ,and when you go out you can use Berber”.

Conclusion

In conclusion, this chapter included five sections; the first one was devoted to the analyses of the interviews, motivation at the level of Brothers Hamdi Secondary school. Teachers have different ways of motivating their learners; this was shown in the teachers interviews and noticed during classroom observation. The second section is about the analyses of the checklist, the third is the analyses of the three motivational components on the three levels ,the language level , learners level and the learning situation level .The fourth part is on factors effecting motivation which are the in interaction with significant others and the learning environment. Then the fifth section is on the use of motivational strategies which are generating initial motivation and maintaining and protecting motivation and The foreign language students are not all motivated to speak as ,some of them are highly motivated as they speak and participate in different tasks what encouraged them to speak was mainly the suitable learning atmosphere the teacher provides by being enthusiastic and encouraging and also by being friendly .On the other hand others does not participate because of being shy or weak. The teachers assert that the good student are all the time active, but some of them don't speak for reasons of being shy or afraid of making mistakes.

General Conclusion

This study has been set out to investigate students' motivation in Brothers Hamdi Secondary school: the case of third year foreign language class. It assigned three major objectives. First, it seeks to find out if teachers motivate their learners to acquire the oral competency. It focuses on the teachers' ways of motivating their learners by having a look at the strategies used to initiate and maintain learners' interest. Second, our aim is to discover if the 3rd year foreign languages students speak English in the classroom and the different factors that helped to achieve that. The third objective was to determine the factors that affected their interest in learning and speaking English.

To answer the research questions and test the hypotheses, we used the qualitative method to collect and analyse data which have been drawn from two distinctive research tools: classroom observation that focuses on six elements from a language observation checklist to observe teacher and students' motivation. To do this, three teachers were interviewed to provide us with some more detailed information, by responding to structured and semi-structured interviews. After that, we used quantitative content analyses (QCA) for the sake of interpreting these data. Because, as stated by Mayring "QCA...is a systematic procedure of assignments of categories to portions of texts".(2014:31). This allowed us to explain texts as well as to interpret the outcomes obtained from the interviews.

As the students of Brothers Hamdi Secondary School are a mixed ability class, we came to the conclusion that, some of them have a good speaking proficiency and like speaking and sharing their thoughts in English and answering questions and participating in different tasks. On the other hand there are some other students who have difficulties expressing themselves as they stop each time to ask for the English word, because of lacking the necessary vocabulary do so. Another reason of hesitating to participate in speaking activities lies in the lack self-confidence and feeling afraid of making mistakes in front of

their classmates ,so they prefer not to speak even if they know that their teacher welcomes their answers and encourages them to speak even with mistakes to learn from them and avoid doing them again .

Relying on the analysis of our findings, we tried to provide answers to the research questions advanced in the study. We aimed at proving the importance of teacher motivation in teaching foreign language. Teachers of English interviewed claimed the importance of creating a good atmosphere and setting an enjoyable learning environment as a pre-requisite to the participation of learners in the classroom practices. As it is also fundamental to involve all the students ,and avoid neglecting the weak and shy ones that can be convinced to take part by making them feel confident and giving them chances to show what they can do . This is what the teachers claim even though every one of them uses different ways of doing so.

One of the ways that teachers suggested to sustain students desire to speak more is exposing them to real and authentic language, and this by preparing communicative activities and using technologies and visual aids. Since this is not available in this Secondary School because of the lack of materials and a lack of time which is due to the heavy program, teachers advise their students to wisely use them outside the classroom for learning purposes.

There factor that is worth mentioning which influences negatively the use of the speaking skill in the classroom is the number of the heavy number of students in one classroom; a number that should be reduced to help teachers manage classroom activities in terms of time to get everyone participate because it is hard to involve all students, and satisfy everyone especially because teacher face a mixed ability class that contains both excellent students and weak students that need more time to understand compared to the others .And this puts much pressure on the teacher who is required to get the program completed done on time and yet ,achieve good understanding and results .

The discussion of the results of this study inferred from the interview with the teachers and the classroom observation, revealed that the teachers of Brothers Hamdi Secondary school motivate their learners to speak English during class using a variety of ways such as asking simple questions and involving the good as well as the weak and voiceless students in giving their opinions and sharing their thoughts even with minimal vocabulary. Results also show that students of foreign language class are composed of two categories, the students who speak and show their interest in learning, and elements who lack enthusiasm in speaking because having low self-confidence .and this confirms the first hypothesis which is that teachers of Brothers Hamdi High School motivate their students and the third hypothesis is that some students are daring to speak.

It is hoped that this humble work will contribute to the field of motivation in the learning of English as a foreign language. We hope that it helps to improve the learning process in Secondary School setting as it is important to develop the speaking skill to help learners go further in their studies and career and encourage them to practice it.

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APPENDIX 1

Teachers' Interview

The questions of the interview

This interview aims at investigating how motivating teachers are in brother Hamdi secondary school, and ways they use to motivate their learner. Thank you for your collaboration

1. How do you motivate your learners to speak in English in the classroom?.....
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2. Do learners of English as a foreign language speak and participate in different tasks and what kind of tasks do you think that they are more interested in? Why?
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.....
.....

3. What motivated you when you were a student to speak in English and do you think what that you can motivate your pupils the way you were being motivated yourself?.....
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.....
.....

4. What do you consider as the key of a motivational plan?

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.....
.....

5. A teacher should be a guide and motivator at the same time .How do you grab your students attention to what you are saying and more importantly how do you make them speak?

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6. In every classroom we find some students (learners who are more involved than others .how do you act with the voiceless students .What in your opinion is the best way to make the shy learners speak ?

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.....
.....

7. Making the process of learning enjoyable is not an easy task, especially for third year classes. How can you as a teacher maintain a good atmosphere of learning?.....

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.....
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9. How does the first impression of teacher effect the students motivation?

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10. Third year students are mainly interested in having a good understanding of the lesson rather than learning English to speak it .what can you as a teacher suggest as a solution to this problem?.

.....
.....

.....(for 3rd foreign languages teacher)

11. How do you find the performance of third year students compared to the other streams?.....

.....
.....

12. How can code switching be motivating in third year classes?

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13. One of the factors that prevent learners from answering and asking questions is the fear of making mistakes .How do act in such a situation?

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14. How do you act when it comes to random and organized answers (some students tend to give answers without forming complete sentences how do you act in situations like those?

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Appendix-2 -

To conduct this research we depended on a language checklist form that helped us to cover more areas and aspects of a foreign language classroom

Language Classroom Observation Form

Class: _____ Section: _____

Instructor: _____ # of students: _____

Observer: _____ Date: _____

Rating Scale

4 – *very good* ; 3 - *Good*; 2 - *Fair*; 1 - *Poor*

A. PREPARATION

1. The instructor had a clearly discernible lesson plan. 4 3 2 1
2. There was an appropriate balance of structured and open-ended/communicative activities. 4 3 2 1
3. The exercises and activities were introduced in context. 4 3 2 1
4. The plan was geared toward real/authentic language use. 4 3 2 1

B. LANGUAGE USE

1. The instructor used the target-language in the classroom appropriately 4 3 2 1 / NA and effectively.
2. Use of English was appropriate to student needs. 4 3 2 1 / NA

C. LESSON PRESENTATION

1. The lesson was presented effectively and clearly. 4 3 2 1
2. The activities/exercises chosen to achieve the objectives were effective. 4 3 2 1
3. There were smooth transitions between activities. 4 3 2 1

4. The time allotted for activities was appropriate. 4 3 2 1
5. The amount of teacher talk and student talk was appropriate. 4 3 2 1
6. The type and amount of teacher feedback was effective. 4 3 2 1
7. Cultural instruction was integrated into class activities. 4 3 2 1

D. CLASSROOM MANAGEMENT

1. The use of small groups/pair work during each activity 4 3 2 1
was appropriate.
2. The seating arrangement facilitated learning. 4 3 2 1
3. The use of audio-visual & tech materials was effective. 4 3 2 1
4. The instructor divided his or her attention among students appropriately. 4 3 2 1
5. Student participation was on task. 4 3 2 1

E. CLASSROOM ATMOSPHERE

1. Student participation was active and lively. 4 3 2 1
2. The class atmosphere was warm, open and accepting. 4 3 2 1
3. The instructor was sensitive to students' difficulties and abilities. 4 3 2 1

F. USE OF TECHNOLOGY

1. Use of technology (video, audio, web materials) was appropriate given the material being presented.. 4 3 2 1
2. Use of technology was particularly creative, i.e. it accomplished something that could not have been done as easily with other media. 4 3 2 1
3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for email, drilling, background, etc.. 4 3 2 1

COMMENTS

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

FINAL NOTE:

The person doing the classroom observation may find it useful to communicate with teachers whose classes are being observed by *email*, especially in the case where teachers are part-timers, and are only at Penn a few hours a day. Thus the teacher can communicate the proposed goals of the class ('lesson plan') to the evaluator by email before the class, and after the session, tell the evaluator whether s/he was able to do in the class session what s/he had planned. Classroom evaluators are also advised to keep a time- log of what goes on in the class observed, as a way of keeping track of what happened.

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Appendix 2-2-

Observation Checklist .

the session observed and the dates	The items observed	The rating scale
1-Session :	Preparation :	4-Outstanding
2-Date :	Language use :	3-Good
3-Hour :	Lesson presentation :	2-Fair
	Classroom management :	1-Poor
	Classroom atmosphere :	
	Use of technology:	

The Transcription of the Interviews

Participant 1:

This interview takes place at Brothers Hamdi high school with the teachers of English .

We today interview Ms Fraoues to tell us more about her teaching experience at this high school .if she motivates her learners and how does she do that .in addition to her teaching third year foreign language this year .

A: Good morning Ms ,I would like to thank you for accepting be part of this research and answer our questions .

B: my pleasure my dear .you're welcome.

A: My first question for you Ms is how you motivate your learners to speak ?

B: well, I try to turn everything into a game, sometimes start by asking two or three pupils to search for the same word in dictionaries to see who is faster ,it creates a nice atmosphere inside the classroom and encourages them to take part in the lesson I sometimes bribe them with the best written expression will get chocolate . In some disciplines more than others.. for instance when dealing with comprehension question task I ask five to just read the questions and 5 to answer and 5 others to write on the board ,it makes 15 pupils participate and it encourages the shy and voiceless pupils to talk as they are only expected to read the questions.

A: What kind of activities do you think your students are more interested in ? why ?

B: as being in a mixed ability class the good students participate, dare and speak but the voiceless students she deals with them in a different way by asking them to answer easy questions in the beginning but after they feel reassure they dare to participate and answer for more difficult questions later on .They start by reading the questions only then writing on the

board after gaining more confidence they dare to answer and speak and that's how she makes them all the learners take part.

My pupils like games and role play dialogue completion ,fill in the gap providing that you supply them with the missing words , games such as riddles and also group work, in her words .my students speak especially when they are hiding, I praise them but I don't give them eye contact this encourages them to speak next time especially for shy students because they might panic more.

I think that the reason why they like these activities is that it makes them feel smart and more confident to participate more later on. These activities also make the language look easy, and amusing to learn .I motivate them by making the tasks more entertaining and less boring ,I even modify questions to make them more attractive ,like more as games than exercises.

A: What motivated you when you were a student to speak in English .and do you think what motivated you when you were a student can motivate your learners nowadays?

B: It all started with my neighbors, they used to receive relatives from the USA and I was eager to play with them and I even borrowed a dictionary to prepare what to tell them. Then when I started my first year of English at school, my teacher was so cool that she allowed us to say whatever we want but in English so she used her dictionary to prepare questions to ask her and share thoughts with her, she was a very dynamic and sympathetic with us.

Yes ,definitely .in a more modern way .I gave my students my Facebook account , they are free to say whatever they like as long as it's in English .they can otherwise use their dictionary as much as possible but in a wise way to acquire knowledge .I also advise them to speak to one another in English ,or find a language partner on the net to practice with them .

A: According to you Ms what is the key to any motivational plan?

B: In my opinion the key is first to know your students in depth their fears ,their weaknesses ,their hobbies ,so as to plan lessons and strategies according to that and thus create a nice atmosphere where they will feel safe and ready to challenge themselves.

A: A teacher should be a guide and motivator at the same time .How do you grab your students' attention to what you are saying and more importantly how do you make them speak?

B: Sometimes learners attention is lessened by noises or other students practicing sports outside or simply because they are tired ,especially afternoons, so they lose track .in this case I don't shout at them or blame them ,I rather knock on the table in a merry way to get their attention back .Sometimes I lower the tone of my voice or just wake them up with an eye contact . It is much better to save time and not offend .Then, I kind of sum up the last point I the last point I was talking about .

A: In every classroom we find some students who are more involved than others .how do you act with the voiceless students .What in your opinion is the best way to make the shy learners speak?

B:As far as the shy students are concerned ,I avoid eye contact with them when they are about to answer ,they may panic .I rather ask them to whisper and then I repeat the answer to let the others hear it .little by little they become more self-confident. I also use the voiced students to trigger the voiceless ones ,I ask a good pupil to answer ,then I ask his friend setting in the same table to repeat .sometimes I ask easy questions in purpose to make it possible for them to speak .This encourages them to talk and gives them hope to improve .

A: How do you think that first impression affects students' motivation?

B: Of course first impression plays an important role in the ongoing of the school year ,if the first touch is a success ,students will look forward to see what comes later .With a smile a cheerful voice and a strategy about how you want your students to be ,and ways to motivate them ,things should be better .in addition ,if the students feel that the teacher is open-minded ,kind and ready to help them they will be happy to work .if on the other hand they feel that their teacher is hard to reach and communicate with they won't even try .

A: Third year classes are more interested in understanding the lesson, rather than speaking the language, what do you suggest as a solution to this problem?

B:That's right third year students neglect speaking, so I focus on making them speak even though we have a lack of materials and speaking activities in the program but ,I modify the tasks in a way to fit the learners interest and try to involve them in asking and answering and giving opinions about the different topics they study . I sometimes use song's lyrics they know to point or prove something I said a rule for example to make them memorize it .this makes the atmosphere really cool that everyone shares ideas and examples .

A: Making the process of learning enjoyable is not an easy task, especially for third year classes. How can you as a teacher maintain a good atmosphere of learning?

B: The best way to keep an enjoyable atmosphere is by sharing ideas that interest them and explain the lesson with different ways, using gestures and facial expressions, teachers think that the role of a teacher is to be an actor, to do anything to make learners like the lesson

A: How can code switching be motivating in third year classes?

B: Yeah, I don't see why not to translate and use the mother tongue in the classroom ,when they have an exercise to translate form the German to Arabic in their Bac exam ,why they

don't have such exercises In English despite the fact that both of them are foreign languages .in all classes and levels I just use it less with third classes because they have acquired more knowledge over the years . I can use definition a I can explain with synonyms and gesture this doesn't work all the time ,so I ask ,students to give me the meaning in their native language ,they sometimes do ,but sometimes I prefer to give them the answer because this is time consuming .

A: How can code switching be motivating in third year classes?

B: Teachers code switching necessary at times when the definitions, explanations, synonyms, drawings, gestures mimes don't work .One of the reasons for code switching is that the words used in curriculum are totally new, so they use the native language to make things clear .To move to another point because if they continue explaining with words they don't understand this would be time consuming.

A: How do you find the performance of third year foreign language students compared to the other streams in terms of motivations?

B: I feel sorry to say that it's disappointing, the FL(foreign language) stream is supposed to contains the learners with the best marks in the three Foreign Languages that are French , English and German .But unfortunately ,many students have a bad level that they don't deserve to be in a foreign language class .The other stream are better in English then the FL students .

A: One of the factors that prevent learners from answering and asking questions is the fear of making mistakes .how do act in such a situation?

B: there is something important that I always repeat to my pupils ,which is to dare to answer ,to just speak answer even if it is wrong , because as in life from our mistakes in learning a

language we learn from making the mistakes they make ,it is how they will avoid to make the same again .

A: How do you act when it comes to random and organized answers (some students tend to give answers without forming complete sentences how do you act in situations like those?

B: you know? I support my pupil answer whether they are complete or not ,whether they are in the native or in the target language with a smile but I try each time to remind them how important it is for them to form complete sentences with correct grammar because this is what they are going to need in their written exam and I help them with correcting themselves by reminding them with some basic rules and some rules previously .

Participant 2

A: Good morning Mrs. Meziani thank you for being kind enough to answer our questions.

B: You're welcome.

A: My first question is how you motivate your learners to speak in English?

B: I show them the importance of English in the world and even in Algeria ,the importance of English for their career ,without it ,it will be nearly impossible to get a job .in the classroom ,we try to motivate pupils using pictures ,videos films ,games ,we try to avoid bringing the same activities year after year .

A: How do you make your learners and participate in different activities and what kinds of activities are they more interested in? And why?

B: They all like fill in the blanks, and dialogue completion, they like reading most of them raise their hands when it comes to reading, but not to answering question. They are not afraid ,especially when the do the last words in completing dialogue ,or reading because they know

that a lot of their classmates make mistakes and I correct them immediately and make sure that they read it correctly ,they laugh at themselves when they read some words that they find strange .

A: What motivated you to speak English when you were a pupil? Do you think that you can motivate your pupils the way you were being motivated ?

B: My first inspiration was my teacher who was a very kind and understanding person , then I owe learning good pronunciation to the type recording that I use to have ,I enjoyed listening and repeating all day long . I advise my students to learn by listening to native language and repeat, this will help them improve their pronunciation.

A: What do you consider as the key of a motivational plan?

B: What I consider the key of a motivational plan is being spontaneous and not being tough with my students .correcting their errors without shouting at them, giving them the chance to say what they think freely just their own way and using their own language .

A: The teacher should be a guide and motivator, how do you grab your students' attention when they are distracted by noise or tire or other elements?

B: We are all humans we get tired sometimes, I try to transmit information in a simple way and understand the situation of my pupils. so that they can assimilate what I am saying . I also try to create a nice environment and make them love them love the lesson because .I believe that one of the roles of a teacher is to be an actor even he feels tired he should show that he is in shape and cheerful to give positive energy to the group .

A: In every classroom we find learners who remain silent .How do you usually act with the voiceless students? What is the best way to make the shy learners speak?

B: Me as a teacher I try to involve this category by telling them that they are not less smart than their mates and they can do better than them. I sometimes give the group time to write down their answers on their copybooks ,when I find that the shy students give good answers in writing I ask them to read their answer and share it with their friends .this helps them to gain confidence to take risks even if they're not sure of their answer.

A: How does the first impression effects students' motivation?

Yes, it is important for me as a teacher to show them that their learning English is fun from the very first day .this is challenging especially to keep this impression last for the coming lessons and stimulate their attention by adding questions ,activities or examples that that match to their interests and being friendly with everybody to .

A: How do you act when it comes to random and organized answers (some students tend to give answers without forming complete sentences how do you act in situations like those?)

B: Random and incomplete answers are welcome, even if they are given in other languages. we ask the other pupils to the answer and we translate to them and we can also help them then ask them to repeat .

A: How can code switching be motivating in third year classes?

B: Code switching The code switching is a necessity in 3rd year class especially because the terms are new and they can't be understood by definitions or synonyms or by gesture as simple words in addition understanding the exact meaning well will allow them save more time and avoid ambiguity in order to move to another point.

Participant 3:

A: How do you motivate your learners to speak in English?

B: most of the time when we start a lesson with a given class ,we ask a question the previous lesson ,or we stopped so that the pupils get involved .if not we use other tactics such as gestures ,or tell something in relation to the lesson so they can remember .

A: How can code switching be motivating in third year classes?

B: When teaching a foreign language all the answers are welcomed .when they are given in the native language we ask another pupil to translate or give the write answer using English. and this is accepted ,even when the pupils don't understand a word I explain it using an equivalent term in another language .

A: How do you grab your students attention to what you're saying, when they get distracted?

B: I think it's necessary to teach in good conditions .whenever there is noise it's necessary to take measures ,ask those who are behind this situation to make them pay attention on what's happening and the others will follow .

A: What motivated to speak one you were a pupil? Do you think what motivated you when you were a pupil can motivate your learner nowadays?

B: When I was a pupil the main thing that motivated me to speak English is that they love it .my curiosity pushed me to know more about it . Thanks to my teacher who advised me to follow this specialty .as pupils we enjoyed speaking English because the others were unable to understand what w were talking about .

A: In every classroom we find learners who are more involved than others .How do you usually act with the voiceless students? What is the best way to make the shy learners speak?

B: Each class is a case we find no problems .we find no problem in math class where most of the students get involved and like English .the problem is with the literary classes where most of the pupils are weak not only in English .teachers find real difficulties in transmitting the message .of course there are those who try to learn and others who have no idea about what's happening mainly is to get to involve by asking easier questions. When tasks are easy we ask them to do them .they feel happy because they did something and of course there's a reward the teacher encourages them by adding marks

A: How do you make your pupils enjoy their Learning?

B:I think that any teacher wants his /her students to get more and learn more .sometimes I feel unsatisfied by the way things work that learning English but I always make the pupils enjoy the lesson .

A: How does the first impression affect students' motivation?

B: I think that most students have an idea about their teachers .being kind and get them feel that learning English is very important for their career and open for them doors I always, remind them about it and make them feel responsible for their learning.

B: Concerning 3rd year classes motivation is not as important as for 1st and 2nd year primary they are stressed, think on the Bac exam .so most of the time they're interested in listening and reading comprehension. activities such as true or false , choosing the right answer ,answering question vocabulary ,formation of words .Of course grammar tasks because they need them .We get problems with essays (writing) production is not an enjoyable task for them .

A: What is the key of a motivational plan according to you Mrs Louni?

B: The key for any motivational plan according to my own experience is to make them love and like the lesson the rest comes alone.

A: *Reward and punishment does not work for third year. Does it?* (This was not structured)

B: Reward and punishment does not really work for third year pupils except those who want to go abroad they need to have good marks in English they don't really care because they most of the time work for the Bac exam as they say .